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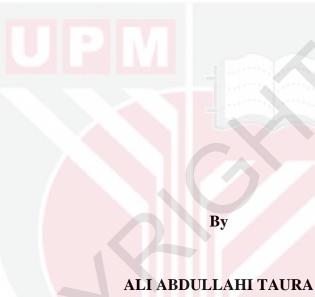
ANTECEDENTS AND CONSEQUENCES OF ACTIVE PROCRASTINATION AND MEDIATION EFFECT OF SELF-REGULATION STRATEGIES AMONG PRE-SERVICE TEACHERS IN COLLEGES OF EDUCATION IN NIGERIA

ALI ABDULLAHI TAURA

FPP 2014 4



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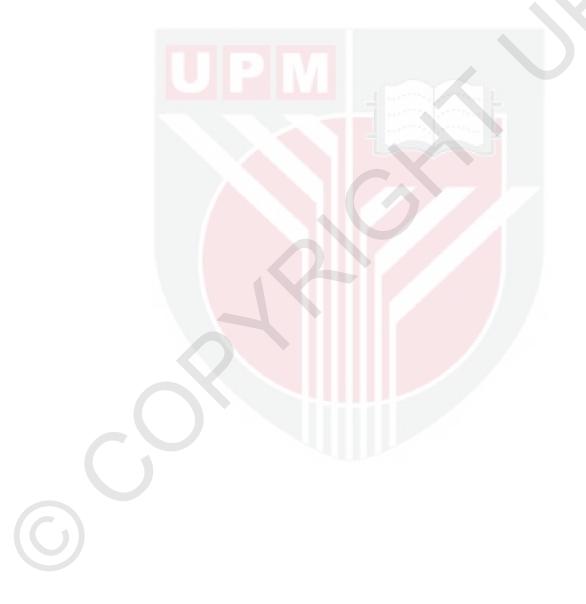
Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfillment of the Requirements for the Degree of Doctor of Philosophy

August 2014

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DEDICATION

This work is dedicated to the memory of my late parents, *AlhajiAuduTukunji*and *HajiyaFaratu*. May Allah (S.W.T) in His infinite mercy grant them al-Jannatul-Firdausi.



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

ANTECEDENTS AND CONSEQUENCES OF ACTIVE PROCRASTINATION AND MEDIATION EFFECT OF SELF-REGULATION STRATEGIES AMONG PRE-SERVICE TEACHERS IN COLLEGES OF EDUCATION IN NIGERIA

By

ALI ABDULLAHI TAURA

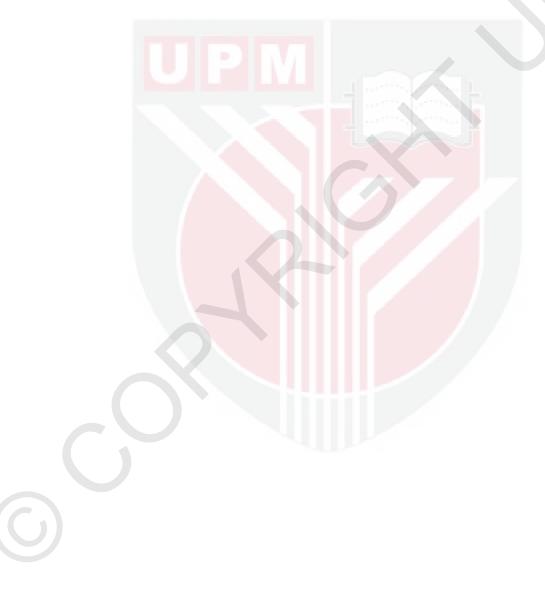
August 2014

Chairman: Maria Chong Abdullah, PhD Faculty: Educational Studies

This study examined motivational beliefs (self-efficacy, intrinsic goal orientation, extrinsic goal orientation, task value, and test anxiety), perfectionism and selfregulation as predictors of active procrastination among pre-service teachers in colleges of education in Nigeria. In addition, the study investigated the mediating role of self-regulation in the relationship between motivational beliefs, perfectionism and active procrastination. A total of 426 pre-service teachers (223 males, 203 females) participated in the study. A set of self-report questionnaire was used to the participants' levels of procrastination, motivational beliefs, measure perfectionism and self-regulation. Structural equation modelling (SEM) using AMOS and SPSS software was employed as statistical technique for data analysis of the study. The findings of the study based on the output structural model, which overall goodness-of-fit indices indicate good model fit, revealed that motivational beliefs and perfectionism were not direct significant predictors of active procrastination, and active procrastination, in turn, was not found to be a significant predictor of academic achievement. However, mediation analysis, conducted in the active procrastination model of pre-service teachers, indicated that there was an evidence of indirect effects of the motivational beliefs variables and perfectionism on active procrastination through self-regulation strategies. Test of mediation by bootstrapping method established significant mediating role of self-regulation in the relationship between self-efficacy, extrinsic goal orientation, task value, test anxiety, perfectionism and active procrastination. In conclusion, the findings of the study underscore the importance of self-regulation in procrastination research. This is for the fact that self-regulation strategies were found to have considerable influence in the relationships between the predictor (self-efficacy, extrinsic goal orientation, task value, test anxiety, perfectionism) and the outcome (active procrastination) variables as well as the academic achievement of active procrastinators. In other words, active procrastination fails to explain academic achievement except through self-regulation strategies as mediator. This suggests that the reason active procrastinators can obtain satisfactory outcomes might be derived not from active procrastination itself but from their ability to apply self-regulation strategies. Thus, the findings lend a strong



support to one of the general assumptions of the theory of self-regulated learning that self-regulatory activities serve as mediators between personal and contextual characteristics and actual achievement or performance. Theoretical and practical implications of the study, in addition to recommendation for future research, have been offered. For instance, as the findings of this study revealed, self-regulation is a key to understanding procrastination. Hence, the focus of future research should be on examining students' ability to self-regulate and, therefore, procrastinate actively for successful learning and better performance.



AbstraktesisinidikemukakankepadaSenatUniversiti Putra Malaysia sebagaimemenuhisyaratkeperluanuntukIjazahDoktorFalsafah

LATAR BELAKANG DAN AKIBAT PENANGGUHAN AKTIF SERTA KESAN PENGANTARAAN STRATEGI PENGATURAN KENDIRI DALAM KALANGAN GURU PRA PERKHIDMATAN DI KOLEJ PENDIDIKAN DI NIGERIA

Oleh

ALI ABDULLAHI TAURA

Ogos 2014

Pengerusi: Maria Chong Abdullah, PhD Fakulti: Pengajian Pendidikan

Kajian ini menyelidik kepercayaan motivasi (efikasi kendiri, orientasi matlamat intrinsik, orientasi matlamat ekstrinsik, nilai tugasan, dan kebimbangan ujian), keinjisempurnaan dan pengaturan sendiri sebagai peramal terhadap penangguhan aktif antara guru pra perkhidmatan di kolej pendidikan di Nigeria. Tambahan pula, kajianinimenyelidikiperanan pengaturan pengaturan

sendiridalamhubunganantarakepercayaanmotivasi,

kesempurnaandanpenangguhanaktif.Sejumlah 426 guru praperkhidmatan (223 lelaki, 203 wanita) mengambilbahagiandalamkajianini. Satu set soal selidik jenis laporkendiridigunakanuntukmengukurtahappenangguhanpeserta, kepercayaanmotivasi, kesempurnaandankawaldiri. Pemodelan persamaan struktur (PPS) menggunakan AMOS danperisian SPSS telah digunakan sebagai teknik statistik untuk menpanalisis data kajian. Penemuankajianberdasarkanhasil model struktur, di manakeseluruhanindekskebagusuaianmenunjukkankesesuaian model yang bagus, menunjukkanbahawakepercayaanmotivasidankesempurnaanbukanperamalsecaralang sungpenangguhanaktif, danpenangguhanaktif, seterusnya. bukanperamalpencapaianakademik yang signifikan.Bagaimanapundijalankandalam model penangguhanaktifantara guru pra, menunjukkan bahawa terdapat bukti kesan tidak

langsungbogipembolehubahkepercayaanmotivasidankesempurnaankeataspenangguh anaktifmelaluistrategipengaturansendiri.

Ujianpengantaraandenganmenggunakankaedah "bootstrapping" menuninkkan terdapat peranan perantaraan yang signifikan bogi pengaturan sendiri dalam hubungan antara efikasi kendiri, ekstrinsik orientasimatlamat, nilaitugasan, kebimbanganujian, keingin-sempurnaandanpenangguhanaktif. Kesimpulannya, dapatankajianmenekankan kepentingan pengaturan kendiridalamkajiantentang penangguhan'.

Iniadalahkeranafaktabahawastrategikawalandirididapatimempunyaipengaruh yang bolehdipertimbangkandalamhubunganantaraperamal (efikasi kendiri, ekstrinsik orientasimatlamat, nilaitugasan, kebimbanganujian, keingin-



sempurnaan)danhasil(penangguhanaktif)pembolehubahsertapencapaianakademikpen angguhaktif.

Penangguhanaktifgagalmenarangkanpencapaianakademikkewalimelaluipengaturanse ndirisebaganpengantara.Inimencadangkanbahawasebabpenangguhaktifbolehmemper olehhasil yang

memuaskanmungkinbukandaripadabertangguhaktifsendiritetapidaripadakebolehanm erekamenggunakanstrategipengaturansendiri. Oleh yang demikian, hasil kajian menyakang

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ciriperibadidankonteksdanpencapaianatauprestasisebenar.

Implikasiteoridanpraktikalkajian, dancadangankepadakajianakandatang,

turutdikemukakan. Sebagaicontoh, daratankajianinitelahmenunjukkanbahawa, pengaturansendirimemrakankunciuntukmemahamipenangguhan. Olehyang demikiankajianakandatanghendaklahbertampukepadamengkajikebolehanpelajaruntu kmengaturdan,

untukberlengahsecaraaktifuntukmencapaikejayaandalampembelajarandanprestasi yanglebihbaik.

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Members of the Thesis Examination Committee were as follows:

Khairuddin bin Idris, PhD

Associate Professor Faculty of Educational Studies Universiti Putra Malaysia (Chairman)

Maznah binti Baba, PhD Senior Lecturer Faculty of Educational Studies Universiti Putra Malaysia (Internal Examiner)

Maimunah binti Ismail, PhD Professor Faculty of Educational Studies Universiti Putra Malaysia (Internal Examiner)

Beth Doll, PhD

Professor University of Nebraska–Lincoln United States (External Examiner)

NORITAH OMAR, PhD Associate Professor and Deputy Dean School of Graduate Studies Universiti Putra Malaysia

Date: 19 September 2014

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of **Doctor of Philosophy.** The members of the Supervisory Committee were as follows:

Maria Chong Abdullah, PhD

Senior Lecturer Faculty of Educational Studies Universiti Putra Malaysia (Chairman)

SamsilahRoslan, PhD

Associate Professor Faculty of Educational Studies Universiti Putra Malaysia (Member)

Zoharah Omar, PhD

Senior Lecturer Faculty of Educational Studies Universiti Putra Malaysia (Member)

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DECLARATION

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