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**ACADEMIC PROCRASTINATION AND MOTIVATION OF PUBLIC JUNIOR HIGH SCHOOL SCIENCE TEACHERS IN THE NEW NORMAL: BASIS FOR INTERVENTION PROGRAM**

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**ABSTRACT**

The study aimed to determine the observed public junior high school science teachers' academic procrastination and motivation in the new normal as a result of the COVID-19 pandemic. The study adopted a descriptive approach using in-depth interview questionnaire to examine and acquire a comprehensive understanding of the teachers' academic procrastination and motivation in the new normal. The qualitative-phenomenological study collated the answers of the respondents to the questions focused on. The participants of the study were the science teachers of Jaro National High School, District IV-B- Jaro, teaching junior high school students, They were obtained purposively from 16 Grade 7-10 teachers (4 teachers each year level), either male or female, with ages 25 years old and above. The data in the study, were gathered through the use of an unstructured interview questionnaire. After the interview the themes were drawn from the data of the participants, and were analyzed using thematic analysis. The results of the study revealed that the academic procrastination and motivation of public junior high school science

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teachers in the new normal was mainly affected by several factors, such as distractions from external influences, monetary challenges, job dissatisfaction, health concerns, and acts of being professional.

**Keywords:** *Academic Procrastination, Motivation, Junior High School, Intervention Program*

## INTRODUCTION

The COVID-19 pandemic has caused systemic shifts in learning and teaching activities from offline to online-based, which caused teachers a delay on their academic work and gave rise to academic procrastination. Academic procrastination, which refers to students' and teachers' deliberate postponing of various academic activities, is a common problem among them and has a significant negative influence on their future. It is influenced by a number of variables, including a lack of commitment from teachers, subpar performance, and a failure to meet learning objectives (Tian et al., 2021). Certain circumstances, such as task difficulty and poor task attractiveness, being required to learn alone, and unappealing student qualities, encourage academic procrastination (Klingsieck, 2013).

Moreover, another factor which caused teachers a delay on their academic work is the lack of motivation. Lacking maturity and independence, teachers struggle to manage the learning process and motivate themselves, especially when dealing with challenging or prolonged teaching

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duties (low adversity quotient) (Zacks and Hen, 2018). Other factors include the unappealing method of information delivery, difficulties adjusting to online learning, unstable connections, and increased cost of using the Internet (Amir et al., 2020; Peixoto et al., 2021; Pelikan et al., 2021; Prasetyanto et al., 2022).

Further, academic procrastination might be caused by a lack of instructional motivation and a desire to complete the duties at hand (Pelikan et al., 2021). Consequently, there are the following problems: the teacher's workload exceeds their financial capacity and availability; the health effects of prolonged use of a laptop or smartphone; the settings at home make it impossible to concentrate; and being overburdened with other tasks (Prasetyanto et al., 2022). Finally, a significant contributor to the high level of academic procrastination and lack of motivation during the COVID-19 pandemic is the unattractiveness of the online learning approach (Latipah et al., 2021; Prasetyanto et al., 2022).

The researcher has personally observed and seen how her fellow teachers and herself struggled with their jobs during the aftermath of the pandemic as public junior high school science teachers. They barely succeeded in finishing their tasks and fulfilling their obligations because they all experienced a variety of external problems such as the struggle to adjust to the abrupt changes in the educational system. Since no research about academic procrastination and motivation has been conducted on public junior high school science teachers, who are in charge of one of the most vulnerable populations during the crisis, it was therefore imperative to look

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more closely at the effects of academic procrastination and motivation to their profession during the new normal as a result of the COVID-19 pandemic. The researcher looked into how teachers differ in terms of factors like intrinsic desire for learning, passive procrastination, and their experiences with difficulties and accomplishments while teaching and learning, all of which are thought to be crucial for effective learning in many studies.

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the methodology which was employed during the study. In light of this, the areas of the study and reasons which underpin the choice of area are explained. In these chapter explanations on research design and approach, the population, sample and sampling procedures, data collection methods used during data collection are provided. Explanations are also provided on how instruments were validated and how data was collected and analyzed.

### Research Method

The study adopted a descriptive-qualitative approach using in-depth interview questionnaire (Stanley, 2013) to examine and acquire a comprehensive understanding of the teachers' academic procrastination and motivation in the new normal.

Interpretivism, also known as interpretivist involves researchers to interpret elements of the study, thus interpretivism integrates human interest into a study. Interpretive researchers assume

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that access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments (Berger & Luckman, 1967; Pedroso 2018).

## Research Design

This is a qualitative-phenomenological study which collated the answers of the respondents to the questions focused on. The data collected served as the bases in answering the problems written on the statement of the problem. This was conducted to understand the Academic Procrastination and Motivation of Public Junior High School Science Teachers in the New Normal: Basis for Intervention Program.

## Participants of the Study

The participants consist of the teachers of Jaro National High School, District V - Jaro, under the Junior High School Department, specifically in the Science Department Areas. The respondents of the study were obtained purposively from 16 Grade 7-10 teachers (4 teachers each year level), either male or female, with ages 25 years old and above. The said informants were the primary source of data as they answered the primary questions of the study. They have given information on their experiences regarding academic procrastination and their motivation towards teaching during the new normal.

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## Sampling Design

Purposive sampling design was used in the study. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling (Patton, 2015).

## Research Instrument

As a guide to the kind of questions asked by the researcher in order to focus on the area of concern during the observations and interview, a researcher made interview guide, written narrative guide, and questionnaire were prepared by the researcher.

The questionnaire has three (3) parts namely: Part I, personal data of the participants; Part II, the experiences of the participants that challenged their productiveness upon the sudden educational shift; Part III, the experiences of the participants that challenged their motivation towards their academic and professional endeavors as public junior high school science teachers. These instruments were presented, reviewed, and validated by the experts.

The original set of questions were translated in the local dialect in order to level off with the participants after which the said translation was translated back to English language to check its consistency.

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## Validity of the Research Instrument

The researcher constructed an open-ended questionnaire. It was submitted to the thesis adviser for review and for face and content validation to a panel of experts in the field of Science, test construction and statistics.

The panel of experts inspected each item based on appropriateness, relevance, clarity of the language used, and correctness of sentences. The corrections or modifications, suggestions on the content of the questionnaire were followed in the final draft of the questionnaire.

## Data Gathering Procedures

The study entitled Academic Procrastination and Motivation of Public Junior High School Science Teachers in the New Normal: Basis for Intervention Program was focused on understanding effects of the participant's academic procrastination and their motivation in the new normal as well as the factors that influence it through thematic analysis.

The data gathering method employed were first; the researchers developed a permission to conduct a study on the participants. Upon approval, the researchers personally submitted the research consent to the participants or respondents to ensure the confidentiality and secure the identity of the respondents.

Second, unstructured interview questionnaire with the participants was conducted. Interview questionnaire were given to the participants. The interview questionnaire emphasized the different categories that elicited their perceptions and experiences regarding academic

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procrastination and in evaluating their motivation in delivering the lessons. The questions were constructed by the researcher and validated by the experts in the field. Each expert had a copy of the initial draft of the questionnaires and were requested to assess the relevance of every item. The interview was conducted several times in order to get more valid and accurate responses. To thoroughly execute the data gathering process, the researcher operated using multimedia forms of documentation.

The researcher made use of the observation during the interview proper. This involved observation of the participants' holistic well-being, physical surrounding and the relationship among participants (different grade levels from science department). Observations were made several times to confirm the information gathered.

Lastly, this involved the generation of themes which were drawn from the data of the participants. After the data was collected and interpreted, the researcher formed various codes out of them. To form these codes, the researcher tried to find the meanings or key ideas from the data by manually analyzing and identifying their concepts which was based on their similarity. As the analysis goes on, new patterns of ideas emerged resulting to formulation of another codes. When the codes are formulated, these were sorted out in order to formulate groups or themes. The responses of the respondents under each theme were given corresponding percentage. Responses which will come out to be irrelevant were eliminated. It was done in order to ensure the significance of the data being gathered.

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The study takes into consideration the ethical standard in doing research. First, the target research participants were fully informed about the procedures involved in research and gave their consent to participate. The researcher got the consent and permission from the school principal, as well as the teachers and they were asked to sign a letter together as they were interviewed. Participants were informed regarding their rights to decline to participate and withdraw the research.

Ethical standards also required the researcher to confidentiality and privacy of the research participants. The information from the participants would not be available to others who are not directly involved in the study. The research participants remained anonymous throughout the study. Pseudo-names were assigned to the participants to ensure their anonymity.

### **Data Analyses**

The gathered information was analyzed using thematic approach.

Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire & Delahunt (2017), the aim of a thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use these themes to address the research or say something about an issue. This is summarizing, analyzing, and interpreting the data gathered and making sense of it.

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## RESULTS AND DISCUSSIONS

This chapter presents the descriptive-qualitative analyses of the academic procrastination and motivation of public Junior High School science teachers in the New Normal as basis for intervention program at Jaro National High School for the School Year 2022-2023.

Based on the results of the in-depth interview with the participants, it was found out that the teachers' view on procrastination are delaying of doing something, failure to comply, negative coping mechanism, and providing space for better output.

Thus, according to Participant 1, "To procrastinate is to delay doing something that is supposed to be done". It has been shown that teachers, who put off doing something that needs to be done, is an act procrastinating. It is the practice of finishing tasks at the last second. A procrastinator frequently puts off doing the assignment until the very last minute of student's learning.

On the other hand, according to Participant 2, "Procrastination may end up to failure to comply something in achieving your goals. Lack of self- control later and stress may develop".

Participant 3 averred that, "Procrastination is a negative coping mechanism if you feel stressed, low, agitated and depressed".

Consequently, according to Participant 4, "Procrastination allows me to do my tasks one at a time. It gives me space for greater creativity and innovative ideas".

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According to Razbat (2016), majority of the factors of procrastination are negative as it affects the working condition of teachers in the classroom setting.

Thus, based on the results of the in-depth interview with the participants, it was found out that the factors of procrastination are exhaustion from work and distraction. Thus, according to Participant 1, "Exhaustion from work".

Participant 4 moreover stated that, "Distraction- instead of business before pleasure, it's the other way around".

According to Draden (2019), procrastination is a common problem among academic professionals, like high-school teachers and university faculty, just as it is among adults in general. It can cause various issues for these professionals.

Based on the results of the in-depth interview with the participants, it was found out that the effects of procrastination on teaching performance are low productivity, inefficiency, poor performance, realization, and ineffectiveness.

According to Participant 6, "When you tend to rush the tasks due to delays, sometimes it results in low productivity".

Also, participant 2 stated that, "When you tend to rush the tasks due to delays, sometimes it results to inefficiency" Participant 8 added, "I procrastinate because I feel stressed, low, agitated and depressed".

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According to Participant 5, "It allows me to develop my skills in the teaching and learning process. I've learned that I should gather first the basic knowledge and ideas from my learners before we go deeper and formulate ideas through critical thinking".

According to Participant 6, "Because of unorganized timetable, sometimes, procrastination leads to poor effectiveness inside the classroom".

According to Taylor (2018), teacher motivation refers to reasons that emanating from individuals' intrinsic values to choose to teach and sustaining teaching, and the intensity of teacher motivation which is indicated by effort expended on teaching as influenced by a number of contextual factors.

Based on the results of the in-depth interview with the participants, it was found out that the teachers' view on motivation are driving force, pushes to get closer to goals, and being enthusiastic and passionate.

Participant 5 mentioned, "Motivation is something that drives me to do tasks assigned to me".

Participant 7 further added, "Motivation is an essential part of learning to both teachers and students. It is a boost to move forward with the tasks assigned to you".howing the attitude of being enthusiastic and passionate in teaching".

Participant 11 added, "The reason why people start, continue, or stop an action at a specific time is called motivation".

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Newton (2018) stated that teachers are more positively motivated by internal factors related to the teaching profession.

Based on the results of the in-depth interview with the participants, it was found out that the factors of motivation are salary and other benefits, professional development, other people, and profession.

Participant 8 added, "Bonuses are one of the perks of being a public-school teacher that is why I am motivated to teach properly so that I can receive good feedbacks that I will use for promotion and eventually earn a much higher salary".

Participant 4 added, "I have to endure the struggles of my teaching career in the new normal so that I can still stay on my job and earn money".

Participant 16 added, "The desire to be of help to learners who are lagging behind in academics".

According to Participant 3, "My passion in teaching".

Participant 7 added, "Since health is wealth at these trying times, it is important for me to drink my health maintenance, most especially that I have hypertension. I spend most of my salary in buying my medicines. I don't allocate any budget for my professional development anymore".

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Gretel (2016) stated that in education, motivation helps teachers to focus their attention on a key goal or outcome. In doing so, they are unfazed by possible distractions, and are therefore able to maintain their attention during longer periods of time.

Based on the results of the in-depth interview with the participants, it was found out that the effects of motivation on teaching performance are efficiency, effectiveness, sustainability of good performance, pre-determined performance, and enjoyable teaching.

According to Participant 1, "A motivated teacher is an efficient teacher".

Participant 8 added, "Motivation helps me in being prepared and in maintaining effectiveness in my teaching performance".

Participant 13 further added, "It helps me get rid of my old habits and develop a good one to improve my teaching performance".

Participant 3 added, "Motivation affects determination, effort and energy, it uplifts student's enthusiasm about the lesson".

Participant 14 added, "Once the teacher is motivated, it would radiate to the learners and will also help them attain their goals or objectives of learning".

Participant 16 added, "Motivation influences willpower, energy, and effort. It also increases students' enthusiasm for the instruction".

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With the aforementioned responses of the participants in relation to the themes and subthemes being generated therein, intervention programs such as LAC for SWAP: Learning Action Cell for Seeking and Working Against Procrastination; ToGADer for PROJECT STEAM: Special Training for Emotional and Mental Health Awareness of Teachers; and INSETting GOALS for Teachers: Goal-driven Advocacy for Learning Success of Teachers in the New Normal shall be implemented to address the timely and relevant issues involving the perception, factors and effects of academic procrastination and lack of motivation towards the surrounding subject interests of this study.

The goal of the intervention programs to be implemented in the study was to determine which approaches or strategies are most effective in improving outcomes and changing the things that are most important to the problems at hand. It helps determine whether a novel solution or course of remedy is effective in addressing academic procrastination and boosts teacher motivation, which can have positive effects on their personal and professional lives.

The researcher would be able to support the study's subject interests at all academic achievement levels with the use of the following intervention programs, which are a variety of targeted strategies. To ensure that this study runs its course, these strategies can assist them in overcoming obstacles to teaching and learning, gaining new abilities, and enhancing their general academic and professional performance. Therefore, it is imperative that the study's subject interests participate in intervention programs to support the development of their sense of self-

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worth as well as their knowledge of academics and their professional lives. Additionally, a caring and secure environment would be provided for these interventions, which would potentially improve their general wellness.

## CONCLUSION

This chapter presents the summary of the study, the conclusions and insights drawn from the findings, and the recommendations arrived at by the researcher.

The researcher has seen firsthand how she and other teachers struggled with responsibilities in the wake of the pandemic. They all encounter a range of external issues that have an effect on them in different ways, especially now that they are back in a full face-to-face system, so they barely succeeded in completing their work and performing their obligations. In addition to the stack of paperwork, they are having trouble adjusting to the rapid change in the educational system. These occurrences thus unavoidably decreased their motivation to perform productively in their profession and led them to put off completing their educational tasks.

The researcher looked into how teachers differ in terms of factors like intrinsic desire for learning, passive procrastination, and their experiences with difficulties and accomplishments while teaching and learning, all of which are thought to be crucial for effective learning in many studies. Thus, this study was conducted to determine the "Academic Procrastination and Motivation of Public Junior High School Science Teachers in the New Normal: Basis for Intervention Program" at Jaro National High School for the School Year 2022-2023.

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The findings of the study focused more on the claims that outline the problem addressed by the study such as the perception, factors, and effects which contribute to academic procrastination and lack of motivation among the subject interests of the study. The researcher has witnessed a multitude of challenges faced by public junior high school Science teachers, notably procrastination and demotivation. After two years of remote learning, it is evident that the adverse effects on teachers are profound. Their teaching performance during this new normal phase is pivotal in establishing their knowledge and skills for future goals, and failing to address the gaps now can adversely affect their performance in the years to come.

Science is among the subjects that pose a challenge to teachers, which can be quite overwhelming due to their content-heavy nature. The subject requires teachers to craft a very engaging and creative instructional materials, which can be tedious and challenging, especially in the new normal where students nowadays lack interest. Therefore, it is essential for public junior high school Science teachers to render extra effort to make learning more fun and engaging to prevent boredom and disinterest. They should exert more effort to craft an interactive Instructional material or break down topics into manageable chunks that students can catch students' attention in the new normal.

This underscores the importance of Science teachers' creativity and flexibility to innovate and develop strategies that make learning enjoyable for students in the new normal. It is crucial to address learning gaps as soon as possible to prevent these gaps from widening and affecting

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# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



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students' academic performance in the long run. Moreover, it is important to recognize the challenges that teachers face in the current education landscape so that they can better implement strategies that will help in their teaching development and learning.

Intervention programs should be implemented in schools for more favorable results to address the procrastination and motivation problems of public junior high school Science teachers in the new normal. The more time and considerations provided for the intervention programs, the more accurate and effective the solutions will be.

As new normal in the current reality, schools are also recommended to conduct seminars, trainings, open forums and workshops for professional development.

The program intervention that has to be implemented, according to the study's findings, is for the educational sector to give teachers' needs in all areas of their personal and professional well-being top priority. Their duties should be kept to a minimum, be manageable, and not be burdensome.

A funding should be provided to schools so that teachers can create instructional materials that can easily guarantee the quality of the teaching and learning process because science is such a hard topic.

It is important to explore raising teacher compensation and benefits. They should have technological support to make sure that the environment or atmosphere encourages them to not only define their goals but also determine the process of reaching them.

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Publishing is one of the notable ways to share the results of this research study. Publishing in academic journals will increase the visibility of the study to the public and its reach among other researchers in different fields and disciplines worldwide. Publishing this work in free access credible journals puts the knowledge in a permanent, searchable record.

Presenting in research forums. Research presentation is likely just as important as conducting it because this is how the public will be able to understand the data-gathering methods, procedures, and results and take the work a step further. Presenting the study is an excellent way to converse with the panel or audience and listen to and apply their feedback about the study. Presentations are crucial in spreading the results of the study, and this can open doors to opportunities such as identifying strengths and areas for improvement.

Lastly, the Learning Action Cell (LAC) is another strategy to disseminate the results of this research study. It is an effective way to share the result of the study in order for the teachers to be aware of the relevance, effectiveness, and benefits of the study conducted by the researcher. Disseminating the results of the study during LAC sessions enables teachers to discuss, reflect, and enhance their teaching pedagogies and instructional materials, which will help students improve their learning in the new normal.

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