



## Original Article

# The relationship between academic incivility and suicidal tendency with academic procrastination in adolescents: the mediating role of parent-child conflict

Safieh Alboghbish<sup>1</sup> , Mohammad Reza Askari\*<sup>1</sup> <sup>1</sup> Department of Psychology, Ahv.C., Islamic Azad University, Ahvaz, Iran.**Corresponding author and reprints: Mohammad Reza Askari**, Assistant Professor, Department of Psychology, Ahv.C., Islamic Azad University, Ahvaz, Iran.Email: [mrzaskari53@gmail.com](mailto:mrzaskari53@gmail.com)

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## Abstract

**Background:** Understanding the complex interplay between academic behaviors, mental health challenges, and familial dynamics is crucial for promoting adolescent psychological well-being and scholastic success. This study investigated direct associations among academic incivility, suicidal ideation, and academic procrastination in female adolescents aged 13–15 in Ahvaz, Iran, while assessing the mediating effects of parent-child conflict on these pathways.

**Methods:** Employing a descriptive correlational design with path analysis, this research targeted first-year high school girls in Ahvaz during the 2023–2024 academic year (population: 3,587). A cluster-randomized sample of 384 participants was recruited from six schools in one district. Instruments included the 12-item Academic Procrastination Questionnaire ( $\alpha=0.82$ ), 21-item Academic Incivility Questionnaire ( $\alpha=0.86$ ), 19-item Beck Scale for Suicidal Ideation ( $\alpha=0.76$ ), and 15-item Parent-Child Conflict Questionnaire ( $\alpha=0.86$ ). Analyses encompassed descriptive statistics, Pearson correlations, and structural equation modeling via SPSS-27 and AMOS-24, with bootstrapping (5,000 resamples) for mediation testing.

**Results:** Significant direct paths emerged (all  $P<0.001$ ): academic incivility to parent-child conflict ( $\beta=0.19$ ), suicidal ideation to parent-child conflict ( $\beta=0.56$ ), suicidal ideation to academic procrastination ( $\beta=0.32$ ), and parent-child conflict to academic procrastination ( $\beta=0.25$ ). No direct incivility-procrastination link was found ( $\beta=0.10$ ). However, parent-child conflict mediated indirect effects from incivility to procrastination ( $\beta=0.02$ ,  $P=0.007$ ) and from suicidal ideation to procrastination ( $\beta=0.17$ ,  $P<0.001$ ). The final model exhibited excellent fit ( $\chi^2/df=1.32$ , CFI=0.99, RMSEA=0.04).

**Conclusion:** Among adolescents, parent-child conflict mediates the influences of academic incivility and suicidal ideation on procrastination, underscoring family dynamics' pivotal role. Targeted interventions enhancing familial communication could alleviate procrastination and bolster mental health outcomes.

**Keywords:** Adolescents; Incivility; Parent-child relations; Procrastination; Suicidal ideation.

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## Introduction

This study focuses on academic procrastination, as it specifically impacts students' engagement with

educational tasks, potentially leading to declines in academic performance, such as lower grades or reduced participation (1, 2).

Academic incivility, characterized by behaviors that reflect disengagement from academic responsibilities and disregard for educational norms (e.g., ignoring assignments or disrupting classroom activities), is a significant contributor to such delays (3). This behavior may stem from a lack of intrinsic motivation, as posited by self-determination theory, which suggests that diminished autonomy and competence undermine engagement in academic tasks. Over extended periods, task delay can precipitate academic underperformance and a reduction in self-efficacy. This phenomenon holds heightened significance during adolescence, a developmental stage marked by considerable psychological and social transitions. Beyond merely diminishing academic motivation, academic procrastination can also foster heightened psychological distress, including depression and suicidal ideation (4).

A contributing factor to academic task delay is academic incivility. Academic incivility denotes an individual's propensity to disengage from academic tasks and exhibit a diminished interest in engaging with learning processes. This disposition can foster dissatisfaction and a reduced commitment to academic obligations, consequently reinforcing the deferral of coursework (5). Adolescents who demonstrate high levels of academic incivility frequently avoid their scholastic duties and are disinclined to confront educational challenges. This inclination may originate from a deficit in intrinsic motivation, external pressures, or feelings of inadequacy, ultimately influencing their academic conduct (6).

Conversely, suicidal ideation, as a manifestation of psychological and emotional distress, can significantly contribute to academic procrastination (7). Adolescents grappling with feelings of hopelessness, worthlessness, or an inability to manage life's challenges may exhibit a diminished drive to pursue academic

endeavors (8). As an indicator of severe psychological distress, suicidal ideation can impede adolescents' commitment to daily responsibilities, including their studies. Research suggests that suicidal ideation is associated with impaired cognitive functioning and reduced motivation, which directly undermine academic performance, such as lower grades and decreased engagement in coursework (9). Drawing on self-determination theory, the absence of fulfilled psychological needs (autonomy, competence, and relatedness) in adolescents experiencing suicidal ideation may heighten their inclination to postpone academic tasks (7). Under such conditions, adolescents may disengage from schoolwork and delay assignments when facing academic and emotional challenges.

A critical factor that can further complicate these interrelationships is parent-child conflict. Family relationships, particularly interactions between parents and children, exert a substantial influence on adolescents' academic behaviors (10). Parent-child conflicts emerge when communication between parents and children leads to misunderstandings, disagreements, and discord for various reasons (11). In the cultural context of Ahvaz, where familial interdependence and traditional values often shape parent-child dynamics, such conflicts may be intensified by expectations of academic success or rigid family roles, potentially exacerbating psychological distress and suicidal ideation (12). These conflicts can result in a reduction of parental psychological and emotional support for their offspring, thereby exacerbating their academic difficulties. Adolescents residing in families characterized by high levels of conflict may experience heightened insecurity and anxiety, which ultimately culminates in academic procrastination and a diminished motivation for scholastic achievement (13).

Consequently, academic procrastination in adolescents is a complex phenomenon influenced by both psychological and

familial dynamics. While academic incivility and suicidal ideation, as distinct psychological factors, can directly contribute to task postponement, this relationship is notably moderated by variables such as parent-child conflict (7). Family conflicts can act as a pivotal mediator, amplifying the effects of academic incivility and suicidal ideation on reduced academic engagement. This study, centered solely on female adolescents in Ahvaz, fills a research gap by exploring these dynamics within a specific cultural and demographic framework, where gender-specific socialization may distinctly shape academic and mental health outcomes. In contrast to previous studies that generally address procrastination or incivility, this research distinctively examines the mediating role of parent-child conflict in connecting academic incivility and suicidal ideation to academic procrastination, providing fresh perspectives for targeted interventions. Thus, a deeper exploration of these interrelationships and their underlying mechanisms is vital for improving adolescents' academic and psychological well-being and reducing academic procrastination. Based on this foundation, the current study was undertaken to investigate the links between academic incivility, suicidal ideation, and academic procrastination in female adolescents, with a particular emphasis on the mediating role of parent-child conflict.

## Methods

This research employed a descriptive correlational design, applying path analysis to examine variable connections. The study focused on all female students aged 13–15 in Ahvaz during the 2023–2024 academic year, with a total population of 3,587 students. A multistage cluster random sampling method was employed. From the four educational districts in Ahvaz, District 2 was randomly selected using a simple random sampling technique. Six girls' first-grade high schools in District 2 were then

randomly chosen using a random number generator. After securing consent from these schools, three classes per school were randomly selected (totaling 18 classes), and 400 questionnaires were distributed to students. Ultimately, after the exclusion of incomplete or corrupted questionnaires (defined as those with more than 20% missing responses or illegible answers), 384 participants who provided complete and usable responses were included in the study, yielding a response rate of 96%. Incomplete questionnaires were identified through manual inspection by the research team, and corrupted questionnaires were those with inconsistent or unreadable responses, which were excluded to ensure data integrity. The sample size for path analysis was determined based on the number of direct paths, exogenous variables, and error variances, which together defined the model's parameters. Following Kline's (14) guidelines for modeling studies, a sample size of approximately 250 was deemed sufficient for testing the model, with a power analysis confirming the adequacy of the 384-participant sample. Assuming a medium effect size, a power of 0.80, and an alpha of 0.05 for a model with four latent variables and 10 observed variables, a minimum sample size of 300 was considered adequate, validating the selected sample size.

Inclusion criteria included: female students aged 13–15, enrolled in the first grade of high school in Ahvaz during the 2023–2024 academic year, and voluntary participation with informed consent from both students and their parents/guardians. Consent was obtained through written forms distributed to parents via school administrators, with students providing assent during class visits by the research team. Exclusion criteria included: students with diagnosed severe psychological disorders (e.g., schizophrenia or bipolar disorder, screened via self-report and school counselor records), incomplete or improperly filled questionnaires, and students unwilling to

participate or whose parents/guardians did not provide consent. Severe psychological disorders were identified by reviewing school health records and consulting with school counselors to ensure participants could accurately respond to the questionnaires. Data collection occurred between September and December 2023, during the first semester of the 2023–2024 academic year. Ethical approval was obtained from the University (code: IR.IAU.AHVAZ.REC.1403.124) before data collection, ensuring adherence to ethical standards for research involving human participants.

### **Measure**

The extent of academic procrastination was evaluated using the 12-item Academic Procrastination Questionnaire developed by Savari (15), which measures three dimensions: deliberate postponement, fatigue-induced delay, and inadequate planning. Participants rated items on a 5-point scale (from 0 = "never" to 4 = "always"), yielding total scores between 0 and 48, where higher values reflect increased procrastination tendencies. In this study, the questionnaire demonstrated high reliability (Cronbach's alpha = 0.82), aligning closely with the reliability reported in Savari's initial validation (Cronbach's alpha = 0.85) (15).

The Academic Civility Assessment by Clark et al. (16) measures educational decorum through a 21-item instrument rated on a 4-point scale (1 = "never" to 4 = "always"). It includes three subscales: "Cooperation and Community Engagement" (Items 1, 4, 7, 10, 12, 14, 16, 18), "Rule Compliance" (Items 2, 5, 8, 11, 13, 15, 17, 19, 20, 21), and "Building Personal Connections" (Items 3, 6, 9). Scores range from 21 to 84, with higher values indicating stronger academic-civic conduct. Abedini et al. (17) reported a reliability coefficient of 0.78, while this study achieved a Cronbach's alpha of 0.86. The Beck Suicidal Ideation Inventory (SIS)

by Beck et al. (18) is a 19-item self-assessment tool evaluating the intensity of suicidal thoughts, encompassing desires to die, active or passive suicidal ideation, their frequency and duration, impulse control, deterrents, and methods' lethality. Five preliminary questions determine whether the remaining 14 items are answered. Each item is rated on a 3-point scale (0 = "not at all," 1 = "somewhat," 2 = "a lot"). The Persian adaptation showed a reliability of 0.79 (Esfahani et al., 19), while this study recorded a Cronbach's alpha of 0.76.

The Parent-Child Conflict Questionnaire, a 15-item tool, assesses three conflict resolution strategies (reasoning, verbal aggression, physical aggression/violence) in parent-child interactions. It uses a 6-point Likert scale (0 = "never" to 5 = "more than once per month"), with intermediate options (1 = "once a year," 2 = "two or three times," 3 = "often but less than once every two months," 4 = "approximately once a month") (20). Alikhani et al. (21) reported a Cronbach's alpha of 0.92, while this study found a reliability of 0.86.

### **Data Analysis**

Data analyses were performed using SPSS-27 and AMOS-24 software. Initial exploration of relationships between variables was conducted by computing Pearson's correlation coefficients. Structural Equation Modeling (SEM) was then applied to evaluate the proposed mediation model (no references provided in the original text).

### **Results**

The research involved 384 female high school freshmen, aged 13–15 years. Table 1 displays descriptive statistics, such as averages, standard deviations, and Pearson correlation coefficients for all variables examined.

The analyses indicated statistically significant correlations among all variables at the  $P < 0.01$  level.

Table 1. Summary Statistics and Pearson Correlations for Research Variables

Variable	Mean	SD	1	2	3	4
1. Academic procrastination	24.96	3.68	1			
2. Academic incivility	43.13	4.73	r=0.30**	1		
3. Suicidal ideation	7.22	2.40	r=0.48**	r=0.37**	1	
4. Parent-child conflict	34.33	7.89	r=0.45**	r=0.39**	r=0.63**	1

\*\* : P<0.01

The initial conceptual model (Figure 1) depicted hypothesized direct paths from academic incivility and suicidal ideation to academic procrastination, with parent-child conflict as a mediator, and direct paths from academic incivility and suicidal ideation to parent-child conflict. This model aimed to test both direct and indirect effects among the variables.

As shown in Table 2, the initial model's root mean square error of approximation (RMSEA=0.31) revealed a poor fit, indicating that the model failed to accurately reflect the observed data, as an RMSEA exceeding 0.10 suggests weak correspondence between the proposed model and the actual data relationships. As a result, the direct pathway from academic incivility to academic procrastination was eliminated due to its lack of statistical significance ( $\beta = 0.10, P>0.05$ ), leading to enhanced fit indices in the final model (RMSEA=0.04). The updated model is depicted in Figure 2.

Table 3 illustrates the path coefficients for the direct effects in both the initial and final models. A notable finding was the absence of a statistically significant direct path from academic incivility to academic procrastination ( $\beta=0.10, P>0.05$ ), which led to its exclusion from the refined model. Conversely, several direct paths exhibited statistical significance ( $P<0.001$ ): academic incivility significantly predicted parent-child conflict ( $\beta=0.19$ ), suicidal ideation significantly predicted academic procrastination ( $\beta=0.32$ ), suicidal ideation significantly predicted parent-child conflict ( $\beta=0.56$ ), and parent-child conflict significantly predicted academic procrastination ( $\beta=0.25$ ). These findings elucidate the specific direct influences among the variables, thereby laying the groundwork for the subsequent analysis of mediating effects.

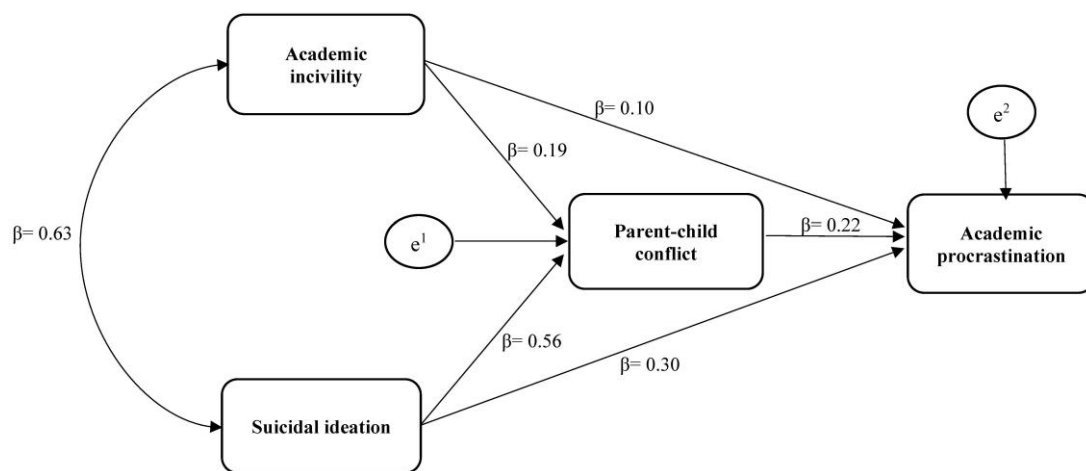


Figure 1. Initial model in standardized form

Table 2. Goodness-of-fit indices for the research models

Goodness-of-fit index	$\chi^2$	df	$\chi^2/df$	IFI	TLI	CFI	NFI	GFI	RMSEA
Initial model	-	-	-	0.92	0.47	0.71	0.88	0.78	0.31
Final model	1.320	1	1.320	0.99	0.98	0.99	0.98	0.93	0.04

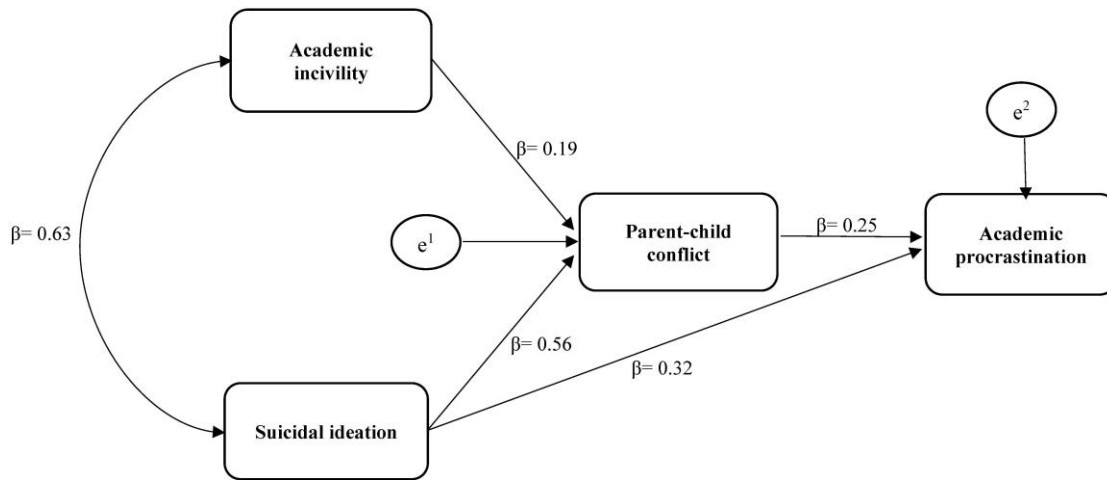


Figure 2. Final model in standardized form

The findings in Table 4 verified the statistical significance of the indirect pathway from academic incivility to academic procrastination, mediated by parent-child conflict ( $\beta = 0.02$ ,  $P=0.007$ ).

Likewise, the indirect pathway from suicidal ideation to academic procrastination, mediated by parent-child conflict ( $\beta = 0.17$ ,  $P<0.001$ ), was also significant. These mediation effects were evaluated using 5000 bootstrap iterations to

ensure reliable estimation of the indirect pathways.

**Discussion**

This research sought to examine the direct connections among academic incivility, suicidal ideation, and academic procrastination in female adolescents in Ahvaz, alongside ascertaining the mediating influence of parent-child conflict within these relationships.

Table 3. Path coefficients for direct effects in the research models

Path	Initial model		Final model	
	$\beta$	P	$\beta$	P
Academic incivility → Academic procrastination	0.10	0.123	-	-
Academic incivility → Parent-child conflict	0.19	0.001	0.19	0.001
Suicidal ideation → Academic procrastination	0.30	0.001	0.32	0.001
Suicidal ideation → Parent-child conflict	0.56	0.001	0.56	0.001
Parent-child conflict → Academic Procrastination	0.22	0.004	0.25	0.001

Table 4. Bootstrap results for indirect and mediating paths

Path	Initial model		Final model	
	$\beta$	P	$\beta$	P
Academic incivility → Academic procrastination through parent-child conflict	0.01	0.008	0.02	0.007
Suicidal ideation → Academic procrastination through parent-child conflict	0.15	0.007	0.17	0.001

The study found no direct link between academic incivility and academic procrastination, contrasting with prior research by Rasooli et al. (22) and Akbari et al. (23), which identified such associations in mixed-gender or university student populations. This difference may stem from the unique profile of our sample—female adolescents aged 13–15 in a distinct cultural region of Iran—potentially shaping their academic behaviors differently. Several factors could explain this divergence. One plausible explanation is that academic incivility and academic procrastination represent distinct psychological constructs, with incivility reflecting deliberate disengagement from academic norms due to defiance or lack of motivation, and procrastination involving delays driven by anxiety, perfectionism, or poor self-regulation (23, 29). For instance, Steel (30) highlights that procrastination is often linked to emotional regulation difficulties, whereas incivility may stem from externalizing behaviors or lack of social conformity, as noted by Clark et al. (16). Consequently, these two variables might possess distinct motivational underpinnings, thereby precluding a direct relationship between them.

It is plausible that mediating or moderating factors, such as self-efficacy or academic motivation, influence the connection between academic incivility and procrastination. Studies suggest that low motivation and self-efficacy may drive uncivil behaviors, while procrastination often arises from difficulties in time management and emotional regulation (24). This indicates that the link between

academic incivility and procrastination may be indirect, mediated by other variables. The current findings support this perspective, highlighting the need to consider a wider range of factors for a thorough understanding of this relationship.

Moreover, the results revealed a direct relationship between suicidal ideation and academic procrastination. These findings are somewhat consistent with those reported by Zhang et al. (25). This association can be elucidated by considering that academic procrastination, characterized by the deferral of academic tasks, typically culminates in diminished academic performance. Conversely, suicidal ideation, serving as an indicator of profound psychological and emotional crises, can exert a direct or indirect influence on adolescents' academic behaviors. Adolescents contending with suicidal thoughts and inclinations commonly experience intense feelings of hopelessness, demotivation, and meaninglessness (26). Such emotional states may lead them to de-emphasize academic pursuits and lack the impetus to complete coursework. Furthermore, due to intense mental preoccupation with negative cognitions, these adolescents are often hindered from focusing on daily activities, including academic responsibilities. Additionally, suicidal ideation frequently co-occurs with conditions such as depression and anxiety, both of which are recognized as significant contributors to academic procrastination. Depression can deplete an individual's psychological energy, thereby impeding their engagement in academic tasks. Similarly, anxiety, by

inducing persistent worry and fear of failure, may precipitate the avoidance of academic duties and, consequently, procrastination (25).

Additionally, a direct association was observed between parent-child conflict and academic procrastination, consistent with findings by Mahasneh et al. (27) and Abdolahi and Salehyan (28). This association can be explained by recognizing that parent-child conflict represents disagreements and tensions within familial relationships, which can profoundly impact various facets of an adolescent's life, including academic performance. When the parent-child relationship is strained, adolescents may experience a lack of support, feelings of being misunderstood, and persistent emotional pressures. Such conflicts can lead to a reduction in an adolescent's motivation and concentration on academic tasks. Adolescents residing in families characterized by frequent conflicts may struggle to effectively engage in their education due to a lack of psychological tranquility and emotional tension. Moreover, parent-child conflicts can diminish an adolescent's self-confidence within the academic environment. The perceived inability to resolve familial conflicts may generalize to other life domains, including academic pursuits (28). Consequently, these adolescents may avoid confronting academic challenges and resort to procrastination. Additionally, family conflicts can foster the emergence of avoidant behaviors in adolescents, prompting them to seek refuge in other activities or postpone academic tasks as a means of escaping emotional tensions at home.

The results also revealed an indirect relationship between academic incivility and academic procrastination, mediated by parent-child conflict. Although no significant direct link was found between academic incivility and procrastination, academic incivility influenced parent-child conflict, which in turn affected

procrastination. Thus, parent-child conflict acted as a mediator in this relationship. In the cultural context of Iran, where family cohesion and parental authority are highly valued, academic incivility may strain parent-child relationships due to expectations of academic success, thereby increasing conflict and indirectly contributing to procrastination (12). Generally, academic incivility, characterized by defiance of school rules and norms, often signifies a form of adolescent dissatisfaction or protest within the academic environment. This behavior may originate from internal factors such as emotional tensions, lack of motivation, or familial issues. Conversely, academic procrastination, defined as the postponement of academic tasks, frequently arises due to factors such as stress, inadequate time management, or perceived inability to complete assignments (3). The link between incivility and procrastination is observed in adolescents who defy school rules, as they typically lack sufficient motivation and discipline to complete their assignments punctually. Disregard for academic regulations can signal a lack of attention and commitment to academic responsibilities, which, in turn, can contribute to procrastination.

Similarly, an indirect relationship was identified between suicidal ideation and academic procrastination, mediated by parent-child conflict. While a direct significant association existed between suicidal ideation and procrastination, the interplay among these variables and parent-child conflict is intricate. In Iran, cultural factors like mental health stigma and strong family interdependence may intensify the impact of parent-child conflict on adolescents with suicidal ideation, further diminishing their academic engagement (9). Adolescents experiencing suicidal ideation commonly confront severe psychological challenges such as hopelessness, demotivation, and a sense of meaninglessness (9). These negative emotional states can lead to a reduction in

motivation for daily activities, including academic tasks. Suicidal ideation may prompt adolescents to postpone academic assignments and responsibilities as a coping mechanism for psychological pressures. Consequently, academic procrastination manifests as a behavior linked to an inability to manage psychological difficulties in this demographic. Conversely, parent-child conflict can exacerbate this relationship. When an adolescent experiences both suicidal ideation and persistent familial conflicts, these conflicts can worsen their psychological well-being. Negative emotions stemming from family discord, such as feelings of insufficient support, being misunderstood, and heightened psychological pressures, can further diminish motivation and increase academic procrastination.

Limitations of this study include its focus solely on female adolescents in Ahvaz, which may limit generalizability to male adolescents or other cultural and geographical contexts. Furthermore, the use of self-reported data may lead to biases, including tendencies to provide socially acceptable answers or errors in memory, which could compromise the accuracy of the responses. Moreover, factors such as socioeconomic status, social support, and the school environment, which could potentially influence parent-child conflict and suicidal ideation, were not accounted for in this investigation. Furthermore, cultural differences, religious beliefs, and prevailing social norms may also significantly impact parent-child conflict, academic procrastination, and suicidal ideation. To address these findings, interventions such as implementing family-based counseling programs to improve parent-child communication and reduce conflict, or school-based counseling to enhance adolescents' coping strategies and academic engagement, could be effective in mitigating academic procrastination and supporting mental health.

## **Conclusion**

This research highlights significant connections among academic incivility, suicidal thoughts, academic procrastination, and parent-child discord among female adolescents in Ahvaz. Direct links were identified between suicidal thoughts and academic procrastination, suicidal thoughts and parent-child discord, academic incivility and parent-child discord, and parent-child discord and academic procrastination, with no direct tie between academic incivility and procrastination. Importantly, parent-child discord served as a mediator for the indirect influences of both academic incivility and suicidal thoughts on academic procrastination. These findings emphasize the critical need to address family interactions to mitigate academic procrastination and suicidal ideation. Educators and policymakers are encouraged to establish family-oriented counseling initiatives and school-based programs to promote stronger parent-child bonds and enhance adolescent mental well-being and academic achievement in this group.

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## **Authors' contribution**

Conceptualization and design: Safieh Alboghbish, Mohammad Reza Askari; Data collection: Safieh Alboghbish; Data analysis and interpretation: Mohammad Reza Askari; Manuscript drafting and revision: Safieh Alboghbish; Final approval: Safieh Alboghbish, Mohammad Reza Askari. All authors agree to be accountable for all aspects of the work.

## **Ethical considerations**

Research received ethical approval from Islamic Azad University (IR.IAU.AHVAZ.REC.1403.124).

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### **Conflicts of interest**

The authors declare no conflicts of interest.

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