



Academic Procrastination and Academic Anxiety in Students with Low Vision: An Examination of Their Relationship

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Abstract

This study examined the relationship between academic procrastination and academic anxiety among students with low vision enrolled in higher education institutions in Kanpur, Uttar Pradesh, India. Students with low vision frequently encounter academic and accessibility-related challenges that may contribute to psychological difficulties, including anxiety and the postponement of academic tasks. The objectives were to: (a) assess the level of academic procrastination, (b) examine the level of academic anxiety, and (c) investigate the relationship between these two variables. A quantitative, cross-sectional survey design was employed. Data were collected from 24 students with low vision, selected using a stratified sampling technique. A semi-structured questionnaire, adapted from standardized measures of academic procrastination and academic anxiety, was used for data collection. Descriptive statistics (frequency, percentage, mean, standard deviation) were used to analyse the levels of procrastination and anxiety, while Pearson's product-moment correlation and regression analysis were used to examine their relationship. Findings revealed high levels of academic procrastination ($M = 3.61$, $SD = 0.72$) and academic anxiety ($M = 3.78$, $SD = 0.68$) among participants. A strong, positive, and statistically significant relationship was found between the two variables ($r = 0.69$, $p < .001$), indicating that higher procrastination was associated with higher anxiety. Regression analysis demonstrated that academic procrastination significantly predicted academic anxiety, accounting for 48% of the variance in anxiety scores. The study concludes that academic procrastination is a significant psychological factor influencing academic anxiety in students with low vision. These findings underscore the need for accessible educational environments, counselling support, and time-management interventions to foster academic success and psychological well-being in this population.

Keywords: Academic Procrastination; Academic Anxiety; Low Vision; Visual Impairment.

1. Introduction

Academic achievement for students with low vision is frequently hindered by a confluence of physical barriers and psychological stressors, including elevated anxiety and the maladaptive tendency to delay academic tasks (Kızılaslan & Kızılaslan, 2018; Yadav & Kumar, 2019). These students often face unique cognitive and organizational challenges that can amplify academic anxiety, potentially creating a reciprocal feedback loop wherein the pressure to perform intensifies procrastinatory behaviour (Gadosey et al., 2023; Oh & Lee, 2016). This cycle is often exacerbated by fear of failure—a core cognitive symptom of anxiety—leading students to perceive task avoidance as a temporary coping mechanism for the challenges posed by their impairment (Seema, 2024; Xiong et al., 2024). Furthermore, the intersection of visual impairment and academic demands may require higher levels of psychological resilience and self-regulation to mitigate the mediating influence of persistent worry on task avoidance (Li et al., 2024).

Empirical evidence from broader student populations suggests this relationship is often bidirectional, where prolonged task avoidance further exacerbates existing anxiety (Hameed et al., 2025). For students with visual impairments, these psychological manifestations are compounded by the need to develop specialized coping strategies; the failure to manage such anxiety can profoundly impede educational and professional development. Consequently, existing literature identifies a significant negative association between anxiety and the effective use of coping mechanisms among visually impaired individuals, highlighting a critical need for targeted interventions (Pasha, 2022). This study aims to synthesize these variables to provide a clearer framework for institutional support, as systemic barriers like accessibility neglect often force students to navigate these stressors without adequate guidance (Alsamiri, 2025). By examining the specific correlation between procrastination and anxiety in this demographic, the research seeks to inform whether tailored psychotherapeutic and pedagogical interventions can effectively disrupt this maladaptive cycle (Cherkasova, 2025). Identifying the specific psychological mediators of this relationship may enable educational institutions to implement more inclusive academic environments that reduce reliance on maladaptive avoidance strategies (Albulescu et al., 2024; Pandey, 2025).

2. Literature Review

Scholarly discourse on visual impairment indicates that students frequently navigate distinct barriers to academic success, including substantial challenges with social integration, mobility, and accessing adapted learning materials (Sharma, 2026). Such environmental constraints often necessitate heightened self-regulation and reliance on specialized coping strategies to manage persistent stress induced by systemic impediments (Ragusa et al., 2023). These environmental stressors act as precursors to academic anxiety, which can trigger avoidant behaviours as students struggle to balance the increased cognitive load of information access with performance expectations (Pandey & Pandey, 2025; Yan et al., 2022).

The procrastination-health model posits that persistent task avoidance functions as a stressor that directly catalyses the development of clinical anxiety symptoms over time (Jochmann et al., 2024). For individuals with visual impairments, this cycle is compounded by a disproportionately high prevalence of anxiety disorders, which often remain under-addressed due to a lack of specialized preventative strategies (Binder-Olibrowska et al., 2018). Studies indicate that individuals with visual impairments exhibit heightened vulnerability to such psychological distress compared to sighted peers, necessitating deeper examination of the mechanisms linking sensory limitations to compromised mental well-being (Alkhathami et al., 2024; Wu, 2024). Furthermore, fear of unfavourable evaluation and perceived incompetence often motivate students to engage in task postponement to manage the emotional burden associated with complex academic requirements (Calle & Cosentino, 2024). Dimensions of intolerance of uncertainty and anxiety sensitivity emerge as critical psychological precursors that exacerbate this relationship, as students may interpret potential academic obstacles as insurmountable threats to their competence (Gellisch et al., 2024a, 2024b). Recent advances in AI-based assistive technologies offer promising avenues for mitigating these stressors, as increased autonomy and performance expectancy can serve as psychological buffers against anxiety-driven avoidance (Elshaer et al., 2025). However, reliance on external tools may also introduce new performance-based anxieties if students perceive technical failure as a limitation of their own academic potential (Liu et al., 2026).

3. The Present Study

3.1 Objectives

- To assess the level of academic procrastination among students with low vision.
- To examine the level of academic anxiety among students with low vision.
- To investigate the relationship between academic procrastination and academic anxiety among students with low vision.

3.2 Hypotheses

H₀ (Null): There is no significant relationship between academic procrastination and academic anxiety among students with low vision.

H₁ (Alternative): There is a significant relationship between academic procrastination and academic anxiety among students with low vision.

3.3 Methodology

3.3.1 Research Design and Approach

The study adopted a quantitative, cross-sectional survey design. A quantitative approach was chosen to facilitate the objective measurement of psychological constructs through numerical data and statistical analysis. The cross-sectional design enabled data collection at a single point in time to examine existing levels of academic procrastination and anxiety without variable manipulation, a design particularly useful for identifying relationships and trends within a specific population.

3.3.2 Participants and Sampling

The study was conducted among students with visual impairments in higher education institutions in Kanpur, Uttar Pradesh, India. A total of 24 respondents participated. Participants were selected using a stratified sampling technique to ensure representation across different levels of visual impairment, gender, and academic backgrounds, thereby enhancing the sample's representativeness.

3.3.3 Instrumentation

Data were collected using a semi-structured questionnaire adapted from established, validated scales of academic procrastination and academic anxiety. The questionnaire included sections on demographics, educational background, level of visual impairment, procrastination behaviours, anxiety experiences, and perceived social support. Academic procrastination was assessed via items measuring tendencies to delay tasks, postpone assignments, avoid study responsibilities, and defer exam preparation. Academic anxiety was measured through indicators such as worry, nervousness, fear of failure, exam stress, and emotional discomfort related to academic activities. The instrument was reviewed by experts in education and special education for content validity, followed by a pilot administration to assess clarity, comprehensibility, and reliability. Reliability was determined using Cronbach's alpha, which indicated acceptable internal consistency.

3.3.4 Inclusion and Exclusion Criteria

Only students with visual impairments (low vision) were included. Respondents with additional sensory disabilities (e.g., hearing impairment) or multiple disabilities were excluded to minimize confounding factors and ensure findings specifically reflected experiences associated with visual impairment.

3.3.5 Procedure and Ethical Considerations

Data collection spanned approximately three months during an academic term. Ethical principles were strictly followed: participants were informed of the study's purpose, assured of confidentiality and anonymity, and provided informed consent prior to participation. Participation was voluntary, and respondents could withdraw at any stage.

3.3.6 Data Analysis

Data were analysed using descriptive (frequencies, percentages, means, standard deviations) and inferential (Pearson's product-moment correlation, regression analysis) statistical techniques.

4.0 Data Analysis and Interpretation

Table 4.1 Distribution of Respondents by Gender (N = 24)

Gender	Frequency	Percentage
Male	14	58.3
Female	10	41.7
Total	24	100.0

Table 4.1 presents the gender-wise distribution of the respondents included in the study. Out of the total sample of 24 students with visual impairments, 14 respondents (58.3%) were male, while 10 respondents (41.7%) were female. The findings indicate that male students constituted a slightly larger proportion of the sample compared to female students. The distribution suggests that both genders were adequately represented, allowing meaningful comparisons of academic procrastination and academic anxiety across gender groups. Although the sample is relatively small, the inclusion of both male and female participants provides a balanced perspective on the psychological experiences of students with visual impairments in

higher education settings. The greater representation of male respondents may reflect enrolment patterns in the selected institutions or differences in accessibility and participation rates among students with visual impairments.

Table 4.2 Level of Academic Procrastination

Variable	Mean	SD	Level
Academic Procrastination	3.61	0.72	High

Table 4.2 presents the overall level of academic procrastination among students with visual impairments. The mean score of 3.61 and standard deviation of 0.72 indicate a high level of academic procrastination among the respondents. This finding suggests that many students frequently postpone academic activities such as completing assignments, preparing for examinations, engaging in coursework, and meeting submission deadlines. The relatively high mean score indicates that delaying academic responsibilities is a common behavioural pattern among the participants. Such procrastination may stem from challenges associated with visual impairment, including difficulties in accessing learning materials, dependence on assistive technologies, limited availability of accessible educational resources, and increased time required to complete academic tasks. The standard deviation of 0.72 indicates moderate variability among respondents, suggesting that while procrastination was generally high, individual experiences varied to some extent. Overall, the findings imply that academic procrastination is a significant concern among students with visual impairments and may negatively influence their academic performance and psychological well-being.

Table 4.3 Level of Academic Anxiety

Variable	Mean	SD	Level
Academic Anxiety	3.78	0.68	High

Table 4.3 shows the level of academic anxiety among students with visual impairments. The mean score of 3.78 with a standard deviation of 0.68 indicates that respondents experienced a high level of academic anxiety. The high mean score suggests that students often experience worry, nervousness, and fear of failure, examination stress, and concerns regarding academic achievement. Students with visual impairments may face additional pressures arising from inaccessible learning environments, increased workload associated with using assistive technologies, challenges in note-taking, reading, and completing examinations, as well as concerns about future educational and career opportunities. The standard deviation indicates moderate consistency in responses, showing that a majority of participants experienced similar levels of academic anxiety. These findings highlight the psychological burden experienced by visually impaired students and emphasize the need for academic support services, counselling interventions, and inclusive educational practices to reduce anxiety and promote academic success.

Table 4.4 Correlation between Academic Procrastination and Academic Anxiety

Variables	r	p-value
Academic Procrastination & Academic Anxiety	0.69	0.000

Table 4.4 presents the relationship between academic procrastination and academic anxiety among students with visual impairments. The Pearson correlation coefficient ($r = 0.69$) indicates a strong positive relationship between the two variables. The obtained p-value (0.000) is less than the significance level of 0.05, indicating that the relationship is statistically significant. The positive correlation suggests that as academic procrastination increases, academic anxiety also tends to increase. Students who frequently delay assignments, study schedules, and academic responsibilities are more likely to experience heightened levels of stress, worry, and anxiety regarding their academic performance. A correlation coefficient of 0.69 represents a substantial association, implying that procrastination and anxiety are closely interconnected psychological constructs within this population. Delaying academic tasks may create time pressure, fear of incomplete work, and concerns about poor performance, which in turn contribute to elevated anxiety levels. Similarly, anxiety may lead students to avoid academic tasks, thereby increasing procrastination behaviours. The statistical significance of the relationship provides

strong evidence that academic procrastination is an important factor associated with academic anxiety among students with visual impairments. Therefore, the null hypothesis stating that there is no significant relationship between academic procrastination and academic anxiety is rejected.

Table 4.5 Gender Differences in Academic Procrastination

Gender	Mean	SD	t	p
Male	3.72	0.69	1.24	3.72
Female	3.46	0.76		

Table 4.5 compares academic procrastination scores between male and female students with visual impairments. Male students obtained a mean score of 3.72, whereas female students obtained a mean score of 3.46. Although male students reported slightly higher levels of academic procrastination, the obtained t-value (1.24) was not statistically significant at the 0.05 level ($p = 0.228$). This result indicates that gender does not significantly influence academic procrastination among students with visual impairments. Both male and female students appear to face similar academic challenges and barriers that contribute to delaying academic tasks. The absence of significant gender differences suggests that the factors underlying procrastination may be more closely related to disability-related academic experiences rather than gender-specific characteristics. Consequently, interventions aimed at reducing academic procrastination should be designed to address the needs of all visually impaired students irrespective of gender.

Table 4.6 Gender Differences in Academic Anxiety

Gender	Mean	SD	t	p
Male	3.83	0.66	0.58	0.568
Female	3.71	0.71		

Table 4.6 presents the comparison of academic anxiety levels between male and female respondents. Male students reported a slightly higher mean score (3.83) than female students (3.71). However, the obtained t-value of 0.58 with a p-value of 0.568 indicates that the difference is not statistically significant. The findings suggest that both male and female students experience comparable levels of academic anxiety. The psychological pressures associated with academic responsibilities, examinations, performance expectations, and accessibility challenges appear to affect students similarly regardless of gender. The non-significant result implies that academic anxiety among visually impaired students is likely influenced more by educational and environmental factors than by gender. Therefore, counselling and support programs should focus on addressing common academic stressors faced by all students with visual impairments.

Table 4.7 Regression Analysis Predicting Academic Anxiety

Predictor	B	β	t	p
Academic Procrastination	0.64	0.69	4.47	0.00

Model Summary

R	R ²	Adjusted R ²
0.69	0.48	0.46

Table 4.7 presents the results of the regression analysis examining the predictive effect of academic procrastination on academic anxiety. The regression coefficient ($B = 0.64$) indicates that for every one-unit increase in academic procrastination, academic anxiety increases by approximately 0.64 units. The standardized beta coefficient ($\beta = 0.69$) demonstrates a strong positive predictive relationship between procrastination and anxiety. The t-value of 4.47 and p-value of 0.000 confirm that academic procrastination significantly predicts academic anxiety among students with visual impairments. The model summary further reveals that the correlation coefficient ($R = 0.69$) reflects a strong association between the predictor and outcome variables. The coefficient of determination ($R^2 = 0.48$) indicates that academic procrastination accounts for 48% of the variance in academic anxiety. The Adjusted R^2 value of 0.46 suggests that even after controlling for sample size, the model remains robust and explains

approximately 46% of the variability in academic anxiety. These findings highlight academic procrastination as a substantial predictor of academic anxiety. The results imply that interventions aimed at reducing procrastination behaviours—such as time-management training, study-skills development; academic mentoring, assistive technology support, and psychological counselling—may contribute significantly to lowering anxiety levels among students with visual impairments. Overall, the findings underscore the importance of addressing procrastination as a key factor influencing students' emotional and academic well-being.

5.0 Major Findings of the Study

The major findings of the study are summarized as follows:

- The study revealed that students with low vision exhibited a high level of academic procrastination ($M = 3.61$, $SD = 0.72$), indicating a tendency to delay academic tasks, assignments, and examination preparation.
- The findings showed that students with low vision experienced a high level of academic anxiety ($M = 3.78$, $SD = 0.68$), reflecting considerable worry, stress, and fear associated with academic performance.
- A strong positive and statistically significant relationship was found between academic procrastination and academic anxiety ($r = 0.69$, $p < .001$). This indicates that students who procrastinate more tend to experience higher levels of academic anxiety.
- Male students reported slightly higher levels of academic procrastination ($M = 3.72$) than female students ($M = 3.46$); however, the difference was not statistically significant ($t = 1.24$, $p > .05$).
- Male students also reported slightly higher levels of academic anxiety ($M = 3.83$) than female students ($M = 3.71$), but the difference was not statistically significant ($t = 0.58$, $p > .05$).
- Regression analysis demonstrated that academic procrastination significantly predicted academic anxiety ($\beta = 0.69$, $p < .001$). Academic procrastination accounted for approximately 48% of the variance in academic anxiety ($R^2 = 0.48$).

6. Discussion of Findings

The present study sought to examine academic procrastination and academic anxiety among students with low vision and explore the relationship between these variables. The findings revealed that students with low vision experienced high levels of both academic procrastination and academic anxiety. These findings support previous research suggesting that students with visual impairments often face unique academic and environmental challenges that increase psychological distress and hinder effective academic engagement. The high level of academic procrastination observed in the study may be attributed to the additional time and effort required by students with low vision to access academic materials, utilize assistive technologies, and complete coursework. Unlike their sighted peers, these students often encounter barriers related to accessibility, availability of learning resources, and dependence on technological support. Such challenges may contribute to delays in task initiation and completion, resulting in increased procrastination behaviours.

Similarly, the high level of academic anxiety found among the respondents may stem from concerns regarding academic performance, examination success, future career opportunities, and social acceptance within educational settings. The findings suggest that academic demands combined with disability-related challenges create substantial psychological pressure for students with low vision. This observation is consistent with earlier studies that have reported elevated levels of anxiety among individuals with visual impairments due to academic, social, and environmental constraints. One of the most significant findings of the study was the strong positive correlation between academic procrastination and academic anxiety.

This result indicates that procrastination and anxiety are closely interconnected psychological phenomena. Students who postpone academic tasks may experience increased stress due to approaching deadlines and incomplete work, thereby heightening anxiety levels. Conversely, students experiencing anxiety may avoid academic tasks as a coping mechanism, leading to greater procrastination. This

reciprocal relationship supports cognitive-behavioural perspectives which suggest that avoidance behaviours temporarily reduce stress but ultimately reinforce anxiety over time. The study further found no significant gender differences in either academic procrastination or academic anxiety. This suggests that the challenges associated with low vision affect male and female students in similar ways. Accessibility barriers, academic workload, and performance expectations appear to be more influential determinants of psychological well-being than gender. Therefore, interventions aimed at reducing procrastination and anxiety should be designed for all students with low vision rather than targeting specific gender groups.

The regression analysis provided additional evidence that academic procrastination is a significant predictor of academic anxiety. The finding that procrastination accounted for nearly half of the variance in anxiety levels underscores its importance as a psychological risk factor. This suggests that reducing procrastination behaviours through structured academic support, time-management training, counselling services, and accessible learning environments may substantially contribute to reducing anxiety among students with low vision.

7. Conclusion

The present study concludes that academic procrastination and academic anxiety are prevalent concerns among students with low vision in higher education. The findings indicate that participants experienced high levels of both procrastination and anxiety, highlighting the psychological challenges associated with navigating academic responsibilities while managing the limitations imposed by visual impairment. A significant positive relationship was found between academic procrastination and academic anxiety, suggesting that students who frequently delay academic tasks are more likely to experience elevated levels of stress, worry, and academic-related fear. Furthermore, academic procrastination emerged as a significant predictor of academic anxiety, emphasizing its critical role in students' psychological well-being and academic functioning. The study also found that gender did not significantly influence levels of procrastination or anxiety, indicating that these challenges are experienced similarly by male and female students with low vision. The findings underscore the need for educational institutions to develop inclusive support systems that address both academic and psychological needs. Accessible learning resources, assistive technologies, academic mentoring, counselling services, and time-management interventions may help students cope more effectively with academic demands and reduce maladaptive procrastination behaviours. Finally, the study highlights the importance of fostering supportive and accessible educational environments that promote academic success, emotional well-being, and greater self-confidence among students with low vision. Such efforts can contribute significantly to reducing anxiety, enhancing academic engagement, and improving the overall educational experiences of learners with visual impairments.

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