

Academic Procrastination And Coping Mechanisms Of Bachelor Of Elementary Education Students

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Abstract

The main objective of this study was to identify the level of procrastination and coping mechanisms of Bachelor of Elementary Education students related to making and submission of academic course requirements. In line with this, the study pursued to determine the significant difference and relationship in the participants' academic procrastination and coping mechanisms when grouped according to profile. The findings of this research served as the foundation for developing a localized strategic intervention material. This study utilized a quantitative research design and collected data through face-to-face generated survey questionnaires for the data analysis. The results were yielded after keen examination, and it was discovered that the participants' level of academic procrastination related to making of course requirements is fair and the level of academic procrastination in terms of submission is low. In contrast, the extent of coping mechanisms in terms of making and submission is moderately extensive. Furthermore, participants' level of procrastination and extent of coping mechanisms showed no significant difference in terms of making and submission of course requirements when grouped according to profile. However, there is a significant relationship in the level of procrastination in terms of making of course requirements while there is no significant relationship in the level of procrastination in terms of submission of course requirements. It was concluded that addressing and taking action to students' concerns about academic procrastination and coping mechanisms in this time of adversity is vital for nourishing mental health and improving the academic performance of university students.

Index Terms

academic procrastination, coping mechanisms, and education students

I. INTRODUCTION

The actions and attitudes of students have changed significantly in the twenty-first century. Nonetheless, there is one; it is a concept that has spread over the years and is related to procrastination. Many students struggle to get things started or completed, which is why they procrastinate or avoid unpleasant tasks by doing something else that gives them a temporary mood boost (Rosental & Carlbring, 2014). Procrastination is knowing that one must complete an assignment for school or start a project academic task, such as completing a term paper, studying for an exam, completing a project for school, or reading the assigned books each week, but for a variety of reasons, fails to exert enough motivation to do so within the anticipated time frame (Zacks & Hen, 2018). Moreover, assignments or projects that students find difficult sometimes make them lose confidence and give up. It can be caused by low self-efficacy and motivation. Perceived self-efficacy can be defined as people's beliefs about their capabilities to produce designated levels of performance that influence events and affect their lives. Self-efficacy determines how people feel, think, and motivate themselves to behave. Level of difficulty, strength, and confidence are factors influencing self-efficacy. (Damri, Engkizar, & Anwar, 2017; Rogelberg, 2017).

On the other hand, motivation can be defined as the activation of goal-oriented behavior. It also can refer to an effort to do something. Motivation is defined as internal and external. Internal motivation refers to motivation that is driven by an interest in or enjoyment of the task itself and exists within the individual. In contrast, external motivation leads to tangible benefits, such as rewards, that drive someone to do something. (Cabot, 2016; Cetin, 2016; Singh, 2011)

In the Philippines, several types of research related to academic procrastination frequency from different universities and state colleges were conducted. Mandap (2016) stated that procrastination has been very common in the university, where students face a multitude of academic requirements such as examinations, assignments, and research work. A study administered at the Mapua Institute of Technology was driven by the observed behavior of students when it came to completing a particular task.

From a local perspective, the Department of Education (DepEd) was alarmed by the declining achievement rates of students in Davao Region. Simbulas (2014) conducted an inquiry on 163 first-year students from different high schools in Davao City to assess the correlation between their academic performance and their self-efficacy. Results show that self-efficacy was not significantly related to the academic performance of students in algebra. A study conducted at Mindanao State University declares that the very reason why students indulge in procrastination is because of 3 attributes such as poor time management, task averseness, and fear of failure. Moreover, the results showed that a significant relationship was established between the level of procrastination and the gender of the student respondents (Olea & Olea, 2015).

Given this, the researchers conducted a study at Caraga State University specifically students who enrolled in the Bachelor of Elementary Education program. The main aim of this study is to gauge the student’s level of procrastination and the extent of coping mechanisms in terms of making the course requirements and submission of course requirements. The study also intended to create harmony in the academic performances of the students by giving the faculty or instructors an idea of which subjects they have difficulty dealing with most of the time. This result of the study may benefit students and parents by giving them an idea of how to cope with the stress of accomplishing and complying with the requirements of each subject area.

II. METHODOLOGY

Research Design

This study used a quantitative research design. According to Allen, M. (2017), the purpose of quantitative research is to generate knowledge and create an understanding of the social world. Quantitative research is used by social scientists, including communication researchers, to observe phenomena or occurrences affecting individuals. Social scientists are concerned with the study of people. Quantitative research is a way to learn about a particular group of people, known as a sample population. Using scientific inquiry, quantitative research relies on data that is observed or measured to examine questions about the sample population. In this particular study, the researchers used printed survey questionnaires. The design also explored a descriptive manner to explain the significant relationship between the participants’ academic procrastination levels and their coping mechanisms in making course requirements and submission of course requirements.

Sampling Design

The study used a simple probability sampling in determining the actual participants of the study. The number of participants in the study is 30% of the total population of the BEd students. In selecting 30% of the total population of the participants, the researchers assigned a number to every student based on the master list from every year level of Bachelor of Elementary Education at Caraga State University and used a random number generator to select 118 participants.

Scoring and Quantification of Data

In this part of the survey, the answers of the participants on their level of procrastination and coping mechanisms in making and submission of course requirements were analyzed based on the following parameters below:

Responses	Scale	Range	Interpretation
Strongly Agree	5	1.00-1.25	The level of academic procrastination/coping mechanism is very extensive.
Agree	4	1.26-1.50	The level of academic procrastination/coping mechanism is moderately extensive.
Neutral	3	1.51-1.75	The level of academic procrastination/coping mechanism fair.
Disagree	2	1.76-2.00	The level of academic procrastination/coping mechanism is low.
Strongly Disagree	1	2.01-3.00	The level of academic procrastination/coping mechanism is very low.

Statistical Treatment

The following statistical tools were used to treat the data gathered. Frequency counts and percentages were used in describing the profile of the participants. Weighted mean was utilized to measure the central location of the responses of the participants on the level of procrastination and coping mechanisms in terms of making the course requirements and submission of course requirements. Independent samples test was applied to determine whether there is statistical evidence to show that the mean of two independent groups according to students’ profiles (first semester GPA and in making the course requirements and submission) corresponds with their level of academic

procrastination relating to academic requirements and their coping mechanisms. One Way Analysis of Variance (ANOVA) was utilized to identify if there is any statistical measure to reveal that the mean of three or more paired observations that were grouped according to students' profiles is significantly different. Pearson Product Moment Correlation was used to determine the relationship between the participant's level of procrastination and coping mechanisms in terms of making the course requirements and submission of course requirements.

III. RESULTS

Problem 1. Students' level of procrastination in terms of making and submission of course requirements.

Table 2 presents the academic procrastination related to making course requirements among the BEEd students.

Table 2

Mean Distribution Between the Students' Level of Procrastination in Terms of Making the Course Requirements

Procrastination Related to Making of Course Requirements	Mean	Description	Interpretation
1 I have found myself waiting for the deadline before doing my assignments/projects.	3.47	Neutral	The level of academic procrastination/coping mechanism is fair
2 I get distracted by more fun things when I am supposed to work on schoolwork.	3.60	Agree	The level of academic procrastination/coping mechanism is moderately extensive
3 I waste a lot of time on unimportant things.	3.22	Neutral	The level of academic procrastination/coping mechanism is fair
4 I exert a lot of effort scrolling in social media instead of doing my schoolwork.	3.36	Neutral	The level of academic procrastination/coping mechanism is fair
5 I know I should work on my school tasks but I just do them whenever I feel I want to.	3.47	Neutral	The level of academic procrastination/coping mechanism is fair
Overall Weighted Mean	3.42	Neutral	The level of academic procrastination/ coping mechanism is fair

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

As shown in Table 2, indicator number two (2) states that I get distracted by more fun things when I am supposed to work on schoolwork attaining the highest mean of 3.60. This means that participants agreed that they have moderately extensive procrastination along this line. In contrast, indicator number three (3) which indicates I waste a lot of time on unimportant things obtained the lowest mean of 3.22 which means that the level of academic procrastination/coping mechanism is fair. The overall weighted mean on the level of procrastination related to making of course requirements is 3.42 or neutral which is described as the level of academic procrastination/coping mechanism is fair.

This implies that students may experience distractions by more fun things when they are supposed to work on schoolwork. The findings shown above support the claim in a study conducted by Dr. Larry Rosen, a psychology professor at California State University - Dominguez Hills, students were observed studying for a 15-minute period where they were told to "study something important." He found that students generally started to lose focus after about three minutes. On average "students only spent about 65 percent of the observation period studying". That is not exactly what you might consider "quality" studying time. Dr. Rosen did another study where he surveyed high school students and asked them how often they switch from studying to doing something related to technology such

as checking email, Facebook, texting, or watching TV. Howard (2015) welcome to the 21st century. A world filled with distractions everywhere you turn. How is it even 36 possible to get homework done at all, let alone focus on doing homework without being distracted by a wide variety of electronic gadgets.

Table 3 presents academic procrastination related to the submission of course requirements among the BEEd students.

Table 3
Mean Distribution between the Students' Level of Procrastination in Terms of Submission Of Course Requirements

Procrastination Related to Submission of Course Requirements	Mean	Description	Interpretation
1 I usually submit my course requirements in an eleventh hour.	2.92	Neutral	The level of academic procrastination/coping mechanism is fair
2 I ask for an extension of the deadline for submission.	2.17	Disagree	The level of academic procrastination/coping mechanism is low
3 I ask my instructor for consideration for not passing the output on time.	2.16	Disagree	The level of academic procrastination/coping mechanism is low
4 I find it usually difficult to pass my schoolwork within the anticipated time frame.	2.64	Neutral	The level of academic procrastination/coping mechanism is fair
5 The time allocated to submit the academic work is not enough for me.	2.56	Neutral	The level of academic procrastination/coping mechanism is fair
Overall Weighted Mean	2.49	Disagree	The level of academic procrastination/coping mechanism is low

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

The data exposes that indicator number one (1) articulating that I usually submit my course requirements in an eleventh-hour garnered the highest mean of 2.92 described as neutral and the level of academic procrastination/coping mechanism is fair. However, indicator number three (3) which expresses that I asked my instructor for consideration for not passing the output on time earned the lowest mean of 2.16 described as disagree and interpreted as low. The collective weighted mean is 2.49, which indicates a disagreeing overall response. It represents that procrastination related to the submission of course requirements indicators among BEEd students in CSU is low. The level of procrastination of the BEEd students at Caraga State University and their coping mechanism is low means that they are not considered procrastinators in terms of making and submitting their course requirements considering what Table 5 presented.

To support the findings above, according to Nordby, Klingsieck, and Svartdal, (2017) late assignment submissions are sometimes generalized as procrastination. Procrastination can be defined as the intentional delay of a task. The delay can come at any point of the action, whether it is at the beginning of the task or at its completion. Although procrastination is intentional, it may not be consciously labeled by the learner as procrastination. Procrastination, particularly for college students, is a ubiquitous phenomenon. Roughly, 70% of college students identified themselves as procrastinators (You, 2015). While procrastination might be seen as a harmless trait, one of its main results is late assignments.

Also, Falkner (2012) found that assignment submission patterns could be an indicator for identifying at-risk students and increased rate of course withdrawals at an institution. Several studies show a correlation between student procrastination and academic performance (Nordby et al., 2017). Procrastination can lead to missed classes, and assignments, and result in lower grades. Additionally, the quality and accuracy of work can be reduced due to the pressure associated with completing an assignment on a crunched timeline (Kim & Seo, 2015). In addition, procrastination tendencies are linked to poor goal achievement and lower achievements (Akram, et al., 2019).

Problem 2. Students' extent of coping mechanisms in terms of making and submission of course requirements.

Table 4 presents the coping mechanism related to making course requirements among the BEEed students of CSU.

Table 4

Mean Distribution between the Students' Level of Coping Mechanisms in Terms of Making of Course Requirements

Coping Mechanism Related to Making Course Requirements	Mean	Description	Interpretation
1 I review and proofread my work, so I won't cram.	3.72	Agree	The level of academic procrastination/coping mechanism is moderately extensive
2 I set a time limit for every requirement	3.65	Agree	The level of academic procrastination/coping mechanism is moderately extensive
3 I feel well-prepared when I complete my schoolwork ahead of time	3.11	Neutral	The level of academic procrastination/coping mechanism is fair
4 I concentrate and give my best attention whenever there are tasks to do so.	3.89	Agree	The level of academic procrastination/coping mechanism is moderately extensive
5 I seek help and support from others when I find it difficult to meet the requirements.	3.82	Agree	The level of academic procrastination/coping mechanism is moderately extensive
Overall Weighted Mean	3.84	Agree	The level of academic procrastination/coping mechanism is moderately extensive

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

As shown in the table, indicator number four (4) states that I concentrate and give my best attention whenever there are tasks to do so attained the highest mean of 3.89. This means that participants agreed that they have moderately extensive procrastination along this line. In contrast, indicator number three (3) which indicates I feel well-prepared when I complete my schoolwork ahead of time obtained the lowest mean of 3.11 which means that the participant's level of academic procrastination and coping mechanism is fair. The overall weighted mean for coping mechanisms related to making of course requirements indicators is 3.82 or agree which is described as moderately extensive. This further implies that students have a high extent of coping mechanisms in terms of making their course requirements since they gave their best and full attention whenever there were lots of tasks to do so and felt well-prepared when they finished schoolwork before the given time frame.

The female participants in the current study thought that "sufficient knowledge and information of the professor about the subject" had the most significant impact on factors relating to professors, while "drowsiness in the classroom" had the greatest impact on factors relating to students. On the other hand, male students thought that "interest in the subject" played the most significant role in the domain of student-related factors while "skill of the professor in creating motivation" played the most significant role in the domain of factors related to professors. According to both male and female students, "noise pollution" was the most significant environmental problem. Professors must continuously study to maintain a sufficient level of topic knowledge since 40 students rank "sufficient knowledge and information of the professor about the subject" as the most significant criterion (Rahiminia, E., Yazdani, S., & Rahiminia, H., 2019).

Mehralizadeh et al. (2013) stated that from the perspective of medical students, "the skill in practicalizing materials" was the most crucial element. This disagreement can be explained by the fact that the current study was based on the opinions of several student groups and that professorial teaching styles varied between the two colleges.

Table 5 illustrates the level of coping mechanisms related to the submission of course requirements among the BEEd students.

Table 5

Mean Distribution between the Students' Level of Coping Mechanisms in Terms of Submission of Course Requirements

Coping Mechanism Related to Submission Course Requirements	Mean	Description	Interpretation
1 I avoid an eleventh-hour submission.	3.64	Agree	The level of academic procrastination/coping mechanism is moderately extensive
2 I pay attention to all the due dates of submissions to not get behind.	4.03	Agree	The level of academic procrastination/coping mechanism is moderately extensive
3 I make a to-do list to organize and complete the most crucial tasks	3.76	Agree	The level of academic procrastination/coping mechanism is moderately extensive
4 I make myself aware of the submission deadlines.	4.28	Agree	The level of academic procrastination/coping mechanism is moderately extensive
5 I make sure to do my activities and comply with them all.	4.42	Agree	The level of academic procrastination/coping mechanism is moderately extensive
Overall Weighted Mean	4.03	Agree	The level of academic procrastination/coping mechanism is moderately extensive

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

The data in the table exposes that indicator number five (5) states that I make sure to do my activities and comply with them all earned the highest mean of 4.42 described as agree and the level of academic procrastination/coping mechanism is moderately extensive. However, indicator number one (1) which expresses that I avoid an eleventh-hour submission gained the lowest mean of 3.64 described as agree and interpreted as the level of academic procrastination/coping mechanism is moderately extensive. The collective weighted mean is 4.03, which indicates an agreed overall response. It represents that procrastination related to the submission of course requirements indicators among BEEd freshmen in CSU is moderately extensive. This means that students have a high extent of coping mechanisms in terms of submission of their course requirements since they made sure to do and comply with their activities whenever they had deadlines to be met and also avoid delaying their submission of tasks. Thus, students are aware of their responsibilities, especially in school.

Accurate time estimation is a crucial skill in project management. Without it, you won't know how long your project will take, and you won't be able to get commitment from the people who need to sign it off. In addition, Pimta (2009) adapted by Xiaojie Li and Xianmin Yang (2015) stated that the students who had high and medium levels of concentration showed better achievement than those with low concentration. This finding confirmed the proposition that if students concentrate on their learning, their academic achievement will be higher than those with poor attention while studying. As the only person responsible for the outcome, 42 deadlines keep you accountable for your goals. Due to their accountability feature, deadlines help one focus and reduce procrastination.

This allows you to assess your workload and say no to other demands. Moreover, setting a deadline and sticking to it allows tasks to be tracked and completed one by one, giving each task the attention, it requires. As a result, this prevents a backlog of work. Can also identify potential issues and solve them before they become a problem for your project by setting deadlines. Deadlines also help to achieve team goals and ensure that everyone is on the same page (Hall, 2022).

Problem 3. Significant relationship between the student’s level of procrastination and their extent of coping mechanisms in terms of making the course requirements and submission of course requirements.

Table 6 shows the significant relationship between students’ level of academic procrastination in terms of making course requirements and their extent of coping mechanisms in making and submission of course requirements.

Table 6

Significant relationship between the students’ level of procrastination in terms of making course requirements and their extent of coping mechanisms in terms of making and submission of course requirement

Variable 1	Variable 2	r-value	p-value	Decision	Significant
Students’ level of procrastination	Coping Mechanism				
• Making of Course Requirements	• Making of Course Requirements	-.197	.035	Reject Ho	Significant
	• Submission of Course Requirements	-.186	.047	Reject Ho	Significant

Correlation is significant at 0.05 level (2-tailed)

Table 6 indicates that there is a significant relationship between the students’ level of procrastination in making their course requirements and their extent of coping mechanisms in terms of making of course requirements. Having an R-values of -197 and p-value of .035 and come up with the decision of reject Ho.

On the other hand, students’ level of procrastination in making course requirements and extent of coping mechanism in terms of submission of course requirements with R-value of -186 and p-value of .047 made up with the decision of reject Ho. Additionally, frequency and percentage, t-test, Analysis of Variance (ANOVA), Pearson correlation, and weighted mean with the following reference scale is among the statistical procedures employed in the study. The findings indicate that students’ levels of procrastination are associated with the degree of their coping mechanism. This implies that the higher the level of procrastination, the higher the extent of coping mechanisms in terms of making and submission of their course requirements. This put emphasis that despite of committing higher level of procrastinations, students are able to obtain fair grades and fulfill their academic responsibilities since they also have high extent of coping mechanism. Thus, they don’t let it affect their academic performance.

Table 7 shows the significant relationship between students’ level of academic procrastination in terms of submission of course requirements and their extent of coping mechanisms in making and submission of course requirements.

Table 7

Significant relationship between the students’ level of procrastination in terms of making course requirements and their extent of coping mechanisms in terms of making and submission of course requirement

Variable 1	Variable 2	r-value	p-value	Decision	Significant
Students’ level of procrastination	Coping Mechanism				
• Submission of Course Requirements	• Making of Course Requirements	-.099	-.273	Do not Reject Ho	Not Significant
	• Submission of Course Requirements	.291	.003	Reject Ho	Significant

Correlation is significant at 0.05 level (2-tailed)

Table 7 was carried out to determine the relationships between students' procrastination levels in terms of submitting and the amount of their coping mechanisms. The results show that the significance of the difference between the two correlation coefficients of students' level of procrastination and their extent of coping mechanisms was not significant. On the other hand, the correlation coefficients level of procrastination and coping mechanism in terms of submission of course requirements were statistically significant with an r-value of .291 and p-value of around .003. These different and contradictory results in Table 7 demonstrate that the level of procrastination and coping mechanisms in terms of making and submission of course requirements is slightly related to each other.

IV. CONCLUSIONS

Based on the findings from the study on the level of academic procrastination and coping mechanisms of education students, the following conclusions were drawn:

This research studied the factors of procrastination among BEEd students because none of the previous studies have covered the factors affecting this concept. The aim was to collect information about the actions that have an impact on the level of procrastination and their coping mechanism in terms of making and submission of course requirements. The analysis appears to have come to the conclusion that distraction by more enjoyable activities when students are supposed to be working on schoolwork and 57 finishing their course requirements at the last minute are the main factors that cause university students to put off the completion of an obligation or the development of an action.

Generally, the demographic profiles in terms of GWA reveal that the students can still have a higher grade with a GWA of 1.51 to 1.75 despite dealing with procrastination. The level of academic procrastination related to making course requirements is fair. The overall weighted mean for coping mechanisms related to making of course requirements indicators is 3.82 or agree which is described as the level of academic procrastination and coping mechanism is moderately extensive.

As revealed, there is no significant difference among the three aspects mentioned previously. The BEEd students have the same level of procrastination and coping mechanisms in terms of making and submission of their course requirements. In line with this, there was a significant relationship between the level students' level of procrastination and their extent of coping mechanisms in terms of making the course requirements and submission of the course requirement. It can be concluded that students' levels of procrastination are associated with the degree of their coping mechanism. This implies that the higher the level of procrastination, the higher the extent of coping mechanisms in terms of making and submission of their course requirements. This emphasized that despite committing higher levels of procrastination, students can obtain fair grades of 58 and fulfill their academic responsibilities since they also have a high extent of coping mechanisms. Thus, they don't let it affect their academic performance.

Therefore, students must have a thorough idea of what are the ways how to deal with and cope with procrastination. An intervention material was proposed that helped out students who are experiencing procrastination knowing that this led to detrimental consequences on their academic performance. It contains plenty of ways and tips that help prevent and lessen the level of academic procrastination and also improve students' performance.

Furthermore, the tips on how to overcome procrastination should be understood and practiced for this will lead to successfully complying with their academic requirements and avoiding tardiness and laziness. Given the limitation of this study, it is suggested that future research may explore more students' coping mechanisms, particularly on how they deal with procrastination, including their strategies for taking care of their mental and physical health as preventive and safety measures to fight the stressors.

V. SUGGESTIONS AND RECOMMENDATIONS

Based on the results of this study, the following are the recommendations:

1. Instructors and parents may set realistic academic expectations for students as it is vital for providing students the peace of mind and less pressure in course requirements. It helps students to feel confident and 59 tends to do better in class. Also, students should maintain healthy and realistic academic routines.
2. Instructors are highly encouraged to improvise class activities and major exams and ensure that they will undergo extensive analysis, modifications, and adjustments that rely on students' convenience and reasonable preferences that best suit their needs and capability given the hardship brought by making and submitting their course requirements. Students must practice sufficient time management when doing classwork or assignments to avoid stress because of overloaded tasks and can get work done sooner.
3. Orientation and counseling services may be provided for students to understand that external locus of control, which gives birth to excuses is detrimental to the optimal functioning and achievement among them. Therefore, strategies for improving students' belief in themselves and their ability to deliver on academic tasks should be developed.

4. Students may refrain from being too doubtful about one's capabilities, transform negative mindsets into opportunities, and try to assess where they can improve more in academics without the need to be pressured and better enhance their future situation.
5. Undergraduate students are encouraged to develop effective time management practices, as this has the potential to improve their capacity to meet academic deadlines which can negatively affect their performances. Efforts should be made to give students adequate time for academic tasks, 60 taking into consideration their ability and task difficulty. This is likely to reduce incidences of academic procrastination.
6. School administrators may take note of students who are habitual procrastinators by submitting their assignments late and provide needed interventions and motivations to guide them.
7. The result of this study may differ from that of other schools. Thus, the researchers encourage future researchers working within the same paradigm to conduct the same research at other universities and increase the scope, including the number of participants. They can help source out factors that will contribute to the success of learners' academe and mental health. 1
8. Students may use the intervention material developed in this study to deal with and cope with procrastination that affects students holistically. Educational administrators should develop interventions to help students develop the appropriate level of self-efficacy as this has the potential of reducing academic procrastination.
9. Given the limitation of this study, it is suggested that future research may explore more students' coping mechanisms, particularly on how they deal with procrastination, including their strategies for taking care of their mental and physical health as preventive and safety measures to fight the stressors.

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