

Impact of Learned Helplessness on Academic Procrastination: An Empirical Study

Seema

Assist. Prof., Dept. of Education, Baba Mastnath University, Asthal Bohar

Rohtak, Haryana

Corresponding Author: Dr. Seema, Assist. Prof. Dept. of Education, Baba Mastnath University, Asthal Bohar, Rohtak, Haryana

E-mail: seemaghalaut2002@gmail.com

Abstract

Introduction: Academic procrastination is greatly impacted by learned helplessness since it creates a demotivating feeling and a sense of helplessness. Students may develop learned helplessness—the belief that they have no control over their success—if they are often faced with difficult assignments and feel that their efforts are in vain. When students have this kind of thinking, they may engage in avoidance behaviors, delaying or avoiding academic work in an effort to avoid feeling frustrated or failed. Because of this, procrastination turns into an ineffectual coping strategy for them to deal with their worry and low self-efficacy.

Materials & Methods: The researcher had considered 201 students to know the Impact of Learned Helplessness on Academic Procrastination. The survey was conducted with the help of a questionnaire. The researcher had collected the primary data through random sampling method and analyzed it using mean and t test statistical tools.

Results: Interventions that emphasize fostering growth mindsets, providing practical coping skills, and increasing students' self-efficacy are necessary to break this pattern. Through addressing the underlying reasons of learned helplessness, teachers can assist students in taking back control of their academic endeavors, decrease tardiness, and enhance their overall academic achievement.

Conclusions: 201 students were surveyed to know the Impact of Learned Helplessness on Academic Procrastination and concludes that there is significant Impact of Learned Helplessness on Academic Procrastination.

Keywords: Academic procrastination; Learned helplessness; Demotivating feeling; Avoidance behaviors, Coping strategy, Low self-efficacy, Growth mindset, Academic achievement.

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Introduction

There has been a lot of research recently on the relationship between "learned helplessness" and "academic procrastination". Students in Indian school systems frequently displayed "academic procrastination" as a result of "learned helplessness," according to Munda and Tiwari (2024). A widespread "sense of powerlessness" resulted from students' recurrent encounters with scholastic problems and their belief that

their efforts were in vain. Students' "procrastination" behaviors were exacerbated by this belief system, which had a substantial negative impact on their academic performance by making them postpone or avoid doing assignments they thought were impossible. These pupils were usually demotivated and more likely to put off their assignments since they thought that their academic endeavors were in vain.

In order to counteract academic procrastination, Hui et al. (2019) concentrated on the functions of internal locus of control and classroom involvement. Researchers found that students who experienced a strong sense of "learned helplessness" also frequently had a weak internal locus of control, which meant they thought their academic performance was more the result of other forces than of their own work. Because they believed their participation would not affect their academic performance, students were discouraged from participating in class. As a result, these pupils exhibited a greater tendency to put off tasks, which negatively impacted their academic achievement. The consequences of learned helplessness on academic procrastination may be mitigated by promoting an internal locus of control and raising classroom involvement.

Ghosh and Roy (2017) assessed the connection between "multidimensional perfectionism" and "academic procrastination" among Indian university students, observing that the consequences of "learned helplessness" were common across all educational contexts. Students who had a sense of "learned helplessness" were supposed to be more prone to "procrastination" because they thought they wouldn't be able to live up to the high expectations placed on them. This kind of thinking hindered their ability to advance academically, highlighting the need for interventions that dealt with the underlying causes of "learned helplessness" and encouraged useful coping mechanisms to lessen "academic procrastination." The significance of tackling the psychological elements that lead to "learned helplessness" and "procrastination" in educational environments was emphasized. Through the application of focused interventions, teachers can assist students in developing resilience, boosting their sense of self-efficacy, and eventually achieving better academic results.

Shokeen (2018) assessed stress levels among B. Ed. students are elevated by "learned helplessness," a phenomenon in which people feel helpless to alter their circumstances as a result of repeated failures, increasing procrastination. They showed that pupils who felt powerless were more likely to put off completing their schoolwork because they thought it would be in vain. Their scholastic progress was hampered by this sense of ineffectiveness since their procrastination led to incomplete assignments and poorer grades. Vinothkumar et al. (2016) showed the connections between academic procrastination, flow, and performance while taking self-efficacy and hardiness into account as moderators. It was proposed that students who were facing "learned helplessness" found it difficult to achieve a state of flow in which they could become completely absorbed and involved in their academic work. Students with low self-efficacy and hardiness felt incapable of conquering scholastic problems, which resulted in increased procrastination as a result of this lack of involvement.

According to Munda et al. (2024), a decrease in student motivation and engagement was caused by the "sense of powerlessness" connected to "learned helplessness". Students who thought that outside forces were to blame for their scholastic setbacks showed the greatest deterioration in this regard. These pupils frequently turned to "procrastination" as a coping strategy to lessen the tension and worry brought on by their belief that they would fail. They underlined that the vicious cycle of "learned helplessness" and "procrastination" produced a negative feedback loop that made students' academic progress even more difficult. They supported interventions that emphasized strengthening students' growth mindsets and self-efficacy in order to interrupt this loop. Through addressing the psychological foundations of "learned helplessness," educators can assist students in creating more useful coping mechanisms, which will lessen their propensity to put off assignments and enhance their academic performance in general.

According to Dami et al. (2020), "academic procrastination" was predicted by "academic hope." They noticed that procrastination was more common among students who felt hopeless. This suggested that procrastinating behaviors were made worse by learned helplessness, a state in which people felt powerless to alter their circumstances despite having the means to do so. In order to overcome procrastination, they stressed the significance of developing academic hope and self-efficacy. They also suggested that interventions aimed at enhancing these attributes could aid in breaking the cycle and enhance students' academic achievement as well as general well-being. University students who overcome "learned helplessness" were assessed by

Hayes et al. (2021), who also determined whether factors aided or impeded their growth. It was found that pupils who overcame a sense of helplessness demonstrated a notable decrease in "academic procrastination." This implied that student procrastination might be decreased by therapies that target learned helplessness.

Procrastination was also noted by Hooda and Devi (2017) as a "serious problem prevalent among adolescents." They suggested that students' recurrent academic work delays were caused by a mindset of learned helplessness, which created the impression that they were incapable of finishing tasks. They emphasized that in order to decrease procrastination, tactics to counteract learned helplessness are required. They showed that teenagers who suffered from learned helplessness frequently battled low self-worth and a lack of drive, which had an immediate negative effect on their academic achievement. Prihadi et al. (2023) looked at the possibility that instructors were to blame for students' "academic procrastination." They assessed that students frequently felt powerless as a result of professors' lack of encouragement and assistance. The significance of relationships between lecturers and students was underscored, and it was suggested that consistent feedback, motivation, and tailored assistance could potentially mitigate feelings of powerlessness.

Objective: To know the Impact of Learned Helplessness on Academic Procrastination.

Methodology: The researcher had considered 201 students to know the Impact of Learned Helplessness on Academic Procrastination. The survey was conducted with the help of a questionnaire. The researcher had collected the primary data through random sampling method and analyzed it using mean and t test statistical tools.

Results:

Table 1 Impact of Learned Helplessness on Academic Procrastination

S. No.	Statements	Mean Value	t value	Sig.
1.	Learned helplessness leads to a tendency to delay or avoid assignments	3.12	1.731	0.042
2.	Procrastinate as a way of avoiding potential failure or disappointment	3.17	2.468	0.007
3.	Students put off academic tasks to avoid the associated anxiety	3.15	2.212	0.014
4.	Students struggle with decision-making	3.13	1.879	0.031
5.	Feelings of helplessness interfere with effective time management	3.19	2.791	0.003
6.	Students are less likely to persist in the face of challenges	3.14	2.022	0.022

Table 1 is showing Impact of Learned Helplessness on Academic Procrastination. The respondent says that Feelings of helplessness interfere with effective time management with mean value 3.19, Procrastinate as a way of avoiding potential failure or disappointment (3.17), Students put off academic tasks to avoid the associated anxiety (3.15), Students are less likely to persist in the face of challenges (3.14), Students struggle with decision-making (3.13) and Learned helplessness leads to a tendency to delay or avoid assignments with mean value 3.12. The value under significant column for all the statements related to Learned Helplessness on Academic Procrastination are significant with value below 0.05 after applying t-test.

Conclusions

There is a strong correlation between academic procrastination and learned helplessness, a psychological phenomenon in which people believe they have no control over or influence over outcomes. This connection

emphasizes how avoidance tendencies in academic work can result from a perceived lack of control. Learned helpless students may put off beginning homework or studying because they think their efforts will not be in vain. This procrastination can therefore have a negative impact on wellbeing and academic achievement. Fostering a growth attitude, placing an emphasis on work and perseverance over natural talent, and offering assistance to increase self-efficacy are all important ways to combat learned helplessness. Schools can counteract the detrimental effects of learned helplessness on academic procrastination by encouraging students to believe in their ability to get better and succeed through hard work, thereby encouraging a proactive approach to learning and success.

The study was conducted to know the Impact of Learned Helplessness on Academic Procrastination and concludes that there is significant Impact of Learned Helplessness on Academic Procrastination.

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