FACTORS CONTRIBUTING TO ACADEMIC PROCRASTINATION OF SELECTED STUDENTS IN A PRIVATE SCHOOL IN GUMACA, QUEZON
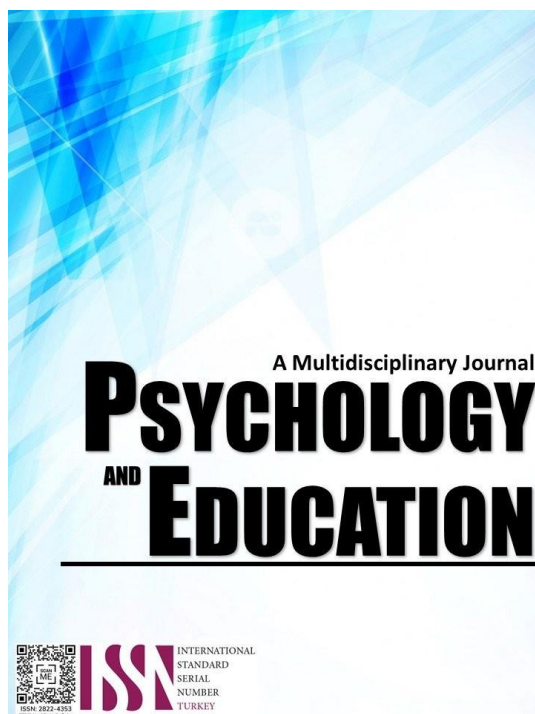
Factors Contributing to Academic Procrastination of Selected Students in a Private School in Gumaca, Quezon

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Abstract

This study aimed to explore the factors contributing to the academic procrastination of selected students in a private school in Gumaca, Quezon. Aspects studied were the profile of the respondents, such as their age, sex, grade level, and program. It is also viewed as one of the top contributors to academic procrastination among the five variables, such as fear of failure, stress, digital distraction, time management, and lack of motivation. To achieve the researcher goal, the researcher used a questionnaire to determine the respondents' profile and administer the questionnaire for the factors contributing to academic procrastination. This study involved 80 college students from one of the private schools in Gumaca, Quezon. The result showed that most of the respondents were in the age group of 18–33 years old. The respondents are mostly female, and the majority come from the BSBA program. When it comes to the results of the factors contributing to academic procrastination, the study found that the most common contributor to academic procrastination is digital distraction. Most of the respondents procrastinate because of digital distraction. According to the result of the Kruskal-Wallis H-test, all the null hypotheses of age, sex, and year level are rejected, which means that there is a significant difference in the perceived factors contributing to the academic procrastination of students when the respondents are grouped by profile. Hence, that when it comes to program the null hypothesis is being accepted.

Keywords: *academic procrastination, digital distraction, fear of failure, lack of motivation, stress, time management*

Introduction

Academic Procrastination is a phenomenon where the students delay academic tasks such as assignments, activities, and any school-related tasks right before its deadline. (Valerio, 2017) Individuals, especially learners at all levels, procrastinate for various reasons as a result of postponing tasks. Academic procrastination is very prominent among college students because they have many obligations to fulfill and responsibilities to do. Based on the researcher observation, the higher institution is experienced this phenomenon. The students always delay their academic tasks and submit them late. This practice becomes habit, and they do not see how it affects their academic performance and well-being.

Hadiwijaya, et.al (2015), and Uzun & Unal (2014) cited that there are five factors that contribute to academic procrastination and can affect academic performance: stress, time management, internet addiction, self-efficacy, and motivation. Those factors cause students to procrastinate. Without knowing it has many distractions so that he or she must delay something important. Within the field of procrastination, much research has been conducted on factors that have an influence or contributors to academic procrastination. Most of us have always been procrastinators. We often neglect to complete critical tasks in favor of more enjoyable activities. The belief that there is too much to accomplish and that no task is worth performing in its entirety is a common cause of procrastination. In light of this, the more disturbing query lies underneath: "Is it worth doing anything at all?" Gikow (2017) said. We all procrastinate occasionally, whether it is at home or at school. Students face a challenge in this regard because excessive procrastination can be interpreted as being lazy or worse, endangering their academic career, particularly if it becomes a habit of repeatedly.

Academic procrastination, especially in academic duties, is a powerful and enigmatic force that prevents college students from completing the most essential and significant tasks in their lives. Every school student seems to put off and prolong their academic career when they procrastinate. Students who put off crucial academic activities are frequently unable to do them on time, which can make them anxious and disappointed. The students should have self-discipline on how to manage and value the time properly to avoid procrastinating.

The researcher will look into the factors contributing to academic procrastination of college students because it contributes negative consequences in overall performance and to the well-being of the students.

Research Questions

This study determined the factors contributing to academic procrastination of selected college students in a Private School in Gumaca, Quezon, S.Y: 2023-2024. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
    1.1 age,
    1.2 sex,
    1.3 year level, and

     1.4   program?
2.   What are the factors contributing to academic procrastination of the students in terms of:
     2.1   fear of failure,
     2.2   stress,
     2.3   digital distraction,
     2.4   time management, and
     2.5   lack of motivation?
3.   Is there a significant difference on the perceived factors contributing to academic procrastination of students when respondents are grouped into profile?

Methodology

Research Design

This study used a descriptive research design that aims to systematically obtain information to describe a phenomenon, situation, or population, and more specifically, the factors contributing to academic procrastination as perceived by selected students in Gumaca, Quezon. The researcher used a survey questionnaire as an instrument. Based on the results of the survey, the researcher was able to determine the details of the study.

Descriptive research design is a scientific method that entails observing and describing a subject behavior without influencing it in any way (Shuttleworth, 2019). The primary objective of this design is to "describe" individuals, situations, issues, behaviors, or phenomena in nature (Siedlecki, 2020).

Participants

The study was conducted at Eastern Quezon College Inc., a private school in Gumaca, Quezon. Selected college students from different programs were the respondents for this study. Eighty (80) students officially enrolled at Eastern Quezon College Inc., S.Y. 2023-2024 located at Gumaca, Quezon were selected through Proportionate Sampling.

Sampling Design

Proportionate Random Sampling was utilized in this research: Proportionate sampling refers to the selection of samples from a population, when this selection is based on the principle of randomization, that is, random selection or chance. Proportionate sampling is a sampling method that involves randomly selecting a sample. (https://www.scribbr.com>probabilitysampling).

Research Instrument

The researcher drafted the questionnaire for comments and suggestions by the thesis adviser and validated it by two experts regarding the content. The suggestions served as guidelines for revisions of the questionnaire.

The questionnaire has two parts: Part I. of the questionnaire included the profile of the respondents. Part II of the questionnaire consisted of the factors contributing to academic procrastination using the likert scale of; 1 – Least Agree (LA), 2 – Less Agree (LeA), 3– Moderately Agree (MoA), 4 – Agree (A) and 5 – Very Much Agree (VMA)

To test the internal consistency of the questionnaire using Cronbach's Alpha, a pilot test was conducted at the Southern Luzon State University (SLSU) Gumaca Campus with 12 respondents.

Procedure

Prior to the conduct of the study, the researcher sent a letter to the school administrator and department head. Upon approval, the researcher administered the instrument to the target respondents.

In administering the questionnaire, the researcher used the time allotted for vacant time to avoid distractions from class discussion. The students' responses were given enough time to answer the questions. After gathering data, the researcher collected them for tallying the scores and applied the statistical treatment used in the study.

The descriptive research design method using a Likert scale used in order to rate the factors contributing to the academic procrastination of students. Data were gathered through "proportionate sampling," and both males and females officially enrolled in the private school in Gumaca, Quezon, were selected to fill out the questionnaire. The data were gathered through a face-to-face survey following the safety health protocols.

Data Analysis

In this study, the researcher used statistical measures to treat the collected data. All the data was carefully read and examined for analysis. They were tallied and entered into a master list on the data collection sheet. Percentage and frequency were used to interpret the profile of the respondents. To test the significant difference between three or more means, the researcher used the Kruskal-Wallis non-parametric test.

Results and Discussion

This section deals with the analysis and interpretation of the data. All the data gathered were presented here in tabulated form with corresponding interpretation. The first part described the profile of the respondents in terms of age, sex, year level, and department. The second part is the factors contributing to academic procrastination of selected students in a private school in Gumaca, Quezon.

Table 1. *Frequency and Percentage Distribution of the Respondents According to Age*

Age	Frequency	Percentage	Age
18-23 years old	66	83	1
24-28 years old	13	16	2
29-33 years old	1	1	3
Total	80	100	

Table 1 reveals that most of the respondents belonged to the age group of 18-23, with a frequency of 66 or 83% of the respondents. Followed by the age of 24-28 with a frequency of 13 or 16%. The next one is the age group of 29-33 with a frequency of 1 or 1%, and the last group would be the age group of 34 and above with no respondents.

One more alternative explanation worthy of note is that the procrastination type moderated the gender difference in procrastination by age. Beautel et al. (2016) provided solid evidence to demonstrate that the gender differences in procrastination were found only in the young population (ages 14-29) instead of the overall large-scale sample. It may indicate that academic procrastination is frequently found in young students.

Table 2. *Frequency and Percentage Distribution of the Respondents According to Age*

Sex	Frequency	Percentage	Age
Male	31	39	2
Female	49	61	1
Total	80	100	

Table 2 shows the distribution of the respondents as to their sex. We have males with a total of 31 respondents, which is 39%, and females with a total of 49 respondents, which is 61%. This revealed that the majority of the respondents are female.

Table 3. *Frequency and Percentage Distribution of the Respondents According to Year level*

Year Level	Frequency	Percentage	Rank
First Year	13	16	3
Second Year	29	36	2
Third Year	32	40	1
Fourth Year	6	8	4
Total	80	100	

Table 3 reveals that most of the respondents are third-year college students, with a frequency of 32 or 40%. This followed by second-year with a frequency of 29 or 36%. Next to it is the first year with a frequency of 13 or 16%, and the last category is the fourth-year college students with a total frequency of 6 or 8% only.

Table 4. *Frequency and Percentage Distribution of the Respondents According to Program*

Program	Frequency	Percentage	Rank
BEED	13	16	4
BSED	17	21	2
BSBA	35	44	1
AB	15	19	3
Total	80	100	

Table 4 shows the frequency and distribution of the respondents as to their program; most of the respondents are Bachelor of Science in Business Administration (BSBA), with a frequency of 35 or 44%. Followed by the Bachelor of Secondary Education (BSED) with a frequency of 17 or 21%. The other one is Bachelor of Arts (AB) with a frequency of 15 or 19%, and the last group with the lowest respondents came from Bachelor of Elementary Education (BEED), with a total frequency of 13 or16%.

Fear of Failure

Table 5. *Factors Contributing to Academic Procrastination of Selected Students in terms of Fear of Failure*

Indicators	Mean	Verbal Interpretation

Olea et al.

1.	Fail to meet my teachers expectations.	3.23	Moderately Agree
2.	Faced difficult situations when dealing with different tasks.	3.39	Moderately Agree
3.	Am afraid of receiving low grades, so I feel pressured to start working.	3.65	Agree
4.	Felt overwhelmed by the tasks, so I lost confidence that I would finish them on time.	3.44	Agree
5.	Constantly wait for my classmates to turn in their tasks, so I can get ideas or feedback on whether or not my work is correct.	3.46	Agree
	Average Mean	3.44	Agree

Legend; Least Agree (1.00-1.80), Less Agree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Very Much Agree (4.21-5.00).

Table 5 shows that most of the respondents are afraid of receiving low grades, so they feel pressured to start working, with a 3.65 weighted mean among the indicators given and the lowest weighted mean of 3.23, wherein the respondents are failed to meet their teachers' expectations.

The study of Tiboron et al. (2021) mentioned that it is time to kick the bad procrastination habit. It is pervasive because all of us engage in this transgression. These unjustified delays are caused by annoyance, tension, and other factors such as anxiety and fear of failure, which lowers the creativity and productivity of students. Pupils were putting off assignments because they were cramming. Procrastinators are expected to face negative outcomes.

Furthermore, Gunn (2019) made mentioned that students who procrastinate might be because they have a lack of motivation, low self-esteem, atychiphobia or fear of failure, trouble understanding, low energy levels, and poor organization skills.

Stress

Table 6. *Factors Contributing to Academic Procrastination of Selected Students in terms of Stress*

	Indicators	Mean	Verbal Interpretation
1.	Am stressed out because I have many tasks to complete.	3.75	Agree
2.	Feel I have too much pressure because of my studies and personal issues.	3.65	Agree
3.	Feel stressed out about doing my tasks because of too much pressure to get high grades.	3.5	Agree
4.	Am stressed out because I mismanaged my personal life, which causes me to not concentrate on school tasks.	3.66	Agree
5.	Find it difficult to do things that stress me out too much since I unable to grasp some of what my teacher is teaching.	3.61	Agree
	Average Mean	3.64	Agree

Legend; Least Agree (1.00-1.80), Less Agree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Very Much Agree (4.21-5.00).

It can be seen from table 6 that most of the respondents are stressed out because they have many tasks to complete, with a 3.75 weighted mean, while the lowest weighted mean among indicators is 3.5, which indicates that the respondents feel stressed out about doing their tasks because of too much pressure to get high grades.

It conforms of He, S. (2017) stated that the academic procrastination has been linked to a number of factors, including laziness, a lack of desire, stress, excessive internet use, and the complexity of the work. This study demonstrates that academic procrastination has an impact on students in a variety of ways, which could impair their productivity in the classroom and have a negative impact on their academic success.

Digital Distraction

Table 7. *Factors Contributing to Academic Procrastination of Selected Students in terms of Digital Distraction*

	Indicators	Mean	Verbal Interpretation
1.	Constantly prioritize internet browsing instead of studying.	4.06	Agree
2.	Always used the internet first before doing my academic tasks.	4.08	Agree
3.	Enjoyed using the internet, so I forgot my tasks and submitted them late.	3.95	Agree
4.	Cannot control myself when using the internet, so I postpone doing school-related activities.	3.98	Agree
5.	Find myself playing online games rather than doing my assignments, activities, projects, or any school-related tasks.	3.76	Agree
	Average Mean	3.497	Agree

Legend; Least Agree (1.00-1.80), Less Agree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Very Much Agree (4.21-5.00).

Table 7 shows that the majority of the respondents always use the internet first before doing their tasks, having the highest rank among indicators with a weighted mean of 4.08. On the other side, the lowest rank had a weighted mean of 3.76, which emphasized that the respondents find themselves playing online games rather than doing their assignments, activities, projects, or any school-related tasks.

It affirms Gong et al. (2018) cited that when a person frequently uses the internet first before doing their academic tasks, then it can be lead for procrastination, he or she is more likely to suffer negative consequences from internet use. One possibility is internet addiction; correlation analysis revealed that internet addiction was positively correlated with procrastination.

It can be gleamed also that playing online games is one of the many things that have been linked to procrastination, which is considered a serious issue among young people. One reason online games may linked to procrastination is their capacity to provide players with frequent feedback and reward while also acting as a distraction from less important tasks. (Nordby et al., 2019).

Time Management

Table 8. *Factors Contributing to Academic Procrastination of Selected Students in terms of Time Management*

	Indicators	Mean	Verbal Interpretation
1.	Missed the deadline due to overwhelming tasks.	3.69	Agree
2.	Hang out with my friends instead of doing school work.	3.58	Agree
3.	Need encouragement before doing tasks, even the deadline is given.	3.55	Agree
4.	Find myself completing tasks at the last minute or asking for extensions	3.8	Agree
5.	Spent most of my time on entertaining activities instead of studying and doing tasks.	3.75	Agree
	Average Mean	3.67	Agree

Legend; Least Agree (1.00-1.80), Less Agree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Very Much Agree (4.21-5.00).

Table 8 reveals that most of the respondents find themselves completing tasks at the last minute or asking for extensions, with a weighted mean of 3.8, while some of the respondents need encouragement before doing the tasks even the deadline is given, with a weighted mean of 3.55, and it got the lowest rank among indicators.

It affirms Laureta (2017) claims that putting things off makes us hate ourselves and wish we had started sooner, particularly when dealing with a heavy workload and needing to fulfill the due dates. Additionally, she mentioned that there are strategies to prevent procrastination, such as breaking up your job into portions, establishing personal goals, riding the biggest waves first, and getting started on anything or the other.

It also confirms that Villafuerte (2019) stated that procrastination is just the tendency to put off tasks until later. He claims that procrastination can be conquered, but it is merely the result of our laziness. Procrastination is a coping strategy against the anxiety that arises when we are faced with an unpleasant or challenging task. We can work on the assignment for five minutes, after which we'll see if you can finish it. Another effective strategy for overcoming procrastination is to offer rewards for a task well done. A reward serves as an inspiration to start moving. The secret is compensation, and there are certain incentives that can be obtained by self-deprivation. Removing distractions is usually rather effective, and resisting temptations is not always difficult. Furthermore, procrastination causes "unnecessary stress, feelings of guilt, lost opportunities, problems, and disapproval from people who expected us to fulfill those duties," according to Villafuerte (2019). Having confidence in oneself is crucial for overcoming obstacles and achieving goals.

It also indicates according to the data, students' procrastination tendencies in academic work are generally indecisive, and their time management abilities are in the middle range. (Ocak, G., & Boyraz. 2016).

Lack of Motivation

Table 9. *Factors Contributing to Academic Procrastination of Selected Students in terms of Lack of Motivation*

	Indicators	Mean	Verbal Interpretation
1.	I usually find reasons for not completing tasks immediately.	3.8	Agree
2.	I need first to motivate myself to keep abreast with my studies.	3.91	Agree
3.	I find myself waiting for inspiration before becoming involved with different tasks.	3.7	Agree
4.	I lost my motivation in the middle of the tasks due to an interruption.	3.84	Agree
5.	I tried to motivate myself to practice multi-tasking but not successful in the end.	3.9	Agree
	Average Mean	3.83	Agree

Legend; Least Agree (1.00-1.80), Less Agree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Very Much Agree (4.21-5.00).

It can be seen in the table 9 that most of the respondents, in terms of lack of motivation, need to first motivate themselves to keep abreast of their studies, having 3.91 weighted mean among the indicators, while the lowest weighted mean of 3.7 is that the respondents find themselves waiting for inspiration before becoming involved with different tasks.

One related study that support this finding is according to Cheng et al., (2020) cited that the men are driven by their motives, which also give rise to certain moral tendencies. Motivation is a crucial component of a student's academic readiness and desire to learn. It is the primary driver of the needs, wants, and actions of everyone. If a person loses motivation, they must postpone chores, fail to comprehend lessons, or stop studying. Motivation is a factor contributing to academic procrastination because if we lose motivation, there is a tendency to postpone academic tasks.

Table 10. *Summary Table on the Factors Contributing to Academic Procrastination of Selected Students in a Private School in Gumaca, Quezon.*

Factors Contributing to Academic Procrastination	Average Mean	Verbal Interpretation
Fear of Failure	3.44	Agree

Stress	3.64	Agree
Digital Distraction	3.97	Agree
Time Management	3.67	Agree
Lack of Motivation	3.83	Agree
Overall Mean	3.71	Agree

Legend; Least Agree (1.00-1.80), Less Agree (1.81-2.60), Moderately Agree (2.61-3.40), Agree (3.41-4.20), Very Much Agree (4.21-5.00).

Table 10 summarizes the factors contributing to the academic procrastination of students. As the results show, the highest factors that contribute to the academic procrastination of students are digital distractions, with a weighted mean of 3.97. This confirms that most of the respondents procrastinate due to digital distractions, while the lowest factor among the variables of academic procrastination is fear of failure, with a weighted mean of 3.44.

The study highlights the possibility that technology addiction and academic procrastination are mutually exclusive. However, academic procrastination rises in tandem with degrees of device use. The study suggest that educators and stakeholders might learn more about the amount of their mutual influence, particularly during remote learning, by assessing the of academic procrastination and gadgets dependency. (Garcia et al. 2022)

It also aligned to the study of Bernard (2015) pointed out that the people who procrastinate tend to cram until the last minute, postpone working on projects, and struggle to become motivated to complete their chores. People who procrastinate tend to do things that are enjoyable and suit their current mood, such as playing on social media or doing anything else that prevents them from doing something important or necessary. Procrastinators also try to avoid working on projects and do their work until the last minute. Just put off vital duties in favor of less critical ones.

Table 11. *Significant Difference on the Perceived Factors Contributing to Academic Procrastination when Respondents are Grouped According to Age*

Age	N	Median	df	P-Value	Significant Level	Decision
18-23 years old	66	3.72				
24-28 years old	13	3.62	2	0.003	0.05	Reject Ho
29-33 years old	1	3.44				

Table 11 shows that the calculated P-value is 0.003. At a significance level of 0.05 and 2 degrees of freedom, the critical value is 5.991. As the calculated H-value is greater than the critical value, the null hypothesis is rejected. Therefore, there are differences in the responses of students when classified according to their age. This suggests that students from different age groups have different perceptions when it comes to the factors contributing to academic procrastination.

According to the results, procrastination will be higher in students of less than 23 years of age than in those above 23 years of age. The age factor in academic procrastination reveals significant differences between age groups. Younger individuals tend to procrastinate more than older individuals. Available literature shows different causes of procrastination among individuals of different age groups (Ozer, Demir, & Ferrari, 2014). Findings of the present study predict that undergraduates showed more proneness to procrastinate in comparison to graduates or university students. These results are in accordance with previous research, which showed that procrastination behavior reaches its highest level or peak from the middle to late twenties and then declines gradually by reaching the age of sixty (Ferrari et al., 2014). The decline in procrastination behavior with increasing age can be justified by getting experience and becoming mature with increasing age. (Jiao, DaRos-Voseles, Collins, & Onwuegbuzie, 2015).

Table 12. *Significant Difference on the Perceived Factors Contributing to Academic Procrastination when Respondents are Grouped According to Sex*

Sex	N	Median	df	P-Value	Significant Level	Decision
Male	31	3.80				
Female	49	3.68	1	0.003	0.05	Reject Ho

According to Table 12, the determination of whether there is a significant difference in the perceived factors contributing to academic procrastination when respondents are grouped according to sex is based on the result, indicating that the null hypothesis is being rejected. The computed P-value is 0.003, which is larger than the critical value of 3.841 with 1 degree of freedom at a significance level of 0.05.

There may be compelling evidence that links procrastination to demographic characteristics, such as gender. One important factor that contributes to procrastination is self-control, which was found to be weaker in men (Ward et. al., 2018). Because of their incapacity to resist appealing stimuli and their lack of goal-directed processing abilities, men may therefore tend to put off tasks longer (Steel and Klingsieck, 2016). In similar vein, men exhibit more impulsivity than women.

Another gender-based study on procrastination supports the idea that there is a significant difference in the perceived factors contributing to academic procrastination when it comes to sex. It is demonstrated that female students procrastinate more frequently

(Washington, 2014; Rodarte-Luna & Sherry, 2016), while some studies proved a different attitude, depicting that procrastination is common among male students (Prohaska, Morrill, Atiles, & Perez, 2015). Findings by Balkis and Duru (2016) on a sample comprising 580 students (329 girls and 251 boys) at Pamukkale University showed that men are more likely to procrastinate than women.

Table 13. *Significant Difference on the Perceived Factors Contributing to Academic Procrastination when Respondents are Grouped According to Year Level*

Year Level	N	Median	df	P-Value	Significant Level	Decision
First Year	13	3.88	3	0.000001	0.05	Reject Ho
Second Year	29	3.56				
Third Year	32	3.7				
Fourth Year	6	3.88				

Table 13 shows the Kruskal-Wallis H Test results, which aimed to examine whether there is a meaningful difference in the factors contributing to academic procrastination when the respondents are grouped according to year level. The analysis revealed that the computed P-value of 0.000001 is larger than the critical value of 7.815 with 3 degrees of freedom at a significance level of 0.05, leading to the rejection of the null hypothesis. The P-value of 0.000001 suggests that there is a significant difference in the perceived factors of academic procrastination among year levels.

The results regarding year level show that there are significant differences in academic procrastination between first-year, second-year, third year, and fourth-year students. Those who are in the third year have the highest academic procrastination compared to those in the first and last years. The first-year college students and freshmen still have high enthusiasm for learning, so their academic procrastination is low. During the middle of the year, college students' enthusiasm begins to decline along with the increasing number of assignments, difficulty level of learning materials, higher demands for good grades, and greater influence of peers, which triggers stronger academic procrastination.During the last year, they have been burdened with the greatest demand, which is writing a thesis as the final project. Knaus (2016) revealed that the completion of a lot of tasks can lead to various negative conditions. such as boredom and difficulty concentrating. For students who have high enthusiasm, they will be able to face various obstacles in learning and writing their thesis, while those with low enthusiasm will assume that the process of completing a thesis is really difficult and scary, which ultimately triggers procrastination.

Table 14. *Significant Difference on the Perceived Factors Contributing to Academic Procrastination when Respondents are Grouped According to Program*

Program	N	Median	df	P-Value	Significant Level	Decision
BEED	13	4.08	3	0.1568	0.05	Reject Ho
BSED	17	3.6				
BSBA	35	3.72				
AB	15	3.68				

Based on table 14. The Kruskal-Wallis H test yielded a computed P-value of 0.1568. To determine whether the null hypoyhesis should be accepted or rejected, the critical value was calculated using a significance level of 0.05 and 3 degrees of freedom, which is 7.815. Since the computed h-value is lower than the critical value,the null hypothesis is accepted, with a P-value of 0.1568. This means that there is no significant difference in the perceived factors contributing to academic procrastination when respondents are grouped according to department. This result shows that all programs are experiencing procrastination.

Academic procrastination can be described as the voluntary delay of an intended work despite knowing and expecting that the negative consequences will outweigh the short-term pleasure (Gagnon et al., 2019). Up to 50% of college students say that they procrastinate consistently and problematically, while up to 90% of college students have reported that procrastination has been a problem for them (Eckert et al., 2016). It is evidence that all college students with different courses indeed procrastinate, therefore, there is no significant difference in the perceived factors contributing to academic procrastination when respondents are grouped by department because, according to some studies, procrastination is a major problem college students face because they can easily get distracted by their friends, part-time jobs, social media, and other pleasurable activities. Many consequences of procrastination include negative affected grades, emotional and physical well-being, sleep-related problems, illness, anxiety, anger, dissatisfaction levels, and exhaustion levels (Gagnon et al., 2019).

Conclusions

This study aimed to determine the factors contributing to academic procrastination among selected college students in a private school in Gumaca, Quezon. The research utilized a descriptive method and employed a survey questionnaire as the primary data collection tool. The respondents consisted of 80 selected college students from Eastern Quezon College Inc.

Regarding the demographic profile of the respondents, most were between 18 and 23 years old (83%), with the majority being female (61%). The largest group of respondents were third-year students (36%), and the most represented academic program was the Bachelor

of Science in Business Administration (BSBA), accounting for 44% of participants.

In terms of contributing factors to academic procrastination, five areas were evaluated: fear of failure, stress, digital distraction, time management, and lack of motivation. Under fear of failure, the strongest agreement was on the fear of receiving low grades, with a mean of 3.65, while the lowest was fear of failing to meet the teacher's expectations (mean = 3.23). For stress, students agreed most with being overwhelmed by many tasks (mean = 3.75), while the pressure to get high grades scored the lowest (mean = 3.5). Digital distraction was found to be the most significant factor, with the highest mean score of 4.08 for using the internet before doing academic tasks and a total average mean of 3.97. Time management issues also contributed to procrastination, specially completing tasks at the last minute (mean = 3.8). Finally, lack of motivation was evident, particularly in needing to self-motivation to study (mean = 3.91), with an overall average mean of 3.83.

The Kruskal-Wallis H-test revealed a significant difference in the perception of contributing factors based on age, sex, and year level, but no significant difference when grouped by program.

The study concludes that most student respondents were female, aged 18–23, and enrolled in their third year in the BSBA program. Among the five identified factors, digital distraction had the greatest impact on academic procrastination, significantly affecting students' performance. Additionally, differences in perception were influenced by the respondents' age, sex, and year level, but not by academic program.

School administrators are encouraged to implement intervention strategies to help students become more engaged and avoid procrastination. Parents should guide their children in limiting internet usage and improving self-discipline and time management. Teachers can support students by breaking down tasks, setting clear goals and deadlines, and creating structured schedules. Students themselves are encouraged to practice time management by prioritizing academic tasks before engaging in distracting activities. Lastly, future researchers may use the findings of this study as a reference for further exploration into academic procrastination.

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