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**PROCRASTINATION AND PSYCHOLOGICAL WELL-BEING
AMONG COLLEGE STUDENTS**

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Abstract

Procrastination affects many students and has impacts on overall effectiveness of individuals. This study aims to investigate the predicting role of procrastination on psychological well-being among college students. The aim of the study is to find out the possible co-relation between Procrastination and Psychological well-being of college students. A survey method was used for the study and the data will be collected using General Procrastination Scale by Lay (1986) and Scales of Psychological Well-being by Ryff and Keyes (1995). There will be negative correlation between procrastination and psychological well-being among college students. Low procrastination has a high psychological well-being.

Keywords: *Procrastination, Psychological Well-being, College Students.*

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INTRODUCTION

Procrastination is an act of delaying work or postponing things (Corkin, Shirley & Lindt, 2011). Most of the people procrastinate their work throughout their life at various times. The COVID-19 pandemic was first-time event that changed the normal activities of the people. Due to online mode of education, students have become lethargic and this has led to procrastination as there was neither proper guidance nor teachers to monitor them. Moreover, exams were conducted through online mode which increased the level of procrastination.

This pandemic has made difficult in distance learning. When students are back to normal classes and exams, it has made the students to have a negative impact in their learning which in turn affects their psychological well-being as they find it is difficult to push themselves back to normal studies. Lopez (2022) says procrastination is a consequence of a self-regulation deficit in students.

The present study is undertaken with the following objectives:

1. To measure procrastination and psychological wellbeing among youngsters.
2. To explore the relationship between procrastination and psychological wellbeing.
3. To find out the significant differences in procrastination and psychological wellbeing with regard to demographic variables.

Hypotheses

1. H_a: There will be a significant difference between procrastination and psychological wellbeing on the basis of gender.

2. H_a: There will be a significant difference between procrastination and psychological wellbeing on the basis of graduation.

3. H_a: There will be a significant difference between procrastination and psychological wellbeing on the basis of year of study.

4. H_a: There will be a significant relationship between procrastination and psychological wellbeing among the college students.

METHODOLOGY

Sample

The sample for the present investigation consisted of 50 students (34 males and 16 females), age ranging from 17 to 40 years selected through simple random sampling technique.

Research Design and Data Analysis

The present investigation is a quantitative assessment. This study adopted normative survey method which is descriptive and associational in nature. The quantitative data were collected and Statistical Package for Social Science (SPSS) version 23 was used for the analysis. Appropriate statistics was used such as independent sample 't' test, Correlation, etc. to assess the relationship among the internet usage, procrastination and psychological wellbeing.

Tools

1. **Procrastination Scale:** 20-item General Procrastination scale was compiled by Lay (1986). It is self-reported five-point Likert scale (Extremely uncharacteristic = 1, moderately uncharacteristic = 2, Neutral = 3, Moderately uncharacteristic = 4 and extremely uncharacteristic = 5). The original

scale's Cronbach's alpha was 0.82 and it has demonstrated a retest reliability of 0.80 (Ferrari, 1989).

- 2. Scales of Psychological Well Being (SPWB):** 18 items of Psychological Wellbeing were compiled by Ryff and Keyes (1995) on seven-point Likert scale from "Strongly agree" to "Strongly disagree", containing six dimensions:

Autonomy,

Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life and Self-Acceptance.

III. RESULTS & DISCUSSION

The present study attempted to assess the relationship between procrastination and psychological wellbeing.

Table-1 procrastination and psychological wellbeing on the basis of gender of college students with regard to gender.

Variables	Male (N=34)		Female (N=16)		t-value
	M ₁	SD ₁	M ₂	SD ₂	
procrastination	62.97	8.44	62.88	11.89	0.03 ^{NS}
psychological wellbeing	55.21	11.01	53.63	14.29	0.43 ^{NS}

NS – Not Significant, M-Mean, SD- Standard Deviation

H_a: There will be no significant difference between the procrastination and psychological wellbeing on the basis of gender on the basis of gender.

From the table-1 it has been found that the "t" value is significant for procrastination and psychological wellbeing on the basis of gender. So, the hypothesis is rejected. It

is concluded that the male and female participants do not differ in procrastination and psychological wellbeing.

Table-2 procrastination and psychological wellbeing of college students with regard to graduation

Variables	Undergraduate (N=34)		Postgraduate (N=16)		t-value
	M ₁	SD ₁	M ₂	SD ₂	
Procrastination	63.72	9.68	53.22	12.60	0.43 ^{NS}
Psychological wellbeing	62.50	9.60	55.53	11.82	0.76 ^{NS}

NS – Not Significant, M-Mean, SD- Standard Deviation

H_a: There will be no significant difference in the procrastination and psychological wellbeing on the basis of graduation.

From table -2 it is found that the 't' values are not significant difference in the procrastination and psychological wellbeing on the basis of graduate. Hence

the hypothesis is not confirmed. It is concluded that there is no significant difference in the procrastination and psychological wellbeing with regard to

graduates. There was no difference between undergraduate and postgraduate students which means they are same in the

level of procrastination and psychological wellbeing.

Table-3 Procrastination and psychological wellbeing of college students with regard to year of study.

Variables	First Year (UG)		Second Year (UG)		Third Year (UG)		First Year (PG)		Second Year (PG)		F-value
	M ₁	SD ₁	M ₂	SD ₂	M ₃	SD ₃	M ₄	SD ₄	M ₅	SD ₅	
Procrastination	65.00	2.82	56.50	3.53	59.73	10.08	64.30	11.27	64.00	5.89	0.698 ^{NS}
Psychological wellbeing	53.50	7.77	65.00	2.82	54.75	12.58	52.26	13.54	58.09	8.69	0.813 ^{NS}

NS – Not Significant, M-Mean, SD- Standard Deviation

H_a: There will be no significant difference in the procrastination and psychological wellbeing on the basis of year of study.

From table -3 it is found that the “F” values are not significant for procrastination and psychological wellbeing on the basis of year of study. Hence the hypothesis is not confirmed. It is concluded that the first year (UG),

second year (UG), third year (UG), first year (PG) and second year (PG) students do not differ significantly in procrastination and psychological wellbeing.

Table-4 Relationship between the procrastination and psychological among college students.

Variables	Psychological wellbeing
Procrastination	-0.94**

** Correlation is significant at the 0.01 level

H_a: There will be a significant relationship between the procrastination and psychological wellbeing.

From table-4 it is found that there is highly significant relationship between procrastination and psychological wellbeing. Hence the hypothesis is confirmed.

CONCLUSION

The present study has revealed that there is a significant relationship between procrastination and psychological wellbeing among undergraduate and postgraduate students. So, it has been concluded that procrastination is negatively correlated with psychological wellbeing (-0.94), which means if the level of procrastination increases, the level of psychological wellbeing decreases. The study shows that there is high significant relationship between procrastination and psychological wellbeing during Covid-19 pandemic.

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