**CHAPTER II**

**REVIEW RELATED STUDIES**

This chapter aims to critically evaluate the extant studies on Effects of Mañana Habit towards the Academic performance of Grade 11 HUMSS students in WestBridge Institute of Technology Incorporated, identifying patterns, gaps, and areas for future investigation.

**Foreign Literature**

"Academic Procrastination and Student Achievement in an Introductory Economics Course"

By Ahmad A. Kader, PhD

The paper highlights that procrastination has been extensively studied in educational psychology but is less explored in economics education. This gap is significant as procrastination can adversely affect student performance, particularly in economics courses Study Focus: The research investigates the motivational and cognitive factors that contribute to procrastination and how these factors influence student achievement, specifically through exam scores. The study is based on data from two large sections of introductory micro and macroeconomics classes, initially comprising 177 and 180 students, respectively. Findings on Exam Performance: The results indicate that procrastinators tend to score significantly lower on exams compared to non-procrastinators. This finding is consistent across both classes studied, emphasizing the negative impact of procrastination on academic performance. Homework and Survey Data: The study utilized both homework assignment data and survey data to assess the influence of procrastination. It was found that procrastination negatively affects student achievement based on homework data, while the effect was negative but not statistically significant when using survey data. Implications for Educators: The paper discusses the importance of identifying procrastinators early in the semester. By evaluating students' completion of homework assignments in a timely manner, educators can provide necessary support to help these students improve their performance. The study concludes that procrastination adversely affects student performance, particularly as reflected in their final exam scores. Procrastinators tend to score lower on average compared to non-procrastinators, reinforcing findings from other disciplines, especially educational psychology. The paper suggests that instructors should closely observe students' behaviors early in the semester to identify patterns of procrastination, particularly regarding the timely submission of assignments. This proactive approach can help in addressing procrastination issues before they escalate. While the study acknowledges that some students may perform well regardless of their submission timing, it emphasizes that for the majority, procrastination is detrimental to academic success. This indicates that procrastination is a widespread issue that can hinder learning outcomes for many students. The findings suggest that students who procrastinate in completing assignments are likely also delaying other academic tasks, such as reading course materials and preparing for exams. This pattern can lead to a cycle of poor performance and increased stress. The paper highlights the effectiveness of online testing services, such as MyEconLab or Applia, in identifying procrastination behaviors. These tools provide more accurate insights into student performance than self-reported surveys, allowing instructors to implement tailored interventions for procrastinators. By addressing procrastination early, educators can help students improve their grades, reduce wasted time, lower stress levels, enhance long-term learning, and boost self-esteem. This proactive approach can lead to better academic outcomes for students struggling with procrastination. In summary, the paper underscores the critical need for educators to recognize and address procrastination in their students to foster better academic performance and overall well-being.

“Predictors of Academic Procrastination in Asian International

College Students”

By Robert Jay Lowinger, Ben C.H. Kuo, Hyun-A Song, Lakshmi Mahadevan, Eunyong Kim, Kelly Yu-Hsin Liao, Catherine Y. Chang, Kyong-ah Kwon, SueJung Han

According to Eunyoung Kim Et al. (2016) Research suggests that both cognitive and non-cognitive factors influence academic procrastination among college students. However, limited attention has been given to the prevalence and causes of procrastination among Asian international college students. To address this gap, our study aimed to identify the key factors contributing to academic procrastination in this population. Based on survey data from 226 Asian international students across four U.S. universities, the findings reveal that collective coping, avoidance coping, and language proficiency are the strongest predictors of academic procrastination among these students.This study examined the relationships among acculturative stress, coping styles, self-efficacy, English language proficiency, and various demographic characteristics as predictors of procrastination behavior in Asian International students (N = 255) studying in the United States. Results of multiple logistic regression indicated that a collective coping style, avoidant coping style, academic self-efficacy, and English language proficiency were the significant predictors of academic procrastination in non-Indian Asian international students. Implications for college student affairs professionals and researchers are addressed.

**Foreign Studies**

"Procrastinación Académica en Estudiantes Universitarios de una Institución Pública"

By Paula María Cárdenas Mass, Gloria del Jesús Hernández Marín, Erick Cajigal Molina

The paper defines procrastination as the intentional delay of an activity without a valid reason, which can have negative effects on daily life, particularly in academic settings. This behavior can significantly impact students' performance during their studies. The primary aim of the study was to evaluate the level of academic procrastination among a sample of 147 students from three educational programs at the Faculty of Educational Sciences of the Autonomous University of Carmen (UNACAR). The researchers adapted the Procrastination Assessment Scale Students (PASS) developed by Solomon and Rothblum in 1984 for this purpose.

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The results indicated that students exhibited moderate levels of procrastination, with the most significant delays occurring in completing final tasks. The study found a correlation between academic performance and procrastination behaviors. Additionally, students reported emotional and attitudinal reasons for procrastination, often feeling incapable of successfully initiating tasks. The findings suggest that understanding the reasons behind procrastination can help in developing strategies to mitigate this behavior among students, ultimately improving their academic performance. The study aligns with previous research indicating that procrastination is often linked to motivational factors. (1) Participants reported that their procrastination was primarily due to emotional and attitudinal reasons, such as fear of failure and lack of self-efficacy, which resonates with findings from other studies. It was observed that students in higher academic semesters (specifically seventh semester) exhibited more procrastination behaviors compared to those in earlier semesters. (2) However, the differences in procrastination levels across semesters were not highly significant, suggesting that procrastination may persist regardless of academic progression. The research also highlighted a relationship between age and procrastination, noting that younger students (under 25 years) tend to procrastinate more than older students. (3) This finding supports earlier studies that suggest age influences procrastination behaviors. The paper emphasizes the necessity for further investigation into other variables that may affect procrastination, such as socioeconomic factors and health issues. (4) Understanding these aspects could provide a more comprehensive view of the challenges faced by students. The findings suggest that educational institutions should consider implementing strategies to address procrastination, particularly focusing on enhancing students' motivation and self-efficacy. This could help mitigate procrastination behaviors and improve academic performance. (5) In summary, the conclusions of the study underscore the complexity of academic procrastination, its motivational roots, and the need for targeted interventions to support students in overcoming this challenge.

"Time Management Behavior among Academic Procrastinators in Bangladesh"

The study investigates how procrastination affects the time management behavior of undergraduate students in Bangladesh. It highlights that while procrastination has been studied extensively, the specific ways in which procrastinators manage their time has not been thoroughly explored. A random sample of 1,000 undergraduate students was surveyed to gather data. The study categorizes students into three types of procrastinators: occasional, chronic, and severe, based on their procrastination levels. The research found that occasional procrastinators tend to allocate more time to academic activities compared to chronic and severe procrastinators. This suggests that the intensity of procrastination inversely affects the time spent on academic tasks. The study identifies a negative correlation between the intensity of procrastination and academic results. This means that as procrastination increases, academic performance tends to decline. Conversely, the study found that the time spent on non-academic activities is positively associated with higher levels of procrastination. This indicates that students who procrastinate more tend to engage in non-academic pursuits more frequently. The findings suggest that effective time management is crucial for academic success, and procrastination can significantly hinder students' academic performance and overall time management behavior.

**Local Literature**

**Local Studies**