



To Explore the Influence of Social Support on the tendency of Young Adults to Procrastinate

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Abstract: Procrastination is a prevalent problem among young adults that can interfere with academic functioning, mental well-being, and productivity. The current research seeks to examine the connection between social support and procrastination to determine whether various forms of social support (family, friends, and other forms of support) would have a significant impact on procrastination. The research employed a correlational design, and data was gathered from a sample of primarily young adults. The results indicated a weak to moderate negative correlation between procrastination and social support. Family support was most strongly negatively correlated with procrastination. Friend support and support from other sources had minimal or no correlation with procrastination, which implies that social relationships are not a significant predictor of procrastination. The findings are that procrastination is multifaceted, and this could be due to other psychological and environmental factors that might influence procrastination. The outcome of the study recommended more work on procrastination with varied samples and longitudinal design to fully comprehend the Etiology of procrastination and potential interventions. The research can be used to create personalized strategies for enhancing self-regulation and minimizing procrastination among young adults.

Keywords: *procrastination, social support, young adults, correlation, self-regulation.*

1. Introduction

1.1 Social Support

Social support refers to the network of relationships providing emotional, practical, and informational assistance, playing a crucial role in well-being by buffering stress and helping

individuals cope with life's challenges. It includes emotional support (empathy and reassurance), practical support (help with tasks or resources), and informational support (guidance and advice). Social support enhances mental, physical, and social well-being by reducing feelings of loneliness, anxiety, and depression, fostering resilience, and promoting a sense of connection. It helps individuals navigate difficulties, bounce back from setbacks, and thrive in personal and professional life. Those with a strong support system often feel more equipped to handle life's challenges.

Beyond mental health, social support has tangible benefits for physical health. Studies show that individuals with strong social networks tend to have better immune function, lower blood pressure, and a reduced risk of chronic illnesses. Encouragement from friends and family can also lead to healthier behaviours, such as regular exercise, better nutrition, and adherence to medical advice, which further contributes to overall well-being. In professional and academic settings, social support is crucial for collaboration, productivity, and emotional backup during stressful times. Colleagues and peers who offer advice or share responsibilities reduce stress and improve performance, while mentorship and group activities foster community, learning, and motivation. Without social support, individuals may experience increased stress, lower self-esteem, and feelings of helplessness, which can lead to mental health issues and reduced productivity. In conclusion, social support is essential for managing stress, building resilience, and promoting well-being, both mentally and physically, by providing a strong foundation for a fulfilling life.

1.2 Procrastination

Procrastination is the tendency to delay tasks, even when it leads to negative consequences. It affects various areas of life, including academics, work, and personal responsibilities. While it may seem like a harmless habit, procrastination often stems from deeper psychological factors like fear of failure, perfectionism, or low self-confidence. People may avoid challenging tasks to escape anxiety or discomfort, but this only creates a cycle of stress and guilt, making the task more daunting. Procrastination is also linked to difficulty in self-regulation, where individuals prioritize short-term gratification over long-term goals, leading to unfinished tasks and looming deadlines. Chronic procrastination can harm mental health, lower self-esteem, and hinder personal and professional growth. In academic and workplace settings, it often results in poor-quality work and missed deadlines.

To overcome procrastination, individuals can break tasks into smaller steps, set clear deadlines, and create structured schedules. Addressing the emotions driving procrastination, such as fear of failure, and building accountability through social support can also help.

Reducing distractions and creating a focused environment can improve productivity. Ultimately, understanding procrastination's root causes and adopting strategies to overcome it can lead to better productivity and personal growth.

1.3 The relationship between Procrastination and Social Support in Young Adults

The relationship between procrastination and social support is complex, acting as both a protective and enabling factor depending on how it is utilized. Social support can reduce procrastination by providing emotional reassurance, motivation, and practical assistance. Support from peers and mentors boosts confidence, lowers stress, and fosters accountability, making individuals less likely to procrastinate. Social distractions, excessive socializing, or peer pressure can lead to task postponement, and over-reliance on external validation may hinder the development of intrinsic motivation. The quality of social support matters—positive environments reduce procrastination, while critical or pressuring support may increase anxiety and avoidance. Ultimately, those with strong support systems tend to be more resilient, while individuals who feel isolated may struggle with procrastination due to increased stress and self-doubt. The relationship between gender, procrastination, and social support is influenced by psychological, social, and cultural factors.

While procrastination affects both men and women, studies show gender differences in how it is experienced and managed. Men tend to procrastinate more than women and are more likely to use social support as a distraction. In contrast, women often use social support for emotional reassurance, accountability, and stress management, helping them complete tasks on time. However, individual factors such as personality, self-regulation skills, and cultural influences significantly shape how social support impacts procrastination for both genders. Striking a balance between social engagement and self-discipline is key to ensuring social support acts as a motivator rather than contributing to procrastination.

2. Review of Literature

Miller et al. (2024), conducted a study to examine how social support may reduce the risk of procrastination, especially among those with a high intolerance of uncertainty. The study's findings have implications for understanding how familial support resources may reduce risks for procrastination among college students, as regression analyses indicated a significant interaction between family social support and refusal to tolerate precariousness in forecasting procrastination.

Zhang et al. (2024), investigated the various mediating roles of resilience and self-efficacy in the association between procrastination and social support among students enrolled in

vocational colleges. The results revealed that procrastination, resilience, self-efficacy, and social support are significantly correlated negatively. Furthermore, avoiding or lowering procrastination in this demographic may also depend on enhancing social support.

Sirois and Biskas (2024) conducted study to examine the effects of stress, health habits, and social support on nurses' procrastination and well-being. Structural equation modelling showed strong indirect effects that connected chronic procrastination to low self-rated health through increased stress and less health habits, which is consistent with the procrastination–health paradigm.

Yang et al. (2023), studied a sample of 874 Chinese college students to examine the relationship between procrastination and perceived social support. Procrastination was shown to be adversely correlated with perceived social support, this study offers fresh perspectives on the processes behind the relationship between procrastination and perceived social support.

Madyan et al. (2022), did a study to examine the effect of social support from friends on procrastination among final year student. This research used a survey method, by using the regression technique. The results of the study showed that social support from friends does not affect the level of student procrastination in completing a thesis.

Lu et al. (2022), investigated the impact of procrastination on family size, education, gender, socioeconomic level, and cultural differences. This study offers strong evidence that men generally and academically procrastinate more than women. It also shows that procrastination tendencies are not affected by sociodemographic factors such as family size, educational background, nationality, multiculturalism, socioeconomic status, or nationality. In conclusion, it was discovered that men had a stronger overall inclination and a tendency to procrastinate academically than women.

3. Methodology

3.1 Aim

The aim of this study is to explore the relationship between social support and procrastination in young adults.

3.2 Research Objectives

- a) To identify a positive relationship between social support and procrastination in young adults.
- b) To identify a negative relationship between social support and procrastination in young adults.
- c) To identify that there is no significant relationship between social support and

procrastination in young adults.

3.3 Hypothesis

There will be a significant relationship between social support and procrastination in young adults.

3.4 Variables

Independent Variable: Social Support

Dependent Variable: Procrastination

3.5 Sampling Technique

The sampling technique employed will be random sampling, allowing for the recruitment of participants from various settings and online forums were asked to fill, to investigate the relationship between social support and procrastination.

3.6 Sample Size

The study will aim to recruit a sample size of approximately 120 individuals aged 18 to 26 years to explore the relationship between social support and procrastination among young adults.

3.6.1 Demographic Details

Sample size (N)	120
Age Range	18-26
Gender	Male and Female
Educational Qualification	High school, Bachelors, Masters
Marital Status	Unmarried
Location	Urban

3.7 Measures

These are the respective tools used in the research are as follows:

3.7.1 General Procrastination Scale (GPS): The General Procrastination Scale, developed by Lodha et al. (2016), consists of 23 items assessing procrastination in academic, professional, health, and civic duties. It uses a 5-point Likert scale, with scores contributing to a Procrastination Quotient (PQ). The scale has a Cronbach's Alpha of 0.713 and a split-half reliability of 0.711. Its construct validity (0.76) is higher than Lay's Procrastination Scale.

3.7.2 Multidimensional Scale of Percieved Social Support (MSPSS): The (MSPSS), was developed by Zimet et al. (1988), is a 12-item measure designed to assess an individual's perceived social support from three sources: family, friends, and significant others. Each item

is rated on a seven-point Likert scale 1-7, with higher scores indicating greater perceived social support. The scale demonstrates strong reliability, with a Cronbach's Alpha ranging from 0.85 to 0.91 across different studies, and a split-half reliability coefficient of 0.81. Additionally, the construct validity of the MSPSS is well-established, with strong correlations to related psychological measures, making it a widely used tool for assessing perceived social support.

3.8 Statistical Analysis

Correlation analysis examines the correlation between Procrastination and Social support in individuals. Utilizing Pearson's correlation coefficient (r), the study determines the firmness and regulation of any potential associations among these variables. A positive relation suggests that as one variable increases, the other tends to increase as well, while a negative relation indicates an opposite relation. If there is no correlation, one variable does not impact the other.

4. Result

The Pearson correlation coefficient between procrastination and social support was ($r = -0.06$), indicating a negative relationship. As social support increases, procrastination decreases slightly, but not in a predictable manner. The weak relationship suggests other factors may influence their association. Although there is some degree of inverse association, it is not substantial enough to indicate a significant linear relationship. This weak correlation aligns with existing literature suggesting a complex interplay of multiple variables, requiring broader exploration to establish stronger connections.

Table 1: *Correlation between Procrastination & Social Support*

	<i>Procrastination</i>	<i>Social Support</i>
<i>Procrastination</i>	1	
<i>Social support</i>	-0.06101	1

Note: $p < .05$, $N = [120]$

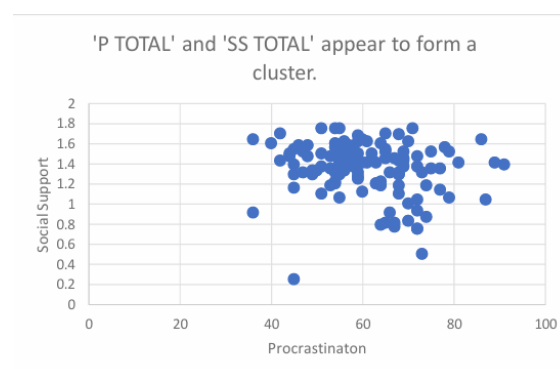


Figure 1. *Scatter Plot*

The scatter plot shows a weak negative correlation between social support and procrastination, with most data points clustered within a specific range. This suggests that although a slight inverse relationship exists, social support does not strongly influence procrastination variation. The study also compares the dimensions of the social support scale with procrastination to further understand the relationship between social support and procrastination.

1) *Family subscale*

The Pearson correlation analysis between family sub-scale and procrastination resulted in a correlation coefficient of ($r = -0.285$), indicating a moderate negative relationship.

Table 2: *Correlation between Procrastination and Family subscale (Social Support)*

	P TOTAL	Family Subscale
P TOTAL	1	
Family Subscale	-0.285308055	1

This suggests that as procrastination scores increases, then scores on the family subscale tend to decrease slightly, though the relationship is not particularly strong. Since 0.002 is much smaller than 0.05, the correlation is highly statistically significant. While the correlation is stronger compared to the other 2 subscale analyses, it still does not suggest a significant linear association. This moderate negative correlation implies that procrastination may have some influence on the family sub-scale, but other factors likely play a more substantial role in determining family-related outcomes. Overall, while there is indication of a negative association between procrastination and the family sub-scale, the effect is relatively moderate, suggesting the need for deeper exploration into the factors driving this relationship.

2) *Friends' subscale*

The Pearson correlation analysis between procrastination and the friend's subscale yielded a correlation coefficient of -0.054, indicating a very weak negative correlation.

Table 3: *Correlation between Procrastination and Friends subscale (Social Support)*

	P TOTAL	Friend's subscale
P TOTAL	1	
friend's subscale	-0.053984369	1

This suggests that as procrastination increases, scores on the friend's subscale show a slight decline, but the relationship is negligible. The near-zero correlation signifies that procrastination and the friend's subscale are largely independent, with no meaningful linear association between them. Given the weakness of this correlation, it is unlikely that procrastination serves as a predictor of the friend's subscale, and any observed variations are likely due to other underlying factors or random fluctuations in the data. Overall, the results suggest that procrastination and the friend's subscale do not exhibit a strong relationship, implying that other psychosocial or environmental factors may have a more substantial impact on the friend's subscale.

3) *Other categories of social support*

The Pearson correlation analysis between procrastination and the other subscale yielded a correlation coefficient of ($r = -0.101$), indicating a very weak negative relationship between the two variables.

Table 4: *Correlation between Procrastination and Other categories subscale (Social Support)*

	P TOTAL	other sub-scale
P TOTAL	1	
other sub-scale	-0.101440269	1

This suggests that as procrastination increases, the other subscale shows a slight decrease, but the association is minimal and not statistically meaningful. Given that the correlation is close to zero, it implies that the two variables are largely independent, with little to no linear relationship. This weak correlation suggests that procrastination does not significantly influence the social support of others, and any observed variation is likely due to other underlying factors rather than a direct relationship between the two constructs.

5. Discussion of Results

The present study aimed to explore the relationship between social support and procrastination in young adults. The hypothesis stated that there would be a significant relationship between social support and procrastination. The results of the study indicated a weak negative correlation between overall social support and procrastination. This suggests that while individuals with greater social support may be slightly less likely to engage in procrastination, the effect is not strong, and other factors likely contribute to procrastinatory tendencies. The varying strength of the correlation across different sources of support further emphasizes the complexity of this relationship.

This finding highlights the important role of familial support in fostering self-regulation and accountability. Family members often provide structure, motivation, and emotional reinforcement, which may aid in reducing procrastination by promoting better time management. In contrast, support from friends showed a much weaker correlation, indicating that while friendships offer emotional benefits, they may not significantly impact time management or avoidance behaviours. Friendships typically involve fewer expectations around productivity, which may explain their limited influence. Similarly, support from teachers, mentors, or community networks showed negligible correlation, suggesting that broader external support systems have minimal effect on procrastination. The Pearson correlation coefficient between total procrastination and overall social support was -0.188 , indicating a weak negative relationship. This suggests that higher social support is slightly associated with lower procrastination, but the connection is not strong or consistent. The weak correlation aligns with existing research pointing to the complexity of procrastination, influenced by multiple interacting factors. Further research is needed to examine these underlying mechanisms and potential moderators to better understand and address procrastination.

The correlation analysis between procrastination and the three subscales—family, friends, and other social support—revealed weak to moderate negative relationships. The family subscale showed the strongest negative correlation (-0.285), suggesting a slight decline in family support as procrastination increases, though other factors likely play a role. The friend's (-0.054) and other social support (-0.101) subscales showed negligible correlations, indicating minimal association. Overall, while family support may help reduce procrastination, its impact varies. Future research should explore underlying mechanisms and consider moderating factors like self-regulation and academic stress for more effective interventions.

6. Conclusion

The study investigates the relationship between social support and procrastination in young adults, finding a weak negative correlation. Family support showed the strongest association, suggesting that it may slightly reduce procrastination. However, support from friends and other sources had negligible influence, suggesting that procrastination is more influenced by factors such as self-regulation, personality, and environmental conditions. Future research should examine variables like motivation, academic pressure, and perceived stress as potential mediators or moderators of this relationship.

While family support may offer protective benefits, it is not sufficient on its own. A multifaceted approach, including personal strategies like self-discipline, time management, and

cognitive-behavioural techniques, supported by social networks, may provide more effective solutions for reducing procrastination in young adults. Limitations include self-reported data, sample size and diversity, and unaccounted influencing factors.

Advantages of this research include improving performance, guiding interventions, and enhancing well-being. Understanding the link between social support and procrastination can help develop strategies to enhance academic and professional productivity. However, further research is needed to explore the complex relationship between procrastination and social support. Future studies with diverse samples and longitudinal designs can offer more reliable insights, refine intervention strategies, and improve the understanding of how social support influences procrastination over time.

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