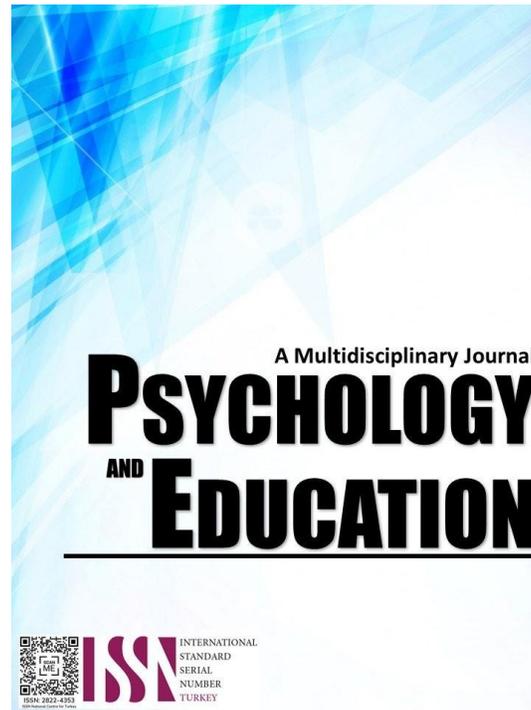


# THE EXTENT OF ACADEMIC PROCRASTINATION AND PERCEIVED LEVEL OF ACADEMIC STRESS AMONG SENIOR HIGH SCHOOL STUDENTS IN A CATHOLIC UNIVERSITY



**PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL**

Volume: 34

Issue 7

Pages: 844-856

Document ID: 2025PEMJ3302

DOI: 10.70838/pemj.340706

Manuscript Accepted: 03-12-2025

## The Extent of Academic Procrastination and Perceived Level of Academic Stress among Senior High School Students in a Catholic University

Allaine Joy A. Abalos,\* Yasher B. Lacuesta, Cz B. Soria, Rafael Jean Andrei L. Bacani, Virginia Mae G. De Guzman, Darel Jake C. Nieva, Lady Valen Charon A. Dela Peña, Mary Joy S. Mendoza

For affiliations and correspondence, see the last page.

### Abstract

Academic reforms, while expanding student opportunities and preparing them for higher education, often demand increased time commitment and complex understanding, thus potentially hindering excellence due to competing demands. This descriptive-comparative-correlational study sought to determine the extent of academic procrastination, its level of academic stress, significant differences of academic procrastination and academic stress, and relationships between academic procrastination and academic stress, and the coping strategies used by students in Saint Mary's University Senior High School. The study utilized both quantitative and qualitative methods. A Likert scale was employed for the quantitative section, while the adapted questionnaire for academic procrastination and researcher-made questionnaire for academic stress, were used for the qualitative component, participated by 273 students from grades 11 and 12. The findings revealed only a little extent of academic procrastination, while the perceived level of academic stress of students was seen as stressed. Academic procrastination when grouped according to grade level and academic standing showed a significant difference, while variables of sex and strand had the opposite result. Academic stress, on the other hand, showed a contradictory result, with sex and strand having a significant difference, while grade level and academic standing showed none. Therefore, the correlation of the two produced no correlation. Additionally, the study identified key coping strategies employed by students to manage these challenges. The results highlight the importance of addressing academic procrastination and stress among senior high school students, suggesting potential interventions and support mechanisms to enhance their academic success and overall well-being.

**Keywords:** *academic procrastination, academic stress, senior high school, catholic institution, well-being*

### Introduction

The most significant educational reform since the last century was back on May 15, 2013 when President Benigno Aquino III signed into law the Republic Act 10533, otherwise known as the Enhanced Basic Education Act (Oxford Business Group, 2015). The start of the Senior High School (SHS) under this program is a crucial component, as it offers students a broader range of subjects and opportunities for specialization, thereby preparing them better for higher education, employment, or entrepreneurship (Kilag et al, 2023). Academic stress is a common psychological condition that students experience throughout their high school years, especially in senior high school (SHS). This is because adolescence relates to this time, and there are more demanding academic obligations and responsibilities to meet. The pressure to make significant career-related decisions increases as students get closer to college, adding to the difficulties they already face throughout this stage (Regalado, 2023). The transition to a lengthier and more complex educational structure brought new challenges, especially in terms of the mental health of students. According to Independent Schools Management (2023), studies have shown that mental health issues among students can significantly impact their learning results, affecting their ability to concentrate, engage in class, and achieve their academic goals. The extended duration of schooling, coupled with the increased academic rigor, can lead to heightened stress levels among students. Thus, the new curriculum introduced new pressures and expectations for students, potentially worsening existing mental health concerns.

### Academic Procrastination

The study of Bhatt (2023), states that academic procrastination is a common and enduring problem that students encounter in educational settings across the world. It is the act of delaying or postponing academic responsibilities. Motie et al. (2012), states that academic procrastination is characterized by the unnecessarily delayed completion of an activity and the intense agitation that results from doing so. Various estimates place the prevalence of this phenomenon rising, with between half and 90% of college and university students prone to it (Chehrzad et al., 2017). Academic procrastination is the primary issue that most students deal with. Academic procrastination has a negative effect on students' academic progress and well-being, according to researchers and practitioners (Kim & Seo, 2015). Negative effects of procrastination include anxiousness, rushing to complete tasks, and late delivery of assignments. Nayak (2019) mentioned that academic procrastination has a negative effect on students' academic development where it increases stress and anxiety. Thus, one could conclude that procrastinating in school causes stress, or stress can cause academic procrastination.

According to Svartdal and Løkke (2022), around 75% of students are habitual procrastinators, making academic procrastination a pervasive problem that impacts more than 50% of students. Additionally, about half of these students believe that procrastination is a serious problem that impairs both their academic performance and general well-being. Furthermore, compared to their colleagues, extreme procrastinators are more likely to report higher levels of stress, worry, and despair, highlighting the psychological costs of this

activity.

### ***Stress***

Stress was described in the WHO's Constitution as mental stress, fear or worry that is caused by challenging situations on February 21, 2023. Stress is typically regarded as a psychological pressure, but it has a physical impact on the health of the body too. Learning about how our bodies go through stress can enable us to be more aware of the physical signals of stress when they happen. Hans Selye, a scientist from Vienna, came up with this concept and called it "the non-specific response of the body to any demand for change" (Fink, 2016). Stress is what usually happens to a person both physically and mentally when changes take place in their lives, or they perceive threats against themselves. Be it real or imaginary; stress affects one's physical well-being and emotional wellness which leads to various types such as fight-or-flight responses (Seaward, 2018). Among Filipino Students for instance, there were positive relationships between stressful events and their day-to-day existence while observing that these affected their minds at large ("Daily Hassles"). The study further indicated that students' main sources of stress are academic workloads followed by those related to time management (Dy et al., 2015).

### ***Academic Stress***

According to studies, academic anxiety is a noteworthy problem that influences the emotional status of college students. It coincides with the degree at which students perceive themselves as burdened by their schoolwork, exams and expectations. The higher the levels of stress among students, the more they are likely to score low marks in mental health. This becomes even truer for some categories like second year and non-binary students who seem to be hard hit by academic pressure. Furthermore, COVID 19 pandemic has increased this tension which has even worse effects on mental health than usual (Barbayannis et al., 2022).

According to Collie et al. (2017), academic anxiety is a noteworthy problem that influences the emotional status of college students; chronic anxiety can lead to burnout. It coincides with the degree to which students perceive themselves as burdened by their schoolwork, exams, and expectations. Kwaghgbah (2021) claimed that among recently admitted undergraduate students, psychological health was predicted by both academic stress and academic anxiety. Students who experience higher levels of stress are more likely to receive poor mental health grades (Hetrick et al., 2019). This becomes even truer for some categories, like second year and non-binary students, who seem to be hard hit by academic pressure. Furthermore, the COVID-19 pandemic has increased this tension, which has even worse effects on mental health than usual (Barbayannis et al., 2022).

### ***Effects of Stress***

Mendaris (2023) considers that stress is capable of affecting the human body in a way that can be long lasting. Stress causes inflammation and may lead to an increased risk of conditions such as cardiovascular diseases even after the stressful event itself has occurred. However, it is not only the immediate effects of stress but also the accumulation of stress over time that could result into adulthood. Consequently, stress leads to a modification in gut bacteria influencing mood leading to disorders like heartburn, acid reflux and others for digestion. Nonetheless, one should bear in mind that many can overcome stresses and turn them into strengths instead. The management strategies for efficient stress include good social support systems, exercising often and having enough sleep (Stress effects on the body, 2023).

In the study of Khan et al. (2013), student's performance may be affected due to academic stress. This is because of the semester system where students are oftentimes obliged to requirement demands in a short span of time, leading to stress. They also found that depression, anxiety, and stress are negatively correlated with academic performance regarding their achievement, implying that the higher the stress, the lower the students' achievement is. This therefore highlights the importance of managing stress wherein the way students perceive stress is an important factor in its seriousness.

Nevertheless, moving onto Senior High School along with pressure for greatness has led to academic procrastination among students which impacts their performance negatively. It means that academic procrastination becomes closely tied up with anxiety which is described as difficult situations causing mental conflict and may have negative consequences on both the mind and body. Increased educational pressures, resulting from things like coursework and expectations, make these problems worse. It is important to adopt various ways of handling stress in order to maintain overall wellness during academic experience.

At this point in time, no research has focused on a particular component of academic procrastination within the curriculum or its link to health-related concepts such as perceived educational stress or holistic well-being. Steel (2007) asserts that research into procrastination should not be postponed because it seems to be increasingly prevalent. Nevertheless, there is little information currently available concerning this association even though this worsens the entire well-being of students or makes them feel extremely stressed. For come up with strategies that will help alleviate the problem, we will determine how academic procrastination can be related to all strands of having a higher burden, of studying under all conditions especially connected with the excessive workload.

This study aims at filling up gaps left by previous studies which had non-strand-specific categories by determining the structural relationships between academic procrastination and educational stress among students including effective strategies being employed to assist learners reduce its effects.

The objective of this study is therefore to investigate some factors of the student's well-being and to make solutions to overcome procrastination and stress.

### Research Questions

This study aimed to determine the Saint Mary's University Senior High School students' extent of academic procrastination and academic stress. It specifically sought to answer the following concerns:

1. What is the respondents' extent of academic procrastination?
2. What is the respondents' perceived level of academic stress?
3. Is there a significant difference in the academic procrastination of the respondents when grouped according to:
  - 3.1. sex;
  - 3.2. grade level;
  - 3.3. academic standing; and
  - 3.4. strand?
4. Is there a significant difference in the academic stress of the respondents when grouped according to:
  - 4.1. sex;
  - 4.2. grade level;
  - 4.3. academic standing; and
  - 4.4. strand?
5. Is there a significant relationship between the academic procrastination and academic stress of the respondents?
6. What are the respondents' ways to cope with academic procrastination?
7. What are the respondents' ways to manage academic stress effectively?

## Methodology

### Research Design

This study employed both quantitative and qualitative methods. For the quantitative method, descriptive-comparative-correlation was applied. Descriptive method was utilized to determine the extent of academic procrastination and level of academic stress. Comparative method was used to determine the significant difference between the extent of academic procrastination and level of academic stress of the respondent when grouped according to their profile. Correlational method was used to determine the relationship between the extent of academic procrastination and level of academic stress.

In addition, the qualitative method was applied to gather responses from the open-ended questions. These were collected to further comprehend the respondents' insight on ways to cope up with the extent academic procrastination and how to manage academic stress effectively.

### Participants

The study considered Grades 11 and 12 students of Saint Mary's University Senior High School as the respondents. The Raosoft Sample Size Calculator was used to compute the sample size with a 5% margin of error. From a total population of 951 Senior High School students, the Raosoft Sample Size Calculator recommended a total of 273 respondents as a sample size. Simple random sampling was used to determine the respondents.

Table 1. Frequency and percentage count of the demographic profile of the respondents among the chosen students

Profile Variables	f(n=273)	%
<i>Sex</i>		
Male	121	44.30
Female	152	55.70
<i>Grade Level</i>		
11	106	38.80
12	167	61.20
<i>Academic Standing</i>		
With Highest Honor	4	1.50
With High Honor	28	10.30
With Honor	100	36.60
Principal's Lister	22	8.10
None Honor Student	19	43.60
<i>Strand</i>		
STEM	187	68.50
ABM	20	7.30
HUMSS	47	17.20

TVL	19	7.00
-----	----	------

Table 1 presents the frequency and percentage of the respondents' sociodemographic profile regarding sex, grade level, academic standing, and strand. It shows that most of the respondents were female while some of them were male. Moreover, it also shows that many respondents were grade 12 students while a few were grade 11 students. Furthermore, it indicates that the majority of the participants obtained an academic standing of none honor student while with honor follows, with high honor, principal's lister, and the least are with highest honor standing. In addition, it was revealed that most of the respondents were from STEM strand, while some were from HUMSS strand, a few were from ABM strand, and a few were from TVL strand.

### Instrument

An adapted questionnaire and research made questionnaire was used to collect and gather data needed to conduct the study. The questionnaire that was utilized in this study in the Level of academic procrastination was adapted from a research study entitled "Academic Procrastination and its effects on Perceived Stress and Mental Well-Being: Are Compensatory Health Beliefs and Self-Compassion Mediators or Moderators of the relation between Academic Procrastination on Perceived Stress or Mental Well-being?" (Smoletz, 2019), and a researcher made questionnaire for the academic stress.

The questionnaire was divided into four parts. First, were the demographic profile questions of the respondents in terms of their name (optional), sex, grade level, academic standing, and strand.

The second part aimed to measure the level of academic procrastination. The researchers aimed to gather responses from the respondents with the use of a 4-point Likert scale with labels 1 as Rarely, 2 as Occasionally, 3 as Frequently, and 4 as Very Frequently.

The third part aimed to assess the level of academic stress among the participants. The researchers aimed to collect the responses by utilizing a 4-point Likert scale with labels ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), 4 (Strongly Agree).

Lastly, the fourth section of the research questionnaire aimed to gather qualitative responses from the participants through open-ended questions. This section aimed to identify effective coping strategies that can help SMU Senior High School students reduce academic procrastination and academic stress.

Table 2. *Result of Reliability Test for the Level of Academic Procrastination*

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.85	10

Shown in table 2 is the result of the reliability test for the level of academic procrastination. The table shows that with 10 items, cronbach's alpha is equal to .85. Therefore, its internal consistency is equivalent to good ( $0.9 > \alpha \geq 0.8$ ). Hence, the questionnaire is reliable.

Table 3. *Result of Reliability Test for the Level of Academic Stress*

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.90	10

For the reliability test results for the level of academic stress, table 5 shows that with 10 items, cronbach's alpha is equal to .90. Therefore, its internal consistency is equivalent to excellent ( $\alpha \geq 0.9$ ), indicating that the questionnaire is reliable.

### Procedure

The data gathering procedure began with the creation of the research survey questionnaire. The questionnaire was adapted from Smoletz (2019) Academic Procrastination and its effects on Perceived Stress and Mental Well-Being: Are Compensatory Health Beliefs and Self-Compassion Mediators or Moderators of the relation between Academic Procrastination on Perceived Stress or Mental Well-being? and researcher made a questionnaire. Thereafter, the adapted questionnaire and researcher-made questionnaire have been modified and altered by the researchers to suit the significance target response of the study. The finalization was done by examining whether grammatical, spelling, and punctuation errors are present in the questionnaire to avoid further confusion and misinterpretation for the respondents. After finalizing the questionnaire, it was duplicated into hard copies. Then, pilot testing was conducted. Thereafter, a retrieval and reliability test for the questionnaire was made. Afterwards, the questionnaire was distributed physically to Grades 11 and 12 students of Saint Mary's University Senior High School. The survey was done room to room. It was followed by the data retrieval and data encoding.

### Data Analysis

This study used quantitative and qualitative methods particularly descriptive-comparative-correlational research design to address the research questions. Hence, to treat the data gathered, the following tools and techniques are used:

Frequency count and percentage distribution. This tool was used to determine the profile of the respondents. The frequency count can show how many students drop into different categories in terms of sex, grade level, academic standing, and strand.

Mean score and standard deviation. This tool was used to compute the extent of academic procrastination and level of academic stress of the respondents.

Inferential Statistics: T-test analysis was used to determine the significant difference between the extent of academic procrastination and level of academic stress of the respondents when grouped according to sex and grade level.

T-test analysis- This was used to determine the significant difference between the extent of academic procrastination and level of academic stress of the respondents when grouped according to sex and grade level.

ANOVA- This was used to determine the significant difference between the extent of academic procrastination and level of academic stress of the respondents when grouped according to academic standing and strand.

Correlational Analysis- The Pearson's  $r$  correlational test was used to determine if there is a significant relationship between the extent of academic procrastination and level of academic stress of the respondents.

Thematic Analysis: This technique was used to analyze the qualitative responses of the participants such as the ways to cope with the extent academic procrastination and how to manage academic stress effectively

## Results and Discussion

This section presents the results, analyzes, and interprets the data gathered from the questionnaires distributed to the corresponding Grades 11 and 12 students of Saint Mary's University Senior High School. Moreover, the researchers analyze the data using the PSPP statistical data analysis program. They use Pearson's  $R$  to determine the relationships with the data gathered. They determine other remaining relationships using t-test. We establish a significance level of  $p=0.5$  for all data analysis procedures.

### Section 1. Extent of Academic Procrastination

Table 4. *The respondents' extent of academic procrastination*

<i>Statements</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Interpretation</i>
<b>Extent of Academic Procrastination</b>			
1. I consistently complete my assignments daily and regularly.	3.08	0.72	Little Extent
2. I manage my time effectively to ensure I am prepared for exams.	2.85	0.79	Little Extent
3. I prioritize my academic missions to meet deadlines efficiently.	3.14	0.78	Little Extent
4. I motivate myself to start working on my assignments the day they are assigned.	2.96	0.85	Little Extent
5. I initiate my study duties immediately after receiving them.	2.75	0.87	Little Extent
6. I approach difficult duties by setting realistic expectations and timelines.	3.00	0.77	Little Extent
7. I manage my time to avoid postponing academic stress.	2.93	0.80	Little Extent
8. I balance my study time with enjoyable activities without compromising my studies.	3.02	0.78	Little Extent
9. I find effective ways to justify my study commitments to myself and others.	3.02	0.73	Little Extent
10. I allocate time for entertaining activities without neglecting my studies.	3.13	0.80	Little Extent
<b>Mean (Academic Procrastination)</b>	<b>2.99</b>	<b>0.57</b>	<b>Little Extent</b>

*Legend: 1.00-1.49 (Great Extent), 1.50-2.49 (Moderate Extent), 2.50-3.49 (Little Extent), 3.50-4.00 (Not at all)*

Table 4 shows the respondents' extent of academic procrastination. As can be seen, the total mean score for academic procrastination is 2.99, indicating that students have a little extent of academic procrastination. The students who prioritize their academic missions to meet deadlines efficiently scored the highest mean 3.14 indicating only a little extent. The students who initiated their study duties immediately after receiving them, however, scored the lowest mean of 2.75 showing also a little extent.

This implies that some respondents use deliberate strategies to avoid academic procrastination, most likely as a result of their strong time management abilities. This may be attributed to their proactive task planning, effective prioritization, and the adoption of strategic, achievable methods for completing their projects, all of which help them stay on course. Furthermore, they may engage in self-discipline, goal-setting, and motivation, in addition to efficient time management, all of which work together to support their capacity for sustained productivity.

Our findings are supported by, the study of Sundaramoorthy (2018) explores how students employ active procrastination techniques in their coursework. The results indicate that using strategic methods, such as planning, goal-setting, information-seeking, record-keeping, and practicing or memorization, can significantly improve one's ability to resist procrastination. These proactive strategies not only assist students in better managing their tasks but also transform potential procrastination into a deliberate postponement, which, in turn, promotes academic achievement.

### Section 2. Level of Academic Stress

Table 5 shows the respondents' perceived levels of academic stress. As can be seen, the total mean score for academic stress is 3.23, indicating that students are generally stressed. Students who fail examinations report the most stress, scoring the highest mean 3.55 indicating that they feel "very stressed." Interpersonal stressors such as the presence of teachers, however, scored the lowest mean 2.29,

suggesting only slight level of stress.

**Table 5. The respondents' perceived level of academic stress**

Statements	Mean	Std. Deviation	Interpretation
<b>Level of Academic Stress</b>			
1. I feel anxious when my teacher calls me for recitation.	3.01	0.88	Stressed
2. I don't feel at ease in the presence of my teacher.	2.29	0.79	Slightly stressed
3. I feel stressed when there are a lot of requirements to do.	3.37	0.75	Stressed
4. I feel stressed when an examination is about to come.	3.21	0.79	Stressed
5. I feel stressed when there are a lot of quizzes to take in a day.	3.43	0.74	Stressed
6. I feel anxious when I am not prepared for a performance task.	3.36	0.72	Stressed
7. I feel stressed when I failed my quizzes.	3.39	0.76	Stressed
8. I feel stressed when I failed my examinations.	3.55	0.72	Very Stressed
9. When I don't get the lessons, I get nervous.	3.23	0.82	Stressed
10. I feel stressed when I cannot finish my requirements on time.	3.46	0.73	Stressed
<b>Mean (Academic Stress)</b>	<b>3.23</b>	<b>0.52</b>	<b>Stressed</b>

Legend: (Academic Stress): 1.00-1.49 (Not Stressed), 1.50-2.49 (Slightly Stressed), 2.50-3.49 (Stressed), 3.50-4.00 (Very Stressed).

This implies that students feel very stressed when failing an examination, this maybe because examinations in the curriculum are done as a one-take basis wherein it frequently serves as a major factor in determining future prospects and academic achievement.

This result is in line with the study of Kanade and Raut (2020), emphasizing that students experience significant stress due to exam failure. Anxiety before and after examinations is typically caused by the pressure of getting good grades. Students may be worried of the potential negative effects that happens before examinations and receiving actual results leading to the possibility of upsetting their parents or losing their chances of getting a good job. Because of this, severe instances may push students to negative behavior including self-harm and suicide, highlighting the need for improved mental health services and a more balanced approach to academic achievement.

### Section 3. Significant difference in the academic procrastination of the respondents when grouped according to sex, grade level, academic standing, and strand.

**Table 6. Academic procrastination when grouped according to sex**

Academic Procrastination	Male		Female		t (271)	p
	M	SD	M	SD		
	2.95	.60	3.02	.55	-.88	.380

\*Not Significant ( $p > 0.05$ )

Table 6 shows the significant difference in academic procrastination of the respondents when grouped according to sex. Male students scored a mean of 2.95 while female students scored a mean of 3.02. Therefore, the result shows that there is no significant difference on the academic procrastination of students when grouped according to sex.

This implies that students, whether male or female may procrastinate regardless on their academic works. This also suggests that the behavior and attitude of students towards their academic works are not far different when sex is concerned.

Our results align with those of Ismail (2016), who observed no statistically significant difference in active and passive procrastination scores between male and female respondents, indicating that both genders demonstrated an equal propensity for passive procrastination. Furthermore, Ismail's (2016) study suggests that, in certain contexts, academic procrastination may be interpreted as a strategic approach to task prioritization, thereby implying that male and female respondents may hold differing perspectives on their academic responsibilities.

**Table 7. Academic Procrastination when grouped according to grade level**

Academic Procrastination	11		12		t (271)
	M	SD	M	SD	
	3.12	.52	2.90	.59	3.18

\*Significant ( $p > 0.05$ )

Table 7 shows the significant difference in academic procrastination when grouped according to grade level. Grade 11 students scored a mean of 3.12 while grade 12 students scored a mean of 2.90. The result shows that there is a significant difference on academic procrastination when grouped according to grade level ( $p = 0.002$ ).

This implies that grade 11 students tend to procrastinate more than grade 12 students. This may be because grade 12 students have already learned how to manage their academic workloads properly from their experiences during the previous grade level.

In contrast, Huq's (2024) study argues that senior students actually procrastinate more than freshman students. The study indicates that as students' progress in their academic careers, an increased number of responsibilities is given and also higher expectations arise,

which may lead to greater procrastination. Despite having more experience, seniors still feel overwhelmed by balancing academic, personal, and professional demands, which causes them to delay tasks more often than freshmen.

Table 8. *Academic Procrastination when grouped according to academic standing*

Factors	Groups	f	Mean	SD	F-value	p-value
Academic Procrastination	With Highest Honors	4	3.28	0.40	2.70	.031
	With High Honors	28	3.22	0.49		
	With Honors	100	3.04	0.61		
	Principal's Lister None honor student	22	2.87	0.58		
		119	2.90	0.54		

\*Significant ( $p > 0.05$ )

Table 8 shows the significant difference in academic procrastination when grouped according to academic standing. As can be seen, students with highest honors manifested the highest mean (3.28). Moreover, students who are principal's lister manifested the lowest mean (2.87). The result shows that there is a significant difference in academic procrastination when grouped according to academic standing ( $p = 0.031$ ).

This implies that high achieving students may experience more pressure, leading to procrastination, despite their success. The analysis shows that significant differences exist specifically between students with highest honors and those with no honors, but not between other groups. This could reflect a self-contradiction where even top students may struggle on managing their time effectively when academics are concerned. The fact that non-honor students procrastinate more than those on the principal's list is another implication. Students on the principal's list are likely to have clearer academic goals, stronger intrinsic motivation, and effective time management skills, which enable them to stay committed to their studies; they may also benefit from structured study habits and support from peers and teachers, which reinforces their sense of responsibility and, on the other hand, non-honor students may struggle to maintain focus and complete tasks on time due to weaker habits and fewer support systems.

This is in contrast to the study of Visser et al. (2018), procrastination is not a problem among high achievers. In fact, a number of characteristics, such as perfectionism and high expectations, may cause these students to delay more than their counterparts who perform worse. High achievers frequently have very high expectations for themselves, which might cause them to put off doing work until the "perfect" time or until they are so terrified of performing poorly that they give up.

Furthermore, Özer's (2011) study found that students who do not receive honors tend to procrastinate more than those who do. According to their findings, college students are more prone to postpone than both high school and graduate students. This pattern suggests that greater academic stress or difficulties balancing responsibilities may be the cause of freshmen's higher procrastination rates.

Table 9. *Academic Procrastination when grouped according to strand*

Factors	Groups	f	Mean	SD	F-value	p-value
Academic Procrastination	STEM	187	2.98	0.58	0.60	0.614
	ABM	20	3.10	0.65		
	HUMSS	47	3.02	0.50		
	TVL	19	2.86	0.55		

\*Not Significant ( $p > 0.05$ )

Table 9 shows the significant difference in academic procrastination when grouped according to strand. As can be seen, the result shows that there is no significant difference in academic procrastination when grouped according to strand ( $p = 0.614$ ). This implies that regardless of the strand chosen, procrastination is still present across senior high school. Due to this practice, the submitted requirements of the students may lack quality because they limited the allotted time needed for the requirements to be fulfilled.

This is similar to the study of Fentaw et al., (2022) who found that procrastination is prevalent among undergraduate students across all fields, corroborate this conclusion. The study emphasizes how procrastination impacts students in various disciplines because of time management issues and academic pressure. It indicates that to help students improve their habits and overall academic performance, colleges should address this issue by offering tools like time management courses and counseling.

#### Section 4. Significant difference in the academic stress of the respondents when grouped according to sex, grad level, academic standing, and strand

Table 10. *Academic stress when grouped according to sex*

Academic Stress	Male		Female		t (197.45)	p
	M	SD	M	SD		
	3.06	.60	3.36	0.39	-4.74	0.000

\*Significant ( $p > 0.05$ )

Table 10 shows the significant difference in academic stress when grouped according to sex. As can be seen, female respondents scored

a mean of 3.36, while male respondents scored a mean of 3.06, with both indicating that the respondents are stressed. The results, therefore, indicate that there is a significant difference ( $p$ -value= 0.000) in the academic stress when grouped according to sex.

This implies that female students may experience higher levels of academic stress compared to male students. This could be attributed to the presence of sex stereotypes, where female students are often expected to perform at higher standards than their male counterparts. Such expectations may create pressure, making them uncomfortable with achieving only average results.

This finding is supported by the research of Sue Graves et al. (2021) regarding perceived stress levels, revealing that female participants experience notably higher overall stress levels than their male counterparts. Gender stereotypes within academic environments are clearly highlighted in the research by Baron et al. (2019), demonstrating that children's understanding of gender and academic stereotypes is shaped by various influences, including both internal school dynamics and external factors such as media and the indirect spread of biases.

Table 11. *Academic stress when grouped according to grade level*

	11		12		$t(271)$	$p$
	$M$	$SD$	$M$	$SD$		
Academic Stress	3.23	0.45	3.23	0.56	-.01	0.991

\*Not Significant ( $p>0.05$ )

Table 11 shows the significant difference in the academic stress of the respondents when grouped according to grade level. As can be seen, both grade 11 and grade 12 respondents are generally stressed with an equal mean score of 3.23 and a  $p$ -value of 0.991. The results, therefore, indicate that there is no significant difference in the academic stress of the respondents when grouped according to their grade level.

This implies that senior high school students, regardless of whether they are in grade 11 or grade 12 students, are likely to experience similar levels of academic stress, as the distribution of courses and workload across both grades is fairly balanced in terms of content and time requirements.

The result suggests that the year of learning does not affect the respondents' academic stress, and the curriculum is varied specifically within the scope of the respondents' learning area. This finding is supported by the findings of Licayan et al. (2021) on their study towards blended learning modality, confirming that grade levels of the senior high school under the K-12 curriculum do not affect students' academic stress.

Table 12. *Academic stress when grouped according to academic standing*

Factors	Groups	$f$	Mean	$SD$	$F$ -value	$p$ -value
Academic Stress	With Highest Honors	4	3.48	0.17	1.05	.383
	With High Honors	28	3.35	0.45		
	With Honors	100	3.25	0.53		
	Principal's Lister	22	3.10	0.56		
	None honor student	119	3.20	0.51		

\*Not Significant ( $p>0.05$ )

Table 12 shows the significant differences of academic stress when grouped according to academic standing. As can be seen, the result shows that there is no significant difference in academic stress when grouped according to academic standing ( $p=0.383$ ).

This implies that stress affects students similarly, regardless of whether they are high or low performers. This suggests that factors other than academic performance such as personal circumstances, mental health, and time management may be more influential in determining stress levels. It also indicates that all students, regardless of their grades, may face similar pressures and that support systems should address stress holistically for everyone, not just those struggling academically.

This aligns with the study conducted by Williams (2015), which indicates that there is no significant relationship between academic performance and psychological well-being. Consequently, academic stress persists regardless of academic achievement or recognition.

Table 13. *Academic stress when grouped according to strand*

Factors	Groups	$f$	Mean	$SD$	$F$ -value	$p$ -value
Academic Stress	STEM	187	3.27	0.50	3.00	0.031
	ABM	20	2.99	0.63		
	HUMSS	47	3.27	0.44		
	TVL	19	3.01	0.64		

\*Significant ( $p>0.05$ )

Table 13 shows the significant difference in academic stress when grouped according to strand. As can be seen, the Science Technology Engineering and Mathematics (STEM) strand scored the highest mean of 3.27, followed by the Humanities and Social Sciences (HUMSS) strand had the mean of score 3.37. Moreover, the Technical- Vocational-Livelihood (TVL) strands had a mean of score 3.01, while the Accountancy, Business and Management (ABM) strand had a mean score of 2.99 and has  $p$ -value of 0.031. Overall, the



results show that there is a significant difference in academic stress when grouped according to strand, with all students generally seen stressed in their chosen strands.

This implies that students in STEM strand may experience more academic stress compared to other strands. Students in STEM strand may face greater pressure and challenges that contribute to their stress, possibly because students often face multiple assignments, lab work, and projects simultaneously, creating a heavy workload. Subjects like calculus, physics, and chemistry involve abstract thinking and complex problem-solving, which leads to higher academic stress to the students.

This is closely related to the study of Atompag et. al (2021) conducted at the University of Cordilleras, where the result showed the strands GAS and HUMSS as those with significantly higher stress than their counterparts. In the findings, however, STEM and HUMSS had a significantly higher stress, suggesting that senior high school strands in different universities may differ in experience, particularly in the educational materials used and teaching strategies of the school.

**Section 5. Academic procrastination and academic stress.**

Table 14. Significant relationship between academic procrastination and academic stress

	Pearson's r	p-value	QD
Academic Procrastination Academic Stress	-.043	.478	No correlation

Legend: Pearson r: +0.80 – +0.99 = Very High Correlation | +0.60 – +0.79 = Moderately High Correlation | +0.40 – +0.59 = High Correlation | +0.20 – +0.39 = Moderately Low Correlation | +0.01 – +0.19 = Very Low Correlation | Not Significant (p > 0.05)

Table 14 shows the significant relationship between academic procrastination and academic stress. Based on the result, it shows that there is no correlation between academic procrastination and academic stress (p = 0.478).

This implies that academic procrastination is not connected to academic stress. Therefore, the students that are stressed may not procrastinate, and vice versa. In other words, procrastination might not always be a symptom of stress, and feeling stressed do not automatically mean a student is procrastinating. Some students who are stressed may still be highly organized and manage their time well, while students who procrastinate are not necessarily experiencing increased stress, and their delays in completing tasks might stem from other factors such as lack of motivation, poor time management skills, or distractions rather than stress-related issues.

In contrast, the study by Ashraf et al. (2019) highlights a notable connection between academic procrastination and academic stress. The research identifies a significant positive correlation between the two factors. Additionally, it demonstrates that academic stress can predict procrastination, while procrastination also influences stress levels.

**Section 6. Respondents' ways to cope with academic procrastination**

Table 15. Thematic Analysis on the ways to cope with academic procrastination

Theme/s	Sample Responses	f(n=246)	%
Time Management	1. The best strategies to reduce academic procrastination is to manage your time effectively. 2. time management and create a schedule	209	76.56%
Motivation	1. motivate myself to do the work as soon as I get the assignment or activity given to me. 2. setting goals, small goals to reach within a period of time in order to pump yourself to do better such as tryna achieve honors, awards, or motivation to do better.	16	5.86%
Recreational Activities	1. as a student, I finish my assignment I need relax by watching favorite movies to rest my mind to reduce academic. 2. start with inhale exhale method and think properly do your hobbies like drawings, listening to music.	12	4.40%
Student workload	1. lessen the requirements 2. less activities	4	1.47%
Psychological well-being	1. do not pressure your self too much and avoid procrastinating.	1	0.37%
Educational environment	Students should pick a good place to review/study the lesson they have learned, eliminate distractions so students can focus to what they're doing, and lastly, reward yourself. a nice place to study for us to focus more.	4	1.47%

Thematic analysis on ways to cope efficiently with academic procrastination is shown from table 17. The results consist of six themes which are time management, motivation, recreational activities, student workload, psychological well-being, and educational environment. The table presents that most of the students highly suggest time management (76.56%) as a way to cope with procrastination. Following this is motivation (5.86%), where students set goals in order to be motivated in working to do their task as early as possible, while another shows students preferring to practice recreational activities (4.40%) to cope with procrastination in noting the benefits of relaxation and through watching favorite movies.

This implies that integrating strategies for time management, motivation, and recreational activities could significantly enhance student

well-being and academic success. This could involve promoting awareness of the benefits of stress reduction techniques and providing practical resources and support for students to incorporate these activities into their routines. Furthermore, workshops and resources on effective time management techniques, goal-setting strategies, and stress reduction techniques can also be useful in coping with academic procrastination.

The study by Ocak and Boyraz (2016), which discovered that efficient time management greatly lowers academic procrastination, supports this result. Students who plan ahead and organize their activities are less likely to put off doing their work, which boosts productivity and lowers stress levels. Effective time management enables students to divide work into portions that can be avoiding the excessive stress that frequently results in procrastination as deadlines get near. Thus, reducing procrastination and improving academic achievement need the development of excellent time management abilities.

## Section 7. Respondents' ways to manage academic stress

Table 16. *Thematic Analysis on the ways to cope with academic stress*

Theme/s	Sample Responses	f(n=210)	%
Time Management	1. Do your task and pass it on expected deadline, Time management. 2. time management and do the activities way before deadline to avoid stressing over the deadline.	99	36.26%
Motivation	1. be positive and stay on your goal 2. Distracting yourselves and motivation	31	11.36%
Recreational Activities	1. Eating, listening music, going out w/ friends. 2. by taking a break mentally through playing or simple doing your so called enjoyable hobbies.	50	18.32%
Student workload	1. less assignments 2. lessen the activities that given to students	5	1.83%
Psychological well-being	1. Dont overthink things 2. I guess prepare yourself physically or mentally for the words and do the things will make you calm.	24	8.79%
Educational environment	1. be organized because a messy workplace is a stressful environment	1	0.37%

The thematic analysis on the ways respondents manage their academic stress effectively is shown in Table 18. The results consist of six themes which are time management, motivation, recreational activities, student workload, psychological well-being, and educational environment. The table shows that most respondents highly recommend time management (36.26%) as a way to cope with academic stress. Following this is the student's preference of practicing recreational activities (18.32%), while some manage their stress by finding motivation (11.36%).

It can be implied that most respondents believe that time management is critical in coping with academic stress. This is because lack of time causes psychological pressure, which is typically regarded as stress itself. By allotting time to different agendas, particularly in academic workloads, students may accomplish tasks practically without the pressure of rushing or failing.

The findings also suggest that the respondents believe that practicing recreational activities like listening to music, going out with friends, or generally enjoying personal hobbies can help in coping with academic stress. This is connected to the findings where respondents have recommended the importance of motivation and maintaining good psychological well-being. This may be because these activities provide breaks from the demands of academic life, allowing students to boost mood and well-being, improve cognitive functions, and foster social connections. Furthermore, respondents recommended other ways like reducing student workload and considering educational environments. This implies that academic stress may not only be managed by individuals but can also be controlled by the way the senior high school curriculum is served to the students. It also implies that the workloads of students in senior high school are too heavy and that their educational environment should be paid attention to for students' comfort. This is supported by the study of Kausar (2010) where it is found that students who had been overloaded with academic work felt more stress.

## Conclusions

Academic procrastination and stress are major challenges faced by senior high school students. From the results, students showed a low level of academic procrastination, and time management was identified as the best way to cope with it. On the other hand, the study revealed that students experienced higher levels of academic stress. This means that even though students might delay completing their tasks, they still feel a lot of pressure.

Interestingly, the results found no connection between procrastination and stress, proving that these are two separate problems. Female students reported feeling more academic stress than males, while Grade 12 students procrastinate less compared to Grade 11 students. The results also showed that academic standing and strand did not significantly affect the levels of procrastination or stress. To cope, students suggested strategies like time management, staying motivated, doing recreational activities, and focusing on mental health.

These recommendations are drawn from the study's results and conclusions.

For the School Administrators- The school may use this study as a basis for a guidance program for students who have a high extent of academic procrastination and who have a high level of academic stress. This includes seminars, programs, and activities that would help the students of Saint Mary's University Senior High School to avoid procrastination and lessen their stress. These activities may include how to manage their time wisely and ways to cope with stress.

For the future researchers- The researchers strongly recommend that the number of statements in the questionnaire may be increased to gather more meaningful information. The sample size may be expanded for more precise, accurate, and reliable results. Public schools and junior high school students may be considered.

## References

- Academic Stress Predicted by Academic Procrastination among Young Adults: Moderating Role of Peer Influence Resistance. (2019). *Journal of Liaquat University of Medical & Health Sciences*, 18(01), 65–70. <https://doi.org/10.22442/jlumhs.191810603>
- Barbayannis, G., Bandari, M., Zheng, X., Baquerizo, H., Pecor, K. W., & Ming, X. (2022, May 23). Academic stress and mental well-being in college students: Correlations, affected groups, and COVID-19. *\*Frontiers in Psychology\**. <https://doi.org/10.3389/fpsyg.2022.886344>
- Beutel, E., Klein, M., Aufenger, Brähler, Dreier, Müller, W., Quiring, Reinecke, Schmutzer, Stark, & Wölfling. (2016, February 12). Procrastination, distress and life satisfaction across the age range – A German representative community study. *\*National Library of Medicine, National Center for Biotechnology Information\**. Retrieved April 19, 2024, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4752450/>
- Daileg, P. A. Y. ., Dela Vega, A. B. ., Gruta, I. A. ., Lee, N. C. B. ., Martinez, F. A. ., Pinca, C. A. ., & Edillor MAED, LPT, FRIEdr, M. . (2019). The Effect of Stress into the Academic Performance of Grade 12 HUMSS Students at Bestlink College of the Philippines: Basis for a Proposed Plan of Action (A.Y. 2018-2019). *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research*, 1(1). Retrieved from <https://ojs.aaresearchindex.com/index.php/aasgbcjmra/article/view/2360>
- Depaynos, J. L., Butala, M. B., & Atompag, S. M. (2021). Academic stress of academic track senior high school students. *\*International Journal of Education and Pedagogy*, 3\*(1), 93–111. <https://myjms.mohe.gov.my/index.php/ijeap/article/view/12826>
- Duncan-Williams, B. (2015, July 1). Academic Stress, Academic Performance and the Psychological Well- Being of Senior High School Remedial students in the Greater Accra region of Ghana. <https://ugspace.ug.edu.gh/items/1008deb2-3b25-4d52-b702-34e786a2576c>
- Fentaw, Y., Moges, B. T., & Ismail, S. M. (2022). Academic procrastination behavior among public university students. *\*Education Research International*, 2022\*. <https://doi.org/10.1155/2022/1277866>
- Graves, B. S., Hall, M. E., Dias-Karch, C., Haischer, M. H., & Apter, C. (2021). Gender differences in perceived stress and coping among college students. *\*PLOS ONE*, 16\*(8), e0255634. <https://doi.org/10.1371/journal.pone.0255634>
- Guzon, J. (n.d.). Academic-stress-scale. *\*Scribd\**. <https://www.scribd.com/document/504677637/Academic-Stress-Scale?fbclid=IwAR0t7ckRabjJN8XKoiXSGfupSEwF3j2O5dmlgvDx7jDSzyBcLeWRn68MFXI>
- Hetrick, S., Parker, A. & Pascoe, M. (2019). The Impact of stress on students in secondary school and higher education
- Huq, N. (2023). Procrastination between senior and freshman students [North South University]. [https://www.researchgate.net/publication/377634422\\_Procrastination\\_between\\_senior\\_and\\_freshman\\_students](https://www.researchgate.net/publication/377634422_Procrastination_between_senior_and_freshman_students)
- Kanade, A. B., & Raut, S. (2020). A study to assess the mental stress among nursing students who failed in university examinations and coping strategies utilized by them in selected colleges of Pune city. *\*International Journal of Advances in Nursing Management*, 8\*(3), 197. <https://doi.org/10.5958/2454-2652.2020.00047.5>
- Kausar, R. (2010). Perceived stress, academic workloads and use of coping strategies by university students. *Journal of Behavioural Sciences*, 20(1), 31. [http://psycdweeb.weebly.com/uploads/3/5/2/0/3520924/perceived\\_stress\\_and\\_college\\_workload.pdf](http://psycdweeb.weebly.com/uploads/3/5/2/0/3520924/perceived_stress_and_college_workload.pdf)
- Kuftyak, E. (2022, February). Procrastination, stress and academic performance in students. *\*ResearchGate\**. Retrieved April 19, 2024, from [https://www.researchgate.net/publication/358546600\\_Procrastination\\_stress\\_and\\_academic\\_performance\\_in\\_students](https://www.researchgate.net/publication/358546600_Procrastination_stress_and_academic_performance_in_students)
- Kwaghgbah, A. & Ngbea, A. (2021). Academic Stress, Academic Anxiety and Psychological Health among newly admitted undergraduate students of Baze University Abuja
- Licayan, R. J., Chierife, C. F., Mary, P. L., Gary, & Kim, C., Robert. (2021). Academic stress level determination among college students in times of COVID-19 pandemic. *\*International Journal of Asian Education*, 2\*(3), 313–326.

<https://doi.org/10.46966/ijae.v2i3.119>

Mahasneh, M., Bataineh, T., & Al-Zoubi, H. (2016, January 28). The relationship between academic procrastination and parenting styles among Jordanian undergraduate university students. *\*Open Psychology Journal\**. Retrieved April 19, 2024, from <https://openpsychologyjournal.com/contents/volumes/V9/TOPSYJ-9-25/TOPSYJ-925.pdf>

Martin, A., Collie, R. & Frydenberg, E. (2017). Social and Emotional Learning: Lessons Learned and Opportunities Forward

Mcfadden, J. (1999). A study of academic procrastination in college students. *\*Digital Commons URI\**. Retrieved April 19, 2024, from <https://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=2650&context=theses>

Muhammadamin, B., & Ahmed, H. A. (2023). Academic stress and its relationship with procrastination among university students. *\*ResearchGate\**. <https://doi.org/10.31918/twejer.23616>

Mussarat Jabeen Khan, Seema Altaf, Hafsa Kausar (2013). Effect of Perceived Academic Stress on Students' Performance <https://www.researchgate.net/profile/Mussarat-Khan/publication/327280770>

Ocak, G., & Boyraz, S. (2016). Examination of the relation between academic procrastination and time management skills of undergraduate students in terms of some variables. *\*Journal of Education and Training Studies, 4\*(5)*. <https://doi.org/10.11114/jets.v4i5.1313>

P. (2022, January 23). Correlation between stress and academic procrastination. *\*Peachy Essay\**. <https://peachyessay.com/sample-essay/correlation-between-stress-and-academic-procrastination/>

Ragusa, A., González-Bernal, J., Trigueros, R., Caggiano, V., Gómez, N. N., Minguez-Minguez, L. A., Obregón, A. I., & Fernandez-Ortega, C. (2023, February 2). Effects of academic self-regulation on procrastination, academic stress and anxiety, resilience, and academic performance in a sample of

Savage, S. (2006, February 15). The impact of stress on academic success in college students. *\*Redorbit\**. [https://www.redorbit.com/news/health/391477/the\\_impact\\_of\\_stress\\_on\\_academic\\_success\\_in\\_college\\_students](https://www.redorbit.com/news/health/391477/the_impact_of_stress_on_academic_success_in_college_students)

Schneiderman, N., Ironson, G., & Siegel, D. (2008, October 16). Stress and health: Psychological, behavioral, and biological determinants. *\*National Library of Medicine, National Center for Biotechnology Information\**. Retrieved April 18, 2024, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2568977/>

Sirois, F. M. (2014). Procrastination and stress: Exploring the role of self-compassion. *\*Self and Identity, 13\*(2)*, 128-145. <https://doi.org/10.1080/15298868.2013.763404>

Smoletz, F. (2019, February 15). Academic Procrastination and its effects on Perceived Stress and Mental Well-Being: Are Compensatory Health Beliefs and Self-Compassion Mediators or Moderators of the relation between Academic Procrastination on Perceived Stress or Mental Well-being? Retrieved April 19, 2024, from [https://essay.utwente.nl/77488/1/Smoletz\\_MA\\_BMS.pdf#page34](https://essay.utwente.nl/77488/1/Smoletz_MA_BMS.pdf#page34)

Sundaramoorthy, J. (2018). Self-regulated learning strategies of active procrastinating pre-university students. *\*Electronic Journal of Research in Educational Psychology, 16\*(45)*, 325–343. <https://doi.org/10.25115/ejrep.v16i45.2096>

Svartdal, F., & Løkke, J. A. (2022). The ABC of academic procrastination: Functional analysis of a detrimental habit. *Frontiers in Psychology, 13*. <https://doi.org/10.3389/fpsyg.2022.1019261>

Visser, L., Korthagen, F. A. J., & Schoonenboom, J. (2018). Differences in learning characteristics between students with high, average, and low levels of academic procrastination: Students' views on factors influencing their learning. *\*Frontiers in Psychology, 9\**. <https://doi.org/10.3389/fpsyg.2018.00808>

World Health Organization. (2022, June 17). Stress. <https://www.who.int/news-room/questions-and-answers/item/stress#:~:text=Stress%20can%20be%20defined%20as,and%20threats%20in%20our%20lives>

Yan, Y., & Zhang, X. (2022, February 2). What research has been conducted on procrastination? Evidence from a systematic bibliometric analysis. *\*National Library of Medicine, National Center for Biotechnology Information\**. Retrieved April 18, 2024, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8847795/>

Yikuan, Y. (2021, January 1). The relationship between academic procrastination and stress in times of uncertainty. *\*Frontiers in Educational Research\**. <https://doi.org/10.25236/fer.2021.040913>

Zarrin, S., Gracia, E., & Paixão, M. (2020, June 17). Prediction of academic procrastination by fear of failure and self-regulation. *\*ERIC\**. <https://files.eric.ed.gov/fulltext/EJ1261814.pdf>



## **Affiliations and Corresponding Information**

**Allaine Joy A. Abalos**

Saint Mary's University – Philippines

**Yasher B. Lacuesta**

Saint Mary's University – Philippines

**Cz B. Soria**

Saint Mary's University – Philippines

**Rafael Jean Andrei L. Bacani**

Saint Mary's University – Philippines

**Virginia Mae G. De Guzman**

Saint Mary's University – Philippines

**Darel Jake C. Nieva**

Saint Mary's University – Philippines

**Lady Valen Charon A. Dela Peña**

Saint Mary's University – Philippines

**Mary Joy S. Mendoza**

Saint Mary's University – Philippines