ACADEMIC PROCRASTINATION IN REMOTE LEARNING

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Remote learning requires students to learn and study at home and some are carried out online. One major concern in the online learning environment and distance learning is academic procrastination. One factor that increases student academic procrastination is anxiety. During remote learning teachers have less interaction with their students which leads to less understanding of the material provided by the teacher. This results into increase anxiety. Procrastination is a behavior among students which is characterized by delaying tasks which leads to poor learning and may impact academic performance.

Why do students procrastinate during remote learning? Learning at the comfort of their home makes students experience disengagement from the subject or activities. There are many distractions or disruptions that students may encounter such as noise, clutter, mobile games, and social media. Too many coursework or activities may lead to fatigue or over work. During online class, some students have evaluation anxiety. Other students are willing to do the tasks on time, but they have inadequate tools and resources. Lastly, poor mental health can make a student procrastinate. Students that are indecisive, avoidant, and thrill-seeking are more likely to procrastinate than those who are lazy and lack motivation.

Teachers must design lessons that encourage students avoid procrastination. Teachers can spread out deadlines when giving tasks. This requires collaboration with other teachers. They can use the three types of deadlines which are evenly spaced, self-imposed, and final deadline. When giving projects, teachers can break a big task into smaller tasks
using the evenly spaced deadline. Make sure to monitor the progress of the students as they finish each task. This makes activities more manageable and generates less anxiety.

Time management is key in avoiding procrastination. Teachers must help students develop good time management and study skills. Studies have found out that students lack metacognitive and self-regulation skills needed for effective learning. Example of these skills are the ability to schedule or allocate an appropriate amount of time for studying and determine when to ask for help. Developing metacognitive and self-regulation skills may increase the sense of how well-prepared students are. The two skills are not only important in improving the time management skills of the students, more importantly the two are essential skills for life-long learning.

To help students overcome procrastination, teachers should be mindful of the workload. According to several studies, there is a high probability that students will submit their work late if the deadlines for different projects coincide which commonly happens in basic education. Students may experience high levels of stress if they cannot manage multiple activities and assignments that are due at the same time. Again, teachers’ collaboration is essential. When students are faced with adversities, procrastination would likely to occur.

Interventions are important in helping students avoid procrastination and maintain high academic performance. It is also important to improve educational practices and help teachers better understand students’ behavior.
References:

