Academic Procrastination: Its Effect on the Learning Productivity of Senior High School Students in Mindanao State University-Sulu

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A B S T R A C T

Procrastination has become common practice for many students, which has affected their learning productivity. This study aimed to determine the effect of procrastination on learning productivity. This research was an observational study with a descriptive design. The setting of the study was Mindanao State University Sulu- Senior High School department campus which only focused on STEM 12 Strand, which is located at Capitol Site, Jolo, Sulu. The respondents of this study were the Grade 12 STEM strand senior high students from all sections in Mindanao State University-Sulu. This study used the Likert scale to measure the respondents' agreement level with various statements about some opinions and attitudes. The researchers chose the close-ended type of questionnaire as the research instrument of the study. The results stated that most of the respondents agreed that the effect of procrastination on the students' learning productivity made them feel like they were pressured with the tasks they could not think about properly, which got the highest obtained mean of 3.88. In conclusion, parental motivation, guidance, and advice would greatly help motivate and boost the students to do their work in light of modular learning. Teachers, alongside student leaders, must initiate a seminar addressing time management to overcome procrastination among students.

1. Introduction

Procrastination is a self-handicapping behavior occurs when people delay completing a task they intend to complete, potentially leading to lost productivity, poor performance, and increased stress.[1-3] In today's generation, people are severely attached to a lot of things that actually just wasting their time without them knowing, especially students who find wasteful things as their comfort zone. This reason might become one of the sources of procrastination that can have a possibility of them taking a less care about their studies. Postponing of academic task becomes number one factor why they do not excel on academics. In fact, students were already aware what this academic procrastination brings.[4,5] They already know since the very beginning how postponing of academic tasks affects them and

what can it do that might lead for achieving a lower grades. But due to the pleasure time and satisfaction they acquire from consuming their time on some of the unnecessary deeds, they neglect the idea of academic procrastination having a bad outcomes to their academic status.[6-8] As such hobbies of procrastinators like too much playing games, surfing on the internet, daydreaming, and whatnot. Also, procrastinators may have something wrong with regards about their mentality.[9]

At present, education under this so-called new normal can cause procrastination to the students. Consequently, the new method of learning presents an unexpected challenge to youth, specifically to students. Students only rely on self-directed learning, where teachers only provide instruction through chats otherwise written on the module.[10,11] Hence, the

amount of discussion between students and teachers lessens. As a result, the amount of their learning productivity making academic tasks decreases.

Everyone from young junior high students to adults who have been out of school for a while participates in procrastination. Some people would say that it is a form of deviance because, by definition, deviance is "any violation of norms", and avoiding what should be done is a violation of norms. In today's world of technology and the internet, however, people procrastinate all the time. It seems that procrastination is now more of a social norm than a deviance.[12] Obviously, the problem of procrastination affects many students in secondary schools. However, many students do not know that their inability to read is the problem of postponing their time to study, but they are engaged more in pleasurable things from which they cannot benefit from it. This study aimed to determine the effect of procrastination on the learning productivity of senior high school students at Mindanao State University, Sulu, Philippines.

2. Methods

This research was an observational study with a descriptive design. The setting of the study was Mindanao State University Sulu- senior high school department campus, which only focused on STEM 12 Strand, which is located at Capitol Site, Jolo, Sulu. The respondents of this study were the Grade 12 STEM strand senior high students from all sections in Mindanao State University-Sulu. They are composed of fifty students who are presently enrolled during the school year 2020-2021. This study used the Likert scale to measure the level of agreement of their respondents with various statements about some opinions and attitudes. The researchers chose the close-ended type of questionnaire as the research instrument of the study. The questionnaire utilized the Likert scale; very strongly agree (4.50-5.00), strongly agree (3.50-4.49), moderately agree (2.50-3.49), disagree (1.50-2.49), and strongly disagree (1.00-1.49). Obtained data were presented in tables and narrative explanations.

3. Results and Discussion

A total of 50 respondents from STEM 12 students in Mindanao State University- Sulu academic year 2020-2021 participated in this study. Table 1 shows the identified effect of procrastination on the learning productivity of the STEM 12 students at Mindanao State University, Sulu. The respondents agreed that the effect of procrastination on the students' learning productivity made them feel like they were pressured with the tasks they could not think about properly, which got the highest obtained mean of 3.88. Followed with the obtained arithmetic mean of 3.82, the respondents also agreed that there is an effect of procrastination on their academic performance. Conclusively, the overall mean for this is 3.266, which means that the students slightly agreed on the identified effects mentioned.

Table 1. Effect of procrastination on the students' learning productivity.

No	Indicators	Mean	Description
1	I cannot think properly whenever I'm pressured.	3.88	Agree
2	I know that whenever I procrastinate, I will inevitably get a lower grade.	3.82	Agree
3	I have difficulty focusing on tasks at the same time.	3.48	Slightly Agree
4	I have difficulty identifying my priorities because I mostly like to delay my school works.	3.32	Slightly Agree
5	I have difficulty determining which task to start first.	3.32	Slightly Agree
6	Procrastination decreases my productivity level.	3.26	Slightly Agree
7	My learning skills and writing skills decrease.	3.04	Slightly Agree
8	I do less important tasks before I do the important ones.	2.88	Slightly Agree
9	I rarely get tasks to accomplish.	2.84	Slightly Agree
10	I get started on projects at the last minute.	2.82	Slightly Agree
	Total	3.266	Slightly Agree

Similar to the study of Ozer et al., procrastination might have an adverse effect on homework completion and even influence the decision to drop out of distance learning courses.[10] For example, when learning at a distance, procrastinators often feel motivated to work on their course at the beginning but then feel like dropping out after some time. In the present study, academic procrastination discovered that there is an effect on students' learning productivity. Specifically, it has a negative effect on students' learning productivity since the researchers only cited a negative effect on their research survey questionnaire.

Table 2. Factors that cause students' procrastination.

No	Indicators	Mean	Description
1	Exposure to gadget	3.82	Agree
2	Lack of concentration	3.58	Agree
3	Anxiety and frustration	3.56	Agree
4	Lack of time management	3.54	Agree
5	Lack of motivation	3.54	Agree
6	Lack of comprehension	3.52	Agree
7	Loss of interest	3.30	Slightly Agree
8	Lack of comprehension	3.14	Slightly Agree
9	No proper guidance from parents	3.06	Slightly Agree
10	Overconfidence	2.92	Slightly Agree
	Total	3.40	Slightly Agree

Table 2 presents the factors that cause procrastination. Participants agreed on an identified factor which is lack of comprehension which got a weighted mean of 3.52. On the contrary, the respondents did not fully agree on the following factors; loss of interest, with a weighted mean of 3.30. Lack of discipline with a weighted mean of 3.14, no proper guidance from parents with a weighted mean of 3.06, and as well as overconfidence got a weighted mean of 2.92. A previous study asserted that students have reported that procrastination typically accounts for more than one-third of their daily activities and is often carried out through sleeping, reading, or watching television.[13] In addition, another study stated that academic procrastination is the most researched procrastination domain.[14] This form of situational procrastination occurs when a person is passive in completing academically related tasks such as studying for an exam or talking to an instructor.[15-17] People who procrastinate academically may be consciously or unconsciously aware that they are engaging in the behavior. The findings showed that respondents slightly agreed that procrastination has effects on the students' learning productivity.

Coincidentally, students also slightly agreed on the factors which cause them to procrastinate.

4. Conclusion

Parental motivation, guidance, and advice would greatly help motivate and boost the students to do their work in light of modular learning. Teachers, alongside student leaders, must initiate a seminar addressing time management to overcome procrastination among students.

5. References

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