

RELATIONSHIP BETWEEN CONSCIENTIOUSNESS FACETS AND ACADEMIC
ACHIEVEMENT: THE MEDIATING ROLE OF PROCRASTINATION

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Extensive research has established a relationship between the personality trait of conscientiousness and academic achievement among high school and university students. However, the specific mediating factors underlying this relationship are only beginning to be explored. Procrastination, involving the deliberate delay of intended actions despite recognizing potential adverse outcomes, remains a prevalent challenge that significantly impacts academic performance. Given that procrastination is strongly related to conscientiousness and poor academic outcomes, the current study seeks to extend prior research by employing a mediation analysis model to explore procrastination as a factor that may mediate the relationship between facets of conscientiousness and academic achievement. The non-randomized sample consisted of 24 male and 164 female university students (second to fourth year of undergraduate studies), aged 19 to 28 years ($M = 21.18$; $SD = 1.57$). Midway through the first semester, we administered the Conscientiousness Scale from the Big Five Inventory-2 (BFI-2), which encompasses facets such as Organization, Productiveness, and Responsibility, alongside the General Procrastination Scale (GPS), through both online and in-person methods. Academic achievement was assessed using students' GPA from the previous academic year. To address the study's aim, we employed mediation analysis using Hayes's PROCESS macro (Model 4). Results indicate that Productiveness has a positive direct effect on academic achievement and a negative direct effect on procrastination. In contrast, Organization and Responsibility do not have a direct effect on academic achievement but do exhibit a negative direct effect on procrastination. Procrastination, in turn, has a negative direct effect on academic achievement. Procrastination fully mediates the relationship between Organization (indirect effect = .051, 95% CI = [.029, .076], $p < .01$) and Responsibility (indirect effect = .054, 95% CI = [.032, .082], $p < .01$) with academic achievement, and partially mediates the relationship between Productiveness and academic achievement (indirect effect = .038, 95% CI = [.007, .071], $p < .01$). The findings align with and extend prior research on the relationship between conscientiousness, procrastination, and academic achievement. They suggest that facets of conscientiousness exert distal effects on academic achievement through more proximal characteristics, such as procrastination.

Keywords: conscientiousness; academic achievement; procrastination; mediation analysis

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