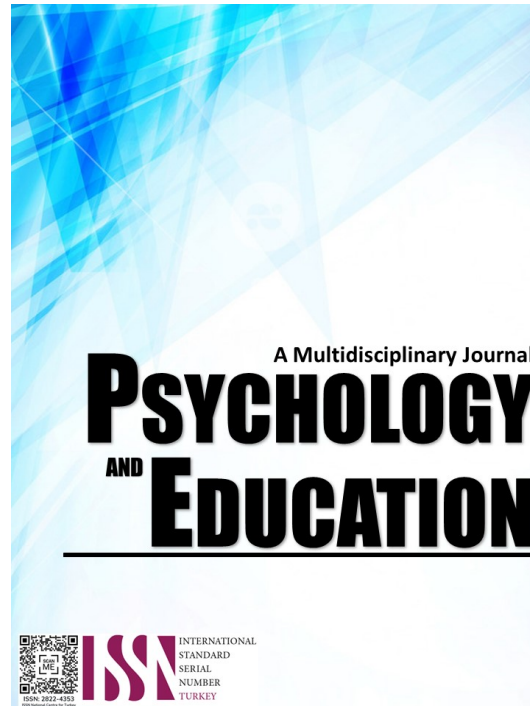


**PROCRASTINATION AND ACADEMIC BURNOUT
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SCHOOL: A CORRELATIONAL STUDY&NBSP;**



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Procrastination and Academic Burnout Among Grade 12 Students in a Public School: a Correlational Study

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Abstract

At the height of the COVID-19 pandemic, stringent lockdowns and sudden adjustments were enacted, both of which had a devastating effect on the economy of the Philippines and the method of education that was in place at the time. This resulted in shifts and serious challenges for everyone, particularly pupils from marginalized homes. Hence, this study employed a correlational design to determine if there is a significant relationship between academic burnout and academic procrastination among 150 grade 12 senior high school students. The researchers used two instruments: Academic Procrastination Scale (APS) and Maslach Burnout Inventory (MBI) to measure the variables. Moreover, the statistical analysis reveals that the r coefficient of 0.80 indicates a high 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 grade 12 senior high school students.

Keywords: Philippines, Procrastination, Academic Burnout, Correlational Study, Grade 12 Students

Introduction

At the peak of the COVID-19 pandemic, strict lockdowns and abrupt changes were implemented that gravely impacted the Philippines' economy and mode of learning that, caused shifts and serious difficulties for everyone to cope with, especially students in marginalized families (Caloma, 2023). The pandemic's profound effects are clear even though the virus' active cases have subsided. In an instance, in terms of continuity of learning, however, this time, gradually making a transition into a traditional face-to-face setup, factors such as shoestring family budget (Camola, 2023; Magsambol 2022; Regis et al., 2020); students' stress and anxiety caused by another shift for students' learning practice (Rappler, 2022; Gomez et al., 2022) and shortage in facility (Caloma, 2023; People's Tonight, 2022); are just the few lingering effects of the pandemic in every Filipino family and the government itself.

Despite the 7.8 percent ease on inflation rate in March 2023 from 8.6 percent in February 2023, (Department of Finance, 2023), Department of Trade and Industry (DTI) Secretary Ramon Lopez admits that regardless of the signs of recovery in the economy, it cannot yet operate like in pre-pandemic which can significantly affect vulnerable people in terms of financial resources, specifically public students from low-income class (Coloma, 2023). Several studies and articles suggest that a learner's socioeconomic background is one of the factors that affect students'

academic performance (Coloma, 2023; Magsambol, 2022; Liu, Peng & Luo, 2019; Regis, 2019). To make ends meet, Gellato (2022) states that there is an increase in the number of working students in the country. Studies from Singh (2010) and Green and Jaquess (2015) observed that part-time employment is increasing among high school students (Regis, 2020). The implementation of distance learning in March 2020 gave advantages such as learning in the comfort of their home and students' flexible schedule (Fox, 2020). As evidenced by the Philippines Statistics Authority (PSA, 2021), the majority of working youth range from 15-17 years old, accounting for 68.9 percent (600,808) of 872, 000 working youth in 2020, 1.5 higher than 67.4 percent in 2019.

Taking mentioned numerical data, reviews of several related published studies and articles, and students' previous experiences from distance learning into consideration, a student's stress contributors are not only limited to academic contexts (Coloma, 2023; Jayben, 2021). Aside from the scarcity in terms of finances (Magsambol, 2022). Gomez et al. (2022) also emphasize the creation of mental disturbances due to abrupt changes in the learning styles of the students. Their study observed how a sudden shift in learning style and excessive responsibility and duty caused students stress and anxiety. Relating this to the return of the traditional face-to-face learning setup, in Rappler's article (2022), Filipino students share anxieties, joys, and expectations on return of face-to-face classes, the common worries students shared are; paperless learning era no more; traffic jam;



budgeting— for daily (monthly) allowance and fare; pressure; and time management especially for working students wherein some students explain how two years being in distance learning take toll on everyone's physical, mental and psychological health. Studies from Nnaemeka, Unachukwu, and Nwosu (2022), Gomez et al. (2022), and Kuftyak (2021) show that a higher level of procrastination is related to stress and academic anxiety. The students become anxious due to their experience with academic burnout (Gomez et al., 2022). Burnout is a public health issue among developing adolescents (Vansoeterstede et al., 2022).

Furthermore, many students now often procrastinate, which harms how productively they study (Alih & Alvarez, 2021). The impact of procrastination on students' learning productivity caused them to feel under pressure from the tasks they were unable to adequately consider (Qu et al., 2022) and often left them feeling demotivated and burned out ("Procrastination," n.d.). As Smith et al. (2023) put it, Burnout is a physical and mental exhaustion caused by excessive and prolonged stress that leads to extreme helplessness and hopelessness. Thus, procrastination and burnout correlate positively and negatively with negative academic emotions, respectively (Qu et al., 2022). Their study also finds a significant positive relationship between procrastination and burnout through correlational analysis. However, a study by Liu, Wang, and Chuang (2019) examined the relationship between academic burnout and procrastination among senior high school students. The researchers found no significant correlation between the two variables.

Moreover, this study investigates the connection between procrastination and academic burnout among senior high school grade 12 students enrolled in a public school. Specifically, this study sought to answer the following question:

1. Is there a significant relationship between procrastination and academic burnout among grade 12 senior high school students?

Literature Review

Procrastination is one's conscious decision to delay a task despite knowing that negative consequences may occur (Svarthdal et al., 2021; Rozental et al., 2020; Kingseick, 2021). On the other hand, learners' profound hopelessness is triggered by excessive school work and prolonged exposure to academic stress (Hwang & Kim, 2020; MT Moghadam, 2020; Oloidi

et al., 2022). Their study shows how having low self-efficacy and motivation, cynicism, pessimism, and debilitation are factors that contribute to academic burnout. In Sirois (2023), a comprehensive conceptual review on procrastination and stress pinpoints the importance of contextual factors in understanding the relationship between the two variables. Considering this, a great number of studies explore the correlation between procrastination and academic burnout with various mediating variables and contexts; this time, academic contexts.

Self-efficacy, self-regulated learning, and academic motivation, along with procrastination, are the variables that are often linked to burnout (Halmahera, A. & Abdaminto, 2022; Hall, Lee, & Rahimi, 2021). A study by Halmahera and Abdaminto (2022) on the relationship between procrastination, academic motivation, and self-regulated learning among senior high school students finds a significant relationship between the three variables, evident from the significant score of 0.00 and a correlation coefficient of 0.85 with a respondent of 257 senior high school students. On the other hand, the international longitudinal study conducted by Hall et al. (2021) focused on the relationship between self-efficacy, procrastination, and burnout among 3,071 international postsecondary faculty participants (70% female, 69 countries) over three-time points (5-6 months lags), shows the significant negative relationship of self-efficacy and procrastination and academic burnout; as the greater the self-efficacy, the lower procrastination and academic burnout; and the significant positive relationship of procrastination to burnout (intercepts). Their study also revealed stronger relations and an increase over time between self-efficacy, procrastination, and burnout (slopes) and causal evidence of burnout as an antecedent of self-efficacy and procrastination to address overwork and exhaustion in postsecondary faculty.

Garcia et al. (2022) emphasize the influence of gadget dependency on procrastination among grade 12 STEM students, revealing the significant relationship between the two variables. Their study concluded that gadget dependency directly affects academic procrastination levels, and an extensive study must be conducted about the impact of gadget dependency and online learning on students' procrastination and academic performance. Similar findings are revealed in a study conducted by Latipah et al. (2021), wherein there is a significant relationship between academic procrastination and social media use among Iranian senior high school students, with a significant score of 0.05 in the midst of the pandemic. Latipah et al. (2021)

concluded that self-regulated learning and the intensity of learners' social media use could predict academic procrastination.

Furthermore, Chen et al. (2022), in their study of the impact of attachment style on students' academic burnout with 226 college respondents, reveals a positive correlation between the dimension of anxious and avoidant attachment with academic burnout. Their study also adds that academic level is influenced by internal factors such as personality traits, ego, and coping mechanisms, and external factors such as academic pressure and learning environment. Their study suggests using a larger population and long-term follow-up surveys for further research to confirm their study result.

Farina et al. (2020) focused on the involvement of empathy in learners' academic burnout levels through social relationship satisfaction and students' age. Their study emphasizes the negative feelings due to excessive emotional involvement. Thus, their study reveals that burnout and learners' empathetic skills correlate positively and negatively with burnout and satisfaction in school relations. They found a direct and indirect impact of high school students' empathetic skills on their burnout level. Their study suggests establishing harmonious school relationships and healthy empathetic skills can be a defense mechanism for scholastic burnout.

Espayos et al. (2022) focused on the linkage of self-esteem and burnout among senior high school students in the midst of the pandemic. Their study finds that self-esteem and burnout are significantly related. However, a study by Liu, Wang, and Chuang (2019) examined the relationship between academic burnout and procrastination among senior high school students. The researchers found no significant correlation between the two variables. Similarly, a study by Kim, Lee, and Lee (2015) investigated the relationship between academic procrastination and academic achievement among senior high school students. The researchers found no significant correlation between the two variables. These non-significant findings suggest that other factors may be at play in determining academic outcomes among senior high school students. For example, individual differences in motivation, self-regulation, and study habits may play a larger role in academic performance than procrastination or burnout. Nonetheless, research on academic burnout and procrastination has provided valuable insights into the psychological factors that influence academic performance among senior high school students. Studies have shown that these

constructs are related to various negative outcomes, including decreased academic achievement, increased stress and anxiety, and decreased overall well-being. Understanding these factors can help educators and students develop strategies for improving academic performance and preventing burnout and procrastination.

Methodology

This study employed a correlational design to determine if there is a significant relationship between procrastination and academic burnout among grade 12 senior high school students. The researchers used two instruments to measure procrastination and burnout. First, the Academic Procrastination Scale (APS) was used to measure procrastination. It consists of 25 questions assessing the habits and routines of a student. The instrument utilizes a 5-point Likert scale. Cronbach's alpha value of $\alpha = .95$, has exhibited high reliability. The second instrument used is Maslach Burnout Inventory (MBI) for measuring burnout. MBI has three dimensions assessing emotional exhaustion, depersonalization, and personal accomplishment. The questionnaire consists of 22 questions. The instrument utilized a 7-point Likert scale. With a Cronbach's level of 0.90 for emotional exhaustion, 0.76 for depersonalization, and 0.76 for personal accomplishment (Iwanicki & Schwab (1981). 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 grade 12 senior high school students. Specifically, it sought to test the following claim:

Ho: There is no significant relationship between procrastination and academic burnout among grade 12 senior high school students.

The relationship between procrastination and academic burnout of the study's respondents is shown in Table 1. The r coefficient of 0.80 indicates a high 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 grade 12 senior high school students.

Table 1. *Test of Significant Relationship between Procrastination and Academic Burnout*

Variables	r	p-value	Decision	Interpretation
Procrastination and Academic Burnout	0.80	0.00	Reject H_0	Significant

Figure 1. .

Discussion

This study aims to investigate, among senior high school students, the connection between procrastination and academic exhaustion. According to the statistical research, a significant correlation exists between the respondents' procrastination and academic exhaustion. According to the data, a student's delaying attitude may be tied to feeling burned out. Consequently, it has been advised that schools strengthen their advising programs to assist students in better managing their time. Because of this, activities are devised that excite the minds and emotions of students without tiring them out while they are studying.

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