

## The Life of the Laters: Students Procrastination in Accomplishing Academic Deadlines in Online Learning

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### Abstract

Procrastination has always been a problem in schools, and it has an undeniable negative impact on academic performance. With the shift to online learning, academic procrastination has also drawn attention in the form of failing to accomplish academic deadlines within the time frame, whether it is done synchronously or asynchronously. This study aims to explicate the students' experiences of procrastination in accomplishing academic deadlines in online learning. Grounded on Parkinson's Law, which explains why you can't seem to accomplish anything. With 13 participants who qualified under the inclusion criteria using purposive sampling, the data were treated using the qualitative approach that utilizes Heideggerian Phenomenology and Interpretative Phenomenological Analysis (IPA) anchored on the Modified Van Kaam Approach popularized by Moustakas. To start, the researchers administered bracketing to avoid any biases. Through digital platforms, they conducted semi-structured interviews. Four emerging core themes were generated, such as: (Theme 1) the worrier, (Theme 2) the over-doer, (Theme 3) the underprivileged, and (Theme 4) the perfectionist. Due dates have a significant impact on students, as seen by these emerging key themes, resulting in task postponement. The researchers were compelled to offer an effective and flexible time management plan to sustain students' healthy learning habits.

**Keywords:** Online Learning, Academic Procrastination, Time Management, Healthy Learning Habit

### Introduction

Procrastination has always been a problem in schools, and it has an undeniable negative impact on academic performance. With the shift to online learning, academic procrastination has also drawn attention in the form of failing to accomplish academic deadlines within the time frame, whether it is done synchronously or asynchronously. The literature shows that most of the research is all about the factors and reasons why academic procrastination exists, but mostly in a natural face-to-face setting, none studied the reasons behind this existence. This prompted the researchers to conduct the study to give insights into the current situation of academic procrastination that has been a hindering factor in attaining quality education amidst the pandemic. This will allow the students and the teacher to make a plan, particularly a time management plan, to reduce and lessen academic procrastination in online learning. As cited by Amirullah & Boediono (2004), motivation is a strong indicator of encouraging oneself to do something. As such, motivation is important for every student to refrain from committing academic procrastination because, according to Handoko (2012), students with higher motivation have the capacity to accomplish set goals in the set time frame.

The pandemic reshaped and significantly impacted the education sector, necessitating numerous changes just to keep every student in school. The pandemic pushed universities to go full-time online learning in a small matter of time. There have been a lot of adjustments to the curriculum and online styles. Online learning has brought many challenges for students during the crisis. According to Rakes and Dunn (2013), students enrolled in an online class lack the general ability and skills to complete the requirements, as well as a lack of motivation for the topic. According to Sumalinog (2022), students lack the necessary devices for online classes, are not as mentally active as they were physically active during the pandemic, and have poor time management skills. According to Barrot, Llenares, and del Rosario (2021), students face home distractions and responsibilities such as work, family, etc. As believed by Melgaard et al. (2022), due to preventive measures such as quarantine and social distancing, students have been in isolation, which could lead to problems in students' performance, well-being, and academic anxiety. Students also have issues with synchronous online communication, such as a lack of engagement in virtual meetings. Some students lost their desire to study due to the sudden shift in the learning environment that they themselves were not accustomed to. These circumstances could be contributing factors to students' procrastination. The

researchers believed that these various factors can have an impact on the students.

Sirois et al. (2003) stated that procrastination is linked to a number of negative outcomes, including poor academic performance (Steel et al., 2001), increased stress, and poor mental health (Stead et al., 2010). Therefore, the goal of this research is to learn more about procrastination and how to overcome it. Shaz (2018) states procrastination could be linked to some psychological aspects. Students may experience driving elements such as worry and fear of failure, as well as demotivating factors such as fatigue. Sansgiry et al. (2006) added that most college students are actually experiencing stress because of the higher commitment to education as well as to family, social involvement, and poor time management. Based on the study conducted by Yeh & Inose (2003), online learning also contributed to the student's stress levels, which led to procrastination due to difficulty adjusting to a new environment. Other reasons include the efficacy of students in doing their assigned tasks. In the study of Bandura (1992, 1995, 1997; Locke & Latham, 1990), the higher a student's self-efficacy, the less stress he or she will experience as a result of the activities imposed by college life and the greater his or her academic success, which will contribute to improving his or her self-esteem and perception of others, what they feel, and how they see themselves. Furthermore, people who put off their tasks, thereby delaying and doing them late, are referred to as "laters." Laters, as dubbed for students who put off finishing a task, are a big problem for students when achieving academic success.

Procrastination caused work problems for 80 to 95 percent of students, according to Steel (2007). Procrastination is inextricably connected to the ability to manage time (Sunarsi, 2018a, 2018b). As a result, procrastinators are more likely to endanger their lives than those who do their academic work on time. Steel et al. (2001) linked procrastination to events such as a lack of behavioral self-control, and it can also be directed at a failure to manage time properly (Endrianto, 2014; Husetiya, 2015; Marlina, 2015; Mubasyir, 2016; Purwanti & Wibowo, 2015). Procrastinators like to pass their time by watching television or seeking joy or pleasure (Akinsola et al., 2007). This has a number of consequences for kids' habits, including frequent tardiness to school, unnecessary preparation, and inability to complete work or assignments efficiently (Yuangga & Sunarsi, 2018). Furthermore, Chehrzad et al. (2017) reported that 70% of university students have moderate procrastination and 14% have severe procrastination,

with older students having more severe procrastination.

The goal of this study is to examine the underlying reasons for students' procrastination in meeting academic deadlines in online learning. Further, this research sought to provide information on how to establish a healthy learning habit in which students can supply and analyze their time management abilities when submitting tasks or activities. The findings of this study can help future researchers identify or build attitudes that can help students be more effective in their learning and task submission.

### Research Questions

This study investigated and explicated the factors behind students' procrastination in accomplishing academic deadlines in online learning. Further, this study sought to answer the following:

1. The different reasons why students procrastinate;
2. The challenges and struggles of the life of Laters;
3. The negative impact of procrastination on students' academic performance;
4. The numerous unfavorable outcomes that affect students' academic performances;
5. The varied actions to alleviate one's burden with procrastination.
6. The meaning of the participants' experiences.

### Literature Review

In the past couple of years, along with the surge in the lockdown due to the pandemic, academic procrastination has been increasing at an alarming rate for various reasons and instances, especially in the new mode of learning. This literature includes explicitly examining the reasons for academic procrastination and deepening its impact on the lives of the students who live as procrastinators. The literature used in the study provides the researchers with insights and information needed in order to connect to the recent study being conducted to come up with workable recommendations to lessen the negative effect of academic procrastination on students.

The delaying of tasks, also known as procrastination, is always intentional, according to Nordy et al. (2017). This will likely happen within the timeframe of doing a task, possibly before starting or ending it. In some

educational institutions, this problem has had a substantial impact on educational quality. In fact, as mentioned by Hong et al. (2021), the sudden transition of learning and the large influx of students who come unprepared during the height of the COVID-19 pandemic pose challenges to students, especially the procrastinators, and may impact them negatively, as supported by Melgaard, et. al. (2022) Santelli, et al. (2020) added that the online learning environment can affect students' disposition in finishing their tasks on time. Relatively, this educational shift generates extra opportunities for procrastination, as it combines the responsibilities both at home and at school, making it more challenging to manage time. This can be supported by the notion of Yilmaz (2017), that students procrastinate more and fail to submit assignments on time in the online environment. As indicated in the previous research, academic procrastination always results in poor academic performance as it is mainly associated with poor time management. A study revealed by You (2015) shows that roughly 70% of college students consider themselves procrastinators. Thus, this study will focus on the role of academic procrastination during the lockdown period, particularly the failure to accomplish academic deadlines in the online mode of learning.

According to Pychyl and Flett (2012), there has been a rising corpus of literature in the last 20 years that describes procrastination as a failure of self-control. Students struggle with self-regulation as this requires a thorough understanding of how to successfully govern and instruct oneself (Zimmerman, 2002). According to Swanson (2016), procrastination is similar to other harmful habits that stem from a lack of self-control, such as binge eating, gambling addiction, and spending excessively, which are prompted by a lack of self-regulation. Many intelligent individuals who procrastinate nonetheless become successful, even though it is no longer considered having bad time management or being lazy. To succeed in the learning process, students must understand how to apply self-regulation mechanisms adaptively. Cognitive, metacognitive, motivational, and behavioral techniques are all included. When learners have inadequate tools for regulating learning processes and inadequate external help, a lack of self-regulation in learning is arousing.

Mañana habit, known as "Mamaya Na," is a long-time Filipino attitude that is associated with procrastination and causes an alarming concern (Mejia, 2017). It's also why an occurrence like this spreads so swiftly between generations. Students that procrastinate usually perform poorly in any activity, as deferring activities

leads to unfinished work and missed deadlines. This leads to a vicious cycle in which procrastinators receive poorer grades than non-procrastinators. Procrastination is defined as delaying performance and tasks until a person becomes distressed as a result of running out of time. Numerous study-related tasks are assigned to students, providing essential context for student submission delays (Nordby et al., 2017). Delayed could be in the process of starting, working on, or even finishing a certain task (Nordby et al., 2017).

Students procrastinate due to a lack of motivation, low self-esteem, atychiphobia, difficulty understanding, low energy levels, and poor organizational skills (Gunn, 2019). Students frequently delay projects because they cannot see how they are relevant or significant to them; they do not understand the topic, or they simply do not know where to begin. Cao (2012) argues that procrastination and motivation are inextricably linked. Students may lack the motivation to focus on and complete their assignments on time. Aremu et al. (2011) goes on to say that low energy, low motivation, and lack of confidence are all strong indicators of why students procrastinate. Students that demonstrate poor organizational abilities will be less prepared in class and will miss deadlines. It is critical since it will lead to poor job results and a reduced rate of production. Procrastination is also linked to psychological issues (Shatz, 2018). Students may be demotivated by variables such as anxiety, fear of failure, and tiredness. When these two psychological elements begin to overwhelm a student's self-control and motivation, they become a student who is unable to regulate their actions.

The advent of technology has profoundly changed the mode of education. Specifically, it has transited from traditional to online learning. This new set-up has been linked with procrastination, as cited by Tuckman (2005). Tuckman added that procrastination will happen when students fail to join online discussions. As a result, this will affect their performances and may lead to them dropping out of their courses if left unmanaged (Michinov et al. 2011). Additionally, it has been emphasized by E. Susilawati (2019) that students' laziness and postponement of their tasks are associated with the negative impacts of gadgets. This will, in turn, adversely affect the academic performance of each student (Khan et al., 2016). In the study conducted by Duart and Lupianez (2005), university students are prone to academic procrastination since they lack self-control when utilizing the internet, which results in spending all, if not most, of their time on their gadgets. Students' greater levels of academic procrastination

rationalize their behavior by claiming that they lack time management skills and are uninterested in academic pursuits (Klassen & Kuzucu, 2009). This can be viewed in the study of Wilson and Bguyen (2012) that shows students who spend a lot on social media are more likely to suffer from academic procrastination, leading to missing outputs in online learning. Truly, it is evident that technology addiction can result in poor academic performance and may cause depression in students (Jamir et al. 2019).

Inability to manage time properly is often linked to procrastination, as cited by Sunsari (2018). As cited by Plaxton (2017), the failure to organize their tasks is a big factor that leads them to procrastination, as most students will first do activities that provide them with fun and satisfaction rather than academic work. Due to the fact that students also have a lot of things to do aside from school, such as house chores, social and personal life, as well as other recreational activities, it results to neglecting other important tasks and failing to pass within the deadline. Parpala et al. (2010), mentioned that most students are struggling with these problems and have difficulty coping with them while studying as they fail to follow or even make a time schedule.

Additionally, the fear of failure and the lateness of tasks, according to Solomon and Rothblum (1984), are two major factors for procrastination. Haghbin et al. (2012) define fear of failure as a reaction to the inciting and intimidating outcomes of a failure outbreak. Fear of failure has also been identified as a cause of procrastination in other studies, with the theory that procrastinators use their fear of failing to protect their values from harm (Balkis & Duru, 2012). Fear of failure was found to be positively connected to and predict academic procrastination Rahmani et al., (2017). Academic procrastination is defined as a delay in starting or finishing an activity, such as an academic assignment, that an individual plans to complete but finds un motivating (Sepehrian, 2012). Procrastination has been highlighted as a major impediment to academic success in most research (Hen & Goroshit, 2012). Burka & Yuen (2008), on the other hand, claimed that procrastinators set their values depending on their failures and successes. As a result, students who procrastinate are putting themselves at a disadvantage.

Based on the various studies cited above, researchers were compelled to offer an effective and flexible time management plan because, as claimed, time management is the key to conquering procrastination. It is possible to learn how to effectively manage time.

Do not postpone taking action. Continue working on your project. Keep doing what you're doing. Keep track of your progress as well; it will help you stay on schedule to finish everything. Always maintain a positive attitude throughout your pursuits. Always see the positive side of things. It's preferable to have tried than never to have tried (Rios, 2016).

### Theoretical Underpinning

This research is grounded on Parkinson's Law, which explains why you can't seem to accomplish anything. According to Parkinson's Law, work expands to occupy the time allotted for completion. People may procrastinate or fill their time with unnecessary tasks due to deadlines. Shorter time limits for completing a task are believed to lead to the production of more complicated goals, according to a study by Peters et al. (1984) based on Parkinson's Law, whereas longer time constraints are thought to contribute to the formation of easier tasks. Furthermore, Izmailov et al. (2016) identified two possible scenarios in which Parkinson's Law affects a task. To begin with, when people have extra time to do a task, they typically use it to "perfect" or "improve" other tasks, and as a result, the work grows to fill all available time. Second, people are discouraged from finishing work early, because doing so implies that the deadline was set excessively lengthy and that the job might have been completed much faster.

According to Mantis (2007), Parkinson's Law states that in order to complete a specific task, the time frame should be utilized accordingly. However, the capacity to take the task seriously and the failure to prioritize the hierarchy of which task should be done first were absent. As such, most students taking online classes had difficulty recognizing which task should be done first, especially if the deadlines were tight. Thus, it led them to procrastinate. Based on a study at Stanford University as cited by Panchavel (2015), the more time a student has to finish the task, the less the accomplishment. Further, forcing oneself is not the answer, as cited by David Rock (2009), because it will lead to other unproductive behaviors.

Understanding Parkinson's Law and determining what needs to be immediately done for a specific time frame can increase one's productivity and time management skills. Students who learn how to prioritize their tasks directly, despite the longer time given for their completion, will successfully accomplish their tasks and will avoid procrastination. As a result, they will not be stressed if given additional work, for they recognize how to utilize their time efficiently. And



effectively managing time could contribute to the academic success of the students.

## Methodology

In this qualitative investigation, the Heideggerian Phenomenology design was adopted. The goal of the study is to figure out why students procrastinate in meeting academic deadlines in online learning. It also outlines the effects of having the life of the laterers.

## Participants

This study utilized a purposive sampling technique wherein participants were chosen to share their experiences of procrastination in accomplishing academic deadlines in online learning. In addition, to find suitable individuals for this study, the inclusion criterion was developed. There were 13 participants who took part in the study.

## Inclusion Criteria

1. Participants must be undergraduate students in the second semester of the school year 2021–2022.
2. Participants may be from any university in Cebu (public or private).
3. There are no geographic or demographic specifications of the participants.
4. There's no specific course or degree in which the participants are enrolled.
5. The participants must be studying online, both synchronous and asynchronous.

## Data Collection

To gain permission in gathering the data through interviews, a transmittal letter was written and delivered to the participants through messenger and the Facebook application. With the participants' consent, they were arranged for an interview via a digital platform and/or a face-to-face interview if applicable. The sessions were recorded with the participants' permission. The researchers created a semi-structured interview guide (Smith & Shinebourne, 2012) as the instrument, which was authorized and validated by the experts (Cabello & Bonotan, 2020). The ethical issues outlined in this study were strictly observed when acquiring data (Bryman & Bell, 2007).

## Research Rigor

The researchers utilized Whittemore et al.'s (2001) quality criteria to sustain the study's rigor. Further, this quality criteria delved more into Credibility and Authenticity; and (b) Criticality and Integrity. In addition, the rigor of this study was strengthened when the researchers performed bracketing (Cabello, 2022). Bracketing is essential in employing impartiality and avoiding biases in the conduct of the study (Alase, 2017). All the possible answers of the participants were already anticipated (Cabello et al., 2022). The descriptive-correlation method was employed in this study. This design was simply the way to describe individual variables' characteristics as they occur in the natural setting (Gravetter et al., 2009).

## Data Analysis

This study utilized the Interpretative Phenomenological Analysis (IPA) anchored on the Modified Van Kaam Approach popularized by Moustakas. The seven key steps are Horizontalizing, Reduction of Experiences to the invariant constituents, Thematic Clustering to create core themes, Comparison of Multiple Data Sources to validate the invariant constituents, Crafting of Individual Textural Descriptions, Construction of Composite Structural Descriptions, and Synthesis of the texture and structure into an expression. (Please see Table. 1. *The Analysis* [Appendix 1])

## Results and Discussion

After the analysis of the data gathered, the researchers concluded four important themes: Theme 1: The Worrier, Theme 2: The Over-Doer, Theme 3: The Underprivileged, and Theme 4: The Perfectionist.

These four themes highlighted the undergraduate students' lived experiences in academic procrastination.

### The Worrier

The lives of university students in online learning are prone to procrastination, which is linked to being a worrier. Stöber & Joormann (2001) discovered that worry has a significant correlation with procrastination. Worriers live in fear, constantly thinking about "what ifs" (Sweitzer, 1999). The Worrier believes they will not be able to work on a difficult task. As a result, they do prefer not to start the task (Moran, 2021). Thus, they put off their assignments, which leads to procrastination. They stress all of the reasons why they won't be able to

complete the task. With this, it is crucial to elucidate the reasons and experiences of the students across universities in Cebu. This was apprehended in words coming from the participants themselves.

Participants #5 mentioned that,

*“As I said earlier, my procrastination caused me to fail to learn the topics, and failing to learn the topics means that online learning is ineffective for me, and my motivation to complete the semester of online classes is naturally decreasing.”*

Because of procrastination in online learning, there is a high tendency for students to fail to acquire the necessary knowledge, leading them to lose motivation to continue their schooling in this new set up, as for them it is ineffective. They are attending classes both synchronously and asynchronously, yet they are not productive. Thus, it is a must that instructors must employ motivational strategies to be included in their way of teaching online classes to boost the students' interest in continuing their studies.

Participants #9 stated that,

*“I'm not fond of procrastinating. There are just uncontrollable times, especially when there is an activity which has the shortest deadline or shall I say, when two or more activities were given on the same day, then I will choose to work the activity with a shorter due period, and I tend to set aside for a while the other activities.”*

This statement, in all honesty, provides a concrete example of why a student does really procrastinate. The mere fact that students choose to accomplish tasks that have a shorter deadline than others is inevitable. This, in turn, causes the students to worry about the other tasks and may lead them to become unfocused while doing their supposed-to-be-done activity.

Participants #5 stated that,

*“I am relieved when I submit my activities close to the deadline; however, when I submit my activities late, I overthink a lot. What if my professor won't accept it anymore and I'll have a 0 score? My mind will only be at ease if I can see my score already or if I have already received feedback from my professor.”*

In this regard, as a student, one really feels relieved when one submits activities and overthinks a lot when one submits them late. Because it is human nature to

overthink and worry about many things, when in fact they can be remedied. Thus, doing activities in a timely manner can greatly improve the holistic quality of work.

Participants #12 mentioned that,

*“Yes, it is prone to procrastination. Since in online learning you are studying alone unlike the traditional or face to face that you have friends and classmates that pressures you. Not even for the task that is for the next day or the next week, my friends' pressure or the peer pressure pushes one in the traditional sense not to procrastinate. Because in the online learning you are all alone you yourself take care of your activities that is why online learning is prone to procrastination.”*

The absence of peer pressure pushes the students to procrastinate in the online setting. They are demotivated to work without the presence of pressure and the influence of their classmates to immediately do the tasks. In an online setting, they are responsible for working on their tasks alone. Hence, no one else will initiate the task. And if they have trouble starting the task, they may become a worrier procrastinator.

The Worrier is a theme that illustrates students' behavioral responses and attitudes toward online learning, which results in procrastination. Students that have a negative attitude toward online learning worry excessively about their assignments, become demotivated to do their work, and ruminate excessively. Therefore, students must have a positive attitude toward online learning and begin working on their assignments with a positive attitude and less worry.

### The Over-Doer

Procrastinators who take on too many tasks are known as over-doers. They tend to say "yes" to too many things, according to Sapadin (1996). Hence, they are unable to make decisions and set priorities. Shatz (2018) stated that, students may be demotivated by variables such as anxiety, the fear of failure and tiredness. The over-doer finds it difficult to prioritize, therefore they spend too much time procrastinating on one task in order to do another.

Participants #6 said that,

*“It's very stressful as it has too many school works. Even if class is done online and at our own houses but,*

*because of the amount of school works joined with our other responsibilities like house chores- it gets stressful."*

Even though you are at home, online classes are challenging since the tasks and activities are demanding, in addition to the responsibilities at home, which cause you to feel anxious and unable to balance the time to complete all of the activities required on time.

Participants #9 said that,

*"Yes. Because in traditional learning teachers will give an activity that they feel the students can do in a given time and if not there is room for interactions or suggestions in traditional learning so there is a low possibility that the students will have an academic procrastination. Unlike in online learning which we are currently doing, the teachers will automatically give an activity with a short due date not knowing that there are also activities given by the other professors. And these will surely lead to academic procrastination because students like me will prefer to finish first the shortest deadline activity."*

In online learning, where a gap exists between the teachers and students, instructions and interactions are always limited. Inevitable circumstances lead to teachers not conducting online meetings and leaving overwhelming tasks. Overwhelming workloads can lead to procrastination. Students who are overburdened with assignments may become confused about which tasks to complete first. Therefore, they tend to choose the shortest deadlines, oblivious to the other near-deadlines. And this could lead to procrastination.

Participants # 12 mentioned that,

*"I've experienced procrastination many times, the reasons for this are deadlines are still far ahead and there are also temptations like phone applications such as YouTube, TikTok, Facebook and Wattpad that I've become really addicted to it that instead of doing my task I prefer watching TikTok or YouTube and other phone applications."*

Social media has been the "life" of students these days. It has been increasingly controlling students' lives and undoubtedly affects their well-being, which results in procrastination specifically. With this, students tend to set aside their schoolwork and waste most of their time browsing the internet. As a result, students have had a hard time focusing on their tasks, as they've had

insufficient time to do all of them. Additionally, this will cause them to have anxiety as they fail to prioritize important matters, particularly their academic performance.

The inability to prioritize things has always been linked to over-doers' procrastination. This causes students to get pressured with so many activities that must be accomplished within a short time. Students are struggling with how to prioritize their tasks as they lack the ability to manage their time properly.

### The Underprivileged

All procrastination is delayed, but not all delays are procrastination (Pychyl, 2009). The majority of the issues that university students confront in the online mode of learning stem from their being underprivileged. The lack of tools and resources for online learning makes it difficult for students to participate actively in learning and complete assignments. They are disadvantaged due to a lack of financial resources, poor sleep, high levels of stress, inability to manage time in order to complete assignments, self-blame, anxiety, and despair (Custer, 2018). This can demotivate students from finishing their duties entirely. Furthermore, procrastination can be a barrier to academic success (Hen & Goroshit, 2012). Motivating oneself is an important part of achieving academic success for university students. Let's take a look at some university students' experiences with procrastination and how they relate to this issue. The following statements were made by the participants themselves.

Participants #5 said,

*"Yes, I did due to difficulty, tardiness and unfriendly internet connection."*

Online learning has always been linked to unstable internet connections. This will result in students' unproductivity as they've become demotivated to perform tasks.

Participant #5 mentioned that,

*"It's difficult to learn online. As an engineering student, we are expected to learn principles and concepts and apply them to calculations. Our professors would simply hand us a copy of an eBook and tell us to do our own research and self-study. When they teach the calculation part, it can be difficult to understand because they don't have the right materials/medium for teaching and would only use a*

*mouse and paint application, which was a real struggle for them."*

Because of the nature of online learning, educators must be competent and efficient in their use of online tools and resources. However, if the instructor does not grasp these skills, the students will struggle to adjust and will most likely struggle to understand the lessons.

Participants #13 said that,

*"It's very challenging for instance, I'm struggling unstable internet connection during virtual meet it challenge me how to cope strategies in order for me to catch up on what my teacher have discuss. It also challenges me to deal with inconsiderate teachers, also accomplishing overloaded task in time. However, it will be meaningful experience because through these I'm able to develop new skills and handle everything as to become a future educator."*

One of the major barriers to online learning is the unstable internet connections that may hinder the teaching and learning processes of students. In the absence of stable internet connectivity, students may fail to attend synchronous classes where lectures and discussions are done for elaboration purposes, as a result of which the students have difficulty answering the related tasks, which often lead them to procrastinate.

Participants #13 mentioned that,

*"It is more prone to online learning because one of the factors is internet connection. Not stable internet connection made us procrastinate especially we are utilizing searching websites to complete a task. Also lack of resources like technology made us procrastinate."*

In addition to unstable internet connections, students may not have the necessary technology and gadgets needed for online learning, leading them to lack interest and motivation. These factors will greatly affect and influence the quality of education through online modalities. Not all, but almost everything is available on the internet in terms of the topics and content being taught. However, if students have difficulty navigating the net because of the aforementioned factors, they will procrastinate, whether they are aware of it or not.

This theme, The Underprivileged, heavily relies on the students' difficulty in acquiring the necessary tools and

gadgets needed to fully adapt to online learning as well as their mismanagement of self-motivation. The different textural languages generated from the horizons concluded are indeed feeling them less in all aspects of life, which is why they procrastinate. This picture depicts an urge calling all professors to give consideration and motivation to their students to pass activities within the set time frame.

### The Perfectionists

One prevalent misconception regarding procrastination is that it stems from a desire to meet high expectations (Flett et al. 1992). Flett & Hewitt (2005) define perfection as a trait wherein people tend to be conscientious in conducting activities but analyze their own actions to a higher standard. In addition, Sheiki et al. (2013) discovered that those with higher perfectionism standards have higher degrees of academic procrastination than those with lower perfectionism ratings. Because it includes worries about mistakes, blaming parents, and misgivings about actions, perfectionism is linked to academic procrastination.

Participants #13 stated that,

*"Procrastination has an impact on online learning because it results in inadequate feedback and learning, as well as pressure to comply and complete all activities on time. On my end, I get the worst grades and definitely decrease my motivation for learning."*

Students procrastinate for a variety of reasons, particularly in online learning as teachers' physical presence is absent, although there are times they meet virtually. Procrastination usually results in negative outcomes and frequently leads to activities piling up and failing to get good grades. Because of this, students lack the interest and motivation to accomplish the task and seem to avoid it, as they know that, in the end, they will get unsatisfactory grades.

Participants #9 mentioned that,

*"Rushing moments are always present in this type of learning. It can make me sad, angry, or even make me stressed out. Like the nervousness you felt was immeasurable. And those moments are just so draining. And if I've done it late, it would really sadden me, and I keep blaming myself for not doing those activities ahead of time."*

Perfectionists, as they are, are prone to losing focus just because they are concerned about submission



deadlines. They are constantly concerned that their grades will drop. It has a significant impact on the learner's overall performance. The sense of being particularly restless as a result of worrying about upcoming outputs influences the perfectionist's approach toward producing a perfect product.

Participants # 6 said that,

*“My preparation and adjustment for having online learning is that I should have my own time management as the online learning environment is a bit difficult to adapt to and relies on self-motivation. We must take our studies seriously and try to learn how to manage time, like having daily planners to avoid distractions.”*

To ensure success in online learning, the first step is to prepare and arrange oneself. These two factors are critical since they define how you plan to succeed in online learning and how to motivate yourself to refrain from any act of procrastination no matter the circumstances. Time management can keep you doing things on track. It is the most efficient way to manage one's time that helps finish a task before the deadline. Time management can make someone's work and personal life productive. If time is not used wisely and productively, the things that are planned will not go accordingly.

Participants #3 mentioned that,

*“Switching from a traditional learning set up into a digital one is quite challenging. Some of my preparations are: having a mobile phone that could support my learning and also thriving to have access to the internet. And I am also cooperating and obeying the rules given by our university to make this online learning easy for all of us.”*

The abrupt shift from face-to-face settings to fully digitalized online education modalities due to COVID-19 is not easy for both the students and teachers, as we are not ready for this kind of setup. There are many challenges along the way, and things may feel out of control sometimes due to an inability to respond to situations that are new to us. However, the preparation that comes from a motivated man will make its way to the top.

The perfectionist theme concentrated on the most important aspect of student procrastination. The vistas' varied textural languages span from low motivation, anxious distress, and good time management, as well

as being responsible and determined. Fearful of failing a project, the perfectionist becomes a procrastinator, putting off a number of tasks. This graphic demonstrates a desire to focus students' attention on the importance of improving their performance without distracting them from the task at hand, which could further hinder a learner from achieving their intended beneficial outcomes.

## Conclusion and Recommendation

Procrastination is always a disadvantage in online learning. Perceived or not, procrastination has always affected the quality of education and is linked to poor academic performance. Yet, this occurrence is inevitable, resulting in WORRIER students who are unfocused on doing tasks as they're thinking of the other unfinished activities. Students who are OVERDOERS lack time management skills. The UNDERPRIVILEGED, whose main concern is insufficient resources, and the PERFECTIONISTS, who never fail to see the flawlessness of their work, yet become pressured, which results in their procrastination. These rooted factors serve as an urge for students to refocus their habits and attention. As a result, students must assess themselves and design a time-management strategy to avoid procrastination. Students can visualize their schedule by outlining some of their activities and assignments and estimating how long each will take to complete. These experiences of the students also shed light on how universities in Cebu can develop motivation in professors and students so that they can perform their work and responsibilities with enthusiasm and energy.

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Table 1. *The Analysis*

Horizons	Textural Language	Themes
<i>“As I said earlier, my procrastination caused me to fail to learn the topics, and failing to learn the topics means that online learning is ineffective for me, and my motivation to complete the semester of online classes is naturally decreasing.” (p5)</i>	Ineffective Set-Up	<b>The Worrier</b>
<i>“I’m not fond of procrastinating. There are just uncontrollable times, especially when there is an activity which has the shortest deadline or shall I say, when two or more activities were given on the same day, then I will choose to work the activity with a shorter due period, and I tend to set aside for a while the other activities.” (p9)</i>	Activities Overload	
<i>“I am relieved when I submit my activities close to the deadline; however, when I submit my activities late, I overthink a lot. What if my professor won’t accept it anymore and I’ll have a 0 score? My mind will only be at ease if I can see my score already or if I have already received feedback from my professor.” (p5)</i>	Anxious Distressed	
<i>“Yes, it is prone to procrastination. Since in online learning you are studying alone unlike the traditional or face to face that you have friends and classmates that pressures you. Not even for the task that is for the next day or</i>	Absence of Peer	



*the next week, my friends' pressure or the peer pressure pushes one in the traditional sense not to procrastinate. Because in the online learning you are all alone you yourself take care of your activities that is why online learning is prone to procrastination."* (p12)

Pressure

*"It's very stressful as it has too many school works. Even if class is done online and at our own houses but, because of the amount of school works joined with our other responsibilities like house chores- it gets stressful."* (p6)

Work Overload

The Over-Doer

*"Yes. Because in traditional learning teachers will give an activity that they feel the students can do in a given time and if not, there is room for interactions or suggestions in traditional learning so there is a low possibility that the students will have an academic procrastination. Unlike in online learning which we are currently doing, the teachers will automatically give an activity with a short due date not knowing that there are also activities given by the other professors. And these will surely lead to academic procrastination because students like me will prefer to finish first the shortest deadline activity."* (p9)

Time Shortage

*"I've experienced procrastination many*

*times, the reasons for this are deadlines are still far ahead and there are also temptations like phone applications such as YouTube, TikTok, Facebook and Wattpad that I've become really addicted to it that instead of doing my task I prefer watching TikTok or YouTube and other phone applications.” (p12)*

Online Temptation

*“Yes, I did due to difficulty, tardiness and unfriendly internet connection.” (p5)*

Low Motivation

**The Underprivileged**

*“It's difficult to learn online. As an engineering student, we are expected to learn principles and concepts and apply them to calculations. Our professors would simply hand us a copy of an eBook and tell us to do our own research and self-study. When they teach the calculation part, it can be difficult to understand because they don't have the right materials/medium for teaching and would only use a mouse and paint application, which was a real struggle for them.” (p5)*

Scarcity of  
Resources

*“It's very challenging for instance, I'm struggling unstable internet connection during virtual meet it challenge me how to cope strategies in order for me to catch up on what my teacher have discuss. It also challenges me to deal with inconsiderate teachers, also*

Struggles and  
Adjustment

*accomplishing overloaded task in time.” (p13)*

*“It is more prone to online learning because one of the factors is internet connection. Not stable internet connection made us procrastinate especially we are utilizing searching websites to complete a task. Also lack of resources like technology made us procrastinate.” (p13)*

Deprivation of  
Resources

*“Procrastination has an impact on online learning because it results in inadequate feedback and learning, as well as pressure to comply and complete all activities on time. On my end, I get the worst grades and definitely decrease my motivation for learning.” (p13)*

Low Motivation

*The Perfectionist*

*“Rushing moments are always present in this type of learning. It can make me sad, angry, or even make me stressed out. Like the nervousness you felt was immeasurable. And those moments are just so draining. And if I've done it late, it would really sadden me, and I keep blaming myself for not doing those activities ahead of time.” (p9)*

Anxious Distressed

*“My preparation and adjustment for having online learning is that I should have my own time management as the online learning environment is a bit difficult to adapt to and relies on self-motivation.*

Excellent Time  
Management

*We must take our studies seriously and try to learn how to manage time, like having daily planners to avoid distractions.” (p6)*

*“Switching from a traditional learning set up into a digital one is quite challenging. Some of my preparations are: having a mobile phone that could support my learning and also thriving to have access to the internet. And I am also cooperating and obeying the rules given by our university to make this online learning easy for all of us.” (p3)*

*Responsible and  
Determined*