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## Presenting the Academic Procrastination Model based on Self-Directed Learning Strategies and Parenting Styles with the Mediating Role of Academic Self-Efficacy

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### Research Paper

### Abstract

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**Purpose:** Academic procrastination causes a drop in academic performance, and should be look for ways to reduce it. As a result, this study was conducted with the aim of presenting the academic procrastination model based on self-directed learning strategies and parenting styles with the mediating role of academic self-efficacy.

**Methodology:** The research design was cross-sectional from type of correlation. The statistical population of the present study was all secondary school students of Tehran city in the academic years of 2022-23, which out of 23552 students number of 400 people were selected by multi-stage cluster sampling method. In this research were used the tools of academic procrastination (Solomon and Rothblum, 1984), self-directed learning strategies (Pintrich and De Groot, 1990), parenting styles (Baumrind, 1991) and academic self-efficacy (Jinks and Morgan, 1999). In order to analyze the data were used correlation coefficients and structural equation modeling methods in SPSS-V23 and Lisrel-V8.8 software.

**Findings:** The findings showed that the academic procrastination model based on self-directed learning strategies and parenting styles with the mediating role of academic self-efficacy had a good fit. Also, self-directed learning strategies (cognitive and metacognitive) on academic procrastination and self-efficacy directly and indirectly through academic self-efficacy on academic procrastination had a significant effect ( $P < 0.05$ ). In addition, parenting styles (authoritative, authoritarian and permissive) on academic procrastination and self-efficacy directly and indirectly through academic self-efficacy on academic procrastination had a significant effect ( $P < 0.05$ ).

**Conclusion:** According to the results, it can be stated that a person has more self-directed learning strategies, authoritative parenting style and academic self-efficacy and less permissive and authoritarian parenting styles, the amount of academic procrastination will decrease.



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## Detailed abstract

**Purpose:** One of the most common problems in different levels of education is academic procrastination. That is mean the work that is decided to be implemented and that work can at least have results for the person in the future, is assigned to the future without reason. Procrastinators People cannot fulfill their plans for various reasons, and even in cases where a mandatory task is assigned to them, they usually postpone the task until the last minute, and at the last opportunity, and naturally, they do their homework with a lot of stress and low quality. Among the most important types of procrastination is academic procrastination, which is unfortunately widespread among students and university students a significant group of them exhibit behaviors such as postponing homework, studying only on the night of the exam, etc, which the result will be the low level of these people in terms of science, getting low grades in exams, high stress and anxiety, etc. Procrastination is a type of defect in self-directed learning strategies. On the other hand, the lack of self-regulation behaviors in procrastinating students, such as setting goals, using self-directed learning strategies, and monitoring on thinking and learning processes leads to remaining incomplete or avoiding work. Self-directed learning strategies emphasize to the role of the individual in the learning process, which whereby learners actively and continuously direct their cognitions, behaviors and efforts to achieve the desired goals. Self-directed in learning is an active and organized process which based on learners choose goals for themselves and then try to regulate, control, and monitor their cognition, motivation, and behavior to achieve those goals. The parenting styles are one of the factors related to academic procrastination. The parenting style is a complex activity includes special methods and behaviors that impact the child's development individually or in interaction with each other and shows the efforts of parents to control, manage and socialize children. The parenting styles express emotional relationships and the general way parents communicate with their children and are considered an important factor for children's growth and learning. Based on this, two important dimensions were identified in the way parents interact with their children, which are: expectation and responsiveness, and based on the interaction between them were identified three types of authoritative, authoritarian and permissive parenting styles. The authoritative parents give independence and intellectual freedom to their children and encourage them, and at the same time, they also impose some kind of restrictions and control on them. The authoritarian parents are characterized by high expectations and low responsiveness, and these parents impose their rules on their children in an inflexible manner, and are harsh and punishing in terms of upbringing, and show little affection and intimacy towards children, and on the other hand, punish children a lot and they deal with bad behavior. The permissive parents are extremely accepting and responsive to their children, but they have no expectations from their children and neglect their social behavior education. Another important and effective factor on academic procrastination in students is academic self-efficacy, and when a person believes that he/she has the ability to progress and achieve success in the field of education, he/she has achieved academic self-efficacy. A person's self-efficacy beliefs are not strictly his/her interpretation of past actions, but rather a documented tool that enables him to interact with the environment and other people. Perceived self-efficacy is a person's judgment about his own merits. Students who have more self-efficacy set higher level goals for themselves, which ultimately leads to their success. In the other words, self-efficacy as a mediating variable can reduce academic procrastination. Academic procrastination causes a drop in academic performance, and should be look for ways to reduce it. As a result, this study was conducted with the aim of presenting the academic procrastination model based on self-directed learning strategies and parenting styles with the mediating role of academic self-efficacy.

**Methodology:** The research design was cross-sectional from type of correlation. The statistical population of the present study was all secondary school students of Tehran city in the academic years of 2022-23, which out of 23552 students number of 400 people were selected by multi-stage cluster sampling method. In this research were used the tools of academic procrastination (Solomon and Rothblum, 1984), self-directed learning strategies (Pintrich and De Groot, 1990), parenting styles (Baumrind, 1991) and academic self-efficacy (Jinks and Morgan,

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**Conclusion:** According to the results, it can be stated that a person has more self-directed learning strategies, authoritative parenting style and academic self-efficacy and less permissive and authoritarian parenting styles, the amount of academic procrastination will decrease. Considering the role of the family in the formation of procrastination in students, it is suggested that educational workshops be held for parents about the correct methods of raising children and the sensitive role of parents in the formation of students' personality. Also, during the academic year for students of training course should be held about the procrastination, causes of procrastination, and the problems caused by it so that students can get to know better and more about this phenomenon that causes lack of learning and hinders academic progress. This research can make familiar educational and lesson planners with various self-directed learning strategies and their application, so that planners can plan with more flexibility considering individual differences in this field.