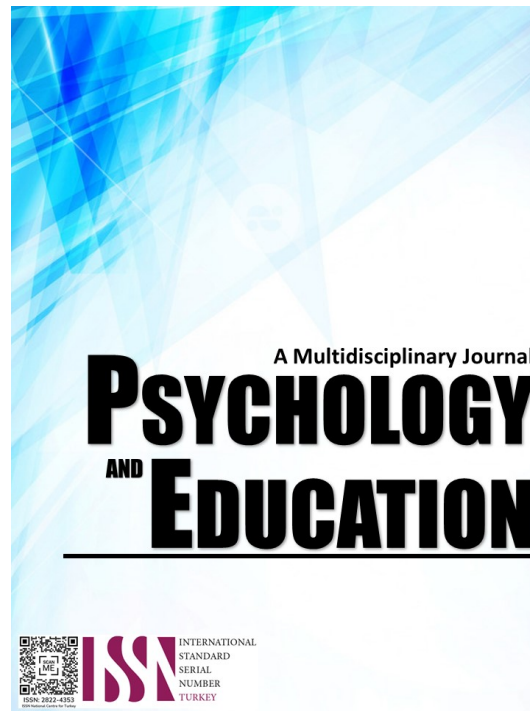


**THE RELATIONSHIP BETWEEN ACADEMIC
BURNOUT AND ACADEMIC PROCRASTINATION
AMONG GRADE 12 SENIOR HIGH SCHOOL
STUDENTS IN A PRIVATE SCHOOL**



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The Relationship Between Academic Burnout and Academic Procrastination Among Grade 12 Senior High School Students in a Private School

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Abstract

Because of the COVID-19 pandemic, procrastination has become commonplace due to changes in teaching and learning, which trigger students' academic burnout. As a result, it has increased the intensity of procrastination among students who are enrolled in online learning programs. As a result, students have difficulty as a result of the rapid change from in-person learning to online learning. The study investigates the relationship between academic burnout and procrastination among 150 grade 12 senior high school students. Hence, this study employed a correlational design. Based on the inferential analysis, the r coefficient of 0.71 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 academic burnout and academic procrastination among grade 12 senior high school students.

Keywords: Philippines, Academic Procrastination, Academic Burnout, Senior High School Students, Private School

Introduction

Due to the COVID-19 pandemic, procrastination become usual because of the changes in teaching and learning, which evoke students' academic burnout (Qu et al., 2022); thus, it increases the intensity of procrastination in online learning students. Hence, students struggle due to the abrupt transition from face-to-face/onsite to online learning. Due to this, each student's desire to learn modifications results in inefficacy. This significantly impacts students' psychological, social, and academic efficacy, resulting in stress and burnout (Compuesto et al., 2022). The related disruptions have significantly increased students' burnout, anxiety, sleep disturbance, and depressive disorders (Husky et al., 2020; Li et al., 2020; Luo et al., 2020; Patsali et al., 2020).

Furthermore, the implementation of learning activities at the university level is impacted by this condition, which forces face-to-face learning activities to switch to online learning activities. Academic procrastination and burnout correlate positively and significantly (Putri, 2018). However, the study of Liu et al. (2019) contradicts these findings.

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

1. Is there a significant relationship between academic burnout and academic procrastination among grade 12

senior high school students?

Literature Review

The school is vital 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. Further, procrastination and burnout were revealed to be strongly positively connected by correlation analysis according to Qu, Ding, Li, Song, Cong, Cai, Zhu, Wen (2022). Another study found a substantial association between academic procrastination and academic burnout but no relationship between family flexibility and academic burnout (Hatamian & Rahdar, 2022). Thus, academic procrastination and academic tiredness had a positive, significant relationship that supported this. Hence, the correlational study revealed a highly substantial and positive association between academic burnout and academic procrastination, implying that the more academic burnout, the greater the procrastination among undergraduates (Marchella et al., 2023). Another study discovered a link between academic burnout and procrastination (Purnomo et al., 2020). Liu, Wang, and Chuang (2019) investigated the relationship between senior high school students'



procrastination and academic tiredness. There was no statistically significant relationship between the two factors. Another relevant study was evaluated, and it found no significant association between goal orientation, academic fatigue, and academic procrastination. Other characteristics have a substantial link with academic procrastination but no relationship with academic fatigue (Norouzi et al., 2022).

Methodology

This study employed a correlational design to determine if there is a significant relationship between academic burnout and academic procrastination among grade 12 senior high school students. Thus, the study utilized standardized tests to measure the study’s variables. 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 academic burnout and academic procrastination among grade 12 senior high school students. Specifically, it sought to test the following claim:

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

The relationship between academic burnout and academic procrastination of the study’s respondents is shown in Table 1. The r coefficient of 0.71 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 academic burnout and academic procrastination among grade 12 senior high school students.

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

Variables	r	p-value	Decision	Interpretation
Academic Burnout and Academic Procrastination	0.71	0.00	Reject H ₀	Significant

Figure 1. .

Discussion

The relationship between academic burnout and academic procrastination in senior high school students is examined in this study. The statistical analysis strongly correlates respondents' procrastination and academic burnout. Data suggests that students' attitude of procrastinating is connected to their burnout. As a result, it is suggested that schools enhance their advising initiatives to help students manage their time. Hence, activities are developed that stimulate students' minds and emotions without wearing them out as they study.

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