

The Relationship Between Self-Control, Time Management, and Authoritarian Parenting on Students' Academic Procrastination

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Abstract. The integration of online learning greatly affects final-year students who are working on their thesis. One common challenge they face is academic procrastination. This quantitative study aimed to examine the relationship between self-control, time management, and authoritarian parenting on students' academic procrastination. A total of 350 final-year students from the Universitas Muhammadiyah Surakarta were selected as participants through a convenience sampling method. Data was collected using scales for academic procrastination, self-control, time management, and authoritarian parenting. Data was analyzed using multiple regression, resulting in an F-value of 94.506 and a p-value of .000. The results showed that self-control, time management, and authoritarian parenting were significantly correlated with academic procrastination. The beta coefficients for self-control and academic procrastination, as well as time management and academic procrastination, were negative, with values of -.286 and -.261, respectively. This indicated that high self-control and time management could reduce academic procrastination. Moreover, authoritarian parenting showed a significant value of .069, suggesting that students getting exposed to higher levels of such parenting style were more likely to engage in academic procrastination. The effective contribution of self-control, time management, and authoritarian parenting to academic procrastination was found to be 45%. Thus, improving self-control could be an effective strategy for reducing academic procrastination.

Keywords: academic procrastination, authoritarian parenting, self-control, time management

Hubungan Kontrol Diri, Manajemen Waktu dan Pola Asuh Otoriter Terhadap Prokrastinasi Akademik Mahasiswa Tingkat Akhir

Abstrak. Masa studi mahasiswa sangat dipengaruhi oleh pengerjaan skripsi. Salah satu kendala yang kerap muncul pada mahasiswa adalah prokrastinasi akademik. Penelitian kuantitatif ini bertujuan untuk mengetahui hubungan antara kontrol diri, manajemen waktu dan pola asuh otoriter terhadap prokrastinasi akademik mahasiswa. Partisipan penelitian ini adalah 350 mahasiswa tingkat akhir Universitas Muhammadiyah Surakarta yang dipilih melalui *convenient sampling*. Data dikumpulkan dengan skala prokrastinasi akademik, skala kontrol diri, skala manajemen waktu, dan skala pola asuh otoriter. Analisis regresi berganda menunjukkan hasil nilai $F = 94.506$ dengan $p = .000$ sehingga artinya kontrol diri, manajemen waktu, pola asuh otoriter berkorelasi secara simultan dengan prokrastinasi akademik. Koefisien beta variabel kontrol diri dan prokrastinasi akademik serta manajemen waktu dengan prokrastinasi akademik mendapatkan nilai negatif masing-masing sebesar -.286 dan -.261. Ini berarti tingginya kontrol diri dan manajemen waktu dapat menurunkan prokrastinasi akademik. Variabel pola asuh otoriter dan prokrastinasi akademik mendapatkan nilai .069 sehingga dapat diartikan bahwa semakin tinggi seorang mahasiswa mendapatkan pola asuh otoriter maka semakin mudah ia melakukan prokrastinasi akademik. Sumbangan efektif dari variabel prediktor kontrol diri, manajemen waktu, dan pola asuh otoriter secara simultan sebesar 45%. Dengan demikian, pencegahan prokrastinasi akademik dapat dilakukan dengan meningkatkan kontrol diri dan manajemen waktu pada mahasiswa.

Kata Kunci: kontrol diri, manajemen waktu, pola asuh otoriter, prokrastinasi akademik

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The completion of studies is largely influenced by students' progress on their final assignments or thesis. One common obstacle students face is academic procrastination, a long-standing issue that often hinders academic success (Warnisa & Rosita, 2024). In this context, procrastination can significantly hinder academic development, extending the time required to complete education. Solomon and Rothblum (1984) highlighted a study period of five years or more was an indication of academic delay, which was a key feature of procrastination. An investigation by Neidi (2021) on the relationship between social media use and academic procrastination found that, among 68 students from the Faculty of Education at Yogyakarta State University, 4 students (5.88%) had high levels of procrastination, 51 (75%) experienced moderate procrastination, and 13 (19.11%) showed low procrastination. This showed that more than half of the students faced moderate procrastination. Additionally, Husain et al. (2023) reported that 80.7% of students in the Guidance and Counseling Department, Faculty of Education, State University of Gorontalo, had high levels of academic procrastination during the COVID-19 pandemic. Similarly, Marsela and Irianto (2024) found that 88.9% of students in the Department of Economic Education, Faculty of Economics and Business, Padang State University, experienced significant academic procrastination.

Interviews conducted at the Universitas Muhammadiyah Surakarta in March 2022 showed that students often engaged in activities to avoid working on their thesis, such as watching dramas, playing online games, spending excessive time with friends, and even sleeping. Many students reported feeling overwhelmed or confused, with numerous tasks to address and difficulty reaching their thesis supervisors. This tendency to procrastinate was observed in both male and female students. A study by Astuti et al. (2021) found no significant difference in the level of academic procrastination between genders.

Academic procrastination refers to the tendency of students to delay fulfilling academic responsibilities. According to Ferrari and Pychyl (2012), procrastination involves perceived time, intention-action, emotional distress, and perceived ability. Procrastinators struggle with meeting deadlines and maintaining punctuality (perceived time), fail to relate actions to intentions (intention-action), experience anxiety and discomfort when postponing tasks (emotional distress), as well as suffer from a lack of self-confidence and doubt about their ability (perceived ability).

Academic procrastination is becoming increasingly common and is often regarded as a normal phenomenon (Taqiyah & Amani, 2024). However, it can lead to more significant issues, such as extended study periods or even dropping out. While working on their thesis,

students are expected to quickly complete assignments and manage time effectively to avoid procrastination.

To address academic procrastination, Nugroho and Jaryanto (2024) reported the need to identify and assess the factors that contribute to procrastination. Understanding such factors can help develop strategies to reduce academic procrastination. Based on this recommendation, the present study aims to identify the key contributors to academic procrastination, ensuring that preventive efforts can be more effectively implemented among students.

Wulan and Abdullah (2014) categorized the factors influencing academic procrastination into two groups, internal and external. Internal factors involved both physical conditions, such as fatigue, and psychological conditions, particularly self-control, discomfort tolerance, and time management. Self-control included several indicators, with decision-making being particularly important. Strong decision-making skills enable students to assess situations, choose optimal options, and act effectively, thereby contributing to success in various areas, including academic work. Students with better decision-making skills are more likely to manage their time and tasks efficiently, reducing procrastination (Nugroho & Jaryanto, 2024). When students make poor decisions regarding personal time, it negatively impacts procrastination tendencies. Kristy (2019) observed that effective time

management helped reduce procrastination, as students who apply time management strategies experience less academic delay. Conversely, students who hesitate tend to prioritize more enjoyable activities over academic tasks, resulting in wasted time and incomplete assignments.

External factors, such as the environment and parenting style, also play a significant role in academic procrastination. Ferrari and Pychyl (2012) found that authoritarian parenting could contribute to procrastination. This style of parenting uses strict rules and even threats, causing children to follow orders because they are scared (Taib et al., 2020). Parents who enforce rigid regulations with little room for negotiation tend to control their children's behavior, administering punishment for any disobedience (Katmini & Syakur, 2020). Santrock (2004) explained that authoritarian parenting is a controlling and strict style where parents make children follow their rules. It doesn't allow much communication between parents and children. Therefore, authoritarian parenting can be seen as a rigid and harsh parenting style, marked by an imbalance of rewards and punishments, which ultimately impacts children's behavior and their strategy for tasks, such as academic work. Based on the explanation above, the hypothesis proposed in this study is that self-control, time management, and authoritarian parenting can affect students' academic procrastination.

Method

This study adopted a quantitative correlational design to predict the relationship between self-control, time management, and authoritarian parenting with students' academic procrastination. The population comprised active students from the Universitas Muhammadiyah Surakarta, specifically from the 2016–2018 classes. A total of 350 students meeting the criteria were selected using a convenience sampling method. Data collection used a Likert-scale questionnaire. Academic Procrastination Scale, consisting of 14 items, was developed based on procrastination theory proposed by Ferrari and Pychyl (2012). The validity of this variable, calculated using Aiken's V formula, ranged from .82 to .96, with a reliability coefficient of .721.

Self-Control Scale, comprising 18 items, was structured around self-control aspects as outlined by Tangney et al. (2018), suggesting validity values ranging from .82 to 1 and a reliability coefficient of .796. Time Management Scale, containing 22 items, was based on time management framework proposed by Timpe (2007). Its validity values ranged from .82 to 1, with a reliability score of .749. Lastly, the Authoritarian Parenting Scale included 20 items reflecting five characteristic patterns described by Hurlock (1992/1978). This scale yielded validity scores from .82 to 1 and a reliability coefficient of .904.

Results

The results of measuring the 4 variables showed descriptive data as detailed in Table 1.

Table 1

Descriptive Statistics

Variable	Max	Min	M	SD
Academic Procrastination	53	25	37	6.755
Self-Control	61	23	40	7.460
Time Management	74	22	49	11.046
Authoritarian Parenting	77	25	48	12.522

Before conducting the hypothesis testing, assumption tests were carried out, including normality, linearity, and multicollinearity tests. The results of the normality test showed that academic procrastination variable had a significance value of .644 (> .05). Similarly, self-control had a significance value of .278 (> .05), time management recorded .397 (> .05),

and authoritarian parenting scored .674 (> .05). These results showed that the residual values in the study were normally distributed.

The results showed that academic procrastination variable with self-control obtained a linearity value of .00 < .05 and a deviation from Linearity of .148 > .05. Meanwhile, academic procrastination

variable with time management had a linearity value of $.00 < .05$ and a deviation from linearity of $.214 > .05$. At the same time, academic procrastination variable with authoritarian parenting had a linearity value of $.00 < .05$ and a deviation from linearity of $.226 > .05$. Based on such results, it could be concluded that all data in this study were linear.

The multicollinearity test results obtained tolerance values of .518, .518, and .839 for self-control, time management, and authoritarian parenting with a VIF of 1.931, 1.930, and 1.192 respectively. These results showed that the VIF value was below 10 and the tolerance was above 0.1, making all independent variables not experience multicollinearity. As a result, further hypothesis tests could be carried out

Table 2

Results of Major Hypothesis Test (Simultaneous)

Variable	R Square	Contribution	F	p	Description
Self-control, time management, and authoritarian parenting on academic procrastination	.450	45%	94.506	.000	Significant

Table 2 presented the analysis results, showing an F-value of 94.506 (df), with a significance level of $p = .000$ ($p < .005$). The obtained significance value was smaller than the 5% threshold, showing that the major hypothesis was accepted. These results showed that self-control, time management, and authoritarian parenting patterns were significant predictors of students' academic procrastination.

The results of the minor hypothesis test, as outlined in Table 3, provide additional

insights. The beta coefficients for self-control and time management in relation to academic procrastination were $-.286$ and $-.261$, respectively. These negative values showed that higher levels of self-control and effective time management significantly reduce academic procrastination. In contrast, the beta coefficient for authoritarian parenting and academic procrastination was $.069$, suggesting that individuals exposed to higher levels of authoritarian parenting were more likely to experience academic procrastination.

Table 3

Result of Minor Hypothesis Test (Partial)

Variable	Constant	B	p
Self-control and academic procrastination		-.286	.000*
Time management and academic procrastination	59.046	-.261	.000*
Authoritarian parenting and academic procrastination		.069	.002**

Note. * = negative correlation, ** = positive correlation

The predictor variables of self-control, time management, and authoritarian parenting were found to explain about 45% of the variance in academic procrastination. Looking at each factor individually, self-control contributed 20.2%, time management contributed 19.8%, and authoritarian parenting accounted for 5%. This indicated that self-control had the greatest influence on academic procrastination among the variables.

Discussion

The study highlighted that there was a relationship between self-control, time management, and authoritarian parenting with academic procrastination among final-year students at the Universitas Muhammadiyah Surakarta. The R-square value of .450 showed these factors explained 45% of the reasons behind academic procrastination, leaving 55% to other influences. This result matched with earlier studies, which also connected self-control (Chisan & Jannah, 2021; Paramithasari et al, 2022; Wijaya & Tori, 2018; Xu et al, 2021), time management (Nayak, 2019; Roshanisefat et al, 2021; Rusbandi & Usman, 2019; Setiawan & Mamahit, 2020), and authoritarian parenting (Laia et al, 2022; Novia et al, 2021; Rosani & Indrawati, 2020), to academic procrastination.

The findings were also in agreement with social learning theory (Ferrari & Pychyl, 2012), stating that most human behavior was self-regulated, with personal factors playing a crucial role. These personal factors included

personality, temperament, and disposition, while cognitive factors involved beliefs, intelligence, thinking strategies, and expectations. In this study, self-control and time management were categorized as personal and cognitive factors, authoritarian parenting as an environmental factor, and academic procrastination as a behavioral factor.

Academic procrastination referred to students' tendency to delay fulfilling their responsibilities in academic tasks. Among final-year students at the Universitas Muhammadiyah Surakarta, a high level of procrastination was observed, particularly concerning thesis completion. This showed a mismatch between students' intentions and their actions when working on assignments. Students often failed to meet deadlines, experienced anxiety related to the thesis work, and had low confidence in their abilities. This was similar to what Ferrari and Pychyl (2012) mentioned, where factors like perceived time, emotional stress, and the gap between intentions and actions contributed to academic procrastination.

The study showed that self-control and academic procrastination were negatively related. This means that when self-control was higher, procrastination tended to decrease. Students who had good self-control were better at managing their time and energy to focus on academic goals. They were also more disciplined, patient, and determined to complete tasks. On the other hand, students with poor self-control often acted without thinking, ignored

the effects of personal choices, and found it hard to manage behavior properly (Azalia et al., 2019).

Self-control was found to contribute 20.2% to academic procrastination, which was more than time management (19.8%) and authoritarian parenting (5%). This meant self-control had the biggest impact on academic procrastination among final-year students at the Universitas Muhammadiyah Surakarta. These findings aligned with studies by Chisan and Jannah (2021), Paramithasari et al. (2022), Safiinatunnajah and Fikry (2021), which reported a negative link between self-control and procrastination. Improving self-control could help students be more patient in reaching goals, avoid impulsive actions, and resist the urge to act on short-term desires (Kim et al., 2017). However, those that have low self-control often got distracted and couldn't focus properly. Students would make excuses to delay tasks and struggled with hard and long assignments, which increased procrastination (Xu et al., 2021).

In this study, time management was responsible for 19.8% of the variance in academic procrastination, making it the second most important variable. Good time management helped students to finish tasks on time and reduced the chances of delaying them. The findings supported what Roshanisefat et al. (2021) mentioned, stating that time management was very important in learning and a good strategy for academic success.

Nayak (2019) also stated that students who manage time better were less likely to procrastinate. A lack of time management hindered students from starting and completing tasks, further increasing the likelihood of procrastination (Pertwi, 2020).

The environment around students also had an important effect on academic procrastination. In this study, authoritarian parenting was found to influence procrastination. The hypothesis tests showed that authoritarian parenting had a positive connection with academic procrastination. This means that when parenting was stricter, procrastination levels were higher. On the other hand, less strict parenting tended to result in lower levels of procrastination.

Authoritarian parenting contributed 5% to academic procrastination, which made it the least significant factor among the variables studied in final-year students at the Universitas Muhammadiyah Surakarta. Despite this, parents still played a big role in influencing procrastination habits. The way parents educated children affected how they handled learning tasks. Parents who built positive relationships with children, like open communication and support, instead of being overly demanding, created a more comfortable environment for them. This reduced stress and lowered procrastination levels (Rosani & Indrawati, 2020). Supportive parenting encouraged children to discuss their issues more openly. Through this, parents could give

helpful feedback, which helped to reduce procrastination and also improved the children's confidence. As a result, children were more likely to perform better academically (Batool, 2020). This study was in accordance with Gündüz (2022), who reported that parenting style characterized by punishment and inconsistent discipline was positively correlated with academic procrastination.

The impact of authoritarian parenting on academic procrastination was influenced by students' level of maturity. Wang (2022) suggested that the more mature students become, the weaker the influence of parental parenting. As students grow, their desires and behaviors evolve, particularly during the transition from adolescence to adulthood. In this period, young adults sought more independence and began to feel capable of handling the consequences of their actions (Sulaiman & Hassan, 2019).

This study had several limitations, including the small sample size and the homogeneity of the participants, all of whom were from a single university. As a result, the results could not be generalized to students at other universities with different conditions. Further investigations were needed to explore which variables might predict academic procrastination in students at other universities. From a practical standpoint, the results suggested that improving self-control and time management was crucial for reducing academic procrastination. To support this, group training

or counseling sessions could be beneficial in helping students develop such skills.

Conclusions

In conclusion, this study examines the correlation between self-control, time management, and authoritarian parenting with academic procrastination of final-year students of the Universitas Muhammadiyah Surakarta. The results show that simultaneously self-control, time management, and authoritarian parenting are significantly correlated with academic procrastination. Partially, there is a significant negative relationship between academic procrastination and self-control, suggesting that high levels of procrastination are linked to low self-control. There is a significant negative relationship between time management and academic procrastination, indicating that high procrastination is associated with poor time management. Finally, there is a significant positive relationship between academic procrastination and authoritarian parenting, highlighting that high procrastination is linked to stricter parenting styles. Improving self-control and time management skills offers a greater contribution to reducing academic procrastination compared to authoritarian parenting. Therefore, self-control and time management skills can be prioritized to help final-year students of the Universitas Muhammadiyah Surakarta reduce academic procrastination. While authoritarian parenting styles contributes

less, they should still be avoided, as such styles can exacerbate procrastination.

Suggestion

Academic procrastination faced by students at the Universitas Muhammadiyah Surakarta could be reduced if self-control and time management are improved. This might be achieved through training or lessons offered in self-development courses.

Students need to work on practicing self-control and managing their time effectively to reduce delays in completing tasks. At the same time, parents should use an assertive parenting approach that involves students in making decisions, as this might support their growth. Future investigation should consider involving more participants and ensuring equal representation to produce findings that are broader and more applicable. Additionally, future investigations could include other factors to gain deeper insights into academic procrastination among students.

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