

## **Academic Procrastination in University and Covid-19**

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Dear editor, it is important to consider the issue of procrastination present in young university students in times of presence of the SARS-CoV-2 virus. With the development of this letter, it is intended to contribute to the contribution of scientific knowledge that is in continuous change and development, allowing to rethink scientific concepts and generate new research questions regarding this topic. Procrastination is a complex phenomenon that is sometimes understood as a personality trait, but that must also be understood contextually, in a kind of vicious circle, procrastination not only has an impact on the execution of tasks, it also has an impact on a person's level of self-efficacy, which can lead to further procrastination. The general ability to manage time better is correlated with the consciousness scale of the five-factor personality model; this dimension related to self-control, organization, and planning, in addition to behaviors associated with work and compulsiveness that are mostly affected in this time of pandemic due to aggravated social isolation. The term procrastination is the tendency to delay the start or completion of important tasks to the point of discomfort. One type of procrastination is academic, defined as an unnecessary and unjustified delay in tasks related to studies. Schouwenburg (2004), conceived that there are two types of academic procrastination: sporadic and chronic [1]. Sporadic academic procrastination, known as delayed behavior, refers to a specific behavior related to specific academic activities due to deficiencies in time management. Chronic academic procrastination is the general habit of delaying dedication to the study [2,3]. The most frequently used classification is that which distinguishes two types of procrastinators: the arousal type and the avoidant type. The arousal procrastinator procrastinates tasks to experience emotions with the conviction that they achieve better results when working under pressure. The avoidants delay tasks in order not to face their own limitations and avoid failure, probably due to low self-esteem and self-confidence [4,5]. Academic procrastination is a prevalent behavior in the university population, it is estimated that between 80% and 95% of university students adopt delaying behaviors at some point, 75% consider themselves procrastinating and 50% frequently postpone dedication to studies [5-7]. Today, in these times of quarantine and confinement at home due to the constant threat of COVID-19, many students observe a decrease in productivity per hour dedicated to work, and although the same can happen in reverse, since each person has various activities, there may be many reasons why productivity at home is decreasing: the poor quality of the internet, the lack of tools necessary to carry out the work, fear, bad self-regulation role, poor time planning, distraction and attention of the family especially if you have childrens [8]. In addition to procrastination, virtual education is added to which not everyone has access or the lack of trained teachers with respect to the teaching-learning process in future professionals, therefore it is necessary to implement strategies that must be adapted in educational institutions (training, professionalization of teaching and learning at higher levels), in favor of improving infrastructure, skills and abilities in technologies of teaching-learning in the short and medium term, in which face-to-face academic activities are retaken. By way of conclusion, we can say that institutions must prepare students to understand the deadlines, forms of evaluation, and particular characteristics of the training context, in such a way that this allows them to set goals properly and estimate more closely to reality the time that the activities will take according to the difficulty presented. It is necessary that the main sociodemographic variables of the students be characterized in an initial way, it is important to take into account the form of evaluation, weighting of credit of the subjects and the degree of demand for their accreditation, generate an initial diagnosis about the procrastination habits of the students through some of the tests that have been developed to evaluate this construct, derived from the initial characterization, the intervention can be guided to

achieve that the student establishes goals and priorities, strengthening intrinsic motivation and self-regulation around clear goals, accurate and measurable. In addition to developing routines and habits that contribute to increased self-control of students.

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