



The Relationship Between Procrastination, Emotional Intelligence and Mental Health, Among Students

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ABSTRACT

The present study investigates the relationship between procrastination, emotional intelligence, and mental health among college students. Procrastination is a common issue among students that can negatively impact academic performance and mental well-being. However, the study emphasizes the role of emotional intelligence, which refers to the ability to recognize, understand, and manage emotions, in students' stress management and procrastination avoidance. Mental health is also a key factor in academic success and overall well-being. A sample of 120 students, aged 18 to 25, was selected from Nashik City, Maharashtra, to explore these relationships. Three research tools were used: Samvaidna's Procrastination Scale, the Emotional Intelligence Test by Pedhe and Hyde, and the Mental Health Inventory developed by Dr. Jagdish and Dr. A.K. Srivastav. The study's findings revealed that students with higher emotional intelligence tend to procrastinate less and report better mental health. Conversely, students who procrastinate more frequently may experience poorer mental health outcomes. The results suggest that emotional intelligence plays a crucial role in regulating procrastination behavior and promoting positive mental health among students. The study highlights the importance of fostering emotional intelligence to improve students' academic performance and mental well-being, particularly in managing stress and avoiding procrastination.

Keywords:- Procrastination, Emotional Intelligence, Mental Health, College Students

Introduction:

Understanding the relationship between procrastination, emotional intelligence, and mental health is crucial because it has direct implications for students' daily lives. This research addresses key factors influencing students' well-being and academic success. Procrastination is a common issue among students and is often linked to stress, anxiety, and poor mental health. By exploring how emotional intelligence, the ability to manage emotions effectively, affects both procrastination and mental health, we can gain valuable insights into how students cope with academic pressures and personal challenges.

Procrastination, defined as the intentional delay of tasks despite knowing the negative consequences, is a prevalent issue among students. It has been linked to adverse outcomes in academic performance and psychological well-being (Steel, 2007). Emotional intelligence (EI), the ability to perceive, understand, and manage emotions, has emerged as a potential mitigating factor in procrastination behavior. Research suggests that individuals with higher emotional intelligence are better equipped to manage time and stress, thus reducing tendencies to procrastinate (García-Sancho, Salguero, & Fernández-Berrocal, 2014).

Mental health concerns are also pervasive among students, with stress, anxiety, and depression commonly reported during academic years (Eisenberg, Gollust, Golberstein, & Hefner, 2007). Procrastination can exacerbate these mental health issues by contributing to increased stress levels, guilt, and a sense of overwhelm, which can lead to further academic struggles and emotional distress (Sirois, 2014).

Recent studies suggest that emotional intelligence may play a crucial role in moderating the relationship between procrastination and mental health. For example, studies have shown that students with higher emotional intelligence are more resilient to the negative effects of procrastination on their mental health, as they are more likely to use adaptive coping strategies (Sultana & Malik, 2019). Therefore, understanding the interplay between procrastination, emotional intelligence, and mental health can provide valuable insights for developing effective interventions aimed at improving students' psychological well-being and academic success.

Significance of the Study:

1. **Enhanced Academic Performance:** By understanding how procrastination and emotional intelligence interact, this study can help design interventions to reduce procrastination and boost academic outcomes.
2. **Mental Health Promotion:** Identifying the connection between emotional intelligence and mental health can guide the development of mental health programs tailored for students, contributing to their emotional resilience and stress management.
3. **Policy Implications:** Educational policymakers can use the findings to create more effective student support systems, which incorporate emotional intelligence training and mental health resources.
4. **Improving Emotional Skills:** The study can underscore the role of emotional intelligence in academic settings, helping educators emphasize emotional learning as a core part of the curriculum.
5. **Practical Solutions:** The research findings could be applied to create practical tools and workshops that help students manage procrastination and maintain mental health, fostering a healthier academic culture.

Objectives:

1. To examine the relationship between procrastination, emotional intelligence, and mental health among students.

Hypotheses:

1. No significant relationship will be found between procrastination, emotional intelligence, and mental health among students.

Sample:

For the present study, 120 subjects were selected from Beed City, Maharashtra State, which provided an adequate sample. The subjects' age range was 18 to 25 (Mean 20.23, SD = 3.35).

Research Tools:-**1) Samvaidna's Procrastination Scale (Abraham, 2013):**

Mental health inventory constructed by Abraham, 2013. The response was measured on a 5-point Likert Scale. A weight of 5 was assigned to the strongly agree response, 4 for agree, 3 for undecided, a weight for disagree and 1 for the strongly disagree response. The total scores are obtained by adding the weights assigned. The total range is from 30-150. If scores between 110-150 indicate high procrastination, 71-109 indicate average procrastination, 30-70 indicate low procrastination—a highly reliable and valid tool.

2) Emotional Intelligence test:

Pedhe and Hyde were used to measure Emotional intelligence. This test was developed and standardized by Pedhe and Hyde. The 34 items are rated on a five-point scale.

3) Mental Health Inventory:

Mental health inventory constructed by Dr. Jagdish and Dr. A K Srivastav. 56 items are in the questionnaire and each of the items has four responses – 1. Almost always true, 2. Some time true, 3. Rarely true and 4. Almost never true. The reliability of the inventory was

determined by split-half method using odd-even procedure. Overall mental health reliability coefficients is .73 and Construct validity mental health inventory and general health questionnaire (Gold beig, 1978) it was found to be .54

Variable

- 1) Procrastination
- 2) Mental Health
- 3) Emotional Intelligence

Statistical Interpretation and Discussion

Product moment Coefficient correlation (Pearson r) between Procrastination, Emotional Intelligence, and Mental Health among college students.

	Procrastination	Emotional Intelligence	Mental Health
Procrastination	1	-0.87**	-0.79**
Emotional Intelligence		1	0.66**
Mental Health			1

*Significant at *0.05 = 0.195, **0.01 = 0.254*

Procrastination and Emotional Intelligence: A strong negative correlation ($r = -0.87$) was found between procrastination and emotional intelligence. This suggests that individuals with higher levels of emotional intelligence tend to procrastinate less. Procrastination and Mental Health: A moderate negative correlation ($r = -0.79$) was observed between procrastination and mental health. This indicates that individuals who procrastinate less may also report better mental health outcomes. Emotional Intelligence and Mental Health: A moderate positive correlation ($r = 0.66$) existed between emotional intelligence and mental health. This suggests that individuals with higher levels of emotional intelligence may also experience better mental health.

The findings of this study align with existing research on the relationships between procrastination, emotional intelligence, and mental health. Several studies have demonstrated a negative association between procrastination and emotional intelligence (e.g., Ferrari & Rozek, 2008; Sirois & Pychyl, 2009).

Emotional intelligence, characterized by the ability to manage emotions effectively, may help individuals regulate their thoughts and behaviors, reducing the likelihood of procrastination. the negative relationship between procrastination and mental health is consistent with previous research (e.g., Steel, 2007). Procrastination can lead to increased stress, anxiety, and decreased self-esteem, all of which can negatively impact mental health. Conversely, individuals who are better able to manage their emotions and avoid procrastination may be more likely to experience positive mental health outcomes.

The positive association between emotional intelligence and mental health is also supported by existing literature (e.g., Salovey & Mayer, 1990). Emotional intelligence can help individuals cope with stressors, build healthy relationships, and develop a sense of well-being.



Conclusion:

- 1) College Students with higher levels of emotional intelligence tend to procrastinate less.
- 2) College Students who procrastinate less may also report better mental health outcomes.
- 3) College Students with higher levels of emotional intelligence may also experience better mental health

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