Investigating the role of parenting styles in predicting students' academic procrastination

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ABSTRACT:

The aim of this study was to investigate the role of parenting styles in predicting academic procrastination of female high school students in Ardabil city. The research method was descriptive-correlational and its statistical population included all high school students who were studying in 2021 and the sample size of 50 female students were selected by convenience sampling. The Baumrind Thorpe, Clark, & Knicks 1939 parenting style questionnaire and the Solomon and Roth Bloom 1984 academic procrastination questionnaire were used to collect data. Pearson correlation analysis and standard regression were used to analyze the data. The results showed that in parenting styles, authoritarian style (R = 0.180) at the level (P <0.05) has a positive and significant relationship with academic procrastination, also negative and significant relationship was observed between authoritative parenting style (R= -0.320) at the level (P <0.01) and academic procrastination. Also, the results of regression analysis showed that among the predictor variable of parenting styles, authoritative style (Beta = -0.320) can predict students’ academic procrastination. In summary, it can be inferred from the results of this study that parenting styles have a significant relationship with academic procrastination.

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Introduction:

Family, as the first social group, consist of various factors and one of them which affects the growth of children, especially their psychological development, is the nurturing methods of parents in family system. Parents’ nurturing method is effective in personality development of their children as well as their adaptation to different social situations. Optimal relationship between parents and children has a great impact on children’s mental health. The relationship between parents and children is one of the significant issues that has attracted the attention of experts and specialists in education for many years. Parenting refers to specific methods and behaviors that individually or in interaction with each other affect a child’s development. In fact, the basis of parenting style reflects the efforts of parents to control and socialize their children (Baumrind 1991). The most widely used parenting typology in the West is the Baumrind typology. Baumrind has identified three styles of parenting with titles of authoritative, authoritarian, and negligent titles (quoted by Nainifard, 2012).

According to Baumrind, parenting styles can be classified based on two characteristics:

Authority (rigor) and accountability. Authority refers to the extent which parents exercise control and demand supervision. Accountability refers to the degree which parents show emotional warmth, acceptance, and cooperation with their children. Baumrind introduced authoritarian parents with high levels of authority and low levels of accountability. These parents give more focus on controlling their children’s behaviors and attitudes, and emphasize on respecting their orders on behalf of their children. They raise children who are incapable of achieving achievable rational goals. This educational style prepares the ground for the growth and creation of negative perfectionism. Baumrind introduces authoritarian parents as people with high authority and accountability. These parents encourage communication between themselves and their children and involve their children in making laws while seeking their opinions. These parents are strong-willed and, by articulating what is expected of the child, strike a balance between intense love and intense control, and never humiliate their child despite the exercise of power. This style is associated with positive perfectionism. An easy-going parenting style results from parental behavior that shows low levels of authority and high levels of accountability. Easy parents show warm and accepting attitudes towards their children, but on the other hand they do not exercise control over their children (Khosravi and Alizadeh, 2009).

The education of children is influenced by the personality of their parents. In this way, troubled parents will be more at risk of having troubled children than others. A US study of 693 families over a six-year period found that 64% of children with emotional disorders belonged to mothers with mental disorders. In families where only the father had symptoms or emotional disorders, 47% of the children had the disorder. 74% of children with emotional problems belonged to families where both parents had disorders and it was double the percentage of mental disorders in children whose families had neither of these two disorders.

Other researchers have found that constant parental irritability can harm child’s emotional health, development and cognitive abilities. Mothers who suffer from depression are less emotional, less autonomous, and more conservative with their children than other mothers. They are also less tolerant of their older child and more likely to punish he or she. Conversely, children about one-year-old who have happy parents have a stronger emotional connection with them, and as a result, they seem to get more scores than children whose parents do not seem happy. (Poorebrahim et al., 2011). Some variables, such as age and gender, seem to affect a child’s mood and the type of education he or she receives. Researchers have observed that parents, like other adults, usually react negatively and commandingly when confronted a disobedient, negative, and very noisy child (Parcham et al., 2012).

Training efficient human resources is considered as one of the main tasks of educational system and family. Students of any educational system are valuable assets of any country, and it is very important to pay attention to their education from a scientific, research and cultural point of view, and proper planning in their education is one of the main tasks of schools. Every year, schools accept new students and also graduate some students, so that in this continuous cycle, paying attention to the quality of education has a special importance. (Rudbari, Ahmadi and Ebadi Fard Azar, 2010). In general, this term denotes the amount of one’s academic learning, so that one can be studied in general category of factors concerning individual differences, some
factors in regard to school and the educational system (Soleimannejad, Sahran, 2002).

Undoubtedly, in today's advanced world, one of the signs of one's success is academic performance, without which the development and progress of any country will not be possible. The progress of any country is directly related to the progress of science, knowledge and technology of that country and scientific progress is not achieved unless creative people are trained. While academic progress is effective in development and prosperity of a country, at high levels it leads to finding jobs, right position and therefore adequate income. Students with educational status are treated with respect by family and the community. They will be present in the society with more spirit and vitality. And besides, the exorbitant costs that burden on education due to academic failure will be reduced. Achieving productivity and improving the quality of educational system can be considered the most effective factors in the development of countries. The experiences of developed countries such as Japan in comprehensive development also indicate investment in educational and human resources. In order to achieve these goals, improving the quality of educational status is one of the main goals of educational programs. Today, however, academic failure is one of the concerns of families and those involved in education. One of the topics of interest for authorities on educational science is finding the necessary and effective conditions and facilities for successful education and academic achievement. But failure in education causes individual and social problems and deviation from achieving goals of the education system. Researchers have identified various factors involved in students' academic achievement.

However, due to cultural differences and rapid changes in factors over time, specific causes for societies cannot be proposed as a general rule. Because the laws of cultural context and proportion of the society, people's attitude towards education, parents' income level, etc., are all factors that affect academic failure or success, especially in a society. (Seif, 2013).

The issue of academic achievement and the factors that are likely to affect it has long been the focus of psychologists and educators. Academic achievement and the factors affecting it have always been a central issue in education. But despite extensive research and large budgets, every year we face a large number of students who fail (Shamsi, 2013). Numerous factors affect academic achievement. One of these factors, which have been especially considered by educational psychologists, is academic procrastination. Procrastination denotes postponing doing something and assigning an action to the future (Sutton, 2009). Procrastination has various manifestations depending on its complexity and cognitive, emotional and behavioral components of it. These include procrastination in making decision, neuropsychiatric type of procrastination, obsessive compulsive procrastination, academic procrastination, general or total procrastination, and the most common form of it in adolescence and youth is academic procrastination (Moon and Ellingworth, 2005). Procrastination has been defined as the predominant and constant tendency of learners to postpone academic activities, which is almost always accompanied by anxiety. A very familiar example is postponing the study of textbooks until the night of the exam and therefore the acceleration and anxiety caused by it makes the student procrastinate (Shahrokhi, 2012).

Probably no academic assignment is free from procrastination; Homework is strongly dependent on procrastination or delay in starting or completing a homework in the expected time frame in desirable way. (Tamaddoni, Hatami and Hashemi Razini, 2010). In reports that the students themselves made of their procrastination, it showed a significant negative relationship with their academic performance (Matiei, Heidari and Sadeghi, 2012). According to some researchers, procrastination is a serious problem for 20 to 30% of students and has a negative effect on their academic achievement and quality of life (Shamsi, 2013). Academic procrastination is one of the most common problems at different levels of education that can have different correlations (Nowruz, 2012). So that researchers in the field of procrastination believe that several factors can be effective in the occurrence and persistence of procrastination. Some of these factors include self-handicapping (Steele, 2007), psychosis (Steele, 2007), fear of failure (Alexander and Onwuegbuzie, 2007), fear of negative evaluation and anxiety (Onwuegbuzie, 2004), and personality characteristics (Watson, 2001). Other variables associated with academic procrastination is parenting styles. Therefore, in the present study, an attempt is made to provide a model for explaining students' academic procrastination while focusing on parenting styles.
Considering some researches that have been done on the relationship between parenting styles and academic procrastination and also existing studies that have not paid attention to the factor of parenting styles in high school students as a predictor of academic procrastination that can affect their academic performance and interpersonal relationships. Therefore, the present study tried to investigate the role of parenting styles in the academic procrastination of female high school students. The present research question has been whether parenting styles have a significant relationship with academic procrastination.

**Materials and Methods:**

The method of the present research is applied in terms of purpose and in terms of methodology is among the descriptive studies of the correlation type (regression). The statistical population of this study included all high school students who were studying in Ardabil in 1399. Using the available sampling method, a sample of 50 students were selected and they answered the Baumrind parenting styles questionnaire and the Solomon and Roth Bloom questionnaire of academic procrastination. Data were analyzed using SPSS-18 software through Pearson correlation coefficient and standard regression tests.

**Parenting Styles Questionnaire:** 30-question parenting style questionnaire (Baumrind), the initial form of this questionnaire has 30 items, which was designed and made by Diana Baumrind (1973). This questionnaire has been translated by Hosseinpour (2002). This questionnaire measures parenting styles in three factors. 10 of which are related to the style of careless parenting, 10 of which are related to the authoritarian style and the other 10 sentences are related to the authoritative style. The parenting questionnaire is scored on a 5-point scale; The points of each are in the following order: Sentences No. 14,13,10,6,1 28,24,21,19,17 refer to a careless manner, Sentences No. 2,3,7,12 16,18 25,26,29 are related to authoritarian manner and sentences No. 4,5,8,11,15,20,22,23,27,30 are related to a decisive and reassuring manner. For each statement, 5 columns (strongly agree, somewhat agree, somewhat disagree, disagree, strongly disagree) are scored from 0 to 4, respectively. Boray (1991) reported the reliability of this questionnaire using the retest method among the group of parents as follows: 0.81 for the negligent method, 0.86 for the authoritarian method, 0.78 for the method authoritative among mothers and 0.77 for careless style, 0.85 for authoritarian style, 0.92 for authoritative style among fathers. Esfandiari (1996) has used the retest method to determine the reliability of this questionnaire. He asked 120 mothers of the sample group to answer the questionnaire. One week later, the questionnaire was completed again by the same people. The reliability rate was 0.69 for the negligent method, 0.77 for the authoritarian method and 0.73 for the authoritative method. The validity and reliability of this questionnaire has been confirmed.

**Academic Procrastination Questionnaire:** This scale was designed by Solomon and Rothblum (1984) and is called Academic Procrastination Scale. This scale has 27 items. Which examines the following three components: The first component: "Exam Preparation" which includes 8 items and questions such as "I dream regularly while studying for the exam and it is difficult for me to concentrate on this". Questions 1, 4, 6, 10, 12 and 14 are related to the exam preparation component, the second component is "homework preparation" which includes 11 items and questions such as "I postpone my homework from this session to next time". Questions 2, 3, 5, 7, 8, 9, 11, 13 and 15 are related to the second component, and the third component refers to preparing for the final term articles which includes 8 items. In this study, items No.7 and 8 have not been used in the evaluation and calculation of procrastination because they do not indicate academic procrastination. In this study, the reliability of the test by Cronbach’s alpha method was 0.79, and in the case of the validity of the scale, (Solomon 1998, quoted in Dehghan 2008) using the internal consistency validity, a coefficient of 0.84 was reported.

**Findings:**

In this study, frequency of the subject’s gender was 50 (100%) girls.

The mean (and standard deviation) of age of participants were 17.24 (1.62), and also the minimum and maximum range of students’ age were 16 and 18, respectively.

32 (64%) of the subject were humanities students, 10 (20%) of them were students of experimental
sciences and 8 (16%) of students were in mathematics, respectively.

Educational grades of the subject: 6 people (12%) were in first grade, 34 people (68%) were in second grade and 10 people (20%) were third grade students in high school, respectively.

<table>
<thead>
<tr>
<th>Table 1. Table of descriptive indicators in research variables</th>
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<tbody>
<tr>
<td>Variables</td>
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<td>Parenting styles</td>
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<tr>
<td>Academic procrastination</td>
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</table>

As it is seen in Table 2, the obtained correlation coefficient shows that there is a positive and significant relationship between authoritarian parenting style ($R = 0.180$) at the level ($P <0.05$) and academic procrastination. Also there is a negative and significant relationship between authoritative parenting style ($R = -0.320$) at the level ($P <0.01$) and academic procrastination.

<table>
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<tr>
<th>Table 2. Results of Pearson correlation test for research variables</th>
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<tr>
<td>Variables</td>
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<tr>
<td>Academic procrastination</td>
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Table 3. Results of multiple regression analysis of research variables

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum Of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>431/94</td>
<td>3</td>
<td>143/98</td>
<td>11/81</td>
<td>0/04</td>
</tr>
<tr>
<td>Residual</td>
<td>8094/93</td>
<td>46</td>
<td>175/97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8526/88</td>
<td>49</td>
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</table>

As it is seen in the table above, parenting styles predicted 0.22 (about 22%) of the variance (variation) of the academic procrastination variable. The results of the table above show that ($P <0.05$, $F = (3.49)$ 11.81); As a result, the whole regression model is significant. According to the results of the tables above, the data related to prediction of the academic procrastination variable using parenting styles show that this component is a significant predictor of the procrastination variable.

<table>
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<tr>
<th>Table 4. Multiple regression analysis indices with simultaneous entry method</th>
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<tr>
<td>Model</td>
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<tr>
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<tr>
<td>Casual style</td>
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<tr>
<td>Authoritarian style</td>
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<tr>
<td>Authoritative style</td>
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</tbody>
</table>

The results of multiple regression test analysis show that the standardized beta coefficient for measuring the portion of each variable in the model
gives a measure. Beta, t and P values indicate the effect of each predictor variable. The large value of Beta and absolute t and the small value of P (P <0.05) show that there is a significant relationship between the predictor variables and the criterion variable.

Based on the above data and considering Table 4, the predictor (independent) variable of parenting styles is a significant predictor of the criterion variable (dependent) of academic procrastination (P <0.05); Among the predictor variables of "parenting styles", authoritative parenting style with higher Beta and absolute t values \((t = -1.213, \text{Beta} = 0.320)\) and smaller P (P < 0.01), respectively, had the greatest effect on the criterion variable, academic procrastination. To explain the findings, it can be declared that the more parents use authoritative parenting styles, the less the students’ procrastination will be, while with the increase of careless and authoritarian parenting styles, the students’ procrastination will increase.

**Discussion and Conclusion:**

The aim of this study was to investigate the role of parenting styles in predicting academic procrastination of female high school students. Findings of the present study show that parenting styles significantly explain children's procrastination and is a significant and positive predictor of academic procrastination. So that 22% of the variance of procrastination can be explained by parenting styles. This finding is consistent with the results of researches (Baqaian, 2012; Zakeri et al., 2013; Vahedi et al., 2009; Pychyl, Kaplan and Reed, 2002; Ferrari and Elliott, 1994; Ferrari and Elliott, 1993; Ferrari, Harriot and Zimmerman, 1999; Rothblom et al., 1986; Frost et al., 1990; Visio, 1993; Davis, 1999) in which having control over children had a positive correlation with academic procrastination. For better explanation of this finding, it can be declared that parenting is characterized by high demands of parents and their low responsiveness. Parents who have very high expectations of their children, low self-esteem is a characteristic of their children in family, and since low self-esteem is one of the causes of procrastination, it can be declared that one of the reasons of procrastination in children of strict families is their low self-esteem. Another reason of this issue may be the fact that children of parents with authoritarian style experience a kind of perfectionism which causes procrastination, that is, one avoids doing a work for fear of failure, and when one is ought to do it, one postpones it until the last minute. Also, authoritarian parents inhibit development of responsibility in their children by being too strict, and these children make excuse for doing duties and postpone them until the last moment. In general, authoritarian parenting style, which is low in love and high in control, has a significant and direct relationship with academic procrastination. Therefore, the findings indicate that through more love and parental involvement in authoritative style that has negative and significant relationship with academic procrastination, it is possible to prevent the harmful effects of procrastination behavior on children.

**Research Limitations:**

1. The present research findings have been obtained based on the self-report scales, and certainly some possible answers of subjects were influenced by their mood.

2. The high number of questions in the questionnaires probably caused people to get tired of answering the questions in the research.

3. Another limitation was the small number of samples due to conditions caused by the outbreak of Covid-19.

**Research and practical suggestions:**

1. It is suggested that relationship between parenting style and academic procrastination among intelligent students studying in public and non-public schools should be studied in a larger measure.

2. Investigating relationship between other aspects of parenting such as permissive and decisive parenting styles with academic procrastination in students is another suggestion of this study.

3. The findings of this study can help specialists on psychology and exceptional children education in examining the predictive factors of academic procrastination and preventing continuation of the problem of procrastination in students' education.
References:


