

Role of Fear of Failure and Parenting Style in Academic Procrastination

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This study examines the relationship between fear of failure, parenting styles, and academic procrastination and identifies the most significant predictors of academic procrastination among female students. The data for the study was collected using the following self-report measures; the 'Academic Procrastination Scale', the 'Fear of Failure in Learning Scale', and the 'Parental Authority Questionnaire'. A priori power analysis using G*Power ($f^2 = 0.15$, power = 0.95, $\alpha = 0.05$) determined a required sample size of 107. The study included 164 female students (Ages: 18–22 years, $M = 21.07$, $SD = 4.96$). The obtained data was analyzed using descriptive statistics, correlational analysis, and regression analysis with the help of SPSS 26. Correlation analysis revealed that Academic Procrastination, Fear of Failure, and Parenting Styles are correlated with each other. In addition, regression analysis revealed that Authoritative parenting, Authoritarian parenting, Self-handicapping, and Performance Avoidance are four significant predictors of academic procrastination. The study suggests some recommendations for students, parents, teachers, and psychologists to incorporate for better academic performance of students. Fear of failure and parenting styles both have a vital role in academic procrastination among students.

Keywords: Academic Procrastination, Fear of Failure, Parenting Styles

Many people tend to keep putting off their work till a later time, and they may often declare, "I will certainly begin next Monday." Procrastination can be differentiated from deliberate work delays because it is an unintentional behavior, as opposed to logical delays that occur for reasonable causes, such as illness or technical difficulties (Yuen & Burka, 1983). Around 14% of adults, self-identified themselves as procrastinators and procrastinate for routine tasks such as bill payments and making plans for personal health concerns (Ferrari, et al., 2007). Studies revealed many factors such as anxiety, stress, poor impulse control, lack of perseverance, lack of job discipline, poor time management abilities, and an inability to work logically were correlated with academic procrastination (Rahardjo et al. 2013; Sirois, 2007; Ferrari & Díaz-Morales, 2007). It has significantly impacted the

performance as well as the mental health and well-being of students (Karami & Mahmoodi, 2018; Chandni et al., 2024).

Academic Procrastination

Academic procrastination, or the tendency to postpone work, is a persistent issue that affects students worldwide. This propensity can negatively impact academic achievement, emotional well-being, stress, and personal growth. Academic procrastination is caused by a variety of complicated behavioral and psychological variables such as anxiety, fear of failure, low self-efficacy, negative self-perceptions, lack of inner motivation, and inadequate time management skills (Hooda & Devi, 2017), self-esteem (Athulya et al., 2016), social media (Haripriya & Kavya, 2024) personality and parenting (Chandhok et al., 2024), social media disorder (Choudhury et al. 2025),

parent's perfectionism (Souri et al., 2025), external locus of control (Bahl et al., 2024). According to research, almost 70% of college students put off doing assignments that are necessary for their studies (Ellis & Knaus, 1977). Research revealed a negative correlation between procrastination in academics and a student's final grade assessment (Goroshit, 2018). Studies indicate that fear of failure serves as a significant determinant of academic procrastination in students. (Tan & Prihadi, 2022; Sudirman et al., 2023; Cho & Lee, 2022). Research findings indicate that academic procrastination is negatively associated with the authoritative parenting style, while it is positively associated with both permissive and authoritarian parenting styles. (Wang, 2022; Chen & Jiao, 2022; Dong et al., 2023).

Fear of Failure

Have you ever found yourself putting off important tasks because you're afraid of failing? You're not alone. The psychological phenomenon is known as the fear of failure. It can impact various aspects of life such as; academics, work, relationships, and personal achievements. Fear of failing may prevent people from taking chances or following their objectives, which can ultimately result in procrastination, avoidance behaviors, and an unwillingness to leave one's comfort zone. This pressure to do well and impress others makes them feel like an overwhelming and irrational failure. As a result people never step outside of their comfort zone because they are hesitant to take the initiative. They don't put themselves in social or academic settings where they have to struggle (Birney et al., 1969). Numerous studies found that academic procrastination was significantly correlated with fear of failure (Zarrin & Gracia, 2020; Rahimi & Hall, 2021; Sudirman et al., 2023). Tan and Prihadi (2022) revealed fear of failure had an immense positive influence on academic

procrastination. Research revealed some factors that lead to procrastinating behavior were perfectionism, lack of enthusiasm, fear of failing, insufficient scheduling abilities, (Afzal & Jami, 2018) tedious academic tasks, bad study habits, fear of failing, seeking thrilling hobbies, and perfectionism behavior (Abu & Saral, 2016).

Parenting Style

Parenting is a complex and significant journey that involves nurturing, guiding, and influencing the development of children from infancy to adulthood. Baumrind (1967, 1971) developed three categories of parenting i.e. (a) *Authoritative Parenting* which is characterized by both 'high control and high warmth', a combination of expectations and warmth, (b) *Authoritarian parenting* which is characterized by 'low warmth, low autonomy, high control, and high expectations'. Such Parents set strict rules, employ a restrictive, punishing approach, and demand that their children follow them (Kopko, 2007) and (c) *Permissive Parenting* is characterized by 'high warmth but low control and low expectations' these parents are quite lenient and not strict at all. Parenting has a significant impact on student's academic performance (Sharma & Muni Ram, 2024; Woo & Yeo, 2019; Chen et al., 2022; Zakeri et al., 2013). Another study found that procrastination behavior was directly correlated with authoritarian parenting (Ta, 2023) and a negative correlation with authoritative parenting (Loa, 2012). Wang (2022) provided a meta-analysis and examine parenting styles—authoritarian, permissive, authoritative, and neglectful to delays in academic assignments. The findings of the meta-analysis revealed that authoritarian and permissive were directly associated with academic procrastination, while authoritative parenting was negatively correlated.

Objective

- To study the relationship between fear of failure, parenting styles, and academic procrastination among female students
- To explore the role of fear of failure and parenting styles in academic procrastination among female students

Hypotheses

1. There would be a significant correlation between sub-dimensions of fear of failure and academic procrastination among female students.
2. There would be a significant correlation between parenting styles and academic procrastination among female students.
3. There would be a significant correlation between sub-dimensions of fear of failure and parenting styles among female students.
4. Sub-dimensions of Fear of Failure and Parenting styles would emerge as significant predictors of academic procrastination among female students.

Method

Sample

In this research, 164 female students have participated. The range of the sample varies from 18 to 22 years with a mean of 21.07 and SD of 4.96. Data were collected through convenience sampling. A total of 107 participants has been determined as the required sample size through an a priori power analysis using G*Power with parameters set to detect a medium effect size ($f^2 = 0.15$) with a power of 0.95 and an alpha level of 0.05 (Cohen, 2013; Gatsonis & Sampson, 1989). Participants were recruited

from educational institutions and primarily approached in their classrooms with prior permission from faculty members. Data collection was conducted offline, where participants were administered the questionnaires in a paper-and-pencil format during in-person sessions. Before participating, all respondents were informed about the purpose of the study and provided written consent.

Tools

McCloskey's 'Academic Procrastination Scale' was used to evaluate and determine students' academic procrastination. The scale consists of 25 items, evaluated on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The range of total scores is 25–125. Higher scores indicated that students have higher tendencies toward academic procrastination. Cronbach's coefficient alpha was 0.94.

The 'Fear of Failure in Learning Scale' developed by Beomkyu Choi was utilized to measure students' fear of failure. The scale comprises 26 items rated on a 5-point Likert scale, ranging from 'strongly disagree' to 'strongly agree.' It evaluates four specific domains: Performance Avoidance (PA), Feeling of Shame (FS), Self-Handicapping (SH), and Learned Helplessness (LH). The overall scale demonstrated high reliability, with a Cronbach's alpha of 0.92.

The parental authority questionnaire, created by Buri (1991), was used to examine parenting style. In this questionnaire, three parenting styles are presented: 'authoritarian, Authoritative, and Permissive'. It has 30 items to be rated on a 5-point Likert scale (strongly disagree to strongly agree (10 items for each parenting style). Cronbach's alpha values ranged from 0.87 to 0.74, and discriminant validity and content were all high.

Procedure

This study follows a correlational design to study the relationship between fear of failure, parenting styles, and academic procrastination. Before collecting data, a brief description of this study was given to the participants. Instructions were given to ensure honest responses. After data collection, data were analyzed by using IBM SPSS 26.0 software. To get the required results Pearson correlation and step-wise regression were used.

Results

The current research was done to investigate the relationships between sub-

dimensions of fear of failure in learning, parenting styles (Authoritarian, Authoritative, and Permissive), and academic procrastination among female students. Later, Regression analysis was used to evaluate each variable's predictive power. The 'G*Power' software was used to perform a priori power analysis and determine the effect size value for an appropriate sample size (Cohen, 2013; Gatsonis & Sampson, 1989) and the analysis recommended a sample of 107. Since 164 is a larger sample size than the value, it is a sufficient sample size for the research. The participants were aged 18-22 years with a mean age of 21.07 years and an SD of 4.96.

Table 1: Descriptive and Correlation Analysis

Variable	M	SD	1	2	3	4	5	6	7	8
AP	68.03	18.680	1	.137	.371**	.348**	.377**	-.108	.413**	-.435**
FS	29.27	6.347		1	.409**	.322**	.213**	.020	.158*	-.023
PA	20.44	4.115			1	.383**	.288**	-.124	.149	-.195*
LH	14.93	4.485				1	.362**	.035	.128	-.251**
SH	9.48	3.032					1	.032	.063	-.232**
Permissive	30.21	6.219						1	-.073	.271**
Authoritarian	31.10	6.191							1	-.215**
Authoritative	34.17	6.124								1

**'Correlation is significant at the 0.01 level (2-tailed)'.*'Correlation is significant at the 0.05 level (2-tailed)' Note: N₁ 164 AP (Academic Procrastination), FS (Feeling of Shame), PA (Performance Avoidance), LH (Learned helplessness), SH (Self-handicapping)

'Table 1' indicates the descriptive statistics along with correlation analysis for all the selected variables. The result analysis revealed a correlation of academic procrastination with Performance avoidance ($r=.371$, $p<0.01$), Learned helplessness ($r=.348$, $p<0.01$), and Self-handicapping ($r=.377$, $p<0.01$). Results revealed that sub-dimensions of fear of failure were significantly and positively associated with academic procrastination. So the first hypothesis stating "There would be a significant correlation

between sub-dimensions of fear of failure and academic procrastination among female students." is accepted. This indicates that a higher level of fear of failure may be able to predict a higher level of academic procrastination tendencies among female students and vice-versa. The correlation of academic procrastination with Authoritarian parenting is ($r=.413$, $p<0.01$), and Authoritative parenting is ($r=-.435$, $p<0.01$). The results suggest that academic procrastination is directly associated with

authoritarian parenting, while negatively associated with authoritative parenting. It means two parenting styles out of three are significantly associated, but permissive parenting style is negatively correlated but not at a significant level. So the second hypothesis stating “*There would be a significant correlation between parenting styles and academic procrastination among female students.*” is accepted. This indicates that strict parenting is associated with lower academic outcomes whereas responsive parenting is associated with better academic outcomes. The result analysis revealed a correlation of sub-dimensions of fear of

failure with parenting styles that is; Authoritarian parenting with Feeling of shame ($r=.158, p < 0.05$), and Authoritative parenting with Performance avoidance ($r=-.195, p < 0.05$), Learned helplessness ($r=-.251, p < 0.01$), and with Self-handicapping ($r=-.232, p < 0.01$). The third hypothesis stating “*There would be a significant correlation between sub-dimensions of fear of failure and parenting style among female students.*” is not accepted because a few dimensions of fear of failure were correlated with different parenting styles but the correlation was not significant level.

Table- 2 Regression Analysis of Fear of Failure and Parenting Styles on Academic Procrastination

Predictors	R	R ²	R ² Change	F	Sig.	β	Sig.
<i>Authoritative</i>	.435	.189	.189	37.855	0.000	-.435	0.000
<i>Authoritarian</i>	.544	.296	.107	33.923	0.000	.335	0.000
<i>SH</i>	.612	.374	.078	31.949	0.000	.287	0.000
<i>PA</i>	.641	.411	.037	27.776	0.000	.203	0.002

The additional objective of the study was to identify the predictors of academic procrastination. The findings of stepwise regression analysis are presented in Table 2. The multiple regression revealed that Authoritative parenting is the greatest predictor of academic procrastination ($F=37.855, P < 0.01$). The multiple $R = 0.435$ and R^2 value (0.189) indicated that authoritative parenting explains 18.9% of the variation in academic procrastination. The regression coefficient ($\hat{\alpha} = -0.435, P < 0.01$) indicated that Authoritative parenting contributes negatively to academic procrastination. The results demonstrate that responsive parenting contributes significantly to increased academic performance among students.

Authoritarian parenting is the second biggest predictor of academic procrastination among female students. The R^2 value $= 0.296$ ($F = 33.923, P < 0.01$) revealed that taken

together with authoritative parenting, they explain 29.6% of the variance, while solely it explains 10.7% of the variation in academic procrastination. Additionally, the regression coefficient ($\hat{\alpha} = 0.335, P < 0.01$) revealed that Authoritarian parenting makes a positive contribution to academic procrastination. It can be inferred that restrictive and punishing parenting leads to academic procrastination.

Self-handicapping (SH), a subscale of fear of failure, was the third significant predictor of academic procrastination ($f = 31.949, P < 0.01$). The R^2 value (0.374) revealed that along with Authoritative parenting, and Authoritarian parenting, it explains a 37.5% variance in academic procrastination among female students. It solely explains 7.8% of the variance in academic procrastination. The regression coefficient ($\beta = 0.287, P < 0.01$) revealed that Self-handicapping contributes positively to

academic procrastination. The results indicated that Self-handicapping contributes significantly to procrastination.

The fourth significant predictor of academic procrastination was Performance Avoidance (PA), a sub-dimension of fear of failure. The R^2 value is 0.411 ($F= 27.776$, $P<0.01$) revealing that along with Authoritative parenting, Authoritarian parenting, and Self-handicapping, it explains 41.1% variance while solely it explains 03.7% of the variance in academic procrastination. The regression coefficient ($\beta= 0.203$, $P<0.01$) revealed that Performance Avoidance would surely lead to delay in academics.

The stepwise regression analysis reveals that Authoritative parenting, Authoritarian parenting, Self-handicapping, and Performance Avoidance significantly predict academic procrastination among female students, accounting for 41.1% of the variance in the criterion variable. The results are presented in Figure 1. Interestingly, the strongest predictor was authoritative parenting, which harmed academic procrastination. In contrast, the other predictors, such as Authoritarian parenting, Self-handicapping, and Performance Avoidance had positive effects, highlighting the intricate relationship between parenting styles and aspects of fear of failure in determining academic procrastination behavior.

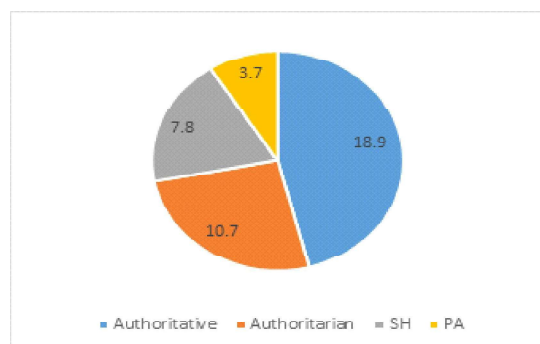


Figure 1. Graphical representation of Predictors of Academic Procrastination

Discussion

In the present study, the results are analyzed in two steps. At first, correlation analysis was computed to investigate the relationship between sub-dimensions of fear of failure, parenting styles, and academic procrastination. Later, regression analysis was carried out to examine the role of sub-dimensions of fear of failure and parenting styles in predicting academic procrastination among female students.

The data supported the first hypothesis, revealing that three out of four sub-dimensions of fear of failure (Performance Avoidance, Self-handicapping, and Learned Helplessness) were significantly and positively correlated with academic procrastination. Although the Feeling of Shame sub-dimension also exhibited a positive correlation with academic procrastination the relationship was not statistically significant. Given that the majority of the sub-dimensions demonstrated significant correlations, the hypothesis was accepted, indicating that higher levels of fear of failure are associated with a greater propensity for academic procrastination among female students. Danne et al., (2024) also supported this study and found that a higher level of fear of failure is positively correlated with academic procrastination. Sudirman et al., (2023) also found similar results that fear of failure and perfectionism were significantly connected with procrastination. Further, the role of parenting styles was studied in academic procrastination and it was found that Authoritarian parenting was positively correlated with academic procrastination. Zakeri et al., (2013) also found similar results that authoritarian parenting which is characterized by 'high control and low warmth', is often associated with rigid rules and expectations which further results in academic procrastination. On the other hand, authoritative parenting has a significant and

negative correlation with academic procrastination. Similar evidence comes from the study by Afshani et al., (2024). They found that authoritative parenting has direct as well as indirect effects along with social media on academic procrastination. Later, the correlation between sub-dimensions of fear of failure and parenting styles was studied, and it was found that the feeling of shame sub-dimension of fear of failure was significantly connected with authoritarian parenting style while authoritative parenting was negatively associated with Performance avoidance, learned helplessness, and self-handicapping. The findings of this study were also supported by Salma & Preston, (2024).

Further, the role of parenting styles and fear of failure as predictors of academic procrastination was explored. Stepwise Regression analysis results disclose that authoritative parenting, authoritarian parenting, Self-handicapping, and Performance Avoidance are significant predictors of academic procrastination among female students. The results align with previous research which suggested that authoritarian parenting was positively associated with academic procrastination and adversely associated with authoritative parenting (Batool, 2020).

Recommendations for Future Research:

The results of this study will be beneficial to educators, parents, planners, administrators, and policymakers to enhance their knowledge and have a better understanding of procrastination. This study offers valuable insights into how parenting styles and fear of failure influence academic procrastination among female students. It increases body of the knowledge on academic procrastination in existing research. Still, it has certain limitations such as this study only included female students, which would restrict the applicability of the findings to male students. Future research

could include a large sample, including both male and female participants to increase the effectiveness of the study. Further research could be done to develop evidence-based intervention programs and support services for students to overcome procrastination and help them achieve academic success.

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