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Organizational involvement, academic procrastination, and emotional exhaustion in college students

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Abstract
Student activists are actively engaged in organizational activities both within and beyond their university. While such involvement offers benefits such as enhanced social skills and personal development, it can also have negative consequences, including tardiness or absenteeism in classes, a decline in academic performance, and difficulties in completing assignments on time. One manifestation of these challenges is academic procrastination. This study aims to examine the relationship between organizational involvement and academic procrastination, with emotional exhaustion as a mediating variable among college students. The study sample comprised 80 student activists in Yogyakarta, selected using a purposive sampling method. Using path analysis with bootstrapping (1,000 resamples) in IBM® SPSS® AMOS™ 21, the findings reveal a significant mediating effect of emotional exhaustion on the relationship between organizational involvement and academic procrastination. The results indicate that the duration of organizational involvement is associated with higher levels of academic procrastination, mediated by emotional exhaustion. These findings highlight the need for universities to implement programs that help students balance organizational engagement with academic responsibilities, thereby reducing emotional exhaustion and mitigating procrastination.

INTRODUCTION

College students often engage in both academic and organizational activities, earning them the designation of activist students (Schaufeli & Bakker, 2004). These students actively participate in organizational movements within or beyond their university environment. Pascarella and Terenzini (2005) define activist students as those who hold leadership positions in organizations and possess experience and skills in managing organizational affairs. While involvement in student organizations can be beneficial, it may also present challenges, depending on the extent of engagement and the balance maintained with academic responsibilities (Setyono, 2013). Participation in campus organizations plays a crucial role in students' social and personal development. Engaging in organizational activities enhances interpersonal skills, expands social networks, and fosters preparedness for the workforce (Tieu et al., 2010). Additionally, such involvement strengthens students' sense of belonging within the academic community and positively impacts their psychological well-being (Pascarella & Terenzini, 2005). According to Setyono (2013), the benefits of organizational participation include developing soft skills, broadening social relationships, improving problem-solving abilities, fostering independence, and enhancing open-mindedness and rational thinking. Dugan and Komives (2007) further emphasize that student engagement in organizations contributes to self-

development and the refinement of social skills. Beyond social and professional development, organizational involvement also aids students in cultivating leadership abilities, time management skills, and a sense of responsibility (Dugan & Komives, 2007). Actively participating in student organizations provides opportunities to develop teamwork, improve communication skills, and establish professional networks that may support future career prospects (Komarraju et al., 2010). Research suggests that students who engage in organizational activities exhibit higher levels of self-confidence and enhanced problem-solving skills compared to their non-active peers (Tian et al., 2023). Ideally, such involvement should not hinder students' academic progress but instead complement their studies by equipping them with valuable competencies.

However, students are required to maintain a balance between academic commitments and extracurricular activities. Organizational participation should ideally help students hone leadership qualities, time management skills, and a strong sense of responsibility without compromising academic performance (Damayanti & Mamahit, 2023). Ideally, student activists should be able to complete assignments on time, avoid academic procrastination, and preserve their mental well-being (Steel, 2007). However, excessive organizational engagement may result in emotional exhaustion, thereby increasing the likelihood of academic procrastination (Schraw et al., 2007). Understanding the factors that disrupt this balance is crucial in developing strategies that promote both academic success and overall well-being.

While student organizations offer numerous benefits, excessive participation can lead to adverse outcomes. Over-engagement in organizational tasks often causes emotional exhaustion, making it difficult for students to manage their academic workload effectively (Sholihat, 2023). Research suggests that students who dedicate excessive time to organizational activities experience heightened academic stress, decreased motivation for learning, and a greater tendency toward academic procrastination (Buenadicha-Mateos et al., 2022). Emotionally exhausted students are more likely to postpone academic tasks due to reduced energy and motivation, resulting in delayed assignment submissions and declining academic performance (Qu et al., 2022). Consequently, some students may miss classes or lectures or even fail to complete coursework within the designated timeframe (Setyono, 2013). Academic procrastination is a widespread issue among college students. Ghufron and Risnawati (2010) define it as the tendency to delay formal academic tasks such as essays, presentations, laboratory work, and examinations. Ferrari and McCown (as cited in Ghufron & Risnawati, 2010) trace the term procrastination to the Latin verb procrastinare, meaning "to postpone until the next day." Steel (2007) further explains that procrastination is the intentional delay of an activity despite awareness of its potential negative consequences. Given the impact of organizational involvement on academic procrastination, it is essential to examine the role of emotional exhaustion as a mediating factor in this relationship.

Research indicates that academic procrastination is a prevalent issue among college students. Steel's study (as cited in Nitami, 2018) found that 80%–95% of students engage in procrastination. Similarly, Burka and Yuen (2008) reported that 75% of college students procrastinate, with 50% admitting to doing so consistently. This trend was further supported by Nafeesa et al. (2018), who found that most students procrastinate in completing assignments, leading to disorganized task management and failure to meet deadlines. Numerous studies have also highlighted the negative impact of academic procrastination on

academic performance (Ellis & Knaus, as cited in Zahra & Neti, 2015). Given the high prevalence of procrastination among students, it remains a critical topic for academic investigation (Solomon & Rothblum, as cited in Tian, 2023; Steel, 2007). Both internal and external factors contribute to academic procrastination. Internal factors primarily relate to students' physical and psychological conditions. McCown (as cited in Ghufron & Risnawati, 2010) argued that procrastination is influenced by psychological traits such as self-regulation difficulties and anxiety in social interactions. Anxiety, in particular, is often a precursor to emotional exhaustion. Pines and Aronson (as cited in Almeryasandy, 2013) defined emotional exhaustion as a state of profound emotional depletion, characterized by feelings of hopelessness and even depression. Ferrari and McCown (as cited in Ghufron & Risnawati, 2010) further identified anxiety as a psychological factor that contributes to emotional exhaustion, which, in turn, can exacerbate academic procrastination. Emotional exhaustion is a psychological condition in which an individual's emotional resources are depleted due to prolonged exposure to stress and interpersonal demands (Maslach & Leiter, 2016). It manifests as fatigue, decreased motivation, and a diminished ability to engage with one's surroundings.

Maslach and Leiter (2016) conceptualized emotional exhaustion as a condition in which individuals experience a depletion of energy, a loss of motivation to work, and increasing detachment from their responsibilities. According to Pines (as cited in Santika & Sudibia, 2017), emotional exhaustion is marked by persistent feelings of hopelessness and depression. It often begins with pre-task anxiety and can escalate into frustration or self-directed anger. Zaglady (as cited in Santika & Sudibia, 2017) described emotional exhaustion as an abnormal response to stress in interpersonal relationships, leading to feelings of entrapment, helplessness, and despair. Individuals experiencing emotional exhaustion may struggle with motivation, disengage from their surroundings, and exhibit a diminished interest in academic or professional responsibilities (Maslach & Leiter, 2016). Maslach and Leiter (2016) identified three key dimensions of emotional exhaustion. The first is physiological symptoms, which include elevated heart rate, increased blood pressure, gastrointestinal disturbances, chronic fatigue, respiratory issues, excessive perspiration, migraines, muscle tension, and sleep disorders such as insomnia or hypersomnia. In severe cases, prolonged emotional exhaustion can contribute to serious health conditions, including cancer or premature mortality. The second dimension is emotional symptoms, characterized by forgetfulness, difficulty concentrating, frequent crying, irritability, mood swings, anxiety, restlessness, social withdrawal, loneliness, and diminished self-confidence. The third dimension is cognitive and behavioral symptoms, which manifest as chronic stress, mental exhaustion, communication difficulties, impaired decision-making, dissatisfaction with work or studies, declining intellectual function, and a loss of spontaneity, creativity, and self-worth. Emotional exhaustion can result from multiple stressors, including monotonous tasks, excessive workload, prolonged working hours, environmental conditions, and inadequate nutrition (Tarwaka et al., 2004). Grandjean (as cited in Tarwaka et al., 2004) highlighted that exhaustion reduces motivation and productivity, particularly when combined with psychological stressors, prolonged cognitive effort, or physical strain.

Students actively involved in campus organizations—often referred to as activist students—assume various responsibilities that require significant time and effort (Esteban, 2024). The more extensively a student

participates in organizational activities, the greater the need for effective time management to balance academic and extracurricular commitments. Pascarella and Terenzini (2005) outlined that activist students are those who hold leadership roles in student organizations and possess experience in organizational management.

While organizational involvement fosters personal and professional growth, it can also contribute to emotional exhaustion. Engaging in numerous events and social interactions can deplete students' emotional and cognitive resources. Setyono (2013) highlighted that active participation in organizations may lead to negative consequences, such as frequent tardiness or absenteeism from lectures, declining academic performance, and prolonged time to degree completion. Managing multiple organizational and academic responsibilities can be overwhelming, causing students to feel burdened and anxious about unfinished tasks. If left unmanaged, this anxiety can escalate into chronic stress and emotional exhaustion, ultimately affecting students' psychological well-being (Schaufeli & Bakker, 2004). Emotional exhaustion occurs when students experience prolonged emotional and psychological strain, leading to frustration, cognitive overload, and reduced motivation (Schaufeli & Bakker, 2004). Almeryasandy (2013) found a significant correlation between emotional exhaustion and academic procrastination, suggesting that students experiencing high levels of emotional distress are more likely to delay academic tasks. Cognitive patterns associated with emotional exhaustion negatively influence academic performance, reinforcing a cycle in which students struggle to complete assignments on time. Therefore, emotional exhaustion serves as a critical mediating factor in the relationship between organizational involvement and academic procrastination.

Academic procrastination refers to the deliberate delay of formal academic tasks, such as university or coursework assignments (Ghufron & Risnawati, 2010). Psychological distress increases students' susceptibility to procrastination, making them more likely to postpone academic responsibilities (Ghufron & Risnawati, 2010).

Emotional exhaustion serves as a psychological factor mediating the relationship between organizational involvement and academic procrastination. According to Self-Regulation Theory, individuals allocate cognitive and emotional resources to achieve specific goals (Baumeister & Vohs, 2016). Students engaged in organizational activities require strong self-regulation skills to manage both academic and extracurricular commitments. However, when organizational demands become excessive, their emotional resources become depleted, reducing self-regulation capacity and increasing the likelihood of procrastination (Qu et al., 2022). Additionally, Burnout Theory (Maslach & Leiter, 2016) posits that emotional exhaustion is a core component of burnout, resulting from excessive academic or work-related stress. When students experience emotional exhaustion due to extensive organizational involvement, they are more likely to disengage from academic tasks, suffer from reduced motivation, experience heightened anxiety, and struggle to complete assignments on time (Sholihat, 2023). Research has shown that emotional exhaustion is positively correlated with academic procrastination, particularly in students experiencing high stress and limited social support within educational settings (Buenadicha-Mateos et al., 2022).

Drawing from self-regulation and burnout theories, emotional exhaustion plays a crucial role in explaining how organizational involvement can contribute to academic procrastination. Understanding this

mechanism is essential for developing interventions that promote students' emotional well-being and mitigate the negative consequences of excessive organizational engagement.

Therefore, this study examines the impact of organizational involvement on academic procrastination, with emotional exhaustion as a mediating variable. Understanding the balance between the benefits and risks of organizational engagement is essential for students and educational institutions to develop strategies that foster both academic and extracurricular development.

These findings highlight that students with greater organizational involvement are more likely to experience emotional exhaustion, which in turn increases their risk of academic procrastination. This study provides critical insights into the factors influencing academic procrastination and serves as a foundation for designing interventions that help students manage their organizational commitments while maintaining academic performance. Given the high prevalence of academic procrastination among students and the psychological demands of organizational involvement, this research investigates the mediating role of emotional exhaustion, addressing a critical gap in the literature.
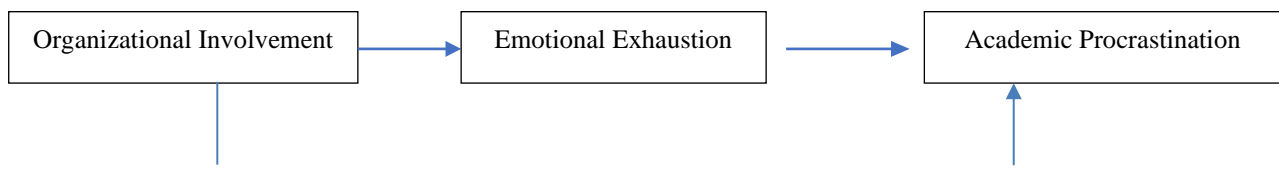

Figure 1. Model of organizational involvement, academic procrastination, and emotional exhaustion in college students

METHOD

This This study involved 80 college students actively engaged in organizational activities across Yogyakarta. Table 1 presents the demographic characteristics of the participants.

Table 1. Demographic Characteristics (N = 80)

Participant Characteristics	Category	Frequency	Percentage (%)
Gender	Male	37	46,25
	Female	43	53,75
Academic Program	Indonesian Language	2	2,5
	Counselling	2	2,5
	Islamic Religious Studies	6	7,5
	Economy	7	8,75
	Medical	1	1,25
	Teachers	5	6,25
	Geology and Metrology	8	10
	Communication Studies	5	6,25
	Public administration	1	1,25
	Cultural Sciences	1	1,25
	Nursing Science	2	2,5
	Industrial Engineering	4	5
	Informatics Engineering	3	3,75
	Electrical Engineering	1	1,25
	Agricultural Technology	5	6,25
	Psychology	22	27,5
	Science and Technology	2	2,5

	Law Science	1	1,25
	Animation and Tourism	2	2,5
Length of time with the organization (year)	1-2	40	50
	2-3	27	33,75
	3-4	4	5
	4-5	5	6,25
	>5	4	5
	Total	80	100

Data for this study were collected using psychometric scales, including the Emotional Exhaustion Scale and the Academic Procrastination Scale. Participants' organizational involvement, including duration and type of organization, was recorded through an identity form. The Academic Procrastination Scale was developed by Septiyani (2018), while the Emotional Exhaustion Scale was adapted from Mayanda (2019).

Organizational Involvement

Students classified as actively involved in organizations are those currently holding formal positions and possessing organizational experience. Organizational involvement in this study is operationalized as the duration of participation in student organizations during college.

The data analysis was conducted using non parametric Wilcoxon test to draw conclusions. A normality test (p-value = 0.16) was performed to ensure the validity of statistical assumptions in the analysis. The qualitative data analysis was obtained through observations during the intervention phase.

The aspects measured in this study included variables related to knowledge and assertive behavior in children concerning sexual violence. These aspects were further clarified by the indicators presented in Tables 3 and 4.

Table 2. Organizational Involvement Effect

	Estimate	Std. Error	z-value	p	95% Confidence Interval	
					Lower	Upper
OI → AP	0.029	0.007	4.191	< .001	0.016	0.042

Note. Standard errors were calculated using the Delta method, and confidence intervals were determined through bias-corrected percentile bootstrap methods with an ML estimator.

The findings indicate that organizational involvement significantly influences academic procrastination (p < 0.05).

Emotional Exhaustion Scale

A preliminary try-out was conducted to refine the Emotional Exhaustion Scale by selecting valid items and assessing its reliability. A sample of 42 college students actively involved in organizations at various universities in Yogyakarta participated in this process. Item selection was based on a total item coefficient (rix) threshold of 0.30. Statistical analysis revealed that 30 out of 35 items met the required rix range (0.311–0.664), indicating that the scale effectively differentiates individuals experiencing emotional exhaustion. The Cronbach's alpha reliability coefficient for the scale was 0.905, demonstrating high reliability. The distribution of items is presented in Table 3.

Table 3. Item Distribution of Emotional Exhaustion Scale after Try-out

No.	Aspects	Item Number		Total
		Favorable	*Unfavorable*	
1.	Physical	4(**3**), 11(**10**), 15(**13**), 17(**14**), 24(**20**), 31(**27**)	10(**9**), 19(**16**), 23(**19**)	9
2.	Emotional	2(**1**), 6(**5**), 8(**7**), 13(**11**), 18(**15**), 29(**25**)	5(**4**), 7(**6**)	8
3.	Mental	9(**8**), 20(**17**), 25(**21**), 26(**22**), 30(**26**), 34(**29**), 35(**30**)	3(**2**), 14(**12**), 22(**18**), 27(**23**), 28(**24**), 32(**28**)	13
	Total	19	11	30

Note. Item numbers in parentheses ( ) and in bold indicate the revised numbering used in the current study.

Academic Procrastination Scale

A try-out was also conducted for the Academic Procrastination Scale to refine its items and assess reliability. Similar to the emotional exhaustion scale, 42 students actively engaged in organizations in Yogyakarta participated. Item selection followed the same criterion of rix ≥ 0.30. Statistical analysis revealed that 15 out of 20 items met the required rix range (0.365–0.605), confirming their validity in distinguishing individuals prone to academic procrastination. The Cronbach's alpha reliability coefficient was 0.836, indicating high internal consistency. The item distribution is outlined in Table 4.

Table 4. Item Distribution of Academic Procrastination Scale after Try-out

No.	Aspects	Total
1. Postponing the initiation or completion of assignments	1(**1**), 3(**3**), 5(**5**), 7(**6**), 9(**8**)	5
2. Submitting assignments late	2(**2**), 4(**4**), 8(**7**), 10(**9**)	4
3. Discrepancy between planned and actual performance	11(**10**), 13(**12**), 15(**14**)	3
4. Engaging in more enjoyable activities instead of assignments	12(**11**), 14(**13**), 18(**15**)	3
Total	**15**	**15**

Note. Item numbers in parentheses ( ) and in bold indicate the revised numbering used in this study.

RESULT AND DISCUSSION

Path analysis was conducted using IBM® SPSS® AMOS™ 21 to examine the correlation between organizational involvement and academic procrastination, with emotional exhaustion as a mediating variable. The mediation effect was tested using a Bootstrap technique with 1,000 resamples at a 95% confidence interval (CI). This method improves accuracy by generating bias-corrected confidence intervals and allows for statistical significance testing without assuming a normal distribution.

The results indicate that emotional exhaustion significantly influences academic procrastination ($p < 0.05$), while organizational involvement significantly impacts emotional exhaustion ($p < 0.05$). The bootstrap analysis confirms that emotional exhaustion strongly mediates the relationship between organizational involvement and academic procrastination, as the confidence interval for the mediation effect does not include zero [LLCI = 0.12, ULCI = 0.48].

Table 5. Direct effects

	Estimate	Std. Error	z-value	p	95% Confidence Interval	
					Lower	Upper
OI → AP	0.019	0.007	2.664	0.008	0.001	0.036

Note. Delta method standard errors, bias-corrected percentile bootstrap confidence intervals, ML estimator.

The results indicate a significant direct relationship between organizational involvement duration and academic procrastination ($p < 0.05$).

Table 6. Indirect effects

	Estimate	Std. Error	z-value	p	95% Confidence Interval	
					Lower	Upper
OI → EE → AP	0.011	0.004	2.745	0.006	0.002	0.026

Note. Delta method standard errors, bias-corrected percentile bootstrap confidence intervals, ML estimator.

The mediation analysis confirms that emotional exhaustion significantly mediates the relationship between organizational involvement and academic procrastination ($p < 0.05$).

Table 7. Total Effect

Variable	R^2
AP	0.314
EE	0.154

The total effect of organizational involvement and emotional exhaustion on academic procrastination is 0.029 ($p < 0.01$). The practical contribution of organizational involvement to academic procrastination is 31.4%, while emotional exhaustion accounts for 15.4%.

The psychometric analysis confirms the strong reliability of the scales, ensuring accurate identification of emotional exhaustion as a mediator between organizational involvement and academic procrastination.

The research findings ($p < 0.01$) indicate that organizational involvement significantly influences academic procrastination, with emotional exhaustion as a mediating factor in college students. While students are encouraged to develop both academic and non-academic skills, excessive involvement in organizational activities may negatively impact their academic performance.

Emotional exhaustion plays a crucial role in mediating the relationship between organizational involvement and academic procrastination. Organizational involvement reflects a student's commitment to academic and extracurricular activities, while academic procrastination involves deliberate delays in completing academic tasks, leading to negative consequences for academic performance and mental well-being (Tian, 2023; Esteban, 2024).

Participants engaged in organizations for more than three years exhibited higher emotional exhaustion scores, making them more susceptible to stress and procrastination. Previous studies suggest that prolonged

involvement in extracurricular activities increases role demands, time constraints, and academic pressure, contributing to emotional exhaustion and reduced self-regulation (Maslach & Leiter, 2016; Schraw et al., 2007). The accumulation of organizational responsibilities may limit cognitive resources and available time for academic tasks, exacerbating academic procrastination (Steel, 2007). Therefore, balancing organizational engagement and academic obligations is crucial for maintaining productivity and preventing burnout (Damayanti & Mamahit, 2023).High academic pressure and increased demands often trigger emotional exhaustion, reducing student engagement in learning activities (Shobayar, 2023; Buenadicha-Mateos et al., 2022). This exhaustion negatively affects motivation and commitment to academic responsibilities, further increasing procrastination tendencies (Fan, 2024; Qu et al., 2022). For instance, Tian (2023) found that students experiencing negative emotions, including emotional exhaustion, exhibited higher levels of academic procrastination.

Moreover, emotional exhaustion impairs students' self-regulation and time management skills, crucial elements in preventing procrastination (Qu et al., 2022). When students feel emotionally drained, they perceive academic tasks as overwhelming, leading to heightened procrastination behavior (Ma, 2023). Research by Qu et al. (2022) further confirms that negative academic emotions, including emotional exhaustion, significantly mediate the relationship between burnout and procrastination. However, organizational involvement may also serve as a protective factor by fostering social support and a sense of belonging in academic environments (Suhadianto & Pratitis, 2020). When students feel connected and supported, they are more resilient to stress and emotional exhaustion, which in turn helps reduce academic procrastination (Luo, 2023). Therefore, cultivating a supportive academic environment is essential for minimizing emotional exhaustion and its detrimental effects on academic performance.

Setyono (2013) observed that students actively engaged in organizations often experience declining academic performance, absenteeism, and delays in completing coursework. Many students prioritize organizational tasks over academic responsibilities, contributing to procrastination (Bar, 2014).

Academic procrastination is a type of procrastination on formal, academic-related tasks, such as college assignments (Ghufron & Risnawati, 2010). Roza (2018) explained that factors influencing academic procrastination include physical and emotional exhaustion and reluctance to carry out daily activities. Being reluctant to engage in daily activities can be a form of emotional exhaustion, a psychological state that may contribute to academic procrastination.

Being actively involved in an organization entails additional responsibilities and commitments. College students are expected to balance their organizational involvement with academic demands. However, participation in organizational activities can lead to both physical and emotional exhaustion, which may negatively impact students' psychological well-being (Schaufeli & Bakker, 2004). In the early years of college, students who engage in organizational activities often experience higher levels of emotional exhaustion due to the challenge of managing both academic assignments and organizational responsibilities. When a student's psychological well-being is compromised, they become more susceptible to academic procrastination (Ghufron & Risnawati, 2010). Nevertheless, prolonged involvement in campus organizations can foster social

skills and enhance soft skills (Dugan & Komives, 2007).Emotional exhaustion arises from persistent emotional and psychological strain, depleting an individual's energy and leading to frustration and tension (Schaufeli & Bakker, 2004). Maemunah (2018) found that individuals experiencing emotional exhaustion often struggle to meet work demands, perceiving their lives as overwhelming and exhausting. High emotional exhaustion negatively affects performance, manifesting in feelings of helplessness, despair, and demotivation, ultimately leading to procrastination or avoidance of academic tasks. Greenberg (1990) further explained that students experiencing emotional exhaustion exhibit reduced work ethic and motivation, which exacerbates academic procrastination. These factors contribute to delays in initiating and completing assignments, missing deadlines, and prioritizing more enjoyable activities over academic obligations (Ghufron & Risnawati, 2010). Empirical research supports the relationship between emotional exhaustion and academic procrastination. Almerysandy (2013) identified a correlation between these two variables, while Milana (2008) demonstrated that college students working on their theses exhibited a positive association between emotional exhaustion and academic procrastination. Rahimi et al. (2023) explored the relationship between procrastination and emotional states, showing that negative emotions such as anger, anxiety, shame, and hopelessness contribute to emotional exhaustion during academic tasks (Sinta et al., 2022). Emotional exhaustion affects academic performance by impairing students' ability to regulate their emotions, leading to procrastination. The findings suggest that cognitive patterns and negative emotional states significantly contribute to academic procrastination, with poor emotional regulation being a key factor.

Current research found that cognitive patterns may contribute to academic procrastination, as negative emotions impact students' performance. In other words, a negative emotional state was positively correlated with academic procrastination. Poor control over negative emotions exacerbates emotional exhaustion, further reinforcing procrastinatory behaviors. Additionally, a correlation was observed between emotional exhaustion and academic procrastination, indicating that multiple psychological factors collectively contribute to procrastination among college students. Emotional exhaustion is an internal factor influencing academic procrastination, characterized by psychological distress. It manifests as anxiety before initiating tasks, reluctance to engage in academic activities, and diminished motivation. Roza (2018) identified physical and emotional exhaustion as significant triggers of academic procrastination among college students. Maslach and Leiter (2016) classified emotional exhaustion into three dimensions—physical, emotional, and mental—each of which contributes to academic procrastination (Ferrari & McCown, as cited in Ghufron & Risnawati, 2010). Student involvement in various campus organizations often leads to emotional exhaustion, which, in turn, contributes to academic procrastination, ultimately affecting their well-being and academic performance. This phenomenon is particularly relevant in the context of self-regulation, which refers to an individual's ability to control their behavior, emotions, and thoughts in pursuit of long-term goals. Baumeister and Vohs (2007) emphasize that self-regulation is essential for overcoming internal barriers to goal achievement, particularly for students managing the demands of both academic responsibilities and extracurricular activities.

Procrastination arises when students struggle to regulate their time and workload effectively. According to Bandura (1986), individuals with strong self-regulation skills can set goals, manage their emotions, and

adjust their behaviors more effectively, thereby reducing the likelihood of academic procrastination. However, students actively engaged in organizational activities often face difficulties in balancing their academic obligations with social responsibilities. As Baumeister and Vohs (2007) highlight, cognitive depletion from excessive commitments can impair self-regulation, leading to emotional exhaustion. This exhaustion intensifies when students experience mounting expectations from both academic and organizational domains. In organizational psychology, self-regulation is closely linked to individual performance, stress management, and emotional regulation. Parker and Axtell (2001) found that employees who struggle to manage their emotions and behaviors are more vulnerable to stress and emotional exhaustion. This finding is applicable to students involved in extracurricular activities, as excessive commitments can hinder their ability to manage time and stress effectively, increasing the likelihood of procrastination.

The Job Demands-Resources (JD-R) model proposed by Schaufeli and Bakker (2004) suggests that high demands—whether academic or extracurricular—without adequate resources to manage stress can lead to emotional exhaustion. Students who lack proper self-regulation skills are particularly susceptible to burnout. In the educational context, research on self-regulated learning suggests that students who effectively manage their academic tasks—through planning, time management, and self-monitoring—are better equipped to overcome academic procrastination. Steel (2007) argues that the ability to track progress and set clear goals is crucial in preventing task delays. However, when organizational commitments demand significant time and attention, poor self-regulation may lead to procrastination.

Emotional exhaustion disrupts self-regulation by depleting cognitive resources necessary for effective time management. Students experiencing emotional exhaustion due to academic and extracurricular pressures may struggle with decision-making, prioritization, and time allocation. This impairment often leads to increased procrastination as students resort to avoidance strategies to cope with cognitive overload. Moreover, emotional exhaustion diminishes intrinsic motivation, making students more prone to procrastinatory behaviors as a means of avoiding mentally demanding tasks. Understanding this dynamic is crucial for developing intervention strategies that mitigate the negative effects of emotional exhaustion on academic achievement (Bela et al., 2023).

While self-regulation is a critical factor in student success, a major challenge lies in fostering these skills within the campus environment. Lukianoff and Haidt (2018) argue that an overly protective academic culture can hinder the development of self-management abilities, leaving students unprepared to navigate academic and extracurricular responsibilities independently. Without adequate opportunities to develop self-regulation, students remain susceptible to both academic procrastination and emotional exhaustion.

Universities must implement policies that promote self-regulation through structured training, mentoring, and an environment that fosters a balance between academic and extracurricular demands. Providing students with strategies to manage organizational responsibilities alongside their academic workload can significantly enhance their emotional well-being and academic performance.

CONCLUSION

The findings of this study confirm a significant correlation between the duration of organizational involvement and academic procrastination, with emotional exhaustion serving as a mediating factor. Organizational commitments place both physical and emotional demands on students, contributing to emotional exhaustion and increasing their tendency to procrastinate on academic tasks. Therefore, institutions must develop targeted interventions to help students effectively manage their organizational responsibilities while maintaining academic performance.

The ability to self-regulate is fundamental in managing time, workload, and stress resulting from academic and extracurricular pressures. Students with weaker self-regulation skills are more vulnerable to emotional exhaustion and academic procrastination. Future research could explore additional factors influencing the relationship between organizational involvement and academic procrastination, such as personality traits, coping strategies, or external support systems. Developing self-regulation skills through campus-based training and support programs is crucial in helping students strike a balance between academic and social commitments.

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