



# **UNDERSTANDING ACADEMIC PROCRASTINATION THROUGH SELF-MOTIVATION PRACTICES AMONG TOURISM COLLEGE STUDENTS: A CORRELATIONAL STUDY**

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## **Abstract**

Before the pandemic, several pervasive academic issues were identified as impediments to student progress in a physical environment, with academic procrastination as a notable example. This research study focused on first-year college students attending a local state college in Aklan, aiming to evaluate the association between self-motivation and academic procrastination. Employing a descriptive and causal-comparative research design, the study sought to uncover the dynamics between these two variables. The results indicated a significant correlation between the respondents' academic procrastination and self-motivation practices. Specifically, students who exhibited higher levels of self-motivation were less likely to procrastinate on academic tasks, while those with lower self-motivation were more prone to procrastination. This suggests that self-motivation is critical in managing academic procrastination among first-year college students. Understanding this relationship is essential for developing effective strategies to enhance student performance. Educators can help students reduce procrastination and improve their academic outcomes by fostering self-motivation. The study's findings underscore the need for self-motivation interventions, such as goal-setting workshops, motivational seminars, and personalized coaching. In conclusion, the study highlights the importance of addressing self-motivation to mitigate academic procrastination. As educational environments evolve, especially in post-pandemic learning, these insights can guide the development of support systems that promote better academic habits and success. Future research could further explore additional factors influencing this relationship and test the effectiveness of various motivational interventions in diverse educational settings.

**Keywords:** *academic procrastination practices, self-motivation practices*

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## **Introduction**

It had come to light before the pandemic that several pervasive academic issues impede students' academic progress in a physical environment. Academic procrastination is an example of such a behavior. Acts such as delaying, postponing, and putting off work within the allotted time frame are the topics of discussion in this academic course. Conversely, this academic issue became more pervasive due to the pandemic. This phenomenon can be attributed to the diverse learning delivery modalities employed by academic institutions and the ever-changing learning environment in which students operate from home. In particular, the implementation of entirely online learning has exposed pupils to an extensive array of stimuli that promote the development of academic procrastination. Some examples include students' inefficiency in time management, the impact of their friends and individual characteristics, and excessive reliance on social media.

Ariely and Wetenbroch (2002) found a correlation between a rise in academic procrastination and a corresponding increase in the variety of academic misconduct. In Germany, thousands of university students participated in the research. Completing academic assignments constitutes the predominant cause of procrastination behaviors observed in an academic environment, according to Schouwenburg et al. (2004). These responsibilities include completing duties, studying for exams, and composing papers.

Students are equally motivated to interrupt this harmful behavioral pattern because of the adverse effects of procrastination on their scholastic performance and achievements. This strategy, commonly called self-regulation or self-motivation, is a significant effort to overcome academic procrastination. Self-organization refers to carrying out obligations and fulfilling responsibilities without external duress. The students demonstrate a reduction in procrastination and the associated mental health issues, including anxiety. Steel's (2007) research and Steel and Klingsieck's (2016) study have shown that a lack of self-regulation is crucial in causing procrastination.

Educational psychologists are captivated by academic self-motivation owing to its substantial impact on students' coursework. The term

"this" pertains to the imperative nature of effectively or competently managing one's surroundings. Students ascertain their motivation by considering a multitude of motives or goals that function as catalysts for motivation. There may be internal and external forces at play in this situation. Furthermore, apart from the intrinsic appeal of the tasks, students can develop academic motivation for an extensive array of factors, including numerous extrinsic incentives or recognition in and of itself.

Research has examined what factors contribute to students' self-motivation and academic procrastination. However, we still do not fully understand how traits like grit affect academic procrastination. There is a clear connection between the COVID-19 pandemic and increased academic procrastination. This is because learning tasks now need to be completed electronically. However, there is no solid empirical evidence to support this claim. This research aimed to carry out a fresh quantitative investigation of the levels of self-motivation and academic procrastination characteristic of first-year college tourism students utilizing online learning. Specifically, this study sought an answer to the question:

1. Is there a significant relationship between academic procrastination and self-motivation practices among the respondents?

## Methodology

The study uses a correlational approach to explore the relationship between academic procrastination and self-motivation practices among 98 first-year tourism management students. A researcher-developed questionnaire, validated through pilot testing and feedback from a panel and thesis adviser, was employed as the instrument. Cronbach's Alpha of 0.83 confirmed the reliability of the questionnaire. The research strictly maintained the confidentiality of participants' identities and personal information, adhering to established protocols to protect the privacy of both participants and their institutions.

## Result and Discussion

The findings showcased in the subsequent segment correspond with the research inquiries put forth during the investigation. Statistical analysis was performed on the data with the assistance of the resident statistician.

### *Significant Relationship Between Academic Procrastination and Self-Motivation Practices*

Using Pearson R Correlation, findings revealed that the respondents' academic procrastination and self-motivation practices are correlated.

Table 1. *Relationship between the variables*

	<i>Variable</i>	<i>Self-Motivation Practices</i>
Academic Procrastination	Pearson Correlation	.832
	Sig. (2-tailed)	.004**
	N	98

## Conclusion

The research findings indicate a significant relationship between self-motivation and the ability to overcome academic procrastination among first-year college students, providing empirical support for the temporal motivation theory and cognitive-behavioral theory. The study identifies various factors influencing academic procrastination, including personality traits, time management skills, social media usage, and peer competition. The respondents analyzed key elements contributing to procrastination and employed strategies such as engaging in physical activities, developing positive habits, reflecting on their parents' achievements, and prioritizing their own goals to combat it.

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