CHAPTER -I
INTRODUCTION

1.1. Introduction

Education is a man-making process during which learning starts from the womb to tomb. The capabilities and potentials of an individual to become a successful citizen in society. *Kothari Commission* states the destiny of the child is shaped in the classroom. Thus, education is the only thing which leads to the social and economic development of the nation. It is an essential factor in attaining swift financial and technical augmentation. Education by making the people into pioneers goes about as a determiner of the progress of any country regarding social, economic, technological, and scientific development. It further transmits the legacy and ethnicity of the precedent to the current exactly as future. Education is believed that every person is born with latent talents. The development of these talents is conceivable just through education which is imparted with quality. This is significant as it goes about as a great instrument in bringing social, political, economic, scientific and cultural transmission of a person. The purpose of education is to make the right relationship, not only between individuals but between the individual and society.

1.2. Higher Education in India

Higher Education has for some time been seen as a huge factor to the social, cultural and intellectual life of society by improving the quality of individual experience. With such a considerable number of aspirations, young generation venture into the field of higher education after twelve years of schooling. It empowers individuals to extend their knowledge and skills, express their thoughts, handle abstract concepts and theories, and increase their understanding of the world and their community. Also, it enables the youth to fulfil urgent needs of an economy and fabricate their ability to adjust to transcending scientific and technological development.
The younger generation of India has a vast appetite for higher education. Since the time of Independence, Higher Education in India has seen an enormous in the quantity of Universities or University level Institutions and Colleges. As of February 2017, in India, there are 789 universities, 37204 colleges and 11443 independent institutions. India currently has the largest higher education system in the world to the extent the number of institutions, and the 2nd largest to the extent the number of students. By 2020, India will have the largest tertiary-age populace in the world and will have the 2nd largest graduate talent outcome globally, after China and leading the USA.

Higher Education in India has been undergoing massive changes during the post-globalization period. Indian society's expectations from higher education have kept changing with different social concerns, economic situations, and political conditions. Increasing competition, demands accountability, and higher volumes of available information are improving the functioning of institutions of higher education. Because of this, the institutions have to focus on quality concerns to stand out in the society locally, nationally and globally.

1.3. Procrastination

The vast majority of the people would concur that they have been delaying their task at least a few times throughout their life. This task of delaying is Procrastination. The term "procrastination" is derived from Latin word ‘procrastinare’, pro-, 'forward', with -crastinus, 'till next day' from "cras", 'tomorrow'. Procrastination is the act of pointlessly delaying decisions or actions. It is the avoidance of carrying out a task that should be accomplished by a certain deadline. It is a propensity which is seen in many individuals to the extent researchers accept that it is one of the inherent tendencies of human beings.
1.4. Types of Procrastinators

Everyone procrastinates in completing some of the obligations and errands in their life. Procrastinators are very much aware of the tasks they need to do, but they failed to carry out or finish the task opportune because of procrastinating behaviors. However, not all procrastinators procrastinate to a comparable degree, so we separate between:

- **Chronic Procrastinators** - individuals who have constant problems to handle or finish tasks on schedule.
- **Situational Procrastinators** - individuals who delay work just on explicit tasks.

Prof. Joseph Ferrari breaks down our time-wasting tendencies into three subtypes.

1. **Thrill-seekers:** These are the ever-confident folks who firmly believe they "work better under pressure." The likely truth, according to him, is they simply like the thrill of scrambling to get things done at the last minute.

2. **Avoiders:** This group includes wafflers who either don't have a lot of confidence in their decision making and hope by putting off choosing others might decide for them, or those who enjoy the feeling of being able to stand in judgment of others without committing to any course of action themselves.

3. **Indecisives:** Most of us would call this type of person a perfectionist - they put off doing things because they fear not being good enough. A variation of this type is those that fear success itself and the spotlight and the elevated expectations it brings.

1.5. Is Procrastination a Disease?

Procrastination isn’t a disease; anyway, it may be linked to depression or low self-esteem. Generally, it is a behavioral pattern that is basic to individuals and can likewise be found in animals. Sometimes it is reasonable to delay tasks as a part of prioritization. Nonetheless, if this propensity develops and turns out to be more and more present in one’s life, it is a terrible sign. Chronic procrastination can prompt extreme consequences.
in society’s point of view and your self-regulation. That is the reason it is essential to know how not to procrastinate.

Extreme procrastination implies that a person can’t finish necessary tasks because of evasion. It might result in anxiety and stress that prompts a severe procrastination problem. When it comes to severe procrastination, there is an advantage using cognitive behavioral therapy to battle this propensity and find the reasons for it. However, it isn’t the only procrastination cure. You can beat this problem on your own with conscious endeavors, organizational skills training, and some cognitive training.

1.6. How to Stop Procrastinating

Procrastination is a common issue among everyone. This may appear not very serious, but the outcomes can be very dramatic. It is bad when it impacts your life and the capacity to manage with everyday obligations. That is the reason it is better to start your beating procrastination journey as early as possible. Use the given following tips for procrastination every day and after some time you’ll notice a huge change in your routine.

- Take a deep breath and begin
- Have the right attitude
- Break it down into smaller tasks
- Put aside the interferences
- Decide on a reward when you’re done

1.7. 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.

1.8. 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.

1.9. 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.

1.10. 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.
1.11. 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.

1.12. 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.

1.13. Title of the Study

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

1.14. 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.

1.15. 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.

1.16. 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.
1.21. Chapterization

The entire thesis is divided into 5 chapters.

Chapter-I: Introduction

Chapter-II: Review of Related Literature

Chapter-III: Methodology

Chapter-IV: Analysis and Interpretation of Data

Chapter-V: Findings, Discussions and Conclusion