



“IMPACT OF PROCRASTINATION ON HAPPINESS AND MENTAL HEALTH AMONG COLLEGE STUDENTS”

Dr. Pradnya Shankarrao Kale

**Assistant Professor, Dept. Of Psychology,
Kohinoor Arts, Commerce and Science college Khultabad Chh. Sambhajinagar.**

ABSTRACT:

The present study aimed to examine the impact of procrastination on happiness and mental health among college students. A sample of 100 college students aged 18-24 years from Chhatrapati Sambhajinagar District, Maharashtra, was selected using randomized sampling. The participants were divided into two groups: 50 high-procrastination and 50 low-procrastination students. The independent variable was the level of procrastination, while the dependent variables were happiness and mental health. Procrastination levels were measured using Samvaidna's Procrastination Scale, happiness was assessed through the Happiness Scale (HS-RHMJ), and mental health was evaluated using the Mental Health Inventory. The statistical analysis employed was the "t" test. Results indicated that procrastination has a significant negative impact on both happiness and mental health. Students with high procrastination levels exhibited lower happiness and poorer mental health compared to those with low procrastination levels. These findings highlight the detrimental effects of procrastination on students' well-being, suggesting that addressing procrastination could play a crucial role in improving happiness and mental health among college students.



KEY WORDS: Procrastination, Happiness, Mental Health, College Students .

INTRODUCTION: -

Procrastination, the act of delaying or postponing tasks, is a widespread behavior, particularly among college students. It is often associated with various negative outcomes, including poor academic performance, stress, anxiety, and diminished well-being. While procrastination might be perceived as a simple habit of putting off work, research indicates that its impact extends to more profound aspects of mental health and happiness (Steel, 2007). In the context of college students, who face multiple academic and social pressures, procrastination can exacerbate mental health challenges and lower life satisfaction (Sirois, 2014). Understanding the relationship between procrastination, happiness, and mental health is essential for developing interventions that can support students' well-being and academic success.

The Nature of Procrastination

Procrastination is often considered a form of self-regulation failure, where individuals are unable to manage their time and goals effectively (Tice & Baumeister, 1997). Studies have found that procrastination is linked to short-term mood improvement, as individuals engage in avoidance behaviors that provide immediate relief from stress or anxiety associated with a task (Sirois & Pychyl, 2013). However, this temporary emotional benefit comes at the cost of long-term well-being, as tasks accumulate and stress increases.

Steel's (2007) research suggests that procrastination is prevalent in academic settings, with nearly 70% of college students engaging in procrastinatory behaviors. This tendency is driven by various factors, including fear of failure, perfectionism, and a lack of intrinsic motivation. Furthermore, procrastination can become habitual, reinforcing a cycle of avoidance and stress (Sirois, 2014).

Procrastination and Mental Health

Several studies have established a strong link between procrastination and poor mental health outcomes. Procrastinators are more likely to experience higher levels of stress, anxiety, and depression compared to their non-procrastinating peers (Beutel et al., 2016). In a study by Sirois (2014), it was found that chronic procrastinators tend to have poorer health outcomes, including elevated levels of stress and negative emotions, which can exacerbate underlying mental health issues.

One reason for this connection is that procrastination often leads to a sense of guilt and self-blame, which can spiral into negative thought patterns, further impairing mental health (Stead et al., 2010). For students, the pressure of looming deadlines and the realization of wasted time can trigger anxiety and depressive symptoms, creating a negative feedback loop that reinforces procrastinatory behavior.

Procrastination and Happiness

Happiness, or subjective well-being, is another area negatively affected by procrastination. Procrastinators report lower levels of life satisfaction and overall happiness compared to individuals who manage their time more effectively (Wäschle et al., 2014). This dissatisfaction is often rooted in the unfulfilled goals and the stress associated with delayed work. Research has shown that individuals who procrastinate experience a sense of failure and reduced self-worth, which undermines their happiness (Stead et al., 2010).

Procrastination can disrupt an individual's ability to engage in activities that contribute to long-term happiness, such as academic success, meaningful social interactions, and personal growth. The tendency to procrastinate on important tasks can result in missed opportunities and diminished life satisfaction (Tice & Baumeister, 1997). This pattern is particularly relevant for college students, who are in a developmental phase where academic and personal achievements significantly impact their future happiness and mental well-being.

Research Gaps and the Need for Further Investigation

Despite the established link between procrastination and mental health, more research is needed to fully understand the mechanisms by which procrastination influences happiness and overall well-being. Studies focusing on the role of emotional intelligence, coping strategies, and self-regulation in the relationship between procrastination and mental health could provide valuable insights (Wäschle et al., 2014). Additionally, interventions aimed at reducing procrastination through time management training, mindfulness, and cognitive-behavioral therapy could be beneficial in promoting happiness and mental health among college students.

OBJECTIVE OF THE STUDY:

1. To Find out the impact of procrastination on happiness and mental health among college students.

Hypothesis:

- 1) There will be no significant impact of procrastination on college students' happiness and mental health.

Sample:

The study included 100 college students chosen through randomized sampling. The sample comprised 50 high-procrastination and 50 low-procrastination college students from Chhatrapati Sambhajnagar District, Maharashtra state. The students' age range was 18-24 years (mean=20.28, standard deviation=3.47). Non-probability purposive sampling was employed for this study.

Variables**A) Independent Variables****1) Level of Procrastination**

- a. High procrastination
- b. Low procrastination

B) Dependent Variables

- 1) Happiness
- 2) Mental Health

Research Tools**1) Samvaidna's Procrastination Scale (Abraham, 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) Happiness Scale:-

The Happiness Scale (HS-RHMJ) by Himanshi Rastogi and Janki Moorjani (2017) consists of 62 items divided into five areas: I. Subjective Well-being, II. Social Wellbeing, III. Career Well-being, IV. Emotional Well-being, and V. Spiritual Well-being. The reliability of the scale was calculated using the Split Half (Odd-even method) and was found to be $r = 0.88$. The validity correlation was calculated to be $r = 0.91$.

3) Mental Health Inventory:

Mental health inventory constructed by Dr. Jagdish and Dr. A K Srivastav. 56 items are in the questionnaire and each of the items has four responses – 1. Almost always true, 2. Some time true, 3. Rarely true and 4. Almost never true. The reliability of the inventory was determined by split-half method using odd-even procedure. Overall mental health reliability coefficients is .73 and Construct validity mental health inventory and general health questionnaire (Gold beig, 1978) it was found to be .54

Statistical Analysis:

"t" value Statistics is used for the present study.

Statistical Analysis and Discussion

Mean, standard deviation, and t-value of happiness and mental health among college students with high and low levels of procrastination.

Table No-1

Dimensions	Level of Procrastination				df	t
	High		Low			
	Mean	SD	Mean	SD		
Happiness	234.59	6.61	258.67	7.78	98	16.67**
Mental Health	114.89	5.91	129.77	4.80	98	13.81**

Significant at 0.01 = 2.62, 0.05* = 1.98**

Happiness: College students with low levels of procrastination reported significantly higher levels of happiness (M = 258.67, SD = 7.78) compared to those with high levels of procrastination (M = 234.59, SD = 6.61). The t-value of 16.67** is significant at the 0.01 level.

Mental Health: Similar to happiness, college students with low levels of procrastination reported significantly higher levels of mental health (M = 129.77, SD = 4.80) compared to those with high levels of procrastination (M = 114.89, SD = 5.91). The t-value of 13.81** is also significant at the 0.01 level.

The findings of this study align with existing research on the negative impact of procrastination on psychological well-being (e.g., Ferrari & Roig, 2010; Steel, 2007). Procrastination, characterized by the intentional delay of important tasks despite negative consequences, can lead to stress, anxiety, and reduced self-esteem.

These psychological factors can, in turn, negatively affect happiness and mental health.

The significant differences in happiness and mental health between the two groups suggest that procrastination is a potent predictor of these outcomes. This finding highlights the importance of addressing procrastination in college students to improve their overall well-being.

Implications:

- **Interventions:** Colleges and universities can implement interventions to help students manage procrastination, such as time management workshops, mindfulness training, and academic counseling.
- **Research:** Further research is needed to explore the underlying mechanisms linking procrastination to happiness and mental health. Identifying specific factors that mediate this relationship can inform more targeted interventions.
- **Individual Strategies:** Students can benefit from learning and practicing effective time management techniques, setting realistic goals, and seeking support from peers or mental health professionals.

CONCLUSIONS

- 1) This study provides evidence that procrastination is significantly associated with lower levels of happiness and mental health among college students. These findings underscore the importance of addressing procrastination as a critical factor in promoting the overall well-being of college students.

REFERENCES:-

1. Beutel, M. E., Klein, E. M., Aufenanger, S., Brähler, E., Dreier, M., Müller, K. W., & Wölfling, K. (2016). Procrastination, distress and life satisfaction across the age range – A German representative community study. *PLOS ONE*, 11(2), e0148054. <https://doi.org/10.1371/journal.pone.0148054>
2. Ferrari, J. R., & Roig, M. (2010). Procrastination: Theory, research, and treatment. Springer Science & Business Media.
3. Sirois, F. M. (2014). Procrastination and stress: Exploring the role of self-compassion. *Self and Identity*, 13(2), 128-145. <https://doi.org/10.1080/15298868.2013.763404>

4. Sirosis, F. M., & Pychyl, T. A. (2013). Procrastination and the priority of short-term mood regulation: Consequences for future self. *Social and Personality Psychology Compass*, 7(2), 115-127. <https://doi.org/10.1111/spc3.12011>
5. Stead, R., Shanahan, M. J., & Neufeld, R. W. J. (2010). "I'll go to therapy, eventually": Procrastination, stress, and mental health. *Personality and Individual Differences*, 49(3), 175-180. <https://doi.org/10.1016/j.paid.2010.03.028>
6. Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65-94. <https://doi.org/10.1037/0033-2909.133.1.65>
7. Steel, P. (2007). *The procrastination epidemic: The treatment manual*. Wiley.
8. Tice, D. M., & Baumeister, R. F. (1997). Longitudinal study of procrastination, performance, stress, and health: The costs and benefits of dawdling. *Psychological Science*, 8(6), 454-458. <https://doi.org/10.1111/j.1467-9280.1997.tb00460.x>
9. Wäschle, K., Allgaier, A., Lachner, A., Fink, S., & Nückles, M. (2014). Procrastination and self-efficacy: Tracing vicious and virtuous circles in self-regulated learning. *Learning and Instruction*, 29, 103-114. <https://doi.org/10.1016/j.learninstruc.2013.09.005>