

Exploring Senior High School Teachers' Experience and Coping Strategies in Managing Academic Procrastination among Grade 11 STEM students

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ABSTRACT

This phenomenological study explores the experiences and coping strategies of senior high school teachers regarding the prevalence of academic procrastination among their Grade 11 STEM students at Saint Louis School of Don Bosco, Inc. Using purposive sampling, data from educator interviews were analyzed via Colaizzi's method. The study identifies key contributors such as heavy workloads, environmental distractions, upbringing factors, and students' complacency in time management, prioritization skills, and personal intellect. Findings reveal that teachers approach the issue empathetically, employing coping strategies like deductions, deadline extensions, and constant reprimand. These insights underscore the value of leveraging teachers' experiences to better understand students' academic procrastination and refine such coping strategies.

Keywords: *Academic procrastination; Coping strategies; Experiences; Senior high school teachers*

INTRODUCTION

In recent years, academic procrastination has gained growing attention in research (Ramadhani et al., 2023) because of its notable effects on students' academic achievement and overall well-being. Academic procrastination is a universal behavioral issue wherein students intentionally delay necessary tasks despite being aware of the negative outcomes it causes. (Korenge, n.d.; Svartdal & Løkke, 2022). This behavior contributes not only to poorer academic outcomes but is also linked to heightened stress, anxiety, and feelings of guilt among students. Poor acknowledgement of academic procrastination habits is a serious issue that must be given more attention. Academic procrastination on students has been extensively researched by other curious researchers, but most of their studies tend to focus on the coping mechanisms of mainly the students, leaving a gap in the understanding of how teachers may address this issue. This study explores the different experiences of Senior High School teachers at Saint Louis School of Don Bosco regarding the academic procrastination among grade 11 STEM students as well as the coping strategies they employ in response. By addressing this research gap, the study aims to provide a broader comprehensive understanding of the pedagogical challenges and interventions from the educators' perspectives. In doing so, teachers may better support students in improving academic engagement and addressing procrastination-related challenges.

Academic procrastination continues to be recognized as a significant universal academic concern in recent research. Modern studies emphasize that procrastination is strongly associated with psychological distress, anxiety and reduced mental well-being among students (Cormack et al., 2020; Svartdal & Løkke, 2022). A scoping review of 79 empirical studies confirms that academic procrastination goes on from childhood through adolescence and is widely observed in secondary education settings (González-Brignardello et al., 2023). As students encounter increasing academic workload, complex performance tasks, and overlapping deadlines, task overload often triggers avoidance behaviors and delayed task initiation (Sirois, 2023). Beyond workload, research identifies fear of failure, weak self-regulation skills, and ineffective time management as strong contributing factors of procrastination (Abdi Zarrin et al., 2020; Saputri et al., 2024; Valente et al., 2024). Moreover, recent findings suggest that complacency and overconfidence in one's academic ability may contribute to delayed task completion as students underestimate task difficulty or assume they can complete requirements at the last minute (Svartdal & Løkke, 2022). In the Philippine context, research among Filipino high school students demonstrates that effective time management is positively related with higher academic performance. On the other hand, procrastination negatively affects achievement outcomes (Santos et al., 2022). In spite of extensive international and local research focusing on students' psychological and behavioral factors, limited studies explore how teachers experience and respond to academic procrastination within classrooms. Given the challenging academic structure of the STEM strand, particularly at the senior high school level, there is a clear need to examine the experiences and coping strategies of teachers in managing procrastination among Grade 11 STEM students.

The goal of this study is to explore the experiences of Senior High School teachers in dealing with academic procrastination among Grade 11 STEM students, particularly how they may perceive and respond to this behavior and the coping strategies they apply to address it. Academic procrastination can negatively affect students' academic performance, motivation, and overall well-being, making it a serious concern in the classroom setting. Thus, it is essential to examine how teachers should respond to and manage this challenge. Understanding and analyzing these experiences can contribute to the development of focused teaching methods that support student engagement and responsibility. Such insights may contribute to the development of informed instructional practices, strengthened support systems, and targeted negative interventions. The findings of this study may also serve as a foundation for research practitioners, teachers, guidance counselors, Grade 11 STEM students, school-based programs and academic policies designed to reduce academic procrastination and promote improved academic engagement and performance among students.

METHODS

Research Design

This study will use phenomenological approach to investigate the lived experiences of Senior High School teachers concerning academic procrastination in Grade 11 STEM students and the coping strategies they utilize. According to Ho and Limpecher (2022), phenomenological approach investigates the everyday experiences of human beings while suspending the researchers' preconceived assumptions about the phenomenon. In other words, phenomenological research studies lived experiences to gain deeper insights into how people understand those experiences. By applying this approach, the researchers can effectively capture the deep, subjective experiences of educators as they address the specific academic pressures and behavioral patterns unique to the STEM strand.

Research Participants

The participants of this study will be purposively selected based on the inclusion criteria: the respondent should be a senior high school teacher from St. Louis School of Don Bosco Dumaguete, has been teaching in the said institute for at least 3 years or more, and must have consistently handled Grade 11 classes during that period of time to provide a substantive account of their experiences with the student body. The researchers will be

employing purposive sampling which is a non-probability sampling technique wherein the researchers deliberately select participants who possess specific characteristics or expertise relevant to the study's objectives (Campbell et al., 2020). The said method being utilized will improve the thoroughness of the study to make certain that the selected respondents provide “information-rich” insights that align closely with the research goals.

Research instrument

The research instrument that will be utilized in this study is a semi-structured interview guide designed to gather in-depth information about the experiences of Senior High School teachers regarding academic procrastination among Grade 11 STEM students. The interview questions will focus on teachers' observations of procrastination behaviors, perceived causes, and the effects on students' academic performance. Additionally, the instrument will explore the coping strategies and interventions employed by teachers to address and manage academic procrastination in the classroom.

Data Gathering Procedures

The researchers will first prepare a formal request letter signed by the research adviser and approved by the school principal to seek permission to conduct the study among selected Senior High School teachers. Upon approval, the purpose and objectives of the research will be clearly explained to the participants, and their informed consent will be obtained prior to data collection. The researchers will then conduct semi-structured interviews with Senior High School teachers handling Grade 11 STEM students to gather their experiences regarding academic procrastination and the coping strategies they employ. With the participants' permission, the interviews will be audio-recorded to ensure accuracy and completeness of responses. Each interview is expected to last approximately 10–15 minutes. After all interviews are completed, the collected data will be transcribed, analyzed, and interpreted to identify common themes and patterns relevant to the study.

Data Analysis

This research study will make use of Colaizzi's phenomenological methodology to guarantee and ensure the trustworthiness of information regarding the lived experiences of Senior High School teachers. After the transcription of the gathered interview data, the researchers will listen to the recordings again to verify the accuracy of the text. Each transcript will be studied carefully to obtain the unique perspectives of the educators and grasp the sense of their collective experiences with student procrastination. Following this, significant statements will be extracted from the transcripts that directly describe how teachers manage and cope with these academic behaviors. Finally, formulated meanings will be provided for these statements, and themes will be organized to describe the fundamental structure of the teachers' experiences.

This study closely relates to the present research since both examine how leadership styles affect teachers' motivation and performance. The difference lies in scope: Uy concentrated solely on teacher performance outcomes, while the present study encompasses a wider range of school management challenges including learner discipline, reforms, and community involvement in the Division of Iriga City.

Ethical Considerations

To ensure the validity and integrity of the study, ethical standards established by professional and academic organizations will be strictly observed throughout the entire research process. The researchers will ensure the protection, confidentiality, and privacy of all participating Senior High School teachers. Prior to data collection, participants will be provided with a comprehensive informed consent form that will clearly explain the purpose of the study, research procedures, potential risks, and their right to withdraw from the study at any time without any consequences. To maintain confidentiality and anonymity, participants' identities and responses will be kept anonymous through the use of codes or pseudonyms, and all collected data will be used solely for research purposes. Furthermore, the study will follow the principle of avoiding harm by ensuring that participation will not cause any psychological, emotional, or professional harm to the teachers.

RESULTS AND DISCUSSIONS

Students are given Heavy Workload as Grade 11 Students

Multiple educators believe that a common source of procrastination is an overload of tasks. This volume creates a bottleneck for student productivity, as having a high number of subjects with identical deadlines causes students to struggle with prioritizing assignments (Torrens et al., 2025). This accumulation of overlapping performance tasks from multiple teachers often results in late-night submissions and forces students to complete activities for one class during the period of another.

Beyond the sheer quantity of work, the move to post-compulsory secondary education introduces a significant shift in academic demands. This stage is frequently described as a highly stressful phase because it plays a crucial role in shaping a student's future career and academic pathways (Banks & Smyth, 2015; Pascoe et al., 2020). Educators observe that Grade 11 students face much more difficult subjects compared to their previous year, creating a sudden jump in workload that can easily overwhelm a student's usual study habits (Gibbens, 2024).

The impact of coursework complexity further complicates a student's ability to remain on task. According to Govaerts and Grégoire (2004), learners are exposed to more advanced content during this period, which substantially increases both cognitive and emotional demands. This inherent difficulty can lead to a failure in self-regulated learning processes, particularly when students are confronted with daunting task complexity and a low frustration tolerance (Bhatt, 2023; Fior et al., 2022).

As overlapping deadlines pile up, the resulting "swamped" feeling often leads to a cycle of academic stress and physical exhaustion. Olleras et al. (2022) asserts that students who experience anxiety about unfinished work (what we call "overconfidence") creates a deceptive sense of security that directly fosters academic complacency. This behavior of overconfidence leads to a critical failure in prioritization, as the student begins to treat rigorous time management as a secondary concern rather than a foundational necessity. Ultimately, when intellectual talent is used as a substitute for disciplined scheduling, the resulting lack of structure inevitably undermines the student's long-term performance and growth. Similarly, this is consistently revealed in the interviews that students overestimate their abilities by assuming they can succeed with last minute efforts like the day before due to perceived intelligence of the certain or capability. A study by Cherry (2025b) provides evidence that impulsivity and low conscientiousness adds compound vulnerability, as students prioritize immediate gratification over sustained effort, struggling with discipline and goal direction. Procrastination maintains a bidirectional link with psychological distress, including depression and anxiety, where symptoms like poor concentration and self-hatred perpetuate chronic cycles of delay (barriers) and poor time management (over-doers) are more likely to delay academic responsibilities.

Consequently, these high school overloads often precipitate grade drops—particularly among the top 40% of performers—and force a vital habit shift from "stress bursts" like frantic cramming to incremental study for long-term well-being (Gibbens, 2024).

One reason the workload feels so heavy is that different teachers often give out big assignments at the same time without realizing it. This creates "deadline clustering," where projects from five different subjects all end up being due in the same week (Torrens et al., 2025). This is not just a student being slow; it is a "bottleneck" where there simply are not enough hours in the day to do a good job on everything. Because of this, students are forced into "survival mode," where they focus on just finishing the work rather than actually understanding what they are learning.

Complacency of Students in Relation to Time Management, Prioritization Skills and Personal Intellect

While personal intellect is often viewed as an academic advantage, it frequently serves as a catalyst for student complacency, leading to a systematic failure in time management and a breakdown of prioritization skills as students rely on natural ability rather than structured effort. This is supported by a study by Lacson et al. (2023), asserting that there is a strong correlation between a student's delaying demeanor and their working capacity.

Moreover, high personal intellect can ironically become a trap for many students. When students find early academic tasks effortless, they often fail to develop the "grit" or study habits that their peers must acquire to cope with academic demands. This would frequently lead to a state of intellectual complacency, where the students assume their natural ability will always compensate for a lack of preparation. Consequently, when the curriculum becomes more rigorous, these students lack the foundational discipline to keep up. This is backed up by a study by Olleras et al. (2022) stating that academic procrastination may be influenced by multiple personal and contextual factors that affect students' ability to manage academic tasks. This includes how the intellectual personality of a student affects their attitude toward academic workloads.

In addition to that, significant points in the interview mentioned that students deal with their academic workloads with much complacency because of the online convenience when creating and submitting outputs. Due to the COVID-19 pandemic, procrastination habits became much more prevalent due to the shift in teaching, which led to arouse student's academic burnouts (Lacson et al., 2023). Thus, the integration of conventional learning with online learning drastically affects the learning environment of the students. In connection with that, it was proven in another development by Camacho et al. (2022), that undergraduate students can overcome the distractions of virtual classrooms by shifting from leisure-oriented habits toward a structured self-motivation framework. The results revealed that the cultivation of an innate drive and corporate guidance in time management were essential elements to prevent the diminution of effort with online workload. Therefore, the research discovered that establishing these proactive strategies would allow students to navigate virtual environments without compromising their academic obligations.

Outlook and Adjustments of Teachers with Students that Procrastinate their Tasks

Teachers often feel a mix of frustration and care when dealing with students who pass their work late. According to Sarwar et al. (2025), teachers act as external regulators whose own energy and motivation help shape how students manage their emotions and study habits. When students miss deadlines, many educators feel a sense of personal insult and start to doubt if the time they gave for the task was actually enough, a feeling that is worsened by the "cruel" disconnect sometimes felt in digital classrooms where feedback is missing. This situation becomes very tiring for teachers because they have to adjust their own personal schedules to grade late papers that often arrive in the middle of the night.

Many teachers also see procrastination as a sign that students do not value the concept of respect or discipline. They feel disappointed because failing to submit work on time is a wasted opportunity for a student to get a good score and reach their potential. This problem is made worse by digital distractions, which Svartdal et al. (2020) describe as quick rewards that break a student's focus and make it hard to finish work. Because of this, teachers often feel irritated when they see students wasting the time that was specifically given to them to finish their requirements in class, especially since high learner autonomy can sometimes foster a "procrastination-friendly" environment.

Teachers also have to deal with the social problems that procrastination causes, especially in group projects. There is often a lot of pressure and stress when one student's laziness hurts the grades of other group members who actually worked hard. As Araya-Castillo et al. (2023) explain, procrastination comes from many different factors, including the quality of the teacher-student relationship and the surrounding environment. This pressure forces those in charge to constantly remind the class about deadlines and point deductions just to keep everyone on the right track and prevent total academic failure.

The constant need to remind students about their tasks puts a heavy emotional weight on those leading the classroom. Research by Sarwar et al. (2025) highlights that the teacher's role as a regulator is vital, but being the main person responsible for checking on late work creates a deep sense of pressure. This leads to a cycle where teachers must act like a reminder service to prevent students from failing, which can drain their passion for teaching. To handle this, they often have to find a balance between being strict about rules and showing they care about the student's personal life, as faculty are encouraged to provide "empathetic, tailored guidance" rather than just simple advice.

Furthermore, teachers are noticing that even when grades look okay, students might be learning less due to eased assessments. Some literature notes that when standard grading measures are relaxed, like moving to Pass/Fail, students may perform worse than their grades suggest. This creates a dilemma for teachers who want to be fair but also want to maintain academic rigor, as noted in studies regarding institutional policies and late point penalties. To help, educators are encouraged to adjust their curriculum by including time-management modules and simplified assignment structures that discourage these bad habits.

Teachers also struggle with the balance of administrative pressure and classroom reality. Literature indicates that novice teachers often see classroom management as a struggle to maintain a teacher-controlled environment, which is difficult when student misbehavior or delays proliferate. Tahir et al. (2022) suggest that institutional support is needed to create environments that are "procrastination-unfriendly" so that the entire burden does not fall on the individual teacher. This pressure from school administrators to ensure high achievement can make teachers feel like they are solely accountable for the student's lack of discipline.

Finally, even though teachers feel frustrated, they still try to adjust their teaching to help their students succeed. González-Brignardello et al. (2023) explain that many students procrastinate to hide from bad feelings, which often starts because of certain parenting styles or a lack of support at home. Many educators choose to lead with compassion and try to find out if there are hidden problems at home or family troubles before they give out punishments. By being fair and understanding while still keeping firm rules, as suggested by research on holistic development models, teachers try to create a classroom that encourages students to be more responsible for their own learning.

Environmental (Distractions) and Up-Bringing Factors of Students with Procrastination habits

Environmental factors like digital tools and social media are the strongest influences on a student's habit to delay their schoolwork. Digital distractions often combine with poor time management to make procrastination worse for many students. By removing temptations such as phones or distracting partners, students can better maintain their focus and reduce common procrastination triggers. Olea et al. (2025) found that digital distraction had the strongest influence on academic performance, requiring a team effort from parents and teachers to manage these modern challenges effectively.

Digital tools and social media work like a "digital slot machine" that keeps students hooked on quick rewards, making it very hard to focus on difficult school tasks. According to Svartdal et al. (2020), these distractions lead to "cyberslacking," where students use their phones to escape boredom but end up feeling more stressed and anxious later. To stay on track, students must minimize these temptations by removing phones or distracting partners and making their schoolwork more engaging to sustain their focus. By creating "procrastination-unfriendly" spaces that limit these constant digital lures, students can better manage their personal attitudes and take control of their learning habits.

The way a student is raised and their home life are often the main reasons they start the habit of delaying their schoolwork. González-Brignardello et al. (2023) explain that many students procrastinate to hide from bad feelings, which often starts at a young age and can get worse as they grow older if not managed. Difficulties at home or a lack of attention from parents can even drive students to procrastinate as a secondary way to be noticed or to cope with family troubles. Because of this, teachers should lead with compassion and listen to the student's story, using fair and light penalties to encourage improvement instead of just punishment.

A student's upbringing and home environment also play a very important role in their study habits and emotional regulation. Childhood experiences and the home atmosphere are often the root causes of why students begin to procrastinate. González-Brignardello et al. (2023) explain that specific parenting styles and limited parental support can lead to early patterns of procrastination as a way to escape negative emotions. Furthermore, a lack of attention at home may drive students to act out at school as a secondary way to be noticed by their parents.

Personal traits and attitudes, which are often shaped during a student's upbringing, also affect how much they procrastinate. Academic procrastination is frequently viewed as a personal attitude that students develop,

often starting at a young age and potentially worsening as they grow older. However, this habit can be managed if a student chooses to take the initiative. Olleras et al. (2022) note that personality traits, such as perfectionism and a fear of failure, collectively contribute to persistent procrastination in various learning environments.

To help students, it is important for teachers and parents to lead with reason, faith, and compassion. True understanding often requires looking past the surface to see why a student is late with their work, as there may be deeper issues like family troubles involved. Araya-Castillo et al. (2023) emphasize that procrastination results from many factors working together, including teacher-student relationships and environmental conditions. Discussing these issues openly and using fair, light penalties can encourage students to improve rather than feel discouraged.

Students can use different strategies to stop procrastinating and stay motivated in their studies. Developing personal responsibility and using internal tools like self-reward systems are effective ways to maintain academic momentum. It is also helpful for students to monitor their own progress and set clear goals to keep themselves on track. Tahir et al. (2022) state that creating a learning environment with fewer distractions is a key part of successful coping and long-term academic success.

Empathetic Strategies and Responses of Teachers Towards Students that Procrastinate

The results of the study show that teachers respond to student procrastination through empathy and understanding rather than immediate punishment. Procrastination is often rooted in low social confidence or the feeling of being overwhelmed by multiple tasks, which shows that it is not simply laziness (Torrens et al., 2025). Teachers who recognize these deeper causes tend to approach students through personal conversations and supportive guidance. By acknowledging that procrastination is a complex challenge, teachers provide help that is tailored to individual needs. This reflects an empathetic response because it focuses on understanding the student before applying strict discipline.

The findings also reveal that teachers influence students' emotional control and study habits through their own motivation and classroom behavior. When teachers show dedication and consistently guide students, they help shape better academic routines. According to Sarwar et al. (2025), teachers' academic motivation reduces procrastination by improving students' emotion regulation and study habits. Constant reminders and clear explanations about the impact of late submissions serve not only as discipline but also as structured support. This shows that empathy and accountability can work together in reducing procrastination.

Cognitive and emotional coping strategies were also evident in teachers' responses. Teachers guide students to reframe negative thoughts, such as viewing exams as opportunities to demonstrate learning instead of threats. Reframing and positive self talk can reduce anxiety and improve engagement in school tasks (Kumar, 2025). Teachers also create safe spaces where students can express stress through conversations or reflective activities. In addition, providing structured opportunities for discussion or journaling helps normalize stress and protect students' mental health (Mcm & Mcm, 2024). These strategies show that empathetic teachers address both the mindset and emotional needs of students who procrastinate.

Behavioral strategies used by teachers further demonstrate compassionate discipline. Encouraging students to seek support from peers, family, or teachers helps reduce feelings of isolation and pressure. Some teachers use positive reinforcement, such as giving additional points for early submissions, while others carefully apply deductions to maintain fairness without damaging a student's overall standing. Understanding students' personal goals and learning differences allows teachers to set realistic expectations and reduce unnecessary stress (Hegwood, 2023). Overall, the findings show that empathetic strategies combined with clear structure and responsibility are effective in addressing student procrastination.

Deduction and Deadline Extension Strategies

Teachers' implementation of deduction and deadline extension strategies constitutes an effective approach to reducing students' procrastination in academic settings. The use of structured rewards, clearly enforced deadlines, appropriate sanctions, the deliberate denial of deadline extensions, and the systematic monitoring of

task completion establishes a regulated learning environment that emphasizes accountability and adherence to academic expectations. By limiting opportunities for delay and reinforcing the importance of timely submission, these strategies directly address behaviors associated with procrastination and encourage students to take greater responsibility for their academic tasks.

Furthermore, as emphasized by González-Brignardello et al. (2023), the consistent application of these instructional practices enhances students' awareness of academic consequences while simultaneously supporting the development of self-regulation and effective time management skills. The combination of motivational incentives and disciplinary measures promotes sustained engagement and task commitment, ultimately fostering more disciplined, goal-oriented learning behaviors. Thus, deduction and deadline extension strategies function not only as behavioral controls but also as essential pedagogical tools in cultivating long-term academic responsibility and reducing procrastination.

The implementation of deduction and deadline extension strategies serves as a foundational approach to mitigating procrastination by reinforcing academic accountability through what some educators call operant conditioning. According to Santelli et al. (2020), institutional policies such as late point penalties and grace periods are critical for helping students overcome the dispositional barriers and guilt associated with task avoidance. To manage these behaviors, teachers often utilize a "two-deadline" system, where an initial grace date is followed by an immovable "deadliest deadline" that allows for no further extensions. By combining these firm boundaries with systematic daily point deductions, educators create a "procrastination-unfriendly" environment that fosters discipline and supports the development of long-term academic responsibility.

Olea et al. (2025) assert that teachers' use of deduction and deadline extension strategies is a critical factor in reducing students' academic procrastination. Strategies such as breaking down tasks, setting clear goals and deadlines, creating structured schedules, and monitoring task completion provide a structured framework that promotes accountability and timely engagement with academic responsibilities. By enforcing clear expectations and systematically guiding students' progress, teachers can minimize opportunities for delay while fostering discipline and self-regulation.

Moreover, as emphasized by Olea et al. (2025), encouraging students to prioritize academic tasks before engaging in distracting activities complements teacher-directed strategies by cultivating effective time management skills. The integration of both teacher-led structure and student self-management supports the development of consistent, goal-oriented learning behaviors. Consequently, deduction and deadline extension strategies function not only as behavioral controls but also as essential pedagogical tools for promoting academic responsibility and reducing procrastination, while providing a foundation for future research in this area. indicated extensive instructional leadership by school heads, extensive teacher followership styles, and moderately extensive teacher work performance, with significant positive relationships between instructional leadership and both followership and teacher performance. Recommendations included that DepEd design professional development programs to strengthen instructional leadership and align teacher followership for improved work performance.

This study is similar to the present research because both assess how leadership practices influence teacher outcomes and overall school effectiveness. The difference lies in focus: Pacumba concentrated on instructional leadership and followership, while the present study covers a broader set of leadership styles and their effectiveness in addressing systemic school management challenges.

Constant Reprimand Strategies

The findings of this study suggest that constant reprimand strategies—characterized by continuous supervision, active feedback, structured monitoring, and institutional guidance—serve as a crucial external mechanism in addressing academic procrastination. These strategies do not merely function as corrective disciplinary actions but rather as sustained regulatory systems that reinforce accountability, strengthen self-efficacy, and reduce environmental triggers of delay. The reviewed literature strongly supports the idea that consistent instructional intervention and structured oversight significantly mitigate tendencies toward task

postponement.

Farooq et al. (2024) emphasize that in digital learning environments, students face heightened autonomy that often increases vulnerability to procrastination. Establishing active feedback channels between instructors and learners is essential for guiding students who struggle with task initiation. The researchers argue that consistent instructor engagement acts as a regulatory scaffold, helping learners manage academic responsibilities more effectively. Their findings reveal that when students receive continuous feedback and structured guidance, they are better able to cultivate learning self-efficacy and motivational resilience. These strategic interventions mitigate environmental pressures that typically lead to chronic procrastination. These findings support the emergent theme by demonstrating that constant reprimand strategies—through ongoing monitoring and feedback—function as protective mechanisms that reduce academic delay, particularly in autonomous online settings.

Similarly, Herut and Gorfu (2024) highlight the importance of institutional and structural interventions in minimizing procrastination, particularly at the postgraduate level. Mitigating academic procrastination requires shifting the focus from purely individual responsibility to coordinated support systems embedded within academic institutions. Their study underscores that formal mentorship, professional counseling, structured time-management workshops, and reformed supervision practices offering regular feedback serve as essential external strategies to maintain academic momentum. The researchers found that consistent supervisory engagement and institutional accountability mechanisms reduce task avoidance by creating an environment that actively discourages postponement behaviors.

According to Herut and Gorfu (2024), organizational reform that addresses environmental stressors significantly minimizes triggers of delay. This reinforces the concept of constant reprimand strategies, as regular supervision and structured accountability act as persistent corrective frameworks that guide students toward timely task completion.

Furthermore, Da Costa Júnior et al. (2023) approach procrastination from a multidimensional perspective, linking it to students' psychological and social self-efficacy. Da Costa Júnior et al. (2023) assert that strengthening students' belief in their own capabilities is fundamental to improving self-regulation. However, they also emphasize that internal belief systems alone are insufficient without institutional social support. The researchers note that faculty guidance and goal-oriented tools are necessary to help students overcome impulsive task avoidance. According to Da Costa Júnior et al. (2023), structured academic support systems provide external reinforcement that complements internal self-regulatory processes. This directly aligns with constant reprimand strategies, as faculty involvement and structured goal monitoring operate as continuous corrective mechanisms that redirect students when procrastination tendencies emerge.

Taken together, the studies of Farooq et al. (2024), Herut and Gorfu (2024), and Da Costa Júnior et al. (2023) collectively affirm that constant reprimand strategies are not punitive in nature but rather developmental and regulatory. Through consistent feedback, structured supervision, mentorship programs, and institutional guidance, students are provided with external scaffolding that strengthens their internal capacity for self-regulation. These findings suggest that academic procrastination can be significantly reduced when educational environments implement sustained monitoring systems and proactive supervisory practices. Therefore, constant reprimand strategies emerge as a vital thematic construct that bridges external regulation with internal self-management, ultimately fostering improved academic performance and reduced task delay.

CONCLUSION

This study thoroughly investigated and discussed the experiences of senior high school teachers of academic procrastination among grade 11 STEM students and their coping strategies, successfully identifying major and emergent themes linked to procrastination. Emergent themes including heavy workloads characterized by deadline clustering, student complacency tied to overreliance on intellect and poor time management, teachers' empathetic yet challenged responses, environmental distractions from digital tools and upbringing factors,

empathetic teacher strategies, deduction and deadline extension practices, and constant reprimand through monitoring and feedback.

These findings reveal that procrastination arises from multiple connected causes. Heavy workloads create stress with too many tasks due at the same time, pushing students into last-minute rushes. Student complacency grows when bright learners skip planning and trust their smarts alone, leading to weak habits. Teachers face frustration from late work and group issues but respond with care, adjusting schedules and offering guidance. Distractions like phones act as constant pulls, worsened by family problems that build bad patterns from childhood. To fight this, teachers use emotional approaches like personal confrontations to build a sense of care and confidence, point cuts and limited extensions to enforce rules, and regular check-ins to keep students on track.

Teachers' varied strategies balance firm rules with support and prove effective in breaking procrastination cycles. For example, denying extra time after warnings teaches real responsibility, while positive feedback boosts motivation.

Schools can improve the curriculum by adding time-management units in class, spreading deadlines across subjects to avoid piles, and setting clear distraction rules like no-phone zones. These changes help students build strong habits for focus and planning. The study also gives other researchers a solid base to explore student views directly, test these fixes in larger groups over time, and check long-term results. Working with parents can add more support by tackling home distractions and building family routines.

Overall, addressing procrastination needs teamwork from teachers, students, families, and schools to create habits for success and well-being.

Addressing the School Management Challenges in the Public Elementary Schools in Iriga Central District, Division of Iriga City.

Contributions of Authors

The authors confirm their equal contributions to every part of the research paper. All authors reviewed and approved the final version of this paper.

Declaration of Artificial Intelligence Use

The authors declare the use of multiple artificial intelligence such as ChatGPT, Gemini, Perplexity, DeepSeek, Quillbot, and Grammarly in improving the clarity of sentences, widening vocabulary, verifying resources, and sentence structure.

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