

INNOVATION SCIENCE AND TECHNOLOGY



Scopus || Electronic journal specializing in Scopus

ISSUE 3

 Acceptance of papers **March, 2026**



Acceptance of papers

Published monthly



Topics

economics, technology, social sciences



EDITOR-IN-CHIEF:

Mirzaliyev Sanjar Makhmatjon ugli

DEPUTY EDITOR-IN-CHIEF:

Makhmudov Nosir Makhmudovich
DSc., Prof., Academician

DEPUTY EDITOR-IN-CHIEF:

Ochilov Bobur Bakhtiyor ugli – Senior
lecturer at TSUI

THE SCIENTIFIC-POPULAR ELECTRONIC
JOURNAL **"INNOVATION SCIENCE AND
TECHNOLOGY"** HAS BEEN REGISTERED
UNDER THE NUMBER **C-5669633** BY THE
AGENCY FOR INFORMATION AND MASS
COMMUNICATIONS (AOKA) OF THE
REPUBLIC OF UZBEKISTAN, EFFECTIVE
FROM OCTOBER 9, 2024.

CONTACTS

Phone: **+998 50 737 87 88**

Website: <https://ist-journal.uz>

Email: innovationist2025@gmail.com

The scientific electronic journal "Innovation Science and Technology" has been included in the list of scientific publications recommended for the publication of main scientific results of dissertations for the award of PhD and DSc degrees in economics and technical sciences, in accordance with the Resolution No. 370 of the Presidium of the Higher Attestation Commission of the Republic of Uzbekistan, dated May 8, 2025.

Editorial board:



Sharipov Kongiratbay Avezimbetovich,
Doctor of Technical Sciences (DSc), Professor



Abdurakhmanova Gulnora Kalandarovna, Doctor of
Economic Sciences (DSc), Professor



Cham Tat Huei,
Doctor of Philosophy (PhD), Professor (Malaysia)



Muhammad Imran Sadiq
Doctor of Philosophy in Economics (PhD), Professor,
Malaysia



Ahmed Aziz Ismail
Doctor of Technical Sciences (DSc),
Professor (Egypt)



Lee Chin
Doctor of Philosophy in Economics (PhD), (Malaysia)



Asongu SImplice
Doctor of Philosophy in Economics (PhD), Cameroon



Rui Dang
Doctor of Chemistry (DSc), Professor, China



Zahoor Ahmed
Doctor of Philosophy in Economics (PhD), Turkey



Shujaat Abbas
Doctor of Philosophy in Economics (PhD), Russia



Tina A Coffelt
Doctor of Philosophy in Educational Sciences (PhD),
USA



Abdikarimova Dinara Rustamxanovna
Doctor of Economic Sciences (DSc), Professor

Kurbonbekova Mohichehra Turobjonovna
Doctor of Economic Sciences (DSc), Professor

Alimardonov Ilkhom Muzrabshokovich
Doctor of Economic Sciences (DSc), Professor



Razakova Barno Sayfiyevna
Doctor of Philosophy in Economics (PhD)



Khasanov Sarvar Ulugbek ugli
Doctor of Philosophy in Economics (PhD)



Kholikova Rukhsora Sanjarovna
Associate Professor (PhD)

CONTENTS

FINANCING OF SMALL BUSINESSES THROUGH INVESTMENT LOANS BY COMMERCIAL BANKS.....	15
Yangiboyev F.B.	
INTEGRATION OF THE TRANSPORT SECTOR INTO THE GREEN ECONOMY AND IMPACT ON SUSTAINABLE DEVELOPMENT: ECOLOGICAL TRANSFORMATION AND INNOVATIVE SOLUTIONS	20
Narziyev Umidjon Bakhriylayevich	
FOREIGN EXPERIENCE IN INCREASING THE INVESTMENT ACTIVITY OF JOINT-STOCK COMPANIES	24
Begamov. S.X.	
AN ENHANCED FINANCING MODEL FOR STARTUP PROJECTS IN HIGHER EDUCATION INSTITUTIONS OF UZBEKISTAN	27
Kasimova Nargiza Sabitdjanovna	
STRATEGIES FOR ENHANCING INVESTMENT POTENTIAL.....	32
Tillayeva Barno Ramizitdinovna	
THE IMPORTANCE OF USING ARTIFICIAL INTELLIGENCE IN HOTEL MANAGEMENT.....	36
Husenova Madina Farkhodovna	
MARKETPLACES AND ECONOMIC SECURITY IN UZBEKISTAN: RISKS AND REGULATION	42
Umarkhodjayeva Zaynabkhon Nodirkhonovna	
TECHNOLOGICAL STRENGTH AND PROPERTIES OF METAL OF AUSTENITIC JOINTS DURING WELDING WITH VARIOUS FLUXES.....	47
Khudoykulov Nurilla Zikirillaevich, Khudoyorov Sardor Sadullaevich	
MODERN SYSTEMS OF PRODUCT COST CALCULATION: METHODOLOGICAL FOUNDATIONS AND DIRECTIONS OF PRACTICAL TRANSFORMATION	51
Abdumalik Abdiraximovich Tulyaganov	
SUPPORTING ECONOMIC EXPANSION AND MAXIMIZING PRODUCTION EFFICIENCY WITHIN A MARKET ECONOMY.....	56
Aytmuratov Qutlimurat Jalgasovich	
SUCCESS FACTORS OF DIFFERENTIATION STRATEGY IN A MARKET ECONOMY.....	62
Sodiqov Miraxror Abbos ugli	
THE “MISSING MIDDLE” PROBLEM IN SOCIAL PROTECTION SYSTEMS AND MECHANISMS FOR ADDRESSING IT	67
Farrukh Juraqulovich Bafoev	
IMPROVING POPULATION INVESTMENT ACTIVITY THROUGH THE DEVELOPMENT OF BANK BROKERAGE SERVICES AND FINANCIAL LITERACY IN FORMING A SECURITIES PORTFOLIO IN THE KHOREZM REGION	72
Bakhtiyorov Khudaybergan Hamdam ugli	
DEVELOPMENT OF THE SERVICE SECTOR AND ITS IMPACT ON POVERTY REDUCTION.....	79
Dauletmuratov Adilbay Mirzabaeovich	
THE ROLE AND IMPORTANCE OF A SYNERGETIC APPROACH IN DEVELOPING THE MANAGEMENT SKILLS OF SCHOOL DIRECTORS.....	84
Yusupova Dilnoza Fayzullayevna	
REGIONAL INNOVATION DEVELOPMENT INDICATORS AND THEIR EVALUATION SYSTEM	89
Xamrayev Quvvat Iskandarovich	
GADGETS AND VALUES: HOW DOES THE VIRTUAL WORLD IMPACT THE EDUCATION OF YOUTH?	97
Makhmudova Sohiba Ravshan kizi, Mirzaliyev Sanjar Makhamatjon ugli	
WAYS TO IMPROVE SERVICE QUALITY AND SAFETY IN THE HOSPITALITY INDUSTRY THROUGH DIGITAL TECHNOLOGIES	101
Musayeva Shoira Azimovna	
DIRECTIONS FOR INCREASING HOUSEHOLD INCOMES BASED ON FOREIGN EXPERIENCE.....	104
Eshbaeva Shahnoza Faxriddinovna	

IMPROVING METHODS FOR DETECTING FRAUD CASES IN CURRENT ASSET AUDITS.....	108
Mavlyanova Dilobar Makhkamovna	
GLOBAL TRENDS IN WORLD MARKETS AND THEIR IMPACT ON THE DEVELOPMENT OF INTERNATIONAL TRADE	113
Meliqulov Abduhalil Norinovich	
THEORETICAL ASPECTS OF FORMING AND APPLYING THE INTEGRATION MECHANISM OF SMALL BUSINESS	119
Rustambek Ibragimovich Israilov	
THE IMPORTANCE OF USING PERFORMANCE INDICATORS IN IMPROVING ROAD MANAGEMENT METHODS.....	125
Sirojiddin Yadgarov	
WAYS TO IMPROVE BANKING EFFICIENCY IN THE CONDITIONS OF TRANSFORMATION.....	131
Babakhanova Dildora Rustamovna	
THE ROLE OF PROGRAM-BASED BUDGETING MECHANISMS IN ENSURING STATE FINANCIAL SECURITY	137
Abduganiyev Uchkun Khabibulla ugli	
ANALYSIS OF THE IMPACT OF PUBLIC FINANCIAL MANAGEMENT EFFICIENCY ON SOCIAL JUSTICE THROUGH PEFA AND CEQ METHODOLOGIES.....	143
Zokirjonov Muhammadsodiq Ravshanbek ugli	
MANAGERIAL MECHANISMS OF CORPORATE HYBRID BUSINESS MODELS: FINTECH INTEGRATION IN E-PAYMENT SYSTEMS OF UZBEKISTAN	151
Mokhirakhon Abdullaeva	
TOKENIZATION OF REAL SECTOR ASSETS AND DEEPENING OF CAPITAL MARKETS: A NEW FINANCIAL ARCHITECTURE FOR EMERGING ECONOMIES	156
Oybek Qo'shboqov	
TECHNOLOGIES OF ARTIFICIAL INTELLIGENCE IN OPTICAL COMMUNICATION AND THEIR INTEGRATION INTO INTELLIGENT TUTORING SYSTEMS.....	162
Maxamadov Rustam Xabibullayevich, Djamatov Mustafa Xatamovich	
APPROACHES TO ENHANCING THE EFFECTIVENESS OF GOVERNMENT SUPPORT FOR SMALL BUSINESSES IN THE REGION	169
Madraimova Marxamat Raximberganovna	
INNOVATIVE WAYS TO INCREASE THE INVESTMENT CAPACITY OF REGIONS BASED ON DIGITAL TECHNOLOGIES.....	174
Qabilov Anvar Eshpulatovich	
TAXATION OF AGRICULTURAL ENTERPRISES AND THE ORGANIZATION OF THEIR ACCOUNTING SYSTEMS.....	179
Abdullayev Abdurauf	
DEVELOPMENT PROSPECTS OF THE VEGETABLE FARMING SECTOR IN THE REPUBLIC OF UZBEKISTAN	183
Sobir Xasanov	
AI FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE TO UNIVERSITY STUDENTS.....	191
Nurzhanova Zhainash, Rajapova Guldon	
REVIEW OF THERMAL STRENGTHENING METHODS FOR ROLLING ROLLS MADE OF ALLOY STEELS USED IN THE PRODUCTION OF SEAMLESS PIPES	198
Saydumarov Botir Muradovich, Xasanov Kamoliddin Akmal o'g'li, Ergashev Davron Ortiq o'g'li, Saydumarov Botir Muradovich	
IMPROVING THE METHODOLOGY OF STRATEGIC MANAGEMENT IN ENHANCING THE COUNTRY'S INTERNATIONAL IMAGE: IN THE EXAMPLE OF SOUTH KOREA.....	203
Kurolov Maksud Obitovich	
SOCIO-ECONOMIC DEVELOPMENT OF TASHKENT CITY: TRENDS AND KEY INDICATORS.....	212
Karimova Shirin Zokhid qizi	
PSYCHOLOGICAL FACTORS INFLUENCING PROCRASTINATION AMONG GENERATION Z UNIVERSITY STUDENTS.....	216
Abdukaxxorova Durdona, Qadamova Rayhona, Muhammadova Shaxzoda, Salimov Ozodbek, Hojiyeva Iroda Avezovna	

PSYCHOLOGICAL FACTORS INFLUENCING PROCRASTINATION AMONG GENERATION Z UNIVERSITY STUDENTS

Abdukaxxorova Durdona

Student at Tashkent State University of Economics
ORCID:0009-0009-4800-3220

Qadamova Rayhona

Student at Tashkent State University of Economics
ORCID:0009-0009-4152-5026

Muhammadova Shaxzoda

Student at Tashkent State University of Economics
ORCID: 0009-0003-4362-0488

Salimov Ozodbek

Student at Tashkent State University of Economics
ORCID: 0009-0007-2953-6596

Scientific supervisor:

Hojiyeva Iroda Avezovna

Tashkent State University of Economics
PhD in educational sciences
ORCID:0000-0003-4798-8645

Abstract: Procrastination is a widespread self-regulatory challenge that significantly affects academic performance, psychological well-being, and long-term professional development. Generation Z university students, characterized by high levels of digital engagement and multitasking behavior, appear particularly susceptible to procrastination tendencies.

This study aims to examine the psychological factors influencing procrastination among Generation Z university students, focusing on self-control, self-efficacy, stress, and decisional procrastination. Drawing upon recent Scopus-indexed literature, including bibliometric findings on workplace procrastination among Generation Z, the study synthesizes both theoretical and empirical evidence to identify dominant research themes, existing knowledge gaps, and directions for future research.

The findings indicate that procrastination among Generation Z students is closely associated with reduced self-control, lower levels of autonomous motivation, increased stress, and challenges in decision-making processes. Digital distractions and difficulties in emotional regulation further contribute to the intensity of procrastination behaviors.

This study contributes to the expanding body of literature on generational psychology and academic procrastination by integrating psychological, behavioral, and contextual dimensions. Practical implications for higher education institutions include the development of self-regulation training programs, stress management interventions, and strategies aimed at enhancing student motivation.

Key words: procrastination, generation Z, self-control, self-efficacy, academic stress, decisional procrastination, university students.

INTRODUCTION

Academic procrastination—defined as the intentional delay of an intended course of action despite awareness of its potential negative consequences—has become a widespread global phenomenon, affecting an estimated 70% to 95% of college students. While procrastination has long been recognized as a challenge in academic settings, its dynamics have evolved significantly for Generation Z (born between 1997 and 2012) [1].

As the first generation of “digital natives,” these students have grown up with constant access to smartphones, social media, and the internet, creating a unique environment in which academic demands interact with continuous digital distractions [2].

Recent psychological research suggests that procrastination is not merely a result of laziness or poor time management. Instead, it is increasingly understood as a maladaptive response to undesirable emotional states and a form of short-term mood regulation. Among Generation Z students, this behavior is influenced by a complex interplay of psychological factors, including academic self-efficacy, challenges in self-regulation, and perfectionistic tendencies that may not always be adaptive [3].

Furthermore, the characteristics of the digital environment—such as intensive social media use and the Fear of Missing Out (FOMO)—add additional layers of complexity to how students manage or postpone academic responsibilities [4].

The consequences of chronic procrastination are significant, as it is closely associated with lower academic performance, increased levels of anxiety, sustained stress, and symptoms of depression. Contemporary research views procrastination not simply as a time management issue, but as a multifaceted behavioral pattern shaped by both internal psychological processes and external contextual factors.

This article aims to examine the key psychological factors influencing procrastination among Generation Z university students, focusing on emotion regulation, self-efficacy, and digital influences. It also seeks to identify existing gaps in the literature in order to support the development of more effective and evidence-based interventions.

LITERATURE REVIEW

A significant paradigm shift in the literature, led by scholars such as Sirois and Pychyl (2013), suggests that procrastination is fundamentally a form of “short-term mood regulation” rather than merely a logistical time-management issue. Kervin and Barrett argue that students tend to delay tasks they perceive as stressful or unpleasant in order to avoid negative emotions, thereby prioritizing immediate emotional relief over long-term effectiveness [6]. This “dysfunctional response to undesired affective states” creates a cycle in which students expect their “future self” to be better prepared to handle the task. However, the delay often increases anxiety, reinforcing the need for further emotional regulation. Consequently, mindfulness has been explored as a potential intervention, with researchers such as Sirois and Tosti demonstrating that nonjudgmental awareness of present thoughts and emotions can enhance emotional self-regulation and help reduce procrastination behaviors [3].

Self-Efficacy and Social Cognitive Frameworks. Grounded in Bandura’s Social Cognitive Theory, academic self-efficacy—defined as a student’s confidence in their ability to successfully perform tasks—is identified as a key determinant of learning behavior. A systematic review by Zhou Jing et al. (2025) found that 84.6% of analyzed studies support the “protective role” of self-efficacy in reducing procrastination. Students with higher self-efficacy are more likely to adopt proactive learning strategies and demonstrate stronger persistence in completing tasks. Researchers such as Svartdal et al. (2022) further emphasize that self-efficacy contributes to reducing procrastination by improving study habits and reinforcing self-control mechanisms [7]. Conversely, prolonged procrastination may weaken self-confidence and reduce overall academic self-efficacy over time.

The Role of Perfectionism and Anxiety. Perfectionism is a multidimensional construct that significantly influences procrastination through various psychological mechanisms. Hewitt and Flett (1991) distinguish between self-oriented, socially prescribed, and other-oriented perfectionism, noting that the first two forms are strongly associated with trait anxiety [8]. Slaney et al. (2001) introduced the concept of “discrepancy,” referring to the perceived gap between an individual’s high standards and actual performance, as a key maladaptive component of perfectionism. High levels of discrepancy are closely linked to task-related anxiety and “analysis paralysis,” where students delay initiating tasks due to fear of not meeting their own expectations [9]. Furthermore, Przepiórka et al. (2026) differentiate between adaptive perfectionism—which may have both positive and challenging effects—and maladaptive perfectionism, which is more strongly associated with procrastination and depressive symptoms [10].

Digital Addiction, FOMO, and Self-Control in Generation Z. As the first generation raised in a highly digitalized environment, Generation Z encounters distinct behavioral influences. Tang and He (2025) examined

the impact of social media engagement through a “chain mediation model,” demonstrating that it contributes to academic procrastination by reducing self-control and intensifying the Fear of Missing Out (FOMO). Hazra and Kant (2024) note that for digital natives, technology serves both as a valuable tool and a potential source of distraction. Frequent interaction with platforms such as TikTok and Instagram can provide short-term gratification, which may inadvertently reinforce task postponement behaviors. Additionally, Dr. Melly Latifah highlights that certain parenting approaches and social expectations may further influence procrastination tendencies, contributing to increased stress and emotional pressure among students [5].

Active and Passive Procrastination. Scholars such as Choi and Moran (2009) distinguish between two forms of procrastination: passive procrastination (unintentional delay due to indecision) and active procrastination (intentional delay in order to work more effectively under pressure). While passive procrastination is consistently associated with lower academic performance and higher stress levels, active procrastinators—who consciously choose to delay tasks—may achieve outcomes comparable to non-procrastinators and demonstrate similar levels of self-efficacy [11]. However, Martini (2013) notes that the advantages of active procrastination may not be consistent across all student groups. Hayes and Bays (2024) further suggest that cognitive flexibility—the ability to adapt to changing academic demands—acts as an important factor in determining whether students can successfully manage high-pressure learning environments [8].

RESEARCH METHODOLOGY

Research Design. This study employed a quantitative, cross-sectional survey design to investigate the relationships between key psychological constructs, including self-efficacy, self-control, Fear of Missing Out (FOMO), and academic procrastination. This approach enabled the simultaneous assessment of multiple variables in order to identify predictive patterns and potential mediating effects within the Generation Z student population.

Participants and Sampling. The target population consisted of university students belonging to Generation Z (born between 1997 and 2012), commonly described as “digital natives” due to their continuous exposure to and integration with digital technologies. A convenience sampling method was used to recruit participants through various online platforms.

Inclusion Criteria. Participants were required to be currently enrolled undergraduate or graduate students and to identify as habitual procrastinators, defined as individuals who regularly postpone academic tasks despite being aware of potential negative consequences.

Demographics and Data Collection. In line with established research practices, demographic data—including gender, age, and academic discipline—were collected to account for possible variations in procrastination behavior. The survey was administered electronically (e.g., via Google Forms), reflecting contemporary data collection methods suitable for digitally engaged populations.

ANALYSIS AND RESULTS

An Integrated Analysis of Generation Z Procrastination

1. **Procrastination as Affective Regulation (Mood Repair).** The literature confirms that procrastination should not be viewed solely as a result of poor time management, but rather as a dysfunctional emotion regulation strategy.

The Mechanism: When faced with tasks that evoke negative emotions—such as anxiety, self-doubt, or boredom—Generation Z students tend to prioritize short-term mood repair (Sirois & Pychyl, 2013). This involves delaying tasks to avoid immediate discomfort, effectively transferring the burden to their “future self.” Over time, this pattern contributes to a cycle of ego depletion, in which the cognitive resources required for self-control become diminished, leading to further delays and increased psychological strain (Baumeister et al., 1998) [12].

2. **The Digital Native Paradox and Cognitive Interference.** For Generation Z, technology functions both as a key academic resource and as a major source of distraction. Frequent engagement with social media provides instant gratification through dopamine-driven reward mechanisms, which directly compete with the delayed rewards associated with academic achievement. This creates a “technological paradox,” where high levels of digital competence do not necessarily translate into effective digital discipline.

Health Implications: Research highlights a strong association between technology-related procrastination and “bedtime procrastination,” which may result in insufficient sleep and reduced cognitive performance in subsequent academic activities [13].

3. **Personality Traits: The Impulsivity–Neuroticism Link.** Quantitative analyses of Generation Z students indicate that certain personality traits significantly influence procrastination behaviors.

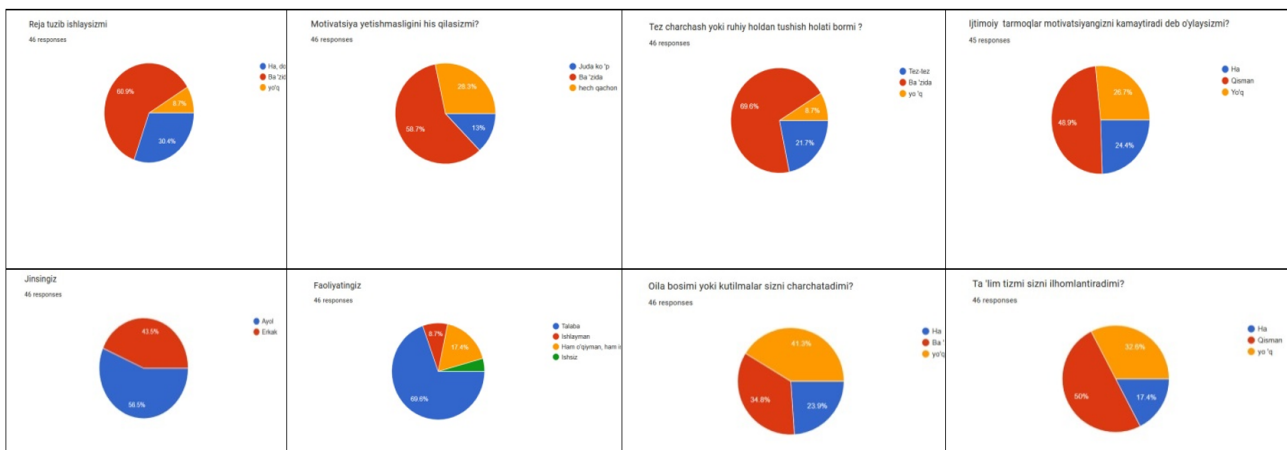
- **Impulsivity:** A strong positive relationship exists between impulsivity and procrastination, as individuals with higher impulsivity are more likely to be influenced by immediate distractions.

– Neuroticism vs. Conscientiousness: Higher levels of neuroticism (emotional sensitivity) are associated with increased procrastination, whereas conscientiousness serves as a key protective factor that supports goal-oriented behavior and task completion [14].

Research Gap and Implications. This study identifies an important gap in the existing literature: limited evidence on how organizational culture and leadership styles influence procrastination among Generation Z. While current research provides substantial insight into individual-level psychological mechanisms, less is known about how institutional environments—such as classroom dynamics or workplace cultures—may either reinforce or reduce procrastination tendencies.

The findings suggest that effective interventions should extend beyond traditional time-management strategies. Instead, there is value in approaches that emphasize supportive and inclusive learning environments, such as restorative pedagogies and psychologically safe classroom communities. These approaches may help reduce the initial anxiety that often triggers procrastination behaviors (Holyoke, 2025).

Future research should further explore how transformational leadership within educational institutions can support students in managing digital distractions and strengthening self-regulation skills, thereby enhancing both academic and professional development outcomes [15] (Picture 1).



Picture 1. Survey data provided in the images¹

Based on the survey data provided, the following structured analysis has been developed for academic purposes. The data primarily examines the relationship between lifestyle habits, psychological well-being, and academic as well as professional productivity among a predominantly student-based population.

1. Demographic Overview. The sample consists of 45–46 respondents. The majority of participants are students (69.6%), while 17.4% combine both work and study. This indicates that the findings are most relevant to young adults engaged in the education sector.

2. Key Research Findings and Analysis. A. Motivation Patterns and Digital Influence. The data highlights a noticeable variation in motivation levels among respondents. While only 13% report frequently experiencing low motivation, 58.7% indicate that they experience it occasionally.

A strong relationship is observed between motivation levels and digital engagement. Specifically, 73.3% of respondents believe that social media has a partial or significant influence on reducing their motivation. In addition, 87% of participants spend more than three hours per day on their phones, with 37% exceeding five hours.

These findings suggest that extended screen time is associated with perceived reductions in motivation. High levels of digital consumption may shift attention toward short-term engagement, which can make long-term academic goals feel less immediately rewarding.

B. Productivity and Procrastination Behavior. The survey results indicate a tendency toward a reactive rather than a structured approach to task management. Only 30.4% of respondents consistently follow a plan, whereas 60.9% report doing so occasionally.

Procrastination is also widely reported, with 86.9% of participants indicating that they complete tasks close to deadlines (32.6% “always” and 54.3% “sometimes”). These findings point to the importance of strengthening time management and planning practices, as inconsistent planning may contribute to increased stress and delayed task completion.

¹ survey data provided in the images by authors

C. Psychological Fatigue and External Influences. A considerable proportion of respondents report experiencing mental fatigue. Specifically, 91.3% indicate that they feel tired or mentally drained at least occasionally (21.7% “frequently” and 69.6% “sometimes”).

In addition, only 17.4% of participants report that the educational environment serves as a strong source of motivation, while 58.7% indicate that family expectations may contribute to feelings of pressure. These findings suggest that both internal and external factors influence students’ psychological well-being and overall engagement.

3. General Conclusions from the Survey. The data suggests a pattern in which students remain active but may not always operate at optimal levels of productivity. High digital engagement appears to coincide with less structured planning habits, contributing to a tendency to complete tasks closer to deadlines.

The findings also indicate opportunities for enhancing educational approaches, particularly by increasing engagement, relevance, and motivational support within academic environments. At the same time, it is notable that 44.4% of respondents report that financial uncertainty does not significantly reduce their activity levels, suggesting a degree of resilience and forward-looking motivation among students.

This study examines factors influencing student motivation, with particular attention to digital behavior and time management practices. The analysis of survey data from 46 participants indicates that, although students recognize the potential influence of digital platforms on their motivation, screen time remains relatively high.

This is accompanied by limited use of structured planning and a tendency toward completing tasks closer to deadlines. The findings also highlight that mental fatigue is a common experience, influenced by both digital engagement patterns and the need for more engaging educational environments.

CONCLUSION AND RECOMMENDATIONS

For Generation Z, procrastination represents a multifaceted phenomenon shaped by emotional avoidance, perfectionism-related fear of failure, and the pervasive influence of digital environments. Addressing this issue effectively requires a comprehensive approach that incorporates digital well-being strategies, psychological support for managing anxiety, and mindfulness-based techniques to enhance emotional regulation.

The findings of this study further emphasize the significant role of emotional and cognitive processes in shaping procrastination behavior. Academic procrastination often functions as an emotional coping mechanism rather than solely a limitation in time management. Students may postpone tasks as a way to temporarily alleviate negative emotions such as anxiety, fear of failure, and academic pressure. However, sustained procrastination is associated with increased stress levels, reduced academic performance, and lower overall psychological well-being.

Another key factor identified in the study is the influence of digital environments on Generation Z students. As individuals raised within a highly interconnected digital ecosystem, they are continuously exposed to smartphones, social media platforms, and online entertainment. While digital technologies offer valuable access to educational resources, they also introduce persistent distractions that may reduce self-regulation and sustained attention to academic tasks. Research on social media engagement and the Fear of Missing Out (FOMO) indicates that excessive digital involvement is linked to higher levels of academic procrastination.

Overall, the results demonstrate that procrastination among Generation Z university students is a complex psychological and behavioral process influenced by emotional, cognitive, and environmental factors. Effectively addressing this issue requires an integrated strategy that combines psychological support, the development of self-regulation skills, and educational approaches aimed at enhancing student engagement, resilience, and academic well-being.

LIST OF REFERENCES

1. Zhou, J., Zainudin, Z. N. B., & Othman, A. B. A. (2025). A review on the relationship between self-efficacy and academic procrastination among college students.
2. Wibowa, G. D. (2025). Bibliometric analysis of procrastination among Generation Z in the workplace.
3. Kervin, C. E., & Barrett, H. E. (2018). Emotional management over time management: Using mindfulness to address student procrastination.
4. Tang, Y. T. Y., & He, W. H. (2025). Impact of social media addiction on college students’ academic procrastination: A chain mediated effect of lack of self-control and fear of missing out.
5. IPB University. (2025). Procrastination triggers mental health issues. Available at: <https://www.ipb.ac.id/news/index/2025/08/ipb-university-lecturer-procrastination-triggers-mental-health-issues/>
6. Shaked, L., & Altarac, H. (2023). The possible contribution of procrastination and perception of self-efficacy to academic achievement. *Journal of Further and Higher Education*, 47(2), 197–214.
7. International Journal of Academic Research in Business and Social Sciences. (2025). Vol. 15, No. 7. e-ISSN: 2222-6990.

8. Hayes, L. J., Bays, R. B., Lashley, P., Kherani, N., & Swanson, A. (2024). Post-pandemic predictors of anxiety in college students.
9. Hazra, S., & Kant, R. (2024). Navigating academic procrastination in the digital age among digital natives.
10. Przepiórka, A., Błachnio, A., Cudo, A., Siu, N. Y. F., & Lam, Z. V. (2026). The role of perfectionism, procrastination, and self-discipline in depression.
11. Martini, F. (2013). The influence of active and passive procrastination on university students' academic performance.
12. Karimova, H. (2025). Psychological factors of procrastination in students. <https://doi.org/10.5281/zenodo.15224876>
13. Pérez-Jorge, D., et al. (2022). The risks of procrastination for adolescent health. <https://doi.org/10.3389/fpsyg.2022.783570>
14. Yup, A., & Mohd Nasir, N. (2025). Relationship between personality traits, academic procrastination, and impulsivity. International Journal of Academic Research in Business and Social Sciences. <http://dx.doi.org/10.6007/IJARBS/v15-15/25452>
15. Holyoke, L. (2025). Actively choosing love: Preservice teachers and restorative classroom communities. <https://doi.org/10.1016/j.tate.2024.104924>

Proofreader: Zokir ALIBEKOV

Layout and Designer: Oloviddin Sobir ugli

2026. № 3

© When materials are reproduced, the INNOVATION SCIENCE AND TECHNOLOGY journal must be cited as the source. Authors are responsible for the accuracy of the information in materials and advertisements published in the journal. Editorial opinions may not always align with those of the authors. Submitted materials will not be returned to the editorial office.

To publish articles in this journal, you may submit articles, advertisements, stories, and other creative materials through the following links. Materials and advertisements are published on a paid basis.

You may subscribe to the journal at any time using the following details. Once subscribed, please send a screenshot or photo of your payment confirmation to our Telegram page @iqtisodiyot_77. Based on this, we will send the latest issue of the journal to your address each month.

“The journal “INNOVATION SCIENCE AND TECHNOLOGY” has been registered by the Agency for Information and Mass Communications under the Administration of the President of the Republic of Uzbekistan from 09.10.2024 under the registration number №390637. License number: C-5669633. PNFL: 30407832680027

Our address: Tashkent city, Yunusobod district, 19th block,
House 17.



Acceptance of articles

Published every
monthly



Directions

Social, economic, political,
technological, scientific



Scopus || Scientific electronic journal specializing in Scopus

CERTIFICATE NUMBER: №390637

**ORDER NUMBER ACCORDING TO
THE LICENSE REGISTER: C-5669633**

CONTACT:



Contact us
+998 50 737 87 88



Telegram channel
t.me/scopus_IST2100



Journal official website
<https://ist-journal.uz/index.php/IST>