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## Investigating the Role of Parenting Styles in Predicting Students' Academic Procrastination

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### ABSTRACT:

The purpose of this study was to investigate the role of parenting styles in predicting academic procrastination of female that in high school degree students in city of Ardabil. The research method was statistical and correlating and included all high school students who were studying in 2021 and it choose randomly 50 sample of female students were selected by convenience sampling. The tools of this article are Baum rind Thorpe, Clark, & Knicks 1939 parenting style questionnaire and the Solomon and Roth Bloom 1984 academic procrastination questionnaire. 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 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. This study can be inferred that parenting styles have a significant relationship with academic procrastination.

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## Introduction:

First social group that human is grow named family. among the variable factors are effective more role to growth of children in difference of another factors. specially their knowledge about psychology nurturing methods of parents in family. Parents' nurturing method is affect in personality develop of their children's upbringing as well as their adaptation to different social situations. Relationship in optimal view between parents and children emphasize in child's healthy. The relationship between parents and children is one of the significant issues attracted the attention of experts many years ago. Parent refer to specific methods and behaviors interaction with each other effect on child's training. In fact, the basic of reflects to parent's control and socialization their child (Baumrind 1991). Mostly parents used typology style in the West is called Baum rind. That identify three titles include: authoritative, authoritarian, and negligent (quoted by Nainifard, 2012).

According to Baumrind, parenting styles can be classify basic 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 emotion, exacting, acceptance, and cooperation with children. Baumrind introduced authoritarian parents with high levels of authority and low levels of accountability. These parents focus more on control their child's behavior and attitudes, and emphasize on respect their releasable orders. They assistance their child that achieving their goals. The education style prepares situation negative perfectionism. Baumrind introduces authoritarian parents as people with highly authority and accountability. These parents encourage communication between themselves and their child and involve their child to make law and seek the truth. These parents are strong, with articulate that expected of the child, strike a balance between intense love and intense control, and never hummer their child during the powering exercise. This style is positive perfectionism. Easy-going style of parent's results shows levels of low in authority and high levels of accountability. Friendly parents are warmly and acceptable attitudes for their child, but on the other hand, they can't control their child (Khosravi and Alizadeh, 2009).

The education of children is influenced their parents knowledge. In this way, parents with less knowledge will be more risk on behave of their child with compares the others. Study in USA about 693 families over a six-year period indicate that 64% of children with emotion disorders belonged to mothers with mentalproblem. 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 that parent had disorders and it was double the percentage of mental disorders in children whose families had neither of these two disorders.

Other researchers have discuss that constant parental irritability can harm child's emotion health, cognitive abilities. Mothers who suffer from depression are less exacting, less autonomous, and more conservative with their children than other mothers. They also less tolerant behave with their older child and more likely to punish he or she. Conversely, children about one-years-old who have normal parents and strong mood can connect with them well and they were more success than children whose parent are not normal. (Poorebrahim et al., 2011). Some variables, such as age and gender, seem to affect in child's behavior and the degree of their parents are important factors. Researchers result that parents, that, usually reaction negative 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 view, suitable planning in their education is one of the main tasks of schools. Every year, schools accept new students and also graduation, so that in this continuous cycle, paying attention to the quality of education is more important. (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, different culture and fast changes in factors over time, specific causes for societies cannot be proposed as a general rule. Because the laws of cultural context and proportion for society, people's attitude towards education, parents' income level, etc., are all factors that affect academic failure or success, (Seif, 2013).

The problem of the 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 commonly problems in different levels of education that can have different correlations (Nowruzi, 2012). So that researchers in the field of procrastination believe that several factors can be affective in the occurrence and persistence of procrastination. Some of these variables 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 attention to the factor of parent styles in high school students as a predictor of academic

procrastination that can effective their academic performance and interpersonal connection. Therefore, the present study to investigate the role of parenting styles in the academic procrastination of female high school students. The present research question has been whether parenting way 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 that were studying in Ardabil in 1399. Using the available sampling method, a sample of 50 students were selected and they answered the Baumrind parenting questionnaire and the Solomon and Roth Bloom questionnaire of academic procrastination. Data were analyzed using SPSS-18 software through Pearson correlation 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 materials parent 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 parent 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. 2,3,7,7,12 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 1. Table of descriptive indicators in research variables**

Variables	Components	Mean	SD
Parenting styles	Casual style	18/50	5/77
	Authoritarian style	16/16	6/68
	Authoritative style	50/29	6/53
Academic procrastination		77/68	13/19

As it is seen in the table above, the mean (and standard deviation) scores of parenting styles are 64.16 (10.49), negligent style score is 18.50 (5.77), authoritarian style is 16.16 (6.68), respectively and the authoritative style is 29.50 (6.53). Also in this table, the average (and standard deviation) scores of academic procrastination are 77.68 (13.19), respectively.

The significance level of the test for variables in being normal is more than ( $P > 0.05$ ), so the null hypothesis is accepted and we can confidently declare with 95% confidence that the distribution of variables is normal. Therefore, parametric tests have been applied to test the relevant hypotheses.

**Table 2. Results of Pearson correlation test for research variables**

Variables	Parenting styles	Pearson correlation	Sig
Academic procrastination	Casual style	0/158	0/068
	Authoritarian style	0/180	0/042
	Authoritative style	-0/320	0/002

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 3. Results of multiple regression analysis of research variables**

Model	Sum Of Squares	df	Mean Square	F	Sig
Regression	431/94	3	143/98	11/81	0/04
Residual	8094/93	46	175/97		
Total	8526/88	49			

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 4. Multiple regression analysis indices with simultaneous entry method**

Model	Standardized		
	Beta	t	Sig
Casual style	0/158	1/080	0/068
Authoritarian style	0/180	1/233	0/042
Authoritative style	-0/320	-1/213	0/002

The results of multiple regression test analysis show 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 ( $t = -1.213$ , 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 be enhanced.

### Discussion and Conclusion:

The aim of this study was investigation to the function of parent's styles in predicting academic procrastination of female high school students. Findings of the present study indicate parent's styles significantly explain children's procrastination and is a significant and positive prediction of academic procrastination. So that 22% of the variable 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 having over control on child had positive correlate with academic procrastination. For better explanation of this study, 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, 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 self-esteem. Another reason of this matter actually that show children with authoritarian parent experience a kind of perfection 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 parent developer of their responsibility in their children to being strong, and these children make excuse for doing daily and deliver them until the last moment. In general, authoritarian parenting

style, which is less famous and high in control, has a significant and direction related by education. Procrastination. To sum up, the study emphasize that through more love and parental involvement in authoritative way that has negative and signification relation between education and procrastination, for avoiding the harm effects of child's behavior.

### Research Limitations:

1. The present research have been obtained based on the self-report scales, and surely the variable like mood and another factor were influenced on the result of the research.
2. The highest sample of questions in the questionnaires caused that answering to get tired and it seem in the result of article.
3. The common of Covide-19 in our society was the reason that gathered small sample for this study.

### Research and practical suggestions:

1. suggestion that relationship between parent's style and educational procrastination among smart and cute students should study in huge sample.
2. Investigation related between other aspects of parent such as permissive and decisive parent's styles with graduating and high degree of parent's procrastination increasing to students' education is another suggestion of this study.
3. The result of this study can help specially on psychology and children that have disorders in their exams and can prediction variables of influence in their academic procrastination and preventing continuation of the problem of procrastination in students' education.

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