Procrastination as Influenced by Perfectionism and Fear of Failure among Employees in DepEd – Davao Del Norte

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Abstract

The study dealt with procrastination as influenced by perfectionism and fear of failure among DepEd - Davao del Norte employees. This quantitative, non-experimental study, including a correlational approach and regression analysis, intends to examine which indicators of perfectionism and fear of failure influence procrastination with data collection from 369 teaching and non-teaching participants scattered across 11 different districts, including the division office. Statistical techniques such as Mean, Pearson r, and Linear Regression Analysis were employed. Throughout the indicators of rigid, self-critical, and narcissistic perfectionism, outcomes revealed a moderate level of perfectionism. Also, fear of failure was recorded as moderate among participants concerning fear of an uncertain future, important others' losing interest, upsetting important others, fear of experiencing shame and/or embarrassment, and fear of devaluing one's self-estimate. Additionally, a low level of procrastination was discovered among employees concerning both soldiering and cyberslacking. The association exists among variables perfectionism and procrastination as well as fear of failure and procrastination. Only the domains fear of important other's losing interest and fear of devaluing one's self-estimate predict procrastination. No part of perfectionism indicates procrastination. Therefore, perfectionism and fear of failure affect procrastination among employees of DepEd – Davao del Norte.

Keywords: Master in Management; perfectionism; fear of failure; procrastination; human resource; Philippines

1. Introduction

Procrastination significantly affects an individual's health. This problem gives rise to health issues such as tension, high blood pressure, sleep deprivation, fatigue, anxiety, restlessness, headaches, and other health-related issues due to pressure and stress. This does not only account for health but seriously affects the workplace and hinders the organization from achieving its goals. Problems include loss of valuable time, career opportunities, unmet targets and deadlines, denial of rewards and recognition, lesser salary, shorter employment, loss of self-esteem, indecision, lesser contributions to the team, higher risk of accidents, mistakes, reputational risks, etc. These problems negatively affect productivity, profitability, and progress (Nazeer & Jyothi, 2017).

On the good side, procrastination is important as it makes an individual more creative, stress levels lower and maintains physical wellness, develops a person's time management skills, provides an energy boost, prevents an individual from questioning their work, makes everything else seems easier as putting off unpleasant tasks in favor of more enjoyable things, hyper-focus on the task at hand, provides an avenue to give ideas time to sink in, and eliminates the risk of change of job (Hong, 2018). Active procrastination is an adaptive and productive coping style that promotes a positive attitude and higher emotional intelligence that meets personal goals (Zohar et al., 2019).

Further, variables perfectionism and fear of failure were discovered to be related. People less worried

about criticism or loss may accomplish more than perfectionists who sets unrealistic expectations. In worst cases, perfectionist individuals may employ self-sabotage to avert criticism or failure (Ryan, 2016). Additionally, research conducted found that fear of failure and procrastination were linked. Procrastination is a complex and persistent process of failing to complete a task or project, which is attributed to the unconscious fear of failure to meet social expectations (Parfenova & Romashova, 2020).

Also, it has been observed by the researcher that many employees of DepEd Davao del Norte, both young and old, are facing procrastination problems. The fear of failing and the preference for achieving tasks to be perfectly made employees resort to procrastination. Putting excessive standards and driven by fear of failing the tasks, they need to be sure before any action is taken, which later prompts procrastination. The researcher could not encounter a study examining procrastination as influenced by perfectionism and fear of failure in a workplace setting. With this, a research challenge arises that has to be thoroughly and immediately examined, answered, and eventually provided a sound solution.

1.1 Research objectives

The study's primary goal is to ascertain which domain in perfectionism and fear of failure influence procrastination among Department of Education – Division of Davao del Norte employees. Furthermore, the study intends to accomplish the following objectives:

- To assess the level of perfectionism, fear of failure, and procrastination among employees of the Department of Education – Division of Davao del Norte;
- To determine the relationships of perfectionism and fear of failure to procrastination among employees of the Department of Education – Division of Davao del Norte; and
- To determine if perfectionism and fear of failure influence procrastination among Department of Education – Division of Davao del Norte employees.

1.2 Research hypothesis

At 0.05 level of significance was investigated:

- There is no significant relationship between perfectionism and procrastination among Department of Education – Division of Davao del Norte employees.
- There is no significant relationship between fear of failure and procrastination among Department of Education – Division of Davao del Norte employees.
- There is no domain in perfectionism that significantly influences procrastination among Department of Education – Division of Davao del Norte employees.
- There is no domain in fear of failure that significantly influences procrastination among the Department of Education – Division of Davao del Norte employees.

1.3 Review of related literature

1.3.1 Perfectionism

According to recent research, perfectionism is a person's character to aspire to unreasonable conditions for oneself and others (Chang et al., 2021). Perfectionism may lead to self-defeating behavior, such as putting too much concern on making errors and consistently comparing oneself to others resulting in negative attitudes and psychological distress (Eley et al., 2020).

On the positive side, perfectionism becomes adaptive when an individual sets a high, achievable, and realistic standard and refrains from comparing oneself to others. With this, lower degree of cognitive stress and negative feelings are experienced and a higher degree of optimistic feeling and life satisfaction compared to non-perfectionists and maladaptive perfectionists. A higher degree of mindfulness benefits adaptive

perfectionists in tracking their level of stress and institutes self-care that prevents major stressors (Moate et al., 2019).

Also, at the within-person level, individuals may exhibit perfectionistic behavior in different tasks and shown when distinctly doing things than in reaching goals. At an interpersonal level, perfectionists can drive other person's wellness, manner, and conduct by conveying subtle emotions. Superiors who exhibit perfectionism may influence subordinates to achieve high standards of work performance. At the team level, perfectionists engage the group in a more effective team functioning, like continuously checking work outcomes and delaying decisions. Perfectionism presents challenges and advantages in the work setting (Ocampo et al., 2020).

Additionally, research has been conducted to know how perfectionism favorably plays at work. It was discovered that perfectionistic behavior tends to be unproductive at work. The adverse effects of perfectionism at work on performance and mental health outweighs the positive impact of perfectionism on motivation and engagement. To prevent the harmful effects of perfectionism, managers should not closely monitor people with perfectionistic tendencies as they are already doing it themselves but should do the other thing by communicating to them the level of expectation and acceptance of mistakes at work (Harari et al., 2018).

1.3.2 Fear of failure

Fear of failure is denoted as how a person comprehends the ramifications of failure, which influences an individual's motivation and involvement (Nakhla, 2019). In a work context, fear of failure among employees arises when a competitive threat occurs as employees begin to worry about a potential failure in reaching their goals (Khan et al., 2021).

Organizations promote a psychological safety climate where people are not reprimanded for expressing their ideas and promoting appropriate workplace behaviors. Research suggested that the conceived sustenance from the institution eases fear of failure in collective segments while repercussions on demotivation only concern individualities. A low psychological safety climate in a collectivistic group connotes negative social evaluation, while the opposite promotes unconventional ideas. An intense psychological safety climate in an individualistic group connotes motivation in group tasks, while the opposite is reduced (Deng et al., 2019).

Additionally, it was indicated that millennials are measuring career opportunities based on the support and education they will receive and consider themselves as product and consumer, different from the perspective of the previous generation. Their fear of failure triggers an unsettling decision to accept leadership roles when support from the organization is weak. This simply means that commitment to support should be viewed in a new frame, extending beyond a conventional role orientation (Saifman, 2017).

Notably, with the increased competition, organizations are finding ways to innovate. These innovations pose fear of failure among managers and employees as this requires change and tearing down the status quo. Management's vital role is to first remove the fear of failure that hinders both managers and employees from sharing innovative ideas. Managers should identify adaptive coping strategies to prevent fears from interrupting their initiatives. With this, management could find the best means of developing, adopting and executing innovation (Gülbahar, 2017).

1.3.3 Procrastination

Procrastination involves a scheme of moving up tasks till a later date, including the contention of inability to execute its completion. Others define it as a self-management failure distinguished by the unreasonable delay of tasks despite adverse outcomes (Prem et al., 2018). Procrastination negatively affects an employee's work performance (Bisin & Hyndman, 2020). A recent study finds causes and solutions to

procrastination. These causes include the absence of motivation, poor time management and prioritization of tasks, indecisiveness, self-inefficacy, pressure, stress, and tiredness, while solutions include task management, rethinking, learning, and development programs (Shaikh et al., 2020).

Correspondingly, an individual faces a decision in the discharge of their responsibilities in work and personal life. With this, it improves one's self-efficacy, self-esteem, and meeting set time constraints allow oneself to be free from stress, worries, indecisiveness, and financial distress. People from all walks of life procrastinate despite being consciously aware of its adverse outcomes. Habitual procrastination undermines the performance of routine tasks, and reducing this is necessary for contentment and the soundness of the welfare of professional growth and personal life (Garg, 2021).

Moreover, a study was conducted to investigate temperament's effect on employee procrastination among bank employees. It was found that the average of the four types of temperament varies significantly in the regions of procrastination. Those with melancholic temperaments are found to be the most procrastinator. Choleric temperament is the least procrastinator. Still, with the highest level of emotional persistence, phlegmatic temperament has the lowest level, and sanguine temperament is ideal for cold regions (Vahabzadeh Moghadam et al., 2021).

Meanwhile, inclusive leadership is negatively related to employee procrastination by way of their intrinsic motivation. This type of leadership could make a supportive environment that could fill an employee's basic needs. Improvements in physical and mental wellness, good work ethics, and a clear work path are beneficially reaped from improved work habits. Support and interaction from leaders trigger an employee to be more passionate about the job, which lessens procrastination behavior. Employee behavior improves and leads to an excellent organizational image (Lin, 2018).

1.3.4 Correlation between measures

Meanwhile, research was conducted to predict the connection of perfectionism to advertence, mental strain, and work procrastination. The association of perfectionism with procrastination was revealed. The study suggests that those who are prone to procrastination are younger females who engage themselves in perfectionism (cognition), and are believed to be less capable of managing their feelings and emotions and intolerant to psychological distress (Senderey & Papps, 2020).

Notably, it was indicated that internal managers are more inclined to procrastinate as those having powerful others as the locus of control, attributed to perfectionism. This is why they procrastinate until it is clear enough that they are prepared to finish their tasks. Procrastination is considered a threat to organizations as it hinders creative thinking and innovation, promotes negativity, and considers organizations ineffective (Munjal & Mishra, 2019).

Indeed, fear of failure, little motivation, perseverance, lack of time management, and inclination for a social life were determinants of procrastination. Higher indicators of these predictors indicate a tendency to procrastinate. Fear of failure and judgment, little motivation, and absence of organization associated with neuroticism and diligence positively affect procrastination. High neuroticism indicators moderate little motivation and absence of organization, while fear and judgment promote procrastination in relation to high diligence (Markiewicz & Dziewulska, 2018).

In addition, an individual's stressful work situations and lower work satisfaction is rooted in incapability to manage time, perfection to things, and fear of failure. Other's fear of failure is premised on an uncertain future, not letting significant other's down, or lacking self-esteem. If they believe they lack competence and improbably complete a task, they resort to procrastination as self-sabotage. This will potentially serve as a mechanism for imminent failure, coping with fear, protection from criticism, and as an excuse for not being able to do the task (Bilginoğlu & Yalçıntaş, 2020).

1.4 Theoretical framework

This study is pinned on Clinical Perfectionism Theory (Shafran et al., 2002). The theory states that an individual imposes a high standard on the self but fails to meet it, and putting too much evaluative concern will eventually result in impairment. Perfectionists strive to achieve higher goals and evaluate their self-worth based on achieving these goals. The inability to achieve these goals is associated with increased self-criticism and hatred. With this, a person chooses to avoid or procrastinate due to fear of not being able to attain self-imposed standards.

Further, the study is hinged on Achievement Motivation Theory (McClelland, 1961). David McClelland suggests that individuals operate in an environment in different ways to seek achievement, and their achievement motivation is based on cognitive factors. Achievement motivation represents a driving force (intrinsic or extrinsic) that triggers an individual to do something. Individuals with a high degree of hope of success equate to a high degree of achievement motivation, thereby decreasing procrastination. Meanwhile, those with a high degree of fear of failure are identical to those with a low degree of achievement motivation. Individuals with a high degree of fear of failure chose to decrease anxiety instead of eradicating the cause of anxiety. Too much negative emotions prompt them to create a plan that is ineffective in accomplishing tasks. One of them is procrastination.

This is grounded by Feher et al. (2020) postulation on perfectionism as a propensity to attain unreasonable conditions on oneself and other people to achieve flawless performance. This looks into factors such as rigid perfectionism, self-critical perfectionism, and narcissistic perfectionism.

This is also founded by Conroy et al. (2002) contention on fear of failure as how an individual comprehends the repercussions of failure that later influences drive and engagement. This is assessed using factors such as fear of an uncertain future, fear of important others' losing interest, fear of upsetting important others, fear of experiencing shame and/or embarrassment, and fear of devaluing one's self-estimate.

Moreover, this is backed by Metin et al. (2019) view on procrastination as putting off work at a later date or, worst, past the target date. Also, considered as a self-regulatory failure determined by the irrational delay of task despite of obstructive outcomes. This is measured in terms of soldiering and cyberslacking.

1.5 Conceptual framework

The relationship depicted in each of the variables is shown in Figure 1.5.1. Perfectionism, as the first independent variable, is based in terms of rigid perfectionism, self-critical perfectionism, and narcissistic perfectionism (Feher et al., 2020). Rigid perfectionism is the need to achieve perfect performance, and self-regard can be justified only when self-determined specifications are achieved. Self-critical perfectionism is putting too many concerns on negative comments about imperfections and believing that other people require a person to be perfect. Narcissistic perfectionism is the unachievable standards of perfection demanded from others, hypercriticism of mistakes and standards of perfection, entitlement when seen as perfect, and grandiosity.

Further, fear of failure is the second independent variable with indicators of fear of an uncertain future, fear of important others' losing interest, fear of upsetting important others, fear of experiencing shame and/or embarrassment, and fear of devaluing one's self-estimate (Conroy et al., 2002). Fear of an uncertain future is a person's tendency to fear what will happen in the coming days. Fear of important others' losing interest is the fear that another person will be disinterested when unable to succeed. Fear of upsetting important others is the fear that another person will be disappointed when unable to succeed. Fear of experiencing shame and/or embarrassment is the fear of shame/embarrassment from another person about doing something wrong. Fear of devaluing one's self- estimate is the fear of lacking confidence and feeling bad about oneself when failing.

Finally, procrastination is the dependent variable with indicators of soldiering and cyberslacking (Metin et al., 2019). In this context, soldiering is putting off job-tasks and doing non-job tasks without hazardous intentions. Cyberslacking is online non-job task activity purely for personal interest or

entertainment with the use of a computer and other resources.

INDEPENDENT VARIABLES   DEPENDENT VARIABLE

Perfectionism
- rigid perfectionism
- self-critical perfectionism
- narcissistic perfectionism

Procrastination
- soldiering
- cyberslacking

Fear of Failure
- fear of an uncertain future
- fear of important others' losing interest
- fear of upsetting important others
- fear of experiencing shame and/or embarrassment
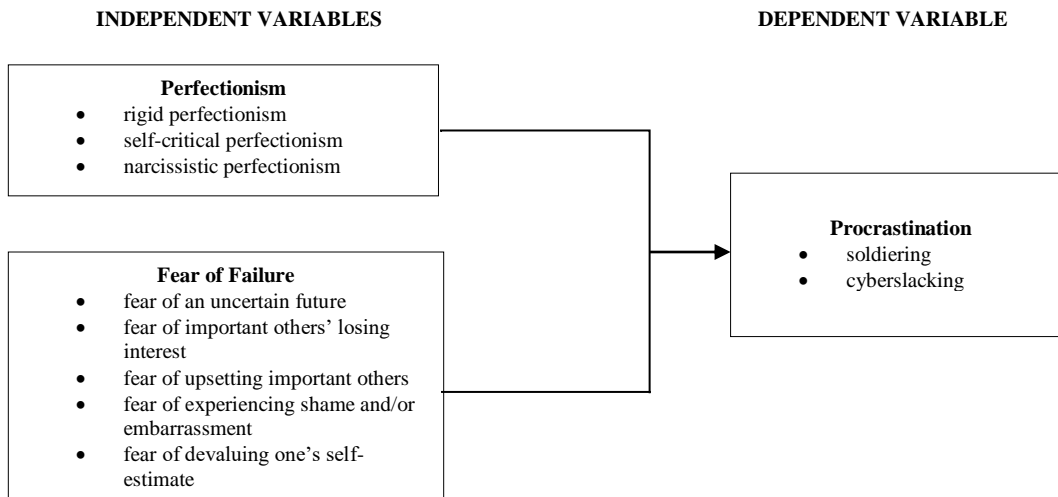- fear of devaluing one's self-estimate

Fig. 1.5.1. The conceptual framework of the study

2. Method

2.1 Research design

The research involves quantitative, non-experimental, employing correlational method with regression analysis. Using quantitative research, the aim is to collect numerical data. The numeric data may be the naturally quantitative or numeric arrangement of data established. The gathering of quantitative data enables researchers to manage simple to complex statistical interpretations that aggregate the data (Ahmad et al., 2019). Conversely, a non-experimental study does not employ alterations on the independent variable, randomized assignment of respondents to certain conditions, arrangement of conditions, or both (Jhangiani et al., 2015). Further, regression analysis determines the extent of the correlation between variables under examination and quantifies its effect on other variables (Sarstedt and Mooi, 2019).

The survey is considered the optimal method to employ. The ultimate reason for orchestrating the study is to better understand which indicators of perfectionism and fear of failure impact procrastination.

2.2 Population and sample

Eleven out of eleven (11 out of 11) districts, including the division office, will be selected as respondents of the study through random sampling with a total population of 4,707 and which represents the filled positions. With this, the respondents of the study will be taken from each of these districts and the division office, with a total sample of 369.

The subjects of the study are employees aged 20 and above who are working as teaching and non-teaching staff, permanent and provisional, in DepEd Davao del Norte. Provisional employees are those who meet all the requirements of the position except eligibility but only in the absence of a qualified eligible such as those scholarship graduates of the DOST-SEI that are allowed to teach and the appointment is renewed every school year but not to exceed 4 years. Moreover, those teaching in the Senior High School is granted provisional status. Both are conferred with permanent status upon passing the Licensure Examination for Teachers within the prescribed period. The study subjects are currently employed in the year 2021-2022.

Further, employees working as teaching and non-teaching staff, whose employment service is effective only until the incumbent's return from a short absence period or whose employment service is needed only for short duration, will not be included in the study. Also, employees working as teaching and non-teaching staff placed in private establishments were not considered. Discomfort in participating in the survey, such as untoward fear of filling up the questionnaire, difficulties in comprehending the items given, and the individual who happens to be in bad condition, are entirely free to disengage from the study.

2.3 Research instrument

The study uses a questionnaire that specifically addresses the problems in this research. The contents of the questionnaire were initially validated by experts and later subjected to pilot testing on respondents not involved in this study. After that, the collected data were tabulated and analyzed using Cronbach's Alpha to determine whether the items reflected in the questionnaire were consistent. Once the validity and consistency of the research questionnaire are achieved, the final data gathering on the respondents commences. Further, the appropriate measurement to elucidate the results is using a 5-point Likert Scale.

2.4 Data collection

The data collection facilitated by the researcher will consist of the following steps and of, which were properly adhered to:

- Seeking Approval to Conduct the Study. The study will undergo a series of reviews from the panel members. After, the research study will be subject to UMERC for further evaluation. When the UMERC approval has been secured, the researcher will request an endorsement letter from the Graduate School Office, and the same shall be submitted to the Schools Division Office for the approval of the conduct to study. Upon securing the needed endorsement from the Schools Division Office, the researcher will submit a request letter to the school administrator to finally conduct the study.
- Collecting/Retrieval of the Data Needed. The researcher will inform the school's administrative personnel for assistance in distributing the questionnaire as approved by the Schools Division Superintendent, School Head, and the Dean of Graduate School. The briefing is done before questionnaires are answered to avoid confusion.
- Checking, Collating, and Processing of Data. Attaining the study result through data tabulation, analysis, and use of quantitative tools.

2.5 Statistical tools

Employment of core statistical tools to scientifically achieve a correct way of interpreting data:

- Mean. This will rule the level of perfectionism, fear of failure, and procrastination among DepEd – Division of Davao del Norte employees.
- Pearson-r. This will be applied to determine the correlation between perfectionism, fear of failure, and procrastination among DepEd – Division of Davao del Norte employees.
- Linear Regression Analysis. This will be utilized to determine if perfectionism and fear of failure predict procrastination among DepEd – Division of Davao del Norte employees.

3. Results

3.1 Level of perfectionism

Perfectionism was described as moderate among respondents due to the high, moderate, and low scores on rigid perfectionism, self-critical perfectionism, and narcissistic perfectionism, respectively. Table 3.1.1 displays the following indicators of perfectionism. The indicators provide an overall average score of 3.10 and a standard deviation of 0.81.

The general average score of perfectionism was due to the respondents' judgment on the following indicators, starting from highest to the lowest scores: rigid perfectionism, described as high, with a mean of 3.41 and a standard deviation of 0.95; self-critical perfectionism, described as moderate, with a mean of 3.32 and a standard deviation of 0.87; and narcissistic perfectionism, described as low, with a mean of 2.58 and a standard deviation of 1.02.

Table 3.1.1. Level of perfectionism

Indicators	Mean	SD	Description
•Rigid Perfectionism	3.41	0.95	High
•Self-Critical Perfectionism	3.32	0.87	Moderate
•Narcissistic Perfectionism	2.58	1.02	Low
Overall	**3.10**	**0.81**	**Moderate**

3.2 Level of fear of failure

Table 3.2.1 displays the following indicators of fear of failure. It was described as moderate among respondents due to the moderate scores on fear of an uncertain future, fear of important others' losing interest, fear of upsetting important others, fear of experiencing shame and/or embarrassment, and fear of devaluing one's self-estimate, respectively. The indicators provide an overall average score of 2.79 and a standard deviation of 0.86.

The general average score of fear of failure was due to the respondents' judgment on the following indicators, starting from highest to the lowest scores: fear of devaluing one's self-estimate, characterized as moderate, with a mean of 2.88 and a standard deviation of 0.94; fear of an uncertain future, characterized as moderate, with a mean of 2.88 and a standard deviation of 0.98; fear of experiencing shame and/or embarrassment, characterized as moderate, with a mean of 2.83 and a standard deviation of 1.00; fear of upsetting important others, characterized as moderate, with a mean of 2.76 and a standard deviation of 1.00; and fear of important others' losing interest, characterized as moderate, with a mean of 2.60 and a standard deviation of 1.02.

Table 3.2.1. Level of fear of failure

Indicators	Mean	SD	Description
•Fear of an Uncertain Future	2.88	0.98	Moderate
•Fear of Important Others' Losing Interest	2.60	1.02	Moderate
•Fear of Upsetting Important Others	2.76	1.00	Moderate
•Fear of Experiencing Shame and/or Embarrassment	2.83	1.00	Moderate
•Fear of Devaluing One's Self-Estimate	2.88	0.94	Moderate
Overall	**2.79**	**0.86**	**Moderate**

3.3 Level of procrastination

Procrastination was described as low among respondents due to the low scores on soldiering and

cyberslacking. Table 3.3.1 displays the following indicators of procrastination. The indicators provide an overall average score of 2.34 and a standard deviation of 0.77.

The general average score of procrastination was due to the respondents' judgment on the following indicators, starting from highest to the lowest scores: cyberslacking depicted as low with a mean of 2.42 and a standard deviation of 0.84 and soldiering depicted as low with a mean of 2.26 and a standard deviation of 0.90.

Table 3.3.1. Level of procrastination

Indicators	Mean	SD	Description
•Soldiering	2.26	0.90	Low
•Cyberslacking	2.42	0.84	Low
Overall	**2.34**	**0.77**	**Low**

3.4 Significance of the relationships of perfectionism and fear of failure to procrastination

Table 3.4.1 exhibits the results gained using Pearson r to test whether relationships occur between perfectionism, fear of failure, and procrastination. Eventually, to better understand the variables, elucidations are laid out.

By looking first at each independent variable, perfectionism indicates an r-value of 0.418*, an r-square of 0.1747, and a p-value of 0.001. Conversely, fear of failure poses an r-value of 0.622*, an r-square of 0.3869, and a p-value of 0.001. Each of the variables' p-value is less than the 0.05 limit. Analyzing the preceding data means that each variable signifies a relationship to procrastination, in which fear of failure is the predominant independent variable due to a larger r-value. Looking at the table as a whole, this proves explicitly one of the goals of this study a significant relationship exists between variables. Moreover, we can confidently conclude that the first and second hypotheses are rejected based on the measurement of a 0.05 level of significance.

Table 3.4.1. Significance of the relationships of perfectionism and fear of failure to procrastination

Independent Variables	Dependent Variable	r-value	r-square	p-value	Decision
•Perfectionism	Procrastination	0.418*	0.1747	0.001	Reject H_0
•Fear of Failure		0.622*	0.3869	0.001	Reject H_0

*$p < 0.05$

3.5 Regression analysis on the influence of perfectionism and fear of failure to procrastination

Table 3.5.1 shows the results gained by using regression analysis in testing whether the variables perfectionism and fear of failure influence procrastination. Consequently, to better understand the variables, elucidations are given.

By looking first at each independent variable, perfectionism bears an unstandardized coefficient beta of 0.073, an unstandardized coefficient SE of 0.049, a standardized coefficient beta of 0.076, a t-value of 1.496, and a p-value of 0.136. On the contrary, fear of failure indicates an unstandardized coefficient beta of 0.520, an unstandardized coefficient SE of 0.046, a standardized coefficient beta of 0.577*, a t-value of 11.391, and a p-value of 0.001. The preceding figures show that only fear of failure predicts procrastination while perfectionism does not, given a lower value of unstandardized coefficient SE which denotes more significance, and a p-value that is less than the 0.05 limit. Eventually, this means that no domain of perfectionism predicts procrastination.

Table 3.5.1. Regression analysis on the influence of perfectionism and fear of failure to procrastination

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	B	SE	Beta			
(Constant)	0.666	0.131				
•Perfectionism	0.073	0.049	0.076	1.496	0.136	Do not Reject H_0
•Fear of Failure	0.520	0.046	0.577*	11.391	0.001	Reject H_0
Dependent Variable			Procrastination			

R=0.625* R^2=0.391
F-ratio=117.306 P-value=0.001

Additionally, looking at the table, the F-ratio is 117.306, with an R-value of 0.625* and a p-value of 0.001, indicating that the independent variables predict procrastination. The R^2=0.391 specifies that only 39.1% belongs to the indicators of the study, while those excluded are deemed additional indicators. Furthermore, we can conclude not to reject the third hypothesis while rejecting the fourth hypothesis.

3.6 Regression analysis on the influence of the domains of fear of failure to procrastination

Table 3.6.1 illustrates the results gained by using regression analysis in testing whether the domains of fear of failure influence procrastination. It also considers the previous analysis's outcome that no perfectionism indicators predict procrastination. Additionally, to better understand the indicators, elucidations are presented.

Looking first at each indicator, fear of an uncertain future indicates an unstandardized coefficient beta of -0.003, an unstandardized coefficient SE of 0.051, a standardized coefficient beta of -0.004, a t-value of 0.061, and a p-value of 0.952. Fear of important others' losing interest demonstrates an unstandardized coefficient beta of 0.279, an unstandardized coefficient SE of 0.053, a standardized coefficient beta of 0.369*, a t-value of 5.297, and a p-value of 0.001. Fear of upsetting important others implies an unstandardized coefficient beta of 0.061, an unstandardized coefficient SE of 0.058, a standardized coefficient beta of 0.079, a t-value of 1.054, and a p-value of 0.293. Fear of experiencing shame and/or embarrassment reveals an unstandardized coefficient beta of -0.00008463, an unstandardized coefficient SE of 0.060, a standardized coefficient beta of 0.000, a t-value of 0.001, and a p-value of 0.999. Fear of devaluing one's self-estimate denotes an unstandardized coefficient beta of 0.236, an unstandardized coefficient SE of 0.051, a standardized coefficient beta of 0.287*, a t-value of 4.636, and a p-value of 0.001. The preceding figures show that only fear of important others' losing interest and fear of devaluing one's self-estimate predict procrastination, given lower values of unstandardized coefficient SE which denotes more significance and a p-value less than the 0.05 limit.

Correspondingly, looking at the table as a whole, the F-ratio is 51.004, with an R-value of 0.642* and a p-value of 0.001, stipulating that the indicators predict procrastination. The R^2=0.413 specifies that only 41.3% belongs to the indicators of the study, while those excluded are deemed additional indicators. Accordingly, we can only reject the fourth hypothesis on indicators of fear of important others' losing interest and fear of devaluing one's self-estimate.

Table 3.6.1. Regression analysis on the influence of the domains of fear of failure to procrastination

Independent Variables	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	B	SE	Beta			
(Constant)	0.777	0.109				

•Fear of an Uncertain Future	-0.003	0.051	-0.004	0.061	0.952	Do not Reject H_0
•Fear of Important Others' Losing Interest	0.279	0.053	0.369*	5.297	0.001	Reject H_0
•Fear of Upsetting Important Others	0.061	0.058	0.079	1.054	0.293	Do not Reject H_0
•Fear of Experiencing Shame and/or Embarrassment	-8.463^5	0.060	0.000	0.001	0.999	Do not Reject H_0
•Fear of Devaluing One's Self-Estimate	0.236	0.051	0.287*	4.636	0.001	Reject H_0

Dependent Variable	Procrastination
R=0.642*	R^2=0.413
F-ratio=51.004	P-value=0.001

4. Discussion

4.1 Level of perfectionism

Employees of DepEd - Davao del Norte found a moderate level of perfectionism. Respondents who moderately felt rigid perfectionism have a sense of value based on their uncompromising performance expectations. Self-critical perfectionism, where they put too much emphasis and concern on negative critics of flaws and believe that the other person requires one to be perfect, and narcissistic perfectionism, where they set unreachable standards of perfection needed from others, overcritical even on the slightest flaws and standards of perfection, the need for entitlement when seen as perfect and grandiosity.

Given the overall moderate ratings, the same goes with Hammond et al. (2019), who posits that when exposed to stress, people who have not acquired adaptive perfectionism are more likely to suffer burnout than those who have. Those who have acquired adaptive perfectionism are more likely to regard difficult conditions as stimulating challenges and opportunities for growth and creative problem-solving. Managers should consider a person's personality when hiring, training, placing, and managing stress and help employees access various psychological services.

While employees of the DepEd – Davao del Norte found a higher level of rigid perfectionism, indicating that individuals do not settle for anything less but strive for excellence in their tasks. Correspondingly, Kinman and Grant (2022) inferred that burnout, fatigue, and lack of engagement at work are all more common among those who struggle with maladaptive perfectionism. Implement self-help, counseling, therapy, and mindfulness techniques to promote self-compassion and individually diminish irrational beliefs and self-criticism. Demonstrating self-care and engagement in mind and body-focused healing activities to lessen maladaptive perfectionism at the organizational level.

Consequently, self-critical perfectionism among DepEd – Davao del Norte employees was moderate, where individuals still try to see their flaws positively and accept them. Moroz (2019) also suggests that self-critical perfectionism is a cognitive-personality susceptibility factor connected to numerous unfavorable psychological consequences, such as melancholy and anxiety. Those who tend to be harder on themselves and strive for perfection are more likely to acquire maladaptive attitudes due to traumatic events in their formative years. Also, people with higher degrees of self-critical perfectionism might benefit from reevaluating their past experiences to foster self-love and counteract self-critical judgments.

On the other hand, DepEd - Davao del Norte employees found a lower level of narcissistic perfectionism, where employees manage to accept mistakes in a positive light without resorting to selfish behavior and perfectionistic tendencies. Furthermore, it was posited by Hayatbini et al. (2021) that the detrimental relation between narcissistic perfectionism and cognitive flexibility is mitigated when mental

reevaluations are done regularly. Combining cognitive flexibility with mental reevaluation will cause a lighter emotional load on the individual. Those with a small degree of narcissistic perfectionism could benefit from regular mental reevaluations by seeing matters within one's control.

4.2 Level of fear of failure

DepEd - Davao del Norte employees found a moderate fear of failure. Respondents who moderately felt fear of devaluing one's self-estimate have individual insecurity rooted in a dread of failing and a subsequent sense of shame about themselves; fear of an uncertain future inclines a person to be concerned about what may transpire in the following days; fear of experiencing shame and/or embarrassment denotes fear of public ridicule from people about having done something wrong; fear of upsetting important others signifies anxiety that comes from worrying about how other people may react to one's failure to achieve goals; and fear of important other's losing interest means that other people will be disinterested when one does not succeed.

The above implications also echo Ogunsanya and Rasheed's (2019) assertion that organizations should establish practical plans for coping with stressful situations and teach people stress-reduction measures. It is important to provide training and development programs to help people make better decisions and alleviate their fear of failing. Regular workshops should promote improved performance regardless of position and psychological status.

Regarding the fear of devaluing one's self-estimate, the fear of failure among DepEd – Davao del Norte employees was moderate. As an individual faces failure in the workplace, this might result in the devaluation of one's self-esteem, characterized by a loss of self-confidence. Lack of confidence and low self-esteem can harm a person's relationships, career, or academics. It might also harm an individual's physical and mental health if neglected. Still, Niveau et al. (2021) laid out interventions to boost self-esteem. Interventions focused on compassion seek to address suffering in oneself or others. Gratitude interventions instruct individuals to foster gratitude. Another often utilized strategy to enhance a person's mental health and well-being is through support groups, a series of gatherings where a group gathers to discuss difficulties with one another. Autobiographical memory retrieval and introspection are the goals of reminiscence-based therapies. Cognitive-behavioral therapy helps individuals build positive self-beliefs, change negative self-beliefs, and become more accepting of themselves.

Consequently, fear of an uncertain future among DepEd – Davao del Norte employees was moderate. It implies a person's inclination to become anxious about the future, and worst-case scenarios for potential future events may occupy their thoughts for a long time due to workplace failure. Too much focus on negative outcomes will cause a person to be restless, disappointed, and despaired. Also, Jordan et al. (2020) posited that an individual's first reaction is usually fear. When people are encouraged not to show fear at work, this only means the presence of uncertainties. Also, anxiety plays a significant role in businesses and is a normal component of the process that keeps staff members alert and attentive to workplace uncertainties. Organizations are aware that uncertainties are increasing and unresolved problems bring anxiety.

Technically, fear of experiencing shame and/or embarrassment among DepEd - Davao del Norte employees was moderate. If failure happens, there is a possibility that an individual has a growing poor opinion of oneself, feelings of embarrassment when failure is exposed in the workplace that will catch other people's attention, and the propensity to dwell on the feelings of others. Antoniadou et al. (2018) proposed that pressure is put on the individual as a result of fear of failure brought on by various workplace stimuli, such as the prospect of being publicly humiliated, dealing with managers questions, or one's degree of preparedness in facing others. Genuinely expressing concern toward other people helps to reduce fear since it encourages support and advice from coworkers and managers, as well as a feeling of autonomy and confidence. Organizations should raise awareness about the idea of fear to assist employees in overcoming its detrimental effects and effectively dealing with terrifying circumstances.

Notably, the fear of upsetting important others among DepEd - Davao del Norte employees was moderate about situations when employees fail. Disappointments may stem from workplace goals that a person should attain, what the other person wants someone to become or expect someone to be, what they would like for a person to do with their time, and tasks that a person should perform for them. Nonetheless, Rosaline & Anthony (2019) noted that the absence of creativity and risk-taking creates fear of failure. Employees may feel pressured and even intimidated to perform when seen from the perspective of short-term goals. This situation creates a tense environment and dread, which results in job instability, rivalry, mistrust between supervisors and subordinates, blaming, and negating support.

Certainly, fear of important others' losing interest among DepEd – Davao del Norte employees was moderate. In the event of failure, an individual may fear rejection, such as being alone, abandoned, outcasted, and unappreciated. To some, this may potentially create negative emotions and lead to depression. Zhou et al. (2020) also indicate that although unexpected failures occur at work, learning from them gives employees a chance to improve themselves. Chen et al. (2017) argue that people realize the difference between their capabilities and what is needed at work when learning from mistakes. Still, more significantly, it teaches them essential lessons and offers them experience in dealing with issues and problems in the future. As Dahlin et al. (2018) said, encouraging employees to learn from their errors may be done by appealing to their motivation to devote time and cognitive resources.

4.3 Level of procrastination

Employees of DepEd - Davao del Norte found a low level of procrastination. Respondents who felt less cyberslacking have executed non-work tasks activity mainly for personal interest or entertainment using a computer and other related resources, as well as soldiering, where a person does non-work tasks and delays important work tasks which do not come with hazardous intentions.

The same is true with the views of Shin and Grant (2021) that the incubation process of problem reconfiguration and activation of fresh knowledge means that procrastination sparks the growth of creative ideas. If employees had a high level of intrinsic motivation, which directs the attention of employees when procrastinating, their moderate procrastination of tasks would cause supervisors to give them higher evaluations of inventiveness. However, this only applies to the amount of work, as their supervisors perceive them as less task-efficient when they show procrastination.

Likewise, cyberslacking among DepEd - Davao del Norte employees was low. Indeed, technology allows employees to work quickly on tasks, but this would create a diversion for some people to spend time on things unrelated to the job. However, others are actively procrastinating and still come out as productive in their jobs. Asio (2021) affirms that working in academia is challenging because functional duties encompass teaching, research, and extension. Employees who use the trifocal function procrastinate; therefore, this issue affects students and employees. Research on academic personnel discovered that they postpone themselves and concur that they are yet productive in their various responsibilities. Additionally, it was clear that procrastination rates and worker productivity among employees have a positive association.

On the other hand, soldiering among DepEd – Davao del Norte employees was low. It implies that employees procrastinate to the degree that does not affect their work performance in dealing with work pressures. Having the chance to take time to delay some things allows them to recover from stress and regain focus on important tasks. Similarly, Çetin and Kumkale (2017) proposed that when performing tasks that fall under the purview of their job responsibilities, an employee is motivated by two motives. When the nature of their employment brings on a person's procrastination, this is because of the time pressure, the demands of the job, and the circumstances surrounding them. The indecisive personality trait, last-minute conduct, and evasive approach are the root causes of procrastination behavior when personality traits are to blame. These behaviors have a considerable negative impact on organizational productivity.

4.4 Significance of the relationships of perfectionism and fear of failure to procrastination

The study discovered a strong association between perfectionism and procrastination among DepEd Davao del Norte employees. It connotes that perfectionism significantly influences procrastination among employees. It further implies that an individual's failure to achieve high personal standards results in procrastination. Because of their anxiety over falling short of their ideal standards, perfectionists avoid or put off doing things. The outcome supports the argument of Shafran et al. (2002) on Clinical Perfectionism Theory which states that setting high standards for oneself but failing to live up to them will eventually lead to impairment. Perfectionists work toward greater goals and gauge their self-worth based on these accomplishments. Increased self-hatred and self-criticism result in the nonattainment of goals. In light of this, a person decides to postpone or put off doing something out of fear of failing to meet their high standards.

Both Sirois et al. (2017) and Smith et al. (2017) reveal that procrastination is more frequent among those who worry about making errors, question themselves, or care too much about others' thinking. Also, procrastination was significantly related to perfectionism. Correspondingly, the studies of Sirois et al. (2017) have revealed a positive link between the conceptions of procrastination and perfectionism.

On the contrary, an association exists between fear of failure and procrastination among DepEd – Davao del Norte employees. It connotes that fear of failure significantly influences procrastination among DepEd – Davao del Norte employees. It proves that the degree to which one fears failing connects to one's drive level. When people fear failing, they avoid doing tasks to alleviate their anxiety. It proves McClelland's (1961) Achievement Motivation Theory states that individuals function in environments in various ways to pursue success, and their drive to succeed depends on cognitive elements. Achievement motivation is a driving factor, either intrinsic or extrinsic, that prompts someone to act. High levels of hope for success correlate with high achievement motivation, which reduces procrastination. At the same time, the lack of drive to succeed equates with a greater fear of making mistakes. People with a strong fear of failing opted to reduce anxiety rather than eliminate the anxiety's root cause. They develop a plan that is unsuccessful in completing tasks due to having too many negative emotions, procrastination being one of them.

The same with the assertion of Banger et al. (2017) that people who avoid tasks out of a reasonable fear of failing are said to be avoidant procrastinators. A study pointed out that teachers who are overloaded with choices exhibit avoidant and arousing behaviors. Male workers were more susceptible to procrastination. Bad work performance, poor health, stress, deficiency in learning, and diminished self-confidence are all detrimental outcomes of procrastination. Training programs, job duties and responsibilities, and work restructuring are said to handle procrastination.

4.5 Regression analysis on the influence of perfectionism and fear of failure to procrastination

The data established that only fear of failure is strongly associated with procrastination, while perfectionism does not. Therefore, no indicators of perfectionism, such as rigid, self-critical, and narcissistic perfectionism, were found to predict procrastination.

Accordingly, this affirms the view of Hewitt et al. (2017) that the idea behind perfectionism is evident in the parent's relationship with their children based on the "Perfectionism Social Disconnection Model" (PSDM). When not given enough focus on areas such as providing a stable environment, full support, and sustenance may cause the manifestation of perfectionism, and the child's view on the degree of their parent's favor causes the development of perfectionism.

De Maria et al. (2021) argued that perfectionistic strivings and concern for excellence among sports enthusiasts relate to their relationships with colleagues, trainers, and parents. When coerced by their peers, trainers, and parents to perform outstandingly and leave no room for mistakes, this creates a source for perfectionism to develop.

Whereas the assertion of Devi (2021) proves that a hidden factor in procrastination is the fear of

failure, which makes us feel guilty and inadequate, and we use procrastination as a justification for being unable to complete a task. Avoiding task delay can be accomplished by altering our perception of our fear of failure. Reminding ourselves that failure is a good learning experience, encourages progress, and provides a chance for change, will help us break the cycle of dread.

4.6 Regression analysis on the influence of the domains of fear of failure to procrastination

The data established that only two indicators of fear of failure predict procrastination. These are fear of important others losing interest and fear of devaluing one's self-estimate, which directly predicts procrastination.

Certainly, this affirms the idea of Zou (2019) that people may decide to postpone completing a task because they fear the difficulties that may come up. Any fear is possible, including rejection, loneliness, suffering, inability to make a decision, difficulty, and losing control. Khan et al. (2019) also proposed that being open to rejection harms wellness and can cause loneliness, depression, and anxiety. Chakraborty and Chakravarti (2019) suggest that mental state affects one's physical and mental health, reducing productivity and performance at work. However, Peng et al. (2017) and T'ng et al. (2020) indicate that loneliness triggers unfavorable feelings, including hostility, anger, and physical and verbal abuse, reducing creativity and productivity.

In contrast, this supports the view of Yang et al. (2021) that fear of failure is a common personality trait among those who suffer from poor self-regard. Self-regard predicts procrastination and may affect it over time. People who don't believe in themselves are likelier to put off beginning initiatives until later and then fail to see them through to completion. Additionally, Kınık & Odacı (2020) propounded that procrastination is more frequent in people with poor self-esteem since they are less motivated and expect less from themselves. Also, Steel et al. (2018) argued that according to the Temporal Motivational Theory (TMT), procrastination-sensitive qualities like self-esteem predict procrastination.

4.7 Conclusion

Based on the information gleaned from the investigation, established are conclusions from this section. Rigid perfectionism was high, self-critical perfectionism was moderate, and narcissistic perfectionism was low. Perfectionism in the eleven (11) districts, including the division office, was shown to be moderate. Conversely, indicators of fear of failure, fear of devaluing one's self-estimate, fear of an uncertain future, fear of experiencing shame and/or embarrassment, fear of upsetting important others, and fear of important others' losing interest were all found to be moderate. Across all eleven (11) districts and the division, this equates to a moderate level of fear of failure. In general, the level of procrastination among employees was low. On the contrary, cyberslacking and soldiering were relatively low levels of procrastination.

Moreover, an association occurs between perfectionism and procrastination among DepEd – Davao del Norte employees, which further supports Shafran et al. (2002) Clinical Perfectionism Theory. On the other hand, the study also established a positive link between fear of failure and procrastination, which supports McClelland's (1961) Achievement Motivation Theory. At the same time, regression analysis on the influence of perfectionism on procrastination unveils that no domain of perfectionism predicts procrastination. On the other hand, only two domains, fear of important others' losing interest and fear of devaluing one's estimate, were proved to substantially predict procrastination in regression analysis on the influence of fear of failure to procrastination.

4.8 Recommendation

The study unveiled that employees' perfectionism and fear of failure significantly influence

procrastination. Indicators such as fear of important others' losing interest and fear of devaluing one's self-estimate affect procrastination. With the conclusion established, given are suggestions to address the variables at play.

Human resource managers should provide short and easy mindfulness exercises in the workplace that promotes positivity in the self and the environment, such as active and mindful listening. They should also encourage employees to tap into various psychological services from onsite counselors, psychologists, and support groups to discuss self-care and accepting flaws. Activities that targets the mind and body, such as small exercise session and meditation during breaks, could promote self-positivity. During recruitment, selection, and placement of employees, human resource managers should emphasize a person's trait and appoint them to positions that best suit their character. They should afford employees of different learning and development programs to battle procrastination, such as managing and prioritizing work tasks, motivation, performance, and productivity.

Further, school administrators should also promote an open and supportive environment where employees can speak out about their problems without prejudice. They should regularly conduct short meetings to set achievable targets and updates on work tasks and encourage employee feedback where leaders and members could shed light on the problem. Moreover, administrators are responsible for managing the fear of employees such as giving them an idea of what mistakes are acceptable, inviting employees to be more involved in the process through communicating opportunities and problems, and giving them an idea of what kind of problems should be escalated to the proper unit so that constructive suggestions are given instead of putting fear among employees. Thus, school administrators are motivated to support employees' behavior by strengthening their passion for work.

On the other hand, employees are encouraged to become socially aware of their behavior, whether perfectionism, fear of failure, or procrastination affects an individual or their team. To eliminate the urge to procrastinate on tasks, employees should develop self-awareness of their purpose for procrastinating, implement time management techniques, and divide tasks into smaller ones that allow a person to have a flexible schedule and develop an intrinsic motivation toward work. Employees could achieve it by seeing the big picture, like which tasks should be given importance, what parts or points need an in-depth review or when an in-depth review is necessary, and managing fear by accepting mistakes as takeaway learnings when things do not go favorably. Looking at things from different angles also offers an individual an avenue for teamwork and understanding in groups, allowing them to see problems differently and deal with them objectively.

For future researchers, advancing the understanding of why employees across different ages are inclined to procrastinate, bringing both positive and negative effects in the workplace, would be a good start in widening this management research area. Studying different variables aside from perfectionism and fear of failure to know their effect and magnitude on procrastination. The concept of motivation, work performance, productivity, and supervisor or peer support are variables less studied as an antecedent to procrastination and could be studied further to know their direct, indirect, and moderating effects on workplace procrastination.

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