Academic Procrastination in Students with Visual Disabilities

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ABSTRACT

Background: Procrastination is an irrational delay and a predictable behaviour. Procrastination is viewed as a response to fear of failure or rejection. Procrastinator behaviour may also be a result simply of one’s unwillingness to act on an unpleasant or difficult task. The students with visual disabilities do have restricted vision to perform visual academic tasks.

Objective: The objective of this research was to study the academic procrastination among students with visual disabilities.

Sample: A total of 77 students with visual disabilities studying in the special schools for Blind were taken as sample for the study.

Data collection was done by personal visit to the special schools.

Design: The descriptive method was used to study the academic procrastination of students with visual disabilities.

Tool: Academic Procrastination Scale (APS-KAYM) developed by Kalia & Yadav was used for measuring academic procrastination for achieving the purpose of this study.

Results: Analysis of the data was performed to know the significant difference between male, female, rural, urban students with visual disabilities.

Conclusion: The present study found that the pattern of academic procrastination in students with visual disabilities is almost similar to that of other students.

Keyword: Academic Procrastination, Visual Disabilities, Procrastination

INTRODUCTION

Procrastination has been a label that saturates the individual with negative character logical connotations such as slothfulness or lack of ambition. In a society that values self-reliance and accomplishment, procrastination is poorly tolerated and the inaction of the chronic procrastinators is often seen as indolent or illogical to conscientious people. Procrastinators are unrealistically optimistic about a task because of distorted expectations of the task and the time needed to complete it. Burka and Yuen (2008, p. 2) also claimed that procrastinators have a “wishful thinking” approach to time which leads to more procrastination. This notion supports the planning fallacy, which refers to the common propensity to underestimate the time needed to complete a certain task, the relationship between the planning fallacy and procrastination among college students, however there was no difference between procrastinators and non-procrastinators’ accuracy in estimating the time they would need to complete an assignment. Procrastination is described by Steel (2007, p. 66) as “to voluntarily delay an intended course of action despite expecting to be worse off for the delay”. As proposed by Schraw, Olafson and Wadkins (2007) behaviour must be needless, delaying and counter productive to be regarded as procrastination.

Andreou (2007) and Steel (2007) regard procrastination as an irrational delay, whereas recent studies, by using rational choice models find that what might appear to be irrational on the surface can be a predictable behaviour. Steel (2007) observed impulsiveness to be one of the traits most strongly associated with procrastination, “on average obtaining a dis-attenuated correlation of .52”. He found insufficient support for the arousal, avoidance and decisional model of procrastination (Ferrari, 1992), indicating that procrastination is predominantly rather
considered an irrational delay (Steel, 2010). Lay (1986) describes procrastination as the frequent failure to do what needs to be done in order to reach goals, whereas Ferrari and Tice (2000) describes it as a self-regulation style that involves delay in the start and/or completion of a task.

A procrastinator is described as someone who knows what to do, how to do it, tries to do it, but still does not do it. Academic procrastination has been described as postponing primary academic tasks such as studying for examinations (Solomon & Rothblum, 1984). Zeenath & Orcullo (2012) found that university students engage in academic procrastination because of the personal characteristics of the student as well as other factors such as lecturer’s teaching style, time management issues, lack of motivation and peer influence.

Noran (2000) explained that students would rather prefer pursuing recreational activities such as going to watch films or spending time with friends, than to do something that needs to be done, like study for an upcoming examination. Procrastination has a cognitive, behavioural as well as an emotional component. Procrastination is an emotionally rooted, multifaceted construct described as “a substantial hindrance to academic success”. Rothblum, Solomon and Rumakami (1986) defined academic procrastination as the tendency to put off certain tasks until the very last minute, and they explained that this behaviour causes anxiety within the procrastinator.

Rorer (1983) as cited in Lay (1986) has offered a summary and elaboration of several interpretations of procrastinators behaviour put forward by Ellis and Knaus (1977). Procrastination is viewed as a response to fear of failure or rejection. Procrastinator behaviour may also be simply a result of one’s unwillingness to act on unpleasant or difficult tasks. A recent meta-analysis of research studies revealed that procrastination is linked to low self-efficacy, low conscientiousness, distractibility, and low achievement motivation (Steel, 2007).

OBJECTIVES
1. To study the academic procrastination of students with visual disabilities.
2. To compare the academic procrastination of male and female students with visual disabilities.
3. To compare the academic procrastination of rural and urban students with visual disabilities.

METHOD
Sample:
The study was conducted with class 9 and 10 students having visual disabilities currently studying in session 2017-18 from Uttar Pradesh and Uttarakhand states only. To collect sample incidental sampling technique was used. A total of 77 students with visual disabilities from two special schools falling under particular group as mentioned above were taken as sample for the study.

Design:
Descriptive method was employed to achieve the objective of the study.

Tool:
The Standardized tool “Academic Procrastination Scale (APS-KAYM)” developed by Kalia & Yadav was used for measuring academic procrastination for achieving the purpose of study. This tool is not specifically designed for children with visual disabilities rather it was standardized on general students of junior high school.

Procedure:
Data collection was done by personal visit to the special schools for blind students. At special schools for the visually impaired students the scale was administered individually i.e. the investigator approached the students with visual disability one by one in a room for administering the test. After giving them proper instructions, he read out the item of the scale and noted down their responses accordingly.
RESULTS

In this study, the main aim was to study the academic procrastination of secondary level students with visual disabilities. In order to achieve the objectives formulated for the study, descriptive and inferential statistics was used on collected data. The score of academic procrastination of students with visual disabilities studying in special schools at secondary level was collected on all four dimensions of academic procrastination scale (viz. D1- Procrastination in Homework; D2- Procrastination in Preparation of Examination; D3- Procrastination in Project Work; and D4- Procrastination in Co-curricular activities) which is as following:

Table 1

<table>
<thead>
<tr>
<th>Descriptive Statistics of Academic Procrastination of students with visual disabilities (N=77).</th>
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<tr>
<td><strong>Procrastination in</strong></td>
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<td>Mean</td>
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<td>Median</td>
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<td>Skewness</td>
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The foregoing table provides the descriptive statistics of academic procrastination. Data has been presented to facilitate comparison of four different dimensions of academic procrastination. Mean, median, mode, standard deviation, kurtosis, skewness for gross academic procrastination in students with visual disabilities studying in special schools at secondary level were 67.792, 67, 65, 9.24, 1.207 and 0.132 respectively. Mean score for different dimensions was found to be 27.961, 15.454, 12.831 and 11.454 for D1, D2, D3 and D4 dimensions. Standard deviation of D1, D2, D3 and D4 was recorded as 4.892, 2.87249, 3.168 and 1.751 respectively. Further, kurtosis was 1.834, 0.10, 1.555, and 1.754 for D1, D2, D3 and D4 respectively. Skewness in all four dimensions were found 0.073, -0.215, 0.988 and -0.382. The scores of the table show that the second and fourth dimension of academic procrastination is negatively skewed.

Table 2

<table>
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<th>Comparison of Academic Procrastination</th>
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<td><strong>Variables</strong></td>
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<td>Female</td>
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<td>Rural</td>
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<td>Urban</td>
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The foregoing table provides the information about frequency, mean, standard deviation and 't'-value of academic procrastination of male and female students with visual disabilities studying in special schools at secondary level. The data has been presented to facilitate comparison of academic procrastination of male and female students with visual disabilities studying in special schools. The scores of the table
indicates that the male students studying in special schools at secondary level do not have any significant difference in academic procrastination with respect to female students who are studying in special schools at secondary level. The t-value was calculated 0.701 which is not statistically significant at 0.05 level of confidence (df=76) found between the male and female students with visual disabilities studying in special schools at secondary level. The mean score of the female students with visual disabilities studying in special schools at secondary level is higher than male students with visual disabilities studying in special schools at secondary level. This shows that female students with visual disabilities of special schools at secondary level may show high level of academic procrastination than those of male students with visual disabilities studying in special schools at secondary level.

The scores of the table also indicates that the rural students studying in special schools at secondary level do not have any significant difference in academic procrastination with respect to urban students who are studying in special schools at secondary level. The t-value was calculated 0.274 which is not statistically significant at 0.05 level of confidence (df=76). Thus, it confirms that there is no significant difference between the rural and urban students with visual disabilities studying in special schools at secondary level. The mean score of the urban students with visual disabilities studying in special schools at secondary level is higher than female students with visual disabilities studying in special schools at secondary level. This shows that rural students with visual disabilities of special schools at secondary level may exhibit relatively high level of academic procrastination than those of urban students with visual disabilities studying in special schools at secondary level.

DISCUSSION

The average range of academic procrastination is essential for positive academic growth of students with visual disabilities. The mean score of academic procrastination of students with visual disabilities studying in special schools at secondary level falls under the category of high procrastination in this study (Kalia & Yadav, 2010). Further, students who were considered high procrastinators performed below average in their academics (Lakshminarayan, Potdar & Reddy, 2012). Therefore, procrastination could be one of the reasons behind poor performance by a student with visual disabilities. Morford (2008) argued that age is negatively related to procrastination. Therefore, procrastination may decrease with the age among students with visual disabilities of special schools at secondary level. i.e. high procrastination may be reduced at higher education stage or college. This study also concludes that female students had high procrastination level than male students with visual disabilities. This result contradicts with findings of Van Eerde (2003), Steel (2007) and Steel & Ferrari (2013).

CONCLUSION

Procrastination affects the self-efficacy and self-actualisation, distractibility, impulsiveness, self-control and organisational behaviour levels of the student. Procrastination results not only in poor academic performance, but, it also negatively impacts the health and well-being of students. High level of procrastination is associated with lower academic performance. In the present study the mean score of the academic procrastination is found to be in normal range and slightly higher than average score. It means that the pattern of academic procrastination in students with visual disabilities is almost similar to that of other students. However, it is possible that presence of lower academic performance in some students with visual disability may be due to high level of academic procrastination in that particular case.

REFERENCES


