Procrastination in Relationship to Mental Health

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ABSTRACT

Procrastination is an act wherein one postpones activities or schedules or, worse, does not perform the tasks. The descriptive-correlational study aimed to determine the causes, mechanisms, consequences, and the correlation between procrastination and mental health among the senior high school students of Mahayag National High School. There were 280 respondents in this particular study. The first questionnaire measures one's procrastinating tendency, while the second measures one's mental health. The researcher underwent the Research Ethics Committee review procedures to ensure that the "do no harm" policy was duly observed and secured proper permission and consent. The results revealed that the respondents have a moderate level of procrastinating tendency. Regarding their mental health, mental health's positive affect cupped a good result, while the negative affect yielded a fair result. The researcher concluded that the respondents' most common procrastinating tendency is the *ningas cogon* or *mañana habit,* running out of time and doing things intended to do days before. It is done in academic and household settings, manifested through watching television, going through social media accounts, and sleeping resulting in educational, psychological, and physiological consequences.

Keywords: Guidance and Counseling, Procrastination, Mental health, Descriptive-correlational, Mahayag National High School

INTRODUCTION

Procrastination is said to be a too prevalent and pernicious form of self-regulatory failure. It became one of the most researched topics because of its adverse effects on both the general and student population. The delaying task has been called academic procrastination in the educational setting. It is one of the prevalent issues among students because of its adverse effects, such as academic failure and lower well-being. There have been researches conducted to understand procrastination deeper and the interventions that help regulate procrastination.

Procrastination is an act wherein one postpones activities or schedules or, worse, does not perform the doings (Abdullah, 2017). Procrastination is the suspension of undertakings or tasks to a later time or even to infinity. Some studies have shown that people regret more the things that they have not done than the things they have done. Besides, the feeling resulting from missed opportunities tends to linger long with people. Furthermore, procrastinators are people who have the desire to do something but are not motivated to start.

One of the traits that are considered why Filipinos are economically lagging than more successful Asian neighbours is the mañana habit, "bukas na" attitude, or procrastination in the English language (Quito, 2008). These are being portrayed in different facets of the Filipino's social interactions, such as trying to beat the deadlines for project completions, voter's registrations (Procrastination show in voter's registration, 2012), and even in the filing of income tax returns.

Procrastination is often a barrier to people's ability to pursue their dreams and goals. Piers Steel from the University of Calgary conducted a 2007 meta-analysis and reported that 80 -95 percent of college students procrastinate, especially in doing school works.This implies that students are the common procrastinators, like putting work off into another day, delaying projects and assignments, and just working on school stuff, not until it's the deadline. Furthermore, Steel added that graduate students are way better at fighting procrastination than undergrads. An article from New Directions for Higher Education Vol. 1997, No. 99 (as cited in by Novotney 2010) said that in a 19997 survey conducted by Professor Kathy Green, PhD from University of Denver School of Education found that doctoral students failed to complete their dissertations because of procrastination. This would lead to guilt and regret that sometimes may lead to adverse emotional and psychological effects.

Research on procrastination has flourished over the last decades due to the realization that unnecessary delay has potentially significant negative consequences and costs at the individual and societal level (Steel, Svartdal, Thundiyil, & Brothen, 2018). Procrastination manifests itself in numerous and often concrete ways. For example, recent data (Svartdal et al., 2018) suggest that the procrastinating student, in contrast to non-procrastinating students, tends not to read relevant material before lectures. The procrastinating students invested less time reading and discussing than non-procrastinating peers, and the procrastinating student tends to be passive, whereas the non-procrastinating students are more active (Nordy, Klingsieck, Svartdal, 2017).

In all countries of the world, less than half of the people who have mental disorders received treatment. Among the factors contributing to this gap are consumers' limited knowledge, negative attitudes, and financial constraints. However, behavioural economists believed that time preferences and procrastination are among the additional barriers. A survey data of student populations revealed that depression was significantly associated with procrastination and discounting. The results are generally consistent with the idea that depression increases present orientation, as measured by discounting and Procrastination (Eisenberg, D. & Druss, B., 2015). Student's mental health and well-being are also affected by procrastination. Procrastinators were reportedly to have lower stress and less illness in the earlier part of the semester but developed higher pressure and disease later.

Moreover, in the academic setting, procrastination has been linked to other unfavourable educational practices and results, including low study habits, nervousness during a test, unprepared for examinations, late submission of projects/assignments, and lower grades (Nakalema, G. & Ssenyonga, J., 2014). Thus, procrastination can bring adverse effects, especially on the learners.

Also, procrastination has two faces. According to Khan, (2020), the types of procrastination are active and passive Procrastination. Passive procrastination is delaying tasks because the person cannot decide what to do and has difficulty starting the job. An example would be setting a time to accomplish projects but haven't done anything to form the target task. The second type is active procrastination, in which the person purposefully delays the job because the person feels challenged and motivated if he/she works under the pressure of time. For example, some students only

work if the deadline will be given since that deadline will drive them to work on the task.

As mentioned, procrastination is associated with lower mental health. As a psychology major, the researcher was interested in studying the relationship between procrastination and mental health. The condition in which every individual's well-being realizes their capacity can overcome life's difficulties can effectively and efficiently work and contribute to their community called mental health (World Health Organization, 2007). According to Sirois (as cited in Pychyl, 2014), persons who procrastinate tend to have little time in doing their tasks which lead to "cramming" accompanied by a physiological manifestation of stress (e.g., upset/ tensed stomach, faster heartbeat, etc.) Regular exposure to focus will lead to feelings of guilt and shame.

Given all the vital points mentioned above, and spurred by the desire to contribute to research on the topic, this research aimed to identify the level of awareness towards one's procrastinating behaviour, activities to which one procrastinates, mechanisms or behavioural ways to procrastinate. Furthermore, causes and consequences of procrastination, procrastinating tendency, and current state of mental health as measured by the following subscales – anxiety, depression, loss of behavioural/ emotional control, general positive affect, emotional ties, and life satisfaction were also measured. The individual subscales and their overall mental health were correlated with the respondent's tendency to procrastinate. The researcher assumes that there is no significant correlation between age and one's level of procrastinating tendency, the positive and negative affect of mental health; that there is no significant correlation between procrastinating movement and the positive and negative affect of mental health, and there is no significant degree of difference between Grade 11 and 12 on the level of procrastination and negative and positive effect of mental health.

Finally, the research results were utilized in coming up with an intervention program that would help eliminate procrastination among the students.

Theoretical Background. This research was anchored on the Temporal Motivation Theory of Procrastination by Piers Steel and the Mental Health Conceptualization from the Mental Health Inventory by Veit and Ware. Self Determination Theory by Edward L. Deci and Richard M. Ryan also pointed out the chief contributors in achieving psychological

well-being. Psychodynamic theory, behavioural theory, and cognitive theory also tried to explain the said study's different variables. Piers Steel and Cornelius J. Konig developed an integrative motivation concept called Temporal Motivation Theory (TMT). The theory emphasizes time as an important motivational factor and focuses on deadlines in accomplishing tasks on time (Education, Society & the k-12 Learner). This theory (aka The Procrastination Equation) represented the most recent motivational research developments; most other motivational principles were derived from this integrative theory.

Furthermore, Psychoanalytic and Psychodynamic Theories also explain the relationship between procrastination and the person's mental health. In 1953, Freud tried to explain procrastination's tendency based on the concept of avoiding tasks (cited in Siaputra and Bagus 2010). According to this concept, incomplete tasks are avoided because it poses a danger to the ego. Freud offers a postulate that anxiety serves as a warning sign of a threat to the ego when individuals face unrealized dangerous things.

Aside from the psychoanalytic and psychodynamic perspective, procrastination's causes, mechanisms, and consequences can also be explained through Behavioral Theory. In the behaviourist paradigm, reinforcement theorists formulate that procrastination increases by the repeated individual's dilatory behaviour. Classical learning theory explains that actions usually occur automatically through the provision of reinforcement or lack of punishment. Thus, procrastination happens because delaying the load of work could be rewarding to the person's feelings. Most of the temporal punishment in the delayed action taken is no longer considered a form of punishment. Although relatively new, the theory of cognitive approach/theory is much more popular to explain behaviour and psychological concepts, including procrastination. According to this approach, three things were the causes of procrastination; irrational beliefs, vulnerable self-esteem, and the inability to make decisions.

Legal Bases. This study was anchored under the United Nations' Sustainable Development Goals no. 3 – Good Health and Well-being. The goal ensures essential healthy lives and promoting well-being at all ages throughout the globe. It is also anchored under Philippine Republic Act No. 11036 or known as the Mental Health Act. It establishes a national mental health policy to enhance the delivery of integrated mental health services, promoting and predicting persons' rights utilizing psychiatric, neurologic, and psychosocial health services, appropriating funds, therefore, and for

other purposes. The following were the vital points that were considered in the undertaking of the said research investigation.

The Sustainable Development Goals are a challenge by all countries – poor, rich, and middle – to promote prosperity while protecting the planet. They recognize that ending poverty must align with strategies that would foster economic growth. And social problems such as education, health, safety, job opportunities, environmental protection, and the like will also be addressed. The goals aim to promote positive change not only to the few countries but to the whole world. Before the pandemic hit, there are already issues addressed to improve the health of the people. To increase life expectancy and reduce some of the frequent killers connected with child and maternal mortality are two issues that the objective is attempting to solve. By providing adequate funding for the health systems, improved sanitation and hygiene, and more skilful and knowledgeable physicians, significant progress can save millions of lives. Thus, intending to promote well-being, this research wanted to contribute.

Section 2 which is the Declaration of Policy of Republic Act No. 11036. According to this section, the state commits itself to promote the mental health of people by ensuring that: mental health is valued, supported, and protected; timely, affordable, high-quality, and culturally- appropriate mental health care is made available to the public; participate fully in society and work, free from stigmatization and discrimination.

Furthermore, every individual has the right to access and avail the mental health services that they need. On an equal and nondiscriminatory basis, the people should enjoy all rights guaranteed by the Constitution and those recognized under the United Nations Universal Declaration of Human Rights and the Convention on the Right of Persons with Disabilities and all other relevant international and regional human rights convention and declaration.

Section 24 stated that Mental Health Promotion in Educational Institutions – Educational institutions, such as schools, colleges, universities, and technical schools, must develop policies and programs for students, educators, and other employees to raise mental health awareness, identify and provide support and services for individuals at risk, and facilitate access, including referral mechanisms of interdisciplinary services.

As an outcome, mental health specialists will be necessary in all public and private educational institutions. The above points mentioned

and enumerated are the legal foundations of this study. It is believed that the state addresses the concern on mental health, and society should look into the said issue and matter.

Procrastination. People have this procrastinating tendency. Accordingly, no matter how well-organized and committed you are, there are times that you found yourself doing leisure activities such as watching TV, scrolling through social media accounts, shopping online, and many more than working on work or school-related projects (Cherry, 2019). According to Dr Ferrari, Procrastination is not waiting, and it is not more than delaying. It is entirely the decision of the person not to act (APA, 2010).

Causes of Procrastination. One of the famous lines goes, "There are reasons behind everything." Therefore, there are also causes or reasons why some people procrastinate. James Frankton, 2014 on MotivationGrid wrote "The 4 Main Causes of Procrastination Revealed". The first reason was the fear of failure. If one fears the consequences of failing, the person will also be hesitant to take a step or action. The second was excessive perfectionism. According to Frankton, being a confessed perfectionist, one might find it challenging to take a feat unless one knows that he/she can do the job with which he/she will be satisfied. The third was low energy levels. Lacking energy or not being willed enough to do a thing, task, or responsibility will result in one will not feel like doing much at all. Then finally, lack of concentration. Frankton said that one probably lacks focus if one frequently feels directionless or one thing that he/she does not have a purpose in life. If there are no goals set, then it is almost certain that one will lack focus – as one has no target to work.

Mechanism of Procrastination. According to specific research, the most common Procrastination mechanism is watching TV, which is immediately followed by sleeping, texting, and visiting social networking sites. This data supports the studies of Pychyl, Lee, Thibodeau & Blunt 2000 and Naizabekov (2012), which states that the above doings are the most common mechanisms for procrastination. The results show that the top mechanisms are the typical recreational activities that people find pleasurable. Once a person finds enjoyment in things or actions, there will be a chance to be hooked on them. Thus, people would prefer to do the enjoyable one because they are deemed to be rewarding.

Consequences of Procrastination. According to Kristin O' Donovan, a Certified Life and Productivity Coach (2018), there are eight most

common Procrastination effects. First is the loss of precious time. She said that once the person procrastinates, there's a greater tendency to get frustrated, thinking that the person might be able to do better things if he/she had taken a step from the very beginning. Second is there is a possibility that the person will kick off opportunities and chances. Third, one might not be able to meet goals. Procrastination can lead to a greater chance that deadlines and target goals will not be completed in a specific time, thus resulting in unrealized targets. Fourth is the tendency to lose a career. Fifth is self-esteem would go down. The sixth common effect is poor decision-making. When one procrastinates, the person makes decisions base on measures that most likely would not be there if the person did not procrastinate. Seventh is the chance of damaging one's reputation, and lastly, putting one's health at stake. Procrastination and mental health problems like stress and anxiety are linked to each other. If one procrastinates too much, one will likely stress out and may result in pressure, especially when other people or things are involved. Studies show us how damaging stress and anxiety are for us, with stress being the silent killer.

Mental Health. World Health Organization stresses the vital importance of mental health as a component of health. The WHO constitution states: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." Thus, mental health is not about the absence of mental disorders or disabilities. Mental health is defined as a state of well-being. An individual realizes his or her abilities, can cope with the everyday stresses of life, work productively, and contribute to their community. Given the definition above, mental health is an essential tool to human's ability to think, emote, socialize and function productively in society and to one another.

Procrastination was identified as one of the reasons that cause academic failures, unsuccessful tasks, and health concerns. A lot of studies and researches spurred to have a full grasp of understanding about it. And to unveil the appropriate intervention that would help lessen and eventually eliminate procrastinating behaviour.

Low adjustment may be explained directly by stress caused by worry/anxiety about the delay, and indirectly by the inclination to put off key coping behaviors, according to research on procrastination and mental health. Participants in this study (80 women, 24 men; 18-33 years old; M age = 21.12 years old, SD – 2.03) completed Spanish versions of a

measure of coping behaviors related to mental health and a procrastination inventory evaluating the tendency to avoid starting or finishing tasks in a variety of situations. Procrastinators reported much less positive acts and expressed feelings/needs than non-procrastinators, according to the findings. Poor positive acts, expressing sentiments, and assertiveness were all significant predictors of student procrastination. Implications are seen to be important in terms of a student's personality and development (Ferrari, Diaz-Morales, 2014).

Another study conducted by Barnova and Krasna is also about academic procrastination. The authors deal with the topical issues of lifelong learning, focusing on academic procrastination as one of its barriers. Lifelong learning belongs to the priorities of the European Union. According to the European Commission and the EU Member States, it can be defined as purposeful learning activities that improve individuals' knowledge, skills, and competencies at any stage of their lives. It can be realized in the framework of formal and non-formal education, as well as informal learning. The authors of the paper pay special attention to academic procrastination casual and non-formal learning environments, a form of escape – an ineffective learning strategy and can be considered among the significant barriers in lifelong learning. During their studies, they often realize that they have problems accomplishing tasks within the desired time due to their difficulty or procrastination. The educational practice shows that, as a consequence, many of them give up and quit their studies (Barnova and Krasna, 2019).

Furthermore, academic procrastinators are widespread among undergraduates. This study targeted to examine the increasing rate of academic procrastination among undergraduates in health professions and explore the mediation effects of self-efficacy for self-regulation and fear of failure in the relationship between self-esteem and academic procrastination. The results showed that the total score for academic procrastination was negatively correlated with scores for self-esteem and self-efficacy for self-regulation and positively correlated with the fear of failure. Thus, it suggests that academic procrastination has something to do with anxiety or the fear of failing in doing things (Zhang, Dong, Fang, Chai, Mei, and Fan 2018).

Additionally, previous research studies indicate that procrastination is often related to higher negative emotions and overall distress. On the other hand, self-forgiveness was shown to be associated with lower pain

and improved mental health. The study has shown that when one is high in self-forgiving for Procrastination, Procrastination tends to be lower. The connection between self-forgiveness and procrastination was mediated through the presence of more heightened positive emotions (Martincekova & Enright, 2018). Overall, the study proposes that if an individual forgives himself for delaying tasks or work that has to be done, the person might be more motivated to do the responsibility, less motivated to commit the same mistake in the future, and therefore, procrastinates less. They highlight the potential benefits of self-forgiveness for increasing positive emotions and thereby for reducing procrastination. According to the study of Grund and Fries (2018), people who are high in procrastination have low achievement and increased well-being value orientations. The results also found out that the male students are more prone to academic procrastination's adverse effect.

There was also a study that aims to unveil procrastination interventions. A meta-analysis study conducted by van Eerde and Klingsieck (2018). aims to determine whether people can reduce procrastination and what could be the type of intervention that would lead to the most substantial reduction. They compared four different self-regulation types, cognitive behavioural therapy, other therapeutic approaches, and interventions focusing on individuals' strengths and resources. They found out that there was a significant reduction in procrastination after the intervention was given. Furthermore, they suggested that the cognitive-behavioural theory is an effective intervention in reducing procrastination.

On the other hand, Seker, Y. (2018) studied the relationship between personality traits, procrastination, and mental health problems in school and university. The study utilized Big Five Personality (BFP) (Goldenberg, 1992), Procrastination Scale (PS) (Lay 1986), Depression Anxiety Stress Scale (Lovibond &Lovibond 1995), and the demographic Performa. The study had a sample of 321; 176 males and 148 females administrative from private and government schools with age range 21 – 61. The results suggested a positive relationship between extraversion, agreeableness, openness to experience, and a negative association with neuroticism and mental health. A positive relationship was found in neuroticism, mental health, and procrastination among the respondents. Thus, it can be inferred that mental health and procrastination can affect one another and regulate to avoid adverse effects.

Also, Tibbett and Ferrari (2018) examined what develops a procrastinator's identity. Previous research indicated that chronic procrastination is a learned tendency beginning in early development from parental control approaches. The study extended that line of research using a cross-cultural sample (n=2124), self-reported procrastination, and retrospective regrets scores in 12 domains. Logistic regression was used to predict the chance of explicitly identifying as a procrastinator. Results indicated that indecision and regrets about education, career, and finances most increased the likelihood of identifying as a procrastinator. The findings support that regrets largely influenced by earning-potential best predict procrastination identity. The current results are consistent with other studies assessing the cause and consequences of chronic procrastination regardless of country or ethnic background.

A study conducted by Paola and Scoppa investigated procrastination, academic success, and the effectiveness of a remedial program. It has been said that procrastination produces a negative effect on the aspect of business and industry and as well as in the academy setting. Using data from a large sample of Italian undergraduates, they measure procrastination with students' actual behaviour, considering the delay in finalizing their university enrollment procedure. The first shows that procrastination is a strong predictor of students' educational achievements. This result holds accurate control for quite reliable cognitive abilities and some background characteristics and students' motivation indicators. Secondly, they investigated, using a Regression Discontinuity Design, the effects of a remedial program in helping students with different propensity to procrastinate. It shows that the policy significantly advantages students who tend to procrastinate, suggesting that policies not directly aimed at hand. The procrastination can help solve self-control problems (Paola, M & Scoppa, V., 2014).

Procrastination can be viewed as temporally bound behaviour in which momentary emotional boosts from disengaging from unpleasant or aversive tasks may improve affective well-being in the present, but at the expense of well-being in the future.

This study sought to determine the causes, mechanisms, and consequences of procrastination. It correlates the mental health level among the Senior High School students of Mahayag National High School, Mahayag, San Miguel, Bohol of the school year 2018-2019. The findings of the study served as the basis for the action plan. Specifically,

it aimed to answer of the following information needed: the profile of the respondents in terms of sex, age and grade level; the causes, mechanisms, and consequences of procrastination of the respondents; the level of procrastinating tendency of the respondents; level of mental health of the respondents, including their level in the following positive and negative affect subscales: anxiety, depression, loss of behavioral/emotional control, positive affect, emotional ties, and satisfaction in life; significant correlation between age and one's level of procrastinating tendency, the positive and negative affect of mental health; significant correlation between procrastinating tendency and the positive and negative affect of mental health; significant degree of difference between Grade 11 and 12 students on the following: level of procrastination, negative affect of mental health, positive effect of mental health; significant degree of variance among the positive and negative affect and procrastinating tendency and the action plan that can be proposed based on the findings.

METHODOLOGY

The study utilized a quantitative approach, precisely the descriptive-correlational method, wherein the researcher obtained scores from two variables for each subject, then use them to calculate a correlation coefficient. The study was conducted in Mahayag National High School, a public institution located at Mahayag, San Miguel, Bohol. The study respondents included 280 – male and female Senior High School students who are enrolled for the SY 2018-2019 school. The respondents came from the different tracks – Technical Vocational and Livelihood (TVL) and General Academic Strand (GAS), which has Accountancy, Business and Management (ABM), Science and Technology, Engineering and Mathematics (STEM); and Humanities and Social Sciences (HUMSS).

To gather the data needed, the researcher used a form and two standardized questionnaires. The first part contained questions referring to the respondent's profile. The second part consisted of questions about procrastination. The third part included questions that would determine the mental health of the respondents. Pure Procrastination Scale by Piers Steel was used to measure procrastination in both behavioural and decisional aspects. Its items were derived from the General Procrastination Scale by Lay, Adult Inventory Procrastination Scale McCown, and Johnson, and Decisional Procrastination Questionnaire by Mann by analyzing each of

their items. Veit and Ware's Mental Health Inventory was used to measure mental health with its subscales: anxiety, depression, loss of behavioural/emotional control, positive affect, emotional ties, and life satisfaction.

The ethical consideration method was used in this investigation. The researcher drafted a letter that explains the study's purpose and includes a consent form for the participants. Among those below 18, a consent form was also signed by the parent or guardian. An assent form was attached to determine whether respondents, who are according to definition too young to provide informed consent but are old enough to understand the proposed research in general, its expected risks and benefits, and the activities expected of them as respondents, were willing to participate in research. Before distributing the surveys, the researcher conducted Research Ethics Committee review processes to ensure that the "do no harm" policy was followed and that correct authorization and consent were obtained.

RESULTS AND FINDINGS

Based on the results of the statistical analysis of the data, the following was revealed:

On Profile of Respondents. 53.93% of the respondents were females, while only 46.07% were males. In terms of age, 51.79% of the respondents aged 18 years old, 42.86% aged 17 years old, 2. 86% aged 19 years old and 2.50% aged 16 years old. For the grade level, 57.14% of the respondents were Grade 11 students and 42. 86% of the students were Grade 12 students.

On the Causes, Mechanisms, and Consequences of Procrastination. In terms of procrastination causes, the cause with the highest percentage of responses (61.07%) is delay represented by the item "I don't feel the pressure because the required deadline for the tasks to be accomplished is at a later time." On the other hand, the cause with the lowest percentage of responses (24.64%) is the value of the given task as manifested by its easiness which is represented by the item – "The given task/s is/ are too easy." In terms of the mechanisms employed for procrastinating, the first four ways to procrastinate, which has the highest percentage, are watching TV (73.93%), visiting social media networking sites (62.14%), sleeping (59.59%), and texting and hanging out with friends (51.07%), respectively. On the other hand, working, talking, dancing,

and doing household chores have the lowest percentage of responses (2.14%). In terms of the consequences of procrastination, the first four highest consequences are: not being able to study well (69.64%), regret (60.36%), not being able to pass projects/assignments on time (55%), lack of sleep (51.43%). The item – "I have thoughts of committing suicide" received a 24.29% of responses.

On Level of Procrastinating Tendency. For the procrastinating tendency, ranked one was represented by the item – "I am continually saying, "I'll do it tomorrow," with a weighted mean of 2.30 interpreted as moderately evident. Then, it was followed by the item – "I find myself running out of time" with a weighted mean of 2.46 interpreted as moderately evident. Then third in rank was followed by the item – "I often find myself performing tasks that I had intended to do days before" with a weighted mean of 2.48, which was interpreted as moderately evident. The overall composite mean for the respondents' procrastinating tendency is 2.55, which was interpreted as less evident.

Level of Mental Health Subscales. Regarding the mental health subscales, anxiety has a composite mean of 2.70, which was interpreted as fair. Depression has a composite mean of 2.47, which was interpreted as sound. For the loss of behavioural/emotional control, the composite mean was 2.62, which was interpreted as fair. For the positive affect, it has a composite mean of 2.76, interpreted as good. Emotional ties have a composite mean of 2.83, interpreted as good. And finally, for the satisfaction of life, it garnered a composite mean of 2.84, interpreted as good.

Correlation between age and one's Level of Procrastinating Tendency, Positive and Negative Affect of Mental Health. Correlation between age and procrastination tendency yielded -0.13339, which is significant. The correlation between age and negative affect of mental health yielded -0.07416, which is also significant. Then, age and positive affect of mental health resulted in 0.13809, which is also significant.

Correlation between Procrastinating Tendency and Positive and Negative Affect of Mental Heath. Procrastinating tendency and the positive and negative affect of mental health were also correlated. Procrastinating tendency and positive affect on mental health resulted in a -0.04450 correlation, which is significant. With procrastinating tendency and negative affect on mental health, it also resulted in a significant correlation.

Significant Degree of Difference on Level of Procrastination and Mental Health among Respondents. Furthermore, the difference between Grade 11 and 12 students' level of procrastination result is insignificant. The two yielded different results for the difference between Grade 11 and 12 students' negative and positive affect on mental health. A significant result was noted for the difference between Grade 11 and 12 students' negative mental health. In contrast, an insignificant result was generated for the difference between Grade 11 and 12 student's positive affect on mental health.

Degree of Variance among Positive and Negative Affect of Mental health and Procrastinating Tendency. Finally, the result was significant for the analysis of variance among the negative affect of mental health and procrastinating tendency. The result was insignificant for the analysis of variance among the positive affect of mental health and procrastinating tendency.

CONCLUSIONS

The top causes of procrastination were pressure, the distraction of other pleasurable activities, and complex tasks. The more pleasurable activities they engaged in are the typical recreational activities such as watching television, sleeping, texting and visiting social media networking sites. In engaging with these activities, the initially intended activity is delayed. It is not given the quality and sufficient time, which results in not studying well, regret, delay in passing projects and assignments, and lack of sleep.

The results on the level of procrastinating tendency show that "ningas-cogon or maňana habit" is the top procrastinating tendency among respondents. The overall procrastinating tendency was less evident among the respondents. The different mental health subscales' interpretation falls in the sometimes and rarely scales, which has a fair and good interpretation. Thus, it can be concluded that the mental health of the respondents was on average levels.

Correlation between Age and One's Level of Procrastinating Tendency, Positive and Negative Affect of Mental Health. The researcher also concluded that age and procrastinating tendency, the negative affect of mental health, and the positive affect of mental health have a statistically significant relationship, thus rejecting the null hypothesis presented.

Correlation between Procrastinating Tendency and Positive and Negative Affect of Mental Health. The null hypothesis was also rejected for procrastinating tendency and positive affect on mental health and procrastinating tendency and negative affect of mental health since it was also proven that the variables have a significant relationship.

Degree of Difference on Level of Procrastination and Mental Health among Respondents. The null hypothesis was accepted for the difference between Grade 11 and 12 students' level of procrastination and the difference between Grade 11 and 12 students' positive affect on mental health since the variables are insignificantly related.

Degree of Variance among Positive and Negative Affect of Mental Health and Procrastinating Tendency. The null hypothesis was rejected for the difference between Grade 11 and 12 students' negative affect of mental health and procrastinating tendency, for there was a significant difference among the variables.

According to Temporal Motivation Theory, impulsiveness, delay, and expectancy of success and value accounted for the degree of procrastinating behavior of the students. These lead them to delay their intended activities in the academic or household setting in favor of the more pleasurable activities, which are quickly achieved with rewards attainable in the soonest time.

RECOMMENDATIONS

Given the initial findings and conclusions, the following recommendations were suggested:

1. It is recommended that the senior high school students, teachers, parents, admin, and counselor be aware of the study's results and interpretations.

2. The researcher recommends that the teachers set and be firm with their deadlines so that the students will do the work that has to be done according to the results; it is the most common reason students procrastinate. It is also imperative that the teachers look into the students' capacities before giving projects and/or assignments accordingly. Another reason they procrastinate was that the task/s is/are difficult.

3. The parents should keep track and monitor their sons/daughters' doing, especially in the house, because there are instances when

the kids are spending more time on leisure activities like watching tv, visiting social media sites, and others than doing the work to be done.

4. The researcher recommends that students limit their leisure activities and focus more on the important ones, especially academics, to avoid studying well, regret, and not pass projects/ assignments on time.

5. The researcher recommends that parents, teachers, and peers influence their children, students, and friends not to procrastinate on their academic activities.

6. The researcher recommends that teachers, administrators, parents, and students should work hand in hand to eliminate procrastination in the academic setting.

7. The researcher recommends that the school, administration, and parents work for hand in and develop techniques and ideas that would minimize the procrastinating tendencies of their students/ sons/daughters.

8. The researcher recommended that the students be able to discover themselves – their potentials, strengths, weaknesses, and mental health state so that they could come up with the best fit technique to minimize and eventually eliminate their procrastinating tendency.

9. The researcher recommended that the guidance office develop an educational talk that would help inform students regarding the possible effects of procrastination on one's mental health.

10. The researcher recommends that the guidance office develop activities like stress-management, time-management, and emotion-management so that students will be helped and guided in their daily challenges.

11. The researcher recommends that the students, faculty, and staff focus on strengthening the positive affect of mental health by indulging in their hobbies, doing the activities they love, eliminating the stressors in their lives, and appreciating more on the positives to them.

12. The researcher recommends that future researchers who would want to study the relationship between procrastination and mental health should include other variables to determine how the former can be closely linked with the latter.

13. The researcher recommends that future researchers should research the relationship between procrastination and other variables like academic performance.

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