

## EFFECT OF PARENTING STYLE ON ACADEMIC PROCRASTINATION: A STUDY ON GEN Z STUDENTS OF CLASS X

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### Abstract

*Academic procrastination is an observable issue among adolescents that has recently emerged as a major concern for the Generation Z students who are taught in an environment of a high level of connectivity and distraction. The present paper aims at the influence of parenting style on the academic procrastination of students of class 10th. The paper draws upon the concept of parenting from Baumrind, which is based on four types of parenting: democratic, autocratic, permissive and uninvolved parenting and the paper suggest that parenting practices affect the self-regulation, time management, autonomy, emotional adjustment of adolescents which in turn affects the procrastination behaviour. Academic procrastination among children and adolescents has been studied and the findings indicate that academic procrastination has a negative impact on performance, stress levels and self-regulatory skills. The existing evidence also indicates that supportive and autonomy fostering parenting techniques are associated with lower levels of procrastination whereas harsh parenting control and monitoring may be associated with greater levels of procrastination.*

*This paper provides a conceptual background, purpose, hypotheses, methodology and anticipated results for a sample of youth in secondary school who are part of the gen Z. Democratic parenting is likely to be associated with a decrease in academic procrastination while autocratic, permissive and uninvolved parenting is likely to predict an increase in academic procrastination is argued. The study is important because it links home environment with the delay behaviour of students at unfavourable time in their school life with practical implications for parents, teachers and school counsellors.*

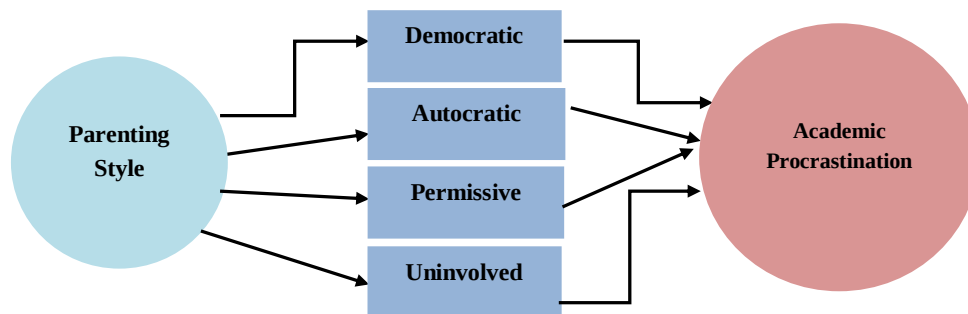
**Keywords:** *Parenting Style, Academic Procrastination, Gen Z, Class X students, Secondary Education, Adolescents.*

### Introduction

Parenting styles are the basic values that guide adolescent psychosocial development, providing behavioural structures from which students will work within in handling scholastic demands and self-regulation (Li et al., 2023). The context of today's schooling environment is technologically distractive and extends expectations of student achievement and performance which is often characterized by chronic student procrastination. Amongst class X, a critical class, where the board examinations were of utmost importance, the procrastination of essential academic work has become prevalent as a psychological hurdle. This maladaptive delay is therefore crucial to understand in terms of the specific mechanisms of familial authority structure and communication patterns (Jubac et al., 2025). Academic Procrastination is the habit of delay task without any valid reason (Steel, 2007). The fact is related with poor academic performance, increasing the level of stress, reducing psychological well-being (Bahl et al., 2024). Previous studies show

that parenting styles play an important role in raising children's motivation and self-regulation which affects procrastination behaviour at different stages (Wang, 2022).

The first model of parenting style was introduced by Diana Baumrind (1966,1967 and 1973). According to her parenting style can be classified into three categories i.e. democratic, autocratic and permissive. Later, Maccoby and Martin (1983) expanded and revised her typologies and introduced the fourth style of parenting as uninvolved parenting style. Parents who show high levels of responsiveness and demandingness with democratic parenting are associated with reducing academic procrastination (Batool, 2020).



**Figure 1 Effect of different dimension of parenting style on academic procrastination**

Consequently, parents with autocratic parenting set high standards and show low interest which leads anxiety and academic pressure in their children and result is procrastination behaviour (Chen et al., 2022).

Permissive Parenting is defined as high responsiveness and low demandingness which led to poor self-control and high procrastination behaviour (Mahasneh et al.,2016). Parents who show low responsiveness and low demandingness also develop procrastination behaviour in their children (Chen-Sen Ma et al., 2023).

Accordingly, the aim of this study is to examine the relationships between parenting styles (democratic, autocratic, permissive and uninvolved) and academic procrastination among class X students. Understanding this relationship will be helpful for teachers, parents and children also.

## Review of Literature

The review of literature plays a vital role because it gives a strong foundation for the study. M. Amani & M. Arbabi (2020) found that paternal and maternal responsiveness and demandingness were significantly negatively associated with academic procrastination. Mikaeili & Salmani (2021) examined the role of parenting styles in predicting students' academic procrastination. The study highlights that the autocratic parenting style had a positive and significant relationship with academic procrastination. On the other hand, the democratic parenting style showed a negative and significant relationship with academic procrastination. W. Chen, et al. (2022) analysed the indirect effects of autocratic parenting on academic procrastination by different dimensions such as perfectionism, including

concern over mistakes, doubts about one's actions, high personal standards, and organisation. The result was found that autocratic parenting was positively related with both concern over mistakes and high personal standards. Additionally, concern over mistakes indicated a positive relationship with academic procrastination. Conversely, personal standards and organisation showed a negative relationship with academic procrastination. Li, et al. (2023) measured that positive parenting style was negatively correlated with academic procrastination. On the other hand, negative parenting style was positively correlated with academic procrastination. The result showed that parenting styles affect the academic procrastination behaviours of the students. M. Mujidin et al. (2023) found that there was no significant effect of democratic parenting on academic procrastination. The study suggests that positive parenting can reduce the tendency of academic procrastination and improve academic behaviour of students. RenyIriani Loa (2012) mentioned in their studies that democratic parenting style negatively associated with academic procrastination but in contrast, autocratic and permissive parenting style is positively associated with academic procrastination. Chen-Sen Ma et al. (2023) analysed in their studies that parents who do not show emotional support and warmthless increase academic procrastination.

### **The Need and Significance of the Study**

The need for the study is because academic procrastination of adolescents can make significant impacts on their examination preparation, learning confidence and mental well-being. In many ways, procrastination in class 10 is the first significant public assessment of students' academic abilities during their school career. It is important to explore how parenting styles influence delay behaviour in this age group, as parents are central in structuring routines, enforcing discipline and providing support.

The study is also important due to its exclusive focus on 'Gen Z' students. This generation lives in a digital environment characterized by short media, multitasking and constant online stimulation, which is reflected in their academic life. There are times when parenting methods that worked for previous generations are not effective in these times. A targeted analysis can then support schools and parents to formulate improved strategies for the reduction of class 10's procrastination.

### **Statement of the Problem**

"Effect of Parenting Style on Academic Procrastination: A Study on Gen Z Students of Class X"

### **Objectives of the Study**

1. To study the parenting Style of Gen Z students of Class X.
2. To study the academic procrastination of Gen Z students of class X.

3. To study the relationship between Parenting Style and Academic Procrastination of Gen Z students of Class X.

### **Hypothesis of the Study**

1. There is no significant relationship between parenting Style and academic procrastination among Gen Z students of Class X.
2. There is no significant relationship between democratic parenting style and academic procrastination among Gen Z students of Class X.
3. There is no significant relationship between autocratic parenting style and academic procrastination among Gen Z students of Class X.
4. There is no significant relationship between permissive parenting style and academic procrastination among Gen Z students of Class X.
5. There is no significant relationship between uninvolved parenting style and academic procrastination among Gen Z students of Class X.

### **Methodology**

#### **Method of Research**

This study is based on quantitative research method, followed by descriptive survey method with correlational design. The descriptive method is used to describe the parenting style perceived by the Gen Z students and the academic procrastination. The correlation method is used to measure the degree of correlation between parenting style and academic procrastination.

#### **Population**

The population of the study consists of all secondary students studying in recognized schools of district Muzaffarnagar, Uttar Pradesh.

#### **Sample and Sampling Technique**

For this study, a sample of 200 students included boys and girls of class 10 is taken from reputed schools. In this sample size 105 boys and 95 girls are selected. Systematic Random Sampling technique is used for collecting data.

#### **Variables**

In this study, there are two variables which are given below-

**Table 1 Types of Variables**

| S. No. | Variables                | Nature of Variables  | Details                                                                                            |
|--------|--------------------------|----------------------|----------------------------------------------------------------------------------------------------|
| 1.     | Parenting Style          | Independent Variable | Democratic, Autocratic, Permissive and Uninvolved                                                  |
| 2.     | Academic Procrastination | Dependent Variable   | Delay in academic task such as homework, assignment, preparation of exam, co-curricular activities |

**Tools for Data Collection**

The following tools will be used in this study -

- 1. Parenting Style Scale developed by Dr. Madhu Gupta and Dr. Dimple Mehtani.**

This tool consists 44 items which are divided into four dimensions viz. Democratic Parenting Style, Autocratic Parenting Style, Permissive Parenting Style and Uninvolved Parenting Style.

- 2. Academic procrastination Scale developed by Dr. A.K. Kalia and Dr. Manju Yadav.**

This tool consists 25 items. The items are related with procrastination in homework, preparation of exam, project work and co-curricular activities.

**Data Collection**

In this research study, researcher collected data separately for variable parenting style on each dimension i.e. Democratic, Autocratic, Permissive and Uninvolved. In whichever dimension, student scored highest mark, researcher considered it as dominant dimension. While collecting data for variable academic procrastination researcher analyze the correlation with respective dominant dimension.

**Statistical Techniques**

In this study, Karl Pearson's Coefficient of Correlation is used to measure the strength and direction between parenting style and academic procrastination.

**Analysis and Interpretation of Data**

Analysis and interpretation of data is an important step of a study because it converts raw data into a meaningful data. the analysis and interpretation of data are given below step by step as based on hypothesis-

**Table 2 Distribution of Parenting Style by Parenting Style**

| Parenting Style | Number of Students | Percentage |
|-----------------|--------------------|------------|
| Democratic      | 72                 | 36         |
| Autocratic      | 56                 | 28         |
| Permissive      | 44                 | 22         |
| Uninvolved      | 28                 | 14         |
| <b>Total</b>    | <b>200</b>         | <b>100</b> |

Table 2 shows that the largest proportion of the sample of parenting style falls under the democratic parenting i.e. 36% while smallest proportion falls under the uninvolved parenting with 14%. This distribution is based on the data which was collected by parenting style scale.

### Hypothesis Testing

**H<sub>0</sub>1:** There is no significant relationship between parenting Style and academic procrastination among Gen Z students of Class X.

**Table 3 Coefficient of Correlation (r) between Parenting Style and Academic Procrastination of Gen Z students of Class X**

| S. No. | Variables                | N   | Coefficient of Correlation (r) | Significance Level        |
|--------|--------------------------|-----|--------------------------------|---------------------------|
| 1.     | Parenting Style          | 200 | -0.46                          | Significant at 0.01 level |
| 2.     | Academic Procrastination | 200 |                                |                           |

Table 3 shows that coefficient of correlation between the scores of parenting style and academic procrastination among gen z students of class X is -0.46 which is negative but significant at 0.01 level of significance. It highlights that there is a negative moderate correlation between parenting style and academic procrastination. Hence, Hypothesis 1 that there is no significant relationship between parenting Style and academic procrastination among Gen Z students of Class X is rejected.

**H<sub>0</sub>2:** There is no significant relationship between democratic parenting style and academic procrastination among Gen Z students of Class X.

**Table 4 Coefficient of Correlation (r) between Democratic Parenting Style and Academic Procrastination of Gen Z students of Class X**

| S. No. | Variables                  | N  | Coefficient of Correlation (r) | Significance Level        |
|--------|----------------------------|----|--------------------------------|---------------------------|
| 1.     | Democratic Parenting Style | 72 | -0.41                          | Significant at 0.01 level |
| 2.     | Academic Procrastination   | 72 |                                |                           |

Table 4 indicates that coefficient of correlation between the scores of democratic parenting style and academic procrastination among gen z students of class 10 is -0.41 which is negative but significant at 0.01 level of significance. It shows that there is a negative moderate correlation between democratic parenting style and academic procrastination. The results highlight that democratic parenting is a better way of parenting for reducing academic procrastination. Hence, Hypothesis 2 that there is no significant relationship

between democratic parenting style and academic procrastination among Gen Z students of Class X is rejected.

**H<sub>0</sub>3:** There is no significant relationship between autocratic parenting style and academic procrastination among Gen Z students of Class X.

**Table 5 Coefficient of Correlation (r) between Autocratic Parenting Style and Academic Procrastination of Gen Z students of Class X**

| S. No. | Variables                  | N  | Coefficient of Correlation (r) | Significance Level        |
|--------|----------------------------|----|--------------------------------|---------------------------|
| 1.     | Autocratic Parenting Style | 56 | 0.38                           | Significant at 0.01 level |
| 2.     | Academic Procrastination   | 56 |                                |                           |

Table 5 highlights that coefficient of correlation between the scores of autocratic parenting style and academic procrastination among gen z students of class 10 is 0.38 which is positive and significant at 0.01 level of significance. It shows that there is a positive moderate correlation between autocratic parenting style and academic procrastination. The results indicate that autocratic parenting is a rigid and controlling parenting which contribute in increasing academic procrastination. Hence, Hypothesis 2 that there is no significant relationship between autocratic parenting style and academic procrastination among Gen Z students of Class X is rejected.

**H<sub>0</sub>4:** There is no significant relationship between the score of Permissive Parenting Style and Academic Procrastination of Gen Z students of Class X.

**Table 6 Coefficient of Correlation (r) between Permissive Parenting Style and Academic Procrastination of Gen Z students of Class X**

| S. No. | Variables                  | N  | Coefficient of Correlation (r) | Significance Level        |
|--------|----------------------------|----|--------------------------------|---------------------------|
| 1.     | Permissive Parenting Style | 44 | 0.33                           | Significant at 0.01 level |
| 2.     | Academic Procrastination   | 44 |                                |                           |

Table 6 highlights that coefficient of correlation between the scores of permissive parenting style and academic procrastination among gen z students of class 10 is 0.33 which is positive and significant at 0.01 level of significance. It shows that there is a positive moderate correlation between permissive parenting style and academic procrastination. The results indicate that permissive parenting is high warmth and low structure parenting which contribute in increasing academic procrastination. Hence, Hypothesis 4 that there is no significant relationship between permissive parenting style and academic procrastination among Gen Z students of Class X is rejected.

**H<sub>0</sub>5:** There is no significant relationship between uninvolved parenting style and academic procrastination among Gen Z students of Class X.

**Table 7 Coefficient of Correlation (r) between Uninvolved Parenting Style and Academic Procrastination of Gen Z students of Class X**

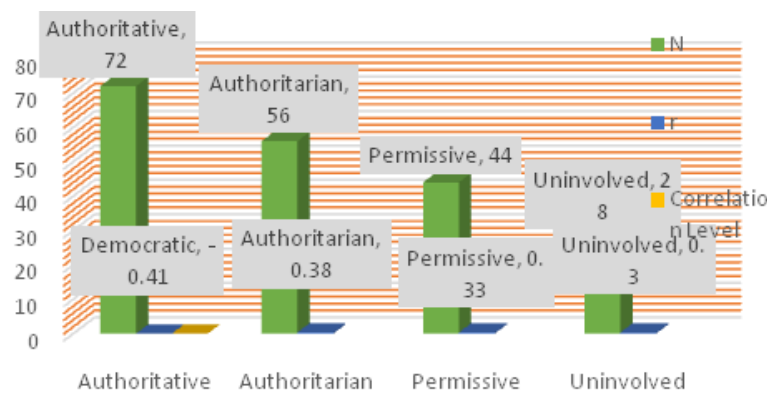
| S. No. | Variables                  | N  | Coefficient of Correlation (r) | Significance Level        |
|--------|----------------------------|----|--------------------------------|---------------------------|
| 1.     | Uninvolved Parenting Style | 28 | 0.30                           | Significant at 0.01 level |
| 2.     | Academic Procrastination   | 28 |                                |                           |

Table 7 indicates that coefficient of correlation between the scores of uninvolved parenting style and academic procrastination among gen z students of class 10 is 0.30 which is positive and significant at 0.01 level of significance. It shows that there is a positive moderate correlation between permissive parenting style and academic procrastination. The results indicate that uninvolved parenting is a neglectful parenting which contribute in increasing academic procrastination. Hence, Hypothesis 5 that there is no significant relationship between uninvolved parenting style and academic procrastination among Gen Z students of Class X is rejected.

### Findings and Discussion

In relation of first hypothesis, it was found that parenting style is negatively correlated with academic procrastination. It means if warm and support is increased then academic procrastination is decreased but conversely, warm and support is decreased then academic procrastination is increased. This finding also supported by the studies of Li, et al., 2023 as they explained in their studies that positive parenting style was negatively correlated with academic procrastination and negative parenting style was positively correlated with academic procrastination.

In second hypothesis it was found that democratic parenting style is negatively correlated with academic procrastination. It refers that democratic parents tend to be warm while also setting clear expectations and monitoring on their children's behaviour and this can increase adolescents' self-discipline and ability to initiate tasks. This finding also supported the studies conducted by Mikaeili & Salmani, 2021; Amani & Arbabi, 2020 as they mentioned in their studies that with welcoming and supporting behaviour students feel motivated, bound free and disciplined while managing their study work.



**Graph 1 Coefficient of correlation between different dimension of parenting style and academic procrastination**

According to the analysis of third hypothesis, it was highlighted that autocratic parenting is predicted to have a positive association with educational procrastination. W. Chen, et al., 2022; Li, et al., 2023 mentioned in their studies that academic anxiety and avoidance may result from excessive control, a lack of confidence in academic tasks or set expectations, which may cause students to delay rather than engage in academic tasks.

In fourth hypothesis, it was found that in permissive parenting, the issue of academic procrastination could be more due to the lack of structure, ineffective monitoring and inconsistent classroom practices. Adolescents who are granted freedom they are not supervised with may find it difficult to organize their time and to avoid distractions. RenyIriani Loa, 2012 mentioned in their studies that permissive parenting style is positively associated with academic procrastination.

According to fifth hypothesis, Uninvolved Parenting also have a positive correlation with academic procrastination. As this type of parenting fail to provide either emotional support or academic monitoring. Chen-Sen Ma et al., 2023 described in their studies that parents who do not show emotional support and warmthless increase academic procrastination.

Overall, it appears that being either an autocratic or democratic parent affects the procrastination through self-control, emotional climate, and autonomy support. Studies on adolescent autonomy suggest that families that foster autonomy and responsibility will also observe their student's procrastination rate decreasing as their student becomes more inner motivated and develops better time management abilities. Positive parenting may then be a protective factor for this age group dealing with exam stress as well as peer pressure and digital distraction.

### Educational Implications

The research findings have following implications for families and schools-

- Parents should practice a balanced style of parenting that involves love, communicating and some disciplining.

- Teachers need to be aware of and communicate with the parents about patterns of procrastination occurring early.
- Parenting, adolescent adjustment and Time Management guidance sessions should be organized by the school counsellors.
- Parent orientation programs could be conducted to raise awareness of the impact that parents have on academic conduct.
- Planning skills, goal setting and self-monitoring should be encouraged for students.

Often, procrastination is not a matter of carelessness but of an emotional and environmental problem, therefore punishment is not the proper solution.

### Conclusion

Academic procrastination is one of the significant problems in education and psychology among students of class Xgen-Z. The literature suggests that parenting style is a meaningful factor to predict this behaviour, and parenting style of democratic parenting is likely to decrease procrastination, whereas parenting style of autocratic parenting and permissive parenting is likely to increase procrastination. A focused study of class X students is particularly useful given that at this level there is developmental transition and a strong academic focus. Awareness of the home factors associated with procrastination can support the school, teacher, and parent to better support adolescents.

### Further Recommendations

The following suggestions may be made for future studies:

- Larger samples could be used for similar studies.
- Comparative studies can be conducted on a rural-urban dimension.
- The parenting styles may be explored and compared between men and women on the aspect of procrastination.
- Other factors like self-efficacy, academic stress, motivation and emotional intelligence may be incorporated.
- Longitudinal studies can be used to look at change through time

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