

EFFECT OF COGNITIVE RESTRUCTURING TECHNIQUE ON ACADEMIC PROCRASTINATION AMONG REFRESHER INMATE-STUDENTS OF ZARIA MEDIUM SECURITY CUSTODIAL CENTER IN KADUNA STATE, NIGERIA

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Abstract

This study investigated the effect of cognitive restructuring technique on academic procrastination among refresher inmate students of Zaria medium security custodial center (prison) Kaduna state, Nigeria. The study has two research questions and two null hypotheses were raised and tested at 0.05 level of significance. The research design used in the study is quasi-experimental with pre- test and post-test, without control group. Sample size of 20 refresher inmate students, convicted and awaiting trial Men (ATM) prison students were purposively selected and used in the study. The treatment session lasted for the period of 8 weeks. The instrument used for data collection is Tuckman procrastination scale (tps). The t-test was used in testing hypotheses one while ANCOVA was used in testing hypothesis two. Findings of the study revealed that cognitive restructuring technique was effective in reducing academic procrastination among inmate-students ($t=6.37$ and $p=.000$). The study showed that cognitive restructuring technique was also effective in reducing academic task procrastination between convicted and awaiting trial men (ATM) inmate-student ($f=.018$, $p=.895$). Based on the findings, of the study, it was concluded that cognitive restructuring technique is effective in reducing academic procrastination among refresher inmate-students of Zaria medium security custodial center (prison) Kaduna state, Nigeria. The following recommendations were made for the study, Inmate-Students, especially those with high academic procrastination and faulty thinking should be exposed to appropriate technique like cognitive restructuring technique by the prison counsellors, this will help them to improve their thinking and reduce their academic procrastination. Prison Counsellors should help inmate- students with the use of these techniques to reduce students' academic procrastination by employing the use of cognitive restructuring technique and time management training in the reduction of students' academic procrastination.

Keywords: Academic Procrastination, Cognitive Restructuring, Inmate-Students

Introduction

Inmate-students have a lot of task to perform but for one reason or the other completing the task is often postponed so as to enjoy spare time due to the nature of prison condition which may lead to academic incompetence. These can be due to emotional disturbances, lack of freedom, laziness, and volume of work

or because of other activities within the prison yard routine. In everyday life students keep postponing task that they have to do, in order to improve their lives and become successful. Most times they do not manage their times well but use it wrongly by doing things that are not relevant to achieving academic. Lay (2016) also conceived academic procrastination as a frequent failure of doing academic works that ought to be done to reach goals. Someone who delays to complete his/her task without good reason is referred to a procrastinator, Noran (2010), viewed procrastinator, as someone who knows what he/she is supposed to do and planning to perform the task, but does not complete the task, or excessively delays performing the task due to reason not sufficient enough for the delay, thus, working on less important obligation, rather than fulfilling the more important obligation, or he may use his or her time wastefully in some minor activities or pleasure.

Academic procrastination is the act of needlessly delaying or postponing academic to the point of experiencing subjective discomfort in an all too familiar problems. Ellis and Knaus (2014) described academic procrastination as the desire to avoid an activity, the promise to do it later, and the use of excuse making to justify the delay and avoid blame. Ellis and Knaus estimated that about 95 percent of college students engage in academic procrastination resulting in detrimental academic performance, including poor grades and course withdrawal. To Glick, Semb and Spencer (2015) academic procrastination can come from measure of study habit such as last minute studying and attitude towards study.

In addition academic procrastination has been commonly understood as a maladaptive behaviour that tends to impede on successful academic experiences. Academic procrastination as Eerde (2013) noted is linked with various adverse academic behaviours such as missing or late assignments, decreasing in task preparation time, and giving up studying. Academic procrastination is a prevalent phenomenon especially among secondary school students due to the relatively flexible learning environment, and as some studies reported, that approximately 70 percent of secondary school students considered themselves procrastinators, and such reports cuts across the world (Argumedo, Diaz-Morales, Ferrari & O'Callaghan, 2017; Klassen 2010; Seo, 2011). Hopes, Burns, Hayes, Herbert and Winner, (2010) revealed that academic procrastination is related to poor academic performance Hopes, Burns, Hayes, Herbert and Winner have a conceptualization that procrastination is a phenomenon in which a person neglect to attend to a task or taken much time or delay in achieving a task. Sometimes, procrastination takes place until the "last minute" before a deadline. People may procrastinate personal issues (raising a stressful issue with a partner), health issues (seeing a doctor or dentist late), home care issues (patching a leak in a roof), or academic/work obligations (completing a report or assignment).

Steel, Brothen & Wambach (2000) concluded that students who commit academic procrastination tend to get lower grades in each subject and final exam scores. Research of Popoola (2005) stated that the low academic achievement happened to students who have high and moderate procrastination. Research of Akinsola, Tela & Tela (2007) stated that academic procrastination was a significant correlation with academic achievement in mathematics. Besides effect on academic achievement, academic procrastination also effect on academic performance. Research of Savithri (2014) concluded that academic procrastination effect on students' academic performance. Academic procrastination does not happen by itself, but due to certain factors. Research of Chow (2011) concluded that academic procrastination happens to students who have a negative self-evaluation as a form of mind dysfunctional. Research of Flett et al. (2012) concluded that academic procrastination correlated with negative automatic thoughts. Dysfunctional thinking also makes students become a person who easily give up before the task. Personal quitter encourage students delay their academics. Academic procrastination need to be addressed. One effort to overcome academic procrastination among students is counseling sessions with cognitive restructuring techniques. Cognitive restructuring techniques using the assumption that the responses of behavior and

emotional adaptive influenced by beliefs, attitudes, and perceptions (cognition) counselee (Coermir, Nurius & Osborn, 2009). This study sought to examine whether cognitive restructuring techniques can reduce academic procrastination of vocational high school students.

Cognitive restructuring is a cover part of cognitive behavioural therapy (CBT) that refers to a number of different but related intervention techniques used to change behaviour and teaching individual to understand and modify thought and behaviour. Cognitive restructuring is a psychotherapeutic process of learning to identify and dispute irrational or maladaptive thoughts known as cognitive distortions, such as all-or-nothing thinking (splitting), magical thinking, filtering, over-generalization, magnification, and emotional reasoning, which are commonly associated with many mental health disorders, (Abdullahi, Esere, Omotosho & Oniyanyi, 2011). Corsini and Wedding, (2015) noted that Cognitive Restructuring (CR) employs many strategies, such as Socratic questioning, thought recording and guided imagery and is used in many types of therapies, including cognitive behavioural therapy (CBT), and rational emotive therapy (RET). A number of studies demonstrate considerable efficacy in using CR-based therapies to restructure cognition, save time and help students accomplish task for higher academic performance (Leban, 2017).

Cognitive restructuring intervention (CRI) is a technique in counselling that is used in handling a lot of maladaptive behaviours. Cognitive restructuring intervention (CRI) is a technique that has been successfully used to help people change the way they think (Eze, 2020). When used for stress management, according to the author, the goal is to replace stress-producing thought, (the cognitive distortions) with more balanced thoughts that do not produce stress. According to Clark (2018), CRI is a therapeutic process that helps the client discover, challenge and modify or replace their negative irrational thoughts (or cognitive distortions). This implies that CRI is all about restoring distorted thinking or behaviour. CRI involves the process of reframing negative and unrealistic thoughts to realistic and positive thinking (Beck, 2011). In this study, CRI is a therapeutic process that helps the divorcees discover and modify or replace their negative, irrational thoughts. This implies that if divorcees receive CRI programme, they may reframe from negative thoughts and think positively, hence adjust emotionally.

Inmate-students are of different categories and levels, there are more than 11 million people in prison worldwide. From 2000 to 2018, the recorded prison population increased by 24 per cent (Walmsley, 2018). While these raw data do not illuminate the experiences of education for learners and educators, they provide the context in which to study education in prison. As with all forms of pedagogy, prison education is not a neutral activity that is independent of the context in which it operates. It must be considered against a wider historical, social, political, economic and cultural backdrop. Moreover, education in prison takes place in an institution that is cut off from the public gaze, and influenced by unique institutional culture. Education in prison differs across countries and jurisdictions. While philosophies, approaches, programmes and practices vary from one jurisdiction to another, there are nonetheless common characteristics that link the practice of education in prison across the globe. Despite geographical, cultural and political differences, educators in prisons across the world find themselves facing similar challenges as they adopt innovative strategies and approaches in order to overcome the complexities of teaching in coercive environments. Education in prison is as old as the institution itself. Much debate has been generated concerning the emergence of the modern prison and its desire to punish, discipline and control (Donnell, 2016).

Early discussions detected a degree of convergence between the objectives of the modern prison and those of education in prison: personal change and transformation of the individual, essentially a form of what is today loosely termed 'rehabilitation'. The early penal innovators, promoting prison as a humane form of

punishment, wanted education to play a role in their institutions, although there was not always consensus as to the nature or type of tuition that should be provided.

Education in Prison (1990) acknowledged that the penal context has a bearing on opportunities for fruitful pedagogical participation. Further, prison 'by its very nature is abnormal and destructive of the personality in a number of ways'. However, it declared that education has the 'capacity to render the situation less abnormal, to limit somewhat the damage done to men and women through prison' (Council of Europe, 1990,). Echoing the declarations from UNESCO's conferences on adult education, education in prison 'must in its philosophy, methods and content, be brought as close as possible to the best adult education in society outside' (Council of Europe, 1990). In a study of prisoners participating in education in prison in Western Australia, Giles (2016) found that the more class's prisoners completed, the lower the rate of re-incarceration. Research in South Africa (Vandala and Bendall, 2019) led to the conclusion that education in prison transforms prisoners' lives by boosting self-esteem and confidence, improving literacy levels, and equipping prisoners with valuable skills. The researchers determined that education in prison 'transforms offenders into lawabiding and productive citizens on release'.

Bozick et al. (2018) identified a total of 57 studies that evaluated recidivism and 21 studies that assessed employment following participation in education programmes in prison. They found that prisoners participating in educational programmes were 28 per cent less likely to re-offend than detainees who did not participate in these programmes. However, they found that this reduction in the rate of recidivism did not always lead to gainful employment after release. People who did not participate in education in prison were as likely to obtain post-release employment as those who did. The impact of a prison sentence outweighed a prisoner's educational achievements while incarcerated. Despite this, Bozick et al (2018) nonetheless concluded that this demonstrated the value of providing prisoners 'with educational opportunities while they serve their sentences if the goal of the program is to reduce recidivism. Majority of the refresher secondary school students in the correctional centers/prisons are set of students who's either completed or they were at secondary school when they were before the prison life.

Research Questions This study was guided by the following research questions:

1. What is the effect of cognitive restructuring technique on academic procrastination of refresher inmates of Zaria Medium Security Custodial Center (Prison), Kaduna State, Nigeria?
2. What is the effect of cognitive restructuring technique on academic procrastination between convicted inmates and Awaiting Trial inmates (ATM) refresher inmate students of Zaria Medium Security Custodial Center (Prison), Kaduna State, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

Ho1. There is no significant effect of cognitive restructuring technique on academic procrastination of refresher inmate students of Zaria Medium Security Custodial Center (Prison), Kaduna State, Nigeria.

Ho2. There is no significant differential effect of cognitive restructuring technique on academic procrastination between convicted inmates and Awaiting Trial inmates (ATM) of refresher inmates students of Zaria Medium Security Custodial Center (Prison), Kaduna State, Nigeria.

Methodology

This study adopted the quasi-experimental pre-test, post-test without control group design. In this study, the researcher adopted a quasi-experimental research design because the treatment was carried out in a school setting where it was not possible to conduct a true experiment. Specifically, the study utilized the non – randomized pretest, post-test without control group design.

The population of this study was twenty (20) respondents made up of convicted inmates and Awaiting Trial inmate-students from Zaria Medium Security Custodial Center (Prison), Kaduna State, Nigeria, identified with academic procrastination problems. Copies of the instruments were administered with the help of research assistants who was trained for this purpose. The students were given about thirty (30) minutes to respond to the questionnaire items. The questionnaire was retrieved from the students immediately they have responded to the questionnaire items and was handed over to the researchers for collation and scoring. Each response scored according to the specification on the index of academic procrastination questionnaire manual. The students with high scores made up the population of the study.

The sample size for the study was 20 respondents made up of convicted inmates and Awaiting Trial inmate-students from Zaria Medium Security Custodial Center (Prison), Kaduna State, Nigeria. The sample size was derived intact refresher class at 20 respondents made up of convicted inmates and Awaiting Trial inmate-students from Zaria Medium Security Custodial Center (Prison), Kaduna State, Nigeria, with the highest number of students with procrastination scores were purposively selected and be used for the study.

The instrument that was used for data collection is Tuckman Procrastination Scale (TPS). Tuckman developed the Procrastination Scale (PS) in 1991. The instrument was designed to measure task avoidance to academic activities. It is self-report instrument which identifies academic procrastinators, through measuring of procrastination tendencies. The Procrastination Scale (PS) consists of 16-items which are scored on a four-point Likert scale (1 = that’s me for sure, 2 = that’s my tendency, 3 = that’s not my tendency, 4 = that’s not me for sure). The scale has the minimum of 16 and maximum of 64 score. The key to the level of academic procrastination is: 16= mild, 32= moderate, 48= high and 64= severe.

The completed copies of the instrument were scored following the scoring using the scale manual. Responses to the 16 individual items were summed to create an overall score for the scale. Scores on the 16-item Tuckman (1991) scale ranged from 16-64 Scores that are above the norm 40.0 were seen as indicative of procrastination. The scores were collated and subjected to SPSS analysis and hypotheses one (1) was analyzed using independent T-test while hypotheses two (2) was analyzed using ANCOVA. All hypotheses were retained at 0.05 alpha level of significance

Results

Hypothesis One: There is no significant effect of cognitive restructuring technique on academic procrastination of refresher inmate students of Zaria Medium Security Custodial Center (Prison), Kaduna State, Nigeria.

Table 1: Paired sample t-test on the effect of cognitive restructuring technique on academic procrastination of convicted inmates and Awaiting Trial inmates (ATM) secondary school students of Zaria Medium Security Custodial Center (Prison), Kaduna State, Nigeria

Group	N	Mean	Sd	t-value	Df	P-value
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Pretest	20	14.30	6.16		
6.37	19	.000			
Posttest		20		4.95	3.87

Table 1 shows significant effect of Cognitive restructuring technique on academic procrastination of secondary school students of Zaria Medium Security Custodial Center (Prison), Kaduna State, Nigeria as indicated by the mean 14.30 for pretest and the mean of 4.95 for post-test; $t=6.37$ and $p=0.000$ which is lower than 0.05 level of significance. Thus, the null hypothesis which states that there is no significant effect of cognitive restructuring technique on academic procrastination of secondary school students of Zaria Medium Security Custodial Center (Prison), Kaduna State, Nigeria is hereby rejected.

Hypothesis Two: There is no significant differential effect of cognitive restructuring technique on academic procrastination between convicted inmates and Awaiting Trial inmates (ATM) of refresher inmates' students of Zaria Medium Security Custodial Center (Prison), Kaduna State, Nigeria.

Table 2: ANCOVA on the differential effect of cognitive restructuring technique on academic procrastination of convicted inmates and Awaiting Trial inmates (ATM) refresher school students of Zaria Medium Security Custodial Center (Prison), Kaduna State, Nigeria.

Source of variation	SS	df	MS	F	Sig.	PE Square
Corrected Model	1.697	2	.838	0.58	.943	.003
Intercept	101.926	1	101.926	7.002	.012	.149
PRETEST	1.604	1	1.604	.110	.742	.003
SCHOOL	.259	1	.259	.018	.895	.000 Error
582.303	40	14.558				
Total	1659.000	43				
Corrected Total				584.000		42

Table 2 shows results of the analysis of covariance testing the differential effectiveness of cognitive restructuring technique on academic procrastination of convicted inmates and Awaiting Trial inmates (ATM) refresher school students of Zaria Medium Security Custodial Center (Prison), Kaduna State, Nigeria. $f= .018$, $p=.895$ which is greater than 0.05 alpha level of significance. This indicates that the cognitive restructuring were effective on both convicted and awaiting trial men inmates. Thus, the null hypothesis which states that there is no significant differential effect of cognitive restructuring technique on academic procrastination of the convicted inmates and Awaiting Trial men inmates (ATM) secondary school students of Zaria Medium Security Custodial Center (Prison), Kaduna State, Nigeria is rejected.

Discussions

The effect of cognitive restructuring technique on academic procrastination of refresher inmate-students. The findings of this study revealed that cognitive restructuring technique is effective in reducing academic procrastination of secondary school students. The findings also revealed that the effect of cognitive

restructuring technique on the academic procrastination of secondary school students was significant. Through cognitive restructuring technique the students were able to restructure their cognition, and were able to modify their procrastination behaviour. This means that those students that were treated with cognitive restructuring technique recorded great improvement in reducing their academic procrastination. The result of the finding corresponded with the findings of Beck (2015) who agreed that cognitive restructuring technique empowered students to restructure the mental mistake they make that leads to problems of academic procrastination.

The effectiveness of cognitive restructuring technique in this study could be explained by the cognitive theory which states that distorted or dysfunctional thinking underlines all psychological disturbances, which also affect, molds beliefs and behaviour. The key idea of the theory is that not events themselves that affect our behaviour but how we perceive the events. The fundamental belief impacts on our thoughts in any given situation and that different people or students have different reactions to same situation and that the degree of negative thought determines the severity of the attack they launch, resulting to error in logic and or faulty information processing. Cognitive restructuring thus helps students to restructure their faulty cognition and faulty thought pattern so as to be able to interpret events with greater accuracy. Human beings are rational and irrational, the irrationality in man sometimes creates problems for them while the rational helps them look at the problem rationally and proffer solution, to reduce their academic procrastination, and help them achieve more in life and become acceptable members of the society. The findings of this study correspond to the finding of Hacker, Fink, Vogelanz, Thrope and Sigmon (2010) who in their study on the relative efficacy of cognitive restructuring therapy and interceptive exposure procedure for treatment of panic disorder among Quebec high school students in Iran agreed that the participants that received cognitive restructuring technique benefitted greater results than when compared with those that received exposure therapy. The study also corresponds to the findings of Abodike (2010) in which she observed that the mean lying tendency score of female young adolescents were reduced significantly than the mean lying tendency of the male young adolescents that were treated with cognitive restructuring.

The result of the findings is consistent with the study of Walsh (2014) whose study on the effect of cognitive restructuring was significant in reduction of conduct disorder among adolescents. The result of the study is also in consonance with the findings of Ahmed (2016) who investigated the effectiveness of cognitive restructuring and graded exposure counselling technique on school phobia among secondary school students in Kaduna metropolis agreed that cognitive restructuring is significant and helps reduce phobia in favour of the female students.

The findings of the study are also in agreement with the study of Akinranti, (2014) who using quasi experimental method to find out the effect of cognitive restructuring and token reinforcement on the undesirable behavior of some Nigerian Prison inmates in Ibadan. The study found out that cognitive restructuring and token reinforcement had positive effects on the undesirable behavior of inmates. The findings also tally with the work of Odesumu, (2019) who carried out a study on the effect of cognitive restructuring on the reduction of mathematics anxiety among male and female senior secondary school students in Ogun state Nigeria. The study found out that there is significant difference in the anxiety in mathematics of students exposed to cognitive restructuring treatment but there is none in the control group. Cognitive restructuring was found to be more effective on the experimental group than the control group. In addition, Onwuegbuzie (2010) who reported on the effectiveness of cognitive restructuring technique on improvement of reading performances and reduction of anxiety in primary school students with Dyslexia, the study showed that cognitive restructuring technique has significant effect on improvement of reading performance and on reduction of anxiety symptoms in students.

Recommendations

Base on the finding of this study, the following recommendation were made as:

- a. Inmate-Students, especially those with high academic procrastination and faulty thinking should be exposed to appropriate technique like cognitive restructuring technique by the prison counsellors, this will help them to improve their thinking and reduce their academic procrastination.
- b. Prison Counsellors should help inmate- students with the use of these techniques to reduce students' academic procrastination by employing the use of cognitive restructuring technique and time management training in the reduction of students' academic procrastination.
- c. The headquarters of the Nigerian Correctional Service should be organizing to equip the prison counsellors with seminars and workshop on a regular basis so as to be assisting and improving the inmate-students who are affected with academic procrastination across Nigeria's prison schools.

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