

**RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, PROBLEM
SOLVING AND ACADEMIC PROCRASTINATION**

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APPROVAL SHEET

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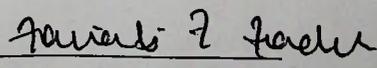
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Abstract

Emotional intelligence has increased its popularity in the field of psychology as many psychologists and theorists commenced to involve emotional intelligence with abilities and personalities into its significant component. This study aims to investigate the relationship between emotional intelligence, problem solving and academic procrastination. It has been hypothesized that there would be a significant relationship between emotional intelligence, problem solving and academic procrastination. Moreover, emotional intelligence and problem solving would be the predictors of academic procrastination.

A sample of 238 university students between the age ranges of 18-25 was selected through the procedure of convenient sampling. Schutte Emotional Intelligence Scale (SEIS) construct of emotional intelligence along with the, Problem Solving Inventory (PSI) and Procrastination Assessment Scale-Student (PASS) were used for data collection. The analysis of results was carried out through the Statistical Package for Social Sciences (SPSS) software. There was a negative relationship between emotional intelligence and problem solving. While, emotional intelligence and problem solving share an insignificant relation with academic procrastination. Furthermore, the sub facets of emotional intelligence, problem solving and academic procrastination have a significant relationship with each other.

The sub facet of general school activities share a significant association with perception of emotions, managing own emotions, managing other emotions, utilization of emotions, problem solving confidence and approach avoidance style. The perception of emotions has a significant relation with problem solving confidence and risk taking. Moreover managing own emotions is linked significantly with problem solving confidence, aversion of task, difficulty making decisions, lack of assertiveness and fear of success. The sub scale of PSI problem solving confidence has a significant correlation with managing others emotion, utilization of emotions, academic administrative task, perfectionism, anxiety, low self-esteem, difficulty making decisions, lack of assertiveness and rebelliousness. The

approach avoidance style share a significant affiliation with perfectionism, low self-esteem, difficulty making decisions, lack of assertion, risk taking, rebellion against control and fear of success. The reasons for significant and non-significant results are also discussed. Furthermore, limitations and recommendations are also suggested in the end.