The Relationship Between Teenagers' Perception of Parental Discipline and Academic Procrastination in an EFL Context

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Abstract. This research aims to find out the relationship between teenagers' perception of parental discipline and academic procrastination in an EFL context of students at SMA 1 Bulukumba. This research is descriptive quantitative research, and sampling was carried out using the random sampling method. Research data was collected using a Likert scale regarding teenagers' perceptions of implementing parental discipline and academic procrastination. Based on the results of data analysis using SPSS, the normality test yielded a significance value (Sig) of 0.009. This indicates that the data is derived from a normal distribution population. Then, the linearity test revealed a negative (-) direction of the relationship between adolescents' perceptions of parental discipline and academic procrastination. The linearity coefficient of 0.79 indicates that 79% of the variation in academic procrastination can be explained by perceptions of parental discipline. Thus, the hypothesis test, the correlation coefficient of 0.138, obtained through the SPSS program, indicates the relationship between adolescents' perceptions of parental discipline and academic procrastination.

Keywords: teenagers' perception, parental discipline, academic procrastination

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INTRODUCTION

Education is a right and an obligation for everyone, including in Indonesia. People can receive education in schools, at home, or through community programs. A quality education system develops competent and visionary individuals. However, accessing quality education often requires starting early and overcoming various barriers. Sujana (2019) defines education as a process that helps learners grow physically and mentally, guiding them toward better outcomes. Despite this, challenges remain in ensuring that all individuals receive an education that truly equips them for the future.

During adolescence, the educational level includes secondary schools, both junior high school (SMP) and senior high school (SMA). Senior high school caters to adolescents aged 15-18, marking the middle adolescence period. SMA is a formal education level in Indonesia that spans three years from grades 10 to 12. During senior high school, students are specifically directed to choose their interests in various fields such as science (IPA), social studies (IPS), language, and even vocational studies. In this period, students start engaging in subjects that require complex thinking, and understanding the given material can be challenging without sincere effort. As adolescents transition into adulthood, their problem-solving abilities, especially in dealing with difficult issues, can vary, and not all students find it easy to navigate.

In the face of educational challenges, such as completing assignments, actively participating in learning activities on time, and taking responsibility for academic tasks, many students consider these tasks burdensome and even contemplate giving up. The difficulties mentioned earlier can be understood through the concept of procrastination.

The term of procrastination is generally used to indicate the delay in completing a task or assignment. Helwig et al. (2014) states that academic procrastination is the tendency to postpone activities related to learning in an academic environment. Solomon & Rothblum (1984) mention that types of tasks often postponed by students include writing tasks, such as completing reports or other written assignments, study-related tasks, such as preparing for exams or quizzes, reading tasks, including reading academic references such as books or other scholarly works, administrative tasks such as copying notes, attending classes or meetings, and delaying the overall completion of academic tasks.

However, some students perceive procrastination as a way to handle tasks when they are feeling lazy, believing that they will perform better when they are diligent and focused. As mentioned earlier, education is crucial as a process of transformation. When hindrances such as procrastination impede its progress, awareness and early intervention are essential. Melgaard et al. (2022) identify characteristics of academic procrastination, including delaying the start and completion of tasks, being late in task execution, a time gap between plans and actual performance, and engaging in more enjoyable activities. The negative impact of procrastination is that tasks are done and completed sub optimally, potentially leading to punishment or sanctions.
According to Johnson and Madinnus, in the parent-child relationship, there are aspects to be examined, such as how the child perceives the parent, how parents instill discipline, and issues related to identification. Furthermore, Pelikan et al. (2021) adds that individual perception can motivate behavior. If an individual perceives an object negatively, their behavior tends to be negative, while perceiving an object positively conditions the individual psychologically to be motivated to behave positively. The specific implementation of discipline by parents to their children also has its own influence on the child, either in a positive or negative direction. If a child perceives the implementation of discipline by parents positively, this psychological condition motivates their learning behavior. Conversely, if a child perceives the implementation of discipline negatively, it becomes an obstacle to their learning.

Based on the above description, there appears to be a connection between adolescents' perception of parental discipline and academic procrastination. Therefore, the author intends to investigate this relationship among students at SMA 1 Bulukumba and present it in the form of a scientific work titled: "The Relationship Between Adolescents' Perception of Parental Discipline and Academic Procrastination."

**Literature Review**

Academic procrastination is a common problem among teenagers that can negatively impact their academic performance. Parental discipline is one of the factors that can influence teenagers' academic procrastination. This literature review aims to explore the relationship between teenagers' perceptions of parental discipline and academic procrastination.

**Teenagers Perception of Parental Discipline:**

Parental discipline refers to the methods used by parents to control and regulate their children's behavior. The perception of parental discipline can vary among teenagers, depending on their individual experiences and cultural background. Some teenagers may perceive parental discipline as strict and controlling, while others may view it as supportive and nurturing. Perception of parental discipline encompasses the ways in which children and teens interpret the methods employed by their parents when addressing misconduct or guiding behaviors. This perspective plays a crucial role in shaping the efficacy and consequences of those disciplinary approaches. Studies have explored various facets of parental discipline perception, including:

Research on teenagers' perception of parental discipline has revealed several key findings. Helwig et al. (2014) found that children from both China and Canada preferred induction as a disciplinary practice, while practices involving psychological control were increasingly negatively evaluated with age. Lansford et al. (2014) identified a link between parents' positive evaluations of harsh discipline and their subsequent use of such discipline, a link that was consistent across different countries. Patrick & Gibbs (2012) highlighted the positive relationship between parental induction and moral identity in adolescents, suggesting that this form of discipline can have a beneficial impact. Lastly, Liu & Wang (2018) found that adolescents' perceived normativeness of harsh discipline in Chinese society can
moderate the association between such discipline and problem behaviors. These studies collectively underscore the importance of considering both the type of discipline used and the cultural context in which it is applied when examining teenagers' perceptions of parental discipline.

Understanding the nuances of teens' perceptions of parental discipline is essential for promoting healthier parent-teen interactions and fostering optimal developmental outcomes. By considering the diverse range of factors that shape teens' perceptions, parents and educators can tailor their approach to discipline to maximize its benefits and minimize its drawbacks.

Academic Procrastination:

Academic procrastination is the act of delaying or postponing academic tasks, such as studying, completing assignments, or preparing for exams (Gökalp et al., 2023). It is a common problem among teenagers and can lead to poor academic performance, stress, and anxiety. Académic procrastination refers to the deliberate or involuntary postponement of academic tasks despite knowing their importance and potential negative consequences (Steel, 2007). This phenomenon is prevalent across age groups, particularly among adolescents and young adults.

Academic procrastination is a prevalent issue, affecting a significant portion of students worldwide (He, 2017; Kachgal et al., 2001; Saplavska & Jerkunkova, 2018). The reasons for this behavior are varied, including feelings of being overwhelmed, lack of motivation, perfectionism, and poor time management (Kachgal et al., 2001). Laziness, lack of motivation, stress, excessive internet use, and task difficulty have been identified as major contributing factors (He, 2017). The consequences of academic procrastination can be severe, leading to poor performance, decreased well-being, and increased anxiety (Saplavska, 2018). Therefore, interventions to address this issue are crucial, with a focus on promoting self-regulation and reducing anxiety (Kachgal et al., 2001; Saplavska, 2018).

Research on academic procrastination has identified two primary types: socially-focused and optimistic, and ambivalent and independent-minded (Day et al., 2000). This behavior is influenced by both adaptive and maladaptive dimensions, such as cognitive efficiency and fear of failure (Schraw et al., 2007). It is prevalent among high school and undergraduate students and is associated with adverse effects on academic progress (Janssen, 2015). Furthermore, academic procrastination is linked to perfectionism, obsessive-compulsive traits, and the five-factor personality model (Kağan et al., 2010).

A range of factors contribute to academic procrastination Nordby et al. (2017) and Svartdal et al. (2020) both highlight the role of environmental factors, such as the study environment and social influences, in facilitating procrastination. Vijay, M & Kadhiravan, S (2016) focus on personal factors, emphasizing the influence of personality and self-esteem, and finding associations between procrastination and sex, age, and college of origin. These studies collectively underscore the complex interplay of individual and environmental factors in academic procrastination. Academic procrastination can result in numerous adverse effects, such as lower grades, increased stress, decreased wellbeing, and diminished career prospects.
Moreover, chronic procrastination can lead to maladjustment, depression, and anxiety disorders (Ortiz, 2020).

By understanding the nature and causes of academic procrastination, educators, parents, and mental health professionals can work together to support students in developing healthy habits and coping strategies to improve their academic success and overall wellbeing.

Relationship between Perception of Parental Discipline and Academic Procrastination:

Research consistently shows a significant relationship between the perception of parental discipline and academic procrastination. Won & Yu (2018) found that parental autonomy support positively predicted effective time management and negatively predicted procrastination, while parental control had the opposite effect. This was further supported by Chen et al. (2022), who found that authoritarian parenting was positively associated with academic procrastination, with concern over mistakes mediating this relationship. Zakeri et al. (2013) and Sedláková et al. (2014) both found that certain parenting styles, such as acceptance-involvement and psychological autonomy-granting, were negatively associated with academic procrastination, while high levels of parental control were positively associated with procrastination. These findings suggest that a supportive and autonomy-granting parenting style may help reduce academic procrastination.

Moreover, research has identified specific parenting styles that may be associated with academic procrastination. For example, authoritarian parenting, characterized by strict rules and harsh discipline, has been linked to higher levels of academic procrastination (Pinderhughes et al., 2000; Toro et al., 2011). In contrast, authoritative parenting, which emphasizes warmth, support, and clear expectations, has been associated with lower levels of academic procrastination (Pinderhughes et al., 2000).

Other studies have examined the impact of specific parenting behaviors on academic procrastination. For instance, parental involvement in children's academic activities has been found to have mixed effects on academic procrastination, depending on the type of involvement (Gündüz, 2022). Providing a supportive working environment and avoiding distractions, on the other hand, has been found to help prevent procrastination (Gündüz, 2022).

Overall, the relationship between teenagers' perception of parental discipline and academic procrastination is complex and multifaceted. While certain parenting styles and behaviors may contribute to academic procrastination, others may help prevent it. Understanding the nuances of this relationship can help parents and educators develop effective strategies to support teenagers in overcoming procrastination and achieving academic success.

Furthermore, a study conducted by Chen et al. (2022) found that the relationship between parental discipline and academic procrastination was mediated by self-efficacy. In other words, teenagers who perceived their parents as supportive and nurturing had higher levels of self-efficacy, which in turn reduced their tendency to procrastinate academically.

Teenagers' perception of parental discipline can have a significant impact on their academic procrastination. Parents who use supportive and nurturing methods
Parental Discipline and Academic Procrastination

– Fitriyani Bakri (265-278)

of discipline can help their teenagers develop higher levels of self-efficacy and reduce their tendency to procrastinate academically. On the other hand, parents who use controlling and intrusive methods of discipline may inadvertently contribute to their teenagers’ academic procrastination. Further research is needed to explore the complex relationship between parental discipline and academic procrastination and to identify effective strategies for reducing academic procrastination among teenagers.

RESEARCH METHOD

This study employs a Quantitative Descriptive Research approach with the identification of research variables, namely: Independent Variable: Adolescents' Perception of Parental Discipline Implementation Dependent Variable: Academic Procrastination. The sample consists of 33 students from SMA 1 Bulukumba, 12th grade. Data collection is conducted using a Likert Scale tool regarding Adolescents' Perception of Parental Discipline Implementation questionnaire. The items on this scale provide four answer options: very suitable (SS), suitable (S), not suitable (TS), and not suitable at all (STS). Additionally, a Likert Scale is utilized to measure Academic Procrastination questionnaire, consisting of continuum options: Never (TP), Rarely (J), Sometimes (S), and Always (SL).

A measurement tool can be considered good and capable of providing clear and accurate information if it meets specific criteria set by psychometric experts, namely validity and reliability. Therefore, to avoid incorrect conclusions and ensure a true reflection of the actual situation, validity and reliability testing of the measurement tool used in the research is necessary. Before the research instrument (measurement tool) is employed in the actual study, the researcher conducts a tryout with a group of students at SMA 1 Bulukumba. This is done to determine the level of validity and reliability, aiming to obtain suitable items for the measurement tool.

1. Validity

According to Kleven (2008), validity is the extent to which a measurement tool can accurately reveal symptoms or some symptoms intended to be measured. In other words, the test measures what it is supposed to measure. A measurement tool is considered to have high validity if it performs its measuring function or provides measurement results in line with the intended purpose of the measurement. The validity test is conducted using computerized systems to statistically analyze the validity level of the measurement tool.

2. Reliability

According to Roberts & Priest (2006), reliability is the extent to which the results of a measurement can be trusted, meaning that if the same group is measured multiple times, relatively similar results should be obtained.

3. Data Analysis Technique

The data obtained were then be analyzed using the product-moment correlation analysis technique (Puth et al., 2014). The data from the measurement of academic procrastination in adolescents collected through the scale will be
correlated with the data on adolescents’ perceptions of parental discipline implementation, also obtained through a scale.

RESULT AND DISCUSSION

This research was conducted at SMA 1 Bulukumba on Monday, January 8, 2024. The subjects of this study were 12th-grade students at SMA 1 Bulukumba, totaling 33 students, all of whom live with their parents.

1. Normality Test

To assess the normality of the research data distribution, the researcher employed the Kolmogorov-Smirnov Goodness of Fit Test. The decision-making criteria are as follows: if Sig < 0.05, then it is rejected (sample distribution is not normal). If Sig > 0.05, then it is accepted (sample distribution is normal).

<table>
<thead>
<tr>
<th>N</th>
<th>33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal Parameters&lt;sup&gt;a,b&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>0</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>2.668753</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td></td>
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<tr>
<td>Absolute</td>
<td>0.179</td>
</tr>
<tr>
<td>Positive</td>
<td>0.179</td>
</tr>
<tr>
<td>Negative</td>
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</tr>
<tr>
<td>Test Statistic</td>
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</tr>
<tr>
<td>Asymp. Sig. (2-tailed)&lt;sup&gt;c&lt;/sup&gt;</td>
<td>0.009</td>
</tr>
<tr>
<td>Monte Carlo Sig. (2-tailed)&lt;sup&gt;d&lt;/sup&gt;</td>
<td>0.008</td>
</tr>
<tr>
<td>99% Confidence Interval</td>
<td></td>
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<tr>
<td>Lower Bound</td>
<td>0.006</td>
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<tr>
<td>Upper Bound</td>
<td>0.01</td>
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<sup>a</sup> Test distribution is Normal.
<sup>b</sup> Calculated from data.
<sup>c</sup> Lilliefors Significance Correction.
<sup>d</sup> Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the normality test results using the SPSS 29.0 for Windows computer program, the obtained data, as shown in Table 1, is 0.009. Therefore, it can be concluded that the data is derived from a population that follows a normal distribution.

2. Linearity Test

Based on the linearity test conducted using the SPSS computer program, it is determined that the direction of the relationship between the two variables is negative (−). Additionally, with this linearity test, a value of 0.79 is obtained, as seen in Table 2. This indicates that the influence of adolescents’ perceptions of parental discipline on academic procrastination is 79%.
3. Hypothesis Testing

Strength of the relationship between variables is expressed in the correlation coefficient. The correlation coefficient can be positive (+) or negative (-). A positive correlation coefficient (+) indicates a relationship between the two variables, while a negative correlation coefficient (-) indicates a negative relationship between the two variables. The analysis conducted using the SPSS computer program yielded a correlation coefficient of 0.138.

On the scale of adolescents’ perceptions of parental discipline, subject grouping was carried out by creating three categories, namely low, medium, and high. The maximum score on the adolescent perception variable regarding the implementation of parental discipline is 160, the minimum score is 40, the range is 120, the mean is 100, and the standard deviation is 20. Based on the results of these calculations, the results of subject categorization on the adolescent perception variable regarding the implementation of parental discipline are obtained, as seen in Table 4:

Tabel 4. Teenagers’ Perception of Parental Discipline (X)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Moderate</td>
<td>32</td>
<td>97</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
The table above shows that 1 student (3%) has a perception that the implementation of parental discipline is low and 32 students (97%) have a perception that the implementation of parental discipline is moderate. This shows that SMA 1 Bulukumba students have a moderate (positive) perception in general towards the implementation of parental discipline. Furthermore, subjects will be classified into 3 categories of academic procrastination, namely low, medium, and high academic. The maximum score on the procrastination variable is 116, the minimum score is 29, the range is 87, the mean is 72.5 and the standard deviation is 14.5. Based on the results of subject categorization calculation of the academic procrastination variable, it can be seen in Table 5 as follows:

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Moderate</td>
<td>33</td>
<td>100.0</td>
</tr>
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</table>

The table 5 shows that all research samples have moderate academic procrastination. In other words, the entire sample had moderate bad behavior due to academic procrastination.

Discussions

The relationship between teenagers' perception of parental discipline and academic procrastination involves various factors, including communication style, cultural expectations, and educational context. In the English as a Foreign Language (EFL) setting, these dynamics can become even more intricate due to language barriers and additional academic pressures. Research suggests that when teenagers perceive their parents as overly controlling or intrusive, they may develop a sense of rebellion or resistance, leading to academic procrastination. This resistance can manifest as delays in completing assignments, avoiding study sessions, or neglecting school responsibilities. In EFL contexts, where learning a new language adds another layer of challenge, this dynamic can be exacerbated. Teenagers might avoid EFL tasks due to language-related stress or fear of failure, particularly if they feel their parents are imposing unrealistic expectations.

Conversely, teenagers who perceive their parents as supportive and engaged in a balanced way are less likely to procrastinate academically. This is especially crucial in EFL contexts, where encouragement and understanding can help students navigate the complexities of learning a new language. Supportive parents may foster an environment where teenagers feel comfortable seeking help with language challenges, allowing them to overcome hurdles without fear of judgment or punishment.

In EFL contexts, the perception of parental discipline can also intersect with cultural factors. In some cultures, strict discipline is the norm, and this might lead to higher levels of academic pressure and procrastination. Teenagers from these backgrounds might struggle to meet their parents’ expectations while coping with the additional challenge of learning English. On the other hand, a culture that values encouragement and positive reinforcement might reduce procrastination by promoting a growth mindset and resilience in the face of language learning.
difficulties.

Therefore, the perception of parental discipline and its impact on academic procrastination in an EFL context can be influenced by various factors, including cultural background, parental engagement style, and the unique challenges of learning a foreign language. Addressing these complexities requires a nuanced approach that considers the broader context and promotes supportive practices that encourage academic success and personal growth. (Helwig et al., 2014).

One possible explanation for this relationship is that teenagers who perceive their parents as controlling and intrusive may feel a lack of autonomy and self-efficacy, which can lead to a sense of helplessness and a tendency to procrastinate. In contrast, teenagers who perceive their parents as supportive and involved may feel more confident and capable, which can reduce their tendency to procrastinate academically (Gündüz, 2022).

Moreover, research has identified specific parenting styles and behaviors that may contribute to or prevent academic procrastination. For example, authoritarian parenting, characterized by strict rules and harsh discipline, has been linked to higher levels of academic procrastination, while authoritative parenting, which emphasizes warmth, support, and clear expectations, has been associated with lower levels of academic procrastination (Svartdal et al., 2020; Won & Yu, 2018; Zakeri et al., 2013b).

Other factors that may influence the relationship between teenagers' perception of parental discipline and academic procrastination include cultural background, socioeconomic status, and familial dynamics. For instance, teenagers from collectivistic cultures may be more likely to perceive parental discipline as supportive and nurturing, while those from individualistic cultures may view it as controlling and intrusive (Chen et al., 2022a; Pinderhughes et al., 2000).

Overall, the relationship between teenagers' perception of parental discipline and academic procrastination is a complex one that involves multiple factors. Parents and educators can help prevent academic procrastination by adopting a supportive and nurturing parenting style, providing clear expectations and guidelines, and fostering a sense of autonomy and self-efficacy in teenagers. By understanding the nuances of this relationship, parents and educators can help teenagers overcome procrastination and achieve academic success (Svartdal et al., 2020; Won & Yu, 2018).

CONCLUSION

The normality test using the Kolmogorov-Smirnov Goodness of Fit Test yielded a significance value (Sig) of 0.009. This indicates that the data is derived from a population that follows a normal distribution. Then, the linearity test revealed a negative (-) direction of the relationship between adolescents' perceptions of parental discipline and academic procrastination. The linearity coefficient of 0.79 indicates that 79% of the variation in academic procrastination can be explained by perceptions of parental discipline. Thus, hypothesis test: the correlation coefficient of 0.138, obtained through the SPSS program, indicates a relationship between adolescents' perceptions of parental discipline and academic procrastination.

The research findings suggest the need for further exploration of factors influencing academic procrastination among adolescents. Educators and parents can use this information to design strategies aimed at improving time management skills
and reducing procrastination tendencies among students. Future research could delve deeper into specific aspects of parental discipline and its impact on academic behavior. Interventions and support systems should be designed with a thorough understanding of the relationship between perceptions of parental discipline and academic procrastination.

REFERENCES


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