

Effect of Cognitive Restructuring Technique on Academic Task Procrastination of Secondary School Students in Onitsha, Anambra State, Nigeria

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Abstract

Procrastination is a behavioural problem that constitute a serious academic impediment to all human especially students and teachers in school environment. This study investigated the effect of cognitive restructuring technique on academic task procrastination of secondary school students in Onitsha, Anambra State. Seven research questions and seven null hypotheses were raised and tested at 0.05 level of significance guided the study. Quasi experimental non-randomized pre- test and post-test, control group design was used for the study. Sample size of 580, SS 11 and J.SS 11, male and female secondary school students were purposively drawn from seven co-educational secondary schools with population size of 3550. The instrument for data collection was Tuckman procrastination Scale (TPS). Mean was used to answer the research Questions. ANCOVA was used in testing the null hypotheses. Findings of the study revealed among others that both cognitive restructuring technique was effective in reducing academic task procrastination among secondary school students. The study showed that cognitive restructuring technique was more effective in reducing academic task procrastination of male and female secondary school students. The effect of cognitive restructuring technique on academic task procrastination of secondary school students was significant. Based on the findings, of the study, it was concluded that cognitive restructuring technique are effective in reducing academic task procrastination of secondary school students. The following recommendations were made, among others: guidance counsellors should start adopting cognitive restructuring technique in assisting students with academic task procrastination in secondary schools.

Key words: Cognitive Restructuring, Technique and Academic Task Procrastination.

Introduction

Students have a lot of task to perform but for one reason or the other completing the task is often postponed so as to enjoy spare time and extracurricular activities which may lead to academic incompetence. These can be due to laziness, volume of work or because of other activities. In everyday life students keep postponing task that they have to do, in order to improve their lives and become successful. Most times they do not manage their times well but use it wrongly by doing things that are not relevant to achieving academic

and life goals and objectives, they tend to waste time on simply and pleasurable things against more important task and things that are hard to achieve, that will bring success and meaning to life. Most times this behaviour tends to make them, not to achieve important objectives and have regret afterwards. Generally postponing or delaying activities is called procrastination and when it has to do with delay in academic task, it is referred to as academic task procrastination.

Academic task procrastination is the act of needlessly delaying or postponing academic task to the point of experiencing subjective discomfort in an all too familiar problems. Ellis and Knaus (2014) described academic task procrastination as the desire to avoid an activity, the promise to do it later, and the use of excuse making to justify the delay and avoid blame. Ellis and Knaus estimated that about 95 percent of college students engage in academic task procrastination resulting in detrimental academic performance, including poor grades and course withdrawal. To Glick, Semb and Spencer (2015) academic task procrastination can come from measure of study habit such as last minute studying and attitude towards study.

Academic task Procrastination has been commonly understood as a maladaptive behaviour that tends to impede on successful academic experiences. Academic task procrastination as Eerde (2013) noted is linked with various adverse academic behaviours such as missing or late assignments, decreasing in task preparation time, and giving up studying. Academic task procrastination is a prevalent phenomenon especially among secondary school students due to the relatively flexible learning environment, and as some studies reported, that approximately 70 percent of secondary school students considered themselves procrastinators, and such reports cuts across the world (Argumedo, Diaz-Morales, Ferrari & O'Callaghan, 2017; Klassen 2010; Seo, 2011).

Hopes, Burns, Hayes, Herbert and Winner, (2010) revealed that academic task procrastination is related to poor academic performance Hopes, Burns, Hayes, Herbert and Winner have a conceptualization that procrastination is a phenomenon in which a person neglect to attend to a task or taken much time or delay in achieving a task. Sometimes, procrastination takes place until the "last minute" before a deadline. People may procrastinate personal issues (raising a stressful issue with a partner), health issues (seeing a doctor or dentist late), home care issues (patching a leak in a roof), or academic task/work obligations (completing a report or assignment).

Academic task procrastination can lead to feelings of guilt, inadequacy, depression, stress, self-doubt and failure in examination. A tendency to procrastinate is almost universal among secondary school students. When task and assignments are giving to students, many do not get around to signing up on time (Dennis, 2010). Sdorow (2017) noted that academic task procrastination can also be as a result of irrational cognition, evasiveness of task, low self-esteem, delayed study behaviour, time mismanagement, complex interaction of behaviour of cognition and affective component. The tendency to engage in all these maladaptive behaviour in school is called academic task procrastination. In school setting, the delay in performing activities is known as academic task procrastination, also when students do not do their academic work on time, it is also referred to academic task procrastination.

Academic task procrastination is a special form of procrastination that occurs in the academic settings. It involves knowing that one needs to carry out an academic task or undertake an academic activity, such as writing a term paper, studying for examinations, finishing a school related project, or undertaking the weekly reading assignments, but, for one reason or another, failing to motivate oneself to do so within the expected time frame (Ackerman & Gross, 2015). Although there is no universally accepted definition, academic task procrastination can be defined as the postponement of academic task to the point where optimal performance becomes highly unlikely, resulting in a state of psychological distress (Ellis & Knaus, 2014; Ferrari, Johnson & McCown, 2008). Academic task procrastination may also be defined as any academic task that is delayed or avoided as a result of the discrepancy between intention and actual behaviour to the extent that it produces negative effect in the procrastinator. Academic task procrastination is considered to be a form of situational procrastination, which has been described as behaviour that is linked to a specific task (Harris & Sutton, 2015). Burka and Yuen (2015) noted that it is common for college students to delay academic tasks to the point of experiencing considerable anxiety and low grades.

Lay (2016) also conceived academic task procrastination as a frequent failure of doing academic works that ought to be done to reach goals. Someone who delays to complete his/her task without good reason is referred to a procrastinator, Noran (2010) therefore considered a procrastinator, as someone who knows what he/she is supposed to do and planning to perform the task, but does not complete the task, or excessively delays performing the task due to reason not sufficient enough for the delay, thus, working on less important obligation, rather than fulfilling the more important obligation, or he may use his or her time wastefully in some minor activities or pleasure.

Solomon, Rothblum and Murakami (2016) stated that high level of academic task procrastinations is associated with lower grades, and even when procrastination does not lead to failure, it can cause much suffering, because it put off work until the last minute, thereby making the procrastinator to work under pressure, skip classes, give false reasons for late work and feel ashamed of their last minute effort. Thus Dennis (2010) noted that factors like evaluation anxiety, difficulties in making decision, rebellion against control, lack of assertion, perceived evasiveness of the task and overly performance standard about competency, influences academic task procrastination. Dennis, sees academic task procrastination as not meeting a dead line or failing to meet it. To Burka and Yuen (2015). For the purpose of this study academic task procrastination is the purposive delay, in the beginning and/or completion of an overt or covert act typically accomplished by subjective discomfort. It is to voluntarily delaying an intended course of action despite expecting to be worse off from the delay. Academic task procrastination has been a prevalent phenomenon in schools, college and university campuses for decades. In other not to procrastinate, students have to organize themselves through planning, acquisition of right study habits, right cognitive structure.

The West African Examination Council Zonal Coordinator, revealed the statistics of the 2018/2019 WASC may \June result as 1,020,519 the statistics revealed that 64.18% have credit in 5 subjects and above including English and mathematics, by analysis out of

1,590,173 candidates that sat for the exam in Nigeria 822,098 were male while 768,075 were female representing 51.70 % and 48.30% respectively. In Nigeria 1,468,071 candidate representing 92.32% have their results fully proceed, 122,102 representing 7.68% of the total candidates are being withheld for cases of examination malpractices the cases are being investigated. Several factors have generally been identified as causes of this poor academic performance and malpractices, including poor time management, wrong cognitive and academic procrastination. Morakinyo (2013) believed that the falling level of academic task performance is attributable to teachers' non-use of verbal reinforcement strategy, cognitive restructuring techniques, and time management training. Welsh (2017) also found that the attitude of some teachers to their jobs, poor teaching methods and the likes, influence students' academic task procrastination. The blame of poor academic task procrastination among secondary school students could be attributed to a variety of factors such as student's inability to manage their time, peer influence, poor cognition, family factors, Parental influence, teacher's attitude and likes. Curriculum experts and evaluators have expressed considerable concern over the deteriorating, faulty thinking and wrong cognition of students, technique, and procrastination tendencies which affects student's academic performance in secondary schools and this could be attributed to students not being able to manage their time through cognitive oriented technique.

To complete academic task in time and scope students' needs a restructured cognition. The term cognition refers to thoughts, and how they may be distorted that leads to develop inaccurate perceptions of what's going on in the world around. For example, many people experience anger or anxiety for no outwardly apparent reason, due to their own - perhaps distorted - impressions of events, for this reason cognitive theories are formulated towards exploring how humans acquire and process information and become knowledgeable about the world around them, they look for changes in cognitive processes from infancy through child hood and adolescent and into adulthood, they have been influential not only in helping people learn what to expect quantitatively from children, adolescent and adult various cognitive level, but also in helping people understand how to challenge and stimulate learning within human capability (Morgan, King, Weisz & Schopler, 2018). To address all this problems, human needs restructuring of their cognition.

To get the best out of our cognition we need cognitive restructuring (Dennis, 2010). Dennis continued that cognitive restructuring technique is the use of learning principles to change maladaptive thoughts, beliefs and feelings that underline emotional and behavioural problems. Rohsenow and Smith (2007) outlined irrational and self-defeating beliefs that causes emotional upsets and maladaptive behaviour, such maladaptive behaviour or thought that all things must work perfectly well or that we must be loved by all has been criticized by Ellis who belief that many people would probably do well to give up irrational beliefs and self-defeating thoughts and rather improve self-acceptance and a better tolerance of daily annoyance will be benefits of cognitive restructuring (Ellis, 2006).

Cognitive restructuring is a cover part of cognitive behavioural therapy (CBT) that refers to a number of different but related intervention techniques used to change behaviour and teaching individual to understand and modify thought and behaviour. Cognitive restructuring is a psychotherapeutic process of learning to identify and dispute

irrational or maladaptive thoughts known as cognitive distortions, such as all-or-nothing thinking (splitting), magical thinking, filtering, over-generalization, magnification, and emotional reasoning, which are commonly associated with many mental health disorders, (Abdullahi, Esere, Omotosho&Oniyanyi, 2011). Corsini and Wedding, (2015) noted that Cognitive Restructuring (CR) employs many strategies, such as Socratic questioning, thought recording and guided imagery and is used in many types of therapies, including cognitive behavioural therapy (CBT), and rational emotive therapy (RET). A number of studies demonstrate considerable efficacy in using CR-based therapies to restructure cognition, save time and help students accomplish task for higher academic performance (Leban, 2017).

Cognitive restructuring technique is a cognitive-behavioural technique used to identify and correct negative thinking patterns. The technique involves altering negative automatic thoughts that occur in anxiety-provoking situations (such as "They think I'm boring") by replacing them with more rational beliefs (such as "I can't read other people's minds; they are probably just tired"). As thoughts are challenged and disputed, cognition is set right and the ability to elicit anxiety is weakened (Jees, John & Linda, 2017). In other words, cognitive restructuring therapists focus more on client' cognitive and affective experiences. It is a social skill training programme designed to help people (ijern.com). In the context of this study, Cognitive restructuring technique is defined as a process of teaching students how to reduce negative reaction and thoughts by getting them to interpret situations or events and learning to replace negative thoughts with better and more beneficial thoughts.

Cognitive Restructuring is a technique that could be used to treat many behavioural disorders, it is a psychological strategy to cope with dysfunctional thoughts and substitute for them self-beneficial thoughts and beliefs. It is often assumed that changing the way one thinks can have a lasting impact on one's emotional responses. The impact of thoughts on emotions has been demonstrated in laboratory studies of cognitive reappraisal that illustrate how reinterpreting a stimulus or event can effectively alter emotional responding, as assessed through subjective reports as well as autonomic arousal (Gross, 2014). These reappraisal studies, however, focus on the immediate effects associated with this technique. Alternatively, clinical studies have examined lasting changes associated with a different technique known as cognitive-behavioural therapy (CBT). CBT is a complex clinical therapy comprising many component parts, one of which is cognitive restructuring. Cognitive restructuring is similar to cognitive reappraisal in that patients are asked to reinterpret negative stimuli.

In addition, Aremu and Sokan (2013) carried out research work on effects of cognitive approach in curbing persistent academic task procrastinators among university school students in River State, Nigeria. Four research questions and four corresponding hypotheses were formulated and tested at 0.05 level of significance. The study population was made up of 352 persisted academic task procrastinators in the 4-university owned secondary school. The simple random sampling technique was used to draw 60 persistent academic task procrastinators from these schools. Data was analyzed using the independent t-test for the first 3 hypotheses and ANOVA for the 4th Hypothesis. Result showed positive significant effects of counselling in curbing persistent academic task

procrastination among the 3 experimental group that received counselling. Academic task procrastination significantly improved better among the 3 experimental groups than those in the controls group. Finally, there was no significant mean different between the 3 experimental groups, no group was found to be more effective than the other. It was recommended among others that counselors, para-counsellors, teachers and those in the helping profession be trained to use group counselling based on cognitive approaches in counselling to improve punctual and regular completion of academic task among secondary school students. This study is related to the present study on the basis of the variables used. They both treated academic task procrastination but the study differs from current study used ANOVA to test the hypotheses while the current study used ANCOVA for analysis

Asikhia, (2016) carried out an investigation into the effects of cognitive restructuring technique, knowledge sharing and utilization on research productivity of librarians in public university in South-West Nigeria. The main purpose of the study is to find out librarian's level of cognitive restructuring in public universities in South-West, Nigeria. Descriptive survey design was adopted for the study. The sample of the research consisted of one hundred and seven-four (174) respondents and 134 copies of the questionnaires were returned and virtually used for the study. Six research questions were raised for the study. The result findings revealed that the level of productivity of librarians is moderately high. There was relative effects of cognitive restructuring ($B = 0.253, P < 0.05$) and knowledge utilization ($P = 0.216, P < 0.05$) on research productivity of librarians in public universities in South-West while, knowledge Sharing ($B = - 0.144, P > 0.05$) was not relatively significant on research productivity. Furthermore, the finding established that the joint effect of cognitive restructuring, knowledge sharing and knowledge utilization on research productivity was significant ($F(3,130) = 6.067; R = 0.350, R^2 = 0.123, \text{Adj. } R^2 = 0.103; P < 0.05$). It was concluded that librarians who possess high cognitive restructuring and who properly make use of knowledge gained through knowledge sharing will have high research productivity. Based on the findings, it is paramount for students' low cognitive restructuring to be enhanced in order to successfully develop in their academics and other areas of life endeavour. The extant study is related to the present study because they both examine similar variable of interest such as cognitive restructuring. However, the current study seeks to determine the effects of cognitive restructuring technique and time management training, on academic task procrastination of secondary school students.

Moreover, Gould, Safren and Washington (2014) conducted a study on effect of cognitive restructuring technique in improving, self-esteem and adjustment among students' victims of bullying. The sample of the study consisted of 24 participants of the sixth, seventh and eighth grades, in Ail RedaRekab School from Amman Second Educational District. The results of this study indicated the effectiveness of cognitive restructuring technique in improving self-esteem and adjustment among students' victims of bullying. Consequently, it is clearly indicated that students with special emotional-behavioral low traits usually suffer from a reduction in estimation and confirmation themselves, which indicates that individuals who have emotional problems are suffering from low self-esteem. The study was concerned with determining the effect of cognitive restructuring technique in improving self-esteem and adjustment among victims students

of bullying, but this study will dwell on the effects of cognitive restructuring on secondary school students' academic task procrastination.

Hermaous (2017) conducted a study on the effectiveness of cognitive restructuring technique in improving self-esteem among a sample of students with low emotional-behavioral traits, a sample of (42) male and female students were selected from those who possess the characteristics of low emotional - behavioral traits. The study sample were divided randomly into two groups, the first one was experimental consisted of (21) male and female students as this group received training while the other one is a control group consisted of (21) male and female students and they were not trained. Additionally, two scales were used in the study as follows: Arabized image of self-esteem scale, and emotional- behavioral traits evaluation scale (BERS-2) after it's Arabizing and codification to Jordanian image. Two research questions were formulated to direct the study. The study findings concluded analysis of dual common covariance (ANCOVA) to the dimensional test scale of the total self-assessment regarding the effectiveness of the training in development of self-esteem to the study sample for the experimental group. It also, showed that there are statistically significant differences at level of ($\alpha > 0.05$) in self-esteem among the Male and female students of the study sample due to gender, as well as the results indicated a lack of statistically significance differences among the members of the sample in self-esteem due to interaction between the group and gender. The findings of the study are related to this present study having depicted the effectiveness of cognitive restructuring technique on self-esteem of students.

More so, Nnodum (2014) examined the effect of cognitive restructuring technique and self-instruction strategy on the achievement in algebra of students with learning difficulty in mathematics. Two research questions and one null hypothesis were formulated to guide the study. The study adopted a non-randomized pre-test and post-test control group design with two experimental group using self-instruction strategy and cognitive restructuring technique and a control group, learning through the "normal" conventional way of "teacher-directed" instruction. Two secondary schools inNsukka education zone were used for the study. The population of the study comprised 855 students with learning difficulty in mathematics in SSI (senior secondary school) in secondary schools in Nsukka education zone. The sample for the study was 40 students with learning difficulty in mathematics in Community Secondary School Isienu and Community Secondary School Umabor. Using the teacher's class achievement record, 40 students with learning difficulty in mathematics were identified, 20 from each school. The result of the study showed that self-instruction and cognitive restructuring techniques were effective significant in improving the achievement in algebra of students with learning difficulty in mathematics. Findings from this study are relevant to the current study since the study utilized cognitive restructuring technique and found it effective, it shows that cognitive restructuring is an effective treatment technique.

Moreover, Walsh (2014) investigated a study titled the generalized effects of cognitive restructuring technique on academic task procrastination classroom performance of three "impulsive" preschool children using a multiple-baseline design across subjects. Three children were randomly sampled for the study. Measures of child and teacher behavior in the classroom were obtained through direct observations during a daily independent work

period. Self-instruction training followed Meichenbaum and Goodman's (1971) approach, except that training materials consisted of naturalistic task worksheets rather than psychometric test items and training sessions were of shorter duration. For all three children, cognitive restructuring technique resulted in increased levels of accuracy on worksheets in the classroom that were similar to those used in training. Results related to several supplementary measures were less clear; however, they suggested that rates of academic task procrastination behavior may also have improved, and that a mild classroom intervention further strengthened on-task rates and effect consistent work completion for all three children. The findings suggested that generalized increase in accuracy on classroom worksheets were related to the naturalistic format of the self-instructional training sessions. The level of teacher attention was controlled to rule out its effect on changes in child behavior. The study agreed that cognitive restructuring technique is an effective technique in reducing procrastination among student in class. The study focused on effects of cognitive restructuring on academic task procrastination and performance of three "impulsive" preschool children. This present study is concerned with the effect cognitive restructuring, time management training on academic task procrastination of secondary school students.

Hacker, Fink, Vogeltanz, Thorpe and Sigmon (2010) in their study on the relative efficacy of cognitive restructuring therapy and interceptive exposure procedures for the treatment of panic disorder among Quebec high school students in Iran, experimental design and eighteen clients with panic disorder were used for four sessions with each therapy. Half of the participants received cognitive restructuring therapy and other receive exposure therapy. There was a one month follow up period between the two interventions, two hypotheses, Questionnaire measure and independent clinical rating and simple percentages were used to access outcome. Participant that received cognitive restructuring treatment benefited greater when compared to those that receive exposure therapy. The researchers suggested that more research work should be carried out on the use of cognitive restructuring therapy to reduce behavioural problems. The study was related to the current study because they both used cognitive restructuring as a treatment therapy but was different because the study was experimental while the current study is quasi experimental.

Abodike (2010) investigated the effects of cognitive behavioural therapy on lying tendency among secondary school students in Awka educational zone. Three research questions and three null hypotheses guided the study. Quasi-experimental design was adopted. The population was two hundred and twenty-three students (223) identified by the school guidance counsellor, disciplinarians and form teachers in the J.S.S II and S.S.S II class in all the secondary school in Awka south local government area. Purposive sampling was used to select forty-nine liars from three co-educational secondary schools. Means was used in answering the research questions and ANCOVA was used in testing the hypothesis. The findings indicate that cognitive behavioural therapy changes thought and belief and that lying is a cleaver and easier way of escaping punishment and that one can achieve desire by telling the truth, cognitive restructuring was effective in modifying lying tendency among secondary school students. The study also showed that the mean lying tendency scores of the female young adolescent were reduced than the means lying

tendency scores of the male young adolescents. Finally, it was observed that there was no significant difference in the mean lying tendency score with regards to age. The study was related to the current study because they both used cognitive therapy for treatment.

Ahmed (2016) investigated the effects of cognitive restructuring and graded exposure counselling technique on school phobia among secondary school students in Kaduna Metropolis, Nigeria. The study was guided by five (5) research questions and five (5) null hypotheses. The study employed a quasi-experimental, non-equivalent control group, pre-test –post 3-test design. The population of this study was 415 junior secondary school students whereas 36 students were purposively sampled and used for the study. The instrument used for data collection was, Screen for Child Anxiety Related Disorders (SCARED). Data was analyzed using mean, standard deviation, t-test and ANCOVA. Findings of the study revealed that; Male and female students exposed to cognitive restructuring therapy had a reduced school phobia in favour of female students with ($t = 0.819, p = 0.432$), Male and female students exposed to graded exposure technique had a reduced school phobia in favour of male secondary school students with ($t = 0.948, p = 0.366$), Students exposed to CRT such as validity testing, modelling, and systematic positive reinforcement had a reduced school phobia as compared to those in control group ($t = 20.108, p = 0.000$), Students exposed to GET such as hierarchy of fears had reduced school phobia than their counterparts in the control group ($t = 18.432, p = 0.000$) and Gender was not a significant factor among those exposed to both CRT and GET on reducing school phobia among secondary school students ($f = 0.76, p = 0.783$). It was therefore recommended that School Principals, Counsellors, Psychologists and form teachers should be exposed to training in CRT and GET in re-addressing students with school phobia among others. The study was related to the current study because both studies are on cognitive restructuring and the two studies also used quasi experimental methods.

A doctoral dissertation by Adeyoju (2019) on the relative effectiveness of cognitive restructuring and study skills training on the adjustment to academic failure among group of Nigerian students was examined. A sample of 120 students were used, 3 hypotheses were raised, with a self-constructed researchers questionnaire using their pre mean and post mean score and ANCOVA to test the hypothesis. the quasi experimental study found out that cognitive restructuring was able to adjust educational performance of students, the researcher suggested that cognitive restructuring should be made part of counseling techniques in all schools. The study was related to the present study because they both used cognitive restructuring for problem solving in schools.

A doctoral dissertation, Akinranti (2018) used quasi experimental method to find out the effect of cognitive restructuring and token reinforcement on the undesirable behaviour of some Nigerian Prison inmates in Ibadan. A sample of 20 inmates were purposively selected, 3 hypotheses were raised, using mean scores the study found out that cognitive restructuring and token reinforcement effect positively on undesirable behaviour of inmates. The researcher called on the government to insulate the use of cognitive restructuring and reinforcement in changing undesirable behaviour among inmates. The study was related to the present study because they both used cognitive restructuring as a treatment model.

Odesumu, (2019) carried out a study on the effect of cognitive restructuring on the reduction of mathematics anxiety among male and female senior secondary school students in Ogun State Nigeria. A $2 \times 2 \times 3$, pre test quasi experimental design involving $3 \times 2 \times 3$ factor matrix post-test factorial designs were used, The population consist of all high mathematics anxiety SS 11 student in Ado Odo, Ifo local government area of Ogun State, sampling technique selected 3000 students were used and 3 hypothesis were raised. Analysis of Covariance, ANCOVA and T-Test for analysis It was found out that there is significant difference in the anxiety in mathematics of students exposed to cognitive restructuring treatment but there is none in the control group. Cognitive restructuring was found to be more effective on the experimental group than the control group. The study is related to the present study because they both used cognitive restructuring as a treatment model.

Saputra (2017) carried out a study on the effectiveness of cognitive restructuring techniques to reduce academic procrastination on lower and higher school students in Universitas Dahlon, a survey research method was used, the population consist of 50 males and 50 females, two hypotheses were postulated using random sampling, the instrument used was researcher made questionnaire. The data was analyses using mean scores and standard deviation. The study's findings indicate that students' academic procrastination decreased significantly through the application of counseling intervention with cognitive restructuring techniques. There was no significant difference between lower school and higher school student's academic procrastination, counseling intervention with cognitive restructuring techniques demonstrated therapeutic in lowering academic procrastination of student. The study is related to current study because they both used students but are different in environment. Students of Dahlon were used but the current study is in Nigeria.

The review shows that there is no study carried out on the effect of cognitive restructuring technique on academic task procrastination among secondary school students in Onitsha, Anambra state. Despite numerous effort made by the previous researchers in finding a lasting solution to the problem of academic task procrastination, among secondary school students, the problems no doubts still posed serious challenges to guidance counsellors, teachers and other professionals in seeing that an effective solution to the problem be realized since it affects both male and females. Gender based studies on academic task procrastination demonstrated that female students procrastinate more frequently in their academic task (Rodarte – Luna & Sherry, 2017) while some studies proved a different attitude depicting that academic task procrastination is common among male students (Arif, Muneer, Noor & Khan, 2016; Balkis & Duru, 2016,). Findings of the study showed that males are more intended to procrastinate in academic task than females. Ferrari and Ozer (2011) in that regard found no significant difference between male and female students on academic task procrastination, to control and manage academic task procrastination, students must learn to restructure their cognition and manage their time effectively.

To achieve reduction or curtail the problem of students' academic task procrastination something need to be done. To the best of the researchers knowledge, cognitive restructuring technique combined have not been applied as packages to improve academic task procrastination for higher academic performance among secondary school students

in Nigeria by other researchers. It is on this note the researcher deemed it necessary to fill the existing gap by embarking on this study with the hope that restructuring of the cognition for students will help them to restructure their cognition, thoughts, plan their time and organize their life in general to stop academic task procrastination for a better academic performance and successful future. Consequently, there is need for this study.

Statement of the Problem Students in secondary schools in Anambra State have numerous academic task usually assigned to them, both within the school and outside the school. The students have such task as writing notes and take home assignment, studying for exams, reading, weekly assignments, academic administrative tasks, attending task and or school activities in general. But for certain reasons completion of these required tasks is often needlessly delayed or postponed. This perhaps is one of the biggest threats to academic performance of the students in each academic level.

Counsellors, teachers, parents, educationists and all stakeholders concerned with secondary school education have made several attempts in reducing academic task procrastination among secondary school students through advice, organization of social skills training, and even medication to reduce academic task procrastination. But academic task procrastination still persists among students.

Students who grow up as habitual procrastinators, who have wrong cognition may eventually not be good workers as adults after school. This has necessitated this study which is being carried out to investigate the effect of cognitive restructuring technique on academic task procrastination to reduce or stop academic task procrastination and subsequently enhance performance among secondary school students in Onitsha, Anambra State.

Purpose of the study The main purpose of this study is to determine the effect of cognitive restructuring technique on academic task procrastination among secondary school students in Anambra state. Specifically, the study sought to determine: (a) The effect of cognitive restructuring technique on academic task procrastination of secondary school students when compared with those who received conventional counselling using their pre-test and post-test scores. (b) The difference in the effects of cognitive restructuring technique on academic task procrastination of male and female secondary school students using their pre-test and post-test scores. (c) The difference in the effects of cognitive restructuring technique on academic task procrastination of junior and senior secondary school students using their pre-test and post-test scores.

Scope of the Study The study is delimited to investigating the effect of cognitive restructuring technique and on academic task procrastination of male and female, Junior and Senior (J.SS 11 and SS 11) students in coeducational secondary schools in Onitsha North local government area of Anambra state. Those in SS 111 and JSS 111 will be excluded based on the assumption that they are preparing for external examination and need not be disturbed and those in JSS 1 and SS 1 also will be excluded because they just entered a new level in school and are still learning school routines. The independent variable of the study is cognitive restructuring techniques while the dependent variable is academic task procrastination.

Research Questions This study was guided by the following research questions: (a) What is the effect of cognitive restructuring technique on academic task procrastination of secondary school students when compared with those treated with conventional counselling using their pre-test and post-test scores? (b) What is the difference in the effects of cognitive restructuring technique on academic task procrastination of male and female secondary school students using their pre-test and post-test scores? (c) What is the difference in the effects of cognitive restructuring technique on academic task procrastination of Junior and senior secondary school students using their pre-test and post-test scores?

Hypotheses The following null hypotheses were tested at 0.05 level of significance: (a) There is no significant difference in the effect of cognitive restructuring technique on academic task procrastination of secondary school students when compared with conventional counselling using their pre-test and post-test scores. (b) There is no significant difference in the effects of cognitive restructuring technique on academic task procrastination of male and female secondary school students using their pre-test and post-test scores. (c) There is no significant difference in the effects of cognitive restructuring technique on academic task procrastination of junior and senior secondary school students using their pre-test and post-test scores?

Method

Research Design This study adopted the quasi-experimental pre-test, post-test and control group design. It is a type of study that seeks to determine the effect of a treatment paradigm on a non-randomised sample. Quasi-experiment research according to Asgari and Nunes (2011), is conducted in a natural setting rather than laboratory conditions, but in this design, variables are isolated, controlled and manipulated. In this study, the researchers adopted a quasi-experimental research design because the treatment was carried out in a school setting where it was not possible to conduct a true experiment. Specifically, the study utilized the non – randomized pre-test, post-test and control group design comprising three main groups. Treatments were introduced only to the experimental participants, after which the two groups (treatment 1 and control group) were managed.

Population of the Study The population of this study was 3550 respondents made up of male and female students from all coeducational secondary schools in Onitsha, Anambra State, identified with academic task procrastination problems. To identify the population of this study, the researchers went to the 18 coeducational secondary schools in Onitsha and administered the academic procrastination scale on the students. Copies of the instruments were administered with the help of research assistants who will be trained for this purpose. The researchers and the research assistants used simple English to explain the items in the questionnaire for easy comprehension and motivation. The students were given about 30 minutes to respond to the questionnaire items. The questionnaire was retrieved from the students immediately they have responded to the questionnaire items and was handed over to the researchers for collation and scoring. Each response will be scored according to the specification on the index of academic task procrastination

questionnaire manual. The students with high scores above the norm of the instrument 40 made up the population of the study.

Sample and Sampling Technique The sample size for the study was 398 male and female students in JS 11 and SS 11. The sample size was derived from the two schools with the highest number of students with procrastination scores purposively selected from the 18 coeducational secondary schools in Onitsha. The two co-educational schools with the highest number of procrastinating students (using the pre-test scores) served as the experimental groups I and II respectively.

Instrument for Data Collection The instrument that was used for assessment is Tuckman Procrastination Scale (TPS). Tuckman developed the Procrastination Scale (PS) in 1991. The instrument was designed to measure task avoidance to academic activities. It is self-report instrument which identifies academic procrastinators, through measuring of procrastination tendencies. The Procrastination Scale (PS) consists of 16-items which are scored on a four-point Likert scale (i.e. 1 = that's me for sure, 2 = that's my tendency, 3 = that's not my tendency, 4 = that's not me for sure).

Validation and Reliability of the Instrument The Tuckman Procrastination Scale is a standardised instrument. It has been used in University of Nigeria Nsukka Campus by Nwakoby (2010) for students' project in procrastination and students' performance in Mathematics, a norm of 40.0 was used. Tucksman procrastination scale was also used at University of Lagos by student on a Project topic, the effect of cognitive restructuring and social wellbeing and performance of students, The 16 items academic procrastination scale developed and validated by Tuckman (1991) was used at a norm of 40.0. So, this instrument does not have any need for further validation. And it has reliability coefficient 0.82.

Method of Data Collection All the students from the three secondary Schools chosen from all the coeducational secondary schools were given the Tuckman procrastination scale to fill. The researchers were accompanied by the school counsellors as the research assistants to distribute copies of the instrument. The counsellor of each school administered the instrument before and after the treatment. The treatment process lasted for eight weeks for each experimental group before the instrument was re-administered on the students. The responses were collated, scored and analysed to determine statistical difference between the experimental and control groups using their pretest and posttest scores.

Control of Extraneous Variables The researcher controlled the possible effect of extraneous variables which if not well controlled could contaminate the study and possibly mar the findings. The researcher adopted these measures to minimise and possibly control the misleading effects of such variables. (a) *Experimental Bias* Due to possible treatment bias on the experimental group as against the control group, which may negatively affect the study; the researchers were not directly involved in the treatment. The experimental groups were exposed to treatment packages and the control group exposed to group counselling sessions by the Guidance Counsellors using their group counselling period. (b) *Interaction among the Students in Different Treatment Groups* To avoid interaction

between students, two coeducational schools in different locations were used for the study. (c) *Hawthorne Effect* The Hawthorne effect is an experimenter effect whereby participants, in the study may exhibit unusually high levels of performance simply because they are aware that they are being studied, and hence changes in participants' behaviour during the course of a study. The researchers therefore put measures to avoid this from happening by using trained professional guidance counsellors in the two schools. (d) *Use of Analysis of Co-Variance (ANCOVA)* Some extraneous variables may remain uncontrolled, in spite of the preventive measures that the researchers put in place. Such possible leaks were taken care of through careful application of the Analysis of Co-variance (ANCOVA) in data analysis, thereby isolating the possible distorting of variables as covariates. The ANCOVA was also used to take care of the initial differences that may have existed among the three groups used in the study.

Method of Data Analysis The completed copies of the instrument were scored following the scoring using the scale manual. Responses to the 16 individual items were summed to create an overall score for the scale. Scores on the 16-item Tuckman (1991) scale ranged from 16-63 Scores that are above the norm 40.0 were seen as indicative of procrastination. The scores were collated and subjected to SPSS analysis. The data relating to the research questions were analysed using the mean. The data relating to the null hypotheses were analysed using the Analysis of Co-variance (ANCOVA). The analysed data were interpreted. Scores that are below the norm 40.0 showed that the technique was effective, while scores that are above the norm shows that the technique was not effective. More so, the differences in the effectiveness of the techniques were indicated by the loss mean.

Moreover, the null hypotheses were tested using the Analysis of Co-variance (ANCOVA). For the interpretation of the null hypotheses, when the P value is less than 0.5, being the level of significant, the null hypothesis is rejected and the effect of the technique on procrastination behaviour of secondary students was seen as significant, but when the P value is more than 0.5, the null hypothesis was accepted, so effect of the treatment on procrastination behaviour of secondary students was as not significant.

Results

Research Question 1 What is the effect of cognitive restructuring technique on academic task procrastination of secondary school students when compared with those treated with conventional counselling using their pretest and posttest scores?

Table 1: PRETEST AND POSTTEST ACADEMIC TASK PROCRASTINATION MEAN SCORES OF STUDENTS TREATED WITH COGNITIVE RESTRUCTURING TECHNIQUE AND THOSE TREATED WITH CONVENTIONAL COUNSELLING (Norm = 40)

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
Cognitive restructuring Tech.	199	59.67	29.67	30.00	Effective
Conventional Counselling	188	55.21	43.85	11.36	

In table 1, it was observed that the students treated with cognitive restructuring technique had pretest mean score of 59.67 and posttest mean score of 29.67 with lost mean 30.00 in their academic task procrastination, while those in the control group who received conventional counselling had pretest mean score of 55.21 and posttest mean score of 43.85 with lost mean 11.36. With posttest mean score of 29.67 which is below the norm of 40.00 cognitive restructuring technique is effective in reducing academic task procrastination among secondary school students.

Research Question 2 What are the differences in the effectiveness of cognitive restructuring technique on academic task procrastination of male and female secondary school students using their pretest and posttest scores?

Table 2: PRETEST AND POSTTEST ACADEMIC TASK PROCRASTINATION MEAN SCORES OF MALE AND FEMALE STUDENTS TREATED WITH COGNITIVE RESTRUCTURING TECHNIQUE

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
Male	95	59.06	28.03	31.03	More Effective
Female	104	60.23	31.16	29.07	

In table 2, it was observed that male students treated with cognitive restructuring technique had pretest mean score of 59.06 and posttest mean score of 31.03 with lost mean 31.03 in their academic task procrastination, while the female students treated with the technique had pretest mean score of 60.23 and posttest mean score of 31.16 with lost mean 29.07. With lost mean of 31.03 as against 29.07 for male and female students respectively, cognitive restructuring technique is more effective in reducing academic task procrastination of male secondary school students.

Research Question 3 What is the difference in the effectiveness of cognitive restructuring technique on academic task procrastination of junior and senior secondary school students using their pretest and posttest scores?

Table 3: PRETEST AND POSTTEST ACADEMIC TASK PROCRASTINATION MEAN SCORES OF JUNIOR AND SENIOR STUDENTS TREATED WITH COGNITIVE RESTRUCTURING TECHNIQUE.

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
Junior	98	60.00	32.78	27.20	
Senior	101	59.36	26.65	32.71	More effective

Table 3 reveals that junior students treated with cognitive restructuring technique had pretest mean score of 60.00 and posttest mean score of 32.78 with lost mean 27.20 in their academic task procrastination, while the senior students treated with the technique had pretest mean score of 59.36 and posttest mean score of 26.65 with lost mean 32.71. With lost mean of 27.20 for junior as against 32.71 for senior students, cognitive restructuring technique is more effective in reducing academic task procrastination of senior secondary school students than their junior counterparts.

Testing the Null Hypotheses

Null hypothesis 1 The effect of cognitive restructuring technique on academic task procrastination of secondary school students will not be significant when compared with those treated with conventional counselling using their posttest mean scores.

Table 4: ANCOVA ON THE EFFECT OF COGNITIVE RESTRUCTURING TECHNIQUE ON ACADEMIC TASK PROCRASTINATION OF SECONDARY SCHOOL STUDENTS WHEN COMPARED WITH THOSE WHO RECEIVED CONVENTIONAL COUNSELLING

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	19492.212	2	9746.106			
Intercept	1317.020	1	1317.020			
PRETEST	46.711	1	46.711			
METHODS	4547.331	1	14547.331	320.433	0.000	S
Error	7433.230	384	45.399			
Total	554150.000	387				
Corrected Total	36925.442	386				

Table 4 indicates that at 0.05 level of significance, 1df numerator and 386df denominator, the calculated F is 320.43 with Pvalue of 0.00 which is less than 0.05. Therefore, the first null hypothesis is rejected. So, the effect of cognitive restructuring technique on the academic task procrastination of secondary school students is significant.

Null hypothesis 2 The effectiveness of cognitive restructuring technique on academic task procrastination of male and female secondary school students will not differ significant using their posttest mean scores.

Table 5: ANCOVA ON THE EFFECTIVENESS OF COGNITIVE RESTRUCTURING TECHNIQUE ON ACADEMIC TASK PROCRASTINATION OF MALE AND FEMALE SECONDARY SCHOOL STUDENTS

Source of variation	SS	df	MS	Cal. F	PvalueP	≤ 0.05
Corrected Model	2282.157	4	570.539			
Intercept	170.673	1	170.673			
PRETEST	109.035	1	109.035			
GENDER	37.942	1	237.942	5.774	0.017	S
Error	7993.954	194	41.206			
Total	185438.000	199				
Corrected Total	10276.111	198				

Table 5 reveals that at 0.05 level of significance, 1df numerator and 198df denominator, the calculated F is 5.77 with Pvalue of 0.017 which is less than 0.05. Therefore, the fourth null hypothesis is rejected. So, the effectiveness of cognitive restructuring technique on academic task procrastination of male and female secondary school students differ significantly.

Null hypothesis 3 There is no significant difference in the effectiveness of cognitive restructuring technique on academic task procrastination of junior and senior secondary school students using their posttest mean scores.

Table 6: ANCOVA ON THE EFFECTIVENESS OF COGNITIVE RESTRUCTURING TECHNIQUE ON ACADEMIC TASK PROCRASTINATION OF JUNIOR AND SENIOR SECONDARY SCHOOL STUDENTS

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	7292.817	2	3646.408			
Intercept	170.908	1	444.908			
PRETEST	3.926	1	3.926			
CLASSLEVEL	1565.858	1	1565.858	38.001	0.00	S
Error	993.954	194	41.206			
Total	185438.000	199				
Corrected Total	10276.111	198				

Table 6 shows that at 0.05 level of significance, 1df numerator and 198df denominator, the calculated F 38.0046 with Pvalue of 0.00 which is less than 0.05. Therefore, the sixth null hypothesis is rejected. Hence, the effectiveness of cognitive restructuring technique on academic task procrastination of junior and senior secondary school students differ significantly.

Discussion of Results, Conclusion and Recommendations

The effect of cognitive restructuring technique on academic task procrastination of secondary school students. The findings of this study revealed that cognitive restructuring technique is effective in reducing academic task procrastination of secondary school students. The findings also revealed that the effect of cognitive restructuring technique on the academic task procrastination of secondary school students was significant. Through cognitive restructuring technique the students were able to restructure their cognition, and were able to modify their procrastination behaviour. This means that those students that were treated with cognitive restructuring technique recorded great improvement in reducing their academic task procrastination. The result of the finding corresponded with the findings off Beck (2015) who agreed that cognitive restructuring technique empowered students to restructure the mental mistake they make that leads to problems of academic task procrastination.

The effectiveness of cognitive restructuring technique in this study could be explained by the cognitive theory which state that distorted or dysfunctional thinking underlines all psychological disturbances, which also affect, moulds believe and behaviour. The key idea of the theory is that not events themselves that affects our behaviour but how we perceive the events. The fundamental believe impact on our thoughts in any given situation and that different people or students have different reactions to same situation and that the degree of negative thought determines the severity of the attack they lunch, resulting to error in logic and or faulty information processing. Cognitive restructuring thus helps students to restructure their faulty cognition and fault thought pattern so as to be able to interpret events with greater accuracy. Human beings are rational and irrational, the

irrationality in man sometimes create problems for them while the rational help them look at the problem rationally and proffer solution, to reduce their academic task procrastination, and help them achieve more in life and become acceptable members of the society. The findings of this study correspond to the finding of Hacker, Fink, Vogelanz, Thrope and Sigmon (2010) who their study on the relative efficacy of cognitive restructuring therapy and interceptive exposure procedure for treatment of panic disorder among Quebee high school students in Iran agreed that the participants that received cognitive restructuring technique benefitted greater results than when compared with those that received exposure therapy. The study also corresponds to the findings of Abodike (2010) in which she observed that the mean lying tendency score of female young adolescent were reduced significantly than the mean lying tendency of the male young adolescent that were treated with cognitive restructuring.

The result of the findings is in consistent with the study of Walsh (2014) whose study on the effect of cognitive restructuring was significant in reduction of conduct disorder among adolescent. The result of the study is also in consonant with the findings of Ahmed (2016) who investigated the effectiveness of cognitive restructuring and graded exposure counselling technique on school phobia among secondary school students in Kaduna metropolis agreed that cognitive restructuring is significant and help reduce phobia in favour of the female students.

The findings of the study is also in agreement with the study of Akinranti, (2014) who using quasi experimental method to find out the effect of cognitive restructuring and token reinforcement on the undesirable behavior of some Nigerian Prison inmates in Ibadan. The study found out that cognitive restructuring and token reinforcement effect positively on undesirable behavior of inmates. The findings also tally with the work of Odesumu, (2019) carried out a study on the effect of cognitive restructuring on the reduction of mathematics anxiety among male and female senior secondary school students in Ogun state Nigeria. The study found out that there is significant difference in the anxiety in mathematics of students exposed to cognitive restructuring treatment but there is none in the control group. Cognitive restructuring was found to be more effective on the experimental group than the control group. In addition, Onwuegbuzie (2010) who reported on the effectiveness of cognitive restructuring technique on improvement of reading performances and reduction of anxiety in primary school students with Dyslexia, the study showed that cognitive restructuring technique has significant effect on improvement of reading performance and on reduction of anxiety symptoms in students.

Also, Walsh (2014) investigated a study titled the generalized effects of cognitive restructuring technique on academic task procrastination classroom performance of three "impulsive" preschool children using a multiple-baseline design across subjects. or all three children. The findings suggested that generalized increase in accuracy on classroom worksheets were related to the naturalistic format of the self-instructional training sessions. The level of teacher attention was controlled to rule out its effect on changes in child behavior. The study agrees that cognitive restructuring technique is an effective technique in reducing procrastination among student in class and restructuring there

disposition towards academic task, enhancing the way students approach their academic task.

Difference in the effects of cognitive restructuring technique between male and female secondary school student academic task procrastination. Result of the study show that the effectiveness of cognitive restructuring technique on academic task procrastination of male and female secondary school students differ significantly. And that the effectiveness of cognitive restructuring technique on academic task procrastination of male and female secondary school students differs significantly. The effectiveness of cognitive restructuring technique on academic task procrastination of male and female secondary school students differs significantly. The findings show that the male students academic task procrastination reduced more than the female students indicating that the male student have higher rate of reduction in their academic task procrastination than the female students, this may be that the male students exhibit special interest in the treatment hence more reduction in their academic task procrastination. Feldman (2019) reported that gender difference was also significant, the male personnel scored higher than the female. The findings also agreed with Ahmed (2016) who indicated that gender was not a significant factor among students exposed to cognitive restructuring on reduction of phobia among secondary school students.

This present study is in consonance with the results of Hermaous (2017), who declare that cognitive restructuring was effective in self-esteem among the members of the study due to gender. The present study is also in line with Siriois (2018) whose results showed statistically significant difference at ($\alpha > 0.05$) in favour of male on cognitive restructuring technique. Saputra (2017) reported that both male and female students have similar levels of reduction in their academic task procrastination but the gender gap emerged and boys are reported to have a higher reduction. Cognitive restructuring technique enables students to acquire new cognition through provision of adequate information and considerable practice offered by the professional.

Difference in the effects of cognitive restructuring technique on academic task procrastination of junior and senior secondary school students. Another finding of this study shows that there was significant difference in the effects of cognitive restructuring technique on the junior and senior secondary school students' academic task procrastination. The finding also showed that the senior students who participated in the cognitive restructuring treatment benefited more than their junior counterparts. This finding supported previous report in literature by Nnodum (2014) and Ahmed (2016) who reported that older students benefited more from cognitive restructuring technique than the younger ones. The finding of the study equally agrees with Nwokolo, Anyamene and Nzerem (2020) whose findings showed that cognitive restructuring technique proved more successful in reducing undesirable behaviour among senior students.

The reason for this finding of the study could be attributed to the notion that older an individual the higher their level thinking faculty. Possibly, the senior students benefited more from the cognitive restructuring treatment because they have higher reasoning capacity and perhaps were able to change their thought pattern faster due to their older age. However, the study contradicts the findings of previous researchers (Abodike, 2010; Saputra, 2017) who reported that there was no significant difference in the effects of

cognitive restructuring technique in reducing undesirable behaviour among younger and older secondary school students. The possible reason for the contradiction between the findings of the above mentioned researchers and that of this study may be as a result difference in methodology, location or human error at the course of their researches.

Conclusions and Implications of the Study

Based on the findings of this study, the following conclusions are made: This study provided evidence that academic task procrastination of secondary school students could be reduced when treated with cognitive restructuring techniques. However, based on the findings of this study, it is concluded that cognitive restructuring technique had significant effect on the reduction of academic task procrastination of secondary school students.

Implications of the Study Based on the finding of this study, the following implications are noted: Cognitive restructuring technique is effective in the reduction of academic task procrastination among secondary school students therefore the application of cognitive restructuring technique would more likely be of help to Guidance counsellors in secondary schools in reduction of their academic task procrastination among secondary school students.

Another implication is that cognitive restructuring technique will help students think right and get out of their challenges, they can now transfer the knowledge and skills gotten, to other real life situation to deal with any defective behaviour. And internalize their behaviour. Our fundamental beliefs impact our thought in any given situations, different people or students have different reaction to same situation. The depth and severity of students negative thought determine the severity of the attack they will launch, restructuring of their cognition will help them to think and act rightly.

Cognitive Restructuring technique is a technique derived from Albert Ellis, the Chief proponent of Rational Emotional Therapy (RET), attempt to teach a client how to reduce negative reactions by getting him/her to interpret situation \ events with greater accuracy. Cognitive restructuring will restructure client's cognition using assorted counseling skills \ techniques such as confrontation, direct teaching and homework. It involves changing the way a client thinks or adheres to certain maladaptive beliefs to more acceptable ones.

This study will help Counsellors identify students with academic task procrastination by administering Tucksman procrastination scale (TPS) used in this study. The implication is that when these students with academics task procrastination are identified, the two techniques used in this study can be used to modify their behaviour o reduce their academic task procrastination within 8 weeks.

Recommendations

Based on the findings of this study and the educational implications of the present study are listed, the following recommendations are hereby made: (a) Having seen that the secondary school students with academic task procrastination who received cognitive restructuring techniques reduced their academic task procrastination, counsellors can help students with the use of these techniques to reduce students' academic task procrastination in their own schools. Counsellors should employ the use of cognitive restructuring

technique and time management training in the reduction of students' academic task procrastination of secondary school students irrespective of gender, the training thus is effective for both genders. Awareness of this technique and training should be created for parents during open day and parents' teachers association as a way to encourage their wards to overcome academic task procrastination at all times by practicing the skills learnt. (b) Students, especially those with high academic task procrastination and faulty thinking should be exposed to appropriate technique like cognitive restructuring technique by the school counsellors, this will help them to improve their thinking and reduce their academic task procrastination.

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