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Coping Strategies of Students with Low Self-Control in Facing Assignment Deadlines

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Abstract: This study is based on the academic demands faced by university students, particularly in managing assignment deadlines that often lead to stress. The aim of this study was to explore the experiences of students with low self-control in facing assignment deadlines and the coping strategies they used. This study employed a descriptive qualitative method involving three students selected through purposive sampling. Data were collected through in-depth interviews, observation, and documentation, and were analyzed using thematic analysis. The findings showed that students with low self-control tended to engage in academic procrastination, which led to increased deadline pressure, stress, anxiety, and psychological exhaustion. Coping strategies used by students included problem-focused and emotion-focused coping, which were influenced by task demands, emotional conditions, and self-regulation ability. In addition, social support and time management emerged as important contextual and regulatory factors that shape students' ability to manage academic pressure. In conclusion, self-control, coping strategies, social support, and time management are interrelated factors that influence students' ability to manage assignment deadlines and psychological well-being.

Keywords: Academic procrastination; academic stress; coping strategies; self-control; time management.

Strategi Coping pada Mahasiswa dengan Kontrol Diri Rendah dalam Menghadapi Tenggat Waktu Tugas

Abstrak: *Penelitian ini didasarkan pada tuntutan akademis yang dihadapi mahasiswa, khususnya dalam mengelola tenggat waktu tugas yang seringkali menyebabkan stres. Tujuan penelitian ini adalah untuk mengeksplorasi pengalaman mahasiswa dengan kontrol diri rendah dalam menghadapi tenggat waktu tugas dan strategi penanggulangan yang mereka gunakan. Penelitian ini menggunakan metode kualitatif deskriptif yang melibatkan tiga mahasiswa yang dipilih melalui pengambilan sampel bertujuan. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi, dan dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa mahasiswa dengan kontrol diri rendah cenderung melakukan penundaan akademis, yang menyebabkan peningkatan tekanan tenggat waktu, stres, kecemasan, dan kelelahan psikologis. Strategi penanggulangan yang digunakan mahasiswa meliputi penanggulangan yang berfokus pada masalah dan berfokus pada emosi, yang dipengaruhi oleh tuntutan tugas, kondisi emosional, dan kemampuan pengaturan diri. Selain itu, dukungan sosial dan manajemen waktu muncul sebagai faktor kontekstual dan pengaturan penting yang membentuk kemampuan mahasiswa dalam mengelola tekanan akademis. Kesimpulannya, kontrol diri, strategi penanggulangan, dukungan sosial, dan manajemen waktu merupakan faktor-faktor yang saling terkait yang memengaruhi kemampuan mahasiswa dalam mengelola tenggat waktu tugas dan kesejahteraan psikologis.*

Kata Kunci: *Prokrastinasi akademik; stres akademik; strategi coping; kontrol diri; manajemen waktu.*

1. Introduction

University students are required to meet various academic demands that necessitate effective self-management skills, including completing assignments, participating in group projects, and preparing for examinations within limited timeframes. Assignment deadlines are intended to foster discipline and academic responsibility. However, in practice, many students struggle to manage these demands effectively, which often leads to procrastination and increased psychological pressure. Academic stress emerges when students perceive an imbalance between academic demands and their ability to cope, and this condition has been widely reported among university students (Pascoe et al., 2020).

Academic stress is closely related to students' ability to regulate their behavior and manage time effectively. Recent studies show that excessive workload, tight deadlines, and poor self-regulation significantly contribute to students' stress levels (Deng et al., 2024). These conditions become more problematic when students lack the ability to prioritize tasks and maintain consistent study habits, leading to anxiety, fatigue, and decreased academic motivation.

Self-control is a crucial factor in understanding students' academic behavior. It refers to an individual's ability to regulate impulses, delay gratification, and maintain goal-directed actions. Recent research indicates that low self-control is strongly associated with academic procrastination, where students delay tasks despite being aware of negative consequences (Ainurrizki & Setiawati, 2023).

Academic procrastination is not merely a time management issue but also involves cognitive and emotional processes. Students tend to delay tasks that are perceived as difficult or overwhelming, which leads to accumulated workload and increased stress. Moreover, the rapid development of digital technology and social media has intensified distractions, making students more vulnerable to procrastination, especially those with low self-control (Deng et al., 2024).

In dealing with academic pressure, coping strategies play a significant role in determining how students respond to pressure. Coping strategies are generally divided into problem-focused coping and emotion-focused coping. Problem-focused coping involves efforts to directly address the source of stress, such as planning and prioritizing tasks, while emotion-focused coping aims to regulate emotional responses (Ningsih, 2025). The selection of coping strategies depends on how individuals perceive and evaluate stressful situations.

The effectiveness of coping strategies is influenced by individual characteristics, particularly self-control. Students with low self-control tend to experience difficulties in implementing adaptive coping strategies because they struggle to resist distractions and maintain behavioral consistency. As a result, they are more likely to engage in avoidance behaviors and procrastination, which may intensify academic stress as deadlines approach (Ragusa et al., 2023).

Furthermore, the social environment also plays a significant role in influencing students' coping strategies. Support from peers, family, and the academic environment can help students cope with the pressure of assignments. Positive social interactions, such as discussing with friends or working together on assignments, can improve understanding of the material and reduce perceived stress. Conversely, a lack of social support can leave students feeling isolated and struggling to cope with academic demands independently (Wilda & Selian, 2025).

Not all coping strategies used by students are maladaptive. Some students can develop more adaptive responses, such as seeking peer support, organizing tasks into smaller steps, and creating conducive learning environments. This suggests that coping strategies are dynamic and may develop through experience and increased self-awareness (Khotimah & Selian, 2025).

Despite growing research on academic stress and procrastination, most previous studies have predominantly used quantitative approaches and focused on general student populations (Pascoe et al., 2020). Limited studies have explored in depth how students with low self-control experience assignment deadlines and develop coping strategies in real-life academic contexts.

While quantitative studies have provided valuable information regarding the relationships among self-control, procrastination, and academic stress, they primarily focus on measurable variables and statistical patterns. However, such approaches often overlook the complexity of students' internal psychological processes, particularly the fluctuating and context-dependent nature of emotions experienced during academic pressure. Students with low self-control may not only differ in the level of procrastination but also in how they interpret deadlines, experience emotional conflict, and justify their avoidance behaviors.

These emotional experiences are often hidden and dynamic, including feelings such as fear of failure, guilt, anxiety, self-doubt, and emotional exhaustion that may appear differently across individuals even under similar academic conditions. Quantitative data is limited in capturing how students personally construct meaning from these experiences and how such meanings influence their behavioral responses. Therefore, a qualitative approach is essential because it allows for an in-depth exploration of subjective experiences, emotional fluctuations, and personal coping narratives that cannot be adequately represented through numerical measurement alone.

Accordingly, this study aims to explore the experiences of students with low self-control in facing assignment deadlines and the coping strategies they employ. In addition, this issue is increasingly relevant in the current academic context because students with low self-control are more vulnerable to chronic procrastination and difficulties in managing academic responsibilities. Without timely attention, these difficulties may become persistent patterns that interfere with academic achievement, learning engagement, and psychological well-being throughout their university years.

Within the academic context of this study, students are frequently required to manage multiple overlapping assignment deadlines, examinations, and group projects within limited timeframes. This condition places continuous academic pressure on students, particularly those with low self-control, who are more vulnerable to delaying tasks and struggling with sustained task engagement. In the current academic environment, where digital distractions are highly accessible and academic workload tends to accumulate near deadlines, these difficulties may become more pronounced and persistent.

The persistence of low self-control in managing assignment deadlines is an urgent issue because it does not only affect academic performance but also contributes to ongoing psychological strain. Students who repeatedly have trouble in managing deadlines may develop chronic stress patterns, emotional exhaustion, reduced academic motivation, and feelings of helplessness. In the institution where this study is conducted, such conditions may negatively impact students' learning engagement, classroom participation, and overall academic well-being, particularly during peak assignment periods when workload intensity increases significantly.

If not addressed early, these behavioral patterns may continue throughout students' academic years and potentially develop into maladaptive coping habits that interfere with both academic achievement and mental health stability. Therefore, understanding how students with low self-control experience assignment deadlines and how they cope with these pressures is crucial for developing more effective academic support systems.

By exploring students' subjective experiences, this study seeks to provide a deeper understanding of how self-control, procrastination, coping strategies, and social support interact in shaping students' responses to assignment deadlines and academic pressure. The findings are expected to contribute to educational psychology literature and provide practical implications for developing preventive and supportive interventions that promote students' academic self-management and mental well-being.

2. Methods

a. Research Design

This study employed a qualitative research method with a descriptive approach. The qualitative approach was chosen because it aimed to deeply understand the experiences, perspectives, and coping strategies used by students with low self-control when facing academic deadlines. Through this approach, the researcher was able to gather more comprehensive information about the phenomena experienced by the participants from their own perspectives (Khalefa & Selian, 2021).

b. Participants

The participants in this study were three university students selected using purposive sampling based on criteria relevant to the research objectives. Participant selection began with an initial screening process using open-ended questions related to academic behavior, assignment completion habits, time management, and experiences with assignment deadlines. Respondents were asked to provide written descriptions of their experiences rather than selecting predetermined response options.

The screening results were reviewed by the researcher to identify individuals who reported behaviors commonly associated with low self-control in academic settings, including frequent procrastination, difficulty managing time, susceptibility to distractions, and repeated delays in task completion. The identification of low self-control was based on participants' self-reported experiences during the screening process and was further explored through preliminary face-to-face interviews to obtain a more in-depth understanding of participants' academic behaviors and experiences. The study did not use a standardized psychological scale to measure self-control; rather, participant selection was based on behavioral indicators relevant to the research objectives.

Table 1.
Demographic Characteristics of Participants

Participant	Age	Semester	Major
P1	20 years old	4th Semester	Law
P2	18 years old	2nd Semester	Psychology
P3	19 years old	2nd Semester	Psychology

The participants' demographic characteristics are presented to provide contextual background regarding their academic stage and academic environment, which may influence their experiences with assignment deadlines and academic workload.

The use of three participants was considered appropriate because qualitative research prioritizes depth of information and richness of experience rather than the number of participants. Data collection continued until the researcher obtained sufficiently repetitive and relevant information related to the research focus, indicating adequate information richness for thematic exploration (Khalefa & Selian, 2021).

c. Data Collection

Data collection in this study was carried out using several qualitative techniques, namely observation, in-depth interviews, and documentation. Observations were systematically conducted during the interview process to examine participants' behavioral responses and expressions when discussing experiences related to assignment deadlines. This is because observation in qualitative research is highly useful to capture participants' natural responses within specific contexts (Syukur et al., 2020). Concurrently, face-to-face in-depth interviews lasting approximately 30–60 minutes with each participant were conducted to obtain detailed data regarding their experiences, emotional responses, and coping strategies when facing assignment deadlines. The interview technique used was semi-structured, which utilized a predefined interview guide while still allowing participants the structural freedom to develop answers based on their own experiences (Raharjani et al., 2023). The entire interview process was audio-recorded with the participants' explicit consent and supplemented with field notes to capture nonverbal expressions and contextual information during the sessions.

The interview guide specifically covered several main academic aspects, namely experiences in facing assignment deadlines, emotional responses, self-control in managing tasks, coping strategies, and factors that influence this behavior. In practice, the questions asked investigated how the participants experience facing a pressing deadline, how they feel when assignments start to pile up, whether they have ever put off completing an assignment along with their underlying reasons, how they deal with stress when a deadline is approaching, and whether they testimonies to ask friends for help with assignments. In addition to these core questions, the researcher also used follow-up questions, or probing, to explore more detailed and nuanced information regarding the experiences, emotions, and coping strategies used by the participants. To support the primary interview data, documentation was utilized to gather interview notes, conversation recordings, and other relevant research documents. This directly aligns with Ardiansyah et al. (2023), who stated that documentation serves as an essential complement to primary data and significantly helps increase data validity in qualitative research.

d. Ethical Considerations

Prior to data collection, all participants were informed about the purpose of the study, the voluntary nature of participation, and their right to withdraw at any time without consequences. Written informed consent was obtained from all participants before the interviews were conducted. To protect confidentiality and anonymity, participants' identities were replaced with pseudonyms (P1, P2, and P3), and all identifying information was removed from the interview transcripts and research report.

e. Trustworthiness

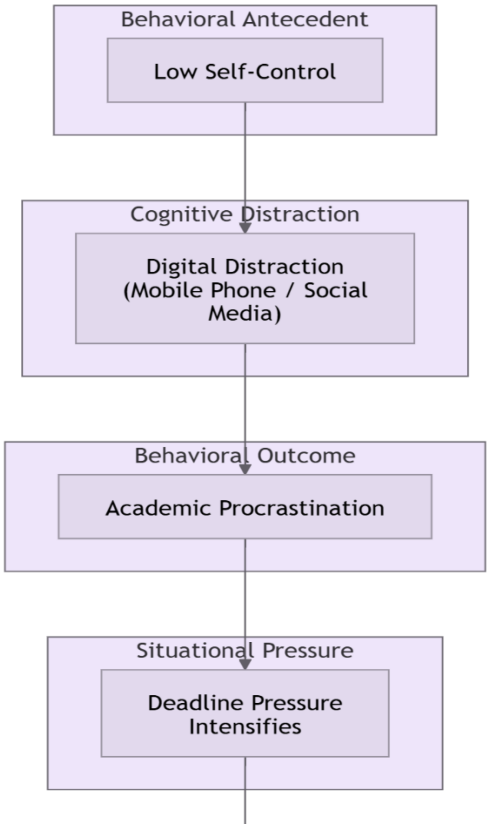
Member checking was conducted after initial data analysis. The researcher summarized interview transcripts and preliminary thematic findings, then returned them to participants for verification. Participants were asked whether the interpretations accurately reflected their experiences, particularly regarding procrastination behavior, emotional responses, and coping strategies. Feedback from participants was used to refine and confirm the final themes.

f. Data Analysis

The data in this study were analyzed using thematic analysis. The analysis process involved several stages, including transcribing interview data, repeatedly reading the transcripts, identifying meaningful statements, coding relevant information, grouping similar codes into categories, and developing broader themes related to participants' experiences and coping strategies. The researcher then interpreted the themes to understand patterns of behavior, emotional responses, and coping mechanisms used by participants who exhibited characteristics associated with low self-control (Rijali, 2019).

3. Result

The findings of the study were derived from thematic analysis of in-depth interview data and are presented in a sequential psychological process model.



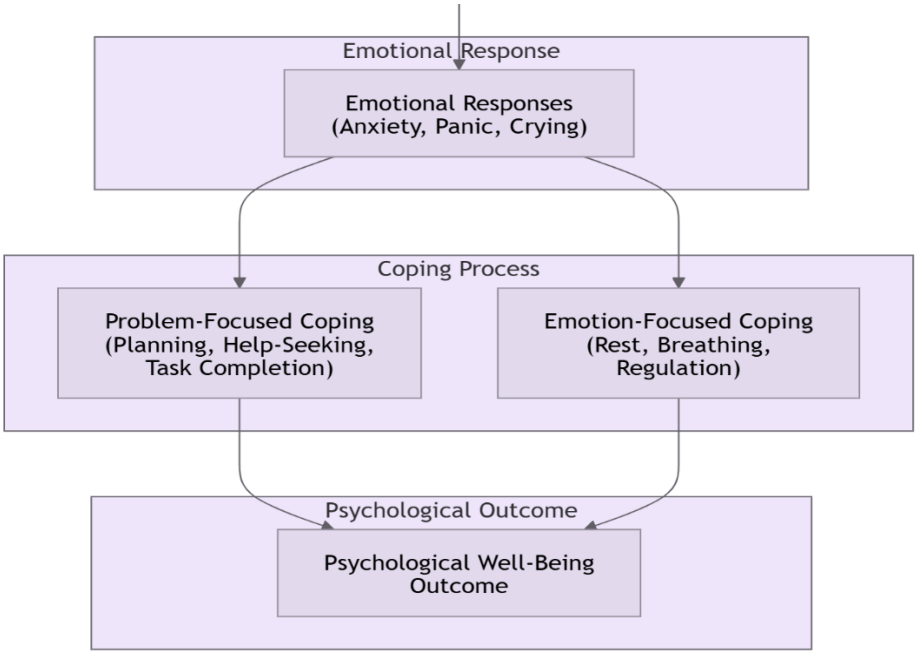


Figure 1. Presents the psychological process model derived from the findings of this study

The model illustrates a sequential process experienced by participants when facing assignment deadlines. Low self-control emerged as the initial condition that contributed to digital distractions, which subsequently led to academic procrastination. As deadlines approached, participants experienced increasing pressure that triggered various emotional responses. These emotional experiences influenced the selection of coping strategies, which ultimately affected participants' psychological well-being.

a. Low Self-Control and Digital Distractions

Consistent with the participant selection criteria, all participants demonstrated characteristics associated with low self-control in managing academic tasks. This was reflected in difficulties maintaining focus, regulating study time, and resisting immediate temptations during learning activities.

A dominant manifestation of low self-control was digital distraction; particularly excessive smartphone uses and engagement with social media during study time. Participants reported that even when intending to complete assignments, they often shifted attention to their phones and lost track of time.

Participant 1 stated:

"Sometimes I intend to do my homework, but instead I keep opening my cellphone and forget the time."

Participant 2 similarly noted frequent engagement with social media during study periods. These findings indicate that low self-control functions as the initial factor that disrupts sustained academic engagement.

b. Academic Procrastination

Digital distraction contributed directly to academic procrastination, as participants repeatedly delayed starting or completing assignments despite being aware of deadlines.

Participants reported a consistent pattern of postponing tasks when deadlines were still distant, followed by sudden work initiation when time became limited.

Participant 2 explained:

"If the deadline is still a long way off, I often relax. Then, when it's closer, I panic."

Participant 3 also described consistently delaying assignments until time pressure increased. These findings demonstrate that procrastination emerged as a behavioral outcome of unmanaged attention and low self-regulation.

c. Deadline Pressure Intensification

As a consequence of repeated procrastination, participants experienced increasing deadline pressure as submission dates approached. This phase was characterized by time scarcity, workload accumulation, and heightened urgency to complete assignments in a short period. Participants reported working intensively at the last minute, often sacrificing rest and sleep to meet deadlines.

Participant 3 stated:

"I often work on assignments when time is tight, so I have to stay up late to finish them."

These findings indicate that procrastination transformed time management difficulties into acute academic pressure.

d. Emotional Responses to Deadlines

Deadline pressure triggered significant emotional distress among participants, including anxiety, panic, stress, and emotional exhaustion. Participants described difficulty concentrating, fear of failure, and in some cases intense emotional reactions such as crying.

Participant 3 reported:

"If assignments pile up and time is running out, I become so stressed that I sometimes cry."

Participant 2 expressed feelings of panic when realizing unfinished tasks close to deadlines. These findings suggest that emotional distress emerged as a direct psychological response to intensified academic pressure.

e. Coping Strategies: Problem-Focused and Emotion Focused Coping

Following emotional distress, participants engaged in different coping strategies, which were categorized into problem-focused and emotion-focused coping. Problem-focused coping included efforts such as intensive last-minute work and seeking academic assistance from peers to complete assignments.

Participant 2 stated:

"Usually, I ask friends or discuss things so I can understand the assignment more quickly."

Emotion-focused coping involved strategies aimed at reducing emotional tension, such as taking short breaks, calming down, and temporarily disengaging from tasks.

Participant 3 explained:

"When I'm panicking, I usually take a short break, calm myself down, and then continue."

These findings indicate that coping strategies were selected based on situational demands and emotional intensity

f. Impact on Psychological Well-Being

The effectiveness of coping strategies influenced participants' psychological well-being outcomes. When coping strategies were insufficient or implemented under extreme time pressure, participants experienced fatigue, reduced motivation, and emotional exhaustion. Conversely, temporary emotional relief was reported when coping strategies were effectively applied, particularly through peer support or short recovery breaks.

Participant 1 stated:

"If you often stay up late because of assignments, your body will get tired and you won't be enthusiastic about studying."

Participant 3 added that excessive exhaustion sometimes led to feelings of giving up. These findings indicate that psychological well-being is the final outcome of the entire sequential process, shaped by the interaction between self-control, procrastination, emotional response, and coping behavior.

4. Discussion

a. Self-Control and Academic Procrastination

The findings of this study indicate that students with low self-control tend to engage in academic procrastination. This is evident in the habit of postponing assignments until the deadline approaches, experienced by the three students. This finding is consistent with research by Azzahrah et al., (2024), which states that low self-control is associated with increased academic procrastination in students.

More specifically, academic procrastination experienced by students is not only related to the habit of procrastination but also reflects difficulties in self-regulation. Students with low self-control tend to struggle to prioritize, thus preferring activities that provide short-term pleasure over completing academic tasks that require greater effort. This suggests that self-control plays a significant role in determining students' academic behavior (Rozental & Carlbring, 2014).

In addition, low self-control also makes students less able to anticipate the consequences of procrastination. They tend to be aware of the negative impacts of procrastination, such as stress and decreased task quality, yet they continue to repeat the behavior. This situation indicates a gap between knowledge and behavior, where students know what should be done but are unable to implement it consistently (Yuliana et al., 2022).

In a psychological context, Deng et al., (2024) explain that self-control is closely related to an individual's ability to manage internal impulses and maintain focus on long-term goals. When this ability is low, individuals are more easily distracted and struggle to maintain consistency in completing tasks.

Another explanation is that procrastination in students with low self-control can be understood as a form of decision-making failure. Students often find themselves in a conflict between the desire to complete assignments and the urge to engage in more

enjoyable activities. In this situation, individuals with low self-control tend to choose instant gratification over long-term goals (Rahma & Selian, 2025).

From a cognitive psychology perspective, this behavior can be explained by the dominance of the brain's reward system, where immediate pleasurable stimuli such as social media or entertainment activate stronger motivational responses compared to delayed academic rewards. This condition is often referred to as present bias, in which individuals overvalue immediate rewards while underestimating future consequences. In addition, limited executive control functions in regulating attention and inhibiting impulses make it difficult for individuals with low self-control to resist distractions even when they are aware of negative academic outcomes.

This phenomenon also shows that procrastination is not merely a matter of habit but also relates to cognitive and emotional aspects. Students who procrastinate often experience feelings of guilt afterward, but these feelings aren't strong enough to significantly change their behavior (Ainurrizki & Setiawati, 2023).

Moreover, low self-control can also affect how students view academic assignments. Assignments are often viewed as burdens to be avoided rather than responsibilities to be completed, which strengthens procrastination behavior (Sirois, 2014; Sun et al., 2023).

These findings suggest that interventions aimed at improving self-control, such as developing study plans, setting small goals, and reducing distractions during study sessions, may help reduce academic procrastination.

b. Deadline Pressure and Academic Stress

The experiences of students 1, 2, and 3 indicate that assignment deadlines can be a significant source of academic stress. Responses such as panic, anxiety, and sleep deprivation indicate emotional distress due to time constraints. This confirms that assignment load and time pressure are the main factors triggering academic stress in students. This finding aligns with research by Irvanti et al., (2025) which demonstrated that a large academic assignment load is significantly associated with students' academic stress levels, particularly when students are unable to manage their assignment load effectively.

Academic stress caused by deadline pressure not only affects students' emotional well-being but also negatively impacts academic performance. High stress levels have been shown to reduce cognitive performance and academic efficiency in students (Pascoe et al., 2020; Putwain et al., 2021).

In addition, deadline pressure can also trigger unhealthy behaviors such as sleep deprivation and irregular study patterns, which negatively affect physical and mental health (Gardani et al., 2022).

Deadline pressure is often exacerbated by having multiple assignments assigned simultaneously. Marsela and Irianto (2024) stated that this situation makes students feel overwhelmed because they have to complete many assignments in a limited time. Another important finding is that students' perceptions of deadlines influence their perceived stress levels. Rifqi and Selian (2025) explained that students who view deadlines as a threat tend to experience higher levels of anxiety than those who view them as a challenge.

Unmanaged academic stress can reduce students' motivation to learn. According to Nadhifa and Selian (2025), students who experience excessive stress tend to lose motivation to complete assignments, which may further worsen their academic situation.

However, in some cases, deadline pressure can also function as a motivating factor that facilitates task completion. This is more likely to occur in students with higher self-control, who are better able to regulate attention, manage emotional responses, and interpret deadlines as structured external cues rather than as threats.

However, based on the participants' narratives, the dominant experience was distress rather than eustress. Although approaching deadlines occasionally motivated participants to begin working on assignments, this motivation was generally accompanied by anxiety, panic, and emotional pressure rather than positive excitement or a sense of challenge.

In contrast, students with low self-control tend to experience difficulties in regulating cognitive and emotional demands when academic tasks accumulate. When time becomes limited, their ability to prioritize and maintain focus decreases, leading to heightened emotional responses.

From the perspective of contemporary emotion regulation theory, these emotional reactions, including anxiety, panic, and crying, can be understood as a consequence of maladaptive regulation processes. Specifically, procrastination may function as a form of emotional avoidance, where delaying academic tasks serves to temporarily reduce feelings of anxiety, fear of failure, or psychological discomfort associated with demanding assignments.

However, this avoidance strategy only provides short-term relief and contributes to greater emotional burden when deadlines approach. The accumulation of unfinished tasks creates a compressed workload and a perception of uncontrollable demands, which is a key trigger for anxiety and panic among individuals with limited self-regulation capacity.

c. The Role of Coping Strategies in Overcoming Stress

Students in this study used various coping strategies to deal with deadline pressure. Strategies such as working intensively on assignments, discussing assignments with friends, and seeking additional learning materials can be categorized as problem-focused coping. Meanwhile, strategies such as resting, taking a breath, and calming down are considered emotion-focused coping. This variation suggests that students adapt their coping strategies based on the circumstances they face. This finding aligns with previous research. According to Soniawan et al., (2025), students tend to use either problem-focused or emotion-focused strategies depending on the type of academic pressure they experience.

The use of diverse coping strategies indicates that students have different ways of dealing with stress. Problem-focused coping is generally used when individuals perceive control over the situation, while emotion-focused coping is used when stress is perceived as high (Carver et al., 1989; Lazarus & Folkman, 1984).

However, not all coping strategies used are adaptive. Salsabilla and Selian (2024) explain that some students tend to use strategies that only temporarily reduce stress, such as avoiding tasks or diverting attention.

Additionally, students develop additional coping strategies, such as creating a comfortable study environment, listening to music, or scheduling breaks. These strategies, according to Nadhifa and Selian (2025), help maintain a balance between emotional well-being and productivity.

The effectiveness of coping strategies is also influenced by consistency in their application. Ningsih and Surawan (2025) stated that students who are able to apply coping strategies regularly tend to be better able to manage academic stress.

Moreover, the ability to choose appropriate coping strategies for the situation is also a crucial factor. Students who are flexible in adapting their coping strategies will be better able to deal with different situations. These coping responses emerge as a secondary regulatory stage following emotional overload, reflecting attempts to restore psychological balance after breakdowns in self-control and task avoidance.

d. The Influence of Social Environment on Coping

Social support from peers has been shown to be a crucial factor in helping students cope with academic stress. All students reported that discussing assignments with friends helped them better understand tasks and reduced stress levels. This suggests that the social environment plays an important role in enhancing coping ability. Peer social support has consistently been shown to reduce academic stress and improve students' ability to manage academic workload (Rashid et al., 2021).

A supportive social environment can provide students with a sense of comfort when facing academic pressure. According to Rifqi and Selian (2025), through interactions with friends, students can share experiences and find solutions together. In addition, the social environment also serves as a learning tool. Salsabilla and Selian (2024) stated that students can learn from their friends' experiences in dealing with assignments and academic pressure.

Study groups also represent an effective form of social support. Utami and Appulembang (2022) explain that in study groups, students can help each other understand the material and complete assignments. However, the influence of the social environment is not always positive. Rahma and Selian (2025) revealed that an unsupportive environment can reinforce procrastination, especially if peers also have a habit of postponing tasks.

Another finding is that social pressure can affect students' emotional well-being. Ramadhani and Ardelia (2025) stated that this can occur when students compare themselves to friends who are perceived as more capable. Therefore, it is important for students to build a positive social environment that supports their academic development.

These findings indicate that the social environment functions as a contextual moderating factor that shapes the effectiveness of coping strategies during episodes of emotional distress, particularly in determining whether students adopt adaptive or maladaptive coping responses.

e. The Importance of Time Management in Reducing Academic Stress

The findings of this study indicate that inadequate time management skills are a major contributing factor to academic stress and procrastination. All three students recognized that completing assignments early can reduce perceived pressure. Therefore, improving time management skills is an important solution to help students face assignment deadlines more effectively. Dayantri and Netrawati (2023) stated that time management is negatively correlated with academic procrastination, so improved time management skills can help reduce academic stress and procrastination.

Good time management allows students to prioritize and complete assignments in stages. Effective time management reduces academic overload and prevents last-minute workload accumulation (Britton & Tesser, 1991; Macan, 1994).

Moreover, time management skills also contribute to improving the quality of students' academic work. The findings of this study indicate that students who are able to plan their tasks in advance tend to complete assignments more effectively compared to those who work under time pressure. This is consistent with previous research

showing that well-planned academic tasks produce better outcomes (Nadhifa & Selian, 2025).

Time management is also closely related to self-discipline. Effective time management is associated with more consistent study habits and lower procrastination tendencies among students (Britton & Tesser, 1991; Macan, 1994). However, the findings also reveal that many students experience difficulty implementing time management due to distractions and low self-regulation ability (Brady et al., 2021).

These findings suggest that improving time management requires not only planning skills but also the ability to maintain consistency and minimize distractions. Previous studies also highlight those structured strategies, such as scheduling and task prioritization, can support better academic regulation (Ghani & Surawan, 2025). In addition, effective time management helps students maintain a balance between academic and personal responsibilities, thereby reducing the risk of fatigue and excessive stress.

Taken together, these findings suggest that time management functions as a central mechanism linking self-control and coping effectiveness. Students with better planning and prioritization skills were more capable of reducing procrastination, managing emotional responses, and maintaining psychological well-being. This indicates that time management is not merely a practical skill, but a core self-regulatory capacity that operationalizes self-control in academic contexts and determines downstream behavioral and emotional outcomes.

In the context of the present study model, time management difficulties represent a behavioral manifestation of low self-control, which contributes to procrastination and subsequently leads to increased deadline pressure and emotional distress.

5. Conclusion

The findings of this study suggest that low self-control plays a central role in students' academic procrastination through difficulties in attention regulation, impulse control, and resistance to digital distractions. These difficulties create a sequential process that begins with procrastination, followed by increased deadline pressure, emotional distress, and the use of coping strategies, which ultimately influence students' psychological well-being.

Coping strategies, social support, and time management are key factors that shape students' responses to academic demands. However, their effectiveness is highly dependent on students' self-regulation capacity and the intensity of academic pressure. In this study, time management emerged not only as a practical skill but also as a core self-regulatory mechanism that links self-control with behavioral and emotional outcomes.

From a practical perspective, higher education institutions are encouraged to develop structured interventions that strengthen students' self-regulation skills. Such interventions may include time-management training integrated with self-control development, emotional regulation exercises, and strategies to minimize digital distractions during study activities. In addition, peer-supported learning programs may help students develop more adaptive coping strategies and maintain academic engagement when facing assignment deadlines.

This study is limited by its small sample size and single-institution setting, which may affect the transferability of the findings. Future research is recommended to involve participants from diverse academic contexts and to further explore the interaction between self-control, emotional regulation, and coping strategies in academic settings.

6. Acknowledgements

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