

Analysis on Procrastination Behavior and Influencing Factors of Minority College Students

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Abstract: Current procrastination behavior of minority college students is affected by many factors. If influencing factors are not properly handled, it will inevitably have a serious impact on the study and life of college students. Procrastination behavior of college students has become a common concern. This paper mainly discusses the specific manifestations of procrastination behavior of ethnic minority college students, factors affecting the procrastination behavior of college students and optimization countermeasures.

1. Analysis of Specific Forms of Procrastination Behavior of Minority College Students

1.1 Academic Procrastination

At present, learning is the main task facing college students, and procrastination behavior has become a common phenomenon in the whole process of ethnic minority college students' learning. Therefore, learning procrastination plays an important role in the actual procrastination process. Firstly, based on daily teaching, when teachers assign relevant learning tasks to students, whether the tasks are difficult or not, students fail to complete them ahead of time but always finish them at the last moment. This kind of procrastination behavior fully reflects academic procrastination. Secondly, in addition to the above procrastination, they are also procrastination behavior in the examination stage. Most minority students usually do not pay attention to the accumulation of learning, so they lack professional knowledge and do not understand the content of textbooks. In the examination stage, this kind of students always recite and review all night long. This kind of pre-exam crash learning method is only a superficial understanding of knowledge and can not apply the knowledge learned, which is an obvious procrastination behavior.

1.2 Health Procrastination

Based on the current aesthetic concept of college students, most students pursue beauty of appearance, hoping to get the attention and recognition of the opposite sex. College girls especially advocate weight loss every day. According to the relevant data survey, most students are more concerned about losing weight than their academic achievements. They do not eat in time every day, but sit in front of computers for Taobao, etc. In addition, most college boys do not spend their daily recreational time on study, but only rest at one or two o'clock in the morning and get up late. They take most time to gather together to play online games. Whether for boys or girls, the current wrong behavior is not conducive to health. Moreover, the above phenomena leads to irregular work, rest, eating which is not conducive to the health and is called health procrastination. Therefore, modern college students are required to establish scientific health consciousness, pay attention to forming good habits, constantly improve their physical quality, and then ensure their own health.

1.3 Emotional Procrastination

At present, in addition to basic professional knowledge, college students can also choose related auxiliary courses. Time in colleges is relatively abundant and students are allowed to have more time at their disposal, resulting in their late coming and early leaving. Based on the long existence

of current adverse phenomenon, these students lack communication with their classmates, or even fail to call out classmates' names. The relationship between teachers and students is also difficult to get along well. At the same time, because minority college students are far away from home for study, they communicate with their families only when they need money, resulting in a lack of concern for their families and inharmonious relationship with families. Besides, there is a lack of genuine love between couples and friendship between friends. On the contrary, they are accompanied by conflicts, ignoring pure feelings. These problems are the most direct manifestation of emotional procrastination.

2. Analysis of Influencing Factors of Procrastination Behavior of Ethnic Minority College Students

2.1 Analysis of Subjective Factors

2.1.1 Personality factor

At present, personality factors affecting procrastination have been deeply studied and analyzed abroad, especially the relationship between five personalities and procrastination. The level of college students' rigorism to a large extent determines procrastination behavior. For example, when college students are more rigorous, their organizational and planning abilities will be stronger. They will work harder and continue to improve their self-discipline, which to some extent reduces the probability of procrastination. On the contrary, when students are less rigorous, it will increase the probability of procrastination. In addition, emotional stability also affects procrastination, and there is a positive correlation between them.

2.1.2 Motivation factor

Perfectionism and fear of failure, as important motivational factors, are positively correlated with procrastination. Perfectionists tend to focus too much on their own image, want to make everything perfect, and are always afraid of mistakes. These students are more strict with their own requirements. However, there is another shortcoming of this kind of college students. They often set a high goal, and then find it difficult to achieve or illogical. Usually, because they can not achieve the desired goal, they often use procrastination as a means to excuse their responsibilities. In fact, procrastination can only achieve short-term results, and can not fundamentally solve this problem. If the current procrastination can not be effectively solved, it will inevitably increase negative results, leading to further expansion of the situation. Generally, motivation is divided into internal motivation and external motivation. Procrastination behavior will decrease with the increase of internal motivation, while increase with the increase of external motivation. College students are not interested in tasks, but they carry out tasks under the pressure of external pressure.

2.1.3 Self-efficacy factor

According to relevant data survey, there is a close negative correlation between college students' procrastination behavior and self-efficacy. Self-efficacy is a major determinant of college students' procrastination behavior. When their self-efficacy is low, they are likely to face the threat of failure. In order to protect themselves, they set up barriers beforehand. Due to the low self-efficacy, college students often have inferiority complex and blindfold themselves, which are specifically reflected in the following two aspects. Firstly, based on the influence of self-efficacy, college students think that they will fail, leading to their not daring to face up to their failure, or even frustration and escape. Secondly, because college students can not face up to their failure, they often take effective measures to achieve self-protection in a short period of time. However, this behavior also increases the probability of procrastination behavior.

2.2 Objective Factor

2.2.1 Task nature

College students' interest in tasks affects procrastination to a large extent. However, in the

process of implementing tasks, not all tasks will be procrastinated. The reason for these phenomena is inevitably related to the nature of tasks. Based on the relationship between college students' interests and tasks, when they lack interest in tasks, they will automatically avoid tasks. When tasks cannot be avoided, procrastination will occur.

2.2.2 External environmental factor

External environment and task completion time are closely related to college students' procrastination behavior. The more time a task is assigned, the longer it takes to complete it. At this time, the incentive effect for college students to complete tasks will be greatly reduced, which to a large extent leads to the emergence of procrastination behavior. In addition, compared with college students without procrastination, those with procrastination often find it difficult to get rid of the constraints of external environment. In particular, the interference of various entertainment activities in society makes it difficult for college students to resist the current temptation and to concentrate on completing tasks, which to some extent increases the procrastination behavior.

3. Optimizion Countermeasures to Overcome Procrastination Behavior of Minority College Students

3.1 Develop College Students' Emotional Regulation Skills

In order to effectively control the current procrastination behavior of minority college students, it is necessary to promote their self-improvement of emotional adjustment skills. Therefore, if college students want to control their own behavior, they need to constantly strengthen the cultivation of self-control ability. If they can not be responsible for their own emotions and can not restrain their own emotions, it will inevitably lead to their self-restraint failure, and to a large extent, their corresponding psychological changes. Based on the above problems, college students often choose the way of procrastination to resist themselves passively when they can not control it. Therefore, cultivating college students' emotional regulation skills is of great significance for controlling their procrastination behavior. At the same time, college students should learn to control their own emotion and emotional disorder. Based on this situation, college students are supposed to learn to control and solve the above problems by means of diverting their attention.

3.2 Help College Students Master Cognitive Strategies

Usually, the level of self-restraint of college students seriously affects the level of self-control. When their self-control ability is not strong enough and there is a lack of self-behavior restraint consciousness, the self-control level will also be in a low state. When they are in the above state, it means that their cognitive ability is not strong and their cognitive level is not high, failing to restrain themselves according to the basic code of conduct. Based on the above situation, college students should constantly strengthen their own management, and gradually master effective cognitive strategies under the correct guidance of teachers. Moreover, college students are trained according to actual self-encouragement and self-imagination, so as to strengthen their cognitive strategy level. According to the actual situation of self-regulation, it is possible to promote their own actual control behavior. Through the above-mentioned ways, it is feasible to reduce the probability of procrastination behavior of college students.

3.3 Cultivate College Students' Social Communication Ability

For minority college students who are about to enter society, they want to adapt to the society quickly and reduce their procrastination behavior in the actual social life. It is necessary for them to actively participate in college activities and cultivate their social interaction ability, which plays an important role in solving their procrastination problems. Practice is the only criterion to test truth. Only by combining theory with practice and placing college students in practical activities can their cognitive ability and behavioral skills be improved. Based on this situation, they are required to take the initiative to communicate with teachers and other students. In addition, in the actual process of communication, they should gradually cultivate the ability to handle relationship and control the

ability to communicate with people. On the basis of guaranteeing the cultivation of other abilities, they also need to pay attention to the improvement of self-restraint ability of minority college students, and then effectively overcome procrastination.

4. Conclusion

In summary, with college students entering college campus, due to changes in the surrounding environment, college students are unable to quickly integrate into the new environment in a short period of time, which to some extent increases the procrastination behavior of tehnic minority college students. For example, college students' lack of interest in the tasks assigned by teachers increases the occurrence of procrastination. Under such circumstances, college students should constantly improve their self-restraint, self-regulation and self-control abilities in practical learning. At the same time, teachers are supposed to help students cultivate their social communication ability according to their actual situation. In the process of communicating with teachers, classmates and others, students should gradually enhance their awareness of communicating with others, properly handle interpersonal relationships, establish correct cognitive strategies, and effectively control procrastination behavior.

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