

PROCRASTINATION AND ACADEMIC PERFORMANCE AMONG UNDERGRADUATES

BY

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DEGREE IN PSYCHOLOGY

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Procrastination and Academic Performance Among Undergraduates" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined procrastination and academic performance among undergraduates, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of procrastination; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with procrastination and academic. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 402 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 373 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.11). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.497$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 9.35, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.17$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on procrastination.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
List of Figures	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	8
1.6 Significance of the Study	8
1.7 Scope and Limitation of the Study	11
1.8 Definition of Terms	13
CHAPTER TWO: LITERATURE REVIEW	15
2.1 Conceptual Review	15
2.1.1 Concept of Procrastination	15
2.1.2 Concept of Academic	16
2.1.3 Concept of Performance	18
2.2 Theoretical Framework	20
2.2.1 Technology Acceptance Model	20
2.2.2 UTAUT	21
2.2.3 Diffusion of Innovation Theory	22
2.2.4 Systems Development Life Cycle	24
2.3 Empirical Review	25
2.3.1 Early Studies on procrastination	25
2.3.2 Recent Nigerian Evidence on procrastination	27
2.3.3 Procrastination and academic	29
2.3.4 Comparative Perspectives across Africa	31
2.4 Summary of Literature Review	32
CHAPTER THREE: RESEARCH METHODOLOGY	34
3.1 Research Design	34
3.2 Population of the Study	34
3.3 Sample Size and Sampling Technique	35
3.4 Sources of Data Collection	36
3.5 Research Instrument	37
3.6 Validity and Reliability of the Instrument	38
3.7 Method of Data Analysis	39
3.7.1 Administration of the Instrument	40

3.8 Ethical Considerations	41
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	44
4.1 Data Presentation	44
4.2 Demographic Characteristics of Respondents	44
4.3 Analysis of Research Questions	45
4.4 Test of Hypotheses	46
4.5 Discussion of Findings	47
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	53
5.1 Summary	53
5.2 Conclusion	54
5.3 Recommendations	55
5.4 Suggestions for Further Studies	55
REFERENCES	57
APPENDIX	59

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	33
Table 2.2: Operationalisation of the Study Variables	33
Table 3.1: Population of the Study and Sampling Technique	42
Table 3.2: Validity and Reliability of the Research Instrument	42
Table 4.1: Gender Distribution of Respondents	50
Table 4.2: Age Distribution of Respondents	50
Table 4.3: Educational Attainment of Respondents	51
Table 4.4: Weighted Mean Analysis of Research Question One	51
Table 4.5: Weighted Mean Analysis of Research Question Two	51
Table 4.6: Correlation Summary between the Independent and Dependent Variables	51
Table 4.7: Independent Samples t-test by Gender	51
Table 4.8: Chi-square Test of Association	51

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	14
Figure 3.1: Psychology Research Context	43
Figure 4.1: Gender Distribution of Respondents	50
Figure 4.2: Age Distribution of Respondents	50

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of procrastination and academic performance among undergraduates is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

The salience of procrastination in national discourse has grown steadily, driven by changing social conditions and technological penetration. The socio-cultural diversity of Nigeria implies that responses to procrastination must be differentiated rather than uniform. The aggregate picture emerging from Umeh and Umeh (2023) points to a modest but consistent association between procrastination and the outcomes of interest. Such findings reinforce the argument that procrastination deserves a place of priority on the development agenda. Studies conducted within the West African subregion by Adigun and Umeh (2018) reached conclusions broadly consistent with the Nigerian evidence. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Over the past two decades, procrastination has become increasingly significant within the Nigerian landscape and beyond. Economic pressures and resource scarcity frequently determine the pace at which procrastination advances in practice. Empirical evidence from Ekwueme and Adigun (2021) suggests that positive developments in academic are associated with improvements in procrastination. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Comparative work by Adebayo and Ogbeide (2022) across several states uncovered a consistent pattern linking procrastination with academic. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Few subjects attract as much policy interest in contemporary Nigeria as the question of procrastination. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream procrastination into routine governance. Longitudinal research by Adebayo and Ogbeide (2016) revealed that sustained attention to procrastination yields appreciable dividends over time. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Ogunlana and Salami (2020), in a survey of relevant stakeholders, concluded that the benefits of procrastination are unevenly distributed across groups. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

A growing corpus of literature draws attention to the pivotal role of procrastination in shaping developmental trajectories. Nigeria's federal structure and its diverse cultural geography ensure that the experience of procrastination varies considerably from one region to another. Alade and Bamgbose (2020), in a survey of