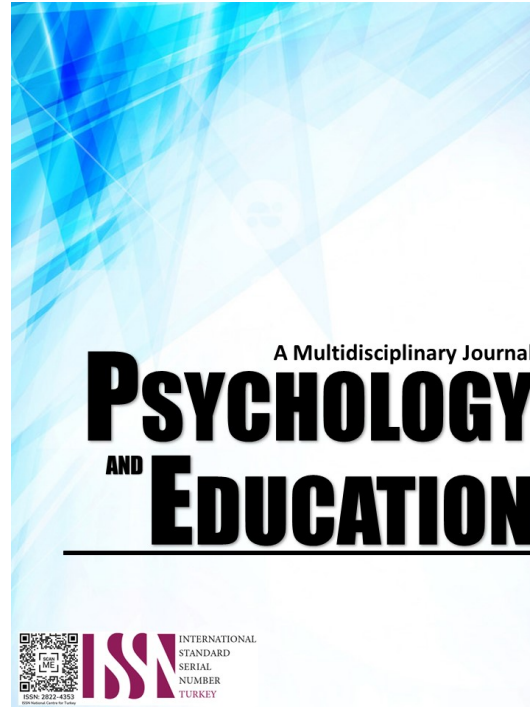


**PROCRASTINATION AND ITS RELATIONSHIP TO
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Procrastination and Its Relationship to the Academic Burnout of Freshmen College Students

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Abstract

This study investigates the significant relationship between procrastination and academic burnout among first-year college students. Employing correlational design and standardized tests, the statistical analysis reveals that the r coefficient of 0.33 indicates a low positive correlation between the variables. The p -value of 0.00, which is less than 0.05, leads to the decision to reject the null hypothesis. Hence, a significant relationship exists between procrastination and academic burnout among college students.

Keywords: Philippines, Procrastination, Academic Burnout, College Student, Correlational Study

Introduction

COVID-19 has unequivocally disrupted students' academic life (Organization for Economic Cooperation and Development, 2020; Chaturvedi et al., 2021). Studies examining the impact of COVID-19 reported decreases in study hours and increases in academic procrastination among higher-education students (Aucejo et al., 2020; Biricik & Sivrikaya, 2020; Jia et al., 2020). Additionally, the nature of online learning from home further encourages procrastination as students not only need to exert higher levels of self-control to overcome isolated learning and the challenges of online learning (Drumm and Jong, 2020; Rasheed et al., 2020; Hong et al., 2021), they must also resist distractions present at home (e.g., television and social media, Meier et al., 2016; Pan, 2020). These studies showed that procrastination was higher than average during the pandemic. Attention has been called to managing and reducing the increased procrastination observed during the pandemic (Arifiana et al., 2020).

College students are more likely than people realize to experience burnout. According to the National College Health Assessment, 40% of college students said it was challenging to function, and 80% said they felt overwhelmed. College burnout can have a variety of detrimental effects on students. On the other hand, burnout results from a student's stress building up over time and being ignored. Students become trapped in a cycle of unfavorable feelings due to the buildup of this stress, and they eventually become emotionally, cognitively, and physically withdrawn. (Kosmin, 2023)

College students' struggles with academic stress have

recently gotten bad. Depression is a common mental illness characterized by depressed mood, lack of interest or pleasure, guilt or poor self-worth, disturbed sleep or eating low energy, and difficulty focusing. Anxiety is a psychological reaction or stress-related state that begins before and lasts during the exam period. Stress is the body's typical response to any demand. The most common signs of stress are an exaggerated physical reaction, irrational anger, habitual rocking and other self-soothing behaviors, headaches, stomachaches, and stiff fine motor movements (Chandra, 2019). The development of mental health problems in adolescence is strongly related to situations and experiences that a child or adolescent goes through in their social circles, primarily those involving family and school. Good relationships with family members are important for the psychological health of adolescents. Generally, a family is responsible for establishing the social standards of its members (Bester, 2019). The world's priority is mental health, which is connected to one's physical and social well-being. According to the World Health Organization (WHO), mental health refers to a person's whole physical, social, and mental well-being. By the time people are 14 years old, half of all mental health illnesses have already started, but most cases go unnoticed or untreated.

Moreover, this study investigates the significant relationship between procrastination and academic burnout among first-year college students. Specifically, this study sought to answer the following question:

- Is there a significant relationship between procrastination and academic burnout among first-year college students?

Literature Review

The school plays a vital role in motivating students to prioritize their academic studies. Distractions and loss of attention are unavoidable among students, which may lead to procrastination. Poor student conduct when they choose to prioritize insignificant activities over important ones, postponing the completion of a task that must be completed on time (Lieberman, 2019). As a result, worry and guilt may surface. And may experience sentiments of inefficiency, incapacity, and scarcity. In other words, it frequently influences how we perceive ourselves.

Students who lack enthusiasm for their studies or has lack support from others are more likely to procrastinate, which can be detrimental, particularly for college students. Existing research finds limited studies on the social aspects driving academic procrastination, with the majority of those focusing on middle school, college, and graduate students (Liu, 2020), with less research on academic procrastination among higher vocational students.

Students who frequently delay their studies acquire excessive anxiety and receive inferior grades if this tendency is not addressed. Students may struggle to maintain their grades, and the worst-case scenario is they dropping out (Campos, 2020). Procrastination is widely regarded as detrimental to academic progress and students' overall well-being (Hailikari, Katajavuori, & Asikainen, 2021).

In this fast-changing world, we don't realize that everything that we are not aware of changes quickly, but procrastination, against the times, is prevalent in many sectors of social life. According to studies, between 80% and 95% of college students put off doing their work, with 50% of them procrastinating in a persistent and chronic way.

Since the pandemic, researchers have conducted a number of studies on various obstacles that students may encounter when learning online, particularly the short teaching period and lack of concentration because the student is mostly at home. Parental social support is essential to boost students' adversity quotient in order to suppress academic procrastination (Muarifah et al., 2022). Therefore, our parents' assistance and direction in making decisions is really valuable especially among students.

Finishing work early is not always preferred, but it is also not good if you have a habit of being late for key tasks, so it is better to balance your time and prevent

procrastination. Three strategies are utilized to help students avoid procrastinating. (1) Assist students in appropriately assessing the worth of their various academic tasks. The study of temporal discounting indicates a widespread undervaluation of future rewards. (2) Encourage students to be conscious of their total workload, rather than just academic tasks. (3) Assist students in developing a clear and accurate picture of their abilities, skills, and resources. (Korstange, Craig, & Duncan, 2019).

Academic procrastination is a widespread phenomenon among college students, and because it has such a significant impact on students' academic performance, it is particularly prevalent in China's higher vocational education sector. Academic procrastination is believed to be the outcome of student self-regulation failure, and there is a significant internal association between self-regulation failure and relative deprivation, according to an increasing number of researches in recent years (Xu, Wang, Lu & Zhu, 2022).

Furthermore, burnout is understood to have many adverse consequences for students. However, several equivocal findings in the literature mean that it is currently unclear to what extent burnout affects academic achievement.(2019) Taken together, the findings suggest that burnout leads to worse academic achievement in school, college, and university (Madigan, 2019).

Canadian college students suffer from depression. Strong social support, however, may help some people avoid negative results (continued depressive symptoms, burnout, and poor social and academic adjustment), and whether social support was a moderator of the relationship between initial depression and worse end-of-semester well-being. Depressive symptoms at the start of college were linked to end-of-semester depression, burnout, and poorer academic adjustment. Social assistance did not help those who joined university with severe depression symptoms in terms of any well-being outcomes (Dunn, Alexander, & Howard, 2022).

In particular, occupations with a strong social component or where emotional expectations are placed, including those of careers, health professionals, social workers, and teachers, seem to be more susceptible to burnout than others. People who work in these fields occasionally experience distress, which over time can lead to burnout (Erschens, 2019). For professionals, more specifically, emotional exhaustion manifests itself as chronic fatigue linked to

an overload of work, such as excessive school demands, perceived as uncontrollable (Lebert-Charron, 2021).

Due to its associations with desired academic and non-academic outcomes such as learning achievement, physical and psychological well-being (Wong, 2021) have also started with concerns about the negative aspects of engagement, especially disengagement (Bergdahl, 2020) In both cases, it is intensified in situations of overload and stress meanwhile, current studies (Castillo, 2022).

Methodology

This study employed a correlational design to determine if there is a significant relationship between procrastination and academic burnout among 150 first-year college students. Thus, the study utilized standardized tests to measure the variables of the study. Moreover, ethical considerations were strictly observed, and the Pearson correlation coefficient was utilized to compute the relationship between the variables.

Result

This study investigates the relationship between procrastination and academic burnout among college students. Specifically, it sought to test the following claim:

Ho: There is no significant relationship between procrastination and academic burnout among college students.

The relationship between procrastination and academic burnout of the study's respondents is shown in Table 1. The r coefficient of 0.33 indicates a low positive correlation between the variables. The p -value of 0.00, which is less than 0.05, leads to the decision to reject the null hypothesis. Hence, a significant relationship exists between procrastination and academic burnout among college students.

Table 1. *Test of Significant Relationship of Procrastination and Academic Burnout Among College Students*

Variables	r	P -value	Decision	Interpretation
Procrastination and Academic Burnout	0.33	0.00	Reject H_0	Significant

Figure 1.

Discussion

This study examines the relationship between procrastination and academic burnout among college students. The statistical analysis reveals a significant relationship between the respondents' procrastination and academic burnout. Thus, this suggests that student's delaying attitude is related to the burnout that they are experiencing. Hence, the schools are suggested to strengthen their guidance program that will help the student manage their time. Thus, creating activities that both engages the cognition and emotion of students without the feeling of exhaustion while learning.

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