

Impact of Psychological Well-Being on Academic Procrastination of Prospective Teachers

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Abstract

The objective of the study was to examine the impact of Psychological Well-Being on Academic Procrastination of Prospective Teachers. The study sample consisted of 76 prospective teachers who were selected through the random sampling technique. The data was collected through the descriptive Survey Method. The Statistical techniques used in this study were Mean, Standard Deviation, 't'-test, Percentage Analysis and Correlation to analyse the data. The result of the study shows a moderate level of Psychological Well-Being among prospective teachers. The findings also revealed a significant negative relationship between Psychological Well-Being and Academic Procrastination among prospective teachers. Further, Prospective Teachers with higher Psychological Well-Being were significantly less likely to Procrastinate compared to those with moderate Psychological Well-Being. The results suggest a need for interventions and support systems in teacher education programs to enhance the Psychological Well-Being of prospective teachers, potentially reducing Procrastination.

Keywords: Psychological Well-Being, Academic Procrastination, Prospective Teachers.

1. Introduction

Psychological Well-Being refers to the overall mental health and emotional state of an individual, encompassing aspects such as life satisfaction, positive emotions, and the absence of negative emotions (Ryff & Keyes, 1995). Procrastination, on the other hand, is the act of delaying or postponing tasks, often leading to stress, anxiety, and decreased academic performance (Steel, 2007). Understanding the relationship between these two constructs is crucial for developing effective interventions to enhance student well-being and academic success.

Procrastination is a common issue among students, with various factors contributing to this behaviour. According to Schraw et al. (2007), Procrastination can be attributed to fear of failure, task aversiveness, task avoidance, and postponement. These factors are often exacerbated by poor time management skills, lack of self-control, and low self-efficacy (Steel, 2007). The COVID-19 pandemic has further complicated the issue, with increased anxiety and stress levels leading to higher rates of Procrastination among students (Tezer et al., 2020). The relationship between Psychological Well-Being and Procrastination is complex and multifaceted. Research has shown that students with higher levels of Psychological Well-Being are less likely to engage in Procrastination (Cerino, 2014). This is because positive mental health can enhance motivation, self-efficacy, and time management skills, which are essential for overcoming Procrastination. Conversely, students experiencing poor Psychological Well-Being are more prone to Procrastination due to increased stress, anxiety, and negative emotions (Solomon & Rothblum, 1984).

Social media addiction has emerged as a significant predictor of Procrastination among students. The

excessive use of social media can lead to poor sleep quality, increased stress, and decreased academic performance, all of which contribute to Procrastination. The addictive nature of social media can also interfere with students' ability to focus on their academic tasks, leading to further delays and Procrastination. Understanding the relationship between Psychological Well-Being and Procrastination is essential for developing effective interventions to enhance student well-being and academic success. As the COVID-19 pandemic continues to impact students' mental health, it is crucial to provide support and resources to help them navigate these challenges and reduce Procrastination behaviours.

2. Review of Literature

Barbayannis et. al (2022) explored the correlation between academic stress and mental well-being among college students, highlighting the impact of the COVID-19 pandemic on stress levels. The study found that academic stress was significantly correlated with poor mental well-being. Women and non-binary students reported higher academic stress than men. The study highlighted the need for additional resources and support to help their well-being.

Stafford (2022) in her study investigated the factors influencing Academic Procrastination among college students during the COVID-19 pandemic. The study examined the variables such as social media addiction, COVID-19-related anxiety, and academic self-efficacy. The findings revealed that females were significantly more likely to Procrastinate than males and that social media addiction and COVID-19-related anxiety are significant predictors of Academic Procrastination.

Stankovska et. al (2023) studied the relationship between mental health and Psychological Well-Being among university students. The study found a significant positive relationship between Psychological Well-Being and psychological distress, with personal growth, self-acceptance, purpose of life, and environmental mastery being the highest-rated aspects of well-being. The study concluded that mental health challenges strongly predict changes in students' Psychological Well-Being, highlighting the importance of intervention programs and strategies to help students effectively manage and cope with distress.

Chaudhry et. al (2024), in their study explored the relationship between formal (internal team environment, institutional support) and informal (family support) systems, academic engagement, and psychological well-being of 309 management students from Indian universities. The findings revealed that a positive team environment, and institutional, and family support significantly enhance well-being, with academic engagement mediating these effects. The findings emphasize fostering supportive environments and engagement to improve student psychological outcomes.

Sahu et.al (2024) examined the relationship between stress, anxiety, psychological well-being, and procrastination among adults. The findings reveal that Procrastination is significantly positively associated with anxiety and stress, and significantly negatively associated with Psychological Well-Being. These findings highlight the negative effects of Procrastination on students' mental well-being.

3. Need and Significance

Psychological Well-Being is important in shaping students' academic behaviours, especially procrastination. Understanding this relationship can help educators and counsellors design focused interventions to improve students' mental health and productivity. The objective of the study is to promote greater academic and personal improvement by tackling procrastination through enhanced well-being. Furthermore, it adds to the growing body of literature on mental health and education, emphasising its

significance in modern learning environments.

4. Objectives of The Study

1. To study the level of Psychological Well-Being of Prospective Teachers.
2. To find the relationship between Psychological Well-Being and Academic Procrastination.
3. To study the significant difference in mean scores on Academic Procrastination of Prospective Teachers in relation to their level of Psychological Well-Being.

5. Hypotheses of The Study

1. The prospective teachers will exhibit different levels of Psychological Well-Being.
2. There is no significant correlation between the Psychological Well-Being and Academic Procrastination of Prospective Teachers.
3. There is no significant difference in the mean scores of Academic Procrastination of high and moderate PWL Prospective Teachers.

6. Delimitations of The Study

1. The study was delimited to the district Bilaspur of Himachal Pradesh only.
2. The study was delimited to 1st year B.Ed. Students only.
3. The study was also delimited to Sample, Hypotheses, Tools, Research Design and Statistical Techniques used.

7. Research Method

For the present study, the researchers used a descriptive survey method to collect the data.

8. Sample and Sampling Technique

For the present study the data was collected from 76 B.Ed. students of District Bilaspur of Himachal Pradesh. The sample of the students was drawn randomly.

9. Variables of The Study

In the present investigation, Psychological Well-Being was taken as Independent Variable and Academic Procrastination was taken as a dependent variable.

10. Tools Used for Data Collection

For collecting desired data for the present study, the Academic Procrastination Scale by Thulasidharan and Sindhu (2018) and the Psychological Well-being Scale by Sisodia and Chaudhary (2012) were used.

11. Statistical Techniques

To analyse the data, statistical measures such as Mean, Standard Deviation, 't'-test, Percentage Analysis and Correlation techniques were applied to the raw scores.

12. Analysis and Interpretations

Objective 1: Level of Psychological Well-Being among Prospective Teachers.

The results of the study are as shown as follows:

Table 1: Showing Level of Psychological Well-Being among Prospective Teacher.

Level of Psychological Well-Being	Scores	Number of Students	Percentage of students
Low	58-83	0	0
Moderate	83-217	46	60.53
High	217-250	30	39.47

The frequency distribution from the above table shows that none of the students (0%) fell within the Low Level of Psychological Well-Being (scores 58–83). A majority of the students (60.53%) showed a Moderate Level of Psychological Well-Being (scores 83–217), with a total of 46 students in this range. Furthermore, 30 students (39.47%) demonstrated a High Level Of Psychological Well-Being, achieving scores in the range of 217–250.

The majority of the sample demonstrated a Moderate Degree of Psychological Well-Being, while a substantial proportion of the sample demonstrated High Psychological Well-Being. Notably, no one from the sample was identified as having Low Psychological Well-Being, suggesting generally, a positive trend in the psychological health of the group under study.

Objective No. 2. Correlation between Psychological Well-being and Academic Procrastination

Table 2: Table Showing Level of Psychological Well-Being among Prospective Teachers.

Variable	Academic Procrastination
Psychological Well-Being	-0.62

From the table it is evident that the correlation coefficient is -0.62 which is negative and significant at $df=74$. Thus, the null hypothesis, that there is no significant correlation between the Psychological Well-Being and Academic Procrastination of Prospective Teachers is rejected. Therefore, it can be said that the Psychological Well-being and Academic Procrastination are moderately inversely correlated.

Objective 3: In order to find out the mean difference in Academic Procrastination of prospective teachers in relation to their Psychological Well-Being the results are given as follows:

Table 3: Comparison between the Mean scores on Academic Procrastination of Prospective Teachers with respect to their level of Psychological Well-being

Level of PWB	Number	Mean	SD	df	t-value	Result
Moderate	46	93.30	5.70	74	5.67	Significant*
High	30	84.00	8.64			

Table value of 't' at 0.01 level of significance with $df\ 74 = 2.64$

It is evident from the Table, that the t-value for the mean score difference on Academic Procrastination between moderate and high levels of Psychological Well-Being of prospective teachers came out to be significant at 0.01 level of significance. Therefore, the null hypothesis that there is no significant difference in the mean scores of Academic Procrastination of high and moderate-level PWB of Prospective Teachers is rejected.

13. Conclusion

The findings of the study revealed a moderate level of Psychological Well-Being among prospective teachers. The majority of prospective teachers are not experiencing extremely high levels of psychological distress, there is still room for improvement. The findings of this study also show a significant negative relationship between Psychological Well-Being and Academic Procrastination among prospective teachers. Sahu et.al (2024) also found a similar relationship. This suggests that higher psychological well-being is associated with reduced Academic Procrastination. Further analysis of the mean score differences in Academic Procrastination highlights that prospective teachers with Higher Psychological Well-Being are significantly less likely to Procrastinate compared to those with Moderate Psychological Well-Being. (Zacks & Hen, 2018) also found that our mental health can impact procrastination. Barbayannis et. al, 2022; Chaudhry et. al, 2024 also emphasized supportive environments and engagement to improve student psychological outcomes.

These findings emphasize the critical role of Psychological Well-Being in mitigating Academic Procrastination. They suggest the need for interventions and support systems in teacher education programs to enhance the psychological well-being of prospective teachers, potentially reducing procrastination and fostering more effective academic behaviours. Future research could explore additional variables and mechanisms influencing this relationship to deepen our understanding.

14. Educational Implications

The results of this study have significant implications for teacher education programs and broader educational practices:

1. Promoting Psychological Well-Being

Given the inverse relationship between Psychological Well-Being and academic procrastination, educational institutions should prioritize counselling services, mindfulness programs, and stress management workshops can help foster mental health and well-being among prospective teachers.

2. Interventions to Reduce Procrastination

Academic procrastination can be addressed through structured time management workshops, goal-setting strategies, and personalized mentoring programs. Encouraging self-regulated learning practices can also be effective.

3. Curriculum Design

Teacher education curricula should incorporate training modules on emotional resilience, self-awareness, and coping mechanisms. This will equip future teachers with the skills to manage their Psychological Well-Being, which can positively impact their professional practices.

4. Policy Implications:

Policymakers should recognize the role of Psychological Well-Being in academic success and incorporate mental health provisions into education policies. Allocating resources to mental health programs within educational institutions can contribute to more effective teacher preparation.

By addressing the link between Psychological Well-Being and Academic Procrastination, these implications can contribute to producing more competent, self-regulated, and mentally healthy educators.

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