SYNOPSIS ON THE POST DOCTORAL RESEARCH OF
ACADEMIC PROCRASTINATION, PERSONALITY TRAITS, LOCUS OF
CONTROL AND EMOTIONAL INTELLIGENCE AS CORRELATES OF
ACADEMIC ACHIEVEMENT OF GRADUATE STUDENTS

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Academic Procrastination, Personality Traits, Locus of Control and Emotional Intelligence as Correlates of Academic Achievement of Graduate Students

SYNOPSIS

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Academic Procrastination

Perhaps the most common type of procrastination is academic procrastination. It is a propensity to put off or delays in learning exercises. It is a postponement in errands or activities related or dependent on learning and studying. It could be considered as a maladaptive behavior that can cause psychological distress on students. Nowadays, it is a typical issue among university/college students. Since they have bunches of activities, yet they have constrained time. In spite of the way that they aware this is harming their academic performance; they don’t stop it easily.

Big Five Personality Traits

The trait theories of personality have since quite a while ago endeavored to pin down decisively how many personality traits exist. Earlier theories have proposed a different number of possible traits, including Gordon W. Allport's list of more than 4000 personality traits, Raymond B. Cattell's 16 personality factors and Hans Eysenck's three-factor theory. However, numerous researchers felt that Cattell's theory was excessively convoluted and Eysenck's was excessively constrained in scope. Therefore, the five-factor theory emerged to depict the essential traits that serve as building blocks of personality.

Today, numerous researchers accept that there are five core personality traits. Evidence of this theory has been developing for a long time, starting with the research of Donald W. Fiske (1949) and later developed by other researchers like Warren T. Norman (1963, 1967), Smith (1967), Lewis R. Goldberg (1981), Robert R. McCrae & Paul T. Costa (1987), John M. Digman (1990), and Oliver P. John & Sanjay Srivastava (1999).

One of the most famous originations of personality today, which lays on the presumption of a particular number of basic personality dimensions, is Paul T. Costa and Robert R. McCrae's five-factor theory (also alluded to as "The Big Five/Big 5"), this theory
opines that there are five broad personality dimensions. The ‘Big Five’ dimensions that have risen up out of factor analyses of peer and self-ratings of personality descriptors are: Openness to Experience (O), Conscientiousness (C), Extroversion (E), Agreeableness (A), and Neuroticism (N). These are represented by the acronym OCEAN or CANOE. Each dimension exists as a continuum and an individual's personality can lie anytime on that continuum for that specific trait. This five-factor model of personality interact to shape human personality. Note that each of the five personality factors represents a range between two extremes like high and low. In reality, many people lie somewhere in between the two polar ends of each dimension.

Though many theories are accessible regarding personality, the researcher selected the ‘Big Five-Factor Model of Personality’ for the present study.

Locus of Control

The concept ‘Locus of Control’ was developed in 1954 by Julian B. Rotter. He initially named this concept as Locus of Control of Reinforcement. Locus of control refers to a generalized belief that a person can or cannot control his or her own destiny (Rotter, 1966). According to Julian B. Rotter (1990), Locus of Control can be divided into two separate sources of control: Internal locus of control refers to the degree to which persons expect that a reinforcement or an outcome of their behavior is contingent on their own behavior or personal characteristics. External locus of control refers to the degree to which persons expect that the reinforcement or outcome is a function of chance, luck, or fate, is under the control of powerful others, or is simply unpredictable.

Emotional Intelligence

The term ‘Emotional Intelligence’ was coined by John D. Mayer of the University of New Hampshire and Peter Salovey of Yale University in 1990 to describe a person’s ability to understand his or her own emotions and the emotions of others and to act appropriately based on this understanding. Then in 1995, this term popularized by psychologist Daniel Goleman with his book “Emotional Intelligence: Why It Can Matter More Than IQ?”. Emotional intelligence helps the individual in the recognition and regulation of emotions in oneself and others for better understanding and change in accordance with oneself as well as other people by making use of the emotional and social skills related with such type of intelligence.

Academic Achievement

Academic achievement is the extent to which a student, teacher or institution has attained their short- or long-term educational goals. It alludes to what a student has
accomplished in various subjects of studies, over the span of academic year. Academic achievement of a student depends not only upon their abilities but also on the atmosphere within the family and school/college. Lack of favorable atmosphere leads to negative feelings and attitudes, which in turn affect it. Academic achievement relies on assumption that there are contrasts inside a student from time as behavioral oscillations. Academic achievement of a similar individual varies now and again, starting with one class to then onto the next and starting with one educational level to another. Academic achievement of students has been a top concern to educationist since time immemorial. Nowadays, academic achievement is the main concern of the teachers, students and parents. In our contemporary society, the success or failure of a student is profoundly delineated by academic achievement. Going higher up in social status through academic achievement is universally accepted. Thus, academic achievement plays an important role in education.

**Importance of the Study**

Procrastination on academic tasks is a quite common issue affecting the learning and achievement of graduate students. It might influence graduate students’ personality traits and their learning since it affects organizational behavior, self-control and self-efficacy. Personality is viewed as a significant individual resource in academic settings and assumes a noteworthy role in students’ academic performance. Therefore, academic procrastination and personality traits are seen as significant factors influencing learning and achievement of graduate students and have a solid connection with them. In addition, locus of control and emotional intelligence impacts academic performance of graduate students. Locus of control directly influences academic achievement of graduate students. At the graduate level, emotional intelligence causes students to cope and manage with the demanding nature of the college and also it is stimulus academic achievement of graduate students. Achievement in academics in terms of scoring good marks in tests and examination has been kept as the prime parameter by the society as a whole in judging the academic caliber of graduate students. Keeping in view, the researcher took up this study.

**Title of the Study**

‘Academic Procrastination, Personality Traits, Locus of Control and Emotional Intelligence as Correlates of Academic Achievement of Graduate Students’.

**Operational Definitions of Key Terms**

- **Academic Procrastination:** it is defined as a nonsensical postponement in performing academic tasks expected of students.
• **Personality Traits**: it refers to those elements that help in the formation of personality. These are unstable in nature and expressed in one’s behavior.

• **Locus of Control**: it alludes to degree to which individuals feel that they have control over the events that impact their lives.

• **Emotional Intelligence**: it is the capacity to distinguish and deal one’s own feelings and of others.

• **Academic Achievement**: it is a result of the instruction gave to the students in colleges which is determined by the marks/grades secured by the students in the exams.

• **Graduate Students**: the students who haven’t got yet degree or pursuing a degree course and they have finished their intermediate course.

**Objectives of the Study**

1. To study the level of academic procrastination of graduate students.

2. To study the level of personality traits of graduate students.

3. To study the level of locus of control of graduate students.

4. To study the level of emotional intelligence of graduate students.

5. To study the level of academic achievement of graduate students.

6. To find out the difference in academic procrastination, personality traits, locus of control, emotional intelligence, and academic achievement of graduate students in terms of gender, type of college, area of residence, course of study and birth order.

7. To study the relationship between academic procrastination and academic achievement of graduate students.

8. To study the relationship between personality traits and academic achievement of graduate students.

9. To study the relationship between locus of control and academic achievement of graduate students.

10. To study the relationship between emotional intelligence and academic achievement of graduate students.

**Hypotheses of the Study**

1. There would be no significant difference in academic procrastination of graduate students with regard to gender.

2. There would be no significant difference in academic procrastination of graduate students with regard to type of college.
3. There would be no significant difference in academic procrastination of graduate students with regard to area of residence.
4. There would be no significant difference in academic procrastination of graduate students with regard to course of study.
5. There would be no significant difference in academic procrastination of graduate students with regard to birth order.
6. There would be no significant difference in personality traits of graduate students with regard to gender.
7. There would be no significant difference in personality traits of graduate students with regard to type of college.
8. There would be no significant difference in personality traits of graduate students with regard to area of residence.
9. There would be no significant difference in personality traits of graduate students with regard to course of study.
10. There would be no significant difference in personality traits of graduate students with regard to birth order.
11. There would be no significant difference in locus of control of graduate students with regard to gender.
12. There would be no significant difference in locus of control of graduate students with regard to type of college.
13. There would be no significant difference in locus of control of graduate students with regard to area of residence.
14. There would be no significant difference in locus of control of graduate students with regard to course of study.
15. There would be no significant difference in locus of control of graduate students with regard to birth order.
16. There would be no significant difference in emotional intelligence of graduate students with regard to gender.
17. There would be no significant difference in emotional intelligence of graduate students with regard to type of college.
18. There would be no significant difference in emotional intelligence of graduate students with regard to area of residence.
19. There would be no significant difference in emotional intelligence of graduate students with regard to course of study.
20. There would be no significant difference in emotional intelligence of graduate students with regard to birth order.

21. There would be no significant difference in academic achievement of graduate students with regard to gender.

22. There would be no significant difference in academic achievement of graduate students with regard to type of college.

23. There would be no significant difference in academic achievement of graduate students with regard to area of residence.

24. There would be no significant difference in academic achievement of graduate students with regard to course of study.

25. There would be no significant difference in academic achievement of graduate students with regard to birth order.

26. There would be no significant relationship between academic procrastination and academic achievement of graduate students.

27. There would be no significant relationship between personality traits and academic achievement of graduate students.

28. There would be no significant relationship between locus of control and academic achievement of graduate students.

29. There would be no significant relationship between emotional intelligence and academic achievement of graduate students.

**Research Methodology**

The researcher adopted normative survey method for the present study to find out the academic procrastination, personality traits, locus of control and emotional intelligence as correlates of academic achievement of graduate students. The population of the present study includes all the degree colleges (affiliated to Satavahana University) in Karimnagar District, Telangana. The population of final year graduate students is 10,938 for the year 2018-19 from 39 colleges. Out of 39, 7 colleges are government and remaining 32 colleges are in private management. The stratified random sample included 386 graduate students.

In this study, academic achievement is dependent variable; academic procrastination, personality traits, locus of control, emotional intelligence are independent variables. The data were collected through the following tools: Academic Procrastination Scale (APS-GSBL) developed by Dr. Savita Gupata & Liyaqat Bashir, Big Five Personality Inventory (BFPI) developed by the researcher, Locus of Control Scale (LCS-NSBY) developed by Samayalangki Nongtdhu and Dr. Yodida Bhutia, Sevenfold Emotional Intelligence Scale.
(SEIS-KS) developed by Dr. Sarabjit Kaur, and 5th Semester Grade Point Averages (SGPAs) secured by the B.A./B.Com./B.Sc. final year students in the academic year 2018/19 in their examination under Choice Based Credit System (CBCS) was considered as academic achievement. The data were analyzed using Percentage, Mean, Standard Deviation (SD), t-test and F-test, Pearson’s Product Moment Correlation Coefficient (r), Multiple Regression.

Limitations of the Study

- This study is limited to Karimnagar district of Telangana State only.
- This study is limited to 386 final year graduate students only.
- This study is limited to academic year 2018-19 final year graduate students only.
- Only 5th semester SGPAs were taken for the purpose of academic achievement.

Findings of the Study

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.

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.

Suggestions for Further Research

• The present study may be carried out in other districts of Telangana.
• The present study may be extended to postgraduate students.
• The present study may be extended with some more demographic variables.
• The present may be replicated on a large sample.

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.