Determinants of Academic Procrastination among Senior Secondary School Students in Ibadan Rural Area, Oyo State, Nigeria

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Abstract: Academic procrastination affects students all over the world and this could be seen in their academic performances. Unfortunately, many students do not know that their inability to do the right thing at the right time is the bane of their problems as far as their academic pursuit is concerned. When students procrastinates, they often experience increased stress, anxiety, poor academic performance, feelings of guilt, frustration and low-self-esteem which if not well managed could lead to school dropout and other maladaptive behavior. This study, therefore, investigated Internet addiction, school climate and fear of failure as determinants of academic procrastination among senior secondary school students in Ibadan rural area of Oyo State, Nigeria. This study adopted a descriptive survey research design and simple random technique in selecting two hundred and forty (240) senior secondary school students from twelve (12) secondary schools in the six (4) local governments in Ibadan rural area of Oyo State, Nigeria. The variables were measured with valid and relevant standardised instruments. Data collected from the field were analysed using Pearson Product Moment Correlation (PPMC) and multiple regression analysis. The findings showed that there was a significant relationship between the independent variables (internet addiction, school climate and fear of failure) and dependent variable (academic procrastination) among the participants. Fear of failure is the most potent contributor to academic procrastination followed by school climate and lastly, internet addiction. Based on the findings of the study, it is recommended that professional counsellors should be employed to handle academic procrastination in schools in rural area   as this would enhance their academic performance and bring out the best in them. Also, conducive school climate that meet the need of the students should be made available as this will not only increase their bonding with the school system, it would also reduce academic procrastination among the students.

Keywords: Academic procrastination, Internet addiction, School climate, Fear of failure, Ibadan rural area

INTRODUCTION

The general tendency of postponing or delaying different task is referred to as procrastination. Procrastination affects millions of people and it's a detrimental problem which frequently affects individual performance, productivity and well-being. Academic procrastination on the other hand is the habit of unnecessarily delaying academic tasks among the learners. It is a common problem among students across different levels. Researches have shown that academic procrastination does not only result in decreased performance but also a bad impact on students' learning approaches. It gives rise to negative emotions like depression, anxiety, examination malpractice and shame. It could even be a cause of suicide, maladaptive behavior like smoking, drain student's energy and prevent learners from gaining further knowledge and skills (Huang, Ding, Zhang, Peng, Liang, Wan and Chen (2022) Odedokun and Muraina (2019).

Calonia, Doller. Palutao and Lina's (2023) argued that procrastination happens when a task is unduly put off, and become troubled when they begin to work on it. Academic procrastination could be triggered by distractions students face daily from media, students' lifestyles, having too many assignments, lack of parental support, forgetfulness, and wanting to get tasks perfectly done. When students procrastinate, it does not only have effect on them but also significant stakeholders like parents, teachers and society at large. It could lead to wasting of parental resources, wasting of teachers efforts and society could also be affected because it brings retrogression and underdevelopment of human resources. Various researches draw attention to the surroundings under which students are probably to procrastinate. For example, when examined to report why students procrastinate, they presented causes associated to fear of failure, time management and task averseness. Furthermore, study reviewed that academic procrastination could stem from fewer work on the task, self-regulation failure, low self-efficacy, low task competency, excessive usage of social networking sites (Bashir and Gupta,2018).

Students who likes to procrastinate has difficulty getting things done within the specified time, often too late in preparation or unable to complete school assignments on time (Wicaksono, 2017),These delays include delays in collecting work home, delays in reading textbooks, delays in studying, delays in engaging in enjoyable activities for entertainment and time-passing purposes. Tardiness can have a negative impact on students. Someone who has difficulty completing work on time is often late, over-prepared, or fails to complete tasks on time is a procrastinator. So it can be said that procrastination is ineffective use of time, and when faced with a task, someone tends not to do it immediately.

It is however, important to note that various researches have been conducted in the past to give a better understanding of academic procrastination. While much has been written on academic procrastination among students in urban areas only few or none has been conducted among students in rural areas in Oyo state. In view of this, this study, therefore, sought to investigate internet addiction, school climate and fear of failure as determinants of academic procrastination among senior secondary school students in Ibadan rural area, Oyo State, Nigeria.

Internet addiction is a mental condition characterized by excessive use of the internet, usually to the detriment of the user. When students are constantly online, they may be described as addicted to it. Research has shown that excessive internet use can lead to negative outcomes, including decreased academic performance (Chou and Hsiao, 2000). Moreover, excessive internet use can also lead to a decline in study habits and time management skills, further exacerbating academic difficulties (Kiss, 2013), Students who spend hours on social media or gaming platforms may prioritise these activities over completing assignments or studying for exams, ultimately leading to lower grades. Chou, Condron and Belland (2005) reported that most internet addicts had suffered from poor time management skills while using Internet among other frequent problems.

In an extensive review of the literature on internet addiction, Yang, Asbury, and Griffith (2019) carried out a study on "problematic smartphone use: Associations with academic anxiety, academic procrastination, self-regulation and subjective well-being". The results revealed that problematic smartphone use predicted academic anxiety and academic procrastination. Also problematic smartphone use facilitated the interactions between academic procrastination and academic anxiety with self-regulation. According to (Naiem, 2020), he established the link between internet addiction, social adjustment and exam anxiety among students. It revealed strong correlation, with social adjustment and internet addiction being the most predictive factors for test anxiety. The study suggests that excessive electronic device use can lead to addiction, affecting social skills and motivation.

Also, Hayat (2020), examined the link between internet addiction and academic procrastination among students. The study found a significant correlation between internet addiction and academic procrastination. The findings suggest a positive relationship between internet addiction and various academic procrastination dimensions, including writing term papers, preparing for exams, meeting attendance requirements and completing administrative tasks. Parasuraman (2017), delves further into the effects of excessive mobile phone usage, highlighting the difficulties in adjusting to social situations that may arise from the communication disparities between virtual and in-person interactions. The analysis highlights the vital need for well-designed educational programmers and internet-based interventions to increase knowledge, nurture healthy behaviours, and aid in social adjustment, in light of the rise in student internet usage.

A study by Arefin, (2017), investigated the relationship between smartphone addiction and academic performance among business students in Bangladesh and Lebanon in which five factors were found to contribute to smartphone addiction: Positive anticipation, impatience and tolerance, withdrawal, disruption of everyday life and cyber friendship. Tolerance and disruption in everyday life were found to significantly affect academic performance. Previous research by (Ng, 2017) reported students' CGPA decreased with the amount of time they spent using their smart phones for related learning activities. In view of the review above it could then be hypothesised that internet addiction could influence academic procrastination among senior secondary school students in Ibadan rural area, Oyo state, Nigeria.

School climate is another variable in this study. School climate refers to the quality and character of school life. It is described as "the heart and soul of the school that leads a child, a teacher, and an administrator to love the school and to look forward to being there each school day Freinerg, (1999). A positive school climate helps people feel socially, emotionally and physically safe in schools. It includes students', parents' and school personnel's norms, beliefs, relationships, teaching and learning practices, as well as organizational and structural features of the school (Cohen, McCabe, Michelin and Pickerel, (2009). According to the National School Climate Council (2007), a sustainable positive school climate promotes students' academic and social development, positive school climate is related to many positive student outcomes. For example, positive school climate is associated to higher academic performance, better mental health, and, less bullying (Grimes (2002) Odedokun and Odekunle (2019).

According to Dichoso (2024),,Odedokun, (2022), they argued that improving student experiences and behavioral confidence are essential for creating a supportive school climate, which has been repeatedly connected to increased engagement and academic success. Odedokun, 2014; Yangambi, (2023) highlighted the importance of school infrastructures and their impact on students learning and student performance. This study concluded that the improved school infrastructure optimizes student achievement and teacher delivery which could reduce academic procrastination among the learners. According to Shahmi and Hussain (2023), having access to contemporary physical amenities is crucial and improves students' performance and understanding. According to Berkow's (2019), positive school climate can assist in reducing the achievement gap between students and other areas of their academic experience. Also, studies have shown a connection between improved student achievement engagement in the classroom and a pleasant school climate. Furthermore, Chetty et al (2019) emphasized the importance of having highly effective teachers. When learners find themselves in a non-conducive or toxic school climate, it could discourage, demotivate and put them-off the school thereby giving room for academic procrastination. Bad school climate could be from teachers, administrators, peers, physical

structures or rules and regulations that govern the school. When learners have issue with any of all of these, it could lead to academic procrastination. The purpose of this study therefore is to examine school climate as one of the determinants of academic procrastination among senior secondary school students in Ibadan rural area, Oyo state, Nigeria.

Fear of failure is the last variable examined in this study. Fear of failure has been defined as persistent and irrational anxiety about failing to measure up to the standards and goals set by oneself or others (APA, 2007). According to Highins' (1997), individuals engage in two types of self-regulation to align themselves with their goals: (i) promotion focus in which individuals focus on the positive/desirable aspects attaining a goal, (ii) prevention focus where individuals focus on safety and security or avoidance of undesirable consequences in the pursuit of goals. Covington and Omelich (1979) opined that individuals experiencing "fear of failure" often display a general deficit of confidence regarding their ability to succeed in any domain of life. A more understanding of "fear of failure" by Conroy et al. (2003) defines it as "a tendency to appraise threat and feel anxious during situations that involve the possibilities of failing"

Studies have shown that learners with high self-regulation tend to hinder their needs, have inner interest in doing their own assignments, and make more effort to complete their assignments Javanmard and Mohammadi (2017) indicated that fear of failure was positively related and predicted academic procrastination. A study by Mohsenzadeh et al (2016) on high school students revealed that personality characteristics and fear of failure were significantly correlated with academic procrastination. Balkis and Duru (2012) also showed that fear of failure and procrastination was associated through šelf- esteem. Lastly, a study conducted by Haghbin et al. (2012), found a positive correlation between fear of failure and academic procrastination among students who feel less deserved and rightful .While much has been written on academic procrastination, most studies focus on students in rural area. In view of this, this study, therefore, sought to investigate internet addiction, school climate and fear of failure as determinants of academic procrastination among senior secondary school students in Ibadan rural area, Oyo State, Nigeria.

Methodology

Design

The design used for this study was correlation analysis, it is a statistical process for estimating relationship among variables. It includes many techniques for modeling and analyzing several variables, when the focus is on the relationship between a dependent variable and one or more independent variables.

Participants

The participants of the study were male and female students in public senior secondary school in Ibadan rural area of Oyo state, Ibadan rural area comprise of six (6) local government namely. Ido, Akinyele, Egbeda, Oluyole, Ona Ara and Lagelu , A total number of two hundred and forty (240) secondary school students were selected using simple random sampling technique.

Instrumentation

The internet addiction scale developed by Kimberly (2017) was used to measure the level of students addiction on internet. It consists of 20 items each item was rated using 5 point Likert scoring scale with include; rarely, occasionally, frequently, often and always. It has a reliability of 0.96.

School climate scale developed by Hallak (1990) was used to measure the effects of school climate on academic procrastination among students in rural areas of Ibadan, Oyo state. The scale consists of 14 items with a response format ranging from Strongly Agree=5 to Strongly Disagree=1.Using a five point Likert format. It has Cronbach Alpha Correlation Co-efficient which yielded 0.83.

Fear of failure scale developed by Stuart, (2013) was used to measure the anxiety or self-doubt in the face of uncertainty or risk of failure. It can manifest in a variety of ways, such as procrastination, avoidance of challenges or new experiences, or setting unrealistic expectations for oneself. This scale consists of 24 items with a response format ranging from Strongly Agree,=5 to Strongly Disagree=1.Using a five Likert format. Some samples of the items are: "When I am not succeeding, I am less valuable than when succeed" and "When I am failing, it is embarrassing if others are there to see it". It has Cronbach Alpha Correlation Co-efficient which yielded 0.93.

Academic procrastination scale developed by Badri, Sabouri, Norzad (2011) was used to measure the type of domain-specific behaviour, refers to the tendency of students to delay or postpone completing academic tasks, such as studying for an exam, doing homework, or writing an essay, even though they know they should perform these actions and have a specific deadline for completion. It consist of 18 items and each item was rated using 5 point Likert scoring scale which includes; Rarely, Occasionally,

Frequently, Often and Always. Two sample items are: 1). I wait until a crisis arises or the semester has started before taking action." and 2), I often do things quickly, but incorrectly, and then have to redo them. It has a reliability of 0.82.

Data Collection/Analysis

Permission was sought from the school authorities as well as the respondents by the researchers before the administration of the questionnaires. The purpose of the research work was explained, copies of the questionnaire were given to the respondents after explaining the instruction on how to fill the questionnaire, confidentiality of information was assured. In all, two hundred and forty questionnaires were distributed and were returned with the help of two research assistants. The data collected were analysed using pearson product moment correlation (PPMC) and Multiple regression analysis.

Research question

What is the relationship that exists among internet addiction, school climate, fear of failure and academic procrastination among senior secondary schoo1 students in Ibadan rural area of Oyo state, Nigeria?

What is the combined effect of the independent variables (internet addiction, school climate and fear of failure) on academic procrastination among senior secondary school students in Ibadan rural area, Oyo state, Nigeria?

What is the relative contribution of each of the independent variables (internet addiction, school climate and fear of failure) to academic procrastination among senior secondary school students in Ibadan rural area, Oyo state Nigeria?

RESULTS

Research Question 1: What is the relationship that exists among internet addiction, school climate and fear of failure and academic procrastination among senior secondary schoo1 students in Ibadan rural area of Oyo state, Nigeria?

Table 1: Showing the descriptive analysis of the relationship between the study variables.

Variables	Mean	SD	1	2	3	4
Procrastination	87.43	7.63	1.000			
Internal addiction	38.10	9.97	-181	1.000		
School climate	51.78	10.63	.234	-0.09	1.000	
Fear of failure	74.62	9.60	.297	-0.016	-199	1.000

N.B: Significant at p<0.01

The results from Table 1 showed that academic procrastination had significant correlation with internet addiction (r=.181, p< 0.05), school climate (r= .234, p<0.05), and fear of failure(r=.297, p<0.05) among senior secondary school students in Ibadan rural area of Oyo state.

Research Question 2: What is the combined effect of the independent variables (internet addiction, school climate and fear of failure) on academic procrastination among senior secondary school students in Ibadan rural area, Oyo state, Nigeria?

Table 2: Showing the summary of the regression analysis of the combined contribution of the study variables on academic procrastination among senior secondary school students in Ibadan rural area, Oyo state, Nigeria.

R	R-Square	Adjusted R-square	STD, error of the estimate
0.505	0.255	0.235	0.69166

Summary of the Regression ANOVA

Model	Sum of squares	Df	Mean square	F	Sig
Regression	3533.195	6	588.866	13.151	0.00
Residual	10343.797	231	44.778		
Total	13876.992	237			

Table 2 above showed the prediction of all the three independent variables (internet addiction, school climate and fear of failure) positively correlated to the dependent variable (academic procrastination) among the participants. The table also showed a coefficient

of multiple correlations(R) of 0.505 and a multiple R square of 0.255 and adjusted r square of 0.235. This means that 23% of the variance of in the academic procrastination among senior secondary school students in this study is accounted for by the three predicting variables when taken together. The significance of the composite contribution was tested at $p < 0.05$ using the F-ratio. The table also showed that the analysis of variance for the regression yielded a F-ratio of 13.151(significant at 0.05level), This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this study may have accounted for the remaining variance.

Research Question 3: What is the relative contribution of each of the independent variables (internet addiction, school climate and fear of failure) to academic procrastination among senior secondary school students in Ibadan rural area, Oyo state Nigeria?

Table 3: showing the relative contribution of each of the independent variables on academic procrastination among senior secondary school students in Ibadan rural area, Oyo state, Nigeria.

	Unstandardized coefficient	Standardized coefficient		T	Sig.
Model	B	Standard error	Beta		.000
Constant	45.483	5.171		8.796	0001
Internet Addiction	-382	.118	-.498	3.234	.001
School Clmate	.150	0.41	.210	3.658	.000
Fear of failure	.195	0.46	.246	4.201	.000

Table 3 above showed the relative contribution of the three independent variables to the dependent variable, expressed as beta weights. Using the standardized regression coefficient to determine the relative contributions of the independent variables to the explanation of the dependent variable, fear of failure is the most potent contributor to the prediction (β=.195, t = 4.201, p>005) followed by school climate (,150, t= 3.658) and lastly internet addition (β=-382, t = 3.234).

Discussion of Findings

The findings of this study revealed that fear of failure are potent predictor of academic procrastination among senior secondary school students in Ibadan rural area of Oyo state, Nigeria. This is in line with the study of Javanmard and Mohammadi (2017) which indicated that fear of failure was positively related and predicted academic procrastination. A study conducted by Mohsenzadeh et al. (2016) on high school students revealed that personality characteristics and fear of failure were significantly correlated with academic procrastination, and 37% of academic procrastination was explained by fear of failure and conscientiousness. Balkis and Duru (2012) showed that fear of failure and procrastination were associated through self-esteem. It seems that, those who have a weak self-esteem, when they fail, they consider themselves to be defeated in their entirety while they prefer to take no action for fear of failure. A study conducted by Haghbin et al. (2012), found a positive correlation between fear of failure and academic procrastination among students who feel less deserved and rightful. When students dare fail, they often experience increased anxiety, self-doubt and lower self-esteem, which can lead to poor academic performance, procrastination, avoidance of challenging tasks, and a reluctance to take risks in their learning, potentially hindering their overall progress in school.

The findings further demonstrated a positive influence of school climate on academic procrastination. This is in consonance with the findings of previous researchers. Bradshaw et al. (2020) found a correlation between reduced disruptive behaviors, less bullying, and increased academic success in a welcoming, pleasant and supportive school climate. According to the findings of (Showers 2019) middle and high school students academic success was closely linked to the school climate. Dichoso (2024) argued that improving student experiences is still essential to creating a supportive school climate, which has been repeatedly connected to increased engagement and academic success. When the school environment (climate) is conducive for teaching and learning with friendly and committed teachers, educational facilities, the students will do well but where all these are missing, it could lead to academic failure.

Internet addiction also predicted academic procrastination among the participants. This assertion agreed with the work of Yang, Asbury, and Griffiths (2019) carried out on "problematic smartphone use. The results revealed that problematic smartphone use predicted academic anxiety and academic procrastination. When students use their precious time on frivolous things like internet addiction, excessive use of Internet devices, it could affect their study and thereby lead to academic failure or dropping out of school.

Conclusion

The findings of this study revealed that internet addiction, school climate and fear of failure have significant relationship with academic procrastination among senior secondary school students in Ibadan rural area Oyo state, Nigeria.

Recommendations

Based on the findings of the study, it is recommended that professional counsellors should be employed to handle academic procrastination in schools in rural area   as this would enhance their academic performance and bring out the best in them. Also, internet addiction should be discouraged among students as this will help the students in creating more time for them to focus on their academic pursuit thereby promoting academic excellence. Lastly, conducive school climate that meets the need of the students should be made available as this will not only increase their bonding with the school system, it would also reduce academic procrastination among the students. Students should also be trained on the concept of self-esteem and how to prepare for examination as this would boost their confidence and thereby reduce the fear of failure that promotes academic procrastination

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