

EFFECT OF SELF-MANAGEMENT COUNSELLING TECHNIQUE ON ACADEMIC PROCRASTINATION AMONG THE STUDENTS OF COLLEGE OF BASIC AND ADVANCED STUDIES YAURI, KEBBI STATE

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Abstract

The study examined the effect of self-management counselling technique on academic procrastination among the students of college of Basic and Advanced studies (COBAS) Yauri, Kebbi State, Nigeria. Two objectives and two corresponding hypotheses guided the study. The research design adopted was quasi-experimental Pre-test-Post-test one group Design. The target population of the study comprises of 57 students who were identified with higher academic procrastination, out of which 40 were purposely selected. The instrument used for data collection was an adapted scale tagged as "Academic procrastination Scale" (APS). Face and content validity of the instrument were established by some experts with reliability of stability index of .974. The data collected was analyzed using t-test for dependent and independent sample for hypothesis 1 and 2 respectively. The result obtained revealed significant difference between pre-test and post-test mean scores of academic procrastination behaviour in favour of posttest mean score with no gender differences. Based on these findings, it was concluded that Self-management counselling technique has effect in reducing academic procrastination behaviour with no gender differences. It was recommended that the technique should be utilized in handling the issues related to academic procrastination behaviour for both male and female students at tertiary institutions.

Keywords: Self-Management, Counseling Technique, Procrastination, Academic Procrastination

Introduction

One of the places where education is formally provided is the tertiary institutions, and as long as the student study at tertiary institutions, such student will not be separated from having to do assignments, attend lectures, write test and examinations. To accomplish these tasks successfully students are required to manage their time effectively. Unfortunately, not all students had the ability to manage time well. Many students often times deliberately delay desired activities even though they know that the delaying behaviour can have a negative impact on their academic journey. This negligent behaviour of failing or showing reluctance to complete academic task is an undesirable behaviour and is known as academic procrastination.

Academic procrastination according to Steel (2007) is deliberately delaying desired school activities even though individuals know that the delaying behaviour can have a negative effect. He also maintained that procrastination was a valuating delay carried out by individuals on their duties even though he knew that this would have a negative impact in the future. Ellis and Knanus (2002) regard it as an "interactive dysfunctional and behaviour avoidance process, characterized by the desire to avoid an activity, the promise to get to it later and the use of excuse to justify the delay and avoid blame. The procrastinators seek to exonerate themselves, thus maintaining a positive self-image and avoiding

punishment, by deflecting blame through activities such as excuse making using excuses that are often fraudulent. Academic procrastination is regarded as a dispositional trait that can have particularly serious consequences for students whose lives are characterized by frequent deadlines.

Experience has shown that interest in completing tasks becomes a factor that influences student achievement. While negligent behaviour is strongly associated with procrastination that lead to academic failure. The reasons for procrastination behaviour include inefficiency in time management, difficulty of concentration or the feeling of weak responsibility and anxiety and fear of being unsuccessful in a person's actions owing to negative perceptions, other reasons are unrealistic expectations that the individual sets for himself and performance, improper cognitive ascription, and the tendency to become faultless (Ferrari, 2009).

The fact that higher institutions years is arguably the first year where students are exposed to the highest level of independence from their parents, teachers and significance others. These experiences come with their responsibilities and are often determined by the extent to which the students effectively utilize their time for competing demands including academic, social, personal and spiritual. The fact that these students are relatively independent in choosing how and when to spend their time has seen many involve in procrastination, especially in academic-related tasks. In order to help the students at higher institution to effectively adjust to the new learning environment and to meet the expectations of educational stockholders, various programme must be provided in the school in which guidance services remain cardinal.

Despite this, there is no any provision of guidance and counselling unit at college of Basic and Advanced studies Yauri Kebbi State (COBAS), the situation that lead to poor academic performance of students as closely observed by the researchers. In this case, counsellors have an important role to play in helping students to reduce academic procrastination, one of the counselling techniques that can be used in handling the problem of academic procrastination is the self-management counselling technique.

Self-management is a therapeutic process whereby counsellors modify the behaviours of clients by using self-monitoring strategies, stimulus control, self-contracting and self-reward. It is a counselling procedure that directs, encourages, changes, or control the antecedents and consequently to get the desired behaviour change. Bandura (2005) describes self-management learning as an active and contractive process whereby learner's set goals for their learning plan actions, monitor, regulate and control their cognition, and behaviours. According to Zimmeraman (2000), the skills offered by the therapy can greatly assist the individual in getting engaged in productive studying and learning which can lead to the leaner's better performance. One of the goals of this approach is to assist students with management, monitoring and evaluating themselves in order to achieve better behavioural changes or responsibility. Therefore, Self-management is our ability to better manage and regulate our behaviours, thoughts and emotions in a conscious and productive way and hold our selves accountable for our behaviours and actions.

To better help students to overcome procrastination behaviour, different behaviour modifications techniques were employed and self-management counselling technique was found to be one of the best technique for the job. The study of Purnama, Mursidi and Trisnawati (2019) determine the effectiveness of behavioural counseling behaviour contract techniques in reducing academic procrastination behaviour of class XII IPS MAN 2 Banyuwangi students. The results of this study indicate that the Behaviour Counseling Behaviour Contract technique can reduce and prevent students' academic procrastination behaviour with an increase of 27%. The study of Asri and Kadafi (2020) investigate the effectiveness of group counselling with self-instruction and time management techniques in decreasing

academic procrastination in mathematics learning. The results indicate that group counselling with self-instruction and time management techniques are sufficient to lower the academic procrastination in mathematics learning. Further, the self-instruction group counselling is more effective to downturn academic procrastination than time management technique.

Bulantika and Thahir (2020) investigated the relevance of group counselling, self-management and cognitive restructuring techniques in reducing academic procrastination. The result shows that group counselling technique with self-management and cognitive restructuring were effective on student's academic procrastination in the city of Bandar Lampung Indonesia. The study of Widhiastuti and Kanaka (2021) was conducted on academic procrastination with self-control as moderator among students of University Negeri Semarang Indonesia. The results showed that fear of failure and organizational activity which is related to procrastination had a positive effect on academic procrastination. The study of Putri, Wibowo and Sugiyo (2021) investigated the effectiveness of group counselling with cognitive restructuring and self-management techniques to reduce academic procrastination among students of University Negeri Semarang Indonesia. It was also found that the group counselling with the combination of both techniques performed better than the use of each technique separately. The study Asrori (2023) examines the relevance of self-management strategy in eliminating academic procrastination of Junior high school students in Pontianak, Indonesia. The result from the study with a pretest-posttest-control group design found that the combination of self-monitoring with stimulus-control techniques was most effective to eliminate academic procrastination of junior high school students (effect size: 1.87) while the other combination of techniques was less effective.

However, looking at the above empirical literature all the studies were conducted abroad and based on the researchers' knowledge none of such studies was conducted in Nigeria generally or Kebbi State in particular. Hence, makes the current study unique and an addition to the existed body of knowledge. It is against the above background the present study investigated the effect of self-management counseling technique on academic procrastination among the students of college of Basic and Advanced studies Yauri Kebbi State (COBAS).

Statement of the Problem

The success of student can be seen by completing academic assignments, interest in completing task becomes a factor that influences student achievement but negligent behaviour or failing to complete a task is an undesirable behaviour which is strongly associated with procrastination. Academic procrastination has been a major issue in the pursuance of knowledge among male and female students now a days. Steel (2010) also shows that 80%-95% of students engaged in procrastination behaviour and nearly 50% of students procrastinate consistently.

The consequences of academic procrastination are increased anxiety in facing examinations, failure to meet assignment submission deadline, poor writing skill lower grades and poor preparation when facing examinations, which resulted to lack of confidence in learning, poor study habit inferiority complex, poor assimilation, inability to comprehend and so on. Academic procrastination has many negative Consequences by procrastinating a lot of time is wasted. In addition, tasks become neglected even if they are completed, the result will not be optimal.

The prevalence of academic procrastination is high at tertiary institutions. This is due to the fact that higher institutions years is arguably the first year where students are exposed to the highest level of independence from their parents, teachers and significance others. The fact that these students are relatively independent in choosing how and when to spend their time has seen many of them involve in procrastination, especially in academic-related tasks. In order to help these students to have control

over their academic procrastination, behaviour modification technique such as self-management counseling technique will be employed. It is against the above reasons this investigated the effect of self-management counselling technique in reducing academic procrastination among the students of College of Basic and Advanced Studies Yauri, Kebbi State.

Objectives of the Study

This research work aimed to find out the following:

1. The effect of self-management counseling technique on academic procrastination among the student of College of Basic and Advanced Studies Yauri, Kebbi State.
2. Gender differences in the effect of self-management counselling technique on post-test mean score of academic procrastination among the student of College of Basic and Advanced Studies Yauri, Kebbi State.

Research Hypotheses

The null hypotheses listed below were formulated and tested at 0.05 level of significance

HO₁: There is no significant effect of self-management counselling technique on academic procrastination among students of College of Basic and Advance Studies Yauri Kebbi State.

HO₂: There is no any significance gender difference in the effect of self- management counseling technique on academic procrastination among the students of College of Basic and Advance Studies Yauri, Kebbi State.

Methodology

The research design adopted for the study was quasi-experimental pre-test post-test experimental group only otherwise known as one group pre-test post-test design. It is an experimental design in which one group will be tested before and after the treatment and the scores obtained in two test will be compared to ascertain the effectiveness of the treatment (Cohen, Marion and Morrison, 2018).

The population of this study comprises of all year one students identified with the symptoms of academic procrastination in four (4) departments from College of Basic and Advanced studies Yauri, Kebbi State (COBAS). The departments were English, Biology, Economics and Civil law respectively. The four department has the total number of 118 students (72 male and 46 female) out of which 57 (34 male and 23 female) were identified having higher academic procrastination. Thus, the target population of the study stand at 57 higher academic procrastinated students. The students has the average age of 18-25 years.

Simple random sampling technique was used in this study in selection one department from each school of the college. Purposive sampling technique was used to select level one hundred students. In the other hand systematic sampling technique was also used in selecting forty (40) students with higher marks of academic procrastination out of 57 identified students proportionately. Therefore, the sample size of the study is 40 students identified with the symptoms of academic procrastination. The use of forty (40) as a sample size was guided based on the fact that sample size is determined to some extent by the style of the research (Cahen, Manon and Morrison, 2018). Gay (2009) recommends that a minimum of thirty (30) respondents is adequate for experimental research.

The instrument used for data collection was “Academic Procrastination Scale”. The scale was developed and validated by McCloskey (2011). It is a 25 item self-assessment scale with five point Likert scale response format. This instrument used adapted by making some modifications to suit the purpose of the current study. To establish the validity of the instrument it was presented to expert in the field of guidance and counselling, test and measurement, and psychology in the Department of Education, Kebbi State University of Science and Technology Aliero for face and content validity. All

the experts ascertain the appropriateness and relevance of the items of the instrument in relation to research objectives as well as its adequacy in measuring what it is intended to measure.

To establish the reliability of stability test-retest procedure was used. The instrument was administered to the sample of twenty (20) year one students from other departments of the college which were not part of the main population at two different occasions (Interval of two weeks). The two scores received from the two tests were computed using Pearson Product Moment Correlation (PPMC) and the result revealed the reliability index of .974. Based on this co-efficient of stability the instrument was statistically determined to be reliable and appropriate for the investigation.

The procedure for intervention in this study was divided into three phases as pre-treatment, treatment and post-treatment phases. In the pretreatment phase of the study, the academic procrastination scale (APS) was administered to one hundred and eighteen (118) year one (1) students for identification purpose. Completed APS was collected, scored and analyzed by the researchers. Fifty seven (57) students were identified with higher procrastination behaviour as they scored 76 and above in APS. The permission of the forty (40) sample students to participate in the study was sorted and they were also subjected to pre-test condition at this stage using Academic Procrastination Scale (APS). The completed APS was collected and scored by the researchers, the result was kept for further analysis and comparison with post-test scores at the end of the study. The treatment session was conducted for the period of six (6) weeks consecutively. Each session lasted for an hour on every Wednesdays from 11:00am-12:00am, using the treatment package of self-management counselling technique which include:

1. Introduction and Identification of the target Behaviour
2. Self-monitoring
3. Self-contracting
4. Stimulus control
5. Self-reward.
6. Summary, Conclusion and Evaluation

At Post treatment phase, the forty (40) students were post-tested after the six (6) weeks intervention of self-management counseling technique. The Academic Procrastination Scale (APS) was re-administered to the students. The result of the pre-test and post-test were compared for differences.

T-test for dependent sample was used in testing the research hypothesis 1 while t-test for independent sample was used in testing research hypothesis 2. All the hypotheses were tested at the 0.05 level of significance. T-test was used in testing the null hypotheses of this study because it is appropriate statistical package to be used in determining significance differences between the two mean scores (Gay, 2009).

Results

Hypothesis 1: There is no significant effect of self-management counselling technique on academic procrastination among students of College of Basic and Advance Studies Yauri Kebbi State.

Table 1: t-test for Dependent Sample between Pre-test and Post-test Scores

Test	N	Mean	S.D	Std. Error Mean	t-cal	df	P-Value (2 tailed)
Pre-Test	40	88.78	5.68	.898	98.82	39	.000
Post-Test	40	59.08	9.86	1.560			

Significant at $p \leq 0.05$

Table 1 above shows pre-test and post-test mean scores of academic procrastination of students exposed to self-management counselling technique. From the result the p. value of .000 is less than α level of 0.05. Henceforth, the null hypothesis stated was rejected. Meaning that significance differences are observed in post-test mean scores, which indicates that self-management counselling technique has effect in reducing academic procrastination behaviour of the students of College of Basic and Advance Studies Yauri, Kebbi State.

Hypothesis 2: There is no any significance gender difference in the effect of self- management counseling technique on academic procrastination among the students of College of Basic and Advance Studies Yauri, Kebbi State.

Table 2: t-Test for Independent Samples between Male and Female Students

Test	Gender	N	Mean	SD	Std. Error		t-cal	df	P-value
					Mean				
Post-Test	Boys	24	59.71	9.88	2.02		.492	38	.625
	Girls	16	18.20	3.85	2.50				

Not Significant at $P \geq 0.05$

Table 2 shows post-test mean scores of academic procrastination behaviour of male and female students exposed to self-management Counselling technique. From the result the P. value of .625 is greater than α level of 0.05. Thus, the null hypothesis stated was retained. This means that, no significant gender difference was observed in the effect of self-management Counselling technique on academic procrastination behaviour among the students of College of Basic and Advance Studies Yauri, Kebbi State. This indicated that, self-management Counselling technique is not gender sensitive.

Discussions of the Findings

This study was sets out mainly to investigate effect of self-management counseling technique on academic procrastination among the students of college of Basic and Advanced studies Yauri Kebbi State (COBAS). In the study the level of students’ academic procrastination were measured using Academic Procrastination Scale (APS) of McCloskey (2011). The first hypothesis of the study was set to find out the effect self-management counselling technique on academic procrastination behaviour among the students in College of Basic and Advanced Studies Yauri, Kebbi State. The finding revealed that self-management counselling technique has effect in reducing academic procrastination behaviour of the students as indicated in table 1. This finding was in line with that of Purnama, Mursidi and Trisnawati (2019), Asri and Kadafi (2020), Bulantika and Thahir (2020), Widhiastuti and Kanaka (2021), Putri, Wibowo and Sugiyo (2021) and Asrori (2023) which all revealed that self-management counselling technique was an effective technique that can be used in reducing academic procrastination behaviour of the students.

The second hypothesis of the study was set to find out gender difference in the effect of self-management counselling technique on academic procrastination behaviour among the students of College of Basic and Advance Studies Yauri, Kebbi State. The finding of the study revealed that there is no any significant gender difference in the effect of self-management counselling technique in reducing academic procrastination behaviour among the students as indicated in table 2. This finding of the study may be considered different and an addition to the existed body of knowledge because based on the researcher’s knowledge in all the studies reviewed none of them investigate the gender differences in the effect of self-management counselling technique in reducing academic procrastination.

Conclusions

Based on the findings of this study, the following conclusions were made:

1. Self-management counselling technique has effect in reducing academic procrastination behaviour of the students in College of Basic and Advanced Studies Yauri, Kebbi State.
2. There is no significant gender difference in the effect of self-management Counselling technique in reducing academic procrastination behaviour among the students of College of Basic and Advance Studies Yauri, Kebbi State.

Recommendations

Based on the above conclusions, the following recommendations were made:

1. Since the finding of the study revealed that self-management counselling technique has effect in reducing academic procrastination behaviour of the students, it was recommended that the technique should be utilized by school counsellors, teachers, school administrators and government agencies in handling the issues related to academic procrastination behaviour among the students at tertiary institutions.
2. Since there is no gender differences in the effect of self-management counselling technique in reducing academic procrastination behaviour of the students. It was recommended that self-management counselling technique should be utilized in handling any issue related with academic procrastination behaviour of both male and female students at tertiary institutions.

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