

## TIME MANAGEMENT PRACTICES AND ACADEMIC TASK PROCRASTINATION AMONG UNDERGRADUATE COUNSELLORS IN FEDERAL UNIVERSITY, OYE-EKITI

Roseline Funmilayo ONIEMOLA (Ph.D)  
Department of Educational Psychology  
Federal College of Education (Technical) Akoka , Lagos.  
Email- [oniemolafunmi@gmail.com](mailto:oniemolafunmi@gmail.com)

Ayodeji Olorunfemi OLAWOLE (Ph.D)  
Department of Guidance and Counselling  
Federal University . Oye Ekiti  
Email- [ayodeji.olawole@fuoye.edu.ng](mailto:ayodeji.olawole@fuoye.edu.ng)

&

Adenike Abiola ADEBOYE  
Counsellor Education Department,  
Faculty of Education, University of Ilorin  
Email- [adenikeadeboye7@gmail.com](mailto:adenikeadeboye7@gmail.com)

### Abstract

*The inability of students to manage time effectively is one of the main reasons for student's tendency to delay tasks. This study examined the relationship between time management practices (TMP) and academic task procrastination (ATP) among undergraduate counsellors in Federal University, Oye- Ekiti. Descriptive design method was used in this study. A total of 220 undergraduate counsellors were selected using stratified method of sampling. Academic task procrastination and time management questionnaire was used for data collection. The test re-test technique was utilized for establishing the reliability of the instrument. Pearson Product Moment of Correlation coefficient (PPMC) statistical tools were deployed in analyzing the data collected at 0.05 level of significance. As a result, that a greater percentage of undergraduate counsellors do engage in time management practices sometimes or rarely; while majority of the undergraduate counsellors do procrastinate in one academic task or the other and there was a significant negative correlation between time management practices and academic task procrastination among undergraduate counsellors. Based on the findings it was recommended that effort should be made to create adequate time for academic tasks, with sincere consideration of students' ability and task difficulty among others. This will help to drastically reduce the menace of academic task procrastination.*

Keywords- Time management, Academic Tasks Procrastination, Counselling Students, Undergraduate

## Introduction

The concept of time management is easy to define and explain but most challenging and tasking when it comes to putting it into practice. It involves a conscious effort organizing your time intelligently so that you use it more effectively. Time management is simply more than planning the time; it also includes a high level of awareness in terms of use of time and determining, planning, monitoring, and organizing of goals. People grouped into three in terms of their approach to time management: i) those who see it as necessary for success; ii) those who see it as unnecessary as everything takes its course and iii) those who see it as important but do not have enough concentration and sustainability to change. Peter and Mbah (2020) reported that undergraduates fall within those who have difficulties at managing their time effectively. Students are inundated with daily routine and activities which cut across their core academic and other extracurricular activities, which made it a daunting task to keep up with the pace and completion of these under listed task. In order to ensure balance in the midst of tight schedules and deadlines, students are required to allocate time to carry out this task in a systematic and rotational fashion rather than carrying out all the task at once. This can be stressful and unfulfilling, thus suggesting the need for effective time management practices among students at all levels. Time management practices include establishment of deadlines, creating a schedule, prioritizing of tasks, setting goals, planning ahead, tackling small task at a time and developing consistent routines among others.

Time management is a skill that students must learn but put to use effectively and religiously, this will make planning and prioritizing upcoming assignment and task ahead of time. Time management allows students to organize and focus better on daily life, with more control and adjustment over their daily lives in a meaningful and fruitful manner. Efficient time management plays a key role in the success of any purposeful endeavour, but habits like academic task procrastination is an enemy of success that must be jettison before success can be achieved. Olawole and Oniemola, 2022 reported that time management training was effective in reducing academic task procrastination among secondary school students. This further stressed the fact that time management practices poses serious threat to the existence of academic task procrastination.

Time management is a non-negotiable output of life, especially for university students who are confronted with a lot of attractive distractions. Management of time poses numerous life and academic advantages in many ways. It helps instill a sense of control over one's schedule, boost motivation and discipline, increase productivity, improve focus, helps to prioritize response to tasks and ensure deadline are met without stress. Therefore time management remains a crucial skill for personal and professional success.

Procrastination involves moving forward or postponing what you can do today to another time that you think will be more convenient or comfortable for you. It is a tendency to put off, avoid or delay activities and task that one intends to carry out. It has also been characterized as "delaying task completion to the point of not carrying out the intended task, an intentional delay of an intended course of action regardless of urgency and consequences of such behaviour.

Umah (2021) indicated that procrastination is the behaviour of someone who often delays time from a job or task that should be completed properly. Mostly, people who procrastinate from an employee, teacher, student do not realize when and why they procrastinate. Someone without realizing will procrastinate a job or task eventually becoming a consistent habit.

Academic task procrastination is a type of situational procrastination (Karimi & Baloochi, 2017). It is defined as an initiative delay in the learning process and intended course (Steel, 2007). Although many studies have explored academic procrastination in different educational settings, the university context has been the most common (Karimi & Baloochi, 2017).

Academic task procrastination must first be recognized as a problem that must be addressed especially for university students by learning how to make use of their time effectively. Students who do not engage in academic task procrastination can effectively manage their time and record high academic excellence because they can manage their time efficiently. Time management practices in academic setting are as important as it determines the fulfilment and attainment of academic goals and aspirations. But, procrastination is the opposite of time management and can lead to failure in students' education and life (Wolters et al, 2017). Therefore, enhancing the students' time management skills may play an important role in reducing the phenomenon of academic task procrastination.

According to Kristy (2019), time management practices is an action that aims to obtain effective use of time to carry out certain actions that lead to goals. By implementing time management students will have self-regulation in using time effectively and efficiently, in the form of planning, scheduling, having control over, always prioritizing their interests, and not delaying work that must be completed.

### **Statement of the problem**

Time management is a critical universal phenomenon that is non-negotiable in any human endeavour, it involves need determination and task prioritization among other things. Regrettably, many students do not think time can be controlled and efficiently utilized within the academic landscape that is full of schedules and deadlines. Most students are unable to achieve set goals without some forms of stress and anxiety just because of their inability to correctly manage their time. Lack of time management practices among students has resulted in poor academic performance and low sense of esteem. Time management practices are the ability to consciously control activities and behaviours needed to maximize one's time.

Academic task procrastinators are not in direct control of their time. This inability at managing time is primarily responsible for procrastination in academic settings. Time management is "a critical contributor to procrastination in academic settings". To succeed in an academic environment, students must show up on time to classes and keep deadlines. They must also complete assignments and tests by predetermined dates.

It is true that different time management practices help to minimize procrastination and increase discipline in academic tasks. Therefore it is against this backdrop that this present study seeks to bear its torch light to examine the relationship of time management practices and academic task procrastination among undergraduate counsellors in Federal University, Oye - Ekiti.

### **Purpose of the study**

This study aims to investigate the relationship between time management practices and academic task procrastination among undergraduate counsellors in Federal University, Oye - Ekiti.

### **Research questions**

1. What is the time management practices level of undergraduate counsellors in Federal University, Oye- Ekiti?
2. What is the academic task procrastination level of undergraduate counsellors in Federal University, Oye- Ekiti?

### **Research hypothesis**

There is no significant relationship between time management practices and academic task procrastination among undergraduate counsellors in Federal University, Oye- Ekiti.

### **Methods**

Descriptive design method was used to achieve the objectives of the present study because the researcher collected data from a sample of university undergraduates in order to identify the relationship between time management practices and academic task procrastination. A sample of 220 undergraduate counsellors were drawn from the Department of Guidance and Counselling using stratified random sampling. The instrument consists of Part A,B and C. Part A consist of Demographic characteristics. This was developed by the researcher and was used to collect personal data of counselling students which include age, gender and academic level. Part B: consist of Procrastination Assessment Scale for Students . This was adapted from the version developed by Özer and Ferrari (2011) to measure the degree and frequency of procrastination and tendency to decrease academic procrastination among counselling students. It consists of (18 items) grouped under six dimensions namely writing term papers (3 items), studying for exams (3 items), keeping up weekly reading assignment (3 items), academic administrative tasks (3 items), attendance tasks (3 items) and faculty activities in general (3 items). Part C consist of Time management questionnaire this was developed by the researcher. It is made up of 20 items on a five – point Likert scale of Never, Seldom, Sometimes, Usually and Always which were scored 0, 1, 2,3 and 4 points respectively.

Validity of the instrument was established by giving the instrument to experts in measurement and evaluation department to evaluate the instrument on item content, relevance, comprehensiveness. Their suggestions were incorporated before the administration of the instrument. Corrections and modifications were incorporated into the final version of the instrument. The test re-test technique was utilized for establishing the reliability of the instrument. The instrument was administered twice to 30 students in the university who were not part of the study. The two scores were analyzed using the Pearson Product Moment Correlation Coefficient. The coefficients were 0.71, 0.74 and 0.80. This indicates the reliability of the instrument. The research questions were analyzed using frequency tables, while the only hypothesis was analyzed using the Pearson Product Moment of Correlation coefficient (PPMC).

**Result**

**Table 1**

*Frequency distribution of TMP level among undergraduate counsellors*

SN	Time management practices	Always/Often		Sometimes		Never/Rarely	
		N	%	N	%	N	%
1	Establishing deadlines	61	28	65	29	94	43
2	Creating Schedule	42	19	60	27	118	54
3	Prioritizing tasks	57	26	66	30	97	44
4	Setting goals	42	19	55	25	123	56
5	Planning ahead	52	23	61	28	107	49
6	Tackling small tasks at a time	72	33	65	29	83	38
7	Developing consistent routines	44	20	52	24	124	56

From the table it is evident that a greater percentage of the undergraduate counsellors do engage in time management practices (establishment of deadlines, creating a schedule , prioritizing of tasks, setting goals, planning ahead, tackling small task at a time and developing consistent routines) Sometimes (29%, 27%, 30%, 25%, 28%, 29% and 24%) and Never/Rarely engage in time management practices ( 43%, 54%, 44%, 56%, 49%, 38% and 56% ). This means that majority of the undergraduate counsellors in Federal University, Oye-Ekiti do not know how to manage their time.

**Table 2**

*Frequency distribution of ATP level among undergraduate counsellors*

SN	Types of academic task	Always/Often		Sometimes		Never/Rarely	
		N	%	N	%	N	%
1	What is the degree of your procrastination on writing paper?	78	35.5	87	39.5	55	25
2	What is degree of procrastination on reading for exam?	52	23.6	102	46.4	66	30
3	What is the degree of your procrastination on keeping up weekly reading assignment?	120	54.5	60	27.3	40	18.2
4	What is the degree of procrastination on going to the library?	112	50.9	70	31.8	38	17.3
5	What is the degree of procrastination on submission term paper?	125	56.8	70	31.8	25	11.4

The table shows that (35.5%, 23.6%, 54.6%, 50.9% and 56.8%) always/often procrastinate in the following academic tasks (writing paper, reading for an exam, keeping up with weekly reading, going to the library and submission of term paper). Also (39.5%, 46.4%, 27.3%, 31.8% and 31.8%) sometimes procrastinate in these academic tasks too. This clearly shows that majority of the undergraduate counsellors in Federal University Oye-ekiti do procrastinate in one academic task or the other.

**Table 3**

*Relationship between TMP and ATP among undergraduate counsellors*

Variables	N	Mean	Std. Dev.	df	r-cal	Sig.	Decision
Time Management	220	3.45	1.27	118	0.667	0.001	Reject
Academic Task Procrastination	220	4.52	2.22				

Table 3 reveals the result of Pearson Moment Correlation coefficient carried out between time management practices and academic task procrastination among undergraduate counsellors in Federal University, Oye- Ekiti. The calculated significant value (0.66) is greater than 0.05 level of significance. Hence the null hypothesis is rejected. Therefore there is a significant relationship between time management practices and academic task procrastination among undergraduate counsellors in Federal University, Oye –Ekiti.

### Discussion of findings

Undergraduate Students in developing countries like Nigeria are inundated with numerous challenges. Academic task Procrastination and lack of prioritization are huge obstacle towards effective time management. This study revealed that a greater percentage of undergraduate counsellors do engage in time management practices sometimes and rarely. This may be due to their inability to organize and manage their time effectively and efficiently. Students need to manage available time and determine priorities in their academic tasks. It also allows them to be more focused and well guided in respecting the timetables previously set, and no time will be wasted. This study is consistent with the finding of Stewart et al. (2020) who noted that time management among students is the weakest skill that they are able to comprehend especially during the COVID-19 pandemic due to many interruptions and uncertainties. Also Olebara et al.,(2021) found out that a small percentage of the students had a high level of time management skills.

Similarly, the result of the study revealed that a greater percentage of undergraduate counsellors do procrastinate in one academic task or the other. This is align with Alhoish (2018) who mentioned more than half of student’s population studied engage in academic procrastination. This finding could be as a result of the student being overwhelmed by schedules, deadlines and most importantly lack of time management practices skills. This is without prejudice to engaging in more fascinating attractive task. Students generally delay because they lack motivation, which is an unacceptable response to tasks they find unpleasant (Naturil Alfonso et al., 2018; Parantika et al., 2020). Not only-but also Maryam et al (2018) who found that the highest percentage of students had high procrastination level. In addition to this Sulaiman and Hassan (2019) who found that the majority of students perceived high level of academic procrastination. As well as, Janssen (2019) who mentioned that the majority of college undergraduate students and reported experiencing high or extreme academic procrastination.

Also the finding of indicated that a significant negative correlation exist between time management practices and academic task procrastination. This assertion is related to Alrwansyah and Asrida, 2021 who claimed that time management has a significant negative correlation with

academic task delay. The study stated that effective time management practices are one of the important factors for students to reduce their intention to postpone academic assignments, tasks and other academic commitments.

### **Conclusion**

In view of the main conclusions of this study, it can be concluded that majority of undergraduate counsellors in Federal University, Oye- Ekiti engage in time management practices sometime and rarely. Also majority of undergraduate counsellors procrastinate in one academic task or the other. Similarly, there is statistically significant negative correlation between time management practices and academic task procrastination of students. This clearly shows that time management practices has a considerable negative impact on students' academic task procrastination. According to the conclusions, effective time management practices have a significant detrimental impact on the delay of academic tasks. This negative effect indicated that the greater the level of time management practices, the lower the level of postponement of academic tasks.

### **Recommendations**

1. Effort should be made by teachers, lecturers to create adequate time for academic tasks, with sincere consideration of students. ability and task difficulty. This will help to drastically reduce the menace of academic task procrastination. This is likely to reduce incidences of academic procrastination.
2. Tested and relevant interventions packages should be provided for habitual procrastinator as at when due. Motivation should also be employed.
3. Orientation services about procrastination and time management practices should be given to all students at the beginning of the school work. This will prepare them to tack procrastination and ensure they manage their time effectively.
4. All stakeholders in the field of education should be made to understand the dangers of academic task procrastination. This will drive everyone to offer support in reducing its prevalence.

### **References**

- Alhoish, F. K. (2018). Social responsibility and its relation with procrastination and achievement motivation among students of Imam Abdulrahman Bin Paisal University. *Journal of Education, 12(4)* 701-707.
- Irwansyah, M. R. & Asrida, P. D. (2021) "Does time management and peer management affect the academic procrastination of students?" *International Journal of Innovation of Social Sciences, 5(1)* 318-322.
- Janssen, J. (2019). Academic procrastination: prevalence among high school and undergraduate students and relationship to academic thesis of doctor in the College of Education Georgia State University, Atlanta, GA , pp 31.
- Karimi Moonaghi, H. & Baloochi Beydokhti, T. (2017). Academic procrastination and its characteristics: a narrative review. *Future Medicine and Educational Journal. 7, 43–*

50.

- Kristy, Z. D., (2019). Time management, Social support, and Academic procrastination of Class XI High school students. *Indonesian Journal of Guidance and counselling: Theory and Application*. 8(1) 49-54.
- Maryam, A, Almas Kiani, A, & Dahar, M.A (2018). Relationship of procrastination with life satisfaction of students at university level , *Science International*, 28(4), 331-336.
- Naturil-Alfonso, C., Peñaranda, D., Vicente, J., & Marco-Jiménez, F. (2018). Procrastination: the poor time management among university students. In *4th International Conference on Higher Education Advances (HEAD'18)*, Editorial Universitat Politècnica de València. 10(1), 223-228.
- Olawole, A. O. & Oniemola, R. F. (2022). Statistical insignificant of Gender and Personality Trait in Academic Task Procrastination Reduction using Cognitive Restructuring and Time management training Technique among secondary school students. *Gender and Behaviour* 19(2), 18238-18244.
- Olebara, C., Ezugwu, O., Obayi, A., & Ukwandu, E. (2021, June). Determining the impacts of social media on students' mood, Time management and Academic activities: The Nigerian Perspective. In *2021 International Conference on Cyber Situational Awareness, Data Analytics and Assessment*, 7(2), 197-201.
- Ozer, B. U., & Ferrari, J. R. (2011). Gender orientation and Academic procrastination: Exploring Turkish high school students. *Individual Difference*, 9(11):33-40.
- Parantika, I. W. A., Suniasih, N. W., & Kristiantari, M. R. (2020). Differences in academic procrastination attitude between fifth grade male and female students. *Journal of Psychology and Instruction*, 4(1), 10-15.
- Peter, A. R., & Mbah, S. (2020). Time management and organizational productivity of manufacturing firms in Nigeria. *International Journal of Management and Entrepreneurship*, 2(1), 200-212.
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure, *Psychological Bulletin*, 133, 65–94.
- Stewart, B. L., Miertschin, S., & Goodson, C. (2020). COVID-19 transitions to online formats and pre-pandemic foundations for student success: Time management and lifestyle variables. *Journal of Higher Education Theory and Practice*, 20(10), 173-189.
- Sulaiman, F., & Hassan, M.M. (2019). A Pilot study of the relationship between parenting style and Academic procrastination among final year Students of Faculty of



Human Ecology, University Putra Malaysia (UPM). *Malaysian Journal of Social Sciences and Humanities* 4(7): 152-167.

Umah, H, Y, R., (2021). Modifying student academic procrastination by optimizing self-regulated learning. *Journal of Education and Learning*, 2 (1) 27-40.

Wolters,C.A., Won, S. & Hussain, (2017) M“Examining the relations of time management and procrastination within a model of self-regulated learning,” *Metacognition and learning*, 12,( 3). 381–399.