

With university students, we have used a version composed of 36 items that evaluates three factors, with good validity and reliability: Depression, Anxiety/Hostility and Positive Affect (Amaral et al. 2013).

However, to be included in digital apps that in addition to ecological momentary assessment parameters require a weekly or even daily assessment of mood states, this version has little usability.

Objectives: To develop a shorter version of the POMS-36 based on Exploratory Factor Analysis and to analyse its construct validity using Confirmatory Factor Analysis in a sample of Portuguese college students.

Methods: 765 students (69.2% females; mean age=22.09±2.433; range: 17-26) fill in the POMS-36 and the Perceived Stress Scale (Amaral et al. 2014). The total sample was randomly divided in two sub-samples. Sample A (N=380) was used to EFA and sample B (N=385) was used to CFA.

Results: Through EFA (with varimax rotation and extracting three factors), the four items with the highest loadings in their respective factor were selected. Then, the CFA, carried out with the AMOS, revealed that this three-factor model, with two pairs of correlated errors, indicated a good fit ($X^2/df=4.6010$; CFI=.9561; GFI=.9406; TLI=.9559; RMSEA=.0687, $p[rmsea]=0.04$). The internal consistency analysis resulted in α (Cronbach alphas) <.75 for the three factors. Pearson correlations of the three factors - Depression, Anxiety/Hostility, Amability/Vigour - with Perceived stress were all significantly ($p<.01$) and moderate, respectively: .533, .614 and -.461.

Conclusions: Although much shorter, the new POMS-12 has good validity (construct and divergent-convergent) and reliability, being more suitable in studies that require frequent and rapid self-monitoring of affective states, such as ISABELA ("IoT Student Advisor and Best Lifestyle Analyser"), an app targeting student mental health and well-being in which we have been working.

Disclosure of Interest: None Declared

EPP0886

Relationship between self-esteem, self-efficacy and academic procrastination among medical students

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Introduction: Recent studies proved that academic procrastination is a very common pervasive problem that has a negative impact on general well-being, causing distress, anxiety, remorse and unhappiness. It could also result in poor academic performance and negatively affect students' satisfaction with themselves and their academic life.

Objectives: The aim of this study was to explore the influence of self-esteem and self-efficacy on academic procrastination among Tunisian medical students.

Methods: We conducted a cross-sectional, descriptive and analytical study among medical students from Tunisia. Data were

collected through an anonymous online questionnaire, exploring sociodemographic characteristics, the "Tuckman Procrastination Scale" (TPS), the "Rosenberg's self-esteem scale" (RSES) and the "General Self-Efficacy Short Scale" (GSESS).

Results: A total of 133 participants completed the questionnaire. Their mean age was $26 \pm 3,8$ years, with a sex-ratio (F/M) of 4,5. Among them 87.2% were engaged in academic procrastination, 57,1% showed low self-esteem and 55,6% perceived themselves as non-effective.

GSESS score were higher among males ($p=0.019$)

TPS score was negatively correlated with RSES score ($p<0.001$; $r=-0.372$). RSES score was positively correlated with GSESS score ($p<0.001$; $r=0.44$).

No relationship was proved between TPS and GSESS.

Conclusions: Even though procrastination is most of the time considered as a maladaptive and detrimental behavior with a psychological cost, some authors consider it acting in a beneficial way, as it reflects self-reliance, autonomy and self-confidence knowing that they are able to finish their task in time. As a result, procrastination is linked to feelings of superiority and it should be reconed as "purposeful delay".

Disclosure of Interest: None Declared

EPP0887

Academic procrastination among tunisian medical students: prevalence and associated factors

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Introduction: Medical students have to do multiple tasks as part of their extensive curriculum in order to achieve the proficiencies expected of them. Being overwhelmed creates a time management problem, substance use and a tendency to procrastinate. Therefore, accumulated tasks may generate distress that could result in poor academic performance.

Objectives: The aim of this study was to investigate prevalence and factors related to academic procrastination in Tunisian medical students.

Methods: It was a cross-sectional, descriptive and analytical study conducted among Tunisian medical students. Data were collected through an anonymous online questionnaire, assessing sociodemographic characteristics, the "Tuckman Procrastination Scale" (TPS) and the "Time Management Subscale of the Learning and Study Strategies Inventory" (LASSI-TM).

Results: A total of 133 participants completed the questionnaire. Their mean age was $26 \pm 3,8$ years, with a sex-ratio (F/M) of 4,5. The mean LASSI-TM score was 16.69 ± 4.6 . Among students, 65.4 % showed deficit in time management.

The mean TPS score was 42.48 ± 7.11 . According to this scale, 87.2% of participants were engaged in academic procrastination. TPS score was significantly higher among psychoactive substances users ($p=0.004$), in those with psychiatric history ($p=0.026$) and in