CHAPTER -II
REVIEW OF RELATED LITERATURE

2.1. Introduction

The review of related literature is a noteworthy part of the research. It provides an idea to the researcher about different studies conducted, method adopted, sample taken and findings. This helps the researcher to find the research gap and rationale. The purpose of the review is to expand the context and background of the study, to help further understand the problem and define to a problem explicitly and also provides a strong basis for the development of objectives and subsequent hypotheses. It gives proper guidelines to the researcher regarding the procedure to be followed in the present study. The chronological order has been followed in the presentation of reviews.

2.2. Studies Related to Academic Procrastination

Sasi Kanta Dash and Ramaprabou (2018) studied academic procrastination and self-efficacy among college students. The purposive sample consisted of 80 professional, arts and science college students in and around Union Territory of Puducherry. t-test analysis indicated a significant difference in self-efficacy of college students based on academic streams and no significant difference in academic procrastination of college students in terms of academic streams. Correlation analysis found an inverse correlation between academic procrastination and self-efficacy.

2.3. Studies Related to Personality Traits

Rama Maikhuri and Shilpi Negi (2019) studied personality as a determinant of collegegoing youth. The simple random sample included 100 degree college students in Dehradun district. Result found that urban female students were better in openness to experience and agreeableness than rural female students, urban female students were better in openness to experience and agreeableness than urban male students, rural male
students found to be more neurotic than urban male students, and there was no significant difference in big five personality traits between rural male and rural female students.

2.4. Studies Related to Locus of Control

Ramya and Thulasidharan (2020) conducted a study on locus of control among college students. A sample of 120 B.A./B.Sc./B.Lis./B.Com., M.A./M.Sc./M.Lis./M.Com. students was selected through convenience sampling technique in Kottayam district. t-test analysis indicated that there was a significant difference in the powerful others dimension of locus of control among college students on the basis of gender and course of study and there was no significant difference in the internal control and external control dimensions of locus of control among college students with respect to gender and course of study.

Arti Subhashrao Thale (2017) conducted a study of locus of control and anxiety among male and female graduate students. The purposive sample included 100 graduate students in Aurangabad. The age range of participants was 18-24 years. t-test analysis indicated a significant difference in locus of control and anxiety of graduate students on the basis of gender.

Abdul Raffie Naik (2015) investigated locus of control among college students of Gulbarga city. The study was conducted on the sample of 171 B.A. and B.Sc. students. Mann-Whitney U test revealed that there was no significant difference in locus of control among college students in terms of sex, course, and locality.

2.5. Studies Related to Emotional Intelligence

Subhashini Akurathi, Swathi and Ravi Kumar (2019) conducted a study on the effect of demographic variables on emotional intelligence: a study on college students in Visakhapatnam. The random sample consisted of 116 graduate and postgraduate students in the vicinity colleges of Visakhapatnam city, A.P. F-test analysis indicated a significant difference in emotional intelligence domain i.e. sensitivity of students based on socio-
economic status and qualification and a significant difference in emotional intelligence domain i.e. adaptability of students with respect to age and community. t-test analysis showed no significant difference in emotional intelligence of students based on gender.

Mukesh Kumar Panth, Agrawal and Arti Chaurasia (2015) compared a study of emotional intelligence and intelligence quotient and social intelligence between undergraduate students. The sample comprised 100 undergraduate students in N.M.V. Lalitpur, Uttar Pradesh. Results indicated that science students had more emotional intelligence, general intelligence and social intelligence than art students, boys had more emotional intelligence than girls, and girls had more general intelligence and social intelligence than boys.

2.6. Studies Related to Academic Achievement

Shailendra Singh (2015) conducted a study on the impact of anxiety on academic achievement of U.G. students. The quota sample consisted of 500 UG final year students from Banaras Hindu University, Sampurnanand Sanskrit University and Mahatma Gandhi Kashi Vidya Pith. t-test analysis indicated a significant difference in academic anxiety and academic achievement between UG male and female students. Correlation analysis revealed that there was a significant relationship between high, moderate and low anxiety with academic achievement.

2.7. Studies Related to Academic Procrastination and Academic Achievement

Vinothkumar, Kousalya and Vindya V. Rai (2016) studied moderating roles of hardiness and self-efficacy in the relationship between flow and academic procrastination on academic performance: a structural equation model approach. The stratified random sample included 170 undergraduate students. SEM analysis revealed that procrastination had a significant direct effect on performance and that self-efficacy plays a moderating role in the relationship between flow and procrastination on academic performance,
whereas hardiness is non-significant. Correlation analysis indicated that there was no significant relationship between academic performance and hardiness, there was a positive relationship between academic performance, flow, and self-efficacy, and there was a negative relationship between academic performance and procrastination.

2.8. Studies Related to Personality Traits and Academic Achievement

Robert TOMŠIK (2018) conducted a study on the impact of big five personality traits on academic performance of university students. The sample consisted of 402 first year of bachelor studies in the academic year 2014-15 in Slovak universities from Nitra, Bratislava, Banská Bystrica, Prešov, Trenčín, Trnava, and Žilina regions. Regression analysis revealed personality trait conscientiousness had been shown as a significant predictor of academic performance among university students but explained only 2.7% of the variance in GPA. Correlation analysis indicated personality trait conscientiousness was positively related to academic performance GPA.

2.9. Studies Related to Locus of Control and Academic Achievement

Samayalangki Nongtdu and Yodida Bhutia (2017) studied locus of control in relation to academic achievement of college students in Meghalaya. The stratified random sample consisted of 797 B.A., B.Sc., and B.om. 3rd year students from North-Eastern Hill University. Correlation analysis found a moderate positive relationship between external locus of control and academic achievement of students based on their gender, locale, and stream and a strong positive relationship between internal locus of control and academic achievement of students with respect to their gender, locale, and stream. t-test analysis revealed that there was no significant difference in external locus of control between gender, between locale, and between arts and commerce students and there was a significant difference in external locus of control between science and commerce, and between science and arts students, there was a significant difference in internal locus of
control between locale, between science and commerce students, and between science and arts students, and there was no significant difference in internal locus of control between male and female students and between commerce and arts students.

**Sabiha Alam Choudhury and Indranee P. Borooah (2017)** investigated locus of control and academic achievement of undergraduate college students of Guwahati city. Participants were 240 undergraduate students. Analysis of Variance revealed that there was no significant difference existed between the groups when sex and stream was taken together in their external locus of control. Correlation analysis indicated no significant relationship between external locus of control and academic achievement of students.

**2.10. Studies Related to Emotional Intelligence and Academic Achievement**

**Manish Agrawal and Md Nehajul (2017)** investigated predictors of academic performance: emotional intelligence and stream among graduate students. Participants were 207 graduate students in Aligarh District. Multiple regression analysis showed that emotional intelligence had a great significant positive impact on academic performance while stream had a minimal role in predicting academic performance. ANOVA indicated a significant difference in academic performance and emotional intelligence of graduate students with respect to stream. Correlation analysis found a positive correlation between emotional intelligence and academic performance. t-test analysis revealed a significant difference in academic performance and emotional intelligence of graduate students based on gender.

**2.11. Studies Related to Academic Procrastination and Personality Traits**

**Yogi Swaraswati, Rachmad Djati Winarno and Haryo Goeritno (2017)** studied academic procrastination of undergraduate students: the role of academic self-efficacy and the big five personality traits. The sample consisted of 207 (104 sophomores and 103 third year) undergraduate students of a Public University in the cities of
Semarang, Central Java, Indonesia. Correlation analysis revealed that agreeableness and openness were not related to academic procrastination, conscientiousness and academic self-efficacy had a significant negative relationship while neuroticism and extraversion had a significant positive relationship. Multiple regression indicated that academic self-efficacy and big five personality traits predicted academic procrastination significantly.

2.12. Studies Related to Emotional Intelligence and Personality Traits

Kantariya Ashokbhai Shefabhai (2018) attempted with a correlational study of emotional intelligence and big five personality traits among graduate and postgraduate students. The random sample consisted of 480 students from different colleges and departments of M.K. Bhavnagar University. Correlation analysis indicated emotional intelligence was correlated with extraversion, agreeableness, conscientiousness and openness to experience while emotional intelligence was not correlated with neuroticism.

2.13. Studies Related to Academic Procrastination and Locus of Control

Erjona Dervishaliaj and Gentiana Xhelili (Lepuri) (2013) conducted a study on academic procrastination and locus of control in graduate students. A convenience sample of 45 graduate students was selected from the Faculty of Human Sciences (13 students from the Department of Education and 32 students from the Department of Albanian Language and Literature) at the University of Vlora Ismail Qemali. PASW showed that there was a positive correlation between locus of control and academic procrastination.

2.14. Studies Related to Emotional Intelligence, Academic Achievement and Academic Procrastination

Meirav Hen and Marina Goroshit (2014) investigated academic self-efficacy, emotional intelligence, GPA and academic procrastination in higher education. A sample of 287 undergraduate students was chosen in a college located at Northern Israel through convenience sampling technique. Structural Equation Modeling analysis indicated that
emotional intelligence had a positive indirect effect on academic performance but a negative indirect effect on academic procrastination.

2.15. Studies Related to Personality Traits, Emotional Intelligence and Academic Achievement

Yoke Theing Chen and Chooi Seong Lai (2015) investigated personality traits, emotional intelligence and academic achievements of university students. Participants were 160 university students in Malaysia. Correlation analysis indicated that extraversion, agreeableness, conscientiousness and openness were positively correlated with emotional intelligence, neuroticism was negatively correlated with emotional intelligence, and emotional intelligence was insignificantly associated with academic achievement.

2.16. Conclusion

The above literature review enabled the researcher to build up a broad view of the nature of the interaction of the variables concerned by the present study. It helped the researcher to outline the objectives and hypotheses for this study. On the basis of reviews, the dependent variable and independent variables were selected. The following gaps have been identified by the researcher from the above reviews. The present study contrasts from the rest of the investigations in various ways. There was no study attempted up until now, which had the variables of academic procrastination, personality traits, locus of control, emotional intelligence, and academic achievement of graduate final year students. Thus, the present study is the first of its sort in such way. The present study was unique in relation to different studies of its five main variables in an ideal manner. Hence, the present study was a new one and it not quite the same as others as far as population and sample.