

## THE RESEARCH STUDY OF EMOTIONAL INTELLIGENCE BETWEEN ACADEMIC PROCRASTINATION AND EMOTIONAL INTELLIGENCE AMONG FEMALE UNIVERSITY STUDENTS OF HUMANITIES

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**Abstract:** The aim of the research is to find out whether there is a link between academic procrastination and emotional intelligence. 112 female college students of Ss. Cyril and Methodius University in Trnava participated/enrolled in the research. Two methods were used to achieve the goal – The General Procrastination Scale for Students and The Trait Emotional Intelligence Questionnaire for Adolescents and Adults. We found that increasing level of emotional intelligence reduces the degree of procrastination among students. As part of the research we investigated the predictors of procrastination between emotional intelligence factors. A significant predictor of academic procrastination was the factor of sociability

**Keywords:** academic procrastination, emotional intelligence , university / college students, metacognition / mutual connexion.

### 1 Introduction

The greatest development of studies aimed at procrastination occurred after Lay (1986) had conducted the research in which a questionnaire to detect the extent of procrastination had been created. A lot of experts have currently been dealing with the topic of procrastination (Slivíaková, 2007, Gabrhelík et al., 2006, Nuslauerová, 2004, Sarmány Schuller, 1999, Sulovcová, 2017, for example). In the population procrastination is manifested in the activities that individuals perform in everyday life. Inability to make decisions that can be manifested in decision making in important life stages belongs to general procrastination (Milgram et al., 2000). Procrastination is particularly evident in the academic surroundings (Lay, Silverman, 1996, Ferrarih, O'Callaghan and Newbegin, 2005, in Sulovcová, 2017). Academic procrastination refers to students who postpone their study duties until the last minute activities to complete (Ferrari, 2001, Gabrhelík et al., 2006, Chu, Choi, 2005). The attitude to the given topic has its roots in opinions of authors who consider the procrastination as a personal trait as well (Steel 2007, Schouwenburg 2004, for example). Salovey and Mayer (1990 in Shapiro, 1998) define emotional intelligence as an ability of a human being to accept not only their own emotions and feelings but also those of other people. Emotionally intelligent individuals are able to regulate, share, distinguish emotions, make use of the knowledge of their own emotions in their thinking and behaviour and this helps to emotional but also intellectual growth (Ferrari, 2001). There is a difference in academic performance between procrastinators and emotionally intelligent individuals (Ferrarih, O'Callaghan and Newbegin, 2005, in Sulovcová, 2017). In the case of procrastinators, due to time pressure and stress, it is impossible to achieve the desired goal which causes performance deterioration in the given task (Chu, Choi, 2005). On the contrary emotionally intelligent individuals should not be worse off because of emotional intelligence as a predictor of successful academic performance (Duran et al. 2006, Bachman, Stern, Campbell, Sitarenios, 2000). In their research, researchers found that the lower the level of emotional intelligence among respondents was, their tendency to procrastinate was higher and vice versa, the emotionally more intelligent individuals were less inclined to poor. If an emotionally intelligent individual finds himself in a situation where the task is unattractive, difficult to manage and hard to do, then he does not postpone the task later because he is able to respond to possible obstacles and is able to overcome them (Deniz, Tras, Aydogan, 2009). Based on the findings of experts, it is necessary to focus on whether academic procrastination can be caused by a reduced level of emotional intelligence (Deiz, Traz, Aydogan, 2009, Pychyl, 2009). Emotional intelligence involves factors that can predict the

formation of procrastination in students (Goleman, 2011). The main aim of the research is the fact if there is a relationship between academic procrastination and emotional intelligence. We are also focusing on researching of relation of factors of emotional intelligence to procrastination. In formulating further hypotheses we relied on researches of Deiz, Traz, Aydogan (2009) and Pychyl (2009) who had conducted the research to investigate the relationship between emotional intelligence and procrastination. Based on these researches we have hypothesized:

H1: There is statistically important negative connection between the level of emotional intelligence and procrastination.

Research question:

The following research question was formed on the basis of work done by Deiz, Traz, Aydogan (2009), who have also tried to find a predictor of procrastination.

RQ1: Which of the different factors of emotional intelligence predict procrastination.

### 2 The Methods

#### 2.1 Research file

The research sample was selected by deliberate, intentional selection. The main task for selecting respondents, on the basis of which they were comparable, was that all participants were female students of the University of Ss. Cyril and Methodius in Trnava. Since we have identified a particular university where the research was conducted, the respondents involved were students of the first grade of psychology and teaching. All students took part in the research on a voluntary basis and completed the questionnaire methods in written form. After the students had agreed to participate in the research, we provided them with the necessary research information. We informed the participating students about their role in the research, the aim, the conditions of the research and we also guaranteed anonymity to them. The original number of respondents involved was 158 but due to missing or incomplete data, we decided to exclude 46 sample respondents. This means that the final research sample consisted of 112 respondents. Of the total research sample 112 were female ones. The age of the respondents ranged from 20 to 22 years old, thus all belonging into the category of early adulthood. The respondents were comparable in terms of age, socio - economic status and degree of their studies.

#### 2.2 Research time Schedule

We started working on our research in March 2019. Questionnaire methods that were designed to get data were provided to students who were willing to participate in the research and who met the conditions we had set. Two months were required to collect the necessary data. After collecting the data, we processed them statistically and evaluated them subsequently.

Table No. 1: Research Schedule

Research Stages	March	April	May
Research organization	*		
Selection of methods and samples		*	
Goal formulation		*	
Data collection			*
Data processing			*
Evaluation			*

#### 2.3 Research strategy and data collection

In conducting our research, we chose quantitative method of research. In order to obtain the data needed for our research, we have chosen a method of questionnaire. Through these methods, we were allowed to get more data for a relatively short time. The

questionnaire methods used in the research are focused on exploring academic procrastination and emotional intelligence. The content of the items included in the questionnaire was formed by statements aimed to detect the level of responses for female university students and also for the detection of demographic data.

## 2.4 The used methods

In the context of our research, two methods were used through which we investigated the rate of procrastination and emotional intelligence in the academic environment. The level of academic procrastination was being done by General Procrastinate Scale for students (Lay, 1986) and emotional intelligence was being searched by Trait Emotional Intelligence Questionnaire for adolescents and adults (Petrides, Furnham, 2006).

Procrastination Scale for Students - PSS is a new form based on General Procrastination Scale (Lay, 1986). Respondent answers 20 tasks which are associated to procrastination tendencies (Gabrhelík et al., 2006)

Trait Emotional Intelligence Questionnaire For Adolescents And Adults – a short version - TEIQue – SF was done by the authors Petrides a Furnham (2006). Using TEIQue – SP it is possible to detect emotional intelligence of people who are in the age range from 13 years old, it means they are adolescents and adults. In addition to the global emotional intelligence it is possible to measure its particular factors. The questionnaire is based on the model of emotional intelligence by Petrides and Furnham (2001). TEIQue – SF contains 30 items/questions that the respondent has to answer using the 7 – degree scale which is directed from the agreement / consent after a disagreement. We investigated the overall level of emotional intelligence and its factors, it means well – being, emotionality, self – control and sociability (Kaliská, Nábellová, Salbot, 2015).

## 2.5 Monitored variables and statistical analysis

As a part of the statistical analysis we were working with the following variables:

- procrastination,
- emotional intelligence,
- factors of emotional intelligence: well - being, self - control, emotionality and sociability.

After calculating the values of the individual variables, we recorded the data in the database which had been created by us in SPSS 20 program. In the program, the results were processed and analysed. Procrastination showed a normal distribution in women ( $p > 0.13$ ). Emotional Intelligence showed a normal distribution in both groups and together as well ( $p > 0.52$ ). The Pearson's correlation coefficient was used to test the hypothesis. Research questions were tested by using Pearson's correlations and linear regression analysis with the stepwise selection method.

## 3 The Results

Hypothesis No.1: There is a statistically significant relationship between intelligence and procrastination.

Between emotional intelligence and procrastination we recorded a moderately strong, negative and statistically significant relationship,  $r = -0.326$ ,  $p = 0.001$  (table 2). These results are supported by the hypothesis No. 1.

Picture No. 1: Relationship of emotional intelligence and procrastination

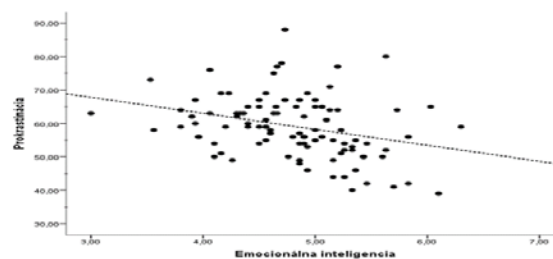


Table No.2: Relationship of procrastination and emotional intelligence

		Emotional Intelligence
Procrastination	PearsonCorrelation	-,326
	Sig. (2-tailed)	,001
	N	112

Research Question No. 1: Which of the individual factors of emotional intelligence predict procrastination?

Table No.3: Regression model of procrastination from sociability, self - control and emotionality

V	B	Beta	t	ΔR2	ΔF	P
S	-2,381	-0,289	-3,168	+0,084	10,04	0,002
S C	-1,713	0,125	-1,547	+0,020	2,39	0,125
E	-1,623	-0,121	-1,232	+0,013	1,52	0,220

(V= Variables inserted into a model, S=sociability, SC= self-control, E=emotionality)

Note. a after inserting into model to sociability. The model with sociability explains 8,4% variance in procrastination. The dimension of emotionality,  $r = -0,211$ ,  $p = 0,025$ , sociability,  $r = -0,289$ ,  $p = 0,002$  and self - control,  $r = -0,246$ ,  $p = 0,009$  showed a significant, negative relationship with procrastination. In a linear model, in which the dependent variable was procrastination, we gradually inserted the predictors (significantly correlated dimensions of emotional intelligence) from the strongest to the weakest ones and were watching whether the addition of predictors increased the explanatory power of the model or not. The dimension of sociability significantly predicted the rate of procrastination in the negative direction,  $F(1,110)$ ,  $p = 0,002$ ,  $R^2 = 0,084$  ( $\beta = -0,289$ ,  $\beta = -0,289$ ,  $p = 0,002$ ).

Although self - control also significantly predicted procrastination  $F(1,110) = 7,11$ ,  $p = 0,009$ ,  $R^2 = 0,061$  ( $\beta = -2,746$ ,  $\beta = -0,246$ ,  $p = 0,009$ ), its addition to the model did not significantly increase the predictive value of the model,  $\Delta R^2 = +0,02$ ,  $\Delta F(1,109) = 2,39$ ,  $p = 0,125$ . The same was true of the dimension of emotionality that significantly predicted procrastination,  $F(1,110) = 5,15$ ,  $p = 0,025$ ,  $R^2 = 0,045$  ( $\beta = -2,840$ ,  $\beta = -0,211$ ,  $p = 0,025$ ), but its adding to the model of sociability did not significantly increase the predictive value of the model,  $\Delta R^2 = +0,013$ ,  $\Delta F(1,109) = 1,52$ ,  $p = 0,220$ . The results show that after excluding common shared variation between dimension of emotionality, sociability and self - control only sociability remains the significant predictor of procrastination, which explains in the dependent variable 8,4% variance.

## 4 Discussion

### 4.1 Interpretation of results

We have conducted the research in order to establish the existence of links between academic procrastination and emotional intelligence. In the first hypothesis we have argued that there is a relationship between procrastination and emotional

intelligence. We have confirmed that with an increasing amount of emotional intelligence, the rate of procrastination is on decline, it decreases. Our hypothesis was supported this way. It means that students who are emotionally more intelligent procrastinate less than students with lower emotional intelligence. In their research studies Deiz, Traz, Aydogan (2009) and Pychyl (2009) had researched the same conclusion as we have found – emotionally intelligent individuals do not tend to procrastinate. Goleman (1997) states that individuals possessing emotional intelligence have under the control their desires and are able to prioritize their duties to their own satisfaction. The ability to postpone one's own satisfaction leads to productivity and high performance (Goleman, 2011). According to Goleman (1997), emotional intellectuals can be motivated easily, and if they fail to perform a particular duty or task, they do not lose hope and believe that the situation can change and they can handle the task. It means that if an emotionally more intelligent person finds himself/herself in situations where the tasks, which must be accomplished, are challenging and difficult to manage, he/she does not postpone such tasks later in order to be managed later, but immediately responds to the tasks and the obstacles associated with them. Mikolajczak and Luminet (2008) claim that they do not look at the problem as something which is unattainable, unmanageable, but as a challenge. On this basis individuals activate all their abilities and possibilities to effectively deal with a problem situation. In our opinion this is mainly due to the fact that emotionally more intelligent people are inherently capable of better expressing, evaluating and using emotions, solving problems and thereby positively influence the quality of their lives (Orme, Bar-On, 2002).

There is a difference in academic performance between procrastinators and emotionally more intelligent persons. In procrastinators, because of lack of time and stress, it is impossible to achieve the desired goal which causes a deterioration in performance of the task. It is not the case of emotionally more intelligent individuals, they should not experience any deterioration of performance because emotional intelligence is considered to be a predictor of good academic performance (Duran et al. 2006). The reason may be that emotionally intelligent people perceive, evaluate and express their emotions correctly and can also use their own emotions a more productive way that is beneficial to them (Konrad, Hendl, 1997 in Deniz et al. 2009). Boyatzis, 2006, Daus, Ashkanasy, 2005 (In Hen, Goroshit 2010) through their research have confirmed that the ability to regulate and use emotions is linked to better academic performance. Emotionally more intelligent individuals are able to organize their time and process information in a better way than individuals with lower emotional intelligence (Bachman, Stern, Campbell, Sitarenios, 2000). From this fact we can conclude that even though one has a high level of emotional intelligence, he/she does not begin to procrastinate because he/she is able to organize effectively his/her time and schedule tasks. When dealing with such a situation, it is important for individual to evaluate the situation itself and also to evaluate his/her own abilities/skills. Based on the assessment of the situation and abilities, the individual chooses the coping strategy he/she will use. It is emotional intelligence which is affected by this assessment, meanwhile emotionally more intelligent people perceive the problem situation as a challenge rather than a threat (Mikolajczak, Luminet, 2008). We think that the assessment of one's own abilities has an important role in the life of an individual because he/she subconsciously chooses the tasks he/she knows that he/she is able to fulfill. This can prevent future failure from the task which is related to the prevention of procrastination. If we refer to procrastination as a coping strategy through which an individual avoids a problem or a role, we consider it to be a negative strategy. It is the level of emotional intelligence of a person which influences the choice of a coping strategy. Researches argue that emotionally more intelligent individuals avoid these maladaptive strategies, in our case procrastination. They use adaptive coping strategies (Petrides, Pérez-González et al., 2007, Petrides, Pita et al., 2007). Bar-On (1997) states that among the factors that form emotional intelligence belongs also the ability to cope with stress and

adaptability. Turkum (2002) proclaims in this context that if emotionally intelligent individuals are able to cope with stress and stressful situation, they also have the power to overcome problems in their lives while taking action in the future so that they no longer get into such a situation again. Therefore it is expected from students, who have the ability to cope with stress and adaptability, to be able to overcome problems in the school environment without interruption, it means – without procrastination (In Deniz et al., 2009).

In the research, we have also set out a research question that was focused on the detection of procrastination predictors. In the first research question we were focusing on the detection of predictors of academic procrastination in individual factors of emotional intelligence. Of all the factors of emotional intelligence (emotionality, sociability, self-control, well-being) only the factors of emotionality, sociability and self-control showed statistically significant negative relationship. Subsequently we examined which of the 3 factors would increase the predictive value of the model in which procrastination was a dependent variable. Only the factor of sociability, in the negative direction, increased the predictive value of the model.

Consequently, sociability as a single factor predicts procrastination of students. Different findings/conclusions had Deiz, Traz and Aydogan (2009) who as the only predictor of academic procrastination claimed a factor of adaptability. We believe that it helps the individual with a high rate of sociability, not to transcend the fact that he/she is able to establish contacts with others effectively. Kaliska and Salbot (2011) report that individuals with a high rate of sociability can listen to other people, regardless of the situation. We think it is this ability that can help an individual not to start to procrastinate. When an individual is unable to move on, take the time and manage to assigned tasks, instead of postponing them later, he/she is able to ask for help of persons in his/her vicinity, to make contact with them or to stay together in order to accomplish the task. For example, when designing a project at school, a procrastinator who is unable to cope with his mastery, he/she will postpone its processing later. However, a sociable person can associate with other persons and this cooperation forces him/her to a task and not to delay the problem but to confront it. Vašina (1999) states that positive social ties and social support allow an individual to adapt better to adverse conditions and respond to stressful situations.

#### 4.2 Recommendation for practice

Currently there are several ways that are being used to reduce procrastination. Academic procrastination can be reduced through a counseling process, either individually or in groups (Gabrhelík, 2008). Ferrari et al. (1995) argues that a problem of procrastination is related to behavioral, cognitive, emotional components, and therefore it is necessary to focus on all three methods and combine the ones focused on these areas (Shouwenburg, 2004, In Gabrhelík, 2008). Schouwenburg (2004, In Gabrhelík, 2008) emphasizes that therapies should not be treatment-oriented but on reducing procrastination. If female students start to organize their time and responsibilities better, and if they enroll scheduled tasks for specified days or hours, it could help them and does not cause a chaos. Duties/obligations that are complicated or lengthy, take people as much as they can, and so they keep putting them aside later and devote themselves to duties that are less complex. It will come to the point when they are no able to fulfill the delayed task at all or they fulfill it only partially. Therefore, it is the essential thing that the most important or difficult tasks must be planned in the Schedule first, and only later less important and simple. However, it is important to keep and follow the Schedule. Our opinion is also supported by the author Ferrari (2001) who recommends a procrastinator to organize his/her time on the subject, for example by using "time management techniques" that include points such as: estimating time, organizational skills, writing notes, taking responsibility and many others.

### 4.3 Research Limits / Limitation

We have found several shortcomings after having done the research, and we consider it necessary to mention these limits.

The first of the research limits is the size of the research sample. Conclusions, findings to which the direction would have arrived, would be more accurate/ precise if the sample were larger. The number of respondents was not large enough to generalize the results of the research to the entire student population.

Another shortcoming of our research is the time it took to complete all three questionnaire methods. All questionnaires were communicated to the participants at once/ at the same time, which means that the number of all items was too high. The respondents filled in all items without a break, so after some time they could get tired. As a result of exhaustion, their attention and interest might have been reduced. It means that results can be distorted and not objective.

An important factor in filling the questionnaires could also be reduced motivation. It is possible that less motivated students were indifferent during the completion of the questionnaires and were not interested in attentive and truthful answers to the items. The limits of research are also questionnaire methods as they were self – assessment scales, students could respond socially desirable which significantly reduced the quality of the obtained data.

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