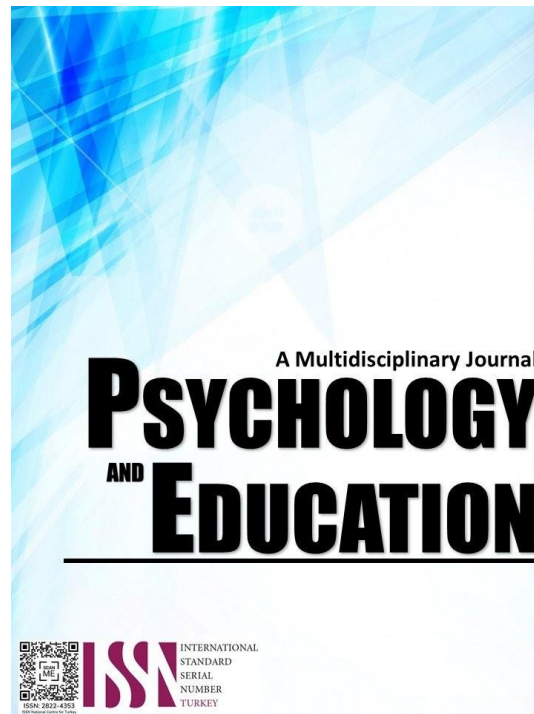


**PROCRASTINATION AND OCCUPATIONAL  
STRESS OF TEACHERS IN PHILIPPINE  
PUBLIC SCHOOLS**



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## Procrastination and Occupational Stress of Teachers in Philippine Public Schools

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### Abstract

This descriptive-correlational study aimed to determine the extent of procrastination and level of occupational stress of teachers in the Schools Division of Himamaylan City, Negros Occidental, Philippines, when taken as a whole and when classified according to key stages (grade level taught), teaching position, educational attainment, years in service, and take-home pay. The study's respondents were the 284 public school teachers selected using stratified random sampling. The adopted research instrument contains the demographic profile of the respondents and the statements on procrastination and occupational stress. The results revealed that the respondents' procrastination and occupational stress were low when taken as a whole. Furthermore, there were no significant differences in the respondents' procrastination and occupational stress when grouped according to the abovementioned variables. Finally, data revealed a significant relationship between the respondents' extent of procrastination and their level of occupational stress. The findings of this study may provide relevant and significant information which would serve as a baseline for all the policymakers in devising, crafting, and designing activities such as training, workshops, seminars, and stress intervention programs. Furthermore, this study may help the teachers better establish and develop themselves to become adaptive to the demands and trends of the present educational landscape.

**Keywords:** *procrastination, occupational stress, public school teachers, Philippines*

### Introduction

Educators of this 21st century play a pivotal role in shaping the educational landscape and nurturing future generations. Teachers have surmounted the challenges brought by the demands of work in the field of education, especially in the delivery of the teaching-learning process. Procrastination and occupational stress are critical areas of study that have significant implications for teachers' well-being and job performance. Procrastination, defined as the voluntary delay or postponement of intended actions despite potential negative consequences, is a pervasive issue that affects individuals across various domains (Steel, 2007). For teachers, procrastination can lead to reduced productivity, increased stress levels, and compromised mental well-being. In order to effectively address procrastination among teachers, it is crucial to examine its impact on their occupational stress. Research studies conducted worldwide have shed light on the relationship between procrastination and occupational stress among teachers. A study by Wong, Cheung, and Chan (2015) found that procrastinated teachers reported higher levels of occupational stress. This finding aligns with the notion that procrastination can amplify the demands and pressures experienced by teachers, potentially leading to increased stress levels and decreased job satisfaction.

From an ASEAN perspective, studies have explored

the relationship between procrastination and occupational stress among teachers in the region. Sudibyo and Cahyono (2018) conducted a study revealing a significant association between procrastination and higher levels of occupational stress among teachers. These findings underscore the universal nature of the procrastination-stress relationship within the teaching profession, transcending national boundaries. In the Philippine context, there is a growing body of research that focuses on procrastination and occupational stress among teachers. David and Naval (2017) investigated the impact of procrastination on Filipino teachers' job performance and job satisfaction. Their study revealed that teachers who procrastinated exhibited higher levels of occupational stress, leading to diminished job performance and job satisfaction. Furthermore, Reyes (2019) examined the relationship between procrastination and teacher occupational stress. The study highlighted the detrimental effects of procrastination on the overall well-being of teachers, emphasizing the need for interventions to mitigate occupational stress caused by procrastination.

Teaching was considered one of the most highly stressful jobs in the Philippines. Recently, the Philippines has been battling the COVID-19 pandemic, which has brought another challenge to all individuals, especially educators. DepEd Order No. 14, s. 2020 titled "Guidelines on the Required Health Standards in Basic Education Offices and Schools" stipulates the provision of mental health and social



support services to increase the mental resiliency of DepEd personnel in the new normal. Understanding the relationship between procrastination and occupational stress can provide valuable insights into teachers' challenges.

Hence, this research study aimed to determine teachers' procrastination and occupational stress in the Schools Division of Himamaylan City. The result of the study would serve as additional information for the Schools Division of Himamaylan City in preparing training development programs for teachers to be implemented in In-Service Training, School Learning Action Cell (SLAC), and other related training and seminars relating to the development of effective interventions to support their well-being and professional growth.

### Research Questions

This study aimed to determine the extent of procrastination and level of occupational stress of teachers in the Schools Division of Himamaylan City, Negros Occidental, for School Year 2022-2023. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents when they are taken as a whole and when grouped according to key stages (grade level taught), educational attainment, position, years in service, and take-home pay?
2. What is the extent of procrastination of teachers in the Schools Division of Himamaylan City when taken as an entire group and classified according to key stages, educational attainment, position, years in service, and take-home pay?
3. What is the occupational stress level of teachers in the Schools Division of Himamaylan City when taken as an entire group and classified according to key stages, educational attainment, position, years in service, and take-home pay?
4. Is there a significant difference in the extent of procrastination of teachers in the Schools Division of Himamaylan City when they are classified and grouped according to key stages, educational attainment, position, years in service, and take-home pay?
5. Is there a significant difference in teachers' occupational stress levels in the Schools Division of Himamaylan City when classified and grouped according to key stages, educational attainment, position, years in service, and take-home pay?
6. Is there a significant relationship between the extent of procrastination and teachers' level of occupational

stress in the Schools Division of Himamaylan City?

## Literature Review

### Procrastination among teachers

According to Zhang, Liu, & Feng (2019), procrastination is the intentional and unreasonable delaying of a planned action that has long plagued individuals and society. Several research has been carried out to understand why people postpone and investigate the neurological underpinnings of procrastination.

In the same way, according to Inkinen, Mikkonen, Heikkila, Tukiainen, and Lindblom-Ylänne (2012), procrastination is defined in this review as self-sabotaging dilatory behavior. Deepening our common knowledge about procrastination is important because it causes subjective distress and has many negative societal consequences. Individual characteristics predisposing to procrastination include impulsiveness, distractibility, low self-efficacy, low self-control, low organization, and unreasonably high expectations for achievement.

Procrastination can be understood as a self-regulatory failure, theoretically modeled here by Temporal Motivation Theory. Procrastination, defined as the unreasonable and voluntary postponement of important activities, is common and clinically significant. Its frequent occurrence among elementary and secondary teachers has big implications for people impacted regarding mental health and well-being (Küchler et al., 2019). Similarly, according to Zhao and Gaafar (2018), procrastination is a regular occurrence among teachers when dealing with mandatory or voluntary tasks. Procrastination leads to poor-quality work and produces exhaustion and high-stress levels, all detrimental to mental health.

Furthermore, procrastination is doing more pleasurable or less urgent tasks instead of more urgent ones. Individuals often promise to do things on time, but it happens again (Gohain et al., 2021). Academic procrastination is a behavior that is very common among teachers. It involves knowing that an individual needs to finish the academic task before the assigned time. However, respondents must accomplish the task within the expected time frame for one reason or another.

### Procrastination and teachers' performance

Procrastination was significantly related to self-efficacy, self-esteem, anxiety, stress, and fear of failure, which are common in academic environments (Limone et al., 2020). According to San, Roslan, and Sabouripour (2016), academic procrastination causes stress and poor academic performance in teachers, and it should be examined as a major issue in the educational setting. Anxiety was also discovered to have a substantial beneficial relationship with academic procrastination. Additionally, teachers with high levels of procrastination reported low levels of self-efficacy and poor professional achievement. In contrast, teachers with high self-efficacy reported fewer levels of procrastination and higher academic achievement (Balkis, 2011).

According to the study of Miklyaeva (2018), the prevalence of academic procrastination in the teacher environment is associated with a lack of interest in completing academic assignments, which is especially typical for humanists as well as with impulsiveness, provoking the ease of switching from educational tasks to extracurricular ones, which is more characteristic of teachers of humanitarian specialties. Symptoms of academic procrastination include poor sleep, high-stress levels, delayed work due to lack of time, improper completion of homework, confusion, self-blame, feelings of guilt and inadequacy, low self-esteem, anxiety, and depression (Custer, 2018).

However, Asri, Setyosari, Hitipeuw, and Chusniyah (2017) believed that several variables contribute to academic procrastination, as shown in the findings of their data research. They believe the tasks assigned are unimportant, too heavy, difficult to complete, insufficient knowledge, perfectionist tendencies, poor learning management, a lack of self-control, stress and exhaustion, social support, indiscipline teachers, and an unfriendly school atmosphere. Academic procrastination, above all, results in poor learning outcomes.

### **Procrastination and occupational stress among teachers**

Several studies have been conducted on procrastination and occupational stress. Everyone experiences stress in their unique way. Stress is something that everyone goes through at some point in their lives. In the life of teachers, stress is unavoidable. Academic and non-academic issues can contribute to classroom stress (Aihie & Ohanaka, 2019). Elementary and secondary school teachers need help to keep up with the high demands required to succeed in the academic setting. Teachers must be able to work and

operate under pressure in order to achieve these demands. These teachers may be unprepared to deal with additional stressors such as family, social, academic, and financial responsibilities particular to this group (Graves, 2021).

In today's date, stress has been an integral part of life because many things act as a stress catalysts. It is not limited to adults; stress increasingly affects children of all age groups (Yasmin, 2020). During the pandemic, teachers were forced to adjust to new circumstances and a new way of life, which added to the pressure of processing information. A lack of quality sleep, easy worry and fear, migraines, and poor time management are all symptoms of this stressful situation. Social networking has become an inevitable part of teachers' academic life during the COVID-19 outbreak. Although most teachers use social media to solve problems, entertain themselves, and make social connections, it can become overbearing and lead to internet addiction. The pandemic's tension is likely to blame for internet addiction among teachers, which has resulted in greater use of the internet as a stress-relieving technique (Hamami et al. (2022). In the context of distance learning, teachers have an increase in their level of stress and anxiety (Husky et al., 2020).

According to Diaz (2013), female teachers will experience more academic stress than male teachers. On the Perceived Stress Scale, the difference between males and females was non-significant. Another study examining academic stress among elementary and secondary teachers enrolling in a state elementary and secondary in the Philippines with gender inequalities backs this up. Because female teachers, like male teachers, have learned time management and stress-coping skills, the results indicated no significant difference in reported stress between male and female teachers. They like studying because they have developed productive and efficient study habits. They are also very committed, concerned, and consistent in their studies.

Almost all of the research's results conclude to females are highly stressed as male teachers. Like in Karaman, Lerma, Vela, and Watson's (2019) findings, female elementary and secondary teachers exhibited higher academic stress than male elementary and secondary teachers. Life satisfaction, locus of control, and gender were found to be significant predictors of academic stress in bivariate and multiple regression analyses. However, men are more likely to be involved in procrastination. Malik and Ashraf's (2019) study revealed that girls are more resistant to peer pressure than males, whereas males appear to procrastinate

more than females. According to their moderation analysis, high levels of peer influence resistance reduced the effect of academic procrastination on academic stress. Similarly, Balkis and Duru (2017) found that academic procrastination was higher among male teachers than academic success and life satisfaction. According to the findings, male teachers are more prone to the negative effects of academic procrastination on academic achievement and academic life satisfaction than female teachers.

Sirois (2013) found that a lower degree of self-compassion was strongly connected to procrastination and that a lower level of self-compassion largely explained the indirect effect of procrastination on stress. As a result, evaluating and establishing more empirical research is critical for a better understanding of procrastination and stress direct and indirect relationships. The gap between research causes a need for more understanding between procrastination and stress. At the same time, gender, demographics, types, and other independent variables may influence procrastination and stress or interaction effects.

The modern face of higher education is commonly recognized as the diversified nature of the undergraduate teacher population and their manner of study. According to a study, stress is also prevalent in teachers' lives and affects many aspects of their academic lives. Earlier developmental theories suggested that psychological aging matched physiological aging (with emotional well-being declining as an individual grew older) and that older persons were more prone to experience negative effects from daily stress (O'Callaghan, 2014).

When looking at the impact of age on teacher academic stress, it was discovered that younger teachers experienced more academic stress than older teachers. Academic stress is a risk factor that can affect university teachers' quality of life and lead to poor academic performance and course dropout (Aihie et al., 2019). Their age and developmental stage influence individuals' stress tolerance. Most studies suggest that older and younger individuals have different techniques for dealing with stress. Older adults are thought to have less influence over their surroundings than adults, which can affect their ability to cope (Monteiro et al., 2014).

In conformity with Hemamalini, Ashok, and Sasikala (2018), stress is a frustrating condition characterized by excessive work and an overload that affects teachers' concentration, attitude, and regular working conditions. Today's teachers face various issues in

educational systems, particularly in higher education. Teachers at university will go through a difficult transition from secondary teacher life to university teacher life. They must adjust to academic problems such as assignments, time management, and academic evaluation that must be faced during their education. Teachers become worried due to this, and they postpone assignments, which is known as academic procrastination (Muliani et al., 2020).

### **Relationship between procrastination and stress**

According to Sirois and Pychyl (2016), procrastination research has exploded in recent years, with studies revealing that it is a problem of self-regulation failure, mainly the misregulation of emotional states—not just a time management issue, as is commonly assumed. This dysfunctional coping style is linked to poor mental health, physical health, and other aspects of well-being.

Supported by Malik and Ashraf (2019), academic procrastination and academic stress have a strong positive link, but peer influence resistance and academic procrastination, as well as peer influence resistance and academic stress, have a large negative relationship. According to the findings, females appear more resistant to peer influence than males, whereas males appear to procrastinate more than females. Similarly to Stead, Shanahan, and Neufeld (2010), procrastination and stress are associated with poorer mental health, health problems, and treatment delay. They examined procrastination in the domain of mental health. Higher levels of procrastination and stress were predicted to correlate with poorer mental health status and fewer mental health help-seeking behaviors.

### **Methodology**

This study employed a descriptive-correlational research design in determining the extent of procrastination and the level of occupational stress of 284 selected teachers from the Schools Division of Himamaylan City, Negros Occidental, Philippines, during the School Year 2022-2023. The design was deemed appropriate because it attempts to establish relationships between two or more key variables identified by the researchers (Padua, 2000, cited by Amaro, 2018). In the case of this study, the variables were the procrastination level (the independent variable) and stress level (the dependent variable). The descriptive part occurred in assessing the extent of procrastination and stress levels, respectively. On the





other hand, the correlational part transpired in the association of the rated procrastination level and stress level as assessed by the respondents.

**Instrument**

The researchers utilized an adopted questionnaire of Alfuentes, Castillo, Macahilas, Patulada, and Vallejera (2022) to determine the extent of procrastination and a researcher-made questionnaire to determine the stress level of the respondents. The questionnaire was divided into three sections: the first part contained personal information of the respondents such as name (optional), year level, internet connection status, and family monthly income; the second part contained items for the extent of procrastination, with ten statement indicators capturing the variable; and the third part contained ten items for the extent of stress level. Part I was a supply type and checklist type, and on the other hand, Parts II and III were captured in ten-statement indicators through a 4-point Likert scale. The said scale had a rating of 4 for “Strongly Agree,” 3 for “Agree,” 2 for “Disagree,” and 1 for “Strongly Disagree” for Parts II and III correspondingly. After the incorporation of all the suggestions and comments of the experts into the questionnaire, the researchers tested internal consistency via Cronbach's Alpha as a tool. The test produced good reliability, so the final instrument was considered.

**Data Gathering Procedure**

In conducting this study, the researcher underwent several ethical procedures such as obtaining informed consent, protecting the anonymity of the respondents and the confidentiality of data, providing the respondents with the right to withdraw, and avoiding deceptive practices to ensure the ethical soundness of the study. Prior to the actual conduct of the research, the researchers complied with all the suggestions and recommendations of the manuscript and sought approval from their adviser. Next, the respondents were contacted virtually using an online platform by the researchers, and the scope of the study was explained, as well as the steps to follow for the accuracy and authenticity of the data gathered. Respondents of the study were asked to answer through Google Forms as the medium of the data-gathering procedure. Moreover, the data required in the study, such as respondents' profiles and the extent of procrastination and stress levels, were retrieved through the research questionnaire as primary data. The gathered data were subjected to data processing and computation for analysis and interpretation using appropriate and available statistical software.

Likewise, the statistical tables were constructed considering the objectives stated in this study.

**Data Analyses**

The data treatment and analyses followed the sequence set out in the objectives. Each question was associated with an appropriate descriptive and inferential interpretation statistical tool. The following were the statistical tools used: frequency counts, and percentages were used in determining the demographic profile of the respondents; means were obtained to identify the respondents' extent of procrastination and level of stress; whereas the standard deviation was utilized to measure the amount of variation or dispersion of a set value. Moreover, One-Way ANOVA was used to determine the significant difference in the procrastination and occupational stress of the respondents when they were classified according to the key stage, age, years in service, teaching position, educational attainment, and take-home pay. At the same time, Pearson's r Correlation was used to analyze the relationship between two means—the respondents' procrastination level and stress level.

**Results**

**Demographic Profile of the Respondents**

Table 1. *Demographic Profile of the Respondents*

<i>Profile of the Respondents</i>		<i>N</i>	<i>Percentage</i>
Entire Group		284	100%
	Key Stage 1	119	42%
Key Stages	Key Stage 2	115	40%
	Key Stage 3	27	10%
	Key Stage 4	23	8%
	Bachelor's Degree	51	18%
Educational Attainment	With MA Units	129	45%
	Full-fledged Master's Degree	97	34%
	With Doctorate Units	7	3%
Teaching Position	Teacher I	164	58%
	Teacher II	41	14%
	Teacher III	65	23%
	Master Teacher I	13	4%
	Master Teacher II	1	1%
	Below 10 years	131	46%
Years in Service	10-20 years	100	35%
	Above 20 years	53	19%
	Below 10,000	148	52%
Take home Pay	10000 to 20000	102	36%
	Above 20000	34	12%

Table 1 presents the demographic profile of the teaching personnel in the Schools Division of Himamaylan City. They are taken as a whole and



grouped according to key stages (grade level taught), educational attainment, position, years in service, and take-home pay.

Key stages 1 and 2 comprised at least 82% of the sample, and key stages 3 and 4 were just only 18%. Additionally, the respondents' educational attainment was mostly with master's degree units. Most respondents were also in the Teacher 1 position, with at least 20 years and below and the service, thus with more or less PHP 20,000.00 and below salaries.

### Extent of Procrastination of Teachers

The extent of procrastination of the respondents when taken as an entire group and when grouped according to the key stage, educational attainment, teaching position, years in service, and take home was low, except for Master Teacher II, who had a high procrastination level which could be considered as an exemption.

Table 2. Extent of Procrastination of Teachers in the Schools Division of Himamaylan City When Taken as an Entire Group and when Classified According to Key Stages, Educational Attainment, Teaching Position, Years in Service, and Take-Home Pay

	Variable	n	Mean	Interpretation	SD
Entire Group		284	2.29	Low	.43
Key Stages	Key Stage 1	119	2.36	Low	.04
	Key Stage 2	115	2.26	Low	.04
	Key Stage 3	27	2.31	Low	.07
	Key Stage 4	23	2.09	Low	.11
Educational Attainment	Bachelor's Degree	51	2.36	Low	.05
	With MA Units	129	2.27	Low	.04
	Full-fledged Master's Degree	97	2.29	Low	.04
	With Doctorate Units	7	2.29	Low	.30
	Teacher I	164	2.37	Low	.03
Teaching Position	Teacher II	41	2.21	Low	.06
	Teacher III	65	2.17	Low	.06
	Master Teacher I	13	2.14	Low	.06
	Master Teacher II	1	2.56	High	.04
Years in Service	Below 10 years	131	2.56	High	.04
	10-20 years	100	2.42	Low	.05
	above 20 years	53	2.46	Low	.06
Take home Pay	Below 10,000	148	2.24	Low	.04
	10000 to 20000	102	2.35	Low	.04
	above 20000	34	2.35	Low	.09

### Occupational Stress Level of Teachers

Table 3 below presents the respondents' occupational stress levels as an entire group and when grouped according to key stage, educational attainment, teaching position, years in service, and take-home pay. When taken as an entire group, the occupational stress of the respondents was low. Specifically, those who belong to key stage 2, key stage 4, with masters units, full-fledged masters, Teachers I, II, III, Master Teachers I and II, ten years and above in service, and those with PhP 20,000.00 and below take-home pay had low occupational stress. In comparison, those respondents who belonged to key stages 1 and 3, with Bachelors' and Doctorate units, Teacher 1, below ten years in service, and PhP 20,000.00 and above had high occupational stress.

Table 3. Occupational Stress Level of Teachers in the Schools Division of Himamaylan City when taken as an Entire Group and when Classified According to Key Stages, Educational Attainment, Teaching Position, Years in Service, and Take-Home Pay

	Variable	N	Mean	Interpretation	SD
Entire Group		284	2.49	Low	.50
Key Stages	Key Stage 1	119	2.56	High	.05
	Key Stage 2	115	2.44	Low	.05
	Key Stage 3	27	2.52	High	.09
	Key Stage 4	23	2.37	Low	.10
Educational Attainment	Bachelor's Degree	51	2.54	High	.06
	With MA Units	129	2.49	Low	.04
Position	Full-fledged Master's Degree	97	2.45	Low	.05
	With Doctorate Units	7	2.83	High	.40
	Teacher I	164	2.56	High	.04
	Teacher II	41	2.38	Low	.07
	Teacher III	65	2.44	Low	.07
Years in Service	Master Teacher I	13	2.30	Low	.13
	Master Teacher II	1	2.34	Low	.04
	Below 10 years	131	2.56	High	.04
	10-20 years	100	2.42	Low	.05
Take home Pay	above 20 years	53	2.46	Low	.06
	Below 10,000	148	2.45	Low	.04
	10,000 to 20000	102	2.50	Low	.04
	above 20,000	34	2.66	high	.10

### Significant Difference in the Extent of Procrastination of Teachers

Table 4 presents the One-Way ANOVA results of the significant difference in procrastination among teachers in the Schools Division of Himamaylan City when they are classified and grouped according to key stages, educational attainment, teaching position, years in service, and take-home pay.

The p-value for key stages (0.94), age (0.468), educational attainment (0.911), teaching position (0.114), years in service (0.064), and take-home pay



(0.354) reveal no significant differences at the alpha level of 0.05. The researchers imply that the extent of procrastination of the respondents varies according to these variables.

Table 4. One-Way ANOVA Results on the Significant Difference in the Extent of Procrastination of Teachers in the Schools Division of Himamaylan City when They are Classified and Grouped According to Key Stages, Educational Attainment, Teaching Position, Years in Service, and Take-Home Pay

Variables	N	Mean Rank	p-value	Interpretation
Key Stages	Key Stage 1	119	2.09	.094 Not Significant
	Key Stage 2	115	2.26	
	Key Stage 3	27	2.31	
	Key Stage 4	23	2.36	
Educational Attainment	Bachelor's Degree	51	2.27	.911 Not Significant
	With MA Units	129	2.29	
	Full-fledged Master's Degree	97	2.29	
	With Doctorate Units	7	2.36	
Position	Teacher I	164	2.37	.114 Not Significant
	Teacher II	41	2.21	
	Teacher III	65	2.17	
	Master Teacher I	13	2.14	
Years in Service	Master Teacher II			.064 Not Significant
	Below 10 years	131	2.22	
	10-20 years	100	2.26	
Take home Pay	above 20 years	53	2.37	.354 Not Significant
	Below 10,000	148	2.24	
	10000 to 20000	102	2.35	
	above 20000	34	2.35	

**Significant Difference in the Level of Occupational Stress of Teachers**

Table 5 shows the One-Way ANOVA results on the significant difference in teachers' occupational stress levels when classified and grouped according to key stages, educational attainment, teaching position, years in service, and take-home pay.

With the alpha level of 0.05, in terms of key stages (p-value = .323), age (p-value = .143), educational attainment (p-value = .057), position (p-value = .114), years of service (p-value = .187), and take-home pay (p-value = .165), no significant differences were revealed. The researchers infer that regardless of these variables, teachers' occupational stress level also varies.

Table 5. One-Way ANOVA Results on the Significant Difference in the Level of Occupational Stress of Teachers in the Schools Division of Himamaylan City when They are Classified and Grouped According to Key Stages, Educational Attainment, Teaching Position, Years In Service, and Take-Home Pay

Variables	N	Mean Rank	p-value	Interpretation
Key Stages	Key Stage 1	119	2.5622	.323 Not Significant
	Key Stage 2	115	2.4391	
	Key Stage 3	27	2.5185	
	Key Stage 4	23	2.3739	
Educational Attainment	Bachelor's Degree	51	2.5412	.057 Not Significant
	With MA Units	129	2.4899	
	Full-fledged Master's Degree	97	2.4474	
	With Doctorate Units	7	2.8286	
Position	Teacher I	164	2.3744	.114 Not Significant
	Teacher II	41	2.2122	
	Teacher III	65	2.1662	
	Master Teacher I	13	2.1385	
Years in Service	Master Teacher II	1		.187 Not Significant
	Below 10 years	131	2.5595	
	10-20 years	100	2.4230	
Take-Home Pay	above 20 years	53	2.4604	.165 Not Significant
	Below 10,000	148	2.4473	
	10000 to 20000	102	2.5029	
	above 20000	34	2.6618	

**Significant Relationship Between the Extent of Procrastination and Level of Occupational Stress of Teachers**

There was a relationship between procrastination and occupational stress of the respondents with a p-value of .000, which is lesser than the alpha level of .05. This means that teachers' procrastination had a significant relationship with their occupational stress.

Table 6. Significant Relationship Between the Extent of Procrastination and Level of Occupational Stress of Teachers in the Schools Division of Himamaylan City

Procrastination Level	Occupational Stress Level	Correlation Coefficient	p-value	Interpretation
		.633**	.000	Significant

**Discussion**

The extent of procrastination of the respondents was low. This result is supported by the study conducted by Cömert and Dönmez (2019) when they found out that teachers do not usually postpone the work related to



students, staff, and education in the school. However, they pointed out that sometimes there could be delays situations. Teachers may postpone many jobs in the school depending on the context and nature of their tasks. Furthermore, Hosseini, Khezri, and Sedighi (2023) emphasized that teachers do not delay their tasks or carry out their activities and that the delay in their work has not been a reason for their worry. However, they also postpone other tasks, such as administrative work and correcting students' work.

Moreover, teachers' occupational stress varies across various groups, but teachers generally have low occupational stress. Teachers' stress levels may vary with demographic factors, and the relationship between stress and other job-related factors was apparent (Chitra, 2020). Though teaching is a tedious task, a recent study by Shen and Slater (2021) revealed that academicians experienced moderate stress levels in the workplace, and most of them applied distraction behaviors as the most common form of coping mechanism. Stress and negative emotions in teachers can lead to occupational burnout, poor performance in the classroom, and decreased job satisfaction. Apart from having negative personal and physical effects on the individual teacher, teacher stress and burnout are also thought to negatively affect the respective students and student achievement (Laybourn et al., 2019).

## Conclusion

The results revealed that teachers, generally, and when grouped according to different variables, had a low extent of procrastination. Teachers across various groups and backgrounds had diligence and industry in their jobs. They do not see delaying their task as a habit in the workplace. Teaching tasks such as submitting grades, doing class records, and passing forms, among others, might have been conscientiously and arduously done by this group of teachers. As the teaching profession is said to be a noble job, it is also apparent to strictly follow deadline protocols among the teachers. Thus, they might have yet to see cramming as an effective way of dealing with things at school.

In general, teachers also had low levels of occupational stress. Teachers might have learned to manage and handle stress and burnout in teaching. Their pre-service and in-service training also contributed to how they managed their tasks at school smoothly. Some respondents exhibited high-stress levels, such as those belonging to key stages 1 and 3.

These groups teaching kindergarten to Grade 1 may have been expected to experience high-stress levels due to the age level of their pupils that they needed to manage. Ages 24-35 also had high-stress levels as it could be gleaned that this age range is usually the peak of their careers and, at the same time, marrying age. Most of these groups of teachers are starting to build a family or pursue graduate studies which might have contributed to their stress at work. This phenomenon is also apparent to the group who belonged to bachelor's degree holders and with doctorate units. Those who belonged for ten years and below service also exhibited high-stress levels, as this period still belongs to the adjustment period of their teaching career. Various adjustment strategies are employed in the first ten years of service that may contribute to the occupational stress experienced by teachers.

There were no significant differences in the procrastination and occupational stress of the teachers when they were grouped according to various variables. This means that teachers had the same extent of procrastination and occupational stress regardless of age. Furthermore, key stages, age, educational attainment, teaching position, years in service, and take-home pay do not directly affect their procrastination and occupational stress. Lastly, there was a significant relationship between the teachers' procrastination and occupational stress. This could mean that the lower the procrastination of the teachers, the lower their chances of being stressed. While the higher their procrastination, it is likely that their occupational stress will also increase.

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