


RESEARCH ARTICLE

Examining the influence of parental support on academic procrastination: Self-concept as a mediator among Muslim university students

 <https://doi.org/10.32505/inspira.v5i2.9188>

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ABSTRACT

Procrastination is a common behavioral issue in the academic domain, characterized by the tendency to delay tasks. This study investigates the relationship between parental social support and academic procrastination, examining the mediating role of self-concept among students at Institut Syekh Abdul Halim Hasan Binjai. The population of the study comprised 612 students, with a sample of 242 respondents selected through random sampling. Data were collected using three scales: self-concept, parental support, and academic procrastination. Multiple regression analysis was employed to assess the relationships between variables. The findings reveal a significant negative relationship between parental support and academic procrastination. Additionally, a negative relationship is identified between parental support, mediated by self-concept, and academic procrastination. The study indicates that 24% of the variance in academic procrastination is accounted for by parental support through self-concept. The study concludes that higher levels of parental support enhance students' self-concept, which in turn significantly reduces academic procrastination. These findings underscore the importance of parental involvement in fostering positive academic behaviors among students.

Article History:

Received 21 July 2024

Revised 21 November 2024

Accepted 29 December 2024

Keywords: *academic performance; Muslim university students; parental support; procrastination; self-concept*

INTRODUCTION

In Indonesia's educational system, university students occupy the highest tier of academic status (Aziz, 2015). These students are expected to complete their studies within a designated timeframe while facing distinct challenges and responsibilities that differ from those of secondary school students (Sandya & Ramadhani, 2021). Such challenges include effective time management, self-discipline, self-efficacy, fear of failure, and inadequate social support. A prevalent barrier to academic success among university students is procrastination, the intentional postponement of important tasks, leading to inefficiency and discomfort for the individual (Ghufron & Risnawita, 2014). Procrastination represents a significant issue, often resulting in adverse consequences for those who engage in it (Izzati & Nastiti,

How to cite (APA 7th Edition)

Eko, D., Hasanuddin, H., & Milfayetty, S. (2024). Examining the influence of parental support on academic procrastination: Self-concept as a mediator among Muslim university students. *INSPIRA: Indonesian Journal of Psychological Research*, 5(2), 134–140. <https://doi.org/10.32505/inspira.v5i2.9188>



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2022). Sofyati Halmahera and Darminto characterize academic procrastination as the habitual delay or avoidance of educational assignments, stemming from a lack of self-regulation in task execution and ultimately hindering goal attainment (Sofyati Halmahera & Darminto, 2022). This phenomenon is cited as one of the principal factors contributing to the inadequate academic performance of students in higher education (Nur Wangid, 2019).

Furthermore, Nurmawati and Prasetyo define academic procrastination as the tendency of individuals to intentionally defer the initiation or completion of significant academic tasks (Nurmawati & Prasetyo, 2022). According to Saputri et al., academic procrastination manifests as students' tendency to delay and postpone academic assignments, adversely affecting their learning outcomes (Saputri et al., 2020). The pervasive nature of academic procrastination underscores the need for targeted interventions to support university students in overcoming this detrimental behavior and enhancing their academic performance. Examining the role of parental social support is essential to addressing the causes of academic procrastination. Parental social support encompasses various forms of interaction between parents and their children, significantly influencing the child's personality development. Parent-child interaction in the learning process plays a critical role in shaping a child's character and future academic behaviors (Gunawan, 2022).

Procrastination can be predicted through self-concept, as noted by Triyono and Sunawan (2021). This assertion aligns with research conducted by Apriani, which found a positive relationship between student self-concept and academic procrastination behavior (Apriani, 2018). Rosyadi's research suggests a strong correlation between self-concept and self-efficacy, indicating that enhanced self-concept and self-efficacy among students can help control procrastination behaviors (Rosyadi et al., 2022).

Furthermore, extensive research indicates that academic procrastination is influenced by a multitude of factors, including low self-efficacy, self-esteem, depression, irrational thoughts, anxiety, environmental conditions, social support, and parenting styles (Aziz, 2015). Studies across diverse contexts underscore the prevalence and impact of procrastination among students. For instance, Vargas (2017) found that 70-95% of students occasionally procrastinate, with 20-40% exhibiting chronic procrastination. Hajloo (2014) observed a negative correlation between procrastination and self-concept and self-esteem, while Lowinger et al. (2016) reported notably high levels of procrastination among Asian international students in the United States.

Moreover, Duru and Balkis (2017) identified self-esteem and academic performance as significant predictors of student well-being, further highlighting the interplay between psychological factors and procrastination in educational settings. Collectively, these findings emphasize the need for a comprehensive understanding of how parental support and self-concept contribute to academic procrastination.

The phenomenon of procrastination among university students in Indonesia is notably prevalent. Research has demonstrated that social support and self-regulation correlate with academic procrastination (Khoirunnisa et al., 2021). According to Aziz (2015), academic self-concept significantly influences procrastination among postgraduate students, highlighting the critical role that fear of failure plays in this behavior. Findings from Parsaoran et al. (2023) indicate a negative relationship between self-control and academic procrastination, suggesting that students with higher self-control are better equipped to manage behaviors that may detract from their educational goals.

Meanwhile, Saman (2017) found that within the Faculty of Education at Universitas Negeri Makassar, no students fell into the very high category of academic procrastination; 25 students were

categorized as high, 84 as medium, 99 as low, and 22 as very low. These results suggest a generally low level of postponement behavior among students. Furthermore, Syapira et al. (2022) reported that when levels of self-efficacy and self-regulation are high, academic procrastination tends to be lower; conversely, low levels of self-efficacy and self-regulation are associated with higher levels of procrastination.

This study reveals that students frequently delay academic tasks, particularly completing their theses. Low self-concept and diverse parental upbringing styles contribute to this issue. Many students often lack confidence in their abilities to develop quality proposals, leading to significant delays in submitting their thesis proposals. Given these findings, exploring the relationship between parental support and academic procrastination is crucial, with self-concept as a mediating variable. This study aims to investigate this relationship among students, considering the significant roles that self-concept and parental support play in mitigating procrastination and promoting the timely completion of academic requirements.

METHOD

The study employed a correlational quantitative research design, utilizing quantitative methods for data analysis. The primary aim was to test established hypotheses regarding the relationships among the variables of interest. The research population consisted of 612 students, with a sample selected using a non-probability sampling technique based on the Slovin formula, accounting for a margin of error of 5%. This resulted in a final sample size of 242 students, comprising 91 male and 151 female participants, all aged 21 to 23 years. The variables investigated in this study included parental support, academic procrastination, and self-concept, with their functions delineated as follows: (a) the dependent variable was academic procrastination; (b) the independent variable was parental support; and (c) the mediating variable was self-concept.

Data collection used three scales to measure parental support, academic procrastination, and self-concept. Data analysis was conducted using Structural Equation Modeling (SEM), a sophisticated multivariate statistical analysis method. SEM encompasses three simultaneous activities: (1) validation and reliability assessment of the measurement instruments; (2) testing the relational model between variables through path analysis; and (3) developing a predictive model through structural model analysis and regression analysis. This methodological approach allows for a comprehensive examination of the hypothesized relationships, enabling insights into the effects of parental support on academic procrastination with self-concept as a mediator.

RESULT

The study's results reveal a significant negative relationship between parental support and academic procrastination. Statistical analysis indicates that parental support (X) is negatively correlated with academic procrastination (Y), evidenced by a linearity value of $F = 13.300$ and an R coefficient of $.097$ ($p < .05$). This suggests that higher levels of parental support are associated with lower levels of academic procrastination among students. These findings are consistent with existing literature, which posits that parental involvement and support are crucial in mitigating procrastination by providing students with emotional, motivational, and logistical assistance.

Furthermore, the study examined the role of self-concept (Z) as a mediating variable in the relationship between parental support and academic procrastination. The analysis demonstrated a significant negative relationship when self-concept was considered a mediator. The data analysis yielded an R-value of $.155$ with a significance level of $p = .010$, indicating that self-concept significantly mediates the relationship between parental support and academic procrastination. Notably, the

coefficient of determination (R^2) was found to be .24, suggesting that the combined effects of parental support and self-concept can explain 24% of the variance in academic procrastination.

This finding aligns with theoretical frameworks suggesting that a positive self-concept enhances students' confidence and motivation, reducing their propensity to procrastinate. When students maintain a positive perception of themselves and believe in their abilities, they are more likely to engage in proactive academic behaviors and less likely to delay their tasks.

The first hypothesis of this study postulated that there would be a negative relationship between parental support and academic procrastination among students at the Institut Sheikh Abdul Halim Hasan Binjai. The results of the statistical analysis confirmed this hypothesis, revealing a negative relationship as indicated by the R coefficient of .097 ($p < .05$)—consequently, higher levels of parental support correlate with lower levels of academic procrastination among students. The analysis of the relationship among parental support (X), self-concept (Z), and academic procrastination (Y) can be visually represented in a diagram.

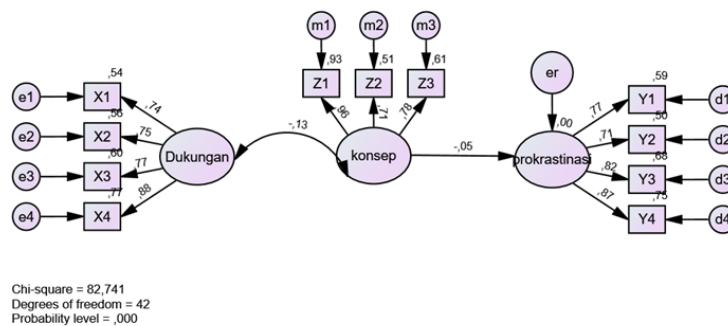


Figure 1. Research model

The findings of this study have significant practical implications for educators and policymakers. They emphasize the need to cultivate a supportive environment at home and within educational institutions. Educational institutions can effectively mitigate academic procrastination by promoting parental involvement and implementing strategies to enhance students' self-concept. For educators, it is crucial to establish an inclusive and supportive classroom environment that recognizes the impact of parental support on students' academic experiences. Institutions may benefit from organizing workshops and seminars to educate parents about the importance of their involvement in their children's educational pursuits and provide guidance on offering adequate support.

Furthermore, implementing programs designed to bolster students' self-concept—such as mentoring initiatives, counseling services, and extracurricular activities that foster self-efficacy and self-esteem—can be particularly beneficial. These initiatives empower students and decrease the likelihood of procrastination, enhancing their academic performance. By adopting these strategies, educational institutions can create a holistic framework that supports students and their families, leading to improved academic outcomes and reduced procrastination behaviors. Fostering a collaborative approach that integrates parental support and student self-concept development can significantly contribute to student success in their educational endeavors.

DISCUSSION

The findings of this study indicate that parental support has a significant negative relationship with academic procrastination among college students, as demonstrated by an F value of 13.300, an R coefficient of .097, and a p-value of less than .05. This suggests that higher levels of parental support are associated with lower levels of academic procrastination. Additionally, self-concept was identified

as a significant moderator in this relationship, with an R-value of .155 and a p-value of .010. Notably, the coefficient of determination (R^2) was .24, indicating that the combined effects of parental support and self-concept can explain 24% of the variance in academic procrastination. A positive self-concept enhances students' self-efficacy and motivation, decreasing procrastination regarding academic tasks.

However, the low beta value ($B = -.107$, $p = .253$) suggests the existence of additional factors influencing procrastination. These results underscore the importance of parental involvement and the development of students' self-concept in academic settings. Educational institutions are encouraged to collaborate with families to foster an environment conducive to academic success and to promote proactive behaviors among students. This research supports previous studies, such as those conducted by Pintrich and De Groot (1990), which highlighted the pivotal role of parental support in reducing academic procrastination, and Harter (1999), who emphasized the significance of self-concept as a determinant of academic behavior. A notable innovation of this study is the combination of these two variables, illustrating that the variation in procrastination can be accounted for by parental support and self-concept.

Despite these contributions, the study has limitations, including a sample size restricted to a single institution, reliance solely on quantitative methods, and omitting other variables such as academic pressure or the social environment. The low beta value further indicates that additional factors may influence procrastination. Therefore, while this research offers valuable insights, it calls for further exploration, including larger sample size, integrating mixed methods, and examining cultural influences, which could strengthen the findings and lead to more effective interventions.

CONCLUSION

This study reveals a significant negative relationship between parental support and academic procrastination among college students, indicating that more excellent parental support correlates with reduced procrastination. Parents' emotional, motivational, and logistical assistance is essential for helping students manage their academic responsibilities. Self-concept also moderates this relationship, with parental support and self-concept explaining 24% of the variance in academic procrastination; a positive self-concept enhances students' confidence and fosters proactive academic behavior. These findings highlight the need for educational programs that engage parents and educate them on their vital role in providing emotional and practical support. Additionally, institutions should offer counseling services to strengthen students' self-concept through self-development and time management training. Future research should explore additional variables such as academic pressure, social influences, and the cultural factors affecting the dynamics between parental support, self-concept, and academic procrastination, enriching our understanding of academic success and informing effective interventions.

DECLARATION

Acknowledgment

The author extends gratitude to family members, the supervising lecturers, the examiners, colleagues, and all Department of Psychology, Universitas Medan Area staff for their support and direct contributions throughout the research process, which have significantly enhanced the quality of this scholarly work.

Author contribution statement

Dedek Eko contributed to the research design, data collection, scale distribution, analysis of research findings, and manuscript writing. Hasanuddin assisted with and approved the research design development, overseeing the data collection process and evaluating the results and manuscript. Sri Milfayetty assisted in preparing the research design, monitoring the data collection process, distributing research scales, providing theoretical discussion input, reviewing the results, and writing the manuscript.

Funding statement

This research did not receive specific grants from public, commercial, or non-profit funding agencies.

Data access statement

The data described in this article can be accessed by contacting the first author.

Declaration of Interest's statement

The authors declare no conflict of interest.

Additional information

No additional information is available for this article.

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