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Abstract

Individual differences in student learning influence academic performance, and two aspects influencing the learning process are the particular learning approach the students use and procrastination behaviour. We examined the relationships between learning approaches, procrastination and academic achievement (measured 1 year later as the grade point average (GPA)) amongst 428 first-year university students. Deep and strategic learning approaches positively predicted GPA, and a mediation analysis showed that the strategic learning approach also partly mediated the effect between deep learning approach and GPA. Less procrastination was associated with a strategic learning approach, but procrastination tendencies did not predict GPA.

Recommendations are made for educating new students in cognitive and meta-cognitive strategies, helping reduce their procrastination and facilitating the use of deep and strategic learning approaches.

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