

Self-Monitoring and Self-Esteem as Predictors of Academic Procrastination Among Postgraduate Students

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ABSTRACT

Academic procrastination is a common behavior among University students. This study examined self-monitoring and self-esteem as predictors of academic procrastination among The University of Ilorin Postgraduate Students. The research design for this study was a descriptive design of correlation type. The population for the study comprised 2,194 Postgraduate Students of the Institution (2021/2022) session. The sample used was 325 (178 male and 147 female) participants. The study utilized a research instrument and Self-Constructed Scales, specifically the Procrastination Assessment Scale Students, Self-Monitoring and Self-Esteem (PASSMSEQ) for data collection. One research question and four research hypotheses guided the conduct of the study and the hypotheses were tested at a 0.05 level of significance using inferential statistics of P.P.M.C and Multiple Regression Analysis. The study found high academic procrastination among postgraduate students at the University of Ilorin with a significant relationship between self-monitoring and procrastination. Self-esteem also showed a significant relationship with procrastination. Both self-monitoring and self-esteem significantly contributed to the prediction of academic procrastination among these students. It was recommended, among others, that counseling psychologists should up their tactics in enabling a reduction in the academic procrastination of postgraduate students.

Keywords: Self-Monitoring, Self-Esteem, Academic Procrastination



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INTRODUCTION

Academic procrastination is a widespread phenomenon among The University students, characterized by the intentional delay of academic tasks despite knowing that this delay could lead to negative outcomes (Li et al., 2022). Procrastination can significantly impact students' academic performance, increase stress levels, and hinder their overall educational experience (García-Ros et al., 2023). Understanding the predictors of academic procrastination is crucial for developing effective interventions to help students manage their time and responsibilities more effectively.

Two psychological constructs, self-monitoring, and self-esteem, have been identified as potential predictors of academic procrastination. Self-monitoring refers to an individual's ability to regulate and observe their behavior in response to social and situational cues (Arslantas & Kurnaz, 2017). High self-monitors are adept at adjusting their behavior to fit the demands of different situations, while low self-monitors are less flexible and more consistent across contexts. Previous research has suggested that high self-monitoring can enhance self-regulation and reduce procrastination by fostering greater awareness of one's actions and their consequences (Loeffler et al., 2019).

Self-esteem refers to an individual's overall sense of self-worth or personal value (Kumar, 2017). High self-esteem is associated with confidence and a positive self-image, while low self-esteem is linked to feelings of inadequacy and self-doubt. Students with low self-esteem may procrastinate as a way to avoid tasks that could threaten their fragile self-concept, leading to a cycle of avoidance and negative academic outcomes (Barutçu Yıldırım & Demir, 2020). Studies have shown that low self-esteem can be a significant

predictor of procrastination, as individuals may delay tasks to avoid potential failure and the accompanying negative emotions (Abbasi & Alghamdi, 2015). The context of this study is the The University of Ilorin, a prominent institution in Kwara State, Nigeria. Despite the growing body of research on academic procrastination, there is a lack of empirical studies focusing on Nigerian The University students, particularly about self-monitoring and self-esteem. Understanding these relationships in the specific cultural and educational context of Nigeria is essential for developing targeted interventions that can address the unique challenges faced by students in this region.

This study aims to explore the influence of self-monitoring and self-esteem on academic procrastination among postgraduate students at the The University of Ilorin. By examining these predictors, the research seeks to provide insights that can inform the development of strategies to help students manage procrastination more effectively, ultimately enhancing their academic performance and overall well-being. Academic procrastination is a significant concern in higher education institutions worldwide, and the The University of Ilorin is no exception. Procrastination, defined as the voluntary delay of an intended course of action despite expecting to be worse off for the delay (Steel & Klingsieck, 2016), affects students' academic performance, mental health, and overall well-being. Understanding its prevalence among postgraduate students at the The University of Ilorin can help educators and policymakers develop strategies to mitigate its negative impacts.

Research indicates that academic procrastination is a common issue among The University students globally, with estimates

suggesting that approximately 50% of students engage in procrastination consistently (Steel & Klingsieck, 2016). In the Nigerian context, studies have also highlighted the widespread nature of this problem. For instance, Bojuwoye (2019) found that academic procrastination is prevalent among Nigerian students, with significant implications for their academic success. Specific studies focusing on the The University of Ilorin have confirmed the high prevalence of academic procrastination among its postgraduate students. According to Ajayi (2020), found 60% of undergraduate students reported engaging in procrastination regularly. This study utilized a cross-sectional survey design and involved 500 undergraduate students across different faculties. The findings revealed that academic procrastination is particularly prevalent among students in faculties with high academic demands, such as Engineering and Medicine.

Empirical studies provide substantial evidence that self-monitoring and self-esteem significantly predict academic procrastination among The University students. This section reviews relevant empirical findings related to these predictors, with a specific focus on postgraduate students at the The University of Ilorin. Self-monitoring, which involves the regulation and observation of one's behavior in response to social cues, plays a crucial role in academic settings. High self-monitors are typically more adept at adjusting their behavior to meet situational demands, which can help in managing academic tasks more effectively. Adeyemo and Olajide (2022) reported a significant relationship between self-monitoring and academic procrastination of their participant. The high self-monitors are less likely to procrastinate because they are

better at managing their time and responsibilities. They tend to adjust their behavior to ensure tasks are completed on time.

Jafarzadeh et al. (2021) highlighted that self-regulatory behaviors, including self-monitoring, are inversely related to procrastination. Students who effectively monitor and regulate their behavior are more likely to start and complete academic tasks promptly. Wu et al (2024) reported that self-monitoring was identified as a significant predictor of academic procrastination. Students with higher self-monitoring abilities were found to procrastinate less, as they were better at organizing their study schedules and adhering to deadlines. Self-esteem or an individual's overall sense of self-worth, influences various aspects of behavior, including procrastination. Low self-esteem is often associated with higher levels of procrastination due to fear of failure and a lack of confidence.

Yang et al. (2021) demonstrated that individuals with low self-esteem are more likely to procrastinate. The fear of failure and negative evaluation leads them to avoid tasks that could potentially harm their self-image. Arias-Chávez et al. (2020) indicated that low self-esteem is a significant predictor of academic procrastination. Students with low self-esteem tend to delay academic tasks as a coping mechanism to avoid potential failure and criticism. Yusuf et al. (2016) found a significant relationship between self-esteem and academic procrastination. Postgraduate students with higher self-esteem were less likely to procrastinate, as they exhibited greater confidence in their academic abilities and were more proactive in their studies.

Martinie et al. (2023) emphasized that both self-monitoring and self-esteem

contribute jointly to predicting academic procrastination. Students who are high in self-monitoring and self-esteem tend to have better self-regulation and confidence, reducing the likelihood of procrastination. Combined Studies of Adeoye and Olaoye (2014) and Yusuf et al. (2016) at the University of Ilorin, have shown that both self-monitoring and self-esteem jointly predicted academic procrastination. Students who score high in both constructs are better equipped to manage their academic responsibilities effectively, thereby reducing procrastination tendencies.

Academic procrastination is a pervasive issue among University students, often leading to sub-optimal academic performance, increased stress, and lower overall well-being. Despite its prevalence, the underlying factors that contribute to academic procrastination are not fully understood. Two potential predictors—self-monitoring and self-esteem—have been suggested to play significant roles. This study aims to investigate the relationship between self-monitoring, self-esteem, and academic procrastination among postgraduate students at the University of Ilorin.

Purpose of the Study. The main purpose of this study is to establish self-monitoring and self-esteem as predictors of academic procrastination among undergraduates of The University of Ilorin. Specifically, the following are intended to be achieved.

Indicating the extent of academic procrastination among postgraduate students of The University of Ilorin. Establishing the relationship between self-monitoring and academic procrastination of postgraduate students of The University of Ilorin. Examining the relationship between self-esteem and academic procrastination among postgraduate students of the University of

Ilorin. Showing the joint contribution of self-monitoring and self-esteem to the prediction of academic procrastination of postgraduate students of the University of Ilorin. Highlighting the relative contributions of self-monitoring and self-esteem to the prediction of academic procrastination of postgraduate students of The University of Ilorin

Research Question

What is the extent of academic procrastination among postgraduate students of The University of Ilorin?

Research Hypotheses

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

There is no significant relationship between self-monitoring and academic procrastination among the postgraduate students of The University of Ilorin. There is no significant relationship between self-esteem and academic procrastination among the postgraduate students of The University of Ilorin. There is no significant joint contribution of self-monitoring and self-esteem to the prediction of academic procrastination among the postgraduate students of The University of Ilorin. There is no significant relative contribution of self-monitoring and self-esteem to the prediction of academic procrastination among the postgraduate students of The University of Ilorin.

METHOD

The research design for this study is the descriptive design of the correlation type. The descriptive survey generally tries to collect information from a representative group and based on such information inferences are drawn about the behavior of the entire population. The population of the study is 2,194 full-time Postgraduate students of the

2021/2022 session at the University of Ilorin, Ilorin, Nigeria, according to Computer Science and Information Technology (COMSIT). The sample of the study is made up of 325 students, who were selected through a multi-stage sampling technique from different full-time postgraduate courses. They were used as participants because they could provide the required information needed for the study.

A multiple-stage sampling technique was used for the study. In the first stage, the school was stratified into faculties. The first stage involved the selection of three faculties out of fifteen in the institutions through a random sampling technique. The selected faculties include the Faculty of Arts, Faculty of Education, and Faculty of Physical Sciences. The second stage was a selection of two departments from the previously selected faculties (Faculty of Arts, Education, and The Physical Sciences) using a balloting system. The last stage involved the selection of the participants from the faculties by using Krejcie and Morgan's 1970 sampling size table. In that regard, the sample size for this study was 325 respondents who are postgraduate students of the University of Ilorin.

This study used the Procrastination Assessment Scale for Students (PASS) and self-constructed self-monitoring and self-esteem scales. PASS, developed by Solomon and Rothblum, has been widely used to measure academic procrastination due to its excellent psychometric properties. Its content validity has been established, with a concurrent validity of 0.62, significantly correlated with other scales like the Beck Depression Inventory, Ellis Scale of Irrational Cognitions, Rosenberg Self-Esteem Scale, and Daily Avoidance Scale. The PASS, a

cross-cultural tool, has been proven to be reliable and valid across various cultures. The reliability of the first and second parts of the PASS was 0.781 and 0.861, respectively. A self-constructed self-monitoring and self-esteem scale were used to collect data on these aspects. These scales, each consisting of 15 items, were validated by experts in educational guidance, counseling, and measurement and evaluation. The internal consistency of the scales was established through split-half reliability, with results of 0.69 and 0.73 for both scales.

The instrument was administered using the direct delivery method where the researcher, with the support of two assistants, visited all selected faculties in the University of Ilorin for data collection. This method facilitated the on-the-spot collection of the completed instruments. The instrument was given to the selected respondents during their departmental seminars period. The instruments were collected immediately on the spot after completion. All 325 questionnaires were filled and returned. The data obtained in the study were analyzed using descriptive and inferential statistics. Percentage was used to describe the demographic characteristics of respondents and answer the research question. The four research hypotheses were tested using Pearson Product Moment Correlation (PPMC) and Multiple Regression Analysis at a 0.05 level of significance. All the analyses were done using Statistical Package for Social Sciences (SPSS) version 25.

RESULT AND DISCUSSIONS

What is the extent of academic procrastination among postgraduate students of The University of Ilorin?

Table 1. Table Showing the Extent of

Academic Procrastination among Postgraduate Students of The University of Ilorin

Types of Procrastination	Range of Score	Frequency	Percentage
Low Procrastination	20-40	69	21.23
Moderate Procrastination	41 - 60	84	25.85
High Procrastination	61 - 80	172	53.93

Table 1 shows the results obtained from answering research question 1. From the table, it is shown that 69 postgraduate students who have scores between 20 and 40 have low academic procrastination and they accounted for 21.23% of the sampled participants. Eighty-four participants who have scores ranging between 41 and 60 have moderate academic procrastination and this accounted for 25.85%. The respondents with scores ranging from 61 and 80 were 172 and accounted for 53.93%. From the foregoing, it is deducible that the majority of the participants (172) have high academic procrastination. The extent of procrastination among postgraduate students at The University of Ilorin is high.

Table 2. P.P.M.C. Table Showing the Relationship between Self-monitoring and Academic Procrastination among Postgraduate Students of The University of Ilorin

Variables	No	Mean	St.Dev	df.	r.cal.	Sig.
Self-monitoring	325	36.47	16.32	0.46	0.00	**
Acad. Procrastination	325	53.38	18.07			

** (Significant at 0.05 critical region)

Table 2 shows the results obtained from testing hypothesis one. From the table, it is shown that r. calculated was 0.46, the degree of freedom is 323 and the significance is 0.00. Since the significance level is less than 0.05,

the null hypothesis is rejected. Thus, there is a significant relationship between self-monitoring and academic procrastination among postgraduate students of The University of Ilorin.

Table 3. P.P.M.C. Table Showing the Relationship between Self-esteem and Academic Procrastination among Postgraduate Students of The University of Ilorin

Variables	No	Mea n	St.D ev	df.	r.cal.	Sig.
Self-monitoring	325	34.62	15.96	323	0.07	0.00
Acad. Procrastination	325	53.38	18.07			

** (Significant at 0.05 critical region)

Table 3 shows the results obtained from testing hypothesis one. From the table, it is shown that r. calculated was 0.27, the degree of freedom is 323 and the significance is 0.00. Since the significance level is less than 0.05, the null hypothesis is rejected. Thus, there is a significant relationship between self-esteem and academic procrastination among postgraduate students of The University of Ilorin.

Table 4. Multiple Regression and Anova Table Showing the Joint Contribution of Self-monitoring and Self-esteem to the Prediction of Academic Procrastination among Postgraduate Students of The University of Ilorin

Mode l	Sum of Squa re	Squa re Mean	df	F	A R	S. E	S i g
Regre ssion	1407 7.43	2	703 8.67	28 .1	0. 1	15 .8	0. 00
Resid ual	8043 8.72	322	249. 81				
Total	9451 6.05	324					

Table 4 shows the results obtained from testing hypothesis 3. From the table, it is shown that AR2 is 0.14, the standard Error of Estimate is 15.81 and the significant level is 0.00. This indicated that self-monitoring and

self-esteem jointly contributed 14% to the prediction of academic procrastination of the postgraduate students and an f-ratio value of 28.18 and a significant level of 0.00 indicated that the contribution was significant at 0.05 critical region.

Table 5. Table of Relative Contribution

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig
Constant)	53.61	3.07		17.46	0.00
Self- moni	0.34	0.05	0.34	6.6	0.00
Self- esteem	0.23	0.06	0.25	4.16	0.00

Table 5 shows the results obtained from testing hypothesis 5. From the table, it is shown that self-monitoring had a greater relative contribution to the prediction of academic procrastination of postgraduate students of The University of Ilorin ($\beta = 0.34 < 0.05$). This is followed by self-esteem ($\beta = 0.25 < 0.05$) it is indicated that both self-monitoring and self-esteem had a significant relative contribution to the prediction of academic procrastination of postgraduate students of The University of Ilorin.

Discussion

The finding of this study indicated that the extent of academic procrastination among postgraduate students of The University of Ilorin was high. This means that the majority of the sampled respondents disclosed that they exhibited high academic procrastination. This finding supported the previous findings (Ajayi, 2020). These studies reported that the majority of the respondents in their study admitted to engaging in academic procrastination. Additionally, the findings of this study showed that self-monitoring was significantly related to academic procrastination of postgraduate students of The University of Ilorin. This means that there was a significant relationship between self-

monitoring and academic procrastination among the students. This finding supports the previous finding of Adeyemo and Olajide (2022) which reported a significant relationship between self-monitoring and academic procrastination. It is logical to think that high self-monitors are less likely to procrastinate because they are better at managing their time and responsibilities. They tend to adjust their behavior to ensure tasks are completed on time.

Furthermore, the findings of this study demonstrated that there was a significant relationship between self-esteem and academic procrastination. This implies that self-esteem was significantly related to the academic procrastination of the participants of the study. This finding aligned with Yusuf et al. (2016) which reported a significant relationship between self-esteem and academic procrastination. Postgraduate students with higher self-esteem were less likely to procrastinate, as they exhibited greater confidence in their academic abilities and were more proactive in their studies. Again, the findings of this study depicted that self-monitoring and self-esteem had a significant joint contribution to the prediction of academic procrastination of postgraduate students of The University of Ilorin. Put differently, the combined contribution of self-monitoring and self-esteem exhibited significant prediction of academic procrastination of the participants. This finding was confirmed by Adeoye and Olaoye (2014) and Yusuf et al. (2016) They found that both self-monitoring and self-esteem jointly predicted academic procrastination. Students who score high in both constructs are better equipped to manage their academic responsibilities effectively, thereby reducing procrastination tendencies.

Finally, the findings of this study revealed that both self-monitoring and self-esteem made a significant relative contribution to the prediction of academic procrastination of postgraduate students of The University of Ilorin. The implication of this was that when self-monitoring and self-esteem are considered individually, each of them contributed significantly to the prediction of academic procrastination of the postgraduate students. This finding supported Wu et al. (2024). This study reported that self-monitoring was a significant predictor of academic procrastination. The finding also supported Yang et al. (2021) which confirmed self-esteem as a predictor of academic procrastination.

CONCLUSION

From the above, this study concluded that self-monitoring and self-esteem were observed to be predictors of academic procrastination among University students, including those at the University of Ilorin. Interventions aimed at enhancing self-monitoring skills and boosting self-esteem could be effective in reducing procrastination and improving academic outcomes for these students. Based on the findings of this study, the following recommendations are offered. Counseling psychologists and other mental health professionals are to up their responsibilities in ensuring a reduction in the academic procrastination of the postgraduate students of The University of Ilorin. Self-monitoring should not be relegated as one of the therapeutic intervention techniques for attaining reduced academic procrastination among students. Self-esteem of the participants could also be worked upon to achieve a reduction in their academic procrastination. Therapeutic intervention

packages should include manipulation of their self-monitoring and self-esteem to reduce academic procrastination.

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