Int'l Research Journal of Transdisciplinary Perspectives (IRJTP)
(EISSN 3121-9071) Vol 2. Issue 1, 2026
https://journals.chroniva.org/index.php/IRJTP

ACADEMIC PROCRASTINATION AS A PREDICTOR OF ACHIEVEMENT ORIENTATION AMONG SECONDARY SCHOOL ADOLESCENTS IN ANAMBRA STATE.

BY

[1] Prof. Nnamdi Obikeze and [2] Agbo, Esther Ebere
Department of Educational Foundations
Chukwuemeka Odumegwu Ojukwu University
Igbariam Campus

Abstract

The study investigated academic procrastination as a predictor of achievement orientation among secondary school adolescents in Anambra State. Two research questions and two null hypotheses tested at 0.05 level of significance guided the study; Conceptual, theoretical and empirical studies were reviewed. The study adopted a correlational research design. The population of the study was 11,773 SSII students. Sample for the study consisted of 589 SSS2 students from public and private secondary schools in Onitsha Education zone. They were drawn using simple and stratified random sampling technique. The instrument for data collection includes Achievement Orientation Questionnaire (AOQ) and Academic Procrastination Scale (APS). The instruments were subjected to face validation. The reliability of the instrument was established using Cronbach Alpha. The result gave co efficient value of 0.86 for academic procrastination and 0.71 for achievement orientation. Simple regression analysis was used to answer research questions 1-4, Regression ANOVA test of significance was used to test hypotheses 1-4. The findings from the study revealed that academic procrastination was a significant factor for predicting achievement orientation among secondary school adolescents in Onitsha Education Zone of Anambra state. Finding also revealed that students in the urban and rural academic procrastination significantly predicted urban and rural achievement orientation. Based on the findings it was recommended among others that trained counsellors should be posted to all secondary schools to help counsel secondary school adolescents with procrastination tendency.

Keywords: Academic Procrastination, Achievement, Orientation, Secondary School, and Adolescents.

Introduction

Students seem to have various views about achievement orientation based on their level of exposure, understanding and orientation about achievement ultimately determine by how they appraise and shape their thought and predispositions towards their studies, the level of orientation achieved by any adolescent plays back to the individuals early care from parent, teacher or society as certain basic skills such as self-control, curiosity, ability to cooperate and communicate with others are imbedded on the child. The home environment that provides love, care, security, understanding and an opportunity to develop, will help the individual to move beyond limits, think abstractive, acts wisely in terms of what is true rather than just what they see as true. Whereas adolescents from broken homes, quarreling parents, child neglect, abuse, over protective, parental domination, anxiety, hostility and destructive rivalry among siblings are likely to produce nervous tension and feelings of insecurity that may consequently lead to low achievement orientation. A conducive home environment, parental involvement and assess to amenities like electricity, personal computers, and the internet play a crucial role in students achievement orientation Muhammad et al (2021). As the individual grows to an adolescent, his thought pattern begins to change, from14-18yearsbrain development in an adolescent is on higher level than the childhood level. In the classroom for instance student with low achievement orientation manifest some sorts of maladjustment ranging from different degrees mild to severe, such as fear, restlessness, unable to concentrate, lack of self-confidence, easily discouraged and the tendency to give up easily when work becomes difficult. The student's inability to achieve satisfactory usually creates severe frustration, for this adolescent when unsuccessful attempts to achieve high makes him conspicuous in a society unfavorable way the adolescent is hurt and ashamed. His continued lack of success with frustration and feelings of insecurity bring emotional maladjustment and despair. Some of these adolescents easily become convinced that they are stupid, this feeling of inadequacy is enhanced by the attitude of classmates, parents and teachers. Sometimes failure leads these adolescents to becoming timid, withdrawn and frequently day dream while others compensate their feelings with other anti-social behavior which leads to low achievement orientation among adolescents its effect is not only to the students, parents and teachers but also grave on the society in terms of dearth of manpower in all spheres of the economy and politics Ahmad et al. (2017).

Achievement orientation is seen as level for aspiration in all human endeavor, a factor of the individual's internalized construct known as need for achievement McClelland (1987) needs theory, it is the predisposition to achieve or attain success in completion with an internalized standard of excellence. Achievement orientation is the basic attitude, beliefs, behaviour and feelings one has towards pursuing academic goals achievement orientation which entails exhibiting high level of responsibility, dedication and setting specific goals towards studies (Ngwoke & Ede 2015). Stressing further, Bergman and Lundh (2015) viewed achievement orientation as a person-oriented approach towards achieving learning goals. Students who lack high level of responsibility exhibit negative orientation towards genuine academic achievement, such as dodging classes, not attending school

regularly, feeling reluctant to study, indulge in exam malpractice to make good grade, while some will prefer any short cut method towards achieving their goals, such student will not be actively involved in learning, practices, experimenting and problem solving activities in the classroom, the student cannot reflect on his own learning and thinking processes. Achievement Orientation must be focused on achieving a specific goals or outcome with a high emphasis on setting clearly, specific, measurable, ongoing strategies and objectives that will help students achieve their set goals. Goals are an important part of human motivation

They guide learners cognition affect and instigate, direct and maintain their behaviour particularly as they become involved in academic work (Kavitha & Suthanthiradevi, 2022) The inability to comprehend and assimilate the topic taught or may be the student makes mistakes, mocked by class mates or have failed in different subject areas may likely reduce the passion or drive for learning and can make such student not to be bothered about feedback and regular assessment of learning progress towards achieving a set goal, this attitude is synonymous with mastery avoidance goal and can lead to academic procrastination, students are motivated to avoid failures or become deskilled regarding the course materials they have acquired. Ruishi et al (2021) reported a significant moderate and positive relationship between mastery-avoidance goal orientation of college students and academic achievement while students who are oriented towards achieving a high grade in a particular subject must have a specified set goals such that, the student must be willing to complete his assignment on time, must be willing to study hard before exam time, must be willing to attend all classes expected, seek extra help from teachers or students who are more knowledgeable in a certain subject area. College students who possess these qualities are mastery approach learners their primary concern is to learn the course material, they use appropriate learning strategies, make choices that are challenging and engaging. Key et al. (2021) found that mastery approach goal orientation predicted mathematics achievement. It is important to note that some students make unrealistic decisions that affect their commitment to their studies, these decisions if not meet will lead to frustration and self-defeating syndrome. Lack resilience and persistence towards their studies thereby discourages them from active academic engagement, from the researchers observation, certain factors contribute to achievement orientation as the individual pursue academic excellence, the cognitive, the emotional and behavioral factors.

The students cognitive is the students personal effort towards understanding the subject matter and acquiring skills as well as their learning approaches and self-regulations strategies.(Alrashidi et al. 2016) A student who lack cognitive ability will exhibit negative achievement orientation and continuous academic procrastination. Behavioural factor represents observable and overt dimensions of academic engagement and achievement as it pertains to classroom activities. (Alrashidi et al. 2016) explains that behaviour of students are in three ways. First is adhering to classroom norms, following the rules and regulations. Second is participation in learning such as discussion, paying attention, contributions and asking questions. Emotional factor is the sense of identifying with the school and to the affective reactions aroused by school, teachers and colleagues.(Rashidi et al. 2015) most

adolescents with negative achievement orientation show signs of emotional and social maladjustment behaviour than their successful peers.

These behaviours ranges from mild to severe, for instance the student will manifest stress restless, unable to concentrate, lack confidence, being discourage easily, tend to give up when work becomes difficult. Inability to achieve satisfactory usually means severe frustration for the adolescent, when his unsuccessful attempts to achieve high makes him conspicuous in the society in an unfavorable way he feels hurt, ashamed, withdrawn, inferiority complex set in thereby develop various forms of anti- social behaviours and academic dishonesty, the possible reason why students involve in examination malpractice during internal and external examinations as well as going to miracle centers during external examination where they will use hired or paid mercenaries to get good grades and obtain certificates at all cost is because they have the unjustified belief that help must surely come during examination, they also have negative disposition towards academic achievement (Ekuriti and Offiahi 2018) others would prefer to involve themselves in cultism, drug abuse, bulling, truancy, hawking, betting for sports social media than reading these attitudes contribute to academic procrastination .

Factors as unqualified teachers, parental education and income, parental expectations and involvement in child's education, poor infrastructure, poor internet facilities, low motivation by the teachers, peer group influence, quality of the curriculum and instructional materials students (Sahranavard et al. 2018) school size and teacher to student ratio (Cunningham et al, 2019)also school environment and climate (Maxwell et al. 2017) and unconducive environment will affect students achievement orientation and academic achievement negatively Similarly, Tian, et al. (2024) stated that the manner in which a student guide his behavior to pursue an achievement orientation is influenced by certain internal subjective well-being of an adolescence as high self-esteem and improved self-awareness. This internal factor leads to high achievement orientation which is when a student places premium on their competence value roles, movement towards success and frontally confront academic threatening jinx (Usan, et al. 2019). Students' cognitive ability was a significant factor in predicting achievement orientation for instance students who perform well in their core subject including English and mathematics stands a better chance of gaining admission into higher institution of their choice. High achievement orientation is accompanied with exposure to the right study habits, materials and learning techniques of students, display of a lot of commitment in their academic activities. This shows when there is high level of mastery goals orientation and performance approach goals orientation. Achievement orientation is the standard students set that influence their actions, reactions and motivation for learning and accomplishing a goal. Achievement orientation involves persistence long periods of hard work, consistent play' at long periods of time. Achievement orientation is an internalized tendency to strive for standard of excellence according to Kaur, et al, (2021) Achievement orientation is also the beliefs, values, standards, practice and norms that guide and regulate one's academic pursuit. It is a persistence long period of hard work Students that fall within this category are always striving to improve their work and be more efficient. They

want to see result and do better than others. They set high goals, standards and work hard towards achieving their goals.

They tend to be leaders that like to get things done, meet deadlines, maintain high standards and look to overcome any circumstance in a positive manner because they strive to achieve their set goals. They are responsible and they take ownership of their actions. They are constantly learning in order to be the best they can be, they find better ways to be more productive. Students who possess positive attitude never give up and find ways to encourage others to achieve their goals. Achievement orientation depicts the way and manner students understand, interpret and respond to academic task ((Odinaka, 2016). Goal setting and goal management can influence academic procrastination if not properly handle. High achievement orientation is goal-directed as a result of personal effort and environmental influences. It is motivational and encourages success of an individual while low achievement orientation individuals do not make improvement towards their desired goals as they exhibit negative orientation towards genuine achievement. Mottus et al. (2020) noted that the motivation students have towards engaging in academic activities directed by a set of goals is achievement orientation. When a student loses passion or drive for learning low achievement orientation set in. Low achievement orientation has being found to be the lack or insufficient information on the best possible way to achieve academic excellence. Negative achievement orientation seems to be prevalence among secondary school adolescents due to their attitudes and behaviour towards success or failure in academic performance. Negative achievement orientation is synonymous with mastery avoidance and performance avoidance goal orientations. Negative achievement orientation seems to be a serious problem of concern to the school and educational stakeholders. It has also being found to be a global issue mostly among secondary school adolescent. (Usan, et al. 2019).

Lack of achievement orientation among secondary school adolescents is assuming an alarming rate globally the scenario is also peculiar to Nigeria secondary school adolescent and to further explain this Uzoechina and Nwankwo (2019) observed that the increased rate of truancy, lateness and other nonchalant attitude towards their studies in the areas of late submission of homework and improper preparations for examinations by some students in some parts of Anambra State also the nonchalant behavior of some teachers towards teaching and learning contribute to poor achievement orientation of secondary school adolescents. Achievement orientation of secondary school adolescents can also be associated with family factors, school, teacher or personal factor like emotional disposition (Adewunm, et al. 2015). All these aforementioned factors can increase or lower students achievement orientation. Whereas, student's with high achievement orientation play a major role in their learning process, they possess the required right information on the processes and techniques to achieve greatness in academic pursuits. Achievement Orientation goal is used to explain and predict the direction and intensity of individual's behaviour in school related situations. Wilder as sited in (Cahit E and Metin K 2020) proposed that personal interest, involvement of parent and teachers are among the factors that encourage achievement orientation among adolescents. The teachers teaching style

in classroom play a very important role in the achievement orientation of the student to attract students to learn the instructional materials must be attractive but when it's not clear it will lead to lack of understanding Hashim (2015).Parents on the other hand play a very important role in encouraging the adolescents towards obtaining a high orientation. Students from well-educated parents will have high knowledge and sufficient information about parenting Seymour, (2017) when parents get involved in their children's school programs and activities they become more informed about their children's welfare. Pemberton and Miller (2015) stated that lack of parental guidance regarding learning at home means that most parents in developed countries provides less guidance in completing the students task, this act from the researchers point of view contribute a lot to academic procrastination.

Academic Procrastination can be viewed as self-regulation of one's own performance, time planning and precision, focus when teaching and using social resources Filice et al (2020). Academic procrastinators fail to control a large load of work under a stressful situation. Therefore, self-regulation which is the ability to drive goal directed behavior and to achieve long–term goals by delaying short term gratification is needed , students who wastes hours browsing social media or playing video games before they finally manage to get started on a homework assignment or a student who puts off studying for a test by doing, unimportant chores, such as cleaning their rooms or baking, sleeping etc. these attitudes predict academic performance of students (Greiff et al, 2016). Students have difficulty completing their task because the instructions are hard to understand (Peixoto., et al 2021) Academic procrastination can also result from laziness in completing the task from the teacher and low learning motivation (Pelikan et al 2021) sometimes the homework given by the teacher overweight's the assignment given during face-to-face meetings. The intensity of using a laptop or hand phone screen at home make it difficult to stay focused, being burdened by other works vagueness in the teacher's explanation and difficulty discussing with or asking questions to the teachers also contribute to students' procrastination of academic. (Prasetynato et al 2022).

Academic procrastination is a general problem many secondary school adolescent experience, a lot of them procrastinate their school work or study right up till the deadline (Afzal &Jami 2018) though these students know that procrastination is a harmful habit yet it's difficult for them to avoid it. Laeus (2015) explained that academic procrastination is avoidance of doing academic task that needs to be accomplished, he also stated that academic procrastination is the process of doing more pleasurable things in place of less pleasurable ones, or carrying out less urgent tasks instead of more urgent ones, thus putting off impending task to a later time leading to a negative consequences of academic procrastination such as late delivery of assignments, anxiety, rush to exam preparation and social anxiety. Students who procrastinate lack proper achievement orientation necessary to meet the rigorous processes in secondary schools. Students who delay the completion of academic work at the right time face difficulties in time management and learning (Laia et al 2022), If this habit is left uncontrolled, might result in a bad mentality for students psychological development. (Zacks & Hen

et al 2018) Despite realizing that it has negative consequences, student still engage in academic procrastination for internal or external reasons. Some factors are associated with academic procrastination as weak learning dedication, low learning performance and poor learning objectives (Tian et al 2021) Academic procrastination is also spurred by certain situation such as task difficulty and low task attractiveness, being compelled to learn, unattractive teacher characteristics and poor learning environment. When a student experience difficulty in learning and managing the learning process, lack independence and maturity, such student will lack motivation towards learning and when faced with difficulty and lengthy learning task, the student will be tempted to procrastinate academic task (Zack & Hen 2018). Issues of ineffective delivery of curriculum, lack of interaction between teachers and students or between student and student can also contribute to academic procrastination (Mohalik & Sahoo, 2020). The unattractive way of delivering materials or lessons, difficulty adapting to different learning styles etc. are likely reasons students procrastinate their academic.

Academic procrastination leads to negative emotions, depression, lower learning efficiency, lower academic self-esteem and academic pressure, when a procrastinator fails or is disappointed with doing a task, the individual considers him/herself as a failed and unsuccessful person, low self-esteem also sets in. Academic Procrastination is a behavioral problem that can be harmful both to the procrastinator psychological, physical and financial well-being and to other people that count on him and her (Orsillo 2015). Similarly, Sirois et al. (2015) has shown that students who procrastinate their academic work are not as healthy as people who do not procrastinate as stress could be the reason why they procrastinate which reduces the immune system, resulting in students experiencing more cold and flus, Goldstein have also shown that constantly elevated levels of stress hormones in the body negatively affect the metabolism, making people feel tired and lethargic, and preventing their immune system from functioning effectively leading to poor sleep, illness and diseases, when a student procrastinate academic work he will produce low work quality than the non-procrastinators therefore the individual display more significant negative effects both on production quality and health than non-procrastinator . Active procrastinators are more likely to accomplish tasks with satisfactory outcomes while passive procrastinators are often paralyzed by indecision regarding action. Kartadinata et al as sited in

Another factor that influence achievement orientation of adolescent is Gender. It is the range of physical, biological, mental, and behavoural, characteristics pertaining to and differentiating between masculinity and feminity (Haig, 2017), Gender acknowledges the intersection of woman's experiences of discrimination and human rights violations which are based not only on their genders but also on other power relations that results from race, ethnicity, caste, class, age, ability, disability, religion and a variety of other. Male and female students may not behave or think alike. Males are attributed to bold, aggressive, tactful, economical use of words while females are attributed to be fearful, timid, gentle, dull, submissive, and talkative this is why more difficult work are assigned to males while the females are seen as feminine in nature and less difficult work

assigned to them. At the same time male students are most likely to take up difficult career choices and the female ones less career choices that will not affect their marriage.

It was the World Declaration on Education for All (EFA) UNESCO where it was stated that education offered to children in schools should not be discriminated against male and female. In another study by Okereke and Onwukwe (2023) showed that the male students achieved better than female students showing that issue of gender has not be resolved, for instance in some parts of Nigeria and some families, female daughters are sent on domestic labour as source of income for the family. Male and female students experience irrational belief, fear and distorted thoughts, however both have different view about achievement orientations. Furthermore, Mandap (2016) asserted that female students have higher goal orientation than male students. Modern American Society (2017) stated that stereotypes of female student shows that females are more motivated to perform well in academic setting and therefore are able to perform at a higher level than their male counterparts. To support this statement it was observed that females who adopt work approach goal orientation perform high compared to male who adopt work avoidance goal orientation approach (Hall et al 2015).Female student are more motivated to complete assignment, study for exams and overall perform at a higher level in an educational setting than males. The achievement orientation goal will be achieved if the public and private schools are conducive enough for learning.

Statement of Problems

The expectation of every parent, teachers, government, guidance counsellors and school administrators is that students perform very well academically; this expectation will be achieved if students adopt a good achievement orientation strategy towards their studies. However, from personal observation of the researcher and reports from teachers, parents and school management operating in both urban and rural area has not being encouraging. A lot of students are distracted from their core purpose of being in school, inability to set clear and specific goals, inability to comprehend and assimilate topics taught, negative attitude of teachers towards effective implementation of teaching and learning goals, nonchalant attitude towards submission of assignment and preparation for exam, lack of quality internet services and attitude of gender differences towards learning among other. These being the problems has continuously led to low achievement orientation such as involvement in examination malpractice, during internal and external examinations, as well as going to miracle centers during external examinations other effects includes school dropout, involvement in cultism, unwanted pregnancy, drug abuse and continuous decline in student's passion and drive towards learning. This ugly incidence has been a source of great worry to stakeholders, teachers, parents the government and guidance counsellors.

Though previous studies have been carried out in the study on academic procrastination and achievement orientation among secondary school adolescents by some scholars to proffer solutions

that will help curb this menace, however there seems to be a gap in literature ascertaining whether academic procrastination will predict achievement orientation among secondary school adolescents despite the fact that these secondary school adolescents exhibit poor achievement orientation in secondary schools. The problem of the study is stated thus: How would academic procrastination predict achievement orientation among the school students in Anambra State.

Purpose of the study

The main purpose of the study was to explore academic procrastination as a predictor of achievement orientation among senior secondary school (SS11) adolescents in Onitsha Education Zone of Anambra State. Specifically the study sought to:

1. Determine the predictive value of academic procrastination on achievement orientation among senior secondary school (SS11) adolescents in Anambra State.
2. Examine the predictive value of academic procrastination on achievement orientation among male and female senior secondary school (SS11) adolescents in Anambra State.

Research Questions

The following research questions guided the study.

1. What is the predictive value of academic procrastination on achievement orientation among senior secondary school (SS11) students in Onitsha Education Zone of Anambra State?
2. What is the predictive value of academic procrastination on achievement orientation among male and female senior secondary school (SS11) students in Onitsha Education Zone of Anambra State?

Hypotheses

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

1. Academic procrastination will not significantly predict achievement orientation among senior secondary school (SS11) students in Onitsha Education Zone of Anambra State.
2. Academic procrastination will not significantly predict achievement orientation among male and female senior secondary school (SS11) students in Onitsha Education Zone of Anambra State.

Methodology

The study adopted a correlational research design. The area of the study is Anambra state. There six educational zone in Anambra State which are Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The population of the study consisted of 11,773 SSS II students in Onitsha Education Zone, Anambra State. The sample size was 589 SS11 students drawn from both public and private

secondary school in Onitsha Education Zone. Simple and stratified sampling technique was for the study. The instrument for the study was Academic Procrastination Assessment Scale (APAS) and Achievement Orientation Questionnaire (AOQ). The instrument has three section A-C. Section A deals with the personal data of the respondents, while section B has 25 items, and C has 40 items, section C was designed to evaluate students' capacity in Mathematics and English language subjects in learning settings. The instrument has four point scale response options with response format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and numerical value of 4,3,2 and 1 respectively. The instrument was validated by three experts two in Guidance and Counselling.and one in Measurement and Evaluation, all in the Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Nigeria. The questionnaire was administered to the respondents with the help of three research assistants. 589 copies of the questionnaire were administered and 589 copies were retrieved which amounted to 100% return rate.

The reliability of the instrument was determined using Cronbach Alpha formula and average reliability index of 0.86 for academic procrastination and 0.71 for achievement orientation are considered highly reliable and suitable for the study. Data were analyzed using simple linear regression to answer research questions. Similarly, regression ANOVA test of significance7 for correlation at 0.05 level of significance was used to test hypotheses at 0.05 level of significance. It was used to determine the nature of the relationship that existed between the variables of the study. The magnitude of the relationship was determined using Nworgu, (2015) guidelines, as thus:

Coefficient (r)	Relationship
+.00 - .19	Negligible
+ .20 - . 39	Low
+ .40 - .56	Moderate
+.60 -.79	Substantial
+.80 -1.00	Very High

The simple linear regression (r) was utilized in testing hypotheses from one to four. The p – value was used to determine the level of significance of the relationship. A null hypothesis will was held where the calculated p-value was less than the stipulated level of significance ($p<.05$) where the reverse was the case the calculated p- value would be greater than the stipulated level of significance ($p>0.05$) All statistical analyses were carried out using Statistical Package for Social Science (SPSS) Version 25 for data analysis.

Research Question 1: What is the predictive value of academic procrastination on achievement orientation among secondary school adolescents in Onitsha Education Zone of Anambra State?

Table 1: Simple regression analysis for academic procrastination predicting achievement orientation

Model	R	RAdjusted Square	Std Error R^2	Change of Estimate	Statistics R^2change	Fchanges	df_1	df_1	Sig f
1	.636	.404	.402	14.28312	.404	236.979	1	587.000	

Predictors (Constant) academic procrastination.

Results in Table 1 showed the regression analysis for the amount of variation in achievement orientation among secondary adolescents in Onitsha Education Zone that was predicted by academic procrastination.

The result showed that when the responses of respondents on academic procrastination were correlated with achievement orientation a correlation coefficient (R) of 0.636 with associated coefficient of determination (R) of 0.0404 were obtained. This coefficient of determination (R) of 0.404 denoted that 40.4% variation in achievement orientation could be predicted by academic procrastination. The study concluded that academic procrastination was a significant factor for predicting achievement orientation among secondary school adolescents in Onitsha Education Zone of Anambra State.

Research Question 2: What is the predictive value of academic procrastination on achievement orientation among male and female secondary school adolescents in Onitsha Education Zone of Anambra State.

Table 2: Simple regression analysis of academic procrastination predicting male and female achievement orientation

Model	R	R Square	Adjusted R^2	SE Estimate	Change Statistics R^2change	F change	df_1	df_2	Sig F change
1	Male								
	.538[a]	.290	.287	14.282	.290	99.464	1	244	0.000
2	Female								
	.535[a]	.286	.284	14.325	.286	136.717	1	341	0.000

A Predictor (constant) male academic procrastination

B Predictor (constant) female academic procrastination

Table 2 depicted the regression analysis for the amount of variation in male and female achievement orientation among secondary school adolescents in Onitsha Education Zone that was predicted by academic procrastination. The findings showed that when the responses of respondents on male academic procrastination were correlated with male achievement orientation a correlation coefficient (R) of 0.538 with associated coefficient of determination (R^2) of 0.290 were obtained. This coefficient of determination (R^2) of 0.290 implied that 29.0% variation in male achievement orientation can be predicted by male academic procrastination.

At the same time the responses of respondents on female academic procrastination were correlated with female achievement orientation a correlation coefficient (R) of 0.535 with associated coefficient of determination (R^2) of 0.287 were obtained. This coefficient of determination (R^2) of 0.287 implied that 28.7% variation in female achievement orientation can be predicted by academic procrastination.Conclusively, male and female academic procrastination significantly predicted male and female achievement orientation among secondary school adolescent in Onitsha Education Zone Anambra State.

Test of Hypotheses

Hypothesis 1: Academic procrastination will not significantly predict achievement orientation among secondary school adolescents in Onitsha Education Zone of Anambra State.

Table 3: Regression ANOVA test of significance for the variation in achievement orientation that can be predicted by academic procrastination,

Model		Sum of squares	df	Mean square	F	Sig
1	Regression	48345.544	1	48345.544	236.979	.000
	Residual	119752.409	587	204.008		
	Total	168097.952	588			

Dependent Variable: Achievement orientation

Predictor: Academic Procrastination.

Result in Table 3 indicated that the variation in achievement orientation that was predicted by academic procrastination was significant (F (1,587) = 236,979, p = .000). This gave the fact that the associated probability value of .000 when compared with 0.05 level of significance at which the hypothesis was tested and found to be significant because .000 was less than 0.05. Hence, the null hypothesis was rejected. The study concluded that academic procrastination was a significant

factor for predicting achievement orientation among secondary school adolescents in Onitsha Education Zone of Anambra State.

Hypothesis 2: Academic procrastination will not significantly predict achievement orientation among male and female secondary school adolescents in Onitsha Education Zone

Table 4: Regression ANOVA test of significance for the variation in achievement orientation by gender that can be predicted by academic procrastination.

Model		Sum of square	df	Mean square	f	Sig
1	Male					
	Regression	20289.385	1	20289.385	99.464	.000
	Residual	49772.782244		203.987		
Total70062.167		245				
2	Female					
	Regression	28056.437	1	28056.437	136.717	.000
	Residual	69978.578	341	205.216		
	Total	98035.015	342			

Dependent variables: Male and female Achievement orientation

Predictors : (constant) Male and Female Academic Procrastination

The regression ANOVA test of significance for the variation in achievement orientation of male and female students that can be predicted by academic procrastination as shown in Table 4 revealed F- ratio associated with regression was 99.464 for male and p-value of .000, while F-ratio associated with regression was 136.717 for female and p-value of .000 . Since the p-value (.000 and .000) were less than 0.05 level of significance.The null hypothesis of no significance prediction of male and female student achievement orientation by male and female academic procrastination was rejected: Henceforth male and female academic procrastinationsignificantly predicted male and female achievement orientation among secondary school adolescents in Onitsha Education Zone of Anambra State.

Discussion

Findings on the predictive value of academic procrastination on achievement orientation among secondary adolescents in Onitsha Education zone in Anambra State showed a substantial predictive value on academic procrastination and moderate predictive value on achievement orientation among secondary school adolescents in Onitsha Education Zone Anambra State. The result of the null hypothesis indicated that academic procrastination was a significant factor for predicting achievement orientation among secondary school in Onitsha Education Zone in Anambra State where r – 0.636, p-value < 0.05, since the p-value was less than the stipulated 0, 05, level of significance, the null hypotheses was rejected. The findings of the results are in line with Charmaine and Marie (2022) who found a significant relationship between academic procrastination and achievement orientation among college students. This may be as a result of poor time management among college students. For instance Sayed (2020) reported varying degrees of which students procrastinate in areas as poor time manage skills. Lack of planning for academic activities, laziness and stress among university students in Amhara Region of Ethiopia. Also Dikem and Bahadir (2021) result revealed that academic procrastination negatively predicted achievement orientation among students stating that students who adopt approach goal orientation perform better and decrease the effect of academic procrastination compared to students who adopt avoidance goal orientation.

Findings on the predictive value of academic procrastination on achievement orientation among male and female secondary school adolescents in Onitsha Education Zone Anambra State yielded moderate predictive value on academic procrastination among male and female secondary school adolescent and low predictive value on achievement orientation among male and female secondary school adolescents in Onitsha Education Zone Anambra State. The result of the null hypothesis revealed that academic procrastination of male and female students significantly predicted male and female achievement orientation among secondary school adolescents in Onitsha Education Zone of Anambra State. The findings of this study are in line with Balks and Duru (2017) who found negative relationship between academic procrastination and academic performance among Pamukkale University. Also Kha et al (2014) discovered a significant difference among male and female students on academic procrastination. The reason for this study may be that male and female students who adopt a work approach to goal orientation perform high compared to students who adopt a work avoidance approach.

Conclusion

The study explored academic procrastination as a predictor of achievement orientation among secondary school adolescents in Onitsha Education Zone Anambra State. Based on the findings, it was concluded that academic procrastination significantly predicted achievement orientation among secondary school adolescents in Onitsha Education Zone of Anambra State. Academic procrastination of male and female secondary school adolescent significantly predicted male and

female achievement orientation among secondary school adolescents in Onitsha Education zone. Also urban and rural academic procrastination significantly predicted urban and rural achievement orientation among secondary school adolescents in Onitsha Education Zone Anambra State. Finally public and private academic procrastination significantly predicted public and private achievement orientation among secondary school adolescents in Onitsha Education Zone Anambra State.

Recommendations

Based on the findings, the following recommendations were made.

1. There exist a substantial predictive value on academic procrastination and a moderate predictive value on achievement orientation among secondary school adolescents in Onitsha Education Zone Anambra State. Therefore academic procrastination is a significant factor for predicting achievement orientation; trained counsellors should be posted to all secondary schools to help counsel secondary school adolescents with procrastination tendency.

2. There exists low variation in male and female students in achievement orientation as predicted by academic procrastination. This implies that both gender procrastinate and for this reason, school counselors, parents and teachers should help them identify those things that distract and guide them in time management.

REFERENCE

Adewunmi O. A . Mabosanyinje A. and Oyenekan. D, F. (2015). Effect of emotional intelligence, self - efficacy and parental involvement on students' academic performance; A study on secondary school students in Abeokuta, Ogun State, *Nigeria. European Academic Research,* 3 (7), 849-8515.

Ahmed, A.K (2017). Locus of control, student's motivation and achievement in principles of microeconomics, *American Internal Journal of Contemporary Research*. 4(9) 201-215.

Cahit E & Metin. K (2020) A meta-anlysis of the effect of parental involvement on students' academic achievement. Journal of learning for development vol 7, No3, pp367-383

Cunningham C., Cunningham., S.A, Halim N & Yount K,M (2019). Public investment in education and childrens academic achievements. The Journal of Development Studies, 55(11) 2365-2381 https:// doi.org//101080/ 00220388.2018.1516869.

Ekuri, E.E & Offiah , C.I. (2018) Self – regulatory attributes and academic performance in mathematics secondary school students in Enugu Education Zone. Enugu State. *International Journal of Scientific Research in Education*. 11(3). 455-466.

Filice S., Tregunno. D., Edge D.S & Egan. R (2020) Re-imaging clinical education: The interdependence of the self – regulated clinical teacher and nursing students. International Journal of Nursing Education Scholarship. 17(1) https://doi.org/10.1515ijnes.2019-0056.

Greiff, S. Wustenberg, S., Vainikainen, M.P. & Murphy, K. (2016). Individual differences in students' complex problem solving skills. How they evolve and what they imply. *Journal of Educational Psychology,* 108(7), 1028 – 1044.https://doi.org/10.1037/edu 0000101.

Haig D. (2017) Inexorable rise of gender and the decline of sex: social change in academic Hall, M. Hanna L. A. &, Hall K (2015). Association between Achievement Goal Orientations and academic performance among students at a U.K. Pharmacy School. *Am J. Pharm. Educ.* 76 64-64 10.5688/ajpe79564 (PMC free article) (PubMed) (Cross Red)

Kaur, G. S., & Wang R & Pryadarshine M.,(2021) The Relationship between achievement goal orientation and language performance of secondary school EFL learners in China International Journal of Academic Research in Business and Social Sciences 11(7) Doi:10.6007/IJARBSS?VII-17?10425.

Laia B, Zagoto, S,f,L., Fau.,YTV Duha, A Telaumbaua K., & Ziraluo, M (2022). Prokrastinasi akademik SMA Negeri di Kabupaten Nias Selatan J *Limah Aquinas 5,162-168*

Laeus, (2015). An analysis of teachers' general tendency to procrastination perception of professional efficiency/ self-efficiency *Journal of Economic Literature* 47:315-37

Mandap C. M (2016). Examining the difference in procrastination tendencies among University students. *International Journal of Education and Research,* 4, 431-436.

Mohalik, P. R., & Sahoo, S. (2020). E- readiness and perception of student teachers towards online learning in the midst of COVID-19 pandemic. *SSRN Electro. J.* doi:10.2139/ssrn.3666914

Maxwell., S., Reynolds, K,J.,Lee. E., Subasic E., & Broomhead, D. (2017). The Impact of school climate and school identification on academic achievement, Multilevel modeling with students teacher data. Frontiers in Psychology, 8, 2069 https//doi.org/10.3389/fpsyg.2017.02069

Ngwoke D., U.,& Ede A. O., (2015) Parental achievement orientation as predictor of self-concept of in school adolescent in Enugu State, Nigeria. The educational psychologist 9(1) 77-84.

Peixoto, E. M., Pallini, A, C., Vallerand, R. J. Rahimi, S. & Silva M.V. (2021). The role of passion for studies on academic procrastination and mental heal during the COVID 19 pandemic.

Social psychology of Education, 24(3) 877 – 893. https:// doi.org/10.1007/s11218-021-09636-9

Pelikan, E. R., Marko, L. &Hoizer, J., (2021). Learning during COVID -19: the role of self-regulated learning motivation and procrastination for perceived competence. *Www. Research gate, ne*t. DOI: 10.1007/s11618-021-01002-x

Prasetyanto, D., Rizki, M., & Sunitiyoso, Y. (2022). Online learning participation intention after COVID -19 pandemic in Indonesia; do students still make trips for online class? Sustainability 14; 1982. Doi; 10.3390/su14941982

Sahranavard, S., Miri, M.R., & Salehiniya,H. (2018). The relationship between self –regulation and educational performance in students. Journal of Education and Health promotion 7,154. https//doi.org/10.4103/jehp.jehp-93-18.

Sirois F.M., Pychyl T.A (2016) Procrastination health and wellbeing: *Academic Press Cambridge*. MA. 2016(Google Scholar)

Tian, J. & Herman, A. (2021). Talent management challenges during COVID 19 and beyond: Performance and management to the rescue. https// doi. Org/ 10.1177/ 2340944421110095.

Usaan, P., Salavera, C., & Teruel, P. (2019). School motivation, goal orientation and academic Wperformance in secondary education students. *Psychology and Behaviour Management,* 12, 877-887.

Uzochukwu, W.O. (2019). Achievement orientation of pupils and school adjustment. *Journal of Behavioural Science,* 1 (1), 11-19.

Zacks S. & Hen M. (2018) Academic interventions for academic procrastination. A review of literature. *Journal of Prevention & Community* 46(2) 117-130. Doi;10. 1080/ 10852352 .2016. 1198154