

Impact of Procrastination on Mental Health, Emotional Intelligence among College Students

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Abstract: Objectives: 1. To examine procrastination's impact on college students' mental health. 2. To determine procrastination's impact on college students' emotional intelligence. Hypotheses: 1. There will be no significant difference between high and low procrastination in mental health. 2. There will be no significant difference between high and low procrastination on emotional intelligence. 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 23 (Mean 19.35, SD = 2.06). Research Tools: Samvaidna's Procrastination Scale (Abraham, 2013); 2. Mental Health Inventory: constructed by Dr. Jagdish and Dr. A K Srivastav. Pedhe and Hyde were used to measure Emotional intelligence. Conclusion: 1. low procrastination was associated with significantly higher mental health scores compared to high procrastination among college students. 2. low procrastination is associated with significantly higher emotional intelligence than high procrastination among college students.

Keywords: Procrastination, College Students, Emotional Intelligence, Mental Health

1. Introduction

Procrastination, the act of delaying tasks or decisions, has a significant impact on the mental health of college students. However, understanding and addressing this issue can lead to improved mental well-being and academic performance. It often leads to increased levels of stress, anxiety, and depression. When students put off assignments or study sessions, they frequently face a buildup of tasks that eventually become overwhelming. This sense of being overwhelmed can trigger a stress response, leading to chronic stress when procrastination is habitual. Furthermore, the anticipation of tasks yet to be completed can create anxiety, particularly as deadlines approach. This anxiety is often coupled with feelings of guilt or shame for not starting tasks sooner, contributing to a negative cycle that impacts overall mental well-being.

Effects on Emotional Intelligence

Emotional intelligence (EI) refers to the ability to recognize, understand, manage, and reason with emotions. Procrastination can negatively affect a student's emotional intelligence, primarily because it often involves poor emotional regulation. When students procrastinate, they tend to avoid tasks that evoke unpleasant emotions, such as boredom, frustration, or fear of failure. Over time, this avoidance can diminish their ability to effectively manage their emotions in challenging situations, a key component of EI. Furthermore, procrastination may hinder the development of self-awareness, as students who consistently delay tasks might not fully understand their emotional triggers or the reasons behind their procrastination habits.

The Vicious Cycle of Procrastination and Emotional Distress

Procrastination creates a vicious cycle of emotional distress among college students. Initially, students may delay work to avoid discomfort, but this avoidance often leads to last-minute cramming or rushed work, resulting in subpar performance or failure. The poor outcomes reinforce

feelings of inadequacy and low self-esteem, which can further exacerbate procrastination. This cycle can become a persistent pattern, where the negative emotions associated with procrastination feed into each other, creating a loop of continuous emotional and academic decline. Over time, this can erode a student's confidence in their abilities, making them more prone to emotional struggles such as anxiety and depression.

Strategies for Mitigating Procrastination's Impact

To combat the negative effects of procrastination on mental health and emotional intelligence, students can adopt several strategies. Time management skills are crucial; breaking tasks into smaller, manageable parts can make them less daunting and easier to start. Developing a growth mindset can also be beneficial, as it encourages viewing challenges as opportunities for learning rather than threats to self-worth. Additionally, mindfulness and self-reflection practices can help students become more aware of their emotional responses and reduce the tendency to procrastinate. Seeking support from peers, mentors, or counselors can provide encouragement and accountability, making it easier to stay on track.

Long-term Benefits of Overcoming Procrastination

Overcoming procrastination can have profound long-term benefits for college students, not only academically but also for their overall emotional and psychological development. When students learn to manage their time effectively and confront tasks head-on, they often experience a boost in confidence and self-efficacy. This improved sense of control can enhance emotional intelligence, as students become better equipped to handle stress and regulate their emotions. Moreover, by developing proactive habits, students can reduce the anxiety and stress associated with academic deadlines, leading to improved mental health and well-being. In essence, tackling procrastination is a crucial step towards a healthier, more balanced college experience.

Chavez - Fernandez S. et al. (2024) conducted a study to explore the relationship between Emotional Intelligence (EI)

and Academic Procrastination (AP) among university students in Peru and to develop a predictive model for these variables. The study utilized a quantitative methodology with a cross-sectional predictive design. A total of 254 students, aged between 18 and 30, from various professional schools in Peru participated in the research. The instruments used for data collection were the Brief Emotional Intelligence Inventory for Seniors (EQ - I - M20) and the Academic Procrastination Scale. Results indicated that 52% of the students exhibited high levels of emotional intelligence, while 51.2% showed high levels of academic procrastination. A significant negative correlation was found between emotional intelligence and academic procrastination. Additionally, most dimensions of emotional intelligence were significant predictors of academic procrastination, with the exception of the intrapersonal dimension.

Joseph R. Ferrari and Juan F. Díaz - Morales (2014) examined the relationship between procrastination and mental health, suggesting that poor psychological adjustment may be directly linked to stress caused by worry and anxiety over delaying tasks, as well as indirectly due to the tendency to postpone important coping strategies. In their study, 104 participants (80 women and 24 men) aged 18 to 33 years (mean age = 21.12 years, SD = 2.03) completed Spanish-language assessments of coping behaviors related to mental health and a procrastination inventory that measured the tendency to delay starting or finishing tasks in various everyday contexts. The findings revealed that individuals who procrastinated reported significantly fewer positive actions and a reduced ability to express feelings and needs compared to non-procrastinators. Additionally, procrastination among students was significantly predicted by lower levels of positive actions, difficulty in expressing feelings, and lack of assertiveness. The study's implications are considered important for understanding student personality traits and their development.

Objectives:

- 1) To examine procrastination's impact on college students' mental health.
- 2) To determine the impact of procrastination on emotional intelligence among college students.

Hypotheses:

- 1) There will be no significant difference between high and low procrastination in the dimension of mental health.
- 2) There will be no significant difference between high and low procrastination on emotional intelligence.

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 23 (Mean 19.35, SD = 2.06).

Research Tools:

1) Samvaidna's Procrastination Scale (Abraham, 2013): Mental health inventory 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.

2) 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 (Goldberg, 1978) it was found to be .54

3) Emotional Intelligence test:

Pedhazur and Hyde were used to measure Emotional intelligence. This test was developed and standardized by Pedhazur and Hyde. The 34 items are rated on a five-point scale.

Variable

Independent variable

Types of Procrastination

- a) High
- b) Low

Dependent Variable

- 1) Mental Health
- 2) Emotional Intelligence

Statistical Interpretation and Discussion

Mean S. D. and "t" Value of Mental Health, Emotional Intelligence and Self-concept among High and Low Procrastination college students.

Dimensions	Types of Procrastination				df	"t"
	High Procrastination		Low Procrastination			
	Mean	SD	Mean	SD		
Mental Health	146.80	3.45	159.41	4.12	98	16.59**
Emotional Intelligence	58.62	4.75	70.20	3.68	98	13.62**

It was found that college students with high procrastination scores had a significantly lower mean mental health score of 146.80, whereas those with low procrastination scores scored significantly higher at 159.41. The difference

between the two groups was statistically significant, as indicated by the t-value of 16.59. It was concluded that low procrastination was associated with significantly higher

mental health scores than high procrastination among college students.

The study found that students with high procrastination scores had a significantly lower mean emotional intelligence score of 58.62. In contrast, those with low procrastination scores had a mean emotional intelligence score of 70.20. The t - value of 13.62 indicates a significant difference between the two groups. This suggests that low procrastination is associated with significantly higher emotional intelligence than high procrastination among college students.

2. Conclusion

- 1) Low procrastination was associated with significantly higher mental health scores than high procrastination among college students.
- 2) Low procrastination is associated with significantly higher emotional intelligence than high procrastination among college students.

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