

An Investigation into Procrastination Levels and Linked Psychological Factors Among Medical Students

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Abstract: This article examines procrastination among medical students and the main psychological factors influencing its development. The study is based on the analysis of modern scientific literature, as well as methods of generalization and comparative analysis. In addition, the results of a student questionnaire were used as an additional source of information. The analysis indicates that the main causes of procrastination include high levels of stress, decreased motivation, insufficient time management skills, and the distracting influence of social media. The findings highlight the importance of developing time management skills and strengthening psychological support systems for medical students.

Keywords: Procrastination, students, psychological factors, stress, motivation, time management, academic performance.

Introduction: In modern educational systems, procrastination—the habitual delay of important tasks—has become one of the most prevalent psychological challenges among students. Scientific studies indicate that a significant proportion of students tend to postpone their academic assignments until the last possible moment [1]. Procrastination not only negatively affects the efficiency of the learning process but can also impact students' psychological well-being, increase stress levels, and influence overall academic performance.

This issue is particularly pronounced among medical students. Medical education is characterized by a demanding curriculum, a large volume of both theoretical and practical knowledge to be mastered, and a high level of responsibility. Under such conditions, students often face substantial psychological pressure and stress [2]. Consequently, tendencies to delay or avoid completing academic tasks may emerge, potentially compromising both learning outcomes and personal well-being.

The phenomenon of procrastination has been extensively studied in the fields of psychology and pedagogy. It is often interpreted in relation to individual motivation, self-regulation skills, and psychological state. Therefore, assessing the level of procrastination among medical students and examining its associated psychological factors is of significant scientific and practical importance. Understanding these patterns can inform strategies to improve time management, enhance academic performance, and support students' mental health, thereby contributing to more effective medical training.

Research purpose. The primary aim of this study is to identify the psychological factors influencing the development of procrastination among medical students and to analyze these factors based on scientific literature and available data.

METHODS

In the course of the study, methods such as literature analysis, comparison, generalization, and

systematization were employed. Contemporary scientific articles, psychological studies, and international academic sources dedicated to the issue of procrastination were reviewed. Based on these sources, the main psychological mechanisms of procrastination and its impact on students' academic activities were analyzed.

Additionally, to identify difficulties encountered in academic tasks and instances of task delay among medical students, a brief anonymous survey was conducted. The results of this survey were used as supplementary data to enrich the overall scientific analysis.

RESULTS

Analysis of scientific literature shows that procrastination is a complex process associated with multiple psychological and social factors. The results indicate that high stress levels are among the most important contributors to the development of procrastination. Stress can negatively affect students' psychological state, reducing their motivation and willingness to complete academic tasks [3].

In addition, insufficient motivation has been identified as another significant factor. Students with low motivation tend to show less interest in academic activities and are more likely to postpone assignments or other responsibilities [4]. This emphasizes the importance of fostering intrinsic motivation and supporting goal-oriented behaviors among students.

Underdeveloped time management skills also play a critical role in academic procrastination. Many studies show that students often lack the ability to plan and organize their tasks effectively, which leads to disordered execution of assignments and frequent delays. Developing time management competencies is therefore essential to reduce procrastination.

Furthermore, the widespread use of modern information technologies and social networks has increased the number of distractions for students. Some research indicates that excessive engagement with social media can contribute to higher levels of academic procrastination, as students are diverted from their studies [5].

These findings suggest that procrastination among medical students is influenced by a combination of stress, low motivation, insufficient time management skills, and digital distractions. Recognizing these factors is vital for developing strategies to enhance students' academic performance and support their psychological well-being.

DISCUSSION

The results of this study are consistent with numerous

contemporary scientific investigations. Psychological research indicates that procrastination is often directly related to an individual's self-regulation abilities and level of motivation [6]. Increased stress induces psychological strain among students, negatively affecting their academic engagement and performance.

Furthermore, perfectionism can also contribute to the development of procrastination. Some students tend to delay initiating tasks due to an excessive desire to perform them perfectly. This behavior is often associated with fear of failure or low self-confidence, highlighting the complex interaction between personality traits and academic behaviors.

The modern digital environment is another significant factor influencing procrastination. Social networks and other digital platforms can occupy students' time and distract their attention from academic activities, thereby increasing the likelihood of delaying tasks.

CONCLUSION

The analysis indicates that procrastination is a widespread psychological issue among medical students. The main contributing factors include high stress levels, low motivation, insufficiently developed time management skills, and the distracting influence of social media. Focusing on the philosophical aspect of addressing the issue, it can be said that strengthening the principles of social responsibility and solidarity within society, as well as fostering an environment of spiritual stability, serves as the foundation for achieving significant results. Studies show a higher incidence of psychological disorders, including anxiety and depression, among people with a parent with a psychopath. However, recognizing the problem and working on oneself can help break this cycle. It is important to understand that everyone has the right to healthy relationships and a happy life, and achieving this sometimes requires seeking professional help. Only by recognizing and changing one's behavioral patterns is it possible to build harmonious relationships with children and avoid repeating past mistakes.

To reduce procrastination, it is crucial to develop students' time management abilities, implement psychological training programs, and provide motivational support initiatives. Such interventions can enhance students' academic productivity and contribute to their overall psychological well-being.

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