

THE RELATIONSHIP BETWEEN ACADEMIC PROCRASTINATION
WITH PARENTING STYLES AND SELF-ESTEEM
AMONG PRIMARY SCHOOL STUDENTS

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DEDICATION

This thesis is dedicated to all my beloved ones
for their endless and unconditional love, caring, support and inspiration.

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In preparing this thesis, a number of individuals have contributed a lot of personal and professional time to the completion of this thesis, and I would like to express my appreciation to them from the bottom of my heart.

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I also would like to thank my family, who allowed me to spend an inordinate amount of time staring at the computer. Special thanks to both my parents, who always stay by my side and taking good care of my well-being and wellness.

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ABSTRACT

Academic procrastination is a deliberate postponement of school-related activities. The purpose of this study is to investigate the relationship between academic procrastination with parenting styles and self-esteem among primary school students. Through the cluster sampling technique, a sample of 103 Year 5 primary school students were selected: 53 of which are boys and 50 of which are girls. In this current study, the survey data was collected using modified Procrastination Assessment Scale - Students (PASS) developed by Solomon and Rothblum (1984), Parental Authority Questionnaire - Short Version (PAQ - Short Version) by Alkharusi, Aldhafri, Kazem, Alzubiadi, and Al-Bahrani (2011) and Rosenberg Self-esteem Scale (RSE) originated by Rosenberg (1965). The findings revealed that there were significant relationships between three different parenting styles and academic procrastination. No significant relationship between self-esteem and academic procrastination was found in this study. The results also indicated that authoritative parenting style was significantly related to self-esteem, in contrast, authoritarian and permissive parenting styles were no significant related to self-esteem. Several implications of the current study were discussed as well as the recommendations for further research.

ABSTRAK

Prokrastinasi akademik ialah menyengaja penangguhan aktiviti berkaitan dengan sekolah. Tujuan kajian ini adalah untuk mengkaji hubungan antara prokrastinasi akademik dengan gaya keibubapaan dan penghargaan diri dalam kalangan murid sekolah rendah. Melalui teknik persampelan kluster, terdapat 103 murid sekolah rendah Tahun 5 terpilih: 53 daripadanya adalah lelaki dan 50 daripadanya adalah perempuan. Dalam kajian semasa ini, data tinjauan dikumpulkan menggunakan ubahsuai Procrastination Assessment Scale - Students (PASS) yang direkacipta oleh Solomon and Rothblum (1984), Parental Authority Questionnaire - Short Version (PAQ - Short Version) oleh Alkharusi et al. (2011) dan Rosenberg Self-esteem Scale (RSE) yang berasal daripada Rosenberg (1965). Hasil kajian menunjukkan bahawa terdapat hubungan yang signifikan antara tiga gaya keibubapaan dan prokrastinasi akademik. Tiada hubungan yang signifikan antara penghargaan diri dan prokrastinasi akademik didapati dalam kajian ini. Hasil kajian juga menunjukkan bahawa gaya keibubapaan autoritatif berkaitan dengan penghargaan diri, sebaliknya, gaya keibubapaan autoritarian dan permisif tidak berkaitan dengan penghargaan diri. Terdapat beberapa implikasi kajian dan cadangan untuk kajian lanjutan dibincangkan.

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LIST OF ABBREVIATIONS

PASS	-	Procrastination Assessment Scale - Students
PAQ	-	Parental Authority Questionnaire
RSE	-	Rosenberg Self-esteem Scale
SPSS	-	Statistical Package of the Social Science

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CHAPTER 1

INTRODUCTION

1.1 Introduction

The Malaysia Education Blueprint 2013-2025, which is a comprehensive review of Malaysia's education system to develop the National Blueprint, have been launched by The Ministry of Education Malaysia in October 2011 (Malaysia, 2012). Elevating Malaysian students to worldwide education quality, raising public and parental expectations of the national education policy, and preparing Malaysian children for challenges of the 21st century all are the targets of the current education transformation plans.

There are 11 shifts of transformation required to execute in The Blueprint. The very first one is to provide fairness in accessing quality education of an international standard. A high-performing education system should be exposed to every student so that the students in Malaysia are internationally competitive and are prepared to face all obstacles thrown their way. Through this transformation, illustrates that the significance of quality education has been placed on emphasis in orientating and guiding the students to overcome the future challenges.

Education in Malaysia is undergoing a continuing endeavour in further developing the potential individuals in a holistic and integrated manner in compliance with National Education Philosophy to produce an individual with mentally, spiritually, emotionally and physically balanced and harmonious. Undeniably, education is the only conduit to produce thoughtful and well-equipped students with intellectually, spiritually, emotionally and physically balanced and

harmonious. A well-developed student should possess the academic success which is strongly linked to the positive outcomes showed in the area of behaviour, academics and social interactions. Students' educational attainment implies a 'net result' of their cognitive and non-cognitive characteristics (Jihyun Lee & Shute, 2010; J. Lee & Stankov, 2017; Gregory Arief D. Liem, 2019) together with the sociocultural milieu in which the learning process happens (Gregory Arief D. Liem, 2019; Gregory Arief D Liem & McInerney, 2018; Gregory Arief D Liem & Tan, 2018). Students' academic achievement not only include in scholastics, such as attaining success in their academic but also exhibits good attitudes and behaviours in mingle with people and peers. Steinmayr, Meißner, Weidinger, and Wirthwein (2014), stated that the academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. As a result, academic achievement should encompass a wide-ranging and covers a broad variety of educational outcomes.

Education is the key to success. Education can produce knowledgeable and capable Malaysia citizens. A citizen who has high moral values, responsible and skillful at striving for individual welfare along with being able to contribute to the harmony and betterment of the family, the community and the country at large. Education teaches one to think critically and to think analytically. This thinking skill sharpens the students' mind and boosts their brainpower, helps to empower the students and makes them strong enough to cope with the problems in their lives. The higher the level of education, the wider the students' horizons and it helps the students to see the world afresh. Hence, high-educated students with broad-minded seem skillful at tackling the hindrances well and it can be the key to professional success in the future.

Over the years, the influence of procrastination in which means the deferment of actions or tasks to a later time (Gafni & Geri, 2010), has grown rapidly and affected the performance seriously across the majority population. It is getting exacerbate year after year and very deeply ingrained in this modern culture. There are hundreds and thousands of people are indulged in this dangerous habit unaware and intoxicated with this harmful practice intensely regardless of its repercussion to oneself and the others. In particular, procrastination in the academic setting is a

common phenomenon, which extremely attacks the academic achievement among the students' population. Academic procrastination means a postpone in tasks or activities related or dependent on learning and studying (Karimi Moonaghi & Baloochi Beydokhti, 2017). Steel (2007) also explained that academic procrastination is an intentional delay in a practical course of study or learning despite of the expected worsening. Academic procrastination decreases the quality and quantity of the products of learning and deviates the students away from the learning pathway. In the long run, academic procrastination surely will be a great impact to the schoolchildren, no matter of what aspects.

Owing to academic procrastination is a hidden habit that might undermine the students' well-being and successes in the future, this research is developed to figure out the correlation between academic procrastination with parenting styles and self-esteem among primary school students.

1.2 Background of the Study

Nowadays, procrastination is extremely prevalent and becomes the pernicious habit among the population, no matter in the general population, elderly population, adult population or even student population. It is impossible to say that no one involves in procrastination. It happens time and again. Let's say adults procrastinate when faced with routine tasks such as paying bills, paying taxes, doing laundry, cleaning the dishes and so on. For students, they always putting their homework off till the last day before the submission date and burning the midnight oil to studying for an exam. Admittedly, virtually all of us have at least dallied with dallying, and some have made it a way of life.

The word "procrastination" comes directly from the Latin word *procrastinatus*: Latin origins of "pro," meaning "forward, forth, or in favor of," and "crastinus," meaning "of tomorrow". It means to put off or postpone until another day. The act of intentional delay something that must be done in the favor of an

unimportant and trivial task in order to avoid doing the important task (Kosnin & Khan, 2014). Milgram, Gehrman, and Keinan (1992) emphasized that procrastination is essentially a modern malady and it is purely a modern phenomenon (J.R. Ferrari, Johnson, & McCown, 2013). Azlina and Khan (2017) claimed that procrastination is a counterproductive delay of very important tasks that can hamper academic performance, prolong graduation time, and can even cause postgraduate students to leave their studies incomplete. It is getting deteriorate over time. The outcomes would be unmanageable if the solution was not found.

As we know, academic success has deep-rooted in the mindset of traditional parents whose belief that academic success will guarantee the prosperity and affluence future. They believe that the higher the educational attainment level, the higher the associated average salary and the higher the quality of lifestyle they can obtain hereafter. However, the academic procrastination brings deleterious effect to the students and destructs the students' welfare.

There is a particular type of procrastination which involving scholastic contexts is called academic procrastination (Jiao, Daros-Voseles, Collins, & Onwuegbuzie, 2011). Academic procrastination can be explained by involving a student's failure to motivate himself/herself to conduct an educational duty or undertake an academic event, for instance writing a research paper, learning for examinations, completing a school project, or performing the weekly reading assignments within the expected time frame. Putting the task or activity off causes the process of completion at last minute and may bring the outcome which may sometimes is different from what we expect to.

M. Y. Lee (2013) asserted that academic procrastination is one of the behavioural practices that act as a barrier for students to achieve their success in their academy. Academic procrastination is the deliberate disposition to defer educational-related activities in a certain degree where the likelihood of optimal desired result is low to happen and accomplishment seconds before the deadline (Tuckman & Sexton, 1989). It not only brings the undesired outcomes more likely to happen but also brings the discomfort and anxiety feeling for the students who are procrastinators.

Students have to rush to meet the deadline of assignment completion when they intentionally postpone their projects or assignments and it places them to undergo an intense level of anxiety and stress. (Hao, 2015). Tice and Baumeister (1997) also have revealed that procrastinators have much more discomfort and anxiety and worse physical health when the task has to be submitted in advanced of a due date. This situation easy causes the procrastinator will have conflicts with the people around them, especially with those who are less procrastinate. Individual's psychological welfare as well as his/her relationships with people around are affected by procrastination (Gafni & Geri, 2010). Hence, students who are procrastinators tend to experience negative emotions such as stress and depressive syndrome and having a poor social relationship with others.

There are many variables that can be directly or indirectly related to academic procrastination among the students' population. Hence, the reasons or determinants that can cause the primary school students to procrastinate and the factors which reinforce this habit among primary school students' population worth to deserve for further exploration.

Parenting styles is one of the variables that can be related to academic procrastination, which plays a vital role in the students' whole-life development. Students' development begins in the home, and parents and other immediate caregivers strongly influence this aspect of development. Lynn and Ting (2019) affirmed the role of parents as an influencer on children's development. Parenting comes into play when the parents especially the mother, who is the first person approaching the child. Naturally, since the new infants were born to the world, the first model in contact with them is their parents. Parents, accordingly are the most meaningful people to “decorate”, “paint” and “shape” their children's faith and personalities (Kamal, 2012). Zaman, Arslan, Malik, and Mehmood (2014) explained that the nature of interaction, discipline and dealing with the child behavior and emotions has explicit impact on child development. The ways of parents communicating with and training students, encourage more healthy and positive growth than others (Eggen & Kauchak, 2015). For example, a home environment with high-demanding and less-supportive might have a high likelihood to grow up a

student who always procrastinates. Meanwhile, the student who less procrastinate most likely reared in a high demanding and supportive home environment. As a result, the parenting style brings the effect directly on their children's and youth's thoughts, feelings and behaviours throughout their entire life.

Furthermore, Zakeri, Esfahani, and Razmjoe (2013) upheld the notion that one of the family factor related to procrastination is parenting style. The development of self-esteem will be impeded by an excessive command of psychological and behavioural control over from the parents to children, and give rise to a high proneness of procrastination (Mih, 2013; Woo & Yeo, 2019). Therefore, different implication will be brought to such pernicious and negative act that undermines schooling due to the different level of parenting styles (Woo & Yeo, 2019). Mahasneh, Bataineh, and Al-Zoubi (2016) declared that academic procrastination has a positive and statistically significant association with parenting styles: authoritative, authoritarian and permissive. For example, the level of academic procrastination among students increases because of the harsh and unkind parenting practice, resulting in students with low commitment, attention and concentration on academic tasks, all of which inversely affects students' academic achievement. In sum, the degree of academic procrastination is caused by the parenting styles.

Since there are not all parenting styles are alike, the different of the parenting styles will produce different byproducts under such parenting styles. The different parenting styles also will bring different effects on the students' innermost, particularly their self-esteem. Thus, the implications of parenting styles and self-esteem on students' academic procrastination and vice versa is worth to be investigated in this study.

Many unending questions have been investigating pertain to the intertwine between academic procrastination to other variables. Syeda Shahida Batool, Khursheed, and Jahangir (2017) found that one of the variables, that is self-esteem of students which alter their learning self-efficacy to finish their academic activities and evade themselves from becoming procrastinators. A person who has high self-esteem will become more positive and confident towards themselves, having a sense of self-

worth and able to overcome the obstacles in their life. On the flip side, a person who has low self-esteem will underestimate his own value and hesitate in decision-making, thus causes the task being delayed. This shows that the high self-esteem students will boost their ability and confidence to complete their duty well and thus academic procrastination will less be seen on the high self-esteem students.

Moreover, students who are lack of confidence, will fear of failure and not daring to try to answer the question or complete the homework which is assigned by the teacher. They show low level of self-esteem in completing their homework and feel incompetent in doing homework. They may afraid of being scolded by the parents or teachers when they answer the question wrong. Their low level of self-esteem causes them more likely to complete their homework at last minute. Although it is a bad habit, students still apply this bad habit in their schooling regardless the consequence of procrastination. This shows that academic procrastination becomes deteriorated when the students having a low level of self-esteem.

1.3 Problem Statement

The phenomenon of academic procrastination has widespread over primary school students in recent years and need to be concerned. They often postpone completing their homework until the last minute or they even do not complete their homework at all. Primary school students are not as bustling as their parents or any other adults who are busy running errands and taking more responsibilities in countless aspects of daily life, such as working, doing house chores, planning their schedule and so on. It can be seen that procrastination has been troubled many populations in recent years and it is a growing concern about the academic procrastination among the students' population, especially for primary school students. There are many researchers try so hard to look into this deleterious habit and explore it.

Students' thought and behaviour are greatly impacted by the parents and household members which are deemed as the most valuable middleman of socialization. Parents have the determining effect on their children's identity, character, behaviours and attitude because they are the first agent of socialization come into contact with every new infant. Parental demandingness and responsiveness towards the students are the most contributing factors of academic procrastination. Healthy parental involvement in their children's daily life aids ensure that their children can have a better performance in social and academy. A secure and positive relationship between the children and their parents smooths the process of learning essential skills and values that set them on the path for future success. On balance, students who are less prone to academic procrastination are the student upbringing in high-demand and high-responsiveness home environment.

Self-esteem is also the core determinant of academic procrastination. High self-esteem students show high self-confidence and become more self-discipline in attitude and behaviour compared to those who have lower self-esteem. Students with high self-esteem won't feel inferior, inadequate or incompetent in carrying out academic or non-academic activities. On the other hand, they are more likely to perform and succeed in the tasks independently and confidently. Therefore, high self-esteem students will always behave well and less deferring their tasks at the very last minute.

There are many underlying reasons which cause the academic procrastination becoming a topic of interest and pervasive across multiple fields and generations. Academic deferral is associated with character traits and personal differences as well perfectionism, sense of self-worth, and nervousness (Van Eerde, 2003), and motivational variables like, self-efficacy and self-regulated learning (Klassen et al., 2010). Majority of the studies have been conducted to gauge the disposition of procrastination and discovered that low self-efficacy, weak self-worth, misery pertinent to the completion of the task, personal characteristics, unreasonable way of thinking, failure of concentration, kakorrhaphiophobia, weak time management skills, weak problem-solving skills, and working styles are the causes of procrastination (Alexander & Onwuegbuzie, 2007). Consequently, it is showed that the

procrastination is conceptualized as a variable which has negatively affected the academic and social lives of the individuals (Duru & Balkis, 2014).

A myriad of studies has been carried out to investigate the prevalence of academic procrastination among the students' population primarily for the undergraduate and postgraduate students, however, it is still a scarcity of conducting a study on academic procrastination among primary school students. We have to aware of the young generation who is the pillar of the nation's building, the strong backbone of the country and future leaders who either can construct or destruct the nation. (Kamal, 2012). Furthermore, there are many researchers ever attempt to prove that procrastination has a connection with self-esteem and parenting styles. Even though they seem to be interconnected, limited studies have been found and to validate the relationship between parenting styles and self-esteem on the academic procrastination among primary school students. Thus, academic procrastination and its interconnection with parenting styles and self-esteem remains largely uninvestigated and it has left a blank space for the researchers to examine and look into this issue.

Thereby, this study is conducted to identify the correlation between the academic procrastination with parenting styles and self-esteem among primary school students. This study also examines the correlation between parenting styles and self-esteem.

1.4 Research Objectives

The purpose of this study is to determine the interconnection between academic procrastination with parenting styles and self-esteem among primary school students.

The objectives of this present study are shown below:

1. To examine the level of primary school students' academic procrastination.
2. To examine the dominant parenting style perceived by primary school students.
3. To examine the level of primary school students' self-esteem.
4. To determine the relationship between different parenting styles and academic procrastination among primary school students.
5. To determine the relationship between self-esteem and academic procrastination among primary school students.
6. To determine the relationship between different parenting styles and self-esteem among primary school students.

1.5 Research Questions

The present study is carried out to address the below research questions:

1. What is the level of academic procrastination among the primary school students?
2. What is the dominant parenting style perceived by primary school students?
3. What is the level of primary school students' self-esteem?

4. Are there significant relationships between different parenting styles and primary school students' academic procrastination?
 - i. Is there a significant relationship between authoritative parenting style and primary school students' academic procrastination?
 - ii. Is there a significant relationship between authoritarian parenting style and primary school students' academic procrastination?
 - iii. Is there a significant relationship between permissive parenting style and primary school students' academic procrastination?

5. Is there a significant relationship between self-esteem and academic procrastination among primary school students?

6. Are there significant relationships between different parenting styles and primary school students' self-esteem?
 - i. Is there a significant relationship between authoritative parenting style and primary school students' self-esteem?
 - ii. Is there a significant relationship between authoritarian parenting style and primary school students' self-esteem?
 - iii. Is there a significant relationship between permissive parenting style and primary school students' self-esteem?

1.6 Hypotheses

In order to answer the research questions above, several hypotheses have been created and are stated as below:

RQ4 There is no significant relationship between different parenting styles and primary school students' academic procrastination.

H₀₁ There is no significant relationship between authoritative parenting style and primary school students' academic procrastination.

H₀₂ There is no significant relationship between authoritarian parenting style and primary school students' academic procrastination.

H₀₃ There is no significant relationship between permissive parenting style and primary school students' academic procrastination.

RQ5 There is no significant relationship between self-esteem and academic procrastination among primary school students.

H₀₄ There is no significant relationship between self-esteem and academic procrastination among primary school students.

RQ6 There is no significant relationship between different parenting styles and primary school students' self-esteem.

H₀₅ There is no significant relationship between authoritative parenting style and primary school students' self-esteem.

H₀₆ There is no significant relationship between authoritarian parenting style and primary school students' self-esteem.

H₀₇ There is no significant relationship between permissive parenting style and primary school students' self-esteem.

1.7 Significance of the Study

Academic procrastination among the students' population has become a concern to many parties. Hence, it needs to be pinpointed before it becomes a perilous epidemic that adversely affects individuals, families, community and society. This study is per se hopes to bring some advantages to several individuals, such as parents, educators or teachers and the government and non-government organization.

Firstly, parents are the first teacher in the children's life. The interaction and communication between the parents with their children will inculcate them and help them to learn about their world. Consequently, parents' responses and attitudes act as a perfect mirror which will completely be portrayed in the children's future

behaviours. The finding of this study might provide a more comprehensive and thorough acknowledgement for the parents to play their roles in shaping the children's personality and looking for the ways to promote their positive behaviours. They will also understand how children's self-esteem and academic procrastination influenced by such parenting practices. Assuming that the outcome of this study disclosed that authoritative parenting style has a high likelihood in reducing the rate of academic procrastination among primary school students, parents can be advised and motivated to apply authoritativeness in educating their children. As a result, this research aids to raise the consciousness among parents' population about the significance of parenting practices and parents can gain more knowledge in parenting and guiding their children well in each stage of the child development.

Secondly, responsibility for educating children rests on the shoulders of the educators or teachers. Educators can observe and pay more attention to the students who have the insidious condition and maybe the potential procrastinator. They would be more understanding how procrastination works and what are the factors that cause the students to procrastinate. They may first look at the household factor and the parenting styles applied if they found that the students have academic procrastination. Through this, educators would know how the parenting practices influence the degree of self-esteem of the students and which causes the students deferring their studies. Therefore, this study helps the educators to look out the root of academic procrastination and helps them try to use appropriate approaches to diminish this harmful habit among primary school students.

Thirdly, the government and non-government organization also have their key role in further raising public awareness about the value of parenting patterns in Malaysia. There are many channels can be used to boost the suitable parenting practices to parents and cultivate them thoroughly, namely conference, courses and campaign. Print and electronic media also can be used to publicise the knowledge to everyone, such as newspaper, catalogue or Facebook, to propagate the implication of efficient parenting practice and its effect on the growth of students, especially the students' self-esteem. The collaboration between both parties, for instance, Malaysia Ministry of Education represents the government organization meanwhile non-

government organization such as Parents And Teachers Association will be to enlighten the parents to a good parenting practice.

By gaining more knowledge and information concerning the problems, the researcher hopes to establish awareness for all the population and hopes the parties can play their roles well in instilling the students into intellectually, spiritually, emotionally and physically balanced and harmonious.

1.8 Theoretical Framework

The current research proposes to investigate the correlation between academic procrastination with parenting styles and self-esteem among primary school students.

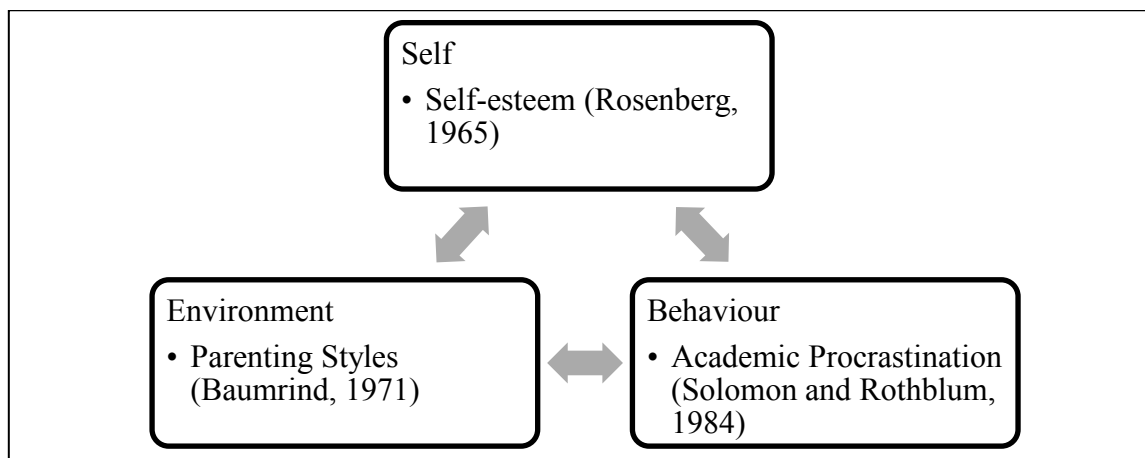


Figure 1.1: Bandura's Reciprocal Determinism Model (1990)

Several theories have been used as the basic theoretical framework in this study, which are academic procrastination of Solomon and Rothblum, parenting styles of Baumrind and theory of self-esteem by Rosenberg. Social cognitive theory by Bandura (Bandura, 1986) is recruited in this study to look for the relationship between the academic procrastination with parenting styles and self-esteem. Reciprocal determinism serves as the central concept of the social cognitive theory,

which posits that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behaviour. In this study, the reciprocal determinism model is used in which academic procrastination acts as the behaviour of students, parenting styles is the environmental factor, and self-esteem acts as the personal factor. These three factors are interdependent and each factor influences the other two.

Baumrind (1971) proposed three distinct patterns of parental authorities, those are permissiveness, authoritarianism, and authoritative. Maccoby and Martin (1983) modified these three parenting style prototypes into four parenting prototypes by expanding the permissive parenting style into two different types: permissive parenting (also known as indulgent parenting style) and neglectful parenting (also known as uninvolved parenting style). There are two significant elements of parenting which act as the rationale in defining the parenting styles: responsiveness and demandingness.

As reported by Rosenberg (1965), self-esteem is an individual's positive or negative attitude toward oneself and one's appraisal of one's own thoughts and feelings overall in connection with oneself. He defines self-esteem as "totality of the individual's thoughts and feelings with reference to himself as an object". A person who has high self-esteem shows confident in his capabilities, has a sense of self-respect and ables to carry out the task independently. Meanwhile, a person who has low self-esteem shows inferior, inadequate motivated in doing tasks and unconfident to complete the task individually.

Milgram et al. (1992) highlighted four elements as requisite for procrastination. It is mainly (1) a manner succession of deferment; (2) leading to a poor-quality behavioural outcome; (3) demanding a duty that is perceived by the procrastinator as being important to carry out; and (4) leading to a condition of affective disorder. There are many reasons that cause the procrastination to happen among the populations, and the severity of the procrastination also would bring different effects to the population. Tuckman has suggested 3 categories procrastinators in terms of high, moderate, and low procrastinators. Meanwhile,

Basco (2009) has suggested four levels of procrastination, namely normal, mild, moderate and severe. For the normal procrastinators, don't have to worry about them as it is would not be a problem for them, mild procrastinators also could manage the things well despite the stress is getting to them, moderate procrastinators would face problems and feel embarrassed in their life and severe procrastinators would face serious problems and they should to make some serious changes.

1.9 Conceptual Framework

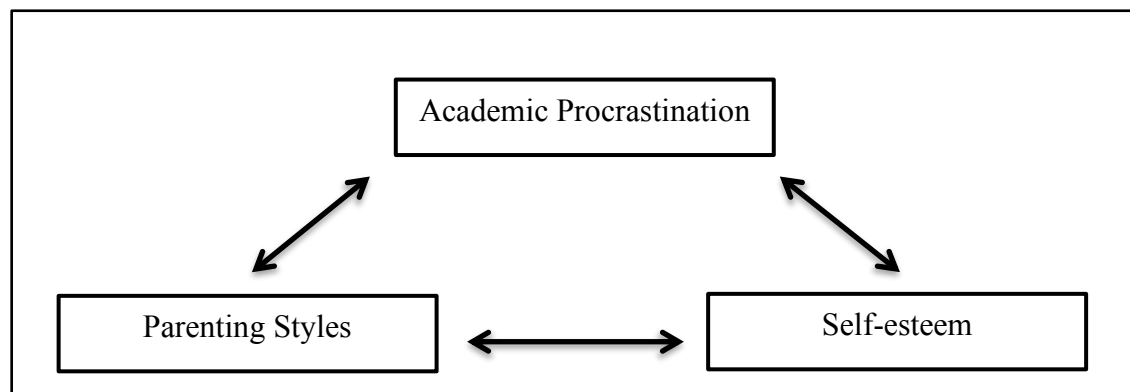


Figure 1.2: Conceptual Framework of the Study

Figure 1.2 manifests the conceptual framework of the study which is formed by the researcher. The parenting styles and self-esteem are the independent variables in this study, whereas, the dependent variable is academic procrastination. The purpose of this research is to identify whether the independent variables, namely parenting styles and self-esteem has interconnection with the dependent variable which is the academic procrastination. This study also investigates the relationship between the two independent variables, which is the association between parenting styles and self-esteem.

Baumrind's theory of parenting authority prototypes is employed in this study which are authoritative, authoritarian and permissive. Authoritativeness is a high-demand and high-responsive practiced by the parents. High-demand and low-responsive are the characteristics of authoritarian parenting. Permissive parents

display high response towards the children with low demand. Academic procrastination, the outcome of the study, which will be observed and explained by the two independent variables. The relationship of parenting styles and self-esteem also will be identified to explain the interconnectedness of these two variables.

1.10 Scope of Study

The focus of research is to gain an understanding of the relationship between parenting style and self-esteem on the academic procrastination among primary school students. The participants of this study involve primary school students who are from Year 5. The instruments concerning the perception of students towards parenting style and self-esteem are used to gauge the influence of the level of academic procrastination among the students' population, namely Procrastination Assessment Scale - Students (PASS), Parent Authority Questionnaire (PAQ) and Rosenberg Self-Esteem Scale (RSE). The researcher distributes the survey questionnaire to the students and they are allowed to answer the questionnaire on the spot. They have to submit them back to the researcher once completed. The selection of participants is conducted by probability sampling technique which involves cluster sampling is recruited in the study.

1.11 Delimitation of Study

Some of the delimitations to be highlighted in this present study:

Firstly, this current research studies only two personal factors in predicting academic procrastination, those are parenting styles and self-esteem. However, there are other factors that have also been found to have a strong influence on this habitual behaviour in previous studies, such as perfectionism and neuroticism, unreasonable thoughts, misery pertinent to the completion of the task, failure of concentration,

kakorrhaphiophobia, weak problem-solving skills, weak time management skills, working styles, motivational factors, goals and planning skills. (Syeda Shahida Batool et al., 2017). Further study should be done to see if any predictor of academic procrastination having the relative strength of these variables.

Secondly, one of the methodological shortcomings adopted in the data collection of this study is the social desirability effect. This study is using self-report inventory to assess the rate of academic procrastination. The reliability and validity of this study depend greatly on the students' interest and honesty in answering the questionnaire. It is possible for the respondents to report a fake data that is considered favorable to impress the researcher.

Thirdly, the long nature of instruments used in this study might generate fatigue effect among the respondents that might influence the result. The respondents have to answer a total of 62-item questionnaire in this study and it might make the respondents feel drained to answer too many questions. For example, demographic data of the respondents made up of 4-item, Procrastination Assessment Scale - Students (PASS) consists of 18-item, Parental Authority Questionnaire (PAQ) consists of 30-item, meanwhile Rosenberg Self-esteem Scale (RSE) consists of 10-item. The fatigued respondents would use and spend petty time and endeavour on the items towards the end of questionnaires than they did on the previous items. Hence, the fatigue effect might influence the result.

Fourth, the incomplete or fault memory of the respondents may lead to inconsistent results after period of times. It is because the instruments used are self-assessment measurement about respondents' recognition of parenting style practised by their parents during the years of growing up. Thus, the parenting style perceived by the respondents may differ from the true parenting style practised by their parents.

1.12 Conceptual and Operational Definitions

Several relevant terms have been defined in this part to provide insight into the current study.

1.12.1 Academic Procrastination

According to Tuckman, the lack or absence of self-regulated performance has been labelled procrastination, the tendency to put off or avoid an activity under one's control. Whereas, academic procrastination involved scholastic events, such as writing essays, accomplishing tasks and reading for an exam (Solomon & Rothblum, 1984; Steel, 2010). Academic procrastination is a pernicious habit for most students which may jeopardize the primary school students' well-beings.

The Procrastination Assessment Scale - Students (PASS) that proposed by Linda J. Solomon and Esther D. Rothblum has been selected in this study to measure the tendency of academic procrastination among the primary school students. PASS is designed to assess the prevalence of cognitive-behavioural antecedents of procrastination. There are two parts included in the PASS; the first part assesses the pervasiveness of academic procrastination in six academic areas, and the second part measures the factors of academic procrastination.

1.12.2 Parenting Styles

Parenting styles refers to the way of parents to communicate with and educating their children, which encourages more healthy development than others. Different parenting styles offer various amounts of responsiveness and demandingness to children (Amber L. Pearson, 2013). There are two important independent dimensions of parenting has been outlined by Baumrind (1971, 1989, and 1991) and Maccoby and Martin (1983) which are parental demandingness and parental responsiveness. Parental demandingness is defined as the degree to which the parents exhibit their control, power assertion, maturity requests, and surveillance

in their parenting. On the other hand, the extent to which parents show their children with emotional expression, affective warmth, approval, and encouragement to the needs of the children is the denotation of parental responsiveness. Hence, authoritative, authoritarian, permissive, and neglectful are descriptions of the four parenting prototypes with reference to the level of parental demandingness and responsiveness (Baumrind, 1991; Maccoby & Martin, 1983).

The Parenting Authority Questionnaire (PAQ) that formed by Buri (1991) is used in the present study to gauge the recognition of parenting styles practised by parents among primary school students. PAQ is constructed to evaluate the parental authority of mothers and of fathers and it is also developed for the purpose of measuring Baumrind's three distinct patterns of parental authority: authoritarian, authoritative and permissive.

1.12.2.1 Authoritative Parenting

Authoritative parenting can be considered as a positive parenting prototype in upbringing the children. A reasonable demands and high responsiveness are the description of authoritative parenting style. The authoritative parents are warm-hearted and responsive by placing high expectations on their children, but at the same time, they also set restrictions and regulations on their children's behaviours. They provide clear and firm direction for their children and frequently interact with their children. The children are allowed to discuss and speak out their minds with their parents while parents are able to take their children's reasonable viewpoints into account. This parenting style emphasizes the disciplinary clarity that is moderated by warmth, reason, flexibility, and verbal give-and-take. By providing a balance between restrictiveness and autonomy, children tend to be more independent, agreeable, successful in school and they probably to be adept at decision-making and appraising safety risks on their own.

1.12.2.2 Authoritarian Parenting

High demandingness and low responsiveness are the elements of authoritarian parenting style. The authoritarian parents set high standards for their children, but tend to be cold and unresponsive. Being detached and less warm than other parents, authoritarian parents do not explain the reasons behind the regulations, and they discourage verbal give-and-take. They use a strict discipline style with little negotiation possible. Less nurturance and feedback provided to children who are reared under the authoritarian parenting style. They are supposed to comply the rules thoroughly and respect the parents, end up as a conformist. They prone to employ punitive measures to direct their children's behaviour. The children brought up by authoritarian parents incline to be reserved, occasionally rebellious and might face the problem in social circumstance because they are scarce of social skills.

1.12.2.3 Permissive Parenting

Permissive parents display high responsiveness and low demand. They are much more immature, irresistible, unmotivated and hold few expectations for their children. They have limited or no rules and mostly let children to regulate their own activities as much as possible. Albeit the regulations are set, it may changeable too according to the different situations. Permissive parents used to get their own way in parenting and prone to be lenient and trying to prevent conflict. While being relatively warm toward their children, permissive parents are non-controlling and rarely use punishment. A buddy character is frequently played more by them rather than a parent character. Eventually, the children might grow up without a strong sense of discipline and more defiant. Simultaneously, they might have low sense of self and may describe a lot of unhappiness.

1.12.3 Self-esteem

Self-worth is another definition of self-esteem, which is an emotional reaction to the self. Self-esteem can be referred to as a personal value or an appraisal of one's

subjective emotional of his/her self-worth (Rosenberg, 1965). Doğan (2011) defined that self-esteem expresses to what extent does an individual's perceiving himself/herself as valuable. Thus, the intensity of self-esteem can be related to an individual's character and behaviour or even his/her life in many aspects in the future.

The instrument used to assess the self-esteem level in this present research is the Rosenberg Self-esteem Scale (RSE) which is the invention by Morris Rosenberg. It is used to evaluate global self-esteem by assessing both positive and negative feelings about the inner self. The higher the score gained refers to the higher level of self-esteem of an individual and vice versa.

1.12.4 Primary School Students

Primary school or known as elementary school. It takes 6 years of education. In accordance with Malaysian Ministry of Education, primary school students represent the children usually start primary school when they are 7 years old. Primary education is a continuation of pre-school education. By law, primary education is compulsory. Primary education in Malaysia begins at age seven and lasts for six years, referred to as Year 1 to 6 (also known as Standard 1 to 6). Level One is composed of Year 1 to Year 3 whilst Year 4 to Year 6 is subsumed under Level Two. Students are promoted to the next year regardless of their academic performance.

1.13 Conclusion

This chapter explains the background of the study and the problem statement. The aim of this research is to disclose the correlation between the parenting styles, self-esteem and academic procrastination. This chapter also describes the objectives that the study wants to achieve and the research questions which are built based on the research objectives. Several hypotheses that need to be tested are also included in the study. Conceptual framework based on the selected theories and models are also

introduced. It finally explains the conceptual and operational definition of terms used in this study based on the several opinions and references.

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