

RIZAL TECHNOLOGICAL UNIVERSITY College of Arts and Sciences

**“ACADEMIC PROCRASTINATION AND ITS RELATION TO FLEXIBLE
LEARNING ACADEMIC PERFORMANCE OF RIZAL TECHNOLOGICAL
UNIVERSITY – LABORATORY HIGH SCHOOL STUDENTS”**

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Bachelor of Science in Psychology

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Abstract

The goal of this study was to determine the level of academic procrastination among Rizal Technological University – Laboratory High School students and determine whether there is a significant relationship between their flexible learning academic performance and their academic procrastination. Researchers gathered the data by having 84 Rizal Technological University – Laboratory High School students fill out a Google forms questionnaire. To evaluate the hypothesis and the relationship between variables, statistical methods were used.

For this study, the researchers utilized a quantitative research methodology, specifically the Correlational approach, which collects quantifiable data and applies statistical, mathematical, or computational methods to determine the amount of the link between two variables. The researchers want to know/measure whether there is a correlation between academic procrastination and flexible learning academic performance of RTU – LHS students in the study, which serves as reason for using the correlational method.

In gathering data needed for this study, the researchers used Likert scale in the survey questionnaire. The most significant results reached in this study includes; (1) when grouped according to sex and age, male students and students aged 16 years old scored the highest with a fairly low level of academic procrastination which indicates that their tendency to delay the completion of tasks projects, and assignments are fairly low,

(2) RTU-LHS students has outstanding flexible learning academic performance and, (3) the level of academic procrastination is negatively correlated with the level of flexible learning academic performance of the RTU – Laboratory High School students. Therefore, the null hypothesis is rejected. There is a significant relationship between academic procrastination and the RTU – Laboratory High School students' flexible learning academic performance. This implies that as the level of procrastination of students' decreases, their academic performance increases and vice versa.

Despite the fact that the statistics revealed only minimal procrastination, students should remember to continue to develop the positive habit of not highly procrastinating. As drawn from the findings, it is recommended that students keep the record of showing low procrastinating tendencies. Teachers, as learning providers, must continue to assist students not only in providing inputs to their knowledge but also in putting forth efforts to provide interventions that will help students achieve academic success, even if there is a low level of academic procrastination on the part of the students. More empirical studies on academic procrastination across a diverse range of students in a variety of educational settings would aid in the generalization of research findings.

Keywords: *Academic Procrastination, Flexible Learning, Academic Performance*

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

This chapter includes the study's introduction, statement of the problem, hypothesis, theoretical framework, conceptual framework, scope and delimitation of the study, significance of the study, and the definition of terms.

Introduction

Over the years, a number of studies about procrastination and its consequences to certain aspects especially in a student's academic achievement have already been conducted. Included in the discussions are its etiology, characteristics, domains and etc. However, there are some inconsistencies about whether or not academic procrastination really correlates a certain variable studied.

Since we are in the midst of a pandemic and strict limits on face-to-face encounters are in place, virtual learning has become widespread. Despite the fact that this style of learning has long been established, the transition from a face-to-face class to a virtual one was nevertheless a significant adjustment for the majority. Students are grappling with how to constructively control themselves in dealing with their online classes as part of this change. This is where concerns such as academic procrastination emerge. The absence of proven specific studies on whether academic procrastination

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connects with students' academic performance in the current age of flexible and online learning is a discrepancy that the researchers are most concerned about.

Academic procrastination is defined as “the tendency to put off delays in learning activities and behaviors” (Schraw et. al 2007). It occurs at all levels of education and is fairly common among university graduate students. One is considered to be procrastinating when he/she postpones or delays the completion of activities, projects, and assignments unnecessarily. After an extensive review of literature conducted by Bashir and Gupta (201 9) in their study entitled “Measuring Academic Procrastination: Scale Development and Validation,” four dimensions were derived as domains of Academic Procrastination namely, Time Management, Task Aversiveness, Sincerity, and Personal Initiative. Each of these domains is given emphasis on the definition of terms part.

Flexible Learning Academic performance, operationally defined by the researchers, is the overall academic success the students exhibit via their virtual and offline classes/courses and is measured through their General Average. Another conceptual definition for academic performance includes “meeting goals, achievements and objectives set in the program or course that a student attends.” These are reflected in grades, which are the product of an evaluation that includes passing or failing certain exams, subjects, or courses (Caballero et al. 2007). In this study, the researchers included General Average as part of Flexible Learning Academic Performance’s primary domain.

The research paper sets the variables under study in the context of Flexible Learning. As cited by Magsambol (2020), Commission on Higher Education defined

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Flexible Learning as a “combination of digital and non-digital technology education which doesn’t necessarily require being connected to the internet.” In flexible learning, the Rizal Technological University – Laboratory High School uses a blended mode which is a style of flexible learning that incorporates both online and offline modes of instruction. Lessons will be delivered using online technology, but other classroom tasks will be carried out using written modules, video tapes, storage devices, and learning packets.

In today’s world of distance and virtual learning, the prevalence of academic procrastination among students has become the driving factor for the researchers to conduct the study. Learning activities carried out online cause students to be less able to understand the material provided by the lecturer, learning feels boring and can increase anxiety. The anxiety experienced by students regarding lessons during the Covid-19 pandemic can lead to academic procrastination behavior (Jiang & Lin, 2020). The results of the researchers' observations of Indonesian students revealed a rise in academic procrastination. The researchers want to learn more about the underlying concepts and how this characteristic affects their flexible learning. The topic of academic procrastination is of interest to the researchers since it is a phenomenon that they encounter in the course of their studies. In this sense, the researchers wish to see how academic procrastination affects academic success in blended learning/flexible learning. The majority will profit from the research because it will supplement their understanding of the subject and fill in any gaps in the literature.