Relationship between Self-Esteem, Academic Procrastination and Test Anxiety with Academic Achievement of Post Graduate Diploma in Education (PGDE) Students in Delta State University, Abraka.

K. R. E. Okoye
Professor of Electrical/Electronics Technology,
Department of Technology and Vocational Education,
Nnamdi Azikiwe University, Awka, Nigeria

and

Onokpaunu, Michel Oghenekaro
Department of Technologyand Vocational Education
Nnamdi Azikiwe University, Awka, Nigeria
E-mail: talk2michel231@yahoo.com

Abstract

In order execute this study, three research questions were raised and three null hypotheses were tested at .05 level of significance. Correlational-descriptive research design was adopted for the study. The entire population of 43 PGDE students were studied without sampling. Rosenberg Self-Esteem Scale, Abu-Ghazal's Academic Procrastination Questionnaire *and Suinn's Test Anxiety Questionnaire with reliability coefficients of .92, .83 and .86 were used as instruments for the study. Achievement scores obtained in Educational Statistics and Introduction to Special Education with permission of the Head of the Department, Educational Foundations, Delta State University, Abraka, were collected and used to determine the academic achievement of PGDE students. Pearson Product Moment Correlation Coefficient was used for data analysis. Findings of the study revealed a positive and significant relationship between self-esteem and academic achievement among PGDE students. The study discovered a negative and significant relationship between academic procrastination and academic achievement. Also, the study disclosed a negative and significant relationship between test anxiety and academic achievement. The study concluded that, PGDE students must design time management strategies in order to create a balance between their professional life and postgraduate studies in order to attain optimal academic performance. It was recommended among others that management of universities running post-graduate programmes should implement flexible assessment and evaluation techniques in measuring the academic success of PGDE students in order to reduce the negative effects of test anxiety and academic procrastination on their academic engagements.*

Keywords: Postgraduate, Diploma, Education, self-esteem, academic procrastination, test anxiety, academic achievement

Introduction

In Nigeria, tertiary education comprised Universities, colleges of education, monotechnics and polytechnics. The completion of senior secondary education ushers students towards tertiary education. Comprehensively, Dada and Eni-Olorunda (2014) felt that tertiary education is normally taken to include Universities ' undergraduate and postgraduate education programmes and colleges of teacher education as well as technology institutes that provide a higher level of education and training. According to Ezenwafor and Onokpaunu (2017), a University is fundamental to the construction of a knowledge economy and society where skilled labour is produced for societal and global consumption. In order to meet the needs of the teaching profession, Nigerian Universities offer a four-year programme for the Bachelor of Education degree, which is the certificate, required for employment as a teacher in the secondary school level (Federal Republic Nigeria (FRN) (2013). In addition, Universities run a specialised programme known as Post-Graduate Diploma in Education (PGDE), for students who do not possess the required teaching qualifications and experiences needed in the teaching profession (Haftu, 2018).

Post-Graduate Diploma in Education (PGDE) is a postgraduate programme for holders of degrees other than Bachelor of Education who wants to become professional classroom teachers and scholars of education based disciplines. PGDE programme takes between 14 months and two years to complete, typically consisting of two to three semesters depending on the personal dedication, tenacity and commitment of students. Upon successful completion of the PGDE programme, candidates are awarded degree certificate in PGDE, which qualifies them as trained and certified teachers (Chineze & Sandra, 2015). Unfortunately, Okebukola in Yusuf, Ajidadga, Agbonna and Olumorin (2010) maintained that graduates of Nigerian PGDE programme are inadequately prepared in both content and pedagogy.

This ugly situation may influence the pedagogical success of future teachers in Nigeria. Peyrovi, Ghezelbash, Ghorbani, Inanloo, Alizadeh and Adliye (2011) stated that certain factors such as intelligent quotient, gender, self-concept, the source of control, and social support influence student pedagogical success or academic achievement in tertiary institutions. Taking into cognizance the impact of students' related factor on academic achievement, personal interest, motivation and attitude towards learning compulsory and optional courses, as well as their study habits, self-esteem, academic procrastination and test anxiety have not received adequate attention among postgraduate students. Hence, the study is anchored on exploring the relationship between self-esteem, academic procrastination and test anxiety on the academic achievement of PGDE students in Nigeria.

The ability to appreciate one's unique self without seeking public validation and acceptance is self-esteem. According to Vishalakshi and Yeshodhara (2012), self-esteem comes from a Greek word meaning reverence for self. In their own view, Donnellan, Trzesniewski and Robins (2011) opined that self-esteem refers to an individual's subjective evaluation of his or her worth as a person. In comparison to the excessive self-esteem and self-growth that characterises narcissistic individuals, self-esteem includes feelings of self-acceptance and self-respect (Ackerman, Witt, Donnellan, Trzesniewski, Robins, & Kashy, 2011).

In the context of education, self-esteem anchors on students' appraisal of their potentials in attaining academic success. In this situation, self-esteem can be high, moderate and low. High self-esteem describes a student with positive perception towards attaining academic excellence on subject matters. Moderate self-esteem describes a student with a carefree outlook on his or her academics. At this level of self-esteem, the student is willing to accept any grade above failure. On the other hand, low self-esteem describes student with negative perception towards attaining academic excellence on subject matters.

The infrequent nature of academic activities of Post-Graduate Diploma in Education (PGDE) programme in Nigerian Universities may facilitate the development of academic procrastination among students. Two parts of the term procrastination are: "pro" in the sense of "forward" and "crastinus," meaning "tomorrow" and "until tomorrow" (Steele, 2005; Rosario, Costa, Nunez, Gonzalez-Pienda, Solano & Valle, 2009), the postponement of an action or event that preferably should be executed now to a later date is known as procrastination. It is the tendency to process things at a slower or no pace at all without urgency. A procrastinator as described by Popoola (2005) is someone who knows what and how to do something but still fails to do it. In educational literature, academic procrastination refers to students' attitude of purposively abandoning and rushing to complete academic tasks when it is a day or week for submission due to some reasons (Erkan, 2011). The attitude of waiting for a day or two before reading for examination or visiting libraries or consulting books to complete teacher's assignments or term paper given months or weeks ago is known as academic procrastination. Academic procrastination is common in academic contexts, particularly in situations where students are tasked to must meet deadlines for completion of the assignment (Gafni & Geri, 2010).Academic procrastination is defined as an act of delaying academic tasks irrationally by unnecessary choosing other activities that are more interesting rather than dwelling on the tasks (Prayitno, Siaputra & Lasmono, 2013).

The advent of internet and computer games has made academic procrastination a part of an average Nigerian student. It is believed that academic procrastination creates test anxiety among students before, during and after test-taking exercises. Anxiety has become a serious mental issue among adolescents and youth due to unlimited acceptance of social media and peers pressure in today's society. Anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes such as increased blood pressure and heart rate, trembling, and profuse sweating (Afolayan, Donald, Onasoga, Babefemi, & Juan, 2013). Test anxiety is a specific type of anxiety or social phobia, which makes an individual to doubt about his or her abilities in assessment environment (Khosravi & Bigdeli, 2008). One of the types of anxiety disorders that seem to be responsible for the increasing high rate of suicide among Nigerian students is test anxiety. Hence, Iroegbu (2013) posited that the urge among students to excel during examination situation leads to test anxiety. Specifically, test anxiety occurs when students are not mentally ready for examinations.

In a nutshell, test anxiety promotes a sense of self-defeat among students. Test anxiety comes with positive and negative connotations. Positive, in the sense that, a little bit of test anxiety motivates students to work hard. A low level of stress is necessary but limits students' performances in test and leads to a behavioural disorder or low confidence (Moadeli & Ghazanfari-Hesamabedi, 2005). High level of anxiety threatens an individual mental and physical health and has a negative effect on his or her personal, social, occupational, and educational performance (Zahrakar, 2008). Although, literature abounds on the self-esteem, academic procrastination, test anxiety and academic achievement in western climes, the researchers observed that there seems to be paucity of empirical investigations in which academic achievement is used as a dependent variable against self-esteem, academic procrastination and test anxiety as independent variables among postgraduate students in Delta State. It is against this backdrop, the researchers sought to determine the relationship between self-esteem, academic procrastination, test anxiety and the academic achievement of PGDE students in Delta State University, Abraka.

Statement of Problem

The courses offered in PGDE programme include introduction to educational psychology, teaching methods, history and philosophy of education, educational statistics, educational research methods, measurement and evaluation, curriculum development,

sociology of education, educational administration and management, guidance and counselling and introduction to special education among others. The fact that, PGDE is an advanced conversion graduate programme could trigger test anxiety and academic procrastination among students as they may not have the time for serious academic engagements due to their numerous personal and professional responsibilities. More so, the fact that only PGDE students with satisfactory grades (upper credit and distinctions) are only allowed to pursue a Master degree in Education could affect their self-esteem. It appears however, that much attention has not been given to the relationship between self-esteem, academic procrastination, test anxiety and the academic achievement among PGDE students in Delta State University, Abraka. It is this problem that this study sought to solve.

Research Questions

The following research questions guided the study:
1. What is the relationship between self-esteem and academic achievement of PGDE students in Delta State University, Abraka?
2. What is the relationship between academic procrastination and academic achievement of PGDE students in Delta State University, Abraka?
3. What is the relationship between test anxiety and academic achievement of PGDE students in Delta State University, Abraka?

Hypotheses
1. There is no significant relationship between self-esteem and academic achievement of PGDE students in Delta State University, Abraka
2. There is no significant relationship between academic procrastination and academic achievement of PGDE students in Delta State University, Abraka
3. There is no significant relationship between test anxiety and academic achievement of PGDE students in Delta State University, Abraka.

Methodology

Correlational-descriptive research design was adopted for the study. According to Nworgu (2015), correlational survey study is the type of study that seeks to establish the relationship that exists between two or more variables. Nworgu also stated that correlational research design indicates the direction and magnitude of the relationship between the variables. The study was conducted in Delta State University, Abraka, Delta State. A sample population of 43 PGDE students was studied using purposive sampling technique. The researchers adopted three instruments for this study. Rosenberg Self-Esteem Scale (RSES) (1965) containing 10 items was used for determining the self-esteem of PGDE students. Abu-Ghazal's Academic Procrastination Questionnaire (APQ) (2012) containing 21 items was used to measure the academic procrastination and Test Anxiety Questionnaire (TAQ) developed by Suinn (1969) containing 20 items was used for measuring the test anxiety of students. The instruments were structured on a four-point rating scale of (SA = 4, A = 3, D = 2 SD = 1). The reliability coefficients of the research instruments was establish through the method of measure of internal consistency where it was administered to 20 PGDE students of University of Benin, Edo State who were not part of the research population. The data obtained were analysed with Cronbach alpha. The reliability co-efficient of Rosenberg Self-Esteem Scale was 0.92, Abu-Ghazal's Academic Procrastination Questionnaire was 0.83 and Suinn's Test Anxiety Questionnaire was 0.86. Achievement scores obtained in Educational Statistics and Introduction to Special Education with permission of the Head of the Department, Educational Foundations, Delta State University, Abraka, were collected and used to determine the academic achievement of PGDE students.

The researchers together with the help of four research assistants used direct delivery method to administer the copies of the questionnaire to the respondents. Pearson Product Moment Correlation Coefficient (PPMC) was used to answer the research questions. The PPMC was also employed in testing the hypotheses at 0.05 level of significance. A hypothesis was accepted where the p-value is equal to or greater than the alpha level of 0.05 ($p > 0.05$), at a degree of freedom; on the other hand, the null hypothesis was rejected when a p-value was less than the alpha level of 0.05($p < 0.05$). The analysis was carried out using SPSS version 23.0

Empirical Results

Research Question 1: What is the relationship between self-esteem and academic achievement of PGDE students in Delta State University, Abraka?

Table 1: Correlational analysis between self-esteem and academic achievement

Variables	Pearson Correlation coefficient (r)
Self-esteem	
	0.719
Academic achievement	

Table 1 shows a Pearson coefficient (r) of 0.719, which indicates a positive relationship between self-esteem and academic achievement of PGDE students. Data in Table 1 further shows there is positive and high relationship between self-esteem and academic achievement among PGDE students in Delta State University, Abraka.

Research Question 2: What is the relationship between academic procrastination and academic achievement of PGDE students in Delta State University, Abraka?

Table 2: Correlational analysis between academic procrastination and academic achievement

Variables	Pearson Correlation coefficient (r)
Academic Procrastination	
	-0.803
Academic achievement	

Table 2 shows a Pearson coefficient (r) of -0.803, which indicates a negative relationship between academic procrastination and academic achievement of PGDE students. Data in Table 2 further shows there is negative and high relationship between academic procrastination and academic achievements among PGDE students in Delta State University, Abraka.

Research Question 3: What is the relationship between test anxiety and academic achievement of PGDE students in Delta State University, Abraka?

Table 3: Correlational analysis between test anxiety and academic achievement

Variables	Pearson Correlation coefficient (*r*)
Test Anxiety	
	-0.252
Academic achievement	

Table 3 shows a Pearson coefficient (r) of -0.252 which indicates a negative relationship between test anxiety and academic achievement of PGDE students. Data in Table 3 further shows there is negative and low relationship between test anxiety and academic achievement among PGDE students in Delta State University, Abraka.

Hypotheses testing

Hypothesis 1: There is no significant relationship between self-esteem and academic achievement of PGDE students in Delta State University, Abraka

Table 4: Correlational analysis between self-esteem and academic achievement

Variables	*R*	p-value	Remark
Self-esteem			
	0.719	0.01	S
Academic achievement			

S – Significant correlation at 0.05 level of significance

The two variables were significantly correlated, ($r_{(43)}$ = 0.719, df = p <0.05) as it is shown in Table 4. Thus, it could be concluded that the relationship between self-esteem and academic achievement ofPGDE students in Delta State University, Abraka is significant and the null hypothesis is rejected.

Hypothesis 2: There is no significant relationship between academic procrastination and academic achievement of PGDE students in Delta State University, Abraka

Table 5: Correlational analysis between academic achievement and academic achievement

Variables	*R*	p-value	Remark
Academic procrastination	-0.803	0.00	S
Academic achievement			

S – Significant correlation at 0.05 level of significance

The two variables were significantly correlated, ($r_{(43)}$ = -0.803, df = p <0.05) as it is shown in Table 5. Thus, it could be concluded that the relationship between academic procrastination and academic achievement of PGDE students in Delta State University, Abraka is significant and the null hypothesis is rejected.

Hypothesis 3: There is no significant relationship between test anxiety and academic achievement of PGDE students in Delta State University, Abraka.

Table 6: Correlational analysis between test anxiety and academic achievement

Variables	R	p-value	Remark
Test anxiety			
	-0.252	0.03	S
Academic achievement			

S – Significant correlation at 0.05 level of significance

The two variables were significantly correlated, ($r_{(43)}$ = -0.252, df = p <0.05) as it is shown in Table 6. Thus, it could be concluded that the relationship between test anxiety and academic achievement ofPGDE students in Delta State University, Abraka is significant and the null hypothesis is rejected.

Discussion of Findings

Findings of the study revealed apositive and significant relationship between self-esteem and academic achievement among PGDE students in Delta State University, Abraka. This implies when the self-esteem of PGDE students increases, their academic achievement increases. This finding is in consonance with Aryana (2010) who reported a significant and positive relationship between self-esteem and academic achievement among students. High level of self-esteem of students is positively related to their academic achievement (Vishalakshi & Yeshodhara, 2012).

More so, outcome of the study disclosed that negative and significant relationship exists between academic procrastination and academic achievement among PGDE students in Delta State University, Abraka. This study lends credence to the work of Lee (2005) who showed a negative and significant relationship between academic procrastination and academic achievement and that students with low academic procrastination had better academic achievement than did those with high academic procrastination. This implies that when the level of academic procrastination among students increases, their academic achievement decreases. This supports the study of Roghani, Aghahoseini and Yazdani (2015) which reported that there is a significant and negative relationship between procrastination and academic achievement.

Finally, the study revealed that a negative and significant relationship exists between test anxiety and academic achievement among PGDE students in Delta State University, Abraka. This finding is in agreement with the studies of Cassady and Johnson, (2002); Jing (2007) and Peleg (2009) which reported that a negative and significant relationship between test anxiety and academic performance. This implies that when the level of test anxiety among students increases, it affect the cognitive ability of students to perform excellently. This finding tallies with the assertion of Khalid and Hasan (2009) who reported that test anxiety increases reduces academic performance because it makes students forget what they have learned. Supporting the finding of the study that, a negative and significant relationship

exists between test anxiety and academic achievement among PGDE students, Khalaila (2015) reported that test anxiety decrease students' academic achievement because they will not be able to organize academic information under examination situation.

Conclusion

Results from the study revealed a significant relationship between self-esteem, academic procrastination and test anxiety and academic achievement of PGDE students in Delta State University, Abraka. Hence, the study concluded that, PGDE students must design time management strategies in order to create a balance between their professional life and postgraduate studies in order to attain optimal academic performance.

Recommendations
The study recommends that;
1. Management of universities running post-graduate programmes should implement flexible assessment and evaluation techniques in measuring the academic success of PGDE students in order to reduce the negative effects of test anxiety and academic procrastination on their academic engagements.
2. University educators should create a friendly learning environment in theory and practice to enable PGDE students attains academic success without depression and low confidence in the university.

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