



Research Article

IMPACT OF STRESS AND ANXIETY ON PROCRASTINATION AMONG ADULTS: A CORRELATIONAL STUDY

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ABSTRACT

The fast changing world is leading to an increase in the level of Stress, Anxiety, and Procrastination of the population, there is seen an increase in stress and anxiety every passing year across the world. People have started avoiding the stress causing things whether it is from the office, friends, or family, the frequent way out for the people is seen to be an increase in procrastination, as they feel they have more than enough time and unnecessarily delay the task till the last minute. This increase in procrastination is seen to be associated with various factors like, depression, burnout, stress, anxiety, sleepiness. So, the present study aims to investigate the impact of Stress and Anxiety on the Procrastination level of Young Adults. The sample comprised of Indian young adults between the age range of 18- 30 years. The level of Stress and Anxiety were measured using Depression Anxiety Stress Scale-21 (DASS-21), and the Procrastination was assessed using Irrational Procrastination Scale. A total of 156 responses were collected out of which 150 were analysed after filtering irrelevant responses. Pearson's Correlation and Linear Regression were used for analysis purpose, by using IBM SPSS Statistics Software. The findings showed that stress and anxiety significantly impact the level of procrastination among young adults. The impact of stress and anxiety on procrastination was seen to be more in male sample than in female sample, showing gender differences. Hence, it was concluded that stress and anxiety significantly impact the procrastination level of young adults and males are more impacted by the stress and anxiety on procrastination than females.

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INTRODUCTION

Procrastination

Procrastination is the act of putting off or delaying the tasks till the last moment, or past their deadline. Some researchers define procrastination as a "form of self-regulation failure characterized by the irrational delay of tasks despite potentially negative consequences." According to Joseph Ferrari, author of "Still Procrastinating: The No Regret Guide to Getting It Done," around 20% of U.S. adults are chronic procrastinators. The word 'procrastination' is having its origin from the Latin word *procrastinatus*, which shows the meaning of prefix *pro-*, meaning "forward," and *crastinus*, meaning "of tomorrow."

It's mostly perceived to be a negative trait because of its hindering nature on people's productivity it is often associated with depression, lower self-esteem, guilt and inadequacy, it is also sometimes considered as a wise response to various demands that can be risky or may have negative outcomes or may need to wait for some more new information.

work on a task at a particular moment. While the reality is that if we wait until our right frame of mind to do certain tasks (mostly undesirable ones), we will probably find that right time is never coming along and we will never complete the task.

Academics- Studies show that procrastination may be particularly pronounced among students. A meta-analysis of 2007 published in the *Psychological Bulletin* stated that 80% to 95% of college students procrastinated on a regular basis, particularly for completing assignments and coursework.

Some major cognitive distortions that lead to academic procrastination are:

- Overestimating time they have left to perform the tasks.
- Overestimating about their motivation in future.
- Underestimating the time some activities will take to complete.
- Assuming that they need to be in a right frame of mind to work on a task.

Procrastinators vs. Non-Procrastinators- Non-procrastinators focus on their tasks. They have a strong personal identity

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and typically less concerned about 'social esteem' (how others like us).

Stress

Stress is any type of change that can cause physical, emotional, or psychological strain. It is body's response to anything that needs attention or action. Everyone experiences stress to some amount of degree. The way someone respond to stress, makes a big difference to overall well-being of that person.

Signs and Symptoms- Stress can be short or long-term. Both leading to various symptoms, but chronic stress can take a serious toll on body over time and have a long-lasting health effect.

Some common signs of stress include

- Mood swings
- Sweaty palms
- Sexual dysfunction
- Diarrhoea
- Sleep problems
- Digestive problems
- Dizziness
- Anxious
- Frequent sickness
- Teeth grinding
- Headaches
- Lower energy
- Muscular tension- mostly in neck and shoulders
- Physical pain and aches
- Racing heartbeat
- Trembling

*Causes-*Stress triggers the body's response to a perceived threat or danger, often known as the *fight-or-flight response*. During the reaction, various hormones like adrenaline and cortisol are released. Speeding heart rate, slow digestion, shunts blood flow to major muscle groups, and changes various other autonomic nervous functions, providing the body energy and strength. When the threat is over, systems return to normal function via *relaxation response*. But for chronic stress, the relaxation response occurs often slower, and the person remains constantly state of fight-or-flight, causing damage to the body.

Stress can often lead to few unhealthy habits, leading to negative impact on your health, like a huge population of people eat too much or smoke to cope with stress. These unhealthy habits create a bigger problems and damages body in long-term.

Impact of Stress- Can lead to heart attacks, arrhythmias, and sometimes sudden death. Although, this mostly happens in individual who were already having some disease.

Anxiety

Anxiety is body's response to any anticipated danger. Mostly associated with fear or worry and accompanied by some cognitive factors like problematic concentration and physical symptoms like nausea, shaking, and muscle tensions. Its common in some situations, but sometimes can be part of an anxiety disorder. There are various anxiety disorders.

According to DSM-5, anxiety is an anticipation of any threat in future. Everyone has felt anxious at some point or another,

but everyone doesn't experience anxiety disorders. Characterized by excessive fear, anxiousness, and related physical and behavioural changes which can worsen with time. These conditions manifest in both physical and mental symptoms and impact daily activities like academics, profession, relationships, etc. Anxiety is uneasiness and worry feeling, mostly generalized and unfocused as being over-reacting to the situation, which is subjectively seen as menacing. Any person who faces anxiety may withdraw from various situations which had provoked anxiety in past.

Anxiety vs Fear- Anxiety is different from fear, anxiety is more related to fight-or-flight responses, defensive behavior or escape. Occurs only in the situations which are perceived to be uncontrollable or unavoidable. David Brown defined anxiety as 'future-oriented mood state in which someone is not prepared or ready to cope with the forthcoming negative events 'and it is a distinction between the future and present dangers. Anxiety is termed as to be agony, dread, apprehension, or terror. Positive psychology describes anxiety as mental state which results from a difficult challenge for which person is not having sufficient coping skills.

Anxiety and fear can be distinguished into four domains:

- Time period of emotional experience.
- Temporal focus
- Specificity of threat
- Motivated direction.

Anxiety is long-lasting, future oriented, focused to diffuse threat and promote cautions while leading towards a potential threat and hinders constructive coping, while fear is short lived, focused on present, only towards a specific threat, and provides escape from threat.

Symptoms- The *behavioural effects* of anxiety may lead to withdrawal from anxiety provoking situations, disturbed sleep patterns, fluctuation on food intake and increased motor tension. The *emotional effects* are apprehension, dread, concentration problem, tense, anticipating worst, irritable, restlessness, looking for signs of danger, nightmares, feeling like everything is scary. Include vague experience and helplessness. The *cognitive effects* include suspecting dangers, like fear of dying, thinking of it more often than normal, or unable to get it out of your mind. The *physiological effects* are headache, nausea, dry mouth, shortness of breath, palpitations, chest pain, fatigue, perspiration or itchy skin, frequent urination, impotence.

Significance of the Study

Procrastination has come up to be a leading problem faced by the youth. It hinders major acts to accomplish any task or acts. Making it a significant issue and matter of concern for everyone. Various factors like, stress, anxiety, depression, and lower self-esteem have shown to have a significant impact on the procrastination level of any individual. Within the past few years, after the beginning of the pandemic there has been a tremendous increase in the level of stress and anxiety among people, also leading to an increased amount of procrastination. The current time of COVID-19 has forced people to distance themselves physically from people outside of their household. Physical distancing might provide relief for people with social anxiety, but a lack of interaction can also maintain social anxiety or may cause it. The lack of social connectedness is making people get more socially anxious, this creates havoc in

many people's life and individuals are spending a huge amount of time staying alone. The most common subtype of anxiety disorder is social anxiety disorder. There can be various causes of social anxiety, like parenting style, bullying, social media, etc. Each of these factors makes people socially anxious, the fear of social situations is also markedly related to poor self-esteem, the individual who fears to be a part of any social situation might also be having lower self-esteem. The youth of India, goes through a roller-coaster ride, during this time they are about to complete their education or have completed their education, they need to look for a proper job and need to be independent, all this makes them go through a lot of stress, a competitive world sometimes makes them feel inferior about themselves, and with the increasing use of social media, more and more people start comparing themselves with other person's making them lower their own self-esteem, it is believed that people who are high in social anxiety are mostly low in self-esteem. Hence, to investigate the correlation between social anxiety and self-esteem of youth in India, this study was being conducted.

LITERATURE REVIEW

Indian Researches

Shokeen Anjali (2018), conducted a research study, according to whose findings there is a significant positive correlation between procrastination, Stress and Academic Achievement exists among University students.

Nayantara Vohra and Simantini Ghosh (2018) conducted a study to investigate the factors associated with procrastination and anxiety, both of which can impact a student's college experience significantly. The results found that procrastination was significantly correlated with general and social self-efficacy and locus of control, while anxiety was significantly correlated with these variables and the acceptance-involvement dimension of parenting. Showed positive correlation of procrastination with anxiety.

Sandeep Kaur (2018), did a research to study examined procrastination in relation to anxiety among university student. The results showed that there is negative correlation between anxiety and procrastination among female graduate students.

Jade Carvalho, Vrinda Ruparelia, and Tasneem Telwala (2018), did a study aimed to examine the relationship between procrastination, perfectionism and test anxiety. A moderate positive correlation has been found each in the case of socially prescribed perfectionism and procrastination, socially prescribed perfectionism and test anxiety as well as procrastination and test anxiety.

Shalini G Nayak (2019) conducted a study focused on assessing the procrastination, time management skills and its relationship with academic stress among undergraduate nursing students in a private college of South India. There was positive correlation between procrastination and academic stress.

M. VaraLakshmi and B.S. Kumar Reddy (2020) did a research which aimed to investigate the impact of academic stress, academic anxiety, and academic self-efficacy on academic procrastination among college students. Sample size was 400 college students from Chittoor of Andhra Pradesh State. Using ANOVA to analyse the data, findings showed that academic stress, academic anxiety and academic self-efficacy are having

a significant effect on academic procrastination among college students.

Simantini Ghosh and Nayantara Vohra (2021) did a study which aimed to evaluate the factors which are associated with procrastination and anxiety, as both can impact college student's experience significantly. The sample was 156 college students, who responded to an online survey. Results shows that procrastination is correlated with anxiety significantly on various factors, out of which general self-efficacy was the most prominent one.

Simran Khurmi (2021) did a study to which focused on investigating the impact of stress, anxiety, and psychological well-being on procrastination tendencies among the Indian adult population. 224 participants between the age of 18-35 years were selected. The result showed that procrastination was positively associated with stress and anxiety and negatively with psychological well-being. It too was seen that psychological well-being was a negative predictor of procrastination. Suggesting that procrastination can be indicator of declining mental health and life satisfaction of an individual.

Manasi Desai, Unnati Pandit, Amruta Nerurkar, et.al. (2021) did a descriptive, cross-sectional survey to study to evaluate test anxiety and procrastination in physiotherapy students and whether there is a relationship between them. Used two-staged cluster sampling method: 220 undergraduate physiotherapist students from colleges in Mumbai and Navi Mumbai participated in the study. There is significant correlation between procrastination and test anxiety score (P value= 0.000, Pearson's correlation co-efficient= 0.383). Both test anxiety and procrastination were present among undergraduate and postgraduate physiotherapy students, in various degrees. Showing a positive correlation between the two.

Western Researches

Rizki Muliani, & Haerul Imam (2018), conducted a research study aimed to identify relationship between stress level and academic procrastination among nursing student freshmen. Result show most of student had moderate stress at 82.5% and moderate academic procrastination at 81.4%. There was significant relationship with medium magnitude between level of stress and academic procrastination by spearman rank test with p -value=0.000 and r_s =0.442.

Jelena Saplavaska, & Aleksandra Jerkunkova (2018) conducted a study on academic procrastination and anxiety among students. The study revealed that 48 % of the participants demonstrated a high level of academic procrastination, 27 % – medium and 25 % – low. The obtained data showed that with the situational and personal anxiety increase, the level of academic procrastination also increases.

Nikolett Eisenbeck, David F. Carreno, and Ruben Ucles-Juarez (2019) conducted a study comprising a sample of 429 university students measuring academic procrastination, psychological inflexibility and general psychological distress, comprising depression, anxiety and stress. The results showed higher levels of procrastination were related to elevated psychological distress. Both procrastination and psychological distress were associated with psychological inflexibility.

C.H.C.Drossaert and M.E. Pieterse (2019) conducted a study which aimed to investigate academic procrastination and its negative health outcomes and also tries to explain the relation

between academic procrastination and perceived stress and mental well-being. The findings showed that academic procrastination and perceived stress were positively related.

Selene Mercado-Vinces, Juan Carlos Cotrina Aliaga, Jhon Alberth Rengifo Castillo, & Yolvi Ocaña-Fernández (2021) did study is to establish correspondence between procrastination and academic stress in students of the School of Electronic Engineering of a public university in the Callao Region. The results confirm the correspondence between procrastination and academic stress in students.

Sara Laybourn, Anne C. Frenzel, & Thomas Fenzl (2019) investigated the phenomenology of teacher procrastination as well as its links with emotional experiences and stress, using a qualitative approach. Results revealed teachers delayed these tasks for different reasons but mainly due to task aversiveness. Further, teachers reported experiencing mainly negative emotions when procrastinating and perceiving their procrastination behavior as moderately stressful, indicating that procrastination is a potential stressor in the teacher profession.

Arslan Khalid, Qian Zhang, Wei Wang, et.al., (2019) did a study aimed to explore the relationship between procrastination, perceived stress, saliva alpha-amylase (sAA) levels, and the parenting styles of Chinese first year medical students (MBBS). The study suggests that there are positive links between academic procrastination and stress. Male students reported higher levels of procrastination and perceived stress reactions than their female counterparts. Positive parenting styles were negatively associated with procrastination and stress reactions, while negative parenting styles were positively associated with procrastination and delayed stress reactions among MBBS students.

METHODOLOGY

Problem Statement

To study the impact of Stress and Anxiety on Procrastination of Adults.

Objectives

- O_1 - To assess the impact of Stress on Procrastination level of Adults.
- O_2 - To assess the impact of Anxiety on Procrastination level of Adults.
- O_3 - To determine relationship between Stress, Anxiety and Procrastination level of Adults.

Hypotheses

- H_1 - There is no impact of Stress on Procrastination level of Adults.
- H_2 - There is no impact of Anxiety on Procrastination level of Adults.
- H_3 - There is no relationship between Anxiety, Stress and Procrastination level of Adults.

Variables

Independent Variables- Stress and Anxiety

Dependent Variables- Procrastination.

Sampling

The study was for people between the age group of 18-30 years (young adults), which followed convince sampling of 150 respondents from a total response of 156. For scoring of the filtered responses Pearson's Correlation, and Regression was utilized using IBM SPSS Statistics Software.

Research Design

The present study is exploratory and follows a descriptive correlational approach, a hypothesis was developed from a theoretical model which has been tested empirically. The study is empirical, the impact of the independent variables, i.e. Stress and Anxiety on the dependent variable i.e. Procrastination. The approach began with the author's realization of increased stress, anxiety and procrastination among young adults as well as an extensive need for study on this topic. The researcher thought of an idea to correlate stress and anxiety with social-anxiety.

Tool for Data Collection and Scoring

For collection of data valid and reliable questionnaire were utilized, i.e., Depression, Anxiety Stress Scale (DASS-21) by Lovibond and Lovibond and Irrational Procrastination Scale by K.M. Connor and instructions were modified in which age, gender, state and academic background details were also collected. For scoring of the filtered responses Pearson's Correlation, and Regression was utilized using IBM SPSS Statistics Software.

Tools Utilized

Depression Anxiety Stress Scale (DASS-21)

Depression Anxiety Stress Scale (DASS-21) has been developed by Lovibond and Lovibond in 1995. It is 21-item scale and answered on a 4-point Likert scale and measures Depression, Anxiety, and Stress respectively. Here the Stress and Anxiety scales have been utilized only. Total scores range from 0 to 21 respectively, with 21 indicating highest score possible. To score the items, assign a value to each of the 10 items as follows: For Applied to me very much or most of the time = 3, Applied to me a considerable degree or good part of time = 2, Applied to me some degree or some part of time = 1, and Did not apply to me at all = 0. The reliability of DASS-21 has Cronbach's alpha values (for Depression= 0.81) for Anxiety= 0.89 and for Stress= 0.78. It has excellent internal consistency, discriminative, concurrent and convergent validities.

Irrational Procrastination Scale (Procrastination Quotient)-

Irrational Procrastination Scale by Steel (2010), contains 9-items focusing on implemental attributes of procrastination emphasising on 'irrational delay'- meaning choosing delay even after expecting it to be disadvantageous. The scale is having 5-point Likert scale in which, 1= Very Seldom or Not True of Me, 2= Seldom True of Me, 3= Sometimes True of Me, 4= Often True of Me, and 5= Very Often True or True of Me. The reliability of the scale ranges from 0.58 to 0.74. The value of standard error (SE) range from 0.09 to 0.10 only, suggesting high level of precision. The value for item separation reliability and the Person separation reliability are 0.95 and 0.87 respectively, demonstrating high level of reliability. The content validity suggested that items were homogenous and no item was unproductive in scale. Structural validity showed that the scale was averagely strong in

accordance with the classification system proposed by Reckase (1979), supporting unidimensionality of the scale.

Inclusion and Exclusion Criteria

A standard criterion was decided by the researcher for the selection of the sample from the targeted population, it as follows-

Inclusion

- People between the age of 18-30 years were included
- Consideration of gender differences was done.
- Indian population was included

Exclusion

- People below or above 19-30 years of age were excluded
- People outside India were excluded
- Cultural, social and economic discrimination were excluded

Procedure

The online google form links were distributed for the questionnaires to get filled, with the proper instructions provided in it. The link was shared to various students through Instagram, WhatsApp, Facebook and Telegram, mentioning the purpose of study and the concept. The questionnaire was in nominal scale form, which respondent needed to fill according to the statements. The link was shared to 200+ candidates out of which 156 responses were received, but because of age difference and invalid responses, 150 responses were selected for the final study. After the collection of the data, it was analysed after which interpretation was done.

Statistical Analysis

1. To find the degree of association between independent variables i.e. Stress and Anxiety with dependent variable i.e. Procrastination. measured by a correlation coefficient Pearson's Correlation is measured which is commonly denoted by r,
2. In order to investigate the predictive relationship between independent variables i.e., Stress and Anxiety with dependent variable i.e., Procrastination, Linear Regression Analysis was used

RESULT

Pearson's Correlation Coefficient

The following table represents the values of correlation for the variables.

Correlations				
		Stress total	Anxiety total	Procrastination total
Stress total	Pearson Correlation	1	.769**	.496**
	Sig. (2-tailed)		.000	.000
	N	151	151	151
Anxiety total	Pearson Correlation	.769**	1	.533**
	Sig. (2-tailed)	.000		.000
	N	151	151	151
Procrastination Total	Pearson Correlation	.496**	.533**	1
	Sig. (2-tailed)	.000	.000	
	N	151	151	151

** . Correlation is significant at the 0.01 level (2-tailed).

Gender = Male

The values that are highlighted in the table are shown having significant correlation between variables. Hence, the table shows that there is significant correlation of 0.01 level between the Stress and Anxiety with Procrastination in the population.

		Stress Total	Anxiety Total	Procrastination Total
Stress Total	Pearson Correlation	1	.812**	.567**
	Sig. (2-tailed)		.000	.000
	N	80	80	80
Anxiety Total	Pearson Correlation	.812**	1	.627**
	Sig. (2-tailed)	.000		.000
	N	80	80	80
Procrastination Total	Pearson Correlation	.567**	.627**	1
	Sig. (2-tailed)	.000	.000	
	N	80	80	80

** . Correlation is significant at the 0.01 level (2-tailed).
a. gender = Male

Gender = Female

		Stress Total	Anxiety Total	Procrastination Total
Stress Total	Pearson Correlation	1	.708**	.443**
	Sig. (2-tailed)		.000	.000
	N	71	71	71
Anxiety Total	Pearson Correlation	.708**	1	.455**
	Sig. (2-tailed)	.000		.000
	N	71	71	71
Procrastination Total	Pearson Correlation	.443**	.455**	1
	Sig. (2-tailed)	.000	.000	
	N	71	71	71

** . Correlation is significant at the 0.01 level (2-tailed).
a. gender = Female

From the above table it was evident that there is significant correlation of 0.01 level between the independent variables, i.e., Stress and Anxiety with the dependent variable. i.e., Procrastination among males and females. The correlation is found to be positive correlation which means that high level of stress and anxiety leads to high level of procrastination.

Linear Regression Analysis

The following table contains the predicted values in Linear Regression Analysis interpreting that predictive relationship has been established between Anxiety and Stress as the predictor and Procrastination as outcome variable.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.550 ^a	.302	.293	3.852

a. Predictors: (Constant), atotal, stotal

From the table it is evident that the impact of stress and anxiety on procrastination is 30.2% on the sample population. Which means that Stress and Anxiety considerable affect Procrastination level on 30.2% of the population, which means any amount of increase in level of stress and anxiety can lead to equal amount of increase in the level of procrastination.

Gender = Male

Model Summary ^a				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.635 ^b	.403	.388	3.206

a. Predictors: (Constant), atotal, stotal

Gender = Female

Model Summary ^a				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.486 ^b	.236	.214	4.524

a. gender = Female

b. Predictors: (Constant), atotal, stotal

This impact of stress and anxiety on procrastination was considerably higher in males as compared to females, as for males the impact of stress and anxiety on procrastination was 40.3%, and for females the impact was 23.6%. These findings shows that any amount of increase in stress and anxiety impacts the level of procrastination more in males than in females, resulting in lesser amount of procrastination in females than in males.

DISCUSSION

Psychology defines the term *Procrastination* as a "form of self-regulation failure characterized by the irrational delay of tasks despite potentially negative consequences.". And *Stress* is any type of change that can cause physical, emotional, or psychological strain. It is body's response to anything that needs attention or action and according to DSM-5, *Anxiety* is an anticipation of any threat in future. The present study follows a descriptive correlational approach, a hypothesis was developed from a theoretical model which has been tested empirically.

The study is experimental and follows convince sampling of 150 respondents from a total response of 156. For collection of data valid and reliable questionnaire were utilized, i.e., Depression Anxiety Stress Scale (DASS-21) by Lovibond and Lovibond, and Irrational Procrastination Scale (Procrastination Quotient) by Steeland instructions were modified in which age, gender, state and academic background details were also collected. The questionnaires were distributed to subjects online by sharing google forms link. The questionnaire contained nominal scale, which the respondent needs to respond to according to the statement. The key objective of the study isto study the impact of Stress and Anxiety on Procrastination of Adults. Null hypotheses were framed stating that Thereis no impact of Stress on Procrastination level of Adults; There is no impact of Anxiety on Procrastination level of Adults; and There is no relationship between Anxiety, Stress and Procrastination level of Adults. Pearson Correlation and Regression were used to analyse the result.

From Pearson Correlation, null hypothesis is rejected with correlation at the significance level of 0.01, which means that there is significant positive correlation between stress and anxiety with procrastination level of young adults. The findings for males and females also showed significant correlation of 0.01 level between stress and anxiety with procrastination. This might be because of the increased amount of work load, and over burdening of individuals which lead to increased amount of stress and anxiety, and which further lead to procrastination as the person thinks that they have enough time and can do the task later on.

By administering regression it was found that stress and anxiety have significant impact on procrastination level of young adults, and the impact of stress and anxiety on level of procrastination was considerably higher in males which was 40.3%, as compared to females, which was at 23.6% of female sample. These findings suggest that increase in stress and anxiety can evidently increase the level of procrastination more in males than in females, for whom the impact os stress and anxiety on procrastination is lesser. This can be because males are more extrinsically motivated and get easily dissatisfied with the given assignment and hence procrastinated more than females. Also, a study conducted by Hampton (2005) reported men procrastinated more than

women, and the reason behind is that men had higher belief that external factors and not they themselves have control over a particular situation, also men due to high external locus of control, procrastinate more than females. He also found that for difficult tasks increased stress, which further increased the level of procrastination in males.

Similar results were proven in a study conducted byM. VaraLakshmi and B.S. Kumar Reddy (2020) did a research aimed to investigate the impact of academic stress, academic anxiety, and academic self-efficacy on academic procrastination among college students, findings showed that academic stress, academic anxiety and academic self-efficacy are having a significant effect on academic procrastination among college students.In another study byNikolett Eisenbeck, David F. Carreno, and Ruben Ucles-Juarez (2019) measuring academic procrastination, psychological inflexibility and general psychological distress, comprising depression, anxiety and stress. The results showed higher levels of procrastination were related to elevated psychological distress, anxiety, and stress.

Hence, it can be concluded that on the base of previous studies the result obtained in the present study are reliable and true. There is a correlation between stress and anxiety with procrastination of young adults and significant impact of stress and anxiety on procrastination on males and females, the impact is significantly less in females than in males.

Implications of the Study

- The results of study interpret that the stress and anxiety have deep impact on the procrastination. Social workshops with the targeted population can reduce the stress and enhance ability to deal with anxiety issues and further enhancing mental health reducing procrastination.
- Family plays an important role in reducing stress and anxiety of an individual, psychologists can set up a family-based intervention, which can help to understand the family dynamics and relationship among family members.
- Can bring about awareness programs about the environmental and genetic factors leading to issues and procrastination, and factors that can help to get rid of their anxiety.
- The results suggest the need of developing a program, which would focus on building positive attitude and better relationship among respondents.
- There should be a reward system developed in school, which will help to motivate and enhance mental health and decrease procrastination.
- The interaction of the individuals with their family and their environment. Adaptation, transaction, goodness to fit in and self-belief.
- This research study can work as base, more researches on different factors impacting procrastination and relationship with stress and anxiety can be done in many alternative areas.

Suggestions and Recommendations

Although there are previous researches done on similar topics, there is need for more work in latest researches in finding the relationship of stress and anxiety with procrastination. In order to have a less procrastination and stress and anxiety for an

individual, it is important to identify the factors that can hamper it at an earlier stage and as early as possible, it is best to keep on studying the factors that influence the increase of stress, anxiety, and procrastination and find tools to treat or improve the conditions. The study is not as comprehensive as it should be, so it needs modifications to be more generalized. Some suggestion for further researches is:

- The respondents' included in the study were youth of the age group 18-30 years. The researcher can conduct the research on the same topic by including different age groups and may also conduct a comparative study.
- Some other aspects of stress, anxiety and procrastination can be included and correlated with.
- The current research has limitations regarding the sample design selected. The similar study can be replicated on a larger sample with a better sample design, providing proper coverage to various variables like gender, age, etc.

Limitations

The current study has limitations that need to be focussed on while considering the study. Some of the limitations can be helpful for future researches. Some of the limitations are:

- It was difficult to access various educational institutes, convenience sampling was hence utilized, which was not as much effective.
- It is not sure that the responses provided by the candidates are true or not.
- Because of conducting the study on online platform there was no control on extraneous variables and hence they might have impacted the results of the study significantly.

CONCLUSION

The present empirical study investigates the variables stress, anxiety and procrastination respectively, stating that there is a sound relationship between stress, anxiety and procrastination, and prominent gender differences respectively. The first null hypothesis "There is no impact of Stress on Procrastination level of adults" has been rejected suggesting that stress has a significant impact on procrastination. The second null hypothesis "There is no impact of Anxiety on Procrastination level of Adults." has been rejected, interpreting that anxiety has a significant impact on procrastination level. The third null hypothesis "There is no relationship between Anxiety, Stress, and Procrastination level of Adults." has been rejected, suggesting that stress, anxiety, and procrastination have significant relationship. Significant gender differences were found, showing that the level of stress, anxiety and procrastination in females is lesser than in males. The aim was to study the relationship between the variables and evaluate the impact of the independent variables on the dependent variables i.e. Stress and Anxiety on Procrastination, which have been received in the present study conducted on the adults of India. Hence, the study shows that controlling and reducing the amount of stress and anxiety among young adults can significantly control the amount of procrastination.

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