



**ACADEMIC PROCRASTINATION AMONG SCIENCE LEARNERS:
BASIS FOR INTERVENTION PROGRAM**

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ABSTRACT

The descriptive-qualitative study was conducted at Cabatuan National Comprehensive High School during the school year 2022-2023. Using an in-depth interview with phenomenology as the research design, it was found out that the experiences of Science learners on academic procrastination as observed by their teachers, where academic procrastination is common to learners, complete the tasks minutes before the set deadlines, ask extensions for deadlines, lack of time to complete the tasks, poor study habits, and lack of focus. It was also discovered that Science teachers' methods for dealing with academic procrastination in Science students included emphasizing the importance of completing work or tasks done on time, giving enough time, making some adjustments, rewarding and incentivizing students, providing motivational activities, and establishing a support system. During an in-depth discussion with the participants, it was observed that academic procrastination in Science classes manifested as late submission of work, insufficient time, and lack of attention and interest.

Keywords: *Academic Procrastination, Science, Learners, Intervention Program*

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INTRODUCTION

After two years of pandemic experience, students of the new generation see education and the school environment as a major problem and personal dilemma that impacts teachers' daily routines in particular. Furthermore, a few educators think that this epidemic situation is normal and comprehensible.

Academic procrastination, then, is spurred by certain scenarios, including work impediment and depleted task attractiveness, being constrained to learn autonomously, and teachers' unpleasant characteristics (Klingsieck, 2013). Academic procrastination is connected with variables such as weak learning devotion, unfavorable learning performance, and indifferent learning aim achievement (Tian et al., 2021).

Learners struggle to learn and manage the learning process, and they lack the freedom and maturity to push themselves, particularly when faced with difficult and drawn-out learning tasks (low adversity quotient) (Zacks and Hen, 2018).

Procrastination is the act of deferring tasks until the disastrous event or after the deadline. Procrastination is defined by some academics as a type of self-regulation failure characterized by the illogical postponing of tasks despite possibly negative consequences (Prem et al., 2018).

Procrastination is prevailing among learners and is linked to unadvisable effects such as, low academic achievement, and psychological struggles. Anxiety and depression, according to

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INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

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research, can worsen procrastination; however, the mechanisms linked with the development of procrastination are poorly known.

Furthermore, parents take an important and factual role in instilling study behavior in their children because they are the paramount and most powerful force in boosting and stimulating learning potential by building a consistent habit of studying. Parents should set aside time and monitor study habits in the home that awaken or extend their child's natural interest in the world around them. Allowing children to participate in household chores and other activities at home and at school, will allow them to learn and enjoy the attitude of industry, as well as have the patience to apply the stated attitude to schooling or activities.

Learners' participation in completing activities on time is important for their future success. Learners who are conscientious, diligent, and do their schoolwork on time have comparatively excellent grades in their respective studies, greater involvement in school's activities, goodly relationship with friends and family, and a higher degree of motivation in all aspects of life.

As a result, parents and teachers work hand in hand and should both be concerned about their child's academic progress and timely completion of assignments.

With the results of these observations and in-depth interviews with the Science teachers at Cabatuan National Comprehensive High School, District of Cabatuan-I, Cabatuan, Iloilo the researcher ascertains the difficulties the teachers face in addressing the procrastination of their learners which will serve as the basis for an intervention program.

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MATERIALS AND METHODS

Research Methodology

This chapter presents the research design, research method, participants of the study, sampling design, research instrument, validity of the research instrument, data gathering procedures, and data analysis that were used in the study.

The study utilized phenomenological research design, a philosophical approach to qualitative research, to understand how others perceive the world and how it differs from commonly held views. This method, which involves interviewing subjects to understand their impressions, is widely used in fields like psychology, sociology, and social work.

Smith (2013) defines phenomenology as the study of consciousness structures experienced in the first person point of view. The core structure of an experience is its intentionality, which is the fact that it is directed towards an object based on its content or meaning and the right enabling conditions.

Research Method

The study's research method utilized was qualitative research using in-depth interview.

During the interview, the interviewer and the interviewee were allowed to sit apart and think about the series of questions regarding a certain problem. The aim was to elicit the primary or the necessary views of the participants in a specific issue in a social context from their responses via inquiry.

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Participants of the Study

The study included a total of, fifteen (15) high school Science teachers from the Science Department of Cabatuan National Comprehensive High School, District of Cabatuan-I, Cabatuan, Iloilo. The researcher gave the 15 high school Science teachers time for an in-depth interview. It was conducted only during their spare time or vacant time at school, at home and in the location suitable for an intense interview on procrastination of their learners. The study participants responded to the researcher’s interview with confidence and elaborations of their experiences on the said situation.

Sampling Design

The study employed a purposive sampling design. A purposive sample is a non-probability sample chosen based on characteristics of a population and the study’s objectives. Purposive sampling is also known as selective judging, or subjective sampling (Foley,2018).

Research Instrument

A researcher-made interview schedule or guide was utilized as a study’s research instrument.

The interview schedule or guide included three (3) questions about the study’s purpose for the participants.

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Voice and video recorder were also used for data gathering and documentation depending upon the permission of the participants.

Validity of the Research Instrument

Prior to determining the validity of the interview schedule or guide created by the researcher, the adviser, Dean of the Graduate School, and a panel of jurors chosen for their expertise in the fields of research, testing and assessment, and English, each question was validated for review and modification.

The appropriateness, meaningfulness, correctness, and usefulness of inferences made by a researcher are referred to as validity. The content and format of content-related evidence of validity were consistent with the definition of variables and sample of subject being examined and it is also useful in validating the items in the questionnaire (Fraenkel & Wallen, 2007).

The panel of validators' comments, changes, and suggestions regarding the interview schedule or guide were considered using the appropriate form of Good and Scates (Appendix A).

Data Gathering Procedures

Permission was required from the teachers and department head, Dean of the Graduate School, the Office of the Schools Division Superintendent, the Office of the District Supervisors, School Heads, and individual participants to conduct the study. To conduct the interview, the researcher personally travelled to the participants' schools, community or location.

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The researcher conducted an interview with the participants, but first, the researcher requested the participants to sign a waiver or permission relative to the conduct of the study.

A voice and video recorder were also provided to completely capture the interviewee's statements during the in-depth interview. Following a series of interviews, the researcher consolidated all of the collected data. The interview proceeded successfully with the cooperation, passion, and dedication of the teachers to share their experiences on the study particularly to the learners they encountered in the classroom and in the community in general. Expectations were typically diverse from the reality of an individual teacher's and learners' lives.

Data Analysis

The information gathered was evaluated and analyzed thematically.

The process of identifying patterns or themes within qualitative data is known as thematic analysis. According to Maguire & Delahunt (2017), the aim of a thematic analysis is to uncover themes, such as important and noteworthy patterns in data and use these themes to address the research or say something about an issue. This is the process of summarizing, analyzing and interpreting the data gathered to make meaning of it.

RESULTS AND DISCUSSIONS

This chapter contains a summary of the study, insights gain from the findings, and researcher's recommendations and suggestions.

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Volume V, Issue III

February 2024

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The study was carried out to determine the experiences of Science learners on academic procrastination as noticed by their teachers as the foundation for an intervention program at Cabatuan National Comprehensive High School, District of Cabatuan-I, Cabatuan, Iloilo during the school year 2022-2023.

The study used a qualitative research approach using in-depth interviews, and the research design was phenomenology.

The study included a total of fifteen high school Science teachers from the Science Department of Cabatuan National Comprehensive High School.

A researcher-made interview schedule or guide was employed as an instrument to collect data. Voice and video recorder were also employed for data collection and documentation depending upon the agreement of the participants.

The Panel of Experts validated the questionnaire. The Fraenkel and Wallen (2007) Content Validation criteria were used to determine the correctness of the interview questions. The researcher examined all comments and ideas relative to the validation of the tool. Following the validation of the questionnaire, permits were generated to allow the researcher to begin conducting the in-depth interview.

Permission was acquired from the Dean of the Graduate School, the Office of the Schools Division Superintendent, the School Head, the School Department Head, and individual

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participant-teachers to conduct the study. The researcher conducted the interview at the school or a location convenient the participants.

Following a series of interviews, the researcher consolidated all information gathered. Using a thematic approach, materials were acquired, processed, analyzed, and interpreted.

The study's findings are as follows:

Based on the findings of an in-depth interview with the participants, it was discovered that the experiences of Science learners on academic procrastination as noticed by their teachers, where academic procrastination is common to learners, perform the tasks minutes before the set deadline, and request and extension of deadlines, lack of time to complete the tasks, lack of study habits, and lack of focus.

It was also found out that Science teachers' methods for dealing with academic procrastination in Science learners included emphasizing the importance of getting work or task done on time, giving enough time, making some adjustments, giving rewards and incentives, providing motivational activities, and establishing a support system.

During an in-depth discussion with the participants, it was discovered that the manifestations of academic procrastination in scientific classes were late submission of work, not having enough time, and a loss of focus and interest.

Based on the findings, the following insights and conclusions were reached:

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Academic procrastination is frequent among learners learning Science. It appears that they are already accustomed to it and believed that it's acceptable to the teachers and the school. Academic performance and other performance outputs will suffer if academic procrastination becomes a habit among Science learners.

Science teachers are careful in their observation of their learners. They easily identify academic procrastination in learners and provide immediate solution to the detected problem. Because of their hands-on involvement with the learners, they are able to effortlessly control academic procrastination.

Academic procrastination in Science class is not an isolated incident; it is rampant among Science learners. However, everything is in order and properly managed due to the immediate positive and corrective response of the teachers.

CONCLUSION

In light of the study's findings, insights and conclusions, the following recommendations are made:

Academic procrastination should be addressed immediately and appropriately by all school personnel.

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All matters seen, observed, and manifested as academic procrastination should be incorporated in the school's rules and regulations, learners' handbook, and the constitution and by-laws of all school-sanctioned organizations and clubs.

All teachers should act as guidance counselors in their respective classrooms and any academic procrastination should be escalated to the school guidance counselor for suitable resolution.

Aside from being teachers in the classroom, all teachers should be trained to be guidance counselors. Academic procrastination should always be the focus of discussions between teachers and school guidance counselors.

Academic procrastination should be emphasized in In-service trainings, seminars, workshops, conferences, Learning Action Cell (LAC) sessions, meetings, and small group discussions.

The intervention program should be submitted to the Schools Division Office, Regional Office, and Central office for approval and implementation.

If a copy of this recommended intervention program is not approved, school heads are encouraged to execute it only on a local arrangement basis.

A comparable study is also urged in the future to explore other variables that were not included or mentioned in the study.

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