

Literaturrecherche mit KI

Mag. Verena Neubauer, MSc
Mag. Andrea Rieger



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



Bausteine der Literaturrecherche

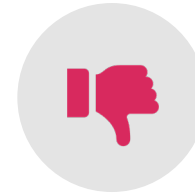




Wofür eignen sich ChatGPT, Perplexity & Co?



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



- Suche nach Artikeln



Prompt – wichtige Elemente

- #Rolle
- #Kontext
- #Auftrag
- #Format
- #Beispiel

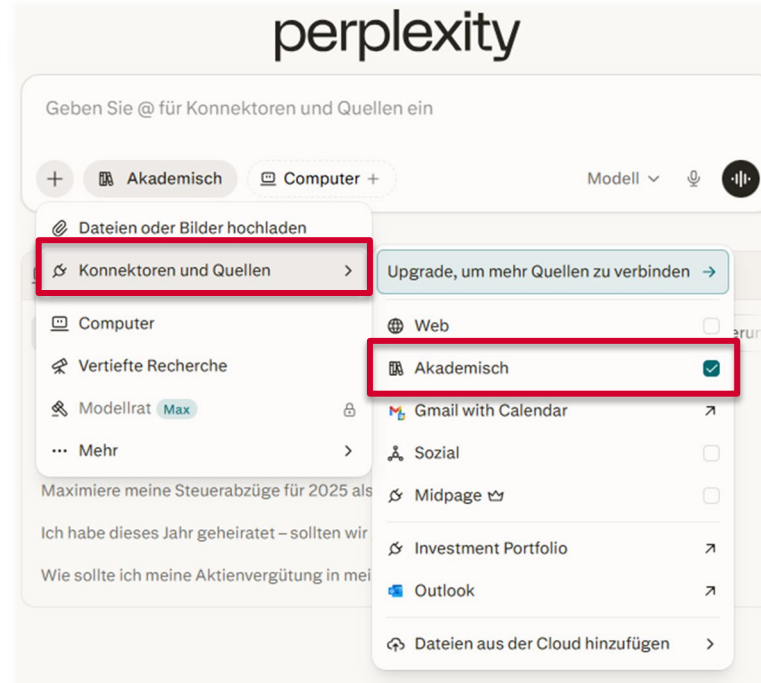
#Rolle: Du studierst an einer Fachhochschule im Bereich Sozialmanagement. **#Kontext:** Du recherchierst für deine Bachelorarbeit zum Thema Prokrastination. Deine Forschungsfrage lautet "Welche psychologischen Faktoren beeinflussen Prokrastination bei Studierenden, und welche Interventionsstrategien 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. [Prompting - Hochschule RheinMain](#)



Perplexity – Einstellung





Output Perplexity

Schritt 1: Schlüsselbegriffe identifizieren

Aus deiner Forschungsfrage

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

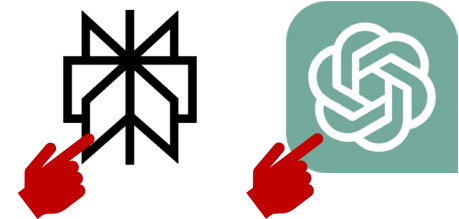
lassen sich folgende Kernbegriffe ableiten:

1. **Prokrastination**
2. **Psychologische Faktoren**
3. **Studierende**
4. **Interventionsstrategien**

Schritt 2: Thema in Blöcke gliedern

- **Block 1:** Prokrastination (Phänomen)
- **Block 2:** Psychologische Faktoren (Einflussgrößen)
- **Block 3:** Studierende (Zielgruppe)
- **Block 4:** Interventionsstrategien (Maßnahmen zur Reduktion)

Hier klicken für das Ergebnis:





Schritt 3: Synonyme, verwandte Begriffe, Ober-/Unterbegriffe, englische Übersetzungen

Block1– Prokrastination	Block2– Psychologische Faktoren	Block3 – Studierende	Block4 – Interventionsstrategien
Prokrastination	Psychologische Faktoren	Studierende	Intervention
Aufschiebeverhalten	Persönlichkeitsmerkmale	Studenten	Interventionen
Aufschieben	Motivation	Studentinnen	Behandlung
Arbeitsvermeidung	Volition / Selbstkontrolle	Hochschüler	Training
Procrastination	Self-regulation	Universitätsstudierende	Coaching
Task delay	Personality traits	College students	Counselling
Decisional procrastination	Motivation	University students	Therapy
Behavioral delay	Self-efficacy	Higher education students	Preventive strategy
Avoidance behavior	Emotional regulation	Learners	Behavioural intervention

derselbe Input ≠ derselbe Output

Suchmatrix

- Synonyme
- Oberbegriffe
- Unterbegriffe
- Englische Begriffe

Schritt 3: Begriffe und Synonyme, Ober-/Unterbegriffe, englische Übersetzungen

Block A – Prokrastination	Block B – Psychologische Faktoren	Block C – Studierende	Block D – Interventionsstrategien
Aufschieben, Verzögerung, Prokrastination, Arbeitsvermeidung, Selbstregulationsversagen, akademisches Aufschieben, delay of gratification	Motivation, Selbstwirksamkeit, Perfektionismus, Impulsivität, Selbstkontrolle, Emotionen, Stress, Persönlichkeit, Kognition, psychologische Determinanten	Studierende, Studentinnen, Hochschule, Universität, Lernende, Akademikerinnen, College Student, Higher Education, University Student	Intervention, Strategie, Training, Programm, Coaching, Prävention, Verhaltenstherapie, Selbstmanagement, Zeitmanagement, psychologische Intervention



Schritt 4: Trunkierung (mit Asterisk), wo sinnvoll

Block1 – Prokrastin*	Block2 – Psycholog*	Block3 – Studierend*	Block4 – Intervention*
Prokrastin*	Psycholog*	Studierend*	Intervention*
Aufschieb*	Persönlichkeitsmerkmal*	Student*	Behandl*
Aufschiebeverhalt*	Motiv*	Hochschüler*	Train*
Procrastinat*	Volit*	Universitätsstud*	Coach*
Task delay	Self-regulat*	College student*	Counsel*
Decisional procrastinat*	Self-efficac*	University student*	Therap*
Avoidance behavio*	Emotion regulat*	Higher education student*	Prevent*

Trunkierung =
Suche nach einem
Wortstamm mit all
seinen Endungen

Suchstring mit
Booleschen
Operatoren

Schritt 5: Boolescher Suchstring

Beispielhafte kombinierte Suchanfrage:

```
(Prokrastin* OR Aufschieb* OR Aufschiebeverhalt* OR Procrastinat* OR "task delay" OR
"decisional procrastinat*" OR "avoidance behavio*")
AND (Psycholog* OR Persönlichkeitsmerkmal* OR Motiv* OR Volit* OR "self-regulat*" OR
"self-efficac*" OR "emotion regulat*" OR "personality trait*")
AND (Studierend* OR Student* OR Hochschüler* OR Universitätsstud* OR "college
student*" OR "university student*" OR "higher education student*")
AND (Intervention* OR Behandl* OR Train* OR Coach* OR Counsel* OR Therap* OR
Prevent*)
```



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,
Workflows monatlich limitiert)

Suche: mit Frage

Semantic Scholar



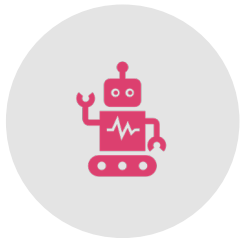
klassisches
Suchinstrument mit
KI-Features



Stichwortsuche:
Phrasensuche möglich

Boolesche Operatoren/Trunkierung nicht
möglich

[FAQs](#)



- Kurzabstract TLDR
- Ask this Paper
- Skimming Assistant



Datenbasis:
wissenschaftliche
Zeitschriften, Content
Provider, Web Indexing

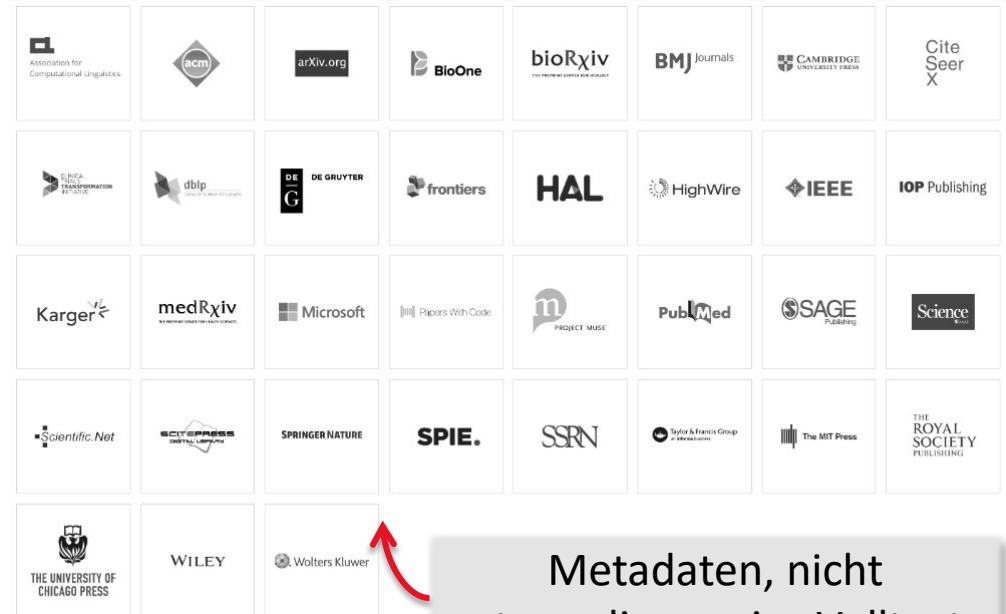
Semantic Scholar - Datenquelle

“Search over 214 million papers from all fields of science, with filters such as journals and conferences, authors, publication types, and date range.”

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

“Semantic Scholar sources its content via web indexing and from partnerships with scientific journals, indexes, and content providers. You can find a list of our sources by visiting our publisher partners’ page..”

vgl. <https://www.semanticscholar.org/faq#paper-sources>



Metadaten, nicht notwendigerweise Volltexte

About 6,130 results for ""academic procrastination" coping strategies reduce stress"

Fields of Study

Date Range

Has PDF

Author

Journals & Conferences

Sort by Relevance



Relationship Between the Use of Coping Strategies and Academic Procrastination in Undergraduate Medical Students: A Cross-Sectional Study

Lalu Ahmad Gamal Arigi

Rita Mustika

M. Simadibrata

Medicine, Education

Education in Medicine Journal · 30 September 2025

TLDR

The findings reveal a significant relationship between coping strategies and academic procrastination among medical students and highlight the importance of developing adaptive coping mechanisms among medical students to mitigate stress and optimise academic performance during their formative years of education. [Expand](#)

1

Publish

Kurzzusammenfassungen

ClearMind Workshop: An ACT-based Intervention Tailored for Academic Procrastination among Computing Students

Yunyi She

Korena S. Klimczak

Michael E. Levin

Soohyun Nam Liao

Computer Science, Education

Technical Symposium on Computer Science Education · 7 March 2024

TLDR Results reveal that the ClearMind Workshop reduced academic procrastination and anxiety in computing students, and participants adopted healthier coping strategies such as positive reframing and active coping strategies, while practicing less unhealthy ones such as self-blame and avoidance strategies. [Expand](#)

3

PDF

ACM

Save

Cite

Sort by Relevance

Sort by Citation Count

Sort by Most Influential Papers

Sort by Recency

Stress, Burnout, and Coping Strategies of Frontline Nurses During the COVID-19 Pandemic in Wuhan and Shanghai, China

Yuxia Zhang Chunling Wang +7 authors Chouwen Zhu Medicine, Psychology

26 October 2020

TLDR Nurses in this study experienced considerable stress and the most stressors were related to families, and Nurses who were younger and those working in frontlines present higher burnout levels. [Expand](#)

221

13

PDF

PubMed

Save

Cite



The purpose of this study is to investigate whether effective coping strategies

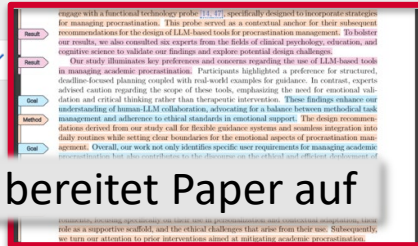
An integrative process model of resilience in an academic context: Resilience resources, coping strategies, and positive adaptation

Dayna J Fullerton, Lisa M Zhang, S. Kleitman • Published in PLoS ONE 2 February 2021 • Psychology, Education

TLDR Examining a range of personal resilience resources and their interaction with coping responses to produce positive adaptation outcomes has theoretical implications for how resilience is conceptualised, as well as practical implications for improving student well-being and adjustment.

Expand

[PDF] Semantic Reader



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

116 Citations

Search authors, publicati Date Range Citation Type Has PDF Author More Filters Sort by Relevance

Study and personal resources of university outcomes

Dalia Bagdžiūnienė Irena Žukauskaitė Laima Bu

Introduction Embarking on university-level studie environments, and teaching systems. Academic

- All Types
- Background Citations
- Methods Citations
- Results Citations

analysiert Zitate



Library mit thematischen Foldern (= Sammlung meiner Artikel)

17 March 2026

Research Dashboard

Your Research Feeds

Your Alerts

Recommended Papers From Your Research Feeds

View Your Research Feeds

Latest Recommended Papers For academic procrastination

Association of Perceived Stress and Loneliness with Individual Academic Resilience: A Comparative Study among Hostellers and the Day Scholars of Professional College Students in Mysuru

S. Vismaya | J. S. Manohar | Sulochanadevi B Chakrashali | Education, Psychology · Archives of Medicine and Health Sciences · 10 March 2026

Transition in students' lives occurs when they shift from the school environment to the college environment. Students go through different phases to adjust to their surroundings. Stress and... [Expand](#)

Publisher Save Alert Cite Not Relevant

Impact of emotional intelligence on academic procrastination among EFL learners in China: Serial mediation role of self-efficacy and psychological resili

Li Li | Xianli Gao | Education, Psyc

Procrastination is a phenomenon that cause individuals to procrastinate their works, both... [Expand](#)

Publisher Save Alert Cite Not Relevant

neue Paper, die zu meinen Foldern passen, KI lernt durch Ratings

Semantic Scholar



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

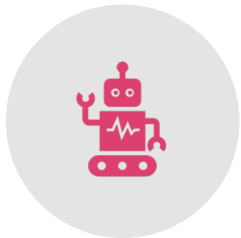


- eingeschränkte Filtermöglichkeit: Vorsicht bei Qualität der Daten (Verlag? KI?)
- Semantic Reader bzw. Skimming Assist nur eingeschränkt verfügbar
- keine neuen Features seit über 1 Jahr

Consensus



findet und analysiert die wichtigsten Paper (alle Fachrichtungen, eigener Medizinmodus)



- inhaltliche Aufbereitung
- Study Snapshots
- Pro Analysis
- Deep Search



Eingabe als Frage
Suchtipps



Datenbasis:
Semantic Scholar,
OpenAlex, „crawl of the
scholarly web“
(wöchentliches Update)



Research starts here

How can I reduce academic procrastination and therefore stress?

Deep ▾

Sources ▾

All
Over 200M research papers

Medical
Top medical journals and guidelines, about 8M papers

Add sources

Search your Library...

Multi-task learning with state prop...
Raphael Hartner, M. Kozek, Stefan Jakubek (2025)


How can I reduce academic procr...
No papers yet



Filter



Try the Consensus Meter

 Urheberrecht/
Copyright!

General



Publish year

Any Past 2 yrs. Past 5 yrs. Past 10 y

No min — 2025

Journal rank ⓘ

Q1 - Q2 ▾

Citations

At least 0

Exclude Preprints

Ask Paper BETA

Open access

Methodology



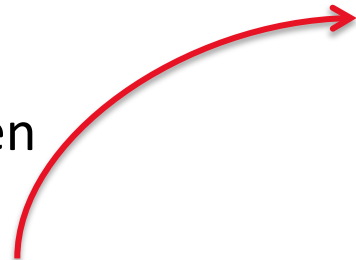
Design ⓘ

- META-ANALYSIS
- SYSTEMATIC REVIEW
- RCT
- NON-RCT
- OBSERVATIONAL STUDY
- LITERATURE REVIEW
- CASE REPORT



Qualitative Filter

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



SJR Quartiles

Scimago Journal Rank measures the influence of journals within a domain. Scores are divided into quartiles, with Q1 being the most influential and Q4 being the least.

Note: We do not have SJR mapped to every paper

	Q1, most influential
	Q2, moderate influence
	Q3, moderate influence
	Q4, least influential

SJR quartile rating ⓘ



Research starts here

How can I reduce academic procrastination and therefore stress?



Deep

Sources



Filter



Quick

Fast search, summary of 10 papers



Pro · 15 left

Scholar Agent, analysis of 20 papers



Deep · 3 left

Scholar Agent, Literature Review of 50 papers



Upgrade to Pro

Try the Consensus Meter

General



Publish year

Any

Past 2 yrs.

Past 5 yrs.

Past 10 y

No min

2025

Journal rank



Q1 - Q2



Citations

At least 0

Exclude Preprints



Ask Paper BETA



Open access



Methodology



Design



META-ANALYSIS



SYSTEMATIC REVIEW



RCT



NON-RCT



OBSERVATIONAL STUDY



LITERATURE REVIEW



CASE REPORT

How can I reduce academic procrastination and therefore stress?

Yes, a combination of self-regulation strategies, cognitive-behavioral interventions, and emotional regulation techniques can effectively reduce academic procrastination and related stress.

1. Introduction

Academic procrastination is a widespread issue among students and is closely linked to increased stress, anxiety, and poorer academic performance. Research consistently shows that procrastination is not simply a matter of poor time management but involves complex interactions between self-regulation, motivation, emotional coping, and environmental factors. Effective strategies to reduce academic procrastination—and thereby alleviate stress—include cognitive-behavioral therapy (CBT), acceptance and commitment therapy (ACT), mindfulness-based interventions, emotional intelligence training, resilience building, social support enhancement, and digital behavior change tools. Interventions that target self-efficacy, adaptive perfectionism, positive coping styles, and emotional regulation are particularly promising for reducing academic procrastination and associated stress.



Methods

A comprehensive literature search was conducted across over 170 million research papers in Consensus, including Semantic Scholar, PubMed, and other databases. The search identified 121 potentially relevant papers; after de-duplication and screening for relevance to academic procrastination reduction strategies and stress outcomes, 47 papers were screened. Of these, 29 met eligibility criteria. The top 50 most relevant papers were included in this review.



Discussion

The evidence strongly supports the use of structured psychological interventions—particularly CBT/ACT—for reducing academic procrastination and its associated stress. These therapies address underlying cognitive distortions (e.g., fear of failure), improve time management skills, enhance self-efficacy/self-regulation capacity, and foster adaptive coping mechanisms. Mindfulness-based approaches further help by promoting emotional awareness and reducing maladaptive perfectionism or rumination.

Results

3.1 Psychological Interventions: CBT & ACT

Meta-analyses show that cognitive-behavioral therapy (CBT) is highly effective in reducing procrastination; acceptance and commitment therapy (ACT) also demonstrates strong effects—especially for long-term change. Both therapies improve self-esteem and time management skills while reducing negative affect.

3.2 Self-Regulation & Motivation Enhancement

Self-regulation failure is a core driver of procrastination. Interventions that boost intrinsic motivation

(e.g., goal setting, self-efficacy training, adaptive perfectionism cultivation, and achievement motivation) are associated with lower procrastination rates. Social support further enhances intrinsic motivation and self-efficacy.

3.3 Emotional Regulation & Mindfulness

Adaptive emotion regulation strategies—such as mindfulness meditation or positive reappraisal—reduce both anxiety/stress and the tendency to procrastinate. Emotional intelligence training also mediates the relationship between stress/anxiety and procrastination.

3.4 Digital & Behavioral Tools

Digital interventions (e.g., smartphone apps or web-based CBT programs) offer scalable solutions but may require ongoing engagement for sustained benefits. Behavior change support systems use motivational design archetypes like progress monitoring or gamification to empower self-treatment of procrastination.



Top Contributors

Type	Name	Papers
Authors	Haitao Huang	2 papers
Authors	Katrina Åsberg	2 papers
Authors	Yanting Zhang	2 papers
Journals	BMC Nursing	3 papers
Journals	Internet Interventions	2 papers
Journals	Advances in Health Sciences Education	2 papers

and most frequently in the included papers.

Future research should focus on optimizing intervention combinations/sequencing for different student profiles, evaluating long-term effectiveness of digital tools, understanding how resilience/perfectionism moderators outcomes, exploring culturally tailored approaches, integrating physical health promotion with anti-procrastination programs.

Claims & Evidence Table

Claim	Evidence Strength	Reasoning	Papers
CBT/ACT significantly reduce academic procrastination	Strong	Multiple RCTs/meta-analyses show robust short- & long-term effects	3, 12, 13
Self-regulation & self-efficacy training lower procrastination/stress	Strong	Strong correlational/experimental evidence links higher self-efficacy/self-regulation to less procrastination	1, 12, 14
Mindfulness/emotion regulation reduces both stress & procrastination	Moderate	Mindfulness-based programs decrease negative emotions driving avoidance behaviors	1, 2, 4, 23
Digital interventions can help but need sustained engagement	Moderate	RCTs show mixed results; single-session digital advice often insufficient without follow-up	1, 2, 24
Social support indirectly reduces procrastination via motivation	Moderate	Mediation analyses confirm social support boosts intrinsic motivation/self-efficacy	2, 14, 21, 25
Physical activity alone does not directly impact academic procrastination	Weak	Recent studies find no direct effect; indirect benefits possible via mood/stress	1, 7

Conclusion

A multi-pronged approach combining cognitive-behavioral techniques (CBT/ACT), self-regulation/motivation enhancement strategies, mindfulness/emotional intelligence training, social support systems, and judicious use of digital tools offers the best chance at sustainably reducing academic procrastination and stress—in student populations.

Research Gaps

Despite strong evidence for several intervention types (CBT/ACT/mindfulness/social support), gaps remain regarding long-term effectiveness of digital-only solutions, the role of individual differences (resilience/perfectionism), cross-cultural generalizability, integration with physical health behaviors, and optimal combinations/sequencing of intervention components.

Research Gaps Matrix

Topic/Outcome	CBT/ACT Interventions	Mindfulness/EI Training	Digital Tools
Academic Procrastination	7	6	7
Stress Reduction	4	5	2
Long-term Outcomes	2	1	GAP
Individual Differences	1	2	GAP

Open Research Questions

Future research should focus on optimizing intervention combinations/sequencing for different student profiles, evaluating long-term effectiveness of digital tools, understanding how resilience/perfectionism moderators outcomes, exploring culturally tailored approaches, integrating physical health promotion with anti-procrastination programs.

Question

What combination of CBT/ACT/mindfulness yields best long-term reduction in student procrastination?

To identify synergistic effects among leading interventions for sustainable behavior change

How do individual traits like resilience or perfectionism moderate intervention effectiveness?

Personalizing approaches could maximize impact for diverse student populations

Can scalable digital tools match traditional therapies if paired with ongoing human support?

Understanding scalability versus efficacy trade-offs is crucial for broad public health implementation

FIGURE Open questions highlight future directions for research on reducing academic procrastination.

In summary: Combining evidence-based psychological strategies with motivational supports offers the most robust path to overcoming academic procrastination—and thereby reducing student stress—in higher education settings.

References Filter (2)

- Academic procrastination interventions**
- The interplay between perceived stress, academic control, achievement motivation, and procrastination among nursing graduate students: A network analysis. 2025 1 citation · Mei Wang et al. · Nurse-education today
 - Perceived academic anxiety and procrastination among emergency nursing students: the mediating role of cognitive emotion regulation. 2024 18 citations · Anika Harbala Sabon Shattar et al. · BMC Nursing
 - Overcoming procrastination? A meta-analysis of intervention studies. 2018 185 citations · W. van Doorn et al. · Educational Research Review
 - Evaluating the effectiveness of a brief digital procrastination intervention targeting university students in Sweden: study protocol for the Focus randomised controlled trial. 2023 4 citations · Katrina Åsberg et al. · BMC Open
 - Effects of a single session low-threshold digital intervention for procrastination behaviors among university students (Focus): Findings from a randomized controlled trial. 2024 2 citations · Katrina Åsberg et al. · Internet Interventions
 - Perceived stress and academic procrastination among higher vocational nursing students: the mediating roles of positive and negative emotions. 2025 4 citations · Chengjie Cui et al. · BMC Nursing
 - Exploring associations between problematic technology-dependent health, sleep quality, and academic procrastination among medical students.

nachvollziehbare Schritte

How can I reduce academic procrastination and therefore stress?

Deep · 9 steps · 50 sources

Yes, a combination of **self-regulation strategies**, **cognitive-behavioral interventions**, and **emotional regulation techniques** can effectively reduce academic procrastination and related stress.

1. Introduction

Academic procrastination is a widespread issue among students and is closely linked to increased stress, anxiety, and poorer academic performance. Research consistently shows that procrastination is not simply a matter of poor time management, but rather a complex phenomenon involving self-regulation, motivation, emotional coping, and cognitive biases. Interventions that target self-regulation, motivation, emotional regulation, and cognitive styles, and evidence on practical approaches for reducing procrastination are particularly promising.

Can interventions reduce academic procrastination and related stress? N = 14



- Yes 64%
- Possibly 29%
- Mixed 0%
- No 7%

Ask a follow up...

Pro Sources

Filter (2)

Quellenangabe

Effects of a single session low-threshold digital intervention for procrastination...

USED FULL TEXT

2024 · 2 citations · Katarina Åsberg et al.

Internet Interventions · DOI

Details PDF

Consensus Meter

Follow up

Paper

Eckdaten der zitierten Studie

Study Snapshot

A single session of feedback and behavior change advice via an interactive website did not significantly reduce self-reported procrastination among university students.

Population	University students in Sweden with high procrastination scores
Sample size	2209
Location	Sweden
Methods	Randomized Controlled Trial
Outcomes	Procrastination behavior levels
Results	A single-session digital intervention did not reduce procrastination compared to control.

Extracted 6/7 study attributes

Details Graph Filter (2) PDF

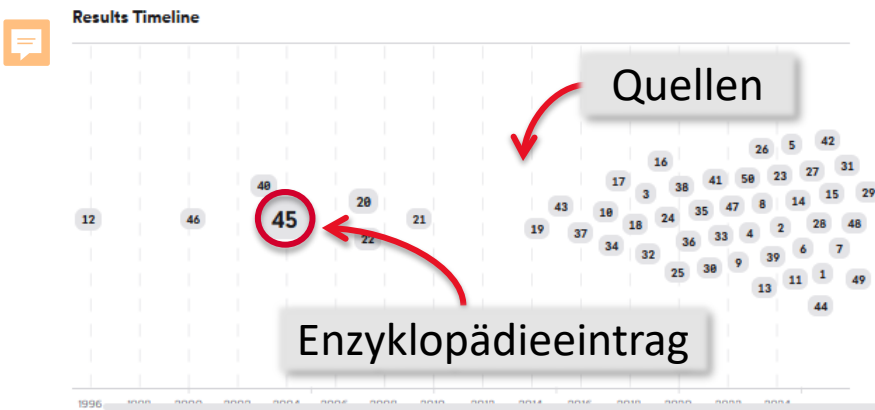


FIGURE 3 Timeline of key intervention studies on reducing academic procrastination. Larger markers indicate more citations.

Top Contributors

Type	Name	Papers
Authors	Haitao Huang	8 9 2 papers
	Katarina Åsberg	hochwertige Journals
	Yanting Zhang	18 23 2 papers
Journals	<i>BMC Nursing</i>	2 6 9 3 papers
	<i>Internet Interventions</i>	5 16 17 3 papers
	<i>Advances in Health Sciences Education</i>	14 18 2 papers

Claims & Evidence Table

Claim	Evidence Strength	Reasoning	Support Evidence
CBT/ACT significantly reduce academic procrastination	Strong	Multiple RCTs/meta-analyses show robust short- & long-term effects	3 10 11
Self-regulation & self-efficacy training lower procrastination/stress	Strong	Strong correlational/experimental evidence links higher self-efficacy/self-regulation to less procrastination	1 12 18
Mindfulness/emotion regulation reduces both stress & procrastination	Moderate	Mindfulness-based programs decrease negative emotions driving avoidance behaviors	6 2
Digital interventions can help but need sustained engagement	Moderate	RCTs show mixed results; single-session digital advice often insufficient without follow-up	5 15
Social support indirectly reduces procrastination via motivation	Moderate	Mediation analyses confirm social support boosts intrinsic motivation/self-efficacy	14 23
Physical activity alone does not directly impact academic procrastination	Weak	Recent studies find no direct effect; indirect benefits possible via mood/stress	7

FIGURE Key claims and support evidence identified in these papers.



Perceived stress and academic procrastination among higher vocational nursing students: the mediating roles of positive and negative emotions

Published Jan 10, 2025 · DOI · Congjie Cao, Dandan Chen, Yi Zhou

BMC Nursing

Q1 SJR score

8 0

Citations Influential Citations

Full text

Save

Cite



...

Overview References Citations

Abstract

Background Academic procrastination is particularly prevalent among higher vocational nursing students, a key component of the nursing workforce, and is closely associated with poor academic performance and a decline in clinical practice quality. While perceived stress and emotions are known significant predictors, the mechanisms through which they influence academic procrastination remain unclear. Thus, this study aimed to explore the mediating roles of positive and negative emotions in the relationship between perceived stress and academic procrastination among higher vocational nursing students. **Methods** A cross-sectional survey was conducted among 1308 higher vocational nursing students from June to July 2023 in Hebei Province, China. The participants were recruited by convenient sampling to complete a sociodemographic and academic related information questionnaire, Perceived Stress Scales, Positive and Negative Affect Schedule, and Academic Procrastination Questionnaire for College Students. Then, the data were analysed by SPSS 26.0 and a multiple mediation model was tested using Hayes' PROCESS macro (Model 4). A mediation effect was considered statistically significant if the 95% confidence interval did not contain zero. **Results** The mean score of academic procrastination was 50.4 (12.6), with 82.0% of nursing students reporting academic procrastination. A significant positive correlation was observed between perceived stress, negative emotions and academic procrastination ($r = 0.442$, $r = 0.376$, all $P < 0.001$). Conversely, a significant positive correlation was found between positive emotions and academic procrastination ($r = -0.299$, $P < 0.001$). Subsequent mediation analysis demonstrated that positive emotions and negative emotions partially mediated the correlation of perceived stress with academic procrastination (total indirect effect: Standardized $\beta = 0.193$, 95% CI [0.142, 0.247]). The direct effect was 0.252, and the mediating effect accounts for 43.4% of the total effect. **Conclusions** Positive and negative emotions act as partial mediators in the correlation between perceived stress and academic procrastination among higher vocational college nursing students. It is crucial for nurse educators to foster positive emotional experiences and alleviate negative emotions through strategies such as effective stress management and mindfulness practices, in order to mitigate academic procrastination. **Limitations** As a cross-sectional study, it cannot establish causal relationships between perceived stress, positive and negative emotions, and academic procrastination. **Clinical trial number** Not applicable.

OBSERVATIONAL STUDY

Study Snapshot

Positive and negative emotions partially mediate the relationship between perceived stress and academic procrastination among higher vocational nursing students.

Population	Higher vocational nursing students in China
Sample size	1308
Location	China
Methods	Cross-sectional survey and mediation analysis study
Outcomes	Academic procrastination, perceived stress, positive and negative emotions
Results	Positive and negative emotions mediated 43% of the effect of perceived stress on academic procrastination.

Extracted 6/7 study attributes

CAO 2025

Ask this paper...

Sources

Pro



CAO 2025

How can positive emotions be enforced?

18 Feb 1 day 1 source

Promoting Positive Emotions: Strategies and Mechanisms

Positive emotions play a crucial role in well-being, motivation, and effective coping with stress. Research highlights several ways to foster and maintain positive emotions, especially in challenging environments like academic settings.

Mechanisms of Positive Emotion Regulation

- **Cognitive Reappraisal:** Reframing how one perceives stressful or challenging situations can help sustain positive emotions. This involves viewing tasks as opportunities rather than threats, which supports adaptive coping and reduces negative emotional responses (2)(3).
- **Behavioral Modification:** Positive emotions can boost intrinsic motivation and problem-solving abilities, leading to more constructive behaviors and reduced procrastination (2)(3).

Strategies to Foster Positive Emotions

- **Stress Management:** Reducing perceived stress is linked to increased positive emotions and decreased negative emotions. Effective stress management techniques can include mindfulness practices, relaxation exercises, and time management (2)(3).
- **Mindfulness Practices:** Mindfulness helps individuals become more aware of their emotions and can promote a more positive emotional state (2)(3).

The Role of Environment and Appraisal

- **Supportive Environments:** High-pressure or unsupportive environments can deplete emotional resources and make it harder to generate positive emotions. Creating supportive, low-stress environments helps maintain positive emotional states (2)(3).
- **Appraisal of Tasks:** Viewing tasks as manageable and within one's capabilities supports the maintenance of positive emotions, while perceiving them as overwhelming can trigger negative emotions (2)(3).

Benefits of Positive Emotions

- **Reduced Procrastination:** Higher levels of positive emotions are associated with lower levels of procrastination, likely due to increased energy and confidence (2)(3).

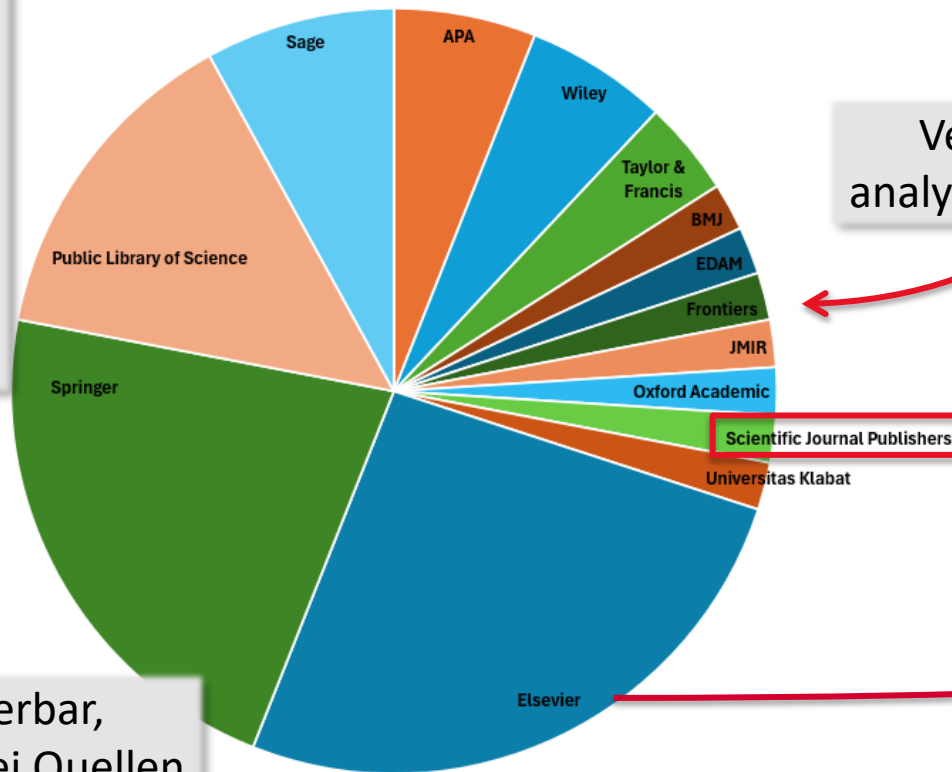
Summary

Positive emotions can be encouraged through cognitive reappraisal, stress management, mindfulness, and supportive environments. These strategies help individuals cope better with stress, maintain motivation, and reduce negative behaviors like procrastination.



hochwertige Journals,
aber:

- 5x nicht Q1 oder Q2 (davon ein unseriöser Verlag)
- 1x Titel/Autor:in ≠ verlinkter Volltext ≠ Key Takeaway



Verlage der analysierten Paper

nicht reproduzierbar,
10% Abweichung bei Quellen

Jahr	Anzahl
2025	2
2024	2
2023	2
2021	1
2019	2
2018	2
2017	2



ScienceDirect

Find articles with these terms

"academic procrastination" coping strategies reduce stress



Advanced search

109 results

Set search alert

Refine by:

Years

2026 (12)

2025 (20)

2024 (14)

Show more

Article type

Review articles (8)

Research articles (89)

Encyclopedia (2)

Book chapters (5)

Show more

Publication title

Personality and Individual Differences (16)

Acta Psychologica (10)

Learning and Individual Differences (8)

Show more

Subject areas

Psychology (66)

Social Sciences (45)

Neuroscience (34)

Elsevier
von FHJ lizenziert

articles Export

sorted by relevance | date

Research article • Open access

...ther? Effects of congruent and incongruent parental emotional warmth on academic procrastination

Acta Psychologica, March 2026

Lei Lu, Guangya Ma, ... Xiaoxiao Gao

View PDF Abstract Figures Export

Research article • Open access

2 Beyond positive thinking: A randomized trial of mental contrasting with implementation intentions to curb academic procrastination

Acta Psychologica, February 2026

Xiaoxue Zhou, Walton Wider, ... Alex S. Borromeo

View PDF Abstract Figures Export

Get a personal
Recommendation

Personalize



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

Research article • Open access

3 The effect of social media use on nursing students' general fatigue: The mediating roles of academic engagement and academic procrastination

International Journal of Africa Nursing Sciences, 2026

Rashidatu Monne, Mudasir Mohammed Ibrahim, ... Iddrisu Mohammed Sisala

View PDF Abstract Figures Export

Research article

4 Academic procrastination: A systematic review of causal factors and interventions

Journal of Behavioral and Cognitive Therapy, February 2026

Erfan Ramadhani, Punaji Setiyosari, ... Ramtia Darma Putri

Abstract Figures Export

Consensus



- auch deutschsprachige Suche möglich
- Transparenz der Analyseschritte
- Analyse → Quellenangabe
- Deep Search mächtiges Feature
- Weiterentwicklung
- Filter: Qualität der Daten, evtl. Studiendesign
- Suchverlauf speichern



- trotzdem Vorsicht bei Qualität der Daten (Verlag? KI?)
- Einschränkung durch limitierte AI Credits in der kostenfreien Version
- kein Research Feed/Alert
- Ergebnis nicht reproduzierbar (10% Abweichung der Quellen bei unserem Versuch)



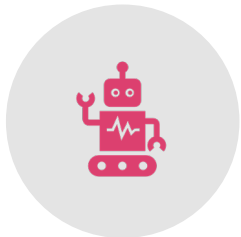
Elicit



findet und analysiert die
bis zu 10 wichtigsten
Paper



Eingabe als Frage
Suchtipps



- übersichtlicher
Vergleich der Paper
- Ask this Paper



Datenbasis:
Semantic Scholar,
PubMed, OpenAlex
(wöchentliches Update)



WORKFLOWS

- Research agent
- Report
- Systematic review

TOOLS

- Find papers
- Chat with papers
- Extract data

How can I reduce academic procrastination and therefore stress?

KI: alternativer Vorschlag

How does cognitive-behavioral therapy for procrastination affect both procrastination behavior and perceived stress levels in college students?

Great question!

Find papers Source Research papers



How does cognitive-behavioral therapy for procrastination affect both procrastination behavior and perceived stress levels in college students?

Sort: Most relevant Search Filters Add a column Export UPGRADE Save to library Get full-texts?

- Paper
- Group cognitive behavioral therapy for reducing procrastination in college students: a randomized controlled trial
Sam M. H. de Haas, Linda Blaesing, Rick Oosterhoff, Alexander Rozental, A. Scheres
Cognitive Behaviour Therapy, 2025, 0 citations, DOI
Full text from Library
- Treating Procrastination Using Cognitive Behavior Therapy: A Pragmatic Randomized Controlled Trial of Internet-Delivered CBT
Alexander Rozental, David Forsström, P. Lindner, S. Nilsson, Lina Mårtensson, and 3 more
The Behavior Therapist, 2017, 44 citations, DOI
Abstract only
- Acceptance and Commitment Therapy and Cognitive-Behavioral Therapy as Treatments for Procrastination
Shuo Wang, Ya Zhou, Shi Yu, Li-Wen Ran, Xiangping Liu, and 1 more
Research on Social Work Practice, 2017, 61 citations, DOI
Full text
- Internet-based cognitive-behavior therapy for procrastination: A randomized controlled trial
Alexander Rozental, E. Forsell, Andreas Svensson, G. Andersson, P. Carlbring
Journal of Consulting and Clinical Psychology, 2015, 89 citations, DOI
Abstract only
- Effectiveness of Cognitive-Behavioral Therapy on Depressive Symptomatology, Stress, and Coping Strategies in University Students
A. Hamdan-Mansour, K. Ducker, A. Bandak

Filter

Cancel Apply

Has PDF

Publication date

From (MM/YYYY) To (MM/YYYY)

1 / 2016 12 / 2026

Journal quality ⓘ

Q1 Q2 Q3 Q4 All

Study Type

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

Summary

Cognitive-behavioral therapy significantly reduces procrastination in college students (Cohen's $d = 1.09$) in a randomized controlled trial with 71 participants *, but does not affect overall well-being or perceived stress levels. *

Cognitive-behavioral therapy significantly reduces procrastination in college students *, with large effect sizes for both internet-delivered and group CBT *, as shown in a randomized controlled trial involving 92 students. Group CBT maintained benefits over time better than internet-delivered CBT. *

Cognitive-behavioral therapy (CBT) is effective in reducing academic procrastination in college students *, with a stronger effect on time management compared to Acceptance and Commitment Therapy (ACT) *. The study involved 60 undergraduates * and used random assignment to treatment groups *. While CBT's impact on perceived stress levels was not explicitly mentioned, it showed remarkable short-term effects in decreasing procrastination. *

Internet-based cognitive-behavioral therapy (CBT) shows moderate effectiveness in reducing procrastination behavior *, with clinically significant changes observed in 31.3-40.0% of participants receiving guided self-help and 24.0-36.0% receiving unguided self-help, in a randomized controlled trial involving 150 participants. *

Cognitive-behavioral therapy significantly improves perceived stress and coping strategies in university students with depressive symptoms, but does not directly address procrastination behavior; sample size: 84

Zusammenfassung der 8 relevantesten Artikel

Chat with papers Edit columns

Answer

Cognitive-behavioral therapy (CBT) effectively reduces procrastination in college students with large effect sizes, but evidence for stress reduction is limited and mixed.

CBT demonstrates strong effects on procrastination behavior. A meta-analysis of 24 intervention studies (N=1,173) found CBT reduced procrastination more strongly than other interventions [W. van Eerde & Katrin B. Klingsieck, 2018](#). Individual randomized controlled trials reported large effect sizes: Cohen's $d = 1.29$ for internet-based CBT and $d = 1.24$ for group CBT (N=92) [Alexander Rozental et al., 2017](#); $d = 1.09$ for group CBT (N=71) [Sam M. H. de Haas et al., 2025](#); and $d = 0.70-0.81$ for self-guided internet CBT (N=150) [Alexander Rozental et al., 2015](#).

However, effects on stress and well-being are inconsistent. While one study found small-to-moderate benefits for anxiety and well-being [Alexander Rozental et al., 2017](#), another found no notable changes in overall well-being despite procrastination improvements [Sam M. H. de Haas et al., 2025](#). Direct evidence on perceived stress in procrastination-focused CBT is limited in the available sources.

Chatfunktion

Ask anything about the results



How does cognitive-behavioral therapy for procrastination affect both procrastination behavior and perceived stress levels in college students?

Chat Send feedback

Sort: Most relevant Search Filters 1 Add a column Export UPGRADE Save to library Get full-texts?

Paper	10 sources	Summary
<input type="checkbox"/> Group cognitive behavioral therapy for reducing procrastination in college students: a randomized controlled trial. Sam M. H. de Haas, Linda Blaesing, Rick Oosterhoff, A. Rozental, A. Scheres Cognitive Behaviour Therapy, 2025, 0 citations, DOI Full text from Library		Cognitive-behavioral therapy significantly reduces procrastination in college students (Cohen's $d = 1.09$) in a randomized controlled trial with 71 participants *, but does not affect overall well-being or perceived stress levels. *
<input type="checkbox"/> Impact of Short-Term Intensive-Type Cognitive Behavioral Therapy Intervention on Internet Addiction among Chinese College Students: A Randomized Controlled Trial Wenjie Yang, Wenyan Hu, N. Morita, Yasukazu Ogai, Tamaki Saito, and 1 more International Journal of Environmental Research and Public Health, 2022, 21 citations, DOI Full text from Library		Cognitive-behavioral therapy reduced procrastination * but did not significantly affect perceived stress levels in college students, based on a randomized controlled trial with 43 participants *.
<input type="checkbox"/> Effectiveness of an internet-based intervention for procrastination in college students (StudiCare Procrastination): Study protocol of a randomized controlled trial Ann-Marie Küchler, Patrick Albus, D. Ebert, H. Baumeister Internet Interventions, 2019, 32 citations, DOI PDF link available		A randomized controlled trial with 120 participants evaluates the effectiveness of a CBT-based internet and mobile intervention for procrastination in college students *, focusing on procrastination behavior and related outcomes like depression and anxiety *, but not explicitly on perceived stress levels. *
<input type="checkbox"/> Cognitive behavior therapy for academic burnout, procrastination, self-handicapping behavior, and test anxiety among adolescents: a randomized control trial Khizra Khurshid, Rabia Mushtaq, Umara Rauf, Nida Anwar, Qasir Abbas, and 3 more BMC Psychology, 2025, 10 citations, DOI Full text from Library		Cognitive-behavioral therapy significantly reduces procrastination and related issues in adolescents *, as shown in a randomized control trial with 129 participants.
<input type="checkbox"/> Overcoming procrastination? A meta-analysis of intervention studies W. van Eerde, Katrin B. Klingsieck		Cognitive behavioral therapy significantly reduces procrastination *, as shown in a meta-analysis of 24 studies with 1173 participants *, but the abstract does not address perceived stress levels in college

Chat with papers Edit columns +

reduction in college students remains limited and inconsistent.

what are the different approaches between Yng (2022) and de Haas (2025)?

Read sources...
Yng (2022) and de Haas (2025) employed different CBT approaches for procrastination in college students:

Yng (2022) - Short-term Intensive Approach:

- **Format:** 5 sessions delivered intensively over 1 weekend day (90 minutes each, 7.5 hours total)
- **Theoretical Framework:** Combined CBT with Single Session Counseling Model (SSCM) philosophy and integrated multiple psychotherapy techniques (hypnotherapy, existential therapy, Structured Association Technique)
- **Focus:** Primarily targeted internet addiction with procrastination as a secondary outcome; emphasized finding meaning in life, personal growth, and positive psychology
- **Activities:** Included film viewing ("Ikiru"), metaphorical stories, stress temperament coaching, and role-playing exercises
- **Philosophy:** Respected clients' existential value and focused on discovering "meaning and power of life"

de Haas (2025) - Structured TMT-Based Approach:

- **Format:** 4 weekly sessions (2 hours each, 8 hours total) delivered online
- **Theoretical Framework:** Explicitly based on Temporal Motivation Theory (TMT), targeting Value, Expectancy, and Impulsivity factors
- **Focus:** Directly targeted procrastination as the primary outcome using established CBT techniques
- **Activities:** Included goal-setting, reward scheduling, stimulus control, cognitive restructuring of negative automatic thoughts, and relapse prevention
- **Philosophy:** Systematic approach to modify specific motivational factors

Ask anything about the results



Filter: has PDF

benutzerdefinierte Anzeige von Informationen

How does cognitive-behavioral therapy affect procrastination behavior and perceived stress levels?

Send feedback

Sort: Most relevant Search Filters 1 Add a column Export UPGRADE Save

Chat with papers Edit columns

Paper	10 sources	Summary	Methodology	Sample Size
<input type="checkbox"/> Group cognitive behavioral therapy for reducing procrastination in college students: a randomized controlled trial. Sam M. H. de Haas, Linda Blaesing, Rick Oosterhoff, A. Rozental, A. Scheres Cognitive Behaviour Therapy, 2025, 0 citations, DOI Full text from Library		Cognitive-behavioral therapy significantly reduces procrastination in college students (Cohen's $d = 1.09$) in a randomized controlled trial with 71 participants *, but does not affect overall well-being or perceived stress levels. *	<ul style="list-style-type: none"> - Randomized controlled trial (RCT) design * - Cognitive-behavioral therapy (CBT) intervention - Online intervention sessions with PowerPoint presentations, Socratic questioning, and homework reviews * - Adaptation of Rozental, Forsström, et al. (2018) intervention * - Use of Pure Procrastination Scale (PPS) and Motivational Diagnostic Test (MDT) * - Linear mixed-effects model approach for confirmatory analyses * - Exploratory analyses for subsamples with PPS-scores > 40 * 	71 *
<input type="checkbox"/> Impact of Short-Term Intensive-Type Cognitive Behavioral Therapy Intervention on Internet Addiction among Chinese College Students: A Randomized Controlled Trial Wenjie Yang, Wenyan Hu, N. Morita, Yasukazu Ogai, Tamaki Saito, and 1 more International Journal of Environmental Research and Public Health, 2022, 21 citations, DOI Full text from Library		Cognitive-behavioral therapy reduced procrastination * but did not significantly affect perceived stress levels in college students, based on a randomized controlled trial with 43 participants *.	<ul style="list-style-type: none"> - Randomized controlled trial (RCT) design - Group counseling intervention program based on Cognitive Behavioral Therapy (CBT) theory * - Single Session Counseling Model (SSCM) * - Five themes with multiple group activities * - Standardized scales for measuring outcomes (e.g., YIAT, K6) ↗ 	43 *
<input type="checkbox"/> Effectiveness of an internet-based intervention for procrastination in college students (StudiCare Procrastination): Study protocol of a randomized controlled trial Ann-Marie Küchler, Patrick Albus, D. Ebert, H. Baumeister		A randomized controlled trial with 120 participants evaluates the effectiveness of a CBT-based internet and mobile intervention for procrastination in college students *, focusing on procrastination behavior and related outcomes like depression and anxiety	<ul style="list-style-type: none"> - Methodology: Two-armed randomized controlled trial * - Intervention: Internet- and mobile-based intervention (IMI) for procrastination CBT * - Intervention Group: E-coach audio... 	120 *

Custom columns

- Methodology >
- Sample Size >
- + Add new...

Suggested columns

- CBT Intervention Details
- Procrastination Outcomes
- Stress & Psychological Outcomes
- Summary

ADD COLUMNS

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

zum Beispiel



Teilen der Ergebnisse

How does cognitive-behavioral therapy for procrastination affect both procrastination behavior and perceived stress levels in college students?



Send feedback

Sort: Most relevant Search Filters 2 Add a column Export UPGRADE Save to library Get full-texts?

Paper	Summary	Methodology	Sample Size
<input type="checkbox"/> Group cognitive behavioral therapy for reducing procrastination in college students: a randomized controlled trial. Sam M. H. de Haas, Linda Blaesing, Rick Oosterhoff, A. Rozental, A. Scheres Cognitive Behaviour Therapy, 2025, 0 citations, DOI Full text from Library	Cognitive-behavioral therapy reduces procrastination (Cohen's $d = 1.09$) in a randomized controlled trial with 71 participants affect overall well-being levels.	- Adaptation of Rozental, Forsström, et al. (2018) intervention - Use of Pure Procrastination Scale (PPS) and Motivational Diagnostic Test (MDT) - Linear mixed-effects model approach for confirmatory analyses - Exploratory analyses for subsamples with PPS-scores > 40	71
<input type="checkbox"/> Impact of Short-Term Intensive-Type Cognitive Behavioral Therapy Intervention on Internet Addiction among Chinese College Students: A Randomized Controlled Trial Wenjie Yang, Wenyuan Hu, N. Morita, Yasukazu Ogai, Tamaki Saito, and 1 more International Journal of Environmental Research and Public Health, 2022, 21 citations, DOI Full text from Library	Cognitive-behavioral therapy reduced procrastination but did not significantly affect perceived stress levels in college students, based on a randomized controlled trial with 43 participants.	- Randomized controlled trial (RCT) design - Group counseling intervention program based on Cognitive Behavioral Therapy (CBT) theory - Single Session Counseling Model (SSCM) - Five themes with multiple group activities - Standardized scales for measuring outcomes (e.g., YIAT, K6)	43
<input type="checkbox"/> Effectiveness of an internet-based intervention for procrastination in college students (StudiCare Procrastination): Study protocol of a randomized controlled trial Ann-Marie Küchler, Patrick Albus, D. Ebert, H. Baumeister	A randomized controlled trial with 120 participants evaluates the effectiveness of a CBT-based internet and mobile intervention for procrastination in college students, focusing on procrastination behavior and related outcomes like depression and anxiety.	- Methodology: Two-armed randomized controlled trial - Intervention: Internet- and mobile-based intervention (IMI) for procrastination based on CBT - Intervention Group: E-coach guided 5-week	120

Speichern relevanter Artikel

Back Result details

Supporting quotes from paper

1 of 5

Previous Next

The intervention program consisted of five themes, with three to four different group activities for each theme. The main group activities were developed by the researchers using group counseling techniques, but we also established our own activities using different psychotherapy techniques to achieve specific thematic goals. For example, "metaphorical story" is an activity that applies the hypnotherapy techniques developed by American psychiatrist Milton Erickson, and the "Ikiru" film viewing program was developed based on the philosophy of existential therapy proposed by American psychiatrist Irvin D. Yalom. Furthermore, "stress temperament coaching" is a technique of the Structured Association Technique [29] proposed by Japanese psychologist Tsunetugu Munakata.

In summary, the overall design of this intervention program was a group counseling intervention program based on CBT theory, and the SSCM philosophy was consistent throughout. In addition, the specific activities were an integrated intervention approach, with various psychotherapy techniques applied. A conceptual diagram of the intervention program is presented in Figure 2.

Explanation

- The study used a randomized controlled trial (RCT) design, which is a methodological approach to evaluate the effectiveness of interventions.
- The intervention was based on Cognitive Behavioral Therapy (CBT) theory, which is a type of psychotherapy that focuses on changing negative thought patterns and behaviors.
- The intervention program was delivered in a group counseling format, which is a method where participants receive therapy in a group setting.
- The program consisted of five themes with multiple activities, indicating a structured approach to addressing internet addiction and related issues.
- The Single Session Counseling Model (SSCM) was incorporated, which suggests a focus on short-term, intensive counseling.
- The study measured various outcomes, including internet addiction symptoms,



How can I reduce academic procrastination and therefore stress ?

● More precise questions work better. Try adding elements like these:

Research framing Specify outcome measures Clarify causal pathway

Report ▾ Source Research papers ▾ →

Jump back in

Report

Strategies to Combat Academic Procrastination

● 1m ago

Suggested based on your work

Research agent

Effectiveness of CBT on procrastination and stress in college students

Research agent

Comparison of subcutaneous fat measurement methods: ultrasound vs calipers

vgl. [Citing Elicit, and using Elicit's content](#)

April 20, 2026

How can I reduce academic procrastination and therefore stress?

Participate in cognitive-behavioral therapy, mindfulness training, or self-regulated learning interventions delivered through weekly group sessions over 5-11 weeks, which reduce both procrastination and stress with effects lasting several months.

ABSTRACT

Multiple intervention approaches effectively reduce academic procrastination, with documented reductions ranging from 23.3% on standardized scales * to large effect sizes * and medium effect sizes ($d = 0.80$) *. Cognitive-behavioral therapy (CBT), self-regulated learning training, mindfulness, inquiry-based stress reduction (IBSR), acceptance and commitment therapy (ACT), and time management psychoeducation all demonstrated significant reductions in procrastination across university * and high school * populations. Intervention durations varied from a single 3-hour session * to 11 weeks *, with both formats producing significant effects. Regarding stress reduction, online CBT reduced academic stress by 24% ($p = 0.006$) *, with effects maintained at four-month follow-up *, IBSR significantly reduced test anxiety ($p = 0.013$) *, and a structured study program prevented stress escalation during exam periods *. However, ACT reduced procrastination without significantly affecting trait anxiety *, and several interventions did not measure stress outcomes *. In-person group formats achieved higher adherence (up to 100%) * than online self-guided programs (24.8% to 100% retention) *, with social motivation and accountability structures facilitating success *. For coordinated reductions in both procrastination and stress, CBT provided the strongest evidence with sustained effects *, while brief IBSR interventions offered rapid benefits for test anxiety-related procrastination *.

METHODS >

We analyzed 10 sources from an initial pool of 50, using 8 screening criteria. Each paper was reviewed for 7 key aspects that mattered most to the research question. [More on methods](#)

RESULTS

Characteristics of Included Studies

The review includes 10 studies examining interventions to reduce academic procrastination, with varied methodological approaches and target populations.

Study	Full text retrieved?	Educational level	Sample size	Geographic context
C. Grunschel et al., 2018	No	University *	106 *	

nachvollziehbare Schritte

Report

Status

Gather sources
50 sources found

Details ↗

Screen sources
10 sources included

Details ↗

Extract data
70 data points extracted

Details ↗

Generate report

Save PDF

Chat

Back

Citation details

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

1 of 3

Previous

Next

considered to be a result of self-regulation failure having detrimental effects on students' well-being and academic performance. In the present study, we developed and evaluated a group training that aimed to reduce academic procrastination. We based the training on a cyclical process model of self-regulated learning, thus, focusing on improving deficient processes of self-regulated learning among academic procrastinators (e.g., time management, dealing with distractions). The training comprised five sessions and took place once a week for 90 min in groups of no more than 10 students. Overall, 106 students completed the training. We evaluated the

Quellenverweis

Auszüge aus dem Report

Synthesis

The reviewed interventions demonstrated consistent effectiveness in reducing academic procrastination across diverse theoretical frameworks, delivery methods, and populations. However, the magnitude and sustainability of effects varied, requiring examination of factors that might explain this heterogeneity.

Duration and Intensity Effects

Interventions ranged from a single 3-hour session * to 11 weeks of weekly sessions *, yet most produced significant reductions in procrastination. The IBSR intervention achieved significant effects with just one 3-hour session plus 7 days of self-practice *, while the online CBT program required 11 weekly sessions * and the mindfulness training 8 weekly sessions *. This apparent contradiction may reflect differences in outcome measurement timing and the nature of the skills being taught. IBSR focuses on rapid cognitive reappraisal through inquiry *, potentially producing immediate shifts in thinking patterns, while CBT and mindfulness interventions build skills gradually through repeated practice and homework assignments *. The sustained effects observed at four-month follow-up in the CBT study * suggest that longer interventions with practice components may produce more durable changes, though this requires direct comparison studies to confirm.

Delivery Format and Adherence

Online interventions showed high variability in retention rates (24.8% to 100%) *, while in-person group interventions generally maintained higher participation *. The Academic Anti-Procrastination Approach achieved 100% completion in the treatment group *, but this study lasted only 9 days *, limiting conclusions about longer-term adherence. The systematic review found that therapist-led group sessions achieved higher retention than web-based self-guided programs *. This pattern suggests that accountability features—whether through group interaction *, peer motivation *, or regular monitoring *—facilitate adherence. The 87% of participants who reported that social motivation helped them complete tasks in the AI-reminder study * supports this interpretation. Brief online sessions may reduce procrastination in highly motivated individuals * but may require additional accountability structures for broader effectiveness.

Population-Specific Effects

Studies recruiting participants with high levels of procrastination or test anxiety * may have demonstrated larger effects due to greater room for improvement. The IBSR intervention specifically targeted students with test anxiety * and achieved significant reductions ($p = 0.019$) *, while the online CBT study required participants to report moderate to high procrastination levels * and observed a 23.3% reduction *. In contrast, the study program intervention recruited general university undergraduates from introductory psychology courses * and measured changes in broader self-regulatory behaviors rather than procrastination scores specifically *. The self-regulated learning intervention targeting high school students

Report

Status

✓ Gather sources
50 sources found

Details

Conclusions for Specific Contexts

For university students seeking rapid intervention, IBSR offers evidence of effectiveness with minimal time commitment (3 hours plus self-practice) *, particularly for those experiencing test anxiety *. For sustained behavior change with stress reduction, online CBT demonstrated maintained effects at four months * and coordinated improvements in both procrastination and stress *, though requiring 11 weeks of commitment *. High school students may benefit from self-regulated learning interventions * or time management psychoeducation *, both of which showed effectiveness in secondary school contexts. Students seeking peer support may consider approaches incorporating social motivation *, as 87% of participants found this element motivating *. Those with limited access to therapists can consider mindfulness training *, which showed large effect sizes *, or brief online ACT modules *, though web-based programs require strong self-motivation given variable retention rates *.

REFERENCES

C. Grunschel, Justine Patrzek, Katrin B. Klingsieck, Stefan Fries (2018). "I'll stop procrastinating now!" Fostering specific processes of self-regulated learning to reduce academic procrastination. *Journal of Management Education*

Xiaoqiao Duan, Zhaoxia Yi, Yongjian Sun, I. Shabtai (2024). *The Academic Motivation and Personalized Artificial Intelligence Reminders*. International

Selva Turan, Farhana Rahman (2024). *Effectiveness of Online Cognitive Behavioral Therapy for Reducing Academic Stress*. *Journal of Assessment and Research in Applied Counseling*

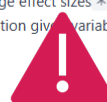
Ann Krispenz, Cassandra Gort, Leonie Schültke, O. Dickhäuser (2019). *How Effective is Procrastination Through Inquiry of Cognitive Appraisals: A Pilot Study Investigating the Role of Self-Regulation*. *Journal of Psychology*

Hassan Soleimani Rad, S. Samadi, F. Sirois, Hanieh Goodarzi (2023). *Mindfulness-Based Intervention for Academic Procrastination: A Randomized Control Trial*. *Learning and Individual Differences*

Megan Oaten, K. Cheng (2006). *Improved Self-Control: The Benefits of a Self-Regulation Strategy*. *Journal of Applied Social Psychology*

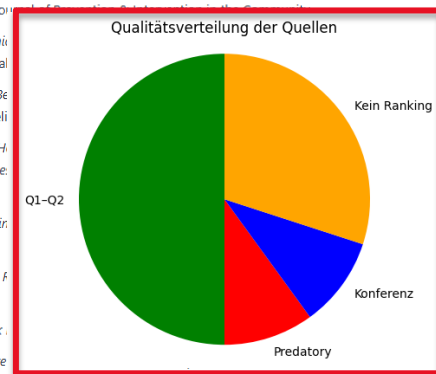
Muhammad Iqbalul Ulum (2016). *Strategi Self-Regulated Learning untuk Meningkatkan Motivasi Belajar*. *Jurnal Ilmiah Psikologi*

Sook Huey Lee, Azizah Othman, Fatanah Ramlee (2025). *A Systematic Review of Self-Regulated Learning Interventions for Academic Procrastination*. *Discover Psychology*



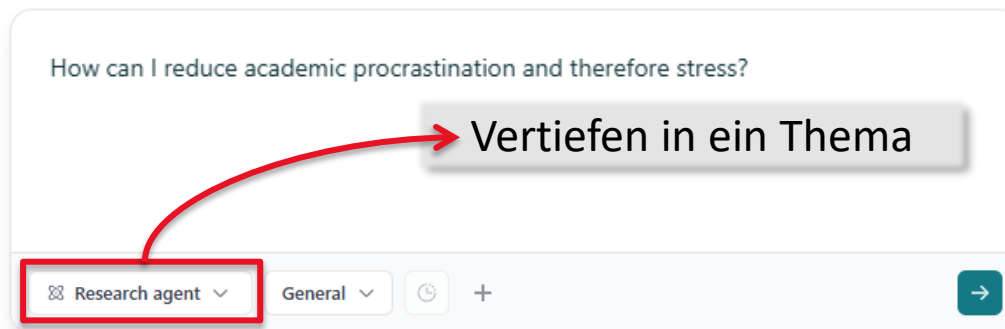
Quellen

- Q1-Q2 Journals (5)
- Predatory Journal (1)
- Konferenzschrift (1)
- Ohne Ranking (3)

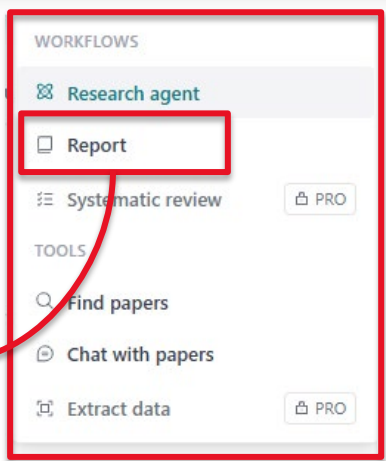




Elicit – Report vs. Research Agent



weitere Quellen



Einstieg in ein Thema

Sources the Research Agent can access

In addition to Elicit's corpus of 138M+ academic papers, the Research Agent can search:

- The broader web
- ClinicalTrials.gov and related clinical databases
- Regulatory documents (e.g., FDA and EMA filings)
- Press releases and company announcements
- Product labels
- Up to 20 files that you upload directly or select from your Elicit Library

siehe: [Elicit's Research Agent](#)

How can I reduce academic procrastination and therefore stress?

I'll pull a quick scan of reviews and trials on procrastination interventions, especially time-management, implementation-intention, CBT-style approaches, and stress outcomes.

- Ran analysis > 4 searches
- Sources considered: Academic Procrastination > Quick scan of reviews and trials on procrastination reduction and stress.
- Read context > Referenced variable
sources
- Sources considered: Academic Procrastination > Re-reading the main evidence with citation tags preserved.

A quick scan points to a fairly consistent pattern: procrastination in students looks less like a willpower problem than a self-regulation problem, and the interventions that help most are the ones that make starting easier and tasks more concrete. A review in *Journal of Prevention & Intervention in the Community* argues that effective interventions should address both situational triggers and self-regulation deficits, and later reviews [e.g. that poor time management and low self-efficacy are central contributors](#) [Zacks & Hen 2018 +2](#)

The best-supported tactic I found is CBT-style treatment, especially online or guided formats. In a 2017 pragmatic RCT of 92 university students, both internet-based CBT and group CBT produced large within-group reductions in procrastination, with some gains persisting at 6 months; a 2024 RCT in 30 students also found online CBT reduced both procrastination and academic stress, with the stress reduction maintained at 4 months. [Rozental et al. 2017 +1](#) Another internet-based trial in 403 students found guided digital treatment significantly reduced procrastination and also improved stress, anxiety, depressive symptoms, and quality of life, though only perceived stress was clearly significant among the secondary outcomes. [Amarnath et al. 2025](#)

If you want the most practical takeaway from this evidence, it is to use concrete [implementation intentions](#) and external structure: write an if-then plan for when and where you will start, then pair it with a specific first action. One experiment found students who formed implementation intentions were nearly 8 times more likely to keep an appointment than controls, and a later stress RCT found the technique improved planning even when downstream stress outcomes were not clearly significant. [Owens et al. 2008 +1](#) That makes it a good low-effort tool for reducing friction, especially when combined with a fixed weekly plan, task breakdowns, and fewer ambient distractions; the time-management literature I found supports those ingredients, but the direct trial evidence there is thinner than for CBT. [Susanto et al. 2025 +2](#)

If you want a simple starting protocol, use this for one week: choose one assignment, define the next physical step, set an if-then rule for when you'll begin, work in a short timed block, and make the work session visible to someone else; the evidence I found suggests that combination is more promising than trying to "feel motivated" first. This is an initial search, so a more targeted follow-up could surface additional trials or meta-analyses on specific techniques like implementation intentions, time management, or CBT.

Research Agent

Quellen

View sources

Follow-ups	
Build a one-week anti-procrastination plan	Extended ⌚
Compare CBT, time management, and implementation intentions	Extended ⌚
Focus on academic stress reduction strategies	

Ask about anything you see, update your analysis, or explore a new direction

+ ⌚ ↕

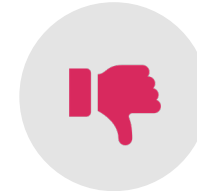
Tipps

- eindeutige Prompts formulieren (Kontext, Fokus, Format etc.)
- Rückfragen beantworten
- weitere Fragen stellen, um Ergebnisse zu verfeinern

Elicit



- wöchentliches Update der Datenbasis
- Vorschläge zur Verbesserung der Forschungsfrage
- deutschsprachige Suche möglich
- Reports bilden gute Ausgangsbasis für neue Themen
- ständige Weiterentwicklung
- umfangreiche Hilfeseiten




- rasches Erreichen von Limits in der kostenfreien Version
- kein Export bibliographischer Daten in ein Literaturverwaltungsprogramm
- kein Export von ausgewerteten Daten
- Qualität der Quellen





Ähnliche Artikel finden - Tools

Research Rabbit

Anmeldung: 
Kosten: Basisversion
kostenfrei

Suche: mit DOI, Titel

Connected Papers

Anmeldung:  
Kosten: 2-5 Graphen
pro Monat frei

Suche: mit DOI, Titel



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, CrossRef,
Semantic Scholar



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



1

Follow your curiosity

Jump from what you know, to what you need to know

Search Title, DOI, or keywords... Search

Search for new articles using keywords / titles

Browse Library

2

Grow what you've found

Recently saved

Dive deeper on your new finds

- 2 Sepiadou, 2022 Academic hardiness as a moderator of the relation between
- 12 Ahmed, 2023 Prevalence of Academic Procrastination and Its Negative Impact on
- 4 Amarnath, 2023 Effectiveness of a guided internet-based intervention for
- 1 Sparfeldt, 2024 Academic procrastination mediates the relation between
- 1 Koppenborg, 2023 Conjunctive and additive group work reduce academic
- 1 Störchle, 2017 Standardized Ultrasound Measurement of Subcutaneous Fat
- 1 Lemanu, 2013 Randomized clinical trial of

3

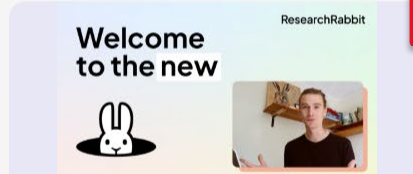
Library

Find new articles for your favourite topics

- 2 UAV
- 12 Procrastination
- 4 Ultrasound Adipose Tissue
- 1 Read later

What's New

Learn about all things ResearchRabbit.



Welcome to the new ResearchRabbit! A quick primer on coming from the old... to the new.



Browse the Guides

- 0 Unsorted
- 2 UAV
- 15 Procrastination
- 4 Ultrasound Adipose Tissue
- 1 Read later

2 Library

Import Articles

40 Selected Clear

All 41 Saved 1 Unsaved 40

- Ren, 2023**
Physical activity and academic procrastination in Chinese college students: The serial mediating roles of physical self-perceptions and self...
- Bahat, 2023**
The Relationship Between Academic Procrastination, General Procrastination and Patience: A Study on University Students
- Kiliç, 2022**
Change of Academic Procrastination by Demographic Characteristics: A Research on University Students
- Kausar, 2022**
Procrastination Behavior and Self-efficacy Among Students: A Mixed Method Study
- Li, 2022**
Physical Activity and Academic Procrastination among Chinese University Students: A Parallel Mediation Model of Self-Control and Self-E...
- Camp, 2022**
Differences in self-control, self-efficacy and depressive symptoms between active and inactive middle-aged and older adults after 1 year...
- Gökalp, 2022**
The relationship between self-control and procrastination among adolescent: The mediating role of multi screen addiction
- Shi, 2021**
The Relationship between Physical Activity, Mobile Phone Addiction, and Irrational Procrastination in Chinese College Students.
- Goroshit, 2021**
Academic procrastination and academic performance: Do learning disabilities matter?
- Chen, 2021**
Structural Relationship among Mobile Phone Dependence, Self-Efficacy, Time Management Disposition, and Academic Procrastination in ...

Import 40 articles into Procrastination **Import**

1 Account Settings

- Profile
- Preferences**
- Subscription
- Invites

Marketing Emails I'd like to receive occasional emails about new releases, webinars, and special offers.

Zotero Libraries **+ Link Zotero**

Tutorials

3 Zotero

siehe: [Using the Zotero Importer | ResearchRabbit – Guides](#)



Similar to **Zacks, 2018**



References Search inputs Results

Steel, 2007

The nature of procrastination: a meta-analytic and theoretical review of quintessential self-regulatory failure.

Psychological bulletin

Procrastination is a prevalent and pernicious form of self-regulatory failure that is not entirely understood. Hence, the relevant conceptual, theoretical, and empirical work is



Kim, 2015

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

Personality and Individual Differences

Previous findings on the relationship between procrastination and academic performance are inconsistent. We conducted a meta-analysis of 333 relevant



Steel, 2016

Academic Procrastination: Psychological Antecedents Revisited

Objective Taking Beswick, Rothblum, and Mann's seminal paper on academic procrastination as a starting point, we provide an updated review of academic procrastination and



Steel, 2013

Sex, Education and Procrastination: An Epidemiological Study of Procrastinators' Characteristics from A Global Sample

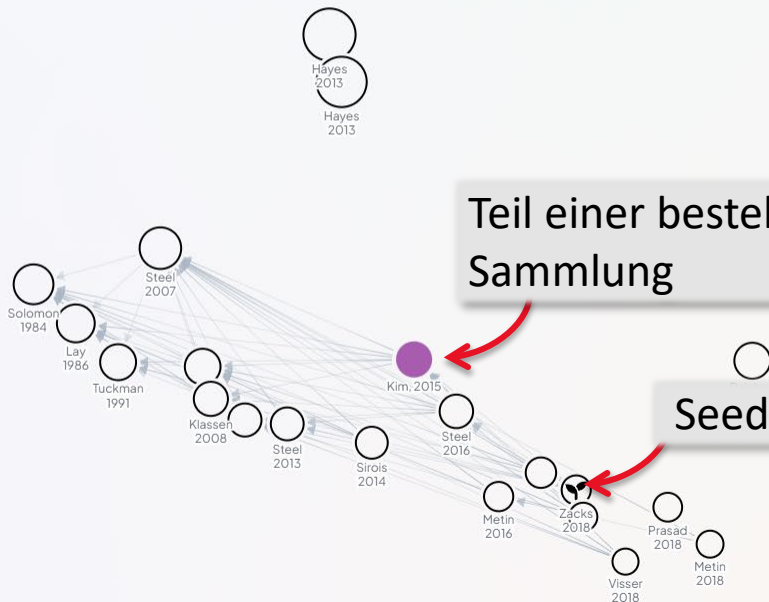
Procrastination is a common form of self-regulatory failure with substantive connections to lower levels of health, wealth and well-being. Conducting an epidemiological study, we



1 - 20 of 1,325

More citations ↑

More recently published →



Teil einer bestehenden Sammlung

Seed Paper

Grow and go!

Improve your results by selecting articles to add to your search

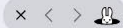


Find out how it works

Search Settings

Find related articles of 1 article

Search



Similar to **Zacks, 2018**

Metin, 2016

Measuring procrastination at work and its associated workplace aspects
Personality and Individual Differences
(No abstract)

Metin, 2018

Correlates of procrastination and performance at work: The role of having "good fit"
Journal of Prevention & Intervention in the Community
Occupational research often emphasizes the importance of workplace characteristics for understanding job stress and employee well-being, but the role of personal

Hayes, 2013

Introduction to Mediation, Moderation, and Conditional Process Analysis: A Regression-Based Approach
I. FUNDAMENTAL CONCEPTS 1. Introduction 1.1. A Scientist in Training 1.2. Questions of Whether, If, How, and When 1.3. Conditional Process Analysis 1.4. Correlation, Causality, and

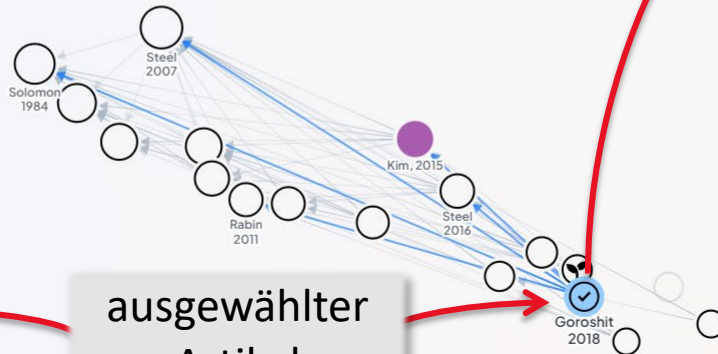
Goroshit, 2018

Academic procrastination and academic performance: An initial basis for intervention
Journal of Prevention & Intervention in the Community
ABSTRACT Academic procrastination is a prevalent phenomenon with a range of negative outcomes. Many studies focused on causes and correlates of academic

< 1 - 20 of 1,325 >

↑ More citations

— More recently published —



ausgewählter Artikel

zum Artikel

Goroshit, 2018

Save to...

Academic procrastination and academic performance: An initial basis for intervention

Journal of Prevention & Intervention in the Community

Marina Goroshit

Add note...

10.1080/10852352.2016.1198157

ABSTRACT Academic procrastination is a prevalent phenomenon with a range of negative outcomes. Many studies focused on causes and correlates of academic procrastination; however, the study of interventions for academic procrastination is scarce. The present study is an initial effort to study the relationship between academic procrastination, online course participation, and achievement, as a basis for developing an intervention for academic procrastination. Findings indicated that studying procrastination was negatively associated with final exam grade as well as with the three online course participation measures. Final exam grade was positively associated with two of the online course participation measures, and they positively correlated with each other. In addition, results indicated that studying procrastination, in combination with online course participation measures, explained about 50% of variance in final exam's grade. Frequency of activities in course Web site had the strongest positive effect on final exam's grade. These findings suggest that studying procrastination is a

Dive deeper on this article

Similar

1.2k

Refs 27

Cited By 97



Zur Sammlung hinzufügen



Similar to Zacks, 2018

At last, my research article on procrastination. *Journal of Research in Personality* (No abstract)

Visser, 2018
Differences in Learning Characteristics Between Students With High, Average, and Low Levels of Academic Procrastination: Students' Views on Factors Influencing Their Learning *Frontiers in Psychology*
Within the field of procrastination, much research has been conducted on factors that have an influence on academic procrastination. Less is known about how such factors may

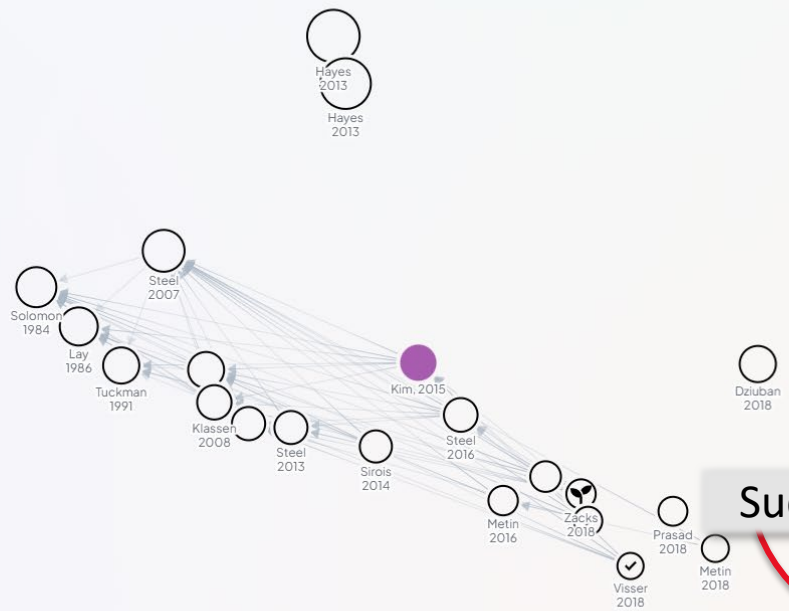
Rabin, 2011
Academic procrastination in college students: The role of self-reported executive function *Journal of clinical and experimental neuropsychology*
Procrastination, or the intentional delay of due tasks, is a widespread phenomenon in college settings. Because procrastination can negatively impact learning.

Wolters, 2017
Examining the relations of time management and procrastination within a model of self-regulated learning *Metacognition and Learning*
The primary goal of this study was to investigate whether college students' academic time management could be used to understand their engagement in traditional and

Dziuban, 2018

1 - 20 of 1,325

References Search inputs Results Added



Save to...

- Goroshit, 2018 Academic procrastination and academic performance: An initial
- Hen, 2020 The effects of decisional and academic procrastination on students'
- Visser, 2018 Differences in Learning Characteristics Between Students With

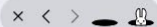
- Unsorted
- UAV
- Procrastination
- Ultrasound Adipose Tissue
- Read later
- Create Collection...

Suche fortsetzen

Search Settings

Find related articles of 4 articles

Search



Similar to 4 Articles

Filtern nach Keywords

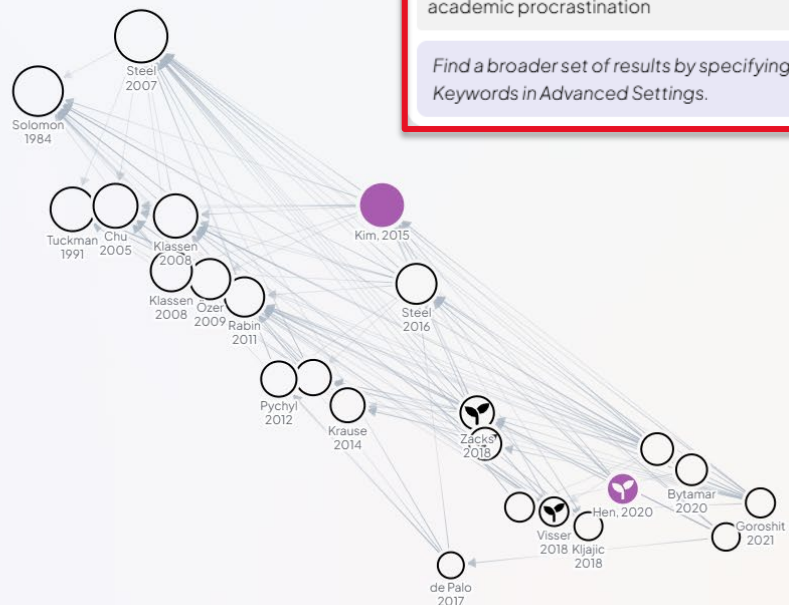


Filter these results by keyword

academic procrastination Clear

Find a broader set of results by specifying Keywords in Advanced Settings.

- Kim, 2015**
The relationship between procrastination and academic performance: A meta-analysis
Personality and Individual Differences
Previous findings on the relationship between procrastination and academic performance are inconsistent. We conducted a meta-analysis of 33 relevant
- Steel, 2007**
The nature of procrastination: a meta-analytic and theoretical review of quintessential self-regulatory failure.
Psychological bulletin
Procrastination is a prevalent and pernicious form of self-regulatory failure that is not entirely understood. Hence, the relevant conceptual, theoretical, and empirical works
- Steel, 2016**
Academic Procrastination: Psychological Antecedents Revisited
Objective Taking Beswick, Rothblum, and Mann's seminal paper on academic procrastination as a starting point, we provide an updated review of academic procrastination and
- Pychyl, 2012**
Procrastination and Self-Regulatory Failure: An Introduction to the Special Issue
Journal of Rational-emotive & Cognitive-behavior Therapy
As a preface to the papers in this special issue on the role of procrastination in maladjustment, we provide an overview of the topics covered. To our knowledge, this is the first special



Einfache Suche

Search Settings

Basic Search Settings

Looking for... Articles Authors

Similar References Citations

Advanced Settings Upgrade

You're previewing Advanced Settings. Upgrade to use these in search.

Keywords

- academic procrastination
- academic performance
- students academic
- procrastination scale
- university students
- procrastination academic
- procrastination procrastination
- decisional procrastination

Or, type a custom keyword...

Publication Date 1950 - 2025

SJR Quartiles Q1 Q2 Q3 Q4

Journal H-Index 0 - 1500

Find related articles of 4 articles Search



Similar to 4 Articles

Kim, 2015

The relationship between procrastination and academic performance: A meta-analysis
Personality and Individual Differences
 Previous findings on the relationship between procrastination and academic performance are inconsistent. We conducted a meta-analysis of 33 relevant

Steel, 2007

The nature of procrastination: a meta-analytic and theoretical review of quintessential self-regulatory failure.
Psychological bulletin
 Procrastination is a prevalent and pernicious form of self-regulatory failure that is not entirely understood. Hence, the relevant conceptual, theoretical, and empirical work is

Steel, 2016

Academic Procrastination: Psychological Antecedents Revisited

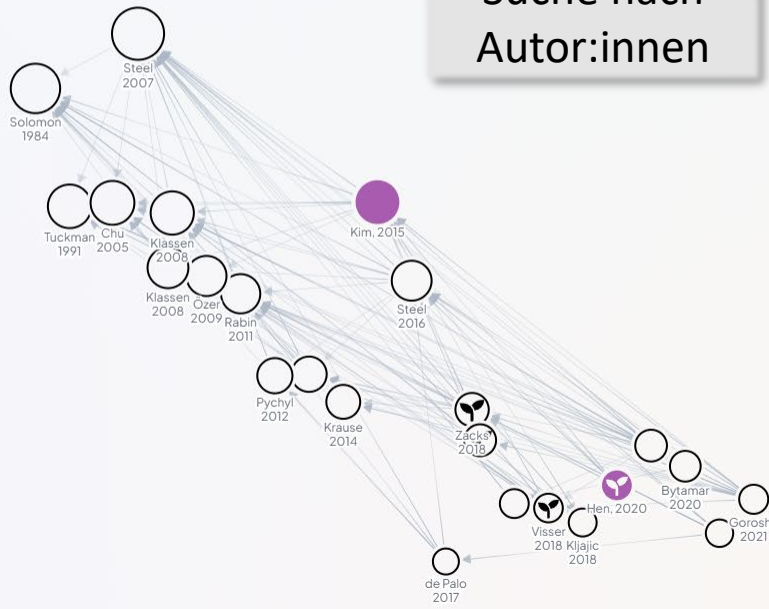
Objective Taking Beswick, Rothblum, and Mann's seminal paper on academic procrastination as a starting point, we provide an updated review of academic procrastination and

Pychyl, 2012

Procrastination and Self-Regulatory Failure: An Introduction to the Special Issue
Journal of Rational-emotive & Cognitive-behavior Therapy
 As a preface to the papers in this special issue on the role of procrastination in maladjustment, we provide an overview of the topics covered. To our knowledge, this is the first special

More citations

More recently published



Suche nach Autor:innen

Search Settings

Basic Search Settings

Looking for... Articles Authors

Advanced Settings

Upgrade

You're reviewing Advanced Settings. Upgrade to use these in search.

Keywords

- academic procrastination
 - academic performance
 - students academic
 - procrastination scale
 - university students
 - procrastination academic
 - procrastination procrastination
 - decisional procrastination
- Or, type a custom keyword...

Publication Date

1950 - 2025

SJR Quartiles

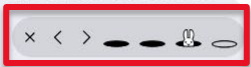
Q1 Q2 Q3 Q4

Journal H-Index

0 - 1500

Search these authors

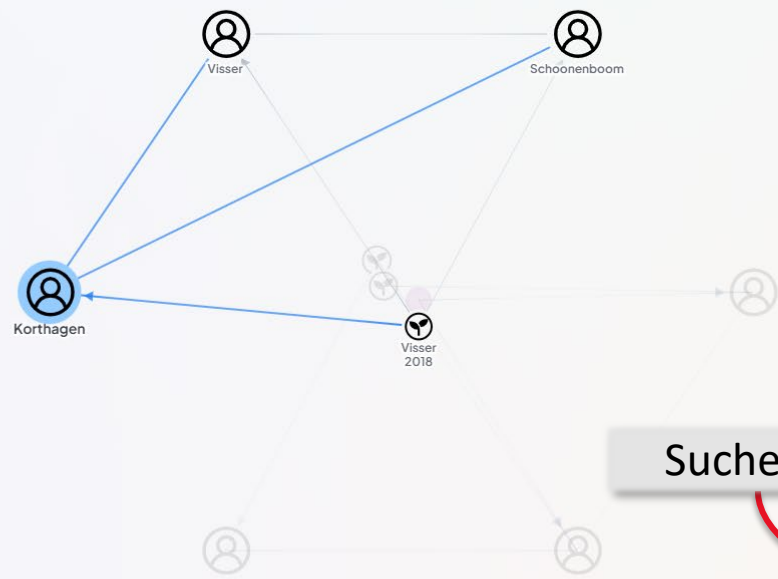
Search



Navigationleiste

Common Authors from 4 Articles

- Marina Goroshit**
1.3k Cites 24 Articles H-Index14
- Meirav Hen**
852 Cites 41 Articles H-Index14
- Shlomo Zacks**
107 Cites 1 Articles H-Index1
- Fred Korthagen**
16k Cites 259 Articles H-Index59
- Lennart Visser**
70 Cites 5 Articles H-Index3
- Judith Schoonenboom**
2.5k Cites 131 Articles H-Index17



Suche fortsetzen

Fred Korthagen
16k Cites 259 Articles H-Index59

Dive deeper on this author

- Published 251
- Collaborators 202



Finish

Suche beenden

Finish search

You found 4 articles. Save these to your library to keep track of them, and to run more searches in future.

2/2 unsaved articles

+ Save to...

Visser, 2018 Differences in Learning Characteristics Between Students With High, Average, and Low Levels of Academic Procrastination: Students' Views on Factors Influencing Their Learning

Goroshit, 2018 Academic procrastination and academic performance: An initial basis for intervention

1 saved Create Collection +

- 0 Unsorted >
- +1 Procrastination >
- Hen, 2020 The effects of decisional and academic procrastination on students' x

Research Rabbit



- Suche nach relevanter Literatur wird vereinfacht
- nachvollziehbarer Rechercheweg
- Integration Zotero



- keine Speicherung des Recherchepfads möglich
- keine Priorisierungsfunktion für Artikel
- gute Filtermöglichkeiten nur in der Premiumversion

Wege zum Volltext

1

Search results for "Self-efficacy for self-regulation and fear of failure as mediators bet". The search filter "Zeitschriftenartikel und Open Access Quellen" is highlighted. The first result is an article from "Advances in Health Sciences Education" by Zhang, Yanting et al. (2018). The article title is underlined in red. Below the title are options to "Get PDF" and "Read Online", and a note that the full text is available.

Document viewer showing the article title: "Self-efficacy for self-regulation and fear of failure as mediators between self-esteem and academic procrastination among undergraduates in health professions." The authors listed are Yanting Zhang and Xiuzhen Fan. Below the title is the "Abstract" section, which begins with "Academic procrastination has been a widespread problem behavior among undergraduates. This study aimed to examine the prevalence of academic procrastination among undergraduates in health professions, and explore the mediation effects of self-efficacy for self-regulation and fear of failure in the relationship between self-esteem and academic procrastination." A red box highlights the title and authors, and another red box highlights the abstract text.

2

EZB Elektronische Zeitschriftenbibliothek
FH JOANNEUM Gesellschaft mbH, Bibliothek

1 Treffer
Suche verfeinern
○●○ Advances in Health Sciences Education

Online-Verfügbarkeit: Volltextzugriff

○●○ Zu den Volltexten: via Springer Compact Austria : Jg. 2, H. 1 (1997) - ⓘ

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, 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, 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!



Literaturrecherche

z.B. ScienceDirect, ACM,
PubMed, Springer, EBSCO



z.B. ChatGPT



z.B. Semantic Scholar,
Consensus, Elicit



z.B. Research Rabbit

KI-Features in lizenzierten Datenbanken – ScienceDirect (derzeit kostenfrei)

ScienceDirect®



Acta Psychologica
Volume 262, February 2026, 106168

Beyond positive thinking: A randomized trial of mental contrasting with implementation intentions to curb academic procrastination

Xiaoxue Zhou ^{a, b}, Walton Wider ^{c, d, e, f}, Hao Wu ^c, Yong Xu ^g, Manping Qin ^g, Alex S. Borromeo ^h

Show more

Add to Mendeley Share Cite

<https://doi-org-1qqzbt6yv0085.perm.fh-joanneum.at/10.1016/j.actpsy.2025.106168> Get rights and content

Under a Creative Commons license

Open access

Abstract

Academic procrastination is a pervasive challenge in higher education, particularly within low-structure, digitally mediated learning environments. This study investigates the efficacy of Mental Contrasting with Implementation Intentions (MCII) as an intervention to reduce procrastination among undergraduate students in a private Chinese university. Grounded in the Temporal Decision Model, the study employed a randomized controlled design (N=81) comparing MCII with a Positive Thinking Strategy (PTS) control. Three outcomes were assessed: task aversiveness, outcome utility, and

Recommended articles

Forecasting Chinese recovery: A Triple-l

Annals of Tourism Research
Hanyuan Zhang, ..., Vera

View PDF

The buck stops here nexus between resp

International Journal of
Juman Iqbal, ..., Ranjit Si

View PDF

Sparking curiosity, r increasing attention

International Journal of
David Fechner, ..., Sara D

View PDF

Show 3 more articles

Article Metrics

Captures

Mendeley Readers

Mentions

News Mentions

Reading Assistant

Discuss how these mechanisms translate into actual behavioral changes in academic task initiation?

Translation of MCII Mechanisms into Behavioral Changes

Direct Behavioral Measurement: The study included a direct behavioral measure of task initiation, providing rare evidence that motivational gains achieved through MCII translate into observable action, addressing the intention-behavior gap central to procrastination [1].

Superior Task Initiation: Participants in the MCII group were significantly more likely to initiate their academic tasks during the intervention period compared with those in the PTS group, even after controlling for day-level variation [2].

Intention-Action Translation: Task initiation was measured twice daily during the intervention week to capture immediate behavioral responses, serving as a behavioral test of intention-action translation

3

Ask about this article

Articles left: 4 Renewals on 17 May 2026

FEEDBACK

Reading Assistant

Ask this paper

Hier geht's zu ScienceDirect!


Reference 3

The three psychological variables, namely task aversiveness, outcome utility, and willingness to act, were measured twice daily throughout the seven-day intervention period and again at a one-week follow-up. Task initiation was assessed twice daily during the intervention week to capture immediate behavioral responses. It was not included in the follow-up session, which focused on the persistence of emotional and motivational changes.



KI-Features in lizenzierten Datenbanken - EBSCO Business Source Elite (derzeit kostenfrei)

peer-reviewed | Wissenschaftl. Zeitschrift



Exploring the interplay between *anxiety* and *academic procrastination*: An institution-based cross-sectional study from Pakistan.

Von: Hameed, Alishba; Noor, Hamna; Ali, Muhammad Abdullah; +3 weitere • In: Industrial Psychiatry Journal, Jan-Apr2025 • Business Source Elite

Background: **Procrastination**, the unnecessary **delay of tasks**, is common among college students, especially in **academic** settings. **Academic procrastination** often leads to last-minute rushes and increased **anxiety**. The relationship... [Mehr anzeigen](#)

Themen: Generalized **anxiety** disorder; Pearson correlation (Statistics); Psychological stress; Medical students; +1 weitere

Zugriffsoptionen

Einblicke

- Die Studie ergab eine signifikante, aber schwache positive Korrelation zwischen akademischem Prokrastination und Angst bei Medizinstudenten, was auf eine bidirektionale Beziehung hindeutet, in der Angst zu Prokrastination führen kann und umgekehrt.
- Die Analyse ergab, dass die Vermeidung von Aufgaben eine geringe positive Korrelation mit Angst aufwies, was darauf hindeutet, dass Angst einen größeren Einfluss auf die Aufgabenvermeidung hat, was die Angst weiter verschärfen kann.
- Die Studie ergab, dass Prokrastination das Angstniveau signifikant vorhersagte, was darauf hindeutet, dass die Verringerung von Angstzuständen dazu beitragen kann, Prokrastination zu reduzieren, insbesondere wenn Prokrastination auf

Zusammenfassungen



Hier geht's zu
Business Source Elite!

Suche in
natürlicher Sprache

MyEBSCO
Anmelden

Suchen Sie nach **Artikeln, Büchern, Zeitschriften und mehr**

Suchen: Business Source Elite

Erweiterte Suche

Suchen Sie nach Artikeln, Büchern, Zeitschriften und mehr

Volltext Wissenschaftliche (Peer-Reviewed) Zeitschriften Alle Daten

Suche in natürlicher Sprache

KI-Features in lizenzierten Datenbanken - Statista (derzeit kostenfrei)


The screenshot shows the Statista website interface. At the top, the 'Research AI' button is highlighted with a red box. Below the navigation bar, the article title 'Prokrastination und mentale Gesundheit' is visible. A search bar contains the query: 'Welche Rolle spielt Prokrastination bei mentalen Problem von Studierenden?'. To the right, a 'Quellen' (Sources) section is also highlighted with a red box. The main content area displays a 'TL;DR:' summary and a detailed paragraph of text. A red hand icon points to the bottom right of the content area, indicating the source of the information.

Research AI

beantwortet Fragen
basierend auf Statistiken

Hier geht's zu
Statista!

Ein Vergleich

	KI-Tools	Datenbanken/Online-Katalog 
Datenbasis	hauptsächlich Artikel; teilweise intransparent, Vorsicht bei <i>data providers/web crawls</i>	Artikel/eBooks von renommierten Verlagen
Qualität der Daten	abhängig von (Aktualität) der Datenbasis und gesetzten Filtern	hochwertig, <i>peer reviewed</i> , aktuellste Paper
Reproduzierbarkeit	unterschiedlich (überprüfen)	bei Suche mit Suchbegriffen 100% reproduzierbar
Inhaltliche Aufbereitung	LLMs (Zusammenfassungen, Ask-this-paper, ...), Keywords, KI-unterstützte Alerts	Keywords/normierte Begriffe, Alerts, teilweise KI-Unterstützung
Referenzen/Zitate/ähnliche Artikel	ja	ja, v.a. ähnliche Artikel beschränkt auf jeweilige Datenbank
Volltexte	abhängig, ob frei verfügbar	ja



Fazit zur Literaturrecherche mit KI



Datenbasis, Aktualität,
Reproduzierbarkeit und
Qualität überprüfen:
→ Zeit & Vorwissen



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



Vorsicht bei Eingabe von
Daten:
→ Datenschutz +
Urheberrecht



KI legt Fokus auf
englischsprachige Paper



Links

- KI@FHJ Aufbaumodul Studierende | KI im Studium: Abschnitt GKI & Literaturrecherche: [Generative KI im Studium | FH JOANNEUM Moodle](#)
- 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 \(coda.io\)](#)



Fragen?

bibliothek@fh-joanneum.at



Nächste Veranstaltung



Lange Nacht des Schreibens

FH JOANNEUM Graz, Bibliothek,
19.05.26, 17:00 - 22:00 Uhr



[Details zum Programm](#)