Chapter One

INTRODUCTION
1.0: Introduction

Never regard study as a duty, but as the enviable opportunity to learn - to know the liberating influence of beauty in the realm of the spirit - for your own personal joy and to the profit of the community to which your later work belongs...

— Albert Einstein

The present century is marked by rapid technological advancements and swift progress of the society. To keep pace with the advancing modern society the life of the people has also changed greatly, posing a tremendous influence on the socio-cultural and economic life of the people. Man has now become informative, knowledgeable, and with changing time has adapted to multi-tasking skills. However it has also made life very competitive, complex and challenging due to several socio-economic and political problems like population explosion, disintegration of families, nuclear families, unhealthy lifestyle, varying socio-economic levels, unemployment, lack of equal educational opportunities, gender disparity, materialism, degeneration of value system etc. The modern society also characterises tension, frustration, stress, worry, nervousness, aggression, anxiety among humans, especially in the life of adolescent students as a result of which their mental health and emotional well-being is affected incapacitating their normal life. Due to overindulgence on social networking and overuse of technology the current generation of youth have lost the personal human touch and face to face social contact with their near and dear ones in the millennium society. They are living in so called a virtual world where ‘friends’ are in numbers and emotions are in ‘likes’ and ‘emoicons’. The natural pattern of socialisation and social development of the students are hampered as a consequence. Due to lack of personal human interaction and less connection with the real practical world, these students when are actually facing the true world they are finding it difficult not only to adapt to the changing environment but also meet the ever increasing issues and challenges of life. Consequently they are losing mental and emotional balance and failing to understand and manage their own emotions and that of the other members of the society. Accordingly they are having problems in adjustment with themselves and with the greater society. This is also has a debilitating effect on the academic life of the students. Although many students are serious about their studies and desire to
achieve better, however, there are also some students who are less serious in their everyday life and academics and like to remain engaged in entertainments and tend to intentionally delay studies or important tasks in hand which they are supposed to finish within a stipulated time. They are either incapable to organize things, or unable to manage time, lack confidence or take decisions impulsively. Herein, the parental guidance and monitoring plays a pivotal role in moulding the child’s personality in all aspects and augmenting their academic accomplishments. The home environment in which the child is born and brought up is very significant for the overall growth and development of the child and formation of a strong character and also most essential for preparing them to learn to face the upcoming challenges and contingencies of the real world. Since the youth is the future of our nation it is one of the most important responsibilities of the parents to create and cater to them a conducive, healthy and learning stimulatory environment which will support them to shape their future and yield desirable academic achievement. The parents need to realise and make their children understand, learn and appreciate that a mentally healthy and emotionally intelligent human with good academic background can contribute to make a better and healthier society and build a stronger nation.

With reference to the foregoing discussion it is quite evident that the academic achievement of students is very important for determining their future and uplifting the society, and to this end, better state of mental health and high emotional intelligence and as well seriousness of the students towards their studies and life so that they do not engage in procrastination, is very essential. The home environment has major role to play in this regard to aid the child’s harmonious development of personality and enhance their academic achievement. Pertaining to this, the present study is undertaken to investigate the relation of home environment, mental health, emotional intelligence and procrastination with the academic achievement of higher secondary students. In the present chapter a detailed discussion will be made on-

- Home Environment
- Mental Health
- Emotional Intelligence
- Procrastination
- Academic Achievement
portraying vividly the background of study, theoretical concept of the aforementioned variables, significance of the study, definitions of the terms used in the study, statement of the problem, purpose of the study, objectives and hypotheses of the study respectively.

1.1: Background of the Study

Many students performing better in their Madhyamik Examination often tend to vary in their academic achievement when they gradually reach the Higher Secondary level and appear for their West Bengal Higher Secondary Examination. The academic achievement of the students at the Higher Secondary level is very crucial since the Higher Secondary stage is the decision making stage for the students in which they more or less choose as to which career they will opt for and accordingly they select their streams and subjects. Hence this level of our West Bengal education system is very vital as it lays the future foundation of the Higher Secondary students. A similar suggestion was provided by Abbott (2012) who stated that the academic achievement of society’s youth is a central focal point for society due to the idea that ensuring an education for a child helps promote a more successful future (e.g., job opportunities, financial compensation) for that individual compared to their counterparts (p. 3). Academic Achievement as defined by Clark (1983, as cited in Kamuti, 2015) is the performance of the students in the subject they study in the school (p. 1). How a student will perform in his academics is not totally depended on the student himself. Various studies conducted on Academic Achievement have revealed that many factors were found to influence the Academic Achievement of students, the age range or the stage of development being a very crucial one.

The present study examines the higher secondary students whose age ranges between 17-19 years and are found to be at the verge of the adolescence stage and beginning of adulthood. The term adolescence comes from the Latin verb *adolescere*, which means “to grow up” or to grow to maturity. As it is commonly defined, then, adolescence is seen as a biological bridge between childhood and adulthood. It can also be viewed as the stage in which the individual is required to adapt and adjust childhood behaviours to culturally acceptable adult forms. Adolescence is more than a transition; it is a stage of development in its own right, just like childhood or adulthood. According to Santrock (2014), ‘Adolescence is an important developmental phase along the path to adulthood, years during which youth become
increasingly independent from their families, yet parents and other family members still play a critical role in the promotion of adolescents’ well-being, by providing a positive support system within which youth can explore their changing identity’. Hence, the adolescence period is a very crucial stage and the parents have a big role to play in shaping their behaviour and helping them to adjust with the environment. They also have a key role in influencing the academic achievement of the students. Like as Gerd and Ugwuegbu (1980, as cited in Dwivedi, 2011) asserted that “A child’s performance at school is not dependent on any attribute he happens to be born with. Instead, it is a complex response to his family and home environment, community and its values, his peers and other social contacts, his school or schools and their assessment procedures and overall climate of his school or schools” (p. 75).

Home Environment which includes the family might be regarded as a contributing factor to the academic achievement of the students. It is well known that parents and the home environment they create and influence the academic achievement and behaviour of children (Baumrind, 1993; Bradley & Caldwell, 1984; Dickinson, 1995; Dornbush, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Maccoby & Martin, 1983; Shea & Hoffman, 1982). Hoover-Dempsey et al. (2005) also believed that the primary environment of a student is the home and it stands to exert tremendous impact on the students’ achievements (p.1). Similarly Sumari, Hussin and Siraj (2010, as cited in Abbott, 2012) asserted that family unit is considered as one of the most influential components of a child’s academic achievement due to the fact that the family is the first source of informal education for a child and that more specifically, parenting styles, discipline techniques, involvement with their children, and the home environment have been shown to affect a child’s ability to academically achieve (p. 1). Schiefelbaum and Simmons (2000, as cited in Adell, 2002) considered family background as ‘the most important and most weighty factor in determining the academic performance attained by the student. Among family factors of greatest influence are social class variables and the educational and family environment. Emeke (1984, as cited in Egunsola, 2014) stressed that the environmental condition and the nature of social interaction that goes on in the family may have some positive or negative influence on the academic achievement of a child’.

However, it is not only the family but also the type of family system the child is exposed to, could also influence his academic achievement in school (Keith et al., 1993, p. 2). Dusek (1996) believed that the most important impact of the family on the
adolescent comes from the parents, largely due to their having a long developmental history with the adolescent. They have raised the adolescent from birth and have played a central role in shaping the adolescent into what he or she is today (p. 270). In addition to this the family structures- two parent versus one parent, nuclear versus extended, small versus large, biological parents versus stepparent, and undergoing transition, such as a mother starting to work when children enter school, or parental divorce and remarriage; these transitions impact on the adolescents and require adjustment. They represent another more global, way in which the family influences the adolescents’ development (p. 270-271). Thus the family system and the different family structures pose an influence on the development and education of the adolescents.

In support to this, Bradley, Caldwell, and Rock (1988) emphasized that parental influences on school performance begin long before the adolescent years and include parental views about education, parental involvement in their child’s education, family structure and child rearing techniques. Moreover as parents make changes in these areas their influences on school performance also change. Hence it is the parents’ current attitudes and behaviours, not those of the past, that are most important to the adolescent’s school achievement.

The educational attainment of parents might also have a role in the academic performance of the students. Many research studies demonstrate that it is equally important for the father and the mother to provide an atmosphere conducive to educational attainment (Melby, 1993; Paulson, in press). Sewell and Shah (1968a, 1968b) remarked that parental educational attainment is highly related to the aspirations and success of adolescents in the school. For instance, adolescents who come from families with highly educated parents are more likely to attend college. Generally speaking, the educational level reached by the father has a more significant influence on adolescents of both sexes than the educational level of the mother. Partially this is because educated parents stress the importance of education (Steinberg, 1992 and Lamborn et al., 1992).

Similarly, other factors like parental encouragement and rewards also generally lead to better school performance (Rosenthal & Feldman, 1991; Stevenson & Baker, 1987). Parental encouragement reflects attempts to mature behaviour in their adolescents. When parents spell out a definable set of expected behaviours in a demanding but non conflicting manner, adolescents know what is expected of them in
school and attempt to perform at this level, particularly when they have rewarding parents who are actively involved in their education. For example, Connell, Spencer, and Aber (1994) reported that for African-American adolescents, family support and involvement in schooling was a substantial predictor of involvement in school over and above economic level. These data suggest that parental child rearing techniques may be related to school performance (Slavin, 1994).

In addition to this, another factor viz., parenting styles might also play a key role in influencing the academic performance of their children. For a wide variety of social classes and ethnic groups, authoritarian and permissive parenting styles are found to be negatively related to the adolescent’s academic achievement (Dornbusch et al., 1987; Paulson, in press; Pratt et al., 1989; Steinberg, Lamborn et al., 1992). In turn an authoritative parenting style is associated positively with school achievement. Authoritative parents engage in a variety of behaviours that promote school success (Steinberg, Lamborn et al., 1992). They have more contact with the school and teachers and have more positive attitude about homework. They also promote autonomy and independence both of which are positively related to school success (Grolnick & Ryan, 1989; Stevenson & Baker, 1987; Wentzel, 1989).

The degree of achievement of the students might depend on the behaviour and attitudes of their parents. Morrow and Wilson (1961, as cited in Dusek, 1996) had presented some examples of parent and family behaviours that distinguish high and low achieving students-

- More family recreation
- Family sharing of confidences
- Parental approval
- Family morale
- Parental appropriate restrictiveness
- Reasonable parental discipline
- Having trusting parents
- Respect and affection for one’s parents

Moreover, it can be regarded that adolescents who come from homes that provide a supportive environment which encourages inquisitiveness and learning generally perform better in school. For instance, if in homes having extensive reading of newspapers, magazines, provision of a quiet place to study, and exposure to art,
music and literature, altogether emphasize an appreciation of the value of education’ (p. 354-357). Diaz (2004, cited in Egunsola, 2014, p. 52) similarly emphasized on the importance, provision and influence of family educational climate that is conducive for learning. The family educational climate is defined by the amount and the style of help that children receive from the family; that is determined by elements of the family context, like the dynamic of communication and affective relationships, attitudes toward values, expectations etc. Research confirms that students have an advantage in school when their parents encourage and support their school activities, and they lay the groundwork for their students’ success in school by building their children’s self-confidence, self-concept, and self-reliance (Cummins, 1986; Epstein, 1987; Levin, 1995; Mah, 1995; Perry, 1993; Slaughter & Epps, 1987, as cited in Codjoe, 2007). Clark (1983) and Walburg (1984) asserted that high performing students tended to have warm and nurturing home environments with well-defined limits and abundant encouragement from family members (as cited in Daleure et al., 2013).

Besides, parental encouragement as indicated by Kim’s (2002) research findings, parental involvement makes a positive contribution to children’s educational achievement. Whether parents are involved in and support their adolescents’ school life can directly affect their personal and social development as well as their academic success (Gecas & Schwalbe, 1986; Harris & Goodall, 2008; Jeynes, 2007). Indeed, a substantial body of literature documents the existence of such a relationship (Christenson, Rounds & Gorney, 1992; Epstein, 1992; Izzo et al., 1999; Keith et al., 1998). Epstein (1992, as cited in Bandhana & Sharma, 2012) as well claimed that “students at all grade levels do better academic work and have more positive school attitudes, higher aspirations, and other positive behaviours if they have parents who are aware, knowledgeable, encouraging, and involved” (p. 1). In this connection, Ahuja and Goyal (2005) opined that studies show that high parental involvement leads to high achievement and low parental involvement leads to low achievement. Parental involvement is much more likely to promote adolescent school success when it occurs in the context of an authoritative home environment (Steinberg et al., 1992). Lakshmi & Arora (2006) remarked that parental acceptance and encouragement are positively related with academic school success and competence.

In a related study, Daulta (2008) examined the impact of home environment on the scholastic achievement of children and found that good quality of home
environment had significant positive correlation with ‘high’ level of scholastic achievement in boys than among girls. Stephens (1965, as cited in Grewal, 2014) similarly asserted that “A child living in favourable environment for a long time becomes bright, on the other hand, the child who lives in unfavourable environment, falls behind in national norms” (p. 432). Again, Aremu and Sokan (2003) found in their study that undergraduates that received democratic type of parenting performed better than their counterparts from autocratic homes. “Positive relationships with parents, characterized by low conflict, high levels of support, and open communication (Hair et al., 2009), are especially important for teens as they navigate the physical and emotional changes of adolescence”.

A congenial home environment is essential for the overall adjustment of students and enhancement of the academic attainment. In a study, Shah (1989) studied the effect of family climate on the home adjustment of adolescent students. It was found that home adjustment of students having satisfactory family climate was found to be far superior to those who had highly dissatisfactory family climate. Gaur (2005, as cited in Grewal, 2014) in another study investigated the impact of home environment on the academic achievement of Senior Secondary School students and found that environment affects the academic achievement of students in a significant way (p. 433). As cited in Egunsola (2014) some review of studies indicate the relation of home environment and academic achievement, like as Adesehinwa (2013) reported the effect of family type and poor funding on students’ academic achievement; Ogbemudia and Aiasa (2013) reported, lack of good home foundation for pupils as cause of poor performance by students; Achieng (2012) found home factors, student factors and institutional capacity as the causes while Adesehinwa and Aremu (2010) posited that factors resident in child, family, society, government and the school may be composite causative effects for these downtrend; they, however concluded that there is a need for each of these variables to be considered extensively, hence the focus of that study was to critically consider influence of home on academic performance of secondary school students. Other studies showed that the level of family cohesion (Caplan et al., 2002 cited in Diaz, 2004), and family relationships (Buote, 2001) proved themselves capable of predicting performance. Ekanem (2004) further emphasized, the child often sees the parents, siblings and things in their immediate environment to be most significant and they are capable of promoting or diminishing him in self worth and academic performance. Adebule (2004) likewise
reported, variance in psycho-social emotional fortification in the family background could be an indicator to high or low academic performance of students, bearing in mind the intervening effect of high and low socio-economic status and emotional stability of students which is a pre-requisite to academic achievement (p. 46). Feinstein and Symons (1999) similarly found that parental interest in their child’s education was the single greatest predictor of achievement at age 16. In another study on "Home environment, parent child relationship and children's competence during adolescence", Pandhi (1989) found that the relationship of home environment, socio-economic status, socio-cultural simulation and socio psychological atmosphere at home had a significant effect on mental development.

The parents besides providing a congenial Home Environment conducive to their children must also make sure to take care of their Mental Health since a suitable home environment and good mental health might have an effect on the academic achievement of the adolescent students. The study conducted by Shek (1997) revealed that family factors play an important role in influencing the psychosocial adjustment, particularly the positive Mental Health of Chinese adolescents.

Let us now focus on the concept of Mental Health. Mehta and Gupta (n.d.) stated “Mental Health is a term used to describe a level of social, cognitive and emotional well-being. Mental Health in such a way is socially constructed. Clinical psychology is a discipline that aims to reduce psychological distress and enhance the well-being of individuals, groups, families, communities and society. The conceptualization of Mental Health today has undergone various changes. In the present day context, the concept of Mental Health, instead of basing itself on objective generalisation, has now been focussing on the subjective states of felt experiences”. Desai (2006) stated that it is being well accepted that by focussing on the positive approaches of Mental Health encompassing virtues of happiness, forgiveness, and altruism, mental well being could be better understood. The conceptualization of well-being primarily depends on the world view, one holds, that leads to differing assumptions on the nature of reality and human nature. While in the western context, the concept of well being is limited to bio-psychosocial aspects of human nature, in the Eastern context; it refers to the dimension of consciousness and self and encompasses bio-psychosocial and spiritual aspects. This is a more holistic view for the Indian mindset (Kumar, 2005). The Indian view constitutes health and well being as a state of mind which is peaceful, quiet, serene and free from conflicts
and desires (Dalal & Misra, 2006). But does this mental well being have any connection with the academic achievement of students.

Puskar and Bernardo (2007, as cited in Bandhana & Sharma, 2010) affirmed that several studies have been carried out in different parts of the world to identify factors that impact on students’ Mental Health since poor Mental Health has been recognised as the leading cause of lower academic achievements. Then again, as cited in Academic Benefits (n.d., p. 4), good mental and physical health are important for school performance (World Health Organization, 1994, 2011).

Lee further asserted that various factors such as students’ lack of familiarity with the University environment upon their entrance, detachment from family, lack of interest in educational major, failure to get along with others, insufficient economic/welfare amenities, etc. can bring about mental problems and, consequently, a decline in students’ performance (Madadi, 2002). In addition to better mental health, it is worthy to mention whether parents are involved in and support their adolescents’ school life can directly affect their personal and social development as well as their academic success (Gecas & Schwalbe, 1986; Harris & Goodall, 2008; Jeynes, 2007). With regard to the above aspects of Mental Health that might influence academic achievement of students it is attempted to consider the factor Mental Health in the present study.

Furthermore, the aspect of Mental Health of students is found to be influenced by their interpersonal and intra personal skills and management of emotions of their own and of others or in simple term their Emotional Intelligence. Emotional intelligence was originally recognized as having its roots in the concept of social intelligence (Thorndike, 1920; Salovey & Mayer, 1990; Goleman, 1995; Young, 1996). Research studies conducted in later times provided evidence that the two concepts actually represent interrelated components of the same construct (Salovey & Mayer, 1990; Damasio, 1994; LeDoux, 1996; Bar-On et al., 2003; Lane & McRae, 2004). Bar-On (2006, as cited in Shabani et al., 2010) affirmed that consequently, this broad construct was accurately referred to as “emotional-social intelligence” (p. 209). Emotional Intelligence therefore refers to the ability to process emotional information as it pertains to the perception, assimilation, expression, regulation, and management of emotion (Brackett et al., 2006). It involves a set of mental abilities with which individuals employ high-level processes regarding their attitudes to feelings, clarity of feelings, ability to discriminate among feelings, and mood-regulating strategies...
Chapter I/ Introduction

(Brackett & Mayers, 2003). It is also the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought (Lopes et al., 2005). Emotional intelligence has been found to be positively correlated with variables such as empathy, verbal intelligence, extraversion, openness to feelings, self-esteem, and life satisfaction (Fernandez-Berrocal & Extremeira, 2006; Chan, 2004; Bastian et al., 2005). Thus, emotionally intelligent individuals can be often described as being well-adjusted, warm, genuine, persistent, and optimistic (Ivcevic et al., 2007).

Mental Health on the other hand was explained by Salakojani, Chegini, and Kilidbari (2012) as a behavior level with the society, recognizing and accepting social realities and having the capability to cope with them. Improving Mental Health in a society leads to the improvement of life quality. Karl Menninger further stated, Mental Health also refers to an agreement of the individual with its surrounding world as much as it leads to happiness and effective advantage. More importantly, Mental Health has been defined as not only lack of disease or disabilities, but the optimal physical, mental and social state. Mental Health plays a vital role in ensuring dynamism and productivity in any society.

Again, Emotional intelligence theories bring us new points of view about predicting factors of success in life, since so many personality characteristics like sympathy, optimism, self-motivation, self awareness, and individual emotional management are prerequisites of individual success in different fields. Emotional intelligence stands for emotional, personal and social aspects of intelligence which have gained more attention compared to cognitive aspects” (p. 52) and can be linked to Mental Health as like many authors claimed and reported that there existed a significant relationship of emotional intelligence with Mental Health (Goleman, 1995; Salovey & Mayer, 1990, Bar-On, 2005). Taylor (2001) argued that if you are emotionally intelligent then you can cope better with life's challenges and control your emotions more effectively, both of which contribute to good mental and physical health.

With reference to the relation of mental health and emotional intelligence, Shabani, Hassan, Ahmad, and Baba (2010) pointed out that at present, there has been an increasing interest in how emotional reactions and experiences affect both physical as well as Mental Health. Based on historical reference, Goleman (1995) and Salovey and Mayer (1990) asserted that traits such as the capacity to navigate through and to
adapt to one’s own environment and the possession of social and emotional “skills” are important not only to basic survival, but have implications in the areas of relationships, work, school, and emotional and Mental Health. Furthermore, Dulewicz, Higgs, and Slaski (2003), examined the role emotional self-management such as stress, distress, morale and poor quality of working life play in everyday life. They demonstrated that Emotional Intelligence was strongly correlated with both, physical and psychological health. Salovey, Bedell, Detweiler, and Mayer (1999) claimed that individuals “who can regulate their emotional states are healthier because they accurately perceive and appraise their emotional states, know how and when to express their feelings, and can effectively regulate their mood states” (p. 161). This set of characteristics, dealing with the perception, expression, and regulation of moods and emotions, suggests that there must be a direct link between Emotional Intelligence and physical as well as Mental Health (Shabani et al., 2010, p. 210).

Emotional intelligence is found to play a very prominent role in education of students and it may enable them to be effective in the family, workplace, and community and also experience positive Mental Health (Najafi Zand, 2006, p. 255, as cited in Faghirpour, 2011, p. 3046). Boyatzis (2006) and as well Daus and Ashkanasy (2005) correspondingly remarked that the ability to assess, regulate, and utilize emotions has been found to be associated with a variety of better outcomes, including employment and academic performance. UNDP (2010) and AIHW (2012) equally asserted that Education has a positive impact upon children’s social and emotional well being and their ability to lead healthy and happy lives. Emotional Intelligence is comprised of emotional reasoning about our feelings and emotions. It can help to channelize the feelings in constructive direction because feelings affect motivation, learning, memory, attention, concentration, oral expression, written expression and academic success (Kusche & Greenberg, 1994). Pool (1997) likewise stated that emotional well-being is a predictor of academic achievement. High emotional intelligence can contribute to a student in the learning process (Goleman, 1996; Elias, Ubriaco, Reese et al., 1992; Svetlana, 2007). Achievement is influenced by various cognitive, non-cognitive, personal and environmental factors. Petrides, Frederickson, and Furnham (2004) who studied the relationship between trait emotional intelligence, academic performance and cognitive ability found that emotional intelligence moderated the relationship between academic performance and cognitive ability. Parker, Summerfeldt, Hogan, and Majeski (2004) from their study similarly
concluded that various elements of emotional intelligence were used as predictors of academic success. They found that highly successful students scored higher than the unsuccessful group on three subsets of emotional intelligence (interpersonal ability, stress management and adaptability). A similar study conducted by Rode et al. (2007) predicted that emotional intelligence was related to academic performance for two reasons. First, academic performance involves a great deal of ambiguity. Second, majority of academic work is self-directed, requiring high levels of self-management. Therefore, individuals with high emotional intelligence would perform better academically. In one study, Svetlana (2007) had recommended the need to incorporate emotional intelligence training into secondary education curricula, due to a significant relationship between emotional intelligence and academic achievement. On the basis of the above discussion, Emotional Intelligence is regarded and included in the present study as an important factor which might has an important association with the academic achievement of adolescent students.

Emotional Intelligence is also found to be related to another important factor viz., Academic Procrastination which further might be believed to be instrumental in posing an influence on the academic achievement of adolescent students. Goleman (1999) considered Academic procrastination to be related with Emotional Intelligence (EQ), an individual’s ability to understand, feel, administer, and guide his/her own or others’ emotions. He further assured that Academic procrastination is thought to be the need to incorporate emotional intelligence training into secondary education curricula, due to a significant relationship between emotional intelligence and academic achievement. Chow (2011) found in their study that emotional intelligence ($\beta=-0.156, \ p<0.05$) was found to be significantly related to procrastination. Specifically, students who reported lower SES held a less positive attitude toward themselves, scored lower on the self-efficacy scale, demonstrated a lower level of emotional intelligence, and expressed dissatisfaction with school life were more likely to procrastinate. Deniz, Tras, and Aydogan (2009) investigated the effects of emotional intelligence on the academic procrastination and locus of control tendencies of a group of University students. Research findings show that the sub-scales of the Emotional Intelligence Scale, adaptability and coping with stress, are highly correlated with the students’ academic procrastination tendency scores ($p < 0.05$). Secondly, a negative correlation was found between emotional intelligence skills and both academic procrastination ($p < 0.05$) and locus of control ($p < 0.01$). Tice et al.
(2001) investigated the reason as to why people's impulse controls break down during emotional distress? Three experiments found that believing that one's bad mood was frozen (unchangeable) eliminated the tendency to eat fattening snacks (Experiment 1), seek immediate gratification (Experiment 2), and engage in frivolous procrastination (Experiment 3). Heward and Pychyl (2011) in their study attempted to examine the relations between the components of a measure Trait Emotional Intelligence and measures of Procrastination. Regression analysis showed that only the self-control component of Emotional Intelligence was a significant predictor of a combined measure of Procrastination; however there were significant negative relations between the Emotional Intelligence components of well-being, emotionality, and sociability with academic and Internet Procrastination. They further claimed that Procrastination is noted primarily as a failure to regulate behaviour. Chronic procrastinators show difficulty in exerting self-control and give into impulsive behaviours instead of initiating or maintaining work on assigned tasks. As such, emotional competencies, such as Emotional Intelligence would potentially prove beneficial in understanding and preventing the short-term prioritization of mood repair.

The term Academic procrastination which can be named as reflection of daily postponement to school life is defined as to delay duties and responsibilities related to school, or to save them to the last minute (Haycock, McCarthy, & Skay, 1998). Procrastination behaviour occurs as not completing the given assignments or delaying preparation for examinations (Beck, Koons, & Milgrim, 2000). Generally, such behaviors are much more common among the students who were graduated from high school and have just entered University (Kachgal, Hansen, & Nutter, 2001; Lee, 2005). In a study, Hen and Goroshit (2014) examined the relationships among Academic Procrastination, Emotional Intelligence and academic performance as mediated by academic self-efficacy in 287 LD and non-LD students. Results indicated that the indirect effect of Emotional Intelligence on Academic Procrastination and GPA was stronger in LD students than in non-LD students. In another study, Hen and Goroshit (2014) attempted to explore and provide an initial understanding to the relationships between Emotional Intelligence, Academic Procrastination and GPA, as mediated by academic self-efficacy. Findings indicated that Emotional intelligence has a negative indirect effect on academic procrastination and a positive indirect effect on academic performance. Correspondingly, Liu (2010) also emphasized, Academic procrastination plays a negative role in influencing University students’
future careers. According to Boice (1996), procrastination means “avoiding or delaying a task that needs to be done”. Such task-avoidance predicts “a low level of work engagement and high level of burnout during the early career” (Salmela-Aro, Tolvanen, & Nurmi, 2009). As a consequence, this might have an adverse affect on the Academic Achievement of students which is undesirable since as claimed by Liu (2010) that academic achievement is significant as it might determine one’s future job search. Many other studies conducted likewise indicate that academic achievement relates to academic procrastination (Rothblum, Solomon, & Murakami, 1986; Owens & Newbegin, 1997; Howell & Watson, 2007; Klassen & Kuzucu, 2009). Liu (2010) thus finds it reasonable to suppose that the relationship between academic procrastination and academic achievement may affect one’s future career (p. 3, 4).

The most frequent consequence of procrastination is poor individual performance (Dewitte & Schouwenburg, 2002). Balkis and Duru (2009) who found a negative and meaningful correlation between academic procrastination and academic achievement; Tice and Baumeister (1997) and Senecal and Vallerand (1995) reported that students who have strong tendencies to procrastinate tend to have low examination grades than non-procrastinators; Popoola (2005) and Akinsola and Tella (2007) similarly reported that academic procrastination is associated with poor academic achievement. Orpen’s (1998) research on Australian high school students also indicated that academic procrastination is negatively related to students’ academic performance. Tan, Ang, Klassen, Yeo, Wong, Huan, and Chong (2008) on a study on undergraduates in Singapore found that “students who perceive themselves as capable of regulating and structuring their own learning would engage in procrastination to a much lesser extent than other students” (p. 141). Dietz, Hofer, and Fries (2007) further stated that the decision on how to finish academic tasks was regarded as the “first essential step in the way to academic achievement” (p. 903) for 6th-8th grade students in Germany. Another study that was carried out among African American graduate students (Collins, Onwuegbuzie, & Jiao, 2008) found that reading ability and academic procrastination were negatively related. According to the study, reading ability was an essential factor that could influence University students’ academic performance, so it is reasonable for the researchers to conclude from this result, too, that academic performance is negatively related to academic procrastination. Similarly, Bruinsma and Jansen (2009) in a Dutch University indicated that “students with the lowest amount of procrastination tended to obtain their first-year diploma faster” (p. 111).
Liu (2010) also asserted that according to many studies, academic procrastination has a negative relationship with grade score and GPA— which are elements of academic achievement. After collecting data from students and faculties in a U.S. University, Zarick and Stonebraker (2009) stated that academic procrastination is the cause for “lower quality work, late assignments, or lower scores” (p. 213). Klassen, Krawchuk, and Rajani (2008) showed that a negative correlation existed between academic procrastination on the one hand and GPA and grade score on the other when Canadian undergraduate students did not experience a benefit from procrastination, such as becoming more focused under time pressure. Other studies (Rothblum et al., 1986; Tice & Baumeister, 1997; Prohaska et al., 2000) also demonstrated a negative correlation between academic procrastination and GPA/grade. It is quite clear from the foregoing discussion that Procrastination might be regarded as a crucial aspect which might have an effect on the Academic Achievement of students, hence it is included in the study for the purpose of investigation.

The preceding description so far signifies that Home Environment, Mental Health, Emotional Intelligence, Procrastination and Academic Achievement have some sort of relationships. The study can be considered necessary to be undertaken in order to determine the degree of association of Home Environment, Mental Health, Emotional Intelligence and Procrastination with Academic Achievement. The study might also be regarded as essential to be conducted on Higher Secondary students since they are at the crucial stage of the verge of adolescence and beginning of adulthood with respect to their Home Environment, Mental Health, Emotional Intelligence, Procrastination and Academic Achievement. It thus becomes necessary to describe comprehensively the theoretical concepts of each of these variables. Hence, in the following paragraphs it is attempted to present the theoretical concepts of each aforementioned factors separately.

1.2: Theoretical Concept of the Study

The theoretical concept of each of the variables— the Home Environment, Mental Health, Emotional Intelligence, Procrastination and Academic Achievement which are considered for investigation in the present study has been discussed below in detail.
1.2.1: The Concept of Home Environment

The “Environment” as stated by Ross (1981, as cited in Grewal, 2014) “is any external force which influences us” (p. 432). Ogbemudia and Aiasa (2013) emphasized, the environment is the immediate surroundings in which the pupils find themselves. It is also referred to as the physical and psychological conditions that affect children. A child takes birth and grows up in his immediate environment, the Home Environment which is a part of this greater environment. The Home Environment includes the family which is defined by Collins Student’s Dictionary as “a social group consisting of parents and their children”. The family is a social unit in any society and it is the source of early stimulation and experience in children (Collins, 2007). Bandhana and Sharma (2012) emphasized, Family being the first and major agency of socialization plays a pivotal role in styling child’s life. It has been shown that most of children who are successful and well adjusted come from families where wholesome relationships exist between children and their parents. Stephens (1965, as cited in Grewal, 2014) believes “A child living in favourable environment for a long time becomes bright, on the other hand, the child who lives in unfavourable environment, falls behind in national norms.” (p. 432). Bandhana and Sharma (2012) further considered Home Environment as the most important institution for the existence and continuance of human life and the development of various personality traits. According to them an ideal home environment is one where parents give proper reward to children to strengthen their desired behaviour, take keen interest in the children and love them, provide opportunities to children to express their views freely, where parents put less restrictions to discipline the child, do not prevent them from acting independently and do not continue with infantile care, make optimum use of physical and affective punishment, and finally, where the children are not compelled to act according to their parental desires and expectations.

Next, the question arises, what an ideal home environment should be like? For children, an ideal home environment should be a learning stimulatory environment since as observed by (Bull et al., 2008; Kendall et al., 2008) that the home learning environment is formative in a child’s social development and is an essential contributing factor to educational outcomes at all stages of the learning trajectory. Parents can create a home environment suitable for learning by:

- designating an area to do homework,
Chapter I/ Introduction

- providing access to reading material, and
- assisting with the organisation of homework and studies (OECD, 2011).

A stimulating home learning environment which consists of a variety of educational materials and positive reinforcement of the value of education by parents is integral to intellectual and social development in children of all ages (Sylva et al., 2004; Henderson & Berla, 1994; Sammons et al., 2008). In addition to making learning enjoyable and rewarding, a quality home learning environment contributes to the standards that children set for themselves and their aspirations for education (Jeynes, 2005) a reason of which might be as found in a study by Gottfried, Fleming, and Gottfried (1998), that Home Environment have a statistically positive and significant effect on academic intrinsic motivation. Parents make the greatest difference to achievement through supporting their learning in the home rather than supporting activities in the school (Harris & Goodall, 2007).

In a similar context, Egunsola (2014) asserted ‘the home influences the child at the most earliest possible time of his life at a time when his mind is most receptive. It provides the first impression which may last through the whole life of the child. The parents or guardian of the students are responsible for providing the right home environment that will facilitate effective learning for their wards. Furthermore, in pupil’s home environment, some factors that influences their academic performances include: parental educational background, occupation, economic status, marital status and home location; family size and peer group. The home environment means the family background of the students; this includes all the human and material resources present at the home that affects the student’s education and living, such as the parent’s level of education, their occupation, socio-economic status and socializing facilities available in the house. Thus, the home is the basic institution for providing the child’s primary socialization and laying the educational foundation for the child upon which the other agents of socialization are built. The education received by a child from parents and significant others at home is most likely to have a highly significant and dominant effect on the behaviours of the child later in life. What the child learns at home and how his/her family motivates him/her towards education contributes to the child’s success or failure at school. Even though, environment also plays a very remarkable role in the life and educational success of every individual. The family, being a powerful influence on the child and its importance as a primary agent of
socialization could in no doubt enhance or hinder the academic achievement of the child depending on the social climate in the family’ (p. 47).

In a comprehensive way, Muola (2010) stated that the term “home environment” refers to all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally. The intellectual pursuits or more specifically the academic accomplishments of the child is nurtured and moulded in the home and tailored and shaped by the parental influences. Most importantly, different home environments vary in many aspects such as the parents’ level of education, economic status, occupational status, religious background, attitudes, values, interests, parents’ expectation for their children, and family size among others. Children coming from different home environments are affected differently by such variations (p. 214). According to Makstrot (1989) ‘Home is a microcosm where children can experience their effectiveness and power to make a difference through problem solving service and cooperation’. When parents engender respect for the range of people’s needs and life styles, children develops a sense, a purpose, and uses their ability for the benefit of the people of the world as well as themselves.

Home environment thus refers to the climate prevailing in the house of a student, which vary from culture to culture and family to family (Moss & Moss, 1986) and might have a positive or negative contribution on the academic achievement of the students. Epstein (1992) believes that “students at all grade levels do better academic work and have more positive school attitudes, higher aspirations, and other positive behaviours if they have parents who are aware, knowledgeable, encouraging, and involved”. According to Hattie (2009) the characteristics of ‘home environment’ includes socio-psychological factors, intellectual stimulation in the home, and parenting approaches like responsiveness, restriction, punishment, play materials, involvement and variety (p. 67), while ‘parental involvement’ refers to active involvement in learning activities and the communication of high aspirations (i.e. ‘academic socialisation’). Fan and Chen (2001) asserted that parental involvement in their child’s literacy practices positively affects children’s academic performance and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education (Flouri & Buchanan, 2004). Lakshmi and Arora (2006) who claimed parental acceptance and encouragement are positively related with academic school success and competence had studied the impact of home environment on the scholastic achievement of
children and found that good quality of home environment had significant positive correlation with ‘high’ level of scholastic achievement in boys than among girls. Home-based involvement also includes activities which do not take place in the home per se, such as taking children to events and places that foster academic achievement. These can include museums, libraries, galleries, talks and performances (Hill & Tyson, 2009). Evidence indicates that parental involvement in the form of at-home good parenting has a positive effect on children’s achievement (Epstein & Sheldon, 2006; Duckworth et al., 2009). Parents can communicate their expectations and educational aspirations, for example, by discussing subject selection and choices, academic aspirations and post-school pathways (Pomerantz et al., 2007). Hoover-Dempsey and Sandler (2005, as cited in Emerson et al., 2012) remarked such communication represents a style of parenting which is supportive of a child’s academic progress, places value on learning, and models behaviours appropriate for achievement (p. 18).

Besides, parental encouragement and involvement, parental engagement has some influence on the student’s academic achievement. International research (Pushor, 2007; Harris & Goodall, 2007; Desforges & Abouchaar, 2003, as cited in Emerson et al., 2012) demonstrates that parental engagement (of various kinds) has a positive impact on several indicators of student achievement, including:

- higher grades and test scores,
- increased enrolment in higher level programs and advanced classes,
- higher successful completion of classes,
- lower drop-out rates,
- higher graduation rates, and
- greater likelihood of commencing postsecondary education (p. 29-30).

A quality home environment and parental support can contribute towards a student’s motivation for academic achievement and learning, which can in turn increase interest in and satisfaction at school (Mansour & Martin, 2009).

Pushor (2007) stated that beyond educational achievement, parental engagement is associated with various indicators of student development. These include:

- more regular school attendance,
- better social skills,
- improved behaviour,
• better adaptation to school,
• increased social capital,
• a greater sense of personal competence and self-efficacy for learning,
• greater engagement in school work, and
• a stronger belief in the importance of education

Evidence shows that parental engagement can contribute towards social development as well as academic achievement as children progress from early childhood through the high school years and into higher education (Jeynes, 2007). Emerson et al. (2012) reported, international research has shown that parental engagement (of various kinds) has a positive impact on many indicators of student achievement, including:

• higher grades and test scores,
• enrolment in higher level programs and advanced classes,
• higher successful completion of classes,
• lower drop-out rates,
• higher graduation rates, and
• a greater likelihood of commencing postsecondary education (p. 8).

Emerson et al. (2012) further reported that beyond educational achievement, parental engagement is associated with various indicators of student development. These include:

• more regular school attendance,
• better social skills,
• improved behaviour,
• better adaptation to school,
• increased social capital,
• a greater sense of personal competence and efficacy for learning,
• greater engagement in school work, and
• a stronger belief in the importance of education. (p. 8 - 9).

Houtenville and Conway (2008) found that parental effort (the combination of all kinds of engagement) has a large effect on student achievement compared with school resources (e.g. per pupil spending on teaching).

Emerson et al. (2012) presented in their report the principles which lie at the heart of effective parental engagement.
First, *Academic Socialisation*—The term academic socialisation describes certain kinds of parental behaviours which have a demonstrably positive impact on learning and academic outcomes. Academic socialisation involves:

- communicating with children about parental expectations for education and about the value and enjoyment of learning,
- discussing learning strategies with children,
- linking school work to current events and other topics,
- fostering educational aspirations and making preparations and plans for the future,
- providing a stimulating home learning environment, and making learning enjoyable and rewarding, and
- focusing on activities which are directed at building students’ decision-making and problem solving skills and affirming their growing autonomy, independence, and academic abilities (p. 9).

Academic socialisation provides a way of considering parental involvement that focuses on the needs of the child, including independence and autonomous decision-making. It is considered especially relevant for high school students as it is not dependent on parents sustaining relationships with every teacher. Rather, it is intended to develop abilities in students over time that allow them to independently assess their goals, anticipate the results and consequences of their own actions, and learn from their successes and failures.

Second, *Parental role construction*—The extent to which parents are engaged and the likelihood of that engagement being sustained over time is depended upon how they perceive themselves as actors in their children’s education. Parental role construction therefore plays a decisive part in the likelihood of a parent becoming engaged in education. Whether parents decide to take part in their children’s education autonomously, or whether they become engaged as a result of invitations (actual or perceived) from schools, can in turn influence the nature and quality of their engagement. Parental role construction is important not just because it affects parents’ decisions about how and whether to become engaged, but also because role construction is intimately linked to academic achievement. Parental aspirations and expectations for their children’s education have a strong relationship to academic
outcomes. In turn, a parent’s sense of efficacy and belief in their ability to help their children is central to whether and how they become involved with their children’s schooling. The lowest likelihood of engagement occurs when parental role construction is weak – that is, when parents do not believe they should be involved in their child’s education and have at the same time a low sense of efficacy (p. 11).

Third, Parenting style- There is evidence that parenting style which is supportive of the child and encourages conversation and exchange between the parent and child is more conducive to emotional wellbeing during the schooling years. A supportive parenting style allows for the setting of limits and rules while making transparent the reasons behind decisions, thereby acknowledging the autonomy and self-responsibility of the child. Conversely, a style which is emotionally distant yet which requires children to obtain high levels of academic achievement can lead to low levels of self-esteem in children, which can have a flow-through negative impact on academic achievement (p. 11).

Fourth, Parental engagement and Child wellbeing- As already noted, much of the literature on parental engagement assesses the links between engagement and academic achievement. There is a risk however, that parents may place excessive pressure on students to academically excel. This may be detrimental to children’s wellbeing, as there is increasing recognition that a lack of social and emotional competence can adversely affect student wellbeing and overall academic achievement. There is evidence that the integration of social and emotional programs into the broader school curriculum can have a positive effect on academic achievement and wellbeing. While the parenting behaviours (p. 11) referred to as academic socialisation have been shown to lead to better academic outcomes, any parental engagement strategy should be tempered by an appreciation of the need to foster the development of students’ wellbeing more broadly. The purpose of parental engagement in schooling contexts should therefore be to enhance student wellbeing as well as promote academic achievement (p. 12).

Fifth, Lessons for policy and practice- Families, schools and communities contribute in unique and complementary ways to a child’s learning process. Any approach to parental engagement must recognise that there are multiple actors – parents, teachers, schools, the wider community, and peers – which interact in a child’s learning and formal education. Successful parental engagement strategies and initiatives reflect an awareness of this interdependence and the wider context in which
child development occurs. The evidence reviewed in this report suggests interventions have the greatest impact when they are focused on linking behaviours of families, teachers and students to learning and learning outcomes, when there is a clear understanding of the roles of parents and teachers in learning, when family behaviours are conducive to learning, and when there are consistent, positive relations between the school and parents (p. 12).

Finally, successful parental engagement is continuous. Children are born to learn, and parental engagement needs to start from infancy and be maintained throughout childhood and well into teenage years and early adulthood, though the nature of parental participation may change the level of commitment from parents needs to remain the same. For parents to understand and appreciate their continuing role, parents, schools and indeed the general community need to build a mutual understanding of positive parental engagement and progress strategies to create and sustain this. Through this mutual understanding and commitment, children’s wellbeing will be enhanced, and they will have a much greater chance of living a life that they value, where their full capacities and aspirations are fulfilled (Emerson et al., p. 13).

Emerson et al. (2012) reported that Programme for International Student Assessment (PISA) data indicates that parents do not need to invest a significant amount of time or acquire specialised knowledge in order to assist their children in learning. Instead, improved educational outcomes result from a genuine interest and active engagement from parents (OECD, 2011). By simply reading to and talking with their children about school, films, and books, parents can contribute to children’s learning outcomes (OECD, 2011). Therefore, the contribution of the home environment to educational outcomes lies not in how parents teach their children specific subjects or content, but how they guide and encourage their children in learning (Bakker & Denessen, 2007). Henderson and Mapp (2002, p. 30) stated, ‘the more the families support their children’s learning and educational progress, the more their children tend to do well in school and continue their education’.

Atkinson and Feather (1966) further claimed that, children from favourable home environments tend to have a high need for achievement as opposed to those from unfavourable home environments. The development of a high need for achievement can be traced to childhood training techniques in which successful parents are known to provide independent training which is likely to foster high

In addition, parenting styles also majorly influence the relationship and education of children. By the late 1980s, three parenting styles were commonly used to describe family-student interactions (Dornbush et al., 1987):

- **Authoritarian**: little interaction between parents and students, parents’ punishing students for poor grades and responding to good grades with requests to do better,

- **Authoritative**: frequent discussions between families and students, parents’ frequent encouragement, praising good grades, showing disapproval for poor grades, and providing offers of assistance when needed,

- **Permissive**: parents’ indifference to grades and absence of household rules and/or established routines concerning student behaviors including homework, TV watching, bedtimes, chores, time spent outside the house, time spent with friends, and time spent on the phone.

It was emphasized by Dornbush et al. (1987); Kellaghan et al. (1993) and Steinberg et al. (1989, as cited in Daleure et al., 2013) that students reporting an authoritative parenting style tended to have the highest academic performance, while students reporting a permissive parenting style tended to have the lowest academic performance.

Emerson et al. (2012) strongly emphasized that gains in learning are most prominent when parents and school staff work together to facilitate a supportive learning environment in both the home and the school as they believe that while the home learning environment remains critical to a child’s education, dialogue between parents and school needs to occur to keep parents informed about curricula, courses, school rules, and assessments. Emerson et al. (2012) further remarked that this dialogue can lead to conversations about optimal home learning environments that in turn benefit a child’s academic pursuits (p. 20). The combined effect of parental support in the home, a quality home learning environment, a positive relationship between parents and teachers, and a quality learning environment at school has been found to make a positive contribution to children’s academic achievement throughout the schooling years (Gutman & Midgley, 2000, in Henderson & Mapp, 2002; Epstein & Sheldon, 2006). Parental involvement within the school can act as a precursor to effective practices at home, and parents are more able to assist their children if they
are kept informed about how they are doing in school and the best ways to encourage and motivate them to learn (Desforges & Abouchaar, 2003; Kellaghan et al., in Henderson & Berla, 1994). Building this kind of communication, parents and teachers can then work together to support the child in his or her education (Lee & Bowen, 2006). Muller (2009) opines: ‘Family-school and community partnerships are re-defining the boundaries and functions of education. They enlarge parental and community capacity; they create conditions in which children learn more effectively.

In these ways they take education beyond the school gates’. Based on the foregoing discussion and review of the past studies it can be established theoretically that Home Environment might influence the Academic Achievement of students.

1.2.2: The Concept of Mental Health

According to Dalal and Misra (2006) ‘Health is a very frequently used term in everyday conversation. It has a wide connotation ranging from mild to severe illness on one hand, and to sound physique and spirit on the other. A major part of our daily activities centre round avoiding illness, and maintaining good health and a sense of well being. Different societies understand good health in their own ways and formulate their own beliefs and theories to deal with health issues. In modern times there is perceptibly greater emphasis on improving the quality of health and well being. The meaning of the term health has outgrown from the German and Anglo-section words implying ‘whole’, ‘hale’ and ‘holy’. It thus refers to the wholesomeness of a person. Health, thus, has a strong association with holiness, happiness, hygiene, cleanliness, sanity and real self. Many of these aspects of health are emphasized in Ayurveda, Tao and Hippocratic system, which refer to health in terms of wholeness and harmony with nature’. Dalal and Misra (2006) emphasized that the definition of health cannot be limited to the narrow view of illness or its absence as indicated from the above given definitions. They referred to the popular definition of the World Health Organization (1978) which stated health as ‘the state of complete physical, mental and social well-being and not merely an absence of disease or infinity’, thus indicating that the definition of health is beyond the mere absence of a disease and focuses on maintaining good health, rather than on the treatment of different diseases, further it takes health as a multi-dimensional concept comprising of the three components of health being physical, mental and social (Dalal & Misra, 2006). To them, health thus refers to a proper functioning of various parts of the body and the
mind, as well as the capacity to participate in social activities, performing the roles, and abiding by the moral principles and better quality of social and family life. Kaur and Arora (2014) remarked, ‘Health is an indispensable quality in human beings. It has been described as soul from which the finest flowers grow. A healthy individual is not only physically healthy, but is also mentally healthy. The modern concept of health extends beyond the proper functioning of the body. It includes a sound, efficient mind and controlled emotions. Mental health which today is recognized as an important aspect of one’s total health status is a basic factor that contributes to the maintenance of physical health as well as social effectiveness’ (p. 9). Similarly, Dalal and Misra (2006) also emphasised that the concept of good health is synonymous for general well being of a person and that the concern is not the cure but with healing the person, that is regenerating a sense of well being and fitness to deal with one’s life’s conditions. The concept of the state of well being is closer to the concept of mental health and happiness, life’s satisfaction and actualisation of one’s full potential (Dalal & Misra, 2006).

Mental Health is conceived in the present study in its positive notion which contributes to the constructive development of the human entity. It is in line with the definition of WHO (2004) which perceived Mental health as a positive source contributing to asset development individually, socially, and economically. Better mental health outcomes in adolescents are characterized by greater adaptation in family, society, and school environment, improved quality of life (Hoagwood et al., 1996; USDHHS, 1999). White House Conference (1930, as cited in Bernard, 1970) defined Mental Health as the adjustment of individuals to themselves and the world at large with a maximum of effectiveness, satisfactions, cheerfulness and socially considerate behaviour, and the ability of facing and accepting the realities of life. The highest degree of mental health might, therefore, be described as that which permits an individual to realize the greatest success which his capabilities will permit, with a maximum of satisfaction to himself and the social order, and a minimum of friction and tension. This implies a stage of such well being that the individual is not conscious of unsatisfied tensions; does not show socially inadequate or objectionable behaviour and maintains himself intellectually and emotionally in any environment under any circumstances (p. 12-13).

Burnham (n.d., as cited in Chauhan, 1995) had emphasized the importance of integration or wholeness of personality and further opined, “A mentally healthy
person is one who has a wholesome balanced personality free from schisms and inconsistencies, emotional and nervous tensions, disorders and conflicts. He does not compart himself like a series of compartmentalized shelves, a series of Dr. Jekyllys and Mr. Hydes, honest on Monday, generous to-day, crabbed tomorrow, reasonable and logical at times, at other times, confused and inconsistent”. “The balanced personality”, according to Professor Hamley, is like the balanced physical system; it stands firm in the midst of strain and stress. There can be no balance of personality, where there is no possibility of conflict. We do not seek the balanced personality in the cloister or in the retreat, although it is often to be found there but in the tempests and storms of life”. A mentally healthy person is firm in his intentions and is not disturbed by the strain and stress of life. It can be stated that Mental Health is a condition of psychological maturity- a relatively constant and enduring functioning with a maximum of effectiveness and satisfaction. Mental Health also involves positive feelings and attitudes toward the self and toward others.

Bernard (1961) stated, mental health is an ability to cope with the present and in all likelihood to adjust satisfactorily in the future. According to Kilander (1962), mental health is the measure of a person’s ability to shape his environment to adjust to life as he has to face it, and to do so with a reasonable happiness. Hales and Hales (1995, as cited in Irshad, 2013) further defined mental health as- “the capacity to think rationally and logically, to cope with the transitions, stresses, traumas, and losses that occur in all lives, in ways that allow emotional stability and growth.” (p. 21). Doshi and Jogsan (2014) emphasized that Mental Health is not merely an absence of mental illness, but it is also the ability to cope with the problems in life and Mental Health is as important as physical health to everybody. They also referred to that a good mental health is essential for leading a good life. According to them, Mental Health is an attitudinal concept toward us and others. It also presents a humanistic approach towards the understanding and assessment of the self, positive feeling, attitude self and others. Conversely, Negi (2010) remarked that with poor mental health one loses overall effectiveness. He further added Mental Health is a balance between all aspect of life - social, physical, spiritual and emotional aspect of a person. It imparts on how we manage our surroundings and make choices in our lives- clearly it is an integral part of our overall health. A comprehensive definition of Mental Health is offered by WHO (2001, 2005) which defines mental health as ‘a state of well-being in which the
individual realizes his/her own abilities, can cope with the normal stresses of life, can
work productively and fruitfully and is all able to contribute to his/her community’.

Thus, it is quite evident that, Mental Health is a multidimensional construct
that includes both cognitive and emotional elements. It refers to the full and
harmonious functioning of the total personality which gives satisfaction and a sense of
fulfilment (Verma et al., 2008). Poh Keong et al. (2015) emphatically stated that
Mental Health based on the definition by Abdul Ghani (2013), is the expression of
emotion and symbolizes the ability to adapt to various pressures and demands of life.
They also considered referring to the Malaysian Mental Health Policy that mental
health is regarded as the ability of an individual or groups to interact with one another
in order to generate a feeling of peace, optimal function and to utilise the ability of
cognitive/intellectual, affective/emotional, and human networking to achieve the goal
of the individuals or groups (Abd Kadir, 2014). Therefore, mental health is associated
with the promotions of well-being, prevention of mental disorder, treatment and
rehabilitation that are affected by mental disorders (as cited in Poh Keong et al.,
2015).

Similarly, Kornhouser (1965) referred Mental Health to those behaviours,
perceptions and feelings that determine a person's overall level of personal
effectiveness, success, happiness and excellence of functioning as a person. It depends
on the development and retention of goals that are neither too high nor too low to
permit realistic successful maintenance of belief in one's self as a worthy, effective
pointed out that mental health highlights emotional wellbeing, the capacity to live a
full and creative life and the flexibility to deal with life's inevitable challenges. Mental
health is likewise defined by Parameshvara (2010) as a state of perfect, including not
merely the absence of disease or disorder but also the presence of factors such as life
satisfaction, self-acceptance and social contributions. According to Ghani (2013, as
cited in Poh Keong et al., 2015), Mental Health is a prosperous state in which an
individual is aware of his own abilities, can handle pressure well, can work
productively and is able to contribute to the society. This implies that mental health is
fundamental to the well-being of individuals’ ability to function more effectively in
the society. Moreover, Elliot (2010) cited that Mental health also refers to "positive
mood, general well-being, and relatively infrequent symptoms of anxiety and
depression" (Stephens, 1988, p. 41). To sum up, Mental Health is thus, "a state of
successful mental functioning, resulting in productive activities, fulfilling relationships, and the ability to adapt to change and cope with adversity indispensable to personal well-being, family and interpersonal relationships, and one's contribution to society" [USDHHS (n.d., Definition of mental health section, para. 1, as cited in Elliot, 2010).

With respect to the characteristic features of Mental Health and after drawing inferences from the foregoing discussion, “Mental Health involves (1) Continuous adjusting rather than a static condition and is therefore a progressive goal. It is an ability to cope with the present and in all likelihood to adjust satisfactorily in the future. It involves (2) physical, mental, and emotional phases of adjusting behaviour as well as habits of work and attitudes toward situation and obstacles. Hence, Mental Health is (3) a point of view one takes of all phases of living. The concept includes (4) a social phase- referred to in the definitions by such words as “socially considerate behaviour,” “satisfaction with the social order,” and “contributions to society.” Mental Health is not simply the absence of disease but is (5) a process of optimum functioning and maximum self realization. For those who are ill it is a matter of getting well, for those who are “getting along” it is a matter of improvement, and for those who are robust it is a matter of maintaining and continuing achievement”, as opined by Bernard (1958). Kaplan (1971) asserted, “Mental Health is not simply a state of happiness or contentment, of outgoingness or accommodation to circumstances, although it may involve these characteristics. According to him, to some people “mental health” implies living securely, enjoying life, being productive, and having a sturdy ego that is capable of withstanding stress. To others, these properties are a prerequisite to Mental Health, but not mental health itself. Mental Health consists, rather, in a set of goals, intimately related to social values and may take on different forms in different societies (Korner, 1962, as cited in Kaplan, 1971, p. 4).

Symonds (2010, as cited in Singh, 2011) had offered the four fold concept of mental health.

i. Balance between the demand of society and the desire of the individual
ii. Maturity: The absence of infantile and childish pattern of behaviour
iii. Adequate functioning: The ability of burn out/release threats and frustrating situations
iv. Compromise between inner desire of individual and the demand of the society (p. 2)

MacDonald et al. (1998, as cited in Singh & Kaur, 2011) had recommended the following elements which constitute an individual’s mental health. They are-

- **Physical Health**: Sound physique is essential to keep good mental health. Persons who have some physical defects or deformities may develop various types of complexes and frustrations and the result is ill mental health.

- **Intellectual Health**: Intellectual health is another important element of mental health. Intellectual persons can adjust well to the changing and frustrating situations. Thus, good intelligence keeps the mental health of the individual intact.

- **Emotional Health**: Under mental health, emotional health is very important. An emotionally stable individual enjoys a good mental health, whereas emotionally unstable conditions cause maladjustments and mental disorders.

- **Interests and Aptitudes**: It is essential that the individual should be healthy in interests and inclinations. The work assigned according to interests and aptitudes ensures success and development of wholesome and balanced personality. If the work assigned to individual is above his/her head or not according to his/her interests and aptitudes, then he/she will lack confidence and, hence, suffers from frustration, which leads to ill mental health.

In his book, ‗Abnormal Psychology‘, Roy (n. d., as cited in Chauhan, 1995) has given the following conditions for good mental health-

1. **Good physical health**- That a sound mind can only exist in a sound body is an old proverb. The psycho-bio-social approach to the understanding of behaviour emphasizes that the physical health of the organism is of importance in its adaptation to and survival in the world.

2. **Satisfying social relation**- Harry Stack Sullivan defined a human being as the totality of his real and imagined relations. Satisfactory social intercourse is a pre-requisite not only for a person’s mental
health but also for his very humanity. A mentally healthy person is he who has good social relations.

3. Confidence- Each individual needs at least one other person in whom he can confide his innermost secrets and problems. Without such confidence, a person can feel all alone, even while immersed in a continual round of superficial social activity. It is with immense confidence that a person is able to realize his full potential to love and be loved.

4. Personal worth- The feeling of self-esteem is important in Mental Health. A person must be able to accept himself as a person of worth and respect himself.

5. Insight- A person must learn to evaluate realistically all behaviours. A mentally healthy person must have insight into his actions.

6. Philosophy of life- A well adjusted person has a sound philosophy of life built upon the following:
   
i  First a person must live in the world in the sense of active social participation and commitment.
   
ii  Life is worth living. It has meaning which can be understood in terms of either religion or humanism.
   
iii  “No man”, as John Donne puts it, “is an island entire of it.” Each man is a vital part of every other person in terms of Erich Fromm’s philosophy, “All men are brothers and are capability of productive love”. Each individual’s philosophy must meet his unique personal needs as well as the demands made on him by the society (p. 17).

Jahoda (1958, as cited in Bernard, 1970) reporting to the Joint Commission on Mental Illness and Health, suggests *six major categories* for conceptualizing the often vague term Mental Health:

1. An attitude toward one’s self in which self inspection leads towards acceptance of weaknesses and pride in strengths; a clear image of what one really is and identity with it so that one is motivated toward inner stability.
2. Growth and development toward self-realization of one’s potentialities; a blending of one’s total personality toward achieving the best of what one might become.

3. Integration of personality involving a balance of psychic forces, a unified outlook on life, and some capacity for withstanding anxiety and stress.

4. Autonomy of action in which the individual determines behaviour from within instead of drifting with the impact of present stimuli-independence in the face of difficulties.

5. A perception of reality which is relatively free from what one wishes things might be and which involves his being attentive to and concerned with the welfare of others.

6. Mastery of the environment through (a) the ability to love, (b) being adequate in love, work and play, (c) competence in human relations, (d) capacity to adapt oneself to current circumstances, (e) ability to draw satisfaction from one’s environment, and (f) willingness to use problem-solving approaches in life processes (p. 13-14).

Sullivan (n. d., as cited in Chauhan, 1995) emphasized that an individual who is ‘mentally healthy individual would place a major value on efficient social functioning. Freudians lay stress on an awareness of one’s unconscious motivations and subsequent self-control, based on that awareness. Erich Fromm focuses on a person’s connections with the social environment, stressing humanism, freedom, relationality and individualism. Perls, also had emphasized a person’s acceptance of responsibility for directing his/her own life’ (p. 18).

Peck and Mitchell (1962, as cited in Kaplan, 1971) recommended to the following six characteristics of Mental Health:

a) Objective judgement, or rationality, or good sense
b) Autonomy, initiative, or self-direction
c) Emotional maturity
d) Self-realizing drive- ability to work hard and purposefully toward realizing his capacities
e) Self-acceptance or self regard
f) Respect for others (p. 5).
Another approach proposed by Dunn (1964, as cited in Kaplan, 1971) suggests that mental health or well being must involve a balance among several components of the individual and of the society in which he lives. These include:

- Chemical balance- internal physiological well being of the individual,
- Neuromuscular balance- including the problem solving activities of mind and body,
- Balance between inner and outer worlds- maintaining efficient and realistic communication between the mind and body on one hand and the external world on the other,
- Balance between the individual and the society. No person can live unto himself and enjoy well being. Altruism, creativity, love, contributing to the culture is included here,
- Balance between mind and body- self-integration through ability of the body to expend energy and of the mind to help find solutions to problems,
- Balance between exertion and rest, between work and leisure (p. 6).

While exploring the other side of Mental Health, Kaplan (1971) firmly stated that mental health is not just a state of happiness or contentment that, once achieved, can be retained for life like a college degree. Rather, it involves a continuous adaptation to changing circumstances, a dynamic process where a living, reacting being strives to achieve a balance between internal demands and the requirements of a changing environment. In terms of how it is manifested, Kaplan also asserted, mental health as a dynamic concept emphasizes, that he can seldom achieve a state of contentment, that he cannot escape stress. At times it involves compromise and accepting problems that cannot be resolved. It involves also a constructive, active approach to problems, the development of competence to handle stress, and a pattern for living in a personally and socially acceptable manner (p. 6).

According to some psychologists, “A mentally sound or healthy person should also be understood as dynamic and conscientious person who is found to be reasonable, rational in the choice of means for the realization of his/her pious ends”. The goals of mental health are both personal and social. The personal goal as explained by Stevenson (1956) is that mentally healthy individuals can pursue reasonable and purposeful objectives and can make fruitful use of their talents and
abilities. Irshad (2013) opined, “mentally healthy individuals value themselves, perceive reality as it is, accept its limitations and possibilities, respond to its challenges, carry out their responsibilities, establish and maintain close relationships, deal reasonably with others, pursue work that suits their talent and training and feel a sense of fulfilment that makes the efforts of daily living worthwhile” (p. 21). Madlan (2004) suggested, a person with a healthy mental health can recognize himself on the ability, willing to accept failure, able to control his/her emotions and appreciate himself / herself. Doshi and Jogsan (2014) observed that a mentally healthy person shows a homogenous organization of desirable attitudes, healthy values and righteous self-concept as a whole. They stressed that a mentally sound or healthy person should also be understood as dynamic and conscientious person who is found to be reasonable, rational in the choice of means for the realization of his/her pious ends. Saul has described the mentally healthy individual as, “The mature adult is both predominantly independent and responsible and has little need to regress, and also is giving and productive, although still able to relax and to receive normally, he is cooperative rather than egoistical and competitive; he is in relative harmony with his conscience which easily integrates with his mature feelings and behaviour, his sexuality is free and integrated with mating and responsible productive activity both sexual and social; his hostility toward others and towards himself is minimal but is freely available for defences and constructive use, he is discriminating and highly adaptable.....his anxiety is at a minimum”.

The National Association of Mental Health (1964, as cited in Kaplan, 1962) justly portrayed a mental healthy person as ‘one who feels comfortable about himself, feels right about other people, and is able to meet the demands of life. Bower explained, the approach that relates mental health to the competence with which an individual lives in his environment and the competence of social institutions (home, school, work, recreation, etc.) to make this living as effective as possible, considers mental health in terms of the quality of interaction between an individual and his environment, rather than its intra psychic manifestations’.

The following are the five behaviour patterns that a mentally healthy person may evidence:
a) A sense of responsibility: The person who is mentally healthy has a sense of responsibility and is sensitive to the needs of others and attempts to satisfy those needs for the welfare of others.

b) A sense of self-reliance: The mentally healthy person has confidence in his judgement and abilities and views setback as problems to be solved rather than an occasion for the display of anger and emotional outbursts.

c) A sense of direction: The mentally healthy individual has a clear concept of his life goals. He directs his efforts, energy and creativeness toward the attainment of these goals.

d) A set of personal values: The mentally healthy individual has a philosophy of life that is based on convictions, beliefs and goals that contribute to his happiness of those around him. His philosophy of life will tend to increase his social status and his contribution to society.

e) A sense of individuality: The mentally healthy individual recognizes himself as a person who is separate and distinct from others. He endeavours to develop attitudes and patterns of behaviour that entail neither a blind conformity to the demands and desires of others nor a rebellious detachment and isolation from others.

According to Melinda et al. (2010, as cited in Singh & Kaur, 2011) the following characteristics are attached to individual(s) who is/are mentally healthy. The individual(s) has/ have:

- A sense of contentment.
- A zest for living and the ability to laugh and have fun.
- The ability to deal with stress and bounce back from adversity.
- A sense of meaning and purpose, in both activities and relationships.
- The flexibility to learn new things and adapt to change.
- A balance between work and play, rest and activity etc.
- The ability to build and maintain fulfilling relationships.
- Self-confidence and high self-esteem.

These positive characteristics of mental health allow individual to participate in life to the fullest extent possible through productive, meaningful activities and strong relationships. These positive characteristics also help the individual to cope with challenges of life.
Irshad (2013) recommended that “a mentally healthy person has three main characteristics:

a) He feels comfortable about himself, i.e., he feels reasonably safe and sound. He neither underestimates nor overestimates his own ability. He accepts his shortcomings. He has self respect.

b) The mentally healthy person feels right towards others. This means that he is able to be concerned about others and to love them. He has friendship that is gratifying and lasting. He is able to like and trust others. He takes responsibility for his neighbour and his fellow men.

c) The mentally healthy person is able to meet the demands of life. He does something about the problems as they arise. He is able to think for himself and to take his own decisions. He sets a reasonable goal for himself.

Good mental health is not simply the absence of diagnosable mental health problems, but good mental health is likely to help and protect against development of many such problems. Good mental health is characterized by a person’s ability to fulfil a number of key functions and activities including:

- The ability to learn.
- The ability to feel, express and manage a range of positive and negative emotions.
- The ability to form and maintain good relationships with others.
- The ability to cope with and manage change and uncertainty” (p. 22-23).

While relating Mental Health with the concept of education, Sutherland (1953) has stated that the joint goal of all education is the development of the intellectual and emotional potentialities of every individual. Since, the aim of education is to develop healthy personality of individuals and as one of the important ingredients of education which is the role of mental health is very important not only in formal education but also, in informal education – such as family and societies. Various studies have been carried out in different parts of the world to identify factors that impact on students’ mental health since poor mental health has been recognised as the leading cause of lower academic achievements (Puskar & Bernardo, 2007). Arthur (1966, as cited in Bernard, 1970) put forward a definition of Mental Health specifically related to students as “The mentally healthy student
accepts himself with his strong points and his shortcomings; he makes the best use of what he has, and he does not allow his personal weaknesses to interfere with his daily activities and his pursuit of long-range goals. If the positive factors in his personality are accentuated, the weaknesses, in most cases will retreat from the foreground. The emotionally healthy student reaches a balance between his instincts and his conscience, coupled with the demands of his environment. He experiences little conflict between these feelings, and he can tolerate a moderate amount of inconvenience resulting from conflicts among drives, values, and the experiences of reality in the academic environment (p.13).

Bernard (1958) had accentuated that Mental Health in the classroom involves students who are effective, or successful, in the activities of the classroom. The mentally healthy student is one who, justifiably, draws satisfactions from his achievements. Because he is effective and his satisfactions, he is cheerful about his work and his associations. And finally, the mentally healthy student is one who can work for and with others as well as by himself. As Rogers (1968, as cited in Bernard, 1970) affirmed that he is not a lonely personality-rather, because of the psychological dangers of crowding and the threat of rapidly increasing population, he is one who has learned fundamental, skills of interpersonal relationships (p. 14). All these factors together contribute to improve the mental health of students and enable him to develop a strong self concept and facilitate him to cope with and adjust to change in the environment thus posing a significant influence in his personal and academic life of students. The preceding discussion reflects that Mental Health can be considered as a significant factor which might contribute to academic achievement of students, hence, is included for the present investigation.

1.2.3: The Concept of Emotional Intelligence

The Oxford English dictionary defines emotion as “any agitation or disturbance of mind, feeling, passion; any vehement or excited mental state.” There is a growing recognition that emotions are about significant things that are intrinsically communicative. There are always about something that matters for us. As Keitner and Haidt (1999) have reported that there are individuals, dyadic, group and cultural level functions of emotions. At the individual level, they inform the individual about specific social events or conditions needing to be acted upon and
prepare the individual to respond to problems or opportunities. At dyadic level, emotional expressions help knowing others’ emotions, beliefs, intentions; evoke complimentary and reciprocal emotions in others; and serve as incentives or deterrents for other individual’s social behaviour. At group level, emotions help individuals define group boundaries and identify group members; help individuals define and negotiate group related roles and statuses; and help group members negotiate group related problems. At cultural level, emotions help in assuming cultural identities, help children learn norms and values of their culture and reify and perpetuate cultural ideologies and power structures. Lawler (2006) has proposed that emotions are often interpreted in relational or group terms. They bear affective attachments to relations or group terms and contribute to social solidarity and order. Elaborating the role of emotions in the interpersonal domain, Leary (2007) has argued that the experience of emotions by human beings is made complex by self awareness. It allows human beings to imagine how they are perceived by other members in the society. Sibia and Misra (2011) reported that there are various emotions in humans like guilt, embarrassment, shame, which are sometimes named as self-conscious emotions which occurs due to the reactions to the inferences regarding the evaluation performed by the significant others. Such evaluations are critical to social life in many ways which guide and encourage people to follow social norms and standards, punishing misbehaviour and promoting corrective actions following wrong doings. Sibia and Misra (2011) also referred to emotions as signals that provide information, direct attention and facilitate attainment of goals, and are viewed as organising processes that enable people to think and behave adaptively.

Adding to the context of emotions, Salovey and Mayer (1990, as cited in Sibia & Misra, 2011) held that ‘adaptive processing of emotionally relevant information is part of intelligence’. According to Sibia and Misra (2011) the importance of emotion has also been emphasized in the domain of rational thought like effective decision making. It has been found that people who manage their own feelings well and deal effectively with others are more likely to be content in their lives, and are, therefore, more likely to retain information better and learn more effectively. These advances show that emotions and cognition (intelligence) complement each other, and this provided the basis for the development of the concept of Emotional Intelligence (EI).
Sibia and Misra (2011) further asserted that since emotions convey knowledge about a person’s relationship with the world certain general rules and laws can be employed in recognizing and reasoning with feeling. The concept of Emotional Intelligence primarily focuses on the complex, potentially intelligent tapestry of emotional reasoning in everyday life. Goleman (1995) stated emotion refers to a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act. Emotions are the reactions consisting of subjective cognitive states, physiological reactions and expressive behaviours. Anger, sadness, fear, enjoyment, love, surprise, disgust, shame are some dimensions of our emotional life which are directly linked to Emotional Intelligence. Emotional Intelligence is the ability to know and manage one’s emotions, recognize them in others, and to handle relationships. It includes abilities such as being able to motivate one and persist in the face of frustrations, to control impulse and delay gratification, to regulate one’s moods and keep distress from swamping the ability to think, to emphasize and to hope (Goleman, 1995). Again, Mayer and Salovey (1997:4) consider Emotional intelligence as ‘reasoning that takes emotions into account’. Psychologists uncover “intelligences” and group them mainly into three clusters namely, abstract intelligence, concrete intelligence and social intelligence (Young, 1996). According to Weisenger (1998), emotional intelligence is also defined as “the intelligent use of emotions: one intentionally makes one’s own emotion work for one by using them to help guide one’s behaviour and thinking in ways that enhance one’s result”.

Emotional Intelligence has its roots in the concept of “social intelligence” and was first identified by Thorndike in 1920. Thorndike defined social intelligence as “the ability to understand and manage men and women, boys and girls – to act wisely in human relations”. Sternberg (1983, 1985) on the other hand, observed that human intelligence could be classified in three major components, namely, analytical intelligence, creative intelligence, and social and practical intelligence. Gardner (1993) incorporated interpersonal and intrapersonal intelligences in his theory of Multiple Intelligences. He opined that these two intelligences comprise social intelligence. Emotional Intelligence is a typical social intelligence that involves the ability to monitor one’s own and other’s feelings and emotions to discriminate among them and to use the information to guide one’s own thinking and actions (Salovey et al., 2004, p. 5).
The first use of the term "Emotional Intelligence" is usually attributed to Wayne Payne's doctoral thesis, ‘A Study of Emotion: Developing Emotional Intelligence from 1985’ Payne (1983/1986). However, prior to this, the term "emotional intelligence" had appeared in Leuner (1966). Greenspan (1989) also put forward an Emotional Intelligence model, followed by Salovey and Mayer (1990). Mayer and Salovey (1997) introduced the concept of Emotional Intelligence. Emotional Intelligence was defined as an individual’s ability to monitor one’s own and others’ emotions, to discriminate between the positive and negative effects of emotions and to use emotional information to guide one’s thoughts and actions (Mayer, DiPaolo, & Salovey, 1990). Mayer and Salovey (1997) modified this definition as “the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (p. 10). Accordingly, Emotional Intelligence is an ability to manipulate and perceive one’s feeling and others’ to direct their thought and actions properly (Parsa, 1997). In other words, Emotional Intelligence is a combination of self-awareness of one’s own feeling and ability to manage that feeling (Goleman, 1998).

Sibia and Misra (2011) remarked, a perusal of the various conceptualization of Emotional Intelligence shows that self awareness or knowing one’s emotions is the keynote of Emotional Intelligence. Self management or management of one’s emotions is an ability that builds self assurance. People who excel in it can bounce back more quickly from life’s setbacks and upsets. Handling relationships is a skill, which helps in managing emotions in others. They stated that Emotional Intelligence is thus the ability that motivates us to pursue our unique potential and purpose, and actuates our innermost values and aspirations transforming them from things we think about to what we live. Individuals who can utilize their emotions wisely towards the aims that they want to achieve in their work, education, or private life and who can achieve these aims may be defined as “intelligent in regard to emotions” (Yeşilyaprak, 2001). Emotional intelligence also can be defined as “the wise, sensitive and useful utilization of emotions by an individual” (Yesilyaprak & Durmus, 2007). It is an inconstant factor that explains the dominance of individual over his/her emotions and that explains how an individual may utilize his/her emotions in a more productive way (Konrad & Hendl, 1997). Experts report that emotional intelligence is an
Emotional Intelligence therefore reflects the capacity of an individual for understanding and managing his/her own emotion and is reflected in social skills and regarded as one supporting factor for a fulfilled life (Dulewicz & Higgs, 2000; Akerjordet & Severinsson, 2004). Emotional Intelligence is that part of the human spirit which motivates us to perform, which gives us energy to demonstrate behaviours such as intentionality, persistence, creativity, impulse control, social deftness, compassion, intuition and integrity (Kapp, 2002). Lam and Kirby (2002) are of the opinion that emotional intelligence involves perceiving, understanding, and regulating emotions. It has been demonstrated that Emotional Intelligence consistently predicts positive, social and academic outcomes in children (Eisenberg et al., 2000; Schultz et al., 2004; Izard et al., 2001). Although human behaviour and performance focus on rational behaviour, our thoughts, actions and conclusions are the emotional side of our nature (Wong et al., 2001, p. 2). Emotional Intelligence is a combination of both intrapersonal intelligence (introvert intelligence) and interpersonal skills (Tucker et al., 2000, p. 331).

Emotional intelligence as determined by Nelson and Low (1999) has four major skills or dimensions of emotional competencies namely-

- Interpersonal Skills,
- Leadership Skills,
- Self-Management Skills, and
- Intrapersonal Skills.

Nelson and Low (2005) identified the need for more effective development of emotional intelligence skills when they stated that: The qualitative, holistic, emotive and subjective experiences of students are critical to healthy growth and development. It can be noted that, Emotional Intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands and pressures (Bar-On, 2006). Emotional Intelligence also can be regarded as a system that has a cognitive and emotional aspect and that adjusts, organizes the emotions (Erdoğdu & Kenarli, 2008, p. 299). Again, Emotional intelligence is the ability of recognizing and controlling own feelings and feelings of
others (Gürbüz & Yüksel, 2008, p. 176). Emotional Intelligence, primarily, ensures that individuals understand and manage their feelings as well as give opportunity of understanding feelings of others, sympathizing, increasing motivation and improving the feeling of self-confidence (Doğan & Demiral, 2007, p. 210). It is also an expression connected with a focus on attention from the aspect of human skills (Boyatzis et al., 1999: 2). It is further described as overlapping of emotions and intelligence or briefly as emotions using intelligence (Seal et al., 2010, p. 4).

Dr. Chamundeswari (2013) in his/her study mentioned, Emotional Intelligence encompasses the following five characteristics and abilities:

i. Self-awareness- knowing your emotions, recognizing feelings as they occur, and discriminating between them,

ii. Mood management- handling feelings so they're relevant to the current situation and you react appropriately,

iii. Self-motivation- "gathering up" your feelings and directing yourself towards a goal, despite self-doubt, inertia, and impulsiveness,

iv. Empathy- recognizing feelings in others and tuning into their verbal and nonverbal cues, and,

v. Managing relationships- handling interpersonal interaction, conflict resolution, and negotiations (p. 179).

Thus, emotional intelligence is a comprehensive term that includes a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consist of the ability to understand the feelings of others, empathise, maintain and develop interpersonal relationships and above all our sense of social responsibility. On the other hand, intrapersonal skills comprise of the ability to understand one’s own motivation.

Salovey subsumes Gardener’s personal intelligence in his basic definition of emotional intelligence, expanding these abilities into five main domains:

a) Knowing our own emotions
b) Managing our emotions
c) Motivating ourselves
d) Recognising the emotions of others and
e) Handling relationships (Goleman, 1995).
The four important *dimensions* of Emotional Intelligence are-

a) Perception, Appraisal and Express of Emotion- It is the ability to identify and express emotion in one’s as well as others physical state, feelings and thoughts.

b) Emotional Facilitation of Thinking- Emotions are sufficiently vivid and available that they can be generated as aids to judgement and memory concerning feelings.

c) Understanding and Analyzing Emotions; Employing Emotional Knowledge- It is the ability to label emotions and recognize relations among the words and emotions themselves, such as the relation between liking and loving.

d) Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth- It is the ability to stay open to feelings, both those that are pleasant and those that are unpleasant.

According to Dunn (2003), *components* of Emotional Intelligence which can be regarded as key to success in life are as follows:

- Self-awareness and self-honesty
- Knowledge about causes of emotions
- Self-regulation and modulation of one’s emotions
- Empathy
- Motivation and good decision-making
- Ability to analyze and understand relationships
- Intuitiveness
- Creative and flexible thinking
- Integrated self
- Balanced life

Emotional intelligence is environmental in nature and can be learned and increased over lifetime of an individual. Emotional Intelligence plays a key role in determining success of life. It becomes more and more important as adolescents progress up the career ladder of their life. Emotions are their feelings; hence, emotional intelligence is their life. Emotional intelligence does not only measure emotions or intelligence. It also opens up a new way of looking at how their thinking and behaviour could be seen intelligent.
Emotional Intelligence is thus the ability to process emotional information, particularly as it involves the perception, assimilation, understanding and management of emotion. Emotional intelligence also describes the ability, capacity, skill, or in case of the trait Emotional Intelligence model, a self-perceived ability, to identify, assesses, and manage the emotions of one’s self, of others, and of groups. Different models have been proposed for the definition of Emotional Intelligence and disagreement exists as to how the term should be used. Despite these disagreements, the ability Emotional Intelligence and trait Emotional Intelligence models (but not the mixed models) enjoy support in the literature and have successful applications in different domains.

Sibia and Misra (2011) emphasized that the Indian view of Emotional Intelligence is rooted in the rich traditional, religious, and philosophical context focussing on the role of family and society in shaping one’s emotions. Social concerns such as well being of others and fulfilling one’s duty constitute a dominant part of achievement goals, with social skills such as respecting elders or helping others constituting the salient means of achieving these goals (Dalal et al., 1988).

The Emotional Intelligence construct has important clinical, therapeutic and educational implications because it has emerged from an amalgamation of research findings on how people appraise, communicate and use emotion (Malekari & Mohanty, 2011). Emotional Intelligence and emotional competencies also play a key role in the academic success of these students. Although, Emotional Intelligence has received much attention as a factor that is useful in understanding and predicting an individual’s performance at work, at home, at school etc. (Kaur, 2010), however, whether and to what extent Emotional Intelligence can be developed for those already in young adulthood and attending college is unclear, as most of the research done till date has focused only on children’s emotional development (Denham, 1998 & Saarni, 1999) or the emotional development of adults in the work setting (Goleman, 1998). It is important to note that Emotional Intelligence is an essential preventive solution for today’s various problems, which centres on ego system of individuals (Dwivedi, 2011). Emotional Intelligence also enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them (Sharma et. al., 2012).

According to Mayer et al. (2004), the high Emotional Intelligence individual, most centrally can better perceive emotions, use them in thought, understand their
meanings, and manage emotions better than others. Solving emotional problems likely require less cognitive effort for this individual. The person also tends to be somewhat higher in verbal, social, and other intelligences, particularly if the individual scored higher in the understanding emotions portion of Emotional Intelligence. The individual tends to be more open and agreeable than others. The high emotional intelligence individual is less apt to engage in problem behaviours and avoids self destructive and negative behaviours such as smoking, excessive drinking, drug abuse, or violent episodes with others. The high emotional intelligence person is more likely to have possessions of sentimental attachment around the home and to have more positive social interactions, particularly if the individual scored highly on emotional management. Such individuals may also be more adapt at describing motivational goals, aims and missions (p. 210).

With respect to education, Epstein (1998) and Le Doux (2002) suggested that both the cognitive and the emotional domains of student’s academic development should be the primary goal for educating students. Correspondingly, Nelson and Low (2003) emphasized that the chief focus of education is academic performance that has been measured using traditional Intelligence tests or other forms of standardized examination, and schools cannot ignore or neglect the development of emotional domains and other personal factors contributing to the success of students. Hettich (2000) remarked, Emotional Intelligence is one such factor which is instrumental in situations that call upon students to adjust successfully from one environment to another. Goleman (1998) further claimed that through emotional intelligence, one can become more successful in life as compared to individuals who gain solely, high levels of intellectual intelligence. Sowmya and Betsur (2010) asserted that the ability to monitor feelings from moment to moment is crucial for psychological insight and self-understanding. In one study, Pandey and Tripathy (2004) investigated the developmental changes and gender differences in Emotional Intelligence in the Indian context. The study was based on a sample of 100 children (50 boys and 50 girls) from five age groups. (5-6 years; 8-9 years, 11-12 years, 14-15 years and 17-18 years). The results of the study indicated that there was increase in Emotional Intelligence with age and females were more proficient in managing and handling their own emotions as well as of others. Gupta (2011) strongly affirmed that, a well-educated man is able to meet the conflicting challenges and tide over all the difficulties, which confront him in day-to-day living. Sharma et al. (2012) similarly opined that, Emotional
Intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them. Moreover, Human beings are full of emotions and the teacher who knows how to use it will have dedicated learners (Negi, 2011). Emotional intelligence also equips the students with emotional competencies necessary for teamwork (Kukreti & Balodi, 2011).

Emotional Intelligence therefore, appears to be a core ingredient that, when developed and well employed, has wide-ranging benefits for learning, relationships, and wellness (Six Seconds). Johnson (2009) correspondingly reported that emotional health is fundamental to effective learning. The most critical element of a students’ success is an understanding of how to learn. Students who are self aware and intrinsically motivated will definitely have very high academic performance. Parker et al. (2004) in their study found that highly successful students scored higher than the unsuccessful group on emotional intelligence. The same view is supported by Low and Nelson (2004) who reported that emotional intelligence skills are key factors in the academic achievement and test performance of high school and college students respectively. Lam and Kirby (2002) are of the opinion that Emotional Intelligence involves perceiving, understanding, and regulating emotions. High emotional intelligence can contribute to a student in the learning process (Goleman, 1996; Elias et al., 1992; Svetlana, 2007). Emotional Intelligence equips the students with emotional competencies necessary for teamwork (Kukreti & Balodi, 2011). Bocchina (1999) further supported the view, by stating that students with better skills to understand and manage emotions may be more effective to learn from their experience because they have better sense of self-coaching. Trockel et al. (2000) also observed that students with high emotional intelligence listen to their feelings and feel good about them and tend to accept and respect themselves and perform well in school because of their raised self-esteem. According to Walter (1991), an emotionally intelligent person is better able to manage stressful situations with the effective ability to meet challenges at school. Vance et al. (1998) found out those characteristics of high emotional intelligence such as good problem solving skills, reading at or above grade level, ability to get along with peers and adults. They also found likeability and a sense of humour are associated with the positive educational progress. Goleman (1995) pointed out that the school success is not predicted by a child’s fund of facts or a precocious ability to read much as by emotional and social measures such as being self-assured and interested, knowing what kind of behaviour
is expected and how to restrain impulse to misbehave, being able to wait, to follow directions and expressing needs while getting along with children. Lapidus (1998) showed that a program aimed at developing children’s Emotional Intelligence could enhance their readiness for learning. However, there is some reservation about the application of Emotional Intelligence at the school environment. For example, McCluskey (1997) argued that given the current educational paradigm, such “skills” will hardly be effectively developed in schools. Thus, more related empirical studies on Emotional Intelligence are still needed before its wider use in educational institutions.

On the other hand, Oyinloye (2005) attributes the problem of poor academic achievement to low level of emotional intelligence among secondary school students. He believes that “students who lack emotional intelligence show some adjustment challenges or in some ways fail to handle effectively the demands of school work. Such students might be said to have little or no emotional intelligence and may not be capable of attaining personal goals which include high academic achievement.” Jaeger and Eagan (2007) found that interpersonal, stress management and adaptability to be significant predictors of students’ academic achievement. They claimed that ability to deal with stressful situations allow learners to “manage the anxiety of tests, deadlines, competing priorities, and personal crises” (p. 527). Other than that, adaptability among college students identify individuals who are “generally flexible, realistic, effective in understanding problematic and emotional situations, and competent at arriving at adequate solutions” (p. 528). Jaeger and Eagen further concluded that in achieving success in college, a student needs to have these abilities to be calm, flexible, and realistic when dealing with pressures. Jaeger et al. (2003) in their study found that interpersonal skills and students’ general mood were significantly correlated to high school GPA. Similarly, the study of Aminuddin et al. (2009) study examined emotional intelligence level among 223 Form One and Form Four students in rural areas. The findings revealed and also supported the influence of emotional intelligence on academic achievement. They found that the emotional intelligence is closely related to the students’ academic achievement. A study conducted by Rode et al. (2007) predicted that emotional intelligence was related to academic performance for two reasons. First, academic performance involves a great deal of ambiguity. Second, majority of academic work is self-directed, requiring high
levels of self-management. Therefore, individuals with high emotional intelligence would perform better academically.

Bar-On (2005) one of the proponents and leading researchers in the study of emotional intelligence also recognizes the influence of this non-cognitive ability in the success of a student’s life. He emphasized that “ability to manage one’s emotions, to be able to validate one’s feelings and to solve problems of a personal and interpersonal nature are important for being academically successful; additionally, academic performance appears to be facilitated by being able to set personal goals as well as to be sufficiently optimistic and self-motivated to accomplish them” (p. 14-15). Dweck (1996) asserted that if the students are able to control emotions, they will achieve the academic goals as well. Bar-On further postulated that an assessment of emotional intelligence levels among students can be significantly used to predict their scholastic performance. He argues that such information can be used to identify “students who are in need of guided intervention” (p. 15) and to enhance their emotional social intelligence competencies and skills, thus helping them to perform better academically. Similarly, a study conducted on children aged 4 years found that controlling the impulses of action have shown their ability in achieving good academic and good social skills when they are in their adolescence (Shoda et al., 1990). Contribution of emotional management to academic performance was also supported by research done by Mac Cann et al. (2011). The results suggested that better educational outcomes might be achieved by targeting skills relating to emotional management and problem-focused coping.

Studies of Zee et al. (2000) and Marquez et al. (2006) affirmed Emotional Intelligence predicts Academic Achievement. Cherniss (2004) emphasized the importance of Emotional Intelligence as necessary for improving performance and psychological well-being in school work. If emotional intelligence skills are developed, strengthened and enhanced, students may demonstrate increased levels of personal, academic and career achievement (Vela, 2003). Low and Nelson (2006) asserted that EQ is crucial to a student’s personal health and college success. They claimed that students with emotional intelligence skills are better able to cope with demanding and complex college experience. When individuals are able to lead their life successfully, they can focus on their learning and perform efficiently in their academics.
Chapter I/ Introduction

However, Zeidner et al. (2004) pointed out that there hasn’t been sufficient research to fully understand the impact that emotional intelligence has on academic success. While some research has found emotional intelligence is not being correlated with academic performance, the results have been mixed (Corrie et al., 2004). Chamundeswari (2013) stated that few studies have been conducted on emotional intelligence and academic success in the Indian context (p. 181). On the basis of the abovementioned research studies and views and opinions of the eminent psychologists Emotional Intelligence can be claimed to have some relation with Academic Achievement of students and calls for further examination.

1.2.4: The Concept of Procrastination

Students today in general are greatly ambitious and career oriented. They are serious and want to achieve better in life. However there are some students who in spite of knowing they have important tasks to be completed in next to no time they continue to delay them unnecessarily without some valid reason in their everyday life. The same is reflected in their academic tasks as well. The term Procrastination has its origins in Latin: pro- (forward) and crastinus (of tomorrow). Procrastination thus implies the act of procrastinating; putting off or delaying tasks or deferring an action to later time. Shraw, Watkins, and Olafson (2007) defined Procrastination as “intentionally delaying or deferring work that must be completed” (p. 12). It is an irrational tendency to delay at the beginning or completion of an academic task. Individuals’ postponing their duties and responsibilities, and not being able to begin a work with the aim of completing, can be regarded among the most typical and frequent incidents of procrastination (Dryden, 2000). Procrastination is thus defined as the act of replacing high priority and important tasks with tasks of a lower importance. Procrastination is a complex psychological behavior that affects everyone to some degree or another.

Procrastination is regarded as a behaviour in which an individual leaves a feasible, important deed planned beforehand to another time without any sensible reason (Grecco, 1984). The best definition for procrastination is the delaying of a task that was originally planned despite expecting to be worse off for the delay (Van Eerde, 2003). Because the delay is irrational, people end up voluntarily choosing a course of action that they know will not maximize their physical, psychological and material well-being. The definition of procrastination holds a decidedly negative
denotation and connotation. Again, Procrastination is the tendency to delay or completely avoid responsibilities, decisions, or tasks that needs to be done (Haycock et al., 1998; Tuckman & Sexton, 1989). According to Lay (1986), Procrastination means “the putting off of that which is necessary to reach some goal” (p. 475). Solomon and Rothblum (1984) defined Procrastination as, “the act of often needlessly delaying tasks to the point of experiencing subjective discomfort” (p. 503). Procrastination also involves knowing that one is supposed to perform an activity, and perhaps even wanting to do so, yet failing to motivate oneself to perform the activity within the desired or expected time (Senecal et al., 1995).

Although the term Procrastination refers to postponing of tasks, such postponing is inferred from three *behavioural manifestations*:

i. Lack of promptness, either in intention or in behaviour

ii. Intention-behaviour discrepancy

iii. Preference for competing activities

The authors of an early lay book on procrastination, (Ellis & Knauss, 1977), viewed Procrastination as a habit or trait, stemming mainly from a self defeating philosophy. They believed such a philosophy to include an absolute demand to do well at almost anything as well as the conviction that present pains for future gain are unbearable (Ellis & Knauss, 1977). Decisions based on this philosophy are necessarily irrational and as a consequence produce inefficient behaviour. At the same time feelings of inadequacy are supposed to be emotional consequences of this behaviour. Procrastination would be overcome by disrupting this self defeating chain of thoughts, feelings and behaviours (Ellis & Knauss, 1977).

Burka and Yuen (1983), while discussing Procrastination and General Procrastination referred to that everyday Procrastination labelled the unrealistic assumptions under which procrastinators operate the “Procrastinators Code”. These assumptions are private beliefs such as:

- I must be perfect
- Everything I do should go easy and without effort
- It’s safer to do nothing than to take a risk and fail

These beliefs constitute a way of thinking that can make it impossible to move beyond the inevitable obstacles of daily living. Such beliefs keep procrastinators from making any progress, and create repeated frustration. In contrast with this view, irrational thought can be viewed as a result- that is, an attempt by the individual to
make sense of a more fundamental phenomenon involved in both Procrastination & General Procrastination (Schouwenburg, 1992a).

Some psychologists cited procrastination behaviour as a mechanism for coping with the anxiety associated with starting or completing any task or decision. Other psychologists indicate that anxiety is just as likely to get people to start working early as late and the focus should be impulsiveness. That is, anxiety will cause people to delay only if they are impulsive. Schraw, Wadkins, and Olafson (2007) have proposed three criteria for behaviour to be classified as procrastination: it must be counterproductive, needless, and delaying. Similarly, Steel (2007) reviews all previous attempts to define procrastination, indicating it is "to voluntarily delay an intended course of action despite expecting to be worse off for the delay." Procrastination may result in stress, a sense of guilt and crisis, severe loss of personal productivity, as well as social disapproval for not meeting responsibilities or commitments. These feelings combined may promote further procrastination. While it is regarded as normal for people to procrastinate to some degree, it becomes a problem when it impedes normal functioning. Chronic procrastination may be a sign of an underlying psychological disorder. Such procrastinators may have difficulty seeking support due to social stigma, and the belief that task-aversion is caused by laziness, low willpower or low ambition. Procrastination is thus behaviour of postponing tasks (Burka & Yuen, 1983). Solomon and Rothbum (1984) similarly defined, Procrastination as the act of needlessly delaying tasks to the point of experiencing subjective discomfort. This definition identifies Procrastination with dilatory behaviour (procrastination in the strict sense) but additionally characterized “needlessness” (Ellis & Knauss, 1977) and by subjective discomfort (Burka & Yuen, 1983). The criteria of needlessness are to be adequate, because not all late performing of tasks must be called procrastination. The criteria of subjective discomfort, however seems to be too confining; procrastinating does not necessarily imply suffering (Schouwenburg, 1992a).

What can be observed in procrastinating students, however, is that they begin studying much later than would be optimal. This delay may be because their study behaviour is not in accordance with their stated intentions (Milgram et al., 1988), but also because their intention to begin studying is delayed. Consequently both an intention behaviour discrepancy and a lack of promptness to performing study tasks may be observed. In addition, procrastinating students are easily distracted toward
behaviour other than studying (e.g., social activities). These obvious preferences for competing activities are characteristics (Silver & Sabini, 1981). Tice and Baumeister (1997) explained that although the procrastinators might gain real benefits in the short run, their short-term “benefits are eventually more than offset by the costs, however, because the stress and illness suffered by procrastinators late in the task exceed and outweigh the initial benefits” (p. 458) and academic procrastination “apparently leads to stress, illness, and inferior performance” (p. 457). Procrastinators who perceive a task as difficult and requiring effort to achieve a successful outcome are more likely to avoid or to postpone beginning a task (Denz et al., 2009; Ferrari, 1991; Solomon & Rothblum, 1984). Self-regulation, such as setting goals and pursuing a plan to achieve results, likewise is a problem area for procrastinators (Senecal et al., 1995). However, procrastination also can be the result of “the systematic underestimation of the difficulty of the task while simultaneously overestimating the positive benefits of procrastination” (Schraw et al., 2007, p. 20).

Elis and Knaus (1977, p. 7) found eleven steps that seem to be inevitable for procrastinators. These steps are:

i. Wishing to accomplish a task,

ii. Making a decision to do it,

iii. Needlessly delaying doing it,

iv. Observing the disadvantage,

v. Continuing to postpone working on the tasks,

vi. Scolding oneself for the procrastination,

vii. Continuing to procrastinate,

viii. Completing tasks at a last minute or never complete,

ix. Feeling uncomfortable,

x. Assuring oneself about not procrastinating again, and lastly,

xi. Shortly thereafter, engaging in procrastination again.

According to Ellis and Knaus (1977), during this eleven-step procrastination process, feelings of anxiety, depression, and despair accompanied by low self-esteem and feelings of worthlessness are experienced in a vicious cycle.

The characteristics of procrastinators are:

Procrastination is a complex psychological behaviour that affects everyone to some degree or another. With some it can be a minor problem; with others it is a
source of considerable stress and anxiety. The students who procrastinate can be characterized with the following traits:

- They disappoint other people and themselves by not keeping promises that they make.
- They constantly seek excitement and attention through the negative attention generated by passive aggressive behaviour.
- They are regularly late for appointments.
- Humans regularly procrastinate greatly over the things they have to do. In college this results in poor academic achievement.
- They tend to put off making decisions.
- They tend to avoid concentrating on studies and engage in daydreaming or switching to other less important tasks.
- The procrastinators may struggle with feelings of low self-confidence and low self-esteem. They may insist upon a high level of performance even though they may feel inadequate or incapable of actually achieving that level.
- The procrastinators may spend considerable time justifying their reasons of being busy, the time that they could have actually spend doing studies.
- Procrastinators may express stubbornness or pride.
- Procrastination may control or manipulate the behaviour of others.
- Procrastination is often difficult to eliminate since the delay behaviour has become a method of coping with day-to-day pressures and experiences.
- The procrastinators often cannot understand their behaviour or why they cannot get work done like others which is frustrating for them.

On the basis of the foregoing discussion on the definitions, views and opinions of the notable psychologists on Procrastination, and its characteristics, Procrastination can be categorized into two basic classifications:

First one of them is procrastination as personality traits, which is mainly based on procrastination in decision-making and life routine of daily living;

Second type is conditional procrastination including also the academic procrastination.

Again, Milgram, Batori, and Mowrer (1993) identified five categories of procrastination:

(i) life routine procrastination,

(ii) decisional procrastination,
(iii) neurotic procrastination,
(iv) compulsive procrastination, and
(v) Procrastination.

Procrastination can be studied under five different subtitles as follows:-

a) General Procrastination- Procrastination behaviour in general is described as the difficulties that an individual has in performing daily tasks due to incapability to organize time and management effectively (Ferrari, 1995).

b) Procrastination- Solomon and Rothblum (1984) defined Procrastination behaviour as doing homework, preparing for exams or doing the term papers assigned at the end of the term at the last minute.

c) Decision-making Procrastination- Decision making procrastination is illustrated as the incapability of making proper decisions about different experiences (Effert & Ferrari, 1989).

d) Neurotic Procrastination- Neurotic procrastination behaviour is represented as a tendency towards procrastination decisions about important matters in the individual’s life (Ellis & Knaus, 1977).

e) Non-obsession or Non functional Procrastination- Non obsession or functional procrastination behaviour is depicted as procrastination in making behavioural decisions (Ferrari, 1991).

Various types of procrastination are defined in the relevant literature. These are academic procrastination including leaving the academic duties to the last minute like preparation for exams and doing homework (Slomon & Rothblum, 1984; Milgram, et al., 1998); life routine procrastination which manifests itself as having difficulty in planning routine tasks of daily living and in doing these tasks in time (Lay, 1986); decisional procrastination which emerges as procrastination in decision-making in case of conflict situations and various options (Ferrari & Dovidio, 2000); and compulsive procrastination which appears as deferring both the tasks to be done and also the decisions to be taken (Ferrari, 1991).

In psychology, Procrastination refers to the act of replacing high-priority actions with tasks of lower priority, or doing something from which one derives enjoyment, and thus putting off important tasks to a later time. In accordance with Freud, the Pleasure principle (psychology) may be responsible for procrastination;
humans do not prefer negative emotions and handing off a stressful task until a further date is enjoyable. The concept that humans work best under pressure provides additional enjoyment and motivation to postponing a task. Senecal et al. (1995) reported that intrinsically motivated undergraduate students who participated in academic activities because they derived satisfaction and pleasure from their participation were less likely to procastinate. However, identified regulation, a condition of self-regulation in which a behaviour is perceived by an individual as important and connected to his or her personal goals and values (Deci & Ryan, 1991), was associated with higher levels of procrastination (Senecal et al., 1995). Wolters (2003) explored the relationship between academic procrastination and self-regulated learning, and found that meta-cognitive self-regulation was the second strongest predictor of procrastination after academic self-efficacy beliefs. Students might also procrastinate due to restless and unpleasant emotions experienced during superficial learning (Orpen, 1998). Procrastination is actually the opposite of motivation – the lack of intention or willingness to take action (Ryan & Deci, 2000). Many tertiary students intend to complete their academic tasks within the time frame, but they lack the motivation to get started.

Procrastination in the academic realm can be defined as the postponement of academic goals to the point where optimal performance becomes highly unlikely, resulting in a state of psychological distress (Ellis & Knaus, 1977; Ferrari et al., 1995). Academic procrastination which can be named as reflection of daily postponement to school life is defined as to delay duties and responsibilities related to school, or to save them to the last minute (Haycock et al., 1998). Milgram et al. (1998) has typically defined Academic Procrastination as a behavioural disposition or trait to postpone or delay performing a task or making decisions. Academic procrastination is a complex phenomenon with cognitive, affective, and behavioural components (Rothblum et al., 1986). Academic procrastination is related to personality and individual difference variables such as self-esteem, perfectionism, and neuroticism (Van Eerde, 2003), motivational factors, goals and planning skills (Howell & Watson, 2007; Dietz et al., 2007), and with higher levels of anxiety, stress, and illness (Howell et al., 2006). It also leads students to experience various psychological and behavioral problems, such as anxiety (Carden et al., 2004; Haycock et al., 1998; Onwuegbuzie & Jiao, 2000; Wang & Englander, 2010), depression (Saddler & Sacks, 1993), shame (Fee & Tangney, 2000), cheating and plagiarism.
(Roig & De Tommaso, 1995), fear of failure (Schouwenburg, 1992), and task aversiveness (Schraw et al., 2007; Solomon & Rothblum, 1984). Fear of failure also is associated with perfectionism, evaluation anxiety, and low self-confidence (Moneta et al., 2007; Solomon & Rothblum, 1984; Thompson & Dinnel, 2001).

Academic procrastination behaviours in general are much more common among the students who were graduated from high school and have just entered University (Kachgal et al., 2001; Lee, 2005). Estimates indicate that 80%–95% of college students engage in procrastination (Ellis & Knaus, 1977; O’Brien, 2002) and almost 50% procrastinate consistently and problematically (Solomon & Rothblum, 1984) which leads to problems with assignments or other set tasks (Day et al., 2000; Haycock, 1993; Onwuegbuzie, 2000). A common form of procrastination for students is to delay starting an assignment beyond a scheduled start time and then have to work furiously to finish it on time. In some cases, a time extension has then to be sought, although institutions usually only allow this in exceptional cases. Furthermore, these percentages appear to be on the rise (Kachgal et al., 2001). Gallagher et al. (1992) found that 52% of the college students who participated in their study indicated having a moderate to high need for help regarding procrastination. Over 70% of undergraduate students admitted to procrastinating on their academic tasks (Ellis & Knaus, 1977; Schouwenburg, 1995), while more than 50% of them procrastinated consistently and problematically (Day et al., 2000; Ferrari et al., 2005). Most recently, Klassen et al. (2010) claimed that about 58% of their undergraduate participants “reported spending three hours or more per day in procrastination” (p. 372). Research shows that undergraduate students’ procrastination is related to gender, laziness, and difficulty in making decisions (Özer et al., 2009; Schouwenburg, 2004), perfectionism and control (Burns et al., 2000), and the ability to resolve role conflict between school and interpersonal relationships (Senécal et al., 2003).

It is important to note that, Procrastination is often overlooked as a psychological disorder and simplistically attributed to laziness. However, extensive research over the past few decades has revealed procrastination as a far more psychologically significant condition with complex causes and serious implications. Procrastination has also been identified as a common symptom of a more significant underlying psychological disorder. Procrastination is the tendency to avoid or delay acting upon a task or activity under one’s immediate control. Procrastinators persistently postpone and avoid undertaking or completing a task or making a
decision. Most importantly, procrastination involves the intentional delay of action without any foreseeable reason or likely benefit. Procrastination is a highly irrational behavioural form of self-handicapping, as most self aware procrastinators realise and accept that delay will not contribute to their goals. Procrastinators not only act with the understanding that delay could have a detrimental impact on the outcome of their task, but with the expectation that it will result in an unfavourable situational outcome.

Even though the outcomes produced by procrastinating are overwhelmingly negative, college students overwhelmingly engage in it. But why do they engage themselves in Procrastination. Five reasons for procrastination by the students can be-

1. Skill deficits- Procrastination reasons in this category fall into two main subcategories:
   a) lack of skill in doing the thing one is procrastinating on-
      Sometimes people procrastinate on doing something because they literally don't know how to do the task.
   b) They don't have the necessary skills of time management skills-
      Other times people procrastinate on important tasks because they don't know how to manage their time so everything gets done.

2. External obstacles- There are two main subcategories of external obstacles: other-imposed and self-imposed.
   a) Other-imposed external obstacles involve not taking into account the unreliability of other people. For example, if getting something done depends on someone else being on time and they typically are not, one has to take this into account when making a plan. One can't control someone else, but one can control how one respond.
   b) Self-imposed external obstacles involve being over-committed. Often people can't get stuff done simply because they are trying to do too much. Again, the solution is to accept reality, and take it into account when making a plan. If one has too much to do, something must go. If one think nothing can go, think again. If it's too much, something will go whether one like it or not, so
one might as well consciously choose what to let go of. If one let it happen by default, the most important things may not get done.

3. Emotional problems- Fear of success, fear of failure, passive aggression, perfectionism, adrenaline addiction (enjoying crisis), rebellion etc. fall in this category of Procrastination. This further can be categorized in two main subcategories: self-sabotage and other-sabotage. One needs to ask oneself whether his/her procrastination affects other people, or only harms him/her. Being chronically late, for example, affects other people and may be a sign of passive-aggressive hostility.

4. Addictive escapism- Chronic procrastination is not a time management problem.

5. Unrecognized inner truth- Sometimes when people procrastinate, it's their unconscious trying to tell them something important.

The causes of procrastination are complex and as yet far from being fully understood. However, a recent paper by Steele (2007) summarised his review of several hundred academic studies of procrastination, dating from the 1930s onwards, in an attempt to identify the cause, effect, and possible remedies for it.

Steele’s (2007) survey has suggested that the following factors can impact on individual response to task procrastination:

i. **Aversion to the task**- Some Procrastination is linked to avoidance of an unpleasant task. The student may well have the ability, but not the inclination, to pursue a particular task that holds little interest for him or her. The inclination to do this is in proportion to the importance of the task to overall success and failure on a course. So if an assignment is not vital to the overall result, it is more likely that procrastination will occur. In this situation both the incentives and rewards are weak. Aversion to the task thus implies avoidance of an unpleasant, boring or difficult task for as long as possible.

ii. **Worry about failure**- Worry about failing; prefer to be viewed and judged by others as lacking in effort, rather than ability.
iii. *Depression or mood related*- Low energy/motivation levels, arising depression, or just ‘not in the mood’ responses to tasks.

iv. *Rebellion*- Delaying starting tasks because of resentment about the task itself, or person imposing it.

v. *Impulsiveness*- Easily swayed from one task to another; pursuit of immediate gratification or sensation – and worry later.

vi. *Time management issues*- Under-estimation of time needed to complete set tasks. A procrastinator is unable to manage time wisely. It implies uncertainty of priorities, goals and objectives. There is also a feeling of overwhelms doing a certain task. Subsequently, one postpones doing academic assignment for a certain data, while focusing on unproductive activities.

vii. *Inability to concentrate or having low levels of conscientiousness or ones work is a second reason for procrastination*- This difference may be due to distortions in the environment, such as noise, cluttered study desk or trying to do an assignment on a bed.

viii. Another factor for procrastinating is the *fear and anxiety related to failure*. A person in this category would spend more time worrying about forthcoming tests and projects rather than plan for it and completing them.

ix. *Negative belief about ones capability* is another reason to procrastinate.

x. *Unrealistic expectation and perfectionism* may also be another blocking hurdle for procrastination.

xi. *Environmental factors* like for example, place of study have an impact on motivation to start.

xii. *Nature or nurture?* Whether chronic procrastinators are born or made is still a subject under study. Joseph Ferrari believes that procrastination is made by family influence. This might be by imitation of parental behaviour – or because of rebellion against an over controlling parent or parents who pressure their children to complete tasks to their agendas and timetable (Ferrari et al., 1995). However, some commentators see a link between procrastination and inherited traits, such as a tendency to anxiety (Burka & Yuen, 1984).
Procrastination has a negative impact on graduate students’ academic achievement (Onwuegbuzie, 2000) and grade point averages (Prohaska et al., 2000). Onwuegbuzie’s (2004) approach to data collection and analysis raised a concern that the prevalence of procrastination among the current undergraduate students might be underestimated, since frequency of procrastination among the undergraduate students has increased in the past two decades (Harriort & Ferrari, 1996; Knaus, 2000; Steel, 2007). Onwuegbuzie (2004) found that graduate students tended to procrastinate more than undergraduate students. Contrary to Onwuegbuzie’s (2004) findings, Özer (2011) found that undergraduate students claimed to procrastinate more than graduate students on studying for exams, writing term papers, and reading weekly assignments. Özer, Demir, and Ferrari (2009) reported that 52% of the surveyed undergraduates in their study were labelled as procrastinators. Most recently, Klassen et al. (2010) found that 57% of one group and 59% of another group of the undergraduate participants in their research “report[ed] spending three hours or more per day in procrastination” (p. 372). Graduate students have been found to procrastinate to a greater extent than do undergraduates, as illustrated by Onwuegbuzie’s (2004) finding that graduate students are approximately 3.5 times more likely than are undergraduate students to report that they nearly always or always procrastinate on reading their weekly assignments. Onwuegbuzie (2004) further noted quite interestingly that between 65% and 75% of graduate students in his study wanted to decrease their procrastination on these tasks. Both undergraduates and graduate students report some level of academic procrastination, such as underestimating the time necessary to complete reading tasks, missing deadlines for submitting assignments, preparing for examinations, low course grades, and course withdrawal (Beswick et al., 1988; Fritzscbe et al., 2003; Kachgal et al., 2001; McCown et al., 1987; Onwuegbuzie, 1999/2000, 2004; Semb et al., 1979). Indeed, academic procrastination is used by some college students as an excuse for their poor performance in test situations (Beck et al., 2000), thereby protecting these students’ levels of self-esteem by removing the possibility that their performance levels are due to intelligence deficits (Ferrari, 1991, 1992, 1994). The absolute amount of procrastination is considerable, with students reporting that it typically occupies over one third of their daily activities, often enacted through sleeping, playing, or TV watching (Pychyl et al., 2000).

However, undergraduate students perceive that their procrastination tendencies are a barrier to their academic success in college (Fritzsche et al., 2003; Kachgal et
al., 2001). At the graduate level, academic procrastination is associated with various types of academic-related anxiety, such as both undergraduates and graduate students report some level of academic procrastination, such as underestimating the time necessary to complete reading tasks, missing deadlines for submitting assignments, preparing for examinations, low course grades, and course withdrawal (Beswick et al., 1988; Fritzsche et al., 2003; Kachgal et al., 2001; McCown et al., 1987; Onwuegbuzie, 1999/2000, 2004; Semb et al., 1979). Indeed, academic procrastination is used by some college students as an excuse for their poor performance in test situations (Beck et al., 2000), thereby protecting these students’ levels of self-esteem by removing the possibility that their performance levels are due to intelligence deficits (Ferrari, 1991, 1992, 1994). However, undergraduate students perceive that their procrastination tendencies are a barrier to their academic success in college (Fritzsche et al., 2003; Kachgal et al., 2001). Defined as unnecessarily postponing or avoiding academic tasks that must be completed (Schraw et al., 2007), academic procrastination has been seen as an impediment to academic success because it decreases the quality and quantity of learning while increasing the severity of stress and negative outcomes in students’ lives (Howell & Watson, 2007). Academic procrastination holds many negative consequences including lost time, increased stress, lower grades, poorer health, decreased long-term learning and lower self-esteem (Hoover, 2005). Even though the outcomes produced by procrastinating are tremendously negative, college students overwhelmingly engage in it. In an academic context, procrastination appears to affect a great number of students. Academic procrastination leads to a number of negative results, including lower goal commitment, lower amount of time allotted towards work (Morford, 2008), a decrease in course achievement (Akinsola & Tella, 2007), and a decrease in long-term learning (Schouwenburg, 1995). Due to their self-defeating behaviour, academic procrastinators often experience dire consequences, including depression, and academic failure. Procrastination has also been correlated with lower levels of self-esteem (Harrington, 2005) and lower grades (Tuckman, 2002a; Tuckman, 2002b).

Ferrari (1991, 1992, and 2001) maintained that academic procrastinators fail to attain academic goals due to task avoidance and fear of failure. They fail at doing what ought to be done to achieve goals (Lay, 1992; Lay & Silverman, 1996). Ellis and Knaus (2000) stated that academic procrastinators have the tendency to avoid activities, using excuses to justify delay and avoid blame. Popoola (2005) postulated
that academic procrastinators know what to do, want to perform, able to perform, attempt to perform, yet do not perform in the end. Noran (2000) maintained that academic procrastinators often avoid important projects and other tasks to socialize or entertain themselves. They avoid unpleasant tasks to engage in activities that appear rewarding (Solomon & Rothblum, 1984; Tuckman, 2002). Burka (2008) upheld that academic procrastinators often underestimate the time required to synthesize and evaluate information, while Ferrari (1991, 1992 and 2001) noted that they were unable to achieve task completion due to low self-esteem. Besides lacking self-efficacy, they are also highly self-conscious and self-critical (Effert & Ferrari, 1989).

This calls for helping the students to help them find ways so that they do not indulge themselves in procrastination. To reduce Procrastination it is necessary to minimize distractions (Rakes & Dunn, 2010). Steel (2007) suggests that “Management of distracting cues could facilitate the prevention of procrastination so that one either fails to encode these cues or limits their processing so that they are not fully valued” (p. 70). For example, if one is distracted by peers or television that makes it easy to participate conversations with the peers over phone, or start watching T.V.; then, an act as simple as, not receiving the call or calling back later; or switching off the T.V., while studying can reduce procrastination. Kuhl (1985) also suggested that putting away certain mental distractions can also reduce procrastination. In particular, students should be encouraged to avoid repeatedly contemplating past mistakes or failures that are related to a current course task. In that way, they can help to avoid procrastination and pay attention and importance to studies which might help them in their future accomplishments.

1.2.5: The Concept of Academic Achievement

Academic Achievement is directly related to students’ growth and development of knowledge in an educational situation where teaching and learning process takes place (Kamuti, 2015). Clark (1983, as cited in Kamuti, 2015) defined Academic Achievement as the performance of the students in the subject they study in the school (p. 1). Stephens (1958) emphatically stated, “Not that other aspects of educational objectives are to be ignored but the fact remains that academic performance is the unique responsibility of all educational institutions established by the society to promote a wholesome scholastic development of the pupil”. Academic Achievement determines the student’s status in the class. It gives children an
opportunity to develop their talents, improve their grades and prepare for the future academic challenges (Kamuti, 2015). Kaur and Arora (2014) considered Academic achievement as one of the most important goals of education in this competitive age (p. 9). Concise Dictionary of Education (1982) explained academic achievement as “successful accomplishment or performances; in particular subjects, areas, or courses usually by reasons of skill, hard work and interest typically summarized in various types of grades, marks, scores, or descriptive commentary”. Taneja’s Dictionary of Education (1989) referred academic achievement to performance in school or college in standardized series of education tests.

Doshi and Jogsan (2014) stated, the term academic achievement is made of two words – ‘academic’ and ‘achievement’. 'Academic' means any activity or action that is scholastic in nature – ‘Achievement’ means the proficiency of performance in a given skill or body of knowledge. Academic Achievement thus refers to the level of success or proficiency attained in the specific area concerning scholastic or academic work. Trow (1959) defines academic area performance as “the attained ability or degree of competence in school tasks usually measured by standardized tests and expressed in age or grade units based on norms derived from a wide sampling of pupil’s performance.” Sabir (1999, as cited in Jansi & Lakshmi, 2014) defined Achievement as “A task oriented behaviour that allows the individual’s performance to be evaluated according to some internally or externally imposed criterion, which involves the individual in competing with others, or that otherwise, involves some standard of excellence”. Academic Achievement as defined by Crow and Crow (1969) is ‘the extent to which a learner is profiting from instruction in a given area of learning or in other words, achievement is reflected by the extent to which skill and knowledge has been imparted to him’. Kaur and Arora (2014) defined, ‘Academic achievement of a student refers to the skills developed in school subjects that are evaluated by school authorities with the help of achievement test that may be either standardized or teacher made. In other words, academic achievement may be defined as competence that is really revealed in school subjects in which they have received the instructions (p. 9). Grewal (2014) similarly remarked, Academic performance is the proficiency of the students in the academic subjects such as reading, writing, arithmetic, history, science etc. as well as the skills) developed there in such areas as industrial, arts and physical education. It is the competence actually shown by the students in the subject in which they have received instruction at school (p. 433).
According to Steinmayr et al. (2014) “Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in School, College, and University. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning.

The field of Academic Achievement is very wide-ranging and covers a broad variety of educational outcomes; as a result, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that, they represent intellectual endeavours and thus, more or less, mirror the intellectual capacity of a person. In developed societies, academic achievement plays an important role in every person’s life. Academic Achievement also defines whether one can take part in higher education, and based on the educational degrees one attains, influences one’s vocational career after education. Bandhana and Sharma (2012) stated that Academic Achievement also denotes the knowledge attained and skill developed in the school subject, usually designed by test scores. The level of achieving is how far a student succeeds in a particular exam or standardized test (Reber, 1985, as cited in Bandhana & Sharma, 2012, p. 4). Besides the relevance for the academic career and future prospects of an individual, academic achievement is of utmost importance for the wealth of a nation and its prosperity. Thus basing on the preceding discussion, academic achievement has been considered significant for the present investigation.

1.3: Emergence of the Problem

The foregoing discussion elaborately illustrated the theoretical concepts of the variables considered for investigation in the present study. The basis for undertaking
the investigation which led to the emergence of the problem of the study is presented below.

The developmental stage of the Higher Secondary students studying in Class XII and aging between 17-19 years is very critical because they are towards the end of the adolescence period and at the commencement of adulthood. They go through a period of storm and strife and are found to be struggling every moment to prove themselves, to meet the increasing expectations of their parents and teachers and fulfil the escalating demands of the society. Students at this stage are also found to strive for self recognition and strive for self identity. They often experience emotional turmoil for many such reasons. Moreover, the adolescents are living in such an advanced modern society which is though fast progressing but gradually becoming very complex. As a consequence, these students have to confront new, difficult and complicated challenges in life due to which they undergo several problems such as frustration, anxiety, tension and tend to lose emotional balance. To overcome these problems, the students ought to keep a good mental health which will help them to protect against development of such problems, maintain a balance between all aspects of life and enhance the effectiveness of the students to cope with and adjust successfully with the changing environment and function productively and contribute to the society. The students at this juncture also need to recognize their own feelings, manage and regulate their emotions and develop good relations with other members of the society. The student takes birth, grows and matures in his immediate environment, his home. A healthy home environment is the basic requirement for the fulfilment of these needs. The relationship which the students share with their parents and the behaviour that they adapt from their parents through imitation and the psychological climate which they imbibe within themselves and the interest of the parents in their education affects the mental and emotional health of these children. The parents must take good care of the mental well being and proper orientation of their emotional intelligence of these students to help them enhance their self determination and independent thinking and manage interpersonal and intrapersonal relation with themselves and others. Students at this stage of development further need to develop sense of safety and security, freedom of fear and anxiety so that they can adjust well with themselves and with the society. Being in Class XII the students require to take the right decision for right selection of their career. Though many students are career oriented and work hard for better academic achievement, however
some students are found to be lazy, impulsive, distracted, and indecisive, lack self efficacy and averse important tasks needlessly and are inclined to focus more on unproductive activities. They are also found to have poor self concept and low self esteem. They fear success and are unable to manage time properly and suffer from evaluation anxiety owing to which they intentionally procrastinate their academic tasks even before and during their exams. These factors together or singularly may pose influence on their academic achievement. Again, the academic achievement of these students in the public examination, viz., the West Bengal Higher Secondary Examination is very vital for their career building and future prospects. The home environment of the students has a considerable role to play in influencing their academic achievement. Therefore, what kind of psychological environment the students perceive at home, what is the current status of their mental health and emotional intelligence and do they procrastinate their academic tasks or not especially before and during their public examination at the end of Class XII and whether or not all these factors influence the academic achievement of the students in their Higher Secondary public examination is a major concern for the present study and has emerged as a problem for investigation.

1.4: Significance of the Study

Wilson (1992) had suggested ‘family environments are much more important than school environment in influencing adolescent aspirations’. With respect to his view it is similarly believed that the current investigation is significant to be conducted as it might help the parents in understanding the psychological climate of their home as perceived by the students which is as important as the school environment. The study might facilitate the parents to be aware of the need to take special care of the home environment they are providing and rearing up their children. The parents through this study might able to offer sufficient emotional support for the development of better mental health of their children so that they can harmoniously organize their desirable attitudes, healthy values and develop proper self concept for better adjustment with self and society. The study can further assist the parents and students in recognizing the reasons of unintentionally delaying the academic tasks of the students and the need to work on it immediately for its improvement. The study might also facilitate the parents to comprehend the necessity to create a healthy,
congenial and supportive environment for the modification of behaviour and wholesome development of the personality of their children. The study might also help the parents to understand their children better and realise that their sincere effort and contribution in children’s life can augment their academic achievement. The parents can also recognize the need to increase the emotional intelligence of the students and be concerned for the development of their mental health as it leads to the harmonious and balanced development of their personality. The study is significant for the students as it might help them to appreciate the importance of time and that delaying tasks not only hamper their studies but as well decrease their level of efficiency. The present study might also encourage the students to aspire for completion of tasks in time and strive for higher academic achievement.

1.5: Delimitations of the Study

The scope of the study is delimited to the General Degree colleges affiliated to the University of Calcutta in Kolkata and its suburbs, in the state of West Bengal in India. Those participants were selected for the study whose age ranged from 17 to 19 years and have passed the public examination at the end of Standard XII viz., the West Bengal Higher Secondary Examination and have just taken admission in the First year, in the General Degree Colleges affiliated to the University of Calcutta. Further, the students (participants) selected for the study belonged to the Humanities Department only.

1.6: Operational Definition of Important Terms

1.6.1: Home Environment

Muola (2010) defined the term Home Environment as “all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally”. In the present study, Home Environment can be operationally defined as the psychological climate of the home which exerts an influence on the harmonious development of the personality and academic achievement of the students.

1.6.2: Mental Health

The World Health Organization (2001) defined mental health as “a state of well-being in which every individual realizes his or her own potential, can cope with
the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community”. In the present study Mental Health can be operationally defined as a state of mental and emotional well being of the students which makes them capable of facing the challenges of life and satisfactorily adjust with themselves and the society with maximum effectiveness and positively contribute to the society.

1.6.3: Emotional Intelligence

Mayer and Salovey (1997) defined Emotional Intelligence as “the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (p. 10). In the present study Emotional Intelligence can be operationally defined as the ability of the students to process emotional information, particularly as it involves the perception, assimilation, understanding, and management of emotion of one’s own and of other members in the society.

1.6.4: Procrastination

Shraw, Watkins, and Olafson (2007) defined Procrastination as “intentionally delaying or deferring work that must be completed” (p. 12). In the present study Procrastination can be operationally defined as a kind of behavioural tendency of students to intentionally avoid or postpone important task or activity in their academic and everyday life that needs to be completed within a specified time without any reason.

1.6.5: Academic Achievement Score

In the present study Academic Achievement Score can be operationally defined as the marks obtained by the Higher Secondary students in the Standard XII public examination viz., the West Bengal Higher Secondary Examination (2014)

1.6.6: Higher Secondary Students can be operationally defined in the present study as the students whose age ranges from 17-19 years and have passed the public examination at the end of Standard XII viz., the West Bengal Higher Secondary Examination (2014) and also have just taken admission in the First year in
Humanities Department in General Degree Colleges affiliated to the University of Calcutta.

1.6.6.1: Gender can be operationally defined in the present study as the male and female Higher Secondary students

1.6.6.2: Habitat can be operationally defined in the present study as the urban and rural Higher Secondary students.

The students (in the present study) coming to study in the colleges of Kolkata and its suburbs have their dwelling places-

a) in the four districts viz., South 24 Parganas, North 24 Parganas, Howrah and Hooghly, and
b) places located in and around Kolkata.

- Urban Students can be operationally defined in the present study as the students residing in the Kolkata Corporation area & Municipal areas of these abovementioned four districts.

- Rural Students can be operationally defined in the present study as the students dwelling in the Panchayat areas of the aforementioned four districts.

1.7: Statement of the Problem

The problem under investigation focuses on studying the relationship of home environment, mental health, emotional intelligence and procrastination with the academic achievement of higher secondary students. Hence, the present study is entitled:

**Home Environment, Mental Health, Emotional Intelligence And Procrastination In Relation To The Academic Achievement Of Higher Secondary Students**

1.8: Purpose of the Study

The purpose of this study was to investigate the relationship of Home Environment, Mental Health, Emotional Intelligence and Procrastination with the
Chapter I/ Introduction

Academic Achievement of Higher Secondary students in Kolkata and its suburbs, West Bengal, India.

1.9: Objectives of the Study

The study was designed with the following objectives-

   a. Gender (Male & Female)
   b. Habitat (Urban & Rural)

2. To compare the Mental Health of Higher Secondary students under
   a. Gender (Male & Female)
   b. Habitat (Urban & Rural)

3. To compare the Emotional Intelligence of Higher Secondary students under
   a. Gender (Male & Female)
   b. Habitat (Urban & Rural)

4. To compare the Procrastination of Higher Secondary students under
   a. Gender (Male & Female)
   b. Habitat (Urban & Rural)

5. To compare the Academic Achievement of Higher Secondary students under
   a. Gender (Male & Female)
   b. Habitat (Urban & Rural)

6. To compare the various dimensions of Home Environment (viz. (i) Control, (ii) Protectiveness, (iii) Social Isolation, (iv) Punishment, (v) Conformity, (vi) Reward, (vii) Deprivation of Privileges, (viii) Nurturance, (ix) Rejection, (x) Permissiveness) among the groups of Higher Secondary students considering the categorical variables Gender (Male & Female) and Habitat (Urban & Rural) together
7. To compare the Mental Health among the groups of Higher Secondary students considering the categorical variables Gender (Male & Female) and Habitat (Urban & Rural) together.

8. To compare the Emotional Intelligence among the groups of Higher Secondary students considering the categorical variables Gender (Male & Female) and Habitat (Urban & Rural) together.

9. To compare the Procrastination among the groups of Higher Secondary students considering the categorical variables Gender (Male & Female) and Habitat (Urban & Rural) together.

10. To compare the Academic Achievement among the groups of Higher Secondary students considering the categorical variables Gender (Male & Female) and Habitat (Urban & Rural) together.


12. To study the relationship between Mental Health and Academic Achievement of Higher Secondary students.

13. To study the relationship between Emotional Intelligence and Academic Achievement of Higher Secondary students.

14. To study the relationship between Procrastination and Academic Achievement of Higher Secondary students.

15. To develop a regression model for predicting Academic Achievement of students with the help of predictor variables like Home Environment, Mental Health, Emotional Intelligence and Procrastination.

1.10: Hypotheses of the Study

In light of the objectives of the study, the following hypotheses were formulated:

$H_{0a(i-x)}$: There would be no significant difference between male and female Higher Secondary students in the various dimensions of Home Environment (viz. (i) Control, (ii) Protectiveness, (iii) Social Isolation, (iv) Punishment, (v)
Chapter I/ Introduction


**H₀₁b(i-x):** There would be no significant difference between urban and rural Higher Secondary students in the various dimensions of Home Environment (viz. (i) Control, (ii) Protectiveness, (iii) Social Isolation, (iv) Punishment, (v) Conformity, (vi) Reward, (vii) Deprivation of Privileges, (viii) Nurturance, (ix) Rejection, (x) Permissiveness)

**H₀₂a:** There would be no significant difference in Mental Health between male and female Higher Secondary students

**H₀₂b:** There would be no significant difference in Mental Health between urban and rural Higher Secondary students

**H₀₃a:** There would be no significant difference in Emotional Intelligence between male and female Higher Secondary students

**H₀₃b:** There would be no significant difference in Emotional Intelligence between urban and rural Higher Secondary students

**H₀₄a:** There would be no significant difference in Procrastination between male and female Higher Secondary students

**H₀₄b:** There would be no significant difference in Procrastination between urban and rural Higher Secondary students

**H₀₅a:** There would be no significant difference in Academic Achievement between male and female Higher Secondary students

**H₀₅b:** There would be no significant difference in Academic Achievement between urban and rural Higher Secondary students

**H₀₆(i-x):** There would be no significant difference in the scores of various dimensions of Home Environment (viz. (i) Control, (ii) Protectiveness, (iii) Social Isolation, (iv) Punishment, (v) Conformity, (vi) Reward, (vii) Deprivation of Privileges, (viii) Nurturance, (ix) Rejection, (x) Permissiveness) among the groups of Higher Secondary students considering the categorical variables Gender (Male & Female) and Habitat (Urban & Rural) together
H₀₇: There would be no significant difference in the scores of Mental Health among the groups of Higher Secondary students considering the categorical variables Gender (Male & Female) and Habitat (Urban & Rural) together

H₀₈: There would be no significant difference in the scores of Emotional Intelligence among the groups of Higher Secondary students considering the categorical variables Gender (Male & Female) and Habitat (Urban & Rural) together

H₀₉: There would be no significant difference in the scores of Procrastination among the groups of Higher Secondary students considering the categorical variables Gender (Male & Female) and Habitat (Urban & Rural) together

H₀₁₀: There would be no significant difference in the scores of Academic Achievement among the groups of Higher Secondary students considering the categorical variables Gender (Male & Female) and Habitat (Urban & Rural) together


H₀₁₂: There would be no significant relationship between Mental Health and Academic Achievement of Higher Secondary students

H₀₁₃: There would be no significant relationship between Emotional Intelligence and Academic Achievement of Higher Secondary students

H₀₁₄: There would be no significant relationship between Procrastination and Academic Achievement of Higher Secondary students

1.11: Organization of the Study

The study is organized into seven chapters. Chapter One presents an introduction to the background problem and the theoretical concept of Home Environment, Mental Health, Emotional Intelligence, Procrastination and Academic Achievement of Higher Secondary students. Furthermore, the chapter also portrays the significance of the study, operational definition of the terms used in the study,
statement of the problem, purpose of the study, objectives and hypotheses of the study respectively. **Chapter Two** concentrates on review of related literature. In this section relevant research works of both conceptual and empirical researches of India and abroad will be thoroughly and deeply reviewed so as to corroborate and substantiate findings of the current study utmost. **Chapter Three** focuses on methods of the study, data sources, distribution of sample, collection of data, tools of the study, procedure of data collection, and presentation of data that the study employed. In **Chapter Four**, the results and interpretation of the study are presented. **Chapter Five** reports the findings of the study and presents a detailed discussion on the results of the study with reference to the existing and past research studies on variables selected for investigation. Furthermore, the chapter also offers some suggestions to guide future research studies. **Chapter Six** portrays the summary of the work and finally, the **Seventh Chapter** summarizes the concluding observations of the whole research work and discusses the theoretical, practical and educational implications of the study.

**1.12: Conclusion**

The present chapter has put forward an overview of the background of the study. The chapter also endeavours to present an in-depth study of the theoretical concepts of the variables considered for investigation and operational definition of the important terms used in the study. The chapter further presents the significance of conducting the present research. With regard to the need for the study the present research aimed to examine the relationship of Home Environment, Mental Health, Emotional Intelligence and Procrastination in relation to the Academic Achievement of the Higher Secondary students. To fulfil this purpose the objectives of the study has been discussed. In light of these objectives the chapter also offers the hypotheses of the study. The chapter finally presents a demonstration of all the chapters included in the study.
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Chapter I/ Introduction


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Chapter I/ Introduction


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Chapter I/ Introduction


Chapter I/ Introduction


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Nothing gives rest but a sincere search for truth.

― Blaise Pascal