CHAPTER V
FINDINGS, DISCUSSIONS AND CONCLUSION

5.1. Findings

i. Descriptive Analysis

❖ 59.06% of the respondents have extremely high level of academic procrastination.
❖ 75.38% of the respondents have good personality traits.
❖ 33.67% of the respondents have extremely high level of internal locus of control.
❖ 26.94% of the respondents have above average level of external locus of control.
❖ 44.81% of the respondents have above average level of emotional intelligence.
❖ 17.61% of the respondents have average academic achievement.

ii. Differential Analysis

a) Academic Procrastination

❖ There is a significant difference in task aversiveness, sincerity, personal initiative, and academic procrastination of graduate students in terms of gender.
❖ There is no significant difference in time management of graduate students in terms of gender.
❖ There is no significant difference in time management, task aversiveness, sincerity, personal initiative, and academic procrastination of graduate students in terms of type of college.
❖ There is no significant difference in time management, task aversiveness, sincerity, personal initiative, and academic procrastination of graduate students in terms of area of residence.
❖ There is a significant difference in task aversiveness and academic procrastination of graduate students in terms of course of study.
There is no significant difference in time management, sincerity, and personal initiative of graduate students in terms of course of study.

There is a significant difference in time management, task aversiveness, sincerity, personality initiative, and academic procrastination of graduate students in terms of birth order.

b) Personality Traits

There is no significant difference in extraversion, agreeableness, conscientiousness, and neuroticism of graduate students based on gender.

There is a significant difference in openness to experience of graduate students based on gender.

There is no significant difference in extraversion, agreeableness, openness to experience, and neuroticism of graduate students based on type of college.

There is a significant difference in conscientiousness of graduate students based on type of college.

There is no significant difference in extraversion, agreeableness, openness to experience, conscientiousness, and neuroticism of graduate students based on area of residence.

There is no significant difference in extraversion, agreeableness, openness to experience, and neuroticism of graduate students based on course of study.

There is a significant difference in conscientiousness of graduate students based on course of study.

There is no significant difference in extraversion, agreeableness, openness to experience, and neuroticism of graduate students based on birth order.

There is a significant difference in conscientiousness of graduate students based on birth order.
c) **Locus of Control**

- There is a significant difference in internal locus of control of graduate students with respect to gender.
- There is no significant difference in external locus of control of graduate students with respect to gender.
- There is a significant difference in internal locus of control and external locus of control of graduate students with respect to type of college.
- There is no significant difference in internal locus of control and external locus of control of graduate students with respect to area of residence.
- There is a significant difference in internal locus of control of graduate students with respect to course of study.
- There is no significant difference in external locus of control of graduate students with respect to course of study.
- There is a significant difference in internal locus of control and external locus of control of graduate students with respect to birth order.

**d) Emotional Intelligence**

- There is a significant difference in self-awareness and appraisal, self-regulation and responsibility, self-esteem and confidence, empathy and acceptance of other, social skills, and emotional intelligence of graduate students on the basis of gender.
- There is no significant difference in self-motivation and interpersonal relations of graduate students on the basis of gender.
- There is no significant difference in self-awareness and appraisal, self-regulation and responsibility, self-motivation, and interpersonal relations of graduate students on the basis of type of college.
❖ There is a significant difference in self-esteem and confidence, empathy and acceptance of other, social skills, and emotional intelligence of graduate students on the basis of type of college.

❖ There is no significant difference in self-awareness and appraisal, self-regulation and responsibility, self-motivation, self-esteem and confidence, empathy and acceptance of other, interpersonal relations, social skills, and emotional intelligence of graduate students on the basis of area of residence.

❖ There is a significant difference in self-awareness and appraisal, and self-regulation and responsibility, and emotional intelligence of graduate students on the basis of course of study.

❖ There is no significant difference in self-motivation, self-esteem and confidence, empathy and acceptance of other, interpersonal relations, and social skills of graduate students on the basis of course of study.

❖ There is no significant difference in self-awareness and appraisal, self-regulation and responsibility, self-motivation, and interpersonal relations of graduate students on the basis of birth order.

❖ There is a significant difference in self-esteem and confidence, empathy and acceptance of other, social skills, and emotional intelligence of graduate students on the basis of birth order.

e) Academic Achievement

- There is a significant difference in academic achievement of graduate students with reference to gender, type of college, and course of study.

- There is no significant difference in academic achievement of graduate students with reference to area of residence and birth order.
iii. **Correlation Analysis**

- time management, task aversiveness, sincerity, personal initiative, and academic procrastination were not correlated with academic achievement.
- extraversion, agreeableness, openness to experience, conscientiousness, neuroticism, and personality traits were not correlated with academic achievement.
- internal locus of control and external locus of control were not correlated with academic achievement.
- self-esteem and confidence and emotional intelligence were correlated with academic achievement.
- self-awareness and appraisal, self-regulation and responsibility, self-motivation, empathy and acceptance of other, interpersonal relations, and social skills were not correlated with academic achievement.

5.2. **Discussions**

- Female students have high academic procrastination mean score their counterparts. Female students tend to dawdle more than boys. Female students are almost with low confidence and are likely to delay completion. Boys consider themselves as more competent than girls in academic skills even if it is not real. The level of their attitude takes them to greater heights. In contrast, students with low self-esteem tend to procrastinate the task. There is no consistent effort by them to motivate themselves towards the completion of the task and hence procrastinate. Apart from this, there is an exceptional category which purposefully procrastinates and enjoys the challenge of accomplishing the tasks at the last moment. This group does it purposefully to give themselves a treat for the adrenaline rush that happens during the completion of tasks.
Type of college was not significantly differed in their academic procrastination. The type of college plays no role in influencing the behavior of the students about academic procrastination. It is the result of negligence and fudging responsibility. Academic procrastination takes place as there is a lack of a sense of purpose and lack of ability to generate ongoing accomplishments. Irrespective of whichever type of the college it influences the students and creates low self-esteem and makes them deficient in aspiration and objectives they should have.

Area of residence was not significantly differed in their academic procrastination. Students are the same wherever they are. Students frequently procrastinate for the reason that they are not goaded as much as necessary to deploy effort on a given chore. Students procrastinate because of least care towards development. To whichever area does the student belong, academic procrastination takes place depending upon the attitude of the students. Students at times procrastinate irrespective of the locale thinking that they do not have the competence to complete the task. Irrational behavior and low self-esteem are the root cause of procrastination for the students irrespective of their area of residence.

B.Sc. students have high academic procrastination mean score than B.A. and B.Com. students. The astounding factor about these science streamlines students who perform academically better, over time tend to develop an overwhelming feeling of confidence level in their mind about their ability. Due to this, they are liable to postpone their tasks which in turn influences their academics too - thereby making them procrastinate academic tasks. At times people with so much of agility and adept use this as an adrenaline effect to their brain, in turn, becoming fit enough to encounter challenging tasks within a short period.
First birth order students have high academic procrastination mean score than second and third birth order students. Generally, firstborn child will be the protagonist in a family until a second baby born. Once there is the entry of another child at home and the only child becomes the first child of somebody, the history changes from henceforth. The care and the affection that the first child had now has to be shared among two children by then. The concern becoming less, attention being shared with yet another member, makes the firstborn child a bit sluggish and makes the children procrastinate their tasks.

Female students have high openness to experience mean score than male students. They bear testimony that they are more open to experience by exhibiting high openness. This shows they are brimming with added positive emotions. They are lively and gregarious. Female students have openness to experience a lot more than male students as openness to experience is regarded as the most noteworthy forecaster of situational awareness and presence of mind. Students, with an attitude to openness to experience, are highly stimulated to contribute to a diverse category of intellectual tasks. This reality put into the accretion of understanding. In female students, we can generally infer the higher level of emotionality, attitude to being highly sensitive, and sustainability in the solidity of ethics - these are the intrinsic worth that is integrated into openness to experience.

Private college students have high conscientiousness mean score than government college students. Students with conscientiousness about the qualities of capability, strength of mind, and organization. Private college students are more extraverted and conscientious as they have more exposure. They are equally less apprehensive, less antagonistic and less impulsive. Private college students are generally seen sharing many things amongst themselves, which shows their thoughtfulness. They
are almost generally perceptive and solicitous. They are much driven by goal-directed determination with the capacity to position an accessible objective.

- Residence does influence traits of personality but not so very much. On the other hand, it provides multifarious chances for the students to augment their individual differences and are motivated to a greater extent to participate in many activities oriented to intellectuality. The more the students are exposed to a different pedestal, the more they become conscious about their personality. Hence, many changes are brought in only through the sources other than area of residence.

- B.A. students have high conscientiousness mean score than B.Com. and B.Sc. students. The greatest advantage with the students of arts is that they are round the clock lively. They are determined to live life for the sake of living. They almost have an aesthetic sense in all the spheres of life. They are inclined towards giving importance by what the heart says and not the brain. They may be a bit emotional when compared with commerce or science stream. They definitely have a sense of dignity and decency more than that of their peers. They are filled with characteristic traits such as conviction, philanthropy, compassion, friendliness etc. Their agreeableness is very high and has a propensity to be more obliging.

- First birth order students have high conscientiousness mean score than second and third and above birth order students. Generally, second or third and above birth order students fall prey to their own misconceptions. They are on the sudden drift of sulkiness, glumness and poignant volatility. They are high in this trait and are predisposed to undergo nervousness, apprehension, and tetchiness. First birth order students are low in this trait and are inclined to be steady as well as firm and emotionally pliant and flexible.
Female students have high internal locus of control mean score than their counterparts. Male students are, nonetheless, extensively more internally leaning than female students on a subscale connected to the conviction in chance, while female students are considerably more internally inclined towards their level of determination than boys. Male students normally are not as much of assured about their aptitude to persuade the upcoming events. The important sequel related with locus of control is self-esteem. Whichever achievement ascribed to exterior factors can generate a sense of gratification and buoyancy. The results further reveal that male students ascribe their accomplishment to themselves and consider external factors to be responsible for their standpoint. Female students presume accountability for the negative consequences of their actions. Samayalangki Nongtdu and Yodida Bhutia (2017) supported the results of the present study.

Private college students have high external locus of control mean score than government college students. Private college students have confidence in their abilities, whereas government college students, due to their congenital lack of self-confidence, remain for corroboration of their deeds from their atmosphere. An individual has ascertained his admission mostly through monetary stability. Those who study in private colleges has substantial financial stability, whereas students from studying in the government sector cannot be attributed so. As there is not much to bother, private college students are generally mentally healthier. As a result, they deploy all the safest approach to fight against anxiety. But ironically, the students in government colleges whose level of external locus of control is lesser than the that of the private colleges can enjoy greater restraint, acculturation, astuteness, fortitude and vigor. The students who have high level of external locus of control consider that they can sway or manipulate situations. These people with high level
of external focus of control are victorious at work but usually censure if something goes wrong: they explicate a dearth of performance and outcomes.

- Area of residence was not significantly differed in their external locus of control. Graduate students with external locus of control irrespective of the residential area have an attitude to contribute culpability to the external forces and factors for their Plight. More than believing in themselves or their efforts, they attribute glory and acclaim to fortune for any achievement. They are not aware of the fact that they can change their circumstances through their own striving. Recurrently they undergo a feeling of being desperate or incapable and ineffective in the countenance of complicated circumstances. Generally speaking, situate of residence determines and distinguishes the type of locus of control. It is generally inferred that the students of the rural area may possibly have an external locus of control. Students belonging to the urban area may have an internal locus of control. But because of the advent of modern technology and gadgets, both rural and urban students almost have a similar mentality in many of the aspects related to Locus of control. As students realize and are aware of the accountability in their work and in the tasks, a translucent execution and some elevated expectations determined on them, they tend to administer the work successfully.

- B.Sc. students have high internal locus of control than B.A. and B.Com. students. A person having internal locus of control have a propensity to be psychologically improved than a personage with external locus of control. Individuals with an internal locus of control are foreseen to engage in their activities more than their peers because their skewed likely interests are higher and B.Sc. students fall determinately in this category. In contrast, we expect the little relationship between students of the other two streams (B.A. and B.Com.) and locus of control because
their activities and their nature mostly accrue to exterior factors rather than what is happening internally. B.A. and B.Com. students are more with an external locus of control as they undergo apprehension because they consider that they are not in being in command of happenings of events in their lives. Generally speaking, students belonging to Science streamline undergo many experiences in their lives and naturally they tend to the practice of considering they are liable for what occurs in their life. Students of B.Sc. streamline undoubtedly believe that it is, necessarily, up to them to succeed. The other two streamlines of students believe that fortune, destiny, or situation would more probably determine would or would not become triumphant, more than brilliance of their personal strife. Samayalangki Nongtdu and Yotida Bhutia (2017) supported the results of the present study.

- First birth order students have high internal locus of control than second and third birth order students. Locus of control though it is a latent personality element, it is wrought by childhood occurrences. Students brought up in an ambience which made them buoyant and independent normally are shrewd enough to learn the relationship between behavior and their consequences and so they have an acute internal locus of control. In general, students with an internal locus of control as and when they grow up explicitly show high levels of psychological strain. The major explanation for these is that children with a more internal locus of control conduct themselves as adults as they possess more confidence in their capability to control outcomes through their own behavior. They possess higher self-esteem too. Child with first birth order undergoes a lot of untold ordeals. The care they get till the next child is born shirks out and so they become rough by behavior and by heart retaining the softness of the heart. They could easily sympathize and empathize with all those who suffer. These firstborn students presume a personal liability and
authority over what happens to them. When there is a countenance by them for new-
fangled and erratic circumstances, they believe their capability to manipulate it, and so the indefinite situation emerges less intimidating. Self-sufficiency is a significant prominent factor in how to fit they cope with a demanding and unsure circumstance. Whereas second and third birth order students are a bit playful attributing the blame on the external forces for the happenings in life. They are more petted and pampered by their parents and also by the elders in the family for the reason that they are the youngest in the family. Hence, they have more of dependability and are not as courageous as the first birth order children.

- Female students have high emotional intelligence mean score than male students. Female students generally excel in the spheres of interpersonal relationships, empathy and social responsibility, which make them fit enough with emotional intelligence. Females exhibit more adroitness in governing emotions. Sporadically, females display pre-eminence at emotional awareness and empathy, while males exhibit superior emotion directive. Female students have the highest advantage of adaptability and also have more organizational awareness. Generally, female students have more self-awareness and empathy.

- Government college students have high emotional intelligence mean score than private college students. Government college students are adepts in governing social skills. They are filled with cognitive empathy as having the ability to realize how others see things; emotional empathy, they have the ability to feel the same feeling what the other person feels; They also have concern and sympathy - they are always ready to help someone in need. All these are possible with the students of government college as they know the reality and difficulties of others.
- Area of residence was not significantly differed in their emotional intelligence. Graduate students irrespective of whether they belong to the rural or urban area, collectively establish their expertise in perceiving and expressing themselves. They build up and uphold social relationships in the same manner. They cope with confrontations, manage anxiety and make better choices. They utilize emotional information in an efficient and significant manner. They excel almost equally in emotional intelligence.

- B.Com. students have high emotional intelligence mean score than B.A. and B.Sc. students. Commerce students generally challenge intellectual capacity, creativity and analysis while Arts and Science students culminate of all those. Arts students have adroitness in critical, argumentative and creative skills. Commerce students excel in their own ways from dependence to autonomy in their thought process and attitude. Since problem-solving ability is expected more from commerce students, they keep their mind tuned in the manner which caters to the needs of emotional intelligence.

- First birth order students have high emotional intelligence mean score than second and third birth order students. The firstborn child appears to have power, whereas always that becomes the opportunity for the threat of abuse. Authority is more restrained fixation. Usually, firstborn kids can generate empathy. It's what really sparks the ignition in the engines of negotiation. Firstborn students have empathy and the ability to build up a rapport and permits them to fabricate influence with others rapidly. Generally, as they grow, firstborn students ensure themselves that self-esteem never is reliant on the opinions of others. Because of these qualities, their emotional intelligence is at the level of excellence.
- Female students have high academic achievement mean score than their counterparts. Female students apparently hold appreciable self-regulation. They have disciplined conduct, waiting for their turn in life, paying attention, listening to and following elders’ instructions, and they are restrictive from blurting out. These become most academically supportive qualities and as well as becomes the cause for success in academic life. Male students spend more time in things other than academics and tend to read instead of studying. In comparison, girls study instead of reading. Male students take almost double the amount of time completing any academic task whereas girls do it in a systematic manner which makes them more academically strong. The extrovert behavior of male students makes them not to sit in a place and study. Male students tend to keep on being active socially. In contrast, it is the general tendency of female students generally to remain indoors and keep them academically busy, which becomes the pivotal reason for the rate of academic achievement to be higher than that of male students. Shailendra Singh (2015) supported the results of the present study.

- Government college students have high academic achievement mean score than private college students. Generally, students who study in government colleges are the students whose financial background is challenging. They are the ones who aspire to excel in life with less expenditure and take in admission in government colleges. The higher the rate of their responsibility, the greater their efforts are. At the same time, the students of private colleges are the ones who are generally petted and pampered by their parents and guardians, who are facilitated by the family in all aspects. Since there is a system to back them up, their dependency increases, thereby making them a bit sluggish in their attitude to achieve. The mechanism of being dependent makes them less objective oriented and less productive.
Area of residence was not significantly differed in their academic achievement. In this current scenario, the entire earth has become a global village. Nothing remains unique in the aspect of residence being situated in either rural or urban. Almost all the areas are tech embedded and are fully digitalized. All electronic gadgets and the accessibility of these gadgets make life simple and easier for all the people both in rural and urban. Hence, the technology adopted by students of both urban and rural is almost similar, which ascertains uniformity in the influence that it has made area wise.

B.Sc. students have high academic achievement mean score than B.A. and B.Com. students. Students hailing from science streamline generally tend to have a scientific attitude and more of enthusiasm towards studies than arts or humanities streamline. This fact is ascertained by choice of grouping made during their higher secondary schooling. Students with an excellent scheme of marks choose science streamlines such as B.Sc. Chemistry, Physics, Mathematics, Statistics, Computer Science, etc. and the ones with fewer marks would have opted Arts and Commerce. These students who have a propensity to excel well in their subjects generally are science streamliners.

Birth order doesn’t determine what we are. It is brain order which determines what we are. In whichever order is a child born, the efforts, the level of aspiration, the concern towards self-development and the self-urge makes a person to come up and excel in life than any other reason. The development of a person depends upon how much are their performance-oriented and how much they are nurturing their competitive instincts. Since birth order need not necessarily be an influence or a matter to play a vital role in academic achievement.
Student’s academic achievement includes his ability in academic performance. This achievement has many dimensions and it is convolutedly related to the development of the student cognitively, emotionally, socially and psychologically. In the contemporary aggressive and high-spirited milieu, where students are expected to perform multiple roles simultaneously with competence and efficacy, it is exceedingly considered necessary to widen their correct and positive attitude along with emotional intelligence towards the concealed intricacy of life and the process of education. The students with high level of academic achievement are emotionally more intelligent. Since by nature, they are intelligent, their postponement of academic tasks doesn’t pose a threat to their achievement. Academic achievement implies that the students obtain knowledge, proficiency and the expertise that the teacher frames as an objective for the student to attain. Academic achievement is generally considered from the inference of results procured from examination. Nowadays, students, due to the advent of technology augmentation, spend their time mostly with electronic gadgets, postponing their academic tasks. But at the same time, since they are capable of governing their emotional intelligence very well, they know to handle things more smartly. They even consider doing the work at the neck of the moment, as an adventure. The beauty in it is that they successfully succeed in those ventures.

Students having openness are characterized by a lot of profound thoughts and imminence. They have a propensity towards a wide variety of interests. They are inquisitive to explore and relish the innovative experience. They are inclined to be more courageous artistic and ingenious. Though they are filled with the wonderful component called openness, the procedure adopted in the measurement of achievement test determines the outcome of academic achievement. Like as in the
case of students being Conscientiousness, the components include contemplation, consideration, good urge management, and achievement-oriented behaviors. Conscientious students have the propensity to be well-thought-out and structured. But being contentious doesn’t guarantee them that their academic achievement would be at a surpassable level. Students with quality of Extraversion is categorized and considered by enthusiasm, friendliness, loquaciousness, belligerence, and emotional perspicuity. They are implied to gain vigor in societal ambience. They are keyed up and excited. Their extraversion doesn’t anywhere interfere with academic achievement in general. Students with agreeableness have qualities such as conviction, philanthropy, benevolence, gentleness, and fondness. Students with agreeableness are inclined to be cooperative. These qualities support and aid them to comply with the procedures towards academic achievement. But they also do not assure excellence in academic achievement. Students who excel in all the other four traits, they possess less of Neuroticism and exhibit steady and psychologically pliant. All these personality traits are probably going to impact the achievement of students. But when it comes to academic achievement, there is no necessity for this factor to be affected by the traits of personality. There is evidence in everyday life that academic performance does not depend on any of these factors. Students who excel in their classes necessarily do not secure the best place in board exams and vice-versa. Thus, academic achievement need not be significantly be related to all these personality traits.

- Students with an external locus of control have the propensity to see their accomplishment or disappointment in command of exterior aspects such as destiny, probability or fortune. Because they reason out their victory and disappointment to destiny or likelihood, they are inclined to lack perseverance and determination.
They hold external factors responsible for their circumstances either to be a winner or a loser. They never have faith upon themselves to bring transition in their life through their own endeavors. And as they are not much bothered about the schemata of things occurring in their life, they do not have an optimistic attitude about their own performance.

- Graduate students who have the characteristics of self-awareness, self-regulation, motivation, empathy and social skills are acclaimed as individuals with high level of emotional intelligence. They usually employ a self-assured style of correspondence. They analyze and respond. They never retort to the conflict in an impulsive manner in their daily routine even normally. They make the most dynamic and lively listening skills. They are always highly motivated by governing ways to sustain a positive attitude. They exercise self-awareness. As they can distinguish and be acquainted with, comprehend, administer and deal with their own emotions and the emotions of others, they have surplus time to invest intellectually and academically. All the more they have more ability to sync peace and harmony with all their activities which assures them their academic achievement. The students who have more or high level of emotional intelligence do definitely excel in their academics. Students with a high level of emotional intelligence explicitly in the spheres of interpersonal skills, intrapersonal skills, flexibility, general behavior and conduct, and trauma governance skills have a propensity to have acclaimed academic performance.

5.3. Recommendations

Graduate students are wealth and future of the nation. Because they have attained maturity, developed requisite academic caliber, and are energetic. Hence, they can play a
decisive role in the progress of society. The following are the recommendations of the present study.

- Academic procrastination is a big problem in higher education institutions. It can decrease the quality output from graduate students in their academic achievement. The leading cause for academic procrastination is set to be indecision and lack of motivation among graduate students. The higher education institutions can see that the bigger academic tasks can be given in the form of smaller tasks with properly spaced out deadlines and provide supportive feedback. This can reduce the anxiety associated with doing bigger academic tasks among graduate students.

- There should be student-friendly atmosphere along with the well-furnished library, laboratory, resource center, modernized classrooms, sports facilities, provision of counsellors, etc. in the colleges.

- Teachers can organize outdoor activities for graduate students such as excursions, camps, community services, etc. to nurture and develop a better internal locus of control, emotional intelligence, personality traits and can help in overcoming procrastination tendency.

- Seminars/Workshops can be organized for graduate students on big five personality traits. The workshop sessions can focus specifically on how to nurture right amount of extraversion; how to be agreeable to teachers, parents, friends and others; how to improve the quality of wishing to do one’s own work efficiently; how to strengthen emotional stability; and how to nurture open-mindedness.

- The colleges can organize exhibitions; wherein there can be a display of posters showcasing the contributions of youth icons in different fields. This can inspire the graduates from different disciplines to excel in academics and contribute to the development of society.
- The universities/colleges can organize workshops to promote better study skills and time management among graduate students.

- Teachers can create awareness among graduate students to develop and promote an internal locus of control. In this regard, they can screen documentaries on great personalities who believed in themselves.

- Once in a month, the library of higher education institutions can have 1-hour library session for graduate students where case studies on great personalities can be presented. This can help students to develop an integrated personality.

- Students should utilize different strategies of time management to lessen their procrastination behaviors. Such strategies incorporate defining objectives before activities; distinguishing and keeping away from time squanderers; deciding to concentrate on significant needs; building up the habit of doing it now as opposed delaying each task that needs earnest attention and abstaining from being workaholic.

- The higher education institutions can give due weightage for conducting curricular and co-curricular activities along with academics. This can help the graduates to strengthen in all the aspects of personality.

- Education with an included bit of leeway of participation in co-curricular activities is the central factors which have added to the incredibly high emotional intelligence among students.

- Teachers should conduct written tests and oral tests consistently by making a reasonable assessment of the students that could be of incredible value in the evaluation of academic achievement.

- Healthy college environment ought to be guaranteed to urge students to have an increasingly internal locus of control.
• The higher education institutions can incorporate Yoga and Meditation in their curriculum for developing emotional intelligence which plays a significant role in every part of life.

• Institutions can arrange career guidance for graduates. This can make graduates be aware of their skills and how to apply them in the workplace.

• The universities/colleges can conduct training programs for graduate students to elude procrastination and to develop an interest towards academics.

• Appropriate provision should be made for training of emotional intelligence in higher education institutions.

• The higher education institutions can organize seminars and conferences and encourage the graduates to present papers. This can boost their confidence, improve communication skills, social skills, in addition to academic excellence.

5.4. Suggestions for Further Research

1. The present study may be carried out in other districts of Telangana.

2. The present study may be extended to postgraduate students.

3. The present study may be extended with some more demographic variables.

4. The present may be replicated on a large sample.

5.5. Conclusion

Based on the results of hypotheses verification, it can be concluded that academic procrastination was not correlated with academic achievement, personality traits was not correlated with academic achievement, internal locus of control and external locus of control were not correlated with academic achievement, and emotional intelligence was correlated with academic achievement of graduate students. The finding of the present study may help educational experts and thinkers to understand better the collective influence of academic procrastination, personality traits, locus of control and emotional
intelligence on academic achievement of students pursuing graduation. Accordingly, the present study may enable them to contemplate over the re-designing teaching strategies, motivating the graduate students to overcome their deficits and enhance their academic performance and contribute to the learning society. The present study can be of immense help for the future researchers, psychologists and educationists in promoting and providing a newer delivery system in graduate level. The present study will help to give a lot to the current education system and generations.