

The Sequential Model of Future-Oriented Coping and Academic Procrastination: The Indirect Effect of Academic Burnout

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Introduction

- **Academic procrastination** is a universal phenomenon among college students and is associated with coping strategies^{1,2}.
- **Future-oriented coping** refers to taking measures against potential prospective stressors, consisting of preventive coping and proactive coping.
 - The sequential model: individuals firstly adopt preventive coping followed by proactive coping³.
- **Academic burnout** is characterized as emotional exhaustion, the tendency of depersonalization, and low personal achievement in students' learning process. Several studies have examined the relationship between academic burnout and academic procrastination^{4,5}.

Purpose of the present study:

1. Examining the role of future-oriented coping on academic procrastination.
2. Exploring the indirect effect of academic burnout between the two types of coping and academic procrastination.

Implications

- Interventions focusing on preventive coping and proactive coping may be helpful to reduce college students' academic procrastination.
- As we found association between academic burnout and academic procrastination, measures to reduce academic burnout may also be effective to reduce the troubling academic procrastination.

Conclusions:

- Preventive coping and proactive coping form a sequential relationship in future-oriented coping.
- Preventive coping and proactive coping associated with academic procrastination via the indirect effect of academic burnout.

Methods

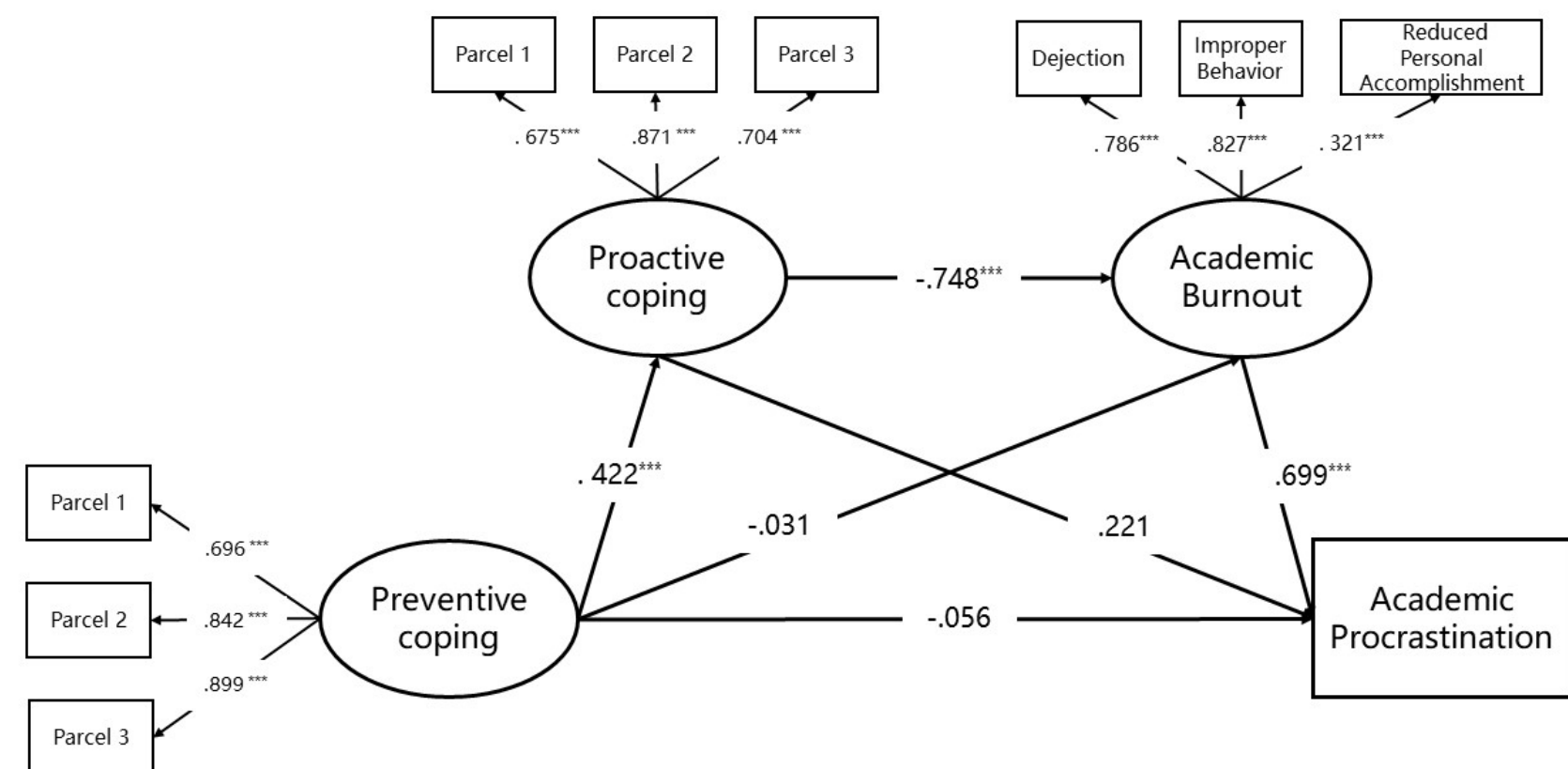
Participants:

- 259 college students
- 63 men (24.3%)

Measures:

- Future-oriented coping⁶
 - 16 items (8 items for proactive coping, 8 items for preventive coping), four points
- Academic procrastination⁷
 - 15 items, five points
- Academic burnout⁸
 - 19 items, five points

Results



- The fitness fit indices of the sequential mediating model were acceptable. χ^2/df was 2.364, *CFI* and *TLI* were above .940, *RMSEA* was .073 and *SRMR* was .045.
- The indirect effect from preventive coping to academic procrastination through proactive coping and academic burnout was significant ($\beta = -.221$, $SE = .059$, $p < .001$).

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