

Exploring The Relationship Between Academic Stress, Procrastination and Mental Health Outcomes Among University Students

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Abstract

The motivation behind this examination proposition is to analyze the mind-boggling relationship that exists between procrastinating propensities, scholarly pressure, and psychological wellness results in understudies. To advance understudies' prosperity and scholastic accomplishment in advanced education settings, it is basic to fathom the elements of the rising requests and tensions put on them. the proposed study would utilize a blended strategies way to deal with completely research the connections between procrastinating rehearses, scholastic pressure, and psychological wellness outcomes. It will join quantitative overviews and subjective meetings. Considering the different university understudy body, the exploration will be done considering a scope of segment factors, including age, orientation, scholastic major, and year of study. proportions of scholastic pressure, procrastinating inclinations, and emotional well-being markers, like tension, gloom, and generally mental prosperity, will be evaluated by approved self-report measures. To examine the connections between these factors and find putative prescient variables, factual investigation, for example, relapse and relationship examinations will be completed. in addition, a gathering of members will participate in subjective meetings to get a more profound comprehension of the hidden components and emotional encounters related with procrastination, scholarly pressure, and psychological wellness. To track down repetitive subjects, storylines, and examples in the subjective information, topical examination will be utilized. it is guessed that the consequences of this study will make a significant commitment to the collection of information currently accessible on understudies' scholarly accomplishment and prosperity. by explaining the multifaceted associations between scholastic pressure, procrastination ways of behaving, and emotional well-being results, this study expects to educate the improvement regarding designated intercessions and backing programs custom fitted to the necessities of university understudies. Eventually, the objective is to advance flexibility, survival methods, and positive emotional wellness results inside the university local area, accordingly improving understudy achievement and in general prosperity.

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Introduction

Academic stress refers to the psychological pressure experienced by students in response to the demands of academic tasks and responsibilities. It encompasses factors such as workload, time constraints, fear of failure, and the need to meet academic expectations. Studies have shown that prolonged exposure to high levels of academic stress can lead to adverse mental health outcomes, including anxiety disorders, depression, burnout, and decreased overall well-being (Dahlin, Joneborg, & Runeson, 2005; Misra & McKean, 2000).

Procrastination, on the other hand, is a behavioral tendency characterized by the delay or avoidance of tasks that need to be accomplished. While procrastination is a common phenomenon among individuals of all ages, it is particularly prevalent among university students, given the autonomy and flexibility that comes with managing their own academic schedules. Research suggests that procrastination is strongly linked to academic stress, as students who procrastinate often experience heightened levels of stress due to the pressure of impending deadlines and the accumulation of unfinished tasks (Steel, 2007).

Furthermore, procrastination has been associated with negative mental health outcomes, including increased levels of stress, anxiety, guilt, and low self-esteem (Sirois & Pychyl, 2013). The cyclical nature of procrastination and its detrimental effects on academic performance can create a vicious cycle that exacerbates students' mental health problems, leading to a decline in overall well-being and academic success (Rice, 2007).

University students face a variety of stressors in the modern academic environment, from personal difficulties to academic expectations. Academic stress is one of the many stressors that can have a negative impact on students' mental health and general well-being. Furthermore, it has been established that procrastination, a common student activity, is both a result of and a coping strategy for handling academic stress. But little is known about the complex interactions that exist between procrastination, academic stress, and mental health consequences. It is critical to comprehend this relationship since mental health problems among university students are becoming more widespread worldwide and can have a detrimental impact on both academic performance and overall quality of life. Thus, the goal of this study is to look into the intricate relationships that exist between procrastination, academic stress, and mental health consequences in university students.

In the powerful climate of advanced education, university understudies frequently face a large number of difficulties going from scholarly requests to individual obligations. Among the unmistakable stressors experienced by understudies, scholarly pressure and dawdling arise as critical variables that influence their academic exhibition as well as their psychological prosperity. Figuring out the multifaceted interaction between scholarly pressure, hesitation, and psychological well-being results is pivotal for contriving compelling mediations and emotionally supportive networks custom-made to the necessities of university understudies.

Academic pressure, portrayed by the strain to measure up to scholarly assumptions, complete tasks, and carry out well in assessments, is common among university understudies around the world. The progress to tertiary schooling, combined with thorough academic requests, can prompt differing levels of pressure among understudies, possibly prompting unfriendly ramifications for their emotional wellness.

Simultaneously, procrastination, the propensity to defer errands regardless of knowing the unfortunate results, is a common way of behaving saw among university understudies. Dawdling can fuel scholarly pressure by making understudies feel overpowered as cutoff times approach, further undermining their academic presentation and expanding mental pain.

The effect of academic pressure and procrastination on emotional well-being results among university understudies has accumulated significant consideration in scholarly writing. Psychological wellness results like tension, sadness, and in general mental prosperity are firmly connected to understudies' capacity to adapt to academic stressors and deal with their dawdling propensities successfully.

Given the complicated connection between academic pressure, procrastination, and mental health outcomes, investigating the hidden components and contributing factors is basic. By explaining these connections, teachers, advocates, and policymakers can execute designated intercessions and backing administrations pointed toward moderating academic pressure, decreasing lingering propensities, and advancing positive psychological wellness results among university understudies.

This study intends to dig into the mind-boggling interaction between academic pressure, procrastination, and mental health outcomes among university understudies, subsequently adding to the current assemblage of information and advising the advancement regarding proof-based intercessions customized to the interesting necessities of this populace. University students today face a great deal of academic stress and frequently battle procrastinating tendencies, both of which can have a negative impact on their mental health outcomes. Academic stress results from the pressures of coursework, tests, and high-performance standards, whereas procrastination is the deliberate postponing of activities even when one is aware of their detrimental effects. These variables have been connected to elevated anxiety and depressive symptoms as well as a general decline in students' well-being.

Understanding how academic stress and procrastination contribute to mental health challenges is crucial for developing effective interventions and support systems tailored to the unique needs of university students. There is still a need for thorough study that looks at the complex links between academic stress, procrastination, and mental health effects, even though many studies have looked at each of these factors separately.

Method

Research Design

A quantitative-methods approach was used in the research design.

Sample

The study involved convenience sampling technique to collect data. A sample of 400 students was part of the current research study.

Data Collection Measures/ Instruments

Procrastination Scale (Lay,1986)-For Student Populations

A self-report tool called the Procrastination Assessment Scale-Student (PASS) was created expressly to measure university students' procrastination tendencies. It consists of measures measuring procrastinating habits across a range of academic duties and obligations, including frequency, severity, and reasons. Using a Likert scale, participants score their answers to indicate how often they procrastinate and what variables influence their procrastination inclinations. The PASS offers insightful information about the frequency and correlates of procrastination among university students.

Depression Anxiety Stress Scales-Short Form (DASS-21)

A series of self-report tools called the Depression Anxiety Stress Scales (DASS) is used to evaluate the symptoms of stress, anxiety, and depression in university students and other populations. Items on each subscale measure the frequency and intensity of symptoms related to stress, anxiety, and depression throughout the previous week. On a Likert scale with 0 representing "did not apply to me at all" and 3 representing "applied to me very much, or most

of the time," participants score their answers. The DASS facilitates the assessment of psychological distress and emotional well-being by offering a robust and reliable measure of mental health outcomes among university students.

Perceived Stress Scale (PSS)

The Perceived Stress Scale (PSS) is a popular self-report tool used to evaluate how people perceive stress in a variety of contexts, including the workplace. It is made up of measures that assess how frequently and how intensely people perceive stressors during the previous month. On a Likert scale with 0 representing "never" to 4 representing "very often," participants assess their answers. The PSS captures students' subjective perceptions of stress related to academic obligations and other life stressors, offering a valid and reliable way to measure perceived stress levels among university students.

Ethical Consideration

This research, approved from the International Islamic University Islamabad's departmental ethical board, adhered strictly to the ethical guidelines set forth by the American Psychological Association (APA). We committed to maintaining the highest levels of integrity, honesty, and trustworthiness throughout the project. All data collected was factual, accurately reported, and free from any form of fabrication. We also considered the cultural sensitivities of our participants, ensuring that the scales used have received both the authors' permission and supervisor approval. Participants were provided with informed consent before taking part in the study. All data was kept confidential, used solely for research purposes, and handled with the utmost respect for participant privacy.

Results

Table 1: Socio-demographic Characteristics of the Participants

Sample Characteristics	N	%
Gender		
Male	224	56
Female	176	44
Education		
BS	362	90.5
MS	33	8.25
PH. D	5	1.25
Marital status		
Married	32	8
Unmarried	366	91.5
Divorce	2	.5

Table 2: Correlation Analysis of Academic stress, Procrastination, and Mental health of university students

Variable	1	2	3
Perceived Stress			
Procrastination	.066**	--	



3. Mental Health .132** .212** --

Table 2 shows the statistical association between Perceived Stress, Procrastination, and Mental Health. The result indicated negligible correlation between Perceived Stress and Procrastination ($r = .066, p < .001$). The statistical association between Perceived Stress and Mental Health was also negligible ($r = .132, p < .001$). Also, there was a slight correlation between Procrastination and Mental Health ($r = .212, p < .001$).

Table 3: Regression Coefficient of Academic Stress, Procrastination Impacts on Mental Health of university Students

Variable	B	β	SE
Constant	32.251		3.264
PSL	.484***	.204	.068
PSS	.024**	.118	.010

$R^2 = .06$

Note. $N = 400$; PSL = Procrastination Scale Lay 1986; PSS = Perceived Stress Scale; *** $p < .001$, ** $p < .01$

Table 3 shows the impact of Procrastination and Academic stress on Mental Health of students. R^2 value (.06) revealed that the predictor variables (Procrastination and Academic Stress) explained 6% of variance in the outcome variable (Mental Health) with $F(2, 397) = 12.34, p < .001$. Further, the findings revealed that Procrastination and Academic Stress predicted Mental Health of students ($\beta = .204, .118, p < .001$).

Discussion

This study aimed to examine the intricate connections between procrastinating habits, mental health consequences, and academic stress among college students. The results reveal that procrastination and academic stress are significant predictors of mental health, though they explain a relatively small portion of the variance (6%). This suggests that while these factors are important, there are likely many other influences on mental health in university students that were not captured in this study.

The correlation analysis demonstrated that perceived stress has a negligible correlation with procrastination ($r = 0.066$) and a slight correlation with mental health ($r = 0.132$). This indicates that while stress is somewhat related to mental health, its direct link to procrastination is minimal. Procrastination itself showed a slight but significant correlation with mental health ($r = 0.212$), implying that students who procrastinate more tend to have poorer mental health outcomes. The regression analysis further supports this, showing that both procrastination ($\beta = 0.204$) and academic stress ($\beta = 0.118$) are significant predictors of mental health.

These findings are consistent with previous research by Tice and Baumeister (1997), who found that procrastination is associated with poorer health outcomes due to increased stress. Similarly, Sirois (2016) highlighted the link between procrastination, lower self-empathy, and higher stress levels, suggesting that enhancing self-empathy could alleviate stress associated with procrastination. However, this study differs from the findings of Steel and Klingsieck (2016), who emphasized that procrastination is associated more with honesty and less with other character traits. Our study's focus on academic stress and mental health provides a broader context, showing that procrastination impacts mental health through the

stress it engenders in academic settings. Additionally, the results align with Beutel et al. (2019) and Dahlin et al. (2005), who identified stressors among university students and their impact on mental health. The slight yet significant correlations found in this study suggest that while procrastination and academic stress are critical factors, they are part of a more complex web of influences on student mental health.

Building on this study, future research should explore the longitudinal effects of procrastination and academic stress on mental health. Examining how these factors interact over time could provide deeper insights into their causal relationships. Additionally, investigating the role of other potential mediators and moderators, such as social support, resilience, and coping strategies, could enhance our understanding of these dynamics. Expanding the research to diverse populations and different educational contexts would also provide a more comprehensive picture of how procrastination and academic stress affect student mental health globally. Employing mixed-methods approaches, including qualitative interviews and focus groups, could enrich the findings by capturing the nuanced experiences of students.

In conclusion, this study has provided significant insights into the relationships between procrastination, academic stress, and mental health among university students. The findings suggest that both procrastination and academic stress play crucial roles in influencing mental health, although they account for a small portion of the overall variance. These results highlight the importance of addressing procrastination and stress in academic settings to promote better mental health outcomes. Future research should continue to explore these relationships, considering additional factors and employing more robust methodological designs to build on these initial findings.

Conclusion

In conclusion, this study has provided significant insights into the relationships between procrastination, academic stress, and mental health among university students. The findings suggest that both procrastination and academic stress play crucial roles in influencing mental health, although they account for a small portion of the overall variance. These results highlight the importance of addressing procrastination and stress in academic settings to promote better mental health outcomes. Future research should continue to explore these relationships, considering additional factors and employing more robust methodological designs to build on these initial findings.

Conflict of Interest

The author declares no conflict of interest.

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