

## **A Study Of The Academic Procrastination And Emotional Intelligence Relation With Gender And Educational Stream**

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### **Abstract**

*For the purpose of to explore the level of academic procrastination and emotional intelligence among arts and science students and explore the gender difference, present study taken it. The sample of this study consists of 120 college students including 60 students in arts stream and 60 students in science stream who were randomly selected from the population of Shivaji University students. Male female ratio of the sample was equal. The age range of the students various in between 15 to 17 year old. Academic Procrastination Scale and Emotional Intelligence Scale were administered to the sample for the purpose of gathered data. Mean, SD and 't' value techniques used for statistical analysis of information. Research findings show significant difference in academic procrastination and emotional intelligence. Arts students show high level of the academic procrastination and low level of emotional intelligence than the science students. The result of the study indicated significant gender difference in academic procrastination and emotional intelligence. Male students show high level of academic procrastination and low level of emotional intelligence than the female students.*

**Keywords:** *Academic procrastination, emotional intelligence, educational streams, gender, students*

### **Introduction**

Effect of the rapid and vast scientific and technological development, made positive and negative effects in all aspects of life. These conditions cause the changes in student goals and priorities and change the way of dealing with their academic duty. In this time in various University in India the most important problem are the academic procrastination. Procrastination is the prominent and very common phenomenon in society. It is often a self-handicapping behavior that can lead to lost productivity, poor performance, and increased stress. In general research on procrastination explores two types of procrastination 1) general., everyday procrastination, which reflects procrastination on non-academic life tasks such as delaying the payment of a bill, and 2) academic procrastination which reflects domain-specific procrastination on academic tasks such as studying for examination or writing a term paper (Steel & Klingsieck, 2016). Procrastination has typically been defined as a behavioral disposition to postpone or delay performing a task or making decisions (Milgram et al., 1998; Haycock et al., 1998; Kachgal et al., 2001). Additionally, procrastination has been seen as an impediment to academic success because it decreases the quality and quantity of learning while increasing the severity of stress and negative outcomes in students' lives (Howell & Watson, 2007). The literature has examined procrastination because it involves affective, cognitive, and behavioral mechanisms (Chu & Choi., 2005).

The term academic procrastination is one of the most researched topic in educational psychology and management sciences. It is considered to be central aspect of students' academic life due to its adverse effects on students' academic career in particular and personal life in general, it is the ultimate goal that students have to strive for reduce it. Academic procrastination defined by Rothblum et al., (1986) as a tendency to delay academic tasks to point of experience anxiety associated with it. Academic procrastination is generally described as a failure of completing an academic task within the expected time frame (Senecal et al., 1995). Academic procrastination may be classified into two types 1) active procrastination and 2) passive procrastination. Passive procrastination which is the standard types of academic procrastination occurs when the students are passive in completing task and experience negative emotions while completing the task however active procrastination may not have a negative impact on a person's effectiveness. Active procrastinator might be exposed to short term benefits when choosing to delay the delay the completion of a task such as being able to work better under pressure thus active procrastination are capable of acting on their decisions in a timely manner, know the purpose of time control of time and have appropriate coping styles. Active procrastinators exhibit successful time management skill and self-regulation while passive procrastinators exhibit abilities.

Academic procrastinations is thought to be related with self-efficacy, locus of control and emotional intelligence. Emotional intelligence is an individual's ability to understand, feel, administer, and guide his/her own or other's emotions (Goleman, 1999). Peter Salovey and John D. Mayer (1990) defined emotional intelligence as the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. Emotional intelligence is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of our daily life, such as the way you behave and the way you interact with others. The teachers are responsible for imparting education and guidance to students and also for undertaking research development in their respective fields for enriching the quality of teaching and research. They need to have a free mind as well as knowledge so as to concentrate on the teacher-learner process.

### **Objectives**

1. To study the difference in academic procrastination among arts and science students.
2. To study the difference in emotional intelligence among arts and science students.
3. To study the gender difference in academic procrastination among male and female students.
4. To study the gender difference in emotional intelligence among male and female students.

**Hypotheses**

1. There would be a significant difference in academic procrastination among arts and science students.
2. There would be a significant difference in emotional intelligence among arts and science students.
3. There would be significant gender difference in academic procrastination among male and female students.
4. There would be significant gender difference in emotional intelligence among male and female students.

**Method****Sample**

The sample of this study consists of 120 college students including 60 students in arts stream and 60 students in science stream who were randomly selected from the population of Shivaji University, India students. Male female ratio of the sample was equal. The age range of the students various in between 15 to 17-year-old.

**Tools****1. Academic Procrastination Scale (2005) :**

Academic procrastination scale developed by Kalia & Yadav in 2005 was used to measure academic procrastination levels among students. Present scale consisted 25 items, in which 10 items related to home assignment, 6 items related to preparation of exam, 6 items related to project work, and 4 items related to co-curricular work. Each items is followed by five alternatives ranging from strongly agree, agree, neutral, disagree to strongly disagree who carries scores 5, 4, 3, 2, and 1 are given to positive items. The scoring of negative items are done in reverse order. The highest obtained score on the scale in 125 and the lowest is 25. Obtained high score show high academic procrastination and low score present low academic procrastination. Test-retest reliability of this test is .84 and split-half reliability is .71. The validity of this test is very satisfactory. For the purpose of data collection Academic Procrastination scale is suitably translated in Marathi language before the data collection.

**2. Emotional Intelligence Test (2011) :**

Emotional intelligence test developed by Ekta Sharma (2011) was used to measure emotional intelligence levels among students. Present scale consisted 60 items, in which 14 items related to self-awareness, 14 items related to managing emotions, 10 items related to motivating oneself, 9 items related to empathy and 16 items related to handing relationship. Each items is followed by five alternatives ranging from always, most often, occasional, rarely to never who carries scores 5, 4, 3, 2, and 1 are given to positive items. The scoring of negative items are done in reverse order. The highest obtained score on the scale in 300 and the lowest is 60. Obtained high score show high emotional intelligence and low score present low emotional intelligence. Test-retest reliability of this test is very high and validity of this

test is very satisfactory. Emotional Intelligence Test is suitably translated in Marathi language before the data collection.

### Result and Discussion

The purpose of the present study was to explore the difference in academic procrastination and emotional intelligence among arts and science students. The present study was also conducted to explore the gender difference in academic procrastination and emotional intelligence among college students. To accomplish this Mean, SD and 't' were calculated. The result is presented in following table.

**Table-1**

**Mean, SD and 't' value for score on academic procrastination among arts and science students (n=120)**

Stream	Sample	Mean	SD	't' value	Significance
Arts	60	63.78	10.44	3.02	0.01**
Science	60	58.18	9.83		

Results show that the arts students have higher mean score (63.78) than the science students (58.18). The calculated 't' value (3.02) is significant at 0.01 level. This is as indicate of support of hypothesis no. 1 that 'there would be a significant difference in academic procrastination among arts and science students. Arts students show higher procrastination than the science students. Students of the various stream suffer from the problem of academic procrastination differently. They live different and do the different tasks and duties. Many arts students learn with work and science students and his parents only focus on their study. From this, it can be inferred that arts students show high academic procrastination.

**Table-2**

**Mean, SD and 't' value for score on emotional intelligence among arts and science students (n=120)**

Stream	Sample	Mean	SD	't' value	Significance
Arts	60	213.45	21.67	3.33	0.01**
Science	60	226.26	20.42		

Results show that the arts students have lower mean score (213.45) than the science students (226.26). The calculated 't' value (3.33) is significant at 0.01 level. This is as indicate of support of hypothesis no. 1 that 'there would be a significant difference in emotional intelligence among arts and science students. Science students show higher

emotional intelligence than the arts students. This shows that science students are more confident, socially skillful and more adjustable than arts students. This can be attributed to the fact that the science students show better logical frame and self-awareness frame of mind and accept things after verifying. They are more practical and show better emotional stability than their arts counterparts. The result is consistent with some previous studies. Aggrawal and Saxena (2012) found that there is significant difference in emotional intelligence among arts and science students.

**Table-3**  
**Mean, SD and ‘t’ value for score on academic procrastination among male and female students (n=120)**

Gender	Sample	Mean	SD	‘t’ value	Significance
Male	60	64.33	9.80	3.68	0.01**
Female	60	57.63	10.13		

Results show that the male students have higher mean score (64.33) than the science students (57.63). The calculated ‘t’ value (3.68) is significant at 0.01 level. This is as indicate of support of hypothesis no. 1 that ‘there would be a significant gender difference in academic procrastination among male and female students’. Male students show higher academic procrastination than female students. Male students tend to work less to attain their goals since they devote a lot of time to do irrelevant task while the chief task is deferred. The result is consistent with some previous studies. Bekleyen (2017) found that there is significant difference in academic procrastination among male and female students.

**Table-4**  
**Mean, SD and ‘t’ value for score on emotional intelligence among male and female students (n=120)**

Gender	Sample	Mean	SD	‘t’ value	Significance
Male	60	215.03	20.48	2.46	0.05*
Female	60	224.11	22.11		

Results show that the male students have lower mean score (215.03) than the science students (224.11). The calculated ‘t’ value (2.46) is significant at 0.05 level. This is as indicate of support of hypothesis no. 1 that ‘there would be a significant gender difference in emotional intelligence among male and female students’. Female students show higher emotional intelligence than the male students. The probable reason for the present findings might be due to the fact that emotional intelligence primarily deals with managing and expressing one’s emotions and handling relationships. Since females tend to be more emotional and intimate in relationships as compared to males, so their emotional intelligence

ought to be higher than that of males. The result is consistent with some previous studies. Aggrawal and Saxena (2012) found that there is significant difference in emotional intelligence among male and female students.

**Conclusions:**

The following trends are revealed by the study.

1. There is significant difference in academic procrastination among arts and science students. Arts students show higher academic procrastination than science students.
2. There is significant difference in emotional intelligence among arts and science students. Arts students show lower emotional intelligence than science students.
3. There is significant gender difference in academic procrastination among male and female students. Male students show higher academic procrastination than female students.
4. There is significant gender difference in emotional intelligence among male and female students. Male students show lower emotional intelligence than female students.

However, study is conducted on participants drawn from single university. It required more participants and rigorous control to generalize the result.

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