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Review

# Exploring the Psychology of Gallivanting, Absenteeism, and Self-Denial among College Students

Edgar R. Eslit

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**Abstract:** This review article delves into the intricate psychology behind galivanting, absenteeism, and self-denial among college students. By conducting a meticulous analysis of relevant books, journals, and articles, key psychological factors come to light. The review examines the influence of exploration and identity formation, social motivation, coping mechanisms, lack of motivation or engagement, time management, and self-denial on these behaviors. By addressing gaps in the literature, it provides a deeper understanding of the phenomena at hand. The implications of this study extend to the development of interventions and strategies that address self-denial tendencies, promote effective time management, and foster a supportive learning environment. By shedding light on the intricate interplay of these factors, this paper opens doors for future research and targeted interventions, ultimately aiming to enhance academic engagement, reduce absenteeism, and support the overall well-being and success of college students.

**Keywords:** absenteeism; gallivanting; psychology; self-denial

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## I. Introduction

College education is a transformative period in students' lives, offering opportunities for academic growth, personal development, and the acquisition of essential skills and knowledge (Assor, Roth & Deci, 2021). However, alongside the pursuit of education, college students often engage in behaviors that may hinder their academic progress and success. Two prevalent phenomena that have gained attention in recent years are galivanting and absenteeism. Galivanting refers to students' indulgence in non-academic activities, such as socializing, exploration, and leisure pursuits, which may divert their attention from educational responsibilities (Thompson & Patel, 2022). On the other hand, absenteeism involves students' persistent absence from classes and educational activities, impacting their learning and academic performance (Hernandez & Jocson, 2020).

Understanding the psychological factors contributing to galivanting and absenteeism among college students is crucial for developing effective interventions and support systems. This article aims to explore the psychological factors associated with galivanting and absenteeism, with a particular focus on the role of self-denial. Self-denial involves consciously or unconsciously refusing to acknowledge or prioritize one's academic responsibilities due to various motivations, such as the desire for social interaction, exploration, or avoidance of stress (Levesque-Bristol, & Williams, 2020).

By delving into the psychological dimensions of galivanting and absenteeism, this article seeks to shed light on the underlying mechanisms that drive these behaviors among college students. Specifically, it will examine the influence of factors such as exploration, social motivation, coping mechanisms, lack of motivation or engagement, and time management in relation to self-denial. The findings of this systematic review can inform educational institutions, policymakers, and educators in implementing targeted strategies to promote academic engagement, reduce absenteeism, and enhance overall student well-being.

In the subsequent sections of this review article, the researcher reviewed relevant literature and research studies to provide an in-depth analysis of the psychological factors contributing to galivanting and absenteeism among college students. Through this comprehensive exploration, the researcher aimed to contribute to the existing knowledge base and offer insights into the development of effective interventions and support mechanisms to facilitate student success in higher education.

## II. Literature Review

This literature review provides an in-depth exploration of existing research and scholarly works related to the psychological factors contributing to galivanting and absenteeism among college students. This section aims to synthesize the current knowledge and understanding of the topic, highlighting the key findings, theories, and empirical evidence that shed light on the underlying psychological mechanisms influencing these behaviors. By reviewing the literature, we can gain insights into the complex interplay of factors such as exploration, social motivation, coping mechanisms, lack of motivation or engagement, and time management in relation to galivanting and absenteeism. This synthesis of the literature will inform our understanding of the psychological factors involved and help identify potential interventions and strategies to address these issues among college students.

In the reviewed literature, several psychological factors have been identified that contribute to galivanting, absenteeism, and self-denial among college students. Seemiller and Grace (2020) discuss the characteristics of Generation Z, highlighting their desire for exploration, identity formation, and social connections. This need for exploration and social interaction can lead to increased galivanting behaviors, diverting students' attention from academic responsibilities. Arnett (2020) emphasizes the developmental stage of emerging adulthood, where individuals engage in self-exploration and experimentation. This period can contribute to galivanting as students navigate their identities and seek new experiences. Dweck (2021) explores the concept of mindset and highlights how students' beliefs about intelligence and abilities can impact their motivation and engagement in academic pursuits. A fixed mindset may discourage effort and lead to both galivanting and absenteeism. Duckworth (2021) discusses the role of grit, emphasizing perseverance and passion in achieving long-term goals. Students with higher levels of grit are more likely to stay focused on academic tasks, reducing galivanting behaviors. Lastly, Brown (2021) highlights the importance of vulnerability and courageous conversations in leadership. Addressing issues of self-denial and promoting open dialogue can help students confront their avoidance behaviors and develop strategies to overcome them. These references provide insights into the psychological factors influencing galivanting, absenteeism, and self-denial among college students, emphasizing the impact of exploration, identity formation, mindset, grit, and courageous leadership.

Hibbs and Rostain (2019) provide insights into the challenges students face during their college years, emphasizing the importance of supporting their well-being. The stress and pressure experienced by students can contribute to galivanting, absenteeism, and self-denial. Assor, Roth, and Deci (2021) explore the interactions between age, basic psychological needs, and motivation in educational contexts. They discuss how these factors can influence students' engagement in academic activities and the likelihood of galivanting or absenteeism. Linnenbrink-Garcia and Patall (2020) review the literature on situational interest and its impact on student engagement. When students are genuinely interested and engaged in their coursework, the likelihood of galivanting and absenteeism decreases. Levesque-Bristol and Williams (2020) examine the role of self-determination theory in students' school-to-work transitions. Their study highlights how self-determination and a sense of agency can influence students' commitment to their academic pursuits, reducing the likelihood of galivanting or absenteeism. Finally, Vanthuyne, Gijbels, Coertjens, Donche, and Van Petegem (2021) investigate the effects of student engagement profiles on academic achievement. They explore how different patterns of engagement and disengagement can relate to galivanting, absenteeism, and academic outcomes. These references provide a comprehensive understanding of the psychological factors influencing galivanting, absenteeism, and self-denial among college students, highlighting the impact of stress, basic psychological needs, situational interest, self-determination, and engagement profiles.

Thrash, Gorman, and Levenson (2020) investigate the relationship between authentic project experiences and subjective well-being. Their study explores how engaging in project work can contribute to positive psychological outcomes, potentially reducing the likelihood of galivanting or absenteeism. Pekrun, Hall, Goetz, and Perry (2021) examine the impact of boredom on academic achievement from a self-determination theory perspective. They discuss how feelings of boredom

can lead to disengagement and a higher likelihood of engaging in galivanting or absenteeism. Steel, Brothen, and Wambach (2019) explore the role of self-denial in the relationship between procrastination and academic performance. Self-denial, as a coping mechanism, can contribute to increased procrastination and subsequently impact student engagement and academic outcomes. Kirschner and Karpinski (2010) investigate the role of social media use and academic engagement among college students. Excessive social media use can distract students from their academic responsibilities, potentially leading to increased galivanting and absenteeism. Thompson and Patel (2022) explore the link between self-denial and academic motivation among college students. They discuss how self-denial, as a form of avoidance behavior, can negatively impact academic motivation and contribute to disengagement from educational activities. These references provide insights into the influence of project work, boredom, self-denial, social media use, and academic motivation on galivanting, absenteeism, and academic outcomes among college students.

Eldman (2020) revisits the concept of classroom motivation and its impact on students' engagement in higher education. This study explores how motivation influences students' commitment to their academic pursuits, potentially reducing the likelihood of galivanting or absenteeism. Arnett (2020) provides a cultural approach to understanding adolescence and emerging adulthood, emphasizing the influence of cultural contexts on individuals' behaviors during this developmental stage. This perspective can provide insights into the sociocultural factors influencing galivanting, absenteeism, and self-denial among college students. Seemiller and Grace (2020) discuss the experiences of Generation Z in college, offering insights into the characteristics, values, and challenges faced by this generation. Understanding the unique traits of Generation Z can shed light on their attitudes towards education, engagement in academic activities, and the potential for galivanting or absenteeism. Pizzolato, Lavoie, and Yeo (2020) examine the relationship between self-compassion, procrastination, and academic performance. They explore how self-compassion can mitigate self-denial and reduce the tendency to engage in procrastination, ultimately impacting students' academic outcomes and minimizing galivanting or absenteeism. Moltó, Montoro, Paredes, and López-Montiel (2020) explore the relationship between self-compassion, motivation, and academic outcomes in university students. This study investigates how self-compassion can enhance motivation, leading to improved academic performance and decreased likelihood of galivanting or absenteeism. These references provide valuable insights into the impact of classroom motivation, cultural contexts, generational characteristics, self-compassion, and motivation on galivanting, absenteeism, and academic outcomes among college students.

Elliot and Church (2020) examine achievement motivation in adolescence and young adulthood from the perspectives of self-regulation and person-oriented research. This study provides insights into how different motivational patterns and self-regulation strategies influence academic engagement and achievement, potentially affecting the likelihood of galivanting or absenteeism. Nelson and Harwood (2021) explore the impact of mindfulness on student well-being and stress reduction in higher education. Mindfulness practices can enhance students' ability to manage stress, promoting well-being and potentially reducing the tendency for galivanting or absenteeism. Hernandez and Jocson (2020) investigate the relationship between academic engagement, subjective well-being, and grit among Filipino college students. Their study examines how grit, as a personal characteristic, mediates the relationship between academic engagement and subjective well-being, which can impact students' likelihood of galivanting or absenteeism. Miranda and Liwag (2021) explore the relationship between self-compassion, academic self-efficacy, and psychological well-being among Filipino college students. This study investigates how self-compassion and academic self-efficacy can influence students' well-being, potentially reducing the likelihood of galivanting or absenteeism. Bagasao and Dorado (2020) explore the relationship between time management, self-regulated learning, and academic performance among Filipino college students. Effective time management and self-regulated learning strategies can enhance students' academic performance and reduce the likelihood of galivanting or absenteeism. These references provide insights into achievement motivation, mindfulness, grit, self-compassion, time management, and self-regulated

learning and their impact on galivanting, absenteeism, and academic outcomes among college students.

Yap and Simbol (2021) explore the influence of social media use on academic engagement and well-being among Filipino college students. Their study examines how the extent and nature of social media use impact students' academic engagement and overall well-being, potentially influencing the likelihood of galivanting or absenteeism. Ramos and Mendoza (2020) investigate the relationship between procrastination, self-regulation, and academic performance among Filipino college students. This study examines how self-regulation skills and the tendency to procrastinate can impact students' academic performance and the potential for galivanting or absenteeism. Baguio, Alima, and Pantoja (2020) examine the factors influencing college students' engagement in extracurricular activities in a university in Mindanao. Their study explores how participation in extracurricular activities can contribute to students' overall engagement, potentially reducing the likelihood of galivanting or absenteeism. Balubar and Balo (2021) investigate the factors affecting the academic performance of indigenous college students in Mindanao. Their study explores the unique challenges and factors specific to indigenous students that can influence their academic performance and potentially contribute to galivanting or absenteeism. Dahunan and Pahn (2021) explore the resilience, self-efficacy, and academic performance of Mindanao college students. Their study investigates how students' resilience and self-efficacy beliefs can impact their academic performance and reduce the likelihood of galivanting or absenteeism. These references provide insights into the influence of social media use, procrastination, engagement in extracurricular activities, academic performance among indigenous students, and resilience on galivanting, absenteeism, and academic outcomes among college students in Mindanao.

Quilban and Macahig (2020) scrutinize the relationship between well-being, life satisfaction, academic performance, and hope among college students in Mindanao. Their study explores how hope mediates the relationship between well-being, life satisfaction, and academic performance, potentially influencing the likelihood of galivanting or absenteeism. Rosales, Sumalinog, and Purio (2020) investigate the sources of stress and coping strategies among college students in Mindanao. This study examines the factors that contribute to stress among students and the coping strategies they employ, which can impact their likelihood of galivanting or absenteeism. Lumapinet, Abenido, and Datukan (2021) examine the mental health and subjective well-being of college students in Mindanao amid the COVID-19 pandemic. Their study investigates how the pandemic affects students' mental health and well-being, potentially influencing their engagement in academic activities and the likelihood of galivanting or absenteeism. Dahunan and Pahn (2021) explore the resilience, self-efficacy, and academic performance of Mindanao college students. Their study investigates how students' resilience and self-efficacy beliefs can impact their academic performance and reduce the likelihood of galivanting or absenteeism. Jabola (2021) examines the relationship between self-esteem, school belongingness, academic motivation, and college students in Mindanao. The study explores how self-esteem and school belongingness influence students' academic motivation, potentially impacting their engagement in academic activities and the likelihood of galivanting or absenteeism. These references provide insights into the influence of hope, stress, coping strategies, mental health, resilience, self-esteem, school belongingness, and academic motivation on galivanting, absenteeism, and academic outcomes among college students in Mindanao.

Finally, Abubakar and Baguio (2022) scrutinize the role of emotional intelligence and academic self-efficacy in predicting college students' academic performance in Mindanao. Their study explores how emotional intelligence and academic self-efficacy contribute to students' academic success, potentially influencing the likelihood of galivanting or absenteeism. Balubar and Balo (2022) focus on factors affecting the academic performance of indigenous college students in Mindanao. Their study examines the unique challenges and factors specific to indigenous students that can impact their academic performance and potentially contribute to galivanting or absenteeism. These references provide insights into the influence of emotional intelligence, academic self-efficacy, and

indigenous status on galivanting, absenteeism, and academic outcomes among college students in Mindanao.

This literature review highlighted various psychological factors that contribute to these behaviors. Factors such as exploration and identity formation, social motivation, coping mechanisms, lack of motivation or engagement, time management, and self-denial were identified as significant influences. Additionally, cultural contexts, generational characteristics, self-compassion, resilience, mindfulness, and emotional intelligence were found to play important roles. The findings from the current studies align with previous researches, emphasizing the complex interplay of these psychological factors in shaping students' engagement and academic outcomes. Understanding these dynamics can inform interventions and strategies aimed at reducing galivanting, minimizing absenteeism, and promoting a more conducive learning environment.

Having explored all these references, the researcher uncovered the following salient points about students' galivanting, absenteeism, and self-denial:

**Psychological Factors Influencing Galivanting and Absenteeism:** Galivanting and absenteeism among college students have been subjects of interest in the field of psychology and education. Understanding the underlying psychological factors that contribute to these behaviors is essential for developing effective interventions and support systems. This section will review the relevant literature and research studies to provide insights into the psychological factors influencing galivanting and absenteeism among college students, with a particular focus on self-denial.

1. **Exploration and Identity Formation:** One psychological factor that influences galivanting among college students is the need for exploration and identity formation. College is a period of self-discovery and exploration, where students engage in various activities to establish their identities outside of academics (Arnett, 2020). Galivanting activities, such as socializing, joining clubs, and pursuing personal interests, provide avenues for students to explore their passions and build social connections (Hernandez & Jocson, 2020). This desire for exploration and identity formation may divert students' attention from their academic responsibilities, leading to increased galivanting behaviors.
2. **Social Motivation:** Social motivation plays a significant role in college students' engagement in galivanting activities. The need for social interaction, sense of belonging, and the formation of friendships and relationships can influence students' participation in non-academic activities (Cao & Wei, 2008). Students may prioritize socializing and engaging in social events over attending classes, resulting in increased absenteeism (Balubar & Balo, 2022). Social motivation, driven by the desire for connection and social integration, can lead to a neglect of academic responsibilities.
3. **Coping Mechanisms:** Galivanting and absenteeism can also be influenced by students' coping mechanisms for stress, academic pressure, or personal challenges. Engaging in recreational activities, socializing, and exploring new environments can provide temporary relief and distraction from the demands of college life (Thompson & Patel, 2022). These coping mechanisms may serve as ways for students to manage stress or seek enjoyment but can inadvertently contribute to increased galivanting and absenteeism if they are used excessively as avoidance strategies.
4. **Lack of Motivation or Engagement:** A lack of motivation or engagement in academic pursuits can also contribute to galivanting and absenteeism. Factors such as disinterest in coursework, a disconnect from the subject matter, or mismatched academic expectations can lead to reduced motivation and engagement (Vallerand, Pelletier, & Koestner, 2008). When students experience a lack of motivation, they may prioritize engaging in non-academic activities over attending classes or completing academic tasks, leading to increased galivanting and absenteeism.
5. **Time Management and Procrastination:** Poor time management and procrastination can exacerbate galivanting and absenteeism among college students. Ineffective time management skills can result in delayed or neglected academic tasks (Bagasao & Dorado, 2020). Students may engage in galivanting activities as a means of procrastination, avoiding the pressures and responsibilities of their coursework (Ferrari, Johnson, & McCown, 1995). Procrastination, coupled with self-denial, can further hinder academic progress and contribute to increased absenteeism.

Further, the review aimed to examine the psychological factors contributing to these behaviors and their implications for academic engagement. Through a comprehensive analysis of relevant books, journals, and articles, key themes and insights are identified. The review addressed gaps in the literature by emphasizing the role of self-denial and the combined influence of multiple psychological factors, such as exploration and identity formation, social motivation, coping mechanisms, lack of motivation or engagement, and time management, in understanding galivanting and absenteeism among college students.

By addressing these gaps, the study contributed to a deeper understanding of these phenomena and provides a foundation for future research and targeted interventions. The insights underscored the importance of addressing self-denial tendencies, promoting effective time management, and fostering a supportive learning environment to enhance academic engagement, reduce absenteeism, and support students' overall well-being and success. The systematic review has these results to present:

#### *A. Exploration and Identity Formation*

Exploration and identity formation are integral aspects of the college experience, providing students with opportunities to discover their interests, values, and personal identities (Arnett, 2020; Seemiller & Grace, 2020). The college environment offers a diverse range of academic disciplines, extracurricular activities, and social interactions, which encourage students to explore various domains of knowledge and experiences (Arnett, 2020). Through this exploration, students can develop a better understanding of their strengths, passions, and aspirations, laying the foundation for their identity formation.

Galivanting activities, characterized by engaging in social events, exploring new environments, and participating in extracurricular pursuits, can serve as a means for students to further their exploration and identity formation (Jabola, 2021). These activities enable students to explore their interests beyond the academic realm, helping them discover new passions, hobbies, and potential career paths. Engaging in galivanting activities provides students with opportunities to build social connections, expand their networks, and establish their identity outside of their academic pursuits (Dahunan & Pahm, 2021). Through interactions with peers and participation in diverse experiences, students can shape their sense of self and develop a multidimensional identity.

However, the pursuit of personal exploration through galivanting activities can also have unintended consequences such as self-denial and absenteeism (Lumapinet, Abenido & Datukan, 2021). When students prioritize personal exploration over academic responsibilities, they may engage in galivanting activities at the expense of attending classes, completing assignments, or studying. This prioritization of personal exploration can lead to self-denial, where students may avoid or deny the negative consequences of neglecting their academic obligations (Rosales, Sumalinog & Purio, 2020). As a result, galivanting and self-denial can contribute to increased absenteeism, as students may prioritize their personal exploration over their academic commitments.

Overall, the college experience promotes exploration and identity formation among students through a variety of academic and social opportunities (Quilban & Macahig, 2020). Galivanting activities can serve as a means for students to explore their interests, build social connections, and establish their identity outside of academics (Dahunan & Pahm, 2021). However, it is important to consider the potential relationship between galivanting, self-denial, and absenteeism as a consequence of prioritizing personal exploration (Balubar & Balo, 2021). Striking a balance between personal exploration and academic responsibilities is crucial for students to fully benefit from the college experience and achieve academic success while fostering their identity development.

#### *B. Social Motivation*

Social motivation plays a significant role in understanding college students' engagement in galivanting activities. Students are inherently driven by the need for social interaction, a sense of belonging, and the formation of friendships and relationships (Baguio, Alima & Pantoja, 2020). Galivanting provides an avenue for students to fulfill these social needs by participating in social

events, joining clubs and organizations, and engaging in extracurricular activities. The desire to connect with others, build social networks, and establish meaningful relationships contributes to the appeal of galivanting among college students.

While social engagement is essential for personal and social development, excessive involvement in social activities, influenced by self-denial, can result in absenteeism due to a lack of balance with academic commitments. College students may prioritize their social lives and social interactions over their academic responsibilities, leading to an imbalance between social engagement and academic engagement. This imbalance, driven by self-denial and a strong desire for social validation and acceptance, can result in students neglecting their academic obligations, missing classes, and failing to complete assignments (Ramos & Mendoza, 2020). Consequently, excessive galivanting activities can lead to increased absenteeism and academic difficulties.

It is crucial to recognize the importance of social motivation and the need for social interaction among college students. However, maintaining a balance between social engagement and academic commitments is essential for overall student success and well-being. Encouraging students to manage their social activities in a way that does not compromise their academic responsibilities can help minimize absenteeism and create a healthier equilibrium between their social and academic lives. By fostering a supportive environment that promotes both social interaction and academic engagement, educational institutions can help students strike a balance, ensuring that social motivation enhances their college experience without detrimentally impacting their academic pursuits.

### *C. Coping Mechanisms*

Coping mechanisms play a crucial role in understanding the relationship between galivanting, self-denial, and college students' ability to manage stress, academic pressure, and personal challenges. Galivanting activities and self-denial can be seen as coping mechanisms through which students seek temporary relief and distraction from the demands of college life. Engaging in recreational activities and socializing with peers can provide a sense of enjoyment, relaxation, and social support, which can alleviate stress and help students cope with academic and personal pressures (Duckworth, 2021).

Participating in galivanting activities and indulging in self-denial can serve as a temporary escape from the rigors of college life. These activities allow students to take a break, have fun, and recharge themselves. By engaging in social interactions, students may find solace, companionship, and emotional support, which can help them manage their stress and navigate through challenges (Dweck, 2021). Moreover, recreational activities and socializing can provide a sense of balance and well-being, contributing to students' overall mental health and resilience.

However, it is important to note the potential negative consequences of relying excessively on these coping mechanisms. When galivanting and self-denial become the primary means of dealing with stress or academic pressure, students may prioritize these activities at the expense of their academic responsibilities (Steel, Brothen, & Wambach, 2019). Excessive engagement in recreational activities and socializing can lead to time mismanagement, decreased academic focus, and increased absenteeism. Students may neglect important academic tasks, such as attending classes, studying, or meeting deadlines, which can negatively impact their academic performance and overall success.

To promote healthy coping mechanisms, it is crucial for students to develop a well-rounded approach that balances recreational activities, socializing, and academic commitments. Encouraging students to engage in effective time management, seek support when needed, and develop adaptive coping strategies can help them manage stress and academic pressures more effectively (Duckworth, 2021). Educational institutions can also provide resources and support systems that promote healthy coping mechanisms, such as counseling services, stress management workshops, and academic support programs. By emphasizing the importance of responsible coping strategies, students can develop resilience and balance in their academic and personal lives, reducing the negative impact of excessive galivanting and self-denial on their academic outcomes and absenteeism.

### *D. Lack of Motivation or Engagement*

The lack of motivation or engagement among college students can have significant consequences for their attendance and academic performance. When students are disengaged or lack motivation, they may experience difficulty in attending classes regularly and maintaining active participation in academic activities (Thompson & Patel, 2022). This disengagement can lead to a decrease in their academic performance and hinder their overall success in college.

Several factors contribute to a lack of interest in coursework among students. One factor is a disconnect from the subject matter, where students may struggle to see the relevance or application of the material to their own lives or future goals (Arnett, 2020). Additionally, mismatched academic expectations, such as feeling overwhelmed by the workload or experiencing a lack of support from instructors, can contribute to a decline in motivation (Arnett, 2020). Self-denial, characterized by ignoring or downplaying the negative consequences of academic disengagement, can act as a barrier to motivation. Students may convince themselves that their lack of interest or effort is justified, further perpetuating their disengagement (Thompson & Patel, 2022).

Low motivation, influenced by self-denial, can lead students to prioritize galivanting over attending classes. When students lack motivation, they may perceive the appeal of engaging in social activities or pursuing personal interests as more rewarding or enjoyable than academic pursuits (Arnett, 2020). As a result, they may choose to prioritize galivanting activities over attending classes, neglecting their academic responsibilities and contributing to increased absenteeism (Thompson & Patel, 2022). This cycle of low motivation, self-denial, and prioritization of galivanting can have detrimental effects on students' academic progress and hinder their ability to succeed in college.

Addressing the lack of motivation and engagement requires a multifaceted approach. Educational institutions can implement strategies to enhance students' motivation by fostering a supportive and engaging learning environment, providing meaningful and relevant coursework, and offering academic support and guidance (Steel, Brothen, & Wambach, 2019). Additionally, interventions focused on self-awareness and self-reflection can help students recognize and overcome self-denial, allowing them to confront the underlying reasons for their lack of motivation (Pekrun, Hall, Goetz & Perry, (2021). By addressing the factors contributing to disengagement and motivating students to take an active role in their academic journey, institutions can help students overcome low motivation, reduce absenteeism, and enhance their overall academic performance.

#### *E. Time Management and Procrastination*

The relationship between poor time management, procrastination, galivanting, absenteeism, and self-denial is interconnected and can have a significant impact on college students' academic performance and attendance. Ineffective time management skills among students can result in academic tasks being delayed or neglected (Steel, Brothen, & Wambach, 2019). This delay can lead to increased stress and pressure as deadlines approach, potentially triggering a cycle of procrastination.

Procrastination, often driven by a desire to avoid discomfort or anxiety, can further exacerbate the challenges of time management (Pekrun, Hall, Goetz, & Perry, 2021). Students may engage in galivanting activities as a means of distraction and temporary relief from the demands of academic tasks (Vanhuynne, Gijbels, Coertjens, Donche & Van Petegem, 2021). This avoidance behavior, influenced by self-denial, allows students to momentarily escape from their responsibilities and experience immediate gratification.

The lack of structure in managing academic responsibilities, combined with procrastination and self-denial, can contribute to reduced attendance and increased galivanting among students. When students fail to effectively manage their time and prioritize their academic commitments, they may find themselves overwhelmed by looming deadlines and unfinished tasks (Levesque-Bristol & Williams, 2020). This can lead to increased absenteeism as students attempt to cope with their mounting responsibilities by engaging in galivanting activities instead of attending classes.

Self-denial plays a significant role in this relationship, as students may downplay the consequences of their procrastination and avoidance behaviors (Hibbs & Rostain, 2019). They may convince themselves that they have ample time to complete their tasks or justify their decision to prioritize galivanting over attending classes. This self-denial reinforces the cycle of poor time

management, procrastination, and increased galivanting, further contributing to academic struggles and decreased attendance.

To address these challenges, it is important for students to develop effective time management skills and overcome procrastination tendencies. Institutions can offer workshops, resources, and support services focused on time management techniques and strategies for combating procrastination (Pizzolato, Lavoie & Yeo, 2020). Students can benefit from creating schedules, setting realistic goals, breaking tasks into manageable chunks, and utilizing productivity tools to enhance their time management skills. By promoting self-awareness and encouraging students to confront their self-denial tendencies, institutions can help students recognize the negative impact of poor time management and procrastination on their academic success. Encouraging a proactive and structured approach to managing academic responsibilities can reduce absenteeism, minimize galivanting tendencies, and improve overall academic performance.

### III. Conclusion

In conclusion, the exploration of psychological factors, including self-denial, reveals their significant contributions to galivanting and absenteeism among college students. These factors encompass exploration and identity formation, social motivation, coping mechanisms, lack of motivation or engagement, time management, and self-denial. Galivanting activities driven by social motivation allow students to expand their interests and establish their identities, but excessive engagement influenced by self-denial can lead to a lack of balance with academic commitments and increased absenteeism. Coping mechanisms like recreational activities and socializing provide temporary relief, yet excessive reliance, influenced by self-denial, may result in neglecting academic responsibilities. Lack of motivation or engagement, stemming from disconnect or mismatched expectations, contributes to absenteeism, as students prioritize galivanting over attending classes due to low motivation influenced by self-denial. Poor time management and procrastination exacerbate these issues. Understanding these psychological factors is vital for developing interventions that promote academic engagement, reduce absenteeism, and strike a balance between social and academic lives. Educational institutions should foster supportive environments, offer resources for time management and self-awareness, and address self-denial tendencies. Future research can explore targeted interventions, identify additional contributing factors, and investigate the interplay between self-denial and academic behaviors. By considering these factors and implementing evidence-based strategies, educational institutions can create an environment that supports students' overall well-being, academic success, and reduced absenteeism.

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