

PROCRASTINATION AND TIME PERSPECTIVE AMONG PRIMARY SCHOOL STUDENTS

SUMMARY: The main goal of this research was to study the relationship between procrastination and time perspective among primary school students. Procrastination or delays in fulfilling obligations is an issue that can take hold in all social classes and ages. It therefore affects young people as well, who are on the verge of making the first important decision about their future professional development. Can their dominant time perspective influence the tendency to prolong the obligations which would affect their future? Does focusing on the past, the present and the expectation of negative consequences in the future hinder the obligation-related activity? There are still no reliable answers to a number of questions concerning procrastination. The research sample consisted of 108 students of elementary schools in Paracin and Cacak. The modal age value was 15. Six dimensions of the time perspective were measured by a short version of Zimbardo Time Perspective Inventory. Procrastination was measured by the Steel Irrational Procrastination Scale. The main hypothesis was confirmed and a statistically significant regression model was obtained, which makes it possible to explain 49.6% of procrastination variance. The dimensions of the fatalistic present ($\beta = 0.328$) and the positive future ($\beta = -0.492$) were marked as significant predictors. Students with an external control locus and with expectation of negative events in the future showed a stronger tendency to procrastinate.

KEY WORDS: procrastination, time perspective, primary school students.