



Emotional Stability and Emotional Intelligence as predictors of Academic Procrastination among college students



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MA Clinical Psychology**

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DECLARATION

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UTTAR PRADESH

This is to certify that the research that forms the basis of the Master's Dissertation titled – *Emotional Stability and Emotional Intelligence as predictors of Academic Procrastination among college students* is an original work carried out by me and has not been submitted anywhere else for the award of any degree or completion of any project.

I certify that, to the best of my knowledge, all sources of information and data have been fully acknowledged in the report.

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ABSTRACT

Academic procrastination is becoming one of the main reasons why students' lives are affected so badly whether it has affected their grades, performances, growth or success in their lives. Procrastination shown by students can be the cause of many factors out of which there may be factors which control our emotions such as emotional intelligence and emotional stability. The present research also studies the relationship between how emotional stability and emotional intelligence predicts academic procrastination among college students. Academic procrastination can be explained as intentionally or unintentionally when students delay their academic tasks or work such as assignments, test preparations etc. Emotional Intelligence is seen as a person's ability when they understand and manage emotions of his own and also emotions of others and use them to take appropriate actions. Emotional stability is explained as an individual's ability to monitor their emotions properly when faced with a situation that may be demanding or challenging. The current study was done by collecting a sample of 100 college students both from undergraduate and postgraduate (50 each) from age ranging between 18 to 25 years. Standardized measures of Academic procrastination, Emotional Intelligence and Emotional Stability were administered to the participants. Findings of the study revealed that there is a negative correlation found between the dimensions of emotional intelligence and academic procrastination. A significant negative correlation was found between academic procrastination and emotional stability and no significant difference was found between the education qualification of the students.

Keywords: Emotional Stability, Emotional Intelligence, Academic Procrastination, College Students

CHAPTER 1

INTRODUCTION

Procrastination can be explained as an intentional or unintentional act or behavioural trait that is found among most of the human beings where they usually postpone their tasks until the last moment or deadline. Procrastination usually influences many parts of a person's life which may be found at job, household tasks, academic tasks along with personal life responsibilities and duties. No matter how systematic or structured a person may be, there's still a chance that he or she may be found wasting their time or be distracted in some insignificant pursuits when they should be prioritizing their work which may be academic tasks or work. Students too procrastinate which further can be termed as academic procrastination. Academic procrastination can be seen as a delay or putting off academic tasks or work until the very last moment or until the deadline. Students whether they are from college or from school are found to be great procrastinators when it comes to performances of their academic tasks which may include preparation of exams, completion of assignments, projects submissions etc. Procrastination is a self-operating difficulty that inhibits students from initiating or concluding their academic activities. There are many reasons that have been found for such a tendency to exist in students for example one could be advancement of technology and their dependency by students, another could be poor time management skills which often cause a miscalculation in the time taken to perform a task. Academic procrastination has influenced the life of students greatly as it has affected their grades, academic performance, and growth in career. Emotional stability can be described as a human capacity or personality trait where a person should stay calm when encountered with stressful circumstances, they usually have stable and balanced emotions, to remain productive, to make wise judgements and evaluations, to remain productive even in adverse situations. An emotionally stable person does not get angry, anxious, or stressed easily when faced with a difficult situation in life. These individuals try to

find a balance in their emotions when perceiving daily life situations which could be stressful or makes an emotionally unstable person anxious. Further, they try to understand the realities of life and what are the circumstances that make the realities of life difficult which further helps in thinking that is reality oriented and also finding solutions to face it. Emotional intelligence can explain a person's ability to control, demonstrate and perceive where they use their emotions to communicate and take actions effectively with others. This ability to demonstrate and control one's emotions is essential, but one more thing is important, that is to understand or interpret others emotions is also essential. There are many signs shown by people of emotional intelligence which are that people have a sense of awareness for their strengths and weaknesses , they are able to accept themselves and also have confidence in them, they are generally curious about others and are also sensitive towards their feelings.

Academic Procrastination

Solomon and Rothblum (1984) defined academic procrastination as, “completing homework, preparing for examinations or term paper at the last minute.” Binder (2000) defined academic procrastination as “an irrational delay in the academic tasks due to the contradiction between intention and action which leads to negative consequences for the procrastinator.”

Wolters (2003) defined academic procrastination as “the delay of academic work, even though one wants to complete it on time. For university students, this is closer to reality, because no college students would like to delay their work purposefully in order to get a poor grade.” Deniz et al. (2009) defined it as “the delay of academic responsibility, such as submitting schoolwork or a delay of preparation for the school examination.”

Rothblum et al. (1986) defined academic procrastination as “the tendency to (a) always or nearly always put off academic tasks, and (b) always or nearly always experience problematic anxiety associated with procrastination.” Schraw et al. (2007) defined academic procrastination as “intentionally delaying or deferring work that must be completed.”

Theoretical Framework

There are many theoretical frameworks to explain the complex behaviour of academic procrastination which are as following:

Temporal Motivation Theory: Steel and Konig (2006) in this theory explains that individuals usually engage in procrastination when they have low motivation to perform a task. This theory calculates the people's desires to perform a task or their motivation with the help of an equation usually known as the procrastination equation. Here the value of motivation is calculated by the person's expectation to achieve the outcome time divided by when there is delay in the outcome times or can be explained as a person's sensitivity to delay. “1” can be added to the denominator to avoid the motivation to increase more than infinity when there is a decrease in the value of delay. Thus, this theory explains that people expect to achieve a positive result of their task in a small time interval and also expect more of it which can also be explained as people get more motivated to do a task when they know that they will be rewarded greatly and also within a short duration. On the contrary their motivation decreases when they know that the outcome of their task will be slowed down which makes them more sensitive towards it. There are many variables that affect this theory like need of achievement affects value, self-efficacy affects expectancy i.e., a person's expectation to achieve and distractibility affects sensitivity to delay i.e., a person's impulsiveness.

Emotion Regulation Theory: This theory was also given the name of temporal mood repair which tells that behaviour like procrastination occurs when humans give more importance to their current mood or current emotions rather than their goals and achievements in the long run. This usually happens when people find the task boring, and they try to avoid it by delaying it. These individuals usually try to do so to avoid the negative emotions that are associated with the task to be performed so that they can feel good. Sometimes, people try to avoid mundane tasks and wait for a more fascinating option that excites and interests them to become available. According to this theory the behaviour that is shown by the people can be explained as a coping strategy which is maladaptive and can affect people's emotional health and well-being in the long run and can cause hindrance in their growth. This is usually seen when a person avoids the tasks they had to perform and worries about not completing it or performing it at the back of their mind and faces many other negative emotions. This theory has a coordination with the other self-regulation and self-control theories where pleasure seeking impulses fight against long term achievements and goals. It is believed that procrastination is caused by people's belief that they will feel better after purposely delaying their duties, as opposed to the fact that they procrastinate due to a lack of self-control, even though both could be true.

There is a significant component to this theory which is dysfunction in the temporal area where they desire and prioritize their present rather than their future self from which they feel disconnected. It is believed that procrastination is caused by people's belief that they will feel better after purposely delaying their duties, as opposed to the fact that they procrastinate due to a lack of self-control, even though both could be true.

Emotional Stability

Smitson (1974) defined emotional stability “as the process in which the personality is continuously striving for a greater sense of emotional health, both intra-personally and intra physically.” Thornike and Hagen (1979) described “emotional stability of a person as characterized by evenness of moods, interest, intend, optimism, cheerfulness, composure, feeling of being in good health, freedom from feeling of guilt, worry or loneliness, freedom from daydreaming, freedom from preservation of ideas and moods.”

Bretz and Judge (1994) defined emotional stability as “a stability of motor and mental component under the influence of emotive situations.” Marcia (2002) defined emotional stability as “a property characterizing the subject during intense activities. Such emotional mechanisms harmonically co-operate with each other and help reach the objective.” De Longe and Schaufeli (1998) defined emotional stability “as a personal quality, an integral and mental state providing suitable behaviour at emergency situations.” Thompson (2012) defined emotional stability as “a systematic feature acquired by a person and manifested during his concentrated activity in the unity of rational, emotional and physical components.”

Theoretical Framework

The Big Five Factor Model of Personality: This model of personality describes that there are five main broad dimensions to personality which are included as extraversion, conscientiousness, agreeableness, and emotional stability which can also be named as neuroticism (McCrae & Costa, 1987). This personality traits is found in every person and is one of the main trait. Emotional Stability can be explained as a trait where in the face of stress they have a calm, composed and stress resistant mind and they usually try to be productive and try to think critically and engage in problem solving thinking and stay productive. The opposite

of emotional stability is neuroticism, where neuroticism can be seen as inclined towards negative feelings or emotions such as anxiety, anger and depression. A person who scores high on emotional stability is someone who is calm, composed, relaxed and does not get overwhelmed by the situation. The individual also stays non-reactive whereas a person who scores high on neuroticism becomes overwhelmed with negative emotions when faced with stressful situations and they are usually not able to stay calm. Numerous studies have shown that emotional stability has many positive effects on our lives, including the ability to manage interpersonal relationships at work and at home, which can contribute to job satisfaction. A person that scores higher on emotional stability is able to deal with anxiety provoking situations better and also shows greater health conditions whereas it is opposite for people who score high on neuroticism where they may face anxiety and are unable to maintain their relationships at both home and workplace.

There are few strengths of the big five model with inclusion of emotional stability as it tries to measure the extent to which a person can be labelled as neurotic or emotionally stable because it lies on a continuum which may explain a person being more emotionally stable than others. Additionally, the big five explains the role of both environment and genetics that contribute to personality trait emotional stability that is shown by people. There is variance shown in factors that contribute to the personality trait of emotional stability by people. This model has great importance in understanding personality traits and emotional stability as one of the prominent traits guides us to understand the emotional responses and experience faced by the people.

Self Determination Theory: Self determined individual is the “one who takes charge of his or her life, can make choices of his own and manage whatever happens in their lives. They usually have a sense that their lives are not controlled by others” (Deci & Ryan 1985). This theory helps in understanding motivation and personality traits like emotional stability shown or

experienced by people as how people work when they know the outcome of the work they do, how motivated they feel when they want a desired outcome. There are three basic psychological needs described in this theory which are as follows; autonomy, competence and relatedness. These needs are really important for overall psychological functioning or growth of an individual and their needs also have an impact on the emotional stability of the individual as to the extent to which they are fulfilled.

- a. **Autonomy:** It can be described as the perception that one's life is in his or her own hands and is not governed by others. The self-assurance that is felt by the individual, that the action that they will perform, will have a change and knowing about the outcome about their actions makes them motivated to perform and become self-determined. They can make their own choices without being controlled by others. The need for autonomy is important for emotional stability as this sense of being in charge of their own lives and to take decisions in their interest and values is a must in an emotionally stable person.
- b. **Competence:** This need is explained by a person's capability in performing a particular task and doing it successfully. This usually happens when a person has mastered a particular task or has learned the skills required to perform a particular task. When a person has acquired a particular skill set, they become confident in taking action and this confidence is important in emotional stability as this gives a sense of feeling of being capable and successful in achieving their goals. When faced with a stressful situation they feel competent to face the situation and achieve their goals. On the other hand if the person lacks confidence and feels incompetent about his or her skills they may be faced with anxiety and stress as well as depression.

- c. ***Relatedness or Connection:*** This need refers to a sense of belongingness and connection with other people and to maintain close relationships with others. A sense of connection and relationship gives social support in their lives. This need is important in emotional stability as when faced with adverse situations this social support and social security help them to stress free and face any situation with courage. If a person's need for relatedness is not fulfilled then they may feel isolated, hopeless, and lonely. These three needs are really important of a person to become emotionally stable. If these needs are not fulfilled people may become emotionally unstable and may face negative emotions like anxiety, depression and stress and may lead to helpless, isolated, feelings of inadequacy.

Emotional intelligence

Salovey and Mayer (1990) defined “Emotional intelligence as the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.” Bar-on (1997) described emotionally intelligent people as “those who are able to recognize and express their emotions, who possess positive self-regard, and are able to actualize their potential capabilities and lead fairly happy lives. They can understand the way others feel and can make and maintain mutually satisfying and responsible interpersonal relationships without becoming dependent on others. These people are generally optimistic, realistic, flexible and successful in solving problems and coping with stress, without losing control.”

Goleman (1998) defined emotional intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in

ourselves and in our relationships.” Later on, Goleman (2000) redefined emotional intelligence as “the ability to manage oneself and one's relationship effectively.” Abraham (2000) defined emotional intelligence “as a set of skills that contribute to self-assessment of exact emotions, as well as to revealing others emotional signals, and using emotions and feelings to motivate individuals to achieve success in their lives.”

Caruso et al. (2002) defined Emotional intelligence as “a kind of social intelligence linked with the ability of self-control, his emotions, feelings and others emotions, distinguishing between them and using the resulting information in thinking, decision making and behaviour rationalization.” Singh (2003) defined emotional intelligence as “an ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli drawn from the inner self and immediate environment.” Palmer and Stough (2005) defined emotional intelligence “as the ability to do with emotions including (not limited to), the ability to perceive, understand, utilize and manage one's own and others emotions.”

Theoretical Framework

Salovey and Mayer's Model : They conducted their first research in 1990 where they introduced the term “Emotional Intelligence.” This model is categorized as an ‘ability model’ under the study of emotional intelligence which explains that emotional intelligence is the ability to process information. Salovey and Mayer revised this model in 1997 to showcase a merged form of emotional analytical traits which explained a single ability or trait. The revised model consisted of the four main components to emotional intelligence from basic to more unified processes that are psychological in nature. The four components are arranged in this format which includes (a) emotional perception, (b) emotional integration, (c) emotional understanding and (d) emotional management.

Mayer and Salovey (1997) defined emotional intelligence as “a mental capability, specifically, emotional intelligence which involves the ability to perceive precisely, appreciate, and express emotion; the ability to access and generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.” The four components of this model are defined as follows:

Perception of emotions: It can be defined as the person's ability to perceive the emotions of self as well as the others. It depends on the ability to perceive emotions of objects as well as stimuli around us.

Assimilation of emotions: It is perceived as the ability to use or feel emotions and also generate them according to the situations which can be explained as when communication needs to be done to explain feelings and to engage in other cognitive processes.

Understanding of emotions: It can be explained as one's ability to understand the emotions of oneself and others and also place meaning to the emotions being expressed, the ability to comprehend emotional information and how they are combined.

Regulation of emotions: It can be referred to as the ability of the individual to regulate and also monitor the emotions of others and oneself so that an understanding can be maintained which will further lead to personal growth of the individual.

Mayer and Salovey explained that there are differences in different individuals to their emotional intelligence where their ability to recognize one's own and others emotion may differ from others. They believe that people who have high emotional intelligence are more open to experiences and expression of their emotion as well as appraisal.

Goleman Model: He (1995) introduced this model of emotional intelligence where he explained that there are five essential components to emotional intelligence which are as follows; (a) knowing one's emotions, (b) managing emotions, (c) inspiring oneself, (d) recognizing emotion in others and (e) managing relationships. This mixed model of emotional intelligence explains the concept as a combination of many of the competencies of the individual that helps in workplace success and leadership. As it is explained that emotional intelligence only states about the performance but the Goleman model has already declared that emotional intelligence has great validity to one's success potential. Goleman theory can be understood on the idea that the outstanding performance of people at their workplace is due to their competencies which are learned abilities on emotional intelligence. There are five main constructs to this model given by Goleman:

Self-awareness: It is explained as the ability of the individual to realize one's own feelings, emotions, strength and goals etc. It also explains that our emotions have a certain impact on others.

Self-regulation: It is explained as one's capability to manage their own emotions and direct them into a positive direction and adapt or regulate their emotions according to the situation or circumstances.

Social skills: It is the potential of an individual to control their relationships and sway people in a desired manner.

Empathy: It is the capability of the individual to consider other people's emotions and understand them.

Motivation: It is explained as an individual's drive to perform a task to achieve their goals.

CHAPTER 2

REVIEW OF LITERATURE

Sabir and Thomas (2020) conducted a study to assess emotional intelligence and achievement motivation among students from college. The sample was selected through a purposive sampling technique which consisted of 100 participants (50 males and 50 females). The tools used in the study were emotional intelligence quotient scale and Ray's achievement motivation scale. The analysis of data was done using a mean, independent sample T- test, S.D. and Pearson Product Moment Correlation. The results indicated that there was no significant relationship among college students between emotional intelligence and achievement motivation. Further, there was no significant difference in achievement motivation among male and female college students. The results also revealed no significant differences in emotional intelligence among different gender college students. Mazhar et al. (2021) conducted a study to understand "the moderating role of emotional intelligence between academic procrastination and academic achievement among male and female university students." The sample of the study was collected through purposive sampling technique through cross-sectional research design. The sample consisted of 304 students among which 210 were female and 94 were male with ages ranging from 18 to 39 years of age. The data was collected from the students at different universities of Islamabad and Rawalpindi. The results indicated that academic procrastination negatively correlated with emotional intelligence and academic achievements among both female and male university students and a positive association is shown between academic achievement and emotional intelligence. The results also indicated that female students were higher on emotional intelligence, academic achievement and had lesser academic procrastination as compared to male students.

Arif et al. (2014) conducted a study to explore "the relationship between academic procrastination among male and female university and college students." The research also

explored the effect of a few demographics like gender, age and education. A sample of 100 college students and 100 university students from Islamabad from ages ranging between 16 to 27 years were studied. The scale used to collect the data was Tuckman Procrastination Scale. The results indicated that there is a significant difference on a few variables, specifically gender, that is male and female, on academic procrastination as well as students of age below and above 20 years showed more procrastination. The results also indicated that college students procrastinate more than university students.

Sureka (2020) conducted a study to assess the “influence of emotional intelligence and level of education on academic procrastination among undergraduate and postgraduate students.” The main purpose was to explore how the educational levels and emotional intelligence influences the level of academic procrastination among students. A sample of 365 female students among which 143 were undergraduate and 222 were postgraduate students from different Indian cities. The sample was collected through non- random convenience and snowball sampling techniques. A two-way ANOVA method was used to calculate the results. The results indicated that there was a significant influence of emotional intelligence on academic procrastination but there was no significant influence found on the level of education on academic procrastination, which implies, that the influence of emotional intelligence on academic procrastination has nothing to do with the level of education among students.

Zarrin et al. (2020) conducted a study to understand the predictors of academic procrastination by fear of failure and self-regulation. The sample for the above study was calculated through random cluster multistage sampling. A total of 198 students were selected from different universities of Isfahan situated in Iran were selected among which 112 were female students and 86 were male students. The scales used to assess the students were students' procrastination assessment scale, Sevari's self-regulation questionnaire and performance failure appraisal

inventory. The analysis of the data of the above research was done using Pearson correlation, linear regression and T- test which indicated that results showed a significant difference found among male and female students in terms of academic procrastination, fear of failure and organizing. Male students showed a higher score on academic procrastination than females and female students showed a higher score on fear of failure and organizing than males. Additionally, a positive relation was found between academic procrastination and fear of failure. There was also a negative relation found between subscales of self-regulation and academic procrastination, also fear of failure and responsibility predicted academic procrastination through linear regression analysis. Gohain and Gogoi (2021) conducted a study to understand the reasons of academic procrastination among college students. The study was conducted on 199 students in Jorhat district of Assam by using probability sampling techniques to collect the data. The tools used to assess the students was a procrastination assessment scale for students and an interview questionnaire was also formulated to collect the background information of the students. Additionally, some other questions to know about other reasons which leads to academic procrastination among students. Mean and standard deviation was calculated to conduct the analysis and formulation of results. The results found that there are different reasons for procrastination among college students. One reason could be that some students enjoyed engaging in risk taking behaviour and liked to complete their task at the last moment. Other reason could be that some students wait till the time someone else does the task so that they could take guidance from others to complete their work. Therefore, the researchers suggest that the understanding of these reasons for academic procrastination could help the students to improve themselves and avoid engaging in such behaviours.

Deniz et al. (2009) conducted a study on academic procrastination, locus of control and emotional intelligence. The sample collected for the study was 435 university students consisting of 273 females and 162 males with ages ranging from 17 to 29 years old. Regression

coefficient was calculated to find results for the study conducted. The results of the study indicated a strong correlation between the emotional intelligence scale, subscales of stress management and adaptation. Further, it was found that two subscales of emotional intelligence scales; adaptability and general mood could significantly predict the locus of control scores of the students. It also showed that there was a negative correlation between academic procrastination, locus of control and emotional intelligence. Kamran and Fatima (2013) conducted a study on intermediate science students to check their emotional intelligence, anxiety and procrastination. The study was conducted to understand how academic procrastination was related to emotional intelligence and anxiety among students. To conduct the study the sample was collected through convenient sampling. A sample of 102 female intermediate final year students were collected to conduct the study. Pearson product moment correlation analysis was used to measure the relationship. The results indicated that there is no association between emotional intelligence and anxiety or procrastination but trait anxiety and procrastination did show a positive correlation. Further regression analysis showed that trait anxiety predicts procrastination after taking into consideration emotional intelligence and trait anxiety.

Hen and Goroshit (2014) conducted a study to understand academic self-efficacy, emotional intelligence, GPA and academic procrastination in students from higher education institutes. The main aim to conduct this study was to get an understanding between the relation among the variables such as emotional intelligence, academic procrastination and GPA as mediated by self-efficacy. To conduct this study a sample of 287 undergraduate students from a college at Northern Israel was taken (86 percent females and 14 percent males). To find the results, structural equation modelling analysis using AMOS was used to examine the mediating role of academic self-efficacy among emotional intelligence, academic procrastination, and GPA. The results indicated that there is a negative indirect effect of emotional intelligence on academic

procrastination and a positive indirect effect of emotional intelligence on academic performance. Singla (2021) conducted a study on gender difference in self-efficacy, personality and procrastination. The purpose of the study was to see if there is any relationship between the variables that are self-efficacy, procrastination and personality among young adults. A sample of 64 young adults, which consisted of 32 females and 32 males was collected with age ranging from 18 to 26 years. The results indicated that there is a negative significant correlation between self-efficacy and procrastination as well as conscientiousness and procrastination. It also indicated that there is very little or insignificant gender difference in procrastination. The results also indicated that males scored more than females on emotional stability and personality traits.

Uma et al. (2020) conducted a study to understand academic procrastination and self-efficacy among a group of dental undergraduate students in Malaysia. The study was conducted on 361 undergraduate students at dental school of Malaysia. The scales used to assess the students were Lay's procrastination scale invented for students and a general self-efficacy scale. Descriptive statistics was used to describe this data. Independent sample T-Test, ANOVA, multiple linear regression and Pearson correlation was used to determine the different components of the study. The results indicated no significant difference between genders and academic procrastination and between years of academics. Results also indicated that self-efficacy is negatively correlated with academic procrastination. Wani et al. (2016) conducted a study on emotional stability among Annamalai university students. The study aimed to check the emotional stability level of Annamalai university students which was situated in Tamil Nadu. The sample of the study consisted of 300 students among which girls and boys were divided into equal groups, 150 each, further each group of boys and girls were divided equally with 75 students from general category and 75 students from SC category each. The scale used to assess the students was the emotional stability scale by A.S. Gupta and A.K. Singh. The

results of the study indicated that there was no significant difference found between emotional stability of boys and girls and their mean score. Further, no significant difference found in emotional stability of students belonging to general and SC category and their mean scores. The results also indicated that boys and students belonging to general category are more emotionally stable than girls and students belonging to SC category respectively.

Sikand (2016) conducted a study on emotional intelligence and academic stress among college students. The study was conducted through random sample selection from the college of Jalandhar city. A sample of 300 students were collected from the colleges. The scale used for administration was the emotional intelligence scale by Hyde et al. (2001) and the Bisht battery of stress scale. Descriptive statistics was used to analyse the data. The results indicated that people from the science field face a higher level of stress than those from commerce and humanities fields. Further, it also indicated that people who have low emotional intelligence report higher levels of academic stress than people with high emotional intelligence. This showed that academic stress is significantly affected by the emotional intelligence of the students. Jagtap (2019) conducted a study to assess emotional intelligence and academic procrastination relationship between gender and educational stream of students. The sample for the study was collected through random selection from Shivaji university where 120 students were taken from two different educational streams, 60 from science stream and 60 from arts stream. To assess the student's emotional intelligence and academic procrastination scale was administered. The statistical procedure used to conduct the analysis was mean, SD and t value. The research of the study indicated that there was a significant difference found between emotional intelligence and academic procrastination and also a significant gender difference was found among the two variables where females showed low levels of academic procrastination and higher levels of emotional intelligence than males. It was also seen that arts

stream students showed a greater level of academic procrastination and lower level of emotional intelligence than science stream students.

Khurshid and Khurshid (2018) conducted a study to assess emotional stability with reference to gender among college students. The sample collection for the study was done randomly from the colleges of Rawalpindi city. The sample consisted of 100 students, 50 males and 50 females with age ranging from 17 to 21 years. A self-created pole consisting of 22 items with responses to be marked in the option of yes, can't say and no was used for the administration. Descriptive statistics was used to test the hypothesis of the study with the application of t-test and percentage value. The results indicated that most of the students are emotionally stable and further the results found a significant difference in gender where female students are less emotionally stable than male students were discovered. Kumari and Rahman (2021) conducted an empirical study on emotional stability of non-tribal and tribal students. A total sample of 300 students where 150 were tribal students and 150 non tribal students equally distributed among both genders that is male and female and 75 each for both the groups were selected using random sampling method. The collection of samples was done from B.N. Mandal university of Bihar state. The scales used for assessment were the emotional stability scale developed by Gupta and Singh (2003) and a questionnaire for demographic information was also used. ANOVA and t-test was used for the analysis. The results indicated that a higher level of emotional maturity is shown by students from tribal areas especially students from tribal colleges females have shown a higher level of emotional stability. Results also showed that the boys of non-tribal colleges have shown a greater level of emotional stability than the girls of non-tribal colleges.

Sanchez-Ruiz and Khoury (2019) conducted a research where they studied “a model of academic, personality and emotion related factors as predictors of academic performance of university students.” The study explores the associations of different variables of academic

personality and emotion related factors on academic performance to check whether they had a direct or indirect effect on it by using structural equation models. The study was conducted on 201 Lebanese university students out of which 131 students were female all belonging to different majors in their university. The results indicated that there was a direct negative effect of procrastination on academic performance and direct positive effect of major satisfaction and absorption on academic performance. A significant predictor of academic performance was shown as trait- EI showed a negative direct effect and positive direct effect on procrastination and major satisfaction respectively. The authors suggest that these findings can help the students and educators in higher education as it contributes to academic performance. Boruah and Padmavathy (2020) conducted a study on students at universities in India to understand the relationship between academic procrastination and emotional intelligence. Descriptive research design was used for the conduction of this study. A total of 160 students was selected for the conduction of this study using simple random sampling. The scales used for the assessment of the students were the emotional intelligence scale and academic procrastination scale. Mean, t-test, correlation and standard deviation was used as the statistical tools for the research. The results indicated that students at universities showed a higher level of emotional intelligence and an average level of procrastination at academic level. The results also indicated that there was no significant difference found on variables of academic procrastination and emotional intelligence on gender, place of residence and stream of study. The results also found no significant relationship found among university students between academic procrastination and emotional intelligence.

Bashir and Gupta (2018) conducted a study to understand “the relationship between academic procrastination and academic performance in university level students.” Using a convenient sampling technique, a sample of 380 students from university was selected where 204 were males and 176 were females. T-test and Pearson correlation was used to analyse the data using

the SPSS-21 version. Academic procrastination scale was used to assess the sample. The results showed that there was a significant difference found between both male and female students in their academic procrastination as well as academic performance. Further there was a negative significant relationship that was found among university students in academic procrastination and academic performance. Additionally, the dimensions of academic procrastination were also negatively related with academic performance. Results showed that students who have a greater level of academic procrastination show a lower level of academic performance. Sarvaiya (2019) conducted research to study the concept of emotional stability and self-concept in the students. A total sample of 120 students were collected out of which 60 were Gujarati medium and 60 were English medium students. The sample was collected from Rajkot city. The scales used for the assessment of the students included self-concept scale by Dr S.P. Ahluvalya and emotional stability scale by Dr. A. Sengupta and Dr A.K. Singh. Pearson correlation and t-test research designs were used for the calculation of data. Results disclose that there was a positive correlation found out between emotional stability and self-concept. Also, a significant difference was found between the two.

Rationale of the Study

Academic procrastination could be defined as the delay of academic-related activities, whether at school or college. It usually occurs when the student delays tasks that have academic importance such as assignments, projects, exams or test preparations which usually happens due to students dependency on technology, distractions, lack of guidance, home environment or poor time management skills.

Studies have explained that some people lead to perfectionism that is why they delay in their tasks, some students due to fear of failure towards the task being performed delay their tasks

so that they can escape the anxiety provoking situations. Students tend to look at one aspect of the tasks, that is the task completion itself so they procrastinate and leave the aspect about the quality of their work or how good will they be graded.

Emotional intelligence describes the aptitude to realize, regulate, exert check over one's own and others' emotions. Emotional intelligence can help students manage their emotions which further can help with their motivation levels and help improve their academic performance. Students with high emotional intelligence can help with reduced anxiety and stress level in his or her academic tasks. Further emotional intelligence can help students to build a successful career and personality for themselves.

Emotional stability can be defined as a person who prepares one's mind to face any situation with a calm mind, one who is able to think in a productive manner in most of the difficult circumstances. Even though the difficulty of the situation may be severe, an emotionally stable person is able to perceive it in a structured way and indulge in thinking which is reality oriented, solution focused and does careful evaluation. An emotionally stable student finds an equilibrium under stress during academic activities or academic demands and stays focused on their goals which help improve their performance in university or schools.

Thus, academic procrastination is a widespread problem among students, and it can cause significant repercussions on performance of academic significance. By researching academic procrastination, researchers can develop interventions to assist students in overcoming it. Emotional intelligence is the capacity to acknowledge and control own emotions and also of others. This ability is important for both personal and professional success. By examining emotional intelligence among college students, researchers can identify methods for fostering the growth of this crucial skill. Emotional stability explains the capacity to maintain composure and calmness in the face of tension and adversity. This skill is essential for college students,

who frequently encounter a variety of academic and personal obstacles. By researching emotional stability, researchers can identify stress-management and well-being-enhancing strategies for students. Examining academic procrastination, emotional intelligence, and emotional stability among college students can provide valuable insight into the factors that affect student success and well-being. This research can inform the design of interventions and programmes to promote the growth and development of students. The present research helps to understand the importance of emotional stability and emotional intelligence in the lives of college students as well as how it affects the academic procrastination among them which further can help us know the techniques or intervention plans to overcome it.

CHAPTER 3

METHODOLOGY

In this chapter we clarify the answer to the hypothesis in order to acquire systematic information. The aim of the present study was to identify emotional stability and emotional intelligence as predictors of academic procrastination among college students. The study also explored correlation and differences in the education qualification between undergraduate and postgraduate students in emotional intelligence, emotional stability and academic procrastination. For this purpose a sample of 100 students ranging from 18 to 25 was used.

Aim

The present study aims to study emotional stability and emotional intelligence as predictors of academic procrastination among college students.

Sample

The sample consisted of 100 college students in the age of 18 to 25 years of age. The sample was collected from Delhi city.

Research Design

For the present research quantitative approach was utilized . Researchers used the quantitative research method when the purpose of research is to obtain primary data, that is , data gathered and assembled particularly for the study, in contrast to secondary data . The present study follows the quantitative research design intended to examine the correlation among the variables used in study.

Research Objective

- The research aims to study the relationship between Academic procrastination and Emotional Intelligence.
- The research aims to study the relationship between Academic Procrastination and Emotional Stability.
- The research aims to assess the predictors of academic procrastination among college students.
- The study aims to investigate the difference in education qualification of students that is between undergraduate and postgraduate students.

Research Questions

- Is there any relationship found between emotional intelligence and emotional stability?
- Is there any relationship found between emotional intelligence and academic procrastination?
- What are the predictors of academic procrastination among college students?
- Are there any significant differences found between education qualifications of college students?

Hypothesis

- Emotional stability has a significant impact on academic procrastination.
- Emotional intelligence has a significant impact on academic procrastination.
- There is no significant difference between the education qualifications of students.

- There is a negative correlation between emotional stability and academic procrastination.
- There is a negative correlation between emotional intelligence and academic procrastination.

Ethical considerations

The following guidelines of ethics were put into place for the research period.

- Confidentiality of the responses and identity was assured.
- The Participants were instructed about the purpose of the study.
- Informed consent was obtained.
- The dignity and well-being of the college students was protected all the time.
- The research data remained private throughout the study and the researcher collected the permission of the college students .

Exclusion Criteria

- Those suffering from any psychopathology or undergoing treatment for psychological problems were excluded from the sample.
- Those suffering from any other chronic illness were excluded.
- Those exhibiting any physical deformity were excluded.
- Participants suffering from any chronic illness were not included in the study.
- Those residing in rural areas were not selected.
- The respondents below age 18 and above age 25 were excluded.
- The respondents who refused to give consent were excluded.

Inclusion Criteria

- The respondents whose age range lies between 18 to 25 were included.
- Respondents who belong to urban areas were considered.
- Participants who gave their informed consent were included.
- College students of both genders were included.
- Only literate college students were chosen.
- Participants from only undergraduate and postgraduate were chosen.

Tests and Tools

The following standardized tests were used -

- Schutte Self Report Emotional Intelligence Test (SSEIT) (Schutte et al., 1998)
- Tuckman Procrastination Scale (Tuckman, 1991)
- The IPIP-BFM 50 (Goldberg, 1992)

All the tests used were standardized and had established reliability and validity. The scales administered were available in English. A semi structured interview schedule was also administered to the participants to seek detailed information about their critical social and demographic aspects such as age, gender and education qualification.

Brief description of tests and tools used -

The given standardized tools were used:

- **Schutte Self Report Emotional Intelligence Test (SSEIT):** The questionnaire was given by Schutte et al. (1998). The scale consisted of 33 items which had three items

that were scored reversed (item 5, 28 and 33). This scale measures general emotional intelligence of a person using four subscales that is emotional perception, utilizing emotion, managing self-relevant emotion, and managing others' emotions. The responses were marked on a five point Likert scale which ranged from 1 that represented strongly disagree to 5 which represented strongly agree. The questionnaire included questions such as, "I expect that I will do well on most things I try." "I expect good things to happen." The reliability rating reported was 0.90 and is reliable for adults and adolescents but the sub scales to measure emotions showed poor reliability.

Following instructions were given for Schutte Self Report Emotional Intelligence Test: *"Please read the statements given below carefully and try to answer the questions with utmost honesty to the extent to which each item applies to you using the following scale: 1 strongly disagree, 2 disagree, 3 neither disagree nor agree, 4 agree, 5 strongly agree. There is no right or wrong answer to the questions. Your results will be kept confidential and will be used only for the research purpose. One should answer each question item asked in the questionnaire."*

- **Tuckman Procrastination Scale:** The questionnaire was given by Tuckman in (1991). The questionnaire consists of 16 items which basically measures procrastination. The respondents were marked on a four point Likert scale, with 1(that's me for sure), 2(that's my tendency for sure), 3(that's not my tendency), 4(that's not me for sure). The questionnaire included questions such as, "I delay making tough decisions," "I am an incurable time waster." The reliability of the scale was evaluated using Cronbach's alpha which came out to be 0.86. Concurrent validity had correlations with the voluntary homework system (-0.54) and self-efficacy scale the spearman rank order correlation (-0.47) .

Following instructions were given for Tuckman Procrastination Scale: *“Please read the statements given below carefully and try to answer the questions with utmost honesty to the extent to which item applies to you using the following scale: 1 = that’s me for sure, 2 = that’s my tendency for sure, 3 = that’s not my tendency, 4 = that’s not me for sure. There is no right or wrong answer to the question. Your results will be kept confidential and be used for research purposes only. One should answer each item question in the questionnaire.”*

- **IPIP-BFM 50:** The questionnaire was made by Goldberg (1992). The items of the questionnaire consisted of a total of 50. The respondents were marked on a Likert scale of five point with 1(very inaccurate), 2(moderately inaccurate), 3(neither accurate nor inaccurate), 4(moderately accurate), 5(very accurate). The questionnaire included questions such as, “often feel blue” and “get upset easily.”

Following instruction were given for the IPIP-BFM 50 scale: *“Please read the statements given below carefully and try to answer the questions with utmost honesty to the extent to which item applies to you using the following scale: 1 = very inaccurate, 2 = moderately inaccurate, 3 = neither accurate nor inaccurate, 4 = moderately accurate, 5 = very accurate. There is no right or wrong answer to the question. Your results will be kept confidential and be used for research purposes only. One should answer each item question in the questionnaire.”*

But for this research only one dimension of the particular scale was considered which is the dimension of emotional stability.

Procedure

Keeping in view the objectives and ethical considerations, following procedures was executed by the researcher:

To investigate emotional stability and emotional intelligence as predictors of academic procrastination among college students. The research was initiated. Literature review was collected, and the various researchers were studied. The tools for data collection for all the variables were gathered. Next, the hypothesis was formulated and the expected outcomes were identified. The sample for college students were identified and approached for the data collection. The purpose of the present study was explained in brief to all the participants and their doubts related to the questionnaire were cleared. The participants were both males and females. Upon giving the instructions to the participants, data was collected. Prior to completing the questionnaires, participants were informed of their opinion to participate or not as participation is voluntary. A informed consent was obtained from the study participants of the data collection process. Students who declined the informed consent were thanked for their interest. The data was collected via offline hard copy of the questionnaire as well through online google forms. The elements formed part of the data collection process a) Informed consent b) Demographic information c) the Schutte Self Report Emotional Intelligence Test, Tuckman Procrastination Scale, IPIP- BFM-50 scale. Participants were required to read and give their consent before they moved forward to answer the survey questionnaire. The informed consent described the study, including the purpose of the study, voluntary nature of participation, confidentiality and anonymity and the right of participants to opt- out of the study at any time without penalty. The demographic information contains age, gender and education qualification. The survey questionnaire makes up the remaining elements of the data. Once the desired response was gathered, participants were thanked for their valuable response and time. The scores were compiled in excel sheets for each variable and each participant. For the analysis of raw scores, the help of SPSS was taken. Prior to the scoring and calculation. Data were checked for entry errors using frequency analysis and ensured any and all discrepancies were removed. The mean, Sd for emotional stability, emotional intelligence and academic

procrastination was calculated. Pearson, T Test along with Linear Regression Analysis was also employed using SPSS to understand the relationship among predictors and criterion variables. Once the results were tabulated, the interpretation and analysis of the results were tabulated, the interpretation and analysis of the results was done. Further, the limitations of the study, implication of the study and recommendations for future research in the field were written.

Statistical Analysis and Scoring

Scoring for all the given tests was done as per the scoring instructions given in the manuals. The raw scores were tabulated and subjected to various statistical analyses by using the Statistical Product and Service Solution (SPSS) package. Keeping in view the objectives of the study, statistical analysis, Mean, Standard deviation, correlation analysis was conducted. Analysis using correlation was carried out to test the connection between the variables. Linear regression was carried out to study the significant predictors for the criterion variable. Before carrying out statistical tests, the assumptions of normality and homogeneity of variance were checked. The responses that emerged through the semi-structured interview schedule were analysed qualitatively and the results are presented in the form of tables.

CHAPTER 4**RESULTS****Table 1**

N, mean and standard deviation of Emotional Intelligence, Academic Procrastination and Emotional Stability

	Perception of emotion	Managing own emotions	Managing others emotions	Utilization of emotions	Academic procrastination	Emotional stability
N	100	100	100	100	100	100
Mean	39.4	22.4	19.1	15.7	39.3	29.0
Standard Deviation	5.90	3.25	2.69	2.10	8.09	6.35

Table 2

Correlation matrix of Emotional Intelligence, Academic Procrastination and Emotional Stability

	Perception of emotion	Managing own emotions	Managing others emotions	Utilization of emotions	Academic Procrastination	Emotional Stability
Perception of emotion	—					
Managing own emotions	0.479 ***	—				
Managing others emotions	0.558 ***	0.509 ***	—			
Utilization of emotions	0.496 ***	0.590 ***	0.507 ***	—		
Academic Procrastination	-0.106	-0.225 *	-0.031	-0.184	—	
Emotional stability	0.178	0.234 *	0.132	0.171	-0.333 ***	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 3*Linear regression of Managing Own Emotions and Academic Procrastination*

Predictor	β	t	P	R2	F	P
Managing own emotions	-0.225	-2.28	0.025	0.0504	5.21	0.025

Dependent Variable - Academic Procrastination**Table 4***Linear regression of Managing Others Emotions and Academic Procrastination*

Predictor	β	t	P	R2	F	P
Managing others emotions	-0.0313	-0.310	0.757	9.78	0.0960	0.757

Dependent Variable - Academic Procrastination**Table 5***Linear regression of Utilization Of Emotions and Academic Procrastination*

Predictor	β	t	P	R2	F	P
Utilization of emotions	-0.184	-1.86	0.066	0.0340	3.44	0.066

Dependent variable - Academic Procrastination

Table 6*Linear regression of Emotional Stability and Academic Procrastination*

Predictor	β	t	P	R ²	F	P
Emotional stability	-0.333	-3.50	<.001	0.111	12.3	<0.111

Dependent variable = Academic Procrastination

Table 7*T-statistics showing mean difference between undergraduates and post graduates in emotional intelligence, academic procrastination and emotional stability***Independent Samples T-Test**

		Statistic	df	p
Perception of emotions	Student's t	-0.372	98.0	0.711
Managing own emotions	Student's t	0.767	98.0	0.445
Managing others emotions	Student's t	0.971	98.0	0.334
Utilization of emotions	Student's t	0.713	98.0	0.477
Procrastination	Student's t	-1.140	98.0	0.257
Emotional Stability	Student's t	0.298	98.0	0.766

Table 7.1

	Group	N	Mean	Median	SD	SE
Perception of emotions	postgraduate	50	39.1	39.0	4.86	0.688
	undergraduate	50	39.6	40.5	6.82	0.964
Managing own emotions	postgraduate	50	22.7	23.0	3.42	0.483
	undergraduate	50	22.2	22.0	3.09	0.437
Managing others emotions	postgraduate	50	18.8	19.0	2.95	0.417
	undergraduate	50	19.4	19.0	2.37	0.335
Utilization of emotions	postgraduate	50	15.9	16.0	2.13	0.301
	undergraduate	50	15.6	15.0	2.08	0.294
Procrastination	postgraduate	50	38.4	38.5	8.32	1.176
	undergraduate	50	40.2	40.0	7.82	1.106
Emotional Stability	postgraduate	50	29.2	29.5	6.29	0.890
	undergraduate	50	28.8	29.5	6.47	0.915

Chapter 5

DISCUSSION OF RESULTS

The results calculated showed that there is a significant and positive correlation between perception of emotions and managing one's emotions ($r = 0.479$, $p < .001$). The results also indicated that there is a significant and positive correlation calculated between managing others emotions and perception of emotions ($r = 0.558$, $p < .001$) and also a significant positive correlation between managing others emotion and managing own emotions ($r = 0.509$, $p < .001$). A significant positive correlation was found between utilization of emotions and perception of emotions ($r = 0.496$, $p < .001$). Managing own emotions and utilization of emotions also showed a significant and positive correlation ($r = 0.590$, $p < .001$) along with utilization of emotions and managing others emotion too showed a significant positive correlation ($r = 0.507$, $p < .001$).

Results also specify that there is a negative insignificant correlation between academic procrastination and perception of emotion, managing others emotion and utilization of emotion. However, a significant negative correlation between academic procrastination and managing own emotions ($r = -0.225$, $p < 0.5$). Emotional stability was also found to be positively correlated with perception of emotions, managing of others emotions and utilization of the emotions. There was also a significant positive correlation found between emotional stability and managing own emotions ($r = 0.234$, $p < 0.5$). A negative and significant correlation was also seen between emotional stability and academic procrastination ($r = -0.333$, $p < .001$). This concludes that a negative correlation between academic procrastination and the emotional intelligence, emotional stability is also negatively correlated with academic procrastination. The calculated results suggest a strong and positive relationship found between emotional intelligence and the ability to perceive and manage one's own and other's emotions.

Additionally, the study found a positive correlation between emotional stability and emotional intelligence, indicating that individuals who are emotionally stable are better able to perceive and manage emotions effectively. On the other hand, the study found a negative correlation between procrastination and emotional intelligence and emotional stability, indicating that individuals who struggle with academic procrastination may also struggle with emotional regulation. It is crucial to note that the negative correlation between academic procrastination and emotional intelligence was only significant for managing one's own emotions, not for perceiving emotions, managing others emotions or utilizing emotions. This suggests that individuals who struggle with academic procrastination may have difficulty regulating with their own emotions, but not necessarily with perceiving or managing the emotions of others or utilizing their own emotions effectively.

Table (3) shows the regression analysis which indicated that managing own emotions is a significant predictor of academic procrastination ($\beta = -0.225, p < 0.05$). Coefficient of determinants ($R^2 = 0.0504$) showed that variation of managing own emotions can explain 5.04% variation in academic procrastination. This model is adequately fit ($F = 5.21, p < 0.05$). While it is not a particularly strong relationship, the model is adequately fit. These findings suggest that managing own emotions may be an important factor to consider when addressing academic procrastination.

Table (4) shows the regression analysis which indicated that Managing others emotions is a significant predictor ($\beta = -0.0313, p < 0.05$) of Academic procrastination. Coefficient of determinants ($R^2 = 0.978$) showed that variation of managing others emotions can explain 97.8% variation in academic procrastination. This model is adequately fit ($F = 0.0960, p < 0.05$).

Table (5) shows the regression analysis which indicated that Utilization of Emotions is a significant predictor ($\beta = -0.184, p < 0.05$) of Academic Procrastination. Coefficient of determinants ($R^2 = 0.0340$) showed that variation of Utilization of emotions can explain 3.4% variation in Academic Procrastination. This model is adequately fit ($F = 3.44, p < 0.05$). The results indicate that utilization of emotions is a significant predictor of academic procrastination.

Table (6) shows the regression analysis which indicated that emotional stability is a significant predictor ($\beta = -0.333, p < 0.05$) of academic procrastination. Coefficient of determinants ($R^2 = 0.111$) showed the variation of emotional stability can explain 11.1% variation in academic procrastination. This model is adequate fit ($F = 12.3, p < 0.05$).

Table (7) shows the calculated results of the T-test table which indicates no difference significantly found between the education qualification of students that are undergraduate and postgraduate. This further means there is no relation found between postgraduate and undergraduate students in accordance with their academic procrastination. The results indicate that the level of education, whether undergraduate or post graduates, does not have a significant impact on academic procrastination.

CHAPTER 6

CONCLUSION

The study showed that there is a strong positive relationship between emotional intelligence and the capacity to perceive and manage one's own and other emotions and emotional stability is positively correlated with emotional intelligence. However, academic procrastination is negatively correlated with emotional intelligence and emotional stability. Managing one's own emotions, managing others emotions and utilization of emotions are significant predictors of academic procrastination. There is no significant difference found in between the academic procrastination of undergraduate and postgraduate students. The research suggests that managing one's own emotions may be an important factor to consider when addressing academic procrastination.

Suggestions

Emotional Intelligence: There are certain suggestions where the emotional intelligence of the students can be improved which may follow as taking counselling or therapy as academic life can be quite stressful and overwhelming, therapy can help them manage their emotions well. Other activities where they can be helped in this dimension is by engaging in group activities which might help them build social skills as well as learn to work with others and that helps in development of empathy. Students must engage in activities that help them gain self-awareness of their emotions, their triggers and also, they should engage in mindfulness exercise.

Emotional Stability: It can be increased through practicing self-care techniques, activities which help in building a support network which maintains stability in life, other techniques

students can inculcate which are engaging in positive self-talk and engaging in problem solving behaviour. These suggestions can help students greatly in their academic and personal settings.

Academic Procrastination: Academic procrastination can be major issue for college students so as to help students to not to engage in such behaviour there are few suggestions where students can set realistic goals for themselves like goals which they can perform easily and with their completion they feel self-confidence and help them to achieve more. By creating a schedule and avoiding or eliminating distractions around them they will formulate a more focused routine for themselves. By rewarding oneself on achieving and using best techniques which help them in avoiding procrastination behaviours they can achieve greatly in their academic performances.

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APPENDICES

Greetings!

I am lakshita Nangru, pursuing post-graduation in Clinical Psychology from Amity Institute of Psychology and Allied Sciences as a part of dissertation, I am conducting research on emotional stability and emotional intelligence as predictors of academic procrastination . This project has been approved by the Amity Institute of Psychology and Allied Sciences.

I kindly request you to spend 10-15 minutes of your valuable time filling out the questionnaire and contributing to my research, if you are between the ages of 18 and 25. all the information gathered for this study will be kept confidential and used solely for research. Your participation is really valuable to me. Participation is voluntary, and you can terminate it at any point.

Demographic Details

1. Name :

2. Age :

3. Email Id :

4. Gender - Male

Female

5. Educational Qualification - Undergraduate

Postgraduate

6. I give my consent to take part in the study ? Yes or No

Emotional Intelligence Scale

Instructions: Indicate the extent to which each item applies to you using the following

1 = Strongly disagree

2 =Disagree

3 = neutral

4 = agree

5 = strongly agree

7. I know when to speak about my personal problems to others

strongly disagree

Disagree

Neutral

Agree

Strongly Agree

8. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

9. I expect that I will do well on most things I try

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

10. Other people find it easy to confide in me

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

11. I find it hard to understand the non-verbal messages of other people

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

12. Some of the major events of my life have led me to re-evaluate what is important and not important

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

13. When my mood changes, I see new possibilities

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

14. Emotions are one of the things that make my life worth living

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

15. I am aware of my emotions as I experience them

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

16. I expect good things to happen

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

17. I like to share my emotions with others

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

18. When I experience a positive emotion, I know how to make it last

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

19. I arrange events others enjoy

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

20. I seek out activities that make me happy

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

21. I am aware of the non-verbal messages I send to others

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

22. I present myself in a way that makes a good impression on others

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

23. When I am in a positive mood, solving problems is easy for me

Strongly disagree

disagree neutral

agree strongly

agree

24. By looking at their facial expressions, I recognize the emotions people are experiencing

strongly disagree

Disagree

Neutral

Agree

Strongly Agree

25. I know why my emotions change

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

26. When I am in a positive mood, I am able to come up with new ideas

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

27. I have control over my emotions

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

28. I easily recognize my emotions as I experience them

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

29. I motivate myself by imagining a good outcome to tasks I take on

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

30. I compliment others when they have done something well

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

31. I am aware of the non-verbal messages other people send

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

32. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

33. When I feel a change in emotions, I tend to come up with new ideas

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

34. When I am faced with a challenge, I give up because I believe I will fail

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

35. I know what other people are feeling just by looking at them

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

36. I help other people feel better when they are down

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

37. I use good moods to help myself keep trying in the face of obstacles

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

38. I can tell how people are feeling by listening to the tone of their voice

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

39. It is difficult for me to understand why people feel the way they do

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

40 . Have frequent mood swings

Very Inaccurate

Moderately inaccurate

Neither accurate nor inaccurate

Moderately accurate

Very accurate

41. Change my mood a lot

Very Inaccurate

Moderately inaccurate

Neither accurate nor inaccurate

Moderately accurate

Very accurate

42. Worry about things

Very Inaccurate

Moderately inaccurate

Neither accurate nor inaccurate

Moderately accurate

Very accurate

43. Often feel blue

Very Inaccurate

Moderately inaccurate

Neither accurate nor inaccurate

Moderately accurate

Very accurate

44. Seldom feel blue

Very Inaccurate

Moderately inaccurate

Neither accurate nor inaccurate

Moderately accurate

Very accurate

45. Am easily disturbed

Very Inaccurate

Moderately inaccurate

Neither accurate nor inaccurate

Moderately accurate

Very accurate

46. Get irritated easily

Very Inaccurate

Moderately inaccurate

Neither accurate nor inaccurate

Moderately accurate

Very accurate

47. Get upset easily

Very Inaccurate

Moderately inaccurate

Neither accurate nor inaccurate

Moderately accurate

Very accurate

48 Get stressed out easily

Very Inaccurate

Moderately inaccurate

Neither accurate nor inaccurate

Moderately accurate

Very accurate

a. Am relaxed most of the time

Very Inaccurate

Moderately inaccurate

Neither accurate nor inaccurate

Moderately accurate

Very accurate

Academic procrastination scale

Instructions: Indicate the extent to which each item applies to you

b. I needlessly delay finishing jobs, even when they're important.

That's me for sure.

That's my tendency.

That's not my tendency.

That's not me for sure.

c. I postpone starting in on things I don't like to do.

That's me for sure.

That's my tendency.

That's not my tendency.

That's not me for sure.

d. When I have a deadline, I wait till the last minute.

That's me for sure.

That's my tendency.

That's not my tendency.

That's not me for sure.

e. I delay making tough decisions.

That's me for sure.

That's my tendency.

That's not my tendency.

That's not me for sure.

f. I keep putting off improving my work habits.

That's me for sure.

That's my tendency.

That's not my tendency.

That's not me for sure.

g. I manage to find an excuse for not doing something.

That's me for sure.

-That's my tendency.

That's not my tendency.

That's not me for sure.

- h. I put the necessary time into even boring tasks, like studying.

-That's me for sure.

That's my tendency.

That's not my tendency.

That's not me for sure.

- i. I am an incurable time waster.

That's me for sure.

That's my tendency.

That's not my tendency.

That's not me for sure.

- j. I'm a time waster now but I can't seem to do anything about it.

That's me for sure.

That's my tendency.

That's not my tendency.

That's not me for sure.

- k. When something's too tough to tackle, I believe in postponing it.

That's me for sure.

That's my tendency.

That's not my tendency.

That's not me for sure.

- l. I promise myself I'll do something and then drag my feet.

That's me for sure.

That's my tendency.

That's not my tendency.

That's not me for sure.

- m. Whenever I make a plan of action, I follow it

That's me for sure.

That's my tendency.

That's not my tendency.

That's not me for sure.

- n. Even though I hate myself if I don't get started, it doesn't get me going.

That's me for sure.

That's my tendency.

That's not my tendency.

That's not me for sure.

- o. I always finish important jobs with time to spare.

That's me for sure.

That's my tendency.

That's not my tendency.

That's not me for sure.

- p. I get stuck in neutral even though I know how important it is to get started
That's me for sure.

That's my tendency.

That's not my tendency.

That's not me for sure.

- q. Putting something off until tomorrow is not the way I do it.

That's me for sure.

That's my tendency.

That's not my tendency.

That's not me for sure.