

to reduce it. One with higher academic self-efficacy is more confident of his/her learning ability, tending to choose tasks that accord with one's ability level and even full of challenge. These students will respond positively in the face of difficulty, so that their academic procrastination level is lower, and their desire to reduce the procrastination is relatively lower as well. On the contrary, one with lower academic self-efficacy is less confident, and is inclined to give up easily in front of difficulty. Therefore, their procrastination level is higher, and their desire to reduce procrastination is stronger.

C. Effects of psychodynamic variables on academic procrastination

The results of path analyses revealed that except for direct contributions of the three psychodynamic variables, goal orientation and academic self-efficacy also indirectly contribute to academic procrastination through achievement motivation. In addition, goal orientation contributes to achievement motivation through academic self-efficacy, which then contributes to academic procrastination. The results indicated that achievement motivation may be a mediating variable. According to these results, the procrastination intervention work in colleges could start from the following points.

1) Help students establish correct concepts of ability, improve their achievement motivation

The study found that achievement motivation could directly contribute to academic procrastination. Specifically, motivation to pursue success negatively predicts the level of academic procrastination, and motivation to avoid failure positively predicts the level of academic procrastination. In addition, achievement motivation also acts as a mediating factor for the effects of goal orientation and academic self-efficacy on academic procrastination. Hence, achievement motivation may be a key factor during the interventions for academic procrastination.

On the one hand, college teachers and counsellors may improve students' motivation to pursue success by providing more positive social support and relieving students' stress. On the other hand, teachers and counsellors should help students establish correct concepts of ability, and create conditions under which each student could experience success. Thus, through practice students could learn that personal ability can be improved through efforts. In this way students' motivation to avoid failure may be reduced, accordingly their academic procrastination will be relieved.

2) Cultivate students' academic self-efficacy

Because academic self-efficacy has a close relationship with academic procrastination, teachers should cultivate students' academic self-efficacy consciously. To this end, teachers should give students timely guidance and feedback, as well as appropriate encouragement, and help them obtain successful learning experiences. Furthermore, setting examples may help students learn from each other, and

enhance their academic self-efficacy from other students' successful experiences.

3) Assign proper academic tasks to students, help them set up reasonable academic goals

In general, learning goals could be divided into three classes regarding their orientations: task-involved, prove ego-involved, and avoid ego-involved. While the former is a learning orientation, the latter two belong to the performance orientation. As for performance oriented students, their reasons for engaging in academic tasks are either to earn a certain reward (e.g., a good grade) or to avoid a punishment. In other words, they are more driven by extrinsic motivations, which may impair the intensity of their motivation and the persistence of learning behaviour, hence increase procrastination level. In order to help students adapt more task-involved orientation, teachers may provide tasks which are more meaningful and interesting to students, and less judgmental. Additionally, the influences of factors such as task difficulty [10] and deadline on academic procrastination should also be taken into account. When assigning tasks, teachers should select those with moderate difficulty and could be accomplished through efforts. Moreover, optimal task deadline should be set up by teachers. It should be neither too far away, which removes the sense of urgency and causes student procrastination, nor too close, which may bring anxiety and fear for failure and causes student procrastination as well [11].

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