

Literaturrecherche mit KI

inkl. Notizen/Kommentare

(zur besseren Lesbarkeit empfehlen wir das Lesen mit Adobe Acrobat)



Dieses Werk ist lizenziert unter einer [Creative Commons Namensnennung 4.0 International Lizenz](https://creativecommons.org/licenses/by/4.0/)
Ausgenommen von dieser Lizenz sind Abbildungen, Screenshots und Logos

Mag. Verena Neubauer, MSc
Mag. Andrea Rieger



Bausteine der Literaturrecherche





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.

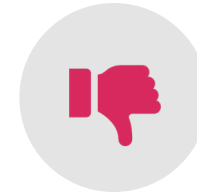




Wofür eignet sich ChatGPT?



- 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

#Kontext

#Auftrag

#Format

#Beispiel



Hier klicken für
das Ergebnis!

#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:** Gehe die folgenden Schritte durch:

Schritt 1: Identifiziere die Schlüsselbegriffe dieses Themas
Schritt 2: Zerlege das Thema bzw. die Forschungsfrage anhand der Schlüsselbegriffe in Blöcke
Schritt 3: Finde für jeden Schlüsselbegriff Synonyme, verwandte Begriffe, Oberbegriffe, Unterbegriffe und die englischen Übersetzungen und stelle es in einer Tabelle dar (eine Spalte für jeden Block).
Schritt 4: Trunkiere in Schritt 3 gefundene Begriffe, nur wenn es sinnvoll ist, und erstelle eine Tabelle. Benutze als Trunkierungszeichen einen Asterisk.
Schritt 5: Verknüpfe die Wörter jeder Spalte mit einem OR, jeder Block hat runde Klammern. Zwischen den Klammern wird der Boolesche Operator AND eingesetzt. Erstelle einen Suchstring, der alles enthält. Hast du dazu Fragen?

vgl. [KI-Tools - Hochschule RheinMain](#)



Output ChatGPT (GPT-4o)

✅ Schritt 1: Schlüsselbegriffe identifizieren

Aus deiner Forschungsfrage:

„Welche psychologischen Faktoren beeinflussen Prokrastination bei Studierenden, und welche Interventionsstrategien können zur Verringerung der Prokrastination beitragen?“

ergibt sich folgende Liste an Schlüsselbegriffen:

1. Prokrastination
2. Psychologische Faktoren
3. Studierende
4. Interventionen / Interventionsstrategien

✅ Schritt 2: Zerlegung in thematische Blöcke

Block 1	Block 2	Block 3	Block 4
Prokrastination	Psychologische Faktoren	Studierende	Interventionen / Strategien

Ergebnis vom Vortag

◆ Schritt 1: Schlüsselbegriffe identifizieren

Aus deiner Forschungsfrage ergeben sich folgende zentrale Begriffe:

1. Prokrastination
2. Psychologische Faktoren
3. Studierende
4. Interventionsstrategien / Interventionen
5. Verringerung / Reduktion

derselbe Input ≠ derselbe Output



 Schritt 3: Begriffsfelder zu den Schlüsselbegriffen (inkl. Synonyme, verwandte Begriffe, Ober-/Unterbegriffe, Übersetzungen)

Block 1: Prokrastination	Block 2: Psychologische Faktoren	Block 3: Studierende	Block 4: Interventionen / Strategien
Synonyme: Aufschieben, Verzögern	psychische Einflussfaktoren, mentale Aspekte	Lernende, Studierender, Student:innen	Maßnahmen, Programme, Methoden, Therapie
Verwandte Begriffe: Selbstregulation, Entscheidungsvermeidung	Motivation, Stress, Angst, Impulsivität	Hochschüler:innen, Uni-Angehörige	Verhaltenstherapie, Coaching, Training
Oberbegriffe: Arbeitsvermeidung	psychologische Merkmale	Bildungsgruppe, akademische Population	Intervention, Strategie
Unterbegriffe: akademische Prokrastination	Prüfungsangst, Selbstwirksamkeit, Coping	Bachelor-Studierende, Master-Studierende	Selbstmanagement-Strategien, Anti-Prokrastination
Englisch: procrastination	psychological factors, mental aspects	students, undergraduates	interventions, strategies, programs, therapy

Suchmatrix



✓ Schritt 4: Trunkierungstabelle

Block 1: Prokrastination*	Block 2: Psycholog Faktor**	Block 3: Studier* / Student***	Block 4: Intervention* / Strateg***
procrastinat*	psycholog* OR mental* OR emotion*	studen* OR universit* OR undergrad*	intervent* OR strateg* OR program* OR therap*
aufschieb* OR verzöger*	motivat* OR stress OR angst OR impuls*	lernend* OR akademisch*	maßnahm* OR coaching OR training
selbstregulat* OR entscheidungsvermeid*	selbstwirksam* OR coping	hochschul*	selbstmanag* OR verhaltenstherap*

✓ Schritt 5: Suchstring (mit Boolescher Logik)

(procrastinat* OR aufschieb* OR verzöger* OR selbstregulat* OR entscheidungsvermeid*)
AND
(psycholog* OR mental* OR emotion* OR motivat* OR stress OR angst OR impuls* OR selbstwirksam* OR coping)
AND
(studen* OR universit* OR undergrad* OR lernend* OR akademisch* OR hochschul*)
AND
(intervent* OR strateg* OR program* OR therap* OR maßnahm* OR coaching OR training OR selbstmanag* OR verhaltenstherap*)

Trunkierung
ermöglicht einen
Wortstamm mit all
seinen Endungen zu
suchen

Suchstring mit
Booleschen
Operatoren



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

Elicit

Anmeldung: 

Kosten: Basisversion gratis
(unlimitierte Suche,
Datenextraktion limitiert)

Suche: mit Frage

Semantic Scholar

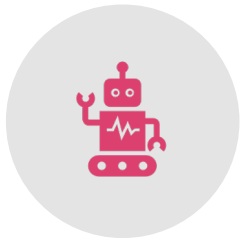


klassisches
Suchinstrument mit
KI-Features



Stichwortsuche:
Phrasensuche möglich
Boolsche Operatoren/Trunkierung nicht möglich

[FAQs](#)



- Kurzabstract TLDR
- Ask this Paper
- Skimming Assistant



Datenbasis:
wissenschaftliche
Zeitschriften, Data
Provider, Web Crawls

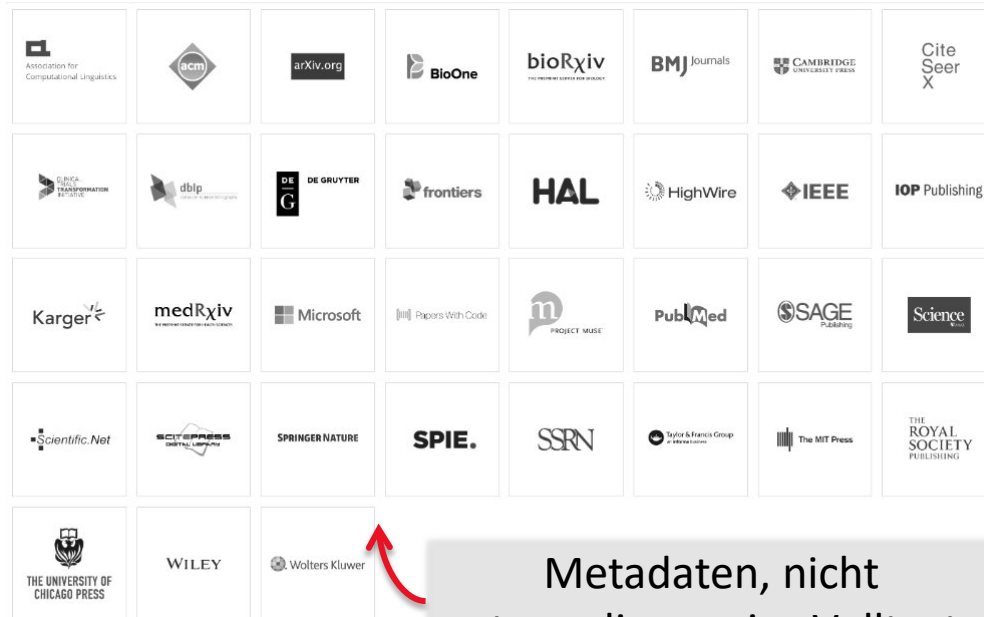


Semantic Scholar - Datenquelle

“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>



Metadaten, nicht
notwendigerweise Volltexte



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

Fields of Study ▾

Date Range ▾

Has PDF

Author ▾

Journals & Conferences ▾

Sort by Relevance ▾



Sort by Relevance

Sort by Citation Count

Sort by Most Influential Papers

Sort by Recency

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

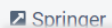
TLDR Intervention measures to reduce the academic procrastination of nursing undergraduates should include the evaluations of coping style and resilience of nursing students and cultivation strategies to promote their positive coping styles and resilience. [Expand](#)



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]



PDF



Save



Cite

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

Sruthi Bommareddy

Sriya Ravula

R. Jain

Education, Psychology · 2020

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



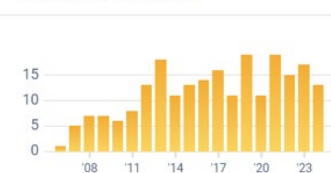
Save



Cite

228 Citations

11 Highly Influential Citations





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](#)

bereitet Paper auf

Ask This Paper

AI-Powered

What is the goal of this paper?

What are the key results of this paper?

What methods are used?

Ask a question that can be answered by this paper.

Submit

Fragen stellen

☐ Do not publish my input data

82 Citations

Search authors, publicati



Date Range

Citation Type

Has PDF

Author

More Filters

Sort by Relevance

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 Community Because of COVID-19 Restrictions

Masatoshi Tahara

Yuki Mashizume

Kayoko Takeuchi

Students Momentarily Displaced from Their Campus

[International Journal of Environmental Research...](#) • 2021

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

Table Of Contents

3. Post-revolution change

Result

Result

Goal

Method

Goal

Method

Result

➤

[Back](#)

☒ Enable Skimming
Show automatically-generated highlights

✓ Goals (15 highlights)

Paper objectives are highlighted in blue.

Example: In this work, we propose...

✓ **Methods** (23 highlights)

Methods used are highlighted in orange.

Example: The methods used...

✓ Results (21 highlights)

Paper results are highlight

pink.

Example: Our results show...

☒ Show Margin Flags

Label highlight types in the margin.

Number of Highlights

Feedback? Contact Us

- All Papers
- Unsorted Papers
- adademic procrastination
- Influential Papers
- reducing stress
- Add New Folder

Folder Settings

Folder Name

Influential Papers

Research Feed Settings

☒ Get Paper Recommendations Based on This Folder

☒ Get Alerts for New Recommendations

☐ View Papers Marked as "Not Relevant"

Folder Sharing

Private This folder is only visible to you

Save & Close

Delete Folder

Influential Papers



Research Feed



Share



Settings

Say something about this collection of papers...

Save



Search Papers



Sort by Date Added

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](#)

147

Alert

Cite

Influential Papers

Remove

Library mit thematischen
Foldern (= Sammlung
meiner Artikel)



⚡ Research Feeds

State of the art AI-powered recommendations based on papers you have saved to your [library](#)

≡ Settings

▼ Yesterday's Recommendations

New Recommendations for [academic procrastination](#)

Academic procrastination and its relationship to neurotic perfectionism among university students

Nazanin Othman Muhammed

Psychology · [Journal of University of Human Development](#)

28 January 2025

This study explores the relationship between academic procrastination and neurotic perfectionism on a sample consisting of (200) male and female students from the University of Sulaymaniyah, as well... [Expand](#)

📄 Publisher 📌 Save 📌 Alert 🗣️ Cite 🗑️ Not Relevant

Viewing...

2/2

👁️ academic procrastination

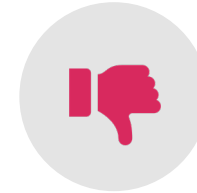
👁️ All Papers

neue Paper, die zu meinen Foldern
passen, KI lernt durch 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
- keine Weiterentwicklung seit Herbst

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)



Find the best science, faster.

How can I reduce academic procrastination and therefore stress?

Pro Filter



Upload Papers NEW

Upload

Extract deeper insights from your papers using Consensus! Upload any full text and use Ask Paper to chat with a paper. Find all your uploads and more in the new [Research Hub](#).

Try searching about...

Filter

Apply filters



Papers



Published since

All

2025

2024

2023

2022

2021

2020

2019

2018

2015

2010

2005

2000

1990

Exclude Preprints

Only show peer reviewed papers



Open access



Ask Paper available Beta



Citations

Min 1

Methods



Study types



Meta-Analysis



Systematic Review

Reset filters

Apply

☐ Literature Review

☐ Case Report

☐ Animal Study

☐ In Vitro Study

Study details

Controlled studies



Human studies



Sample size

Min 1

Duration

At Least



Min 0

Day



Journals



SJR quartile rating

Q1



Q2



Q3



Q4



Reset filters

Apply



How can I reduce academic procrastination and therefore stress?



Pro

Filter (1)



Share

Reducing academic procrastination can significantly alleviate stress and improve academic performance. Here are several strategies supported by research to help reduce procrastination:

Self-Regulation and Time Management

- **Self-Regulation:** Developing self-regulation skills is crucial. This involves setting clear goals, monitoring progress, and adjusting strategies as needed. Self-regulation has been shown to reduce procrastination and its associated stress and anxiety ¹ ⁶.
- **Time Management:** Effective time management, including breaking tasks into smaller, manageable parts and setting deadlines, can help reduce procrastination. Structured goal setting and planning are essential components ⁸.

Addressing Academic Anxiety

- **Managing Anxiety:** Academic anxiety is a significant contributor to procrastination. Techniques such as mindfulness, seeking support from teachers or counselors, and building confidence in one's abilities can help manage anxiety and reduce procrastination ⁴ ⁶.

Social and Group Interventions

- **Group Work:** Engaging in group work with interdependence can reduce procrastination, especially for those who struggle with procrastination. This approach also enhances positive affect and reduces negative emotions ⁵. Implementing group guidance services with self-management techniques has been effective in reducing procrastination among students ⁷.

Cognitive and Behavioral Strategies

- **Cognitive Restructuring:** Changing cognitive styles, such as addressing perfectionism and fear of failure, can help reduce procrastination. Understanding personal procrastination patterns and their triggers is also beneficial ⁸ ⁹.
- **Functional Analysis:** Analyzing individual conditions that lead to procrastination and tailoring interventions to address these can be effective. This approach allows for personalized strategies to manage procrastination ¹⁰.

Conclusion

To reduce academic procrastination and stress, focus on enhancing self-regulation and time management skills, managing academic anxiety, leveraging social and group dynamics, and employing cognitive and behavioral strategies. These approaches can lead to improved academic performance and well-being.

Pro Analysis of 10 papers

1 filter

Related



Consensus Meter · Does self-regulation effectively reduce academic procrastination?



Classroom interventions to decrease academic procrastination



Impact of academic anxiety on procrastination and stress levels



Results

Paper

1 Interventions to reduce academic procrastination: A systematic review

Interventions focusing on self-regulation are effective in reducing academic procrastination, with personality and anxiety being less focused on.



Systematic Review

2023 · 10 citations · M. Salguero-Pazos et al. · *International Journal of Educational Research*



2 A Systematic Review of Interventions to Reduce Academic Procrastination and Implications for Instructor-based Classroom Interventions

Interventions designed to reduce academic procrastination, such as strengthening conscientiousness, can significantly reduce students' academic procrastination.



Systematic Review

2023 · 4 citations · Melanie Turner et al. · *Educational Psychology Review*



3 Toward a Holistic Approach to Reducing Academic Procrastination With Classroom Interventions

A holistic, multipronged approach, incorporating objective measures, and using techniques derived from a simple process model can help reduce academic procrastination and stress.



2022 · 12 citations · A. Miyake et al. · *Current Directions in Psychological Science*



4 ROLE OF ACADEMIC ANXIETY IN ACADEMIC PROCRASTINATION: A THEORETICAL PERSPECTIVE

Reducing procrastination requires effective handling of academic anxiety through techniques like time management, talking to teachers or counselors, and engaging in mindfulness exercises.



Effects of academic self-regulation on procrastination, academic stress and anxiety, resilience and academic performance in a sample of Spanish secondary school students

Published Feb 2, 2023 · Antonio Ragusa, J. González-Bernal, R. Triqueros +5 more

Frontiers in Psychology

Q2 SJR score 

27

1

Citations

Influential Citations ⓘ

 [Open Access PDF](#)

 [Full text](#)

 Semantic Scholar

...

Overview

 Full Text Analysis **COMING SOON**

References

Citations

Abstract

Introduction One of the biggest challenges facing students today is procrastination, which is closely related to stress, anxiety and, in the most severe cases, depression. The aim of the present study is to analyze the influence of academic self-regulation on procrastination, academic anxiety and stress, academic resilience and academic performance. **Method** The sample consisted of 991 high school students aged between 16 and 19 years ($M = 17.25$; $SD = 3.45$). A structural equation model was used to analyze the relationship between the study variables. **Results** Analyses showed that academic self-regulation negatively predicted procrastination. In turn, procrastination positively predicted academic stress and anxiety. However, resilience exerted a protective influence by being positively related to academic stress and anxiety. Finally, resilience positively predicted academic performance, whereas stress and anxiety negatively predicted academic performance. **Conclusion** Thus, the importance of generating strategies for students to learn to self-regulate in academic contexts, manage emotions, foster motivation and develop strategies to help them overcome the vicissitudes they face is emphasized.

Observational Study

How can I reduce academic procrastination and therefore stress?

Academic self-regulation negatively predicts procrastination and positively predicts academic stress and anxiety.

Study Snapshot

Academic self-regulation reduces procrastination and boosts resilience, leading to improved academic performance in Spanish secondary school students.

👤 Population	High school students aged 16-19 years
📄 Sample size	991
📍 Location	Spain
🔍 Methods	Survey and data analysis
📊 Outcomes	Procrastination, academic stress, academic anxiety, academic resilience, academic performance
📋 Results	Academic self-regulation reduced procrastination, which in turn lowered stress and anxiety.

Extracted 6/7 study attributes

Ask this paper...

behaviors related to avoidance (Tello et al., 2015). In this way, students often display behaviors i

Forgetting in Psychology

9

Ergebnissen der

Rogers et al.

10.3389/fpsyg.2023.107352

achievement, inadequate information processing, or fear of failure (Ziegler and Opdenakker, 2010). This leads to academic and personal problems as immediate completion of activities and study become difficult (Ziegler and Opdenakker, 2010). Therefore, it is key for students throughout their academic life to develop a range of academic strategies that actively contribute toward their learning goals and to be metacognitively aware, planned and strategic (Teung et al., 2021). Thus, the present study aims to analyze the effect of academic self-regulation on procrastination, resilience, academic stress and anxiety, and academic performance.

being found to predict, reaching up to 95% of adolescents (Stolt 2010) and between 80 and 95% of university students to develop the behavior, as well as the desire to reduce it (*Malden Clano and Hurtado Pardo* 2017; *Codina et al.* 2020).

Procrastination does not refer to the failure to complete a task, but to the experience of procrastination and last-minute completion, although non-completion may occur (*Pardo et al.* 2014). Thus, of course affects with a diminished sense of well-being. It results in stress difficulties in following instructions (*O'Meargan et al.* 1992), unavailability (*Pestana et al.* 2020), poor school performance (*Kim and Son* 2015), personality problems (*Park and Sperling*, 2012). However, studies on procrastination in education are mostly descriptive and unsystematic. Therefore, it is necessary to analyze the role of academic procrastination as a mediator of learning processes and to take into account its influence on negative and positive factors focused on students' learning processes.

Academic self-regulation

The construction of learning responds to an intentional and conscious activity aimed at achieving a meaningful construction for the student who learns, we therefore speak of strategic behavior and, accordingly, of strategic learning. This learning, in order to be such, must be reflective and aimed at the autonomy of the person, self-direction (Inguero-Ramos et al., 2019). This requires an active process for students to define their learning goals, trying to know, control, regulate their cognitions, motivations and actions to achieve these goals (Inubuchi et al., 2021).

Stress and anxiety

Academic stress and anxiety can be defined as a relationship between the student and the demands of the academic environment which is perceived by the former as threatening and endangers their well-being (Trigueros et al., 2020a). Perceived demanding demands (e.g., exams, a competitive context, proximity to deadlines...) can affect students' performance, as well as their physical and mental health generating an imbalance that leads them to resort to different coping strategies to restore it (Watson and Watson, 2016). Although academic stress and anxiety reaches its peak during the university stage (Pérez et al., 2015), it is not exclusive to this period, and also manifests itself in the other stages of schooling. In this sense, studies focused on the post-compulsory stage are still quite scarce compared to the rest of the

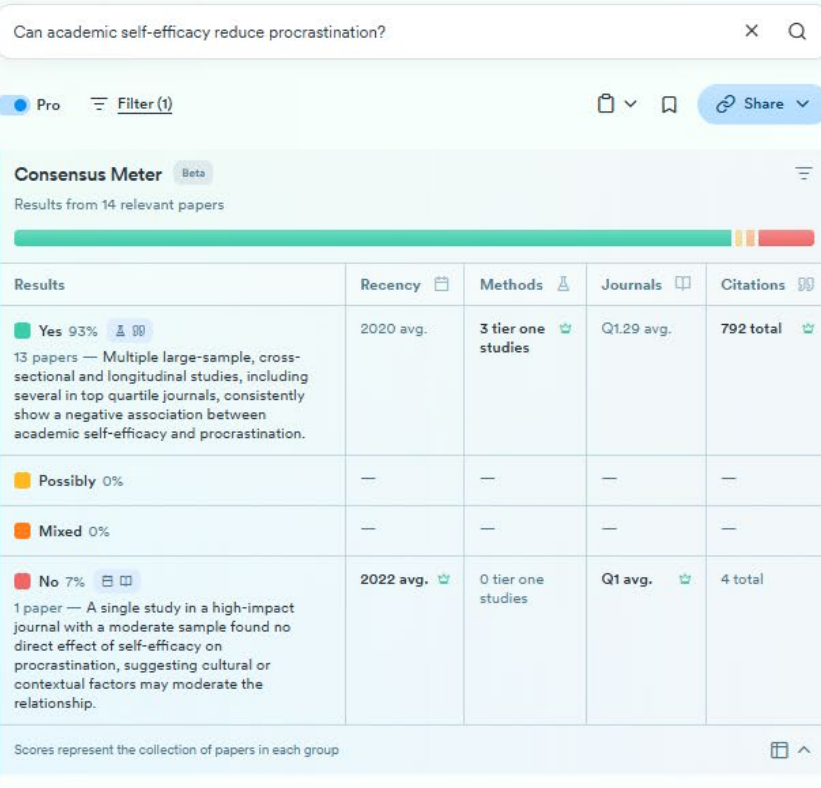
Although numerous studies have focused on the effects of self-regulated learning, finding that it has a positive influence on the ability to learn how to learn (Witrowski et al., 2017), self-efficacy (Kandemir, 2014) and, in addition, students with high self-regulation skills were also found to make greater use of metacognitive and repetition strategies, as opposed to procrastination (Wahnen et al., 2017). However, studies that have analyzed the effect of academic self-regulation have mainly been

Ask Paper

What is academic self-regulation?

Academic self-regulation requires students to be reflective, autonomous, and self-directed in their learning process.

Academic self-regulation refers to the intentional and conscious activity aimed at achieving meaningful learning goals by actively contributing to the learning process. It involves defining learning goals, controlling, regulating cognitions, motivations, and actions to achieve these goals. Academic self-regulation requires students to be reflective, autonomous, and self-directed in their learning process (Source).



Consensus Snapshot



7 Predicting academic procrastination of students based on academic self-efficacy and emotional regulation difficulties ✓ Yes

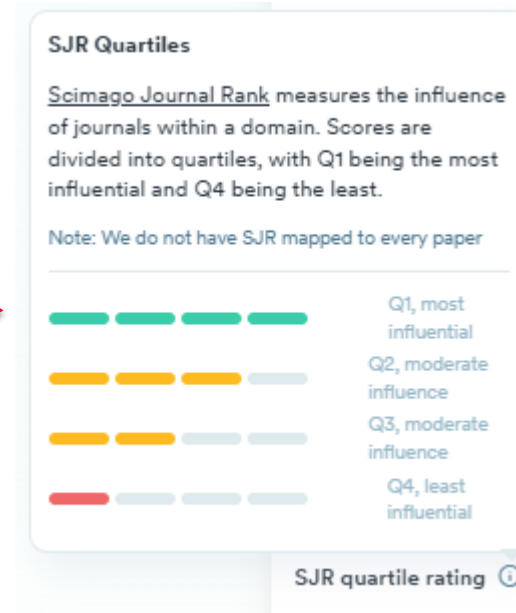
Academic self-efficacy and difficulty in emotional regulation are significant predictors of academic procrastination. 📄 🔖

👁 Observational Study



Qualitative Filter

- peer-reviewed
→ Unterschiede in
Peer-Review-Prozessen
- evtl. noch SJR quartile rating
→ basiert auf Scopus/Zitationen



How can I reduce academic procrastination and therefore stress?

ProFilter

Reducing academic procrastination can significantly alleviate stress among students. Effective strategies include psychological interventions, time management techniques, and environmental adjustments.

Psychological Interventions

- Acceptance and Commitment Therapy (ACT) and Cognitive Behavioral Therapy (CBT): Both therapies are effective in reducing academic procrastination. ACT shows better long-term effects by decreasing negative affect and improving neuroticism, while CBT excels in enhancing time management skills 1 3.
- Acceptance-Based Behavioral Interventions: These interventions, which focus on increasing psychological flexibility, are particularly effective for students who highly value academics 2.

Time Management and Goal Setting

- SMART Goals and Implementation Intentions: Although setting specific, measurable, achievable, relevant, and time-bound (SMART) goals and forming implementation intentions did not significantly reduce procrastination in the short term, they are associated with better goal accomplishment 8.
- Task Breakdown and Deadlines: Breaking tasks into smaller parts, setting clear deadlines, and using planners can help manage time effectively and reduce procrastination 4.

Environmental and Contextual Adjustments

- Reducing Distractions: Creating a study environment with fewer distractions and temptations can help minimize procrastination 5.
- Instructor-Based Interventions: Teachers can implement strategies such as providing clear instructions, setting interim deadlines, and offering feedback to help students stay on track 6 10.

Self-Regulation and Stress Management

- Enhancing Self-Efficacy and Self-Control: Improving self-regulated learning efficacy and self-control can moderate the relationship between stress perception and procrastination, helping students manage stress better 7.

Conclusion

To reduce academic procrastination and associated stress, students should consider engaging in psychological therapies like ACT and CBT, adopt effective time management strategies, and create a conducive study environment. Additionally, enhancing self-regulation skills and seeking support from instructors can further aid in overcoming procrastination.

Pro Analysis of 10 papers

kein Filter

How can I reduce academic procrastination and therefore stress?

ProFilter (1)

Reducing academic procrastination can significantly alleviate stress and improve academic performance. Here are several strategies supported by research to help reduce procrastination:

Self-Regulation and Time Management

- Self-Regulation: Developing self-regulation skills is crucial. This involves setting clear goals, monitoring progress, and adjusting strategies as needed. Self-regulation has been shown to reduce procrastination and its associated stress and anxiety 1 6.
- Time Management: Effective time management, including breaking tasks into smaller, manageable parts and setting deadlines, can help reduce procrastination. Structured goal setting and planning are essential components 8.

Addressing Academic Anxiety

- Managing Anxiety: Academic anxiety is a significant contributor to procrastination. Techniques such as mindfulness, seeking support from teachers or counselors, and building confidence in one's abilities can help manage anxiety and reduce procrastination 4 6.

Social and Group Interventions

- Group Work: Engaging in group work with interdependence can reduce procrastination, especially for those with high trait procrastination. This approach also enhances positive affect and reduces negative emotions 5.
- Group Guidance: Implementing group guidance services with self-management techniques has been effective in reducing procrastination among students 7.

Cognitive and Behavioral Strategies

- Cognitive Restructuring: Changing cognitive styles, such as addressing perfectionism and fear of failure, can help reduce procrastination. Understanding personal procrastination patterns and their triggers is also beneficial 3 9.
- Functional Analysis: Analyzing individual conditions that lead to procrastination and tailoring interventions to address these can be effective. This approach allows for personalized strategies to manage procrastination 10.

Conclusion

To reduce academic procrastination and stress, focus on enhancing self-regulation and time management skills, managing academic anxiety, leveraging social and group dynamics, and employing cognitive and behavioral strategies. These approaches can lead to improved academic performance and well-being.

Pro Analysis of 10 papers

nur peer-reviewed

How can I reduce academic procrastination and therefore stress?

ProFilter (2)

Reducing academic procrastination can significantly alleviate stress and improve academic performance. Here are several strategies supported by research:

Emotion Regulation

- Enhancing emotion regulation skills, particularly the ability to tolerate and modify aversive emotions, can reduce procrastination. Training in these skills has been shown to decrease procrastination effectively 1.

Time and Effort Management

- Effective time and effort management skills are strongly associated with reduced procrastination. Psychological flexibility, which involves adapting to changing circumstances and managing stress, also plays a crucial role 3.

Decision-Making Styles

- Rational decision-making is inversely related to procrastination, while avoidant decision-making predicts higher procrastination levels. Adjusting affective styles can also help reduce procrastination 4.

Self-Regulated Learning

- Online self-regulated learning, which includes setting goals, self-monitoring, and self-reflection, can mitigate procrastination. Attention control and peer support further enhance these effects 7.

Group Work

- Engaging in group work where individual contributions are essential can lower procrastination and improve performance compared to working alone 6.

Coping with Stress

- Active planning as a stress-coping strategy is negatively associated with procrastination, while avoidance strategies are positively associated 5.

Emotional Intelligence

- Higher emotional intelligence, which involves understanding and managing emotions, is linked to lower procrastination and better academic outcomes, especially in students with learning disabilities 9.

Psychological Flexibility

- Psychological inflexibility, characterized by avoidance of unpleasant experiences and lack of mindfulness, is associated with higher procrastination. Enhancing psychological flexibility can therefore reduce procrastination 8.

Conclusion

To reduce academic procrastination and stress, focus on developing emotion regulation skills, effective time management, rational decision-making, enhancing emotional intelligence, and seeking support from others collectively to address the emotional aspects of procrastination.

Pro Analysis of 10 papers

nur peer-reviewed
+ SJR Q1+Q2

How can I reduce academic procrastination and therefore stress?

ProFilter

Reducing academic procrastination can significantly alleviate stress among students. Effective strategies include psychological interventions, time management techniques, and environmental adjustments.

Psychological Interventions

- Acceptance and Commitment Therapy (ACT) and Cognitive Behavioral Therapy (CBT): Both therapies are effective in reducing academic procrastination. ACT shows better long-term effects by decreasing negative affect and improving neuroticism, while CBT excels in enhancing time management skills 1 3.

Jahr	Verlag	Journal	citations	SJR score
2024	IJFMR	International Journal For Multidisciplinary Research	0	unknown
2024	NZCER Press	Set: Research Information for Teachers	0	unknown
2023	Springer	Educational Psychology Review	4	Q1
2022	IOP Science	ECS Transactions	3	unknown
2022	Wiley (früher: Hindawi)	International Journal of Digital Multimedia Broadcasting	7	unknown
2021	Springer	Innovative Higher Education	21	Q1
2020	Frontiers	Frontiers in Psychology	82	Q2
2017	Sage	Research on Social Work Practice	48	Q1
2017	Elsevier	Learning and individual differences	63	Q1
2015	American Psychological Association	Journal of Experimental Psychology	104	Q1

Conclusion

To reduce academic procrastination and associated stress, students should consider engaging in psychological therapies like ACT and CBT, adopt effective time management strategies, and create a conducive study environment. Additionally, enhancing self-regulation skills and seeking support from instructors can further aid in overcoming procrastination.

Pro Analysis of 10 papers

kein Filter

How can I reduce academic procrastination and therefore stress?

ProFilter (1)

Reducing academic procrastination can significantly alleviate stress and improve academic performance. Here are several strategies supported by research to help reduce procrastination:

Self-Regulation and Time Management

- Self-Regulation: Developing self-regulation skills is crucial. This involves setting clear goals, monitoring progress, and adjusting strategies as needed. Self-regulation has been shown to reduce procrastination and its

Jahr	Verlag	Journal	citations	SJR score
2024	Inspira	Modern Management, Applied Science & Social Science	0	unknown
2024	Universitas Ahmad	Journal of Educational, Health and Community Psychology	0	unknown
2023	Springer	Educational Psychology Review	4	Q1
2023	Frontiers	Frontiers in Psychology	29	Q2
2023	Elsevier	International Journal of Educational	10	Q1
2022	Sage	Current Directions in Psychological	12	Q1
2022	Universitas	Journal of Business and Management	3	unknown
2022	Springer	Social Psychology of Education	14	Q1
2020	Universitas Indraprasta	Psychocentrum Review	2	unknown
2020	Reich College of Education,			
2001	Appalachian	Journal of Developmental Education	149	unknown

Conclusion

To reduce academic procrastination and stress, focus on enhancing self-regulation and time management skills, managing academic anxiety, leveraging social and group dynamics, and employing cognitive and behavioral strategies. These approaches can lead to improved academic performance and well-being.

Pro Analysis of 10 papers

nur peer-reviewed

How can I reduce academic procrastination and therefore stress?

ProFilter (2)

Reducing academic procrastination can significantly alleviate stress and improve academic performance. Here are several strategies supported by research:

Emotion Regulation

- Enhancing emotion regulation skills, particularly the ability to tolerate and modify aversive emotions, can reduce procrastination. Training in these skills has been shown to decrease procrastination effectively 1.

Jahr	Verlag	Journal	citations	SJR score
2023	Taylor & Francis	Cogent Education	3	Q2
2022	Wiley	Psychology in the Schools	19	Q1
2022	Elsevier	Learning and Individual Differences	18	Q1
2022	Frontiers	Frontiers in Psychology	10	Q2
2021	Springer	Social Psychology of Education	45	Q1
2016	Elsevier	Learning and Individual Differences	137	Q1
2014	Elsevier	Journal of contextual behavioral Academic	86	Q1
2014	Journals	Educational Research and Reviews	23	Q1
2014	Sage	Journal of Learning Disabilities	225	Q1
2007	American Psychological Association	Journal of Educational Psychology	537	Q1

Conclusion

To reduce academic procrastination and stress, focus on developing emotion regulation skills, effective time management, rational emotional intelligence, and enhancing emotional intelligence. These strategies can collectively address the emotion

Pro Analysis of 10 papers

nur peer-reviewed + SJR Q1+Q2

How can I reduce academic procrastination and therefore stress?

ProFilter

Reducing academic procrastination can significantly alleviate stress among students. Effective strategies include psychological interventions, time management techniques, and environmental adjustments.

Psychological Interventions

- Acceptance and Commitment Therapy (ACT) and Cognitive Behavioral Therapy (CBT): Both therapies are effective in reducing academic procrastination. ACT shows better long-term effects by decreasing negative affect and improving neuroticism, while CBT excels in enhancing time management skills 13.

Jahr	Verlag	Journal	citations	SJR score
2024	IJFMR	International Journal For Multidisciplinary Research	0	unknown
2024	NZCER Press	Set: Research Information for Teachers	0	unknown
2023	Springer	Educational Psychology Review	4	Q1
2022	IOP Science	ECS Transactions	3	unknown
2022	Wiley (früher: Hindawi)	International Journal of Digital Multimedia Broadcasting	7	unknown
2021	Springer	Innovative Higher Education	21	Q1
2020	Frontiers	Frontiers in Psychology	82	Q2
2017	Sage	Research on Social Work Practice	48	Q1
2017	Elsevier	Learning and individual differences	63	Q1
2015	American Psychological Association	Journal of Experimental Psychology	104	Q1

Conclusion

To reduce academic procrastination and associated stress, students should consider engaging in psychological therapies like ACT and CBT, adopt effective time management strategies, and create a conducive study environment. Additionally, enhancing self-regulation skills and seeking support from instructors can further aid in overcoming procrastination.

Pro Analysis of 10 papers

kein Filter

Vorsicht bei SJR = unknown

How can I reduce academic procrastination and therefore stress?

ProFilter(1)

Reducing academic procrastination can significantly alleviate stress and improve academic performance. Here are several strategies supported by research to help reduce procrastination:

Self-Regulation and Time Management

- Self-Regulation: Developing self-regulation skills is crucial. This involves setting clear goals, monitoring progress, and adjusting strategies as needed. Self-regulation has been shown to reduce procrastination and its

Jahr	Verlag	Journal	citations	SJR score
2024	Inspira	Modern Management, Applied Science & Social Science	0	unknown
2024	Universitas Ahmad	Journal of Educational, Health and Community Psychology	0	unknown
2023	Springer	Educational Psychology Review	4	Q1
2023	Frontiers	Frontiers in Psychology	29	Q2
2023	Elsevier	International Journal of Educational	10	Q1
2022	Sage	Current Directions in Psychological	12	Q1
2022	Universitas	Journal of Business and Management	3	unknown
2022	Springer	Social Psychology of Education	14	Q1
2020	Universitas Indraprasta	Psychocentrum Review	2	unknown
2020	Reich College of Education,			
2001	Appalachian	Journal of Developmental Education	149	unknown

Conclusion

To reduce academic procrastination and stress, focus on enhancing self-regulation and time management skills, managing academic anxiety, leveraging social and group dynamics, and employing cognitive and behavioral strategies. These approaches can lead to improved academic performance and well-being.

Pro Analysis of 10 papers

nur peer-reviewed

How can I reduce academic procrastination and therefore stress?

ProFilter(2)

Reducing academic procrastination can significantly alleviate stress and improve academic performance. Here are several strategies supported by research:

Emotion Regulation

- Enhancing emotion regulation skills, particularly the ability to tolerate and modify aversive emotions, can reduce procrastination. Training in these skills has been shown to decrease procrastination effectively 1.

Jahr	Verlag	Journal	citations	SJR score
2023	Taylor & Francis	Cogent Education	3	Q2
2022	Wiley	Psychology in the Schools	19	Q1
2022	Elsevier	Learning and Individual Differences	18	Q1
2022	Frontiers	Frontiers in Psychology	10	Q2
2021	Springer	Social Psychology of Education	45	Q1
2016	Elsevier	Learning and Individual Differences	137	Q1
2014	Elsevier	Journal of contextual behavioral	86	Q1
2014	Academic Journals	Educational Research and Reviews	23	Q1
2014	Sage	Journal of Learning Disabilities	225	Q1
2007	American Psychological Association	Journal of Educational Psychology	537	Q1

Emotional Intelligence

- Higher emotional intelligence, which involves understanding and managing emotions, is linked to lower procrastination and better academic outcomes, especially in students with learning disabilities 9.

Psychological Flexibility

- Psychological inflexibility, characterized by avoidance of unpleasant experiences and lack of mindfulness, is associated with higher procrastination. Enhancing psychological flexibility can therefore reduce procrastination 8.

Conclusion

To reduce academic procrastination and stress, focus on developing emotion regulation skills, effective time management, rational emotional intelligence, and addressing the emotional aspects collectively.

Pro Analysis of 10 papers

nur peer-reviewed + SJR Q1+Q2

von der FHJ lizenzierte Datenbank

Set search alert

Refine by:

Years

☐ 2025 (5)

☐ 2024 (14)

☐ 2023 (5)

Show more

Article type

☐ Review articles (7)

☐ Research articles (62)

☐ Encyclopedia (2)

☐ Book chapters (5)

Show more

Publication title

☐ Personality and Individual Differences (14)

☐ Learning and Individual Differences (8)

☐ Heliyon (6)

Show more

Subject areas

Find articles with these terms

"academic procrastination" coping strategies reduce stress



Advanced search

☐ Download selected articles Export

sorted by *relevance* | [date](#)

☐ Research article Open access

1 **Exploring the role of perfectionism and psychological capital in the relationship between academic procrastination, test anxiety and suicidal ideation among pre-medical students**

Acta Psychologica, February 2025

Dongzi Zhang, Iqra Mushtaque, Muhammad Wasif Hanif

View PDF [Abstract](#) [Figures](#) [Export](#)

☐ Research article Full text access

2 **Academic procrastination and emotion regulation: Parallel trajectories and reciprocal influences over an academic semester**

Personality and Individual Differences, April 2025

Wan-Lan Chen, Shao-Hua Chung

View PDF [Abstract](#) [Figures](#) [Export](#)

Get a personalized search experience

Recommendations, reading history, search & journals alerts, and more

[Personalize](#)

☐ Research article Open access

3 **Academic procrastination among PhD students in Ethiopia: An examination of prevalence, associated factors and coping mechanisms**

Social Sciences & Humanities Open, 2024

Adane Hailu Herut, Yikirbelegn Asnake Gorfu

View PDF [Abstract](#) [Figures](#) [Export](#)

☐ Research article Open access

4 **Academic procrastination in Ecuadorian university students: An explanatory model based on academic motivation**



einige aktuelle Artikel wären Ihnen
über eine ausschließliche Suche
mit Consensus entgangen.



"international journal for multidisciplinary research"



Zeitschriftenartikel und Open Access Quellen



Anmelden, um Bücher oder Fernleihen zu bestellen.



Anmelden



VERWERFEN

Keine Datensätze gefunden



Es gibt keine Ergebnisse, die mit Ihrer Suche nach ""international journal for multidisciplinary research"" übereinstimmen.

Vorschläge/Ursachen:

- Achten Sie darauf, dass alle Wörter korrekt geschrieben sind.
- Versuchen Sie einen anderen Suchumfang oder andere Schlagwörter.
- Versuchen Sie allgemeinere bzw. weniger Schlagwörter.
- Der Vorgänger/Nachfolger einer Zeitschrift befindet sich nicht im Bestand der Bibliothek.
- Suchen Sie auch im österreichischen Gesamtkatalog und informieren Sie sich über das Fernleihe-Service!

Consensus



- Recherche mit Forschungsfrage
- Transparenz bei Datenbasis
- Analyse → Quellenangabe
- KI-Tools bei einzelnen Treffern hilfreich
- Tool wird weiterentwickelt
- Filter: Qualität der Daten



- trotzdem Vorsicht bei Qualität der Daten (Verlag? KI?)
- Einschränkung durch limitierte AI Credits in der kostenfreien Version
- monatliches Update der Datenbasis



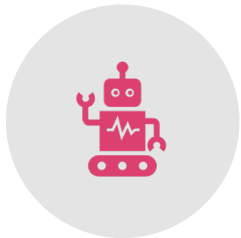
Elicit



findet und analysiert die
bis zu 4 wichtigsten
Paper



Eingabe als Frage
Suchtipps



- übersichtlicher
Vergleich der Paper
- Chat mit 4 Paper
gleichzeitig



Datenbasis:
Semantic Scholar
(wöchentliches Update)



Research report

Systematic review PRO

Quick search

Bewertung der
Forschungsfrage



How can I reduce academic procrastination and therefore stress?

● Good research question. Consider adding these elements for better results:

Specificity

Intervention type

Measurement



KI: alternativer Vorschlag
in Hinblick auf
„intervention focus“



How do time management interventions impact academic procrastination and perceived stress levels in college students?

● Good research question. Consider adding these elements for better results:

Population specificity

Intervention focus

Measurement approach





Zusammenfassung der 4 relevantesten Artikel

Strategies to Combat Academic Procrastination

Share

Q How can I reduce academic procrastination and therefore stress?

Summary of top 4 papers ▾

Copy

Academic procrastination, a common issue among students, can be effectively addressed through various interventions. A group training focused on improving self-regulated learning processes significantly reduced procrastination and enhanced time management skills (Grunschel et al., 2018). Interestingly, lower academic stress levels were associated with increased procrastination, suggesting a complex relationship between stress and task delay (Rahayu & Sari, 2023). An innovative approach combining peer motivation and AI-driven reminders showed promising results in reducing procrastination, with participants reporting improved task completion and willingness to engage in supportive peer groups (Duan et al., 2024). Additionally, Solution-Focused Brief Counseling (SFBC) has been found effective in addressing academic procrastination, offering a client-centered approach to problem-solving (Diniyah, 2024). These diverse strategies provide students and educators with multiple tools to combat procrastination, potentially leading to improved academic performance and reduced stress.

Sort: Most relevant

Filters 1

Export as ▾

UPGRADE

✓ 16

☐ Paper

Abstract summary

Main findings

☐ "I'll stop procrastinating now!" Fostering specific processes of self-regulated learning to reduce academic procrastination

C. Grunschel +3

Journal of Prevention & Intervention in the Community

2018 · 56 citations DOI

A group training focused on improving self-regulated learning processes can reduce academic procrastination.

- The training program was successful in reducing academic procrastination and improving specific self-regulated learning processes (e.g., time management, concentration) in the intervention group compared to the control group.
- When the control group received the training, they also showed the expected favorable changes.
- The students who received the training rated it as good and would recommend it to their procrastinating friends.

☐ Hubungan Antara Stres Akademik dengan Prokrastinasi Akademik Pada Mahasiswa Program Studi Keperawatan

Novi Widyastuti Rahayu +1

Nutrix Journal

2023 · 0 citations Source DOI

Lower academic stress is associated with higher academic procrastination.

- There is a significant negative correlation between academic stress and academic procrastination, such that lower academic stress is associated with higher academic procrastination, and vice versa.
- Academic stress accounts for 3.3% of the variance in academic procrastination, while other factors like self-control and time management account for the remaining variance.

Filter

Cancel

Apply

☐ Has PDF

Publication year

Any year 2025

Journal quality ⓘ

Q1 Q2 Q3 Q4 All

Study Type

- ☐ Review
- ☐ Meta-Analysis
- ☐ Systematic Review
- ☐ RCT
- ☐ Longitudinal

Abstract Keywords

✓ Abstract contains

Contains

Add

⊗ Abstract does not contain

Does not contain

Add

Strategies to Combat Academic Procrastination

[Share](#)

How can I reduce academic procrastination and therefore stress?

Summary of top 4 papers

Copy

Academic procrastination, a common issue among students, can be effectively addressed through various interventions. A group training focused on improving self-regulated learning processes significantly reduced procrastination and enhanced time management skills (Grunschel et al., 2018). Interestingly, lower academic stress levels were associated with increased procrastination, suggesting a complex relationship between stress and task delay (Rahayu & Sari, 2023). An innovative approach combining peer motivation and AI-driven reminders showed promising results in reducing procrastination, with participants reporting improved task completion and willingness to engage in supportive peer groups (Duan et al., 2024). Additionally, Solution-Focused Brief Counseling (SFBC) has been found effective in addressing academic procrastination, offering a client-centered approach to problem-solving (Diniyah, 2024). These diverse strategies provide students and educators with multiple tools to combat procrastination, potentially leading to improved academic performance and reduced stress.

Sort: Most relevant

Filters 1

Export as

UPGRADE

16

Paper	Abstract summary	Main findings	Methodology
☐ "I'll stop procrastinating now!" Fostering specific processes of self-regulated learning to reduce academic procrastination C. Grunschel +3 Journal of Prevention & Intervention in the Community 2018 · 56 citations · DOI	A group training focused on improving self-regulated learning processes can reduce academic procrastination.	- The training program was successful in reducing academic procrastination and improving specific self-regulated learning processes (e.g., time management, concentration) in the intervention group compared to the control group. - When the control group received the training, they also showed the expected favorable changes. - The students who received the training rated it as good and would recommend it to their procrastinating friends.	- Group training in - Training focused - Training consisted up to 10 students - 106 students total - Used a control group (points) - Control group re
☐ Hubungan Antara Stres Akademik dengan Prokrastinasi Akademik Pada Mahasiswa Program Studi Keperawatan Novi Widyastuti Rahayu +1 Nutrix Journal 2023 · 0 citations · Source · DOI	Lower academic stress is associated with higher academic procrastination.	- There is a significant negative correlation between academic stress and academic procrastination, such that lower academic stress is associated with higher academic procrastination, and vice versa. - Academic stress accounts for 3.3% of the variance in academic procrastination, while other factors like self-control and time management account for the remaining variance.	The study used a academic procrastination participants were program from 4 different classes. The Pearson product-moment Correlation method was used for data analysis.

Manage Columns

Search or create a column

Describe what kind of data you want to extract

e.g. Limitations, Survival time

ADD COLUMNS

- + Summary
- + Main findings
- + Methodology
- + Intervention
- + Outcome measured
- + Limitations
- + Intervention effects
- + Summary of introduction
- + Summary of discussion
- + Study design
- + Study objectives
- + Theoretical framework
- + Research question
- + Research gaps
- + Hypotheses tested
- + Future research
- + Funding source

Strategies to Combat Academic Procrastination

Share

How can I reduce academic procrastination therefore stress?

Summary of top 4 papers

Copy

Academic procrastination is a common issue among students, leading to increased stress and reduced performance (Wardani et al., 2024; Duan et al., 2024). Research suggests several strategies to combat this problem. Grunschel et al. (2018) developed a group training program focusing on self-regulated learning processes, which successfully reduced procrastination and improved time management skills. Duan et al. (2024) proposed an approach combining peer motivation and AI-driven reminders, which showed promising results in decreasing procrastination scores. Interestingly, Rahayu & Sari (2023) found a negative correlation between academic stress and procrastination, suggesting that lower stress levels may actually increase procrastination. However, this finding contradicts Wardani et al. (2024), who reported a positive relationship between stress and procrastination. Overall, interventions targeting self-regulation, peer support, and personalized reminders appear to be effective in reducing academic procrastination and, consequently, stress among students.

2 selected + Search citation trails Delete Sort: Most relevant Filters 1 Export as UPGRADE

Paper

Abstract summary

☒ "I'll stop procrastinating now!" Fostering specific processes of self-regulated learning to reduce academic procrastination

A group training focused on improving self-regulated learning processes can reduce academic procrastination.

C. Grunschel +3

Journal of Prevention & Intervention in the Community

2018 · 56 citations DOI

☐ Stres Akademik dan Prokrastinasi Akademik Pada Mahasiswa Bekerja

Higher academic stress is associated with higher academic procrastination in working students.

Ari Fanti Wardani +2

Jurnal penelitian psikologi

2024 · 0 citations DOI

Add new step

2 papers selected

Manage Columns

Search or create a column

Describe what kind of data you want to extract

e.g. Limitations, Survival time

ADD COLUMNS

+ Summary

+ Main findings

+ Methodology

Elicit

RecentLibrary

★ Upgrade

Help

andrea.rieger@fh-joanneum.at

2024 · 1 citationSourceDOI

☐

The Comparison between Emotion Regulation and Mindfulness Methods in Reducing of Academic Procrastination and Academic Burnout in High School Students
Foroogh Mahhigir +1
2020 · 0 citations

Emotion regulation and mindfulness therapy can both reduce academic procrastination and burnout in high school students.

☐

Interventions to reduce academic procrastination: A systematic review
M. Salguero-Pazos +1
International Journal of Educational Research
2023 · 8 citationsDOI

Interventions focused on improving self-regulation can help reduce academic procrastination and associated stress.

☐

Online self-regulated learning and academic procrastination: A moderated mediation model
Minjie Ma +4

Online self-regulated learning and peer support can reduce academic procrastination and mitigate the adverse impacts of online learning.

Load more

+ Outcome measured

+ Limitations

Show more

+ Add a new step2 papers selected

Create a new table from selected papers2 papers

Summarize abstracts for selected papers2 papers

Chat with papersBeta2 papers

Ask a new question and find papers

Extract data from uploaded papers

Get a list of concepts

Chat with papers what can one do to avoid procrastination? Beta

what can one do to avoid procrastination?

Strategies to Avoid Procrastination

To avoid procrastination, several effective strategies can be implemented:

Improve Self-Regulated Learning

One approach is to focus on improving specific processes of self-regulated learning. This includes:

- Enhancing time management skills:** Developing better time management can help reduce academic procrastination. 1 2
- Dealing with distractions:** Learning to manage and minimize distractions can improve focus and reduce procrastination. 3
- Improving concentration:** Enhancing one's ability to concentrate on tasks can lead to reduced procrastination. 4

Participate in Group Training

Engaging in structured group training programs can be beneficial:

- A group training program, conducted once a week for 90 minutes in small groups, has shown success in reducing academic procrastination. 5 6
- Such training programs can help students improve various aspects of self-regulated learning, leading to a significant reduction in procrastination. 7 8

Address Test Anxiety

Test anxiety is often linked to procrastination. To combat this:

- Modify cognitive appraisals:** Changing how one thinks about testing situations and their outcomes can help reduce test anxiety and subsequent procrastination. 9
- Enhance academic self-efficacy:** Improving one's belief in their ability to succeed academically can reduce test anxiety and procrastination. 10 11

Try Inquiry-Based Strategies

IRSR has shown promise in helping individuals cope with test anxiety and procrastination.

Add new step

Quellenangabe

 Research report Systematic review

PRO

 Quick search

How can I reduce academic procrastination and therefore stress?

● Good research question. Consider adding these elements for better results:

Specificity

Intervention type

Measurement



What kind of answer do you need?

Choose the level of rigor and speed that best suits your research question.

Fast

Screen top 50 papers · Extract from up to 10 papers

Balanced PLUS

Screen top 500 papers · Extract from up to 25 papers

Comprehensive PLUS

Screen top 500 papers · Extract from up to 40 papers

We are going to use up to 10 paper extractions from your remaining 20 in this billing cycle to generate this report.

Cancel

Upgrade to Plus

Generate report

für einen schnellen
Überblick über ein
Thema

kostenfreie Version:
20 Datenextraktionen frei,
„Kosten“ pro Research Report:
10

How can I reduce academic procrastination and therefore stress?

Academic procrastination and stress can be reduced through structured self-management interventions, especially when delivered in group settings or supported by digital tools.

ABSTRACT

Multiple studies indicate that interventions aimed at strengthening self-regulation can reduce academic procrastination. * For instance, an intervention combining AI reminders with peer motivation led to a significant drop in procrastination among university students ($p = 0.0017$), and group-based self-regulated learning training also produced notable improvements. * In addition, a single-session Inquiry-Based Stress Reduction seminar not only lowered procrastination ($p = 0.005$) but also reduced test anxiety. * Other approaches—such as mindfulness training and group guidance with self-management techniques—reported significant effects, though one study using SMART goal setting did not achieve significant change. * Overall, interventions that blend structured self-management (often delivered in group formats or aided by digital reminders) consistently yield better self-regulatory behaviors and reduced procrastination. * However, explicit evidence linking these efforts to lowered stress emerges only from the study reporting decreased test anxiety. *

METHODS

We analyzed 9 papers from an initial pool of 50, using 8 screening criteria. Each paper was reviewed for 6 key aspects that mattered most to the research question. More on methods

RESULTS

Characteristics of Included Studies

Study	Study Design	Intervention Type	Sample Size	Duration	
Duan et al., 2024	Experimental (randomized controlled trial) *	Academic Anti-Procrastination Approach (AI reminders + peer motivation) *	34 *	9 days *	Y
Fathi et al., 2015	Quasi-experimental *	Procrastination reducing strategies *	36 *	No mention found *	N

Quellenverweis

Report

Status

- Gather papers
50 papers found
Details ↗
- Screen papers
9 papers included
Details ↗
- Extract data
54 data points extracted
Details ↗
- Generate report
Save PDF

Back

Citation details

Supporting quotes from

How to Reduce Test Anxiety and Academic Pr... ↗

1 of 3

PreviousNext

over the course of a whole academic term. On the other hand, they should include an even longer follow-up period to investigate if the found effects hold even over a longer time period. Finally, future research should include additional measures related to self-efficacy, test anxiety, and procrastination such as academic performance (e.g., grades).

CONCLUSION

The present study provides preliminary evidence that IBSR is potent in enhancing self-efficacy as well as in reducing test anxiety and procrastination in a sample of university students suffering from test anxiety and procrastination. These findings have important practical implications for educational settings as

Elicit

Recent

Library

★ Upgrade

Help

A andrea.riegel@fh-joanneum.at

Strategies to Combat Academic Procrastinati...

Screening recommendations

View only

<

Define extraction

>

Return to report >>

Sort: Relevance

Search table

Paper	Screening recommendation
"I'll stop procrastinating now!" Fostering specific processes of self-regulated learning to reduce academic procrastination C. Grunschel, Justine Patrzek, Katrin B. Klingsieck, Stefan Fries Journal of Prevention & Intervention in the Community, 2018, 56 citations Elicit Search: Abstract Only	• Include 4.8 / 5 A comprehensive intervention study targeting academic procrastination among students, utilizing a quasi-experimental design with a control group and practical training sessions. The research systematically addresses procrastination through specific skill-building interventions, measuring quantifiable outcomes in self-regulated learning and time management. The study demonstrates a robust approach to understanding and reducing academic procrastination with clear, measurable results. • Intervention Focus • Population • Study Design • Outcome Measures • Context • Intervention Component • Results Reporting • Practical Application Show criteria evaluations
Mindfulness intervention for academic procrastination: A randomized control trial Hassan Soleimani Rad, S. Samadi, F. Sirois, Hanieh Goodarzi Learning and Individual Differences, 2023, 17 citations Elicit Search: Abstract Only	• Include 4.8 / 5 A mindfulness intervention study targeting academic procrastination among students demonstrates a robust experimental design with clear practical application and quantifiable outcomes. The research systematically addresses procrastination through structured training sessions, measuring multiple dimensions of self-regulation and behavioral change with a randomized controlled trial methodology. Comprehensive outcome measures and a focused academic context strengthen the study's potential for understanding and mitigating student procrastination. • Intervention Focus • Population • Study Design • Outcome Measures • Context • Intervention Component • Results Reporting • Practical Application Show criteria evaluations
Academic Procrastination and Goal Accomplishment: A Combined Experimental and Individual Differences Investigation. D. Gustavson, A. Miyake Learning and Individual Differences, 2017, 61 citations Elicit Search: Abstract Only	• Include 4.8 / 5 An experimental study with undergraduate students tested practical interventions (SMART goals and implementation intentions) to reduce academic procrastination, utilizing a quasi-experimental design with quantifiable outcome measures. The research focused specifically on academic procrastination within a student population, examining both intervention effectiveness and predictive relationships between initial procrastination levels and goal accomplishment. Despite finding no significant intervention impact, the study comprehensively addressed multiple screening criteria related to intervention research in academic settings. • Intervention Focus • Population • Study Design • Outcome Measures • Context • Intervention Component • Results Reporting • Practical Application Show criteria evaluations

Back

Details

How can I reduce academic procrastination and therefore stress?

• Paper sources

• Screening criteria

• Screening recommendations

• Extraction definition

• Extraction results

• Research report

Upgrade to PRO to edit this step

 Research report Systematic review

PRO

 Quick search

How can I reduce academic procrastination and therefore stress?

● Good research question. Consider adding these elements for better results:

Specificity

Intervention type

Measurement



für einen schnellen
Überblick zu einem
Thema

Detaillierter, individuell
anpassbarer Bericht, weitere
Infos: [Introducing Elicit](#)
[Systematic Review](#)

More tools

 Upload and extract Summarize concepts

 Elicit

Recent

Library

Upgrade

Help

Research report

Start a new notebook

Upload and extract

Summarize concepts

Select or upload papers

You have 2 papers in your library

Sort

Upload papers

Add papers to your personal library for later use.

2 of 2. All finished

Upload more

Next

Good research question. Consider

Specificity

Intervention type

More tools

Upload and extract

Summarize concepts

Urheberrecht/
Copyright!

PDF-Upload für
Datenextraktion

Elicit



- wöchentliches Update der Datenbasis
- Vorschläge zur Verbesserung der Forschungsfrage
- deutschsprachige Suche möglich, liefert überwiegend deutschsprachige Ergebnisse
- Research Reports gute Ausgangsbasis für ein neues Thema
- ständige Weiterentwicklung
- sehr umfangreiche Hilfeseiten



- hohe Belastung des Extraktionskontingents für Generierung von Research Reports
- kein Export bibliographischer Daten in ein Literaturverwaltungsprogramm
- kein Export extrahierter Daten in der kostenfreien Basisversion
- eingeschränkte Nutzung der KI-Features in der kostenfreien Variante



Ähnliche Artikel finden - Tools

Research Rabbit

Anmeldung: 
Kosten: 

Suche: mit DOI,
Titel oder PMID

Connected Papers

Anmeldung:  
Kosten: 2-5 Graphen
pro Monat frei

Suche: mit DOI,
Titel oder PMID



Research Rabbit



eignet sich, um weitere
Quellen zu finden,
nicht als Erstrecherche



1 oder mehrere Artikel
notwendig als Startpunkt



Fokus auf
englischsprachige
Publikationen



Datenbasis:
OpenAlex, Semantic
Scholar

DOI (Digital Object Identifier) =
eindeutiger & permanenter
Identifikator für Online-Medien

PMID (PubMed-ID)

Add a paper you know and love

1

Search |Title, DOI, PMID, or keywords

Search

2

Z+ Import Zotero Collection

Or Upload File: **+ BibTeX** **+ RIS**

3

Search procrastination students reduce stress

Search

Biomedical &
Life Sciences

All Subject Areas

Choose Papers to Power ResearchRabbit's Recommendations

Filter

Custom

☐ Abstracts

☒ Comments

Select None

Select All

Procrastination

Ren

Qiu

2021

14

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

International Journal of Environmental Research and Public Health

PDF

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.

Salguero-Pazos

Cózar

2023

0

Interventions to reduce academic procrastination: A systematic review

International Journal of Educational Research

Kim

Seo

2015

367

The relationship between procrastination and academic performance: A meta-analysis

Personality and Individual Differences

Krispenz

Dickhäuser

2019

33

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

Frontiers in Psychology

+

Add Papers

1 selected paper

Kai Ren

Ke Qiu

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

International Journal of Environmental Research and Public Health

PDF

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.

1 Selected Paper

Remove from:

Procrastination

Add to Other Collection

EXPLORE PAPERS

Similar Work

516

All References

39

All Citations

14

EXPLORE PEOPLE

These Authors

13

Suggested Authors

13

EXPLORE OTHER

Linked Content

38

EXPORT PAPERS

BibTeX RIS CSV

PUBLIC COLLECTION

SHAREABLE LINK

COLLABORATORS

EMAIL UPDATES

Similar Work

Filter

Recency

Abstracts

Comments

Select All

Shi

Fan

2021

25

The Relationship between Physical Activity, Mobile Phone Addiction, and Irrational Procrastination in Chinese College Students.

International Journal of Environmental Research and Public Health

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 po

Tehseen

Prider

2021

15

Impact of Universities' Partnerships on Students' Sustainable Entrepreneurship Intentions: A Comparative Study

Zeb

Yasmin

2021

23

Work-Family Conflict, Emotional Intelligence, and General Self-Efficacy Among Medical Practitioners During the COVID-19 Pandemic

Psychology Research and Behavior Management

Purpose In Pakistan, medical professionals face multiple challenges comprising long, fixed working hours and workload overburdening, which leads to emotional fatigue. These conflicts in work-life

Connections between your collection and 49 papers

Graph Type

Network

Timeline

Labels

First Author

Last Author

Filter these items

EXPLORE PEOPLE

These Authors

298

Suggested Authors

627

EXPLORE OTHER CONTENT

Linked Content

38

CSV

Graph zeigt Verbindungen zwischen den Artikeln

Kategorien von Artikeln

Ren 2021

Steel 2007

Codina 2020

Shi 2021

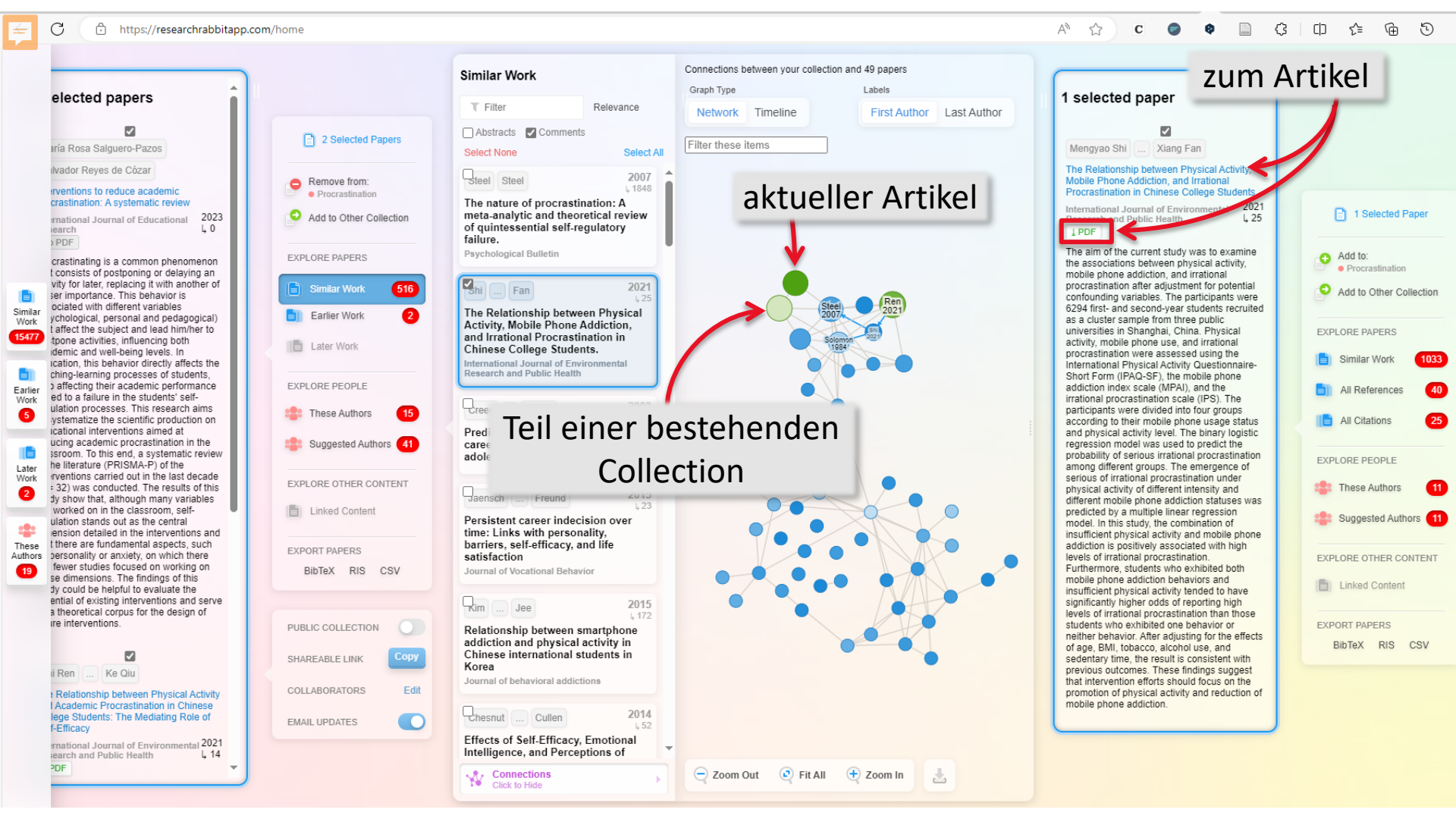
Klassen 2008

Solomon 1984

Stead 2010

Sync to Zotero

47



Selected papers

aria Rosa Salguero-Pazos

Interventions to reduce academic procrastination: A systematic review

International Journal of Educational Research

PDF

Procrastination is a common phenomenon that consists of postponing or delaying an activity for later, replacing it with another of lesser importance. This behavior is associated with different variables (psychological, personal and pedagogical) that affect the subject and lead him/her to postpone activities, influencing both academic and well-being levels. In addition, this behavior directly affects the learning processes of students, affecting their academic performance and leading to a failure in the students' self-valuation processes. This research aims to systematize the scientific production on procrastination interventions aimed at reducing academic procrastination in the classroom. To this end, a systematic review of the literature (PRISMA-P) of the interventions carried out in the last decade (1932) was conducted. The results of this study show that, although many variables have worked on in the classroom, self-valuation stands out as the central dimension detailed in the interventions and there are fundamental aspects, such as personality or anxiety, on which there are fewer studies focused on working on these dimensions. The findings of this study could be helpful to evaluate the potential of existing interventions and serve as a theoretical corpus for the design of future interventions.

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

International Journal of Environmental Research and Public Health

PDF

2 Selected Papers

Remove from:
Procrastination

Add to Other Collection

EXPLORE PAPERS

Similar Work 516

Earlier Work 2

Later Work

EXPLORE PEOPLE

These Authors 15

Suggested Authors 41

EXPLORE OTHER CONTENT

Linked Content

EXPORT PAPERS

BibTeX RIS CSV

PUBLIC COLLECTION

SHAREABLE LINK Copy

COLLABORATORS Edit

EMAIL UPDATES

Similar Work

Filter Relevance

Abstracts Comments

Select None Select All

Steel Steel 2007 1848

The nature of procrastination: A meta-analytic and theoretical review of quitesential self-regulatory failure.
Psychological Bulletin

Shi Fan 2021 125

The Relationship between Physical Activity, Mobile Phone Addiction, and Irrational Procrastination in Chinese College Students.
International Journal of Environmental Research and Public Health

Predicting career indecision over time: Links with personality, barriers, self-efficacy, and life satisfaction
Journal of Vocational Behavior

Jaensch Freund 2015 172

Persistent career indecision over time: Links with personality, barriers, self-efficacy, and life satisfaction
Journal of Vocational Behavior

Kim Jee 2015 172

Relationship between smartphone addiction and physical activity in Chinese international students in Korea
Journal of behavioral addictions

Chesnut Cullen 2014 52

Effects of Self-Efficacy, Emotional Intelligence, and Perceptions of

Connections between your collection and 49 papers

Graph Type

Network Timeline

Labels

First Author Last Author

Filter these items

aktueller Artikel

Teil einer bestehenden Collection

zum Artikel

1 selected paper

Mengyao Shi Xiang Fan

The Relationship between Physical Activity, Mobile Phone Addiction, and Irrational Procrastination in Chinese College Students

International Journal of Environmental Research and Public Health

PDF

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.

1 Selected Paper

Add to:
Procrastination

Add to Other Collection

EXPLORE PAPERS

Similar Work 1033

All References 40

All Citations 25

EXPLORE PEOPLE

These Authors 11

Suggested Authors 11

EXPLORE OTHER CONTENT

Linked Content

EXPORT PAPERS

BibTeX RIS CSV

1 selected paper

Mengyao Shi

Xiang Fan

The Relationship between Physical Activity, Mobile Phone Addiction, and Irrational Procrastination in Chinese College Students.

International Journal of Environmental Research and Public Health

2021

L 25

PDF

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.

1 Selected Paper

Add to:

Procrastination

Add to Other Collection

EXPLORE PAPERS

Similar Work

1033

All References

40

All Citations

25

EXPLORE PEOPLE

These Authors

11

Suggested Authors

11

EXPLORE OTHER CONTENT

Linked Content

EXPORT PAPERS

BibTeX

RIS

CSV

Similar Work

1503

Earlier Work

19

Later Work

48

These Authors

32

Similar Work

Filter

Recency

Select None

Select All

Abstracts

Comments

Procrastination

2020

L 8

Procrastination at the Core of Physical Activity (PA) and Perceived Quality of Life: A New Approach for Counteracting Lower Levels of PA Practice.

International Journal of Environmental Research and Public Health

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

EXPLORE OTHER CONTENT

Linked Content

EXPORT PAPERS

BibTeX

RIS

CSV

Connections between your collection and 48 papers

Graph Type

Network

Timeline

Labels

First Author

Last Author

Filter these items

Zoom Out

Fit All

Zoom In

Download

1 selected paper

Núria Co

Procrastination at the Core of Physical Activity (PA) and Perceived Quality of Life: A New Approach for Counteracting Lower Levels of PA Practice.

International Journal of Environmental Research and Public Health

2020

L 8

PDF

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.

1 Selected Paper

Add to:

Procrastination

Add to Other Collection

EXPLORE PAPERS

Similar Work

349

All References

44

All Citations

8

EXPLORE PEOPLE

These Authors

8

Suggested Authors

8

EXPLORE OTHER CONTENT

Linked Content

EXPORT PAPERS

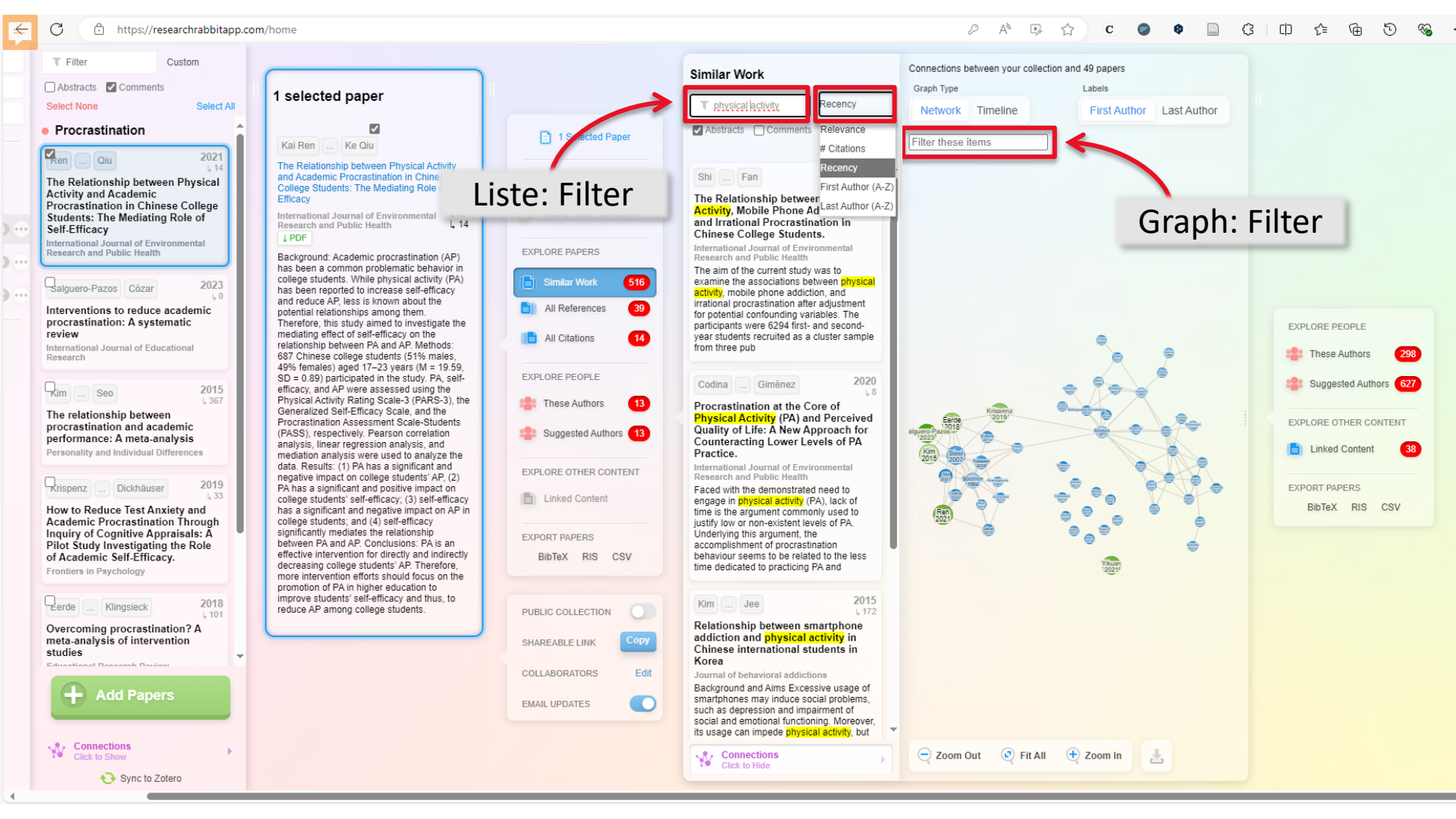
BibTeX

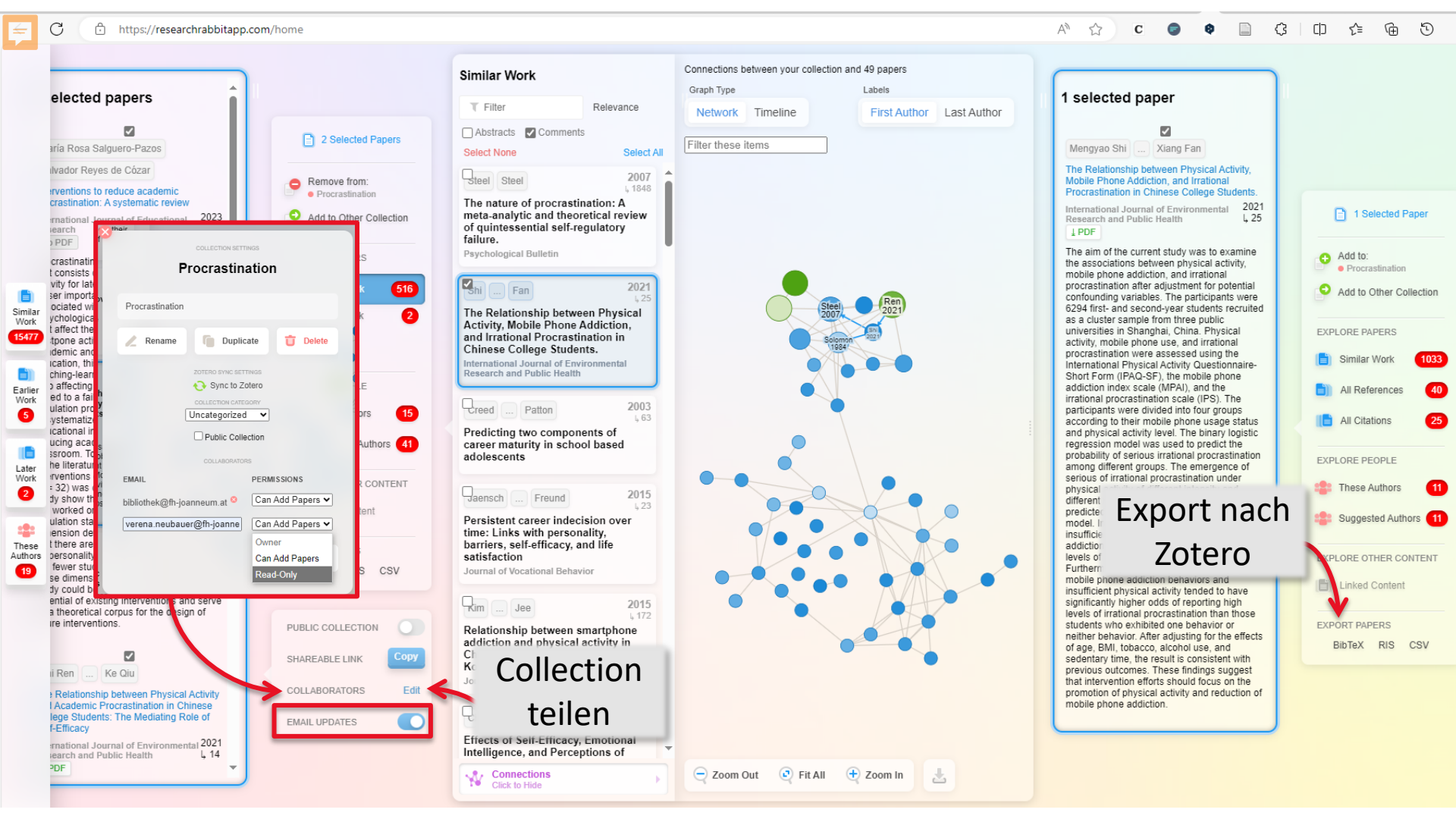
RIS

CSV

zu Collection hinzufügen

49







- New Collection
- New Category
- Import Zotero Collection
- Uncategorized
- Collection
- Procrastination
- Ultrasound Adipose Tissue
- UAV
- Shared with Me

Filter Custom

☐ Abstracts ☒ Comments

Select None Select All

Procrastination

Ren Qiu 2021 14

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

International Journal of Environmental Research and Public Health

Salguero-Pazos C  zar 2023 0

Interventions to reduce academic procrastination: A systematic review

International Journal of Educational Research

Kim Seo 2015 367

The relationship between procrastination and academic performance: A meta-analysis

Personality and Individual Differences

Krispenz Dickh  user 2019 33

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

Frontiers in Psychology

+ Comment

+ Add Papers

Sync to Zotero

2 selected papers

Ann Krispenz ... Oliver Dickh  user

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

Frontiers in Psychology 2019 33

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) remained in the control group after the study variables were 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.

Kai Ren ... Ke Qiu

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

2 Selected Papers

Remove from: Procrastination

Add to Other Collection

EXPLORE PAPERS

Similar Work 984

Earlier Work 2

Later Work

EXPLORE PEOPLE

These Authors 21

Suggested Authors 29

EXPLORE OTHER CONTENT

Linked Content 1

PUBLIC COLLECTION

SHAREABLE LINK Copy

COLLABORATORS Edit

EMAIL UPDATES

These Authors

Filter Relevance

☐ Abstracts ☒ Comments

Select All

Oliver Dickh  user

University of Mannheim

237 publications 3017 citations

Ann Krispenz

University of Mannheim

7 publications 35 citations

Xiaolu Liu

Eastern New Mexico University

13 publications 32 citations

Leonie Sch  ltke

University of Mannheim

2 publications 18 citations

Cassandra Gort

University of Mannheim

2 publications 18 citations

Changqing Li

1 publications 0 citations

Ke Qiu

1 publications 0 citations

Yujuan Feng

1 publications 0 citations

Connections

Click to Hide

Connections between 11 authors

Filter these items



1 Selected Person

EXPLORE PEOPLE

Published Work 13

Collaborators 55



Zoom Out Fit All Zoom In

Autor:innen erkunden

Research Rabbit



- Suche nach relevanter Literatur wird vereinfacht
- nachvollziehbarer Researchweg
- Verbindung mit Zotero möglich
- Teamarbeit möglich
- kostenfreies Tool



- keine Speicherung des Recherchepfads möglich
- keine Priorisierungsfunktion für Artikel
- Filter!



Connected Papers



eignet sich, um weitere
Quellen zu finden -
nicht als Erstrecherche



1 Artikel notwendig als
Startpunkt



auch deutschsprachige
Artikel



Datenbasis:
Semantic Scholar

CONNECTED PAPERS

Search for a paper...

Share

Follow

About

Pricing

Andrea

The Relationship between Physical Activity and Academic Procrastination in Chinese College Students: The Mediating Ro...

Prior

Derivative

List

Filters

More

Origin paper

The Relationship between Physical Activity and Academic Procrastination in Chinese College...

K. Ren, Xiaolu Liu, Yujuan Feng, Changqing Li,... 2021

Physical Activity and Academic Procrastination among Chinese University Students: A Parallel...

Changqing Li, Yanbo Hu, K. Ren 2022

Physical activity and academic procrastination in Chinese college students: The serial...

K. Ren, Xing Chen, Yanni Zhang, Fang Sun, Fan... 2023

Longitudinal Examination of Procrastination and Anxiety, and Their Relation to Self-Efficacy...

Sündüs Yerdelen, A. McCaffrey, R. Klassen 2016

The Relationship Between Academic Procrastination, General Procrastination and...

İsa Bahat 2023

The Impact of Physical Activity on College Students' Mobile Phone Dependence: the...

Weitan Zhong, Yaxin Wang, Guoli Zhang 2020

The relationships between self-efficacy, self-control, chronotype, procrastination and sleep...

Aneta M. Przyełorka, A. Błaćnio, N. Y. Siu 2019

Striving to Avoid Inferiority and Procrastination among University Students: The Mediating...

P. To, B. Lo, T. Ng, Bernard P. H. Wong, A. Choi 2021

Ausgangspaper

Physical Activity and Academic Procrastination among Chinese University Students: A Parallel Mediation Model of Self-Control and Self-Efficacy

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

18 Citations

Open in:

Open graph

Add origin

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 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 rating scale-3 (PARS-3), self-control scale (SCS), generalized self-efficacy scale (GSES), and procrastination assessment scale-students (PASS) were used to investigate university students' physical activity, self-

55

CONNECTED PAPERS

Q

the relationship between physical activity and academic procrastination

Share

Follow

About

Pricing

Andrea

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

Original paper

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

K. Ren, Xiaolu Liu, Yujuan Feng, Changqing Li, Dingding Sun, Ke... 2021

Physical Activity and Academic Procrastination among Chinese University Students: A Parallel Mediation Model of Self-Efficacy and Self-Regulation

Changqing Li, Yanbo Hu, K. Ren 2022

Physical activity and academic procrastination in Chinese college students: The serial mediating roles of physical self-efficacy and self-regulation

K. Ren, Xing Chen, Yanni Zhang, Fang Sun, Fan Peng 2023

Longitudinal Examination of Procrastination and Anxiety, and Their Relation to Self-Efficacy for Self-Regulated Learning: A Meta-Analysis

Sündüs Yerdelen, A. McCaffrey, R. Klassen 2016

The Relationship Between Academic Procrastination, General Procrastination and Patience: A Study on University Students

Isa Bahat 2023

The Impact of Physical Activity on College Students' Mobile Phone Dependence: the Mediating Role of Self-Control

Weitan Zhong, Yaxin Wang, Guoli Zhang 2020

The relationships between self-efficacy, self-control, chronotype, procrastination and sleep problems in young adults

Aneta M. Przepiorka, A. Blachnio, N. Y. Siu 2019

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

P. To, B. Lo, T. Ng, Bernard P. H. Wong, A. Choi 2021

A Pilot Study of the Relationship Between Parenting Style and Academic Procrastination Among Final Year Students of a University in Hong Kong

Fasya Sulaiman, Mohammad Mujaheed Hassan 2019

Prior Works

Download

X

Prior works

These are papers that were most commonly cited by the papers in the graph.

This usually means that they are **important seminal works** for this field and it could be a good idea to get familiar with them.

Selecting a prior work will highlight all graph papers referencing it, and selecting a graph paper will highlight all referenced prior works.

	First author	Year	Citations	Graph citations
The nature of procrastination: a meta-analytic and theoretical review of quintessential self-regulatory failure.	Piers Steel	2007	2442	33
Academic Procrastination: Frequency and Cognitive-Behavioral Correlates	L. Solomon	1984	1623	26
Academic procrastination of undergraduates: 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
Longitudinal Study of Procrastination, Performance, Stress, and Health: The Costs and Benefits of Dawdling	D. Tice	1997	812	17
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
Psychological antecedents of student procrastination	G. Beswick	1988	412	12
Rethinking Procrastination: Positive Effects of "Active" Procrastination Behavior on Attitudes and Performance	Angela Hsin Chun Chu	2005	589	12

The relationship between procrastination and academic performance: A meta-analysis

K. Kim, E. Seo

2015, Personality and Individual Differences

536 Citations

Open in:

doi

Open graph + Add origin

57

CONNECTED PAPERS

the relationship between physical activity and academic procrastination

Share

Follow

About

Pricing

Andrea

The Relationship between Physical Activity and Academic Procrastination in Chinese College Students: Th

Prior works

Derivative works

List view

Filters

More

Origin paper

The Relationship between Physical Activity and Academic Procrastination in Chinese College Students: The Mediating...

K. Ren, Xiaolu Liu, Yujuan Feng, Changqing Li, Dingding Sun, Ke... 2021

Physical Activity and Academic Procrastination among Chinese University Students: A Parallel Mediation Model of...

Changqing Li, Yanbo Hu, K. Ren 2022

Physical activity and academic procrastination in Chinese college students: The serial mediating roles of physical self-...

K. Ren, Xing Chen, Yanni Zhang, Fang Sun, Fan Peng 2023

Longitudinal Examination of Procrastination and Anxiety, and Their Relation to Self-Efficacy for Self-Regulated Learning...

Sündüs Yerdelen, A. McCaffrey, R. Klassen 2016

The Relationship Between Academic Procrastination, General Procrastination and Patience: A Study on University Students

Isa Bahat 2023

The Impact of Physical Activity on College Students' Mobile Phone Dependence: the Mediating Role of Self-Control

Weitan Zhong, Yaxin Wang, Guoli Zhang 2020

The relationships between self-efficacy, self-control, chronotype, procrastination and sleep problems in young...

Aneta M. Przepiorka, A. Blachnio, N. Y. Siu 2019

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

P. To, B. Lo, T. Ng, Bernard P. H. Wong, A. Choi 2021

A Pilot Study of the Relationship Between Parenting Style and Academic Procrastination Among Final Year Students of...

Fasya Sulaiman, Mohammad Mujaheed Hassan 2019

Derivative works

These are papers that cited many of the papers in the graph.

This usually means that they are either surveys of the field or recent relevant works which were inspired by many papers in the graph.

Selecting a derived work will highlight all graph papers cited by it, and selecting a graph paper will highlight all derivative works citing it.

Title	Last author	Year	Citations	Graph references
A synthesis and meta-analysis of the relationship between trait self-control and healthier practices in...	R. Hoyle	2023	5	6
Procrastination in pre-service teachers: the role of learning strategies and academic achievement	Consuelo Saiz-Manzanares	2022	4	5
Figueiredo Roque P ERFECTIONISM AND ACADEMIC PROCASTINATION : T HE MEDIATING ROLE OF...	Margarida Figueiredo...		0	4
The relationship between self-control and college student smartphone addiction: a two-wave multiple mediation...	Lingxiang Xia	2024	1	4
PRBM_A_373033 2773..2782	Chen Chen	2022	0	4
"Time Is My Own Treasure": Parental Autonomy Support and Academic Procrastination Among Chinese...	Chen Chen	2022	5	4
The possible contribution of procrastination and perception of self-efficacy to academic achievement	Haia Altarac	2022	3	4
The mediating role of cognitive test anxiety on the relationship between academic procrastination and...	Cristian Stan	2024	0	3
The mediating role of self-control between stress and procrastination among adolescents: Examining the ego...	Abdulkadir Haktanir	2024	0	3
Deficiency in Self-Control: Unraveling Psychological and Behavioral Risk Factors for Obsessive-Compulsive...	Ping Hu	2024	0	3

Download

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

10 Citations

Open in:

doi

Open graph

Add origin

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.

58

CONNECTED PAPERS

🔍

the relationship between physical activity and academic procrastination

Share

Follow

About

Pricing

Andrea

The Relationship between Physical Activity and Academic Procrastination in Chinese College Students: T

Prior works

Derivative works

List view

Filters

More

Original paper

The Relationship between Physical Activity and Academic Procrastination in Chinese College Students: The Mediating...

K. Ren, Xiaolu Liu, Yujuan Feng, Changqing Li, Dingding Sun, Ke... 2021

Physical Activity and Academic Procrastination among Chinese University Students: A Parallel Mediation Model of...

Changqing Li, Yanbo Hu, K. Ren 2022

Physical activity and academic procrastination in Chinese college students: The serial mediating roles of physical self-...

K. Ren, Xing Chen, Yanni Zhang, Fang Sun, Fan Peng 2023

Longitudinal Examination of Procrastination and Anxiety, and Their Relation to Self-Efficacy for Self-Regulated Learning:...

Sündüs Yerdelen, A. McCaffrey, R. Klassen 2016

The Relationship Between Academic Procrastination, General Procrastination and Patience: A Study on University Students

İsa Bahat 2023

The Impact of Physical Activity on College Students' Mobile Phone Dependence: the Mediating Role of Self-Control

Weitan Zhong, Yaxin Wang, Guoli Zhang 2020

The relationships between self-efficacy, self-control, chronotype, procrastination and sleep problems in young...

Aneta M. Przepiorka, A. Blachnio, N. Y. Siu 2019

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

P. To, B. Lo, T. Ng, Bernard P. H. Wong, A. Choi 2021

A Pilot Study of the Relationship Between Parenting Style and Academic Procrastination Among Final Year Students of...

Fasya Sulaiman, Mohammad Mujaheed Hassan 2019

Derivative works

Download

×

These are papers that cited many of the papers in the graph.

This usually means that they are **either surveys of the field or recent relevant works** which were inspired by many papers in the graph.

Selecting a derived work will highlight all graph papers cited by it, and selecting a graph paper will highlight all derivative works citing it.

Title	Last author	Year	Citations	Graph references
A synthesis and meta-analysis of the relationship between trait self-control and healthier practices in...	R. Hoyle	2023	5	6
Procrastination in pre-service teachers: the role of learning strategies and academic achievement	Consuelo Saiz-Manzanares	2022	4	5
Figueiredo Roque P ERFECTIONISM AND ACADEMIC PROCRASTINATION : T HE MEDIATING ROLE OF ...	Margarida Figueiredo...		0	4
The relationship between self-control and college student smartphone addiction: a two-wave multiple mediation...	Lingxiang Xia	2024	1	4
PRBM_A_373033 2773..2782	Chen Chen	2022	0	4
"Time Is My Own Treasure": Parental Autonomy Support and Academic Procrastination Among Chinese...	Chen Chen	2022	5	4
The possible contribution of procrastination and perception of self-efficacy to academic achievement	Haia Altarac	2022	3	4
The mediating role of cognitive test anxiety on the relationship between academic procrastination and...	Cristian Stan	2024	0	3
The mediating role of self-control between stress and procrastination among adolescents: Examining the ego...	Abdulkadir Haktanir	2024	0	3
Deficiency in Self-Control: Unraveling Psychological and Behavioral Risk Factors for Obsessive-Compulsive...	Ping Hu	2024	0	3

A synthesis and meta-analysis of the relationship between trait self-control and healthier practices in physical activity, eating, and sleep domains

Fernanda C. Andrade, R. Hoyle

2023, Personality and Individual Differences

5 Citations

Open in:

Open graph + Add origin

59



The Relationship between Physical Activity and Academic Procrastination in Chinese College Students: The Mediating ...

Prior

Derivative

List

Filters (1)

More

List view

Download



Title	Authors	Year	Citations	References	Similarity to origin
Physical Activity and Academic Procrastination among Chinese...	Changqing Li, Yanbo Hu, K. Ren	2022	18	44	24.5
The Impact of Physical Activity on College Students' Mobile Phone...	Weitan Zhong, Yaxin Wang, Guoli Zhang	2020	31	53	8.7
Striving to Avoid Inferiority and Procrastination among University...	P. To, B. Lo, T. Ng, Bernard P. H. Wong, A. Choi	2021	10	67	8.3
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-...	Jinzhe 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
Physical activity and academic	K. Ren, Xing Chen, Yanni Zhang, Fang Sun, Fan	2023	1	66	10

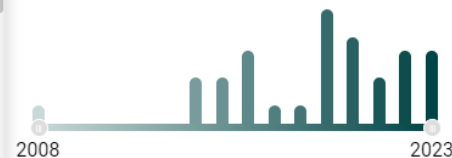
Filters



self-control

- ☐ PDF available
- ☐ Open access
- ☐ Code availab

Filter by year

Filtern nach
Stichwort

CONNECTED PAPERS

Search for a paper...

Share

Follow

About

Pricing

Andrea

The Relationship between Physical Activity and Academic Procrastination in Chinese College Students: The Mediating Ro...

Prior

Derivative

List

Filters

More

Origin paper

The Relationship between Physical Activity and Academic Procrastination in Chinese College...

K. Ren, Xiaolu Liu, Yujuan Feng, Changqing Li, Yanbo Hu, K. Ren

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

18 Citations

Open in: PDF, DOI, Google Scholar, Mendeley

Open graph + Add origin

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 the 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 rating scale-3 (PARS-3), self-control scale (SCS), generalized self-efficacy scale (GSES), and procrastination assessment scale-3 (PASS) were used to investigate university students' physical activity, self-

Graph versions

Oct 04 2024Current version

Aug 13 2024

Jan 03 2024

May 25 2023

Graph versions

Full screen

Download

Share graph

Share Connected Papers

Help us spread the word about Connected Papers! Share it in your scientific community:

Facebook

LinkedIn

Twitter

Email

Copy link

☒ Link to this graph

Longitudinal Examination of Procrastination and Anxiety, and Their Relation to Self-Efficacy...

Sündüs Yerdelen, A. McCaffrey, R. Klassen2016

The Relationship Between Academic Procrastination, General Procrastination and...

İsa Bahat2023

The Impact of Physical Activity on College Students' Mobile Phone Dependence: the...

Weitan Zhong, Yaxin Wang, Guoli Zhang2020

The relationships between self-efficacy, self-control, chronotype, procrastination and sleep...

Aneta M. Przepiorka, A. Blachnio, N. Y. Siu2019

Striving to Avoid Inferiority and Procrastination among University Students: The Mediating...

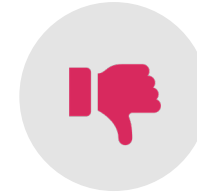
P. To, B. Lo, T. Ng, Bernard P. H. Wong, A. Choi2021

61

Connected Papers



- Suche nach relevanter Literatur wird vereinfacht
- deutschsprachige Suche möglich



- 5 kostenlose Graphen = wenig
- nur 1 Ausgangspaper
- Nachbesserungsbedarf bei der Übernahme der Metadaten in ein Literaturverwaltungsprogramm

Wege zum Volltext

1

FH JOANNEUM
Bibliothek - Library

Neue Suche Indexsuche Hilfe Fernleihe Wunschbuch Neu angekauft

The role of personality traits, core self-evaluation, and emotional i X Zeitschriftenartikel und Open Access Quellen

0 Datensätze ausgewählt SEITE 1 1-10 von 16 Ergebnisse

ARTIKEL

The role of personality traits, core self-evaluation, and emotional intelligence in career decision-making difficulties

Di Fabio, Annamaria ; Palazzeschi, Letizia ; Bar-On, Reuven
Oxford, UK: Blackwell Publishing Ltd

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

44 This study examines the role of personality traits, core self-evaluation, and emotional intelligence (EI) in career decision-making difficulties... 44

Peer Reviewed

Volltext verfügbar >

1 selected paper

Annamaria Di Fabio ... Reuven Bar-On

The role of personality traits, core self-evaluation, and emotional intelligence in career decision-making difficulties

Journal of Employment Counseling 2012
L 77

No PDF

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 opportunities and intervention possibilities.

2

EZB Elektronische
Zeitschriftenbibliothek

FH JOANNEUM Gesellschaft mbH, Bibliothek

Journal of Employment Counseling (via EBSCO Host)

Online-Verfügbarkeit: Volltextzugriff

Zu den Volltexten: Business Source Elite: 1994-03-01 - : (1994) - Nicht die letzten 12 Monate

Bereitgestellt von:

FH JOANNEUM Gesellschaft mbH, Bibliothek

Die Volltexte sind für Angehörige der FH JOANNEUM Gesellschaft mbH freigeschaltet. Bitte beachten Sie die Nutzungs- und Lizenzbedingungen der einzelnen Verlage. | Nutzungsbedingungen



Artikel – qualitative Beurteilung

(z.B. ChatGPT-4o, Websuche) – Prompt von Rupert Beinhauer

You are given an academic article to evaluate. Please assess it based on the criteria below, and provide a clear, structured analysis. Conclude with an overall recommendation and rating of the article's quality (1–5).

1. Journal/Source Quality

• Indexing and Metrics

- Check whether the journal or source is indexed in reputable academic databases (e.g., Scopus, Web of Science, PubMed, IEEE Xplore).
- Identify its impact factor (IF), SJR ranking, or any similar metric.

• Peer-Review Process

- Evaluate whether the journal follows a rigorous peer-review procedure.
- If it is a conference proceeding or preprint (e.g., ArXiv, SSRN, ResearchGate), discuss how this affects its credibility.

• Reputation Comparison

- Compare the journal's standing to leading publications in the same field.

2. Author Expertise

• Author Background

- Identify the authors' institutional affiliations (e.g., universities, research institutes, corporations).
- Examine whether they have a substantial research background in the article's topic.

• Academic Impact

- Assess the authors' citation counts, H-index, or other relevant metrics (Google Scholar, Scopus, etc.).

- Note whether they have publications in other high-impact journals or conferences.

3. Abstract Quality

• Research Focus

- Does the abstract clearly state the central research question or hypothesis?

• Structure and Clarity

- Check if it follows a logical structure (e.g., IMRaD: Introduction, Methods, Results, Discussion).
- Assess whether the methodology is concisely described and if findings are well-summarized.
- Look for clarity, coherence, and avoidance of excessive jargon.

4. Citation and Referencing Quality

• Reference Relevance

- Determine if the references cited are peer-reviewed, up-to-date, and closely related to the topic.
- Check if high-quality or seminal works are included.

• Potential Biases

- Look for excessive self-citations or reliance on non-peer-reviewed sources that could introduce bias.

5. Final Assessment

• Overall Quality Rating (1–5)

- Base your rating on the journal's credibility, the authors' expertise, and the clarity and rigor of the abstract.

• Comparison to Field Standards

- Compare the article's quality to other well-regarded studies in the same domain.

Recommendation

- State whether you would recommend citing this source and, if so, in what capacity (e.g., theoretical background, methodological reference, or empirical evidence).

Limitations

- Mention any notable drawbacks (e.g., lack of peer review, small sample size, outdated references, unclear methodology).

Instructions for Your Response:

1. Address each criterion in order.
 2. Provide specific observations and justifications for your judgments.
 3. Offer a concluding paragraph summarizing your overall rating and recommendation.
- Use this structured approach to deliver a comprehensive, reader-friendly evaluation.



Hier klicken für
das Ergebnis!



Bibliographie – qualitative Beurteilung

(z.B. ChatGPT-4o, Websuche) – Prompt von Rupert Beinhauer

Prompt for Evaluating a Bibliography and Categorizing Sources by Quality

You are given a complete bibliography to assess. Please evaluate each cited source based on the criteria outlined below and categorize it into one of three groups:

- ★★★★★ **Very Good Sources (5 stars)** – Highly credible, peer-reviewed, and well-regarded in the field.
- ★★★/★★★★ **Acceptable Sources (3–4 stars)** – Reasonably reliable, but with moderate limitations (e.g., lower-tier journals, less citation impact, or limited peer review).
- ★/★★ **Not Recommended Sources (1–2 stars)** – Weak sources due to lack of peer review, outdated content, low impact, or questionable credibility.

Evaluation Criteria (to be applied to each source):

1. Source or Journal Quality

- Indexing and Metrics: Is the source indexed in respected academic databases (e.g., Scopus, Web of Science, PubMed)? What is its impact factor, SJR, or equivalent metric?
- Peer Review Status: Is the publication peer-reviewed? If it's a preprint or from a non-reviewed platform (e.g., ArXiv, ResearchGate), assess the implications for credibility.
- Standing in the Field: How does the journal or venue compare to other well-known publications in the discipline?

2. Author Credentials and Reputation

- Affiliations: Are the authors affiliated with reputable institutions (e.g., leading universities, recognized research centers)?
- Expertise and Track Record: Do the authors have a strong research background in the topic? Consider their citation metrics (e.g., H-index) and other publications in high-impact venues.

3. Relevance and Citation Context

- Topical Fit: Is the source directly relevant to the topic it supports in the main article?
- Use of Seminal or Influential Works: Does it reference or build upon foundational studies in the field?
- Recency: Is the source current and reflective of the latest developments in the discipline?
- Bias and Overreliance: Watch for overuse of self-citations, excessive references to grey literature, or dependence on non-peer-reviewed content.

Final Output Instructions:

Organize your evaluation in three sections:

★★★★★ **Very Good Sources (5 stars)**

- [List each source here with a brief justification for its high rating.]

★★★/★★★★ **Acceptable Sources (3–4 stars)**

- [List each source here, noting strengths and any limitations.]

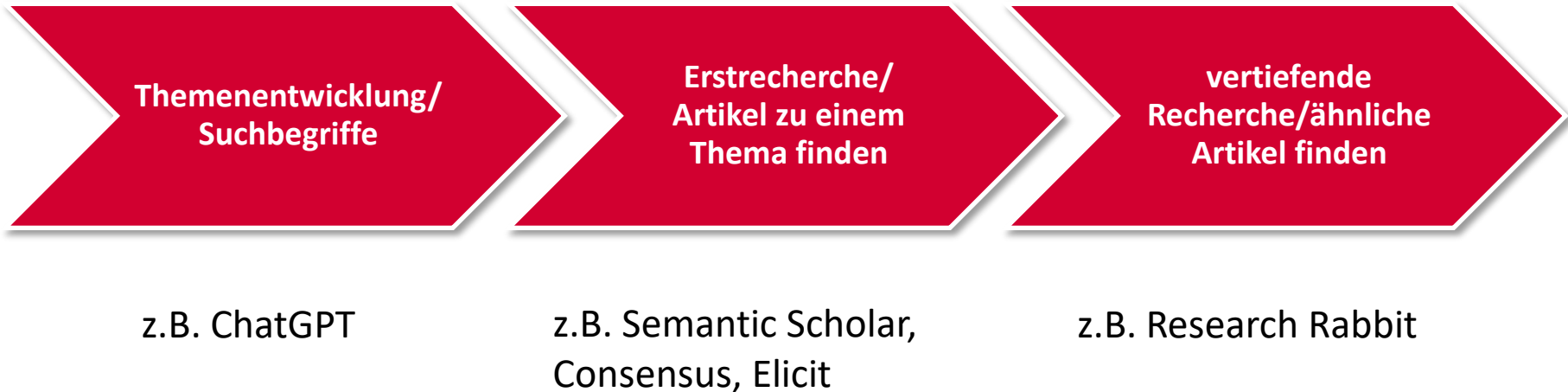
★/★★ **Not Recommended Sources (1–2 stars)**

- [List each source here, with reasons for low credibility or relevance.]



Hier klicken für
das Ergebnis!

KI-Tools



Ein Vergleich

	<u>Datenbanken/Online-Katalog</u> 	KI-Tools
Datenbasis	Artikel/eBooks von renommierten Verlagen	Artikel; teilweise intransparent, Vorsicht bei <i>data providers/web crawls</i>
Qualität der Daten	hochwertig, <i>peer reviewed</i> , aktuellste Paper	abhängig von Datenbasis
Inhaltliche Aufbereitung	Keywords/normierte Begriffe Alerts	LLMs (Zusammenfassungen, Ask-this-paper, ...), Keywords KI-unterstützte Alerts
Referenzen/Zitate/ ähnliche Artikel	ja, v.a. ähnliche Artikel beschränkt auf jeweilige Datenbank	ja
Volltexte	ja	abhängig, ob frei verfügbar



Fazit zur Literaturrecherche mit KI



Datenbasis, Aktualität und
Qualität überprüfen:
→ Zeit & Vorwissen



richtiger Einsatz des
jeweiligen KI-Tools:
→ Halluzinationen von
LLMs bei Literaturlisten



Vorsicht bei Eingabe von
Daten:
→ Datenschutz +
Urheberrecht



Eingabe/Suche auf
Englisch



Links

- Sammlung von KI-Tools: [KI-Ressourcen | Virtuelles Kompetenzzentrum KI und wissenschaftliches Arbeiten](#)
- Literaturrecherche mit KI-Tools / Prompting: [KI-Tools | Hochschule RheinMain](#)
- Informationskompetenz und KI: [LLM-Literacy | KIT - Karlsruher Institut für Technologie](#)
- Toolsammlung der BIB: [Literaturrecherche mit KI | FH JOANNEUM](#)

Für Lehrende:

- [KI-Leitfaden für die Lehre | FH JOANNEUM](#)
- [Offener Prompt-Katalog \(Anwendungskontext Hochschullehre\) | KI-Campus - Die Lernplattform für Künstliche Intelligenz \(coda.io\)](#)