Innovations

Perceived Parental Autonomy Support, Emotion Regulation Difficulties and Academic Procrastination among College Students

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Abstract: *Parental autonomy support and control were examined as predictors of academic time management and procrastination. Emotional regulation is a protective factor that has an essential impact on academic procrastination. Emotional regulation can help students regulate their psychological problems and deal with the adverse reactions caused by academic procrastination. It is found that students with high emotional regulation can effectively solve difficulties, cope with academic pressure, and avoid academic procrastination. The purpose of the study was to investigate the relationship between perceived parental autonomy support, difficulties in emotion regulation, and academic procrastination. The study was conducted on 400 college students, using a convenience sampling method. The data was collected through psychological measures such as the Perceived Parental Autonomy Support Scale, the Difficulties in Emotion Regulation Scale, and the Academic Procrastination Scale. The data were analyzed using Pearson's product-moment correlation and independent samples t-test. The results of the study indicate a significant relationship between parental autonomy support and difficulties in emotion regulation. However, parental autonomy support and difficulties in emotion regulation show no significant relationship with academic procrastination. Additional results also examined the differences between the variables based on gender. 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.*

Key Words: *Perceived Parental Autonomy Support, Controlling Parenting, Emotion Regulation, Academic Procrastination, and College Students.*

Introduction

The transition to tertiary education is indeed a critical phase for young adults. Research has shown that factors such as a supportive social network, strong emotional regulation skills, and intrinsic motivation can greatly impact students' ability to navigate this period successfully. (Dietrich et al., 2012). Towards the

twentieth century, there was a great move on the part of the governments to raise the level of achievements among the youth. (Harkin et al., 2001). Providing resources and support structures to help students develop these skills can significantly impact their overall academic success and well-being.(Dietrich et al., 2012). Universities and colleges need to recognize and address students' unique challenges during this time to support them in achieving their academic and personal goals.

Parental Autonomy Support is a pivotal factor that plays a crucial role in shaping a student's capacity to navigate challenges and responsibilities.(Vasquez et al., 2016). Parental autonomy support entails the encouragement parents offer their offspring to make autonomous decisions, tackle problems independently, and pursue their passions. This form of support nurtures a sense of proficiency and self-determination, which are fundamental for adaptive functioning across various life domains, particularly in academic environments. Studies indicate that students who receive substantial levels of parental autonomy support demonstrate enhanced abilities to regulate their emotions and exhibit decreased tendencies towards procrastination. This correlation underscores the significant impact of parental engagement in cultivating improved academic behaviors and emotional resilience.(Nirmalan et al., 2025).

On the other hand, Difficulties in emotional regulation can hinder a student's academic performance and overall well-being. Emotion regulation involves healthily managing emotional experiences. Students who struggle with regulating emotions may experience stress, anxiety, and depressive symptoms, affecting academic motivation and performance.(Wentzel & Miele, 2009) Difficulties lead to academic procrastination; students avoid tasks to escape emotional discomfort. Academic Procrastination is common among college students, characterized. by delaying important tasks. It is linked to poor time management skills, fear of failure, and low self-efficacy. Students with emotion regulation difficulties are susceptible to procrastination, using it to avoid stress and anxiety. Avoidance exacerbates stress and hinders academic performance.

The interplay between parental autonomy support, emotion regulation, and academic procrastination is complex and multifaceted. By examining these relationships, this study aims to shed light on how parental practices influence students' emotional and academic outcomes.(Vasquez et al., 2016). Understanding these dynamics can inform the development of interventions and support systems to enhance student success and well-being in higher education settings.

Material and Methods

Variables of the Study

- Perceived parental Autonomy support

- Emotion Regulation Difficulties
- Academic Procrastination

Research Design

Descriptive statistics are often designed and structured to examine the characteristics depicted in research questions (Neumann, 2003). Descriptive research is used to describe the characteristics and or/or behaviour of the sample population. An important characteristic of descriptive research relates to the fact that while descriptive research can employ several variables, only one variable is required to conduct a descriptive study. Three main purposes of descriptive studies can be explained as describing, explaining and validating research findings. Descriptive studies are closely associated with observational studies, but they are not limited to the observation data collection method.

Method of Sampling

The participants were selected using convenience sampling, a non-probability sampling method where individuals are chosen based on their availability and willingness to participate, rather than through random selection. Choosing participants for convenience sampling entails choosing individuals who are most convenient for the researcher to contact, such as those who are in a certain area or those who readily consent to participate. This type of sampling is often used when the researcher seeks to collect data quickly and inexpensively, as it involves reaching out to participants who are easiest to contact and most accessible. However, this method cannot be generalized to a larger population, as the non-random selection process can lead to selection bias and an unrepresentative sample

Participants

The sample consist of 400 participants. The sample was selected using unrestricted self - selected sampling. They were further classified according to gender, where 176 males and 224 females to be further compared on their Perceived Parental Autonomy support, Difficulties in emotion regulation, and Academic procrastination.

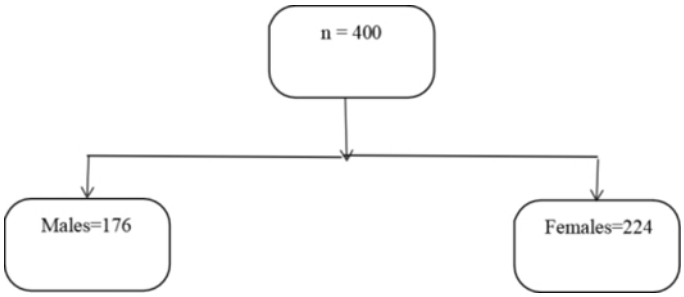
Inclusion criteria: All participants from non-professional and professional graduates and post-graduate students were included.

Exclusion Criteria: Participants with mental health problems or development or congenital disorder were excluded.

Distribution of sample

The study considered the gender of the participants like male and female categories to understand if gender has any differences on the topic regarded. A

total of 400 individuals participated. Among, the participants were 176 males and 224 females.



Measures

The data was collected mainly using 3 psychological measures and a socio-demographicsheet. Parental Autonomy support is measured by Perceived Parental Autonomy support scale. Difficulty in emotion regulation is assessed by Difficulties in emotion regulation scale. Academic Procrastination is assessed by Academic Procrastination scale

Perceived Parental Autonomy Support Scale, P-PASS (Mageau et al., 2014)

Perceived Parental Autonomy Support Scale assess two separate factors Autonomy support and controlling parenting, both have three dimensions each. The dimensions of autonomy support are providing a rationale, providing choice, and acknowledging feelings. The dimensions of controlling parenting are Threats to punish, Guilt inducing criticism, performance pressure. Previous studies using the P-PASS have supported its psychometric properties (Fournier et al., 2010; Mageau et al., 2014). The P-PASS also predicts young adults' adjustment when parental acceptance and monitoring are controlled for, supporting its usefulness as a measure of parental autonomy support and controlling parenting.

Difficulties In Emotion Regulation Scale, Ders-18 (Victor, S. E., & Klonsky, E. D., 2016)

The DERS-18 is comprised of three items per subscale, for six subscales, or a total of 18 items. These include three reverse coded items, all on the Awareness subscale. The DERS-18 has the potential to improve and expand emotion regulation assessment while reducing demands on research participants.

Academic Procrastination Scale (McCloskey, J., & Scielzo, S. A., 2015)

The APS was developed by means of a pilot study and the SONA participant pool at the University of Texas at Arlington. Item analysis, ensuring that items were highly correlated with total test scores, was used as one criterion for item selection. The APS consists of 25 items and has exhibited a high reliability, $\alpha = .95$. Using item discrimination indicators for item retention, however, may have auto-inflated reliability to some extent. Nevertheless, reliability was extremely high.

Further scale information will be provided throughout the results section. The APS was validated using 86 undergraduates consisting of diverse academic majors and years of college completion. Items were scored using a 5-point Likert-type scale where 1 indicates disagree with the item and 5 indicates agree with the item. For example, a participant who agrees to the question "I put off projects until the last minute" would be indicative of an individual who procrastinates to a greater extent.

Socio-demographic Data Sheet

The socio-demographic data sheet developed by the researcher was used to collect the demographic details of the participant such as gender and Education Qualification.

Procedure

The present study made use of three instruments including a Socio-demographic sheet. The data collection process was personally administered, ensuring direct engagement. A consent form was signed by the participants and conveyed the confidentiality of the responses given by them. After that, proper instructions regarding to fill the questionnaires were given, and requested to complete the data without any omission. The tools used were self- administering in nature where the instructions were printed in the tool itself. Doubts were expounded. Data were gathered at various locations convenient for the participants. The collected data were documented meticulously and securely stored for subsequent analysis, maintaining the integrity and reliability of the study findings.

Statistical analysis

Statistical analysis was done using SPSS version 22. Pearson Product Moment Correlation, and Independent Sample t-test were used to analyse the data collected from the participants. A brief description of the statistical procedures and the relevance of the same are given below.

Correlational Analysis

In the present study, Pearson's correlation coefficient is used to identify the relationship between Parental autonomy support, Emotion regulation difficulties and Academic Procrastination.

Independent Sample t- Test

In the present study, an independent sample t-test is used to determine whether there is any significant difference in Parental autonomy support, Emotion regulation difficulties and Academic Procrastination based on Gender.

Results and Interpretation of Pearson's Product Moment Correlational Analysis

This section presents the results of Pearson's Product Moment Correlation Analysis of the study variables. The intercorrelation was assessed between the variables namely, Parental Autonomy Support, Difficulties in Emotion Regulation and Academic Procrastination

Table 1.

1. Correlation between parental autonomy support and difficulties in emotion regulation.

	Limited Access To Emotion Regulation Strategies	Non-acceptance of emotional responses	Impulse control difficulties	Difficulty engaging in goal Directed behaviour	Lack of emotional awareness	Lack of emotional clarity	Difficulties In Emotion Regulation
Choice within certain limits	-.103*	-.113*	-.129**	-.054	-.216**	-.005	-.137**
Rationale for demands	-.115*	-.086	-.092	-.080	-.154**	.005	-.117*
Acknowledgment of feelings	-.067	-.047	-.102*	-.009	-.233**	-.018	-.102*
Parental Autonomy support	-.113*	-.116*	-.132**	-.048	-.234**	-.021	-.146**

Threats to punish	-.183**	-.215**	-.178**	-.205**	.064	-.077	-.186**
Guilt inducing criticism	-.180**	-.247**	-.175**	-.222**	.013	-.118*	-.214**
Performance pressure	.014	-.007	-.006	-.028	.205**	.026	.040
Parental control	-.179**	-.232**	-.177**	-.206**	.058	-.073	-.189**

Table 1.1 shows the Karl Pearson product moment correlation coefficients between perceived parental autonomy support and difficulties in emotion regulation, as well as between

the sub-dimensions of parental autonomy support and difficulties in emotion regulation. A total of 56 correlations were found, of which 32 'r' values are significant, while 24 are non- significant. There is a significant negative correlation among all of the significant r values. Of these, 9 r values are significant at the 0.05 level, while 23 r values are correlated at the 0.01 level.

Correlation between sub dimensions of parental autonomy support and sub dimensions of difficulties in emotion regulation is going to be discussed below.

There is a negative relationship between Choice Within Certain Limits and Limited Access to Emotion-Regulation Strategies (r = - 0.103*), significant at the 0.05 level. This indicates that any changes in Choice Within Certain Limits is also reflected with inverse changes in Limited Access to Emotion-Regulation Strategies means an increase in one variable portrays a decrease in other variable.

The correlation of Choice Within Certain Limits with Lack of Acceptance of Emotional Experiences is negative (r = -0.113*) and significant at the 0.05 level. The result indicates that an increase in Lack of Acceptance of Emotional Experiences is associated with decrease in Choice Within Certain Limits and vice versa.

Choice Within Certain Limits has a significant negative correlation with Impulse control difficulties (r = -0.129 **), significant at the 0.01 level. Greater the Choice Within Certain Limits is directly related to a higher Impulse control difficulty.

There is a no significant relationship between Choice Within Certain Limits and Difficulties Engaging in Goal-Directed Behaviour (r = -0.054), which considered negligible. Choice Within Certain Limits has negative correlation with Lack of Emotional Awareness (r = -0.216**), significant at the 0.01 level. An increase in Choice Within Certain

Limits is reflected with decrease in Lack of Emotional Awareness.

The correlation between Choice Within Certain Limits and Lack of emotional Clarity is not significant (r = 0.005). This result implies there is no significant relationship between these two variables.

There is no significant relationship between limited access to emotional regulation strategies and the rational for demands (r = -0.115), significant at 0.05 level suggests that the extent to which individuals who lack strategies to regulate their emotions does not significantly correlate with how rationally demands are presented by parents

There is no significant relationship between the non - acceptance of emotional responses and the rationality of demands (r = -0.086). This indicates that difficulties in accepting one's emotional responses do not significantly correlate by the rationale for demands.

No significant correlation between impulse control difficulties and the rationale for demands (r = -0.092). This implies that there is no significant relationship between these variables.

No significant relationship is observed between difficulty engaging in goal-directed behaviour and rationale for demands with a ‘r value of -0.080, indicates no significant correlation between these variables.

A significant negative correlation exists between Rationale for demands and lack of emotional awareness (r = -.154**), significant at 0.01 level which implies an increase in Rationale for demands also reflected with lack of emotional awareness.

There is no significant relationship between lack of emotional clarity and rationale for demands (r = 0.005). This indicates that lack of emotional clarity is not correlate with rationale for demands.

There is no significant relationship (r = -0.067) between acknowledgment of feelings and limited access to emotional regulation strategies. Therefore,

parental acknowledgment of feelings does not appear to relate with lack of access to emotional regulation strategies.

There is no significant correlation (r = -0.047) between acknowledgment of feelings and lack of acceptance of emotional responses. The r value considered negligible, hence there is no significant relationship between these two variables.

A negative correlation (r = -0.102), significant at 0.01 level exists between acknowledgment of feelings and impulse control difficulties. This indicates that changes in acknowledgment of feelings will be reflected with an inverse change in impulse control difficulties means an increase in one variable depict decrease in another variable.

There is no significant correlation (r = -0.009) between acknowledgment of feelings and difficulties engaging in goal-directed behaviour. This indicates that the extent to which parents acknowledge the feelings does not significantly relate to difficulties engaging in goal- directed behaviour.

A negative correlation of r value -0.233 significant at 0.01 levels was observed between acknowledgment of feelings and lack of emotional awareness which indicates an increase in acknowledgment of feelings will be reflected with decrease in lack of emotional awareness.

There is no significant correlation (r = -0.018) between acknowledgment of feelings and lack of emotional clarity. This means that the extent to which students perceive their feelings being acknowledged by parents does not significantly relate to lack of emotional clarity.

The negative correlation between difficulties in emotion regulation and the rationale for demands (r = -0.117) significant at the 0.05 level, purports that an increase in difficulties in emotion regulation corresponds to a decrease in the rationale for demands from parents. Conversely, difficulties in emotion regulation are decreased with an increase in the rationale for demands from parents.

There is a negative relationship between Parental Autonomy Support and Limited Access to Emotion-Regulation Strategies (r = -0.113*), significant at the 0.05 level. This suggests that as perceived parental autonomy support increases, the limited access to emotion- regulation strategies decreases. In other words, higher levels of parental autonomy support are associated with better access to emotion-regulation strategies.

The correlation between Parental Autonomy Support and non-acceptance of Emotional Experiences is negative at r value of -0.116**, significant at the 0.01 level. This indicates that an increase in perceived parental autonomy support is associated with a decrease in the lack of acceptance of emotional experiences.

There is no significant correlation between Parental Autonomy Support and Impulse control difficulties (r = -.132**). This means that when a change happens in a Parental Autonomy Support, changes of similar nature can be seen in Impulse control difficulties.

The relationship between Parental Autonomy Support and Difficulties Engaging in Goal-Directed Behaviour is not significant (r = 0.048). This indicates that parental autonomy support does not significantly impact children's ability to engage in goal-directed behaviour. The correlation between Parental Autonomy Support and Lack of Emotional Awareness is not significant (r = -.234**). This implies that perceived parental autonomy support does not have a significant relationship with Lack of Emotional Awareness.

There is a significant negative relationship between Parental Autonomy Support and Lack of Clarity of Emotional Responses (r = -.021). This suggests that higher perceived parental autonomy support is associated with greater Lack of Clarity of Emotional Responses.

Parental Autonomy Support has a negative relationship with Difficulties in Emotion Regulation (r = -0.146**), significant at the 0.01 level. This suggests that as perceived parental autonomy support increases, difficulties in emotion regulation decreases. Higher levels of parental autonomy support are associated with lower difficulties in Emotion Regulation.

Findings of Emery et al. (2017) also demonstrated that adolescents who tend to perceive their parents as less supportive of autonomy faced more difficulty in regulating their emotions.

This aligns with the present result, which found a negative relationship between parental autonomy support and emotion regulation difficulties among college students, irrespective of sample differences.

The correlation between Threats to Punish and Limited Access to Emotion Regulation Strategies is significantly negative at the 0.01 level (r = -.183**) which means that an increase in limited access to emotion regulation strategies is directly related to a decrease in the extent to which threats of punishment are used to compel compliance with parental wishes. Conversely, a lower Limited Access to Emotion Regulation Strategies the two access emotion regulation strategies is likely to result in higher levels of threats of punishment.

Threats to Punish and Non-Acceptance of Emotional Responses has a significantly negative correlation at the 0.01 level (r = -.215**). This implies that an increase in non- acceptance of emotional responses is directly related to a decrease in threats of punishment. Likewise, a lower tendency to not accept emotional responses is likely to result in higher levels of threats of punishment.

The dimension Threats to Punish has a significantly negative correlation with Impulse Control Difficulties at the 0.01 level (r = -.178**). This indicates that a higher level of an individual's impulse control difficulties would correlate with a lower tendency for their parents to use threats to punish, and conversely.

The correlation between Threats to Punish and Difficulty Engaging in Goal-Directed Behaviour is significantly negative at the 0.01 level (r = -.205**). This reveals that the more one have difficulty engaging in goal-directed behaviour the lower will be the threats to punish. Conversely, a lower the difficulty engaging in goal-directed behaviour is likely to result in higher levels of threats of punishment.

Threats to Punish has no significant correlation with Lack of Emotional Awareness (r =

.064). This indicates no significant relationship between threats of punishment and the lack of emotional awareness.

The correlation between Threats to Punish and Lack of Emotional Clarity is not significant (r = -.077), which means no significant relationship between threats of punishment and the lack of emotional clarity.

Difficulty in emotion regulation has a significant negative correlation (r =.-.186 **) with Threats to punish. This implies that change in the one variable namely Difficulty in emotion regulation displays changes of inverse nature in Threats to punish. So, if there is an increase in one variable, decrease can be seen in other variable, likewise the lower level of difficulty in emotion regulation related with higher degree of threats to punishment.

Limited access to emotion regulation strategies is significantly negatively correlated with Guilt-inducing criticism (r = -.180**) **at 0.01 level**. This implies that an increase in guilt- inducing criticism is related to a decrease in limited access to emotion regulation strategies.

Guilt-inducing criticism is significantly negatively correlated with non-acceptance of emotional responses (r = -.247 **) **at 0.01 level, which** indicates that an increase in guilt- inducing criticism is related to a decrease in non-acceptance of emotional responses and conversely.

Guilt-inducing criticism is significantly negatively correlated with impulse control difficulties (r = -.175 **) **significant at 0.01 level.** This suggests that an increase in guilt- inducing criticism is related to a decrease in impulse control difficulties or decrease in guilt- inducing criticism is related to an increase in impulse control difficulties.

Guilt-inducing criticism is significantly negatively correlated with difficulty engaging in goal- directed behaviour (r = -.222*) significant at 0.05 level. so, the

result shows that an increase in guilt-inducing criticism is related to a decrease in difficulty engaging in goal-directed behaviour.

No significant correlation was found between guilt-inducing criticism and lack of emotional awareness (r = .013), which is considered negligible. This indicates that there is no significant relationship between these variables.

Guilt-inducing criticism is significantly negatively correlated with lack of emotional clarity (r = -.118*) significant at 0.05 level. This suggests that an increase in guilt-inducing criticism is related to a decrease in lack of emotional clarity.

Guilt-inducing criticism is significantly negatively correlated with difficulties in emotion regulation (r = -.214**) **significant at 0.01 level**. This suggests that an increase in guilt- inducing criticism is related to a decrease in difficulties in regulating emotions.

There is a significant negative correlation between Performance pressure and Lack of emotional awareness (r = 0.205**) significant at 0.01 level, which indicate that an increase in performance pressure will directly be related to a decrease in lack of emotional awareness.

Performance pressure showing no significant correlation with limited access to emotion regulation strategies (r = 0.014) indicates that there is no significant relationship between these two variables. This means that the level of performance pressure an individual experiences from parents does not have a meaningful association with limited access to emotion regulation strategies.

There is no significant correlation between Non acceptance of emotional responses and Performance Pressure (r = 0.014). This result indicates that difficulties in accepting emotional experiences do not have a significant relationship with the performance pressure exerted by the parents.

Impulse control difficulties show no significant correlation with Performance Pressure (r = -0.006). This indicates that changes in impulse control difficulties do not directly relate to any similar or inverse nature of changes in performance pressure; hence, there is no significant relationship.

Performance Pressure is not significantly correlated with Difficulty Engaging in Goal- Directed Behaviour (r = -0.028). This implies that Performance Pressure does not have a significant relationship with difficulties in engaging in goal-directed behaviour.

Lack of emotional awareness is positively correlated with performance pressure (r = 205**) at 0.05 level. This indicate that increase in Lack of emotional awareness reflected with increase in performance pressure.

Lack of emotional clarity is not significantly correlated with Performance Pressure (r = 0.026), which indicates that these two variables do not have a significant relationship.

Difficulties in emotion regulation showing no significant correlation with performance pressure (r = 0.040) indicates that there is no significant relationship between the two variables. This means that changes or variations in performance pressure are not associated with changes or variations in difficulties with emotion regulation.

Control parenting negatively correlates with limited access to emotion regulation strategies (r= −0.179**, significant at the 0.01 level). This suggests that as control parenting increases, it would be witnessing an inverse nature of change in limited access to emotion regulation strategies.

There exists a negative correlation between control parenting and non-acceptance of emotional responses (r= −0.232**), significant at the 0.01 level which implies that increase in control parenting relates to a decrease in likelihood of individuals accepting their emotional responses and vice versa.

Control parenting is negatively correlated with impulse control difficulties (r=−0.177**), significant at the 0.01 level. A negative relationship indicates that an increase in control parenting is related with decrease in the impulse control difficulties.

Control parenting shows no significant correlation with lack of emotional awareness (r=0.058), which is considered negligible and hence no relationship between these two variables.

Control parenting is positively correlated with lack of emotional clarity (r = 0.536**), significant at the 0.01 level. This result of positive relationship between these two variables

indicates that an increase in lack of emotional clarity will be related with an increase in control parenting and vice versa.

There is a negative correlation between control parenting and difficulty engaging in goal-directed behaviour (r=−0.206**), significant at 0.01 level. This indicates that if control parenting increases, then there will be a decrease in difficulty engaging in goal-directed behaviour and vice versa.

Control parenting and difficulties in emotion regulation shows negative correlation (r

=−0.189**), significant at 0.01 level. This implies that an increase in control parenting coincides with a decrease in difficulties in emotion regulation, and vice versa. This indicates that when one variable changes, the other tends to move in the opposite direction.

The study by Williams and McKinney (2024), conducted in the southern United States, supports the present study and corroborates the negative relationship. Their research, segregated between the parents and highlighted that paternal psychological control significantly contributed to challenges in emotion regulation, including heightened anxiety, depression, and antisocial behaviours, while maternal psychological control directly impacted upon the psychological well-being of women through its influence on emotion regulation.

The present study focused on parental control and emotion regulation difficulties among college students in Kerala, and addresses a critical gap through the examination of these dynamics within this cultural and regional context.

Table 1.2
Correlation between Difficulties in Emotion Regulation and Academic Procrastination.

	Academic Procrastination
Limited Access to Emotion Regulation Strategies	.045
Non-acceptance of emotional responses	.013
Impulse control difficulties	-.004
Difficulty Engaging in goal Directed behaviour	.007
Lack of Emotional awareness	-.034
Lack of Emotional clarity	.001
Difficulties In Emotion Regulation	.008

Table 1.2 shows the Karl Pearson product moment correlation coefficients between Difficulties in emotion regulation and Academic Procrastination, as well as between the sub dimensions difficulties in emotion regulation and Academic Procrastination. A total of 7 correlations were found and all were non-significant.

Correlation between sub dimensions of Difficulties in emotion regulation and Academic Procrastination is going to be discussed below.

There is no significant correlation between academic procrastination and limited access to emotion regulation strategies (r = 0 .045). This result implies no significant relationship between these two variables.

Non-Acceptance of Emotional Responses has no significant correlation with Academic Procrastination (r = 0.013). This very low correlation indicates that Non-

Acceptance of Emotional Responses does not have significant relationship with academic procrastination.

There is no significant relationship between Impulse Control Difficulties and Academic Procrastination (r = -0.004). This result indicates that changes in Impulse Control Difficulties do not relate to changes in Academic Procrastination.

There is no significant correlation between Difficulty Engaging in Goal-Directed Behaviour and Academic Procrastination (r = 0.007), which indicates that changes in Difficulty Engaging in Goal-Directed Behaviour do not relate with changes in Academic Procrastination. Lack of Emotional Awareness also shows no significant correlation with Academic Procrastination (r = -0.034), so this correlation coefficient indicates that changes in Lack of

Emotional Awareness do not relate to changes in Academic Procrastination.

Lack of Emotional Clarity has no significant correlation with Academic Procrastination at 0.001 levels (r = 0.001), meaning there is no significant relationship between these variables. There is no significant correlation between difficulties in emotion regulation and academic procrastination (r = 0.008). This result indicates there is no meaningful relationship between difficulty in regulating emotion and procrastinating academic behaviour. Changes in difficulties in emotion regulation is not directly related with changes in academic procrastination.

The study by Mohammadi Bytamar et al. (2020) found a positive relationship between emotion regulation difficulties and academic procrastination among students in Iran, which contradicts present findings showing no significant relationship. These differing results may be attributed to regional and cultural differences.

Table 1.3

Correlation between Perceived Parental autonomy support and Academic Procrastination

	Academic Procrastination
Choice within certain limits	-.055
Rationale for demands	-.014
Acknowledgment of feelings	-.120*
Parental Autonomy support	-.045
Threats to punish	.070

Guilt inducing criticism	-.033
Performance pressure	-.045
Parental control	-.034

Table 1.3 shows the Karl Pearson product moment correlation coefficients between Perceived Parental autonomy support and Academic Procrastination, as well as between the sub dimensions Perceived Parental autonomy support and Academic Procrastination. Eight correlations were identified, with seven showing no significant relationship and one showing a significant relationship.

Correlation between sub dimensions of Perceived Parental autonomy support and Academic Procrastination is going to be discussed below.

There is no significant relationship between Choice Within Certain Limits and Academic Procrastination (r = 0.055). This implies that the provision of choices within certain limits by parents does not significantly relate to individual's tendencies to procrastinate academically.

Correlation coefficient of - 0.014 is observed between Rationale of demands and academic procrastination, which is considered negligible. Hence there is no significant relationship between these two variables.

A significant negative correlation (r = -0.120) at 0.05 level can be observed between acknowledgment of feelings and academic procrastination. This indicates a negative relationship suggests that an increase in acknowledgment of feelings reflected with a decrease in academic procrastination.

There is a no significant relationship between parental autonomy support and control parenting as the r value is -.045, hence considered negligible.

The correlation of Threats to Punish and Academic Procrastination is not significant (r = -.045). This result indicates no significant relationship between threats to punish and academic procrastination.

No significant correlation was found between guilt-inducing criticism and academic procrastination (r = .070). This suggests that there is no meaningful relationship between these variables.

There is no significant correlation between Academic Procrastination and Performance Pressure (r = 0.026). This indicates that any changes in academic procrastination do not directly reflect any changes in performance pressure.

Control parenting shows no significant correlation with academic procrastination (r = −0.034). This result indicates that the behaviors and strategies associated with control parenting do not show a significant relationship with

whether a student procrastinates academically. It simply shows that there is no observed linear relationship between these variables.

Results and Interpretation of Independent Sample t-Test

This section presents the results of the independent sample t-test of the study variables. Independent sample t-test was used to verify the mean difference on the variables between the group of participants based on their Gender.

Table 1.4

Results of t test on college students based on gender for the parental autonomy support

l. o		Male		Female		
	Variable	M1	SD 1	M 2	SD 2	t-Value
	Parental Autonomy support	41.983	11.410	41.750	10.163	2.160
	Choice within certain limits	19.295	5.594	19.143	5.261	0.280
	Rationale for demands	18.023	4.952	18.089	4.648	0.138
	Acknowledgment of feelings	13.386	4.477	13.638	3.952	0.597
	Controlling	6	1	69	11.	1.01*

	parenting	6.375	1.615	.719	213	
	Threats to punish	19.790	5.358	20.317	4.991	1.015
	Guilt inducing criticism	19.102	5.976	20.058	5.115	1.72
	Performance pressure	14.790	4.898	15.795	4.386	2.160*

*Significant at 0.05 level

Table 1.4 presents the results of the independent samples t-test used to analyse significant differences in parental autonomy support and its sub-dimensions based on gender (males and females). The Perceived Parental Autonomy Support Scale measures two distinct factors: autonomy support and controlling parenting. Autonomy support includes Choice within certain limits, Rationale for demands, and Acknowledgment of feelings, while controlling parenting consists of Threats to punish, Guilt-inducing criticism, and performance pressure.

Among these variables, two show significant differences based on gender, while the remaining variables do not. Below, the significant gender differences in these variables will be discussed in detail.

Parental Autonomy support

There is no statistically significant difference on Parental Autonomy support when compared on basis of gender. The result from the table 1.1 reveals no such significant differences between the mean scores of males and female wherein the mean score for male is 41.983 and female is 41.750, while the standard deviation for the same is 11.4100 and 10.1637 respectively and the t value is -2.160.

Fousiani et al. (2014) stated that there is a significant difference in parental autonomy support based on gender among Belgian and Greek adolescents, which contradicts the present finding showing no significant differences. This discrepancy may be due to differences in geographical regions, cultural factors, or other contextual variations between the studies.

Choice witin Certain Limits

The result from the table 1.1 shows that there is no significant difference on Choice Within Certain Limits between male and female college students. The t value is .280, which is evidently not significant and the mean score for male is 19.295 and female is 19.143, with corresponding deviations of 5.5942 and 5.2615 respectively. The mean difference is not significant, which considered negligible.

Rationale for Demands

As in the table 1.1, t score of Rationale for demands is 0.138 which indicates that there is no significant difference between males and females. The mean score obtained for male college students is 18.023 whereas female is 18.089 with corresponding deviations are 4.952 and 4.648 respectively.

This indicates that both males and females are able to understand the justification behind the demands set by their parents, without any differences.

Acknowledgment of Feelings

There are no statistically significant differences between males and females on the dimension Acknowledgment of feelings, where the t value is 0.597 and the mean score for male is 13.386 and female is 13.638, with standard deviations of 4.4771 and 3.9525.

This result indicate there is not such significant gender variation on the individuals perception of their parents validating the feelings.

Controlling Parenting

The table 1.2 indicates a significant difference as the t value obtained for parental control when compared with gender (male and female) is -1.01, significant at 0.01 level. The mean value for male and female is 66.375 and 69.719 with corresponding deviations of 11.6156 and 11.2132. So there exist a significant difference on controlling parenting based on gender.

This result implies that perceived parental control is comparatively higher in in female than the male.The present finding is supported by Fei et al. (2021), who claimed that there is a significant difference in parental control between males and females.

Threats to Punishment

As shown in the table 1.2, there is no significant difference between male and female on Threats to punishment. The t -value is -1.015 and mean value for male and female is 19.790 and 20.317, which considered negligible difference. Standard deviation for male is 5.3587 and female is 4.9917.

Guilt inducing criticism

As indicated in the table 1.2, there is no significant difference on perceived guilt induced criticism between male and female college students. The t-value is -1.72, wherein the mean value on Guilt inducing criticism between male and female is 19.102 and 20.058 respectively and corresponding deviations of 5.9762 and 5.1158 respectively.

This result indicates the extent to which students perceived guilt inducing criticism from their parent shows no significant difference based on gender, that is both male and female shows similar perceived level of guilt inducing criticism.

Performance Pressure

Their exist a significant difference between male and female on the dimension performance pressure as indicated in table 1.2, the t value obtained is -2.160 which is significant at 0.05 level. The mean score on performance pressure for male is 14.790 and for female is

15.795. The standard deviation score for male and female is 4.8985 and 4.3864 respectively. This result shows that female students having more perceived performance pressure from their parents as compared to male students.

Table 1.6

Results of t test on college students based on gender for the Difficulties in emotion regulation

Difficulties in Emotion Regulation

l. o.	Variable	Male		Female		t value
		M1	S D 1	M2	S D 2	
	Difficulties in emotion regulation	49.761	11.876	49.616	13.688	0.112
	Limited access to emotion regulation strategies					
		8.051	3.037	8.094	3.100	0.138
	Non-acceptance of emotional responses					
		8.540	2.933	8.446	2.941	0.315
	Impulse control difficulties	8.057	2.889	7.701	3.046	1.186

	Difficulty engaging in goal Directed behaviour	8.244	2.9631	8.411	3.200	1.194
	Lack of emotional awareness	8.778	2.5053	8.768	2.6124	0.041
	Lack of emotional clarity	8.091	2.5259	8.196	2.7080	0.398

Table 1.2 shows the t value for difficulties in emotion regulation is .112, which indicates there is no significant differences between male and female college students. The mean score for male and female is 49.761 and 49.616 with corresponding deviations of 11.8765 and 13.6886.

As a whole both male and female shows similar level in emotion regulation difficulties.

Limited Access to Emotion Regulation Strategies

There are no significant differences between male and female on the dimension Limited access to emotion regulation strategies as indicated in the table 1.2. The t value is -.138, whereas the mean value for male and female is 8.051 and 8.094, The respective standard deviations for male and female is 3.0374 and 3.1000.

This result reveals no significant differences on Limited access to emotion regulation strategies based on gender. .

Non-Acceptance of Emotional Responses

The table 1.2 shows no significant differences on non-acceptance of emotional responses based on gender as the t value is .315. The mean score for male and female college students is 8.540 and 8.446 respectively, with corresponding deviations of 2.9333 and 2.9414.

The mean differences show no significant differences between male and female on the non-acceptance of emotional responses.

Impulse Control Difficulties

As indicated in table 1.2, there is no significant difference between male and female on Impulse control difficulties. The t-value obtained for impulse control difficulties based on gender is 1.186, while the mean score for male and females is 8.057 and 7.701 with corresponding deviations of 2.8898 and 3.0460.

Difficulty Engaging in Goal-Directed Behaviour

There is no significant difference on Difficulty engaging in goal-directed behaviour between male and female as indicated by table 1.2 with t value 1.194. The mean score on the dimension Difficulty engaging in goal-directed behaviour for male is 8.244 and female is 8.411 and corresponding deviations of 2.9631 and 3.2005. These findings indicate that when encounter with negative emotional state, male and female shows no significant difference in difficulty to behave in accordance with goals.

Lack of Emotional Awareness

The table 1.2 indicates that their exist no significant difference between male and female on lack of emotional awareness with t value .041. The mean score by male for lack of emotional awareness is 8.778 and for female is 8.768. The corresponding standard deviations are 2.5053 and 2.6124 respectively.

Lack of Emotional Clarity

As indicated from the table 1.2 there is no significant difference on lack of emotional clarity between male and female with t score of. -398. The mean score for male and female is

8.091 and 8.196 respectively as well as the corresponding standard deviations are 2.5259 and 2.7080.These values indicate that both males and females report similar levels of lack of emotional awareness, with no significant difference between the two groups.

Table 1.6

Results of t test on college students based on gender for difficulties in academic procrastination

Sl. No.	Variable	Male		Female		t value
		M1	SD 1	M2	SD 2	
1	Academic procrastination	82.301	17.3401	72.522	17.6495	5.543**

Academic Procrastination

The academic procrastination has a significant difference between males and females, as indicated by the t value of 5.543, significant at the 0.01 level in table 1.2. The mean score of academic procrastination for males is 82.301 and for

females is 72.522, with corresponding deviations of 17.3401 and 17.6495, respectively.

This result indicates that male college students have more academic procrastination than female students. This is contradicted by the findings of Ajayi (2020), who found that no significant gender difference exists in the procrastinators behavior of male and female university undergraduates.

The present study was conducted to assess the relationship between perceived parental autonomy support, difficulties in emotion regulation, and academic procrastination. The study was conducted on 400 college students, selected using a convenience sampling method. Psychological measures such as the Perceived Parental Autonomy Support Scale, the Difficulties in Emotion Regulation Scale, and the Academic Procrastination Scale were used to collect data. The data were analysed using Pearson's product-moment correlation and independent samples t-test. Additional results also examined the differences between the variables based on gender. After the collection of data, the scoring was done as per the manuals. The statistical analysis was done and according to this hypothesis stated.

Findings of the Study

- Individuals having the provision to choose even if within certain limits, portray better emotional control strategies, acceptance of emotional responses, control over impulses, and emotional awareness.
- Individuals feel that their parents explain the reasons behind their demands, often show better strategies for managing their emotions, emotional control, and greater emotional awareness.
- Acknowledgment of feelings by is observed with enhanced emotional awareness.
- Parental autonomy support is associated with better access to emotional regulation strategies, acceptance of emotional responses, impulses control, emotional awareness.
- Threats to punish is observed with better emotional regulation strategies, acceptance of emotional responses, engaging in goal directed behaviour.
- Perceiving less guilt-inducing criticism from parents is related to better emotional control strategies, greater acceptance of feelings, improved impulse control, and more effective engagement in goal-directed activities.
- Less perceived performance pressure from parents is associated with better emotional awareness.

- Controlling parenting is related with poorer emotional control strategies, greater acceptance of feelings, improved impulse control, and more effective engagement in goal- directed activities.
- Acknowledgment of feelings from parents is associated with less academic procrastination.

Limitations of the study

The mode of sampling was convenience sampling which may have restricted the number of participants take part in the study.

- The study is limited to only in college students; so, it's not possible to generalize the results into the general population.
- The questionnaire provided was a lengthy one and that might have led to loss of enthusiasm in the respondents leading to faulty responses.
- Some participants may report answers in a way that may be socially desirable.

Suggestions

- It is better to consider other age groups and geographical locations to get more comprehensive knowledge about the topic.
- Conducting more researches on the topic will enrich our knowledge of the variables and their relations.
- Considering more variable such as different levels of education, different streams, etc may further increases the usefulness of the research.

Implications

Understanding the role of parental behavior in emotional development is crucial. Parents who empower their children by offering choices within reasonable limits tend to foster better emotional regulation, impulse control, and emotional awareness. This suggests that parenting programs should emphasize the importance of autonomy-supportive practices to enhance emotional skills in children.

Furthermore, when parents explain their expectations and decisions clearly to their children, it helps them develop effective strategies for managing emotions. This finding underscores the importance of open communication and reasoning in parenting, which can contribute to children's emotional well-being and adaptive behaviour.

Acknowledging and validating children's feelings by parents is also significant. It correlates with improved emotional awareness and reduced academic procrastination. This highlights the need for parents and caregivers to

be attentive and responsive to children's emotional needs, which can positively impact their academic performance and emotional resilience.

Conversely, parental behaviours like using threats of punishment or guilt-inducingg criticism are associated with poorer emotional regulation and greater acceptance of negative emotions in children. Minimizing these negative parenting practices is essential for promoting healthy emotional development and goal-directed behaviour in children.

Overall, your research underscores the critical role of parental behaviour in shaping children's emotional development and behaviour. Interventions and programs aimed at promoting supportive, communicative, and emotionally validating parenting practices can significantly enhance children's emotional skills, reduce procrastination, and foster better academic and social outcomes.

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