

# PSYCHOLOGICAL FACTORS AFFECTING THE LEARNING PROCRASTINATION OF STUDENTS OF THE SCHOOL OF ECONOMICS - HANOI UNIVERSITY OF INDUSTRY

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**Abstract:** This study aims to analyze the psychological factors affecting procrastination behavior in the learning of students at the School of Economics – Hanoi University of Industry. Data were collected from a survey of 253 students and processed using PLS-SEM software. The results show that learning motivation, perfectionism, self-control ability, study habits, and self-efficacy negatively affect procrastination, while anxiety has a positive effect. The study contributes to providing additional empirical evidence in the Vietnamese context and proposes some implications to reduce procrastination behavior in learning.

**Keywords:** The impact of procrastination, learning, psychological factors, students.

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## I. INTRODUCTION

Academic procrastination has become a common phenomenon in higher education. It refers to the unnecessary delay in starting or completing academic tasks despite being aware of possible negative consequences. Students often postpone assignments, exam preparation, presentations, or course projects until deadlines approach. This behavior may reduce academic performance, increase stress, and negatively affect students' personal development. Previous studies have shown that procrastination is not merely a problem of poor time management but is closely related to psychological factors such as motivation, self-control, anxiety, perfectionism, study habits, and self-efficacy [1], [2]. Students with strong learning motivation, good self-control, positive study habits, and high self-efficacy tend to complete academic tasks more effectively. In contrast, students with high academic anxiety are more likely to avoid difficult tasks and delay academic responsibilities. Although academic procrastination has been widely studied internationally, empirical studies in the Vietnamese higher education context remain limited. In particular, few studies have simultaneously examined multiple psychological factors affecting academic procrastination among students in a specific university setting. Therefore, this study focuses on students at the School of Economics, Hanoi University of Industry. The research aims to identify and evaluate the effects of psychological factors on academic procrastination, thereby proposing implications to help reduce procrastination and improve students' learning effectiveness.

## II. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Academic procrastination is widely recognized as a common behavioral issue among university students. It is generally defined as the voluntary delay of intended academic tasks despite expecting negative consequences [1]. In higher education settings, procrastination frequently occurs in tasks such as completing assignments, preparing for examinations, conducting research, and participating in academic activities. This behavior has been associated with lower academic performance,

increased stress levels, and reduced overall well-being. Therefore, understanding the underlying causes of academic procrastination is essential for improving students' learning effectiveness.

Previous studies have demonstrated that procrastination is not merely a problem of poor time management but is strongly influenced by various psychological factors [1], [2]. From a theoretical perspective, self-regulation theory suggests that effective learning depends on an individual's ability to manage cognitive processes, emotional states, and behaviors in order to achieve academic goals [3]. When students lack self-regulation skills, they are more likely to become distracted, lose focus, and delay academic tasks. In addition, self-determination theory emphasizes the role of motivation in shaping behavior [4]. Students who possess high levels of intrinsic motivation are more likely to engage actively in learning activities, persist in completing tasks, and maintain long-term academic goals. Conversely, low motivation may lead to avoidance behaviors and increased procrastination. Another important theoretical perspective is social cognitive theory, which highlights the role of self-efficacy in influencing behavior [5]. Self-efficacy refers to an individual's belief in their ability to successfully perform specific tasks. Students with high self-efficacy tend to demonstrate greater confidence, persistence, and proactive behavior in learning, thereby reducing the likelihood of procrastination. In contrast, students with low self-efficacy may doubt their abilities and delay tasks due to fear of failure. Emotional factors, particularly academic anxiety, have also been identified as key determinants of procrastination. According to Solomon and Rothblum [6], students often procrastinate as a coping strategy to temporarily avoid negative emotions such as stress, fear, and anxiety. While this avoidance may provide short-term relief, it often leads to increased pressure and poorer outcomes in the long term. Furthermore, perfectionism has been found to influence procrastination in different ways. Adaptive perfectionism, characterized by high personal standards and strong responsibility, may encourage students to complete tasks efficiently and reduce procrastination. However, maladaptive perfectionism, associated with excessive fear of failure, may lead to task avoidance. In this study, perfectionism is considered from a positive perspective. Study habits also play a critical role in academic behavior. Students with well-organized study routines, effective time management, and consistent learning strategies are less likely to delay academic tasks [7]. Good study habits help students maintain progress and avoid last-minute work, which is a common characteristic of procrastination. Based on the above theoretical foundations and empirical evidence, this study proposes a research model in which learning motivation, self-control, perfectionism, study habits, and self-efficacy are expected to negatively affect academic procrastination, while academic anxiety is expected to have a positive effect. Accordingly, the following hypotheses are proposed:

H1: Learning motivation has a negative effect on academic procrastination.

H2: Self-control has a negative effect on academic procrastination.

H3: Academic anxiety has a positive effect on academic procrastination.

H4: Perfectionism has a negative effect on academic procrastination.

H5: Study habits have a negative effect on academic procrastination.

H6: Self-efficacy has a negative effect on academic procrastination.

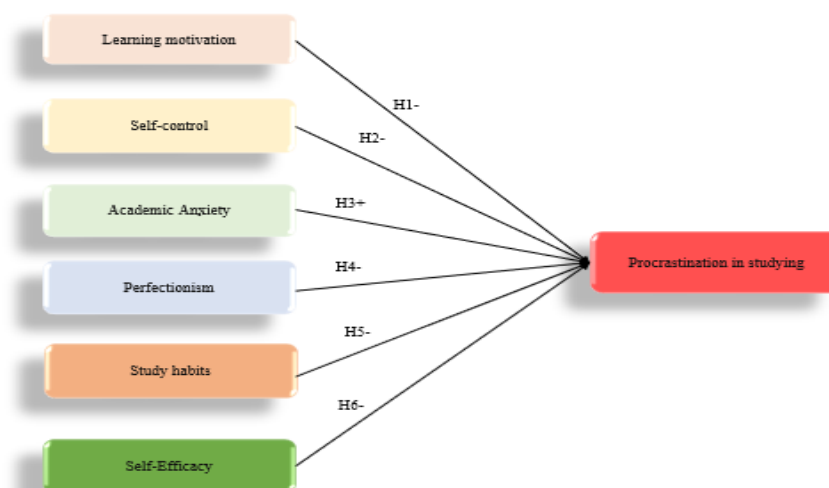


Figure 1: Proposed research model

### III. RESEARCH METHODOLOGY

This study employed both qualitative and quantitative approaches. The qualitative phase was conducted to review previous studies, identify relevant psychological factors, and adjust the measurement scales to fit the Vietnamese higher education context. The research model and questionnaire were developed based on existing theories and prior empirical research. The quantitative phase was conducted through a questionnaire survey. The target respondents were students at the School of Economics, Hanoi University of Industry. After data screening, 253 valid responses were used for analysis. The questionnaire used a five-point Likert scale, ranging from 1 “strongly disagree” to 5 “strongly agree”. The study used Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 3. The measurement model was evaluated through outer loadings, Cronbach’s Alpha, Composite Reliability, and Average Variance Extracted (AVE). The structural model was assessed through path coefficients, t-values, p-values, and hypothesis testing.

### IV. RESEARCH RESULTS

#### A. Measurement Model Assessment

The reliability and convergent validity of the measurement scales were assessed using Cronbach’s Alpha, rho\_A, Composite Reliability, and AVE. The results show that all Cronbach’s Alpha and Composite Reliability values are higher than 0.70, while all AVE values are above 0.50. Therefore, the measurement scales meet the required reliability and convergent validity criteria.

**TABLE I: Reliability and Convergent Validity**

Construct	Cronbach's Alpha	rho_A	Composite Reliability	(AVE)
Perfectionism	0,874	0,881	0,908	0,665
Learning Motivation	0,853	0,857	0,901	0,694
Self-Control	0,821	0,823	0,881	0,650
Academic Anxiety	0,860	0,863	0,905	0,705
Self-Efficacy	0,869	0,880	0,905	0,655
Academic Procrastination	0,840	0,840	0,893	0,675
Study Habits	0,871	0,874	0,906	0,659

The discriminant validity was also confirmed, as the correlation values among constructs were lower than the square roots of AVE. This indicates that the constructs in the research model are sufficiently distinct from one another.

#### B. Structural Model and Hypothesis Testing

The results of the structural model show that all six hypotheses are supported at the 5% significance level. Specifically, learning motivation negatively affects academic procrastination ( $\beta = -0.221$ ;  $p < 0.001$ ), supporting H1. Self-control also has a negative effect on academic procrastination ( $\beta = -0.104$ ;  $p = 0.027$ ), supporting H2. Academic anxiety has a positive effect on academic procrastination ( $\beta = 0.268$ ;  $p < 0.001$ ), supporting H3.

In addition, perfectionism negatively affects academic procrastination ( $\beta = -0.128$ ;  $p = 0.003$ ), supporting H4. Study habits have the strongest negative effect on academic procrastination ( $\beta = -0.309$ ;  $p < 0.001$ ), supporting H5. Finally, self-efficacy negatively affects academic procrastination ( $\beta = -0.136$ ;  $p = 0.004$ ), supporting H6.

**TABLE II: Hypothesis Testing Results**

Hypothesis	Relationship	$\beta$	Standard Deviation	t-value	p-value	Result
H1	Learning Motivation → Academic Procrastination	-0.221	0.049	4.553	0.000	Supported
H2	Self-Control → Academic Procrastination	-0.104	0.047	2.223	0.027	Supported
H3	Academic Anxiety → Academic Procrastination	0.268	0.043	6.267	0.000	Supported
H4	Perfectionism → Academic Procrastination	-0.128	0.043	2.975	0.003	Supported
H5	Study Habits → Academic Procrastination	-0.309	0.044	6.999	0.000	Supported
H6	Self-Efficacy → Academic Procrastination	-0.136	0.047	2.871	0.004	Supported

The findings confirm that academic procrastination is influenced by multiple psychological factors. Learning motivation, self-control, perfectionism, study habits, and self-efficacy reduce procrastination, while academic anxiety increases it. These results are consistent with prior studies emphasizing the role of motivation, self-regulation, and self-efficacy in reducing procrastination [1], [3], [5], [8].

Among the variables, study habits have the strongest negative effect on academic procrastination. This suggests that students with better planning, time management, and learning routines are less likely to delay academic tasks. In contrast, academic anxiety is the strongest positive predictor of procrastination, indicating that anxious students may postpone academic tasks as a way to avoid negative emotions. Therefore, reducing anxiety and improving study habits should be considered key strategies for limiting academic procrastination.

## V. CONCLUSION AND IMPLICATIONS

This study examined psychological factors affecting academic procrastination among students at the School of Economics, Hanoi University of Industry. The results indicate that all proposed hypotheses are supported. Learning motivation, self-control, perfectionism, study habits, and self-efficacy negatively affect academic procrastination, while academic anxiety positively affects it. Among these factors, study habits and academic anxiety have the strongest effects.

The findings provide several practical implications. For universities, it is necessary to create a supportive learning environment and organize programs that improve time management, self-learning skills, and emotional regulation. Psychological counseling services should also be strengthened to help students reduce academic anxiety.

For lecturers, teaching methods should encourage student participation and active learning. Assignments should be divided into smaller tasks with clear deadlines to help students manage learning progress more effectively. Lecturers should also provide timely feedback and encouragement to improve students' self-efficacy.

For students, it is important to build positive study habits, develop self-control, manage time effectively, and strengthen confidence in their academic abilities. Students should also learn emotional regulation strategies to reduce anxiety and avoid task avoidance.

For families, parents should provide emotional support and encourage students' independence rather than putting excessive pressure on academic performance. Overall, reducing academic procrastination requires cooperation among universities, lecturers, students, and families.

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