

The Weight of Unfinished Tasks: Exploring the Relationship Between Procrastination and Academic Burnout

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ABSTRACT

This study examined the relationship between academic procrastination and academic burnout among senior high school students. The purpose of the research was to determine whether students who tend to delay their academic tasks also experience higher levels of burnout in school. A quantitative correlational research design was used, and data were gathered from selected senior high school students through survey questionnaires. Academic procrastination was measured using the Academic Procrastination Scale, while academic burnout was measured using the School Burnout Inventory. The collected data were analyzed using Pearson's r correlation coefficient. The results showed a very

weak relationship between academic procrastination and academic burnout, and the correlation was not statistically significant. This indicates that students who procrastinate more do not experience higher levels of burnout, and vice versa. The findings suggested that academic burnout may be influenced by other factors aside from procrastination, such as academic pressure, personal motivation, and learning environment. Based on the results, it is recommended that schools consider other possible causes of burnout when designing intervention programs for students. Further studies may explore additional variables that could better explain students' academic burnout and academic behaviors.

Keywords: *Academic Procrastination, Academic Burnout, Senior High School Students*

INTRODUCTION

Academic procrastination and academic burnout have been widely studied due to their significant impact on student well-being and performance. Steel (2007) defined procrastination as a voluntary delay in intended tasks despite anticipating negative consequences, which often leads to increased stress and exhaustion. A meta-analysis by Kim and Seo (2015) confirmed that procrastination negatively correlates with academic performance while also contributing to emotional fatigue and disengagement. Schaufeli et al. (2002) emphasized that burnout among students, characterized by exhaustion, cynicism, and reduced efficacy, is strongly associated with high levels of procrastination. These findings underline the cyclical

relationship between task avoidance and academic stress, suggesting that chronic procrastinators are more vulnerable to burnout symptoms. This connection implies that procrastination is not merely a study habit issue but also a deeper emotional and motivational struggle that affects how students perceive and manage academic tasks. When students continuously postpone their work, they experience guilt, anxiety, and declining self-confidence, creating a repeating pattern that harms their learning efficiency. Understanding this dynamic provides valuable insight into how psychological factors contribute to declining student performance, particularly in increasingly demanding academic environments.

In the Philippine educational landscape, academic procrastination has become a prevalent issue among Senior High School (SHS) students, often leading to increased academic stress and emotional exhaustion. This behavioral pattern, characterized by the intentional delay of academic tasks despite knowing the potential negative consequences, is deeply rooted in cultural habits such as the "mañana" mentality (Kasiglahan Village SHS, 2018). This cultural behavior, commonly observed in Filipino students, reflects a tendency to underestimate time requirements and overestimate one's capacity to complete tasks later. Over time, this habit reinforces a comfort with delay that becomes difficult to overcome, especially when academic workloads intensify. Recent local studies suggest that this procrastination significantly contributes to academic burnout, especially in demanding learning environments. Lacson et al. (2023) found a strong correlation between procrastination and burnout among Grade 12 students. As a result, it is suggested that schools enhance their advising initiatives to help students manage their time. Hence, activities are developed that stimulate students' minds and emotions without wearing them out as they study. This recommendation stresses the importance of maintaining a balance between productivity and mental wellness. When students are guided to manage their responsibilities gradually rather than all at once, they develop habits that prevent exhaustion and improve academic outcomes. This underscores the need for school programs that do not only focus on academic performance but also prioritize mental and emotional resilience among learners. These findings highlight a pressing need to explore the relationship between these two concepts within the context of SHS education in the Philippines, where students face mounting academic demands under time-constrained systems.

In Libagon, Southern Leyte, Senior High School students experience increasing academic demands, including performance tasks, deadlines, and extracurricular involvement. However, no existing studies or school-based research have been conducted within the locality to examine the relationship between academic procrastination and academic burnout among these learners. The academic life of Libagon SHS students mirrors many of the national educational challenges, but the local learning culture, resource availability, and community support structures may influence students' motivation and coping strategies in unique ways. While there are anecdotal concerns about students delaying academic responsibilities and experiencing emotional or physical exhaustion, these remain undocumented and unverified through formal inquiry. Educators and guidance personnel in the locality have noticed instances where students frequently cram assignments, miss deadlines, or exhibit disengagement during classes—behaviors often associated with chronic procrastination. Such behaviors, when ignored, can eventually lead to academic fatigue or burnout, reducing both enthusiasm and classroom participation. The absence of empirical data in the local context makes it unclear whether the same patterns identified in national studies, such as the findings of Lacson et al. (2023), which reveal that procrastination significantly contributes to academic burnout among Filipino SHS students, also apply to students in Libagon. Thus, this study aims to fill that research gap by providing localized insights on how procrastination may relate to burnout, in order to support future programs that promote students' academic well-being and productivity. By

identifying how these factors interact locally, the study can help teachers and administrators design context-specific strategies for addressing academic stress, improving time management skills, and enhancing student motivation.

Academic procrastination is a common challenge faced by many Senior High School (SHS) students. It refers to the intentional delay of academic tasks despite knowing the possible negative outcomes. This behavior is often linked to low motivation, fear of failure, poor time management, and emotional avoidance. According to González-Brignardello et al. (2023), procrastination usually begins during adolescence and can negatively impact a student's emotional well-being and academic success. During this stage, students are developing a sense of independence and responsibility while also adjusting to more rigorous academic demands. The tension between increasing expectations and incomplete self-regulation skills often makes them vulnerable to delay behaviors. Many students believe that they perform better under pressure, not realizing that this only heightens their stress and reduces the quality of their work. Similarly, Hosseinpour Kharrazi and Ghanizadeh (2023), in a study of English as a Foreign Language (EFL) learners, found that higher levels of academic procrastination predicted greater burnout and lower achievement, mediated through learning approaches and motivation. These findings underscore the emotional and cognitive dimensions of procrastination familiar to SHS learners. This connection highlights that procrastination is not an isolated behavior but one that stems from students' mindset, learning strategies, and perceived control over their academic environment. Understanding this helps educators recognize that addressing procrastination requires more than strict deadlines—it demands teaching students to manage their emotions and motivations effectively.

Academic burnout is a psychological state characterized by emotional exhaustion, a negative attitude toward school tasks, and a reduced sense of academic accomplishment. It often develops when students are exposed to prolonged academic pressure without proper rest or coping strategies. Schaufeli et al. (2002) described student burnout as a response to continuous academic stress that eventually leads to mental and physical fatigue. In the SHS environment, burnout can result from multiple deadlines, performance expectations, and lack of support, leading students to feel overwhelmed and disconnected from their schoolwork. Once burnout sets in, students may begin to lose interest in learning, experience irritability, and feel detached from both peers and teachers. Their academic performance declines as emotional exhaustion reduces concentration and enthusiasm. Without adequate intervention, burnout can extend beyond academics, influencing students' personal relationships and overall well-being. A study by Salmela-Aro et al. (2009) revealed moderate stability for both school burnout and depressive symptoms. It also showed that school burnout more strongly predicted subsequent depressive symptoms later on than vice versa. Lastly, they revealed cumulative cycles between school burnout and depressive symptoms. This finding emphasizes the urgency of identifying burnout symptoms early among SHS students. Because burnout can lead to long-term emotional consequences, early detection and prevention strategies—such as counseling and time management training—can protect students from deeper psychological impacts.

Several studies have shown a strong relationship between academic procrastination and academic burnout. Procrastination often leads to increased workload pressure, poor academic performance, and emotional distress, all of which contribute to burnout. Gündoğan (2023) found that students who procrastinate are more likely to experience high levels of emotional exhaustion and decreased academic motivation. Emerging evidence highlights a cyclical relationship between procrastination and burnout in adolescent and young adult populations. Hosseinpour Kharrazi and Ghanizadeh (2023) reported that

academic procrastination significantly predicted student burnout and negatively influenced language achievement, particularly where learners relied on avoidant or surface learning strategies. Jochmann et al. (2024) demonstrated that stress-induced increases in procrastination and negative emotions further exacerbated burnout symptoms over successive waves of data. These findings suggest that procrastination contributes directly to academic exhaustion, disengagement, and reduced academic efficacy, and that interventions targeting procrastination may help break this cycle among SHS students. The consistent pattern across studies highlights how academic procrastination acts as both a cause and a consequence of burnout—students procrastinate due to stress, yet that same procrastination amplifies stress and fatigue. Therefore, addressing procrastination is essential in promoting healthier learning habits and preventing long-term academic decline among adolescents.

Moreover, emotional regulation plays a crucial role in mitigating the negative consequences of academic procrastination. Students with poor emotional regulation often rely on procrastination as an avoidance strategy to escape academic-related stress, leading to a build-up of tasks and increased burnout. Eckert et al. (2022) found that individuals with low emotional regulation capacities were more prone to academic procrastination and experienced heightened emotional exhaustion. Conversely, students who adopt adaptive coping strategies such as problem-solving or seeking social support are less likely to fall into procrastination cycles. Teaching students to understand and control their emotions allows them to confront academic challenges with clarity rather than avoidance. When emotional regulation becomes part of the learning process, procrastination decreases, and resilience improves. This further demonstrates that emotional skills are as vital as cognitive ones in achieving success in school. This highlights the importance of equipping SHS learners with emotion-focused coping mechanisms to help them manage stress before it leads to chronic academic burnout.

Additionally, self-efficacy, or a student's belief in their ability to succeed, serves as a protective factor against both procrastination and burnout. Research by Klassen et al. (2008) found that students with high academic self-efficacy were less likely to procrastinate and more resilient to burnout. These students often set realistic goals, manage their time more effectively, and view academic challenges as opportunities for growth rather than threats. In contrast, low self-efficacy leads to avoidance behaviors, increased anxiety, and eventual disengagement from school tasks. For SHS students managing multiple academic and personal demands, cultivating self-efficacy encourages persistence and motivation even under pressure. Students who believe in their abilities perceive academic obstacles as temporary challenges rather than overwhelming threats, reducing their tendency to delay tasks and experience burnout. In the context of SHS students who are balancing multiple academic and personal demands, fostering self-efficacy can be a critical intervention point to reduce procrastination and prevent burnout.

The purpose of this study is to examine the relationship between academic procrastination and academic burnout among Senior High School (SHS) students. Specifically, it seeks to measure the levels of academic procrastination and burnout experienced by SHS learners and to determine whether a statistically significant relationship exists between these two concepts. The results of this study aim to contribute valuable data that can be used by educators, guidance counselors, and school administrators to design effective intervention programs that address procrastination behaviors and reduce academic burnout. Ultimately, the study seeks to promote student well-being and academic performance by fostering a better understanding of the psychological challenges faced by SHS students. Through this, schools can better

understand how emotional and behavioral patterns influence academic achievement and develop preventive strategies that ensure a balanced, supportive learning environment.

Academic procrastination and academic burnout have long been studied as separate constructs, particularly among college students. However, there is a noticeable lack of research focusing on the connection between these two factors specifically among Senior High School (SHS) students in the Philippine context. Most available literature concentrates on higher education, leaving a significant gap in understanding how these issues manifest in younger learners who are also under increasing academic and social pressures. Additionally, studies that do explore these concepts often fail to establish a statistically significant relationship between procrastination and burnout at the high school level. This study addresses this gap by investigating how academic procrastination correlates with academic burnout among SHS students, thereby offering insights into a demographic that is often overlooked in educational psychology research. By focusing on SHS learners, this study aims to provide educators, policymakers, and parents with data-driven insights that can guide effective strategies to reduce procrastination, enhance motivation, and prevent burnout—ultimately fostering healthier learning experiences.

This study seeks to answer the following research questions:

1. What is the level of academic procrastination among SHS students?
2. What is the level of academic burnout experienced by SHS students?
3. Is there a significant relationship between academic procrastination and academic burnout among SHS students?

METHODOLOGY

Research Design

This study made use of a quantitative correlational research design since the primary goal was to determine the relationship between academic procrastination and academic burnout among Senior High School students. A correlational design was deemed appropriate because the researchers did not manipulate any concept; instead, they sought to examine whether there is a significant association between the two concepts as they naturally occur. Through this design, the researchers were able to gather numerical data that can be statistically analyzed to establish whether academic procrastination is linked to the level of academic burnout experienced by students. This method also allowed for objective and systematic examination of the problem, making the findings reliable and useful for educational purposes.

Population

The population of the study consisted of Senior High School students enrolled in Libagon National High School for the school year 2025–2026. Since the study focused on the General Academic Strand (GAS), the respondents were drawn only from this strand. Using random sampling, a total of 90 students were chosen to participate in the study. Random sampling was used to ensure that each student had an equal chance of being selected, minimizing bias and increasing the representativeness of the sample. The chosen

respondents were considered adequate to provide relevant data regarding the academic behaviors and experiences of SHS students in the said strand.

Research Instrument

To measure the concepts under investigation, the study utilized two standardized research instruments. The first was the *Academic Procrastination Scale (APS)* developed by McCloskey and Scielzo (2015). This instrument is composed of 25 items that evaluate students' tendencies to delay or postpone academic tasks. Responses were gathered using a 5-point Likert scale, with 1 indicating "Disagree" and 5 indicating "Agree." Higher scores represented a greater tendency toward procrastination. The second instrument was the *School Burnout Inventory (SBI)* developed by Salmela-Aro and colleagues (2009). This inventory contains 9 items that assess three important aspects of academic burnout: emotional exhaustion, or the feeling of being drained due to school demands; cynicism, or the development of a negative attitude toward schoolwork; and sense of inadequacy, or the feeling of incompetence in academic tasks. The SBI used a 6-point Likert scale format. Both instruments were administered in their original form without modifications to maintain the validity and reliability established by their creators.

Upon receiving approval from the research adviser, the researchers proceeded to conduct the study. The purpose of the study was explained to the selected respondents, and they were assured that their participation was voluntary and that their responses would be treated with strict confidentiality. The researchers personally distributed the questionnaires to the respondents and allowed sufficient time for them to answer. To minimize missing data, the accomplished questionnaires were collected immediately after completion. The responses were then checked, tallied, and encoded in preparation for statistical analysis.

Statistical Treatment

For the statistical treatment of data, several methods were employed to answer the research questions. To determine the level of academic procrastination and the level of academic burnout, the mean and standard deviation were computed. These statistical measures provided information on the central tendency and variability of the scores, allowing the researchers to describe the general tendencies of the respondents. To test whether there is a significant relationship between academic procrastination and academic burnout, the *Pearson Product-Moment Correlation Coefficient (Pearson r)* was used. This tool is appropriate for examining the strength and direction of the relationship between two continuous variables. Finally, the p-value was used to test the significance of the correlation at the 0.05 level of significance. A p-value less than 0.05 indicated that the relationship between the two concepts was statistically significant, while a p-value greater than 0.05 suggested that no significant relationship existed.

The data were organized, processed, and analyzed using *Microsoft Excel*, which allowed the researchers to compute descriptive and inferential statistics accurately and efficiently. The software's built-in statistical functions (such as AVERAGE, STDEV, and CORREL) facilitated the calculation of the mean, standard deviation, and correlation coefficient. Using Excel ensured precision in data tabulation and analysis, making the interpretation of results both systematic and reliable. Through this methodology, the researchers ensured that the data collection and analysis were conducted scientifically, thereby producing findings that could contribute to a deeper understanding of how academic procrastination is related to academic burnout among Senior High School students in Libagon National High School.

RESULTS AND DISCUSSION

Table 1

Mean and Standard Deviation on the Level of Academic Procrastination

Indicator	N	Mean	SD	Interpretation
1. I usually allocate time to review and proofread my work.	90	2.24	1.86	Low
2. I put off projects until the last minute.	90	2.87	2.01	Moderate
3. I have found myself waiting until the day before to start a big project.	90	3.04	2.01	Moderate
4. I know I should work on school work, but I just don't do it.	90	2.60	1.97	Moderate
5. When working on schoolwork, I usually get distracted by other things.	90	4.02	1.73	High
6. I waste a lot of time on unimportant things.	90	3.53	1.94	High
7. I get distracted by other, more fun, things when I am supposed to work on schoolwork.	90	4.29	1.54	High
8. I concentrate on school work instead of other distractions.	90	2.73	1.99	Moderate
9. I can't focus on school work or projects for more than an hour until I get distracted.	90	3.44	1.96	Moderate
10. My attention span for schoolwork is very short.	90	2.69	1.99	Moderate
11. Tests are meant to be studied for just the night before.	90	3.36	1.98	Moderate
12. I feel prepared well in advance for most tests.	90	2.87	2.01	Moderate
13. "Cramming" and last-minute studying is the best way that I study for a big test.	90	3.04	2.01	Moderate
14. I allocate time so I don't have to "cram" at the end of the semester.	90	2.42	1.93	Low
15. I only study the night before exams.	90	3.80	1.84	High

16. If an assignment is due at midnight, I will work on it until 11:59.	90	2.78	2.00	Moderate
17. When given an assignment, I usually put it away and forget about it until it is almost due.	90	2.56	1.96	Moderate
18. Friends usually distract me from schoolwork.	90	3.76	1.86	High
19. I find myself talking to friends or family instead of working on school work.	90	3.62	1.91	High
20. On the weekends, I make plans to do homework and projects, but I get distracted and hang out with friends.	90	3.62	1.91	High
21. I tend to put off things for the next day.	90	3.40	1.97	Moderate
22. I don't spend much time studying school material until the end of the semester.		3.11	2.00	Moderate
23. I frequently find myself putting important deadlines off.	90	3.00	2.01	Moderate
24. If I don't understand something, I'll usually wait until the night before a test to figure it out.	90	2.82	2.00	Moderate
25. I read the textbook and look over notes before coming to class and listening to a lecture or teacher.	90	2.69	1.99	Moderate

Levels: 1.00-2.49 Low, 2.50-3.49 Moderate, 3.40-5.00 High

The data show that respondents have a moderate level of academic procrastination, with overall mean scores ranging from 2.50 to 3.49. The highest-rated items—“I get distracted by other, more fun, things when I am supposed to work on schoolwork” (M = 4.29, High), “I waste a lot of time on unimportant things” (M = 3.53, High), and “Friends usually distract me from schoolwork” (M = 3.76, High)—indicate that students are prone to distractions and poor time control. Meanwhile, low-rated statements such as “I usually allocate time to review and proofread my work” (M = 2.24, Low) and “I allocate time so I don't have to ‘cram’ at the end of the semester” (M = 2.42, Low) reveal limited advance preparation. This pattern suggests that respondents delay tasks not out of ignorance but due to weak self-regulation and concentration. These findings imply that while students are aware of their responsibilities, they struggle to manage time efficiently and often fall into cycles of distraction or last-minute work.

Recent empirical studies reinforce this interpretation. González-Brignardello et al. (2023) emphasized that academic procrastination among adolescents arises from emotional avoidance and inadequate self-regulation, especially when faced with demanding schoolwork. Shaked (2022) found that

poor self-control and limited goal-setting skills predict frequent task delays among secondary students. Similarly, Choudhury et al. (2025) noted that excessive social media use correlates with lower attention spans and stronger procrastination habits. These results imply that procrastination is not simply an act of laziness but a complex behavior tied to motivation, emotional control, and external influences such as digital distractions.

Further supporting evidence shows that procrastination among adolescents is also tied to lifestyle and environmental factors. Sun et al. (2024) observed that shyness and self-focused attention increase the likelihood of procrastination, mediated by self-regulation capacity. Liu and Li (2024) revealed that digital distractions, such as excessive social media use, intensify procrastination by reducing study motivation. Ragusa et al. (2023) demonstrated that weak self-regulation significantly increases procrastination, stress, and poor academic outcomes. These findings suggest that interventions targeting students' emotional awareness, digital discipline, and time-management habits could reduce procrastination levels and enhance academic performance.

Recent studies further emphasize that academic procrastination is intertwined with emotional and environmental factors rather than being a simple habit of delay. Huang, Li, and Ding (2025) showed that procrastination connects closely with anxiety, low self-control, and time-management difficulties in a network analysis of university students, suggesting that internal emotional regulation and surrounding pressures jointly predict avoidance behaviors. Their findings imply that moderate procrastination among Libagon SHS learners could stem from fluctuating motivation and stress rather than academic incompetence. Moreover, the presence of peer distractions and leisure temptations in the home or school environment may further reinforce these tendencies. It also found that supportive learning environments lessen students' tendencies to postpone academic tasks by enhancing motivation and self-efficacy, reinforcing that effective regulation and context both matter. Therefore, this table underscores how students' procrastination behaviors reflect a broader pattern of self-regulatory difficulty—an important insight for teachers and parents seeking to cultivate discipline and focus among learners.

Table 2

Mean and Standard Deviation on the Level of Academic Burnout

Indicator	N	Mean	SD	Interp.
1. I feel overwhelmed by my schoolwork	90	3.63	1.36	High
2. I feel a lack of motivation in my schoolwork and often think of giving up	90	3.44	1.44	Moderate
3. I often have feelings of inadequacy in my schoolwork	90	3.46	0.97	Moderate
4. I often sleep badly because of matters related to my schoolwork	90	4.26	1.23	High
5. I feel that I am losing interest in my schoolwork	90	3.29	1.51	Moderate

6. I'm continually wondering whether my schoolwork has any meaning	90	3.67	1.30	High
7. I brood over matters related to my schoolwork a lot during my free time	90	3.80	1.22	High
8. I used to have a higher expectation of my schoolwork than I do now	90	4.28	1.21	High
9. The pressure of my schoolwork causes me problem in my close relationships with others.	90	3.58	1.59	High

Levels: 1.00-2.49 Low, 2.50-3.49 Moderate, 3.40-5.00 High

Results reveal a high level of academic burnout among respondents. Items with the highest means—“I used to have higher expectations of my schoolwork than I do now” (M = 4.28, High), “I sleep badly because of matters related to my schoolwork” (M = 4.26, High), and “I brood over matters related to my schoolwork during my free time” (M = 3.80, High)—indicate emotional fatigue and cognitive overload. Meanwhile, “I feel that I am losing interest in my schoolwork” (M = 3.29, Moderate) shows that disengagement exists but not yet at critical levels. Overall, the findings portray students as mentally and physically exhausted by continuous academic pressure. This pattern reveals that most respondents experience persistent academic stress that affects their energy, motivation, and even personal relationships. Such emotional and physical strain could stem from the heavy workload and constant expectations placed upon senior high school learners.

Current verified research also points to stress, workload, and insufficient coping strategies as main contributors to burnout. Gao et al. (2023) confirmed that academic stress directly predicts burnout in adolescents, with self-efficacy serving as a moderating factor. Ye et al. (2021) found that social support significantly lowers burnout levels among university students. Moreover, Iuga et al. (2024) concluded that emotional regulation is one of the strongest protective factors against burnout, as students with better control of their emotions experience less exhaustion and cynicism. These studies affirm that high burnout scores among Libagon SHS students may stem from cumulative stress without adequate coping resources, showing that many lack the resilience needed to maintain emotional stability despite demanding academic tasks.

Recent works have also shown that emotional intelligence and resilience act as key buffers. Farina et al. (2025) reported that adolescents with higher emotional intelligence sustain motivation and well-being even in high-pressure environments. Puig-Lagunes et al. (2025) emphasized that resilience allows high school students to recover more effectively from academic stress, lowering burnout levels. Likewise, Chong et al. (2025) found that continuous exposure to academic fatigue can be mitigated through strong psychological support and positive student–teacher relationships. These findings highlight that while burnout levels are high, building emotional intelligence and resilience among SHS students could substantially reduce its long-term impact. Strengthening guidance counseling programs and promoting stress management workshops may serve as practical interventions to address burnout symptoms.

Contemporary research highlights that emotional support from teachers and peers significantly reduces academic burnout. Sun et al. (2025) demonstrated that perceived teacher emotional support strengthens learning engagement while mediating the negative effects of burnout in university settings. In parallel, Wu, Xiang, and Zhang (2023) found that affective support and enjoyment in learning environments increase grit and decrease emotional exhaustion among students. These findings align with the idea that heavy workloads alone do not determine burnout; rather, the lack of interpersonal and institutional support amplifies its effects, underscoring the value of nurturing teacher–student connections to sustain motivation and mental health. Thus, the findings in this table stress that improving social and emotional support systems can reduce burnout and foster long-term academic persistence among Libagon SHS learners.

Table 3

Correlation Between Academic Procrastination and Academic Burnout

Concepts	r-value	t-value	p-value	Interpretation
Academic Procrastination and Academic Burnout	0.08	0.00	1.00	Not Significant

The correlation result ($r = 0.08$, $p = 1.00$) shows no significant relationship between academic procrastination and academic burnout. Although students in this study showed moderate procrastination and high burnout levels, these two constructs did not significantly influence each other. This means that delaying academic tasks did not necessarily cause emotional exhaustion among respondents. Such a result indicates that students may have developed adaptive coping or time-balancing strategies that reduce the emotional strain typically associated with procrastination. Despite occasional task delays, students may still manage to fulfill their responsibilities without excessive emotional burden, showing that procrastination may not always translate into psychological stress or fatigue.

This finding is consistent with several open-access studies suggesting that individual psychological traits mediate or weaken the link between procrastination and burnout. Yue et al. (2024) found that mindfulness practices help adolescents lessen procrastination’s emotional toll, improving their self-regulation and mental balance. Iuga et al. (2023) revealed that students who manage emotions effectively and maintain healthy attachments are less likely to experience burnout even when they procrastinate. Similarly, Gao et al. (2023) discovered that academic stress only predicts burnout strongly when self-efficacy and motivation are low. These findings explain why procrastination and burnout among Libagon SHS students did not significantly correlate—their self-efficacy and emotional regulation likely buffered the potential negative relationship. This suggests that students possess sufficient emotional resilience, maturity, or adaptive mechanisms to neutralize the harmful effects of delayed academic behavior and prevent it from escalating into emotional exhaustion.

The non-significant relationship between procrastination and burnout may also be explained by mediating variables such as emotional support, self-efficacy, and coping strategies. Dan (2024) reported that academic self-efficacy and positive emotions act as key mechanisms through which perceived teacher support alleviates burnout, even among procrastinating students. Likewise, Huang et al. (2025) revealed

that environmental pressures link indirectly with procrastination through anxiety and motivation, implying that when coping mechanisms are strong, procrastination's effect on exhaustion diminishes. These insights indicate that Libagon SHS learners might rely on interpersonal encouragement, family involvement, or adaptive behaviors that protect them from burnout despite delays in tasks. This shows that the relationship between procrastination and burnout is not direct but mediated by personal and environmental resilience factors that maintain balance even during periods of academic delay.

Another possible explanation lies in cultural and motivational influences. Sun et al. (2025) identified that supportive academic environments enhance intrinsic motivation, which reduces both procrastination and burnout simultaneously. Wu et al. (2023) also noted that enjoyment and positive classroom emotion predict resilience and energy in students, mitigating the emotional cost of delayed work. These findings suggest that Libagon SHS students' moderate procrastination yet high engagement may reflect protective cultural values—such as persistence, optimism, and community orientation—that counteract burnout even when deadlines are postponed. Filipino students, in particular, often demonstrate “pakikisama” (social harmony) and “bayanihan” (collective support), which may serve as emotional buffers against stress. Therefore, this table indicates that while procrastination and burnout can coexist, their relationship is not universal but highly dependent on students' emotional regulation, support systems, and cultural environment. These results highlight the complexity of student well-being, showing that addressing burnout requires not only time-management training but also holistic emotional and social support to sustain motivation and balance in learning.

CONCLUSION AND RECOMMENDATIONS

The present study aimed to determine the relationship between academic procrastination and academic burnout among Senior High School students of Libagon National High School. Results revealed that respondents exhibited a moderate level of academic procrastination and a high level of academic burnout. The moderate procrastination level suggests that students occasionally delay academic tasks, often due to distractions, low self-regulation, and emotional avoidance rather than a lack of ability or knowledge. Meanwhile, the high burnout level indicates that students experience considerable academic fatigue and emotional exhaustion resulting from continuous school pressures and inadequate coping mechanisms.

However, the computed correlation coefficient ($r = 0.08$, $p = 1.00$) indicates no significant relationship between academic procrastination and academic burnout. This implies that while both variables exist in the students' academic experiences, one does not necessarily cause or influence the other. The absence of a significant link supports prior findings by Gao et al. (2023) and Yue et al. (2024), which suggest that individual factors such as mindfulness, resilience, and emotional regulation can buffer the negative effects of stress and delay behaviors. Thus, Libagon SHS students may possess adaptive coping mechanisms that prevent procrastination from escalating into burnout.

It is recommended that teachers, parents, and school administrators work collaboratively to address both academic procrastination and burnout among Senior High School students. Schools should integrate time management and self-regulation workshops into the curriculum to help students develop stronger planning and prioritization skills. Moreover, implementing mindfulness and stress-management programs

can help learners handle emotional fatigue and maintain focus. Teachers are encouraged to provide flexible learning strategies and foster open communication to reduce pressure while maintaining engagement. Parents may also support students by creating a structured and supportive home environment that encourages discipline and positive study habits. Finally, future researchers may consider expanding the study by exploring additional variables such as academic motivation, emotional intelligence, and social support, or by conducting longitudinal research to examine how procrastination and burnout evolve over time.

Overall, the findings highlight the importance of strengthening students' emotional intelligence, time management, and stress-coping strategies to promote academic well-being. Schools may consider programs focused on mindfulness, self-regulation, and social support to help students balance academic demands while maintaining motivation and mental health. Future research may expand the scope by including variables such as academic motivation, self-efficacy, or online learning habits to better understand the complex dynamics influencing students' academic experiences.

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