



Relations of perceived parental autonomy support and control with adolescents' academic time management and procrastination

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ABSTRACT

We investigated adolescent students' academic time management and procrastination from a self-regulated learning perspective. Parental autonomy support and control were examined as predictors of academic time management and procrastination. In addition, we tested self-efficacy for self-regulated learning as a motivational mediator. The factor structure of academic time management and procrastination was first evaluated. Three factors emerged from the exploratory factor analysis: planning time, monitoring time, and procrastination. In the path model, perceived parental autonomy support positively predicted planning time and monitoring time and negatively predicted procrastination. In comparison, perceived parental control positively predicted procrastination only. In the mediation model, self-efficacy for self-regulated learning served as a motivational pathway that linked perceived parental autonomy support and control to students' academic time management and procrastination. It appears that parents play a pivotal role in helping their children feel efficacious enough to manage their time effectively and avoid putting off their academic tasks.

1. Introduction

Time is a limited resource. The importance of effective time use has been emphasized across diverse contexts such as work and academic settings (Claessens, van Eerde, Rutte, & Roe, 2007). In academic settings, time management has emerged as a factor that makes an important contribution to academic performance. On the one hand, students' structured and purposeful time use for their learning has been positively associated with their academic achievement and life satisfaction (Britton & Tesser, 1991; Liu, Rijmen, MacCann, & Roberts, 2009; Macan, Shahani, Dipboye, & Phillips, 1990; Trueman & Hartley, 1996). On the other hand, opposite findings have been consistently reported for academic procrastination and its relation with achievement. Students' unnecessary delays and inappropriate time use in completing tasks have been linked to maladaptive outcomes such as negative mood, anxiety, a lower level of self-esteem, and poor academic performance (Akinsola, Tella, & Tella, 2007; Owens & Newbegin, 1997; Solomon & Rothblum, 1984; Steel, 2007; Tice & Baumeister, 1997).

Considering the apparent connection between students' purposeful and efficient time management and their unnecessary dilatory behaviors, it is surprising that there has been little research that empirically examines both academic time management and procrastination together. As such, researchers have yet to provide clear explanations about the relation between students' time management and

procrastination. Further, the majority of studies examining either time management or procrastination have relied heavily on adult or college student samples (e.g., Akinsola et al., 2007; Britton & Tesser, 1991; Corkin, Yu, Wolters, & Wiesner, 2014; Macan, 1994; Macan et al., 1990; Tice & Baumeister, 1997). Accordingly, little is known about adolescent students' academic time management and procrastination.

Amidst known changes during adolescence, parents still are arguably one of the most influential social figures as they interact with their child in everyday life (e.g., Song, Bong, Lee, & Kim, 2015; Wentzel, 1998). For instance, some parents encourage their children to initiate their own activities independently and provide enough opportunities to develop a sense of responsibility, whereas other parents control their children's behaviors in specific ways and thereby prevent them from experiencing these opportunities (Grolnick & Pomerantz, 2009; Grolnick & Ryan, 1989). As such, it is likely that autonomy-supportive parenting practices influence children to become active and constructive learners who can regulate time-related behaviors for academic tasks and do not procrastinate. However, empirical research on how parenting practices relate to students' academic time management and procrastination has been rare.

In the present study, we attempted to address these issues by investigating the relations between parenting practices and adolescent students' academic time management and procrastination based on a self-regulated learning framework (Pintrich, 2004). Perhaps more

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critical, we also examined a potential underlying mechanism that can explain how parenting practices affect students' time management and procrastination. Specifically, we tested a motivational belief as a potential pathway, which is essential to facilitate students' self-regulation of their learning (Pintrich & Zusho, 2007; Zimmerman & Schunk, 2008). Particular attention was given to students' self-efficacy for self-regulated learning as a mediator in the relations between parenting practices and students' time-related self-regulation in the present study.

1.1. Academic time management and procrastination from a self-regulated learning perspective

Self-regulated learning (SRL) refers to active and strategic learning processes whereby students plan, monitor, and control their cognition, motivation, behavior, and learning environment to achieve their academic goals (Pintrich, 2000; Zimmerman, 2000). Self-regulated learners do not passively receive information and knowledge but actively and purposefully manage their learning processes (Pintrich & Zusho, 2002, 2007). In learning contexts, some students plan and prioritize multiple academic tasks and monitor their time usage not only to meet deadlines but also to ultimately achieve their academic goals. In comparison, other students put off completing academic tasks and studying and often struggle to meet deadlines, leading to poor academic performance. In this regard, SRL has been considered a prominent theoretical framework for understanding students' time management and procrastination within academic contexts (Pintrich, 2004).

From the SRL perspective, academic time management has been incorporated as a key process for successful learning (Pintrich & Zusho, 2002, 2007; Zimmerman, 2002; Zimmerman & Risemberg, 1997). Academic time management has been portrayed as students' effective and purposeful time use to complete academic tasks within a given period of time (Bembenutty, 2009; Pintrich, 2004). Consistent with this view, empirical studies guided by the SRL framework have demonstrated that students' effortful time management is positively related to academic success. For example, Bembenutty and Karabenick (1998) reported that college students' academic time management was positively related to their final grade. Notably, college students' time management accounted for variance in their exam scores even after controlling for ACT scores (Burlison, Murphy, & Dwyer, 2009). Indeed, a recent meta-analytic review study provided convincing evidence for the positive relation between college students' time management and their grade point average (GPA) and semester grades (Credé & Phillips, 2011).

In contrast, academic procrastination has been understood as a maladaptive behavior that interferes with students' learning (Howell & Watson, 2007; Park & Sperling, 2012; Wolters, 2003). It has been often described as students' unnecessary delays and inappropriate time use in completing academic tasks (Wolters, 2003). As opposed to academic time management, procrastination has been negatively related to performance of college students (Howell, Watson, Powell, & Buro, 2006; Klassen, Krawchuk, & Rajani, 2008; Michinov, Brunot, Le Bohec, Juhel, & Delaval, 2011) and middle school students (Wolters, 2004). Further, research has found that college students' academic procrastination is associated positively with their self-handicapping behaviors, disorganization, test anxiety, and negatively with their participation in learning, effort, and use of cognitive and metacognitive strategies (Corkin, Yu, & Lindt, 2011; Howell & Watson, 2007; Michinov et al., 2011; Park & Sperling, 2012; Strunk & Steele, 2011).

Overall, previous research has offered considerable support for academic time management as an important self-regulated behavior and academic procrastination as a failure in self-regulation. However, there still remain unresolved questions. Both academic time management and procrastination have been utilized to understand students' regulation of their time-related behaviors. Nevertheless, little research has investigated both academic time management and procrastination together. Thus, incorporating both approaches simultaneously might be

beneficial to gain a thorough understanding of time-related self-regulation. In particular, less is known about the underlying factor structure that can reflect academic time management and procrastination together. Time management has been often conceptualized and studied as a process of planning and monitoring (for review, see Claessens et al., 2007). Consistent with this conceptualization, previous studies on time management showed that planning time and monitoring time emerged as two related but separate factors within college student and adult samples (e.g., Adams & Jex, 1997; Macan, 1994; Macan et al., 1990). In comparison, procrastination has been operationalized as a unitary factor (e.g., Tuckman, 1991; Wolters, 2003), reflecting failing to implement the activity one is supposed to complete within the expected time frame (Steel, 2007; Wolters, 2003). Of interest, these three factors resemble three phases of SRL, planning, monitoring, and controlling (Pintrich & Zusho, 2007; Winne & Hadwin, 1998; Zimmerman, 2000). However, as their factor structure has not been explored simultaneously, it is not clear whether academic time management and procrastination can be best represented as three related but distinct factors, planning time, monitoring time, and procrastination.

Further, it should also be noted that most of the studies examining either academic time management or procrastination have mainly focused on adult or college student samples (e.g., Bembenutty & Karabenick, 1998; Britton & Tesser, 1991; Burlison et al., 2009; Howell & Watson, 2007; Macan et al., 1990; Park & Sperling, 2012; Wolters, 2003). Although the few available studies indicate the significance of academic time management and procrastination for adolescents' academic success, this population has been largely ignored in the literature so far. For instance, Liu et al. (2009) reported that middle school students' time management positively predicted their course grades. Owens and Newbegin (1997) showed that high school students' procrastination was associated negatively with their self-esteem and academic achievement but positively with anxiety. Although limited, these findings were consistent with research on college students and adults. Given the gaps in the literature, we first explored the factor structure of academic time management and procrastination within an adolescent population.

1.2. Parental support and self-regulated learning

Although SRL is often viewed as an individual process, the social contexts in which students are situated can in part facilitate or constrain the manifestation of the process over time. Consistent with their social cognitive roots, models of SRL posit that social and environmental factors can exert an important influence on students' SRL (Pintrich & Zusho, 2007; Zimmerman, 1989, 1995, 2000). In particular, parents exert great influence on their children's social, psychological, and academic functioning. There have been considerable efforts dedicated to understanding parenting practices to date. Although varying approaches have been adopted to understand the influence of parenting practices on adolescents, compelling evidence consistently indicates that they play a pivotal role in adolescents' academic success (for review, see Hill & Tyson, 2009; Pino-Pasternak & Whitebread, 2010; Pinquart, 2016; Vasquez, Patall, Fong, Corrigan, & Pine, 2015). Parental support is one such approach for understanding parenting practices and their influence on children. In the present study, we focused on parental support that emanates from self-determination theory (Ryan & Deci, 2000). We postulated that students' perceptions of parental support would be related to their SRL, specifically, their academic time management and procrastination.

Self-determination theory proposed the importance of parental support in students' motivation and academic achievement (Grolnick & Ryan, 1989; Ryan & Deci, 2000). Parental autonomy support and control have been identified as two distinct parenting practices within self-determination theory. Autonomy supportive parents have been conceptualized and operationalized as three parental practices: encouraging children's independent decision making, giving a rationale

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