

RELATIONSHIP BETWEEN ACADEMIC PROCRASTINATION AND ACADEMIC ANXIETY AMONG STUDENTS WITH VISUAL DISABILITY

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Abstract

This study investigates the connection between academic anxiety and procrastination in students with visual impairments. Academic anxiety can be made worse by academic procrastination, which is the propensity to put off academic work despite the consequences. This can result in increased stress and poor performance. Comprehending this correlation is vital in order to formulate focused remediations and assistance systems for pupils with visual impairments. Educators and legislators can adopt measures to encourage proactive academic behaviours and lower anxiety levels by recognising the elements that contribute to procrastination and anxiety in this population. This will ultimately establish a supportive learning environment for students with visual difficulties.

Keywords: Academic Procrastination, Academic Anxiety, Students, Visual Disability

1. INTRODUCTION

Academic procrastination and anxiety can have a substantial negative influence on students with visual difficulties' academic performance and general well-being, making academic contexts particularly difficult for them to navigate. Academic procrastination, which is characterised as the inclination to put off assignments in spite of negative outcomes, is a problem that affects a wide range of student demographics. For kids with visual impairments, who already face difficulties getting access to educational resources, navigating their physical surroundings, and getting accommodations, it can be very harmful.

For a number of reasons, it is crucial to comprehend the complex relationship that exists between academic procrastination and academic anxiety among individuals with visual impairments. First of all, it illuminates the psychological and emotional struggles faced by students who encounter particular obstacles in learning environments. Second, it emphasises how crucial it is to create specialised treatments and support systems in order to cater to the

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unique requirements of this demographic.

Students with visual impairments are resilient and inventive despite these obstacles, frequently coming up with coping mechanisms to handle academic pressures. In order to enhance academic performance and well-being in this demographic, educators, researchers, and policymakers might learn useful support strategies and interventions by looking at the association between academic procrastination and academic anxiety among students with visual difficulties.

2. LITERATURE REVIEW

Mohammadian et al. (2023) investigates the efficacy of group counselling grounded in reality therapy on academic resilience and academic procrastination among visually impaired students. The study addresses a critical gap in the literature by focusing on the unique challenges faced by visually impaired students in academic settings.

Tras and Gökçen (2020) explore the interplay between academic procrastination, social anxiety, and internet addiction among adolescents. The study recognizes procrastination as a pervasive phenomenon impacting academic performance and psychological well-being.

Pathrose and Ramaa (2020) examine the association between academic stress and academic achievement among visually impaired students. Academic stress represents a significant concern among students with visual impairments, stemming from environmental barriers, academic demands, and societal perceptions.

3. ACADEMIC PROCRASTINATION

Academic procrastination is a common problem among students, wherein they put off academic assignments even when they are aware of the implications. Students frequently put off assignments out of a lack of enthusiasm or unclear goals, or out of negative emotions like worry and fear of failing. Social networking and entertainment platforms are examples of contemporary digital distractions that exacerbate procrastination issues. Academic achievement may suffer from this behaviour, which can result in hurried work, poorer grades, and increased stress. A comprehensive strategy that includes time management techniques, psychological therapies, and self-awareness is needed to address academic procrastination. Procrastination tendencies can be lessened by teaching students to divide work into manageable chunks, set reasonable objectives, and create disciplined routines. Furthermore,

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emotional impediments to academic development must be addressed by fostering a supportive learning atmosphere where students feel comfortable asking for assistance.

4. STUDENTS WITH LEARNING DISABILITIES IN HIGHER EDUCATION

Academic environments in higher education present particular difficulties for students with learning problems because of the high standards and sometimes demanding coursework. Their overall success and academic performance may be impacted by these limitations, which may impair their capacity to process information, organise their thoughts, or effectively articulate ideas. Many individuals with learning difficulties have skills and abilities that can help them in their academic endeavours, despite these obstacles. To accommodate their learning needs, they could, nevertheless, need accommodations like more time for tests, help taking notes, or different formats for resources. Additionally, maintaining the academic success and wellbeing of students with learning disabilities in higher education requires creating a friendly and inclusive learning environment that encourages awareness, understanding, and acceptance of varied learning styles.

5. DEFINITION AND MEASUREMENT OF ACADEMIC ANXIETY

Students with visual impairments face additional difficulties in meeting academic requirements, traversing physical locations, and gaining access to educational materials, which exacerbates their anxiety related to assignments, assessments, and performance expectations. Students with visual impairments have higher levels of anxiety as a result of these challenges, which also include social stigmatisation, dependence on assistive technologies, and challenges in accessing written materials. Academic anxiety can have a significant negative effect on this group, making it difficult for them to focus, process information, and participate in educational activities. Additionally, avoidance behaviours such as procrastination or disengagement from academic work might result from academic anxiety, worsening academic challenges and lowering performance overall. Additionally detrimental to mental health, persistent anxiety can lead to low self-esteem, feelings of inadequacy, and a decreased desire to pursue academic goals.

6. FACTORS CONTRIBUTING TO ACADEMIC PROCRASTINATION AMONG STUDENTS WITH VISUAL DISABILITIES

Academic procrastination among students with visual impairments is caused by a variety of factors, including special difficulties, environmental obstacles, social dynamics, and

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psychological elements. First of all, because of their visual impairments, pupils have difficulty achieving academic standards, traversing physical situations, and accessing instructional resources. This involves having trouble getting to printed materials, getting around campus, and doing assignments quickly. Environmental considerations compound these difficulties, as many educational environments do not provide the accommodations and assistive technologies that are vital for the success of students with visual impairments. In addition, procrastination tendencies are influenced by social factors that affect students' motivation and confidence, such as social isolation, lack of support, and stigma. Ultimately, psychological elements such as worry, low self-worth, and fear of failing exacerbate the situation and frequently cause students to put off assignments as a coping strategy. In conclusion, developing successful support solutions to enable visually impaired children to overcome procrastination and succeed academically requires a comprehensive understanding of these complex aspects.

7. FACTORS CONTRIBUTING TO ACADEMIC ANXIETY AMONG STUDENTS WITH VISUAL DISABILITIES

Students with visual impairments experience academic anxiety due to a variety of intricate and multidimensional factors. First of all, these children face particular challenges in achieving academic standards, navigating physical situations, and gaining access to educational materials, which can cause dissatisfaction and failure-related worry. By encouraging social exclusion and internalised ableism, societal views on disabilities, including stigma and misconceptions, can make people feel more anxious. Furthermore, the efficacy and accessibility of academic accommodations have a substantial influence on anxiety levels; insufficient assistance results in increased stress. Effective accommodations, on the other hand, can reduce anxiety and encourage academic success. Furthermore, students' views of themselves and their talents are very important, and low self-esteem and negative self-talk can lead to increased worry. Reducing academic anxiety and promoting the wellbeing of students with visual impairments requires addressing these particular stressors, questioning society views, enhancing accommodations, and cultivating a positive self-perception.

8. CONCLUSION

In conclusion, the intricate connection between students with visual impairments' academic

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procrastination and anxiety highlights the range of difficulties they face throughout their academic careers. The challenges these students encounter are caused by a variety of obstacles, including getting access to educational resources, navigating physical spaces, fulfilling academic requirements, and cultural attitudes. Procrastination and anxiety only make matters worse. Furthermore, inadequate accommodations and support networks exacerbate anxiety and prolong delaying. It need comprehensive methods that put accessibility, inclusion, and individualised support first in order to address this interwoven dynamic. Through the establishment of a nurturing educational atmosphere, establishments can lessen the negative effects of worry and procrastination, enabling visually impaired students to reach their full potential and succeed academically.

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