# Investigating the Triggers and Outcomes of Academic Procrastination in an Online Learning Environment amid the COVID-19 Pandemic

**Authors:**   Cherry Lyn M. Carpio [1]*, Alliana M. Ablan[2], Ralph Randel R. Rivera[3], Mia V. Villarica [4].

**Affiliation**:  [1,2,3]National University, Philippines, [4] Laguna State Polytechnic University
*cmcarpio@nu-lipa.edu.ph

## ABSTRACT

This study focuses on investigating the causes and consequences of academic procrastination during the current educational disruption, which has led to the remote learning environment. The online survey was completed by 145 respondents, all of whom were students at a Philippine state university. The survey tool was adapted from Busko's Procrastination Scale. Additionally, 16 participants participated in an online focus group discussion. To analyze the data, triangulation was employed, utilizing both quantitative data from the survey and qualitative data from a focus group discussion. Results reveal several factors that contribute to procrastination, including emotional distress and a sense of comfort in procrastination. Particularly, the study revealed a higher level of procrastination during the distance learning brought about by the COVID-19 Pandemic.

**Keywords:** Academic Procrastination, Perfectionism, Distance Education, Triangulation

# 1. Introduction

As the pandemic hit the Philippines in the mid of March 2020, a state university in the Philippines issued a memorandum to adapt to the new normal, starting with the implementation of flexible education modalities such as online synchronous and asynchronous, and modular approaches to accommodate the flexible learning environment suitable for the student's needs through a clear guideline by the Academic Affairs. Both faculty members and students would need to adapt to this new learning environment to ensure a continuous education amid the pandemic. This introduced them to new habits and practices that enabled them to adapt to the needs of the academic continuum.

The sudden shift to online learning during the COVID-19 pandemic brought significant challenges to students, particularly in adapting to new modes of instruction, managing academic workloads, and maintaining motivation. One recurring issue that emerged prominently during this period is academic procrastination, the intentional delay of academic tasks despite expecting negative consequences. This behavior has been linked to psychological factors, such as low self-efficacy and perfectionism, as well as environmental influences, including parental support and home learning conditions. Given the educational disruption caused by the pandemic, it is crucial to examine how these factors interact in a remote learning context. This study aims to investigate the triggers and outcomes of academic procrastination among college students during online learning, utilizing both quantitative and qualitative methods to provide a comprehensive understanding of their experiences and behaviors.

Academic procrastination, particularly in online learning environments, presents substantial barriers to student achievement. The shift to remote education during the COVID-19 pandemic intensified these challenges, highlighting the need to understand their psychological and contextual triggers. This study draws upon established theories and empirical evidence to explore how constructs like self-efficacy, perfectionism, and parental authority influence academic procrastination and how these may be exacerbated in an online learning context.

Steel's (2007) Temporal Motivation Theory identifies task aversiveness, impulsiveness, and self-efficacy as primary predictors of procrastination. These constructs are essential to our research framework, which seeks to examine the degree to which students' belief in their ability to complete tasks (self-efficacy) predicts procrastination behaviors. Steel's meta-analysis also identified self-control and achievement motivation as strong correlates, further justifying the inclusion of self-efficacy as a central variable in this study. Research by Pintrich (2003) and Klassen et al. (2010) indicates that students with low self-efficacy are more likely to delay initiating academic tasks, particularly when confronted with challenging or unfamiliar content. Steel's (2007) Temporal Motivation Theory also posits that self-efficacy is a core determinant of procrastination, suggesting that students who doubt their ability to succeed often resort to task avoidance. In online learning environments, where instructor feedback and peer support may be limited, students' self-efficacy becomes even more critical. This study addresses a gap in the literature by examining how self-efficacy specifically affects procrastination in a remote educational context, where independent learning is a primary emphasis.

The work of Solomon and Rothblum (1984) introduced academic procrastination as a multidimensional construct, influenced by emotional and cognitive processes, such as the fear of failure, which aligns with self-oriented perfectionism. Our study builds on this by examining three

forms of perfectionism self-oriented, socially prescribed, and other-oriented—as potential antecedents of procrastination in the unique context of distance learning. Perfectionism has been consistently linked to procrastination, particularly when perfectionist standards are internalized (self-oriented) or perceived as externally imposed (socially prescribed) (Hewitt et al., 2003; Stoeber, 2014). Students who strive for flawless performance often delay task initiation due to fear of failure or dissatisfaction with their initial output. This is especially true in unstructured online settings where assignments are open-ended and feedback may be delayed. Prior research (e.g., Serdar et al., 2021) suggests that while perfectionists aim for excellence, their need for control and fear of imperfection can paradoxically lead to procrastination. The study builds on this by not only assessing self-oriented perfectionism but also integrating socially prescribed and other-oriented perfectionism to examine whether expectations from others, or imposed on others, influence academic delay during remote learning. This nuanced exploration addresses a gap in pandemic-era literature that has often generalized perfectionism without examining its subtypes in context.

Koo (2022) and Pychyl et al. (2000) distinguish between active and passive procrastinators, noting that passive procrastination is often linked to low motivation, poor planning, or emotional distress—factors exacerbated in isolated learning environments. This supports our research aim to identify procrastination patterns based not only on time management but also emotional regulation and internal standards, especially under pandemic-related stressors.

Perfectionism, as examined by Stoeber (2014), offers nuanced insight into how perfectionistic tendencies may paradoxically lead to task avoidance due to fear of imperfection. This connects to our hypothesis that students with higher levels of self-oriented or socially prescribed perfectionism may exhibit more pronounced academic procrastination.

The present study is grounded in a comprehensive theoretical framework that integrates motivational, personality, and social-contextual constructs to explain academic procrastination in an online learning environment, particularly during the COVID-19 pandemic. Central to this framework is Steel's (2007) Temporal Motivation Theory (TMT), which identifies procrastination as a function of task aversiveness, impulsivity, expectancy (i.e., self-efficacy), and value. According to TMT, individuals with low expectancy regarding task success, often due to self-doubt, are more likely to delay task initiation. In an online learning context, where autonomy and self-regulation are crucial, students with lower self-efficacy may be particularly vulnerable to procrastination. This aligns with prior research showing that students with diminished belief in their academic capabilities tend to postpone tasks, especially when feedback is delayed and structure is lacking (Pintrich, 2003; Klassen et al., 2010).

Another integral component of the framework is perfectionism, which has been linked to procrastination through cognitive and emotional pathways. Building on the multidimensional model of perfectionism by Hewitt and Flett (2003), this study examines self-oriented, socially prescribed, and other-oriented perfectionism. Self-oriented perfectionism, characterized by internalized high standards and self-criticism, may lead students to delay work due to fear of not meeting their own expectations. Similarly, socially prescribed perfectionism, which involves the perception that others expect perfection, can lead to avoidance behaviors due to fear of external judgment. These tendencies are exacerbated in remote learning environments, where ambiguity and isolation may heighten anxiety and self-doubt, thus fostering procrastination (Stoeber, 2014; Serdar et al., 2021).

In addition, parental authority is included as a social-contextual variable, drawing on the parenting style model of Darling and Steinberg (1993). Research has shown that authoritative parenting, characterized by both high responsiveness and high control, is negatively associated with academic procrastination (Zakeri et al., 2013). During home-based online learning, the level of parental support, supervision, and provision of resources (e.g., study space, internet access) becomes a critical environmental factor that can either mitigate or exacerbate procrastination behaviors.

To measure these constructs, the study employs Busko's (1998) Student Procrastination Scale, which includes dimensions related to general and academic procrastination, various types of perfectionism, self-efficacy, and parental authority. This scale was selected for its alignment with the theoretical underpinnings of the study and its previous validation in educational research. The scale's multidimensional nature allows for a nuanced analysis of procrastination behaviors and their psychological and contextual antecedents. In adapting the scale for this study, the items were reviewed for cultural relevance and appropriateness. They underwent pilot testing to ensure reliability and appropriateness in the Philippine online learning context, thereby maintaining the validity of the current research setting. Busko's (1998) Student Procrastination Scale, used in this study, is based on constructs of perfectionism, procrastination tendencies, and self-efficacy. Its prior validation in similar educational settings makes it an appropriate tool for measuring the same constructs in our context.

Moreover, the role of parental authority, as outlined in Darling & Steinberg's (1993) model of parenting styles, is integrated as a social-contextual variable. Zakeri et al. (2013) found that students with authoritative parents who show high involvement and high control tend to procrastinate less, suggesting that supportive family environments can buffer procrastination behavior, particularly when students are learning from home. Lastly, Gurumoorthy & Kumar (2020) and Day et al. (2000) provide empirical support for the link between lack of interest or emotional distress and procrastination. These findings directly inform our qualitative component, which explores students' subjective experiences during remote learning.

Hence, this study aimed to determine the causes and effects of student academic procrastination in a remote learning environment, also known as distance education. Specifically, this research intended to:

1. Assess the student's level of agreement regarding the following factors:
   a. Academic Procrastination
   b. General Procrastination
   c. Self-Oriented Perfectionism
   d. Socially Prescribed Perfectionism
   e. Other-oriented Perfectionism
   f. Self-Efficacy
2. Determine the causes and effects of student academic procrastination through an online focus group discussion.
3. Analyze the quantitative and qualitative data to develop a comprehensive understanding of the experiences.
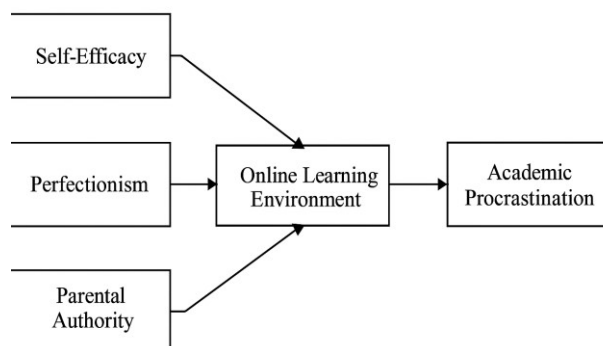
The framework consists of three primary independent variables: Self-Efficacy, Perfectionism, and Parental Authority, which are hypothesized to influence students' tendency to procrastinate academically. The online learning environment serves as a contextual medium through which these variables exert their effects. The outcome variable, Academic Procrastination, is understood as the tendency to delay academic tasks despite expecting negative consequences.

"Self-efficacy, as defined by Bandura (1997), refers to individuals' belief in their capabilities to execute actions required to manage prospective situations. Pintrich (2003) linked academic self-efficacy to student motivation and academic success, particularly in the context of challenging tasks. Perfectionism, a multidimensional trait outlined by Hewitt and Flett (2003), includes self-oriented, socially prescribed, and other-oriented dimensions, each of which has distinct implications for procrastination (Stoeber, 2014). The typology is informed by the parenting styles introduced by Darling and Steinberg (1993), which emphasize the influence of parental control and responsiveness on academic behaviors (Zakeri et al., 2013). These constructs have all been empirically associated with academic procrastination, providing the theoretical basis for their inclusion in this study."

## 2. Methodology

### *Study Design*
The researcher employed a descriptive research design, utilizing both quantitative and qualitative methods. An online survey was conducted to gather quantitative data, and a focus group discussion was conducted to gain an in-depth understanding of the issue. Data analysis was conducted through triangulation, combining quantitative data from the survey with qualitative data from a focus group discussion to enhance the credibility of the research (Denzin, 2012).

### *Data collection*

For the survey tool, the questionnaire consists of 102 items; items 1-14 focus on the respondent's demographic profile, as well as their student work and study habits, and can be answered in 30 minutes. The rest of the items were adapted from Busko's Student Procrastination Scale, which covers General Procrastination, Academic Procrastination, Self-Oriented Perfectionism, Socially Prescribed Perfectionism, Other-Oriented Perfectionism, Parental Authority, and Self-Efficacy (Busko, 1998), which was also used as a theme for the qualitative approach. The questionnaire employs a Likert Scale of likelihood, ranging from "Almost Always True" to "Almost Never True," with the following

options: "Usually True," "Often True," "Occasionally True," "Sometimes But Infrequently True," and "Usually Not True." The scale scores range from 1 to 7.

The survey questionnaire underwent various stages of review to ensure its consistency and reliability, particularly regarding the structure and content of the questions. First, the questions were adapted from various survey tools and drafted in accordance with the research objectives and relevance. Second, the research team was composed of a Development Communication specialist and an e-learning specialist, who conducted the substantiation of the items in the questionnaires, reviewed the appropriateness of the questions since most items were adapted from foreign scenarios, and consulted a Psychology instructor. Third, a sample survey was conducted with thirty 4th-year students outside of the sample of the study to assess the answerability and time constraints. Finally, the researchers incorporated all the suggestions, feedback, and comments of concerned reviewers and the final survey questionnaire. After validating the survey tool, questionnaires were distributed through an online survey using Google Forms and shared on Facebook Messenger, incorporating the orientation and purpose of the survey.

For the focus group discussion (FGD), the researchers appointed a moderator to conduct an Online FGD through Google Meet. The moderator was chosen based on the previous performance as a research student. This method is used to allow participants to freely express their arguments, as the researchers are Instructors, which might produce prejudice and discrepancies in the interview process and output. The moderator was oriented and mentored on how to conduct an online in-depth interview. The researcher provided a list of 10 open-ended guide questions, including transition questions, to facilitate the discussion. Several students were invited to attend a virtual conference using Google Meet on June 16, 2021, drawn from the pool of respondents from the survey. However, only 16 students were able to attend and participate in the event. A semi-structured interview, lasting 45 minutes, was recorded and transcribed by the researchers. Based on the results of the online FGD, the moderator posed 16 open-ended questions. This activity would help researchers align the survey output from an in-depth perspective, which leads to a more comprehensive understanding of procrastination in an online learning environment.

### *Settings and Participants*

One campus of a Philippine state university served as the study's locale, with a total student population of over 10,000 and nine departments. The study was conducted during the second semester of the 2020-2021 academic year. Data was collected from February 2021 to July 2021.

The online survey was distributed in all departments having 6 colleges that actively responded, such as the College of Computer Studies (CCS), College of Industrial Technology (CIT), College of Business Management and Accountancy (CBMA), College of Industrial Technology (CIT), College of Teacher Education (CTE) and College of Arts and Sciences (CAS) wherein 145 students responded after 2 months of data collection. As a result, the demographic profile was identified as 49% female and 51% male, with 92% in the 18-24 age group and 8% in the 25-34 age group. All respondents are single, and most of them have younger siblings. Their mothers are housekeepers, and the fathers' occupations are mostly from the craft and related trades.

The FGD participants range from 2$^{nd}$ to 4$^{th}$ Year level, all from the College of Computer Studies. The moderator is a 4$^{th}$-year student at the same college.

*Research Instrument*

To ensure the credibility and accuracy of the adapted questionnaire, the researchers assessed both its reliability and validity. The questionnaire was based on Busko's (1998) Student Procrastination Scale and included additional subscales on perfectionism, self-efficacy, and parental authority. Reliability was tested through a pilot study involving 30 fourth-year students who were not part of the main sample. Using Cronbach's alpha to measure internal consistency, the following results were obtained: Academic Procrastination ($\alpha = 0.89$), General Procrastination ($\alpha = 0.85$), Self-Oriented Perfectionism ($\alpha = 0.83$), Socially Prescribed Perfectionism ($\alpha = 0.81$), Other-Oriented Perfectionism ($\alpha = 0.78$), Self-Efficacy ($\alpha = 0.86$), and Parental Authority ($\alpha = 0.80$). All values exceeded the acceptable threshold of 0.70, indicating good to excellent internal consistency of the instrument.

In terms of validity, content validity was ensured through expert review. Three professionals—a development communication specialist, an e-learning expert, and a psychology instructor—evaluated the clarity, cultural relevance, and alignment of the items with the research objectives. Revisions were made based on their feedback to ensure appropriateness for the Philippine academic setting. Construct validity was also addressed by anchoring each subscale to established theoretical models: self-efficacy was grounded in Bandura's theory of self-belief, perfectionism in Hewitt and Flett's multidimensional model, procrastination in Steel's Temporal Motivation Theory, and parental authority in Darling and Steinberg's parenting style framework. Furthermore, findings from the qualitative focus group discussion reflected and supported the same theoretical constructs, thereby strengthening construct validity through triangulation. Overall, the instrument demonstrated strong reliability and theoretical alignment, justifying its use in this study.

*Data Analysis*

Table 1.  Seven-Point Likert Scaling

| Likert Scale | Interval | Description |
|:---:|:---:|:---|
| 1 | 1.00-1.85 | Almost Never True |
| 2 | 1.86-2.71 | Usually Not True |
| 3 | 2.72-3.57 | Sometimes, But Infrequently True |
| 4 | 3.58-4.43 | Occasionally True |
| 5 | 4.44-5.29 | Often True |
| 6 | 5.30-6.15 | Usually, True |
| 7 | 6.16-7.00 | Almost Always True |

The quantitative data collected from Google Forms was downloaded, and the researchers used MS Excel for data analysis. The method of converting raw data into meaningful statements involves data processing, analysis, interpretation, and presentation. Data reduction and data processing were performed to ensure that the data was clean, including creating unique IDs, removing duplicates, cleaning the tables, creating separate sheets, categorizing, and balancing using filter functions. For data analysis, MS Excel formulae such as Mean, Standard Deviation, and Count-If Analysis were used. MS Excel charts were used for data presentation. For the interpretation of quantitative data, refer to Table 1 (Pimentel, 2019), which will be used to interpret the weighted mean per item.

The qualitative data gathered was analyzed, and a deductive approach to content analysis was used (Elo and Kyngäs, 2008) to test a previous theory in a different situation. Data were analyzed via the following steps: (1) transcribing the interview verbatim from the virtual meeting (2) choosing the unit of analysis (3) attaining the sense of whole via reading the unit of analysis based on the quantitative data (3) taking codes out through open coding (4) collecting similar codes in subthemes by comparing the codes and labeling them (5) gathering similar subthemes together in one group and labeling theme (main themes). Busko's Student Procrastination Scale and its criteria were used to analyze the themes in the qualitative data.

It should be noted that during the data analysis, the trustworthiness or credibility of the data was recognized and taken into full consideration throughout the entire process. Ethical issues in this study included ensuring the confidentiality and autonomy of the participants.

## 3.    Results and Discussion

Procrastination is the behavior of deferring fewer essential chores in favor of more urgent ones or doing more pleasurable things in place of less pleasurable ones, and therefore deferring important tasks until later. To be classified as procrastination, the conduct must be counterproductive, unnecessary, and delaying. Similarly, it is to willingly postpone a planned course of action, even though you expect to be worse off as a result of the postponement. Procrastination is defined by is a prevalent and destructive form of self-regulatory failure that is not entirely understood. It is defined as the unnecessary postponing or avoidance of tasks that must be completed (Schraw, Wadkins, and Olafson, 2007).

Table 2. Result Summary of the Online Survey

| Criteria | Mean | Verbal Interpretation |
|---|---|---|
| Procrastination | 3.82 | Occasionally True |
| Academic Procrastination | 4.48 | Often True |
| Self-Oriented Perfectionism | 4.17 | Occasionally True |
| Socially Prescribed Perfectionism | 4.10 | Occasionally True |
| Other-Oriented Perfectionism | 4.09 | Occasionally True |
| Parental Authority | 4.09 | Occasionally True |
| Self-Efficacy | 4.32 | Occasionally True |

**General and Academic Procrastination**

Quantitative results indicated that general procrastination had an overall mean of 3.82, interpreted as "Occasionally True", while academic procrastination scored slightly higher at 4.48 or "Often True". This suggests that although students generally acknowledge procrastinate behavior, they are more likely to delay specifically academic-related tasks. These findings were supported by FGD responses, where students cited reasons such as laziness, distractions at home, and perceived flexibility in deadlines as primary contributors to procrastination. R4 stated, "I often feel lazy to do it, especially when the due date is still far away," confirming the trend seen in Item 15 of the survey, which showed that students tend to leave term papers until the last minute (M = 3.50). However, while survey responses imply that students generally attend classes (Item 19, M = 5.54), qualitative data reveal that attendance does not necessarily equate to engagement or task completion. This subtle divergence

suggests that procrastination is not merely behavioral, but also motivational, often rooted in emotional and cognitive states that are less apparent when assessed solely through quantitative scores.

## Perfectionism

Survey results for perfectionism revealed that self-oriented perfectionism had a higher average (M = 4.17) compared to socially prescribed perfectionism (M = 4.10) and other-oriented perfectionism (M = 4.09). These quantitative results suggest a moderate tendency toward internal pressure to perform well. This was confirmed in the FGD, where several participants admitted to delaying submissions not due to disinterest, but because they were unsatisfied with their output. For instance, R12 said, "I'm still able to submit on time, but I'm just not sure if the quality of my answers is good enough," reflecting the highest-rated survey item on perfectionism (Item 46: "I cannot relax until it's perfect"). Interestingly, many respondents indicated that they were not overly concerned with achieving top grades, but rather wanted to meet a minimum acceptable standard—a form of adaptive perfectionism that still contributes to delay. The data suggest that self-oriented perfectionism is more prevalent than socially driven standards, implying that internal psychological pressure plays a larger role in academic procrastination than external expectations.

## Parental Authority

The survey indicated moderate support from parents, with an overall mean of 4.09 ("Occasionally True"). However, qualitative data presented a more nuanced view. While some students (e.g., R3) reported supportive environments where they were not asked to do chores during classes, others described emotionally taxing household situations, a lack of study space, poor internet connectivity, and limited access to digital devices. For example, R14 shared, "My gadget's specs aren't that good... I can't do both research and compile code at the same time." This divergence suggests that quantitative scores may mask inequality in students' home learning environments. Although general perceptions of parental authority were positive, the quality and consistency of support varied significantly, affecting students' ability to stay focused and manage their time effectively, two critical factors that influence procrastination.

## Self-Efficacy

Self-efficacy scored an average of 4.32, which indicates a moderate level of confidence among respondents in their academic abilities. However, the FGD revealed that many students struggled with task initiation due to a lack of motivation, distractions, or anxiety. R9 admitted, "Sometimes I think there's always tomorrow to do it, plus I'm at home where there are so many distractions." These accounts support the notion that low to moderate self-efficacy contributes to procrastination, particularly when combined with external challenges, such as the lack of instructor feedback and reduced peer interaction. While students reported some belief in their capacity to succeed (as shown in Item 94, M = 4.50), their actions did not always align with this perception, underscoring the gap between perceived and actual self-efficacy. This finding aligns with existing literature (e.g., Klassen et al., 2010), which links self-efficacy deficits to procrastinative behavior in remote learning.

The integration of quantitative and qualitative findings in this study provides a comprehensive understanding of academic procrastination within the context of online learning, directly addressing the research questions. First, regarding the level of academic procrastination and related psychological traits among students, the quantitative data revealed that procrastination, particularly in academic tasks, was rated as "Often True" (M = 4.48). In contrast, related traits such as self-efficacy,

perfectionism, and parental authority were rated at moderate levels. This suggests that while students may not consistently identify as chronic procrastinators, they frequently delay academic tasks, especially in the less structured online learning environment. These numerical patterns were further supported by qualitative data from the focus group discussion, where participants expressed personal experiences of emotional fatigue, internal pressure to perform, and inconsistent motivation. Several students admitted to postponing assignments due to mental exhaustion or fear of producing substandard work, highlighting emotional and psychological dimensions not fully captured by survey scores alone. These insights imply that self-reported levels may underestimate the complexity of procrastination, which often involves deeper struggles with self-worth, emotional regulation, and academic confidence.

In terms of identifying the causes of academic procrastination, both data sets point to overlapping and reinforcing factors. The survey data indicated that low self-efficacy, self-oriented perfectionism, and environmental distractions were present among students to a moderate degree. However, the qualitative data enriched these findings by revealing how these variables manifested in real-life contexts. For instance, students shared stories about poor internet access, lack of study space, household responsibilities, and emotional stress as key triggers for academic delays. While quantitative responses suggested a generally supportive parental environment, the focus group narratives revealed disparities in students' home learning conditions, with some receiving strong family support. In contrast, others faced emotional neglect or financial limitations. These inconsistencies suggest that while many students benefit from a positive home atmosphere, a significant portion deal with conditions that hinder academic productivity. Therefore, the integration of findings emphasizes that academic procrastination is not solely an individual issue, but is influenced by external structures and social circumstances, particularly during periods of crisis, such as the pandemic.

Finally, regarding how students experience and interpret procrastination during online learning, qualitative findings played a crucial role in extending understanding beyond surface-level behaviors. While procrastination is often attributed to laziness or poor time management, student narratives revealed a more nuanced picture: procrastination was frequently employed as a coping mechanism to manage anxiety, pressure, and overwhelming workloads. Some participants described delaying tasks because they feared they could not meet their own standards of performance, while others described feeling emotionally numb, hopeless, or mentally overloaded. This insight challenges traditional interpretations of procrastination as a purely volitional act, instead framing it as a form of emotional self-protection in uncertain times. The implications for interventions are significant support systems must address not only behavioral skills, such as time management, but also emotional well-being and resilience. Teachers and academic institutions must understand that behind delayed submissions are often students grappling with invisible emotional burdens.

In summary, the integration of quantitative and qualitative findings offers a more layered understanding of the phenomenon. It confirms that procrastination in online learning is a multidimensional issue rooted in personal, psychological, and environmental factors. These findings reinforce the need for multi-faceted interventions—ones that strengthen students' self-efficacy, foster realistic personal standards, ensure equitable learning environments at home, and provide mental health support to help students navigate the demands of academic life in a digital setting.

# 4.    Conclusion

This study explored the triggers and consequences of academic procrastination among college students within the context of remote learning during the COVID-19 pandemic. Utilizing a mixed-methods approach, the research examined how self-efficacy, perfectionism, and parental authority influenced students' procrastination behaviors. Quantitative findings revealed moderate to high levels of academic procrastination, with students often delaying academic tasks despite recognizing potential negative consequences. Self-efficacy was found to be moderate, suggesting that while students believed in their capabilities to some extent, this belief was not always strong enough to overcome challenges posed by online learning. Perfectionism, particularly of the self-oriented type, also contributed to procrastination, as students reported delaying tasks due to fear of imperfection and dissatisfaction with their work. Parental authority was rated moderately, with many students acknowledging support but still experiencing varying degrees of environmental and emotional challenges at home.

The qualitative data provided deeper insight into these behaviors, uncovering emotional factors such as anxiety, low motivation, mental fatigue, and stress as underlying reasons for procrastination. Students shared how remote learning exacerbated these issues, especially in environments where family support, stable internet, and personal devices were lacking. These findings suggest that procrastination during the pandemic was not merely a matter of poor time management or laziness but a reflection of students' emotional responses to academic and environmental pressures. The integration of both quantitative and qualitative results emphasized that academic procrastination is a complex, multifaceted behavior influenced by internal psychological traits and external circumstances.

In conclusion, the study highlights that academic procrastination among students during online learning is shaped by a combination of self-belief, perfectionist tendencies, and the quality of support they receive at home. To mitigate this issue, educational institutions must adopt a holistic approach one that includes fostering emotional resilience, promoting realistic academic standards, ensuring equitable access to technology, and engaging families in supporting students' learning journeys. As remote and hybrid learning models continue to evolve, addressing the root causes of procrastination will be crucial in enhancing student well-being and academic success.

# 5.    Recommendation

Based on the study's findings, it is recommended that interventions be implemented to strengthen students' academic self-efficacy. The quantitative data revealed that self-efficacy had interpreted as "Occasionally True," while qualitative responses indicated that many students experience self-doubt, particularly when faced with difficult academic tasks. To address this, instructors should integrate confidence-building strategies such as scaffolded assignments, where students gradually tackle complex tasks with guided support, and success journaling to help them reflect on progress. Additionally, academic institutions may develop peer mentoring programs or workshops on self-efficacy, where students can share challenges and effective strategies for overcoming academic hurdles.

- In response to the relatively high level of self-oriented perfectionism, which was identified as a significant contributor to procrastination, educators are encouraged to cultivate a classroom environment that values progress over perfection. Students in the focus group reported delaying

submissions due to dissatisfaction with their output or fear of submitting work that was not "good enough." Faculty can mitigate this by allowing draft submissions with formative feedback and encouraging reflective activities where students focus on learning growth rather than flawless results. This shift can help reduce performance anxiety and promote timely task completion.

- Time management challenges were evident in both the quantitative and qualitative data, with academic procrastination rated as "Often True". Students frequently delayed assignments, particularly in subjects they found uninteresting or overwhelming. To address this, instructors should provide structured assignment timelines that break large tasks into smaller, more manageable parts. Integrating digital productivity tools, such as Notion or Trello, into course activities, along with optional weekly planning templates, can also support students in organizing their responsibilities and tracking their academic progress.

- Parental authority was rated moderately, but the focus group discussions revealed a more nuanced reality: some students had supportive home environments. In contrast, others faced significant limitations in internet connectivity, access to learning devices, and emotional support. In light of this, schools should implement virtual parent orientation sessions to help families understand their role in supporting students' learning at home. Furthermore, partnerships with local government units or NGOs can be pursued to provide practical assistance, such as lending gadgets, establishing community Wi-Fi zones, or implementing subsidy programs to support students' learning needs, especially in underserved areas.

- Mental health emerged as a key underlying factor of academic procrastination. Students described feelings of anxiety, hopelessness, and emotional burnout, which led them to delay tasks as a coping mechanism. In response, schools should establish regular virtual wellness check-ins, such as online "*Kamustahan*" or "Mental Health Fridays," to offer emotional support. In addition, embedding brief mental health modules focused on emotional regulation, resilience, and self-compassion into the curriculum can help students manage stress more effectively and reduce the psychological burden that contributes to procrastination.

- Finally, students expressed a strong preference for interactive, peer-based learning. Many reported that they were more motivated when working with others, whereas isolation during online classes led to disengagement and procrastination. Instructors are encouraged to implement flipped classroom techniques, where students prepare content asynchronously and engage in collaborative discussions or tasks during synchronous sessions. Additionally, schools may offer optional virtual co-working or "study with me" sessions, which create a shared academic space for students to feel supported, accountable, and connected, even while studying remotely.

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