

Understanding the Impact of Academic and Career Procrastination: A Comprehensive Review of the Prevalence, Causes and Consequences

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Abstract

Procrastination is a frequent behavior among employees in organization, and when it becomes more habitual by the employees, it undermines the corporate motivation and sustainable development. The most prevalent reason of procrastination is job environment, which makes people hesitant to take real action when a problem arises. Procrastination is commonly characterized in academic and career settings as the purposeful delay of desirable activities, which has a negative influence on personal, educational, and career objectives. The current research contrasts academic and career procrastination, focusing on the emotional, cognitive, and behavioral factors that contribute to task delay. It investigates evidence that links procrastination to a variety of outcomes, including stress, low performance, and job instability. The present study also highlights the importance of self-regulation, future planning, and mindfulness as effective methods for reducing procrastination. By examining the causes and consequences of procrastination, the study contributes its widespread importance in enhancing academic performance and career development. It also provides ways to improve time management skills and address underlying psychological issues to be a ground of information for further research in this area.

INTRODUCTION

Procrastination is the art of delay and procrastination has significantly impact on personal and professional relationships. According to Steel (2007) "procrastination is a behaviour characterized by voluntarily delaying an intended course of action despite expecting to be worse off for the delay." Procrastination may manifest itself in various contexts, including goals and duties for the family, career, and education. This is a common behavior which can be driven by various reasons, including a lack of motivation, a fear of failure, insufficient scheduling, and a potentiality for instant fulfilment over lasting benefits. A lack of passion or an overburdened schedule is a few causes of procrastination. To overcome procrastination, it is typically required to improve one's scheduling skills, set precise goals, and addresses the underlying emotional or behavioral difficulties. Overcoming procrastination at work is critical for fostering a more productive and successful workplace. According Garg and Singh (2020) avoiding procrastination in normal tasks is very important for happiness, career

Keywords:

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progress, and personal family life (Garg & Singh, 2020). Research indicates that procrastination, commitment, and action control are key determinants of physical activity which human shows in daily basis (Zhang et al., 2024). Procrastination behaviours were examined using the Irrational Procrastination Scale included sadness, anxiety, stress, and improved quality of life indicators. Mostly research shown the term procrastination came along with constructs such as sociodemographic, satisfaction, program usability, and time management skills. Procrastination is categorised based on different methods to the concept. Psychological methods (motivation, perfectionism, self-regulation, personality, self-efficacy, self-esteem, and anxiety), educational classes (student dropout and poor educational performance), and personal sets such as strict parenting (Salguero-Pazos et al., 2023). Procrastination is typically linked to a lack of self-regulation abilities, which can aid in overcoming distractions and progressing in learning (Pogorskiy & Beckmann, 2022).

RESEARCH GAP

De Paola et al. (2023) have identified a gap in the concept of academic procrastination, confirming that the detrimental effects of procrastination on student careers are not specified in a specific outline, which is still unclear in a lot of research. Additionally, as technology has advanced, online work and education has led to an increase in procrastination behavior, which has been predicted by many writers but has not been empirically established. In other studies, most researchers focused on tactics such as time management, self-regulation, and career development, which are a substantial answer for preventing procrastination habits but lack of studies to gather wide range of research artical still need to work. However, the present study aims to offer a more complete explanation of the causes and consequences of professional and academic procrastination by analyzing and synthesizing a wide range of research publications in order to provide a more complete consideration of the idea of procrastination for academic purposes. There is lack of longitudinal and causal studies. Many studies such as (Tuli, 2024; Ma et al, 2022) indicate the correlation between factors like anxiety, stress and self-efficacy with procrastination, but few have employed the experimental approach to find the causal results. There is lack of unexplored cultural context. As in the by the Hidalgo Fuentes et al. (2024) mentioned cultural variation few studies have been conducted in this cultural aspects of the procrastination. In most of context few studies has focused on

the personality context and it is determinants as the gap found by Singh and Bala, (2020) studies need to work on the big five personality traits to better understand the concept of career procrastination. Finally, by considering the existed gaps the current study attempt to fill the gaps by examining the impact of career and academic procrastination through reviewing extensive literature and define the factors which causes procrastination among students and working individuals. Hence, the study sheds light upon the following research questions:

- RQ1: What are the common prevalence, causes and consequences of academic procrastination?
- RQ2: What are the common prevalence, causes and consequences of career procrastination?

Career Procrastination

Individuals and groups may reduce the negative effects of procrastination and improve their overall well-being at work by identifying the underlying reasons and implementing preventative measures. The term "career plateau" refers to a scenario when an individual has little chance of furthering their career up the hierarchy (Ongori & Agolla, 2009). Despite studies on several types (personal, organizational, objective, and subjective), work-based and hierarchical plateaus are widely acknowledged aspects. Procrastination consumes a portion of employees' available time for work. Time costs impact both individual and corporate productivity, leading to financial losses for organizations (Gupta et al., 2012). Procrastination may negatively impact both the individual and other employees, leading to lower productivity, interruptions, and increased stress (Chu and Choi 2005). Normally Military personnel tend to become more consistent and less procrastination as their career length increases. During the early stages of a career, individuals may wish to avoid responsibility due to inconsistency and additional tasks (Khodabakhshi et al., 2016).

Academic Procrastination

Academic procrastination refers to delaying or postponing academic duties while being mindful of the negative concerns (Steel, 2007). Procrastination can have several emotional, cognitive, and behavioural elements, such as academic, neurotic, obsessive, and decisional Academic procrastination is the most common issue, as demonstrated by Jokar & (Aghadelavarpour, 2007). According to research by Chehrzad

et al. (2017) found that 70% of college pupils display modest procrastination, with 14% experiencing extreme postponement. Procrastination factors include elder age, academic level, and gender. Many indicators of educational procrastination, including deprived sleep, high level of stress, postponed work unpaid to time restrictions, unfinished projects, misperception, feelings of shame and insufficiency, low confidence, anxiety, and despondency identified by Custer, (2018). Unaddressed academic procrastination can lead to poor academic achievement, emotional distress, and negative effects on mental and physical health. In higher learning, self-directed learning is a significant part of academic engagement. Navigating this situation is crucial for student success (Kreber et al., 2005).

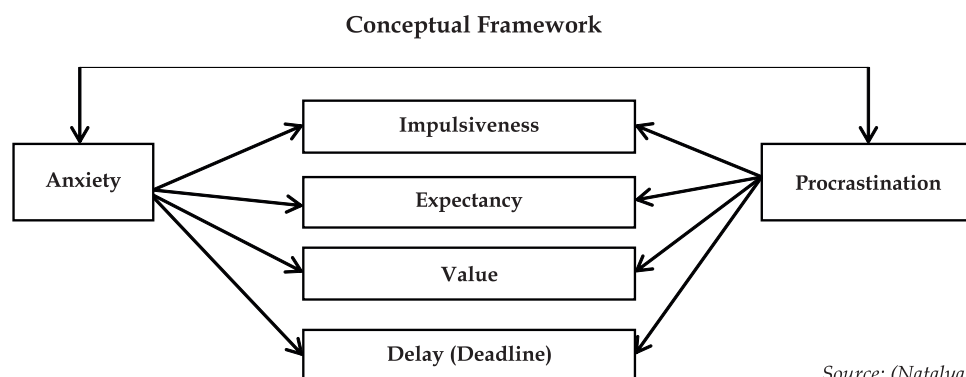
THEORETICAL BACKGROUND

Temporal Motivation Theory

Steel and König's (2006) model of temporal motivation has been described as one of the more complete and capable thoughts for better understanding procrastination (Lord et al., 2010; Schmidt et al., 2013). Temporal motivation model is a theory of inspiration that combines anticipation theory and hyperbolic disregarding (from interactive choice theory) with essential and prospect theory (Hodgkinson and Healey, 2008). Singh (2023) has described how motivation influences entrepreneurial self-efficacy and intention. In social concept providing adequate suggestions and motivations for the clients would be beneficial to finish their assignment. A higher level of integrity leads to greater life happiness, career and academic achievement, improved health, and increased motivation. Individuals with high conscientiousness strive to be self-disciplined, neat, and focused, reflect before acting, goal-oriented, and adhere to publicly recommended directions and norms, whereas those with low dedication strive to be more disorganized, irrational haphazard,

unorganized, unreliable, and negligent (Singh and Bala, 2019).

Temporal motivation theory may be simplified as follows: Motivation is calculated as $\text{Expectancy} \times \text{Value} + \text{Impulsiveness} \times \text{Delay}$. The task's expectation (E) is the probability that a particular result will occur. The task's value (V) relates to how enjoyable it is to do. Tasks having a high anticipation and value will have greater utilities and hence be done sooner. Essentially, a work that is enjoyable and has a strong possibility of being successful will typically be finished. The denominator of the formula represents time, Delay (D) refers to when the operations are completed; pleasant activities that are quickly achievable will have a short delay and so a high value, whereas actions in a distant future have greater delays as well as low quality. Larger self-efficacy leads to larger hopes for being successful, as individuals think they can effectively complete a range of activities. The Temporal Motivation notion incorporates the full notion of self-efficacy. Thakkar (2009) introduced a negative association between self-efficacy and procrastinating behavior. Natalya (2013) investigated when task-related anxiety affects college student procrastination actions using the Temporal Motivation Theory (TMT) (Steel, 2007). The conceptual model of the current investigation revealed a link between worry and academic procrastination. Previous research findings revealed a favorable association between anxiety and educational procrastination. This indicates that when an individual's worry level rises, so does their procrastination. Testing the amount of procrastination was insufficient; procrastination must also be conquered. The study was supposed to provide a detailed picture of the relationship between anxiety and educational procrastination. This study uses Temporal Motivation Theory (TMT) to better understand the relationship between anxiety and academic procrastination. Temporal Motivation is a theory that integrates control over himself and characteristics of the task (Steel, 2007).



Source: (Natalya, 2013)

RESEARCH METHODOLOGY

The method used in this research is based on a comprehensive review literature which includes a rational examination of current scholarly publications that address diverse evolutionary practices. Unlike systematic reviews, which adhere to rigid procedures, comprehensive reviews take a more flexible and qualitative approach, allowing researchers to integrate and interpret the findings of many studies (Ahmad, 2025). Literature reviews benefit a scientific area by providing a much-needed link between the enormous and dispersed collection of papers on a topic and the reader who lacks the time or resources to search them down (Baumeister and Leary, 1997). The current study primary aim is to identify the prevalence, causes, and consequences of career and academic procrastination and to provide a comprehensive information by examination of more than (40) studies. The first phase was to select studies concerned with the academic and career procrastination origins which have been established a narrative background for procrastination topic. The inclusion criteria ensured that through the study, articles accepted for review were recent ones published from the last one decade in academic journals or known conferences, which cited the topic directly as relating to the specific causes of academic and career procrastination. Articles, research papers, and conference papers are taken from google scholar database. Academic papers were retrieved through a search engine from the News databases, Google Scholar, JSTOR, and PubMed. In second phase, the articles were excluded from study based on the irrelevant context and irrelevant to the study objectives.

LITERATURE REVIEW

Causes and Consequences of Career Procrastination

Higher levels of career anxiety may lead to procrastination, exacerbating emotions of ambiguity and fear about their future professional possibilities. Career anxiety and procrastination were found to be positively correlated, with higher levels of worry leading to more procrastination and vice versa (Tuli, 2024). Furthermore, Procrastination and disordered career thinking are significant contributors to university students' career uncertainty. The research assumes that these two types contribute significantly to career indecision among university students (Jamali et al., 2015). Another study tried to assess decisional procrastination

throughout the school-to-work transition (SWT), which is also known as maturity postponement, attitudes, and identity statuses were shown to be associated with career procrastination. Stepwise numerous regression analyses were undertaken to determine the association between five identification statuses, in result it found that Commitment making and ruminative exploration are the most significant predictors of procrastination in the context of career uncertainty (Bańka & Hauziński, 2015). There is a negative association between educational procrastination and career aspiration, among undergraduate students, which are living in urban and rural places. Research indicates that educational procrastination is mostly caused by fear of failure, laziness, a lack of accountability, and poor time management skills (Pandey, 2023). In other research, the research found no substantial direct influence of mindfulness on career assessment behaviours. There were significant indirect correlations between career concern and procrastination. The study found no clear correlation between mindfulness and job exploration, contrary to expectations. Mindfulness is a broad psychological state, whereas career exploration is a specific profession-related behaviour (Lee, 2019). In the medical sector also if we compare career opportunities with procrastination, lower academic procrastination is related to a stronger career profession among Chinese medical students (Wang et al., 2023). Career profession improves motivation and job happiness (Shi, 2018).

Employees in Civil organizations or firms also procrastinate result indicates that the Hierarchal career procrastination is a key component in ensuring the timely completion of their official tasks. The study found no significant difference in workplace procrastination among workers based on gender, age, education level, income, employment sector, or experience (Uysal, & Yilmaz 2020). According to research Procrastination had a substantial negative link with upcoming period orientation and career flexibility, and also procrastination mediated the connection between career adaptability and future orientation (Li & Lee, 2023). In other research academic burnout effectively mediated the association between academic care, approach toward future careers, and academic procrastination. Child and adolescent psychologists should include academic burnout causes when designing educational and therapeutic treatments to reduce student procrastination (Mohammadi et al., 2023). Informal status can lessen work procrastination by improving individuals' career calling. However, it can also increase workload, leading to increased job procrastination.

In contrast, the researchers suggest that planning is useful in daily living. Time management has a favourable impact on students' career intentions in tourism sector, benefiting the industry as a whole (Baltaci et al., 2019). Procrastination tends to reduce with increased job experience. Most of Military personnel tend to become more consistent and less likely to procrastinate as their career length increases (Khodabakhshi et al., 2016). Procrastination has a big impact on performance, it was determined that procrastination affected hotel managers' psychological performance (Singh, 2017). Descriptive analysis reveals that in academic places there were more procrastinators; the explanation for this might be attributed to differences in profile and responsibility (Banger et al., 2017). Students' procrastination discourages them from becoming entrepreneurs, and procrastination has a negative correlation with entrepreneurial goals (Singh et al., 2023).

Additionally, in the leadership field, employers should make suitable selection judgments to prevent leaders from procrastinating (Singh et al., 2021). Identifying the impact of work environment and procrastination on performance might help identify training requirements. Organizations must maintain a positive work atmosphere to prevent the harmful effects of procrastination. This methodology allows hotel management to identify key areas for training immediately (Singh & Dhaliwal, 2018). Procrastination is an illogical postponement of activity that may or may not impact performance (Singh & Dhaliwal, 2015). Higher degrees of procrastination correlate with worse overall performance. Procrastination may lead to poor performance in both ordinary and professional tasks. Addressing this issue can improve results. Procrastination is strongly associated with self-efficacy and conscientiousness. However, conscientiousness had a positive correlation whereas self-efficacy had a negative correlation (Singh & Bala, 2020).

Fear of failure may lead to worry over achieving norms and expectations, as well as fear of success and lack of self-confidence. Task averseness concerns the task's unpleasantness, risk-taking, and lack of assertiveness (Rusdi et al., 2020). To promote economic development, the government should prioritize actions that increase revenue and expenditures for better prevent of procrastination in government careers (Bala and Singh, 2014). Procrastination can be a risk factor for ill health, but it's not only a common

occurrence. Targeted therapies can enhance sleep health and avoid procrastination in adolescents and young adults, improving general well-being and performance (Li et al., 2020). Currently, economic development is frequently equated with riches. It is important to strike a balance between economic development and resource utilization (Bala and Singh 2024). (Amarnath et al., 2023). A single session of feedback and behaviour adjustment suggestions via an interactive website did not affect self-reported procrastination among university students who self-assessed their actions. (Åsberg et al., 2024). AI and hybrid support systems can enhance educational interventions using behavioural, cognitive, and constructivist approaches to learning (Pogorskiy & Beckmann, 2023). Banks may gain a competitive advantage by strategically implementing Shared Value Creation projects. Banks must adapt their strategies to satisfy the shifting needs of stakeholders. Banks should include shared value generating into their strategy goals (Singh et al., 2024). Moderate procrastination can lead to more innovative thoughts. Employees with strong autonomous drive or high work involvement received higher scores from their superiors for mild procrastination on assignments (Adeel et al., 2023).

Causes and Consequences of Academic Procrastination

According to Deemer et al, (2014) procrastination may only serve as a danger buffer for women in science fields and for those who have not previously developed other protective strategies. Higher vocational college nursing students exhibit academic procrastination in three distinct hidden patterns (Zhou et al., 2024). Developing customised interventions to prevent procrastination can improve academic achievement and well-being for students from varied cultural backgrounds. Understanding and managing academic procrastination requires considering cultural variations (Hidalgo-Fuentes et al., 2024). Procrastination negatively impacts six aspects of self-regulated virtul learning: task strategy, mood alteration, self-evaluation, environmental structuring, time managing, and help-seeking (Honget al., 2021).

Addiction to social networks was connected with increased procrastination and there were no significant variations in academic achievement among the groups. Although social media addiction is linked to procrastination, it may be a

valuable resource for undergraduate instruction (Suárez-Perdomo et al., 2022). Instagram addiction significantly increases procrastination but has no meaningful impact on academic performance. Self-esteem directly impacts Instagram addiction and procrastination, but indirectly impacts academic achievement through procrastination (Pekpazar et al., 2021).

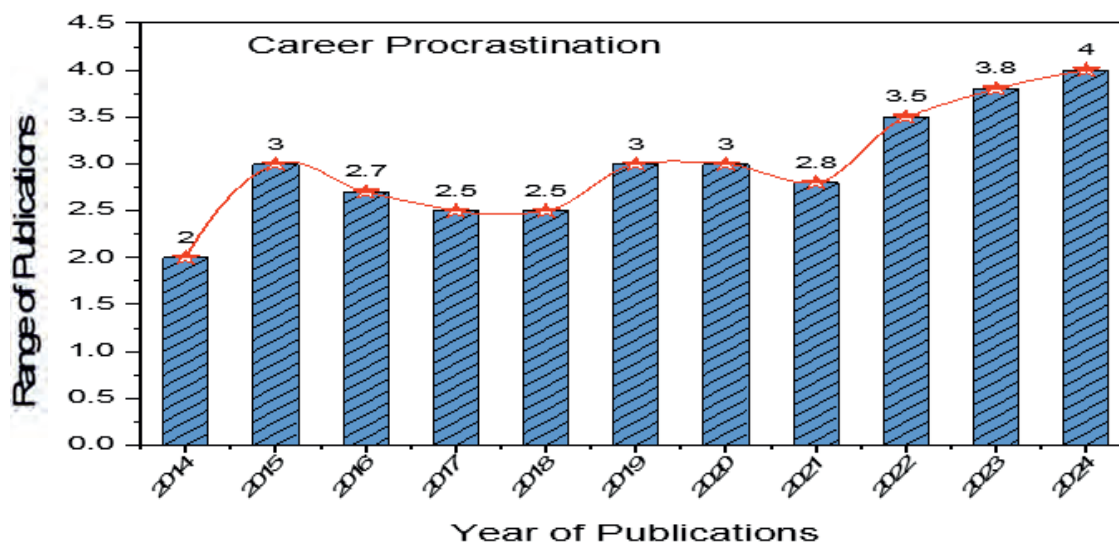
In medical students also there is procrastination behaviours, medical students have a lower health-related quality of life and a higher procrastination propensity, which may be attributed to depressed symptoms. These findings emphasize the significance of symptoms beyond sleep and wakefulness regulation in individuals (Wasling et al., 2020). Students struggle with time management due to procrastination and disinterest in their studies (Singh et al., 2024). The lack of interest in the topic of study leads to procrastination, which is a primary cause of bad time management (Gurumoorthy et al., 2020). The Learning Management System reveals how students employed certain study strategies to increase their learning and performance (Tan & Samavedham, 2022). Student techniques for overcoming procrastination and psychological approaches about ability, attention diversion, internal, and external factors were identified as key drivers during conducting the study (Herut et al., 2024). Self-regulation, time management and supportive learning settings can make easy their academic path. This study provides indication for the effect of a directed internet-based involvement in reducing procrastination among university students (Amarnath et al., 2023). Financial investors and regulatory bodies are key players in implementing time management strategies for students (Bala and Singh, 2023). Lindner et al, (2023) in their study investigated the link between procrastination, study satisfaction, and failure intentions during three years of college studies. The longitudinal study supports the hypothesis that procrastination leads to discontent, and displeasure leads to failure intentions over time, rather than vice versa.

A non-randomized pretest-posttest control cluster design was used with individuals who were all college students. Research findings revealed a link between anxiety and academic procrastination. The research group found that participants with severe anxiety decided to begin working on a task right away, but subjects with high anxiety levels in the control group tended to postpone.

Senecal and Julien, (2003) performed a research on role conflict and academic procrastination. They aimed to develop and evaluate a model of role conflict and academic procrastination. This model proposes that non-self-determined motives for education and interpersonal interactions are positively associated with role conflict in both of these realms of life. Thus, self-determination and role conflict appear to be significant in developing our knowledge of academic procrastination. To et al,(2021) pointed at the link between university students' striving to avoid inferiority (SAI) and procrastination, which was serially mediated by stress and self-control. Striving to avoid inferiority was shown to be positively predictive of stress, negatively predictive of self-control, and negatively predictive of procrastination. They also conducted bootstrapping studies to confirm the predictions that stress-mediated procrastination, SAI-mediated self-control, and, most significantly, SAI-mediated procrastination sequentially. Singh et al, (2017) investigated the propensity of procrastination among instructors from various disciplines. The present research examines the association between socioeconomic variables and procrastination, demonstrating that profile has a major influence on respondents' procrastinating habits. Furthermore, respondents' ages were shown to be substantially associated with their procrastinating tendency.

Ma et al, (2022) accompanied a study on the influence of stress on educational procrastination. Academic procrastination is a widespread issue for contemporary master's degree students. After administering numerous tests, the results revealed that elevated stress awareness was a strong positive indicator of academic procrastination, with self-regulating educational effectiveness and self-control acting as moderators in the association between stress perception and academic procrastination. Yang & Hu, (2023) found apparent social care was revealed to be a crucial factor in minimizing procrastination. However, little is known about the psychological instruments that underpin this relationship. The present investigation used the combined framework of social assistance to evaluate the influence of perceived social support on procrastination. This study sheds new light on the link between perceived social support and procrastination, with substantial practical benefits for therapies aimed at pupils' procrastination.

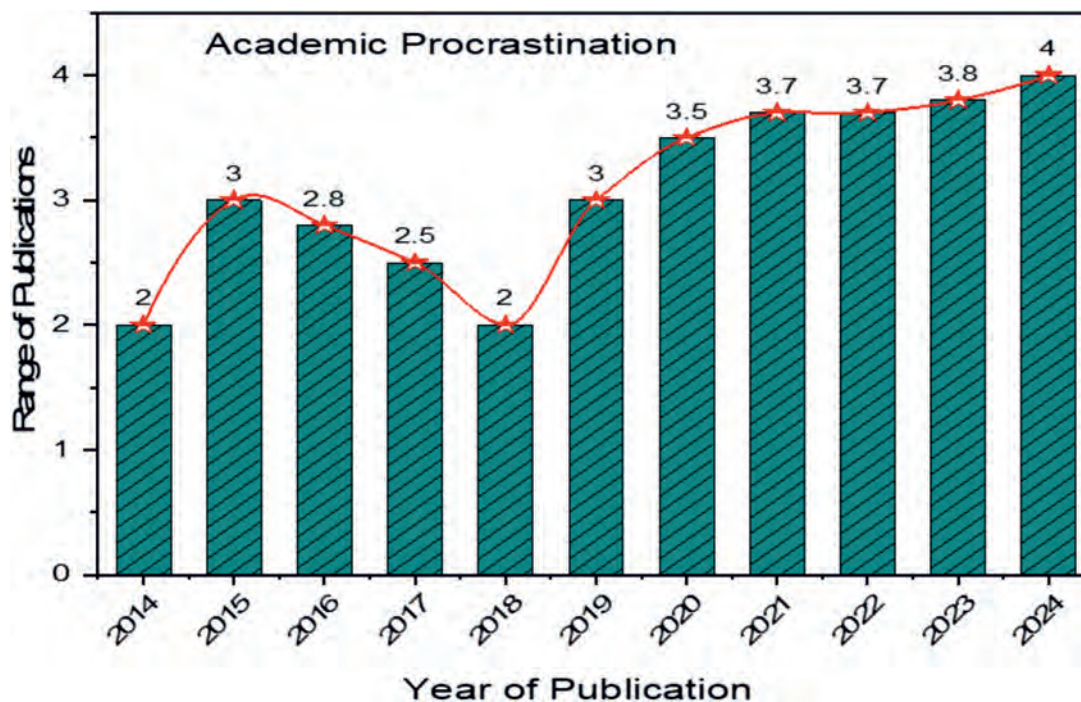
Figure 1: Showing range of publication for Career Procrastination



As in Fig 1. The exact graph creation on career procrastination in the last 11 years from 2015 increased and goes in an unbalanced range till 2021. Still, from 2022 we can see that this scientific production on Career Procrastination

increased showing that procrastination exists and there is a need for research to find better solutions to resolve this phenomenon.

Figure 1: Showing range of publication for Academic Procrastination



In Fig 2. We can see the range of publications on Academic Procrastination that from 2015 has an increasing rate but in 2018 the graph shows a decrease in research about this case from 2019 again the graph shows a rising rate of publications

so it means that in the scientific section and education the procrastination is still there and students are procrastinating and there is a need for research to find some technical solutions for this art of delay or procrastination.

Table 1: Showing summary of reviewed articles on Career Procrastination

Career Procrastination				
	Author	Area of research	Population	Main findings
1.	Tuli, K. (2024).	Deadline Anxiety: Exploring the Link among Procrastination and Occupation Anxiety among Students	Sample of 100 participants.	Career anxiety and procrastination were found to be positively correlated, with higher levels of worry leading to more procrastination and vice versa.
2.	Jamali, Araqi & Kalantarkousheh (2015).	Function of Occupational Beliefs, Procrastination, and qualified Irresolution among Allameh Tabataba'i University Students	N= 127 university students	Procrastination and disordered career thinking significantly contribute to university students' career uncertainty.
3.	Bańka & Hauziński (2015).	Choice procrastination of school-to-work shift: Character associates of career indecision	(N=366) working participants	As a result, it was found that commitment - making and ruminative exploration are the most important predictors of procrastination in the context of career indecision.
4.	Pandey, V. S. (2023).	Relationship between school procrastination and occupation aspiration between undergraduate students: a study	N= 200 pupils from CMP PG College and RBS Degree College, Prayagraj, U.P.	There is a adverse association between Academic Procrastination and career Aspiration, among undergraduate students, male and female undergraduate students, urban and rural undergraduate students, and Art, science, and commerce undergraduate students.
5.	Lee, S. (2019).	Effects of Mindfulness on Profession Assessment Performance: Study of Mediating Role of Job Worry and Procrastination	N=444 university students	There were substantial indirect correlations between career concern and procrastination.
6.	Wang et al (2023).	Role of support group force and Positive Learning Setting among Occupation Calling and Academic Procrastination	Cross-sectional survey of 3614 respondents.	The study highlights the significance of positive group pressure and a conducive knowledge situation to prevent academic procrastination.
7.	Uysal, & Yilmaz (2020).	Career and role of hierarchical career development.	The information was achieved from 367 staffs in the Zonguldak location in Turkey.	The result indicates that the Hierarchal Career Plateau is a key component in ensuring the timely completion of official tasks.
8.	Li, W., & Lee, S. J. (2023).	Connection between Coming Time Orientation, Profession Flexibilit.	This study took 1029 Chinese college students as research targets.	According to this research, Procrastination had a substantial adverse relationship with future time orientation and career flexibility.
9	Mohammadetal (2023).	Educational and Approach Towards Future Profession with Academic Procrastination in Students in Gachsaran County, Iran.	A sample study of 234 was selected using cluster sampling from high school students	Academic burnout effectively mediated the association between academic support, approach toward future professions, and academic procrastination.

Table 2: Showing summary of the reviewed studies on Academic Procrastination

Academic Procrastination				
	Author	Area of research	Population	Main findings
1.	Melgaard, et al (2022).	Academic Procrastination and virtual study through the COVID-19 Epidemic	N= 150 university students	The preliminary data show issues with student participation and camera use in online classrooms for all students
2.	Deemer, et al (2014).	Academic Procrastination in STEM: Cooperative impacts of Categorize Risk and Success Aims	University students (N = 223)	Procrastination may only serve as a danger buffer for women in science who have not previously developed other protective strategies. Women in science classes may deliberately modify their academic behavior to address stereotype threats.
3.	Zhou, et al (2024).	Educational delay of medical students in higher vocational universities.	N=1369 nursing students	Higher occupational college nursing students display academic procrastination in three separate hidden patterns.
4.	Rusdi, et al (2020).	Academic procrastination data of students in Makassar, Indonesia	N= 586 students,	Task aversiveness concerns the task's unpleasantness, risk -taking, and lack of assertiveness.
5.	Pogorskiy and Beckman n,(2022).	Learners' web course-plotting activities outside knowledge organization systems: A way to address procrastination in online learning?	Interview with 49 online learners.	Procrastination is typically linked to a lack of self-regulation abilities, which can aid in overcoming distractions and progressing in learning.
6.	Li, et al (2020).	Cross-sectional study of US youths and young grown person	N=8742 students	Procrastination can be a risk factor for ill health, but it's not only a common occurrence.
7.	Zhang, et al (2024).	The Effect of Delay on Bodily train among college students	The participants were 581 college students.	Commitment and action control were found to mediate the association between procrastination and physical activity fully.
8.	Amarnath , et, al (2023).	Consequence of a guided virtual interference for procrastination between college students – A collective controlled test study protocol	N = 176 Participants.	Secondary outcomes include sadness, anxiety, stress, and improved quality of life. Moderators to consider include participant sociodemographic, satisfaction with therapy, program usability, e -coach satisfaction, and treatment adherence.
9.	Åsberg, et al (2024).	Impact of a particular gathering low-threshold digital interference for procrastination attitude between college students	A total of 2209 participants	A single session of feedback and behaviour adjustment suggestions via an collaborating links did not affect self -reported procrastination among university scholars who self-assessed their actions.
10.	Pogorskiy, & Beckman n, (2023).	An tentative investigation of the role of an acceptable online subordinate on self -regulation in Virtual study	N = 157 online learners	AI and hybrid support systems can enhance educational interventions using behavioural, cognitive, and constructivist approaches to learning.

DISCUSSION

The present study investigates the numerous aspects of educational and career procrastination, showing how they emerge and influence individuals in a variety of circumstances. One of the key inferences is that procrastination is a multidimensional behaviour that is heavily impacted by emotional, cognitive, and behavioural factors. Fear of failure, insufficient self-regulation, poor time management, and professional anxiety are all factors that contribute to procrastination. These components are interconnected, frequently resulting in a feedback loop that amplifies the behaviour over time. Procrastination is linked to career anxiety, since concern about the future can cause delays in making important decisions. The study emphasises that procrastination is not a passive behaviour; rather, it actively contributes to bad consequences such as low academic achievement, job stagnation, and even mental health difficulties including stress and worry.

Students who delay at school are more likely to experience sleep deprivation, low self-esteem, and mental pain. Procrastination can lead to missed opportunities, decreased productivity, and a career stall.

The study suggests that modest procrastination can promote innovation by enabling ideas to incubate, despite its negative impacts in general (Academic and Career Procrastination). This research provides a nuanced viewpoint, implying that not all procrastination is fundamentally harmful and should be controlled according to the circumstances and intended objectives.

CONCLUSION

Finally, this study emphasizes the prevalence of academic and career procrastination and its major influence on people's educational and professional lives. Examining the different emotional, cognitive, and behavioural aspects that contribute to procrastination reveals the negative consequences, including stress, poor performance, and career stagnation. According to the findings, procrastination is not a single issue but rather emerges in a variety of ways throughout one's life and career. Effective therapies, such as self-regulation skills and mindfulness, are critical for overcoming procrastination. Future research should delve deeper into the cultural, psychological, and environmental influences on procrastination, as well as the development of targeted

solutions to these challenges, promoting better time management and goal achievement in both academic and professional contexts.

IMPLICATIONS AND FUTURE SCOPE

The ramifications of this study are both practical and theoretical. From a practical approach, the study shows that therapies targeted at reducing procrastination should focus on the underlying reasons, including emotional control, mindfulness, and self-regulatory abilities. For schools and businesses, creating cultures that encourage future planning and time management may greatly reduce the impact of procrastination. For example, academic programs may incorporate time management training, and employers could offer mentorship programs to alleviate job anxiety and procrastination. The study also emphasises the need of personalised therapies. Procrastination manifests differently depending on personality, academic level, professional stage, and cultural background, thus a one-size-fits-all solution may be unsuccessful. Tailored programs that address certain psychological or environmental triggers may produce greater success in reducing procrastination.

Finally, current research makes a theoretical influence by identifying the interrelated nature of procrastination across academic and career domains. It contends that procrastination is not an independent behaviour, but rather a component of a wider framework of emotional and behavioural control. Further study should look at how these many factors interact, particularly in diverse cultural and environmental contexts, in order to construct complete models for understanding and managing procrastination. The current study also provides a comparative perspective that explores how both academic and career procrastination have interlinked to each other. In the present studies research can find highlights on the psychological factors such as anxiety, fear of failure, low self-efficacy and ruminative thinking which suggested to be studied under key drivers of academic and career procrastination.

List of Abbreviation

TMT: Temporal Motivation theory
SAI: Striving to avoid inferiority
SWT: School-to-work transition

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