"Impact of Procrastination on Anxiety, Stress and Depression among College Students"

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ABSTRACT

This study explores the impact of procrastination on anxiety, stress, and Depression among college students. The primary objective was to examine how varying levels of procrastination affect these psychological dimensions. It was hypothesized that there would be no significant difference between students with high and low procrastination in terms of anxiety, stress, and depression. A sample of 100 college students aged 18 to 24 from Nashik City, Maharashtra State, was selected for the study, including 50 high-procrastination and 50 low-procrastination students. The Samvaidna's Procrastination Scale (Abrahim, 2013) was utilized to measure procrastination, while the Anxiety, Depression and Stress Scale (ADSS) (Bhatnagar et al., 2011) was employed to assess anxiety, stress, and depression. The independent variable was the level of procrastination (high vs. low), and the dependent variables were anxiety, stress, and depression. Data were analyzed using the 't' test. Results indicated that students in the high procrastination group had significantly higher mean scores in anxiety, stress, and depression compared to those in the low procrastination group. These findings underscore the importance of addressing procrastination to enhance mental health among college students, enlightening us about the significance of this issue.

Keywords:- Procrastination, College Students, Anxiety, Stress, Depression

Introduction:

Procrastination, the act of delaying or postponing tasks, is a common behavior among college students that can have significant negative consequences on their mental health. This study, far from being just an academic exercise, has direct and practical implications for educators and psychologists working with college students. It delves

into the complex psychological behavior of procrastination, which is not merely a time management issue but is linked to various mental health outcomes, including anxiety, stress, and depression. The analysis of this study examines the profound impact of procrastination on these psychological dimensions among college students, highlighting the importance of these findings for the field of psychology.

Impact of Procrastination on Anxiety:

Procrastination has been shown to increase anxiety levels among students. When students delay their academic tasks, the resulting accumulation of work and the looming deadlines often create a sense of panic and worry. According to a study by Sirois and Tosti (2012), procrastination is associated with higher levels of academic anxiety. This anxiety can stem from the fear of not completing tasks on time, performing poorly, or facing negative evaluation. The study further suggests that procrastination exacerbates anxiety by creating a cycle of avoidance, where students delay tasks to avoid discomfort, which in turn increases anxiety as deadlines approach.

Impact of Procrastination on Stress:

In addition to anxiety, procrastination is closely linked to increased stress levels. Stress arises when students perceive that they do not have adequate time to complete their tasks due to prior delays. A study by Tice and Baumeister (1997) found that students who procrastinate report significantly higher levels of stress, particularly as deadlines approach. The researchers noted that while procrastinators might initially experience lower stress levels early in the semester due to putting off work, their stress levels escalate significantly later when they face the pressure of multiple pending tasks. This increase in stress can negatively affect both their academic performance and overall well-being.

Impact of Procrastination on Depression:

Procrastination has also been associated with higher levels of depression. Chronic procrastinators often experience feelings of guilt, shame, and inadequacy due to their repeated failure to complete tasks on time, which can contribute to depressive symptoms. A meta-analytic review by van Eerde (2003) highlights that procrastination is significantly correlated with depression. This relationship may be mediated by the negative self-evaluations and reduced self-esteem that often accompany procrastination, leading to a sense of helplessness and hopelessness, which are key components of depression. Umar, R., Nazir, M., Mazhar, A., Hayat, U., Khan, Z. K., & Iqbal, A. (2023). This study examined the role of academic procrastination in predicting levels of depression, anxiety, and stress among college students. Procrastination has been linked

to negative outcomes in terms of mental health, academic performance, and overall physical and psychological well-being. The research aimed to explore how delaying academic tasks contributes to the psychological burden experienced by students. The study employed a quantitative approach using a correlational research design. Data were gathered through a survey administered to a convenience sample of 251 college students. The data analysis was conducted using SPSS software, where inferential statistics, including Pearson correlation and linear regression analysis, were applied to test the hypotheses. The results indicated that academic procrastination is a significant positive predictor of psychological distress, including depression, anxiety, and stress. Additionally, a positive relationship was found between academic procrastination and these psychological issues. The impact of procrastination on anxiety, stress, and depression among college students is substantial and well-documented. Procrastination not only hinders academic success but also contributes to severe mental health challenges, including heightened anxiety, increased stress, and a greater risk of depression. These findings underscore the importance of developing effective interventions and strategies to help students manage procrastination, thereby promoting better mental health and academic outcomes.

Objectives:

1. To investigate the procrastination's impact on college students' Anxiety, Stress and Depression.

Hypotheses:

1. There will be no significant difference between high and low procrastination in the dimension of Anxiety, Stress and Depression.

Sample:

For the present study, 100 subjects were selected from Nashik City, Maharashtra State. The adequate sample consisted of 100 subjects (Procrastination was used as a scrutiny test), 50 high-procrastination college students, and 50 low- procrastination college students. The age range of subjects was 18 to 24 (Mean 20.48, SD = 3.41).

Research Tools:

1) Samvaidna's Procrastination Scale (Abrahim, 2013):

Procrastination Scale was constructed by Abraham, 2013. The response was measured on a 5-point Likert Scale. A weight of 5 was assigned to the strongly agree response, 4 for agree, 3 for undecided, a weight for disagree and 1 for the strongly

disagree response. The total scores are obtained by adding the weights assigned. The total range is from 30-150. If scores between 110-150 indicate high procrastination, 71-109 indicate average procrastination, 30-70 indicate low procrastination a highly reliable and valid tool.

2) Anxiety, Depression And Stress Scale (ADSS):

Bhatnagar P., Singh M. and Pandey M. (2011) were used to assess anxiety, depression and stress. ADSS comprises of 48 items divided in to three subscales which are- 1. Anxiety subscale- comprises of 19 items covering various symptoms that are manifestation of anxiety. 2. Depression subscale comprises of 15 items representing the different symptoms of depression. 3. Stress subscale having 14 items and they are covering the symptoms that people experience in the state of stress. Responses of the items are in terms of yes or no.

Variable:

Independent variable: Types of Procrastination a) High b) Low

Dependent Variable: 1. Anxiety 2. Stress 3. Depression

Statistical Analysis:

't' Value was used for the present study.

Statistical Interpretation and Discussion:

Mean S.D. and "t" Value of Anxiety, Stress and Depression among High and Low Procrastination college students.

Dimensions	Types of Procrastination					
	High Procrastination		Low Procrastination			
	Mean	SD	Mean	SD	df	"t"
Anxiety	5.02	1.96	3.21	2.03	98	4.53**
Stress	5.38	2.15	2.69	2.33	98	5.99**

| Depression | 4.01 | 2.04 | 1.97 | 1.62 | 98 | 5.53** |

*Significant Level *0.05 = 1.98, **0.01 = 2.58*
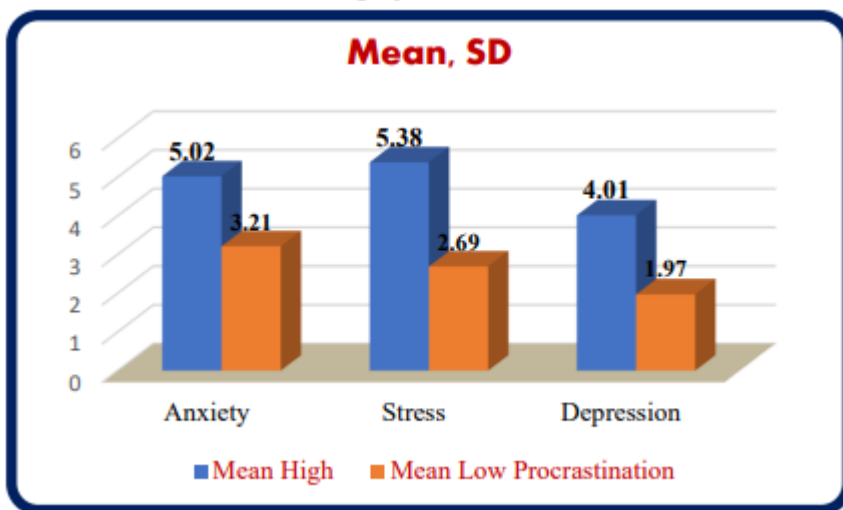
The table presents the mean, standard deviation (SD), and t-values for anxiety, stress, and depression among college students categorized into two groups based on their levels of procrastination: high and low.

Anxiety:

The mean anxiety score for students with high procrastination is 5.02, with a standard deviation of 1.96. In contrast, students with low procrastination have a lower mean anxiety score of 3.21 and a standard deviation of 2.03. The t-value for the difference between these two groups is 4.53, which is statistically significant at the 0.01 level ($p < 0.01$). This indicates that students who procrastinate more tend to experience significantly higher levels of anxiety than those who procrastinate less.

Stress:

For stress, students with high procrastination have a mean score of 5.38 and a standard deviation of 2.15. Those with low procrastination have a significantly lower mean stress score of 2.69, with a standard deviation of 2.33. The t-value for stress is 5.99, which is also statistically significant at the 0.01 level. This result suggests that high procrastination is associated with significantly higher stress levels among students compared to their low procrastination counterparts.

Depression:

The mean depression score for high procrastination students is 4.01, with a standard deviation of 2.04. Students with low procrastination have a mean depression score of 1.97 and a standard deviation of 1.62. The t-value of 5.53 indicates a statistically significant difference at the 0.01 level, demonstrating that students who engage in high levels of procrastination are more likely to experience higher levels of depression compared to those who procrastinate less.

Conclusion:

All three psychological dimensions, anxiety, stress, and depression, show significantly higher mean scores in the high procrastination group compared to the low procrastination group. These findings highlight the importance of addressing procrastination in interventions to improve students' mental health.

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