

The Influence of Mood on Academic Procrastination Among University Students

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ABSTRACT

Emotional states impair one's ability to regulate and focus cognitive processes. Mood can arise at any time - a person who was laughing, joking, and highly enthusiastic in conversation an hour prior may become withdrawn for the rest of the day without any apparent reason or due to other factors affecting their mood. The research problem investigated whether mood exerts an influence on academic procrastination among Psychology students in the 2022 cohort. The objective of this study was to determine whether mood influences academic procrastination among Psychology students in the 2022 cohort. This study employed a quantitative research design with a population of 237 students from the 2022 cohort. A sample of 130 students was selected using the Isaac and Michael table with a simple random sampling technique. Data were collected using a Likert-scale questionnaire and psychological scale instruments. Prerequisite tests included normality and linearity tests. Hypothesis testing employed Simple Linear Regression analysis and the coefficient of determination test, conducted using SPSS Version 26. The regression coefficient in this study yielded a positive value, indicating that the direction of the influence of Mood (Variable X) on Academic Procrastination (Variable Y) is positive. Based on the significance value obtained from the regression test ($0.000 <$

0.05), it can be concluded that the Mood variable (X) significantly influences Academic Procrastination. The coefficient of determination for the influence of Mood on Academic Procrastination was 0.246, equivalent to 24.6%, indicating that mood accounts for 24.6% of the variance in academic procrastination. The remaining 75.4% is attributable to other factors influencing academic procrastination among Psychology students in the 2022 cohort.

Keywords: *Mood, Academic Procrastination, University Students*

INTRODUCTION

University students, as members of educational institutions, are expected to think critically and to develop their potential to the fullest extent (Saman, 2017). To achieve this, students must actively engage in coursework, complete assignments given by lecturers, read extensively from provided references, and complete a final project as a prerequisite for obtaining an academic degree. Papalia, Olds, and Feldman (2009) noted that students participate in higher education to attain academic achievement, which represents a specific level of mastery within a particular academic domain, such as reading and arithmetic. Beyond academic achievement, academic success is also contingent upon the development of personal competencies, including self-adjustment, social interaction within the campus environment, and the cultivation of

relationships with others such as lecturers, seniors, and peers.

Procrastination derives from the English term *procrastination*, which itself originates from the Latin compound of *pro* (meaning “forward”) and *crastinus* (meaning “tomorrow”) (Klin in Steel, 2007). Thus, procrastination can be understood as the decision to delay or defer action until the following day. This delay is intentional—the individual recognizes the importance of the task yet postpones it. Procrastination is the behavioral tendency to delay a task or activity until a later time and replace it with less important activities. The duration of postponement may be brief or may extend over days or weeks. Substitute activities chosen by procrastinators are typically more enjoyable, and individuals who engage in procrastination tend to rationalize their behavior. Academic procrastination, in particular, refers to the behavioral postponement of academic tasks. At the university level, academic procrastination is especially detrimental as it can disrupt and diminish students’ academic performance. Manifestations include ignoring assignments, underestimating task difficulty, excessive engagement with social media unrelated to academic work, and substituting primary tasks with less significant activities.

Mood exerts a significant effect on responses to requests for assistance. Students in a positive mood tend to evaluate such requests favorably, whereas students in a negative mood are the most averse and most irritated by requests (Taylor, Peplau, & Sears, 2009). Emotions such as sadness, happiness, anxiety, anger, and nervousness constitute mood states that can be experienced by anyone, including university students, and frequently influence daily activities. Mood can affect behavioral patterns, including the ways in which individuals think and act. Mayer and Gaschke (1988) identified two categories of mood characteristics: positive mood (including happiness, enthusiasm, affection, attentiveness, calmness, satisfaction, and

activeness) and negative mood (including anxiety, restlessness, anger, irritability, fatigue, drowsiness, sadness, and dejection). Taylor, Peplau, and Sears (2009) further contended that students in a positive mood tend to process negative information and revise their attitudes, while changes in mood frequently affect motivation and decision-making. Meanwhile, empirical observation indicates that emotional states impair the capacity to regulate and focus cognitive attention. Mood can shift unpredictably, and when students are adversely affected by their emotional states, they are more likely to intentionally procrastinate on their academic responsibilities. Based on this context, the researchers conducted a study on the influence of mood on academic procrastination among Psychology students in the 2022 cohort. The research question is formulated as follows: “Is there an influence of mood on academic procrastination among Psychology students in the 2022 cohort?” The objective of this study is to determine the influence of mood on academic procrastination among Psychology students in the 2022 cohort.

RESEARCH METHODS

This study employed a quantitative research methodology. As stated by Robert Donmoyer, quantitative research is an empirical method for collecting, analyzing, and presenting data in numerical rather than narrative form (Given, 2008). The study was conducted from October to November 2023 at the Faculty of Education and Psychology, Psychology Study Program, Manado State University, located on Jalan Kampus Kaaaten, Matani 1, Kecamatan Tomohon Tengah, Kota Tomohon, North Sulawesi. The population, defined as the generalization domain comprising objects or subjects possessing specific qualities and characteristics designated by the researcher for study and from which conclusions are drawn (Sugiyono, 2013), consisted of 250 Psychology students from the 2022 cohort. A sample is a subset representing the characteristics of the population (Sugiyono,

2013). The sampling technique employed was Simple Random Sampling—a probability sampling method in which sample members are selected randomly from the population without regard to stratification (Sugiyono, 2013). The sample size was determined using the Isaac and

Michael table, which provides sample size formulas for known population sizes at error rates of 1%, 5%, and 10% (Sugiyono, 2007). Based on the Isaac and Michael table at a 10% error rate, 130 students were selected from the population of 250.

Table 1. Sample Size Determination Using the Isaac and Michael Table

N	S			N	S			N	S		
	1%	5%	10%		1%	5%	10%		1%	5%	10%
10	10	10	10	280	197	115	138	2800	537	310	247
15	15	14	14	290	202	158	140	3000	543	312	248
20	19	19	19	300	207	161	143	3500	558	317	251
25	24	23	23	320	216	167	147	4000	569	320	254
30	29	28	27	340	225	172	151	4500	578	323	255
35	33	32	31	360	234	177	155	5000	586	326	257
40	38	36	35	380	242	182	158	6000	598	329	259
45	42	40	39	400	250	186	162	7000	606	332	261
50	47	44	42	420	257	191	165	8000	613	334	263
55	51	48	46	440	265	195	168	9000	618	335	263
60	55	51	49	460	272	198	171	10000	622	336	263
65	59	55	53	480	279	202	173	15000	635	340	266
70	63	58	56	500	285	205	176	20000	642	342	267
80	71	65	62	600	315	221	187	40000	563	345	269
85	75	68	65	650	329	227	191	50000	655	346	269
90	79	72	68	700	341	233	195	75000	658	346	270
95	83	75	71	750	352	238	199	100000	659	347	270
100	87	78	73	800	363	243	202	150000	661	347	270
110	94	84	78	850	373	247	205	200000	661	347	270
120	102	89	83	900	382	251	208	250000	662	348	270
130	109	95	88	950	391	255	211	300000	662	348	270
140	116	100	92	1000	399	258	213	350000	662	348	270
150	122	105	97	1050	414	265	217	400000	662	348	270
160	129	110	101	1100	427	270	221	450000	663	348	270
170	135	114	105	1200	440	275	224	500000	663	348	270
180	142	119	108	1300	450	279	227	550000	663	348	270
190	148	123	112	1400	460	283	229	600000	663	348	270
200	154	127	115	1500	469	286	232	650000	663	348	270
210	160	131	118	1600	477	289	234	700000	663	348	270
220	165	135	122	1700	485	292	235	750000	663	348	271
230	171	139	125	1800	492	294	237	800000	663	348	271
240	176	142	127	1900	498	297	238	850000	663	348	271
250	182	146	130	2000	510	301	241	900000	663	348	271
260	187	149	133	2200	520	304	243	950000	663	348	271
270	192	152	135	2600	529	307	245	1000000	664	349	272

Data were collected using a scale method, in which respondents completed written statements. A Likert scale with four response categories (scored 1–4) was used. The Four Dimensions Mood Scale (FDMS), an instrument based on Russell’s (1980) circumplex model of affect and the concept of Core Affect (Russell, 2003; 2009), was used to measure mood across four primary dimensions: positive energy, tiredness, negative activation, and relaxation. The Likert scale for academic procrastination also employed four response categories (scored 1–4), using both favorable and unfavorable item indicators. The measured dimensions included: delay in initiating and completing tasks, lateness in task

completion, the gap between planned and actual performance, and engagement in more enjoyable activities.

Hypothesis Testing

H₀: There is no significant influence of mood on academic procrastination among Psychology students in the 2022 cohort.

H₁: There is a significant influence of mood on academic procrastination among Psychology students in the 2022 cohort.

RESULT AND DISCUSSION

Normality Test

The Kolmogorov-Smirnov test was used to assess normality.

**Table 2. Normality Test Results
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		130
Normal Parameters^{a,b}	Mean	.0000000
	Std. Deviation	12.94847768
Most Extreme Differences	Absolute	.092
	Positive	.092
	Negative	-.059
Test Statistic		.092
Asymp. Sig. (2-tailed)		.009 ^c
Monte Carlo Sig. (2-tailed)	Sig.	.210 ^d
	99% Confidence Interval	
	Lower Bound	.199
	Upper Bound	.220

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Based on 10000 sampled tables with starting seed 2000000.

Based on Table 2, the Monte Carlo sig test value of the Kolmogorov-Smirnov residual test is 0.210, which exceeds the 0.05 threshold ($0.210 > 0.05$). In accordance with the decision criteria for the Kolmogorov-

Smirnov normality test, the data are normally distributed.

Linearity Test

**Table 3. Linearity Test Results
ANOVA Table**

		Sum of Squares	df	Mean Square	F	Sig.
Prokrastinasi Akademik * Suasana Hati	(Combined)	13.712.092	33	415.518	2.667	.000
	Between Groups					
	Linearity	7.040.263	1	7.040.263	45.188	.000
	Deviation from Linearity	6.671.829	32	208.495	1.338	.141
	Within Groups	14.956.708	96	155.799		
Total	28.668.800	129				

Based on Table 3, the significance value for the deviation from linearity is $0.141 > 0.05$, while the significance value for linearity is $0.000 < 0.05$. These results indicate a linear relationship between the Mood variable (X)

and the Academic Procrastination variable (Y).

Hypothesis Testing

Table 4. Simple Linear Regression Variables

Model	Variables Entered	Variables Removed	Method
Mood	—	—	Enter

a. Dependent Variable: Academic Procrastination
 b. All requested variables entered.

Table 4 indicates that two variables were entered: the independent variable (Mood) and the dependent variable (Academic Procrastination), using the Enter method.

Table 5. Simple Linear Correlation Results (Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.496	0.246	0.240	12.999

a. Predictors: (Constant), Mood

Table 5 presents the correlation coefficient (R) value of 0.496 and the coefficient of determination (R Square) of 0.246, indicating that the independent variable (mood) accounts for 24.6% of the variance in the dependent variable (academic procrastination).

Table 6. Significance Test of Simple Linear Regression (ANOVA)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	7040.263	1	7040.263	41.665	.000 ^b
Residual	21628.537	128	168.973		
Total	28668.800	129			

a. Dependent Variable: Prokrastinasi Akademik
 b. Predictors: (Constant), Suasana Hati

From Table 6, the F-statistic is 41.65 with a significance level of $0.000 < 0.05$, indicating that the regression model is suitable for predicting the dependent variable. In other words, mood (X) significantly influences academic procrastination (Y).

Table 7. Simple Linear Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.441	10.097		.440	.661
	Suasana Hati	.954	.148	.496	6.455	.000

a. Dependent Variable: Prokrastinasi Akademik

Based on the regression coefficient analysis, the constant (B) is 4.441 and the mood coefficient is 0.954, yielding the following regression equation:

$$Y = a + b(X)$$

$$Y = 4.441 + 0.954X$$

The constant value of 5.395 indicates the baseline level of academic procrastination, while the regression coefficient of 0.954 indicates that a one-point increase in mood is associated with a 0.954-unit increase in academic procrastination. The positive regression coefficient confirms that the direction of influence of Mood (X) on Academic Procrastination (Y) is positive. Given the significance value of $0.000 < 0.05$, Mood (X) significantly influences Academic Procrastination (Y). Furthermore, the t-statistic value of $6.455 > 0.440$ confirms that Mood (X) exerts a significant influence on Academic Procrastination (Y). The data processing results of this study demonstrate a significant influence of mood on academic procrastination among Psychology students in the 2022 cohort. This is evidenced by the coefficient of determination (R Square) of 0.246, indicating that mood accounts for 24.6% of the variance in academic procrastination, with 75.4% attributable to other factors. The F-statistic of 41.65 ($p = 0.000 < 0.05$) further confirms that mood significantly influences academic procrastination. The regression equation $Y = 4.441 + 0.954X$ indicates a positive directional influence, and the t-statistic value of $6.455 > 0.440$ confirms the significance of the mood variable.

Based on the simple linear output, it can be determined that with a significance value of $0.000 < 0.05$, the Mood variable (X) significantly influences Academic Procrastination (Y). The t-statistic of $6.455 > 0.440$ further supports this conclusion. Accordingly, the alternative hypothesis (H_1 : There is an influence of mood on academic procrastination among Psychology students in the 2022 cohort) is accepted, and the null hypothesis (H_0) is rejected.

CONCLUSION

Based on the results obtained from the data analysis and discussion conducted with 130 Psychology students from the 2022 cohort, the following conclusions are drawn. The simple linear regression test at the 5% significance level yielded an R Square value of 0.246, or 24.6%, indicating a positive influence of mood (X) on academic procrastination (Y) among Psychology students in the 2022 cohort. The regression equation $Y = 4.441 + 0.954X$ indicates that for each one-point increase in mood, academic procrastination increases by 0.954 units. The positive regression coefficient confirms the positive directional influence of mood on academic procrastination, and the significance value of $0.000 < 0.05$ confirms that the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected—that is, mood significantly influences academic procrastination among Psychology students in the 2022 cohort.

Recommendations

- Students should recognize and understand the importance of managing their time effectively, with the goal of enhancing academic performance. They should avoid using their mood—whether positive or negative—as justification for poor time management or for neglecting their academic responsibilities.
- Educational institutions are encouraged to cultivate a safe, comfortable, and supportive learning environment characterized by positive affective engagement from all relevant stakeholders, in order to foster students who are responsible toward themselves and their academic obligations.
- Future researchers are encouraged to explore additional variables that may influence academic procrastination or that may be influenced by mood, in order to further advance the field of psychology.

Declaration by Authors

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