



## Assessment of the Level of Academic Procrastination among Undergraduate Students of Universities in Kaduna State, Nigeria

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### ABSTRACT

*This study assessed the level of academic procrastination among undergraduate students in Kaduna State, Nigeria. This research employed survey research design. The sample for this study consists of 365 undergraduate students of 100L across the two public universities in Kaduna State, Nigeria. Mean and Standard Deviation, t-test was used to analyse the data. Statistical analysis revealed a significant high level of procrastination ( $p = 0.000$ ) among university students. Furthermore, male students exhibited higher levels of procrastination compared to female students ( $p = 0.001$ ). The findings suggest that academic procrastination is a pressing concern, particularly among male undergraduate students. The study highlights the need for targeted interventions to address procrastination and promote academic success among university students in Kaduna State, Nigeria.*

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### INTRODUCTION

Globally, university life presents a unique set of challenges and students often encounter various stressors during their academic journey. At the stage, students face a lot of pressure and challenges that create a spread of academic difficulties. Transitioning to campus life can indeed be one of the most stressful periods for students. Every student procrastinates at different times of their stay in school. Procrastination is the failure to initiate or complete a task or activity in a given amount of time.

Academic Procrastination is universally defined as intentionally delaying or deferring academic task that must be completed, which is usually accompanied with anxiety. Academic procrastination is a tendency to put off or delays in learning activities and behaviors. It is a delay in tasks or activities related or dependent on learning and studying (Hosseini & Tahere, 2017) Also, Steel in Marcella, Angeles & Angeles, (2023) defined academic procrastination as a deliberate delay in a practical course of study or learning despite expected deterioration.

Despite growing concerns about academic procrastination and its impact on undergraduate students' well-being, limited research exists on the assessment of the level of academic procrastination among undergraduate students of universities particularly in Kaduna State, Nigeria. This study seeks to address this knowledge deficit by investigating the level of academic procrastination among undergraduate students of universities in Kaduna State, Nigeria, with a view to informing evidence-based interventions and strategies to promote academic success.

### LITERATURE REVIEW

Academic procrastination is a prevalent issue affecting undergraduate students worldwide, including those in Nigerian universities (Onyegegbu & Asenju, 2015). Procrastination is defined as the tendency to delay or put off tasks, often leading to negative consequences (Steel, 2007). Studies have shown that academic procrastination is linked to poor academic

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performance, increased stress, and decreased motivation (Klingsieck, 2013; Tuckman, 2002). In Nigeria, research has also highlighted the negative impact of procrastination on students' academic achievement (Akinsola, 2013).

Gender differences in procrastination have been reported, with some studies suggesting that males are more prone to procrastination than females (Onyegegbu & Asenju, 2015; Steel, 2007). This may be attributed to differences in motivation, self-regulation, and time management skills (Zimmerman, 2000). In the Nigerian context, cultural and environmental factors may contribute to procrastination, such as social media usage, peer influence, and inadequate academic support (Akinsola, 2013; Onyegegbu & Asenju, 2015).

### STATEMENT OF PROBLEM

Attending university is supposed to be an appealing experience that could give satisfaction to students. Students are expected to learn skills that have lifelong implications such as written communication, time management, stress management and relationship with others. Such skills are important for optimal functioning in today's world. Also, university students are not only trained to excel academically but to also become future leaders in diverse sectors of the global economy.

However, based on the researcher's experience, it is observed that many students struggle throughout their stay in school not because they lack the capacity to function optimally, but mostly as a result of their inability to do the right thing at the right time. Postponing important tasks with those of less importance has cost students a great deal of regrets. Researcher has also observed that many students are distracted from their core purpose of being in schools. Many students involve themselves in social activities that limit the time they spend on academic-related tasks.

Some students also allow technological distractions to influence their core academic programmes in schools. It seems a common practice that university students put off their academic work; they delay in preparing and submitting their assignments and presentations,

completing projects, and even preparing for examinations. While effort has been made by various stakeholders in education to assist such students to overcome the problem, there is unpleasant contributing factors to the situation. Therefore, the problem of this study is to assess the level of academic procrastination among undergraduate students of universities in Kaduna State, Nigeria.

### Objectives of the Study

The main objective of this research is to study the level of academic procrastination among undergraduate students of universities in Kaduna State, Nigeria. The specific objectives of the research are to determine:

1. Level of academic procrastination among undergraduate students of universities in Kaduna State, Nigeria
2. Identify level of academic procrastination among male and female undergraduate students of universities in Kaduna State, Nigeria

### Research Questions

The following research questions guided this study:

1. What is the level of academic procrastination among undergraduate students of Universities in Kaduna State, Nigeria?
2. What is the level of academic procrastination among male and female undergraduate students of Universities in Kaduna State, Nigeria?

### Hypotheses

The following hypotheses were formulated and tested:

**Ho<sub>1</sub>:** There is low level of academic procrastination among undergraduate students of universities in Kaduna State, Nigeria.

**Ho<sub>2</sub>:** There is no difference between the level of academic procrastination among male and female undergraduate students of universities in Kaduna State, Nigeria.



## METHODOLOGY

This research employed survey research design. Survey entails the collection and use of data systematically from a given population to describe certain characteristics of the population. The population for this study consists of 100 level students of public universities in the study area. The sample of the study consists of 365 undergraduate students of 100L across the two public universities in Kaduna State, Nigeria. The choice of the sample size was by recommendation of Research Advisors table (2006) which indicated that population of 6998 requires a sample size 365. Multistage sampling procedure was used in the study which includes cluster, proportionate, and simple random sampling technique respectively.

### Methods of Data Collection

The study used questionnaires as research instruments to achieve the objectives of

the study. Closed ended questionnaire was used. In this, the respondents were provided with Likert scale options to choose from. The choices range from strongly agree, agree, undecided, disagree to strongly disagree so the researcher can get a holistic view of the respondents.

### Procedure for Data Analysis

The data collected from this study was subjected to statistical analyses using descriptive and inferential statistics to obtain mean and standard deviation to answer research questions so as to determine the research objectives.

## RESULTS

### Research Question One:

What is the level of academic procrastination among undergraduate students of universities in Kaduna State, Nigeria?

Table 1: Mean and Standard Deviation on Responses of the Level of academic Procrastination among Undergraduate Students

S/N	Items Statements	SA	A	UD	SD	D	Mean	Std. Div.	Remarks
1	I often delay starting assignments until the last possible day.	200	100	20	30	15	4.21	1.92	Agreed
2	I find it difficult to stop browsing social media when I should be studying.	230	110	10	10	5	4.51	288	Agreed
3	I set deadlines for myself, but I usually miss them.	199	131	5	20	10	4.34	1.72	Agreed
4	I wait until the pressure of a deadline motivates me to begin work	210	120	0	25	10	4.01	0.96	Agreed
5	I frequently postpone reading for exams until a few days before the test.	189	150	2	20	4	4.37	0.83	Agreed
6	I feel relieved when I can put off a difficult task for a while	222	140	0	1	2	4.59	1.99	Agreed
7	I tend to do other activities (e.g., chores, chatting) instead of studying	245	90	0	25	5	4.49	1.74	Agreed
8	I believe that I can complete tasks quickly, so I keep postponing them	150	200	0	5	10	4.30	2.01	Agreed

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S/N	Items Statements	SA	A	UD	SD	D	Mean	Std. Div.	Remarks
9	I often underestimate how long it will take to finish an assignment	142	220	0	3	0	4.37	1.66	Agreed
10	I have trouble following through on my study schedule even when I set it.	123	207	0	20	15	4.01	2.32	Agreed
<b>Total</b>							<b>38.99</b>	<b>18.03</b>	
<b>Average Mean and Standard Deviation</b>							<b>3.90</b>	<b>1.80</b>	<b>Agreed</b>

Table 1 revealed the mean and standard deviation of responses on the level of academic procrastination among undergraduate students of universities in Kaduna State, Nigeria. The average mean and standard deviation value of items 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 is given as ( $M = 3.90$  and  $SD = 1.80$ ) which is above the cut-off point of 2.50, indicating there is positive

responses on the level of academic procrastination among undergraduate students of universities in Kaduna State.

**Research Question Two:**

What is the level of academic procrastination among male and female undergraduate students of universities in Kaduna State, Nigeria?

Table 2. Mean and Standard Deviation on Responses of the Level of academic Procrastination among Male and Female Undergraduate Students

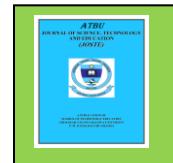
S/N	Items Statements	SA	A	UD	SD	D	Mean	Std. Div.	Remarks
1	I postpone starting assignments until the night before the deadline	211	132	2	10	10	4.46	1.34	Agreed
2	I often find myself scrolling through social media instead of studying	145	200	0	15	5	4.27	1.66	Agreed
3	Even when I have a clear study plan, I end up doing something else	222	123	5	10	5	4.50	1.76	Agreed
4	I wait until the pressure of a deadline motivates me to begin work	189	150	12	10	4	4.40	2.01	Agreed
5	I frequently delay reading for exams until a few days before the test	222	140	0	5	0	4.60	0.98	Agreed
6	I feel relieved when I can put off a difficult academic task for a while	240	95	0	25	5	4.48	2.11	Agreed
7	I tend to do other activities (e.g., chores, chatting) before tackling my coursework	155	195	2	3	10	4.32	1.67	Agreed

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S/N	Items Statements	SA	A	UD	SD	D	Mean	Std. Div.	Remarks
8	I believe I can finish tasks quickly, so I keep postponing them	140	220	2	3	0	4.36	1.88	Agreed
9	I underestimate how long it will take to complete an assignment	120	210	0	20	15	4.10	2.02	Agreed
10	I have trouble following through on my study schedule even when I set it	145	200	5	10	15	4.32	1.76	Agreed
<b>Total</b>							<b>43.82</b>	<b>17.19</b>	
<b>Average Mean and Standard Deviation</b>							<b>4.38</b>	<b>1.72</b>	Agreed

Table 1 revealed the mean and standard deviation of responses on the level of academic procrastination among male and female undergraduate students of universities in Kaduna State, Nigeria. The average mean and standard deviation value of items 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 is given as ( $M = 4.38$  and  $SD = 1.72$ ) which is above the cut-off point of 2.50, indicating that male

undergraduate students have higher level of academic procrastination than female undergraduate students of universities in Kaduna State, Nigeria.

**H<sub>01</sub>:** There is low level of academic procrastination among undergraduate students of universities in Kaduna State, Nigeria.

Table 3: t-test Analysis on Response on level of Academic Procrastination among Undergraduate Students of Universities

Responses	N	Mean	St. Dev.	df	t	P	Decision
Agreed	289	75.22	6.55				
Disagreed	73	22.72	3.45	363	44.124	0.000	Significant

Table 3 showed that,  $P$  – value is 0.000 which is less than the alpha value of 0.05 level of significance at  $df$  of 363. Since the  $p$ - value is less than the alpha value, it means that, university students have high significant level of procrastination. Therefore, the null hypothesis one is rejected. Indicating that, there is a significant

high level of procrastination among university students in Kaduna state.

**H<sub>02</sub>:** There is no difference between the level of academic procrastination among male and female undergraduate students of universities in Kaduna State, Nigeria.

Table 3: t-test Analysis on Response on level of Academic Procrastination among male and female Undergraduate Students of Universities

Responses	N	Mean	St. Dev.	df	T	P	Decision
Agreed (male)	200	62.61	9.055				
Disagreed (female)	165	42.72	5.65	363	34.859	0.001	Significant

Table 4 showed that,  $P$  – value is 0.001 which is less than the alpha value of 0.05 level of

significance at  $df$  of 363. Since the  $p$ - value is less than the alpha value, it means that, male

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university students have significant level of procrastination than the female students. Therefore, the null hypothesis one is rejected. Indicating that, there is a significant difference in the level of procrastination between male and female in favour of male university students in Kaduna State, Nigeria.

### DISCUSSIONS OF FINDINGS

The statistical analysis reveals a significant level of academic procrastination among undergraduate students in Kaduna State, Nigeria. The p-value of 0.000 (Table 3) indicates that the level of procrastination is substantially higher than expected, leading to the rejection of the null hypothesis. This suggests that students often delay academic tasks, potentially impacting their performance and overall academic success. The high p-value significance (0.000) indicates that the observed level of procrastination is unlikely due to chance. This finding highlights the need for urgent attention from educators and policymakers to address procrastination. High levels of procrastination can lead to decreased academic achievement, lower graduation rates, and reduced career prospects.

The study also found a significant difference in procrastination levels between male and female students (p-value: 0.001, Table 4), with male students exhibiting higher levels of procrastination. This aligns with previous research suggesting that male students may be more prone to procrastination due to factors like differences in self-regulation strategies or societal expectations. The p-value of 0.001 (Table 4) indicates a significant difference in procrastination levels between male and female students. Male students exhibit higher levels of procrastination, aligning with previous research suggesting that male students may be more prone to procrastination. Possible explanations include differences in self-regulation strategies, societal expectations, or coping mechanisms. The significant difference in procrastination levels between male and female students highlights the need for targeted interventions.

### CONCLUSION

The study concluded that, there is high level of academic procrastination among undergraduate students of universities in Kaduna State, Nigeria. Also, male undergraduate students have higher level of academic procrastination than female undergraduate students of universities in Kaduna State, Nigeria.

### RECOMMENDATIONS

The following are recommended:

1. Universities should implement regular workshops on time management and study skills to help students prioritize tasks and manage academic responsibilities effectively.
2. Develop targeted interventions for male students to address their specific needs and promote academic engagement.

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