

THESIS AND DISSERTATION WRITING PROCRASTINATION AMONG GRADUATE TEACHER EDUCATION STUDENTS

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ABSTRACT: *Academic procrastination is a persistent challenge among graduate students, particularly in completing theses and dissertations. This study examines the procrastination behaviors of graduate teacher education students at Negros Oriental State University, identifying the key factors contributing to delays and their impact on academic progression. Specifically, it explores procrastination in academic preparation, personal motivation, financial and material resources, institutional-related factors, and community or social influences. The study also investigates the relationship between students' demographic profiles and their degree of procrastination. Using a quantitative research design, data were gathered from graduate students through standardized survey instruments. Statistical analyses, including correlation and descriptive statistics, were employed to determine patterns and relationships among variables. Findings indicate that graduate students exhibit a moderate degree of procrastination, with academic preparation, financial constraints, and external responsibilities as the primary influencing factors. A moderate level of procrastination is observed in areas such as lack of research skills, low intrinsic motivation, and time management difficulties, while institutional-related and social factors contribute to a slightly lower degree of procrastination. Furthermore, students perceive a high degree of benefits in completing their graduate studies, particularly in terms of career advancement, professional recognition, and personal fulfillment. Many see obtaining a graduate degree as a pathway to promotion, job stability, and increased self-confidence in their academic and professional careers. The study provides insights for developing targeted interventions, such as enhanced research training, improved academic advising, financial assistance programs, and fostering a supportive academic environment. Addressing these challenges can help institutions improve graduate completion rates and support students in successfully finishing their theses and dissertations...*

Keywords: Academic Procrastination, Graduate Students, Thesis Writing, Dissertation Completion, Teacher Education

1. INTRODUCTION

Pursuing a graduate degree is a significant academic endeavour that enhances professional competence, critical thinking, and field-specific expertise. A fundamental requirement for graduate students is the completion of a thesis or dissertation, which serves as both a demonstration of their research capabilities and a culmination of their academic journey [1]. However, many graduate students struggle with procrastination during the thesis and dissertation writing process, often leading to delayed completion or even academic attrition [2].

Academic procrastination, defined as the intentional delay of academic tasks despite potential negative consequences [3], is a prevalent issue among graduate students. Research suggests that procrastination is influenced by various factors, including time management difficulties, psychological stress, self-efficacy issues, and ineffective supervision [4]. A bibliometric analysis of academic procrastination trends highlights that procrastination persists across all educational levels and is significantly influenced by external factors such as supervision quality and institutional support [5].

The challenges of thesis and dissertation writing are well-documented. Studies indicate that postgraduate students often struggle with identifying research topics, structuring their work, receiving timely feedback from advisors, and managing self-discipline [6]; [7]. In particular, students in non-native English-speaking contexts face additional obstacles related to academic writing and adherence to research conventions [8]. Furthermore, psychological factors such as anxiety, stress, and self-doubt exacerbate procrastination, leading to further delays in thesis and dissertation completion [9].

Several studies have identified the negative impact of procrastination on graduate students' overall academic performance and well-being. Severe procrastinators often

experience heightened levels of stress, sleep disturbances, and mental health issues, all of which contribute to diminished academic productivity [2]. Moreover, inadequate institutional support structures, such as insufficient research writing training and limited mentoring, have been identified as key contributors to dissertation writing delays [10].

Given the growing concerns surrounding thesis and dissertation writing procrastination among graduate students, this study seeks to explore the extent of procrastination among graduate teacher education students of Negros Oriental State University (NORSU). Specifically, it aims to identify the factors contributing to their procrastination behaviours, examine the role of academic self-regulation, supervisor engagement, and institutional support, and propose strategies to mitigate procrastination and enhance graduate students' research productivity. The findings of this study are expected to provide valuable insights for educational institutions, faculty members, and policymakers in developing interventions that foster timely thesis completion and academic success among graduate students.

Specifically, this paper seeks to answer the following questions:

1. **What is the profile of graduate students as to: age, sex, area of specialization; employment status; employer; and monthly income?**
2. **What are the reasons and degree of procrastination of graduate students in terms of?**
 - 2.1 Academic Preparation;
 - 2.2 Personal Motivation;
 - 2.3 Financial and Material Resources;
 - 2.4 Institutional-related Factors; and
 - 2.5 Community of Social Factors?

3. Is there a significant relationship between the respondent's profile and their degree of procrastination in terms of:

- 3.1 Academic Preparation;
- 3.2 Personal Motivation;
- 3.3 Financial and Material Resources;
- 3.4 Institutional-related Factors; and
- 3.5 Community or Social Factors?

4. What benefits do graduate students anticipate in finishing the thesis/dissertation and in finishing the degree?

2. THEORETICAL BACKGROUND

This study is grounded in three key theories: Expectancy-Value Theory (Eccles [11], & Wigfield [12]), Self-Regulation Theory (Bandura [13], Zimmerman [14], & Schunk [15]), and the Perfectionism and Fear of Failure Theory (Burns [16], Frost [17], & Flett [18]). These theories provide a comprehensive framework for understanding the procrastination tendencies of graduate students in thesis and dissertation writing.

The Expectancy-Value Theory posits that students' motivation to engage in academic tasks is influenced by their expectations of success and the value they assign to the task's outcomes. Procrastination occurs when students perceive a low likelihood of success or when they do not see the task as meaningful or beneficial to their academic or professional growth. If a student believes their efforts will not yield significant rewards, they are more likely to delay writing their thesis or dissertation.

The Self-Regulation Theory explains procrastination as a deficiency in self-monitoring and self-control. According to this theory, students who struggle with regulating their focus, time management, and discipline are more likely to delay academic tasks. Procrastination, in this sense, is viewed as an inability to align behaviour with long-term goals, often resulting in avoidance and last-minute efforts.

Lastly, the Perfectionism and Fear of Failure Theory suggests that some students procrastinate due to excessively high standards and an intense fear of failure. Perfectionists may delay starting or completing their work because they fear it will not meet their own or others' expectations. This anxiety-driven avoidance leads to procrastination as a coping mechanism to shield themselves from potential criticism or feelings of inadequacy.

Together, these theories provide a multidimensional understanding of why graduate students procrastinate in thesis and dissertation writing, linking motivational, cognitive, and emotional factors that contribute to academic delays.

3. REVIEW OF RELATED LITERATURE

Academic Preparation

Academic preparation is a crucial factor influencing the success of graduate students in completing their theses and dissertations. Studies indicate that insufficient research skills, lack of familiarity with academic writing conventions, and difficulties in synthesizing literature contribute to procrastination among postgraduate students [1]. Many students struggle with formulating research topics, designing methodologies, and applying proper citation and referencing styles [19].

A study by Sükan and Mohammadzadeh [8] found that non-native English-speaking graduate students face significant challenges in writing their theses due to poor academic writing preparation. Similarly, Munyao and Oduol [6] highlighted that graduate students who lack exposure to structured research methodologies often experience delays in thesis completion. These findings suggest that academic preparation programs, such as research writing workshops and structured thesis mentoring, could help reduce procrastination rates.

Additionally, Hailikari, Katajavuori, and Asikainen [4] emphasize that time and effort management skills are critical to academic success. Their study showed that students who struggle with organizing their research workload tend to procrastinate more. This reinforces the need for graduate programs to incorporate structured academic preparation, research methodology courses, and time management training to help students complete their work on time.

Personal Motivation

Personal motivation plays a significant role in students' ability to complete their theses and dissertations. Research suggests that students with low self-efficacy, lack of intrinsic motivation, and high levels of anxiety are more likely to procrastinate [3]. According to Rozenal et al. [2], procrastination is not merely a behavioral issue but is closely linked to psychological factors such as self-doubt, anxiety, and fear of failure.

Araya-Castillo et al. [20] proposed a theoretical model of procrastination, identifying psychological, social, and time management dimensions as significant contributors to academic delays. Their findings indicate that students who lack goal-setting strategies and motivation tend to postpone their research work. Similarly, Ulupınar, Kaya, and KüçükYüceyurt [10] found that students who reported low satisfaction with their graduate programs were more likely to procrastinate, highlighting the importance of maintaining motivation through academic engagement and structured goal-setting.

Moreover, Munda, Thangavel, and Tiwari [9] found that academic stress and personal motivation interact to influence procrastination levels. Their study indicated that students with strong academic self-efficacy were more likely to engage in active procrastination, leading to better performance, while those with low self-confidence exhibited passive procrastination, resulting in academic failure. This suggests that enhancing students' motivation through academic counselling, goal-setting strategies, and mentorship programs can mitigate procrastination behaviours.

Financial and Material Resources

Financial constraints and the availability of research materials significantly affect graduate student's ability to complete their theses and dissertations on time. Studies have shown that students who struggle with tuition fees, research expenses, and access to academic materials are more likely to experience delays in their research progress [6].

A study by Haq and Shahzad [7] found that postgraduate students, particularly those juggling jobs and family responsibilities, faced significant challenges in balancing academic work with financial pressures. Krásna et al. [21] also noted that graduate students with limited access to

research funding, software, and academic databases often struggled to conduct thorough literature reviews and data analysis, leading to procrastination.

Moreover, Cabatac et al. [22] examined the relationship between procrastination and occupational stress among teachers pursuing graduate degrees. Their findings indicated that financial constraints, combined with work-related stress, led to higher levels of procrastination among working graduate students. This suggests that universities should provide financial support mechanisms such as scholarships, research grants, and access to free academic resources to help students overcome financial barriers.

Institutional-Related Factors

Institutional policies, academic support systems, and faculty engagement significantly influence graduate students' ability to complete their theses and dissertations. Research highlights that poor supervision, ineffective research guidance, and bureaucratic hurdles within universities contribute to high procrastination rates [6].

According to Haq and Shahzad [7], many students struggle to get timely feedback from their advisors, leading to frustration and delays in their research progress. Similarly, Lifeng and Mohamad Ashari [5] emphasized that universities with structured thesis mentoring programs, research support services, and writing centres reported lower procrastination rates among graduate students.

Moreover, Shahsavar and Kourepaz [1] found that supervisory relationships play a crucial role in thesis completion. Graduate students who receive frequent and constructive feedback from their advisors are more likely to stay on track, while those with passive or disengaged supervisors experience prolonged research delays. Sükan and Mohammadzadeh [8] also found that institutional support, particularly in the form of research workshops and academic writing programs, significantly reduces procrastination behaviours among non-native English-speaking students.

To address these issues, universities must enhance faculty engagement, streamline thesis approval processes, and provide structured academic support systems to help students navigate the research process efficiently [9].

Community and Social Factors

Social influences, including peer interactions, family support, and workplace responsibilities, play a crucial role in shaping students' attitudes toward thesis and dissertation writing. Studies indicate that students who lack a strong support network are more likely to procrastinate due to stress, anxiety, and lack of motivation [2].

Cabatac et al. [22] found that graduate students who balance work and academic responsibilities often experience higher levels of procrastination due to social and occupational stress. Similarly, Akbar, Ahmad, and Hussain [23] examined the role of hesitation and shyness in academic performance, which may also be linked to procrastination among students who lack confidence in their research abilities.

Furthermore, Hailikari et al. [4] highlighted the importance of study groups and peer mentorship programs in reducing procrastination. Their study found that students who engaged in collaborative research discussions were more likely to stay motivated and complete their work on time. Lifeng and Mohamad Ashari [5] also suggested that universities should

encourage peer accountability programs to help graduate students overcome procrastination tendencies.

A study by Ulupinar et al. [10] found that graduate students who had strong social support networks from family and peers reported lower levels of procrastination. These findings suggest that creating a collaborative academic environment, fostering mentorship programs, and providing psychological support services can help mitigate procrastination behaviours among graduate students.

4. METHODOLOGY

Research Design

The study employs a descriptive-correlation research design to analyze the reasons for procrastination among graduate students, specifically in terms of academic preparation, personal motivation, financial and material resources, institutional-related factors, and community/social factors. The descriptive approach identifies procrastination trends, while the correlational component examines the relationship between students' demographic profiles and their degree of procrastination. This methodological approach aligns with previous studies on procrastination, such as Haq & Shahzad [7], who used a descriptive-correlational method to investigate academic delays in postgraduate students. Similarly, Rozental et al. [2] emphasized that procrastination studies benefit from correlational analysis, as it establishes significant relationships between personal and external factors influencing academic delays.

Research Respondents

The respondents of this study consist of graduate students enrolled in the Master's and Doctorate programs in Teacher Education at NORSU. Only students who are in the thesis or dissertation writing phase are included, as they are the most affected by academic procrastination. A purposive sampling technique is used to ensure that the selected participants are directly experiencing the challenges under investigation. The respondents of this study comprised 53 graduate teacher education students enrolled at Negros Oriental State University. Among them, 50 were master's degree students, while 3 were doctoral degree students. These respondents were selected to provide insights into the procrastination behaviours experienced in thesis and dissertation writing. The study considered various demographic factors such as age, sex, area of specialization, employment status, and monthly income, which were analyzed in relation to their degree of procrastination. This respondent selection method is supported by Shahsavar&Kourepaz [1], who examined postgraduate students' difficulties in academic writing by focusing on those actively engaged in research. Additionally, Sükan& Mohammadzadeh [8] highlighted that procrastination research is most effective when it targets students who are actively involved in academic writing.

Research Instruments

The primary data collection tool for this study is a self-constructed survey questionnaire validated by experts, which consists of two major sections. The first section gathers data on the demographic profile of the respondents, including age, sex, and area of specialization, employment status, employer, and monthly income. The second section explores the factors contributing to procrastination under five key domains: academic preparation, personal motivation, financial and

material resources, institutional-related factors, and community/social factors. Each indicator is measured using a five-point Likert scale ranging from "Not at all" (1) to "Completely" (5). The development of this questionnaire aligns with previous procrastination research, such as Munda, Thangavel, & Tiwari [9], who utilized Likert-scale surveys to assess student procrastination levels, and Hailikari, Katajavuori, & Asikainen [4], who highlighted the effectiveness of structured survey instruments in procrastination studies.

Data Collection Procedure

The data collection process follows a structured approach. First, the study seeks ethical approval from the NORSU Graduate School to ensure compliance with institutional research policies. Once approved, the survey questionnaire is distributed both online through Google Forms and in print during graduate class sessions. Prior to participation, all respondents receive informed consent forms outlining the study's objectives, the confidentiality of responses, and their voluntary participation. Students are given two weeks to complete the survey, with follow-up reminders sent via email and social media groups to encourage completion. After the data collection period, responses are consolidated and prepared for statistical analysis. This data collection process aligns with Haq & Shahzad [7], who emphasized the importance of ethical considerations and voluntary participation in postgraduate research, and Sukan & Mohammadzadeh [8], who noted that clear instructions and follow-ups enhance survey response rates in procrastination studies.

Data Analysis

The gathered data are analyzed using descriptive and inferential statistical methods. The frequency and percentage distribution describe the demographic profile of the respondents, while the mean and standard deviation determine the degree of procrastination under each factor. To establish relationships between procrastination levels and the respondents' demographic profiles, the study applies Pearson and Spearman correlation analysis. These statistical techniques are widely used in procrastination studies, as demonstrated by Rozental et al. [2], who used correlation analysis to examine procrastination patterns among university students, and Munda, Thangavel, & Tiwari [9], who highlighted the role of descriptive statistics in evaluating procrastination trends.

Ethical Considerations

This research adheres to strict ethical guidelines to ensure participant protection, data integrity, and responsible research conduct. Participation in the study is entirely voluntary, and respondents are informed that they may withdraw at any time. Confidentiality and anonymity are maintained, as no identifying information is collected. Proper citation and acknowledgment are observed to credit previous studies and avoid plagiarism. Furthermore, the data are reported transparently and without manipulation to maintain the study's credibility. These ethical principles are consistent with Hailikari, Katajavuori, & Asikainen [4], who emphasized the importance of protecting participants' rights in educational research, and Sukan & Mohammadzadeh [8],

who noted that ethical compliance strengthens the validity of procrastination-related studies.

5. RESULTS AND DISCUSSION

Table 1.0 Profile of Graduate Students in Terms of Age

Age	Frequency	Percentage
26 - 30	18	33.96
31 - 35	20	37.74
36 - 40	4	7.55
41 - 45	5	9.43
46 - 50	3	5.66
51 - 55	2	3.77
66 - 70	1	1.89
Total	53	100%

The data in Table 1.0 presents the age distribution of graduate students, revealing that the majority of respondents are within the 26–35 age range (71.70%), with 18 students (33.96%) aged 26–30 and 20 students (37.74%) aged 31–35. This suggests that a significant proportion of graduate students pursue advanced degrees during their late twenties and early thirties, a period commonly associated with career advancement and professional development [6]. Meanwhile, students in the 36–45 age group (16.98%), comprising 4 students (7.55%) aged 36–40 and 5 students (9.43%) aged 41–45, indicate that while some professionals seek further education in mid-career, work and family responsibilities might pose challenges to graduate studies [7]. The presence of older students (46–55 years old at 9.43% and 66–70 years old at 1.89%) suggests that while advanced degrees remain valuable across various career stages, enrollment rates decline as individuals reach later stages of their professional lives, possibly due to shifting priorities, work obligations, or retirement considerations [22].

The predominance of younger graduate students aligns with findings from Rozental et al. [2], who noted that academic procrastination is more prevalent among younger students, possibly due to a combination of workload management issues, career pressures, and financial concerns. Similarly, Munda, Thangavel, and Tiwari [9] found that younger students tend to engage in active procrastination, leveraging delays to produce quality work under pressure, whereas older students may exhibit passive procrastination due to competing responsibilities such as work and family. These findings emphasize the importance of understanding how age affects academic behaviors and procrastination tendencies.

Age-related differences in graduate education also highlight disparities in access to financial and institutional support. According to Shahsavar and Kourepaz[1], younger students may struggle with academic preparation and time management, while older students often encounter institutional barriers, such as unfamiliarity with research methodologies and limited access to learning resources. Additionally, institutional factors such as faculty supervision and administrative support impact students differently based on their age. Sukan and Mohammadzadeh [8] found that older graduate students frequently face greater challenges in adapting to academic writing conventions, potentially leading to higher procrastination tendencies. These challenges suggest that institutions should offer structured mentoring

programs and research workshops to accommodate the diverse needs of students across different age groups.

Table 2.0 Profile of Graduate Students in Terms of Sex

Sex	Frequency	Percentage
Male	6	11.32
Female	47	88.68
Total	53	100%

The data in Table 2.0 presents the distribution of graduate students in terms of sex, showing that a significant majority of the respondents are female (88.68%), while only 11.32% are male. This finding reflects broader trends in higher education, where women increasingly outnumber men in graduate programs, particularly in fields such as education, health sciences, and social sciences [6]. The dominance of female graduate students in this study suggests that women may have greater participation in advanced teacher education programs, which aligns with global trends indicating that women are more likely to pursue postgraduate degrees in teaching and education-related fields [7].

This gender disparity in enrollment may also have implications for academic procrastination behaviors. Research by Munda, Thangavel, and Tiwari [9] found that male students tend to procrastinate more than female students due to differences in self-regulation, study habits, and academic motivation. Similarly, Rozental et al. [2] highlighted that female students often exhibit higher levels of academic diligence and task commitment, which may contribute to their higher representation in graduate programs. However, despite these advantages, female graduate students may still face unique challenges, particularly in balancing academic responsibilities with family and work obligations [22].

Table 3.0 Number of Enrollees Per Program in the Master/Doctorate Degree

Program	f	%
Master of Arts in Education major in Special Education	14	26.42
Master of Arts in Education major in Early Childhood Education	13	24.53
Master of Arts in Education major in Educational Management	10	18.87
Master of Arts in Education major in Vocational Education	8	15.09
Master of Arts in Education major in Physical Education	5	9.43
Ed. D. – Educational Management	1	1.89
Ph. D. – Educational Management	2	3.77
Total	53	100

The data in Table 3.0 presents the number of enrollees per program in the Master’s and Doctorate degrees, highlighting the distribution of graduate students across various specializations. The highest enrolment is observed in the Master of Arts in Special Education (MASPED) program, with 14 students (26.42%), followed closely by the Master of Arts in Early Childhood Education (MAECE) with 13 students (24.53%). The significant representation in these fields suggests that graduate students are primarily drawn to specialized education programs, particularly those focusing on special and early childhood education, reflecting broader trends in the field of teacher education [6].

Enrolment in the Master of Arts in Education major in Educational Management (MAEM) with 10 students (18.87%) and Master of Arts in Education major in Vocational Education (MAVE) with 8 students (15.09%) highlights the demand for leadership training and vocational education specialization among educators. These programs reflect the growing need for professional development in education management and practical skill-based instruction. The lower enrolment in the Master of Arts in Education major in Physical Education (MAPE) with 5 students (9.43%) suggests that fewer graduate students are specializing in this field, possibly due to limited career advancement opportunities compared to other education specializations.

Meanwhile, doctorate programs have significantly lower enrolment, with only one student (1.89%) enrolled in the Doctor of Education (Ed.D.) in Educational Management and two students (3.77%) pursuing a Ph.D. in Educational Management. This pattern is consistent with previous research indicating that while many educators seek master’s degrees for career progression, fewer pursue doctorate-level studies due to time constraints, financial limitations, and the demanding nature of dissertation writing [5]. Additionally, Shahsavari and Kourepaz [1] found that doctoral students experience higher levels of academic procrastination due to increased research expectations, self-doubt, and lack of institutional support, which may further contribute to the lower enrolment figures in Ph.D. programs.

The findings from this table suggest that academic preparation, personal motivation, and financial constraints play a role in determining graduate students’ choices of specialization and degree level. Research by Sukan and Mohammadzadeh [8] highlights that master’s degree students tend to focus on practical applications in their teaching careers, whereas doctoral students face additional challenges in research, publication, and institutional expectations. Additionally, the low enrolment in doctorate programs may indicate a lack of incentives or institutional support for educators pursuing advanced research-based degrees [2].

Table 4.0 Employment Status While Taking the Comprehensive Examination

Employment Status	f	%
Part time in a private company/organization	7	13.21
Part time in a government run institution	1	1.89
Permanent in a private company/organization	1	1.89
Permanent in a government run institution	44	83.02
Total	53	100

The data in Table 4.0 presents the employment status of graduate students while taking the comprehensive examination, showing that the vast majority of respondents, 44 students (83.02%), hold permanent positions in government-run institutions. This finding suggests that most graduate students in this study are full-time employees in public sector organizations, particularly within the education sector, as many postgraduate students in teacher education programs are likely employed as public school teachers or administrators. This aligns with research by Munyao & Oduol [6], who found that graduate students in education-related fields often pursue higher degrees while maintaining

permanent government employment as a requirement for career progression and salary increases.

Meanwhile, a smaller portion of respondents, 7 students (13.21%), reported working part-time in private companies or organizations, while only 1 student (1.89%) was employed part-time in a government-run institution. This reflects the reality that most graduate students, especially in education, prioritize stable, long-term employment in government institutions rather than part-time positions in private organizations [7]. Additionally, only 1 respondent (1.89%) reported having permanent employment in a private company, indicating that those who pursue graduate degrees in education tend to work within government institutions rather than in private sector roles.

The dominance of government-employed graduate students may also have implications for academic procrastination behaviors. Research by Rozentel et al. [2] suggests that full-time employees, particularly in high-responsibility positions, may experience higher levels of procrastination due to the challenge of balancing professional duties with academic requirements. Similarly, Cabatac et al. [22] found that teachers pursuing postgraduate degrees often struggle with occupational stress, which can contribute to delays in completing coursework, preparing for comprehensive exams, and writing their theses or dissertations.

Moreover, financial stability from permanent government employment may provide advantages in managing tuition fees and research expenses, yet it also introduces challenges in time management. Munda, Thangavel, and Tiwari [9] found that graduate students with stable employment tend to experience greater procrastination in academic tasks due to job-related stress and workload management difficulties. This suggests that even though permanent government employees may have greater financial stability, their work responsibilities may lead to higher procrastination tendencies, particularly in writing-intensive academic tasks.

Table 5.0 Individual Monthly Income

Individual Monthly Income	f	%
Between P001.00-P15,000.00	5	9.43
Between P15,001.00-P30,000.00	24	45.28
Between P30,001.00-P45,000.00	21	39.62
Between P45,001.00-P60,000.00	0	0.00
Between P60,001.00-P75,000.00	1	1.89
P75,001.00 and above	2	3.77
Total	53	100

The data in Table 5.0 presents the individual monthly income of graduate students, highlighting that the majority earn between P15,001.00 and P45,000.00 per month, with 24 students (45.28%) falling within the P15,001.00–P30,000.00 range and 21 students (39.62%) earning P30,001.00–P45,000.00. This suggests that most graduate students are in mid-income brackets, likely corresponding to permanent teaching or administrative positions in government-run institutions, as indicated in the employment status data. The presence of only one student (1.89%) earning between P60,001.00–P75,000.00 and two students (3.77%) earning P75,001.00 and above suggest that higher-earning professionals are less represented in graduate programs,

possibly due to different career pathways or lower incentives for further education [6].

A smaller group of 5 students (9.43%) reported earnings below P15,000.00 per month, which could indicate employment in part-time or entry-level positions, or that they are balancing work with academic studies while earning lower wages. This aligns with findings from [7], who noted that financial constraints often contribute to procrastination in graduate studies, as students struggling with income may face challenges in affording tuition, research materials, and other academic expenses. Similarly, Shahsavar&Kourepaz[1] found that graduate students with financial instability tend to experience higher levels of stress and academic delays, as they prioritize work over research commitments.

The absence of students earning between P45,001.00 and P60,000.00 may suggest that professionals in this income range have already secured stable positions and may not perceive an immediate need for further academic qualifications. Research by Cabatac et al. [22] supports this idea, indicating that career advancement and salary benefits serve as key motivators for educators pursuing graduate degrees, particularly for those in lower and mid-income brackets.

Furthermore, the relationship between financial stability and procrastination is significant. Rozentel et al. [2] found that students with higher financial security are less likely to procrastinate on academic tasks due to reduced stress over tuition fees and research expenses. However, Munda, Thangavel, & Tiwari [9] argue that while financial stability alleviates stress, it does not necessarily reduce procrastination, as higher-earning students may have more demanding professional roles that compete with their academic priorities.

Table 6.0 Reasons for Procrastination in Terms of Academic Preparation

INDICATORS	Mean SD	Verbal Description	Degree
Lack of research skills: I feel I haven't mastered research skills or don't know how to properly structure my research proposal.	2.96 1.19	Somewhat	Moderate
Inadequate knowledge of methodology: I struggle with understanding the appropriate research methods as well as lack confidence in the methodology whether it's qualitative, quantitative, or mixed-methods research.	3.06 1.18	Somewhat	Moderate
Unclear topic or research question: I have no well-defined topic or research question	3.00 1.30	Somewhat	Moderate
Insufficient literature knowledge: I find it overwhelming to engage with a large body of academic work. I haven't developed strong skills in	2.94 1.06	Somewhat	Moderate

searching, evaluating, and synthesizing academic sources.			
Underdeveloped writing skills: I have not developed academic writing skills at a high level, and I am afraid that my writing would not meet the standards required for a dissertation or thesis.	2.92 1.19	Somewhat	Moderate
Fear of inadequacy: I feel academically unprepared and further feel that I don't belong in this program or I am capable of completing such a significant task.	2.68 1.29	Somewhat	Moderate
Composite Mean	2.93	Somewhat	Moderate

Mean Range	Verbal Description	Degree
1.00 – 1.80	Not a significant factor in procrastination	Very Low
1.81 – 2.60	Slightly contributes to procrastination	Low
2.61 – 3.40	Somewhat contributes to procrastination	Moderate
3.41 – 4.20	Mostly contributes to procrastination	High
4.21 – 5.00	Definitely contributes to procrastination	Very High

The results indicate that academic preparation challenges contribute to moderate levels of procrastination among graduate students, as reflected in the composite mean of 2.93. The highest-rated concern is inadequate knowledge of methodology (Mean = 3.06, Moderate), suggesting that many students struggle with understanding and applying appropriate research methods. This finding is consistent with Shahsavar&Kourepaz[1], who noted that graduate students often lack confidence in selecting between qualitative, quantitative, and mixed-methods research, leading to delays in their research work. Similarly, Sükan& Mohammadzadeh [8] emphasized that students unfamiliar with research methodologies experience higher levels of academic procrastination, particularly in structuring their research proposals.

Another significant issue is having an unclear research topic or question (Mean = 3.00, Moderate). The difficulty in defining a research focus is a common challenge that leads to delayed progress in thesis or dissertation writing. According to Rozentel et al. [2], students who lack clarity in their research direction experience decision paralysis, preventing them from moving forward. This aligns with Munyao & Oduol [6], who found that repeated revisions of research topics lead to significant delays in graduate students' completion timelines.

A related concern is insufficient knowledge of existing literature (Mean = 2.94, Moderate), indicating that students find it overwhelming to engage with large volumes of academic work. Many struggle with searching, evaluating, and synthesizing literature, which is a crucial part of thesis writing. Haq & Shahzad [7] highlighted that students who lack strong literature review skills often delay their research, either due to difficulty in navigating academic databases or fear of misinterpreting sources. Similarly, Lifeng & Mohamad Ashari [5] found that graduate students with weak

literature synthesis skills tend to procrastinate on thesis writing due to the overwhelming nature of the task.

Additionally, underdeveloped academic writing skills (Mean = 2.92, Moderate) were identified as a moderate barrier. Many students feel that their writing does not meet the required academic standards, leading to hesitancy and delays. Cabatac et al. [22] found that students who lack writing confidence tends to postpone thesis writing due to fear of receiving negative feedback from advisors. Similarly, Hailikari, Katajavuori, & Asikainen [4] emphasize that academic writing anxiety significantly contributes to procrastination, making structured writing workshops an essential support mechanism for graduate students.

The fear of inadequacy (Mean = 2.68, Moderate) is another factor contributing to procrastination. Some students feel academically unprepared or question their ability to complete their thesis, which aligns with Munda, Thangavel, & Tiwari [9], who found that students experiencing self-doubt and imposter syndrome are more likely to procrastinate. This psychological barrier often results in avoidance behaviors, preventing students from starting or completing their research work.

Table 7.0 Reasons for Procrastination in Terms of Personal Motivation

INDICATORS	Mean SD	Verbal Description	Degree
Lack of intrinsic motivation: I do not feel personally connected or passionate about my research topic.	2.47 1.10	Slightly	Low
Fear of failure: I fear failing or not meeting my expectations or others' expectations.	2.75 1.31	Somewhat	Moderate
Low self-efficacy: I do not believe in my ability to successfully complete my thesis or dissertation.	2.58 1.25	Slightly	Low
Lack of clear goals or direction: I lack motivation to tackle such a large, complex task without clear steps for moving forward.	2.79 1.09	Somewhat	Moderate
Overwhelming and perfectionism: I aim for perfection in every part of the writing process, and I find it stalling because I am fixated on getting every detail "right."	2.51 1.14	Slightly	Low
Lack of rewards or immediate gratification: Writing a thesis or dissertation is a long-term commitment, and the rewards (such as graduation or academic success) seem distant.	2.47 1.25	Slightly	Low
Poor time management: I have not developed effective time management skills. Without clear boundaries or a structured	2.96 1.33	Somewhat	Moderate

routine, it becomes easy to put off writing in favor of other, more immediately gratifying activities, or simply because the task seems so daunting.			
External stressors: I face personal life challenges such as family obligations, financial stress, or health problems which negatively impact my motivation to write.	3.75 1.24	Mostly	High
Lack of support or encouragement: I lack proper guidance or encouragement from advisors, peers, or family members and I feel isolated and demotivated.	2.66 1.41	Somewhat	Moderate
Composite Mean	2.77	Somewhat	Moderate

Mean Range	Verbal Description	Degree
1.00 – 1.80	Not a significant factor in procrastination	Very Low
1.81 – 2.60	Slightly contributes to procrastination	Low
2.61 – 3.40	Somewhat contributes to procrastination	Moderate
3.41 – 4.20	Mostly contributes to procrastination	High
4.21 – 5.00	Definitely contributes to procrastination	Very High

The results indicate that personal motivation significantly impacts procrastination among graduate students, with a composite mean of 2.77, categorized as somewhat moderate. This suggests that while students experience some level of personal motivation-related procrastination, it is not extreme. However, certain factors contribute more strongly to delays in thesis or dissertation writing.

The highest-rated reason for procrastination is external stressors (Mean = 3.75, High), indicating that personal life challenges such as family obligations, financial difficulties, and health issues are major contributors to procrastination. This finding aligns with Rozental et al. [2], who found that graduate students balancing multiple responsibilities often struggle to prioritize their academic work, leading to delays in completing their research. Similarly, Munda, Thangavel, & Tiwari [9] emphasized that students facing external pressures often experience higher stress levels, reducing their motivation and increasing procrastination tendencies.

Another significant factor is poor time management (Mean = 2.96, Moderate), which suggests that many graduate students have not developed structured study habits or clear schedules for completing their thesis. According to Sükan& Mohammadzadeh [8], ineffective time management is one of the most common reasons for academic procrastination, as students often postpone writing tasks in favor of more immediate or less daunting activities. This supports Hailikari, Katajavuori, & Asikainen [4], who found that graduate students with poor organizational skills are more likely to struggle with maintaining steady research progress.

Lack of clear goals or direction (Mean = 2.79, Moderate) is another contributor to procrastination, indicating that some students feel lost in the complexity of their research projects and struggle to create actionable steps for progress. This

finding supports Shahsavar&Kourepaz[1], who noted that graduate students often become overwhelmed by the magnitude of their research, leading to avoidance behaviors and delays. Similarly, Haq & Shahzad [7] found that students who lack step-by-step research plans are more prone to procrastination, as they feel unsure of how to proceed.

Fear of failure (Mean = 2.75, Moderate) is also a notable factor, suggesting that many students hesitate to progress due to anxiety about not meeting expectations. This aligns with research by Cabatac et al. [22], who found that graduate students experiencing fear of failure tend to delay submitting drafts, revising work repeatedly in an attempt to achieve perfection, or even avoiding the task altogether. Hailikari et al. [4] further emphasized that perfectionism and fear of failure often lead students to avoid starting their writing

Degree of Procrastination (Range and Verbal Description)

Mean Range	Verbal Description	Degree
1.00 - 1.80	Not a significant factor in procrastination	Very Low
1.81 - 2.60	Slightly contributes to procrastination	Low
2.61 - 3.40	Somewhat contributes to procrastination	Moderate
3.41 - 4.20	Mostly contributes to procrastination	High
4.21 - 5.00	Definitely contributes to procrastination	Very High

process, as they fear negative feedback from advisors or peers.

Conversely, lack of intrinsic motivation (Mean = 2.47, Low), low self-efficacy (Mean = 2.58, Low), overwhelming perfectionism (Mean = 2.51, Low), and lack of rewards or immediate gratification (Mean = 2.47, Low) scored lower, indicating that while these factors contribute to procrastination, they are not as significant as external stressors and time management issues. The relatively low rating for intrinsic motivation suggests that most students have chosen research topics that interest them, but may still struggle with maintaining engagement due to external pressures[5]. Similarly, low self-efficacy and perfectionism were identified by Munyao & Oduol [6] as secondary contributors to procrastination, affecting students who lack confidence in their writing abilities.

Finally, lack of support or encouragement (Mean = 2.66, Moderate) indicates that some students feel isolated or unsupported by their advisors, peers, or family members, leading to decreased motivation. According to Shahsavar&Kourepaz[1], graduate students who receive little academic or emotional support often struggle to maintain momentum in their research, resulting in prolonged delays.

Table 8.0 Reasons for Procrastination in Terms of Financial and Materials Resources

INDICATORS	Mean SD	Verbal Description	Degree
Financial stress: Financial stress makes me avoid thinking about or working on my thesis or dissertation because it adds another layer of anxiety to my situation.	3.25 1.25	Somewhat	Moderate

Financial stress: I feel I lack the financial resources to complete my research (e.g. funding for surveys, lab work, travels, or access to specific archives).	3.32 1.31	Somewhat	Moderate
Inadequate research tools: My research projects require specific software, databases, or equipment (e.g. equipment, statistical software). Without access to these resources, I struggle to make progress and delay writing because I don't feel I can complete the work properly	2.79 1.26	Somewhat	Moderate
Limited library access: I lack access to books, journals, or academic papers which hinder the literature review process or the development of a theoretical framework.	2.94 1.34	Somewhat	Moderate
Insufficient data: I find it difficult to collect data or conduct research because I lack the necessary resources (e.g. funding for a survey, software for data analysis, or access to participants). This creates a feeling of helplessness, leading to delayed writing as I wait for these resources.	3.09 1.31	Somewhat	Moderate
Prioritizing immediate financial needs: I am struggling financially and I focus on more immediate concerns (like earning money) rather than focusing on long-term academic goals.	3.21 1.25	Somewhat	Moderate
Poor budgeting: I have a limited budget for research materials, and I have to delay starting work until I can afford the necessary supplies.	3.09 1.33	Somewhat	Moderate
Composite Mean	3.09	Somewhat	Moderate

The results indicate that financial and material constraints play a significant role in procrastination among graduate students, with a composite mean of 3.09, categorized as somewhat moderate. This suggests that while students may still progress in their research, financial struggles and lack of necessary academic resources contribute to delays in thesis and dissertation writing.

The highest-rated indicator is lack of financial resources to complete research (Mean = 3.32, Moderate), highlighting that many students feel financially unprepared to cover expenses such as survey distribution, lab work, travel for field studies, and access to specific archives. This finding aligns with Munda, Thangavel, & Tiwari [9], who found that graduate students experiencing financial instability often prioritize earning income over academic tasks, leading to procrastination in research-related activities. Similarly, Rozental et al. [2] emphasized that students facing financial burdens are more likely to avoid thesis-related tasks due to added stress and anxiety.

Another major concern is financial stress leading to anxiety (Mean = 3.25, Moderate), suggesting that financial insecurity creates an additional layer of psychological burden, making students reluctant to focus on their research. This finding is consistent with Haq & Shahzad[7], who found that students struggling with financial pressures experience heightened stress, leading to avoidance behaviors and delays in thesis writing.

Similarly, prioritizing immediate financial needs over academic goals (Mean = 3.21, Moderate) suggests that students often have to focus on earning money rather than progressing in their research. This aligns with Sukan&Mohammadzadeh[8], who found that graduate students in part-time jobs or financially demanding situations tend to deprioritize academic work in favor of income-generating activities.

The lack of sufficient research tools (Mean = 2.79, Moderate) and limited access to academic resources such as books and journals (Mean = 2.94, Moderate) further contribute to procrastination. Shamsavar&Kourepaz[1] noted that graduate students who lack access to digital libraries, specialized software, and research databases often experience delays in completing their literature reviews and data analysis.

Additionally, insufficient data collection resources (Mean = 3.09, Moderate) and poor budgeting for research materials (Mean = 3.09, Moderate) indicate that financial barriers hinder students from effectively gathering necessary data and purchasing research-related materials. This is supported by Lifeng & Mohamad Ashari [5], who highlighted that students without adequate financial planning for research expenses often postpone their thesis work while waiting for funding opportunities.

Table 9.0 Reasons for Procrastination in Terms of Institutional-related Factors

INDICATORS	Mean SD	Verbal Description	Degree
Advisory and mentorship support: There is a lack of meaningful feedback from my advisor and a lack of direction in my writing	2.43 1.32	Slightly	Low

Mean Range	Verbal Description	Degree
1.00 – 1.80	Not a significant factor in procrastination	Very Low
1.81 – 2.60	Slightly contributes to procrastination	Low
2.61 – 3.40	Somewhat contributes to procrastination	Moderate
3.41 – 4.20	Mostly contributes to procrastination	High
4.21 – 5.00	Definitely contributes to procrastination	Very High

process.					the work specifically on writing my thesis or dissertation.			
Mismatch between student and advisor: There is poor communication or a mismatch between the student's research interest and the advisor's area of expertise.	2.32 1.25	Slightly	Low		Mental health support: I often experience anxiety, depression, and other mental health issues while writing my thesis or dissertation.	2.25 1.11	Slightly	Low
Advising styles: My advisor is overly hands-off which left me feeling unsupported, while those advisors who micromanage cause so much stress.	2.28 1.35	Slightly	Low		NORSU Graduate School fails to provide adequate mental health resources to address my well-being			
Pressure to publish: NORSU Graduate School prioritizes publication as output placing less emphasis on timely completion of graduate thesis or dissertation.	2.32 1.36	Slightly	Low		Stigma around mental health: I hesitate to seek help leading to increased stress and avoidance because NORSU Graduate School fails to foster an environment where mental health challenges are not stigmatized.	2.13 1.11	Slightly	Low
Perceived low institutional support for writing: NORSU Graduate School does not have strong support services or structured writing workshops, and I feel isolated in my efforts to write.	2.33 1.36	Slightly	Low					
Access to resources: NORSU resources such as libraries, archives, and research funding is limited to move forward with my thesis or dissertation	2.32 1.34	Slightly	Low					
Physical and mental space for writing: NORSU lacks conducive environments for focused writing (e.g. quiet study areas writing retreats, or dedicated spaces for graduate students).	2.26 1.36	Slightly	Low					
Peer comparison: I tend to compare myself to peers who appear to be progressing faster which causes me anxiety and self-doubt.	2.32 1.27	Slightly	Low					
Isolation and lack of community: Graduate students like me who are working on my thesis or dissertation often feel isolated. There is a lack of a supportive academic community or peer network which can lead to feelings of loneliness and increased stress.	2.43 1.34	Slightly	Low					
Flexible or rigid timelines: My graduate program has flexible timelines and I feel I have unlimited time to complete	2.68 1.33	Somewhat	Moderate					
					Composite Mean	2.34	Slightly	Low
					Mean Range	Verbal Description	Degree	
					1.00 – 1.80	Not a significant factor in procrastination	Very Low	
					1.81 – 2.60	Slightly contributes to procrastination	Low	
					2.61 – 3.40	Somewhat contributes to procrastination	Moderate	
					3.41 – 4.20	Mostly contributes to procrastination	High	
					4.21 – 5.00	Definitely contributes to procrastination	Very High	
					The findings indicate that institutional-related factors contribute to procrastination among graduate students at Negros Oriental State University (NORSU), but only to a slight degree, as shown by the composite mean of 2.34 (Slightly Low). This suggests that while institutional challenges do exist, they are not the primary drivers of procrastination in thesis and dissertation writing. Among the specific institutional-related concerns, the highest-rated factor is the flexibility of program timelines (Mean = 2.68, Moderate). This suggests that students may delay their research due to the perception that they have unlimited time to complete their thesis or dissertation. This aligns with Rozental et al. [2], who found that graduate students with open-ended deadlines tend to procrastinate more, as they lack urgency and structured guidance to stay on track. Similarly, Munda, Thangavel, & Tiwari [9] found that flexible academic timelines, while beneficial for students balancing work and study, often lead to procrastination due to the absence of external pressure. Another major concern is the lack of advisory and mentorship support (Mean = 2.43, Slightly Low), which suggests that students experience challenges in receiving meaningful feedback and guidance from their advisors. This supports findings by Haq & Shahzad [7], who noted that graduate students with inadequate mentorship often feel lost in their research process, leading to delays in writing and increased anxiety. Similarly, Shahsavar&Kourepaz[1] emphasized that the quality of advisory support significantly influences students' ability to complete their research efficiently. Feelings of isolation and lack of academic community (Mean = 2.43, Slightly Low) also contribute to procrastination,			

indicating that graduate students working on their theses or dissertations often feel alone in their academic journey. This is supported by Sukan& Mohammadzadeh [8], who found that graduate students lacking peer support networks tend to struggle more with motivation and research progress. Similarly, Lifeng & Mohamad Ashari [5] found that institutions with strong peer collaboration and academic networking opportunities help students overcome procrastination by fostering accountability and shared learning experiences.

Other institutional-related concerns, such as a mismatch between student and advisor research interests (Mean = 2.32, Slightly Low), access to university resources (Mean = 2.32, Slightly Low), and pressure to publish (Mean = 2.32, Slightly Low), suggest that while these factors exist, they do not significantly impact procrastination behaviors. However, Shahsavar&Kourepaz[1] noted that limited access to library resources, research funding, and archives can slow down literature review and data collection, indirectly leading to delays.

A notable issue is the lack of mental health support (Mean = 2.25, Slightly Low) and the stigma surrounding mental health issues (Mean = 2.13, Slightly Low). While these scores are relatively low, they indicate that some graduate students experience anxiety, depression, and stress during thesis writing, yet do not seek support due to a lack of institutional mental health services. This aligns with Cabatac et al. [22], who found that graduate students often hesitate to seek mental health assistance due to fear of being judged, which exacerbates procrastination and avoidance behaviors.

Table 10.0 Reasons for Procrastination in Terms of Community or Social Factors

INDICATORS	Mean SD	Verbal Description	Degree
Pressure from peers: I often feel pressure to meet the expectations of my peers, faculty, or faculty members.	2.09 1.21	Slightly	Low
Perceived comparison: I compare myself to others and I often feel inadequate and imperfect.	2.32 1.29	Slightly	Low
Expectations from family and friends: My family members and friends often have strong expectations regarding my academic success. I feel that these expectations are unrealistic or not aligned with my goals, which leads to anxiety.	1.98 1.17	Slightly	Low
Isolation and loneliness: Lack of regular social interaction because I am engrossed in writing my thesis or dissertation made me feel disconnected from a support system.	1.94 1.15	Slightly	Low
Limited feedback opportunities: I do not have a supportive advisor research group, or peer review system and I struggle with uncertainty	2.43 1.25	Slightly	Low

in writing my thesis or dissertation.			
Social media and online distractions: I am constantly bombarded with notifications and digital temptations which make it difficult for me to focus on long-term academic tasks like writing a thesis or dissertation.	2.51 1.34	Slightly	Low
Work and family responsibilities: I am challenged to balance between writing my thesis or dissertation against my part-time or full-time employment and other life commitments.	3.64 1.29	Mostly	High
Job requirement: Completing the degree is not a requirement of my present job	2.51 1.37	Slightly	Low
Job requirement: Completing 30 academic units is the only one required in my job so I get promoted	2.45 1.38	Slightly	Low
Job requirement: Completing 30 academic units is the only one required in my job so I get hired	2.25 1.34	Slightly	Low
Composite Mean	2.41	Slightly	Low

Mean Range	Verbal Description	Degree
1.00 – 1.80	Not a significant factor in procrastination	Very Low
1.81 – 2.60	Slightly contributes to procrastination	Low
2.61 – 3.40	Somewhat contributes to procrastination	Moderate
3.41 – 4.20	Mostly contributes to procrastination	High
4.21 – 5.00	Definitely contributes to procrastination	Very High

The results suggest that community and social factors have a slightly low impact on procrastination among graduate students at Negros Oriental State University, with a composite mean of 2.41. While some social and environmental factors contribute to delays in thesis and dissertation writing, they are not as significant as financial, institutional, or personal motivation-related factors.

The most significant factor contributing to procrastination is balancing work and family responsibilities (Mean = 3.64, High). This finding suggests that graduate students struggle to allocate time for thesis writing while managing employment and personal obligations. This aligns with Munda, Thangavel, & Tiwari [9], who found that students with full-time jobs and family commitments often prioritize immediate responsibilities over long-term academic goals, leading to procrastination. Similarly, Rozentel et al. [2] emphasized that time constraints caused by professional and personal obligations are a major contributor to academic delays.

Another factor with a slightly low impact is social media and online distractions (Mean = 2.51, Slightly Low), suggesting that while digital distractions exist, they do not play a major role in thesis-writing procrastination. This finding supports Hailikari, Katajavuori, & Asikainen [4], who noted that while excessive digital engagement can reduce focus, its effect on

graduate-level procrastination is less significant compared to workload and academic stress.

Additionally, limited feedback opportunities (Mean = 2.43, Slightly Low) indicate that a lack of structured peer review or academic support contributes to some level of uncertainty and procrastination. This is consistent with Shahsavar&Kourepaz[1], who found that graduate students without access to regular feedback tend to experience delays due to uncertainty in their research progress. Similarly, Sükan& Mohammadzadeh [8] emphasized that having an academic support system improves motivation and reduces procrastination.

The pressure of job requirements (Mean = 2.45 - 2.51, Slightly Low) also contributes to procrastination, as some students perceive that completing their graduate degree is not essential for career advancement. This is supported by Lifeng & Mohamad Ashari [5], who found that students with weak professional incentives for completing their thesis tend to deprioritize academic work in favor of career-related tasks.

Conversely, isolation and loneliness (Mean = 1.94, Slightly Low) and family expectations (Mean = 1.98, Slightly Low) are the lowest-rated factors, suggesting that graduate students at NORSU do not perceive social isolation or family pressures as significant barriers to completing their thesis. This contradicts findings by Haq & Shahzad [7], who observed that some students experience increased procrastination due to family obligations or lack of peer support.

perceive direct professional benefits, such as salary increases, promotions, or better job opportunities.

Similarly, opportunities for promotion or obtaining a better post (32 responses) and a means of success (31 responses) indicate that students associate postgraduate degree completion with upward career mobility and achieving their professional aspirations. According to Lifeng & Mohamad Ashari [5], graduate students who anticipate financial or status-related rewards for degree completion tend to be more motivated in their academic journey.

On a personal level, many students also see finishing their degree as a source of joy and pride (27 responses) and a way of conquering their fear of writing and defending their work (26 responses). This supports Rozental et al. [2], who emphasized that graduate students often experience self-doubt during thesis writing but gain confidence and a sense of accomplishment once they successfully complete their research.

Additionally, writing a thesis/dissertation as a means of investing in learning more about writing skills (23 responses) highlights that students recognize the value of research and academic writing development in their long-term intellectual growth. This is consistent with Shahsavar&Kourepaz[1], who found that graduate students benefit from the thesis-writing process by improving their analytical, critical thinking, and academic communication skills.

Meanwhile, some students perceive degree completion as a means of being recognized (5 responses) or a breakthrough in being a researcher (10 responses). This suggests that while professional and personal growth are key motivators, a smaller proportion of students see their degree as an avenue for academic recognition and research contributions. This aligns with Sükan& Mohammadzadeh [8], who noted that doctoral students in particular are more likely to view thesis completion as a stepping stone to a research career.

Table 11.0 Relationship Between the Respondents' Profile and Their Degree of Procrastination in Terms of Academic Preparation

Academic Preparation	Relationship Value	Degree of Relationship	p-value	Significance
Age	-0.291	Slight	0.035	Significant
Sex	0.022	Negligible	0.873	Not Significant
Area of Specialization	0.136	Negligible	0.332	Not Significant
Employment Status	0.082	Negligible	0.560	Not Significant
Monthly Income	0.070	Negligible	0.617	Not Significant

Significant at 0.05

The results indicate that age has a slight negative relationship with procrastination in academic preparation (-0.291, p = 0.035), which is statistically significant. This suggests that as age increases, procrastination in academic preparation decreases. Older graduate students may have developed stronger self-discipline, time management skills, and academic experience, reducing their tendency to procrastinate. This finding aligns with Rozental et al. [2], who observed that younger students are more likely to delay academic tasks due to lower confidence and less experience in research. Similarly, Hailikari, Katajavuori, & Asikainen

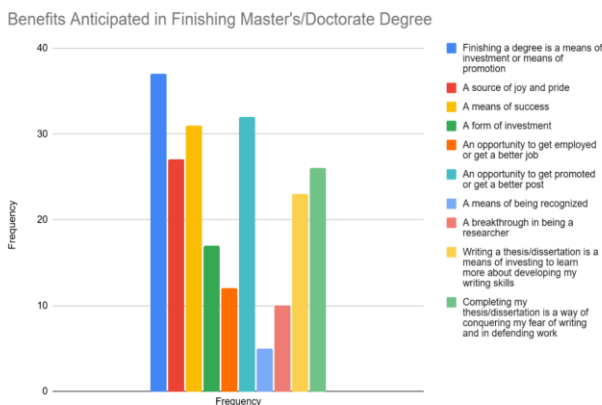


Figure 1. Benefits to Anticipate in Finishing Master's/Doctorate Degree

The findings reveal that graduate students at Negros Oriental State University anticipate a variety of benefits upon completing their master's or doctorate degrees, with motivations primarily centered on career advancement, personal fulfillment, and skill development.

The most frequently cited benefit is that finishing a degree is a means of investment or promotion (37 responses). This suggests that many students view their postgraduate education as a tool for professional growth and securing better job positions. This aligns with Munda, Thangavel, & Tiwari [9], who found that graduate students are more likely to persist in completing their thesis or dissertation when they

[4] found that mature students tend to exhibit greater responsibility in structuring their academic work.

On the other hand, sex (0.022, $p = 0.873$), area of specialization (0.136, $p = 0.332$), employment status (0.082, $p = 0.560$), and monthly income (0.070, $p = 0.617$) all show negligible relationships with procrastination in academic preparation, with no statistical significance. This suggests that these factors do not have a meaningful impact on how graduate students manage their academic preparation.

This finding is consistent with Munda, Thangavel, & Tiwari [9], who found that academic procrastination is more strongly influenced by individual attitudes, time management skills, and intrinsic motivation rather than demographic factors such as income or employment status. Similarly, Haq & Shahzad [7] noted that students' procrastination tendencies are not necessarily linked to their specialization or field of study, as procrastination behaviors are common across various disciplines.

Table 11.0 Relationship between the Respondents' Profile and Their Degree of Procrastination in Terms of Personal Motivation

Personal Motivation	Relationship Value	Degree of Relationship	p-value	Significance
Age	-0.357	Slight	0.009	Significant
Sex	0.053	Negligible	0.707	Not Significant
Area of Specialization	0.193	Negligible	0.167	Not Significant
Employment Status	0.122	Negligible	0.384	Not Significant
Monthly Income	0.143	Negligible	0.307	Not Significant

Significant at 0.05

The results indicate that age has a slight negative relationship with procrastination in terms of personal motivation (-0.357, $p = 0.009$), which is statistically significant. This suggests that younger graduate students tend to experience lower personal motivation, leading to higher procrastination, while older students demonstrate better self-discipline and intrinsic motivation. This finding aligns with Rozental et al. [2], who found that younger students often struggle with self-regulation and motivation, leading to delays in thesis or dissertation writing. Similarly, Hailikari, Katajavuori, & Asikainen [4] noted that personal motivation increases with age due to greater academic maturity, goal clarity, and commitment to professional development.

Meanwhile, sex (0.053, $p = 0.707$), area of specialization (0.193, $p = 0.167$), employment status (0.122, $p = 0.384$), and monthly income (0.143, $p = 0.307$) all show negligible relationships with procrastination in terms of personal motivation, with no statistical significance. This suggests that factors such as gender, academic discipline, job status, or financial situation do not significantly influence a student's intrinsic motivation to complete their research.

This finding is supported by Munda, Thangavel, & Tiwari [9], who found that motivation-related procrastination is influenced more by self-efficacy, mindset, and goal-setting rather than external demographic factors. Similarly, Haq & Shahzad [7] emphasized that graduate students across different specializations and employment statuses experience similar struggles with motivation, indicating that procrastination is a common challenge in higher education.

Table 12.0 Relationship between the respondents' profile and their degree of procrastination in terms of Financial and Material Resources

Financial and Material Resources	Relationship Value	Degree of Relationship	p-value	Significance
Age	-0.329	Slight	0.016	Significant
Sex	0.083	Negligible	0.554	Not Significant
Area of Specialization	0.131	Negligible	0.349	Not Significant
Employment Status	0.281	Slight	0.041	Significant
Monthly Income	0.064	Negligible	0.650	Not Significant

Significant at 0.05

The results indicate that age (-0.329, $p = 0.016$) and employment status (0.281, $p = 0.041$) have a slight but statistically significant relationship with procrastination in terms of financial and material resources. This suggests that younger graduate students are more likely to experience financial constraints that contribute to procrastination, whereas employment status slightly influences procrastination, with part-time or non-permanent employees facing greater financial challenges in completing their thesis or dissertation.

The negative correlation between age and financial/material resource-related procrastination suggests that as students grow older, they may have more stable financial resources, making it easier for them to acquire research materials and manage expenses related to their academic work. This finding is consistent with Munda, Thangavel, & Tiwari [9], who found that younger students often struggle with balancing tuition fees, research costs, and living expenses, making it harder to prioritize thesis completion. Similarly, Haq & Shahzad [7] noted that financial stress among younger graduate students is a key factor contributing to delays in research progress.

The slight positive correlation between employment status and financial/material procrastination indicates that students with stable employment may experience fewer financial barriers, whereas those in part-time or temporary jobs struggle more with funding their research. This aligns with Shahsavar&Kourepaz[1], who found that graduate students with secure employment are more likely to complete their academic work on time, as they face fewer financial constraints compared to those with irregular incomes.

Conversely, sex (0.083, $p = 0.554$), area of specialization (0.131, $p = 0.349$), and monthly income (0.064, $p = 0.650$) all show negligible relationships with financial/material-related procrastination, suggesting that these factors do not significantly affect students' ability to access financial and material resources for their thesis or dissertation. This contradicts the common assumption that students in different specializations may have varying levels of financial challenges, as noted by Hailikari, Katajavuori, & Asikainen [4].

Table 13.0 Relationship Between the respondents' profile and their degree of procrastination in terms of Institutional-related Factors

Institutional-related	Relationship Value	Degree of Relationship	p-value	Significance
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Factors				
Age	-0.135	Negligible	0.336	Not Significant
Sex	0.178	Negligible	0.202	Not Significant
Area of Specialization	0.008	Negligible	0.952	Not Significant
Employment Status	0.117	Negligible	0.405	Not Significant
Monthly Income	0.057	Negligible	0.687	Not Significant

Significant at 0.05

The findings indicate that all respondent profile variables—age (-0.135, $p = 0.336$), sex (0.178, $p = 0.202$), area of specialization (0.008, $p = 0.952$), employment status (0.117, $p = 0.405$), and monthly income (0.057, $p = 0.687$)—show negligible relationships with procrastination in terms of institutional-related factors, with no statistical significance.

This suggests that institutional challenges affecting procrastination, such as access to advisors, mentorship quality, research resources, and institutional policies, are not significantly influenced by demographic factors. Instead, these issues may be more systemic across all students, regardless of their age, sex, specialization, employment status, or financial standing.

This aligns with Haq & Shahzad [7], who found that institutional barriers, such as inadequate mentorship, lack of research support, and bureaucratic delays, impact graduate students across all demographics in higher education. Similarly, Sükan & Mohammadzadeh [8] emphasized that institutional-related procrastination is often a function of the university's structure and research culture rather than individual student characteristics.

Additionally, Shahsavar & Kourepaz [1] highlighted that many graduate students face similar institutional difficulties, such as insufficient access to writing support programs, lack of structured research workshops, and limited funding for academic research, regardless of their personal background.

Table 14.0 Relationship between the respondents' profile and their degree of procrastination in terms of Community of Social Factors

Community of Social Factors	Relationship Value	Degree of Relationship	p-value	Significance
Age	-0.254	Slight	0.066	Not Significant
Sex	0.027	Negligible	0.847	Not Significant
Area of Specialization	0.017	Negligible	0.906	Not Significant
Employment Status	0.167	Negligible	0.233	Not Significant
Monthly Income	0.005	Negligible	0.970	Not Significant

Significant at 0.05

The results indicate that age (-0.254, $p = 0.066$) has a slight negative relationship with procrastination due to community or social factors, although it is not statistically significant. This suggests that younger students may be slightly more affected by external social influences, such as peer pressure, family expectations, and social comparisons, leading to procrastination. However, as students grow older, they may

become less susceptible to these pressures and more focused on their academic goals.

Meanwhile, sex (0.027, $p = 0.847$), area of specialization (0.017, $p = 0.906$), employment status (0.167, $p = 0.233$), and monthly income (0.005, $p = 0.970$) all show negligible relationships with procrastination in terms of community or social factors, with no statistical significance. This suggests that social influences impact graduate students regardless of their gender, field of study, job status, or financial standing.

These findings align with Rozental et al. [2], who noted that procrastination due to social factors is often linked to students' perceptions of peer and family expectations rather than demographic characteristics. Similarly, Haq & Shahzad [7] found that social isolation, peer pressure, and work-life balance challenges are common across all student groups, reinforcing that procrastination is shaped more by personal experiences than by demographic factors.

Additionally, Munda, Thangavel, & Tiwari [9] emphasized that social distractions, including social media, family obligations, and external work commitments, contribute to procrastination, but these influences are widespread across all graduate students rather than being specific to any one demographic group.

CONCLUSIONS

The findings revealed that academic preparation was a moderate factor in procrastination, with students citing lack of research skills, inadequate knowledge of methodology, and underdeveloped writing skills as major challenges. This supports Shahsavar & Kourepaz [1], who found that graduate students struggle with structuring their literature reviews due to insufficient research training. Similarly, Rozental et al. [2] emphasized that academic procrastination is closely linked to students' perception of their abilities.

Personal motivation was another significant factor, with results indicating low to moderate procrastination due to lack of intrinsic motivation, fear of failure, and low self-efficacy. The study by Hailikari, Katajavuori, & Asikainen [4] aligns with this finding, stating that psychological flexibility and time management skills are crucial in preventing academic delays.

Financial and material resources also contributed moderately to procrastination. Students reported financial stress, lack of research tools, and limited access to academic resources as barriers to progress. This aligns with Munda, Thangavel, & Tiwari [9], who highlighted financial constraints as a key predictor of procrastination in Indian school systems.

Institutional-related factors, such as lack of advisory support, mismatched advising styles, and low institutional support, were rated low to moderate in terms of their impact on procrastination. This is supported by Sükan & Mohammadzadeh [8], who emphasized that effective academic mentorship plays a crucial role in reducing procrastination.

Finally, community/social factors were found to have the least impact on procrastination. However, factors such as work and family responsibilities, job-related pressures, and social comparison were still present. Haq & Shahzad [7] similarly found that students juggling academic and work responsibilities tend to struggle with time management.

Relationship between Demographic Profile and Procrastination

The correlation analysis revealed that age had a slight negative relationship with procrastination in academic preparation, personal motivation, and financial/material resources, indicating that older students tend to procrastinate less. This aligns with Rozental et al. [2], who noted that younger students exhibit higher tendencies to delay academic tasks. Meanwhile, employment status showed a slight relationship with financial/material resources, reinforcing the notion that students with stable incomes are less likely to procrastinate due to financial constraints. Other demographic factors, such as sex, area of specialization, and monthly income, had negligible relationships with procrastination, suggesting that these variables do not significantly impact delays in academic writing.

Anticipated Benefits of Completing a Graduate Degree

Graduate students expressed multiple motivations for degree completion, including career advancement, employment opportunities, self-fulfillment, and skill development. The majority viewed earning a graduate degree as an investment leading to professional growth and job security. This aligns with the findings of Haq & Shahzad [7], who emphasized that students are more likely to persist in their academic work if they perceive tangible long-term benefits.

RECOMMENDATIONS

Based on the findings of this study on thesis and dissertation writing procrastination among graduate teacher education students at Negros Oriental State University (NORSU), several recommendations are proposed to address the challenges identified in academic preparation, personal motivation, financial and material resources, institutional-related factors, and community/social factors. These recommendations aim to help graduate students overcome procrastination, enhance their research productivity, and successfully complete their degrees in a timely manner.

To strengthen research skills and academic preparation, the NORSU Graduate School should offer structured research training programs that focus on research design, methodology, literature review synthesis, and academic writing. Faculty should incorporate more thesis and dissertation writing workshops to provide hands-on experience in proposal development, citation management, and research formatting. Additionally, students should be encouraged to attend seminars, conferences, and webinars on research methodologies to enhance their knowledge and confidence in conducting academic research.

To enhance personal motivation and self-efficacy, the NORSU Graduate School should introduce coaching and mentoring programs where faculty members and alumni can guide students in overcoming self-doubt and building confidence in their research capabilities. Fear of failure, lack of intrinsic motivation, and low self-efficacy were identified as barriers to academic progress. Establishing peer support groups and writing accountability partnerships can help students stay motivated and engaged in their research journey. Furthermore, faculty members should provide regular constructive feedback to students, reinforcing their

progress and helping them overcome perfectionism, which was identified as a major source of procrastination.

To improve financial and material resource accessibility, financial stress and limited access to research materials must be addressed. The university should explore scholarship opportunities and research grants to help students fund their studies, particularly those who face economic constraints. It is also recommended that NORSU expand its library resources, databases, and digital repositories to ensure that students have access to essential academic materials. Many students identified limited access to research tools, books, and journals as a factor contributing to their procrastination.

To address institutional-related factors, faculty mentorship and advisory support must be strengthened. The study revealed that mismatched advising styles and lack of institutional support contribute to procrastination. The university should ensure that students are paired with advisors whose expertise aligns with their research interests. Moreover, structured writing workshops, regular progress monitoring, and institutional writing support programs should be implemented. Additionally, NORSU should provide designated quiet study areas and writing retreats to create an environment conducive to focused research and writing.

Finally, addressing social and community factors is essential in supporting students throughout their graduate studies. Many students cited work and family responsibilities, social pressures, and external commitments as barriers to completing their thesis or dissertation. The university should consider flexible deadlines and study plans for working students, allowing them to balance academic requirements with professional and personal obligations. Additionally, workshops on work-life balance and mental health support services should be made available to graduate students to help them manage stress and anxiety associated with academic writing.

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