

## ABSTRACT

Procrastination is shown in many studies to be very common among college students and has a negative impact on their academic achievements and mental health. This study attempts to extend the research on the correlation between procrastination and academic performance, and the underlying psychological mechanism thereof by proposing a moderated mediation model. 251 Chinese college students voluntarily participated in this study and completed a self-report questionnaire survey on procrastination, anxiety level, neuroticism, and academic performance. Correlation analysis revealed that procrastination was negatively correlated with academic performance, positively correlated with anxiety level and neuroticism. Anxiety level had a strong positive correlation with neuroticism but did not have a significant correlation with academic performance. Results indicated anxiety level did not play a mediating role on the link of procrastination and academic achievement, while neuroticism marginally moderated the relationship between procrastination and anxiety level. The results would be discussed in terms of cultural differences, sampling and measurement of anxiety level. In addition, Explanatory Factor Analysis (EFA) and reliability analysis indicated that the student version of General Procrastination Scale (GP-S) was applicable and reliable in a Chinese college student population. Limitations of this study and future directions were discussed.