



Indonesian Community Empowerment Journal

Journal Homepage: <https://icejournal.com/index.php/icejournal>

Academic Performance and Procrastination: The Case of Education Students in Mindanao State University, Sulu, Philippines

Fermina Omar Anuddin^{1*}

¹Faculty of Education and Teaching, Mindanao State University-Sulu, Sulu, Philippines

ARTICLE INFO

Keywords:

Academic performance
Education
Procrastination
Students

*Corresponding author:

Fermina Omar Anuddin

E-mail address:

omarfermina@gmail.com

The author has reviewed and approved the final version of the manuscript.

<https://doi.org/10.37275/icejournal.v1i2.6>

ABSTRACT

Academic is usually represented by the student delaying or postponing assignments resulting in late submissions and coupled with a general reduction in study time and inadequate preparation for examinations. This study aimed to describe the relationship of procrastination to academic performance in Education students of Mindanao State University, Sulu, Philippines. This study was a descriptive observational study and was conducted on 2nd year College of Education students, Mindanao State University, Sulu, Philippines. Sampling is carried out by purposive sampling. This research adopted the questionnaire academic procrastination Questionnaire (APQ). The researcher also asked the students to indicate their midterm grade in GEC 104 (Mathematics in the Modern World) in the questionnaire. The results of the study show the participants' responses on the scale of academic procrastination ranged from (3.71 - 2.02) with the highest for the item "I finish my duties in GEC 104 before the deadline", whereas the lowest was for the item "I stop studying early in order to do more enjoyable things". In conclusion, there is no relationship between procrastination behavior and academic performance in students at the College of Education, Mindanao State University, Sulu, Philippines.

1. Introduction

Academic procrastination is one of the most common and important forms of procrastination prevalent in the field of education and is particularly present among school and university students.¹⁻³ It is usually represented by the student delaying or postponing assignments resulting in late submissions and coupled with a general reduction in study time and inadequate preparation for examinations.⁴ It has now become the habit of the students to procrastinate in their academic tasks believing that they can still catch up and be able to submit the required requirements at the deadline. The students are engrossed in doing some other things that may or may not be necessary for growth. In fact, some of them are

preoccupied with social media browsing, online gaming, or chatting with pals.⁵⁻⁸ They tend to forget the importance of school work as a prerequisite to their attainment of educational objectives. Especially in this age of technological advancement, students rely so much on the internet. Information is merely a click-away. This kind of attitude among university students stems from laziness and lack of prioritization in their academic endeavors.⁹⁻¹¹

Research says that 95% of American students purposely delay beginning or completing tasks, and 70% engage in academic procrastination.¹² It is possible that Filipinos are also actually experts in procrastination. The term "*manana habit*" means postponement of task and "*bahala na*" which means

leaving things to a mere chance, are just common to Filipinos. They will just repent for their negligence when they receive a consequence it. But the next time they are confronted with the same scenario, they unwittingly do such an act of procrastinating again and again until it becomes a part of their system. Much more if they still succeed, albeit with their delay. They find that it is still ok to do so because they can still arrive at the best result.^{13,14}

Some studies stated that procrastinators tend to be impulsive, distractible, and lacking in self-control. Due to procrastination's association with distractibility and organization, two potential methods of reducing distractions include stimulus control and automaticity. Stimulus control may help prevent distractibility by helping people surround themselves with cues that confirm their goals and banish signs that remind them of temptation. Automaticity may help people maintain goal pursuit and stay away from procrastination because it limits decision-making to only the relevant tasks at hand. Procrastinators are somewhat passive learners. They tend to have other priorities but, if observed closely, still do the same in all subject areas. A study also concluded that procrastination is correlated with low conscientiousness and self-regulatory failure.¹³ In other words, procrastination largely accounts for the relationship of conscientiousness to performance, and procrastination is strongly associated with distractibility, poor organization, low achievement motivation, and an intention-action gap. This study aimed to describe the relationship of procrastination to academic performance in students of Collage of Education, Mindanao State University, Sulu, Philippines.

2. Methods

This study was a descriptive observational study and was conducted on students of the 2nd year College of Education, Mindanao State University,

Sulu, Philippines. Sampling is carried out by purposive sampling. This research adopted the questionnaire academic procrastination questionnaire (APQ). The APQ was developed by Abu-Ghazal to measure undergraduate Jordanian academic procrastination. The APQ is a one-dimensional Likert-type questionnaire consisting of 21 items. All items are scored on the five-point Likert scale ranging from totally disagree 1 to totally agree 5. The researcher also asked the students to indicate their midterm grades in GEC 104 (Mathematics in the Modern World) in the questionnaire. The results were then tabulated and interpreted.

3. Results and Discussion

Table 1 shows that means for the participant's responses on the scale of academic procrastination ranged from (3.71 - 2.02) with the highest for the item "I finished my duties in GEC 104 before the deadline", whereas the lowest was for the item "I stop studying early in order to do more enjoyable things". The mean for the scale as a whole was (2.72) which corresponds to somewhat agreement. This means that these students are not really practicing procrastination and are aware of their responsibility as a student.

The academic performance of the 2nd year students of the College of Education ranges from 2.0-2.25 (good). This means that out of 100 respondents, 56 of them are of good performance. There is no correlation between procrastination and academic performance in GEC 104 (Mathematics in the Modern World) among the 2nd year students of the College of Education at Mindanao State University- Sulu considering the p-value of .403, which is greater than the 0.05 level of significance. Therefore, the assumption that there is a relationship between procrastination and academic performance is rejected. In other words, the respondents of this study are not procrastinators.

Table 1. Participants' responses on the academic procrastination scale items.

Academic procrastination scale items	Mean	SD	Description
1. I do my assignments in GEC 104 (Mathematics in the Modern World) daily and regularly, so I am punctual with my course work.	3.68	.680	Agree
2. When exam time in GEC 104 (Mathematics in the Modern World) approaches, I find myself busy with other things.	3.00	1.015	Somewhat agree
3. I usually hurry to complete academic missions in GEC 104 (Mathematics in the Modern World) before the deadline.	3.73	.827	Agree
4. I always say to myself that I will complete my assignments in GEC 104 (Mathematics in the Modern World) tomorrow.	3.53	.846	Agree
5. I usually start doing study duties GEC 104 (Mathematics in the Modern World) immediately after being assigned them.	3.38	.749	Somewhat agree
6. I finish my duties in GEC 104 (Mathematics in the Modern World) before the deadline.	3.71	.701	Agree
7. I postpone my duties GEC 104 (Mathematics in the Modern World) till the last moment.	3.06	.930	Somewhat agree
8. I try to find excuses to justify my delay in doing study assignments in GEC 104 (Mathematics in the Modern World).	3.16	.849	Somewhat agree
9. I always waste time.	2.68	1.072	Somewhat agree
10. I always finish the important assignments in GEC 104 (Mathematics in the Modern World) and I have extra time.	3.61	.650	Agree
11. I say to myself that I will do my duties then I change my mind.	3.26	.860	Somewhat agree
12. I follow the plan I set for completing my assignments in GEC 104 (Mathematics in the Modern World).	3.56	.701	Agree
13. When I have difficult duties in GEC 104 (Mathematics in the Modern World), I believe in delaying them.	2.91	.911	Somewhat agree
14. I delay doing duties in GEC 104 (Mathematics in the Modern World) without justification even if they are important.	2.75	.957	Somewhat agree
15. I delay doing duties in GEC 104 (Mathematics in the Modern World) regardless of their nature (exciting or not).	2.90	.823	Somewhat agree
16. I feel uncomfortable when thinking about starting doing my duties GEC 104 (Mathematics in the Modern World).	3.09	.889	Somewhat agree
17. I don't postpone a duty in GEC 104 (Mathematics in the Modern World) I think it is necessary to do it.	3.52	.772	Agree
18. I do lots of entertaining activities so I don't have enough time for studying in GEC 104 (Mathematics in the Modern World).	2.82	.903	Disagree
19. I always think I have enough time later, so it is not necessary to actually start studying GEC 104 (Mathematics in the Modern World).	3.11	.875	Somewhat agree
20. Postponing academic duties in GEC 104 (Mathematics in the Modern World) is considered a real problem that I suffer from.	3.32	.886	Somewhat agree
21. I stop studying early in order to do more enjoyable things.	2.02	.943	Disagree
Total	2.72	.451	Somewhat agree

While it is clear that procrastination is a serious concern among higher education students, Ismail et al., in their study, suggested that students deliberately procrastinate with an expected result in mind and can still perform satisfactorily.¹⁴ This was consistent with the findings of this study. Procrastination did not have a direct relationship with how students perform academically. This result is interesting but may be

attributed to factors like time management, where some students work efficiently under time pressure and find their output pleasing with that.¹⁵ A previous study suggested that self-reported data were oftentimes contaminated by some personal processes, and when combined with the externally observed data, results might not be the actual situation.¹⁶

4. Conclusion

There is no relationship between procrastination behavior and academic performance in students at the College of Education, Mindanao State University, Sulu, Philippines.

5. References

1. Zarrin SA, Gracia E, Paixão MP. Prediction of academic procrastination by fear of failure and self-regulation. *Educational Sciences: Theory and Practice*. 2020; 20(3): 34–43.
2. Agoukei RC, Ogudu GN, Emmanuel SO. Perceived influence of some personological factors on entrepreneurial intentions among graduates with Nysc in Ondo State, Nigeria. *Research and Innovation for National Development (RIND)*. 2019; 3(4&5): 57–66.
3. Ajayi OS. Academic self-efficacy, gender, and academic procrastination. *Epiphany*. 2020; 13(1): 75–84.
4. Akpur U. The effect of procrastination on academic achievement: A meta-analysis study. *International Journal of Educational Methodology*. 2020; 6(4): 681–90.
5. Argiropoulou MI, Ferrari JR. Chronic procrastination among emerging adults: Factor structure of the Greek version of the general procrastination scale. *Hellenic Journal of Psychology*. 2015; 12(2): 85–104.
6. Asri DN, Setyosari P, Hitipeuw I, Chusniyah T. The influence of project-based learning strategy and self-regulated learning on academic procrastination of junior high school students' mathematics learning. *American Journal of Educational Research*. 2017; 5(1): 88–96.
7. Azar FS. Self-efficacy, achievement motivation and academic procrastination as predictors of academic achievement in pre-college students. *Proceeding of the Global Summit on Education*. 2013; 173–8.
8. Balkis M, Erdinç D. Gender differences in the relationship between academic procrastination, satisfaction with academic life and academic performance. *Electronic Journal of Research in Educational Psychology*. 2017; 15(1): 105–25.
9. Chehrzad MM, Ghanbari A, Rahmatpour P, Barari F, Pourrajabi A, et al. Academic procrastination and related factors in students of Guilan University of Medical Sciences. *The Journal of Medical Education and Development*. 2017; 11(4): 352–62.
10. Chen B-B, Shi Z, Wang Y. Do peers matter? Resistance to peer influence as a mediator between self-esteem and procrastination among undergraduates. *Frontiers in Psychology*. 2016; 7: 1529.
11. Filipiak S, Kaczmarek B, Markiewicz K. Relationship between procrastination and a university subject in Polish University students. *The New Educational Review*. 2017; 49(3): 285–96.
12. Goroshit M. Academic procrastination and academic performance: An initial basis for intervention. *Journal of Prevention & Intervention in the Community*. 2018; 46(2): 131–42.
13. He S. A multivariate investigation into academic procrastination of university students. *Open Journal of Social Sciences*, 2017; 5(10): 12–24.
14. Ismail Z. Psychological well-being and its relationship with active and passive procrastination: A study on students of a business university in Karachi. *Academic Journal of Interdisciplinary Studies*. 2016; 5(3): 86–94.
15. Kandemir M, İlhan T, Özpolat AR, Palancı M. Analysis of academic self-efficacy, self-esteem and coping with stress skills predictive power on academic procrastination. *Educational Research and Reviews*. 2014; 9(5): 146–52.

16. Kármén D, Kinga S, Edit M, Susana F, Kinga KJ, et al. Associations between academic performance, academic attitudes, and procrastination in a sample of undergraduate students attending different educational forms. *Procedia-Social and Behavioral Sciences*. 2015; 187: 45–9.