

Academic Procrastination in Preschool Children: The Role of Positive Discipline

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Abstract: With the rapid development of society, the pressure of students' competition is huge. At the same time, families, schools, and society pay too much attention to students' performance, which also increases a lot of anxiety for children. In addition, some children use extremely high standards to strictly require themselves, which also brings them a lot of tension. As the age of learning moves down, preschool children, whether at home or in extracurricular institutions, also carry out many courses of study. Under such background and conditions, students begin to have bad psychology and learning habits and use procrastination to relieve stress and tension. But in the long run, this approach is not conducive to children's physical and mental development. This requires parents to correct their children's procrastination. However, it is precisely because some parents do not master reasonable educational methods to educate children and change children's problems that the results run counter to expectations. On the basis of summarizing the causes and manifestations of academic procrastination, this paper gives the definition of positive discipline and puts forward reasonable suggestions and educational methods to parents. It aims to improve children's problems and create a positive family environment suitable for children's growth.

Keywords: Positive discipline, preschool education, academic procrastination

1. Introduction

With the rapid development of modern society, the pressure on work and study has also increased. When a task is hard and time is tight, many people choose to procrastinate or escape from the scene to relieve stress, which makes procrastination a very common mental illness in all ages of society. In the field of education, academic procrastination has become the norm among students. With the increase in the content and scope of kindergarten learning and the vigorous development of extracurricular training institutions, academic procrastination has not only existed in the compulsory education stage, but even preschool children have gradually produced academic procrastination. The causes of students' academic procrastination are closely related to students' learning environment, academic quantity, personality, emotion, motivation, cognition, and other factors [1]. For example, students' physical and mental development is not mature, students lack the scientific concept of time, lack of family help [2]. These factors lead to students' academic procrastination, and procrastination also has a serious negative impact on students' growth and development. For example, foreign scholars Kim and Seo use meta-analysis to conclude that low performance is an inevitable result of procrastination and cannot be avoided [3]. Domestic scholar Yang found that procrastination reduces

students' learning efficiency, hinders the realization of academic goals, and also affects physical health and interpersonal communication [4].

Shilin Peng put forward four positive discipline strategies, advocating a firm and kind attitude and building an environment of mutual support and respect by stopping external intervention and letting students make progress and correct students' problems in a guided way [5]. Yan and Wang use Satir's iceberg theory to advocate strengthening communication and carrying out thematic activities to resolve the problem of student procrastination and found that children with warm family atmospheres are much less procrastinating than children with harsh family atmospheres [6]. This kind of method of solving problems in a positive, encouraging, and respectful way is called 'positive discipline', which neither punishes children nor indulges them. Jinfeng Chen and Meihua Zhu found that the use of positive discipline can significantly reduce children's academic procrastination by investigating primary school students from grade two to grade five [7].

The use of positive discipline to solve the problem of procrastination mainly occurs in primary schools and above grades, while preschool children are rarely involved. Therefore, the research object of this paper starts with preschool children to study the help and correction of positive discipline on children's academic procrastination. This research has profound significance for children's academic, physical, mental, and even social development, and also provides a reference for future research in related fields.

2. Positive Discipline of Parents

Positive discipline is an educational method based on humanistic psychology. It was originally proposed by Jane Nelsen in the United States. It is an efficient educational method and is widely used in family education. Different from traditional discipline, positive discipline is a kind of discipline based on positive emotional feedback such as 'encouragement' and 'warmth'. It advocates a positive, gentle, and supportive educational attitude, guides and stimulates children, so that children can experience self-belonging and self-worth in the process, and achieves the ultimate educational purpose and effect. The core of positive discipline is to understand and respect children's emotions and needs, listen to their thoughts and opinions, and communicate with children in a gentle and intimate way, so as to cultivate their autonomy and responsibility [8]. Positive discipline theory is developed from Alfred Adler's individual psychology theory [9]. Adler believes that children's lifestyles have been basically formed at the age of four or five. According to this, family education at this stage is particularly important. Family environment and parental education style play an irreplaceable role. Based on this, Adler advocates that parents should give their children moderate love and build a democratic and harmonious parent-child relationship and family environment [10]. Positive discipline is closely related to this theory, advocating no punishment, no arrogance, and using a kind and firm approach to cultivate children with self-discipline, responsibility, cooperation, and their own independent problem-solving ability [11].

3. Positive Discipline Method

Positive discipline is mainly to restrain and guide children with a positive attitude to achieve the ultimate goal of education and correct children's misconduct. Based on this principle, there are several methods parents can choose to help solve children's problems.

First, parents should listen to children's issues and give full respect. In family education, when children have problems, parents should avoid direct and rough external intervention, and should first give children full respect and listen patiently to children's problems. At the same time, standing on the position of children and establishing resonance with them, so as to better make suggestions for children and solve problems. Secondly, parents should learn to encourage children effectively.

Encouragement is a special means of education, which has a strong educational function and can effectively help to establish a harmonious, democratic, and equal educational environment. Parents should encourage their children with genuine feelings and concretize the content of their efforts, affirming the efforts and progress of the children [12]. Third, parents should involve their children in decision-making. Through the form of 'family meeting', children can participate in the solution of problems. In the process of participation, children can feel a sense of self-belonging and self-worth. This method can also promote children's thinking, analysis, and reflection on themselves, and recognize the problems, so as to better formulate appropriate solutions to the issues [13].

In general, the educational model of positive discipline solves children's problems in a positive way, cultivates children's sense of self-responsibility, solves their problems, improves children's abilities and skills, and realizes mutual respect between parents and children [14].

4. Academic Procrastination

In 2007, psychologist Piers Steel proposed that procrastination is the process of voluntarily postponing a planned task, even though it can lead to bad consequences [15]. The concept of students' academic procrastination was first proposed by scholars Laura J. Solomon and Esther D. Rothblum in 1984. There are many typical manifestations in life, such as students delaying homework and tasks until the deadline, or 'I can do it tomorrow'. Even if students know the schedule of the course or examination, they do not prepare in advance and need to be reminded by others to complete the homework or task. With the rapid development of modern society, academic procrastination has become a common phenomenon in all ages.

5. Causes of Academic Procrastination

The generation of academic procrastination psychology is the result of the interaction of internal and external factors. On the whole, there are the following causes. The first is the degree of students' aversion to tasks. Based on the hedonistic nature of seeking pleasure and avoiding hardship, a person will try to avoid things that make them unpleasant, so the more disgusted with a task, the more likely students will be to avoid or find various reasons to delay the completion of the work [15]. Second, academic procrastination is related to students' personalities. McCown et al. found that extroverted students are more likely to shift their attention in a competitive task environment and thus delay learning [16]. Self-efficacy is also one of the reasons that affect students' academic procrastination. Students with high efficacy can complete tasks in a timely manner, while students with low efficacy are more likely to show procrastination [17]. The third aspect is the individual ability of students. The lack of time management ability and self-control ability can also easily lead to academic procrastination. Students are in the stage of physical and mental development, and most students do not have a good ability to plan tasks reasonably, so as to make efficient use of time. Or after the work is arranged, in the process of completion, students may unconsciously relax and not properly supervise themselves, so as to resist the temptation. Fourth, academic procrastination is also related to students' learning motivation. Students with strong learning motivation will have less procrastination, they will master the goal orientation, and show strong adaptability in the process of completion. Students with weaker learning motivation do not have targeted goals, and they will choose simpler tasks in task selection, and often stop when they encounter difficulties [18]. Fifth, in terms of external factors, academic procrastination is also related to family education. The authoritarian parenting style will keep students under high pressure for a long time. Parents make strict plans and strict controls for students, which makes it very easy for students to have a rebellious attitude, use procrastination to vent their dissatisfaction, and try to escape their parents' control [19].

6. Academic Procrastination of Preschool Children

The age of procrastination is gradually moving down, and many preschool children also have procrastination, which makes the teaching activities of parents and teachers unable to be carried out normally, which has a negative impact on the future physical and mental development of children. Preschool children's academic procrastination may have the following performance. First, children are reluctant to carry out teaching activities or are unwilling to end, unable to concentrate, or difficult to transfer to the next teaching task. Second, answer some of the parents' requests to 'wait a minute' or not to respond or even cry. Third, do only the tasks they like, ignore activities they are not interested in, or act as if they have not heard [20]. In the face of these procrastination behaviors of children, parents will choose a variety of ways to discipline them, and different ways of discipline will bring different results. At the same time, preschool is an important period of life development, so choosing the appropriate way of discipline to reduce children's academic procrastination has far-reaching significance for children's growth.

7. Suggestions

Based on the analysis of the above causes, children's procrastination behavior has a significant relationship with self-efficacy, time management ability, self-control, and learning motivation. This paper puts forward suggestions to parents from these four aspects and applies the method of positive discipline to improve the academic procrastination of preschool children.

First, parents can help children improve their self-efficacy. According to the ABC theory of American scholar Ellis, which is a theory used to explain the relationship between emotion, behavior, and cognition. Low self-efficacy emotions such as conceit and inferiority do not come from things themselves but are influenced by children's own attitudes and emotions. Therefore, parents should always pay attention to children's emotions and help children create a relaxed and pleasant learning atmosphere. After children encounter problems, parents should guide children to correctly view and solve problems, so as to avoid fear of difficulties. After the problem is successfully solved, children are encouraged in time to consolidate and enhance their positive emotions after completing the task. Second, parents should guide children to cultivate time management ability. Parents can lead children to understand time and form a preliminary concept of time. In daily life, parents can also consciously integrate time into children's activities. For example, parents and children make daily or weekly plans together and complete them on time to improve children's concept of time arrangement. Third, parents help children improve their self-control. Due to imperfect physical and mental development, children cannot concentrate on the same thing for a long time. At the same time, the surrounding environment has a greater influence on children. Considering the physical and mental characteristics of children, parents need to design different and targeted activities when implementing education. When carrying out activities, parents should also try to create a focused learning atmosphere and reduce the interference of the surrounding environment on children. When children's concentration is improved, parents should encourage and children learn to encourage themselves in time. Fourth, parents should promote children's learning motivation. The educational activities carried out by parents should be in line with the physical and mental development of children at the present stage. The activities should not be too difficult or too simple. Unreasonable activities will lead to children's low interest in learning and weak motivation.

8. Conclusion

This paper makes a systematic study and explanation of academic procrastination and gives examples in children's lives to illustrate the causes and manifestations of children's academic procrastination. It expounds on the positive discipline of parents and discusses the role and significance of positive

discipline in correcting children's academic procrastination. This paper also puts forward suggestions and specific measures for parents. It has profound significance in improving children's academic procrastination and helping children grow better. The cause of children's academic procrastination is a very complex problem, which may involve many aspects. Different cultural and social backgrounds may also have an impact on the effect of positive discipline on children's procrastination. Therefore, people should fully consider these factors analyze them from different backgrounds, and finally draw the applicable conclusions and methods under this condition. However, this paper only focuses on the common factors of children and parents in the context and does not discuss them separately. Therefore, in the future, scholars can integrate various regional, cultural, and social backgrounds to study the causes and manifestations of children's academic procrastination in different situations, give reasonable and targeted suggestions, and carry out a long-term investigation to observe the real effect of positive education methods on the correction of academic procrastination.

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