Abstract

Procrastination is generally understood as the practice of irrationally putting activities or tasks off to a later time. In the case of academic procrastination, it is a tendency to put off academic tasks. The main objective of the presented research study was to map strategies of Slovak university students used for overcoming academic procrastination, as well as to test the relationship of procrastination with potential protective factors – volitional regulation and achievement motivation. Based on the results of our research, strategies of social motivation and positive attitude are, on average, the most frequently used to overcome academic procrastination. Results of the research also confirmed a negative correlation of procrastination with volitional regulation and its dimensions, as well as with some dimensions of achievement motivation.

Keywords: academic procrastination, volitional regulation, achievement motivation, strategies for overcoming procrastination, university students

Procrastination may be briefly characterized as the irrational tendency to delay tasks that need to be completed at a certain time (Lay, 1995). So far, this phenomenon has not had a universal, generally accepted definition. However, most of its definitions emphasize its negative aspects – it is illogical postponement of activities despite the fact that the individual expects negative consequences of putting the task off (Steel, 2007). Often, already the postponement itself is connected with experiencing tension and discomfort (Solomon, Rothblum, 1984).