Adaptability and academic procrastination of high school students in times of Covid 19

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Abstract

The general objective of this research is to determine if there is a relationship between adaptability and academic procrastination among high school students in times of Covid 19. The research has a correlational scope, it is non-experimental, the approach is quantitative and it is a pure or basic study. The population is made up of 97 high school students from a private educational institution in the city of Arequipa. The techniques for both variables is the survey, the instrument for the adaptability variable is the Ce-PAC questionnaire and the instrument for the academic procrastination variable is the academic procrastination scale. The results showed that the level of adaptability of 71% of the students was low. On the other hand, the level of academic procrastination of the students was 85% high and very high. The hypothesis test had a relationship coefficient of -75 and a significance level of .000, which shows that there is an inverse and significant relationship between both study variables.

Keywords: adaptability, procrastination, Covid 19, technological change, psychopedagogy, social change.
Introduction

The appearance of the COVID 19 pandemic has caused an unprecedented global crisis, which, beyond the critical health problem that human beings are facing, are presenting social, economic and educational changes of great impact. A sector that COVID 19 has affected with greater force, is education, in private and public educational institutions today 100% virtual learning sessions are held, a challenge for teachers who must prepare their materials to carry out said sessions, but, even more so for students, given that this means that there is not the same interaction of students with their classmates, maximum attention span for classes, being able to understand sessions with limited time, problems with the internet network, among many other factors. Likewise, as has already been mentioned, the duration and scope of the epidemic is extensive, it is not yet known when it will end, which is why students must be able to adapt to this change, which brings with it the way of communicating, to learn, change study habits and adapt to information technologies (Arias, 2021).

On the other hand, the students, by doing their sessions at home and in their comfort zone, due to the confinement they live in, allows the feeling that "there is plenty of time" to overcome, since we are at home, we can carry out the activities at any time because there is no "rush", however, this situation can lead to the academic procrastination of students, who, thinking they have unlimited time, could present problems by postponing and not worrying about their homework (Chávez and Morales, 2017). Therefore, taking into account what was said above, the objective of this research is to determine the relationship between adaptability and academic procrastination of secondary school students of a Private Educational Institution in Arequipa.

Adaptation is related to a group of internal regulations through which the subject responds in progressive harmony with the environment, the understanding of the relationship with said conditions and events that unite it, the acquisition of the ability to respond correctly to the minimum tension and maximum efficiency (Díaz, 2019). Therefore, adaptation is related to a certain level of satisfaction and balance, and the ability to react (Hernández and Lozano, 2016).

Academic procrastination is described as the action of voluntarily and unnecessarily postponing the performance of activities, for different reasons such as perceived difficulty in the activity, little interest, etc., this generates a subjective discomfort in the person (Domínguez, 2016). However, procrastination has two different components, one of the components is the postponement of activities, which is the basis of procrastinating behavior; the other component is academic regulation, which evidences goal-oriented behavior and activity planning (Domínguez and Campos, 2017; Gonzáles, 2021).

In this sense, academic procrastination is the postponement of responsibilities and decisions on a daily basis (Guzmán, 2013). In this, the person has the tendency to waste time, intentionally delay and postpone something that should have been done (Garzón and Gil,
The behavior of this type of person is directly associated with self-regulated academic behavior, intrinsic motivation, responsibility, high levels of anxiety and learning strategies that do not give good results (Domínguez, 2017).

Academic procrastination is considered a failure in the process of behavioral self-regulation (Jiménez, 2015). Self-regulation is a conscious and voluntary process through which a person is able to control their own behavior. One of the common failures in the self-regulation process is procrastination, this is because the person who procrastinates has problems executing what they plan (Ballardin and Pereira, 2017).

Adapting to changing circumstances, the dangers and opportunities offered by the environment, is an action of great importance for people (Gonzáles and Durán, 2021), understanding the way in which different communities adapt and understanding what are the best solutions or adaptive responses, it becomes a challenge for various researchers (Gonzáles and Chávez, 2021), since development policies are created and applied through them (Pedroza and Chavolla, 2018).

It is important to carry out this study, since it does not have a theoretical background, and it will contribute to the theory about the relationship between adaptability and academic procrastination in a space of time with the presence of the COVID 19 pandemic, this study will serve of foundation to carry out new research focused on the processes of adaptability of students in the face of technological and educational changes that occur, and the negative effects that they can have on the academic responsibilities of students, as well as providing a great contribution to psychology. educational in the sense that psychopedagogy must develop new educational processes, whose work objective will be the reflection and intervention on student behavior, in educational situations in the face of the currently experienced pandemic, likewise we will obtain results that will generate new coping mechanisms in students and thus their psychological processes will not be affected, which as a consequence could harm their learning.

The disciplines of Psychology and Pedagogy must work hand in hand in the motivation of the students, because this is a constant and important process in learning, where the motives and goals play a vital role in the expectations and obtaining of results. good results from them. This study will serve as the basis for new research focused on the processes of adaptability of students in the face of technological and educational changes that occur, and the negative effects they may have on the academic responsibilities of students, as well as provide a great contribution to educational psychology in the sense that psychopedagogy must develop new educational processes, whose work objective will be the reflection and intervention on student behavior, in educational situations in the face of the currently experienced pandemic, likewise we will obtain results that will generate new mechanisms of coping in students and thus their psychological processes will not be affected, which as a consequence could harm their learning.
Methodology

The research has a correlational scope, correlational studies are those that measure the relationship between two variables inversely or proportionally, likewise, it is non-experimental, non-experimental studies do not alter the study variables (Arias, et al., 2022). The approach is quantitative. It is a pure or basic study, this type of study is based on improving and providing knowledge about a reality, likewise, it is transversal since it will be carried out in a single period of time. (Arias, et al., 2022).

The population is made up of 97 high school students from a Private Educational Institution in the city of Arequipa. The population was made up of students from 1st to 5th grade with an age range between 12 and 18 years, of which there were 18 students in 1st grade, 22 students in 2nd grade, 20 students in 3rd grade, 19 students in 4th grade and 18 students in 5th grade. Likewise, 59 men and 38 women were counted. To find the sample, the non-probabilistic or directed method is used, for this reason the population is chosen at 100%, including the inclusion and exclusion criteria, that is, the sample is made up of 97 secondary school students.

The techniques for both variables is the survey. The instrument for both variables is the questionnaire

Results

Table 1
Consolidation of the adaptability variable

<table>
<thead>
<tr>
<th></th>
<th>cognitive</th>
<th>behavioral</th>
<th>Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>h</td>
<td>F</td>
</tr>
<tr>
<td>Bass</td>
<td>56</td>
<td>58%</td>
<td>79</td>
</tr>
<tr>
<td>Regular</td>
<td>22</td>
<td>22%</td>
<td>n</td>
</tr>
<tr>
<td>Tall</td>
<td>19</td>
<td>twenty%</td>
<td>7</td>
</tr>
</tbody>
</table>

The table shows the consolidation of the three dimensions for the adaptability variable, which showed that, in the cognitive dimension, more than half of the students have a low level, in the behavioral dimension, more than three quarters have a low and in the emotional dimension, most have a low level. As consolidated, it is shown that 71% of the students of the educational institution have a low level of adaptability, so it is deduced a poor ability to get used to it, adapt to changes, to the new virtual or remote learning and to the social changes that it has presented. the Covid 19.

Table 2
Consolidation of the academic procrastination variable
The table shows the consolidation of the three dimensions for the academic procrastination variable, which showed that, in the academic organization dimension, almost everyone has a high level of procrastination with the organization, in the postponement dimension, more than half have a high level, however, there have been students with low levels of postponement and in the academic unconcern dimension almost all have a high level of unconcern. The consolidation of the results shows that 85% of students have a high level of academic procrastination, so it can be deduced that taking into account remote education, students have become careless about their homework and are less responsible knowing that they have longer, but are less organized.

For the hypothesis:

- Hi: There is a significant relationship between adaptability and academic procrastination of high school students of a Private Educational Institution in Arequipa, in times of covid 19
- Ho: There is no significant relationship between adaptability and academic procrastination of high school students of a Private Educational Institution in Arequipa, in times of covid 19

Table 3
Spearman's Rho Correlation

<table>
<thead>
<tr>
<th></th>
<th>academic organization</th>
<th>Postponement</th>
<th>academic nonchalance</th>
<th>( \bar{x} )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>h</td>
<td>F</td>
<td>h</td>
</tr>
<tr>
<td>very low</td>
<td>two</td>
<td>two%</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>Bass</td>
<td>1</td>
<td>1%</td>
<td>19</td>
<td>twenty%</td>
</tr>
<tr>
<td>Regular</td>
<td>4</td>
<td>4%</td>
<td>7</td>
<td>7%</td>
</tr>
<tr>
<td>Tall</td>
<td>63</td>
<td>65%</td>
<td>49</td>
<td>51%</td>
</tr>
<tr>
<td>Very high</td>
<td>27</td>
<td>28%</td>
<td>16</td>
<td>16%</td>
</tr>
</tbody>
</table>

**. The correlation is significant at the 0.01 level (bilateral).

Source: Data obtained from the results in the systematization table, systematized in IBM SPSS statistic 25
The results of the relationship between both variables are observed, which show, with a coefficient of -0.765, that there is an inverse and proportional relationship, while with the value obtained of .000, the null hypothesis is rejected: There is no significant relationship between the adaptability and academic procrastination of secondary level students of a Private Educational Institution in Arequipa, and the research hypothesis is accepted: There is a significant relationship between adaptability and academic procrastination of secondary level students of a Private Educational Institution in Arequipa, in times of Covid 19.

Discussions

The results have shown that the level of adaptability of 71% of the students was low, with 58% of students at this same level, in the cognitive dimension; 81% of students at this level, in the behavioral dimension and 73% of students at this level, in the emotional dimension. On the other hand, the level of academic procrastination of the students was 85% high and very high, with 93% of students at this level in the academic organization dimension; 67% of students at this level in the procrastination dimension and 93% of students at this level in the academic unconcern dimension. The results showed that there is a significant and inverse relationship between both study variables with a significance level of .000 and a correlation coefficient of -0.75. Likewise, with respect to grade, sex and type of family; the results of the study showed that the level of adaptability does not present a predominance according to the level of education of the students; however, male students from the single-parent family type have presented lower levels of adaptability than female students from the other family types. On the other hand, there is a predominance in 3rd grade students. 4th and 5th grade of education of students in a high level of academic procrastination, while the same happens with male students of the single-parent and extended family type.

Regarding procrastination, as Moreta et al (2018) mentions, procrastination is the generalized or selective practice of intentional or voluntary postponement of planned actions. This is a theoretical construction that describes the voluntary and unjustified postponement from the behavioral, cognitive and emotional. What could be deduced, that procrastination in students had been occurring for a long time, which would not be only a consequence of Covid 19 and remote education. However, the behavior of this type of person is directly associated with self-regulated academic behavior, intrinsic motivation, responsibility, high levels of anxiety and learning strategies that do not give good results (Domínguez, 2017).

Regarding adaptability, according to Mamani (2017), it is related to the changes that the subject experiences in response to the demands of the environment in the individual-environment interaction. Therefore, adaptability is the intellectual and emotional capacity to respond correctly and consistently to the demands of the environment, which controls behavior based on it. In addition, adaptability involves management and coping with changes, bringing together a host of psychological and social results, which are evidenced through attitudes that facilitate structuring with the environment, this theory and the results obtained show that, in the face of Covid 19 and the new remote education, students have not been able
to adapt intellectually or emotionally to the changes they have gone through, likewise, within psychological and social attitudes, students are presenting a positive handling of the situation. Although, as Albornoz (2017) mentions, the adaptation process in a new space for some people is a conflict, other people may consider that it is something difficult to overcome, even more so if in their daily lives they give significant importance to protection, generating at this time anguish or tension. This description is intended to specify that the fact that the student has not yet adapted is due to situations in their daily lives, and since Covid 19 occurred from one moment to another and is unprecedented, these reactions can be approved and accepted. of the lack of adaptability, however, it is important that they should be intervened.

No studies were found that evaluate the relationship between adaptability and academic procrastination. Likewise, it is important to bear in mind that the results obtained in this study were made in a time of Covid 19, which is unprecedented with respect to the teaching modality, because, unlike other studies, which the results were obtained in a face-to-face study modality; in this case, the data was collected in a remote mode.

This study has been carried out in times of Covid 19, where the entire population has had to adapt to changes and recognize the use of technologies, even students have had to learn new technologies to be able to carry out their academic activities. As Pedroza and Chavolla (2018) mention, adapting to changing circumstances, the dangers and opportunities offered by the environment, is an action of great importance for people, understanding the way in which the different communities adapt and understanding what are the better solutions or adaptive responses, it becomes a challenge for various researchers, since through these development policies are created and applied. As has been evidenced in the results, people must remain in constant change because that allows them to continue developing. Adaptation is related to the changes experienced by the subject in response to the demands of the environment in the individual-environment interaction. Therefore, adaptability is the intellectual and emotional capacity to respond correctly and consistently to the demands of the environment, which controls behavior based on it. In addition, adaptability involves management and coping with changes, bringing together a host of psychological and social results, which are evidenced through attitudes that facilitate structuring with the environment (Mamani, 2017).

A student who has adapted should not have problems with his school activities, as found in this study; however, when the student does not adapt, he tends to present procrastination and that leads to academic problems, as mentioned by Hernández and García (2018), who showed that, if the student procrastinates, he has a low performance: this is associated with insufficient of the tools, the poor organization of the activities to be carried out and the negative impact of the environment in which the person operates. Little time management: several studies have confirmed that there is a relationship between procrastination and time planning. People who procrastinate show procrastination behaviors and planning deficits. Little planning: procrastination can be planned, something that does not affect the achievement of progress, actions can be determined in such a way that the person can infer that they can carry out the activities at any time. Planning influences the person, this is
because there are people who are organized and plan their activities, monitoring them until they are completed, however, there are other people who do not plan or who plan and do not execute the actions as planned.

On the other hand, although the majority of students are procrastinating due to the lack of adaptability to technologies, as seen in this study; It may also be due to various factors, as mentioned by Díaz (2019), in a generalized and situational way: students delay the fulfillment of their academic commitments, but they do not leave aside social commitments, which become a priority for them. Indecision, avoidance and activation: procrastination due to indecision is related to cognitive processes and the voluntary postponement of the start of an activity. While avoidance procrastination is related to the postponement of activities to avoid some undesired results or situations. Activation procrastination occurs when the person creates a false expectation of control and emotion by postponing the activity to be performed.

**Conclusion**

The low level of adaptability of 71% of students and the high level of academic procrastination of 85% of students have shown that they have not yet adapted to remote education in times of Covid 19, as a result; the students, during this period, have presented their tasks late and their academic activities have not even been presented at the right time, thus generating academic procrastination. On the other hand, the relationship coefficient of -75 shows that there is an inverse relationship, so it is concluded that there is an inverse relationship between both study variables. Regarding the research hypothesis, the value obtained of .000 in the Spearman's Rho statistical hypothesis test has established that: There is a significant relationship between adaptability and academic procrastination of secondary school students of a Private Educational Institution in Arequipa. It is recommended to carry out a post-Covid 19 study, when the situation is normal (face-to-face studies). These results will allow to show if the level of academic procrastination was due to remote education or if it is a natural event in which the student is immersed, in addition, the results can be compared to propose intervention measures that generally help prevent the problems that academic procrastination brings with it.

**References**


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