

## Negative Emotional Symptoms Determine Academic Procrastination Among School Students

Helen Priya. R.<sup>1\*</sup>, T. Veeramani<sup>2</sup>

### ABSTRACT

The main aim of the current research was to assess the relationship between academic Procrastination and Negative Emotions (depression, anxiety and stress) among school students. A sample of 306 adolescent School Students aged between 14 to 17 years, studying in X, XI, and XII were selected from Government schools in Coimbatore of Tamil Nadu. A cross-sectional sampling method was used to collect the data. Participants completed the Adolescent Academic Procrastination Scale and Depression Anxiety Stress Scale- youth (DASS-Y). The results found that academic procrastination is highly related to negative emotions. Therefore, this study highlights a better understanding of procrastination, depression, stress, anxiety and academic performance of school students.

**Keywords:** *Academic Procrastination, Depression, Anxiety, Stress, School Students*

Procrastination is the intentional denial of planned action, despite being aware of potential negative consequences. Academic procrastination is one area of student behaviour that has been widely studied and affects half of the student population. (Rosental & Carlbring, 2014).

Research indicates that more than 85% of high school students confess to being chronic procrastinators when it comes to their assignments (Tarika Kumar 2017). According to J Ferrari (2022), 20% of teenagers are chronic procrastinators. But it doesn't make it any less dangerous just because it's prevalent. Procrastination may cause stress and anxiety, as well as have a negative impact on your health. Procrastination behaviour is the strongest in younger age groups (14–29 years) and affects increasing age, according to research on people aged 14–95 years Furthermore, (Beutel et al. 2016). Academic procrastination has been noted that as many as 70-95% of teenage students engage in the behaviour (Klassen, Krawchuk, & Rajani, 2008, p. 916). Academic procrastination is a problematic behaviour that has negative impacts on students, further study and focus on this problem are necessary given the scope of this occurrence among students and its negative impact on their academic performance (Zarrin S. A., et., al. 2020). According to Kim & Seo (2015), Research studying effective interventions should improve students' actual study behaviour and reduce academic procrastination.

<sup>1</sup>Ph.D. Research Scholar, Dept of Psychology, Government Arts College Coimbatore-18

<sup>2</sup>Principal, Government Arts & Science College for women, Coimbatore-45

\*Corresponding Author

Received: January 10, 2024; Revision Received: January 23, 2024; Accepted: January 27, 2024

## Negative Emotional Symptoms Determine Academic Procrastination Among School Students

The American Psychological Association (APA), defines that the symptoms of depression are the extreme sadness or despair that lasts more than 2 weeks. Anxiety is defined as a painful or apprehensive uneasiness of mind usually over an impending or anticipated illness (Merriam-Webster, 2012). Stress is the feeling of being overworked, uptight, coiled up, and stressed. The eustress motivates us to finish a task or provide our best effort. Distress is the extreme anxiety or sadness that is unpleasant. Stress is your body's response to anything that requires attention or action (Elizabeth Scott, PhD, 2022).

Academic procrastination is the tendency to delay or postpone of academic task until the deadline is reached. While depression, anxiety and stress may be the outcome of procrastination behaviour or vice versa. These may be the cause of a decline in academic scores. In the academic setting, students have to perform various academic tasks that include working on weekly assignments, laboratory work, and projects in a given frame of time. In the academic scenario, it is essential to establish the deadlines, goals and motivations to acquire the results in a given timeline. But procrastination may cause a dysfunctional role in the management of time and goal achievement. It further causes the elevation in the level of depression, anxiety and stress in the academic setting because of the less credible and unproductive work.

### REVIEW OF LITERATURE

According to Zimmerman, Bandura, and Martinez-Pons Batool et al., (2017), In order to attain successful learning outcomes, students with high self-efficacy will apply learning techniques and regulate the learning process. Meanwhile, procrastination conduct is typically displayed by those who are not making an effort to control their learning. Students are struggle with self-control may experience high levels of worry, which can lead to procrastinating behaviours (Grunschel et al., 2013). Procrastination is strongly predicted by self-control and self-assurance (Klassen & Kuzucu, 2009).

According to (Ragusa, A., et al. 2023) academic stress and anxiety were positively associated with procrastination. Resilience had a protective impact by being positively related to academic stress and anxiety. The correlation between resilience and academic performance was stronger, but stress and anxiety were weaker. There are detrimental effects of procrastination on performance as well as on one's physical and mental health. It's never a very useful habit, but the correlation between it and performance is probably not as great as most people would think. The connection between student academic success and  $r_s = -0.13$  to  $-0.19$  is minimal (Steel, 2007; Kim and Seo, 2015).

Elsaeed A. et al., (2022) Procrastination was predicted by age, gender, depression, stress, anxiety, and well-being. understanding of the complex relationships between procrastination, negative emotions, and well-being by studying the psychological literature. The primary cause for which people view procrastination as a problem. Rather, it might be the impact on one's physical and mental health that ultimately prompts seeking professional assistance (Rozenal and Carlbring, 2014). A Cross-Sectional Study indicates that procrastination among female students is increased by depression. The age of the students, along with stress and anxiety, did not seem to be reliable indicators of procrastination in either male or female students (Gutic, M et al., 2023).

The most often reported negative outcomes in a 36-student qualitative study included worry, anxiety, wrath, discomfort, sadness, guilt, fretting, mental stress, and a poor self-concept (Grunschel et al., 2013). Procrastination increases stress levels, and elevated stress levels can

## Negative Emotional Symptoms Determine Academic Procrastination Among School Students

result in a host of medical problems. Procrastination, however, shows a modest negative connection ( $r = -0.32$  for quality of life and  $r = -0.35$  by Beutel et al., (2016) with these two measures of life satisfaction and quality of life, suggesting that procrastination may harm one's ability to enjoy one's current situation. Rozental, A. et al., (2022) Thematic analysis of the responses on which physical issues were linked to procrastination found that stress and anxiety were the defining factors. g. Stress, anxiety, depression, and sleep and rest were associated with tension and pain. g. Self-loathing, regret, and low self-esteem.

### **METHODOLOGY**

#### *Aim*

- To assess the Negative Emotional symptoms (depression, anxiety, stress) and academic procrastination among adolescent school students.

#### *Objectives*

- To assess the influences of demographic variables on Academic procrastination.
- To find out the relationship between Academic procrastination and negative emotional symptoms (depression, stress, and anxiety) of Adolescent school students.

#### *Hypothesis*

- There is no significant difference between demographical variables on Academic procrastination.
- There is no significant difference between the relationship between Academic procrastination and negative emotional symptoms (depression, stress, and anxiety) of Adolescent school students.

#### **Sample**

The study was carried out in the Coimbatore City of Tamil Nadu State in India. The research was conducted as a cross-sectional study. A sample of 306 adolescent School Students aged between 14 to 17 years, studying in X, XI, and XII were selected from Government schools. The required tools were given to adolescent (Adolescent) school students in a booklet form, containing four questionnaires with a demographic profile sheet (Name/Register number, Gender, Age, Grade of studying, residential, Parent's education, Parental status, Mobile usage and duration, Type of family, Income and last year and internal GPA (percentage). The participants completed appropriate questionnaires to assess academic procrastination and negative emotional symptoms (depression, anxiety, and stress), and the researcher provided any required spoken instructions.

#### *Tools used*

- **Adolescents' Academic Procrastination Scale Qudsiya Jan and Prof. Mohammad Iqbal Mattoo (2022).** 32 Items and a 5-point Likert-type scale. The test-retest reliability of 0.875.
- **Depression, Anxiety, Stress Scale (youth version) (DASS-Y) Szabo, M., & Lovibond, P. F. (2022).** 21 items and score for 3 subscales between 0 to 21 and a 4-point Likert-type scale, The test-retest reliability of 0.956 and 0.96 – depression subscale, 0.89 – anxiety subscale, 0.93 – stress subscale.

#### *Analysis of data*

The data were collected and statistically analysed using descriptive statistics, Pearson correlation, and t-test, using SPSS 26.

**RESULTS**

*Table I: Procrastination according to personal characteristics*

Variable		N	M	SD	t.	Sig
Gender	Male	155	28.39	4.06	2.44	*p ≤ .01
	Female	151	27.82	4.34		
Residential location	Rural	91	27.7	3.4	3.71	**p ≤ .000
	Urban	215	26.39	2.98		
Family Income	High	208	26.7	2.98	0.82	p ≤ .40
	Low	98	26.39	2.81		
Time spent on the internet	Above 4 hrs	120	27.45	5.12	1.54	**p ≤ .001
	Below 4 hrs	176	26.68	4.3		

\*P<0.01; \*\*P<0.001

Table I shows the normal distribution displays the difference in a few personal characteristics such as gender (p ≤ .01), residential area (p ≤ .000) and time spent Internet. Urban students procrastinate more than rural students. High-family-income students more than procrastinate than low-family-income students. Finally, the result showed that family income has no significant difference.

*Table II: Correlation between procrastination, depression, anxiety and stress (N=306)*

Variables	1	2	3	4	5
1 Academic Procrastination	1				
2 Depression	.256**	1			
3 Anxiety	.306**	.258*	1		
4 Stress	.120*	.528**	0.24**	1	
5 DASS-21	.303**	.787**	.615**	.688**	1

\*P<0.05; \*\*P<0.01

Table II shows that procrastination is positively related to depression, anxiety, stress and DASS 21 (r = 303, p< .01). the result showed that procrastination positively related to depression (r = .256, p< .01), Anxiety (r = .306, p< .01) and Stress (r = .120, p< .01). The correlation within the dimensions of the DASS-21 is very strong.

**DISCUSSION**

This research aimed to assess the levels of academic procrastination among adolescent school students. To assess the relationship between Negative Emotional symptoms (depression, anxiety, stress) and academic procrastination among adolescent school students. Some studies indicate that male and female participants do not exhibit significant differences in procrastination rate (Hasanagic A, Ogulmus). Certain western studies have also found no differences between male and female subjects in procrastination. Although the results indicated a statistical difference between males and females in the level of procrastination. It was found, that among the tested measures of mental health High positive correlations between depression, anxiety, and stress are statistically significant.

The correlation between depression, anxiety, and stress dimensions in the study is significant, as some authors suggest that procrastination may play a role in impacting the comorbidity of these conditions (Steel, 2007). Although depression, anxiety and stress have a positive correlation and are directly associated with procrastination, gender, area of living and internet use of the school students prove to be significant factors that affect

## Negative Emotional Symptoms Determine Academic Procrastination Among School Students

procrastination nevertheless family income did not prove to be a significant factor that directly affects to procrastination.

### CONCLUSION

The latest findings are in great agreement with earlier research indicating that at-risk students, especially those who may delay routine school assignments, are effected by low emotional states. This study focused on the association between academic procrastination and negative emotional symptoms, particularly depression, anxiety and stress. Procrastination increases negative emotions (especially depression, and anxiety).

### Limitation

Current research only focused on the level of procrastination and negative emotional symptoms among school students. Only consisted of the school students from Coimbatore city. The sample size of the present study is small. The investigator found difficulty in getting permission for the study setting. The study can future include more variables.

### REFERENCES

- Abdi Zarrin, S., Gracia, E., & Paixão, M. P. (2020). Prediction of academic procrastination by fear of failure and self-regulation. *Educational Sciences: Theory and Practice*, 20(3), 34 - 43. <http://dx.doi.org/10.12738/jestp.2020.3.003>
- Beutel, M. E., Klein, E. M., Aufenanger, S., Brähler, E., Dreier, M., Müller, K. W., Quiring, O., Reinecke, L., Schmutzer, G., Stark, B., & 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>
- Elizabeth Scott, PhD (2022) How Stress Impacts Your Health Guide. <https://www.verywellmind.com/stress-and-health-3145086>.
- Ferrari, J. (2022). Managing Academic Procrastination: A Brief Exploratory Intervention Program with Israeli Students. *Education*, 142(2), 81-90.
- Grunschel, C., Schwinger, M., Steinmayr, R., & Fries, S. (2016). Effects of using motivational regulation strategies on students' academic procrastination, academic performance, and well-being. *Learning and individual differences*, 49, 162-170.
- Grunschel, C., Schwinger, M., Steinmayr, R., & Fries, S. (2016). Effects of using motivational regulation strategies on students' academic procrastination, academic performance, and well-being. *Learning and individual differences*, 49, 162-170.
- Kim, K. R., & Seo, E. H. (2015). The relationship between procrastination and academic performance: A meta-analysis. *Personality and Individual Differences*, 82, 26-33.
- Klassen, R. M., Krawchuk, L. L., & Rajani, S. (2008). Academic procrastination of undergraduates: Low self-efficacy to self-regulate predicts higher levels of procrastination. *Contemporary Educational Psychology*, 33(4), 915-931. <https://doi.org/10.1016/j.cedpsych.2007.07.001>
- Merriam-webster. (2015). Youth. *An encyclopaedia Retrieved from Merriam-Webster's collegiate dictionary*. <http://www.merriamwebster.com/dictionary/youth>
- Milgram, N., & Toubiana, Y. (1991). Academic anxiety, academic procrastination, and parental involvement in students and their parents. *British Journal of Educational Psychology*, 69(3), 345-361. doi:10.1348/000709999157761.
- Procrastination, Negative Emotional Symptoms, and Mental Well-Being among college students in Saudi Arabia. Elsaeed A. Dardara1 and Khalid A. Al-Makhalid (2022). *anales de psicología / annals of psychology 2022, vol. 38, n° 1 (january), 17-24*

## Negative Emotional Symptoms Determine Academic Procrastination Among School Students

- Ragusa, A., Trigueros, R., Caggiano, V., Navarro, N., A., L., & Obregón, A. I. (2023). Effects of academic self-regulation on procrastination, academic stress and anxiety, resilience and academic performance in a sample of Spanish secondary school students. *Frontiers*
- Rozental, A., & Carlbring, P. (2014). Understanding and Treating Procrastination: A Review of a Common Self-Regulatory Failure. *Psychology*, 5, 1488-1502. <https://doi.org/10.4236/psych.2014.513160>
- Rozental, A., Forsström, D., Hussoon, A., & Klingsieck, K. B. (2022). Procrastination Among University Students: Differentiating Severe Cases in Need of Support from Less Severe Cases. *Frontiers in Psychology*, 13, 783570. <https://doi.org/10.3389/fpsyg.2022.783570>
- Steel P. (2007) The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychol Bull* 2007; 133(1): 65–94.
- Tarika Kumar (2017) The Issue of Procrastination Among High School Students.

### **Acknowledgment**

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### **Conflict of Interest**

The author(s) declared no conflict of interest.

**How to cite this article:** Helen, P.R., & Veeramani, T. (2024). Negative Emotional Symptoms Determine Academic Procrastination Among School Students. *International Journal of Indian Psychology*, 12(1), 146-151. DIP:18.01.014.20241201, DOI:10.25215/1201.014