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Procrastination, Perceived Stress and Emotional Intelligence in Young Adults

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Submitted by:

Sameeksha Sandeep Phadke

Submitted to:

Prof (Dr.) Nilesh Thakre

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CERTIFICATE

Certified that this dissertation (thesis) is a bonafide record of the work done by Ms. Sameeksha Sandeep Phadke during the Period 2023-2024 at the University Department of Psychology, SNDT Women's University, Mumbai. It is submitted in partial fulfilment of the requirements for an M.A. Degree in Psychology with a specialisation in Industrial Psychology/Clinical Psychology/Counselling Psychology.

Signature of the Guide:_____

Name of Guide: Prof (Dr.) Nilesh Thakre

Date:

DECLARATION

I declare that the form and content of the thesis as mentioned above are original and have not been submitted, in part or full, for any other degree/ diploma of this or any other University or Institution.

Signature of the Student:

Name of the Student: Sameeksha Phadke

Date:

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ABSTRACT

The study of procrastination, perceived stress and emotional intelligence navigates the complexities of academic, personal, and professional spheres, for young adults where they often encounter such obstacles. An individual's subjective perception of stress experienced within a specific timeframe, coupled with their capacity to recognize, understand, regulate, and effectively utilise emotions, often intertwines closely with the outcomes of procrastination behaviours. The present study aimed to investigate the relationship between procrastination, perceived stress, and emotional intelligence in young adults, with perceived stress and emotional intelligence being potential determinants of procrastination. The participants of this study consisted of 140 men and women, within the age range of 18-25 years. The participants were assessed by using three scales, namely, the Irrational Procrastination Scale (Steel, 2010), Perceived Stress Scale (Cohen, Kamarck, and Mermelstein 1983), and Trait Emotional Intelligence Questionnaire-short form (Petrides and Furnham 2001). Pearson's product-moment correlation and linear regression were used to assess the relationship between procrastination, perceived stress and emotional intelligence. Results revealed that there was a statistically significant positive correlation between Perceived Stress and Procrastination ($r = 0.50$), and a statistically significant negative correlation between Procrastination and Emotional Intelligence ($r = -0.40$) and Perceived stress and Emotional Intelligence ($r = -0.49$). The linear regression yielded non-significant results. This suggests that Perceived Stress and Emotional Intelligence do not serve as strong predictors of procrastination within the context of this study. In conclusion, understanding the relationship between these constructs is crucial for fostering psychological well-being and productivity in young adults.

Keywords: *Emotional intelligence, procrastination, perceived stress, young adults.*

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CHAPTER 1

INTRODUCTION

The complicated tapestry of human life reveals several psychological aspects that prompt us to examine and understand them. Procrastination, perceived stress, and emotional intelligence are key components of psychological well-being particularly among emerging adults moving into different life domains. In other words, procrastinating may involve postponing or delaying a task or a group of tasks. In addition, it is the subjective sense of how much stress one feels. Emotional intelligence on the other hand involves recognizing and managing one's own emotions as well as those of others.

The current correlational study therefore attempts to delve into the complex relationships between these variables thereby illustrating for us the subtle interplays that might strongly influence young adult's psychology. Psychologists and researchers need to understand how procrastination dynamics occur, what drives perception of stress levels and how emotional intelligence works. Implications can also be drawn for educators, policy makers or those who are involved in maintaining the lives of young adults so that they do not suffer from ill health. A lot of challenges coupled with responsibilities signifies adolescent teen years-transitional phase into adulthood (Kochanska et al., 2001). The complexities that arise due to balancing between education, personal growth as well as their professional lives ensue such aspects like procrastination, high level stresses.

Procrastination, the delay of tasks despite adverse consequences, is a prevalent issue among young adults linked to academic underachievement and increased stress (Steel, 2007). Moreover, the perceived stress experienced during this phase of life can have profound implications for mental health and overall functioning (Cohen et al., 1983). Emotional intelligence, a construct encompassing the ability to perceive, understand, manage, and regulate emotions in oneself and others (Mayer & Salovey, 1997), is a crucial factor in adapting to the challenges of young adulthood.

A growing body of research suggests that procrastination, perceived stress, and emotional intelligence are interrelated. It is hypothesised that procrastination and perceived stress may be inversely related to emotional intelligence, as effective emotion regulation is integral to managing stress and avoiding procrastination (Tice & Baumeister, 1997). The relevance of studying procrastination, perceived stress, and emotional intelligence extends to

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various stakeholders, including psychologists, educators, policymakers, and individuals interested in holistic development of young adults. As these aspects intimately shape one's personal and professional life, understanding their interconnectedness becomes imperative for those working towards improving young adult well-being. Procrastination has been linked to decreased academic performance and increased stress levels (Steel, 2007; Sirois, 2014), while studies have shown that higher emotional intelligence is associated with better stress management and overall well-being (Brackett & Salovey, 2006).

Nevertheless, there is still not enough research that would help adequately assess the associating effect by connecting these three variables in a comprehensive study on young adults. Furthermore, while the available published separate studies on procrastination, Perceived stress, and emotional intelligence have been extremely beneficial on their own, it seems that the research on the associations and connections between these three variables within a specific population group such as young adults at this life stage is scarce. The existing literature feels very fragmented and lacks a whole-systems perspective that would discuss how these three variables are connected to one another and how they all in general affect psychological functioning.

The present study aimed to cover this gap by conducting correlational analysis of procrastination with perceived stress and emotional intelligence in young adults. By exploring these variables simultaneously, this research intends to contribute to the understanding of the intricate and multidimensional processes occurring in young adulthood. The results of the research can be helpful in creating evidence-supported interventions and developing ideas for proper stress management approach, procrastination inhibition, and emotional intelligence training within this age group.

Overall, the correlational analysis of procrastination, perceived stress, and emotional intelligence in young adults is a complex and captivating area of study. This research is designed to intersect theories of psychology and personality development. Relying on the review of current knowledge, identification of knowledge gaps, and outlining the potential contribution of the current research aims to advance our understanding of the psychological factors influencing young adult development.

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Conceptual Definition

Procrastination is a multifaceted psychological phenomenon with many different conceptual definitions. However, one of the most widely accepted is the one proposed by Piers Steel in his 2007 paper "The Procrastination Equation." Steel (2007) defines procrastination as " the voluntary holdup of an aimed course of action despite anticipating to be worse off for the delay." This description captures the two crucial features of procrastination: it's voluntary (we choose to procrastinate) and irrational (we know that we will be worse off for doing so). This propensity for postponement aligns with the term's Latin roots, wherein "pro-" signifies moving forward, and "crastinus" pertains to tomorrow, reflecting the notions of inaction, delay, or deferral (Klein, 1971). It involves the voluntary postponement of intentions and is characterised by the discomfort that arises from this delay.

Perceived stress, an intricate psychological construct, is defined “as an individual's perceptual understanding of the degree of stress they encounter over a specific timeframe” (Cohen et al., 1983). This subjective appraisal is interwoven with feelings of uncertainty and instability about life circumstances, contingent upon the individual's self-assurance in managing challenges (Cohen et al., 1983). It is often conceptualised as a multidimensional construct that includes cognitive, emotional, and physiological components. Perceived stress is related to a feeling of uncertainty and instability about life and depends on the confidence in one's ability to handle difficulties. According to Cohen's original theory of perceived stress, the stressor is not the potentially omnipresent life event that occurs to the individual, but rather “the cognitively mediated emotional response to the target event” (Cohen et al., 1983).

Emotional intelligence (EI) is the capability to perceive, understand, manage, and use emotions in positive ways. Most descriptions of EI include the following four factors: Self-awareness: The capacity to recognize and understand one's own emotions. Self- management: The capacity to regulate one's feelings in a way that's productive and constructive. Social awareness: The capacity to understand and respond to the feelings of others. Petrides (2001), introduced the Trait Emotional Intelligence (Trait EI) theory which “describes our perceptions of our emotional world: what our emotional dispositions are and how good we believe we are in terms of perceiving, understanding, managing, and utilising our own and other people's emotions” (Petrides et al., 2018; Mayer et al,1997).

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Theoretical Perspective

Procrastination

The historical roots of procrastination trace back to the philosophies of ancient thinkers like Aristotle and Socrates, who contemplated the balance between immediate pleasure and self-discipline, echoing the concept of procrastination (Steel, 2007). From as early as 700 BC, with the ancient Greek poet Hesiod admonishing his brother Perses in "Work and Days" to avoid delaying responsibilities, to Roman consul Cicero's 1st-century B.C. denouncement of procrastination as "hateful," the issue has transcended time, impacting individuals across civilizations. Throughout history, figures such as Geoffrey Chaucer, Leonardo da Vinci, Ming Dynasty poet Wen Jia, and Samuel Johnson grappled with procrastination in various forms. Coleridge's opium use, Balzac's acknowledgment of the allure of social life in the 18th and 19th centuries, Victor Hugo's extreme measures to finish work, Franz Kafka's procrastination manifested in letter writing, and Virginia Woolf's blame on the telephone—all illustrate procrastination's persistent and varied nature across different eras and individuals (Andreou & White, 2010). Formal psychophysiological exploration into procrastination gained prominence in the latter half of the 20th Century, with critical studies and frameworks shaping cognitive, emotional, and behavioural understanding. Notably, Ellis and Knaus introduced Rational-Emotive Behavior Therapy in 1971, focusing on irrational beliefs underlying procrastination, while researchers like Lay (1986) and Steel (2007) developed contemporary theories spotlighting procrastination as an irrational postponement of tasks despite its adverse effects. A landmark study by Tice and Baumeister (1997) challenged the belief that procrastination enhances performance under pressure.

Contrary to this notion, the study revealed that while initially reporting lower stress levels, procrastinators ultimately experienced heightened stress and earned lower grades by semester end. Procrastination, often misconstrued as a product of laziness or incompetence, is intricately linked to the biological dynamics within our brains. The conflict between the limbic system and the prefrontal cortex lies at the heart of procrastination. Pychyl (2010) emphasises that the limbic system's preference for immediate rewards often prevails, manifesting as a struggle between the present self-seeking immediate gratification and the future self-grappling with the consequences. This underscores the detrimental impact of procrastination not only on professional outcomes but also on emotional well-being. The history of scales to measure procrastination is marked by continuous refinement and adaptation to better capture the nuances of this complex behaviour. Early attempts included the development of instruments

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such as the Procrastination Assessment Scale for Students (Solomon & Rothblum, 1984). Over time, researchers recognized the need for more comprehensive and context-specific measures, leading to the creation of instruments like the development of the Irrational Procrastination Scale (IPS), introduced by Lay in 1986, and the Pure Procrastination Scale (Steel, 2010). Psychological researchers, including pioneers like Joseph Ferrari, who made a famous notion conveying that everyone procrastinates, but not everyone is a procrastinator, recognize procrastination as a complex failure of self-regulation, extending beyond mere time management. Throughout history, from Aristotle to modern psychologists, the exploration of procrastination has illuminated its multifaceted nature, underscoring its relevance across time and contexts.

As discussed above, numerous theories have been proposed to elucidate the phenomenon of procrastination, offering insights into its underlying mechanisms and contributing factors. Temporal Motivation Theory (TMT), developed by Piers Steel, TMT states that tasks' perceived utility and timing influence procrastination. According to this theory, individuals weigh the expectancy of task completion against the perceived value of delaying the task. Factors such as importance of a task, expectancy of success, and impulsiveness play crucial roles in determining the likelihood of procrastination (Steel, 2007). Arousal Theory is rooted in the concept of arousal regulation. It suggests that procrastination arises from an individual's tendency to seek arousal or stimulation. Procrastinators may delay tasks to maintain an optimal level of arousal, as engaging in tasks too early or too late may lead to boredom or anxiety (Specter & Ferrari, 2000). Cognitive-Behavioural Theory emphasises the role of cognitive processes and behavioural patterns in procrastination. According to this perspective, procrastination is a learned response to aversive tasks influenced by cognitive distortions such as irrational beliefs, negative self-talk, and maladaptive coping strategies (Ellis & Knaus, 1977).

Self-Regulation Theory is Grounded in the principles of self-regulation and self-control. It posits that procrastination stems from difficulties regulating one's behaviour and emotions. Individuals with poor self-regulatory skills may struggle to initiate and sustain goal-directed actions, leading to procrastination as a coping mechanism (Steel, 2007). These theories offer diverse perspectives on the nature and determinants of procrastination, shedding light on its complex interplay with cognitive, emotional, and motivational processes. By integrating insights from these theoretical frameworks, researchers can develop comprehensive models of procrastination and devise effective interventions to address this pervasiveness.

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Emotional Intelligence

The concept of emotional intelligence has its roots in the work of Charles Darwin, who studied emotional expression in animals and humans. The roots of Emotional Intelligence can be traced back to the early 20th Century, with researchers such as Thorndike (1920) exploring the idea of social intelligence, which included the ability to understand and manage emotions in oneself and others. However, the term emotional intelligence gained prominence in the 1990s, when Peter Salovey and John Mayer introduced the idea of emotional intelligence as a form of intelligence that encompasses a set of abilities involving the perception, understanding, monitoring, and regulation of emotions effectively (Salovey & Mayer, 1990). The initial focus was on the cognitive aspects of emotional intelligence, emphasising the ability to understand and manage emotions effectively. The concept gained widespread attention with the publication of Daniel Goleman's best-selling book, "Emotional Intelligence," in 1995. Goleman expanded the understanding of EI by introducing the five components model, which includes self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1995). This popularised the concept in mainstream discussions and applications.

The early 2000s witnessed further theoretical development, notably with the introduction of the mixed model of Emotional Intelligence by Mayer, Salovey, and Caruso (2000). This model distinguishes between ability EI (measured through performance-based tests) and trait EI (measured through self-report scales), providing a nuanced understanding of the multifaceted nature of Emotional Intelligence. Petrides and Furnham expanded the conceptualization of emotional intelligence by introducing the Trait Emotional Intelligence (TEI) model in the early 2000s. They proposed that emotional intelligence comprises trait-like dispositions related to self-perceived emotional abilities (Petrides et al., 2007). The TEI model incorporated self-report measures to assess individual differences in emotional intelligence traits. One of the significant contributions to TEI's historical development is the creation of reliable and valid measurement instruments. The Trait Emotional Intelligence Questionnaire (TEIQue), developed by Petrides and Furnham, is a self-report questionnaire designed to measure various facets of trait emotional intelligence (Petrides, 2009). Additionally, the socioemotional selectivity theory proposed by Carstensen (1995) offers insights into the developmental aspects of emotional intelligence across the lifespan. This theory posits that individuals prioritise emotionally meaningful goals and relationships as they age, leading to a greater emphasis on emotional regulation and satisfaction. From this perspective, emotional intelligence evolves as individuals accumulate life experiences and adaptively allocate their

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cognitive and emotional resources toward achieving subjective well-being and maintaining social connectedness.

In summary, theories of emotional intelligence provide valuable frameworks for understanding the multifaceted nature of emotional functioning and its implications for individual development, interpersonal relationships, and societal outcomes. By integrating insights from various theoretical perspectives, researchers and practitioners can comprehensively understand emotional intelligence and its practical applications in diverse contexts.

Today, emotional intelligence is recognized as an essential factor in personal and social functioning. People with high emotional intelligence are better able to understand and manage their own emotions, as well as the emotions of others. This can lead to positive outcomes, such as improved relationships, better decision-making, and increased job performance.

Perceived Stress

Understanding stress, its historical roots, and its nuanced facets that reflect a complex evolution. Acknowledging the concept's historical longevity, the Ancient Greek physician Hippocrates referred to it as "melancholy," while the 19th-century American physician George Beard introduced "neurasthenia" to describe a condition marked by fatigue, anxiety, and physical symptoms. The Stoics acknowledged the influence of external events on one's well-being and advocated for the importance of inner resilience in the face of adversity (Epictetus, 1934). In mediaeval times, stress was often linked to bodily humours and imbalances. The work of ancient medical practitioners like Galen contributed to the belief that disruptions in the body's equilibrium could lead to physiological and psychological distress (Hajar, 2021).

A pivotal moment in the history of stress research occurred in the mid-20th century when Hans Selye introduced the concept of the General Adaptation Syndrome (Selye, 1956). Selye's work laid the foundation for understanding stress as a physiological response to various stressors, categorising it into stages of alarm, resistance, and exhaustion. In the mid-20th century, "perceived stress" gained prominence, ushering in a pivotal shift in stress research. The 1960s witnessed Holmes and Rahe's Life Events Scale, unveiling the link between life events and stress. At the same time, In the late 20th century, Richard Lazarus and Susan Folkman proposed the transactional model of stress, shifting the focus from a purely

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physiological response to the individual's appraisal of stressors (Lazarus & Folkman, 1984). This model highlighted the subjective nature of stress perception.

In the 21st century, research on perceived stress has expanded to consider cultural variations in stress appraisal and coping mechanisms (Cohen, Kessler, & Gordon, 1995). Globalisation and technological advancements have introduced new stressors, influencing how individuals perceive and cope with stress in diverse cultural contexts. Notably, the development of the Perceived Stress Scale by Cohen et al. (1983) further revolutionised stress research, enabling the measurement of individuals' self-assessment of stress levels and representing a monumental advancement in understanding stress from external events to individual perspectives.

The Health Belief model (rosenstock, 1974) offers insights into individuals' stress perceptions and health-related behaviours. According to this model, perceived susceptibility to and severity of a health threat, perceived benefits of and barriers to adopting preventive behaviours, and cues to action influence individuals' health-related decisions. Applied to perceived stress, this model suggests that individuals' perceptions of the severity and consequences of stressors and their beliefs about the effectiveness of coping strategies influence their responses to stress.

In summary, theories of perceived stress offer valuable frameworks for understanding the cognitive, emotional, and behavioural processes involved in individuals' perceptions and responses to stress. These theories highlight the subjective nature of stress and underscore the importance of individual differences, coping strategies, and contextual factors in shaping individuals' stress experiences.

Objective of the Study

The primary objective of this research endeavour is to comprehensively explore the intricate relationships among procrastination, perceived stress, and emotional intelligence within the context of young adults. The study delineates the following specific aims:

a) To study the relationship between perceived stress and procrastination in young adults.

b) To study the relationship between perceived stress and emotional intelligence in young adults.

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c) To study the relationship between procrastination and emotional intelligence in young adults.

d) To predict the impact of perceived stress and emotional intelligence on procrastination.

Hypotheses

H1 - There will be a significant positive correlation between perceived stress and procrastination in young adults

H2 - There will be a significant negative correlation between emotional intelligence and procrastination in young adults

H3 - There will be a significant negative correlation between emotional intelligence and perceived stress in younger adults

H4 - Emotional Intelligence will act as a predictor of Procrastination

H5 - Perceived Stress will act as a predictor of Procrastination

Rationale

Investigating the sophisticated relationships among procrastination, perceived hardships, and emotional intelligence within college students is a thrilling and complex expedition having paramount influences on young people's well-being and societal development. This research is thus a means to this end which consists of exploring the intricate relationship of those mental factors and uncovering how they operate with the result of shaping the life of the youth, influencing their happiness, successes and personal development. The main area of my research revolves around figuring out the ways in which procrastination, stress (or perception of stress) and emotional intelligence mesh with one another, while also affecting each other, in the real life of young people. Procrastination has become a big problem among these kinds of students who habitually fail to meet deadlines and thus their academic performance is also affected (Steel, 2007). The so-called process of concurrently looking at perceived stresses and emotionality’s will give a holistic view of psychological dynamics envisaged during the critical development stage.

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Defining and recognizing the complex ties among procrastination, stress, and emotional intelligence can serve as a valuable guidance by educators, counsellors, as well as decision-makers. The recommendations made from this study may influence substantially how young people are advised and if their approaches are holistic and individualised for time management, stress levels control and improvement of emotional intelligence. Equipped with such information teachers and counsellors can direct this support to an individual's needs, thus encouraging growth of both the young learner's personal and academic perspectives.

They allocate their research taking into consideration the fact that this period is essential for significant decision-making, behaviour formation and a suitable life satisfaction. In hopes of discovering important aspects in forming emotional self-regulation, stress and procrastination, this research will shed some light on essential abilities of decision-making processes during this period. Also, probably the most important mission of the research is to try to explain how these mental qualities can impact behaviour and why happiness and joy of living seem to be so closely connected in the case of growing youth. This study aligns with contemporary perspectives on education and well-being in the context of rapidly evolving environments. Managing emotions and stress is increasingly recognized as integral to overall success and happiness (Brackett & Salovey, 2006). Recognizing the links between procrastination, stress, and emotional intelligence expands our understanding of these critical aspects, allowing for more informed interventions that address the evolving needs of individuals and society.

The research becomes more interesting when one addresses the question that is related to does emotional intelligence play a protective role against the harms of stress and procrastination. The exploration of emotional intelligence as a potential shield highlights that those with strong emotional skills likely have resiliency that facilitates in mitigating stress and minimising the negative outcome of deflecting tasks to other times. This statement provides an analogy with which one can undeniably realise the significance of having appropriate gear in times of difficulty, which also alludes to the potential protective role of emotional intelligence against adversities (Salovey & Mayer, 1990). The conclusion is that the research study stems from the idea of disentangling the complex linkage between procrastination, perceived stress, and emotional intelligence in young people.

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CHAPTER 2

REVIEW OF LITERATURE

Nangru (2024) in the study titled “Emotional Stability and Emotional Intelligence as predictors of Academic Procrastination among college students” explores the relationship between emotional stability, emotional intelligence, and academic procrastination among college students. The research collected data from 100 college students, both undergraduate and postgraduate, aged 18 to 25 years. Standardised measures of academic procrastination, emotional intelligence, and emotional stability were administered. The findings indicate a negative correlation between emotional intelligence dimensions and academic procrastination, suggesting that higher emotional intelligence is associated with lower levels of procrastination. Additionally, a significant negative correlation was observed between academic procrastination and emotional stability. Interestingly, no significant difference was found in procrastination levels based on students' educational qualifications.

Sureka and Nethravathi (2020), in the paper "Influence of Emotional Intelligence and Level of Education on Academic Procrastination among Undergraduate and Postgraduate Students." primarily aimed to examine how emotional intelligence and education influence academic procrastination among undergraduate and postgraduate students. The research seeks to uncover whether emotional intelligence skills and higher educational levels are associated with lower levels of academic procrastination among students. The study participants were 365 female undergraduate and postgraduate students from a university in India. The participants completed the Schutte Emotional Intelligence Scale (SEIS) and the Academic Procrastination Scale (APS). The study results suggest that EI significantly predicts academic procrastination among undergraduate and postgraduate students. Students with low EI are more likely to procrastinate than students with high EI. Students with low EI may have difficulty managing their emotions, making them feel overwhelmed and stressed. As a result, they may be more likely to put off tasks until the last minute. The study also found that the level of education did not significantly influence the relationship between EI and academic procrastination. This suggests that the influence of EI on academic procrastination is not affected by the level of education.

Wafa and Iram (2013), in the paper "Emotional Intelligence, Anxiety, and Procrastination in Intermediate Science Students." investigated the relationship among

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emotional intelligence (EI), anxiety, and procrastination in intermediate science students. It hypothesised that there would be a negative relationship between EI and procrastination, a positive relationship between anxiety and procrastination, and Anxiety and EI would predict procrastination. The study participants were 102 female students from the science faculty of public sector colleges in Pakistan. The data was collected using the following instruments: Schutte Self-Report Emotional Intelligence Test (SSEIT), State-Trait Anxiety Inventory (STAI), and Passive Procrastination Scale (PPS). The results of the study showed that there was no significant relationship between Emotional Intelligence and procrastination. However, there was a significant positive relationship between anxiety and procrastination. Regression analysis revealed that trait anxiety predicted procrastination after considering Emotional Intelligence and state anxiety.

Jain and Baruah (2014), in the paper "The Effects of Emotional Intelligence and Procrastination on Quality of Life," primarily aimed to explore the effects of emotional intelligence and procrastination on individuals' quality of life. The research seeks to uncover potential associations and influences of these psychological factors on various aspects of individuals' well-being. The study had a sample of 100 young adults (50 males and 50 females) aged 18-25 years. Participants completed the General Procrastination Scale (GPS), the Emotional Quotient Test (EQT), and the WHOQOL-BREF. The results showed that EI and procrastination significantly influenced Quality of Life. Specifically, higher EI was associated with better Quality of Life, while higher procrastination was associated with worse Quality of Life. The results also showed that EI partially mediated the relationship between procrastination and Quality of Life.

Mazhar (2021), in the paper titled "The Moderating Role of Emotional Intelligence Between Academic Procrastination and Academic Achievement Among Male And Female University Students," explores the relationship between emotional intelligence, academic procrastination, and academic achievement among male and female university students. The population of the study comprised 304 university students, with 94 being male and 210 being female. The researchers used a purposive sampling technique and employed a cross-sectional design. Two scales assessed academic procrastination and emotional intelligence in university students. The results indicated a negative and significant correlation between academic procrastination and emotional intelligence. For male students, academic procrastination was negatively correlated with emotional intelligence but non-significantly correlated with previous class GPA and current class GPA. Similarly, for female students, academic procrastination was

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negatively correlated with emotional intelligence but non-significantly correlated with last class GPA and current class GPA. The study revealed that female students demonstrated higher emotional intelligence and academic achievement than male students, who were more inclined towards academic procrastination. Importantly, emotional intelligence acted as a moderator between academic procrastination and previous class GPA in female students. The findings suggest that interventions addressing academic procrastination could benefit both male and female university students, with a potential emphasis on male students for a more significant impact. This study contributes valuable insights for educational settings to address emotional issues, reduce academic procrastination, and enhance academic achievement.

Jagtap (2019), in the paper "A Study of The Academic Procrastination And Emotional Intelligence Relation With Gender And Educational Stream," explored academic procrastination and emotional intelligence among arts and science students. The population of the study comprised 120 college students. The sample was evenly divided between arts and science streams, with 60 students selected randomly from each. The participants were drawn from the population of Shivaji University students, ensuring a balanced male-to-female ratio. The age range of the students varied between 15 to 17 years old. The study gathered data from the Academic Procrastination Scale and the Emotional Intelligence Scale. The research findings indicated a significant difference between arts and science students regarding academic procrastination and emotional intelligence. Specifically, arts students exhibited a higher level of academic procrastination, and a lower level of emotional intelligence compared to their science counterparts. Furthermore, the study revealed a significant gender difference, with male students demonstrating a higher level of academic procrastination and a lower level of emotional intelligence than their female counterparts.

Adeeb (2022), in the study titled "Mediating Role of Academic Procrastination between Emotional Intelligence and Academic Performance of Pakistani Youth," aimed to explore the relationship between emotional intelligence, academic procrastination, and academic performance in Pakistani youth. The study population comprised 347 youth selected through multi-stage random sampling from Rawalpindi, Lahore, and Faisalabad in the Punjab province of Pakistan. Two main instruments were utilized: The Schutte Self-Report Emotional Intelligence Test and the Yockey Academic Procrastination Scale Short Form. Academic performance was measured using the semester grade point average (SGPA). The results indicated a significant positive correlation between emotional intelligence and academic performance. The researchers employed the Process Macro Hayes (2018) approach to explore

the mediating role of academic procrastination. The findings revealed that academic procrastination played a significant negative mediating role in the relationship between emotional intelligence and academic performance. Additionally, gender differences were observed, with female youth exhibiting significantly higher academic performance and emotional intelligence levels than their male counterparts. On the other hand, male youth reported higher levels of academic procrastination. The study concluded that emotional intelligence positively influenced academic performance while reducing academic procrastination among university students. However, academic procrastination served as a negative mediator between emotional intelligence and academic performance.

Guo et al. (2019), in the paper "Emotional Intelligence and Academic Procrastination among Junior College Nursing Students," explored the relationship between Emotional Intelligence and academic procrastination among junior college nursing students in China. The research seeks to determine whether higher levels of emotional intelligence are associated with lower levels of academic procrastination in this specific demographic. A cross-sectional survey was conducted with 347 junior college nursing students. The participants completed measures of Emotional Intelligence, academic procrastination, and self-efficacy. The results showed that Emotional Intelligence was negatively associated with academic procrastination, even after controlling for self-efficacy. This means that students with higher Emotional Intelligence were less likely to procrastinate, even when they had high self-efficacy. The findings of this study suggest that EI may be a protective factor against academic procrastination. Interventions that aim to improve EI among students may effectively reduce academic procrastination.

Deniz (2009), in the paper "An Investigation of Academic Procrastination, Locus of Control, and Emotional Intelligence." investigates the relationships between academic procrastination, locus of control, and emotional intelligence. The research seeks to uncover whether these factors are interrelated and whether emotional intelligence and locus of control influence academic procrastination tendencies. The participants in this study were 435 university students from Selcuk University in Turkey. The mean age of the participants was 20 to 19 years old. Data was collected using The Emotional Intelligence Scale, the Academic Procrastination Scale, and the Locus of Control Scale. The results showed that the subscales of the Emotional Intelligence Scale, adaptability, and coping with stress were highly correlated with academic procrastination. Additionally, adaptability and general mood were significant predictors of locus of control. Finally, a negative correlation was found between emotional intelligence skills and academic procrastination.

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Chow (2011), in the paper "Procrastination Among Undergraduate Students: Effects of Emotional Intelligence, School Life, Self-Evaluation, and Self-Efficacy," investigated the relationships between emotional intelligence, school life, self-evaluation, self-efficacy, and procrastination among undergraduate students. A self-report survey was used to collect data from 156 students. Multiple regression analysis was used to analyse the data. The results showed that emotional intelligence, school life, self-evaluation, and self-efficacy were significantly related to procrastination. Specifically, students with lower emotional intelligence, lower satisfaction with school life, more negative self-evaluations, and lower self-efficacy were more likely to procrastinate.

Hen and Goroshit (2012), in the paper "Academic Procrastination, Emotional Intelligence, Academic Self-Efficacy, and GPA: A Comparison Between Students with and Without Learning Disabilities," aimed to compare the levels of academic procrastination, emotional intelligence, academic self-efficacy, and GPA between students with and without learning disabilities. The research seeks to uncover potential distinctions in these psychological factors and their outcomes based on the presence of learning disabilities. The study participants were 287 undergraduate students, 143 students with Learning Disabilities, and 144 without Learning Disability. The students completed self-report measures of academic procrastination, emotional intelligence, academic self-efficacy, and GPA. The study results suggest that emotional intelligence plays a role in academic procrastination and GPA. Still, this role is more vital in students with Learning Disability than in students without Learning Disability. The study's authors suggest that this may be because students with Learning Disability have lower levels of emotional intelligence than students without LD. Therefore, they are more likely to procrastinate and have lower GPAs.

Indrayanti and Ruhaena (2024) in the research “The Relationship Between Social Support, Self-Efficacy and Procrastination and Student Academic Stress in Distance Learning During the Covid-19 Pandemic” aims to explore the relationship between social support, self-efficacy, academic procrastination, and academic stress experienced by students during distance learning. The study employs a quantitative correlational method involving 408 undergraduate students from Universitas Muhammadiyah Surakarta who participated in distance learning during the pandemic. Results from multiple linear regression analysis reveal a significant correlation between social support, self-efficacy, academic procrastination, and academic stress, with these factors collectively contributing to 19.6% of the variance in academic stress levels.

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Gupta and Chatterjee (2014), in the paper "Relationship between Perceived Stress, Anxiety, Procrastination, Coping Self-efficacy, and Self-regulation among people working in the Service Sector of India." investigated the relationship between perceived stress, anxiety, procrastination, coping self-efficacy, and self-regulation in adults working in the service sector of India. The authors hypothesised that perceived stress and procrastination negatively correlate with self-regulation while coping self-efficacy positively correlates with self-regulation. The study was conducted with 130 adults between the ages of 21 and 40 working in the service sector. Participants completed self-report measures of perceived stress, anxiety, procrastination, coping self-efficacy, and self-regulation. The results showed that perceived stress, anxiety, and procrastination significantly correlated with self-regulation. Perceived stress and procrastination were also significant negative predictors of self-regulation, while coping self-efficacy was a significant positive predictor of self-regulation.

Shine and Lokesh (2023), in the paper "Perceived Stress, Self-Efficacy and Academic Procrastination Among College Students." examined the direct and indirect effects of perceived stress and self-efficacy on academic procrastination among college students. The data for the study was collected from 150 undergraduate and postgraduate students at colleges. The participants were given the Procrastination Assessment for Students Scale, General Self-Efficacy Scale, and Perceived Stress Scale. The study's results showed that perceived stress was positively correlated with academic procrastination and that self-efficacy was negatively correlated. The indirect effect of perceived stress on academic procrastination was mediated by self-efficacy.

Lakshmi (2020), in the paper "Academic Procrastination Among College Students: Role Of Academic Anxiety, Academic Stress, And Academic Efficacy," aimed to explore the influence of academic anxiety, academic stress, and academic self-efficacy on academic procrastination among college students. The study population comprised 400 college students from Chittoor, Andhra Pradesh State. To gather data, the researchers utilized several scales, including the Academic Procrastination scale developed by Priyanka Datta and Banerjee Mita (2016), the academic anxiety scale by Williams (1998), the academic stress scale by Sreenivas and Kumar (1999), and academic self-efficacy scale by Copeland and Nelson (2004). Employing a 2×2×2 factorial design, the researchers analysed variance (ANOVA) to examine the data. The study's results indicated that academic anxiety, stress, and self-efficacy significantly impact academic procrastination among college students.

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Paliwal (2021), in the study titled "Impact of Stress and Anxiety On Procrastination Among Adults: A Correlational Study," aimed to investigate the impact of stress and anxiety on procrastination among young adults. The study population comprised Indian young adults aged 18-30 years. The researchers used the Depression Anxiety Stress Scale-21 (DASS-21) to measure the levels of stress and anxiety and the Irrational Procrastination Scale to assess procrastination. A total of 156 responses were collected, and after filtering irrelevant responses, 150 were analysed. The research employed Pearson's Correlation and Linear Regression for analysis, utilising IBM SPSS Statistics Software. The results indicated a significant impact of stress and anxiety on the procrastination level among young adults. Notably, the study revealed gender differences, with the impact of stress and anxiety on procrastination being more pronounced in the male sample compared to the female sample. In conclusion, the findings suggest that stress and anxiety significantly influence procrastination among young adults, with males being more affected by these factors than females.

Chakraborty (2022) The study titled "Analysis Between Levels of Procrastination and Occupational Stress among Working Professionals Amidst COVID-19 Pandemic" explores the relationship between procrastination and occupational stress among Indian working professionals during the COVID-19 pandemic while working from home. The study's population consisted of 106 individuals from 26 Indian states. The researchers employed the Assessment of Procrastination and Perceived Stress Rating Scale (APPOSRS), a Likert scale comprising 20 items. Ten items were dedicated to assessing procrastination, and the remaining ten focused on evaluating occupational stress. The reliability of the scale was measured with Cronbach's Alpha (0.801), Spearman-Brown Coefficient (0.664), and Guttman Split Half Coefficient (0.657). The mean score for procrastination was 34.17, with a standard deviation of 5.66, while the mean for occupational stress was 32.81, with a standard deviation of 6.74. The results indicated a positive correlation between procrastination and occupational stress, which was found to be statistically significant at the 0.01 level, as evidenced by a Pearson correlation coefficient of 0.497.

Khalid et al. (2019), in their paper "The Relationship Between Procrastination, Perceived Stress, Saliva Alpha-Amylase Level, and Parenting Styles in Chinese First-Year Medical Students," explores the complex interplay between procrastination, perceived stress, saliva alpha-amylase level (SAA), and parenting styles among first-year Chinese medical students. The authors aim to investigate the relationships and potential influences of these psychological factors and parenting styles on medical students' well-being. The study

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participants were 200 first-year medical students at a university in China. They completed questionnaires on procrastination, perceived stress, and parenting styles. Saliva samples were also collected from the participants. The results showed that procrastination was positively correlated with perceived stress and SAA levels. Procrastination was also positively correlated with authoritarian and rejecting parenting styles and negatively correlated with authoritative, warm, and affectionate parenting styles.

Gong et al. (2021), in the paper "Perceived Stress and Internet Addiction Among Chinese College Students: Mediating Effect of Procrastination and Moderating Effect of Flow," examined the mediating effect of procrastination and the moderating effect of flow on the relationship between perceived stress and internet addiction. The study was conducted with a sample of 384 Chinese college students. Data were collected using self-report questionnaires. The perceived stress scale (PSS), the procrastination scale (PS), the internet addiction scale (IAS), and the flow scale (FS) were used to measure the relevant constructs. The study's results suggest that procrastination mediates the relationship between perceived stress and internet addiction. The results mean that procrastination may be a way for people to cope with stress by avoiding or postponing tasks. The results suggest that flow can moderate the relationship between perceived stress and internet addiction. This means that people are more likely to experience flow and are less likely to become addicted to the internet when stressed.

Wartberg et al. (2021), in the paper "The Relevance of Emotion Regulation, Procrastination, and Perceived Stress for Problematic Social Media Use in a Representative Sample of Children and Adolescents," explores the intricate connections between emotion regulation, procrastination, perceived stress, and their impact on problematic social media use among children and adolescents. The research shows how these factors might collectively influence social media use behaviours and their potential consequences. The study was conducted with 1,500 children and adolescents aged 12-17. The participants completed self-report measures of Emotional Regulation, Procrastination, Perceived Stress, and Problematic Social Media Use. The study highlighted significant correlations between emotion regulation, procrastination, and perceived stress. They were all positively associated with Problematic social media use among the target demographic.

Yang et al. (2022), in the paper "The Mediating Role of Perceived Stress and Academic Procrastination between Physical Activity and Depressive Symptoms among Chinese College Students during the COVID-19 Pandemic," aimed to investigate the mediating role of

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perceived stress and academic procrastination in the relationship between Physical Activity and depressive symptoms among Chinese college students during the COVID-19 pandemic. The research seeks to uncover potential mechanisms that link physical Activity, psychological stressors, academic procrastination tendencies, and depressive symptoms during this unprecedented time. It was a cross-sectional study with 586 college students. Physical Activity was measured using the Physical Activity Scale for the Elderly (PARS-3). Perceived stress was measured using the Perceived Stress Scale (PSS-10). Academic procrastination was measured using the Procrastination Assessment Scale-Students (PASS-S). Depressive symptoms were measured using the Center for Epidemiologic Studies Depression Scale (CES-D). The results showed that PA was negatively correlated with depressive symptoms, while perceived stress and academic procrastination were positively correlated with depressive symptoms. The mediation analysis showed that perceived stress and academic procrastination significantly mediated the relationship between PA and depressive symptoms.

In the study conducted by Varughese et al. (2022), titled "Procrastination, Fear of Negative Evaluation and Perceived Stress Among Emerging Adults," the study population comprised 118 emerging adults from the commerce field, aged between 18 and 25. The participants were drawn from various colleges. The research examined the relationship between procrastination, fear of negative evaluation, and perceived stress in emerging adults. To assess these constructs, the researchers employed the Procrastination Scale (PS), Fear of Negative Evaluation (FNE), and Perceived Stress Scale (PSS). The statistical analysis involved using Spearman Rho correlation and the SPSS software. The findings revealed a significant positive relationship between procrastination and perceived stress ($p < 0.01$). Additionally, a noteworthy positive correlation was identified between procrastination and fear of negative evaluation ($p < 0.01$). This implies that as procrastination increases, so does perceived stress and fear of negative evaluation. The study's conclusion emphasized a strong correlation between procrastination, fear of negative evaluation, and perceived stress among emerging adults, highlighting the interconnectedness of these psychological factors in this population.

The study by Ma et al. (2022) titled "The Influence of stress perception on academic procrastination in Postgraduate Students: The Role of Self-Efficacy for Self-Regulated Learning and Self-Control" investigates the influence of stress perception on academic procrastination among full-time master’s students in a teacher training university in southwest China. The population of the study comprises these master’s students. The method employed is a web-based questionnaire survey, and data analysis was conducted using SPSS software

with hierarchical regression and PROCESS macro-programming techniques. The results indicate that stress perception is a significant positive predictor of academic procrastination among master's students. Additionally, the study reveals that self-regulated learning efficacy and self-control act as moderating factors in the relationship between stress perception and academic procrastination. The findings suggest that promoting a reasonable perception of stress, enhancing metacognitive strategies, and establishing a two-way promotion mechanism by strengthening self-regulation and impulse control can be beneficial for addressing academic procrastination in Master's students.

Goher et al. (2022) 's study titled "Exploring the Relationship Between Academic Procrastination, Academic Stress And Academic Performance Of Students Studying In Bs (Hons.) Final Semester at A Public University In Gilgit-City" aimed to explore the relationship between academic procrastination, academic stress, and academic performance among BS (Hons.) final semester students at a public university in Gilgit-City. The study population comprised 299 BS (Hons.) final-year students selected through stratified random sampling. The researchers utilised a correlational research design to investigate the relationships between academic procrastination, stress, and performance. The results revealed a strong positive correlation (r=.654**, p= .000) between students' stress levels and procrastination. Additionally, a moderate negative correlation was found between students' final scores and their levels of procrastination (r = -.30, p= .000), as well as a weak negative correlation between final scores and stress levels (r= -.26, p=.000). These findings suggest that an increase in stress is associated with higher levels of procrastination. Both stress and procrastination are negatively correlated with academic performance. The authors recommended further research in initial semesters to inform university management strategies for reducing stress and procrastination among students.

A study conducted by Smoletz (2019) titled "Academic Procrastination and its Effects on Perceived Stress and Mental Well-Being: Are Compensatory Health Beliefs and Self-Compassion Mediators or Moderators of the relation between Academic Procrastination on Perceived Stress or Mental Well-being?" explored the relationship between academic procrastination, perceived stress, and mental well-being, with a focus on the moderating and mediating roles of compensatory health beliefs (CHBs) and self-compassion. The study population comprised 96 participants, primarily female psychology students recruited through social media. The method employed involved the administration of an online survey. The results indicated a prevalence of 45.8% of students reporting higher-than-average levels of

academic procrastination. Positive correlations were found between academic procrastination and perceived stress ($r = .42$, $p < 0.01$) and a moderate negative relation between academic procrastination and mental well-being ($r = -.33$, $p < 0.01$). Additionally, significant negative correlations were observed between self-compassion and perceived stress ($r = -.69$, $p < .001$) and positive correlations between self-compassion and mental well-being ($r = .65$, $p < 0.01$). However, the moderation and mediation models were deemed insignificant. In conclusion, the study establishes a foundational understanding of the associations between academic procrastination, perceived stress, and mental well-being. It underscores the importance of further investigation into academic procrastination and self-compassion in the context of health outcomes.

In a cross-sectional study by Sen et al. (2020), the population of interest comprised 720 undergraduate students aged 18 years and above from Arts and Science colleges. Employing a multistage sampling method, the researchers assessed emotional Intelligence and perceived stress using "The Schutte Self-Report Emotional Intelligence Test (SEIT)" and "Perceived Stress Scale (PSS-14)," respectively. The study explored the association between emotional intelligence and perceived stress, academic performance, and selected socio-demographic factors. The results indicated a median Emotional Intelligence score of 127 and a Perceived Stress score of 43. While no significant association was found between emotional intelligence and perceived stress, a weak but significant correlation existed between emotional Intelligence and academic performance. Multiple variable analysis revealed that gender, year of study, volunteering with youth organisations, and mother's occupation were significantly associated with emotional Intelligence. Women, final-year students, and those volunteering with youth organisations demonstrated higher emotional Intelligence, and individuals with mothers employed in knowledge-intensive occupations exhibited greater emotional Intelligence. The study contributes valuable insights into undergraduate students' emotional well-being, emphasising socio-demographic factors' influence on emotional Intelligence.

The research paper by Attar (2017) titled "The Study of Emotional Intelligence and Perceived Stress in First-Year MBBS Students" explores the relationship between emotional Intelligence (EI) and perceived stress (PS) in medical students during their first year of MBBS. The population of the study comprised first-year MBBS students. The method involved assessing emotional Intelligence and perceived stress through a questionnaire-based scale administered twice: once upon admission and again before the final examination of the first year. The results, obtained through appropriate statistical analysis, revealed a significant

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inverse correlation between emotional intelligence and perceived stress. In other words, students with higher emotional intelligence scores experienced less perceived stress. Unfortunately, the specific references for this information are not provided.

The study conducted by Gupta (2014) titled "Study of perceived stress and emotional intelligence among 1st year medical undergraduates in India", aimed to investigate the perceived stress and emotional Intelligence among 1st-year medical undergraduates at Dr. S.N.M.C Jodhpur, affiliated with Rajasthan University of Health Sciences. The study population comprised 1st-year medical undergraduates, and data were collected from 122 out of 150 students who voluntarily participated. The tools used for assessment were the Perceived Stress Scale10 (PSS-10) and the Emotional Intelligence Scale (EIS) by Hyde and Pethe. The results indicated no significant gender differences in emotional intelligence and perceived stress. However, a negative correlation was observed between emotional Intelligence and perceived stress, suggesting that as emotional Intelligence increased, perceived stress decreased. The findings underscore the importance of Emotional Intelligence in mitigating stress among medical students. The study recommends further research to explore additional factors influencing students' stress experiences and strategies for managing stress.

The study conducted by Srinivasa and Vijayashree (2021), titled "A Study on Impact of Sensitive Intelligence and Perceived Stress," focused on examining the relationship between emotional Intelligence (EI) and perceived stress in a sample of 40 men and 40 women students in the management stream of a college. The population of the study comprised students in the management stream. The researchers utilized the Chadha Emotional Intelligence Test (EIT) and the Perceived Stress Scale developed by Cohen, Kamarck, and Mermelstein for their analysis. The findings revealed a negative correlation between emotional Intelligence and stress, indicating that as emotional Intelligence increased, perceived stress decreased. Furthermore, a T-test on the mean results indicated no significant gender difference in emotional Intelligence and perceived stress among the management students. The study underscores the importance of emotional Intelligence for students in the management field, suggesting its potential role in mitigating stress.

The study titled "Emotional Intelligence and Perceived Stress among Working and Non-working Young Adults," conducted by Andrews (2021), aimed to investigate the relationship between emotional Intelligence (EI) and perceived stress (PS) among working and non-working young adults. The study involved a sample of 170 young adults, with 85

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participants in each group (working and non-working). Emotional Intelligence was assessed using the Emotional Intelligence Self-Assessment Tool by Emily A. Sterrett (2000), while perceived stress was measured using the Perceived Stress Scale developed by Sheldon, Tom and Mermelstein (1983). The results of the study indicated that there was no significant relationship between emotional intelligence and perceived stress. Interestingly, the findings also revealed that emotional Intelligence was higher among working young adults, whereas perceived stress was higher among non-working young adults. This research provides valuable insights into the dynamics of emotional Intelligence and perceived stress in different occupational groups.

The study by Verma et al. (2020) explored the relationship between emotional Intelligence (EI) and perceived stress among dental undergraduates in Delhi. The study population comprised 323 dental undergraduates from all three dental institutions across Delhi. The researchers employed a cross-sectional, convenient sampling-based survey methodology and administered the Schutte Emotional Intelligence and Perceived Stress scale instruments to students across four professional years. The data analysis, conducted using SPSS V.17, revealed no significant differences in EI among gender and professional groups. However, a statistically significant difference ($p = 0.008$) was observed among genders regarding perceived stress. Furthermore, correlation analysis demonstrated an inverse relationship ($r = -0.227$) between EI and perceived stress, which was statistically significant. The findings suggest that despite the demanding nature of dental education, regular student performance assessment and consideration of associated factors could enhance the understanding of student behaviour in handling stressful situations.

The study "Emotional Intelligence, Perceived Stress, and Internet Use Behaviour Among Undergraduate Medical Students - A Cross-Sectional Study" by Parvathy and Smitha (2020) aimed to explore the patterns and characteristics of problematic internet use among medical students. The study utilized a cross-sectional design, and 368 undergraduate medical students from a medical college in North Kerala were selected through convenience sampling. Participants provided written informed consent and completed a socio-demographic data sheet, the Internet Addiction Test (IAT), the Schutte Self-Report Emotional Intelligence Test (SSEIT), and the Perceived Stress Scale (PSS). The results indicated that 65.7% of participants exhibited problematic internet use, with 42.9% having mild internet addiction and 22.8% moderate addiction. The study found a positive correlation between IAT and PSS scores, suggesting that higher internet addiction scores were associated with increased perceived

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stress. Additionally, a negative correlation was observed between IAT scores and SSEIT scores, indicating that higher internet addiction scores were linked to decreased emotional Intelligence. The study concluded that young medical students with internet addiction patterns also displayed lower levels of emotional Intelligence and emphasized the importance of identifying and intervening with individuals having lower emotional Intelligence for effective stress management and reducing the adverse effects of internet overuse.

The study conducted by Nagdive et al. (2019), titled "A study of emotional intelligence, perceived stress, and coping in final year medical undergraduates", aimed to explore emotional Intelligence, perceived stress, and coping mechanisms among final-year medical undergraduates. The population of interest comprised final-year medical students. Using various measures, the researchers assessed emotional Intelligence, perceived stress, general health, and coping strategies. The results indicated a negative correlation between emotional Intelligence and perceived and mental stress, as well as maladaptive coping behaviour (escape avoidance). On the contrary, there was a positive correlation between emotional Intelligence and adaptive coping styles, particularly Planful problem-solving. The findings suggested that higher emotional Intelligence was associated with better overall health. The method employed in the study involved evaluating multiple psychological factors to provide a comprehensive understanding of the relationship between emotional Intelligence, stress perception, and coping strategies among medical students.

A study conducted by Saha and Mitra (2018), titled "Does Emotional Intelligence Upon Interaction with Perceived Stress Moderate Burnout among Resident Doctors? A Study from West Bengal" investigated the relationship between emotional Intelligence (EI) and burnout among resident doctors with a focus on the moderation effect of perceived stress. The study population comprised 61 postgraduate trainees and 54 internees/house staff across various Bankura Sammilani Medical College and Hospital departments. The study employed a descriptive cross-sectional design, collecting data from February to April 2016 through self-administered questionnaires covering background characteristics and work-related variables. Instruments such as the Cohen Perceived Stress Scale, Trait EI questionnaire, and Shirom-Melamed Burnout Questionnaire were used to measure perceived stress, EI, and burnout, respectively. Statistical analysis, including binary logistic regression and moderation analysis using Andrew F. Hayes SPSS macro, revealed significant associations between residents' burnout and factors such as heavy-duty load and recent adverse life events. The moderation analysis indicated a significant interaction effect, with a coefficient of 0.031 ($p=0.002$),

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suggesting that TEI moderated the relationship between perceived stress and burnout. The authors concluded that TEI plays a crucial role as a moderator of stress and resultant burnout among resident doctors, emphasising the potential benefits of training in EI for improved work performance, psychological adaptation, and overall well-being of both individuals and society.

The study conducted by Tiwari and Bhagat (2021), titled "Moderating effect of emotional intelligence on occupational stress and burnout of healthcare professionals", explores the moderating effect of emotional Intelligence on occupational stress and burnout among frontline healthcare professionals, specifically doctors and nurses in the West Garo Hills District of Meghalaya. The study aimed to investigate how emotional Intelligence influences the ability of healthcare professionals to cope with stressful situations. The population of the study comprised frontline healthcare professionals, and the method involved assessing the correlation between emotional Intelligence and occupational stress, as well as examining the moderating role of emotional Intelligence concerning perceived stress and burnout. The results indicated a negative correlation between emotional Intelligence and occupational stress, with emotional Intelligence moderating perceived stress and burnout dimensions. The study highlighted moderate to high levels of occupational stress and emotional Intelligence among doctors and nurses. It emphasized the need for well-developed training modules to enhance emotional Intelligence in healthcare professionals, suggesting that such training could mitigate the negative impact of job stress and burnout.

The study conducted by Bhatt and Sharma (2020), titled "Trait Emotional Intelligence and its Relation to Stress during the COVID–19 Pandemic. An Empirical study on professional students of Dehradun, India", focused on exploring the relationship between trait emotional Intelligence (EI) and stress during the COVID-19 pandemic. The population under investigation comprised college students pursuing professional courses in Dehradun, India. The researchers employed a methodological approach to surveying 111 students through an online questionnaire. The instruments used included a valid self-reported measure of EI, a global scale assessing perceived stress, and a self-made questionnaire designed to gauge COVID-19-related stress. The study aimed to assess the participants' emotional Intelligence and determine its correlation with stress. The results revealed a significant correlation between emotional intelligence and COVID-19-related stress, although no correlation was found with perceived stress. This suggests that the assessment of trait EI could be instrumental in identifying students at risk of developing high-stress levels during the pandemic. The findings contribute to

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understanding how emotional Intelligence may play a role in coping with the unique stressors associated with the COVID-19 crisis.

Forushani and Besharat (2011), in the paper "Relation between emotional intelligence and perceived stress among female students." The main objective of this study is to investigate the relationship between emotional intelligence and perceived stress among female students. The research explores whether emotional intelligence levels are associated with how female students perceive and experience stress. The study sample consisted of 200 female students from a university in Iran. The participants completed the Trait Emotional Intelligence Questionnaire (TEIQue) and the Perceived Stress Scale (PSS). The results showed that EI negatively correlates with perceived stress, meaning students with higher EI had lower levels of perceived stress. The findings also suggest that EI may protect against perceived stress. Students with higher EI may be better able to cope with stress, which may lead to lower levels of perceived stress.

The study conducted by Shahin (2020) titled "Emotional Intelligence and Perceived Stress among Students in Saudi Health Colleges: A cross-sectional correlational Study" aimed to explore the relationship between emotional Intelligence and perceived stress among health-science students in Saudi applied health-science colleges. The study population comprised 274 nursing and paramedic students, and a cross-sectional, descriptive correlational design was employed. The participants completed a self-report questionnaire covering demographic factors, emotional Intelligence measured by the MindTools test, and perceived stress assessed using the Perceived Stress Scale. The results indicated that almost all participants (97.1%) exhibited average-to-high levels of emotional Intelligence, with nursing students and those in their first and third academic years showing exceptionally high levels. The overall perceived stress level was moderate, with assignments and workload being significant stressors. A negative, non-significant correlation was observed between emotional Intelligence and perceived stress. The study concluded that emotional Intelligence did not significantly differ based on nationality, gender, or specialty satisfaction. Moreover, the levels of perceived stress were not significantly associated with gender, nationality, specialty, specialty satisfaction, or academic year. Although non-significant, higher levels of emotional intelligence were linked to lower levels of perceived stress. The findings suggest the importance of incorporating education on emotional intelligence and stress management into the curricula for health science students.

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Sarrionandia et al. (2018), in the paper "Resilience as a Mediator of Emotional Intelligence and Perceived Stress: A Cross-Country Study," The primary aim of this study is to explore whether resilience serves as a mediator in the relationship between emotional intelligence and perceived stress. The authors intend to determine whether higher emotional Intelligence leads to greater resilience, contributing to lower perceived stress levels. The study was conducted with 696 undergraduate students from two universities in the United States and the Basque Country (an autonomous community in northern Spain). The participants completed self-report measures of Emotional Intelligence, resilience, and perceived stress. The Emotional Intelligence measure was the Trait Emotional Intelligence Questionnaire (TEIQue). The resilience measure was the Connor-Davidson Resilience Scale (CD-RISC). The perceived stress measure was the Perceived Stress Scale (PSS). The study's results suggest that resilience mediates the relationship between Emotional Intelligence and perceived stress, meaning that Emotional Intelligence indirectly relates to perceived stress through resilience. In other words, people with higher Emotional Intelligence are more likely to have higher levels of resilience, which protects them from experiencing high levels of perceived stress.

Saddki et al. (2017), in the paper "Association between Emotional Intelligence and Perceived Stress in Undergraduate Dental Students," primarily aimed to explore the potential association between emotional intelligence and perceived stress among undergraduate dental students. The authors aim to uncover whether there is a significant relationship between emotional Intelligence and the levels of perceived stress experienced by dental students. It was a cross-sectional study among 150 undergraduate dental students. Emotional Intelligence was measured using the Trait Emotional Intelligence Questionnaire (TEIQue). The perceived stress was measured using the Perceived Stress Scale (PSS). The results showed that Emotional Intelligence negatively correlated with perceived stress, meaning that students with higher Emotional Intelligence had lower levels of perceived stress. The findings of this study suggest that Emotional Intelligence is associated with lower levels of perceived stress in undergraduate dental students.

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CHAPTER 3

METHODOLOGY

Participant Details

140 Young adults residing in Mumbai between the ages of 18 and 25.

TABLE 3.1 *MEAN AND SD OF PARTICIPANTS*

Number of Participants	Mean	Standard Deviation
140	21.89	1.28

Variable: Procrastination, Perceived Stress and Emotional Intelligence

Operational Definition

Procrastination: Procrastination, in the context of this study, refers to the tendency of individuals to delay or postpone necessary tasks and responsibilities, even when such postponement leads to negative consequences. The focus is specifically on irrational procrastination, which involves putting off tasks without reasonable justification, thereby hindering optimal functioning and productivity. This can manifest as the intentional delay of tasks despite the awareness of negative outcomes, and it reflects a self-regulatory failure related to task prioritisation and time management (Steele, 2010).

Perceived Stress: Perceived stress in this research refers to an individual's subjective appraisal of the level of stress they experience in various aspects of their life. It involves the cognitive evaluation of the degree to which external demands and challenges are perceived as overwhelming or unmanageable. This subjective assessment encompasses psychological, emotional, and physiological reactions to stressors, considering personal resources and coping strategies. It is not solely based on objective stressors but encompasses the individual's interpretation of these stressors' impact on their overall well-being (Cohen, 1983).

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Emotional Intelligence (Trait Emotional Intelligence): Emotional Intelligence (EI), specifically trait EI, pertains to an individual's inherent capacity to perceive, understand, manage, and use their emotions and the emotions of others. This encompasses the ability to recognize and distinguish between different emotions, effectively regulate and express one's own emotions, and skilfully navigate emotional interactions in social contexts. Trait EI emphasises consistent patterns of emotional behaviours and reactions that reflect an individual's characteristic approach to emotional processing and interpersonal interactions (Petrides, 2009).

Research Design

This study will utilise a correlational research design, collecting data at a single point in time.

Tools

Irrational Procrastination Scale (IPS) developed by Steel (2010) is a 9-item scale and has a good reliability of a= 0.91. With r=.87, it has been determined that the compact one-dimensional scale is trustworthy and valid, including its content validity, structural validity, and validity. It also shows no DIF impacts of gender. This scale aims to quantify "irrational delay," a single concept (Steele, 2010). The IPS has gained significant attention from the international research community in addition to becoming a widely accepted and well-established scale for measuring procrastination in English-speaking nations (Shaw & Zhang, 2021). The IPS was rated on a 5-point Likert scale (1 = Very seldom or not true of me; 5 = Very often true or true of me) with higher scores indicating higher levels of irrational procrastination.

Perceived Stress Scale (PSS) - The PSS-10 was used in the present study, which is developed by Cohen, Kamarck, and Mermelstein (1983). It is a 10-item scale. The PSS-10 has exhibited good internal consistency, with Cronbach's alpha coefficient 0.70 and test-retest reliability of 0.85 for two-day interval. The PSS-10 has demonstrated good construct validity and correlates significantly with other measures of stress and psychological well-being (Lee, 2012). This scale has six negatively stated and four positively stated items that assess the degree

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to which an individual perceives life as stressful. Responses were scored on a 5-point scale that ranges from 0 to 4. Responses to the positively stated items were coded in reverse, and the scores were determined as the sum of all items. The total score ranges from 0 to 40, with a higher score indicating more stress. (Cohen, 1983).

Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF) - is 30-item form, developed by Petrides and Furnham (2001), includes two items from each of the 15 facets of the Trait Emotional Intelligence Questionnaire. Items were selected primarily on the basis of their correlations with the corresponding total facet scores, which ensured broad coverage of the sampling domain of the construct. The TEIQue-SF has shown good internal consistency, with Cronbach's alpha coefficients typically ranging from 0.84. The TEIQue-SF has demonstrated good construct validity and correlates significantly with other measures of emotional intelligence and related constructs. (Petrides, 2009)

Procedure

The research procedure involved several vital steps to ensure the smooth conduct of the study. Firstly, participants were recruited by identifying young adults within 18 to 25 years of age. Through various recruitment methods, such as direct invitations, individuals were informed about the study and invited to participate.

Prior to their involvement, informed consent was obtained from each participant. This process included providing detailed information about the study's purpose, procedures, potential risks, and confidentiality measures. Participants were allowed to ask questions and clarify concerns before voluntarily agreeing to participate. Once participants fully understood and consented to their involvement, they provided their signatures to signify their agreement.

Following the consent process, the research measures were administered to the participants. This involved the distribution of research tools or assessments designed to capture relevant data related to procrastination, perceived stress, and emotional intelligence. Participants completed these measures using offline forms, ensuring privacy and confidentiality of their responses.

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After data collection, the gathered data were analysed using appropriate statistical methods. Correlation analysis examined the relationships between procrastination, perceived stress, and emotional intelligence. Lastly, regression analysis was performed to explore potential predictors or associations between these variables.

Statistical Analysis

The collected data underwent comprehensive analysis using appropriate statistical software, such as SPSS or Excel. This analysis encompassed several critical steps to elucidate the relationships between perceived stress, emotional intelligence, and procrastination.

Pearson correlation analyses were conducted to gain insights into the associations between perceived stress, emotional intelligence, and procrastination. This statistical method allowed for examining the strength and direction of relationships between pairs of variables. By assessing the correlation coefficients, we could discern whether and to what extent perceived stress and emotional intelligence

Linear regression analysis investigated the predictive capacities of perceived stress and emotional intelligence concerning procrastination. This statistical technique enabled the evaluation of the unique contributions of perceived stress and emotional intelligence in predicting levels of procrastination. By examining the regression coefficients and associated statistics, we could discern the extent to which perceived stress and emotional intelligence independently influenced procrastination tendencies.

Ethical Considerations

Informed Consent: Primary aim was to obtain an informed consent from all participants before their involvement in the study. That involved providing them with clear and comprehensive information about the research purpose, procedures, potential risks, and benefits. Participants had the freedom to ask questions and make an informed decision about their participation.

Confidentiality and Anonymity: The commitment to preserving confidentiality was unwavering. All collected data was treated with the utmost respect, with personal identifying

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information either removed or anonymized. Pseudonyms or codes were to be used to further safeguard participants' identities.

Beneficence and Debriefing: The research aimed to benefit both participants and society by contributing valuable insights to the field of psychology. Participants were given a comprehensive debriefing at the conclusion of the study, explaining the study's purpose, findings (if desired), and addressing any questions or concerns they may have.

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CHAPTER 4
RESULTS

Table 4.1

Correlational Analysis of Procrastination, Perceived Stress and Emotional Intelligence

		Procrastination	Perceived Stress	Emotional Intelligence
Procrastination	Pearson Correlation	1	.502**	-.404**
	Sig. (2-tailed)		.000	.000
	N	140	140	140
Perceived Stress	Pearson Correlation	.502**	1	-.489**
	Sig. (2-tailed)	.000		.000
	N	140	140	140
Emotional Intelligence	Pearson Correlation	-.404**	-.489**	1
	Sig. (2-tailed)	.000	.000	
	N	140	140	140

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

Hypothesis 1: There will be a significant positive correlation between perceived stress and procrastination in young adults.

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Table 4.2

Descriptive Analysis and Pearson's R Value for Perceived Stress and Procrastination

Variables	Sample Size (N)	Mean	Standard Deviation (SD)	Degrees of freedom	Level of significance	Pearson's r value
Perceived Stress	140	21.4	5.78	138	0.00000000027	0.50
Procrastination	140	26.5	6.23	138		

Note. N = 140, p < 0.01

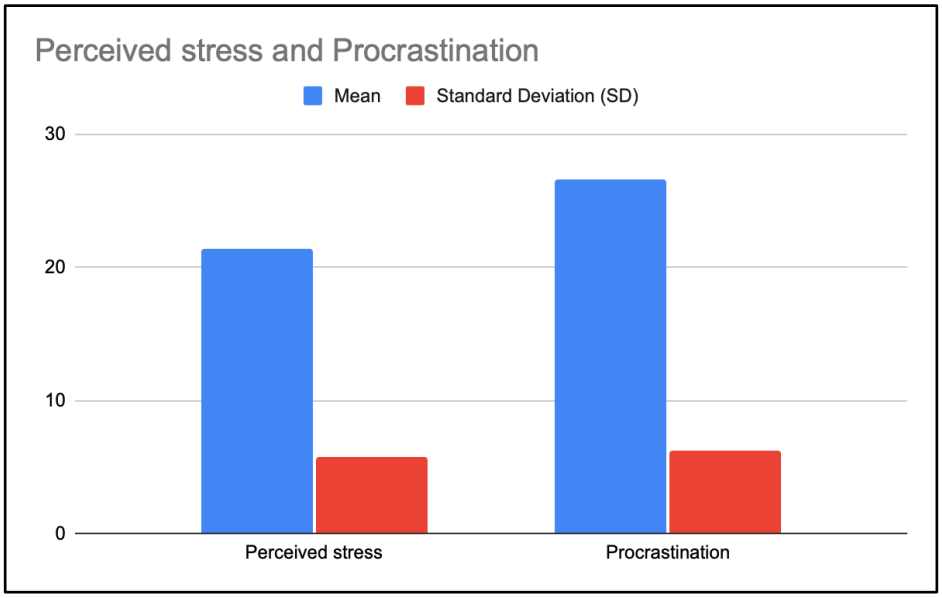

Figure 4.1

Mean And Standard Deviation for Perceived Stress And Procrastination

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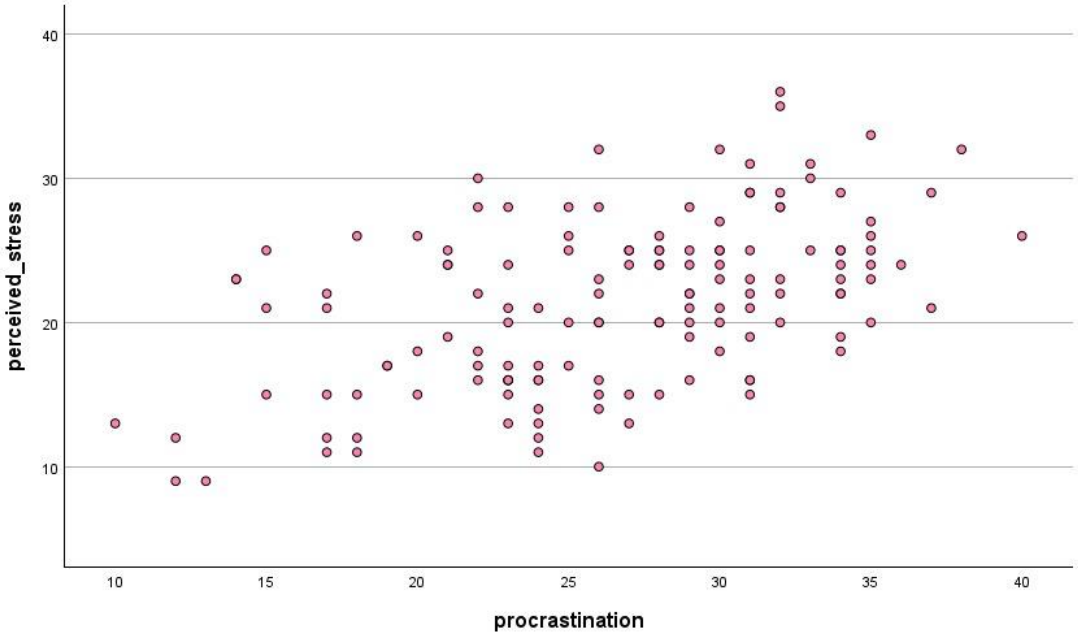

Figure 4.2

Scatterplot Showing the Relationship Between Perceived Stress and Procrastination

Table 4.2 presents the findings derived from the correlation between perceived stress and procrastination. The mean for perceived stress among the sample of 140 participants was 21.4, with a standard deviation of 5.78. Conversely, the mean score for procrastination was 26.59, accompanied by a standard deviation of 6.23. These descriptive statistics, as illustrated in Figure 4.1, offer visual insights into the data distribution.

Table 4.2 highlights the Pearson's r value, indicating the strength of the association between perceived stress and procrastination. The calculated Pearson's r value is 0.50, which is statistically significant, with a level of significance of 0.00000000027, denoting a p-value less than 0.01. This result suggests a significant positive correlation between perceived stress and procrastination. Therefore, hypothesis 1 is accepted.

Figure 4.2 shows positive correlation between perceived stress and procrastination, with the scatter points ascending from left to right. This indicates that as perceived stress increases, so does the tendency towards procrastination, and vice versa.

Hypothesis 2: There will be a significant negative correlation between Emotional Intelligence and Procrastination in younger adults

Table 4.3

Descriptive Analysis and Pearson's R Value for Emotional Intelligence and Procrastination

Variables	Sample Size (N)	Mean	Standard Deviation (SD)	Degrees of freedom	Level of significance	Pearson's r value
Emotional Intelligence	140	128.5	11.5	138	0.00000071	-0.41
Procrastination	140	26.5	6.23	138		

Note. N = 140, p < 0.01

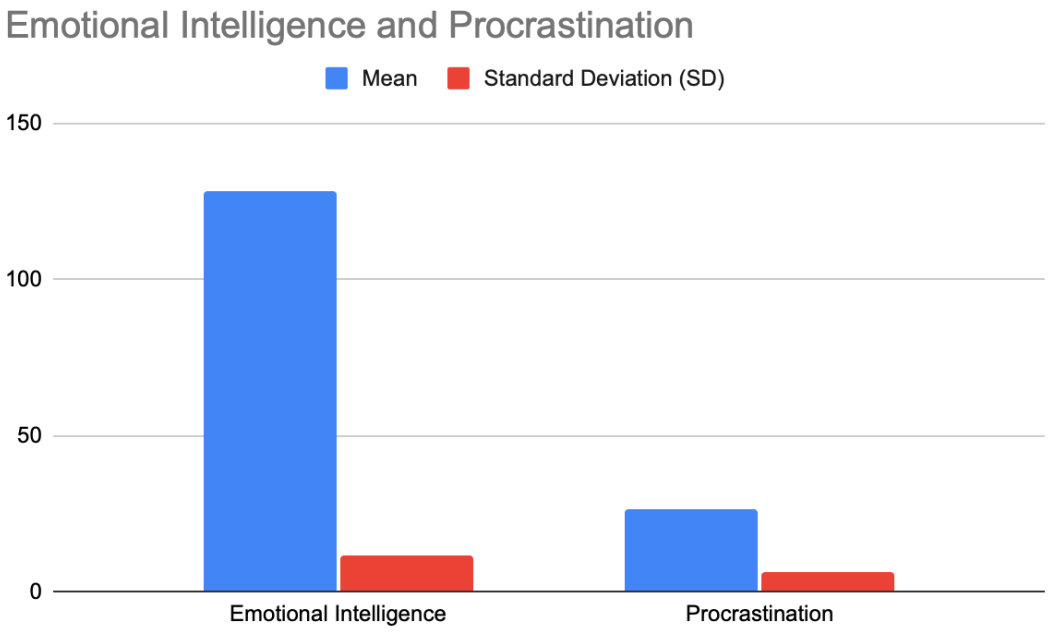

Figure 4.3

Mean and Standard Deviation For Emotional Intelligence And Procrastination

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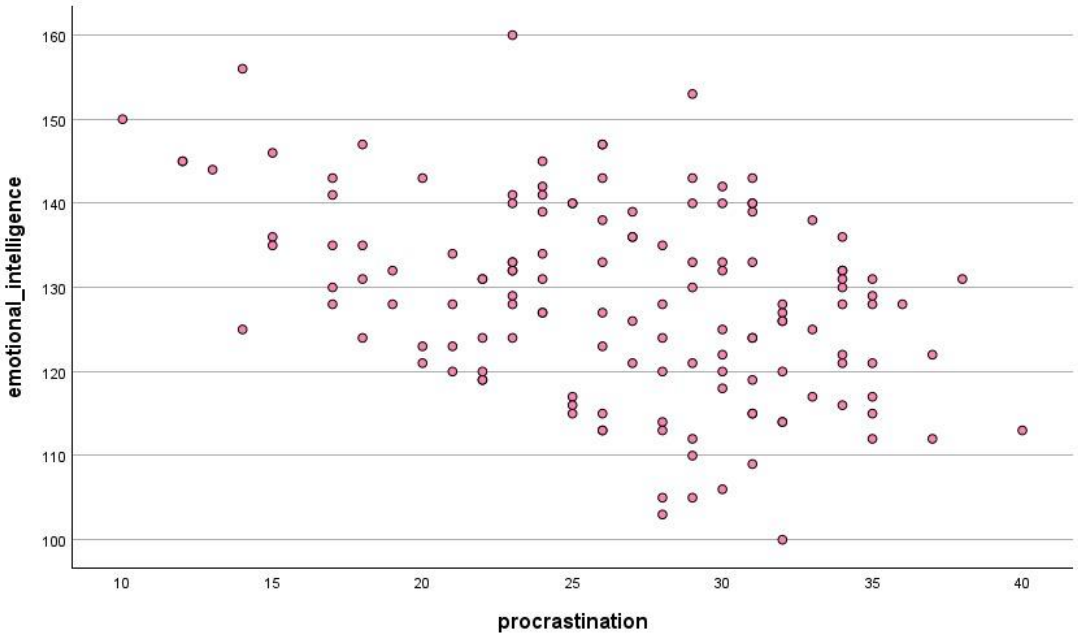

Figure 4.4

Scatterplot Showing the Relationship Between Emotional Intelligence and Procrastination

Table 4.3 presents the findings derived from the correlation between emotional intelligence and procrastination. The mean for emotional intelligence among the sample of 140 participants was 128.5, with a standard deviation of 11.5. Conversely, the mean score for procrastination was 26.59, accompanied by a standard deviation of 6.23. These descriptive statistics, as illustrated in Figure 4.3, offer visual insights into the data distribution.

Table 4.3 highlights Pearson's r value, indicating the strength of the association between emotional intelligence and procrastination. The calculated Pearson's r value is -0.41, which is statistically significant, with a level of significance of 0.00000071, denoting a p-value less than 0.01. This result suggests a significant negative correlation between emotional intelligence and procrastination. Therefore, hypothesis 2 is accepted.

Figure 4.4 shows negative correlation between emotional intelligence and procrastination, with the scatter points descending from left to right. This indicates that as emotional intelligence increases, the tendency towards procrastination decreases.

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Hypothesis 3: There will be a significant negative correlation between emotional intelligence and perceived stress in younger adults

Table 4.4

Descriptive Analysis and Pearson's R Value for Emotional Intelligence and Perceived Stress

Variables	Sample Size (N)	Mean	Standard Deviation (SD)	Degrees of freedom	Level of significance	Pearson's r value
Emotional Intelligence	140	128.5	11.5	138	0.00000000084	-0.49
Perceived Stress	140	21.4	5.78	138		

Note. N = 140, p < 0.01

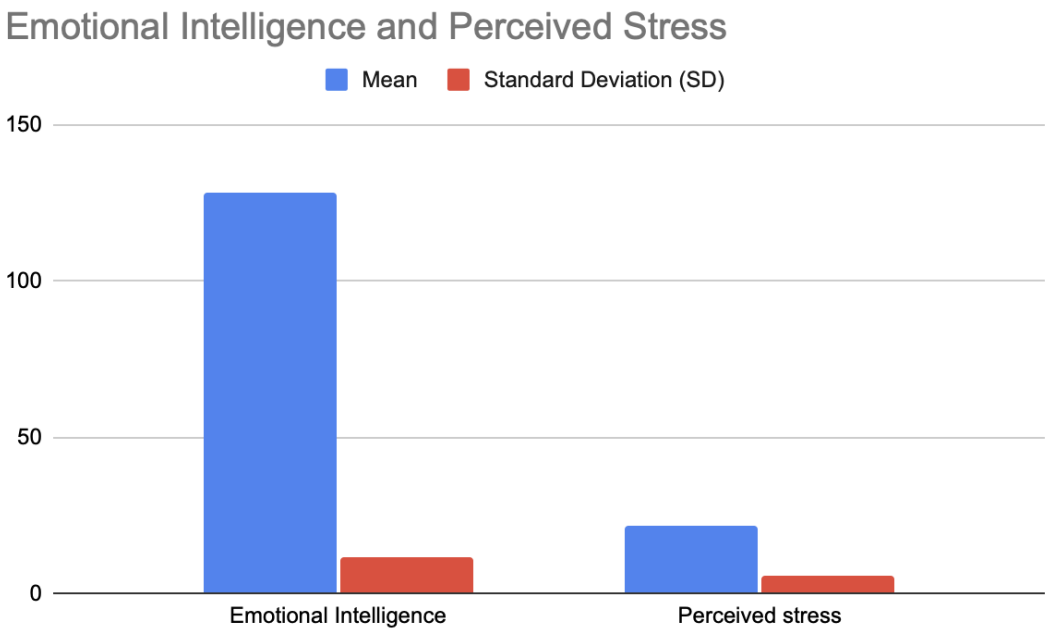

Figure 4.5

Mean And Standard Deviation for Emotional Intelligence and Perceived Stress

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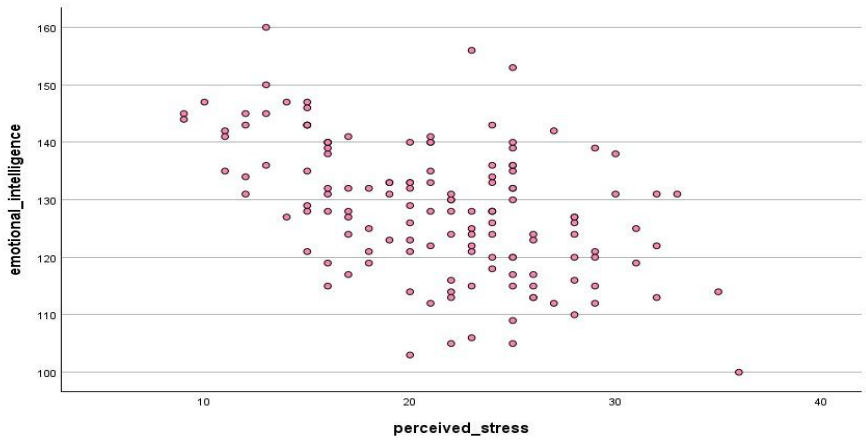

Figure 4.6

Scatterplot Showing the Relationship Between Emotional Intelligence and Perceived Stress

Table 4.4 presents the findings derived from the correlation between emotional intelligence and perceived stress. The mean for emotional intelligence among the sample of 140 participants was 128.5, with a standard deviation of 11.5. Conversely, the mean score for perceived stress was 21.4, accompanied by a standard deviation of 5.78. These descriptive statistics, as illustrated in Figure 4.5, offer visual insights into the data distribution.

Table 4.4 highlights Pearson's r value, indicating the strength of the association between emotional intelligence and perceived stress. The calculated Pearson's r value is -0.49, which is statistically significant, with a level of significance of 0.00000000084, denoting a p-value less than 0.01. This result suggests a significant negative correlation between emotional intelligence and perceived stress. Therefore, hypothesis 3 is accepted

Figure 4.6 shows negative correlation between emotional intelligence and perceived stress, with the scatter points descending from left to right. This indicates that as perceived stress increases, emotional intelligence decreases.

Hypothesis 4: Emotional Intelligence will act as a predictor of Procrastination

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Table 4.5

Regression Analysis of Emotional Intelligence and Procrastination

Predictor Variable (IV)	Outcome Variable (DV)	R	R- Squared	F	Level of significance
Emotional Intelligence	Procrastination	-0.40	0.16	27	0.00000071

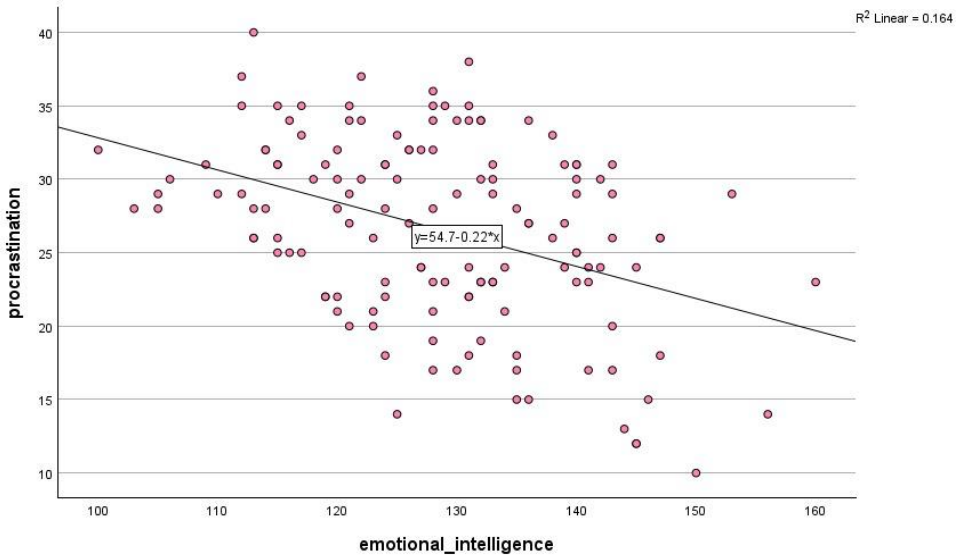

Figure 4.7

Scatterplot Showing the Relationship Between Emotional Intelligence and Perceived Stress

Table 4.5 showcases emotional intelligence as a predictor variable and procrastination as an outcome variable. The F value of 27 is significant at 0.01, which supports this regression model. However, the regression analysis yielded an R-squared value of 0.16, indicating that approximately 16% of the variability in procrastination can be explained by emotional intelligence. This hypothesis cannot be accepted at a p value threshold of 50%. Given these results, it can be inferred that emotional intelligence does not serve as a strong predictor of procrastination.

Figure 4.7 illustrates the results of a regression analysis examining the predictive relationship between emotional intelligence and procrastination. The regression line,

described by the equation y = 54.7 - 0.22x, indicates a modest negative correlation between the two variables, suggesting that higher levels of emotional intelligence are associated with lower levels of procrastination.

Hypothesis 5: Perceived Stress will act as a predictor of Procrastination

Table 4.6

Regression Analysis of Perceived Stress and Procrastination

Predictor Variable (IV)	Outcome Variable (DV)	R	R- Squared	F	Level of significance
Perceived Stress	Procrastination	0.5017	0.2517042007	46.42	0.00000000027

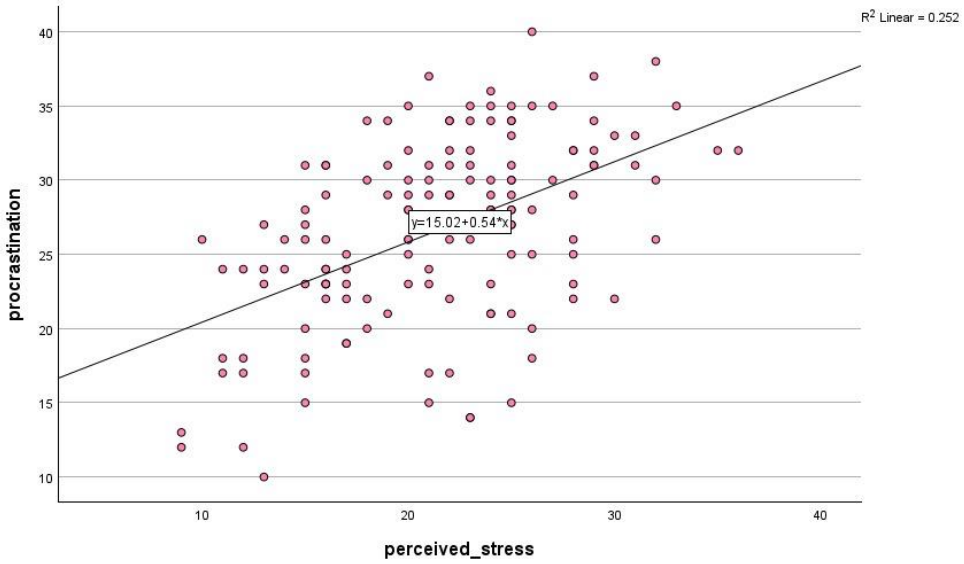

Figure 4.8

Scatterplot Showing the Relationship Between Emotional Intelligence and Perceived Stress

Table 1.2 showcases perceived stress as a predictor variable and procrastination as an outcome variable. The F value of 46.4 is significant at 0.01, which supports this regression model. However, the regression analysis yielded an R-squared value of 0.25, indicating that approximately 25% of the variability in procrastination can be explained by emotional

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intelligence. This hypothesis cannot be accepted at a p value threshold of 50%. Given these results, it can be inferred that emotional intelligence does not serve as a strong predictor of procrastination.

Figure 4.8 illustrates the results of a regression analysis examining the predictive relationship between emotional intelligence and procrastination. The regression line, described by the equation $y = 15 + 0.54x$, indicates a modest positive correlation between the two variables, suggesting that higher levels of perceived stress are associated with higher levels of procrastination.

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CHAPTER 5
DISCUSSION

This chapter discusses the results of the current study. The results obtained for all the hypotheses will be understood and discussed in detail using previous literature that may help interpret and understand the current results better. The current study attempted to not only understand the association, but also the nature of the relationship among procrastination, perceived stress and emotional intelligence.

A growing body of research suggests that procrastination, perceived stress, and emotional intelligence are significantly interrelated. It is hypothesised that procrastination and perceived stress may be inversely related to emotional intelligence, as effective emotion regulation is integral to managing stress and avoiding procrastination (Tice & Baumeister, 1997). Procrastination has been linked to decreased academic performance and increased stress levels (Steel, 2007; Sirois, 2014), while studies have shown that higher emotional intelligence is associated with better stress management and overall well-being (Brackett & Salovey, 2006).

Procrastination is a prevalent phenomenon among young adults and has been the subject of extensive research due to its detrimental effects on academic performance and overall well-being. Emotional intelligence has emerged as a critical psychological factor that may influence procrastination tendencies. Many studies discussed below corroborate with the findings of the current study suggesting a significant negative correlation between procrastination and emotional intelligence and a low predictive value between them.

The research conducted by Nangru (2024) supports the current study's findings, particularly concerning the intricate relationship between emotional intelligence and procrastination. Their investigation highlights a significant negative correlation between emotional intelligence and academic procrastination, reinforcing the idea that individuals who struggle with managing their emotions may also exhibit higher levels of procrastination. Additionally, their identification of emotional intelligence as a significant predictor of procrastination further solidifies that emotional regulation plays a pivotal role in procrastination behaviours. The regression result also mirrors the result of the current study as both have a low value but high significance which supports the complexities of psychological variables.

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Similarly, the study conducted by Andrews and Lokesh (2024) sheds light on the dynamics between emotional intelligence and procrastination behaviours among college students. The results indicated that there was a significant difference in various populations in terms of their levels of emotional intelligence and their actions with regards to bedtime procrastination. The findings align closely with the present study's results, indicating that emotional intelligence may influence young adults' procrastination tendencies. This suggests that psychological factors such as emotional regulation intricately interact with procrastination behaviours, adding to understanding of this phenomenon.

Sureka and Nethravathi (2020) research contribute valuable insights by revealing a significant influence of emotional intelligence on academic procrastination. Their findings underscore the negative correlation between emotional intelligence and procrastination, emphasising that students with lower emotional intelligence may struggle more with managing their emotions, leading to heightened levels of procrastination. The study also provided predictive results with a high r square value because, unlike the present study, the sample was larger. This highlights the importance of emotional competence in regulating procrastination behaviours among young adults.

Moreover, Jain and Baruah's (2014) study further reinforces the established pattern of a negative correlation between emotional intelligence and procrastination. Their findings align closely with the current study's observations, indicating that higher emotional intelligence is associated with lower levels of procrastination among young adults. This reaffirms that emotional regulation skills are crucial in mitigating procrastination tendencies and ultimately enhancing overall quality of life.

Additionally, the research conducted by Mazhar (2021) delves into the relationship between emotional intelligence, academic procrastination, and achievement in university students, aligning closely with the current study's findings. Their identification of a significant negative correlation between academic procrastination and emotional intelligence resonates with present observations, highlighting the robustness of the relationship across different contexts. This strengthens the understanding of the impact of emotional intelligence on procrastination behaviours among young adults.

Furthermore, Jagtap's (2019) study provides valuable insights into the disparities in procrastination tendencies and emotional intelligence levels among different groups of students. Their findings underscore the negative correlation between emotional intelligence

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and procrastination, suggesting that students with higher emotional intelligence are less likely to procrastinate. This aligns with the current study's observations, emphasising the role of emotional competence in regulating procrastination behaviours among students.

Finally, Guo et al.'s (2019) research in the context of nursing education contributes significant insights into understanding academic procrastination. Their identification of a negative association between emotional intelligence and procrastination supports the present study's findings, highlighting the importance of emotional regulation in mitigating procrastination behaviours among individuals. Additionally, their exploration of self-efficacy as a mediator in this relationship resonates with current examination of emotional intelligence's impact on procrastination behaviours, further enriching understanding of these dynamics.

Most of the above-mentioned research, studying variables related to procrastination and emotional intelligence, show significant correlation between them and other factors in context to different studies. Many have significant regression, but the r square value is lower than 50% which corroborates the findings of the present study suggesting a weak predictive value.

Recent studies have shed light on the intricate relationship between perceived stress and procrastination among various populations, providing valuable insights into the psychological factors influencing individuals' behaviours and well-being. Many studies discussed below corroborate with the current study's findings, suggesting a significant positive correlation between procrastination and perceived stress and a weak predictive value between them.

The recent study by Indrayanti and Ruhaena (2024) provides insight into the impact of the COVID-19 pandemic on students' academic stress during distance learning. Their findings reveal a significant correlation between academic stress and academic procrastination, aligning with current study's results, demonstrating a positive correlation between perceived stress and procrastination in young adults. The regression results also mirrored the findings of the present study where the predictive value is significant, but the r square value is low suggesting a weak prediction.

Similarly, Rochani, Hanafi, and Yuhana's (2024) investigation into the direct impacts of stress and procrastination on self-management and academic performance among lecturers aligns with current findings. Despite differences in sample characteristics, their results regarding the positive correlation between stress and self-management correspond to present

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findings, indicating a significant negative correlation between perceived stress and procrastination.

The study by Auerswald, Koddebusch, and Hermann (2024) highlights significantly elevated levels of stress among university students during the COVID-19 pandemic, along with factors such as procrastination due to fear of failure and study-related challenges, which resonate with the increased perceived stress observed in present study. Their identification of procrastination tendencies as weak predictors of perceived stress further supports the implications of current findings.

Gupta and Chatterjee's (2014) research underscore a significant correlation between perceived stress and procrastination, aligning with present study's findings. Moreover, their identification of perceived stress and procrastination as significant negative but weak predictors of self-regulation reinforces current understanding of the detrimental impact of these factors on young adults' ability to regulate their behaviour effectively.

Shine, and Lokesh's (2023) study on the impact of perceived stress and self-efficacy on academic procrastination among college students complements current investigation. Their findings regarding the significant influence of perceived stress on academic procrastination resonate with the present study's exploration of perceived stress and procrastination in young adults.

Similarly, the current study's result aligns with Lakshmi's (2020) investigation into the influence of academic anxiety, academic stress, and academic self-efficacy on academic procrastination among college students. Both studies underscore the importance of psychological factors, such as stress and self-efficacy, in understanding procrastination behaviours among students and young adults.

Paliwal's (2021) study on the relationship between stress, anxiety, and procrastination among young adults supports current findings regarding the positive correlation between perceived stress and procrastination. Their observations of gender differences in the impact of stress and anxiety on procrastination further strengthen the understanding of these relationships.

Chakraborty's (2022) investigation into the relationship between procrastination and occupational stress among Indian working professionals aligns with present findings. Their study's identification of a significant positive correlation between procrastination and

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occupational stress reinforces the robustness of the relationship between stress and procrastination across different populations and contexts. Also mirroring the current findings, the research garnered a weak prediction between the variables.

Khalid et al. (2019) research emphasises the relationship between gender, parenting styles, procrastination, and perceived stress reactions among young adults, supporting current findings. Their observations regarding the impact of negative and positive parenting styles on procrastination and stress reactions align with present study's exploration of emotional intelligence and perceived stress on procrastination tendencies.

Gong et al. (2021) exploration of the interplay between perceived stress, Internet addiction, and procrastination among college students further supports present findings. Their identification of a significant association between perceived stress and procrastination reinforces the intricate dynamics between stress, procrastination, and behavioural responses.

Finally, Yang et al. (2022) investigation into the relationship between perceived stress, procrastination, and psychological well-being among college students complements current research. Their findings regarding the positive correlation between perceived stress, academic procrastination, and depressive symptoms align with present study's results, providing converging evidence on the complex interplay between psychological factors and well-being in young adults.

Research into the relationship between emotional intelligence and perceived stress has garnered significant attention due to its implications for well-being and performance in various domains. Recent studies have explored this dynamic among different populations, shedding light on the nuanced interplay between emotional intelligence and stress perception. Many studies discussed below corroborate with the findings of the current study suggesting a significant negative correlation between emotional intelligence and perceived stress.

The recent research conducted by Nawaz et al. (2024) sheds light on the intricate relationship between emotional intelligence and occupational stress among teachers, aligning with present study's focus on young adults. Their findings indicate a significant negative correlation between emotional intelligence and perceived stress, echoing current results. This consistency suggests a broader pattern wherein higher emotional intelligence tends to be associated with lower stress levels across different populations.

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Sen et al. (2020) explored emotional intelligence and perceived stress among undergraduate students, contributing to current understanding of these constructs in young populations. While their study did not find a significant association between emotional intelligence and perceived stress, exploring these factors resonates with present investigation. Despite differences in outcomes, both studies underscore the relevance of understanding the interplay between emotional intelligence and stress in the context of young adults' experiences.

Attar's (2017) investigation into emotional intelligence and perceived stress among first-year medical students aligns closely with current study's focus on young adults' perceptions of stress. Their findings, which reveal a significant negative correlation between emotional intelligence and perceived stress, reinforce that higher emotional intelligence may contribute to lower stress levels among young populations.

Similarly, Gupta's (2014) study on emotional intelligence and perceived stress among medical undergraduates supports present findings regarding the inverse relationship between these variables. Their identification of a negative correlation between emotional intelligence and perceived stress further emphasises the significance of emotional intelligence in mitigating stress levels among young adults.

Srinivasa and Vijayashree (2021) research provide additional evidence for the negative correlation between emotional intelligence and perceived stress among young adults. Their findings align with present study's conclusions, emphasising the importance of emotional intelligence in promoting psychological adaptation and reducing vulnerability to stress.

Furthermore, the Verma et al. (2020) study reinforces current findings regarding the relationship between emotional intelligence and perceived stress in young adult populations. Their identification of a significant inverse relationship between emotional intelligence and perceived stress underscores the importance of understanding how emotional intelligence influences stress perception among young adults.

Parvathy and Smitha's (2020) study, which found a significant relationship between emotional intelligence and perceived stress, complements the findings of this current study. Their exploration of factors that influence emotional intelligence in young adults aligns with the current study's understanding of how this construct plays out in various contexts.

Nagdive et al. (2019) also support the study's conclusions on the negative relationship between emotional intelligence and perceived stress among young adults. Their work

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emphasises the importance of emotional intelligence as a stress mediator and ameliorates everyday stresses, congruent with the present investigation regarding the relationship between emotional intelligence, perceived stress, and procrastination amongst the young adults.

Moreover, Shahin's (2020) research also supports the present findings of a significant negative correlation between emotional intelligence and perceived stress amongst young adults, although with a weak non-significant correlation. The current study thus shows importance in emotional intelligence as a stress reducer amongst young populations.

Finally, as well, Sarrionandia et al. (2018) provide key insights regarding the relationship of emotional intelligence to resilience and perceived stress, wherein the findings of the research claim the significance of emotional intelligence and resilience towards mitigating the perceived stress levels, which aligns very close to the present focus on these psychological factors amongst young adults.

In sum, this research broadly defined and well-researched the intricate connections between procrastination, perceived stress, and emotional intelligence amongst young adults. Its thorough analysis has illustrated the confirmatory positive association between perceived stress and procrastination and has drawn attention to the massive impact that emotional intelligence exerts over the two interrelated variables. Through synthesis and extension of the existing literature, the study identified emotional intelligence as a crucial factor in alleviating stress levels and effectively managing procrastination tendencies among the young adults. This form of recognition at this time should highlight that emotional intelligence has been given a pivotal role in the psychological landscape of young adulthood and can be seen as potential intervention and enhancement targets for it.

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CHAPTER 6
CONCLUSION, IMPLICATION, LIMITATION

Conclusion

During the current study, the main objective was to investigate how perceived stress, emotional intelligence and procrastination are interrelated among young adults. The research aimed at clarifying this complex relationship and what it meant for the lives of young people in schools or colleges through theoretical literature review as well as empirical studies. The study disclosed that there existed a significant positive correlation between procrastination and perceived stress, a significant negative correlation between procrastination and emotional intelligence along with lastly perceived stress coupled with emotional intelligence amongst young adults. This notion highlights how individuals' inability to properly manage their behaviour due to stress can generate tendencies of postponing important academic activities which in turn retards academic success and personal growth.

It suggests that perceived stress might be one of the most critical issues associated with procrastination emphasising on emotional intelligence. In addition, several factors were found explaining why there is a strong linkage between procrastination and perceived stress. These include fear of failure, self-efficacy beliefs, academic challenges such as completing assignments as well as demographic characteristics like sex difference or parenting style. Such understanding gives an insight into complex dynamics surrounding stress henceforth. Understanding these influences provides valuable insights into the intricate dynamics of stress and procrastination among young adults, paving the way for targeted interventions to tackle these issues. By synthesising findings from various studies, the study strengthens the validity of its results and highlights the broader implications of stress-induced procrastination across different groups and settings. Whether it is college students or professionals, the negative consequences of stress-related procrastination are evident, underscoring the necessity for tailored approaches to address these challenges effectively.

To conclude, this study adds to the existing body of knowledge on stress and procrastination by offering empirical evidence of their relationship among young adults. By uncovering the factors shaping this relationship, the findings provide practical insights for educators, policymakers, and mental health professionals aiming to support young adults in managing stress and enhancing their academic and personal well-being. Moving forward,

further research should delve into additional factors influencing stress or emotion-induced procrastination and develop targeted interventions to alleviate these behaviours. Through ongoing exploration and intervention, we can foster healthier coping strategies and bolster resilience among young adults navigating the demands of contemporary life.

Implications

The potential implications of the study findings extend to various domains, suggesting avenues for intervention and support strategies targeting perceived stress, procrastination, and emotional intelligence among young adults. Educational interventions are vital in tackling the challenges of perceived stress and procrastination among young adults. By introducing targeted educational programs, institutions can actively nurture emotional intelligence and coping mechanisms, thus mitigating the risks associated with heightened stress levels and procrastination tendencies (Garcia et al., 2021). These programs draw from evidence-based psychological strategies, empowering young adults to navigate the complexities of academic, personal, and professional life more effectively.

In present study, which uncovers significant correlations between perceived stress, procrastination, and emotional intelligence among young adults, educational interventions emerge as a practical means of intervention and prevention. By bolstering emotional intelligence, individuals can foster self-awareness, self-regulation, and interpersonal skills—essential for managing stress and adopting adaptive coping strategies (Smith & Johnson, 2023). Moreover, these interventions equip participants with practical tools like goal setting, time management, and problem-solving skills to combat procrastination tendencies (Sarrionandia et al., 2018). The potential long-term benefits for individual well-being, academic performance, and overall productivity further validate the implementation of educational programs. Institutions can cultivate a culture of resilience, productivity, and success by providing young adults with skills to manage stress effectively (Sarrionandia et al., 2018). Additionally, the proactive nature of educational interventions aligns with principles of prevention and early intervention, aiming to address stress-related concerns before they escalate into more severe mental health issues (Garcia et al., 2021). Hence educational interventions represent a proactive and evidence-based strategy for tackling the challenges of perceived stress and procrastination among young adults. By focusing on emotional intelligence and coping mechanisms,

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institutions can empower individuals to navigate life's demands with resilience, efficiency, and well-being. Thus, implementing educational interventions emerges as a practical and beneficial approach to promoting young adults' psychological health and academic success.

The findings of this current study serve to underline the compelling rationale for integrating counselling services within educational institutions, where students can be adequately supported in the areas of stress management and emotional regulation. According to the study, there are positive correlations between perceived stress and procrastination, and negative correlations between emotional intelligence and both perceived stress and procrastination among the young adult population. This shows that there is an important aspect that has to be addressed with regards to psychological factors such as stress and emotional intelligence within an academic setting. Counselling services can play a vital role by assisting the students in recognizing and dealing with the root causes of the stress, procrastination, and poor emotional regulation. It should also be possible for counsellors to guide the students through individual or group counselling sessions to identify maladaptive thought processes, behaviours, and coping mechanisms contributing to the experiences. Moreover, counselling services integrate into educational institutions in promoting a student-friendly environment that takes care of mental health and academic success. Researchers have identified chronic stress and procrastination as having significant negative impacts in both academic success, mental health, and overall quality of life among students. By aiming to address these issues proactively through counselling interventions, students are empowered to have a campus culture that values mental health, promotes resilience, and empowers them to fulfil their potential.

Implementing counselling services within the institutional environment represents a proactive and evidence-based approach towards addressing the psychological needs of students and towards promoting their overall well-being. Early identification measures, stemming from this current study on procrastination, perceived stress, and emotional intelligence among young adults, have major implications in intervention and support strategies. By using screening measures for the identification of high levels of stress and procrastination, it becomes possible for institutions of learning and mental health professionals to efficiently identify at-risk students for interventions designed to address the identified problem. Early identification ensures that students are provided with readily available resources to mitigate the adverse effects that could be occasioned by stress and procrastination, which can potentially impact their academic performance, mental well-being, and overall functioning.

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Screening for early identification will ensure the development of coping strategies and resilience-building techniques within identified individuals. Moreover, early interventions from a collaborative effort comprising educators, counsellors, parents, and healthcare professionals are required to build a comprehensive support system for students. Early identification and intervention strategies will be informed by effective early identification measures facilitated by collaboration among stakeholders, provision of resources for assessment tools and personnel training, as well as integration into existing support structures within educational institutions. Moreover, ongoing evaluation and refinement of screening protocols are vital to assure their efficacy and relevance in identifying at-risk individuals and guiding intervention efforts. By making early identification and intervention strategies research-informed, educational institutions can make a supportive environment conducive to holistic development and success for young adults.

Parental involvement plays an important part in facilitating the emotional intelligence and stress management of young adults and building up resilience as well as skills of adapting in case of stress. The behaviour of parents, their attitudes, and their form of communication influence the emotional development and stress reactions of children and adolescents. As a result, it has to be integrated into the educational and community-based interventions if they are targeting young adults' emotional development effectively. Parents can serve as a role model for effective stress management and demonstrate some of the healthy coping mechanisms, which really encourages their children in such an attitude or behaviour regarding stress. Educational institutions and mental health organisations can empower parents with knowledge and skills to support the development of young adults with emotional intelligence and stress management through their workshops, seminars, or information sessions. Emphasising parental involvement in fostering emotional intelligence and stress management skills can target the foundational years of development, laying the groundwork for lifelong emotional well-being. Integration of parental involvement initiatives into educational and community-based programs is complementary to the socio ecological health promotion model, which emphasises how individual, interpersonal, and environmental factors shape health behaviours. Through their involvement in such programs, parents can act as active participants who encourage such positive coping mechanisms and resilience. In addition, it brings about the sense of ownership and empowerment, increasing the sustainability as well as the long-term impacts of the intervention. Accordingly, to sum up, parental involvement can be an important

factor in promoting emotional intelligence and stress management skills among young adults to reduce the rate of procrastination and perceived stress.

The research indicates that there is a significant negative correlation between emotional intelligence and perceived stress among young adults, implying that individuals who possess a high level of emotional intelligence might be better equipped to deal with stress effectively in the workplace. The research also brings out the key importance of dealing with procrastination which may develop poor stress management skills, especially amongst young people when transitioning into the workforce. Workplace programs that focus on the development of emotional intelligence and stress reduction techniques among young people upon entry into the workforce have huge benefits for employees and organisations. These could be done by offering training sessions or workshops on emotional intelligence so that the employees know how to identify and regulate their emotions in high-pressure work environments. This could improve interpersonal relationships, enhance the decision-making abilities of an employee, and reduce absenteeism due to stress-related issues. Besides, integrating stress reduction techniques, such as mindfulness meditation or relaxation exercises, could help in developing the workers' resilience and adapt better to work-related challenges. The results indicate that early intervention and skill development in adolescence and young adulthood have the greatest influence on individuals' ability to manage stress and navigate transitions into the workforce. By targeting young adults entering the workforce, programs within the workplace would take advantage of this pivotal development stage to ingrain valuable coping skills and promote emotional well-being right from the start of their careers. In this case, working towards the implementation of programs geared towards emotional intelligence and stress reduction would closely follow the implications of this research. Through tackling stress and procrastination as factors that can negatively influence young adults' well-being and productivity, they would help in fostering a healthier and more resilient workforce, hence beneficial both for individuals and organisations.

Resource allocation is critical for the implementation of interventions to reduce stress and improve emotional intelligence among young adults and is highly substantial to the effects that they can have on individual well-being and societal productivity. These findings highlight that investment of resources needs to be directed towards research and development efforts targeted towards such interventions. Financially, human, and material resources might be required in implementing such research and identifying strategies for the reduction of stress and improvement of emotional intelligence among young adults. Such resource allocation includes

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investment in programs that research the underlying mechanisms of stress and procrastination and evaluate the efficacy of existing interventions, among other research projects. Training and capacity building activities directed to the professionals of psychology, education, and public health are also good channels in which resources should be allocated to. Such investment in research and development offers many benefits in the long run, both for individuals and society. Intervening proactively, interventions can go a long way in preventing the actualization of chronic stress-related conditions and mental health disorders, thereby enhancing overall well-being and quality of life for young adults. Furthermore, bringing in emotional intelligence and stress management skills to this demographic will present positive fallouts, such as increased academic performance and job output, improved interpersonal relationships, and reduced absenteeism. In its entirety, this research expenditure has been justifiable in meeting the objective and is unlikely to change significantly in the short-term period of implementation. Additionally, for emotional intelligence and stress management among this demographic, resources should be allocated in training and capacity-building activities for psychology, education, and public health professionals.

Intervention of this kind aimed at reducing stress and improving emotional intelligence offer significant long-term benefits for young adults and society at large. By dealing with these issues in a proactive and preventive mode, interventions will reduce stress and avoid the ultimate development of its more chronic conditions and associated disorders, which can, in turn, cause a great improvement in the quality of life and the well-being of young adults. On the other hand, by preparing emotional intelligence and resilience among young adults, young people can be given life skills that could help them succeed in this social climate through their private and professional life.

In summary, since it takes time for them to be implemented, interventions that target stress reduction and improve emotional intelligence must be accorded adequate time by way of resource allocation, ensuring success in the face of public knowledge gaps. Fundamentally, through investing in research and development efforts in these areas, policymakers and stakeholders can promote individual well-being, enhance societal productivity, and lay the foundation for a healthier and more resilient future generation. Understanding cultural variations is important when considering the implications of research findings, particularly with regard to interventions that are focused on addressing stress and enhancing emotional intelligence among young adults.

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The need for cultural sensitivity is very fundamental when considering cultural nuances to ensure that the interventions designed with the view of relieving stress are relevant and workable to all members of society who experience stress. In other words, tailoring interventions based on cultural variables becomes a fact that needs to be considered in making them not only applicable to but also effective in various populations. For example, there may be some cultural background or beliefs such that in some cultures, there might be a large collective importance that can affect how this community understands and manages stress. With such an understanding, interventions can be expanded upon and refined with the integration of culturally inclusive coping strategies and support networks.

Moreover, with longitudinal studies, it is possible to assess the sustained impacts of interventions over time; this will offer insights into the effectiveness of the interventions in improving academic and occupational outcomes. Whereas conducting longitudinal research can allow one to evaluate the participants' progress through time and track changes in stress levels, emotional intelligence, and the extent of procrastination over an extended period. In other words, this long-term, longitudinal approach assists in providing a complete understanding of the interplay between emotional intelligence, stress management, and academic or occupational success. Therefore, using the findings of this research, designing and implementing culturally sensitive interventions tailored to diverse populations of young adults will be greatly guided. This will help in the refinement of the interventions with the purpose of aligning with cultural differences so that they become more adapted over time to meet the changing needs of individuals. Finally, the rightful place is therefore to embrace cultural sensitivity and undertake longitudinal studies that go on to yield productive outcomes towards the young adults growing in a diversified cultural milieu.

In summary, the implications drawn from this comprehensive examination underscore the importance of proactive interventions tailored to individual and cultural needs in promoting emotional intelligence, managing stress, and combatting procrastination among young adults, thereby fostering their holistic well-being and success across academic, personal, and professional domains.

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Limitations and Recommendations

For purposes of this research, researchers should on a timely basis admit the limitations that are inherent to it and carefully consider them while interpreting or employing the findings. This paper's limitation of sample size is significant because it has probable implications in relation to generalizability of its results. It is possible that with 140 participants, this study may have successfully captured adequately the heterogeneity within the populations. This may mainly affect external validity of this study as those findings that are only applicable to a number of population sub-groups such as these with specific characteristics present in this sample (e.g., age, gender, SES, cultural background) which might mediate relationships between perceived stress, procrastination and emotional intelligence. Furthermore, the smallness of the sample size can also influence statistical power of analysis thus making it difficult in detecting smaller or more subtle outcomes. In fact, this may lead to Type II errors where actual effects are missed due to a lack of enough sample size (Fowler Jr., 2009: p. 89). On another level, it might also affect how reliable and consistent the findings are since smaller samples tend to be vulnerable to random fluctuations or outliers that could unfairly sway results.

However, future researchers may use larger and more diverse selections in order to improve upon this barrier in their experiments. Utilising stratified sampling techniques to ensure representation across key demographic variables could also help mitigate the impact of sample size limitations. Furthermore, conducting multicenter or multisite studies involving participants from different geographic locations or cultural contexts could provide a more comprehensive understanding of the relationships under investigation. Additionally, employing longitudinal designs or meta-analytic approaches across multiple studies could further bolster the robustness and generalizability of the findings.

One potential limitation of the study is the challenge of establishing a strong predictor-outcome relationship due to the inherent complexity of psychological variables. As perceived stress, emotional intelligence, and procrastination are multifaceted constructs influenced by various internal and external factors, identifying a single predictor that can reliably predict procrastination behaviour may be challenging. Psychological phenomena are often characterised by intricate interactions and nuanced dynamics, making it difficult to isolate a single variable as a strong predictor of procrastination.

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Future studies might adopt a multifactorial approach to tackle this limitation, since they could consider multiple predictors in one and investigate the combined effects of those predictors on procrastination outcomes. For example, researchers can gain a better understanding of the underlying mechanisms that cause procrastination behaviour through a study of perceived stress, emotional intelligence, and other pertinent variables, such as personality traits, coping strategies, and environmental elements. In addition, using advanced statistical techniques such as structural equation modelling or machine learning algorithms would help identify complex patterns and relationships within the data so that researchers can identify important predictors and build more accurate predictive models of procrastination.

The limitations observed may create issues in the method of sampling in the research that was conducted regarding procrastination, perceived stress, and emotional intelligence in young adults. Sampling bias could be an issue if there is a focus on convenience sampling techniques, such as enlisting individuals through specific university classes or online platforms. It could favor a particular demographic group of personality type over others. This biased sample may need to be representative of the younger population, correcting the abnormalities within the demographic.

In order to eliminate sampling bias, other potentially representative sampling methods, such as random or stratified sampling, can be utilized in future studies. Random sampling is a method whereby the entire population will be given an equal chance of being selected, hence reducing the probability of bias. Stratified sampling is where the population is subdivided according to one or more of their characteristics and then selection is done randomly from the subgroups. This would make sure the sample reflects the diversity of the population and makes the results applicable to the general population.

Subjectivity of the self-reported variables that were employed in this study imposes a significant limitation, resulting in several issues. First, self-reported measures are inherently subjective by the very nature of involving the participants' perceptions and interpretations of their experiences, emotions, and behaviours. In this light, subjectivity implies the likelihood of introducing response bias, whereby participants could say things they believed fit expectations from others or the norm rather than truthfully stating their thoughts or activities. For instance, individuals could report lower levels of stress and procrastination out of the attempt to paint themselves in the best light, leading to lower estimates of the variables. Another effect that social desirability bias can have been that responses will be biased towards socially desirable

behaviours or traits so that the responses given are more acceptable or desirable among participants. This bias is most pronounced when studying emotional intelligence, where individuals may feel pressured to present themselves as emotionally competent or adept in managing their emotions. Besides, since emotional intelligence is a difficult area to assess, it may be subjected to measurement error, thus diminishing its accuracy and validity.

These limitations can have quite significant effects since they tend to threaten the reliability and validity of the data collected. Biassed or inaccurate self-reports could distort the relationships between the variables, resulting in erroneous conclusions and potentially misleading recommendations for intervention or policy. For example, if participants systematically underreport their levels of stress or procrastination, the study may need to be more accurate in the true prevalence of these issues among young adults, leading to an inadequate intervention or support services.

To overcome the limitations associated with reliance on self-report measures, researchers can employ multiple assessment methods to triangulate findings and enhance the validity of the results. For example, incorporating objective measures such as physiological indicators of stress (e.g., cortisol levels) or behavioural observations of procrastination tendencies can provide complementary data to corroborate self-reported measures. Additionally, using validated instruments with established reliability and validity can help minimise response biases and inaccuracies in self-assessment. Researchers should employ strategies such as providing assurances of confidentiality and anonymity to encourage honest and accurate responses from participants, thereby mitigating the impact of social desirability bias. Overall, adopting a multimethod approach and ensuring rigorous psychometric properties of measurement instruments can strengthen the validity and reliability of findings in research studies relying on self-report measures.

Future Directions for Research

Longitudinal studies

A promising avenue for future research can be to investigate the longitudinal dynamics of perceived stress, emotional intelligence, and procrastination. Longitudinal studies, which explore how such constructs vary over time, are another way that researchers can explore it to provide a fuller picture of causal relationships and developmental trajectories. Researchers can

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also learn about such interventions by identifying where interventions are needed and crafting effective interventions to reduce procrastination practices.

Examining Moderating and Mediating Factors

Moreover, future research is required to investigate moderating and mediating factors in the relationships between perceived stress, emotional intelligence, and procrastination. For example, individual differences such as personality traits, coping strategies, and social support networks can moderate the effect of perceived stress on procrastination behaviour. Similarly, self-efficacy, motivation, and goal-setting abilities may mediate the relation between emotional intelligence and procrastination. Through considering these factors, researchers can get more detail about the mechanisms for procrastination and develop interventions that target the risk factors and sustain the factors preventing an individual from falling to their lower self.

A Choice of Technology in Future Research

With the increase in technology, digital tools and platforms could be used for research on stress, emotional intelligence, and procrastination. The online, mobile, and wearable self-sensors and smart applications provide valuable opportunities to gather ongoing data on the stress levels of individuals, their emotional condition, and behaviours of procrastination. Researchers could also develop digital interventions and self-monitoring tools that provide personalised feedback and suggestions to assist individuals in the management of stress, enhancement of emotional intelligence, and the conquest of procrastination. The technological optimization allows researchers to extend their reach and impact in their work to develop new solutions for handling the psychological challenges through better means.

Culturally Informed Examinations

Finally, the future research on the occurrence of stress, emotional intelligence, and procrastination has to be framed in the context of cultural factors. In this respect, cultural norms, values, and societal expectations can shape individuals' stress experiences, emotional regulation strategies, and attitudes towards procrastination. Therefore, researchers should

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develop culturally sensitive examination instruments considering multiple cultural contexts and perspectives.

In conclusion, future research on perceived stress, emotional intelligence, and procrastination holds great promise for the enhancement of our understanding of human behaviour and psychological functioning.

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Appendix A

Raw Scores

Sr.No	Age	Gender	Procrastination	Perceived Stress	Emotional Intelligence
1	22	Male	28	20	114
2	22	Female	30	27	142
3	24	Female	35	25	115
4	22	Female	24	16	131
5	19	Female	35	23	121
6	22	Female	25	17	117
7	22	Female	26	20	123
8	25	Female	34	25	130
9	23	Male	23	16	132
10	22	Female	31	29	115
11	23	Female	30	21	140
12	22	Male	26	10	147
13	23	Female	27	25	139
14	22	Female	18	26	124
15	23	Male	29	25	153
16	20	Male	24	14	127
17	21	Female	28	25	135
18	18	Male	35	24	128
19	22	Female	31	16	140
20	22	Female	32	28	126
21	22	Female	35	26	117
22	22	Male	27	24	126
23	23	Female	28	24	124

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24	22	Female	17	15	135
25	22	Female	25	25	140
26	22	Female	12	9	145
27	21	Male	37	21	122
28	22	Female	30	25	120
29	19	Female	34	22	128
30	22	Male	24	13	145
31	21	Female	15	25	136
32	22	Female	23	15	129
33	18	Male	24	12	134
34	22	Female	23	28	124
35	21	Male	30	18	125
36	21	Female	32	28	127
37	22	Female	14	23	125
38	21	Male	24	17	127
39	23	Female	32	20	126
40	21	Female	31	23	124
41	21	Male	31	15	143
42	22	Female	21	19	123
43	21	Male	18	11	135
44	26	Female	17	12	143
45	21	Female	17	22	130
46	22	Female	26	16	138
47	22	Female	34	22	116
48	22	Male	18	12	131
49	23	Female	34	29	121
50	24	Female	34	23	122

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51	21	Male	22	18	119
52	22	Female	34	24	136
53	22	Female	37	29	112
54	22	Female	35	27	112
55	22	Female	21	24	134
56	21	Female	23	17	141
57	22	Female	33	25	117
58	22	Female	28	26	113
59	23	Female	34	18	132
60	18	Female	23	16	128
61	25	Female	28	25	105
62	24	Female	30	25	132
63	18	Female	21	25	120
64	23	Female	35	20	129
65	25	Female	24	11	142
66	23	Female	29	22	130
67	23	Female	28	15	128
68	19	Female	29	22	105
69	22	Female	29	24	143
70	22	Male	22	16	119
71	22	Female	29	21	112
72	21	Female	22	17	124
73	23	Female	24	21	141
74	21	Female	24	16	139
75	23	Female	32	29	120
76	22	Female	40	26	113
77	25	Female	30	23	106

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78	22	Female	30	24	118
79	21	Female	22	28	120
80	22	Female	30	32	122
81	22	Female	31	19	133
82	25	Female	25	20	140
83	18	Female	29	28	110
84	18	Female	29	20	121
85	23	Female	26	32	113
86	21	Female	23	21	133
87	20	Female	25	26	115
88	22	Male	31	22	124
89	22	Male	32	22	114
90	23	Female	21	24	128
91	21	Male	22	22	131
92	22	Female	27	13	136
93	23	Male	29	19	133
94	23	Female	20	18	121
95	21	Female	26	22	113
96	21	Female	31	31	119
97	20	Female	18	15	147
98	22	Female	12	12	145
99	21	Female	34	25	132
100	21	Female	26	20	133
101	20	Female	28	20	103
102	22	Female	23	24	133
103	21	Female	32	36	100
104	22	Female	38	32	131

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105	21	Female	32	35	114
106	21	Female	14	23	156
107	21	Female	23	20	132
108	21	Female	31	25	109
109	21	Female	35	33	131
110	21	Female	20	26	123
111	22	Female	29	16	140
112	22	Female	25	28	116
113	22	Female	33	30	138
114	21	Female	23	16	140
115	21	Female	26	28	127
116	21	Female	23	13	160
117	22	Female	27	25	136
118	23	Female	17	11	141
119	22	Female	13	9	144
120	21	Female	28	24	120
121	22	Female	33	31	125
122	22	Female	30	20	133
123	20	Female	27	15	121
124	22	Female	31	29	139
125	21	Female	31	21	140
126	22	Female	22	30	131
127	22	Female	34	19	131
128	22	Female	15	21	135
129	24	Female	26	15	143
130	22	Female	19	17	132
131	22	Female	15	15	146

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132	23	Female	36	24	128
133	22	Female	10	13	150
134	22	Female	26	14	147
135	22	Female	17	21	128
136	22	Female	31	16	115
137	22	Female	20	15	143
138	22	Female	26	23	115
139	22	Female	19	17	128
140	22	Female	32	23	128

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Appendix B

Informed Consent Form

Hello, I am Sameeksha Phadke, a student at Shreemati Nathibai Damodar Thackersey Women's University, pursuing a Masters degree in Counselling Psychology. This study, being conducted under the guidance of Ms Anita Sanu, is a part of my dissertation and aims to study the relationship between Procrastination, Perceived Stress and Emotional Intelligence in Young Adults. Your participation in this study involves completing questionnaires that assess these aspects. Please read the statements carefully and record your response according to the options given. There are no right or wrong answers. Your responses will be confidential, and no personally identifiable information will be linked to your answers. Your participation is entirely voluntary, and you have the right to withdraw from the study at any time without penalty. The findings from this study may contribute to a better understanding of how these factors relate to each other and their impact on young adults. For this purpose, I kindly request for your cooperation in completing the questionnaires provided below. Thank you for spending your time responding to this questionnaire.

This research is for individuals who are:

1. In the age range of 18-25.
2. Can read and write English
3. Have completed high school education

If you have any questions or concerns, please feel free to contact at phadkesameeksha@gmail.com.

By signing below your agreement to participate in this study indicates that you have read and understood this information and voluntarily choose to participate.

Name:

Date:

Signature:

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Appendix C

Irrational Procrastination Scale (IPS-9)

1 2 3 4 5

Not True of Me True of Me

Sr No		Not True of Me	Seldom True of Me	Sometimes True of Me	Often True of Me	True of Me
		1	2	3	4	5
1	I put things off so long that my well-being or efficiency unnecessarily suffers					
2	If there is something I should do, I get to it before attending to lesser tasks (R)					
3	My life would be better if I did some activities or tasks earlier					
4	When I should be doing one thing, I will do another					
5	At the end of the day, I know I could have spent the time better					
6	I spend my time wisely (R)					
7	I delay tasks beyond what is reasonable					

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8	I procrastinate					
9	I do everything when I believe it needs to be done (R)					

Appendix D

Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF)

1 2 3 4 5 6 7

Completely Disagree Completely Agree

1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5	6	7
3. On the whole, I'm a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don't find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7

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24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

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Appendix E

Perceived Stress Scale (PSS-10)

0 1 2 3 4

Never Very Often

Sr No		Never	Almost Never	Sometimes	Fairly often	Very Often
		0	1	2	3	4
1	In the last month, how often have you been upset because of something that happened unexpectedly?					
2	In the last month, how often have you felt that you were unable to control the important things in your life?					
3	In the last month, how often have you felt nervous and stressed?					
4	In the last month, how often have you felt confident about your ability to handle your personal problems?					
5	In the last month, how often have you felt that things were going your way?					
6	In the last month, how often have you found that you could not cope with all the things that you had to do?					
7	In the last month, how often have you been able to control irritations in your life?					

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8	In the last month, how often have you felt that you were on top of things?					
9	In the last month, how often have you been angered because of things that happened that were outside of your control?					
10	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?					