



Emotional Intelligence, Life Satisfaction and Academic Procrastination among College Students

¹**Kavya Agrawal**, *MSc psychology, Jain Deemed (to be) University, Bangalore, India.*

kavyaagarwal1901@gmail.com

²**Sukanya Rajan**, *Assistant Professor, Jain Deemed (to be) University, Bangalore, India.*

sukanya.r@jainuniversity.ac.in

Abstract: This quantitative study looks into the complex links between emotional intelligence, life satisfaction, and academic procrastination among college students in India. A sample of 200 students from diverse colleges completed standardized assessments to assess emotional intelligence (Trait Emotional Intelligence Questionnaire-Short Form), life satisfaction (Satisfaction with Life Scale), and academic procrastination (Lay's General Procrastination Scale). The findings show a substantial positive relationship between emotional intelligence and life satisfaction, implying that students with higher emotional intelligence had more life satisfaction. In contrast, there is a significant negative association between life satisfaction and academic procrastination, indicating that students who are more content with their lives postpone less. Furthermore, mediation analysis with Hayes' PROCESS macro demonstrates that life satisfaction strongly mediates the association between emotional intelligence and academic procrastination. The findings have significant implications for educators, counsellors, and policymakers, emphasizing the importance of developing treatments that boost emotional intelligence and life satisfaction in order to improve college students' academic achievement and well-being.

Keywords: *Emotional Intelligence, Life Satisfaction, Academic Procrastination, College Students, Mediation Analysis*

1. Introduction

Young adults frequently encounter a variety of difficulties as they negotiate the complexity of academic life, which may have an effect on their overall experience of life satisfaction, academic achievement, and emotional health. Emotional intelligence, or the capacity to understand and manage one's emotions, is important in deciding how young adults deal with stress, form relationships, and achieve their goals. Apart from emotional intelligence many young adults also battle with academic procrastination, which leads to decrease productivity, increased stress and poor academic performance. Similarly, life satisfaction of young adults is also influenced by emotional intelligence and procrastination. The significance of emotional intelligence in achieving success and happiness in life is undeniable. Theoretically speaking, the four branches of emotional intelligence given by Salovey and Mayor is emotional perception, emotional thought facilitation, comprehending and analysing emotions, and emotional regulation. According to Livesey (2017) and Segal et al. (2021), emotional intelligence is described by four attributes which is self-management, self-awareness, social awareness and relationship management.

Life satisfaction is typically described as an individual's emotional and mental evaluations of their own personal life (Diener et al., 2002). According to studies, one of the most significant indicators of successful adaptation to life is life satisfaction, which may improve health, longevity, and relationships with others (López-Ortega, 2016). Life satisfaction is how we feel about our life in general, as well as how satisfied we are with the way things are going; it is entirely subjective and personal. Demographic factors such as age, gender, education and income influence the life satisfaction of an individual Dahiya and Rangnekar (2020). Income and education were found to be positively correlated to life satisfaction Nanda (2022). The term "procrastination" is derived from the Latin word "procrastinates," which means "forward" and "crastinus" means "of tomorrow." Procrastination is the voluntary postponement of labor despite being aware of its negative repercussions (Nanda, 2022). Specifically, academic procrastination can lead to the failure of achievement of academic goals on destined time which results in the development of psychological distress in individuals. It also leads to inefficient behavioral outcomes and individuals may feel problems in dealing with the environment productively. Majority of the young adults in college procrastinate on a regular basis Schraw (2007) on task such as homework, exams and assignments (Pychyl et al., 2000; Schouwenburg, 2004; Popoola, 2005; Steel, 2007). This behaviour is self-defeating, with short-term gains like improved mood but long-term costs like

increased tension as deadlines approach (Steel, 2007) describes this behavior as self-defeating, with short-term gains like improved mood but long-term costs like increased tension as deadlines approach.

All forms of procrastination may exist in some people (Milgram, 1998), but categorizing them into distinct types or groups is somewhat arbitrary, and there may be significant overlap between the situations. The different procrastinators include: the perfectionist, the dreamer, the worriers the crisis maker, the defier and the over doer.

The causes of procrastination remain unknown, despite varying definitions and theories Moonaghi and Beydokhti (2017). Fear of failure, self-destructive behavior, avoidance of uninteresting work, lack of incentive, difficulty level, unpredictable events, negative attitude, lack of knowledge and skills, poor infrastructure, low tolerance, low self-esteem, and inability to deal with situations has been cited as reasons for low performance. While existing research has explored the individual relationships between emotional intelligence, life satisfaction, and academic procrastination, a comprehensive understanding of their interconnectedness remains limited. This study aims to address this gap by investigating the tripartite relationship between these critical factors. By examining how life satisfaction influences both emotional intelligence and academic procrastination and how these two outcomes interact, we can gain a deeper understanding of the dynamic forces shaping college students' well-being and academic success.

2. Methods

The aim of the present study was to explore the relationship between emotional intelligence, life satisfaction and academic procrastination among college students, and to see if life satisfaction acts as a bridge between these two factors. The present study adopted correlation design to explore the relationships between emotional intelligence, life satisfaction, and academic procrastination among college students. Around 200 participants were recruited using purposive sampling from undergraduate and postgraduate programs at universities across India (through online and offline mode). The young adults who not currently enrolled as undergraduate or postgraduate students were excluded. The study was approved by the Institute (department) Ethics board and followed the ethical guidelines. Informed consent was obtained from all participants prior to their enrolment in the study. A clear and concise informed consent form was provided,

explaining the study's purpose, procedures, potential risks and benefits, and the right to withdraw at any time.

2.1 Tools of Data Collection: Self-report questionnaires were used to measure all three variables:

Social Demographic Data Sheet: Prepared by the researcher that covered factors like age, gender, education level, etc.

Emotional Intelligence: The Trait EI Questionnaire (TEIQue) is a validated assessment of EI. The 153-item Petrides (2009) Trait Emotional Intelligence Questionnaire (TEIQue) yields results on a 7-point Likert scale. The 15 categories, four factors (Emotionality, Self-control, Sociability, and Well-being), and one overall global characteristic (EI) make up the TEIQue. In the current study, EI was assessed using the TEIQueSF, a streamlined version of the TEIQue. It has up to 30 items and yields scores for each of the four variables as well as an overall trait EI score on a 7-point Likert scale. This test's strong psychometric properties, including an internal consistency score of .81 and total score test-retest reliability of .86, have been established.

Satisfaction with life scale: The SWLS, a 5-item Likert scale established by Diener et al. (2022), was used to assess life satisfaction. Based on their overall cognitive appraisal of their life, the scale scores the respondent's satisfaction with it. Participants must assign a seven-point rating to each of the five items, ranging from "Strongly Agree" to "Strongly Disagree." It has been demonstrated to have positive psychometric characteristics, including good internal consistency ($\alpha = 0.87$), strong test-retest reliability (correlation = 0.82), high internal reliability (for Indian sample) with an alpha value of 0.95, validity, and suitability for a wide range of age groups. It also has satisfactory criterion-validity and factor validity. It is a reliable and valid scale for measuring life satisfaction in the Indian population (Dahiya & Rangnekar, 2020).

Academic Procrastination: The Lay's General Procrastination Scale (LGPS) is a widely used and well-validated measure of general procrastination. Developed in 1986 by Charles D. Lay, it's a simple yet effective tool for assessing your tendency to delay or postpone tasks, regardless of their importance or urgency. The LGPS is a 20-item self-report questionnaire. Each item is a statement about procrastination behavior, rated on a 5-point Likert scale ranging from 1 "(extremely uncharacteristic of me)" to 5 "(extremely characteristic of me)." Scoring is straightforward: the higher your total score, the greater your tendency to procrastinate. Normative data is available for different populations, allowing you to compare your score to others in your age group or academic level.

2.2 Data Analysis: The analysis was carried out by using SPSS software. Descriptive statistics, correlation analysis, and mediation analysis was done comprehensively to examine the relationships between emotional intelligence, life satisfaction, and academic procrastination.

3. Results and Discussion

The mean age of the respondents is 20.99 years with standard deviation (SD = 1.62). The socio demographic details of the respondents have been indicated in Table 1

Table 1: *Socio-demographic characteristics of the participants*

<i>Sample Characteristics</i>		<i>%</i>	<i>Frequency</i>
Age	18-21	65.0	130
	22-25	35.0	70
Gender	Male	7.5	15
	Female	92.5	185
Course Enrolled In	Bachelor's	43.5	87
	Masters'	56.5	113
Year	2021	11.5	23
	2022	18.0	36
	2023	32.5	65
	2024	38	76
Institution Type	Government	27.5	55
	Private	64	128
	Public - Private – Partnership (PPP)	8.5	17
Region	North	39.5	79
	South	39.5	79
	East	4.0	8
	West	16.0	32
	Central	1.0	2
Domicile	Rural	6.5	13

	Semi - Urban	11.0	22
	Urban	82.5	165
Economic Status	Lower Income	3.0	6
	Middle Income	84.0	168
	Upper Income	13.0	26
Residence Type	Living with parents/guardians	52.5	105
	Hostel (on-campus)	17.5	35
	Shared accommodation (off-campus) with friends/peers	8.0	16
	Living in a studio apartment/flat	4.0	8
	Living with relatives (other than parents/guardians)	1.5	3
	PG	16.5	33

The results indicate that majority of the respondents (65%) were between 18 and 21 years old, indicating a slightly younger college demographic and suggesting a larger proportion of undergraduate students likely in the early stages of their academic journey. Almost 93 % of the respondents were female, and 57 were enrolled in Master's program with 64% from private institution and 83 from urban area indicating a sample predominantly influenced by urban perspectives. The data also indicated that 80 percent of the respondents identify themselves from middle socio-economic status and 53 % were staying with their families.

Table 2: *Spearman's rho Correlation between Life Satisfaction, Academic Procrastination & Emotional Intelligence*

Variable	Life Satisfaction	Academic Procrastination	Emotional Intelligence
Life Satisfaction	1.000	-.225**	.230**
Academic Procrastination		1.000	.088
Emotional Intelligence			1.000

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

There is a significant negative correlation between Life Satisfaction and Academic Procrastination suggesting that young adults who report higher life satisfaction tend to procrastinate less. Conversely, there is a significant positive correlation between Life Satisfaction and Emotional Intelligence ($\rho = .230$, $p = .001$), indicating that individuals with higher emotional intelligence are likely to experience greater life satisfaction.

Table 3: *Regression Coefficients Table for Emotional Intelligence and Life Satisfaction*

Path	Coefficient (B)	Std. Error	t-value	p-value	CI (95%)
Emotional Intelligence → Life Satisfaction	0.1030	0.0230	4.4841	0.0000	0.0577, 0.1482

The results of a regression analysis examining the direct relationship between Emotional Intelligence and Life Satisfaction. The analysis shows that Emotional Intelligence has a significant positive effect on Life Satisfaction, with a regression coefficient (B) of 0.1030, a standard error of 0.0230, and a t-value of 4.4841. The p-value of 0.0000 indicates that this relationship is statistically significant at a high level of confidence. Additionally, the 95% confidence interval (0.0577 to 0.1482) does not cross zero, further supporting the significance and reliability of the effect.

Overall, this table suggests that as Emotional Intelligence increases, Life Satisfaction also increases, confirming a meaningful and positive predictive relationship between the two variables in the sample.

Table 4: *Regression Coefficients Table for Life Satisfaction and Academic Procrastination*

Path	Coefficient (B)	Std. Error	t-value	p-value	CI (95%)
Life Satisfaction → Academic Procrastination	-0.4498	0.1168	-3.8497	0.0002	-0.6802, -0.2194

The findings show a significant negative effect of Life Satisfaction on Academic Procrastination, with a regression coefficient (B) of -0.4498 , a standard error of 0.1168, and a t-value of -3.8497 . The p-value of 0.0002 indicates that this relationship is statistically significant, and the 95% confidence interval (-0.6802 to -0.2194) confirms that the effect is reliably negative. This means that higher levels of Life Satisfaction are associated with lower levels of Academic

Procrastination among students. In other words, students who are more satisfied with their lives tend to procrastinate less in their academic work.

Table 5: *Regression Results for Direct Effect of Emotional Intelligence on Academic Procrastination*

Path	Coefficient (B)	Std. Error	t-value	p-value
Emotional Intelligence → Academic Procrastination (Direct Effect)	0.0684	0.0396	1.7255	0.0860

The results show a positive but non-significant relationship, with a regression coefficient (B) of 0.0684, a standard error of 0.0396, and a t-value of 1.7255. The p-value of 0.0860 exceeds the conventional threshold of 0.05, indicating that the effect is not statistically significant.

This suggests that Emotional Intelligence does not have a direct impact on Academic Procrastination in the sample. Instead, the relationship between these two variables may be indirect, likely mediated by Life Satisfaction, as supported by earlier findings showing significant links between Emotional Intelligence and Life Satisfaction, and between Life Satisfaction and Academic Procrastination.

Table 6: *Regression Results for Indirect Effect of Emotional Intelligence on Academic Procrastination through Life Satisfaction*

Indirect Effect ($a \times b$)	Coefficient (B)	Bootstrapped Standard Error (SE)	CI (95%)
Mediation ($a \times b$)	-0.0463	0.0174	-0.0844, -0.0160

Table 6 presents the regression results for the indirect effect of Emotional Intelligence on Academic Procrastination through Life Satisfaction, using a mediation analysis framework. The indirect effect coefficient (B) is -0.0463 , with a bootstrapped standard error of 0.0174, and a 95% confidence interval ranging from -0.0844 to -0.0160 . Since the confidence interval does not include zero, the indirect effect is statistically significant, indicating that Life Satisfaction significantly mediates the relationship between Emotional Intelligence and Academic Procrastination. In practical terms, this means that higher Emotional Intelligence leads to greater

Life Satisfaction, which in turn reduces Academic Procrastination. This finding confirms a meaningful mediated pathway rather than a direct link between Emotional Intelligence and academic procrastination. The current research aimed to investigate the links between emotional intelligence, life satisfaction, and academic procrastination among college students. The study also looked at how life satisfaction mediated the association between emotional intelligence and academic procrastination. For the purposes of this study, the variables of emotional intelligence, which includes various aspects of emotional awareness and regulation, life satisfaction, which represents general well-being, and academic procrastination, which entails delaying academic assignments, were considered. Purposive sampling was used to recruit 200 participants, providing an in-depth analysis of complicated relationships.

4. Discussion

This finding is consistent with earlier research linking procrastination to poor well-being and life satisfaction (Steel, 2007). The findings of this study highlight the importance of emotional intelligence in promoting life satisfaction and reducing academic procrastination among college students. The results also suggest that life satisfaction plays a crucial role in mediating the relationship between emotional intelligence and academic procrastination. These findings have implications for interventions aimed at enhancing emotional intelligence, life satisfaction, and academic performance among college students. The study's results are consistent with previous research that has shown that emotional intelligence is positively correlated with life satisfaction (Diener et al., 2002). The negative correlation between academic procrastination and life satisfaction is also consistent with previous studies (Simpson & Pychyl, 2009). The mediation analysis suggests that life satisfaction is a crucial factor in explaining the relationship between emotional intelligence and academic procrastination.

The present study offers new insights into the links between emotional intelligence, life satisfaction, and academic procrastination among Indian college students. The findings have implications for developing interventions to improve emotional intelligence and life satisfaction, which can help reduce academic procrastination and boost academic achievement. The study's limitations include the use of self-report measures, which may be biased. Furthermore, the sample consists primarily of college students from urban locations, which may limit the findings' applicability to other populations.

Implications

The current study's findings have important benefits for educators, counsellors, and policymakers, informing the development of interventions to enhance emotional intelligence and life satisfaction, and providing recommendations to support students' emotional well-being. The study proposes that interventions aimed at improving emotional intelligence and life satisfaction can help reduce academic procrastination and promote academic achievement among young adults. Future studies can build upon these findings by investigating the efficacy of interventions designed to increase emotional intelligence and life satisfaction among young adults.

5. Conclusion

The study aimed to evaluate the connections between emotional intelligence, life satisfaction, and academic procrastination among college students. The study found a positive relationship between emotional intelligence and life satisfaction, a negative relationship between life satisfaction and academic procrastination, and a mediating role of life satisfaction in the relationship between emotional intelligence and academic procrastination. These findings can help educators and counsellors support students' academic success.

Reference

- Dahiya, R., & Rangnekar, S. (2020b, April 24). Validation of satisfaction with life scale in the Indian manufacturing sector. *Asia-Pacific Journal of Business Administration*. <https://doi.org/10.1108/apjba-03-2019-0045>
- Livesey, P. V. (2017). Goleman-Boyatzis model of emotional intelligence for dealing with problems in project management. *Construction Economics and Building*, 17(1), 20-45. https://www.researchgate.net/publication/315835566_Goldman-Boyatzis_Model_of_Emotional_Intelligence_for_Dealing_with_Problems_in_Project_Management
- Moonaghi, H. K. (2017). Academic procrastination and its characteristics: A Narrative Review. https://www.academia.edu/114712149/Academic_procrastination_and_its_characteristics_A_Narrative_Review
- Nanda, S. (2022). Emotional intelligence peer pressure and academic stress as predictors of academic procrastination among college students. <http://hdl.handle.net/10603/501280>

- Petrides, K. V. (2009b, January 1). Psychometric Properties of the Trait Emotional Intelligence Questionnaire (TEIQue). Plenum Series on Human Exceptionality. https://doi.org/10.1007/978-0-387-88370-0_5
- Popoola, B. I. (2005). A study of procrastinatory behaviour and academic performance of undergraduate students in South Western Nigeria. [*Journal of Social sciences*, 11\(3\), 215-218](#)
- Pychyl, T. A., Lee, J. M., Thibodaux, R. & Blunt, A. (2000). Five days of emotion: An experience sampling study of undergraduate student procrastination. https://www.researchgate.net/publication/232439879_Five_Days_of_Emotion_An_Experience_Sampling_Study_of_Undergraduate_Student_Procrastination
- Schouwenburg, H. C. (1995). Academic procrastination Theoretical notions, measurement, and research. In J. R. Ferrari and J. L. Johnson (Eds.), Procrastination and task avoidance Theory, research, and treatment (pp. 71-96). New York Plenum Press. - References - Scientific Research Publishing. (n.d.). <https://www.scirp.org/reference/referencespapers?referenceid=379428>
- Schraw, G., Wadkins, T., & Olafson, L. (2007). Doing the things we do: A grounded theory of academic procrastination. *Journal of Educational Psychology*, 99(1), 12–25. <https://doi.org/10.1037/0022-0663.99.1.12>
- Segal, J., PhD, Smith, M., MA, & Robinson, L. (2025, March 13). Improving Emotional Intelligence (EQ): Expert Guide. <https://www.helpguide.org/mental-health/wellbeing/emotional-intelligence-eq>
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65–94. <https://doi.org/10.1037/0033-2909.133.1.65>