

RELATIONSHIP BETWEEN EMOTIONAL REGULATION AND PROCRASTINATION
AMONG UNIVERSITY STUDENTS: THE MEDIATING ROLE OF ACADEMIC SELF-
EFFICACY

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Procrastination is a widespread phenomenon that adversely affects various life domains, including academic achievement. Although existing theories propose that emotion regulation plays a crucial role in both the onset and persistence of procrastination, research examining the relationship between these factors remains scarce. Moreover, prior studies highlight how adaptive emotion regulation strategies promote learning and enhance memory, thereby supporting academic efficacy. In an academic context, self-efficacy serves as a self-regulatory mechanism with a significant influence on students' academic behavior. Students with high levels of self-efficacy perceive academic tasks as a challenge that they face confidently, equipped with their knowledge and skills. This results in a more responsible and efficient attitude towards academic responsibilities. In this regard, the current study aims to investigate the relationship between emotion regulation and procrastination among university students, focusing on the mediating role of academic self-efficacy. The non-randomized sample consisted of 239 female and 39 male university students from the first to fourth year of undergraduate studies, aged 18 to 28 years. Students completed the General Procrastination Scale (GPS), the Emotion Regulation Questionnaire (ERQ), with Reappraisal and Suppression subscales, and the Academic Self-efficacy Scale, with Self-efficacy in Achieving Desired Learning Goals and Self-efficacy in the Learning Process subscales. To address the study's aim, we employed mediation analysis using Hayes's PROCESS macro (Model 4). Results indicate that Reappraisal do not exert a direct effect on procrastination but do exhibit a positive direct effect on Self-efficacy in the Learning Process. In contrast, Suppression do not exert a direct effect on procrastination or academic self-efficacy. Self-efficacy in the Learning Process, in turn, exerts a negative direct effect on procrastination. Additionally, Self-efficacy in the Learning Process fully mediates the relationship between Reappraisal and procrastination (indirect effect = -.14, 95% CI = [-.241, -.057], $p < .01$). Results suggest that students with stronger self-efficacy beliefs in the learning process are better able to manage emotional challenges and avoid procrastination, underscoring the importance of fostering emotional regulation skills and enhancing academic self-efficacy in higher education settings to mitigate procrastination.

Keywords: emotional regulation; procrastination; self-efficacy; mediation

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