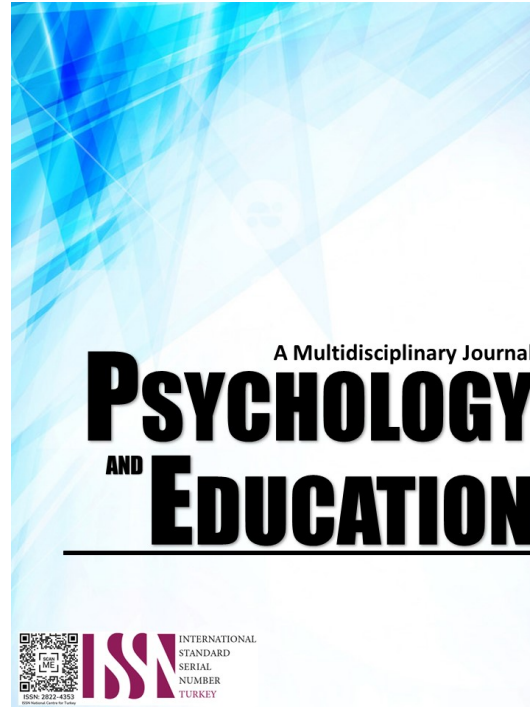


# **PROCRASTINATION AND ITS RELATIONSHIP TO THE ACADEMIC BURNOUT OF FIRST-YEAR COLLEGE STUDENTS IN A STATE UNIVERSITY**



**PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL**

2023

Volume: 11

Issue: 2

Pages: 249-254

Document ID: 2023PEMJ956

DOI: 10.5281/zenodo.8185961

Manuscript Accepted: 2023-07-26 12:06:26

## Procrastination and Its Relationship to the Academic Burnout of First-Year College Students in a State University

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### Abstract

The abrupt shift in learning mode demands students to adjust from the comfort of their homes, as well as the challenges of face-to-face learning. As a result, as the pandemic fades, institutions in the Philippines have begun to reopen their doors to students. Hence, this study employed a correlational design to investigate the relationship between procrastination and academic burnout among 150 first-year college students in a state university. Based on the statistical analysis, the  $r$  coefficient of 0.67 indicates a moderate 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 first-year college students. Implications and recommendations were discussed in the study.

**Keywords:** College Students, Philippines, Procrastination, Academic Burnout, State University

### Introduction

The sudden shift of learning modality that requires students to adjust from the comfort of their homes and the challenges of face-to-face learning. According to Carpena (2022), as the pandemic starts to subside, universities in the Philippines have started to reopen their campuses for students. As reported by the US Agency for International Development (2021), the number of out-of-school youth rose at the onset of the pandemic from 16.9 percent in January 2020 to 25.2 percent three months later in April 2020. In line with that report, the official enrollment at the basic education level reached 27.2 million in November 2021, according to the DepEd's Learner Information System. Hence, an article in *Inquirer* reported that this was 3.83 percent more than the 26.2 million students enrolled in the previous academic year when the pandemic-related restrictive lockdowns were implemented (Bautista, 2022)

Furthermore, students are bombarded by workloads, but to some, it is something that they can do later or when the deadline is already tapping them back. Hence, Stoian et al. (2022) stated that students' perceptions regarding the workload are as follows, almost half of the respondents (46.2%) considered it to be similar, followed by the category of those who evaluated it as higher (33.5%) and lower (20.3%). Thus, procrastination and academic burnout lead to poor health (Nayak, 2019; Skillgate, 2023; Meherali, 2021). Therefore, it is vital to inquire into the student's level of procrastination and its predictivity on academic burnout.

Moreso, Garavand (2022) investigated the causal model of perceptions of classroom quality and motivational orientations with academic burnout and its mediating role of academic procrastination. The study's findings suggested that classroom quality and academic burnout are significant. Also, the mediation role of academic procrastination in the relation between extrinsic motivation and academic burnout and between motivation and academic burnout is significant. However, Liu, Wang, and Chuang (2019) examined the relationship between academic burnout and procrastination among senior high school students. There was no statistically significant correlation between the two variables. In support of the above-mentioned study, Qu et al. (2022) found that procrastination and burnout positively and negatively correlated with negative academic emotions.

Moreover, this study investigates the relationship between procrastination and academic burnout among first-year college students in a state university. Thus, to determine if procrastination can predict academic burnout. This will help schools develop programs to mitigate the challenges their students face during the transition of learning modality, specifically with procrastination and academic burnout. Specifically, this research sought to answer the question below:

1. Is there a significant relationship between procrastination and academic burnout?

### Literature Review

Procrastination is defined as a well-known

phenomenon that often entails negative outcomes with regard to performance and subjective well-being (Klingsiek, 2013). On the other hand, as cited by Wang et al. (2021), academic burnout has some negative effects, which can lead to unsatisfactory academic performance and poor mental health (Rudman & Gustavsson 2011). Academic burnout refers to stress, burden, or psychological factors caused by the student's learning process, such that the student may exhibit condition fatigue good emotional or physical, tendencies for depersonalization, and low learning motivation (Permatasari et al., 2021).

Based on Yang et. al (2019), academic stress was a significant predictor of academic procrastination; it was concluded in their study that a total of 475 Chinese university students completed a paper-based survey during class breaks. In support, there was a positive, significant relationship between academic burnout and academic procrastination.

Furthermore, Salehi et al. (2022) found a positive and significant relationship between Maslach educational burnout and Solomon and Rothblum academic procrastination ( $P < 0.01$ ). The field of study and academic procrastination were the predictors of educational burnout ( $P < 0.001$ ), which explained 51.43% of educational burnout among rehabilitation sciences.

According to Garavand (2022), the mediation role of academic procrastination in the relation between extrinsic motivation and academic burnout and between amotivation and academic burnout is significant. Supporting the claims of other researchers, Solgi (2020) concluded that academic procrastination with a beta of 0.19 had a significant predictive effect on academic burnout ( $P < 0.01$ ). Moreover, the findings of his study showed that there is a positive correlation between academic burnout and academic achievement anxiety, and there is a significant negative relationship between academic achievement anxiety and academic achievement anxiety among students.

In accordance with Marchella (2022), hypothesis testing was carried out with the results of a correlation coefficient of 0.178 with a significance level of  $p = 0.042$  ( $p > 0.0$ ) which showed a very significant positive relationship between academic burnout and academic procrastination, meaning that the higher the academic burnout, the higher the procrastination behavior of undergraduate students. In line with Agustriandri (2021), the results of the correlation test showed that there is a positive relationship between

academic burnout and academic procrastination in students of the Faculty of Psychology in Maulana Malik Ibrahim Islamic State University Malang with a Pearson correlation value of 0.309 and a significance of 0.001 ( $p < 0.05$ ).

In support of this, according to Saputra (2021), based on the results of data analysis, a correlation coefficient (R) of 0.729 was obtained with  $p = 0.000$  ( $p < 0.05$ ). These results show a significant positive relationship between academic burnout and academic procrastination.

In addition, a study by Purnomo et al. (2020) found that between smartphone addiction, academic procrastination, and academic burnout there is a positive relationship. There is also no significant relationship between smartphone addiction and academic burnout and between smartphone addiction and academic procrastination, but in contra, a significant relationship exists between academic procrastination and academic burnout.

Quite the contrary, Liu, Wang, and Chuang (2019) examined the relationship between academic burnout and procrastination among senior high school students. There was no statistically significant correlation between the two variables. In accordance with Qu et al. (2022), correlation analyses showed a significant positive correlation between procrastination and burnout. Procrastination and burnout positively and negatively correlated with negative academic emotions, respectively. This study highlights the importance of emotional regulation and academic burnout in predicting academic procrastination among university students.

## 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. 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 first-year college students. Specifically, it sought to test the following claim:

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

The relationship between procrastination and academic burnout of the study’s respondents is shown in Table 1. The r coefficient of 0.67 indicates a moderate 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 first-year college students.

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

| Variables                            | r    | p-value | Decision     | Interpretation |
|--------------------------------------|------|---------|--------------|----------------|
| Procrastination and Academic Burnout | 0.67 | 0.00    | Reject $H_0$ | Significant    |

Figure 1. .

## Discussion

This study examines first-year college students' procrastination and academic burnout. The statistical analysis found a substantial association between respondents' procrastination and academic burnout. According to the study, students who procrastinate may be burned out. Thus, schools should improve their advising programs to help students manage their time. Because of this, activities that engage students' thoughts and emotions without tiring them out while studying should be created.

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