



Effect of Solution-Focused-Brief Counselling Technique on Procrastination Behaviour Among Primary School Teachers in Bauchi Metropolis

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Abstract

This study determined the effect of Solution focused brief counselling technique on procrastination behaviour among primary school teachers in Bauchi metropolis, Bauchi State Nigeria. The study was guided by two research questions and hypotheses. A quasi-experimental design was used while all primary school teachers with procrastination behaviour in Bauchi metropolis were the population out of which 27 teachers purposively selected were the sample for study. The Procrastination Scale developed by Lay (1986) with twenty (20) item questions was adapted by changing some items to suit present study. Items were mixed in the scale used as an instrument to avoid copy from each other for data collection; data collected were analyzed using t-test and analysis of covariance. Findings revealed that there is significant effect exist in the solution focused brief counselling technique on situational dimension procrastination behaviour among primary school teachers in Bauchi metropolis ($t = 8.710$, $p=0.00$). This implies that solution focus brief counselling technique is effective in reducing (situational dimension) procrastination behaviour among primary school teachers in Bauchi metropolis (7.417, $p=0.00$). Among the recommendations given counsellors and psychologists should be trained and encouraged to use Solution focused; brief counselling technique to re-addressing primary school teachers with situational dimension or trait dimension of procrastination behaviour in Bauchi metropolis to enhance their teaching activities.

Keywords: Situational procrastination, Trait procrastination, Solution-focused-brief, Modification

Citation: Garba, H. K. and Tanko, B. A. (2022). Effect of Solution-Focused-Brief Counselling Technique on Procrastination Behaviour Among Primary School Teachers in Bauchi Metropolis. *Kashere Journal of Education*, 3(1): 26-32.

Submitted: 28/1/2022

Accepted: 29/3/2022

Published: 1/6/2022

Introduction

Procrastination is a phenomenon that affect almost every human being on day to day activities by postponing what should be done till later time for unjust or concrete reason. Procrastination is thief of time, by engaging or spending the time on some unrewarding venture like chatting, gossiping, socializing etc. Procrastination is the delaying responsible decisions, or tasks that need to be done within a time frame. It is commonly seen that the procrastination includes actions and behaviours that affect the fruitfulness of the individual in a negative way (Balkis & Duru, 2014). Procrastination is a dispositional trait which has cognitive, behavioural and emotional components (Popoola, 2015). It is primarily a

behaviour sequence of postponement; resulting last being important to perform; and resulting in a state of emotional upset (Milgram & Tenne, 2010). Given the widely held opinion that procrastination is a negative trait, it is ironic that few systematic studies have been conducted to examine the prevalence of chronic procrastination globally. Seeking to change this, Ferrari, O'Callaghan, and New-begin (2015) look at the prevalence of the "purposive delay in starting or completing tasks" in adult populations in the United States United Kingdom, and Australia. The authors note that the two most common forms of chronic procrastination are arousal procrastination, in which delays produce a last-minute thrill, and



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avoidant procrastination, in which delays are related to fears of failure or success.

Procrastination occurs in many ways such as general procrastination, academic procrastination, decision-making procrastination, neurotic procrastination and non-functional procrastination. All these have both positive and negative side. Research conducted by Chu and Choi (2015) distinguishes between two sorts of procrastination behaviours. Passive procrastinators are paralyzed by their indecision and as a result fail to complete tasks on time, so this is certainly an unfavorable behaviour. However, active procrastinators prefer to work under pressure and make deliberate decisions to procrastinate tasks, nevertheless, they usually complete their tasks on time. (Gafni & Ger, 2010). Whether procrastination is passive or active, the behaviour has a lot of negative effects on the performance of the teacher which in turn affects the academic attainment as well as academic achievement of the pupil. In this regard, cognitive restructuring counselling technique would be of useful measure to enhance primary school teachers' performance and reduce their procrastination tendency. Most of the literature on type of procrastination is grouped under the two major headings, which are "situational procrastination" and "trait procrastination" (Ferrari & Scher, 2010).

Situational procrastination: - people usually tend to procrastinate in order to avoid tasks that they find unpleasant or too difficult (Ferrari et al., 2015). Situational procrastination occurs dependently on the nature and context of a task and is related with certain parts of one's life. Academic procrastination which is widely discussed in literature is a sub form of situational procrastination (Çakıcı, 2013; Odacı, 2011; Solomon & Rothblum, 2004). Generally, primary school teachers tend to perform their teaching responsibilities that must be completed within the desired time interval. However, they mostly fail to do so (Ferrari et al., 2015; Lay, 1986; Solomon & Rothblum, 2004).

Trait procrastination: - is defined as people's predispositions to delay or postpone tasks (Milgram, Mey-Tal & Levison, 2008; Çakıcı,

2013). That is, unlike academic procrastination, trait or dispositional procrastination is not related with characteristics of the situation or the task. Instead, trait procrastination occurs depending on the personality traits of the individuals who continuously and chronically procrastinate (Ferrari et al., 2015). General or life routine procrastination is regarded to be a sub dimension of trait procrastination which is defined as "experienced difficulty in scheduling when to do the many recurring life routines and in doing them on schedule" (Milgram et al., 2008). In the literature, procrastination is more viewed as a generalized personality trait rather than being situational (Milgram et al, 2008). For instance, Ferrari and Scher (2010) found that teachers suffered more frequently from general or life routine procrastination than academic procrastination. Furthermore, in the literature, some of the researchers (Atkinson et al, 2010) argued that both personality traits and situational factors may have roles in explaining procrastination. Overall, it may be concluded from the literature that both situational and trait procrastination may have deleterious effects on one's intra- and inter-personal functioning (Milgram et al., 2008; Ferrari et al., 2015). It is important to understand the technique that can reduce procrastination behaviour among primary school teachers with the aim of improving their teaching strategies and activities which will lead to academic attainment and achievement in their pupils.

Solution-Focused-Brief Technique (SFBT), often referred to as simply 'solution focused therapy' or 'brief therapy', is a type of talking therapy based upon social constructionist philosophy. It focuses on what clients want to achieve through therapy rather than on historical problem(s) that made them seek help (Guterman, 2016). Solution-Focused-Brief Technique (SFBT) is used to treat the entire range of clinical and psychological disorders; especially in educational and business settings. Meta-analysis and systematic reviews of experimental and quasi-experimental studies indicate that SFBT is a promising intervention for teacher with external behaviour problems and those with psychological and academic problems, showing medium to large effect



sizes. The researcher prefers this technique because it has been used by many researchers to find solution to problems like task avoidance, task aversive, task delay, self-efficacy and impulsiveness as well as conscientiousness and its facets of self-control, distractibility, organization and achievement motivation (Steel, 2012). It is the belief of researcher that application of SFBT will be a useful technique in reducing procrastinating behaviour among primary school teachers towards their work.

Objectives of the Study

Specifically, the study has three objectives:

1. To examine the effect of solution-focused-brief counselling technique on the situational dimension of procrastination behaviour among primary school teachers in Bauchi Metropolis.
2. To examine the effect of solution-focused-brief counselling technique on the trait dimension of procrastination behaviour among primary school teachers in Bauchi Metropolis.

Hypotheses

H₀₁ There is no significant effect of solution-focused-brief counselling technique on the situational dimension of procrastination among primary school teachers in Bauchi Metropolis

H₀₂ There is no significant effect of solution-focused-brief counselling technique on the trait dimension of procrastination among primary school teachers in Bauchi Metropolis

Methodology

The research design that was adopted for this study is quasi-experimental design. This design is appropriate for this study because it capable of established cause and effect relationships. The population of the study was made up of all primary school teachers with procrastination behaviour in Bauchi Metropolis, while simple random sampling procedure was used to select three primary schools which recorded high rate of procrastination behaviour among their teachers out of one hundred and fifty-three

(153) primary schools within Bauchi metropolis. Again, random sampling technique was used to select the sample based on their characteristics (procrastination behaviour). Procrastination Scale developed by Lay (1986) was adapted for this study, the test was administered to identified teachers with procrastination behaviour and those that score 40marks and above are targeted to have procrastination behaviour and were selected as experimental group using school A&B while school C was used as control group. The scale contained twenty (20) item questions. Items were mixed in the scale; the items included both negatively and positively worded items to avoid the same answers from the teachers.

Moreover, copies of the initial draft of the instrument were given to three experts in the Department of Educational Foundations, Faculty of Technology Education ATBU, Bauchi to vet and check both content and face validity of the test. The suggestions, views, and comments given by these experts were noted and effected to establish the face and content validity of the instrument. To establish the reliability of the instrument a test re-test method of reliability was used. The instrument was administered twice with an interval of two weeks to the same respondents of the selected primary school teachers with procrastination from Nasarawa Primary School, Bauchi. The two sets of scores were correlated using Pearson Product Moment Correlation Coefficient and the value 0.92 was obtained. This indicated that the instrument is reliable, inferential statistics of t-test was used to test hypotheses 1 and 2 at 0.05 level of significant.

Results

Two hypotheses were raised and tested at 0.05 level of significance using paired sample t-test and Analysis of Covariance (ANCOVA) statistics.

H₀₁ There is no significant effect of solution-focused-brief counselling technique on the situational dimension of procrastination behaviour among primary school teachers in Bauchi Metropolis.



Table 1: Dependent t-test Statistical Analysis on Effect of Solution-Focused-Brief Counselling Technique on the Situational Dimension of Procrastination Behaviour among Primary School Teachers.

	Post-test	N	Mean	SD	Df	t-cal	t-cri	Sig (p)
SFBCCT	Pre-test	9	27.222	2.108	16	8.710	1.96	.000
	Post-test	9	19.111	1.833				

Significant at $p < 0.005 = t\text{-cal. } 8.710 > t\text{-cri. } 1.96$

The result in table 1 indicates that the calculated p value of 0.000 was lower than the 0.05 alpha level of significance. The calculated t-value of 8.710 was higher than the critical t-value of 1.96. On this basis, the null hypothesis which states that there is no significant effect of solution-focused-brief counselling technique on procrastination among primary school teachers in Bauchi Metropolis is rejected. This indicates that there is significant effect of

solution-focused-brief counselling technique on the situational dimension of procrastination mean scores of primary school teachers in Bauchi Metropolis.

H₀₂ There is no significant effect of solution focused brief counselling technique on the trait dimension of procrastination behaviour among primary school teachers in Bauchi Metropolis.

Table 2: Dependent t-test Statistical Analysis on Effect of Solution-Focused-Brief Counselling Technique on the Trait Dimension of Procrastination Behaviour among Primary School Teachers.

	Post-test	N	Mean	SD	Df	t-cal	t-cri	Sig (p)
SFBCCT	Pre-test	9	28.222	2.108	16	7.414	1.96	0.00
	Post-test	9	18.878	2.088				

❖ Significant at $p < 0.005 = t\text{-cal. } 7.414 > t\text{-cri. } 1.96$

The result in table 2 indicates that the calculated p value of 0.000 was lower than the 0.05 alpha level of significance. The calculated t-value of 7.414 was higher than the critical t-value of 1.96. On this basis, the null hypothesis which states that there is no significant effect of solution-focused-brief counselling technique on the trait dimension of procrastination among primary school teachers in Bauchi Metropolis is rejected. This indicates that there is significant effect of solution focused brief counselling technique on procrastination mean scores of primary school teachers in Bauchi Metropolis

school teachers in Bauchi Metropolis. It was found that significant difference exists between the pre-test (27.22) and post-test (19.11) mean scores of the subjects that were exposed to solution focused brief counselling technique. When their mean scores were compared with the mean scores of those in the control the difference was remarkable. These findings indicated that solution focused brief as a treatment technique is capable of reducing situational dimension of procrastination behaviour among primary school teachers. By this hypothesis which states that there is no significant effect of solution focused brief counselling technique on reducing situational dimension of procrastination behaviour among primary school teachers in Bauchi Metropolis is rejected. This means that solution focused brief counselling technique is capable of reducing situational dimension of

Discussion

The first finding specifies that solution focused brief counselling technique had significant effect in reducing situational dimension of procrastination behaviour among primary



procrastination behaviour among primary school teachers. The implication of this is that procrastination is amendable to psychological treatment like solution-focused-brief counselling technique. Therefore, the finding revealed that solution focused brief counselling technique is effective in the treatment of reducing situational dimension of procrastination behaviour among primary school teachers. This agreed with the work of Joker and Ghaderi (2015) who investigated the efficacy of solution-based counselling on the reducing negative behaviour. The results showed that solution-based group counselling is effective on the increase of self-conception, self-respect and self-admission. The finding is also on line with the work of Kim and Franklin (2009) on solution-focused-brief therapy in schools after the review of the related literature concluded that solution focused brief counselling technique is highly effective in helping teachers reduce the intensity of their negative feelings (like procrastination thought), manage their conduct problems, and externalizing behavioural problems (like task avoidance).

The second finding indicates that solution-focused-brief counselling technique has significant effect in reducing trait dimension of procrastination behaviour among primary school teachers in Bauchi Metropolis. It was found that significant difference exists between the pre-test 28.22 and post-test 18.87 mean scores of the subjects that were exposed to solution focused brief counselling technique. Also, when the mean scores of the subjects exposed to solution-focused-brief technique were compared to that of the control group, significant difference was observed. This shows that solution focused brief counselling technique can bring about reducing trait dimension of procrastination behaviour among primary school teachers in Bauchi Metropolis exposed to the treatment. By this the second null hypothesis which states that there is no significant effect of solution focused brief counselling technique on reducing trait dimension of procrastination behaviour among primary school teachers in Bauchi Metropolis is rejected.

From the finding, solution-focused-brief technique can significantly reduce procrastination behaviour among primary school teachers. The findings showed that solution focused brief technique could effectively reduce procrastination behaviour among primary school teachers. The implication of this result is that negative behaviour is amendable to psychological treatment like solution focused brief counselling technique. When appropriate counselling technique like solution focused brief is adequately applied on teachers with cognitive behaviour problem like procrastination behaviour among primary school teachers, they will able to amend such negative behaviour and improve on their job performance. Therefore, it is not surprising that the group treated using solution focused brief counselling technique responded better when compared with the control group. The effectiveness of the treatment could be due to the fact that the consequences of inferiority complex hitherto experienced by the subjects arising from false beliefs based on their wrong assumptions were effectively taken care of. In the same vein it is possible that the use of negative behaviour in this work had contributed to reducing inferiority complex, fear, anxiety and other inappropriate behaviours hindering outstanding performance. The fact that there was a significant difference in the experimental and control group is an indication that the technique of solution focused brief used in this study was effective and could be used in modifying procrastination behaviour and other behaviour problems. It seems logical that negative behaviour which implies a lack of confidence in facing and mastering the theme or subject matter of their work would be related to deficiency in one of the most important areas of accomplishment for the teachers' performance in school.

The finding is similar to that of Addison, Antwi and Avonokadzi (2014) who claimed that solution focused brief significantly reduced teacher procrastination behaviour which in turn improved teaching performance. It is also in line with Nwamuo (2012) who claimed that SFBT technique involves teaching persons or individuals to reduce their negative emotional



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reactions by getting them to interpret situations with greater accuracy and avoid distorted thinking (negative behaviour) and think rightly (positive behaviour). The finding is also in line with Ngwoke, Numonde and Ngwoke (2013) who claimed that solution focused brief is a potential educative strategy for releasing the creative potentials, self-awareness, achievement motivation, personal competencies and interpersonal skills of at risk teachers who perform consistently below their natural potentials.

Conclusions

Based on the results of finding in this study, the following conclusions were drawn.

1. Solution focused brief counselling technique was found effective in reducing situational dimension of procrastination behaviour among primary school teachers in Bauchi metropolis.
2. Solution focused brief counselling technique was found effective in reducing trait dimension of procrastination behaviour among primary school teachers.

Recommendations

Based on the findings of this study, the researcher recommended the following:

1. The school counsellors and psychologists are encouraged to use Solution focused brief counselling technique in reducing procrastination behaviour among primary school teachers because of the techniques strength in reducing procrastination behaviour among primary school teachers.
2. The school counsellors, psychologists and the authority should be encouraged to use the technique to reduce procrastination behaviour among primary school teachers, because the finding shows that the technique proved efficient in reducing procrastination behaviour among primary school teachers.
3. Seminar and workshop should be organized for primary school teachers and emphasis must be on the adverse effect of procrastination behaviour on the academic achievement of the pupil at that level of education.

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