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Influence of Perceived Parental Psychological Control, Academic Self-Concept, and Resilience on Academic Procrastination among Indian Adolescents

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Abstract-
Academic Procrastination is a prevalent issue among adolescents, significantly impacting their academic performance and overall well-being. The focus of the study was to examine the influence of Parental Psychological Control, Academic Self-Concept and Resilience on Academic Procrastination among adolescents. A sample of N= 150 adolescents (76 male and 74 female) with age range between 13-18 years, from 2 schools in Delhi-NCR, was selected through purposive sampling method with informed consent. The tools used were Psychological Control Scale-Youth Self Report (PCS-YSR), Academic Self-Concept Scale (ASCS), Academic Procrastination Scale (APS-KAYM), Child & Youth Resilience Measure- Revised (CYRM-R). Multiple Regression was used to determine the influence of independent variables on dependent variables. To find out the significance of the mean difference between gender, Independent Sample t-test was also adopted. The results show that Parental Psychological Control Mother and Father, Personal Resilience, Academic Confidence and Academic Efforts play a significant predictors role in Academic Procrastination. Gender differences were noted, with females exhibiting higher academic self-concept, resilience and lower procrastination compared to males. The findings suggest that higher levels of parental psychological control, lower academic self-concept, and personal resilience are associated with increased academic procrastination among adolescents. These results underline the importance of addressing parental influence, self-concept, and resilience in interventions aimed at reducing academic procrastination and fostering academic success. By understanding these factors, parents, educators, and policymakers can develop strategies to create environments conducive to academic achievement and well-being in adolescents.

***Keywords*:** Adolescents, academic procrastination, parental psychological control, academic self-concept, resilience, gender differences

1. INTRODUCTION

World Health Organization WHO (2015) defines 'Adolescence' as "the period in human growth and development that occurs after childhood and before adulthood" also the individuals age group lies between 10-19 years. The prevailing adolescent population is the largest ever recorded in human history (Patton et al., 2016). According to Youth in India 2022- A report by the Ministry of Statistics, India constitutes 371.4 million adolescents.

In Indian society, Academic achievement holds substantial cultural currency. Education is often viewed as the primary vehicle for socio-economic mobility, leading to intense parental involvement and high expectations. This environment, while often supportive, can also generate considerable pressure, potentially contributing to maladaptive academic behaviors such as procrastination. Academic procrastination involves the tendency to delay or defer participation in learning tasks and related behaviors (Schraw et al., 2007). It is a widespread concern among adolescents, impacting their performance, stress levels, and overall well-being (González-Brignardello, M. P. et al.,2023).

Academic procrastination is a multifaceted phenomenon influenced by a confluence of individual and contextual factors. Among these, parenting practices, particularly those involving psychological control, have been implicated (Ko & Kim 2018).

Parental Psychological Control refers to parenting behavior that intrudes upon children's thoughts and emotions. It has been characterized as being utilized by parents who overly implement manipulative parenting strategies, such as guilt-induction, shame, and withdrawing affection. (Barber, 1996). Parents employing this type of control experience challenges in discerning between their own needs and those of their children. Additionally, they encounter difficulty in comprehending the perspectives of their children (Barber & Harmon, 2002). Psychological control has been linked to adverse outcomes in children and adolescents, including elevated levels of depression and anxiety, diminished self-esteem, and heightened tendencies towards externalizing behaviors and peer rejection (Rogers et al., 2020; Janssens et al., 2017; Chang, K. M., 2011). In terms of academic performance, studies have shown that parental psychological control correlates negatively with academic competence (Soenens, B et al., 2010; Soucy & Larose, 2000)), attitudes towards school (Gonzalez et al., 2002), and academic grades (Pinquart, 2016). The use of affection withdrawal by parents may exacerbate children's feelings of insecurity and frustration. Filippello et al., 2018 indicated that adolescents whose parents employ psychological control exhibit heightened levels of academic anxiety and learned helplessness in school-related activities .

Self-Determination Theory (SDT) suggests that parental psychological control impacts the psychological needs of children, which are essential for their ongoing growth and well-being (Soenens & Vansteenkiste, 2010). These needs include autonomy, competence, and relatedness. Lack of autonomy can lead to feelings of pressure, while unmet competence needs may result in feelings of inadequacy, and unfulfilled relatedness needs can lead to loneliness and isolation. Research has shown that fulfilling these needs is linked to satisfaction, while their absence may lead to maladjustment across different age groups and cultures (Chen et al., 2015).

Concurrently, an adolescent's academic self-concept—their perceptions and evaluations of their academic abilities and efforts (Marsh et al., 1988; Reynold, 1988)—plays a pivotal role. The level of academic self-concept can significantly impact students' performance in the educational realm, with variations observed across different grades. Generally, academic self-concept tends to increase slightly with improvements in academic achievements. Academic self-concept encompasses various aspects that are closely linked to students' academic success (Liu et al., 2005) . Due to its impact on learning and cognitive function, academic self-concept is one of the most important variables in the academic environment (Villegas, et al., 2013). Academic self-concept plays a significant role in determining an individual's academic behaviour, especially academic procrastination. A positive academic self concept is generally

associated with better academic engagement and future academic success performance (Wu, H. et al., 2021; Prince, D & Nurius, P., 2014; Guay et al., 2003), while a negative academic self concept can lead to diminished confidence and a reluctance to engage with academic tasks, fostering procrastination (Syabilla et al., 2018).

Resilience, the capacity to adapt positively in the face of adversity or significant stress (APA, 2014), may serve as a crucial protective factor. Adolescents with higher resilience might be better equipped to manage academic pressures and setbacks, thereby reducing their tendency to procrastinate (Masten, 2001; Karuppusamy, K. & .D, Kalaivani. (2021). Academic Resilience is associatied with parenting style, with self-efficacy and academic motivation serving as key mediators in this relationship (Shengyao et al., 2024).

2. LITERATURE REVIEW

Academic Procrastination in Adolescents:

Academic procrastination, characterized by the delay of tasks to the point of psychological distress, is influenced by psychological inflexibility and anxiety (Eisenbeck et al., 2019; Saplavska & Jerkunkova, 2018).Recent researchers have found a notably Lower self-efficacy and self-esteem linked to greater academic procrastination (Ghasempour et al., 2024; Yang et al., 2023; Mir & Ramaraj, 2023; Hajloo, 2014; Rafii et al., 2014) with Rafii et al. (2014) also noting an associated impact on achievement. Longitudinally, Yang et al. (2023) found that declining self-esteem preceded increases in procrastination. Beyond self-perceptions, cognitive and regulatory deficits such as impaired metacognition (Kumar, 2023) and self-regulation (Zarrin et al., 2020) are strongly associated with higher procrastination. Emotional influences also play a significant role; fear of failure (Zarrin et al., 2020), anxiety (Rezaei-Gazki et al., 2024), and lower psychological mindedness (Pathak & Joshi, 2017) contribute to procrastination. Findings on gender differences in procrastination are inconsistent: some studies report higher male procrastination (Rafii et al., 2014; Zarrin et al., 2020; Mishra & Shukla, 2023), These factors collectively highlight procrastination's multifaceted nature in adolescents.

Perceived Parental Psychological Control:

The relationship between Perceived Parental Psychological Control and Academic Procrastination is frequently mediated by intrapersonal factors such as socially prescribed perfectionism and fear of negative evaluation (Ko & Kim, 2018), lower self-esteem (Kim, Na-kyung & Han, Gibaeg, 2019), internalized shame and reduced cognitive flexibility (Cho & Yu, 2020), or evaluative concerns about perfectionism (Kwon et al., 2021). Kim, Na-kyung & Han (2019) also noted maternal Perceived Parental Psychological Control having a greater impact. Beyond academic domains, Perceived Parental Psychological Control predicts wider adolescent maladjustment, including social problems (mediated by emotion regulation; Qian et al., 2022), dysregulated social media use (mediated by psychological need frustration; Wei et al., 2022), and poorer peer interactions, although teacher support can buffer the latter (Chen et al., 2024). Perceived Parental Psychological Control thus appears detrimental to adolescents' academic engagement and overall psychological health.

Academic Self Concept:

Academic Self Concept, an individual's perception of their academic abilities (Marsh & Shavelson, 1985), is crucial for academic functioning. A positive Academic Self Concept generally correlates with higher academic achievement (Meshkat & Hosseini, 2015; Iyengar et al., 2021) and lower academic procrastination (Syabilla et al., 2018; Selçuk et al., 2021). Specifically, Selçuk et al. (2021) found Academic Self Concept in math mediated the link between perceived class structure and math procrastination. The development of Academic Self Concept is influenced by dynamic processes such as social and dimensional comparisons (Kavanagh, 2020;Lohbeck & Möller, 2017). It can fluctuate, for instance, declining upon college entry due to the Big-Fish-Little-Pond-Effect before recovering (Tuthill, 2022), with Tuthill (2022) also noting persistent gender differences where women reported lower Academic Self

Concept particularly in the first year of college . A Robust Academic Self Concept is thus a key asset for academic success and adaptive behaviors.

Resilience:

Resilience is the capacity for successful adaptation despite adversity or significant stress (Masten, 2014). In adolescence, it promotes better psychosocial adjustment (Biswas et al., 2022) and is negatively correlated with academic procrastination (Ragusa et al., 2023; Ko & Chang, 2019). Ko & Chang (2019) identified social anxiety as a partial mediator in this link, while Ragusa et al. (2023) highlighted resilience's positive influence on academic stress, anxiety, and performance. The development and expression of resilience occur within a context of various influences. For instance, parenting styles and coping mechanisms interact with resilience to affect academic outcomes (Huang et al., 2022; Shengyao et al., 2024). Huang et al. (2022) found resilience as a pathway in the parenting-procrastination link, and Shengyao et al. (2024) showed parenting style positively influences academic resilience, mediated by self-efficacy and motivation. Sociodemographic factors also show varied links to resilience (Massar et al., 2020; Thurasingam & Bakar, 2020; Koneru & Yenagi, 2022). Overall, resilience appears vital for navigating academic and life stressors, potentially mitigating procrastination.

While research has explored these variables individually, there is a notable gap, particularly within the Indian context, in understanding their combined influence on academic procrastination among adolescents. The interplay of traditional familial expectations and modern pressures in India makes this an important area of investigation.

3.1 Research Design

3. METHODOLOGY

This study, therefore, aimed to examine the influence of perceived parental psychological control, academic self-concept, and resilience on academic procrastination among Indian adolescents. Specifically, the objectives were:

1. To investigate parental psychological control as a significant predictor of academic procrastination.
2. To investigate academic self-concept (specifically academic confidence and efforts) as a significant predictor of academic procrastination.
3. To determine resilience (specifically personal and caregiver resilience) as a significant predictor of academic procrastination.
4. To investigate gender differences concerning perceived parental psychological control, academic self-concept, resilience, and academic procrastination.

Based on theoretical and empirical literature, it was hypothesized that:

H_1 Higher perceived parental psychological control will be positively associated with academic procrastination.

H_2 Higher academic self-concept (confidence and efforts) will be negatively associated with academic procrastination.

H_3 Higher resilience (personal and caregiver) will be negatively associated with academic procrastination.

H_4 Significant gender differences will not exist across the study variables.

3.2 Sample

A total of N=150 adolescents participated in the study, comprising 76 males (50.7%) and 74 females (49.3%). The participants' age ranged from 13 to 18 years, covering students from classes VIII to XII. They were selected from two schools located in the Delhi-NCR region of India. A purposive sampling method was utilized to recruit participants who met the inclusion criteria.

- *Inclusion criteria:* Adolescents aged 13-18 years, studying in the selected schools in Delhi-NCR, and willing to participate.
- *Exclusion criteria:* Adolescents below 13 or above 18 years of age, or those unwilling to provide consent.

3.3 Tools and Measurements Used

Standardized self-report questionnaires were used to collect data on the study variables:

Psychological Control Scale-Youth Self Report (PCS-YSR; Barber, 1996): This 8-item scale measures perceived parental psychological control. Adolescents rated their mother and father separately on items describing intrusive and manipulative behaviors (e.g., "changes the subject, whenever I have something to say," "blames me for other family members' problems"). Responses were on a 3-point Likert scale ("Not like her/him," "Somewhat like her/him," "A lot like her/him"). Higher scores indicate greater perceived psychological control. The scale has demonstrated adequate internal consistency in previous studies (e.g., Rodriguez et al., 2021, reported Cronbach's α of .83 for maternal and .76 for paternal control in a Spanish sample).

Academic Self-Concept Scale (ASCS; Liu & Wang, 2005): This 20-item scale assesses two dimensions of academic self-concept: Academic Confidence (10 items, e.g., "I can follow the lectures easily") and Academic Effort (10 items, e.g., "I study hard for my tests"). Responses were on a 5-point Likert scale from "Strongly Disagree" to "Strongly Agree." Higher scores indicate a more positive academic self-concept. Liu and Wang (2005) reported Cronbach's α of .82 for academic confidence and .71 for academic effort.

Academic Procrastination Scale (APS-KAYM; Kalia & Yadav, 2013): This 25-item self-report measure assesses academic procrastination across four factors: Procrastination in Homework, Procrastination in Preparation for Examination, Procrastination in Project Work, and Procrastination in Co-curricular Activities. Items (e.g., "I always finish my homework at the last minute") were rated on a 5-point Likert scale. Higher scores indicate greater academic procrastination. The scale has reported high reliability (test-retest coefficient = 0.843, Guttman Split-half = 0.713).

Child & Youth Resilience Measure-Revised (CYRM-R; Jefferies et al., 2018): This 17-item self-report scale measures resilience. It comprises two subscales: Personal Resilience (10 items, e.g., "I get along with people around me," "Getting an education is important to me") and Caregiver/Relational Resilience (7 items, e.g., "My parent(s)/caregiver(s) really look out for me"). Responses were on a 3-point Likert scale ("No," "Sometimes," "Yes"). Higher scores indicate greater resilience. Jefferies et al. (2018) reported Cronbach's α of .87 for overall resilience, .82 for personal resilience, and .82 for caregiver/relational resilience.

A demographic data sheet was also used to collect information on age, gender, class, region, and family type.

3.4 Procedure

Prior to data collection, necessary permissions were obtained from the authorities of the participating schools. Informed consent was secured from both the students and their parents/guardians. The purpose of the study, the voluntary nature of participation, and assurances of anonymity and confidentiality were explained to the participants. The questionnaires were administered in a group setting within the school premises in hardcopy format. Participants were instructed to respond honestly and were given approximately 30-40 minutes to complete the questionnaires.No material compensation was provided for participation.

3.5 Statistical Analysis

The collected data were coded and analyzed using IBM SPSS Statistics Version 20. The statistical techniques

employed were **Descriptive Statistic** for Mean (M) and Standard Deviation (SD) of all study variables. **Independent Sample t-test** was used to compare the mean scores of male and female adolescents on perceived parental psychological control (mother and father), academic self-concept (academic confidence and efforts), resilience (personal and caregiver), and academic procrastination to identify significant gender differences and **Stepwise Multiple Linear Regression** was conducted to determine the extent to which perceived parental psychological control, academic self-concept, and resilience significantly predicted academic procrastination.

4. RESULTS AND DISCUSSION:

Table 1 depicts the descriptive statistics of study variables. Adolescents reported moderate levels of perceived psychological control from their mothers (M=13.46,SD=3.70) and fathers (M=11.69,SD=3.11). Academic confidence (M=32.56,SD=5.84) and academic efforts (M=30.65,SD=5.63) were relatively high. Personal resilience (M=21.52,SD=3.22) was higher than caregiver resilience (M=18.63,SD=3.42). The mean score for academic procrastination was M=66.40,SD=12.48.

Table 1

Descriptive Statistics

Variables	*n*	*M*	*SD*
Parental Psychological Control Mother	150	13.46	3.70
Parental Psychological Control Father	150	11.69	3.11
Academic Confidence	150	32.56	5.84
Academic Efforts	150	30.65	5.63
Personal Resilience	150	21.52	3.22
Caregiver Resilience	150	18.63	3.42
Academic Procrastination	150	66.4	12.48

Note. n= number of sample; *M*= Mean; *SD*= Standard Deviation;

Table-2 shows that, In Step 1, the R^2 value of .600 revealed that Parental Psychological Control Mother explained 60% variance in the academic procrastination.I n Step 2, the R^2 value of .692 revealed that Parental Psychological Control Mother and Personal Resilience explained 69.2% variance in the academic procrastination.

Table 2

Model Summary of Stepwise Multiple Regression Analysis showing Significant Predictors of Academic Procrastination.

Model	R	R^2	ΔR2	*SE*
1	.775(a)	.600	.598	7.919

2	.832(b)	.692	.688	6.976
3	.845(c)	.715	.709	6.738
4	.856(d)	.732	.725	6.547
5	.860 (e)	.740	.731	6.476

Note. SE=Standard Error; ΔR2= Adjusted R square, R^2 = R square
a Predictors: (Constant), Parental Psychological Control Mother
b. Predictors: (Constant), Parental Psychological Control Mother, Personal Resilience
c.Predictors: (Constant), Parental Psychological Control Mother, Personal Resilience, Academic Efforts.
d.Predictors: (Constant), Parental Psychological Control Mother, Personal Resilience, Academic Efforts, Parental Psychological Control-Father
e.Predictors: (Constant), Parental Psychological Control Mother, Personal Resilience, Academic Efforts, Parental Psychological Control Father, Academic Confidence

In Step 3, the R^2 value of .715 revealed that Parental Psychological Control Mother, Personal Resilience, Academic Efforts explained 71.5 % variance in the academic procrastination. In Step 4, the R^2 value of .732 revealed that Parental Psychological Control Mother, Personal Resilience, Academic Efforts, Parental Psychological Control-Father explained 73.2% variance in the academic procrastination. In Step 5, the R^2 value of .740 revealed that Parental Psychological Control Mother, Personal Resilience, Academic Efforts, Parental Psychological Control Father, Academic Confidence explained 74% variance in academic procrastination. The ΔR2 value of .731 revealed 73.1% chance of the variance of model 1 and model 5 with ΔF (1,144)= 4.075, $p< .045$.
In Table 2 (a), it is found that in Step 1, Parental Psychological Control Mother had F (1,148)=222.363, $p<.01$) with academic procrastination. In Step 2, Parental Psychological Control Mother and Personal Resilience had F (2,147)=165.075, $p<.01$ with academic procrastination.

Table 2(a)
ANOVA Summary Table

Model		Sum of Squares	*df*	Mean Square	*F*	*p*
1	Regression	13942.808	1	13942.808	222.363	**.000(b)**
	Residual	9280.025	148	62.703		
	Total	23222.833	149			
2	Regression	16068.353	2	8034.177	165.075	**.000(c)**
	Residual	7154.480	147	48.670		
	Total	23222.833	149			
3	Regression	16593.807	3	5531.269	121.823	**.000(d)**

	Residual	6629.026	146	45.404		
	Total	23222.833	149			
4	Regression	17007.707	4	4251.927	99.198	**.000(e)**
	Residual	6215.127	145	42.863		
	Total	23222.833	149			
5	Regression	17178.731	5	3435.746	81.856	**.000(f)**
	Residual	6044.102	144	41.973		
	Total	23222.833	149			

a. Dependent Variable: Academic Procrastination
b.Predictors: (Constant), Parental Psychological Control Mother
c. Predictors: (Constant), Parental Psychological Control Mother, Personal Resilience
d.Predictors: (Constant), Parental Psychological Control Mother, Personal Resilience, Academic Efforts.
e.Predictors: (Constant), Parental Psychological Control Mother, Personal Resilience, Academic Efforts, Parental Psychological Control-Father
f.Predictors: (Constant), Parental Psychological Control Mother, Personal Resilience, Academic Efforts, Parental Psychological Control Father, Academic Confidence

In Step 3, Parental Psychological Control Mother, Personal Resilience, Academic Efforts had F (3,146)=121.823, p<.01. In Step 4, Parental Psychological Control Mother, Personal Resilience, Academic Efforts, Parental Psychological Control-Father had F (4,145)=99.198, p<.01. In Step 5, Parental Psychological Control Mother, Personal Resilience, Academic Efforts, Parental Psychological Control Father, Academic Confidence had F (5,144)= 81.856, p<.01. .

Moving Further, Table 2(b) shows the impact of Parental Psychological Control Mother, Parental Psychological Control Father, Academic Confidence, Academic Efforts, Personal Resilience on Academic Procrastination. The findings revealed that Parental Psychological Control-Mother positively predicted Academic Procrastination (β = .288, t=3.812, p <.01), Parental Psychological Control-Father positively predicted Academic Procrastination (β = .175, t=3.089, p <.001), Academic Confidence moderately negatively predicted Academic Procrastination (β = -.148, t=-2.019, p <.05), Academic Efforts negatively predicted Academic Procrastination (β = -.158, t=-2.438,p <.01), Personal Resilience negatively predicted Academic Procrastination (β = -.294, t=-5.044, p <.01), But caregiver Resilience has non-significant effect on Academic Procrastination (β = -..086, t=-1.388 p >.05).

In the light of the above trend of results, it seems very clear that Parental Psychological Control Mother, Personal Resilience, Academic Efforts, Parental Psychological Control Father, and Academic Confidence plays a significant predictors role in Academic Procrastination.

Parental Psychological Control, both mother and father positively predicted Academic Procrastination. This indicates that adolescents who experience higher levels of psychological control from their mothers and fathers are more likely to engage in academic procrastination. Conversely, the lower level of parental psychological control by mother and fathers as perceived by adolescents, the lower the likelihood of showing academic procrastination. Hence, hypothesis 1 stating, "Higher perceived parental psychological control will be positively associated with academic procrastination" is accepted.

Table 2(b)

Regression Coefficient of Parental Psychological Control Mother, Academic Self Concept and Resilience on Academic Procrastination

Model	Predictors	*B*	*SE*	β	*t*	*p*
Step-1	(Constant)	31.290	2.44		12.804	.000
	Parental Psychological Control Mother	2.611	.175	.755	14.912	**.000****
Step-2	(Constant)	72.279	6.566		11.009	.000
	Parental Psychological Control Mother	1.875	.190	.556	9.856	**.000****
	Personal Resilience	-1.444	.219	-.373	-6.609	**.000****
Step-3	(Constant)	85.251	7.400		11.521	.000
	Parental Psychological Control Mother	1.566	.205	.465	7.641	**.000****
	Personal Resilience	-1.216	.222	-.314	-5.488	**.000****
	Academic Efforts	-.448	.132	-.202	-3.402	**.001****
Step-4	(Constant)	85.701	7.191		11.918	.000
	Parental Psychological Control Mother	1.108	.248	-.329	4.469	**.000****
	Personal Resilience	-1.285	.216	-.332	-5.937	**.000****
	Academic Efforts	-.485	.128	-.219	-3.773	**.000****
	Parental Psychological Control Father	.713	.229	.178	3.107	**.002****
Step-5	(Constant)	90.723	7.538		12.035	.000
	Parental Psychological Control Mother	.970	.255	.288	3.812	**.000****
	Personal Resilience	-1.140	.226	-.294	-5.044	**.000****
	Academic Efforts	-.350	.144	-.158	-2.438	**.016****
	Parental Psychological Control Father	.701	.227	.175	3.089	**.002****
	Academic Confidence	-.316	.157	-.148	-2.019	**.045***

Note. SE= Standard Error; * p< .05, ** p<.01

a.Dependent Variable: Academic Procrastination

It means that parents' psychological control has significant positive effects on their children's academic delays. The

association between academic procrastination and the mother's psychological control is interestingly stronger than the correlation with the father's psychological control. As Mih (2013) showed, adolescents who experience greater psychological control from their parents are more likely to procrastinate due to managed motivation for learning—that is, motivation for learning that is prompted by outside factors. Similarly, Shih (2019) found a positive correlation between adolescents' academic procrastination and their perception of their parents' psychological control. Furthermore, the results show that procrastination is a means for adolescents to resist and avoid overly psychological control by their parents in a way that seeks autonomy and that they display procrastination in a passive-aggressive way in response to excessive control from parents.

Academic Confidence and Academic Efforts- two dimensions of Academic Self- Concept negatively predicted Academic Procrastination. This indicates that adolescents who have higher levels of academic confidence and who put more effort into their academic tasks are less likely to procrastinate. Hence, Hypothesis 2 stating that "Higher academic self-concept (confidence and efforts) will be negatively associated with academic procrastination" is accepted. .

Academic self-concept involves the efforts of students and their confidence in academic pursuits that are systematically oriented towards excellence in testing situations. According to Lent, R. W. et al. (1997) and Bong & Skaalvik (2003), academic self-concept includes students' self-perception of their self-efficacy in academic practices like completing assignments, optimizing oneself for a learning environment, adhering to in-class lessons, creating a productive academic environment, making effective use of one's own resources, and maintaining optimistic beliefs about one's academic potential. Students with high academic self-concept tend to be investing their efforts in honing their skills and they do have a good confidence in their abilities that are required to excel in academic settings. As a result, students who have a high academic self-concept typically have a clear idea of their objectives and the drive needed to achieve them. Such a tendency prevents them from debilitating effects of academic procrastination. Academic self-concept acts as protective factors in reducing the delays. Although many studies haven't been conducted on the relationship between academic self concept and academic procrastination, there are ample studies focusing on self concept and academic procrastination.

Personal Resilience- a dimension of Resilience has significant negative correlation with Academic Procrastination. This indicates that adolescents who have higher levels of personal resilience are less likely to procrastinate. But, Caregiver Resilience- another dimension of Resilience has non-significant effect on Academic Procrastination. Hence, Hypothesis 3 stating that "Higher resilience (personal and caregiver) will be negatively associated with academic procrastination." is partially accepted. .

Students with low levels of personal resilience are more likely to exhibit academic procrastination, as resilience plays a mediating role between parenting style and academic procrastination. Positive parenting style has a direct and indirect negative effect on academic procrastination through positive coping style and resilience, while negative parenting style has a direct and indirect positive effect on academic procrastination through negative coping style and resilience. (Huang, H. et,al 2022). Similarly, a study conducted by Chen, J et.al (2019) found that people with a high level of resilience have a lower risk of academic procrastination

The present findings are supported by Kumar et.al (2022) who found significant negative correlation between academic procrastination and resilience. A study by Ragusa, A., et.al (2023) reported that resilience exerted a protective influence by being positively related to academic stress and anxiety. Resilience is an effective resource for coping with stressful situations and can reduce academic procrastination by improving self-esteem, self-efficacy, psychological endurance, and the ability to resist short-term temptations. Thus, building up resilience would be an effective method to cope up with avoidance related procrastination. It can be assumed that students may procrastinate when their activities are difficult or become more perilous than they can handle. In this aspect, having a mentor such

as a teacher and parents could help the student to overcome the difficulties they would face in their academic activities. It also acts as a protective factor. Zhang, B. et al., (2024) found that resilience plays a mediating role in academic procrastination and emotional intelligence.

Table 3 depicts the mean scores of adolescent males and adolescent females for Parental Psychological Control Mother , Parental Psychological Control-Father, Academic Self Concept two domains- Academic Confidence, Academic Efforts. The findings largely indicate significant differences between male and female adolescents across these variables, rejecting the Hypothesis (H4) that no significant gender differences would exist.

Table 3

Independent Sample t-test Comparing Males and Females Adolescents on Parental Psychological Control, Academic Self Concept, Resilience and Academic Procrastination.

	Males		Females				
Variables	*M*	*SD*	*M*	*SD*	*t*(148)	*p*	Cohen's *d*
Parental Psychological Control- Mother	14.99	3.679	11.89	3.032	5.615	**.000****	0.91
Parental Psychological Control-Father	12.41	3.307	10.95	2.729	2.949	**.004****	0.48
Academic Confidence	31.20	6.154	33.96	5.180	-2.970	**.003****	0.48
Academic Efforts	28.92	5.006	32.43	5.717	-4.005	**.000****	0.65
Personal Resilience	20.93	3.380	22.12	2.961	-2.286	**.024***	0.37
Caregiver Resilience	17.46	3.384	19.82	3.049	-4.491	**.000****	0.73
Academic Procrastination	70.38	11.805	62.38	11.918	4.132	**.000****	0.67

Note. M= Mean; *SD*= Standard Deviation; * p< .05, ** p<.01

Adolescent males reported significantly higher perceived psychological control from their mothers (M=14.99, SD=3.679 vs. M_female=11.89, SD=3.032; t(148)=5.615, p<.01, d=0.91). This difference may be rooted in Indian cultural and societal expectations regarding discipline and gender norms. Mothers, often primary caregivers (Filippello et al., 2018), may employ more psychological control, particularly towards sons (Endendijk et al., 2016), whom they might perceive as more vulnerable or under greater pressure for achievement (Bleys et al., 2018). Consistent with this, research indicates boys report more behavioral limits (Pathak et al., 2016) and perceive maternal control as more psychologically intrusive than paternal control (Soenens et al., 2008). Adolescent boys' stronger desire for autonomy might lead them to view maternal oversight as excessive interference, unlike girls who may interpret it as care, a notion supported by girls reporting greater reliance on parents. These findings align with Sharma (2023), who also found that male adolescents perceived higher psychological control from both parents.

Similarly, Adolescent males perceived significantly higher psychological control from their fathers (M=12.41, SD=3.307 vs. M_female=10.95, SD=2.729; t(148)=2.949, p<.01, d=0.48).Such high perceived paternal psychological control has been associated with adverse outcomes in adolescents, including internalizing symptoms

and aggression (Yu, X et al., 2021; Tian et al., 2019). Furthermore, boys' greater desire for autonomy may lead them to perceive paternal control as overly intrusive. Traditional notions of masculinity, emphasizing stoicism and toughness, alongside potential generational gaps in father-son relationships, might also contribute to this heightened perception of control and resentment among adolescent boys.

Regarding Academic Self-Concept, Females reported significantly higher Academic Confidence (M=33.96 vs. M_males=31.20; t(148)=-2.970, p<.01, d=0.48) and Academic Efforts (M=32.43 vs. M_males=28.92; t(148)=-4.005, p<.01, d=0.65) than males. The findings may signify a positive societal trend in India, reflecting increasing parental and broader support for girls' academic aspirations and a shift away from traditional patriarchal notions. Consequently, female adolescents may exhibit greater academic seriousness and view education as a crucial pathway to fulfilling their aspirations for higher education and careers. However, this heightened dedication and the pressure to excel can also contribute to increased academic stress among girls (Devchoudhury & Devasagayam, 2022). Further supporting this, studies indicate that female students tend to be more confident in specific areas of their academic life, such as grades and study habits, and often demonstrate more positive self-perceptions and stronger intentions to complete their schooling (Sander & de la Fuente, 2020).

Adolescent females also demonstrated significantly higher Resilience than males. Specifically, females scored higher on Personal Resilience (M=22.12, SD=2.961 vs. M_males=20.93, SD=3.380; t(148)=-2.286, p<.05, d=0.37) and Caregiver Resilience (M=19.82, SD=3.049 vs. M_males=17.46, SD=3.384; t(148)=-4.491, p<.01, d=0.73).

The greater resilience observed in females may be attributed to several factors. Female adolescents often exhibit strong social skills and personal characteristics, such as an internal locus of control and optimism, which protect against stress. They tend to employ community-oriented coping mechanisms and rely on social support, contrasting with males who are more likely to use independent tactics (Sneed et al., 2006; Grotberg, 1997). This is complemented by females reporting more positive connections with parents, teachers, and peers. Consequently, distinct coping mechanisms may lead to different paths to resilience, potentially influenced by varying biological and environmental factors for each gender (Newsome et al., 2016). These findings are consistent with research indicating males may face greater adjustment difficulties (Calaguas, 2011) and that females are often less prone to problematic behaviors (Hair et al., 2001). The results are further supported by a body of empirical literature indicating higher resilience in females across diverse age groups and contexts (e.g., Arokiaraj et al., 2011; Riches et al., 2009; Sun and Stewart, 2007; Hampel and Petermann, 2005; Hair et al., 2001; Chung and Elias, 1996; Werner, 1984)

Adolescent males exhibited significantly higher academic procrastination (M=70.38, SD=11.805 M_female =62.38, SD=11.918; t(148)=4.132, p<.01, d=0.67) than females. The tendency for greater academic procrastination in males may be influenced by several factors. Socialization practices and cultural expectations, particularly in contexts like India, might grant boys more unstructured freedom and exposure to peer influences that overshadow academic priorities, alongside potentially less parental interference in their studies. In contrast, girls may demonstrate higher intrinsic academic motivation (Ryan & Connell, 1989) and develop cognitive self-control and self-management skills earlier (de la Fuente et al., 2021; Zhou, 2019). Furthermore, established gender differences indicate males often exhibit lower self-control and higher impulsivity (Ward et al., 2018; Cross et al., 2011; Tewksbury and Higgins, 2006), while females tend to have higher levels of effortful control (Else-Quest et al., 2006; Lian et al., 2018), all of which are significant predictors of procrastination.

5. CONCLUSION

The study provides significant evidence on the interplay of parental psychological control, academic self-concept, and resilience in predicting academic procrastination among Indian adolescents. The findings confirm that higher levels of perceived parental psychological control from both mothers and fathers are associated with increased

academic procrastination. Conversely, higher academic confidence, greater academic efforts, and stronger personal resilience are associated with lower levels of academic procrastination. Caregiver resilience, however, did not emerge as a direct significant predictor in the final model.

Furthermore, noteworthy gender differences were observed. Adolescent males in the sample reported higher perceived parental psychological control and exhibited greater academic procrastination. In contrast, adolescent females demonstrated higher academic confidence, academic efforts, personal resilience, and caregiver resilience. These results highlight the complex and gendered ways in which familial and individual factors shape adolescents' academic behaviors. The study underscores the importance of fostering autonomy-supportive parenting, nurturing positive academic self-perceptions, and building personal resilience to mitigate academic procrastination and support the overall well-being and academic success of adolescents. Furthemore, developing family centric and individualised interventions for academic procrastination among adolescents.

6. LIMITATIONS:

The findings of the study should be considered in light of its limitations. Firstly, the use of a purposive sampling method may limit the generalizability of the results to the broader adolescent population in India. Secondly, the data were collected from only two schools in the Delhi-NCR region, which may not be representative of adolescents from other geographical areas or school types. Thirdly, the sample size (N=150), while adequate for the statistical analyses performed, might restrict the exploration of more nuanced subgroup differences. Finally, the cross-sectional nature of the study design limits the ability to infer causality or capture changes in the variables over time. Longitudinal research is needed to address these aspects more comprehensively.

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