

## Correlation Of Stress And Academic Procrastination Among Medical Students.

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### ABSTRACT:

#### Objective:

The goal is to investigate the relationship between stress and academic procrastination among medical students.

#### Methods:

The cross-sectional correlation design was conducted during six month period.105 medical students of Krishna College of Physiotherapy from third and final year were enlisted through convenient sampling and who were willing to take part in this investigation. Data were gathered by using two valid and reliable scale. The first was PERCEIVED STRESS SCALE which consist of 10 question and range of score was based on low, moderate and high stress. The second scale was ACADEMIC PROCRASTINATION SCALE which consist of 25 question and the scoring range was low, medium and high.

#### Result:

The mean stress score among medical students was 22.276, while the procrastination score was 63.695. The study evaluated whether students with a high level of stress display medium to high levels of procrastination, and the correlation coefficient was (0.6558), which was deemed highly significant. Student with moderate stress, where the maximum number and procrastination level were medium to high, and the association coefficient was (-0.075), this was not considered highly significant. Students with low levels of stress also had low levels of procrastination, with a correlation coefficient of about (-0.3092), which was regarded not significant.

#### Conclusion:

Medical student often experience varying level of both stress and procrastination, largely due to the rigorous demand of their academic programs. The heavy workload, high performance expectation and time constrain frequently contribute to stress, while procrastination can emerge as coping mechanism. Although procrastination may offer temporary relief, it can ultimately heighten stress as deadlines approach, creating a cycle that can adversely affect academic performance and well-being.

**Keywords:** Stress; Procrastination; Medical students



**Introduction:**

Procrastination is the act of intentionally postponing an action that is important to do on time. Procrastination is often practiced by many students. It is estimated that half of student have the habit of delaying things that are necessary to complete within time. Some student engage in less critical tasks to put off working on main assignment they have been given. Due to this not only academic life but also physical, psychological well-being is negatively impacted for student who commonly procrastinate. Many students know the importance of their work which has been assigned to them but still they try to avoid or start doing less important task assigned to them<sup>(1)</sup>. Many students report a poor relationship between academic progress and procrastination which could be attributed to psychological issues. Mobile phone addiction is one of the worst distraction in not only student life but also in every person's life. It is considered as insatiable usage of mobile phone in unsuitable context or when it is unnecessary. Student with such addiction usually procrastinate with their studies and ultimately have negative impact on their academic performance. In medical profession medical students have to balance their time between class schedules, studying course materials and handling assignments. As a result their education is for longer duration which also involve many other courses and assignment. They also have to face significant academic pressure and severe academic load which may cause them to feel depressed and put off their studies<sup>(2)</sup>. Procrastination causes academic stress to medical students, who often manage multiple activities by sacrificing sleep, consuming more caffeine, avoiding tasks, missing college or clinical practice and leaving past assignment incomplete<sup>(3)</sup>. Procrastination among medical students may further linked to stress, anxiety and depression. In some student, it may affect their social life, motivation, self-esteem and fear of failure. All this can impact their mental health<sup>(4)</sup>.

Stress is significant component in medical student. It is described as wear and tear body goes through while adapting to pressure or a more critical situation<sup>(5)</sup>. Initially pupils attempt to manage the problem, which is carried out in three stages: First, it defends against stressful condition. Second, the learner attempts to adjust to the scenario or situation, and third, the extended influence of the stimulant causes tiredness<sup>(6)</sup>. As a result, stress might be defined as a sense of being out of balance with one's ability to adjust to the demands of daily life and those expectation<sup>(7)</sup>. In reality, there is an innate relationship between health, work and quality of life; higher the stress level there is reduction of quality of life which make people demotivated, irritable, depressed and unhappy. Because of this their personal life is also affected, this also affect their social life also how they interact with other people at various level of stress<sup>(8)</sup>. Medical student suffer substantial stress in highly competitive environment and they must acquire and master a vast amount of knowledge and skills to maintain their academic performance<sup>(9)</sup>.

**Methods and Materials:**

The research took place at Krishna College of Physiotherapy, located in Karad. This research way carried out among third and final year physiotherapy students. The research utilized two validated scales for data collection. Student were informed about the study purpose and objective and those who expressed an interest in participating were handed forms to fill out. Written consent was obtained from all consenting participants. The questionnaire remained both confidential and anonymous for the entire duration of the study to safeguard participants privacy. The study sample consisted of 105 students, with the Perceived Stress Scale having 10 question and the Procrastination Scale featuring 25 question. The perceived stress scale score was based on low, medium and severe stress, whereas the second scale score was based on low, medium and high procrastination score.



**Results:**

The cross-sectional study was carried out among 105 medical students. According to statistical analysis, the positive correlation between stress and procrastination is seen.

	PERCEIVED STRESS SCALE SCORE	PROCRASTINATION SCALE SCORE	Mean
Mean	22.276	63.695	
Standard deviation(SD)	5.166	8.440	
P value	0.0779	0.0604	
T value	44.190	77.332	

Difference:-41.419

**LOW STRESS:-**

	PERCEIVED STRESS SCALE	PROCRASTINATION SCALE SCORE
Mean	12.428	58.57
Standard deviation (SD)	0.7868	2.936
Sample size(N)	7	7

- Correlation coefficient(r):(-0.3092)
- The p value is:- 0.4998 and considered not significant

**MODERATE STRESS:-**

	EIVED STRESS SCALE	RASTINATION SCALE SCORE
ard deviation(SD)		
e size(N)		

- Correlation coefficient(r):- (-0.07542)
- The p value is:- 0.5034 and considered not significant

**HIGH STRESS:-**

	PERCEIVED STRESS SCALE	PROCRASTINATION SCALE SCORE
Mean	29.764	69.35
Standard deviation(SD)	2.86	11.16
Sample size(N)	17	17

- Correlation coefficient(r):- 0.6558
- The p value is:- 0.0043 and considered very significant.



**Interpretation:-**

The study found that students with lower level of stress levels, reflected by scores between [0-13] on Perceived Stress Scale, tended to exhibit medium levels of procrastination in their academic tasks. This indicate that even with relatively lower stress, procrastination remains a notable challenge.

For those scoring between [14-26], representing moderate stress levels, the procrastination tendency ranged from moderate to high. This suggest that as stress increases, procrastination escalates, likely due to an overwhelmed mindset.

Finally, students with stress scores between [27-40], indicative of high stress, consistently displayed high level of procrastination. This trend highlights a clear connection between heightened stress and the compounding issues of procrastination, which further complicates academic performance.

**Discussion:**

The aim of the study is to explore the relationship between stress and procrastination. It involve 105 medical students from Krishna Vishwa Vidyapeeth. According to this study, stress and procrastination have a beneficial relationship. In other words , high-procrastinating student experience elevated level of stress. Research has concentrated in determining the element that causes and maintain academic procrastination because it is well known to have numerous detrimental effect. According to study, college student see academic procrastination as a problem that has detrimental impact on their quality of life, stress level and academic progress<sup>[4]</sup>. The mean frequency of procrastination in this study was 63.69 and that of stress was 22.27<sup>(10)</sup>. Research indicates that low-performing students tends to procrastinate, be lazy and make impulsive decision when managing their time<sup>(11)</sup>. High stress levels among medical students might hinder learning and negatively impact their capacity to offer quality patient care after graduation<sup>(12)</sup>. Procrastination can cause academic deterioration or can be used to cope with stress<sup>(11)</sup>. Academic difficulties for students included adjusting to college environment, challenging study regimes, frequent exam, and limited preparation time<sup>(13)</sup>. Due to this some students start to procrastinate and tend to have more stress during their important hours of activity. Excessive stress in medical training might lead to exam cheating and difficulty managing interpersonal disputes. Reduced attention, concentration, and objectively can lead to errors and inappropriate behaviour, including negligence<sup>(12)</sup>. Fear of exam, high parental expectations, peer pressure, a lack of free time, financial difficulties, relationship problem and desire for higher education are only a few of the many factors that have been linked to the development of stress among undergraduate medical students<sup>(14)</sup>. The transition from undergraduate to medical school appears to be the most significant stressor, since students reported this as contributing to their first experience of 'not-being the smartest' in their class<sup>(15)</sup>. Medical students' high vulnerability to depression has been linked to personality traits such as increased conscientiousness, which, while improving academic performance, may also make them highly vulnerable to self-criticism and self-doubt in an environment of high academic demand<sup>(16)</sup>. Students in medical school employ a number of adaptive coping methods to manage stress and deal with external and internal expectation. Medical students feels that removing these challenges will enhance their lives<sup>(17)</sup>. They wish to revisit the things that they have missed in college hours and sometime they have a thought that this course was not appropriate for them. They experienced that according to their age their was not proper experience and by the time of graduation they might feel older than their actual age<sup>(18)</sup>. The study shows that students are so close to self-criticism and low self-esteem that they doubt their ability to accomplish tasks within their capabilities, leading them to procrastinate heavily<sup>(19)</sup>. Academic procrastination has been shown to negatively impact both academic achievement and overall life satisfaction, emphasizing the need to investigate



the deeper cause behind it. Uncovering these underlying factors is critical because procrastination might not only hinder academic progress but also point to more profound challenges. Therefore, it's essential to determine whether this behaviour is part of larger issues that could require more comprehensive attention and intervention<sup>(20)</sup>.

### Conclusion:

In our investigation, we explored the relationship between procrastination and stress among medical students, a group known for facing immense academic pressure. Our finding revealed that students experiencing high level of stress are significantly more likely to procrastinate on their academic responsibilities. This procrastination tends to manifest in delays completing assignments, preparing for exam or engaging in essential study activities, all of which have serious consequences.

### Limitation:

It is important to acknowledge the limitation of this study. First, the sample size was relatively small, consisting solely of medical students from Krishna Vishwa Vidyapeeth. While study aimed to examine the relationship between stress and procrastination among medical students, the limited sample may not fully represent the broader student population.

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