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Introduction: Academic procrastination is a specific sub-type of procrastination, assessing the tendency to delay academic tasks in connection with the preparation of courses or exams.
Objectives: To determine the impact of academic procrastination on studies and academic performances and identify associated factors.
Methods: We conducted a cross-sectional descriptive study in students from three different universities: a medical school, a law school and an engineering school. Socio-demographic, clinical and academic data were collected. Procrastination was assessed using the Academic Procrastination Scale. We further administered the Short Version of the impulsive behaviour scale, the Satisfaction with Life Scale, the Perfectionism scale, and the one item Self-esteem Scale.
Results: Our sample consisted of 1019 students. The mean age was 22 ± 2.25 years, and 62% were females. About one third of study participants used tobacco or alcohol, and 10% used drugs (cannabis or others). We found a significant positive correlation between procrastination and academic failure (r=0.22 p= 0.00) and a negative correlation with academic success (r= -0.27 p=0.00). Multivariate regression analysis showed the following risk factors for academic procrastination: alcohol consumption (ORa= 1.74 [1.14; 2.67]), study field (with reference to medicine: law ORa= 1.50 [1.02; 2.19], engineering studies ORa= 2.01 [1.34; 3.02]), and impulsivity (ORa= 2.11 [1.55; 2.86]).
Conclusions: Academic procrastination has a negative impact on academic achievement and performance. This impact appears to differ depending on the field of study. It also seems closely related to impulsiveness and alcohol use. Our findings might contribute to find new ways of helping students to improve academic performance.

Disclosure: No significant relationships.
Keywords: academic performance; alcohol use; Procrastination; Impulsivity

EPV0480

"Just do it tomorrow": Procrastination in Tunisian university students

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Introduction: Procrastination is a common phenomenon among students, defined by the tendency to delay tasks. Procrastination can have a negative impact not only on academic achievement but also on other areas of life.
Objectives: To assess students' level of procrastination and associated psychological factors
Methods: We conducted a cross-sectional descriptive study in students from three different universities: a medical school, a law school and an engineering school. Socio-demographic, clinical and academic data were collected. Procrastination was assessed using the Pure Procrastination Scale. We further administered the Short Version of the impulsive behaviour scale, the Satisfaction with Life Scale, the Perfectionism scale, and the one item Self-esteem Scale.
Results: Our sample consisted of 1019 students. The mean age was 22 ± 2.25 years, 62% were females and almost 70% were single. The mean level of procrastination was 35 ± 10.42. Procrastination was positively correlated with impulsivity (r= 0.37 p=0.00) and perfectionism (r= 1.32 p= 0.00) and negatively correlated with life satisfaction (r= -0.22 p = 0.00) and self-esteem (r= - 0.12 p= 0.00).
Conclusions: The level of procrastination was relatively high in our study population. As described in the literature, impulsiveness and perfectionism were closely and positively related to procrastination, whereas higher procrastination scores were linked to lower quality of life and self-esteem. Our findings underline the need for counselling services with a focus on procrastination for university students.

Disclosure: No significant relationships.
Keywords: Impulsivity; Perfectionism; quality of life; Procrastination

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Mental health and help seeking behaviour in first year medical students

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Introduction: Mental health challenges are common among medical students. Data shows that that they are less likely to use mental health services, regardless of experiencing frequent mental health issues.
Objectives: The aim of our study was to evaluate first year medical students' mental health state and attitude to seeking help.
Methods: The target group was the first year medical students in Vilnius University. Anonymous questionnaire created by authors was used to evaluate socio-demographic data, self-perceived emotional state level, attitudes and accessibility to mental health services. The study involved 152 first year medical students: 97 of them were local and 55 international students.
Results: The majority of students (71.7%) reported that their studies negatively impacted their emotional condition. 14.5% of all students thought that they needed a consultation by mental health specialist, but decided not to seek help. 11.2% of students reported having used psychotropic drugs which had not been officially prescribed by a psychiatrist. 18.4% of all students thought that seeing a mental health specialist could negatively affect their future career as a doctor. 30.9% of students reported that they had used alcohol to improve their emotional state, 11.2% of students had used cannabis, 4.6% of students had used other drugs (e.g. LSD, amphetamine, cocaine) for this purpose.