



EOC
EUROASIAN
ONLINE
CONFERENCES

ENGLAND CONFERENCE

**INTERNATIONAL CONFERENCE ON
MULTIDISCIPLINARY STUDIES AND
EDUCATION**



Google Scholar

zenodo

OpenAIRE

doi digital object
identifier

eoconf.com - from 2024



INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION: a collection scientific works of the International scientific conference – London, England, 2026. Issue 5

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION**». Which took place in London 2026.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.





WHY DO PEOPLE START STUDYING AT THE LAST MINUTE?

Abduxalilova Zarifaxon Maxammadyunus qizi

Namangan State Institute of Foreign Languages, English Philology

zarifaabduxalilova2004@gmail.com +998 956793008

Abstract: This article investigates the widespread academic behavior of last-minute studying, commonly referred to as cramming. The aim of the research is to identify the psychological, neurological, social, and systemic factors that drive students to delay their study sessions until just before an exam or deadline. Research methods include a review and synthesis of scholarly literature in the fields of psychology, behavioral economics, and neuroscience. The findings reveal that last-minute studying is primarily a consequence of procrastination rooted in emotional avoidance, fear of failure, self-handicapping, temporal discounting, and a lack of effective time management skills. The study also highlights the role of social norms and overloaded academic schedules in perpetuating this behavior. The conclusion emphasizes that equipping students with evidence-based study strategies and building supportive academic environments are the most effective approaches to breaking the cycle of last-minute studying.

Keywords: procrastination, last-minute studying, cramming, time management, emotional regulation, fear of failure, self-handicapping, temporal discounting, spaced repetition, academic behavior.

NIMA UCHUN ODAMLAR O'QISHNI OXIRGI DAQIQAGA QOLDIRISHADI?

Annotatsiya: Ushbu maqola talabalar o'rtasida keng tarqalgan hodisa — oxirgi daqiqada o'qishni boshlashning sabablarini o'rganadi. Tadqiqot maqsadi: prokrastinatsiyaning psixologik, neyrologik, ijtimoiy va tizimiy sabablarini aniqlash. Tadqiqot metodlari: psixologiya, xulq-atvor iqtisodiyoti va neyrologiya sohasidagi ilmiy adabiyotlarni tahlil qilish. Natijalar shuni ko'rsatadiki, oxirgi daqiqada o'qish ko'pincha hissiy qochish, muvaffaqiyatsizlikdan qo'rquv, vaqtni boshqara olmaslik va ijtimoiy normalar bilan bog'liq. Xulosa: samarali o'quv strategiyalarini o'rgatish





va qo'llab-quvvatlovchi akademik muhit yaratish bu muammoni hal etishda asosiy omil hisoblanadi.

Kalit so'zlar: prokrastinatsiya, oxirgi daqiqada o'qish, vaqtni boshqarish, hissiy tartibga solish, muvaffaqiyatsizlikdan qo'rquv, o'z-o'ziga to'siq, intervalli takrorlash, akademik xulq-atvor.

ПОЧЕМУ ЛЮДИ ОТКЛАДЫВАЮТ УЧЁБУ НА ПОСЛЕДНИЙ МОМЕНТ?

Аннотация: Данная статья исследует широко распространённое среди студентов явление — откладывание учёбы на последний момент. Цель исследования: выявить психологические, неврологические, социальные и системные причины прокрастинации. Методы: анализ научной литературы в области психологии, поведенческой экономики и нейронауки. Результаты показывают, что данное поведение обусловлено эмоциональным избеганием, страхом неудачи, самосаботажем, временным дисконтированием и недостатком навыков управления временем. Вывод: обучение студентов эффективным стратегиям учёбы и создание поддерживающей академической среды являются ключевыми решениями данной проблемы.

Ключевые слова: прокрастинация, учёба в последний момент, управление временем, эмоциональная регуляция, страх неудачи, самосаботаж, интервальное повторение, академическое поведение.

INTRODUCTION

Last-minute studying — the practice of concentrating all study efforts in the hours immediately before an exam or deadline — is one of the most common and widely recognized behaviors among students worldwide. Despite being broadly understood as an inefficient and stressful approach, the behavior persists across educational levels and cultural contexts. A student may spend weeks intending to prepare, yet find themselves frantically reviewing material the night before an examination.

This phenomenon is not simply a product of laziness or lack of motivation. A growing body of research in psychology, neuroscience, and behavioral economics reveals that last-minute studying is driven by a complex interplay of cognitive,





emotional, and social factors. Understanding these factors is essential for developing meaningful and lasting solutions.

The aim of this article is to examine the core reasons why students delay their studying until the final moments, drawing on interdisciplinary evidence, and to offer practical recommendations for both students and educational institutions.

LITERATURE REVIEW AND METHODS

The scientific study of procrastination — the voluntary delay of an intended action despite knowing it will lead to worse outcomes — has produced a substantial body of literature. Steel conducted a comprehensive meta-analysis confirming that procrastination is one of the most prevalent forms of self-regulatory failure, affecting an estimated 15–20% of adults chronically and the vast majority of students at least situationally [1].

Sirois and Pychyl repositioned procrastination not as a time management problem but as an emotion regulation problem: individuals avoid tasks that generate negative emotions (anxiety, boredom, self-doubt) in order to gain short-term emotional relief, at the cost of long-term well-being [2]. This framing has significantly influenced subsequent research and intervention strategies.

From the perspective of behavioral economics, Kahneman demonstrated that human cognition operates through two competing systems — a fast, emotion-driven system and a slow, deliberate, rational system — and that procrastination arises when the impulsive system overrides the planning system [3]. This neurological framework helps explain why students who genuinely intend to study in advance repeatedly fail to do so.

Dunlosky et al provided compelling evidence that distributed practice (spaced repetition) produces far superior long-term retention compared to massed practice (cramming), establishing a clear empirical basis for recommending study habits that are spread over time [4].

The research method employed in this article is a qualitative synthesis and critical review of peer-reviewed studies, theoretical frameworks, and empirical findings in the fields of educational psychology, cognitive neuroscience, and behavioral science.

RESULTS AND DISCUSSION





The most consistent finding across the literature is that procrastination is primarily an emotional, rather than a time management, problem. When students encounter a task that feels difficult, overwhelming, or boring, the brain instinctively seeks relief through avoidance. Postponing studying provides immediate emotional comfort — the anxiety associated with confronting the material temporarily disappears. Over time, this avoidance behavior is reinforced through negative reinforcement, making it increasingly automatic and difficult to break.

This explains why simply telling students to "just start earlier" is rarely effective. Without addressing the underlying emotional dynamics, the avoidance response remains intact regardless of how many times a student resolves to change their habits.

Temporal discounting refers to the universal human tendency to assign greater value to immediate rewards than to future rewards. When an examination is three weeks away, the reward associated with studying (a good grade) feels abstract and distant, while the reward offered by leisure activities (entertainment, social interaction) feels immediate and concrete. As a result, the brain consistently prioritizes the present over the future — until the future arrives.

Compounding this is what Kahneman calls the planning fallacy: the systematic tendency to underestimate how long tasks will take and to overestimate future motivation. Students repeatedly believe they will "feel more like studying" next week, only to discover that next week brings the same resistance as this week [3].

A counterintuitive but well-documented finding is that students who care most deeply about academic performance are sometimes among the most likely to procrastinate. This paradox is explained by the mechanism of self-handicapping: by deliberately not studying in advance, students create a built-in excuse for poor performance. If they fail, it is attributable to lack of time, not lack of ability. This preserves their self-concept as a capable person who simply did not try.

Perfectionism reinforces this pattern. The perfectionistic student waits for the ideal conditions — sufficient energy, a distraction-free environment, complete clarity on where to begin — and since such conditions rarely materialize, studying





is perpetually deferred. Ironically, perfectionism frequently produces the most rushed and least thorough work.

From a neuroscientific perspective, the prefrontal cortex — responsible for planning, self-regulation, and long-term thinking — must actively suppress the impulses generated by the limbic system to enable disciplined study behavior. Under conditions of fatigue, stress, or cognitive depletion, the prefrontal cortex becomes less effective, and the impulse to seek immediate gratification gains dominance.

When a deadline becomes imminent, a physiological stress response is triggered, releasing adrenaline and cortisol, which temporarily heighten alertness and focus. This creates the experience of productive last-minute work. However, memory research clearly shows that information encoded under high stress and sleep deprivation is processed at a surface level and forgotten rapidly. Dunlosky et al. confirmed that cramming produces shallow encoding that does not support long-term retention [4].

Beyond individual psychology, structural and social factors significantly contribute to last-minute studying. Many students carry heavy combined loads of academic work, part-time employment, and personal responsibilities, leaving studying to be perpetually displaced by more immediately pressing demands. Effective time management is rarely taught explicitly within educational curricula, meaning students are expected to develop these skills independently.

Equally important is the social normalization of cramming within student culture. Statements such as "I only studied for two hours and still passed" are often shared with pride, creating a social environment in which procrastination is rewarded with status rather than discouraged. This cultural dimension reinforces the behavior at a collective level, making individual change more difficult.

CONCLUSION

Last-minute studying is not a simple problem attributable to laziness or poor character. It is the product of overlapping psychological mechanisms — emotional avoidance, temporal discounting, fear of failure, and self-handicapping — combined with neurological limitations, inadequate time management education, and social norms that normalize crisis-mode learning.





The neurological and educational evidence is clear: distributed, intentional study over time produces superior learning outcomes compared to concentrated last-minute effort. Breaking the cycle requires a dual approach. Students must develop emotional regulation skills, adopt evidence-based strategies such as spaced repetition and implementation intentions, and cultivate a growth mindset that separates self-worth from academic performance. Educational institutions, in turn, must teach study skills explicitly, introduce low-stakes formative assessments throughout the semester, and foster an academic culture that values process over performance.

Ultimately, education should be understood not as a series of high-stakes hurdles to be cleared at the last possible moment, but as a sustained, cumulative process of building knowledge, understanding, and genuine intellectual curiosity. That shift in perspective must begin long before the night before the exam.

REFERENCES

1. Steel, P. The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. – Psychological Bulletin, 2007. – Vol. 133(1). – P. 65–94. (Prokrastinatsiyaning tabiati: o'z-o'zini boshqarishdagi asosiy muvaffaqiyatsizliklarning meta-analitik tahlili // Природа прокрастинации: мета-аналитический обзор саморегуляции)
2. Sirois, F. M., & Pychyl, T. A. Procrastination and the priority of short-term mood regulation: Consequences for future self. – Social and Personality Psychology Compass, 2013. – Vol. 7(2). – P. 115–127. (Prokrastinatsiya va qisqa muddatli kayfiyatni boshqarish ustuvorligi // Прокрастинация и приоритет краткосрочной регуляции настроения)
3. Kahneman, D. Thinking, Fast and Slow. – New York: Farrar, Straus and Giroux, 2011. – 499 p. (Tez va sekin fikrlash // Думай медленно... решай быстро)
4. Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. Improving students' learning with effective learning techniques. – Psychological Science in the Public Interest, 2013. – Vol. 14(1). – P. 4–58. (Samarali o'quv usullari yordamida talabalar o'qishini yaxshilash // Улучшение обучения студентов с помощью эффективных техник)
5. Duckworth, A. L., Milkman, K. L., & Laibson, D. Beyond willpower: Strategies for reducing failures of self-control. – Psychological Science in the Public Interest, 2018. – Vol. 19(3). – P. 102–129. (Irodadan tashqari: o'z-o'zini nazorat qilishdagi muvaffaqiyatsizliklarni kamaytirish // За пределами силы воли)

