



UNIVERSITI PUTRA MALAYSIA

**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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By

ALI ABDULLAHI TAURA

**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,
AlhajiAuduTukunjiand HajiyaFaratu.
May Allah (S.W.T) in His infinite mercy grant them al-Jannatul-Firdausi.



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UPM

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

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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 self-regulation 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 measure the participants' levels of procrastination, motivational beliefs, 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.



Abstrak tesis ini dikemukakan kepada Senat Universiti
Putra Malaysia sebagai memenuhi syarat keperluan untuk Ijazah Doktor Falsafah

**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 sendiri, orientasi matlamat intrinsik, orientasi matlamat ekstrinsik, nilai tugasan, dan kebimbangan ujian), kejin-
sempurnaan dan pengaturan sendiri sebagai peramal terhadap penanguhan aktif
antara guru pra perkhidmatan di kolej pendidikan di Nigeria. Tambahan pula,
kajian ini menyelidik peranan pengaturan

sendiri dalam hubungan antara kepercayaan motivasi, kesempurnaan dan penanguhan aktif. Sejumlah 426 guru pra perkhidmatan (223 lelaki, 203 wanita) mengambil bahagian dalam kajian ini. Satu set soal selidik jenis laporan-
kendiri digunakan untuk mengukur tahap penanguhan peserta, kepercayaan motivasi, kesempurnaan dan kawal diri. Pemodelan persamaan struktur (PPS) menggunakan AMOS dan perisian SPSS telah digunakan sebagai teknik statistik untuk menganalisis data kajian. Penemuan kajian berdasarkan hasil model struktur, di mana keseluruhan indeks kebugusuaian menunjukkan kesesuaian model yang bagus, menunjukkan bahawa kepercayaan motivasi dan kesempurnaan bukan peramal secara langsung penanguhan aktif, dan penanguhan aktif, seterusnya, bukan peramal pencapaian akademik yang signifikan. Bagaimanapun, di dalam model penanguhan aktif antara guru pra, menunjukkan bahawa terdapat bukti kesan tidak

langsung bagi pemboleh ubah kepercayaan motivasi dan kesempurnaan ke atas penanguhan aktif melalui strategi pengaturan sendiri.

Ujian pengantaraan dengan menggunakan kaedah “*bootstrapping*” menunjukkan terdapat peranan perantara yang signifikan bagi pengaturan sendiri dalam hubungan antara efikasi sendiri, ekstrinsik orientasi matlamat, nilai tugasan, kebimbangan ujian, keingin-
sempurnaan dan penanguhan aktif. Kesimpulannya, dapat kajian menekankan kepentingan pengaturan sendiri dalam kajian tentang ‘penanguhan’.

Ini adalah kerana fakta bahawa strategi kawal diri didapati mempunyai pengaruh yang boleh dipertimbangkan dalam hubungan antara peramal (efikasi sendiri, ekstrinsik orientasi matlamat, nilai tugasan, kebimbangan ujian, keingin-

sempurnaan) dan hasil (penanggungan aktif) pembolehubahsertapencapaian akademik penanggungan aktif.

Penanggungan aktif gagal menarangkan pencapaian akademik kewal melalui pengaturan sendiri sebagai pengantara. Ini mencadangkan bahawa sebab penanggungan aktif boleh memperoleh hasil

yang memuaskan mungkin bukannya dari padabertanggungan aktif sendiri tetapi dari padakebolehan merekamenggunakanstrategipengaturan sendiri. Oleh yang demikian, hasil kajian menyakng

kuat salah satu andaian umum teori pembelajaran pengaturan sendiri bahawa aktiviti pengaturan sendiri bertindak sebagai pengantara antaraciri-ciri peribadi dan konteks dan pencapaian atau prestasi sebenar.

Implikasi teori dan praktik kajian, dan cadangan kepada kajian akan datang, turut dikemukakan. Sebagai contoh, data kajian ini telah menunjukkan bahawa, pengaturan sendiri memrakankunci untuk memahami penanggungan.

Oleh yang demikian kajian akan datang hendaklah bertampukepada mengkaji kebolehan pelajar untuk mengatur dan,

untuk berlengah secara aktif untuk mencapai kejayaan dalam pembelajaran dan prestasi yang lebih baik.

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I certify that a Thesis Examination Committee has met on 22 August 2014 to conduct the final examination of Ali Abdullahi Taura on his thesis entitled "Antecedents and Consequences of Active Procrastination and Mediation Effect of Self-Regulation Strategies among Pre-Service Teachers in Colleges of Education in Nigeria" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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DECLARATION

Declaration by the student

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