

# **Correlation of Academic Procrastination, Financial Dependency, Emotional Closeness and Parenting Style and Academic Performance of the Hospitality Management Students of Norzagaray College, Bulacan**

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*Academic procrastination has been a serious issue among students in tertiary level. This study aims to identify relationships between academic procrastination, financial dependency, emotional closeness and parenting style to academic performance of the students. Two hundred eight (208) Hospitality Management students were surveyed using a questionnaire composed of three parts: Demographic Profile, Parental Authority Questionnaire (PAQ) and Procrastination Assessment Scale for Students (PASS). The general weighted average (GWA) of the respondents were taken from the previous semester. Results revealed a mean GWA of 1.8165. Mother was considered to be the primary caregiver of the students and financially dependent. Authoritative parenting style was found to be predominant. Results also revealed that students procrastinate in all areas of procrastination – writing term paper, studying for exams, keeping up with weekly reading assignments, academic administrative tasks, school activities and attendance tasks. Level of academic procrastination scored a mean of 37.712 which found to be high procrastinating. Correlation analysis was employed and found out that academic procrastination, financial dependency, emotional closeness and parenting style are significantly correlated to the academic performance of the students. Recommendations for interventions and the implication of the study are discussed by the proponents.*

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*Keywords: Academic Procrastination, Parenting Style, Emotional Closeness, Academic Performance, Financial Dependency, Norzagaray College*

## **Introduction**

Procrastination has been a practice of Filipinos even long before. It is referred to as ‘*mañanahabit*’, which originated during Spanish colonization. Various researchers gave various definitions of the phenomena. Milgram (1992) referred to procrastination as “essentially a modern malady and it is not a simple of avoidance, which, under a certain circumstance, may be a highly logical decision”. Ferrari et al. (1995) viewed it as “fascinating, highly complex human phenomenon for which the time has come for systematic theoretical and therapeutic effort”.

In education, it is widely known as “academic procrastination”, a rampant and common practice by students particularly in tertiary level. Academic procrastination is a strong and mysterious force that keeps the students from completing the urgent and very important academic tasks that need to be finished. It is somehow attributed with the laziness of a person (Schraw et al., 2007, p. 13). People would likely delay things until they don’t want to do them anymore.

Students of this generation are prone to academic procrastination due to distractions that emerge and keep them from doing their homework, projects or other school works. Distractions such as social media sites, computer games, mobile games and other activities that give entertainment to students are the

things that keep them from performing or doing their academic activities. This causes delay in the future that can cause them to have school troubles. The existence of technology has also become a factor and contributed greatly to procrastination of students (Trezza, 2004). Students can also be easily distracted by other activities or things. This leads to changing of interest that highly contributes to the procrastination. Submission of projects, assignments and activities is often neglected due to procrastination. Due to this problem many students are having a hard time improving their academic skills in school which affect their exams, recitation or overall academic performance. At worst, procrastination results to failure in some subjects.

Some researchers correlate parenting style as a factor of students' academic procrastination. Marano (2003) stated that children who experience some sort of parenting tend to turn to their friends for support rather than their parents. This poses a negative effect because friends tend to tolerate their excuses. At some point of their education, students experience stress and mental health which are positively related to academic procrastination. This is due to low self-efficacy and life satisfaction (Janssen, 2015) and anxiety and low conscientiousness (Olea & Olea, 2014).

Academic achievements and academic performances of students are affected on how parents discipline and treat them at home. This is where parenting style becomes a significant factor. The weight on demand and responsiveness of the parents determines the style of parenting (Baumrind, 1967; Buri, 1991).

These conditions triggered the interest of the researchers to conduct this study. As educators of the institution, the researchers observed various situations and conditions with respect to the academic performance of the students. Hence, this paper aims to determine the level of academic procrastination of the students of Norzagaray College. To identify further measures, the variables studied were correlated to the academic procrastination. The results of the study highlighted possible implications and recommendations for academic interventions.

### **Statement of the Problem**

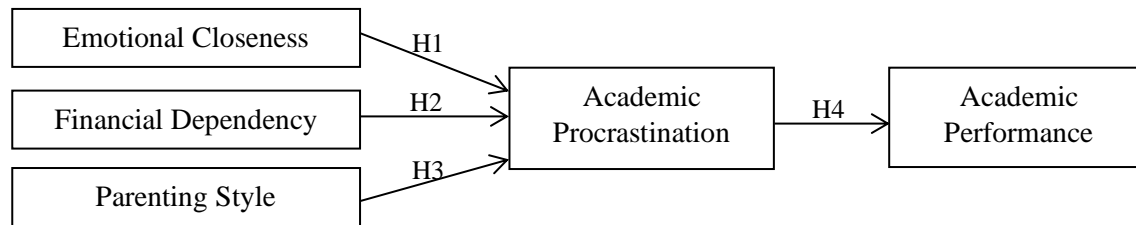
The researchers aimed to answer the following problems:

1. What are the responses of the respondents in terms of the following:
  - a. Number of caregivers considered
  - b. Primary caregivers considered
  - c. Emotional closeness
  - d. Financial dependency
2. What parenting style was employed in the family?
3. What is the level of academic procrastination on the subareas of procrastination?
4. What is the level of academic procrastination of the students?
5. Is there a significant relationship between parenting style, financial dependency and emotional closeness and academic procrastination?

6. Is there a significant relationship between academic procrastination and academic performance?

### Hypotheses of the Study

Figure 1 illustrates the concept of the study in relevance to the objectives.



*Figure1. Research Paradigm*

This study used emotional closeness, financial dependency and parenting style as dependent variables which were correlated to academic procrastination to determine any significant relationships. After which, academic procrastination was correlated to academic performance which was measured by the previous general weighted average of the students. The study sought to prove the following hypotheses:

- H<sub>1</sub>: Emotional closeness significantly affects academic procrastination.
- H<sub>2</sub>: Financial dependency is a factor of academic procrastination.
- H<sub>3</sub>: Students with authoritative parenting style more often procrastinate.
- H<sub>4</sub>: Academic procrastination affects the academic performance of the students.

### Methodology

This study used the qualitative-descriptive design. Survey questionnaires were administered to 208 Hospitality Management students enrolled in the second semester of school year 2018-2019. The instruments were composed of three (3) parts: i) Demographic Profile; ii) Parental Authority Questionnaire (PAQ) (Buri, 1991); and iii) Procrastination Assessment Scale for Students (PASS) (Solomon & Rothblum, 1984, 1988). The demographic profile also included respondents' family relationship and the financial dependency. The PAQ is a 30-item assessment questionnaire where the items are grouped into three subscales with 10 items which correspond to the parenting style. The subscale with the highest score determines the parenting style employed in the family. The PASS questionnaire consists of 18 items divided into six subareas which represent the areas of procrastination; however, only 12 were considered while the 6 remaining were filler items. Scores were determined by adding the 12 items. The higher the score an individual gets, the higher self-reported procrastination he or she indicates. Nothing in the literature indicates what a typical score is (Reynolds, 2015).

The respondents were randomly preselected from the enrolment list obtained from the Office of the Registrar. The administration of the survey questionnaire was done at their respective room and assisted by the researchers to ensure data quality. The data were then tabulated and treated using the SPSS version 22 for accurate results.

## Results and Findings

The results of the data were taken from the 208 samples. Frequency and percentage were used to determine and analyze the demographic profile of the respondents.

### *Descriptive Statistics*

Table 1 presents the demographic profile of the respondents. It shows that most of the surveyed were female with 53.4% of the total samples and males were 46.6% only. Most of the respondents were at the age bracket 17-20 years (65.4%) which is typically the age of freshmen and sophomore students.

Students were asked regarding how many caregivers they have; most of the respondents had two caregivers (32.2%), others had more than four (30.8%), one (19.7%) and three (17.3%).

When asked how emotionally close they were with their caregivers using the scale from 1 (not close) to 3 (very close), most of the respondents (48.1%) chose “very close”.

*Table 1. Distribution of Demographic Profile*

<b>Demographic Profile</b>		<b><i>f</i></b>	<b>%</b>
Age	17-20	136	65.4
	21-24	69	33.2
	25-28	2	1.0
	29-32	1	.5
Gender	Male	97	46.6
	Female	111	53.4
No. of Caregivers	1	41	19.7
	2	67	32.2
	3	36	17.3
	4+	64	30.8
Emotional Closeness	Not Close	32	15.4
	Moderately Close	76	36.5
	Very Close	100	48.1

In terms of caregivers living with them, most of the respondents were living with their mother or father (24.4% and 20.9%, respectively) (See Table 2). Others were also living with their sisters (9.0%) and brothers (7.3%).

*Table 2. Distribution of Respondents' Primary Caregivers*

<b>Caregivers</b>	<b>f</b>	<b>%</b>
Mother	174	24.4%
Father	149	20.9%
Stepmother	25	3.5%
Stepfather	8	1.1%
Brother	52	7.3%
Sister	64	9.0%
Grandmother	49	6.9%
Grandfather	26	3.7%
Aunt	33	4.6%
Uncle	22	3.1%
Cousin	20	2.8%
Foster Mother	8	1.1%
Adopted Father	44	6.2%
Adopted Mother	38	5.3%

To analyze the scores of the parameters studied, mean and standard deviation were used as shown in Table 3. When looking at their individual descriptive values, students' GWAs have a mean of 1.8165,  $SD=.3565$ . With regards to the three parenting styles, "permissive" got a mean of 31.139,  $SD=9.5429$ , "authoritarian" got  $m=30.649$ ,  $SD=9.2044$  and authoritative got  $m=32.043$ ,  $SD= 9.7249$ . Results on parenting style suggest that authoritative parenting style is employed in the family.

*Table 3. Descriptive Statistics of the Variables Studied*

<b>Variables</b>	<b>Mean</b>	<b>SD</b>
GWA	1.8165	.3565
Permissive	31.139	9.5429
Authoritarian	30.649	9.2044
Authoritative	32.043	9.7249
PAQ	31.2772	9.23182
PASS Score*	34.7115	7.76114
PASS Frequency	1.7404	.43948

\*Low=1-30; High=31-60

The researchers also looked at the procrastination level of the students in the six areas of PASS (Table 4). The results reveal means ranging from 2.8000 to 2.9736 and standard deviation ranging from 1.6563 to 1.8784. The results suggest that students somehow or nearly procrastinate in these areas.

*Table 4. Level of Procrastination on Areas of PASS*

<b>Areas</b>	<b>Mean</b>	<b>SD</b>
Writing A Term Paper*	2.8000	1.6563
Studying for Exams*	2.8750	1.7645
Keeping Up with Weekly Reading Assignments*	2.8870	1.7780

Academic Administrative Tasks*	2.9014	1.7151
Attendance Tasks*	2.9736	1.7088
School Activities in General*	2.9303	1.8784

### Correlation Analyses

To determine the significance of the parameters studied, a Pearson-r Correlation Coefficient was employed. The researchers used a 95% confidence interval and 5% margin of error. The results are presented in Table 5.

Table 5. Pearson- r Correlations of the Variables

Variables		GWA	Permissive	Authoritarian	Authoritative	Emotional Closeness	Financial Dependency	PAQ
PASS	<i>r-value</i>	.555	.082	.100	.147*	-.570	-.530	.501
frequency	<i>p-value</i>	.042	.239	.150	.034	.041	.009	.052

Results reveal weak negative and positive correlations. When looking at correlations of PASS frequency, there are significant correlations with emotional closeness ( $r=-.570$ ,  $p=.041$ ), financial dependency ( $r=-.53$ ,  $p=.009$ ) and parental authority ( $r=.501$ ,  $p=.052$ ).

When looking at the correlations between PASS frequency and the three parenting styles, results reveal significant relationship with authoritative parenting ( $r=.147$ ,  $p=.034$ ) while permissive and authoritarian parenting are insignificant.

When PASS frequency was correlated to the GWA of the students, results revealed significant correlation ( $r=.555$ ,  $p=.042$ ) which implies that the level of procrastination of the students somehow affects the academic performance of the students.

### Validation of Hypotheses

With respect to the results of correlations, academic procrastination was significantly correlated with emotional closeness, thus, validating and accepting H<sub>1</sub>.

Moreover, results also reveal significant association with financial dependency and academic procrastination; hence, claim on H<sub>2</sub> was accepted.

With regards to parenting style, authoritative parenting style has significant relationship with the academic procrastination of the students (H<sub>3</sub>). This type of parenting style is characterized by high responsiveness and high demand by setting strict limits and high consistency in enforcing boundaries. Parents are sensitive to their children's developmental needs and employ low emotional supports towards them.

Lastly, academic procrastination has significant correlation to the academic performance (H<sub>4</sub>) of the students as measured by their GWAs.

## Discussions

The data and results presented previously are based on the perceptions of the respondents particularly with regards to family background. Having or living with mother and father as their nuclear family depicts innateness of values and customs, especially to Filipinos. More studies arrived with similar results of respondents living with their nuclear family (Reynolds, 2015). Similar results also in terms of the number of caregivers were considered.

Respondents also had a very close relationship with their caregivers. At some point, family played a major role in the tendency and possibility of the students to procrastinate in school (Scher & Ferrari, 2000).

With regards to the parenting style, researchers found that families of most students employ authoritative parenting classified by behavioral strictness-supervision wherein parents shape, control and evaluate the behavior and attitudes of the child in accordance with a set of standards of conduct, usually the absolute standards (Baumrind, 1996), and a child is not allowed to express opinions and there is little opportunity to think about situations (Knight et al., 2000). Thus, the child tends to procrastinate and receive low performance in school. They take great restrictions with severe discipline having low verbal communication between parents and children, thus, decreasing of academic achievement in children and leading to procrastination (Zakeri, Esfahani & Razmjooee, 2013).

With the present study, parenting style is significantly correlated with the academic procrastination of the students. However, some studies found no significance (Reynolds, 2015). When they correlated the variables individually, the researchers found significant correlation with authoritative parenting, but insignificant correlation with permissive and authoritarian.

Other researchers also found financial dependency as a factor of academic procrastination, which is similar to the present study. However, due to the fact that the respondents were recruited in the latter part of the semester, the mean scores of the respondents showed a relatively high level of academic procrastination.

In terms of academic performance, the present study found significant relationship with academic procrastination. The result was true to current setting indicating that students in college level have higher procrastination level. More research studies validated the findings and even mentioned some factors such as heavy academic loads (Torrance & Galbraith, 2006) and low self-esteem (Beck, Koons, & Milgrim, 2000; Ferrari, 1994; Ferrari, 2000; Solomon & Rothblum, 1984).

The researchers suggest interventions to school administrators and faculty to intensify guidance to their students and monitoring of attendances and school works. Parents-teachers relationship needs to also be strengthened to further monitor and relay academic performances to the parents.

### **Limitations and Suggestions**

The study was conducted only to certain samples of Hospitality Management and not the entire population. Significantly, not all students were measured. The researchers suggest conducting a follow-up study that would involve a larger sample in more diverse respondents. Furthermore, the time of administration of the survey was done at the latter part of the semester which, according to some studies, indicates a high possibility and level of procrastination. Hence, the researchers suggest conducting a study done in a more homogenous group of procrastinators as it affects the correlations.



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