Journal of Statistics Applications & Probability
An International Journal

http://dx.doi.org/10.18576/jsap/150305

Statistical Analysis of Family Climate and Its Relationship to Academic Procrastination among University Female Students

N. El Toukhy[1,], R. Mashal[2], S. AI Aswad[1], H. Mostafa[1], A. El-Talawy[1], F. Al Basiony[1], O. Mohamed[1], Z. El-Shenawy[1], W. Abo EL-maaty[3], and D. Sobeeh[1]*

[1] Department of Family and Childhood Management, Faculty of Home Economics, Al-Azhar University, Cairo, Egypt
[2] Department of Family and Childhood Management, Faculty of Home Economics Menofia University, Cairo, Egypt
[3] Department of Educational and Home Economics, Faculty of Home Economics, Al-Azhar University, Cairo, Egypt

Received: 2 Nov. 2025, Revised: 12 Dec. 2025, Accepted: 21 Jan. 2026.
Published online: 1 Mar. 2026.

Abstract: In this paper, we investigate the relationship between family climate and academic procrastination among female university students. Utilizing a general family data form, a Family Climate Questionnaire for University Students, and an Academic Procrastination Scale, the research involves a sample of 250 female students aged 18 to 22 from various disciplines, including Home Economics, Islamic Studies, Arts, Education, and Physical Education. Participants, representing different social and economic backgrounds, were selected through purposive sampling and included students from all academic years. Using a descriptive-analytical approach, the findings reveal that the most common dimension of academic procrastination in the sample is dependence on others, followed by fear of failure and avoidance, as well as low motivation and laziness. Regarding family climate, the primary dimensions identified were spiritual and moral upbringing, family cohesion and security, and family sacrifice and cooperation. Notably, a statistically significant inverse correlation at the 0.01 significance level was found between family climate dimensions and academic procrastination. The study recommends future research includes a more diverse range of socio-economic backgrounds and family structures. It also suggests organizing workshops for parents on fostering supportive family climates and developing counseling programs to enhance academic motivation and self-esteem among female students.

Keywords: Academic Procrastination; Family Climate; University Female Student.

1. Introduction

The family represents the first human community in which an individual actually engages in primary human relationships. It is responsible for imparting to the individual various patterns of social behavior. Many manifestations of both adjustment and maladjustment can be traced back to the nature and quality of human relationships within the family, as it plays the most significant role in supervising an individual's development, guiding behaviour, and shaping habits, traditions, and personality traits (Mostafa Jibreel et al., 2020, p. 363).

The family exerts a profound influence on children's behaviour, emotional maturity, and attitudes. The personality of the child is formed through the experiences encountered within the family, as the home constitutes the first social institution that the individual interacts with in life. For a young person to live in harmony with their academic and personal life, they must grow up in a healthy family environment characterized by logical communication among its members, where love and compassion prevail. Family climate depends on a set of behaviours and attitudes shared between parents and children. A positive family climate promotes desirable growth; when parents deal with various situations with calmness and wisdom, they reinforce their children's self-confidence and foster their sense of independence and psychological stability. Conversely, a family atmosphere burdened with conflicts and tension negatively affects the children's personalities, leading to poor academic adjustment and low achievement motivation. Such an environment often results in neglect of cultural and intellectual interests and weak academic performance. This issue constitutes a serious problem that may impede societal development, as youth represent the true human capital essential to nation-building. They are among the most important pillars of the educational process, which serves as the foundation for all progress and prosperity (Singh, Pushpa Ramnath & Sandeep, 2017).

Education plays a pivotal role in achieving comprehensive development for both the individual and society. It contributes to shaping the individual's personality and developing their abilities, alongside a set of other factors that enable students to attain academic success—foremost among them being the family climate in which the individual lives. A suitable family environment fulfills the essential requirements for psychological and social growth and helps the individual acquire social interaction skills and personal independence through the family setting, which acts as a mediator in transmitting knowledge, experiences, and

*Corresponding author e-mail: noura-eltokhy@azhar.edu.eg

skills to children by means of sound parental practices (Younesi Musaytari, 2022, p. 239).

Family climate is defined as the social atmosphere in which the individual grows and which contributes to proper upbringing through the nature of prevailing family relationships and the methods employed in dealing with problems that arise among family members. It supports the upbringing of children to be independent, self-reliant, and capable of managing their personal affairs by making their own decisions, attempting to solve their problems, and confronting challenges. It also includes providing an appropriate study environment, maintaining adequate supervision, and offering cultural resources that encourage the pursuit of knowledge and learning—without neglecting the spiritual and moral dimensions or the preservation of values (Hasna Hassan & Muhayid Omar, 2017, p. 18).

The global educational system in general—and the Arab educational system in particular—is currently undergoing a critical phase, considered one of the most challenging periods in its history. Life has accelerated at a pace that is difficult to keep up with, making it nearly impossible for individuals to pause and look back. This rapid change has created a significant gap among societies in various fields and has brought to the forefront a number of behavioral issues that need to be addressed among school students and university undergraduates alike (El-Sayed Saqr et al., 2024, p. 132).

Amid this global acceleration and educational transformation, certain negative behavioral traits still persist among students in our societies, making it seem almost impossible to overcome the difficulties of the current era. Whether due to deficiencies in the educational system or external issues affecting its inputs, one of the most prominent of these behavioral traits is what is known as *academic procrastination behavior*. This refers to the deliberate or unintentional postponement of academic tasks by students until the last possible moment, which consequently leads to adverse outcomes for them (Entesar Ibrahim, 2025, p. 410).

Procrastination, in essence, refers to a student's tendency to delay or postpone academic tasks or to fail to complete them without a valid reason, often accompanied by aversion toward these tasks and an inability to use or manage time effectively for their completion. This is frequently coupled with excessive engagement in social media and social activities, which negatively impacts students' academic performance (Omnia Hashem et al., 2024, p. 322). The widespread prevalence of academic procrastination among university students may be attributed to their belief that they can achieve academic success and excellence with minimal effort. As a result of this misconception, students tend to postpone their academic tasks and study at irregular intervals, leading to a decline in both their performance and academic achievement (Mostafa Atallah, 2017, p. 136).

In this regard, numerous studies have demonstrated the prevalence of academic procrastination among university students, showing that many of them engage in procrastination persistently and repeatedly—such as the studies by Pyman (2020), Mohamed Zogheibi (2020), and Magalhes et al. (2020). These studies further indicate that such students often lack the use of cognitive and metacognitive strategies, self-regulation, self-efficacy, and effective time management. Students who procrastinate tend to exhibit less perseverance, have difficulty accurately assessing the importance of assigned tasks, and show a tendency toward performance-avoidance strategies (Lotfi Issa, 2014, p. 77).

The prevalence of academic procrastination among university students undoubtedly affects their academic performance and future professional prospects, as it reduces their efficiency in completing academic work and fulfilling assignments. Consequently, they experience dissatisfaction with their studies and suffer from a number of negative outcomes, including poor goal commitment, reduced time allocated to work (Magdy Ghanem, 2018, p. 162), increased failure rates, negative self-assessment, withdrawal tendencies, avoidance of academic tasks, decreased self-efficacy, and diminished satisfaction and acceptance toward academic life (Zarrin & Paixão, 2020, p. 35; Saleh Daradkeh, 2020, p. 351).

The impact of academic procrastination extends beyond students' academic lives to their psychological well-being. Procrastinators often suffer from a persistent fear of failure, feelings of guilt and self-blame, and noticeable delays in achievement—all of which limit their opportunities and contribute to lower academic standing. Moreover, academic procrastination has detrimental effects on mental health, such as increased stress, confusion, depression, and frustration (Naamah Mohamed, 2019, p. 271; Partie & Laili, 2021, p. 12). These findings are further supported by Flett et al. (2012), whose study revealed a positive correlation between academic procrastination and deep-seated negative thoughts about the self, including fear of failure, avoidance of mastery, avoidance of performance, depression, low conscientiousness, and poor self-perception.

It thus becomes evident that poor time management skills constitute one of the primary causes of academic procrastination, along with insufficient attention to academic tasks and fear of failure. Additional contributing factors include personal and social elements, all of which negatively affect students' academic performance (Omnia Hashem et al., 2024, p. 329). This finding is consistent with the study of Hanaa Shabib (2015), which indicated that the most prominent causes of academic procrastination are poor time organization, task aversion, fear of failure, peer pressure, and resistance to self-discipline.

From the foregoing, fostering a positive family environment, providing an appropriate study atmosphere, and maintaining adequate parental supervision all contribute significantly to helping students achieve academic adjustment at the university level. Students who experience a positive family climate tend to manage their time effectively, set clear goals, engage actively in their

studies, and exhibit readiness, self-acceptance, and acceptance of others. They also demonstrate an ability to define familial roles and responsibilities, maintaining order and discipline because of the fulfilment of their psychological and spiritual needs (Osama Hamdouna, 2024, p. 143).

Academic procrastination is one of the most prevalent behavioural phenomena among university students. It is observed that some female students refrain from completing their academic tasks on time despite having the necessary resources and sufficient time. This behaviour negatively affects academic achievement and leads to the accumulation of psychological stress. It is viewed as an indicator of weak self-regulation skills and may be associated with both personal and environmental factors—foremost among them being the family climate, which encompasses parenting styles, communication patterns, and the degree of emotional support provided. The family climate plays a crucial role in shaping students' behaviours and guiding them either toward commitment and achievement or toward delay and procrastination. Hence, the present study emerged and was formulated around the following central research question:

What is the nature of the relationship between family climate and academic procrastination among a sample of university female students?

2. Research Objectives

The present study primarily aims to examine the relationship between family climate and academic procrastination among a sample of university female students, through the following specific objectives:

1. To identify the level of family climate among the university female students in the study sample across its three dimensions: *family cohesion and security, family sacrifice and cooperation, and spiritual and moral upbringing.*
2. To determine the level of academic procrastination among the university female students in the study sample across its three dimensions: *low learning motivation and laziness, dependence and reliance on others, and fear of failure and task avoidance.*
3. To examine the correlation between family climate (in its dimensions) and academic procrastination (in its dimensions) among the university female students in the study sample.
4. To explore the differences in the mean scores of the university female students in the study sample regarding family climate (in its three dimensions) and academic procrastination (in its three dimensions) according to socioeconomic variables—namely, *place of residence, type of education, nature of study, and father's residence with the family.*
5. To identify the variations among the university female students in the study sample concerning family climate (in its three dimensions) and academic procrastination (in its three dimensions) according to socioeconomic variables—namely, *academic year, birth order among siblings, educational level of the father and mother, family's monthly income level, and parents' employment status.*
6. To analyze the contribution rate of the most influential independent variables (family climate with its dimensions) in explaining the proportion of variance in the dependent variable (overall academic procrastination) among the university female students in the study sample.

3. Significance of the Study

3.1 Theoretical Significance

- This study helps shed light on an important social group—university youth—and the challenges they face, such as academic procrastination, which is notably widespread among university students and negatively affects not only their academic performance but also the educational process.
- The study derives its theoretical importance from the significance of the two variables it addresses—*family climate* and *academic procrastination*—to enrich academic literature with new measurement tools and insights related to these key variables.
- It highlights the essential role of the family in shaping the personality of its children and influencing their social and academic behaviours.

3.2 Practical Significance

- The findings of this study may contribute to providing recommendations for educational policymakers and practitioners to develop appropriate plans and strategies aimed at helping university female students overcome the academic

challenges they face.

- The study's results can be utilized to design and implement a series of training workshops for university female students to equip them with the necessary skills for achieving effective learning and enhancing academic responsibility.
- It may also assist researchers and professionals in the fields of social and family studies in designing family counselling programs that foster positive familial interactions, thereby strengthening the family's role in supporting children's independence and boosting their self-confidence.

4. Research Hypotheses

4.1 First Hypothesis

There is a statistically significant correlation between family climate—with its dimensions (family cohesion and security, family sacrifice and cooperation, and spiritual and moral upbringing)—and academic procrastination—with its dimensions (low learning motivation and laziness, dependence and reliance on others, and fear of failure and task avoidance)—among the university female students in the study sample.

4.2 Second Hypothesis

There are statistically significant differences among the university female students in the study sample regarding family climate (in its three dimensions) and academic procrastination (in its three dimensions) according to certain socioeconomic variables (place of residence, type of education, and nature of study).

4.3 Third Hypothesis

There are statistically significant variations among the university female students in the study sample regarding family climate (in its three dimensions) and academic procrastination (in its three dimensions) according to certain socioeconomic variables (*academic year, birth order among siblings, parents' educational level, and family's monthly income level*).

4.4 Fourth Hypothesis

The contribution rates of the independent variables (*family climate in its three dimensions*) differ in explaining the variance in the dependent variable (*overall academic procrastination*) according to the regression coefficients and the degree of correlation among the university female students in the study sample.

5. Research Methodology

First: Scientific Terms and Operational Concepts

- **Family Climate**

It is defined as the general character of family life, which functions as an important force influencing individuals' behaviour through the prevailing relationships among family members, the clarity of roles and responsibilities, systems of control, and the organization of daily life. It encompasses all aspects of family life, including parental treatment styles, the development of achievement motivation, and the attention given to moral and religious aspects, resulting in an overall family character—such as a happy family, an anxious family, or a cohesive family (Jameela Al-Ruwaili, 2015, p. 407).

Operationally, *family climate* for the university female student is defined as the prevailing psychological and social atmosphere within the family, manifested in relationships and patterns of interaction and communication among its members, as well as the extent to which feelings of acceptance, support, and respect—or, conversely, tension and conflict—prevail. It is regarded as one of the key factors influencing the student's personality development and her psychological and social adjustment. It is measured by the score obtained by the student on the *Family Climate Questionnaire* used in this research. The construct is divided into the following dimensions:

- **Family Cohesion and Security:**

The sense of connectedness and belonging that prevails among the family members of the university student, forming strong emotional bonds that provide feelings of affection, trust, and mutual respect. This cohesion enhances her psychological and social security and offers the necessary support to face various challenges.

- **Family Sacrifice and Cooperation:**

A characteristic of the university student's family in which collective family interests are prioritized over individual ones,

reflecting a willingness to compromise and sacrifice personal benefits for the sake of the family's welfare. This dimension strengthens the values of cooperation and shared responsibility, fostering team spirit, unity of purpose, and family integration.

- **Spiritual and Moral Upbringing:**

The family's keenness to instil religious values and moral principles in their children, raising them through purposeful education based on practical role-modelling and continuous guidance, and cultivating conscience and moral and religious restraint that directs their behaviour toward balanced and positive social interaction.

• Academic Procrastination:

Academic procrastination is defined as the repeated delay in initiating or completing academic tasks and the tendency to avoid performing them until the last possible moment, driven by fear of being unable to accomplish them properly, receiving low grades, or a quick feeling of boredom from studying. It often involves making acceptable excuses for such delays, despite being aware of the importance of the postponed task, which consequently results in discomfort due to underperformance (El-Sayed Saqr et al., 2024, p. 130).

Operationally, *academic procrastination* refers to the deliberate postponement by the university female student of her academic tasks until the last moment, due to low learning motivation, fear of failure, or dependence on others in accomplishing assignments. This occurs repeatedly despite her awareness of the importance of such tasks, thereby affecting her academic performance. It is divided into the following dimensions:

- **Low Learning Motivation and Laziness:**

The student's lack of desire to learn and her feeling of laziness when completing academic tasks and assignments.

- **Dependence and Reliance on Others:**

A behavioural pattern in which the student consistently depends on others (teachers, friends, or parents) to complete her academic tasks—especially those that are challenging and require considerable effort.

- **Fear of Failure and Task Avoidance:**

The student's experience of boredom and aversion when beginning academic tasks or studying lessons, leading her to invent excuses to avoid completing them. This, in turn, results in feelings of depression, withdrawal, and low self-confidence.

Second: Research Methodology

The present study adopts the descriptive–analytical method, which is based on describing a specific phenomenon, event, or issue, and on collecting facts, data, and observations related to it. This approach involves presenting the actual circumstances of the phenomenon and reporting its current state as it exists. Moreover, it seeks to identify what ought to be the case concerning the studied phenomena considering specific values or standards, and to propose the steps or methods that could be followed to reach the desired or ideal state according to these criteria or values (Mohamed Al-Mahmoudi, 2019, p. 46).

Third: Research Boundaries

A. Human Boundaries (Research Sample)

The research sample consisted of **250** female university students, aged 18–22 years, from various academic specializations, including the Faculty of Home Economics, Faculty of Islamic Studies, Faculty of Arts, Faculty of Education, and Faculty of Physical Education**.** The participants were enrolled in the first, second, third, and fourth academic years, and lived within family systems representing different social and economic levels**.** The sample was selected using the purposive sampling method**.**

B. Temporal Boundaries:

The field research instruments were administered to the main study sample from the beginning of March 2025 until the beginning of May 2025.

C. Spatial Boundaries:

The research tools were applied to a sample of female university students from Tanta University (Faculty of Arts, Faculty of Education, Faculty of Physical Education) and Al-Azhar University (Faculty of Home Economics, Faculty of Islamic Studies in Damanhour).

Fourth: Construction, Preparation, and Standardization of Research Instruments *(Prepared by the Researchers)*

1. General Information Form for Female University Students
2. Family Climate Questionnaire with its three dimensions: (Family Cohesion and Security, Family Sacrifice and Cooperation, Spiritual and Moral Upbringing).
3. Academic Procrastination Questionnaire with its three dimensions: (Weak Learning Motivation and Laziness, Dependency and Reliance on Others, Fear of Failure and Task Avoidance).

Below is a detailed presentation of these instruments:

1. General Information Form

This form was designed to collect demographic and background information necessary for identifying the characteristics of the study sample. It included the following variables:

- **Place of Residence:** (Rural – Urban)
- **Father's Living Status with the Family:** (Lives with the family – Away from the family)
- **Type of Education:** (Al-Azhar – General)
- **Nature of Study:** (Practical – Theoretical)
- **Birth Order among Siblings:** (First – Last – Middle)
- **Academic Year:** Divided into three categories (First – Second and Third – Fourth)
- **Educational Level of Parents (Father and Mother):**

Categorized into seven groups (Illiterate – Literate – Intermediate Qualification – Above Intermediate – University Degree – Postgraduate Studies).
These were further grouped into three levels: (Low – Medium – High).

- **Monthly Income (in Egyptian Pounds):**

Categorized into three levels:

  - Low: Less than 5,000 EGP
  - Medium: From 5,000 EGP to less than 10,000 EGP
  - High: 10,000 EGP and above

2. Family Climate Questionnaire

This questionnaire aimed to measure the family climate of the participating students. To develop it, previous Arab and foreign studies were reviewed, including those by Sabahat (2018), Sherihan Ibrahim (2023), Nashwa Al-Basir (2020), and Jameela Al-Ruwaili (2015), in order to determine the most appropriate structure for the instrument. An initial version of the questionnaire was composed of 44 items, formulated in accordance with the operational definition of the concept. The items were distributed across three main dimensions as follows:

3. Family Cohesion and Security:

This dimension included 14 items, measuring the extent to which female university students continuously rely on others (teachers, friends, or parents) to complete assigned academic tasks, especially difficult tasks that require substantial effort. Some items were positive (e.g., *"There is a sense of cohesion among my family members" "We solve our family problems amicably" and " Everyone is given the opportunity to participate in making decisions that concern the family*"), and others negative (e.g., *"Disagreements often arise among my family members for trivial reasons" "I prefer to isolate myself from my family members"" I wish I had a family other than my own" and " My parents threaten each other with separation and divorce"*).

4. Family Sacrifice and Cooperation:

This dimension comprised 14 items, measuring the extent to which the female university student's family prioritizes the collective family interest over individual interests, shows readiness to compromise and sacrifice personal interests for the sake of the common good, and promotes and reinforces values of participation and cooperation in sharing responsibilities, supporting team spirit, unity of purpose, and integration. Some items were positive—such as *"My family members share everything willingly and lovingly"* and *"I care more about the family's interest than my personal interest" " My family members support one another" and " Each family member does their part to make the family happy*"—and others negative, such as *"Selfishness*

and egocentrism prevail among my family members" "In my family, we refuse to perform household chores" " There is little team spirit in our family" and " A spirit of discord and conflict dominates my family".

5. Spiritual and Moral Upbringing:

This dimension included 16 items, measuring the extent to which the female university student's family is keen on instilling religious values and moral principles in their children, raising them through purposeful educational practices based on positive role modeling, continuous guidance, and the cultivation of conscience and religious and moral restraint that guide behaviour toward positive and balanced social interaction. Some items were positive- such as *"My family members are keen on performing religious rituals," "My family encourages its members to adhere to social traditions and customs" "My family strictly observes punctuality" " Kindness to neighbours is a value we were raised on" and " My family members seek to help those in need"*— and others negative, such as *"My family gatherings are dominated by frivolity and time-wasting play," "It does not matter to us how much a person possesses of good morals,"* and *" Adherence to what is lawful and unlawful is not important in our family."*

6. Standardization of the Family Climate Questionnaire

First: Validity of the Questionnaire

(A) Content Validity:

To verify the content validity of the questionnaire, it was presented in its initial form to a panel of 11 expert faculty members specializing in *Family and Childhood Institution Management.* Their opinions, observations, and suggestions regarding the questionnaire's axes, items, clarity, coherence, and relevance to the study objectives were considered. Based on their feedback, the researchers modified the wording of several items. Consequently, the instrument was deemed to have achieved content validity.

(B) Internal Consistency Validity:

The internal consistency validity was assessed by calculating the Pearson correlation coefficients between each item and the total score of its corresponding dimension.
The following table (Table 1) presents the correlation coefficients for each item within the three dimensions of the Family Climate Questionnaire and their total scores:

Table 1: Pearson Correlation Coefficients for the Items of Each Dimension of the Family Climate Questionnaire and the Total Score of Each Dimension

Family Cohesion and Security		**Family Sacrifice and Cooperation**		**Spiritual and Moral Upbringing**	
Item	**R**	**Item**	**R**	**Item**	**R**
1.	****0.766**	**1.**	****0.554**	**1.**	****0.772**
2.	****0.730**	**2.**	****0.742**	**2.**	****0.683**
3.	****0.673**	**3.**	****0.795**	**3.**	***0.124**
4.	****0.694**	**4.**	****0.650**	**4.**	****0.691**
5.	****0.635**	**5.**	****0.395**	**5.**	****0.706**
6.	****0.741**	**6.**	****0.587**	**6.**	****0.707**
7.	****0.783**	**7.**	****0.802**	**7.**	****0.500**
8.	****0.635**	**8.**	****0.824**	**8.**	****0.592**
9.	****0.825**	**9.**	****0.712**	**9.**	****0.699**
10.	****0.761**	**10.**	****0.745**	**10.**	****0.711**
11.	****0.728**	**11.**	****0.534**	**11.**	****0.514**
12.	****0.630**	**12.**	****0.730**	**12.**	****0.354**
13.	****0.703**	**13.**	****0.386**	**13.**	****0.572**
14.	****0.485**	**14.**	****0.643**	**14.**	****0.512**
				15.	****0.471**
				16.	****0.712**

-Significant at the 0.01 level (**) **-Significant at the 0.05 level (*)**

It is evident from Table (1) that all items of the *Family Climate Questionnaire* demonstrated statistically significant correlations with the total score of their respective dimensions at the 0.01 or 0.05 levels of significance. This indicates that the questionnaire possesses a high degree of internal consistency, confirming its suitability for assessing the family climate among the members of the research sample.

(C) Construct Validity:

Construct validity was established by calculating the Pearson correlation coefficients between the total score of each dimension—(Family Cohesion and Security, Family Sacrifice and Cooperation, and Spiritual and Moral Upbringing)—and the overall total score of the questionnaire.

Table 2: Pearson Correlation Coefficients Between the Total Score of the Family Climate Questionnaire and Its Dimensions

No.	Dimensions of the Family Climate Questionnaire	Correlation Coefficient (r)
1	Family Cohesion and Security	0.909**
2	Family Sacrifice and Cooperation	0.934**
3	Spiritual and Moral Upbringing	0.829**

-Significant at the 0.01 level (**)

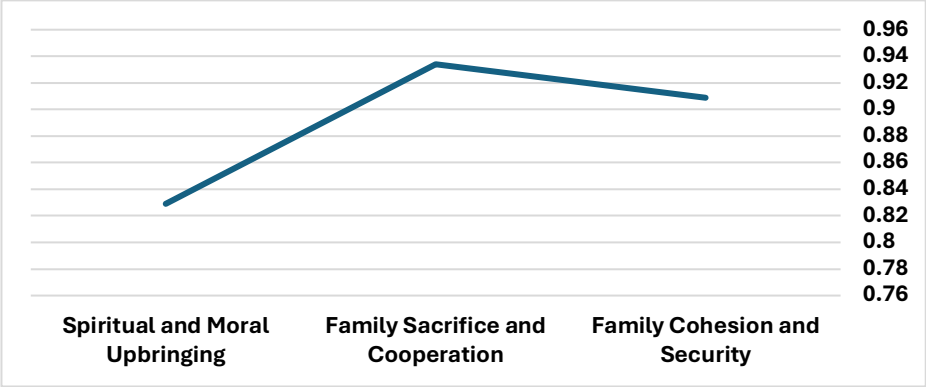

Fig. 1: Correlation coefficients between the total score of the family climate

The results presented in Table (2) and illustrated in Figure (1) reveal statistically significant correlations between the total score of each dimension of the *Family Climate Questionnaire* and the overall total score of the instrument. The correlation coefficients ranged from 0.829 to 0.934, all of which are significant at the 0.01 level, indicating strong relationships. These findings demonstrate that the questionnaire possesses a high degree of construct validity, effectively measuring the construct it was designed to assess.

Second: Reliability Analysis of the Questionnaire

The reliability of the *Family Climate Questionnaire* was assessed using two statistical methods:

First Method:

The **Cronbach's Alpha** coefficient was calculated to determine the internal consistency reliability of the questionnaire. The Alpha coefficient was computed for each dimension separately and for the questionnaire as a whole, encompassing its three main dimensions.

Second Method:

The **Split-Half Reliability Test** was applied by dividing the questionnaire items into two sets — odd-numbered and even-numbered items — and then computing the correlation between the two halves using both the Spearman-Brown and Guttman formulas.

Table 3: Reliability Coefficients of the Family Climate Questionnaire Across Its Three Dimensions Using Cronbach's Alpha and the Split-Half Methods

Family Climate Questionnaire	Number of Items	Cronbach's Alpha	Split-Half Reliability	
			Spearman-Brown Coefficient	Guttman Coefficient
Family Cohesion and Security	14	0.919	0.880	0.878
Family Sacrifice and Cooperation	14	0.890	0.869	0.869
Spiritual and Moral Upbringing	16	0.874	0.832	0.831
Total Family Climate Questionnaire	44	0.952	0.845	0.819

It is evident from Table (3) that the Cronbach's Alpha coefficient for the *Family Climate Questionnaire* as a whole is 0.952,

while the Spearman–Brown coefficient is 0.845, and the Guttman coefficient is 0.819. These high values indicate that the questionnaire demonstrates a high degree of reliability, thereby confirming its suitability for application.

Scoring the Instruments:

After confirming the validity and reliability of the questionnaire for the intended purpose, it was administered to a sample of 250 female university students. The items were scored on a three-point Likert scale:

- *Yes* = 3, *Sometimes* = 2, *No* = 1 for positive statements.
- *Yes* = 1, *Sometimes* = 2, *No* = 3 for negative statements.

Thus, the minimum possible score for assessing the family climate is 44, while the maximum possible score is 132. Accordingly, the scores of the *Family Climate Questionnaire* were classified into three levels (Low – Moderate – High), as shown in Table (4) below:

Table 4: Minimum and Maximum Scores, Range, and Category Lengths for the Levels of the Family Climate Questionnaire (N = 250)

No	Dimension	Minimum Score	Maximum Score	Range	Category Length	Family Climate Level		
						Negative	Neutral	Positive
1	Family Cohesion and Security	14	42	28	9	(22 :14)	(31 :23)	(42 :32)
2	Family Sacrifice and Cooperation	18	42	24	8	(25 :18)	(33 :26)	(42 :34)
3	Spiritual and Moral Upbringing	24	48	24	8	(31 :24)	(39 :32)	(48 :40)
4	Total Family Climate Questionnaire	63	132	69	23	(86:108)	(86: 108)	(109: 132)

It is evident from Table (4) that the highest total score obtained by the female university students in the overall *Family Climate Questionnaire* was 132, while the lowest score was 63. The range amounted to 69, and the category length was 23. Based on these results, the questionnaire was classified into three distinct levels of family climate: (Negative, Neutral, and Positive).

3. The Academic Procrastination Questionnaire

The purpose of this questionnaire was to measure academic procrastination among female university students. To design it, the researcher reviewed previous Arabic and international studies and literature to identify the most appropriate approach for constructing the instrument. Among the studies consulted were those by Shenzuoli (2012), Özer & Ferrari (2011), Mohamed Abdullah (2013), and Sadiq Areeshi (2016). Based on this review and in accordance with the operational definition of academic procrastination adopted in this research, an initial version of the questionnaire was developed, consisting of 40 items distributed across three dimensions, as follows:

- **Low Learning Motivation and Laziness**:

This dimension comprises 15 items, that measure the lack of desire for learning among female university students and their feelings of laziness when completing academic tasks and assignments. Some of the items were positive, such as: "I can organize my time between studying and leisure." "I complete my academic tasks and assignments with enthusiasm." Others are negative, such as: "I engage in enjoyable activities instead of completing academic tasks." "I only study on the night before the exam." "I constantly feel fatigued when performing my academic duties."

- **Dependence and Reliance on Others**:

This dimension includes 12 items, measuring the extent to which female university students continuously rely on others (teachers, friends, or parents) to complete assigned academic tasks, especially difficult tasks that require substantial effort. Some items were positive, such as: "I like to rely on myself." "I make every effort to complete my tasks independently without depending on others." Others are negative, such as: "I rely on the summaries prepared by other students instead of doing them myself." "I avoid optional assignments given by the instructor and leave them to others." "I purchase the university projects I am assigned instead of doing them myself."

- **Fear of Failure and Avoidance of Tasks**:

This dimension consists of 13 items, measuring the extent to which female university students experience boredom and aversion when starting to complete academic tasks or when studying their lessons, leading them to make excuses to avoid completing tasks and assignments. This, in turn, results in feelings of depression, withdrawal, and lack of self-confidence. Some items were positive, such as: "I tend to perform my tasks as perfectly as possible." Others are negative, such as: "I refrain from raising my hand to answer for fear that my response might be wrong and I might be embarrassed in front of my classmates." "I feel sleepy when I start studying." "I tend to avoid performing difficult tasks that require great effort."

Standardization of the Academic Procrastination Questionnaire

First: Validity of the Questionnaire

(a) Content Validity:

To verify the content validity of the questionnaire, it was presented in its preliminary form to eleven (11) faculty members specialized in the field of Family and Childhood Institution Management, in order to obtain their opinions, observations, and suggestions regarding the questionnaire's dimensions and items, their clarity, coherence, and degree of relevance to the objectives of the study. The researchers made the necessary modifications to the wording of several items based on their recommendations. Thus, the questionnaire was deemed to have achieved content validity.

(b) Internal Consistency Validity:

To determine the internal consistency validity, Pearson correlation coefficients were calculated between each item and the total score of the dimension to which it belongs. Table (5) illustrates these results.

Table 5: Values of Pearson Correlation Coefficients for Each Item of the Academic Procrastination Questionnaire Dimensions and the Total Score of Each Dimension

Low Learning Motivation and Laziness		Dependence and Reliance on Others		Fear of Failure and Task Avoidance	
Item	Correlation Coefficient	Item	Correlation Coefficient	Item	Correlation Coefficient
1.	**0.430	1.	**0.710	1.	**0.487
2.	**0.169	2.	**0.628	2.	**0.709
3.	**0.567	3.	**0.487	3.	**0.631
4.	**0.586	4.	**0.640	4.	**0.778
5.	**0.607	5.	**0.578	5.	**0.775
6.	**0.535	6.	**0.452	6.	**0.747
7.	**0.379	7.	**0.483	7.	**0.542
8.	**0.468	8.	**0.498	8.	**0.543
9.	**0.557	9.	**0.620	9.	**0.539
10.	**0.575	10.	**0.510	10.	**0.442
11.	**0.548	11.	**0.636	11.	**0.530
12.	**0570	12.	**0.487	12.	**0.464
13.	**0.557			13.	**0.174
14.	**0.711				
15.	**0.617				

-Significant at the 0.01 level (**).

It is evident from Table (5) that all items of the *Academic Procrastination Questionnaire* demonstrated statistically significant correlations with the total score of their respective dimensions at the 0.01 level of significance. This indicates that the questionnaire possesses a high degree of internal consistency and is therefore suitable for assessing academic procrastination among the study sample.

(c) Construct Validity:

Construct validity was verified by calculating the Pearson correlation coefficient between the total score of each dimension of the questionnaire (*Low Learning Motivation and Laziness*, *Dependence and Reliance on Others*, and *Fear of Failure and Task Avoidance*) and the overall score of the *Academic Procrastination Questionnaire*.

Table 6: Values of Pearson Correlation Coefficients Between the Total Score of the Academic Procrastination Questionnaire and Its Dimensions

No.	Dimensions of the Academic Procrastination Questionnaire	Correlation Coefficient
1	Low Learning Motivation and Laziness	0.840**
2	Dependence and Reliance on Others	0.715**
3	Fear of Failure and Task Avoidance	0.889**

-Significant at the 0.01 level (**).

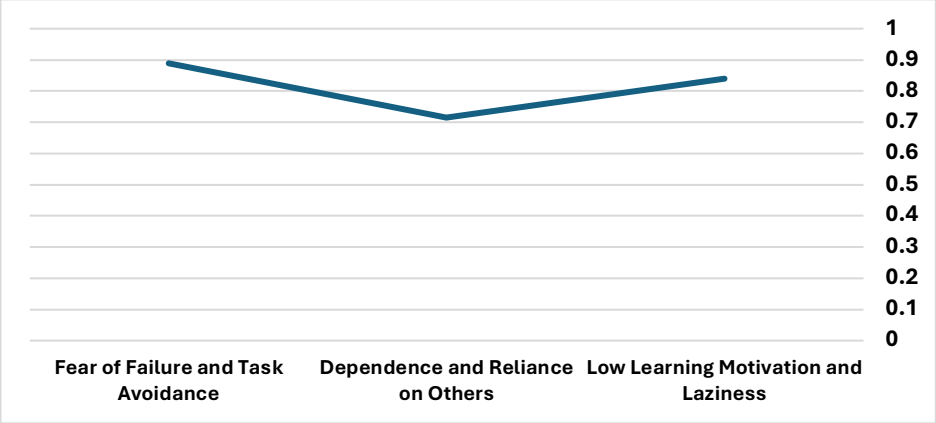

Fig. 2: Correlation coefficients between the total score of the procrastination questionnaire

The results presented in Table (6) indicate the presence of statistically significant correlations between the total score of each dimension of the *Academic Procrastination Questionnaire* and the overall score of the instrument. The correlation coefficients ranged between 0.715 and 0.889, all of which were significant at the 0.01 level, demonstrating that the questionnaire possesses a high degree of construct validity and effectively measures the concept for which it was designed.

Second: Reliability of the Scale

The reliability of the scale was calculated using two methods:

First Method:

The Cronbach's Alpha coefficient was computed to determine the internal consistency reliability of the questionnaire. The Alpha coefficient was calculated separately for each dimension as well as for the questionnaire as a whole with its three dimensions.

Second Method:

The Split-Half Method was employed to assess the reliability of the questionnaire by dividing the items into two groups—odd-numbered and even-numbered items—and then applying the Spearman-Brown and Guttman formulas to compute the correlation between the two halves.

Table 7: Reliability Coefficients of the Academic Procrastination Questionnaire and Its Dimensions Using Cronbach's Alpha and Split-Half Methods

Academic Procrastination Questionnaire	Number of Items	Cronbach's Alpha	Split-Half Reliability	
			Spearman-Brown Coefficient	Guttman Coefficient
Low Learning Motivation and Laziness	15	0.828	0.828	0.821
Dependence and Reliance on Others	12	0.796	0.601	0.600
Fear of Failure and Task Avoidance	13	0.841	0.764	0.752
Total Academic Procrastination Questionnaire	40	0.905	0.826	0.824

It is evident from the table above that the Cronbach's Alpha coefficient for the *Academic Procrastination Questionnaire* as a whole reached 0.905, the *Spearman-Brown* coefficient was 0.826, and the *Guttman* coefficient was 0.824. These high values indicate a strong level of reliability, confirming that the questionnaire is consistent and suitable for application.

Correction of the Instruments:

After verifying the validity and reliability of the questionnaire for the purpose for which it was developed, it was administered

to a sample of 250 female university students. The items were scored using a three-point Likert scale (Yes – Sometimes – No), with values of (3, 2, 1) for positive statements and (1, 2, 3) for negative statements. Accordingly, the minimum total score on the *Academic Procrastination Scale* was 40, and the maximum score was 120. Based on these results, the scores of the *Academic Procrastination Questionnaire* were divided into three levels (Low – Moderate – High). Table (8) illustrates this classification.

Table 8: Minimum and Maximum Scores, Range, and Class Interval Lengths for the Levels of the Academic Procrastination Questionnaire and Its Three Dimensions (N = 250)

Dimension	Minimum Score	Maximum Score	Range	Class Interval Length	Academic Procrastination Level		
					Low	Moderate	High
Low Learning Motivation and Laziness	**18**	**44**	**26**	**9**	**(18–26)**	**(27–35)**	**(36–44)**
Dependence and Reliance on Others	**16**	**36**	**20**	**7**	**(16–22)**	**(23–29)**	**(30–36)**
Fear of Failure and Task Avoidance	**16**	**38**	**22**	**7**	**(16–22)**	**(23–29)**	**(30–38)**
Total Academic Procrastination Questionnaire	**63**	**118**	**55**	**18**	**(63–80)**	**(81–98)**	**(99–118)**

It is evident from Table (8) that the highest total score obtained by the female university students in the overall *Academic Procrastination Questionnaire* was 118, while the lowest score was 63, with a range of 55 and a class interval length of 18. Accordingly, the questionnaire was divided into three levels: *low*, *moderate*, and *high*.

6. Statistical Procedures Used for Data Analysis:

The SPSS program (Version 25) was used to analyze the data and perform statistical treatments on the study variables to identify the nature of the relationships among them. To achieve the study objectives and test its hypotheses, the data were coded, entered, and reviewed to ensure the accuracy and validity of the results. The following statistical methods were employed:

- Pearson Correlation Coefficient: to verify the internal consistency validity of the questionnaire and to identify the relationships among variables.
- Cronbach's Alpha Coefficient and the Split-Half Method: to determine the reliability of the questionnaire.
- Frequencies, percentages, and arithmetic means: to describe the study variables.
- T-test: to examine the significance of differences between means.
- One-Way Analysis of Variance (ANOVA): to determine the significance of differences between means, followed by Tukey's test to identify significant differences among mean scores.
- Stepwise Multiple Regression Analysis: to identify the most significant independent variables contributing to the explanation of variance in the dependent variable.

7. Results and Discussion

First: Description of the Characteristics of the Study Sample

The following section presents a description of the characteristics of the field study sample, which consisted of 250 female university students, selected through a purposive random sampling method. Table (9) illustrates these characteristics.

Table 9: Relative Distribution of the Study Sample According to Socioeconomic Variables (N = 250)

Variable	Category	Frequency	%	Variable	Category	Frequency	%
Place of Residence	Rural	144	57.6	Type of Education	Azhar (Religious)	138	55.2
	Urban	106	42.4		General	112	44.8
	Total	250	100		Total	250	100
Nature of Study	Practical	143	57.2	Birth Order among Siblings	First	132	42.8
	Theoretical	107	42.8		Middle	37	14.8
	Total	250	100		Last	81	32.4
					Total	250	100
Father's Educational Level	Low (Literate/Basic Education)	32	12.8	Mother's Educational Level	Low (Literate/Basic Education)	32	12.8
	Moderate (Secondary or Equivalent)	106	42.4		Moderate (Secondary or Equivalent)	134	53.6
	High (University or Postgraduate)	112	44.8		High (University or Postgraduate)	84	33.6
	Total	250	100		Total	250	100
Academic Year	First	7	2.8	Family Monthly Income	Low (< EGP 4000)	62	46.4
	Second and Third	85	32.0		Moderate (EGP 4000 – <8000)	107	42.8
	Fourth	158	63.2		High (≥ EGP 8000)	27	10.8
	Total	250	100		Total	250	100

It is evident from Table (9) that:

- **Place of Residence:** More than half of the university students in the sample reside in rural areas (57.6%).
- **Type of Education:** More than half of the sample are enrolled in Azhar (religious) education (55.2%).
- **Birth Order:** The highest percentage of participants were the youngest siblings (32.4%).
- **Nature of Study:** More than half of the sample are enrolled in practical colleges (57.2%).
- **Parents' Educational Level:** The majority of fathers of the university students in the sample had a high educational level (44.8%), while most mothers had a moderate educational level (53.6%).
- **Academic Year:** The highest percentage of university students in the sample were enrolled in the fourth year (56.8%), followed by the third year (18.8%), the second year (15.2%), the fifth year (6.4%), and finally the first year (2.8%).
- **Family Monthly Income:** Nearly half of the sample belonged to low-income families (45.2%), followed by those from middle-income families (29.6%), and finally high-income families (25.2%).

Second: Descriptive Results of the Research Instruments

Based on the responses of the study sample to the questionnaire, the lowest and highest scores were identified for each dimension of the instrument. Accordingly, the levels, percentages, and relative weights for each dimension were determined.

❖ **Relative Importance of the Dimensions of the Family Climate Questionnaire among University Students**

This section presents the frequency distribution, relative weight, and ranking of the responses of the university student sample. To calculate the relative weight, the following steps were applied:

Relative Weight = Numerical Score ÷ Total Sample Size

Numerical Score = [(1 × frequency of responses at the low level) + (2 × frequency of responses at the medium level) + (3 × frequency of responses at the high level)]

Level Determination = (n – 1) ÷ n, where (n) is the number of response categories:

$(3 - 1) \div 3 = 0.67$

Thus, the value 1.67 represents the minimum threshold for the medium-agreement level, derived from the numerical scoring of the relative weights for each level.

Accordingly: Agreement is **low** if the relative weight is less than 1.67; **medium** if it falls between 1.67 and 2.33; and **high** if it exceeds 2.34.

Table 10: The Relative Distribution of University Female Students in the Research Sample According to the Levels of Family Climate across Its Dimensions and the Relative Weight of Each Dimension (N = 250)

Dimensions	Negative		Neutral		Positive		Mean	Relative Weight	Rank
	No.	%	No.	%	No.	%			
Family Cohesion and Security	6	2.4	51	20.4	193	77.2	31.61	2.74	2nd
Family Sacrifice and Cooperation	9	3.6	57	22.8	184	73.6	29.82	2.70	3rd
Spiritual and Moral Upbringing	6	2.4	36	14.4	208	83.2	27.86	2.80	1st
Total Family Climate	9	3.6	64	25.6	177	70.8	89.29		

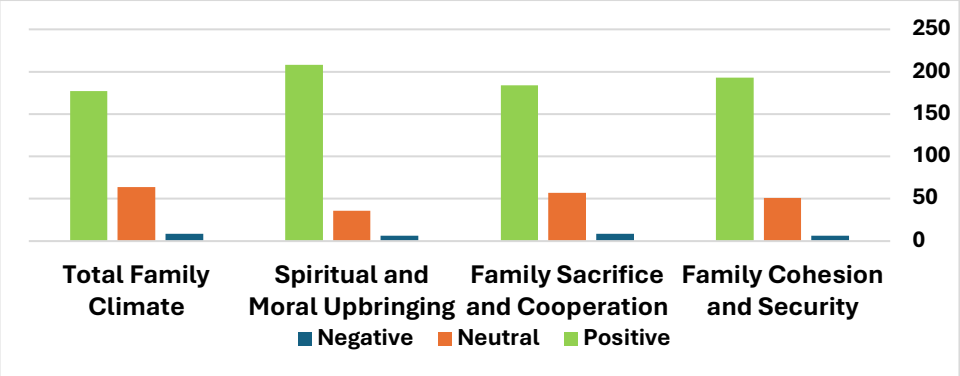

Fig. 3: Relative distribution of female university students in the research sample according to the levels of family climate and its axes

The data presented in Table (10) and illustrated in Figure (3) show that the majority of university female students in the research sample exhibit a positive level of overall family climate, representing 70.8% of the total, with an arithmetic mean of 89.29. The lowest proportion (3.6%) was recorded for those with a negative level of overall family climate. Among the dimensions of the Family Climate Questionnaire, the Spiritual and Moral Upbringing dimension ranked first, followed by Family Cohesion and Security, while Family Sacrifice and Cooperation came last, with relative weights of 2.80, 2.74, and 2.70, respectively. The researchers attribute these results to the fact that the majority of the participants in the research sample were enrolled in Azharite education, which places strong emphasis on nurturing the spiritual and moral aspects of students. These findings are consistent with the results of Magdoub Qamar (2017) and Ahmad Al-Sharifin and Bayan Al-Qadhi (2014), both of which indicated that the family climate among their study samples was at a high level.

The Relative Importance of the Dimensions of the Academic Procrastination Questionnaire among University Female Students:

Table 11: The Relative Distribution of the University Female Students in the Study Sample According to the Levels of Academic Procrastination, Its Dimensions, and the Relative Weight of Each Dimension (N = 250)

Dimensions	Low		Moderate		high		Mean	Relative Weight	Rank
	No.	%	No.	%	No.	%			
Lack of Learning Motivation and Laziness	26	10.4	174	69.6	50	20.0	35.99	2.09	Third
Dependence and Reliance on Others	7	2.8	98	39.2	145	58.0	36.46	2.55	First
Fear of Failure and Task Avoidance	24	9.6	143	57.2	83	33.2	42.42	2.23	Second
Total Academic Procrastination	47	18.8	151	60.4	52	20.8	114.88		

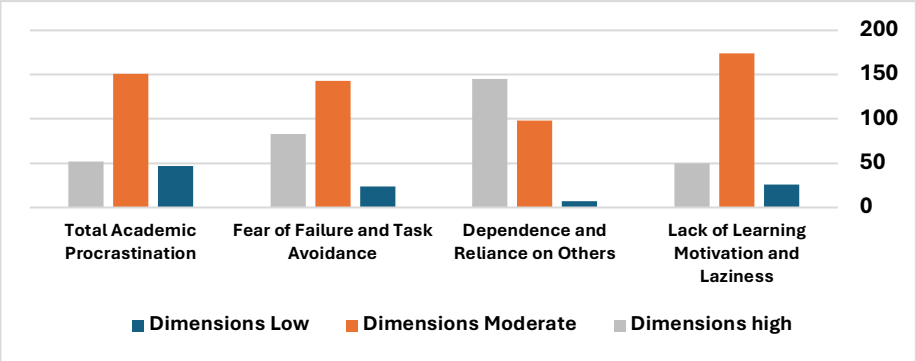

Fig. 4: Relative distribution of female university students in the research sample according to the levels of academic procrastination and its dimensions

It is evident from Table (11) and Figure (4) that the majority of the university female students in the study sample exhibited a moderate level of overall academic procrastination, representing 60.4% of the sample, with a mean score of 114.88. This was followed by the high level at 20.8%, while the low level recorded the smallest proportion at 18.8%. This result differs from the findings of Nimir Al-Sumaida'i and Marwan Daham (2018), whose study revealed that university students demonstrated a high level of academic procrastination. Furthermore, the results presented in Table (11) show that the dimension of dependence and reliance on others ranked first among the dimensions of academic procrastination, followed by fear of failure and task avoidance, while lack of learning motivation and laziness ranked last, according to their relative weights (2.55, 2.23, and 2.09, respectively). The researchers attribute this finding to the fact that the majority of the female students in the study sample were the youngest among their siblings (63.6%), and, naturally, the youngest child tends to be more dependent and reliant on others. Additionally, 66.4% of the students' mothers were not employed, which constitutes an additional factor contributing to the students' dependence and reliance on others. The results indicate that the dimension of dependency and reliance on others ranked first, reflecting a lack of academic independence among students and their tendency to depend on others in completing academic tasks, which may negatively affect the quality of learning and the development of responsibility-taking skills. The high ranking of fear of failure and task avoidance suggests the presence of psychological pressure and evaluation anxiety, leading students to postpone tasks as a way to avoid failure.

In contrast, low learning motivation and laziness ranked last, indicating that academic procrastination is not primarily related to laziness but rather to psychological and behavioral factors. At the family level, these results may reflect parenting styles characterized by overprotection or high expectations, which can affect the development of independence and self-confidence. Overall, the findings highlight the importance of the role of both the family and educational institutions in promoting self-reliance, reducing fear of failure, and fostering a supportive psychological and academic environment.

Third: Results in Light of the Hypotheses

Results in Light of the First Hypothesis

The first hypothesis states that *"There is a statistically significant correlation between family climate in its dimensions (family cohesion and security, family sacrifice and cooperation, and spiritual and moral upbringing) and academic procrastination in its dimensions (lack of learning motivation and laziness, dependence and reliance on others, fear of failure and task avoidance) among the university female students in the study sample."* To statistically verify the validity of the first hypothesis, **Pearson's correlation coefficient** was calculated between the dimensions of family climate and the dimensions of academic procrastination among the university female students in the study sample. This test is used to measure the degree and direction of the relationship between two quantitative variables.

Table (12): Pearson's Correlation Coefficients between the Dimensions of Family Climate and the Dimensions of Academic Procrastination among the Study Sample (N = 250)

Variables	Lack of Learning Motivation and Laziness	Dependence and Reliance on Others	Fear of Failure and Task Avoidance	Total Academic Procrastination
Family Cohesion and Security	-0.280**	-0.240**	-0.292**	-0.332**
Family Sacrifice and Cooperation	-0.237**	-0.345**	-0.210**	-0.315**
Spiritual and Moral Upbringing	-0.262**	-0.351**	-0.230**	-0.336**
Total Family Climate	-0.291	-0.343	-0.276	-0.366

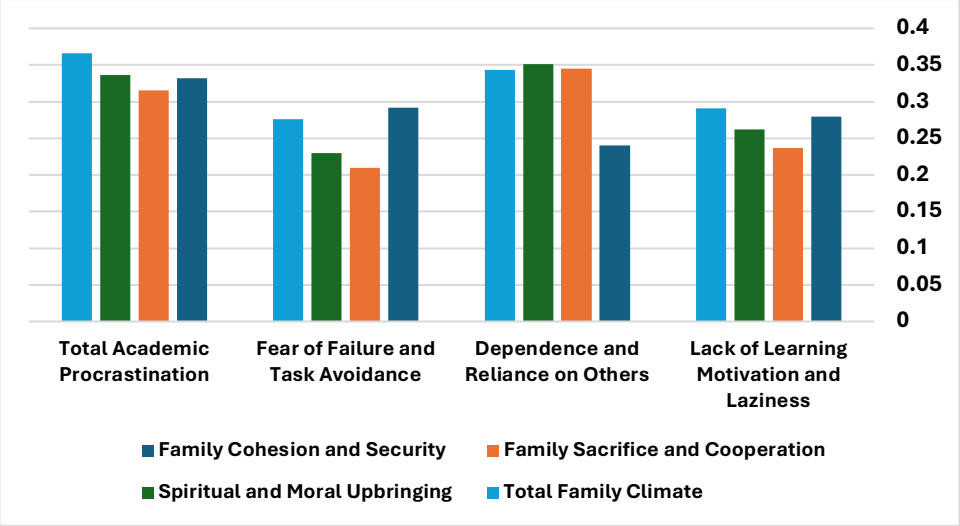

Fig. 5: Pearson correlation coefficients between family climate and its dimensions and academic procrastination

Note: $p < 0.01$ (significant at 0.01 level)

It is evident from Table (12) and Figure (5) that:

- There is a statistically significant negative correlation at the 0.01 significance level between each of the family climate dimensions — family cohesion and security, family sacrifice and cooperation, spiritual and moral upbringing, and the overall family climate — and the dimensions of academic procrastination — lack of learning motivation and laziness, dependence and reliance on others, fear of failure and task avoidance, and overall academic procrastination — among the university female students in the study sample. This indicates that the more positive and supportive the family climate, the lower the level of academic procrastination among students, and vice versa. The researchers attribute this finding to the fact that when a positive family climate prevails—characterized by mutual understanding, emotional support, effective communication, and a sense of security and belonging—the student experiences psychological stability and intrinsic motivation, which encourages her to be disciplined in her studies, manage her time effectively, and complete academic tasks on schedule. Conversely, when the family climate is negative, dominated by conflict, neglect, or poor communication, the student may suffer from anxiety, distraction, or low motivation, leading to postponement of academic tasks or procrastination in accomplishing them, i.e., a rise in academic procrastination levels. This result is consistent with the findings of Latifa Al-Mahrouqiya (2024), who reported a statistically significant relationship between family climate and academic procrastination, suggesting that improving the family climate may be associated with lower levels of academic procrastination among students.

Based on the foregoing, it is evident that there exists a statistically significant inverse correlation between the dimensions of family climate (family cohesion and security, family sacrifice and cooperation, and spiritual and moral upbringing) and the dimensions of academic procrastination (lack of learning motivation and laziness, dependence and reliance on others, and fear of failure and task avoidance) among the university female students in the study sample. **Accordingly, the first hypothesis was fully accepted**.

Results in Light of the Second Hypothesis

The second hypothesis states that: *"There are statistically significant differences among the university female students in the study sample in family climate (with its three dimensions) and academic procrastination (with its three dimensions) according to the socio-economic variables (place of residence, type of education, nature of study, and whether the father resides with the family)."* To statistically verify this hypothesis, the **t-test** was employed to determine the significance of differences among the university female students in the study sample. The results are shown in Tables (13–17) as follows:

1. According to Place of Residence

Table 13: Significance of Differences between the Mean Scores of the University Female Students in the Study Sample in Family Climate and Academic Procrastination According to Place of Residence (N = 250)

Dimensions / Aspects		Rural Students (N = 144)		Urban Students (N = 106)		Difference Between Means	t-value	Significance Level	Direction of Difference
		Mean	SD	Mean	SD				
Family Climate	Family Cohesion and Security	36.673	5.962	34.106	6.202	2.567	2.970	0.003	Significant at (0.01) → *Urban students*
	Family Sacrifice and Cooperation	36.875	5.291	35.303	5.580	1.571	2.041	0.042	Significant at (0.05) → *Urban students*
	Spiritual and Moral Upbringing	42.831	4.421	41.303	4.939	1.528	2.335	0.020	Significant at (0.05) → *Urban students*
	Total Family Climate	116.380	14.052	110.712	14.725	5.668	2.776	0.006	Significant at (0.01) → *Urban students*
Academic Procrastination	Lack of Learning Motivation and Laziness	32.027	4.499	30.454	4.628	1.572	2.418	0.016	Significant at (0.05) → *Urban students*
	Dependence and Reliance on Others	29.978	3.627	29.378	4.135	0.599	1.109	0.268	Not Significant
	Fear of Failure and Task Avoidance	28.320	4.662	26.575	4.523	1.744	2.629	0.009	Significant at (0.01) → *Urban students*
	Total Academic Procrastination	90.326	10.734	86.409	10.139	3.917	2.580	0.010	Significant at (0.05) → *Urban students*

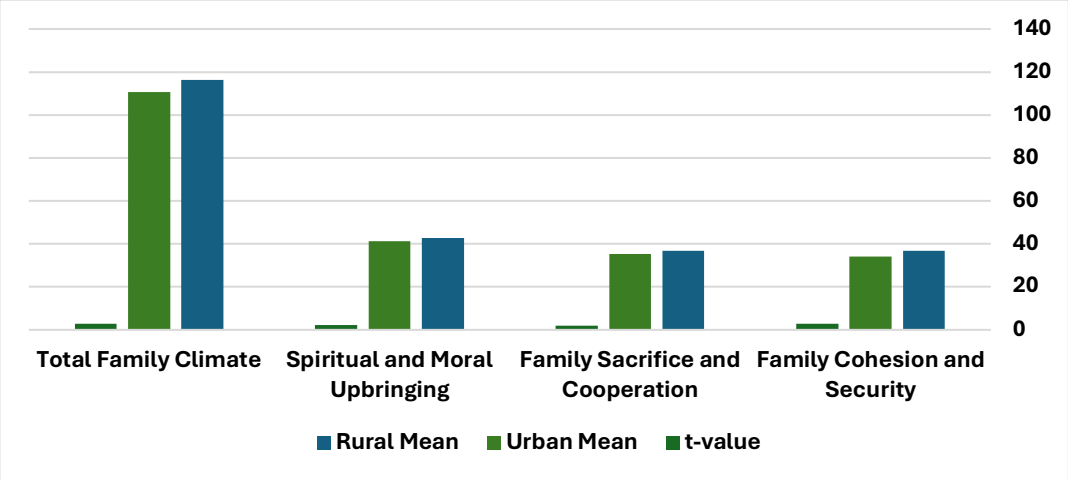

Fig. 6: Significance of differences between the mean scores of rural and urban female university students in the family climate and its dimensions

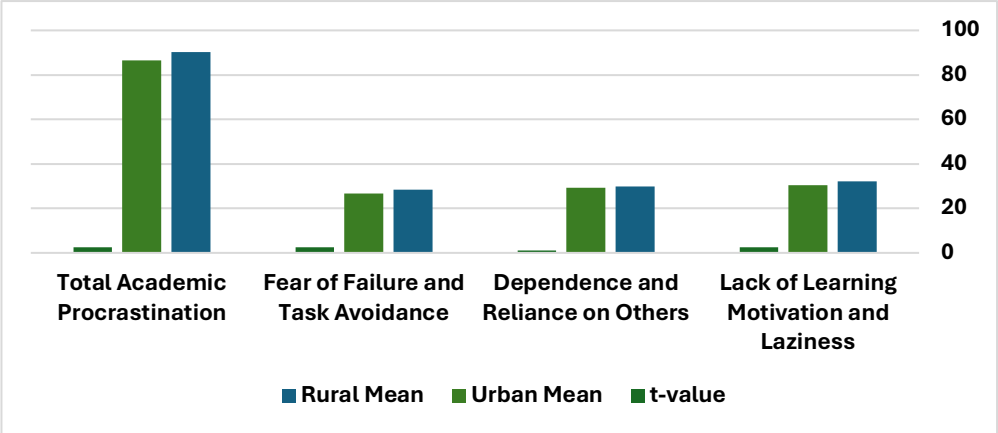

Fig. 7: Significance of differences between the mean scores of rural and urban female university students in academic procrastination and its dimensions

The results shown in Table (13) and Figures (6 and 7) indicate the following:

- There are statistically significant differences between rural and urban university female students in family cohesion and security, family sacrifice and cooperation, spiritual and moral upbringing, and overall family climate, in favor of rural students, with *t* values of (2.970, 2.041, 2.335, and 2.776) respectively. These values are statistically significant at levels (0.01, 0.05, 0.05, and 0.01) respectively. This means that the family climate in rural areas, as perceived by students, is more cohesive and interconnected, providing a greater sense of security and support, and reflecting a stronger commitment to moral and spiritual values, compared with families in urban environments. The researchers consider this finding logical, since family cohesion is traditionally stronger in rural communities, which are generally characterized by social solidarity and strong family bonds. The extended family plays a central role in supporting individuals, and there are deep-rooted values of cooperation and family solidarity. Life in rural areas tends to be more conservative, with greater emphasis on raising children with spiritual, religious, and moral values. Furthermore, the slower pace and less crowded nature of rural life allow families more time to engage and communicate with their children, in contrast to urban life, which is often more fragmented due to work pressures, financial burdens, and technological distractions, all of which reduce the time available for effective family interaction. This result partly agrees with the findings of Osama Al-Alwani (2025) and Samira Wanjan (2017), who reported statistically significant differences in family climate according to place of residence, in favor of urban residence. However, it contradicts the findings of Asma Abu Habsa (2025), who found no statistically significant differences in family climate attributable to the variable of place of residence.
- There are also statistically significant differences between rural and urban university female students in lack of learning motivation and laziness, fear of failure and task avoidance, and overall academic procrastination, in favor of rural students, with *t* values of (2.418, 2.629, and 2.580) respectively. These values are statistically significant at levels (0.05, 0.01, and 0.05) respectively. This means that rural students exhibit higher levels of academic procrastination compared with their urban counterparts. The researchers attribute this finding to the fact that rural students often face difficulties adapting to the urban university environment, including differences in lifestyle, technology use, and study methods, which may cause academic tension or anxiety leading to procrastination as a psychological coping mechanism to avoid pressure. In addition, in some rural communities, families may impose domestic or social roles on female students, which can conflict with the time and effort required for study, thereby reinforcing task avoidance behavior and low learning motivation. This result differs from the studies of Ahmed Abdullah (2018) and Magdy Ghanem (2018), both of which found no statistically significant differences between sample means on the academic procrastination scale according to cultural background (rural/urban).
- There are no statistically significant differences between the mean scores of rural and urban university female students in the dependence and reliance on others dimension, with a *t* value of (1.109), which is not significant. The researchers explain that regardless of whether the student comes from a rural or urban background, both groups face similar academic challenges, such as heavy course loads, time pressure, and difficult subjects, which lead all students to seek help and depend on others to a comparable extent.

2. According to the Type of Education:

Table 14: Significance of the Differences between the Mean Scores of the University Female Students in the Research Sample in Family Climate Dimensions and Academic Procrastination Dimensions According to the Type of Education (N = 250)

Dimensions / Aspects		Azhar Students (n = 138)		General Education Students (n = 112)		Differences Between Means	t-Value	Significance Level	Direction of Significance
		Mean	SD	Mean	SD				
Family Climate	Family Cohesion and Security	36.133	6.080	35.090	6.395	1.042	0.912	0.363	Not significant
	Family Sacrifice and Cooperation	36.617	5.365	35.424	5.618	1.193	1.183	0.238	Not significant
	Spiritual and Moral Upbringing	42.935	4.016	39.090	6.540	3.844	4.651	0.000	Significant at (0.001)
	Total Family Climate	115.686	13.863	109.606	16.972	6.080	2.275	0.024	Significant at (0.05)
Academic Procrastination	Low Learning Motivation and Laziness	31.728	4.768	30.848	2.980	0.879	1.029	0.305	Not significant
	Dependence and Reliance on Others	29.961	3.685	28.878	4.218	1.084	1.544	0.124	Not significant
	Fear of Failure and Task Avoidance	28.055	4.740	26.575	4.108	1.479	1.698	0.091	Not significant
	Total Academic Procrastination	89.746	10.884	86.303	8.984	3.443	1.729	0.085	Not significant

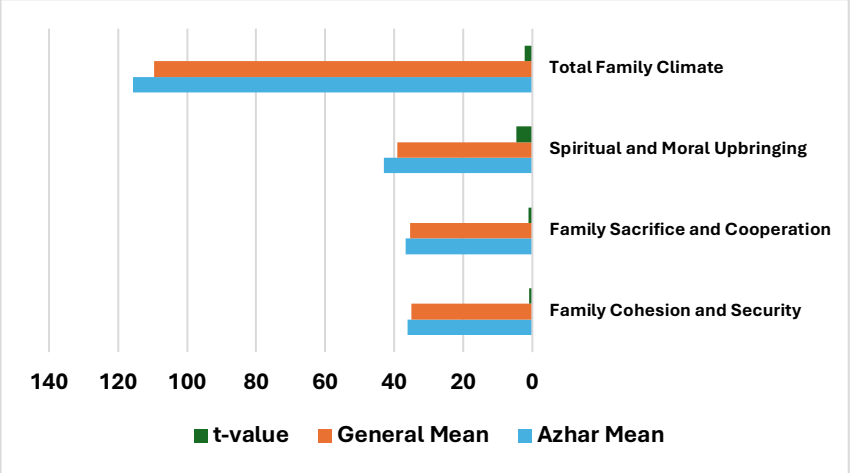

Fig. 8: Significance of differences between the mean scores of the research sample in the family climate and its dimensions according to the type of learning

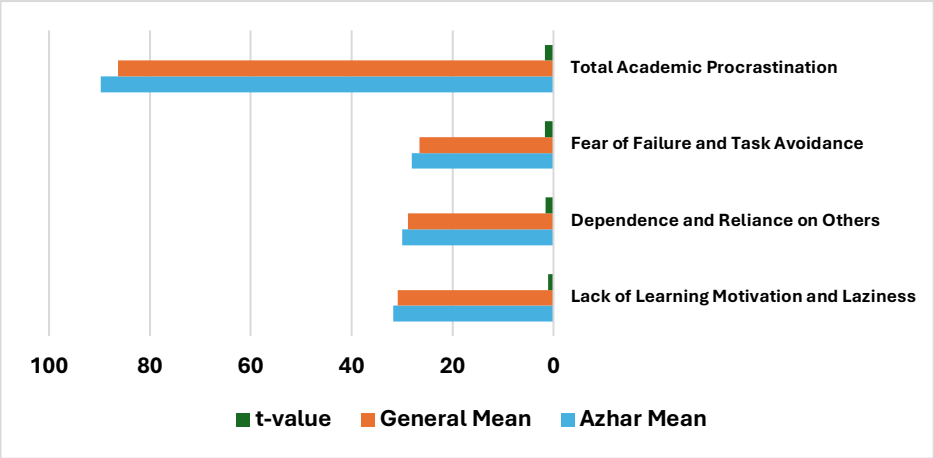

Fig. 9: Significance of differences between the mean scores of the research sample in the academic procrastination and its dimensions according to the type of learning

The results shown in Table (14) indicate the following:

- There are no statistically significant differences between the mean scores of the university female students in the research sample from Azhar education and general education in the dimensions of family cohesion and security and family sacrifice and cooperation, as the calculated *t*-values were (0.912 / 1.183) respectively — values that are not statistically significant.
- There are statistically significant differences between the university female students in the research sample from Azhar and general education in the dimensions of spiritual and moral upbringing and the overall family climate, in favor of the Azhar students, as the calculated *t*-values were (4.651 / 2.275) respectively, which are statistically significant at the levels of significance (0.001 / 0.05) respectively. The researchers attribute this to the fact that the Azhar educational environment enhances the students' religious and moral spirit, since Azhar education is based on curricula that focus on Islamic sciences, Arabic language, and Islamic values, thereby instilling in students a strong ethical and spiritual system from an early age. This early immersion in an integrated religious and educational environment positively affects the relationship between the students and their families, increasing the families' adoption of religious and value-based upbringing methods. Moreover, families who choose Azhar education for their children tend to show greater concern for religious upbringing and are keen on instilling spiritual and moral behaviors. In contrast, general education focuses more on academic aspects and its curricula do not include the same depth of religious and moral education, which may lead to differences in these dimensions when comparing the two groups.
- There are no statistically significant differences between the mean scores of the university female students in the research sample from Azhar and general education in the dimensions of low learning motivation and laziness, dependence on others, fear of failure and task avoidance, and the total academic procrastination, as the *t*-values were (1.029 / 1.544 / 1.698 / 1.729) respectively — values that are not statistically significant. This means that students from Azhar and general education are nearly equal in their levels of academic procrastination across all its dimensions. The researchers believe this is due to the similarity of university-related pressures, regardless of educational background. Once a student enters the university, she becomes subject to the same academic system and higher education requirements, whether she comes from Azhar or general education. All students face similar challenges such as time pressure and adaptation to self-directed learning, which leads to comparable procrastination behaviors. Furthermore, academic procrastination is often associated with personal and psychological characteristics such as poor self-regulation, fear of failure, and low self-confidence — factors that do not necessarily differ between Azhar and general education students. This result differs from Magdy Ghanem's (2018) study, which indicated the existence of statistically significant differences between the mean scores of the sample students in academic procrastination according to the type of education (Azhar / general), in favor of the general education students.

3. According to the Nature of Study:

Table 15: Significance of differences between the mean scores of university female students in the research sample in family climate (with its dimensions) and academic procrastination (with its dimensions) according to the nature of study (N = 250)

Dimensions / Aspects		Practical (N = 143)		Theoretical (N = 107)		Difference between means	*t*-value	Significance level	Direction of significance
		Mean	SD	Mean	SD				
Family Climate	Family Cohesion and Security	36.228	6.194	35.132	5.811	1.096	1.158	0,248	Not significant
	Family Sacrifice and Cooperation	36.741	5.430	35.415	5.216	1.326	1.591	0,113	Not significant
	Spiritual and Moral Upbringing	42.599	4.650	41.792	4.408	0.806	1.133	0,258	Not significant
	Total Family Climate	115.568	14.607	112.339	13.541	3.228	1.450	0,148	Not significant
Academic Procrastination	Low Learning Motivation and Laziness	31.728	4.768	30.848	2.980	0.879	1.029	0,012	Significant at (0.05)
	Dependence and Reliance on Others	29.961	3.685	28.878	4.218	1.084	1.544	0,727	Not significant
	Fear of Failure and Task Avoidance	28.055	4.740	26.575	4.108	1.479	1.698	0,682	Not significant
	Total Academic Procrastination	89.746	10.884	86.303	8.984	3.443	1.729	0,440	Not significant

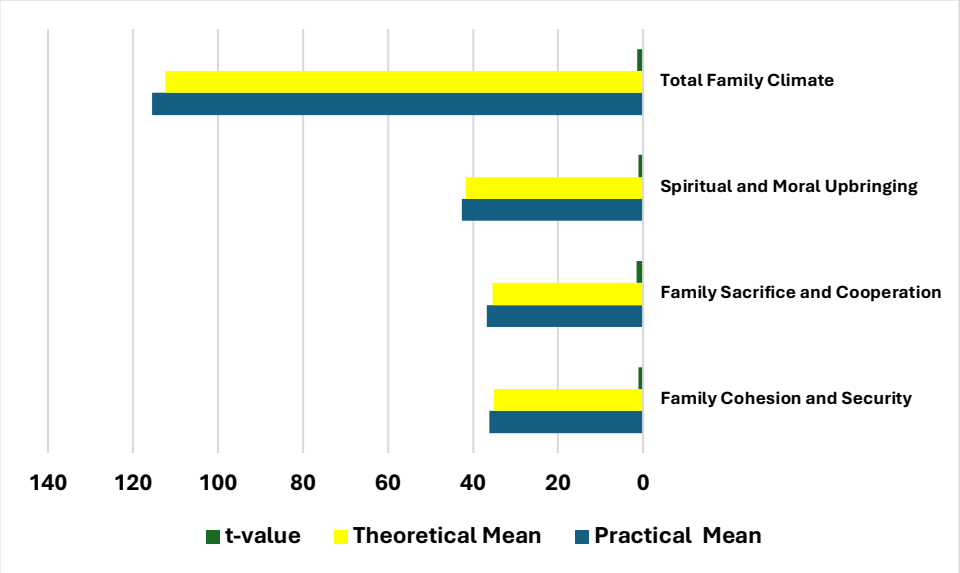

Fig. 10: Significance of differences between the mean scores of female university students in the research sample on the family climate and its dimensions according to the nature of the study

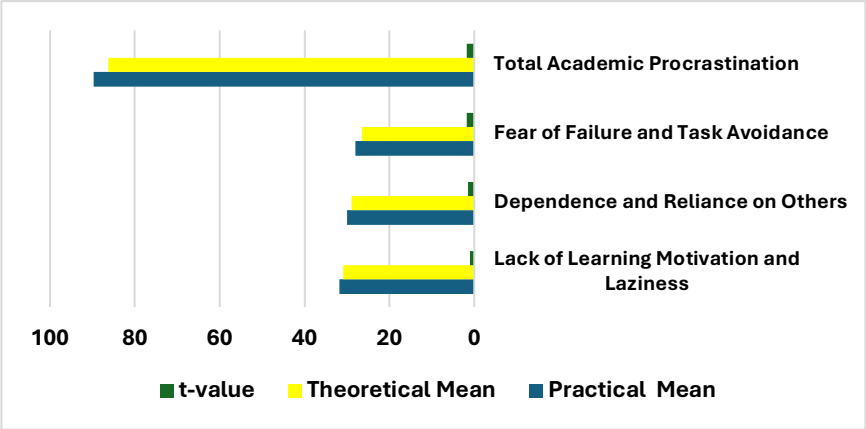

Fig. 11: Significance of differences between the mean scores of female university students in the research sample in academic procrastination according to the nature of the study

The results of Table (15) and Figures (10) and (11) reveal the following:

- There are no statistically significant differences between the mean scores of university female students in the research sample from practical and theoretical disciplines in any of the dimensions of family climate (family cohesion and security, family sacrifice and cooperation, spiritual and moral upbringing, and the overall family climate), as the *t*-values were (1.158 / 1.591 / 1.133 / 1.450), respectively—values that are not statistically significant. This means that the type of academic specialization (practical or theoretical) does not have a significant statistical effect on students' perception of their family climate. The family climate is not influenced by the academic orientation of the student. The researchers attribute this to the fact that family climate is a product of social upbringing, family culture, and parenting styles, and is not directly related to the type of academic specialization of the son or daughter. Families typically build their relationships and parenting behaviors based on their own values, rather than the academic field of their children. This result is consistent with the findings of Mostafa Jibreel et al. (2020) and Afraa Al-Obaidi (2013), both of which indicated that there were no statistically significant differences between the mean scores of individuals in their research samples in family climate attributable to the field of study variable. However, this result differs from the findings of Fouad Mawafi et al. (2014) and Amal Meera (2012), both of whom reported statistically significant differences between the mean scores of students in theoretical and practical colleges on the perceived family climate scale, in favor of students in theoretical colleges.
- There are statistically significant differences between university female students in the research sample from practical and theoretical disciplines in the dimension of low learning motivation and laziness, in favor of students in practical colleges, where the *t*-value reached (2.544), which is statistically significant at the (0.05) level. The researchers attribute this to the fact that the majority of the sample (56.8%) consisted of fourth-year students, and reaching the final year in practical colleges means that the student has gone through several years of continuous pressure, including long lectures, laboratory work, training sessions, and difficult examinations. Such chronic exhaustion leads to a decrease in psychological energy, a loss of motivation, and feelings of boredom or detachment from academic goals. As graduation approaches, some students become aware of the gap between academic and professional reality, facing challenges such as limited job opportunities or a lack of genuine professional support after graduation. Furthermore, many final-year students become preoccupied with practical training, graduation projects, job applications, postgraduate studies, or even family and social responsibilities, leading to mental distraction that reduces their focus on daily academic study.
- There are no statistically significant differences between the mean scores of university female students in the research sample from practical and theoretical disciplines in the dimensions of dependence on others, fear of failure and task avoidance, and total academic procrastination, as the *t*-values were (-0.350 / -0.410 / 0.773), respectively—values that are not statistically significant. This result is consistent with the findings of Namir Al-Sumaida'i and Marwan Dahham (2018), Keba'ili Rahima and Samira Mayson (2023), Jihan Mahmoud (2017), and Khaled Al-Rabab'ah (2014), whose results indicated no significant differences between university students in the level of academic procrastination according to the field of study variable. However, this result differs from the findings of Walaa Ashour et al. (2022), Ihsan Hindawi (2021), Iman Atta (2019), Fatma Al-Madani (2018), and Ibrahim Al-Ja'afra (2016), all of which showed differences in the level of academic procrastination attributable to the field of study, in favor of the humanities disciplines. It also differs from the study of Pala, A., Akyidiz, M., & Bagci, C. (2011), whose results revealed differences among students according to their field of study, showing that students in literary specializations were more

prone to procrastination than those in scientific specializations.

- The studies conducted by Tahseen Al-Hajjami and Manal Hassan (2022), Magdy Ghanem (2018), and Bekleyen (2017) indicated that there are statistically significant differences between the mean scores of the students in the sample on the academic procrastination scale according to their academic specialization, in favor of scientific disciplines. Meanwhile, the study of Ahmed Abdullah (2018) showed the presence of differences in favor of the qualitative disciplines.

From the above, the following can be concluded:

- There are statistically significant differences between the mean scores of the university students in the research sample in the total family climate questionnaire and the total academic procrastination questionnaire according to place of residence, at significance levels of (0.01 / 0.05), respectively, in favor of rural students.
- There are statistically significant differences between the mean scores of university female students in the research sample in the total family climate questionnaire according to type of education, at the significance level (0.05), in favor of Azhar students. However, there are no statistically significant differences between the mean scores of the university students in the total academic procrastination questionnaire according to type of education.
- There are no statistically significant differences between the mean scores of university female students in the research sample in the total family climate questionnaire and the total academic procrastination questionnaire according to the nature of study. **Accordingly, the second hypothesis has been partially accepted.**

Results in Light of the Third Hypothesis

The third hypothesis states that: "*There are no statistically significant differences among university female students in the research sample in the family climate dimensions (three dimensions) and academic procrastination dimensions (three dimensions) according to the socio-economic variables (academic year – birth order among siblings – father's and mother's educational level – father's and mother's occupation – family's monthly income level).*" To statistically verify this hypothesis, the one-way analysis of variance (ANOVA) method was used.
The one-way ANOVA test is employed to determine whether there are statistically significant differences between the means of three or more groups. The Tukey post-hoc test was then applied to determine the significance of differences between the means. Tables (16–29) present the detailed results of this analysis.

1- According to the Academic Year

Table 16: Significance of Differences between the Mean Scores of University Female Students in the Research Sample in Family Climate Dimensions and Academic Procrastination Dimensions according to the Academic Year (N = 250)

Variables		Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F Value	Significance Level
Family Climate	Family Cohesion and Security	Between Groups Within Groups Total	362.158 8964.838 9326.996	4 245 249	90.539 36.591	2.474	0.045 (Significant at 0.05)
	Family Sacrifice and Cooperation	Between Groups Within Groups Total	114.564 7153.536 7268.100	4 245 249	28.641 29.198	0.981	0.419 (Not Significant)
	Spiritual and Moral Upbringing	Between Groups Within Groups Total	57.341 5219.863 5277.204	4 245 249	14.335 21.306	0.673	0.611 (Not Significant)
	Total Family Climate Questionnaire	Between Groups Within Groups Total	937.134 50856.502 51793.636	4 245 249	234.283 207.578	1.129	0.344 (Not Significant)
Academic Procrastination	Lack of Learning Motivation and Laziness	Between Groups Within Groups Total	543.265 4674.099 5217.364	4 245 249	135.816 19.078	7.119	0.000 (Significant at 0.001)
	Dependence and Reliance on Others	Between Groups Within Groups Total	205.694 3331.206 3536.900	4 245 249	51.423 13.597	3.782	0.000 (Significant at 0.001)

	Fear of Failure and Task Avoidance	Between Groups Within Groups Total	502.275 4953.825 5456.100	4 245 249	125.569 20.220	6.210	0.000 (Significant at 0.001)
	Total Academic Procrastination Questionnaire	Between Groups Within Groups Total	3258.919 25254.765 28513.684	4 245 249	814.730 103.081	7.904	0.000 (Significant at 0.001)

To determine the direction of significance, the researchers used the Tukey multiple comparison test, as shown below:

Table 17: Arithmetic Means of the University Female Students' Scores in the Research Sample in the Family Cohesion and Security Dimension and the Dimensions of Academic Procrastination according to the Academic Year (N = 250)

Academic Year	N	Family Cohesion and Security	Lack of Learning Motivation and Laziness	Dependence and Reliance on Others	Fear of Failure and Task Avoidance	Total Academic Procrastination Questionnaire
First Year	7	30.5714	32.1429	30.5714	27.4286	90.1429
Second and Third Years	85	36.1316	32.7895	30.4681	28.8684	93.2105
Fourth Year	158	37.6596	34.1489	31.5526	30.3830	95.0000

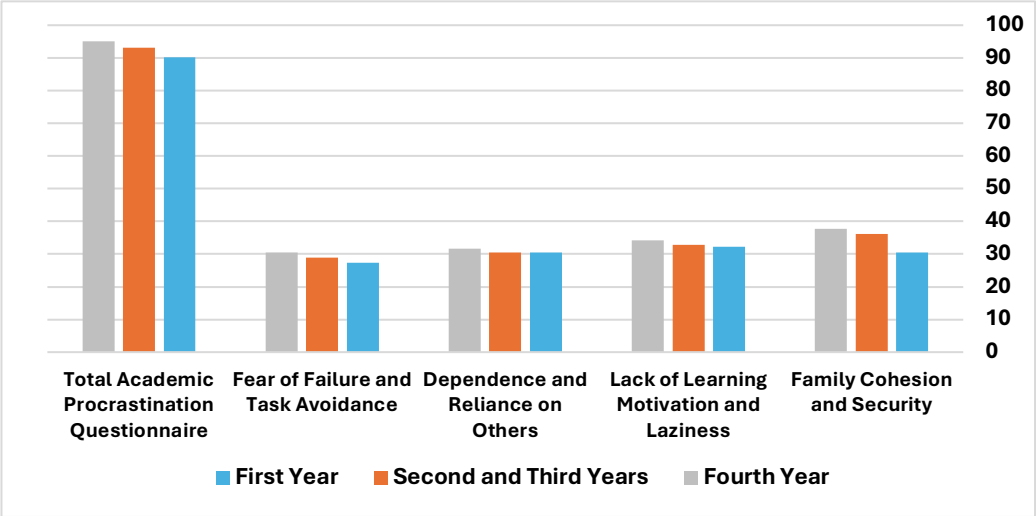

Fig. 12: arithmetic means of university students' scores in the family cohesion and security axis, and academic procrastination with its dimensions according to academic year

The results of Tables (16) and (17) and Figure (12) reveal the following:

- There is a statistically significant variance among the mean scores of the university female students in the research sample in the *Family Cohesion and Security* dimension, as the F-value reached (2.474), which is significant at the (0.05) level. Applying the Tukey test showed that the mean scores of the students in this dimension ranged from (30.5714) to (37.6596) in favor of fourth-year students.
- There is no statistically significant variance among the university female students in the research sample in *Family Sacrifice and Cooperation, Spiritual and Moral Upbringing,* or the *Total Family Climate Questionnaire* according to the academic year, as the F-values were (0.419 / 0.611 / 0.344), respectively, which are statistically insignificant. The researchers attribute this to the fact that values related to *sacrifice and cooperation* or *spiritual and moral upbringing* are usually acquired at an early age and remain relatively stable throughout university life, as they are deeply rooted in family upbringing methods and the general cultural environment. In contrast, *family cohesion and security* may vary, since students in higher years—particularly fourth-year students—tend to feel greater independence and confidence and maintain more communication with their families, which enhances their sense of family security.
- There is a statistically significant variance among the mean scores of the university female students in the research sample in the dimensions of Lack of Learning Motivation and Laziness, Dependence and Reliance on Others, Fear of Failure and Task Avoidance, and the Total Academic Procrastination Questionnaire, where the F-values reached (7.119 / 3.782 / 6.210 / 7.904), respectively. These values are statistically significant at the levels (0.001 / 0.01 / 0.001 / 0.001),

respectively. Applying the Tukey test revealed that the mean scores increased in favor of the fourth-year students. The researchers explain this by noting that fourth-year students—being in their final academic year in most colleges—may face increased family or personal responsibilities (such as preparing for professional life or marriage), which affects their academic focus and increases their tendency toward procrastination. Another possible explanation is that some students may feel they have already acquired sufficient knowledge, leading to a decrease in perseverance, which is reflected in procrastinatory or delaying behaviors. This result is consistent with the study by Amal Al-Ahmad and Fida Yaseen (2018), which indicated a statistically significant variance among students' mean scores in academic procrastination according to academic year in favor of the fourth-year students. It also partially agrees with the studies of Rahima Qaba'ili and Samira Mason (2023) and Ibrahim Al-Ja'afra (2016), which found a variance in academic procrastination levels attributed to the academic year in favor of third-year students, as well as with Ahmed Abdullah (2018) and Magdy Ghanem (2018), who reported a variance in favor of second-year students. However, this result differs from the findings of Latifa Al-Mahrouqiya (2024), Walaa Ashour et al. (2022), and (Pala, A., Akyidiz, M., & Bagci, C., 2011), which showed no differences among students attributable to the academic year variable.

2. According to Birth Order

Table 18: Significance of Differences between the Mean Scores of University Female Students in the Research Sample in Family Climate Dimensions and Academic Procrastination Dimensions according to Birth Order (N = 250)

Variables		Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance Level
Family Climate	Family Cohesion and Security	Between Groups Within Groups Total	229.978 9097.018 9326.996	3 246 249	76.659 36.980	2.073	0.104 (Not significant)
	Family Sacrifice and Cooperation	Between Groups Within Groups Total	132.102 7135.998 7268.100	3 246 249	44.034 29.008	1.518	0.210 (Not significant)
	Spiritual and Moral Upbringing	Between Groups Within Groups Total	30.290 5246.914 5277.204	3 246 249	10.097 21.329	0.473	0.710 (Not significant)
	Overall Family Climate Questionnaire	Between Groups Within Groups Total	885.121 50908.515 51793.636	3 246 249	295.040 206.945	1.426	0.236 (Not significant)
Academic Procrastination	Lack of Learning Motivation and Laziness	Between Groups Within Groups Total	189.175 5028.189 5217.364	3 246 249	63.058 20.440	3.085	0.028 (Significant at 0.05)
	Dependence on Others	Between Groups Within Groups Total	9.538 3527.362 3536.900	3 246 249	3.179 14.339	0.222	0.881 (Not significant)
	Fear of Failure and Task Avoidance	Between Groups Within Groups Total	131.676 5324.424 5456.100	3 246 249	43.892 21.644	2.028	0.111 (Not significant)
	Overall Academic Procrastination Questionnaire	Between Groups Within Groups Total	610.958 27902.726 28513.684	3 246 249	203.653 113.426	1.795	0.149 (Not significant)

To determine the direction of the statistically significant difference, the researchers employed Tukey's multiple comparison test, as shown below:

Table 19: Mean Scores of University Female Students in the Research Sample on the Dimension of Lack of Learning Motivation and Laziness according to Birth Order (N = 250)

Birth Order	N	Lack of Learning Motivation and Laziness
First-born	132	32.3059

Middle-born	**37**	**32.5000**
Last-born	**81**	**31.3208**

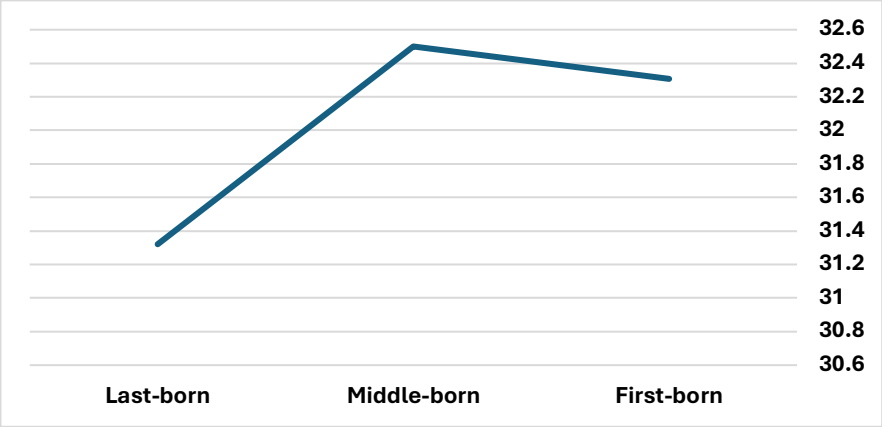

Fig. 13: arithmetic means of the research sample scores in the dimension of weak learning motivation and laziness according to sibling ranking

The results presented in Tables (18) and (19) and Figure (13) indicate the following:

- There are no statistically significant differences among the university female students in the research sample in the dimensions of *family cohesion and security*, family sacrifice and cooperation, spiritual and moral upbringing, or overall family climate according to birth order, as the calculated F-values were (2.073 / 1.518 / 0.473 / 1.426) respectively, all of which are statistically insignificant. This finding contradicts the results of the studies conducted by Iman Al-Rifai (2024) and Ahmed Younes (2021), which indicated the presence of differences in the family climate scores among the sample members according to the birth order variable, in favor of the first-born position.
- There is a statistically significant difference among the mean scores of the university female students in the research sample in the dimension of lack of learning motivation and laziness, where the calculated F-value was (3.085), which is statistically significant at the (0.05) level. By applying Tukey's multiple comparison test, it was found that the mean scores of the students ranged from (23.5000) to (32.5000), in favor of the middle-born students. The researchers interpret this by suggesting that the middle child often suffers from a lack of distinction within the family: the eldest child receives attention for being the first, while the youngest is often given care and affection, whereas the middle child may not receive the same level of attention or emotional support from the parents. This feeling of limited attention or appreciation may lead to lower self-confidence and decreased motivation for achievement. Moreover, some studies indicate that middle children tend to seek balance and social acceptance rather than striving for academic achievement.
- There are no statistically significant differences among the university female students in the research sample in the dimensions of dependence on others, fear of failure and task avoidance, and overall academic procrastination, as the calculated F-values were (0.222 / 2.028 / 1.795) respectively, all of which are statistically insignificant. The researchers attribute this result to the fact that the shared personal and environmental factors among university female students have a greater influence on academic procrastination than the birth order factor, as the students experience a similar university environment that provides comparable academic requirements and exposes them to similar academic and social pressures.

3. According to the Father's Educational Level

Table 20: Significance of Differences between the Mean Scores of University Female Students in the Research Sample in Family Climate Dimensions and Academic Procrastination Dimensions according to the Father's Educational Level (N = 250)

Variables		Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance Level
Family Climate	Family Cohesion and Security	Between Groups Within Groups Total	114.205 9212.791 9326.996	2 247 249	57.103 37.299	1.531	0.218 (Not significant)
	Family Sacrifice and Cooperation	Between Groups Within Groups	103.175 7164.925	2 247	51.587 29.008	1.778	0.171 (Not significant)

		Total	7268.100	249			
	Spiritual and Moral Upbringing	Between Groups Within Groups Total	128.987 5148.217 5277.204	2 247 249	64.493 20.843	3.094	0.047 (Significant at 0.05)
	Overall Family Climate Questionnaire	Between Groups Within Groups Total	947.920 50845.716 51793.636	2 247 249	473.960 205.853	2.302	0.102 (Not significant)
Academic Procrastination	Lack of Learning Motivation and Laziness	Between Groups Within Groups Total	302.144 4915.220 5217.364	2 247 249	151.072 19.900	7.592	0.001 (Significant at 0.01)
	Dependence on Others	Between Groups Within Groups Total	26.165 3510.735 3536.900	2 247 249	13.083 14.214	0.920	0.400 (Not significant)
	Fear of Failure and Task Avoidance	Between Groups Within Groups Total	187.139 5268.961 5456.100	2 247 249	93.570 21.332	4.386	0.013 (Significant at 0.05)
	Overall Academic Procrastination Questionnaire	Between Groups Within Groups Total	1176.089 27337.595 28513.684	2 247 249	588.045 110.679	5.313	0.006 (Significant at 0.01)

To determine the direction of the statistically significant differences, the researchers applied Tukey's multiple comparison test, as follows:

Table 21: Mean Scores of University Female Students in the Research Sample in Family Climate Dimensions and Academic Procrastination Dimensions according to the Father's Educational Level (N = 250)

Father's Educational Level	N	Spiritual and Moral Upbringing	Lack of Learning Motivation and Laziness	Fear of Failure and Task Avoidance	Total Academic Procrastination
Low (Literate/Basic Education)	32	40.9063	29.8750	26.2500	86.1250
Moderate (Secondary or Equivalent)	106	42.2143	32.8302	28.7642	91.7358
High (University or Postgraduate Education)	112	43.1132	30.9554	27.4643	87.8839

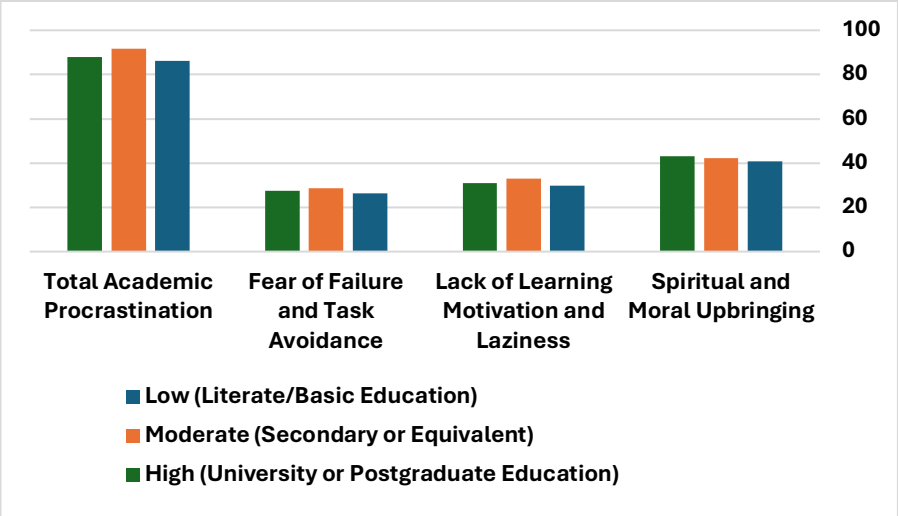

Fig. 14: arithmetic means of scores female university students in the research sample in the axes of family climate and dimensions of academic procrastination according to the father's level of education

The results presented in Tables (20) and (21) and Figure (14) indicate the following:

- There is a statistically significant difference among the mean scores of the university female students in the research sample in the dimension of *spiritual and moral upbringing*, where the calculated F-value was (3.094), which is significant at the (0.05) level. By applying Tukey's multiple comparison test, it was found that the mean scores of the students in this dimension ranged from (40.9063) to (43.1132), in favor of the *high educational level* of the father. The researchers interpret this finding by suggesting that fathers with higher educational levels possess greater pedagogical and cultural awareness, enabling them to instill moral and spiritual values in their daughters through conscious and balanced educational methods. Such fathers understand the importance of moral and religious upbringing in developing a well-balanced personality and seek to apply it through persuasion and dialogue rather than through authoritarian or coercive means.

- There are no statistically significant differences among the university female students in the research sample in the dimensions of family cohesion and security, family sacrifice and cooperation, and overall family climate questionnaire according to the father's educational level, where the calculated F-values were (1.531 / 1.778 / 2.302), respectively, all of which are statistically insignificant. The researchers explain this result by noting that the father's role in creating and maintaining a supportive and stable family climate does not primarily depend on his academic attainment or educational level, but rather on deeper factors such as the father's personality, moral stance, and commitment to familial roles and responsibilities—regardless of educational level—as well as the family's values and traditions, which play a key role in unifying parenting methods and fostering cooperation among family members. This result is consistent with the studies of Jilan Al-Qabbani et al. (2023) and Ahmed Younes (2021), both of which found no differences in the family climate scale attributable to the father's education. However, it differs from the findings of Iman Al-Rifai (2024) and Ahmed Al-Ghamdi and Hind Al-Ghamdi (2019), whose studies indicated the presence of differences in overall family climate in favor of the high educational level of the father.

- There are statistically significant differences among the mean scores of the university female students in the dimensions of lack of learning motivation and laziness, fear of failure and task avoidance, and overall academic procrastination questionnaire, where the calculated F-values were (7.592 / 4.386 / 5.313), which are significant at the (0.01 / 0.05 / 0.01) levels, respectively. By applying Tukey's test, it was found that the mean scores of the students were in favor of the moderate educational level of the father. The researchers interpret this by suggesting that fathers with a moderate educational level are often compelled to work long hours or under stressful conditions, which limits their time for direct interaction and guidance with their children. Moreover, the pressures of daily life may heighten anxiety among children, thereby reinforcing feelings of fear of failure and avoidance of tasks. Additionally, fathers with a moderate educational background may lack sufficient knowledge or experience regarding modern motivational and academic guidance strategies, reducing their ability to encourage persistence and commitment among their children.

- There are **no statistically significant differences** among the university female students in the research sample in the dimension of *dependence on others*, where the calculated F-value was (0.920), which is statistically insignificant.

8. According to the Mother's Educational Level

Table 22: Significance of Differences Between the Mean Scores of the University Female Students (the Study Sample) in Family Climate Dimensions and Academic Procrastination Dimensions According to the Mother's Educational Level (N = 250)

Variables		Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance Level
Family Climate	Family Cohesion and Security	Between Groups Within Groups Total	507.632 8819.364 9326.996	2 247 249	253.816 35.706	7.109	Significant at (0.01)
	Family Sacrifice and Cooperation	Between Groups Within Groups Total	144.600 7123.500 7268.100	2 247 249	72.300 28.840	2.507	0.001 Significant at (0.01)
	Spiritual and Moral Upbringing	Between Groups Within Groups Total	101.527 5175.677 5277.204	2 247 249	50.763 20.954	2.423	.0091 Not Significant
	Overall Family Climate Questionnaire	Between Groups Within Groups Total	1977.613 49816.023 51793.636	2 247 249	988.806 201.684	4.903	0.008 Significant at (0.01)
Ac ad em	Lack of	Between Groups	86.992	2	43.496	2.094	0.125

	Learning Motivation and Laziness	Within Groups Total	5130.372 5217.364	247 249	20.771		Not Significant
	Dependence on Others	Between Groups Within Groups Total	375.225 3161.675 3536.900	2 247 249	187.613 12.800	14.65	0.000 Significant at (0.01)
	Fear of Failure and Task Avoidance	Between Groups Within Groups Total	488.259 4967.841 5456.100	2 247 249	244.129 20.113	12.13	0.001 Significant at (0.01)
	Overall Academic Procrastination Questionnaire	Between Groups Within Groups Total	2541.812 25971.872 28513.684	2 247 249	1270.906 105.149	12.08	0.001 Significant at (0.01)

To determine the direction of the significance, the researchers applied the Tukey multiple comparison test, as shown below:

Table (23): Arithmetic Means of the University Female Students' Scores (the Study Sample) in Family Climate Dimensions and Academic Procrastination Dimensions According to the Mother's Educational Level (N = 250)

Mother's Educational Level	N	Family Cohesion and Security	Total Family Climate Questionnaire	Dependency and Reliance on Others	Fear of Failure and Task Avoidance	Total Academic Procrastination Questionnaire
Low (Literate – Basic Education)	32	34.0938	110.8750	28.0938	25.1563	83.7813
Moderate (Secondary or Equivalent)	134	34.6190	112.2857	30.9478	29.0522	92.1269
High (University or Postgraduate Education)	84	37.3134	117.4701	28.6786	26.9881	86.8690

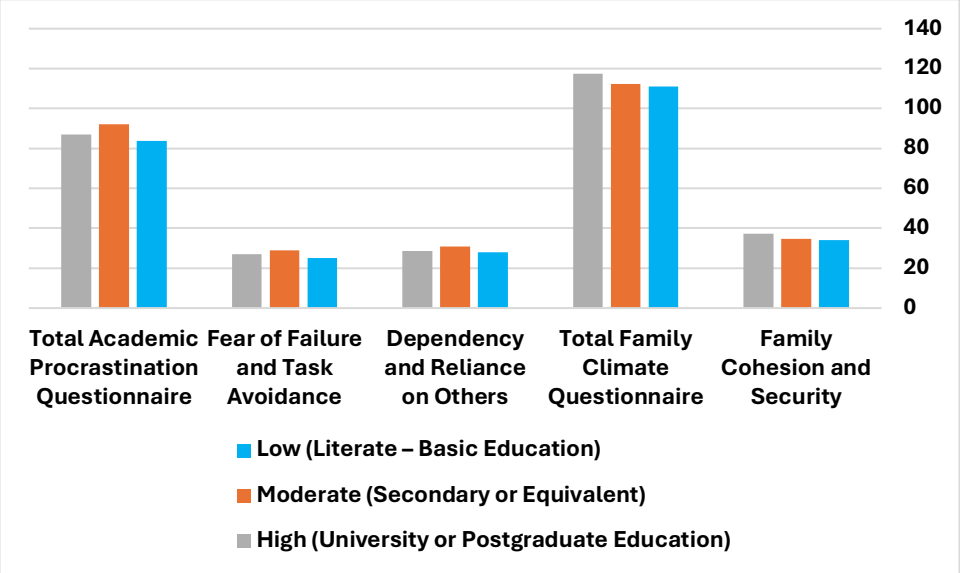

Fig. 15: arithmetic means of the research sample scores in the family climate and academic procrastination dimensions according to the father's level of education

The results of Tables (22, 23) and Figure (15) indicate the following:

- There is a statistically significant difference between the mean scores of the university female students in the dimensions of family cohesion and security and the overall family climate questionnaire, where the F-values were (7.109 / 4.903), both significant at the (0.01) level. Applying the Tukey test revealed that the mean scores of the students increased in favor of those whose mothers had a higher educational level. The researchers interpret this finding as

follows: an educated mother possesses a broader awareness of modern educational methods and recognizes the importance of building family relationships based on dialogue, mutual respect, and emotional and psychological support. This, in turn, fosters a positive family climate within the household. This result is consistent with the findings of Iman Al-Rifai (2024) and Ahmed Younes (2021), whose studies indicated significant differences in family climate according to the mother's educational level, in favor of the higher educational level. However, it contradicts the studies of Jilan Al-Qabbani et al. (2023) and Jameela Al-Ruwaili (2015), which confirmed that there were no significant differences in family climate according to the parents' educational level.

- There are no statistically significant differences among the university female students in the dimensions of family sacrifice and cooperation and spiritual and moral upbringing according to the mother's educational level, where the F-values were (2.507 / 2.423), respectively, both of which are statistically insignificant.
- There are statistically significant differences among the mean scores of the university female students in the dimensions of dependence and reliance on others, fear of failure and task avoidance, and the overall academic procrastination questionnaire, where the F-values were (14.65 / 12.13 / 12.08), respectively, all significant at the levels of (0.001 / 0.01 / 0.01). The Tukey test indicated that the mean scores were higher for students whose mothers had a moderate educational level. The researchers interpret this as follows: mothers with a moderate level of education—especially those who are not employed—tend to devote more time to their children but may sometimes adopt overprotective or overly controlling parenting styles. This can foster dependence among children and limit their autonomy in confronting academic challenges. Such parenting patterns may also reinforce feelings of fear of failure or hesitation in completing tasks, leading students to postpone academic assignments or avoid academic responsibilities.
- There are no statistically significant differences among the university female students in the dimension of low learning motivation and laziness, where the F-value (2.094) was not statistically significant.

5. According to Monthly Income Level

Table 24: The significance of differences between the mean scores of the university female students in the study sample regarding the family climate (with its dimensions) and academic procrastination (with its dimensions) according to the family's monthly income level (N = 250)

Variables		Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F-Value	Significance Level
Family Climate	Family Cohesion and Security	Between Groups Within Groups Total	257.300 9069.696 9326.996	2 247 249	128.650 36.719	3.504	0.032 (Significant at 0.05)
	Family Sacrifice and Cooperation	Between Groups Within Groups Total	98.124 7169.976 7268.100	2 247 249	49.062 29.028	1.690	0.187 (Not significant)
	Spiritual and Moral Upbringing	Between Groups Within Groups Total	421.058 4856.146 5277.204	2 247 249	210.529 19.661	10.70	0.000 (Significant at 0. 01)
	Total Family Climate Questionnaire	Between Groups Within Groups Total	2086.363 49707.273 51793.636	2 247 249	1043.181 201.244	5.184	0.006 (Significant at 0.01)
Academic Procrastination	Lack of Learning Motivation and Laziness	Between Groups Within Groups Total	22.091 5195.273 5217.364	2 247 249	11.045 21.033	0.525	0.592 (Not Significant)
	Dependence on Others	Between Groups Within Groups Total	22.091 5195.273 5217.364	2 247 249	7.699 14.257	0.540	0.583 (Not significant)
	Fear of Failure and Task Avoidance	Between Groups Within Groups Total	48.230 5407.870 5456.100	2 247 249	24.115 21.894	1.101	0.334 (Not significant)
	Overall Academic Procrastination Questionnaire	Between Groups Within Groups Total	188.149 28325.535 28513.684	2 247 249	94.075 114.678	0.820	0.441 (Not significant)

To determine the direction of the significance, the researchers applied the Tukey multiple comparison test, as shown below:

Table 25: presents the mean scores of the university female students in the study sample for the family climate dimensions according to the monthly family income level (N = 250)

Monthly Income Level	N	Family Cohesion and Security	Spiritual and Moral Upbringing	Total Family Climate Questionnaire
Low (< 5000 EGP)	178	36.5562	42.9326	116.2809
Medium (5000 – <10000 EGP)	66	34.8939	41.7576	112.4848
High (≥10000 EGP)	6	31.5000	34.8333	99.8333

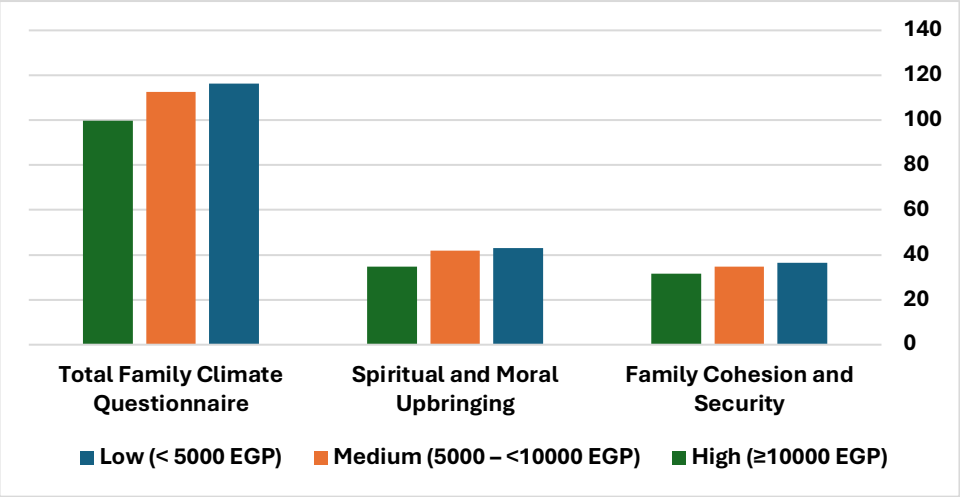

Fig. 16: arithmetic means of the research sample scores in the family climate axis according to monthly income level

The results presented in Tables (24) and (25) and Figure (16) indicate the following:

- There is a statistically significant variation among the mean scores of the university female students in the research sample regarding the dimensions of *family cohesion and security*, *spiritual and moral upbringing*, and *the total family climate scale*, as the F-values reached (3.504 / 10.70 / 5.184), respectively. These are statistically significant values at the levels (0.05 / 0.001 / 0.01), respectively. Applying the Tukey post-hoc test revealed that the mean scores of the university students in these dimensions increase in favor of families with *low monthly income*. The researchers interpret this finding by noting that low-income families tend to rely more heavily on family solidarity as a coping mechanism for financial challenges, which strengthens feelings of cohesion and mutual support. Moreover, such families are often more deeply rooted in moral and religious values, which are reflected in the spiritual and ethical upbringing of children, thereby creating a warm family atmosphere that compensates for the limited material resources. This result is consistent with the studies of Asmaa Abu Habsa (2025), Naamah Ragban et al. (2018), and Reham Abu Fayed (2016), all of which indicated statistically significant differences in the family climate according to income level in favor of the low-income group. It also partially agrees with the studies of Osama Al-Alwani (2025), Iman Al-Rifai (2024), and Samira Wanjan (2017), which reported statistically significant differences in favor of high-income families. However, it contradicts the findings of Jameela Al-Ruwaili (2015), Jilan Al-Qabbani et al. (2023), and Ahmed and Hind Al-Ghamdi (2019), which confirmed the existence of differences in family climate according to the family's socioeconomic level.
- There is no statistically significant variation among the mean scores of the university female students in the research sample concerning *family sacrifice and cooperation*, as the F-value reached (1.690), which is not statistically significant. This indicates that this dimension represents a stable family value shared across different economic classes. Sacrifice and cooperation within the family do not seem to be influenced by monthly income levels; rather, they express a moral and educational commitment deeply rooted among family members, based on affection and belonging rather than material means.
- There is no statistically significant variation among the mean scores of the university female students in the research sample regarding low learning motivation and laziness, dependence and reliance on others, fear of failure and task avoidance, and the total academic procrastination scale, as the F-values reached (0.525 / 0.540 / 1.101 / 0.820), respectively. These values are statistically insignificant. This finding is consistent with the study of Pala, A., Akyidiz, M., and Bagci, C. (2011), which showed no significant differences among university students attributable to the income variable. The researchers explain that the similarity among students in the university environment, academic pressures,

and technological means used in education may reduce the impact of material differences, rendering the phenomenon of academic procrastination relatively widespread across all groups, regardless of family income.

Based on the foregoing, the following points are evident:

℘ There is a statistically significant variation among the university students in the study sample in the total score of the *Family Climate Questionnaire* according to both the mother's educational level and the family's monthly income, in favor of the high educational level of the mother and the low monthly income level of the family.

℘ There is no statistically significant variation among the university students in the study sample in the total score of the *Family Climate Questionnaire* according to academic year, birth order among siblings, or the father's educational level.

℘ There is a statistically significant variation among the university students in the study sample in the total score of the *Academic Procrastination Questionnaire* according to academic year, father's educational level, and mother's educational level, in favor of the fourth-year students and the intermediate educational level of both the father and the mother.

℘ There is no statistically significant variation among the university students in the study sample in the total score of the *Academic Procrastination Questionnaire* according to birth order among siblings or the family's monthly income. **Thus, the third hypothesis was partially accepted.**

Results in Light of the Fourth Hypothesis

The fourth hypothesis states that "The contribution rates of the independent variables (the three dimensions of family climate) differ in explaining the variance in the dependent variable (total academic procrastination) according to the regression coefficient weights and the correlation degree among the university students in the study sample." To statistically verify this hypothesis, the Stepwise Multiple Regression Analysis was used to identify the independent variables that most significantly contribute to explaining the variance in the dependent variable. Prior to conducting the regression analysis, the assumptions of linearity and normal distribution of data were verified. The results were as follows:

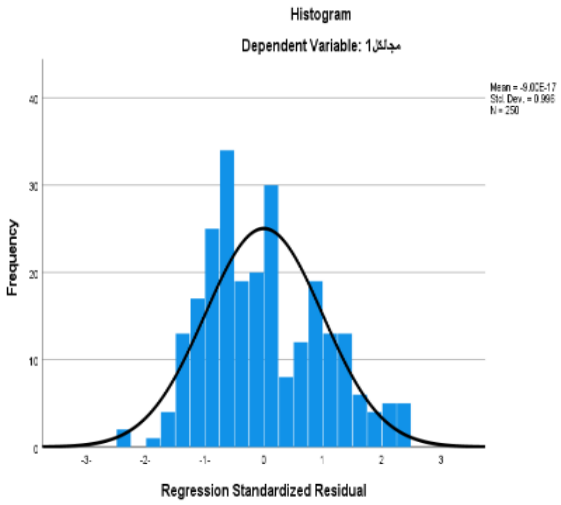

Fig. 17: illustrates the histogram, which shows that the data are normally distributed.

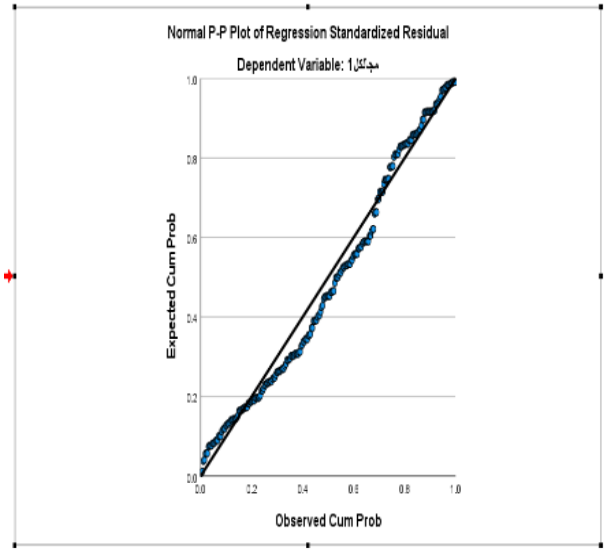

Fig. 18: shows that the residuals cluster around the line, confirming that the data follow a normal distribution.

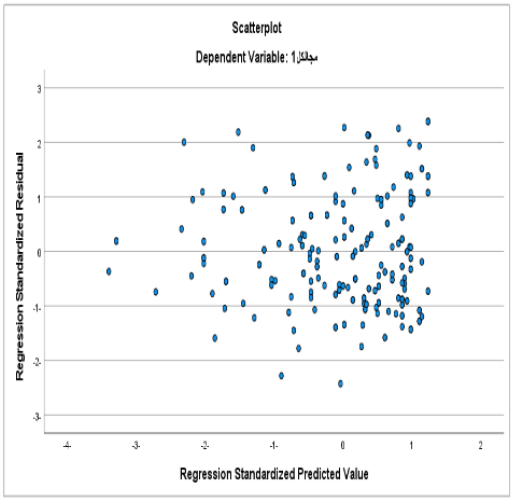

Fig. 19: represents the scatter of residuals against the predicted values, showing no specific pattern in the residuals, which is consistent with the assumption of linearity.

Figures (17), (18), and (19) collectively illustrate that the residuals are randomly distributed and show no specific pattern. This indicates that the assumption of linearity has been met, and that the data of the study sample are normally distributed — both of which are essential conditions for conducting a regression analysis.

Table 26: Stepwise Multiple Regression Analysis of the Role of Family Climate Dimensions in Predicting Overall Academic Procrastination among the University Female Students in the Study Sample

Dependent Variable	Independent Variables	Correlation Coefficient (R)	Coefficient of Determination (R^2)	F Value	Significance Level	Regression Coefficient (B)	T Value	Significance Level
Academic procrastination among	**Constant** **Spiritual and Moral Upbringing**	**0.336-**	**0.113**	**31.650**	**0.001**	**56.113** **0.782**	**9.459** **5.626**	**0.001** **0.001**

	Constant Spiritual and Moral Upbringing Family cohesion and security	**0.375-**	**0.141**	**20.249**	**0.001**	**55.055 0.502 0.359**	**9.391 2.970 2.821**	**0.001 0.003 0.003**

The results in Table (26) reveal the following:

- To determine the relationship between the adaptive behavior of the housewife in light of Egypt's National Climate Change Strategy 2050 and the explanatory variables, the stepwise multiple regression model was employed (Table 30). In this model, family cohesion and security, family sacrifice and cooperation, and spiritual and moral upbringing were treated as independent variables, while academic procrastination among university female students was considered the dependent variable. The results of the table indicate the following:
- The regression was found to be significant, as the F-values (31.650 – 20.249) were all statistically significant at the 0.001 level.
- The results further show that the combination of spiritual and moral upbringing and family cohesion and security represents the most influential factors in explaining the variance in academic procrastination among university female students. The coefficient of determination ($R^2 = 0.141$) indicates that these dimensions collectively explain 14.1% of the total variance in students' academic procrastination.
- The coefficient of determination for spiritual and moral upbringing alone was ($R^2 = 0.113$), signifying that it is the most influential factor, accounting for 11.3% of the total variance in academic procrastination among university students. The B value (0.782), which indicates the relationship between spiritual and moral upbringing and academic procrastination, was statistically significant, as evidenced by the T-value and its associated significance level. This means that as the level of spiritual and moral upbringing decreases (given the negative correlation coefficient R), academic procrastination among university students increases by 0.782 units.
- Family cohesion and security ranked second, with a B value of 0.359 at a 0.01 significance level, while family sacrifice and cooperation did not exhibit a significant effect on academic procrastination among university female students, according to the stepwise multiple regression results.

Accordingly, the regression equation can be expressed as follows:

Academic procrastination among university female students = (56.113 + 0.782 × Spiritual and Moral Upbringing) + (55.055 + 0.502 × Spiritual and Moral Upbringing) + (55.055 + 0.359 × Family Cohesion and Security)

From the above, it becomes evident that the independent research variables vary in their contribution to explaining the variance in the dependent variable — academic procrastination among university female students. The most influential factor was spiritual and moral upbringing, followed by family cohesion and security, while family sacrifice and cooperation showed no significant effect according to the regression coefficients and correlation values. Thus, the fourth hypothesis was fully accepted.

9. Summary of the Main Findings:

1. There is a statistically significant inverse correlation among the university female students in the study sample between the dimensions of family climate (family cohesion and security, family sacrifice and cooperation, and spiritual and moral upbringing) and the dimensions of academic procrastination (low learning motivation and laziness, dependency and reliance on others, fear of failure and task avoidance).
2. There are statistically significant differences between the mean scores of the university female students in the study sample on the overall family climate and academic procrastination questionnaires according to place of residence, at the significance levels of (0.01 / 0.05), in favor of rural students.
3. There are statistically significant differences between the mean scores of the university female students in the study sample on the overall family climate questionnaire according to type of education, at a significance level of (0.05), in favor of Azharite students.
4. There are no statistically significant differences between the mean scores of the university female students in the study sample on the overall academic procrastination questionnaire according to type of education.
5. There are no statistically significant differences between the mean scores of the university female students in the study

sample on the overall family climate and academic procrastination questionnaires according to the nature of study.

6. There are statistically significant differences among the university female students in the study sample on the overall family climate questionnaire according to both the mother's educational level and the family's monthly income, in favor of the higher maternal educational level and lower family income.
7. There are no statistically significant differences among the university female students in the study sample on the overall family climate questionnaire according to academic year, birth order, or father's educational level.
8. There are statistically significant differences among the university female students in the study sample on the overall academic procrastination questionnaire according to academic year, father's educational level, and mother's educational level, in favor of fourth-year students and those whose parents have a medium educational level.
9. There are no statistically significant differences among the university female students in the study sample on the overall academic procrastination questionnaire according to birth order or family monthly income.
10. The independent variables differ in their contribution to explaining the variance in the dependent variable, according to the regression coefficients and the degree of correlation with the dependent variable.

10. Research Recommendations:

Based on the findings, future studies should consider expanding the sample to include a more diverse range of socio-economic backgrounds and family structures. Organizing workshops for parents on the importance of fostering a supportive family climate is recommended. Additionally, enhancing parental involvement through non-intrusive monitoring of academic performance could be explored as a strategy to support students better. Lastly, the design of specialized counseling programs aimed at boosting academic achievement, motivation and self-esteem among university female students is crucial and should be expounded upon.

References

[1] Abdullah, A. S. F. (2018). Factors of academic procrastination as perceived by students of the Faculty of Education, Al-Azhar University. *Arab Studies in Education and Psychology*, (96), 439–511.

[2] Abdullah, M. (2013). *Procrastination and its relationship to mental health among children and adolescents: A field study in Aleppo*. Arab Childhood Journal, 56.

[3] Abu Fayed, R. H. Y. A. (2016). *Family climate and its relationship to assertiveness among wives of individuals with schizophrenia* (Master's thesis). Faculty of Education, Islamic University of Gaza, Palestine.

[4] Abu Habsah, A. F. F. A. J. (2025). Family climate and its relationship to the sense of social stigma among individuals recovering from addiction. *Journal of the Future of Social Sciences*, 20(2), 97–140.

[5] Al-Ahmad, A., & Yaseen, F. (2018). *Academic procrastination and its relationship to self-confidence among a sample of students in the Department of Psychology, Faculty of Education, University of Damascus*. Journal of the Arab Universities Association for Education and Psychology, 16(1), 13–56.

[6] Al-Alwani, O. M. M. (2025). Family climate and its relationship to social values among university students. *Journal of the Future of Social Sciences*, 22(9), 27–54.

[7] Al-Basir, N. 'A. 'A. (2020). *Academic procrastination and its relationship to learning and thinking styles and academic specialization among female university students*. Arab Studies Journal, 1(19).

[8] Al-Ghamdi, A. A., & Al-Ghamdi, H. S. (2019). Family climate and its relationship to psychological alienation among a sample of youths released from the Social Observation Home in Jeddah. *Journal of the Faculty of Arts*, 2275–2306.

[9] Al-Hajjami, T. U. M., & Hasan, M. M. (2022). *Academic procrastination among university students*. Journal of the Faculty of Education for Women for Human Sciences, University of Kufa, 16(31), 431–454.

[10] Al-Ja'afra, I. M. (2016). The level of psychological stress and its relationship to academic procrastination among Mu'tah University students *(Master's thesis). Graduate School, Mu'tah University.*

[11] Al-Madani, F. R. (2018). *Academic procrastination and its relationship to irrational thoughts among Taibah University students*. The Educational Journal, Kuwait University, 32(126), 115–158.

[12] Al-Mas'adi, S. (2025). *Family climate and its relationship with emotional expression in school-aged adolescents*. Ata'a Journal for Studies and Research, (13). Ata'a Center for Special Education.

[13] Al-Obaidi, A. I. K. (2013). *Cultural pollution and its relationship to the family climate among a sample of university students*. Journal of Human and Society Sciences, 7, 75–101.

[14] Al-Qabbani, J. S., Abd al-Ṣamad, Z. M., & Abbābnah, N. A. (2023). *Family climate and its relationship to the problems of Jordanian working women*. Scientific Journal of Qualitative Education Sciences, Faculty of Qualitative Education, Tanta University, 17, 45–87.

[15] Al-Qadhi, B., & Al-Sharifin, A. (2014). Psychopathological symptoms, family climate, and the relationship between them among Yarmouk University students. *International Journal of Research Indication and Psychology*, (2), 185–213.

[16] Al-Rabab'ah, K. Z. (2014). *Academic procrastination and its relationship to academic self-efficacy and locus of control among Yarmouk University students* (Unpublished master's thesis). Faculty of Education, Yarmouk University, Jordan.

[17] Al-Rifai, I. U. (2024). *Family climate and its relationship to the prevalence of bullying among Saudi children*. Journal of Qualitative Education Studies and Research, 10(1), 81–114.

[18] Al-Ruwaili, J. K. Q. (2015). *Family climate and its relationship to coping styles for psychological stress among a sample of female students at Northern Border University in Arar*. Scientific Journal of the Faculty of Education, 4(31, Part 2), Assiut University, Egypt.

[19] Areeshi, Ṣ. A. M. (2016). *Academic procrastination and its relationship with perfectionism and test anxiety among secondary school students in the Jazan region*. Journal of Psychological Counseling, 48, Psychological Counseling Center, Ain Shams University, Egypt.

[20] Asala, W. O., & Muqabla, N. Y. M. (2025). *A causal model of the relationships between family climate, academic emotions, and the sense of school cohesion among secondary school students in Lower Galilee*. Jordanian Journal of Educational Studies, 10. Jordanian Association for Educational Sciences.

[21] Ashour, W. M. I., Khalil, Z. M. A., & Aṭiyyah, A. A. R. (2022). *Academic procrastination in light of some demographic variables among university students*. Fayoum University Journal for Educational and Psychological Sciences, 16(9), 1928–1973.

[22] Atallah, M. K. M. (2017). *Academic procrastination and its relationship to motivational orientations (intrinsic and extrinsic) and self-confidence among students of the Faculty of Education*. Journal of the Faculty of Education, Assiut University, 33(2).

[23] Atta, I. A. A. (2019). *Emotional intelligence in its relation to academic procrastination and specialization among students at the University of Hail*. International Journal of Educational and Psychological Sciences, 29, 80–131.

[24] Bekleyen, N. (2017). Understanding the academic procrastination attitude of language learners in Turkish universities. Educational Research and Reviews, 12(3), 108-115

[25] Daham, M. A., & Al-Sumaida'i, N. I. (2018). *Academic procrastination among university students*. Tikrit University Journal for Humanities, 7(25), Faculty of Education for Human Sciences, Tikrit University.

[26] Daradkeh, Ṣ. A. A. (2020). *Academic self-efficacy and its relationship to academic procrastination and boredom among a sample of students at Northern Border University in light of some variables*. Journal of Educational Sciences, 28(2), Faculty of Graduate Studies for Education, Cairo University, Egypt.

[27] Flett, G. L., Stainton, M., Hewitt, P. L., Sherry, S. B., & Lay, C. (2012). Procrastination automatic thoughts as a personality construct: An analysis of the procrastinatory cognitions inventory. Journal of Rational-Emotive & Cognitive-Behavior Therapy, 30(4), 223-236.
Magalhães, P., Ferreira, D., Cunha, J., & Rosário, P. (2020). Online vs traditional homework: A systematic review on the benefits to students' performance. Computers & Education, 152, 103869

[28] Ghanem, M. A. H. (2018). *Some psychological variables associated with academic procrastination among university students: A factorial study* (master's thesis). Faculty of Education, Al-Azhar University, Cairo, Egypt.

[29] Hamdouna, O. S. A. F. (2024). Family climate and its relationship to the level of psychological flow among students of the Faculty of Education at Al-Azhar University in Gaza. *Journal of Umm Al-Qura University for Educational and Psychological Sciences*, 16(1).

[30] Hashem, U. M. H., Ibrahim, A. M. M., & al-Khuli, M. A. M. (2024). *The effectiveness of using the reciprocal teaching strategy in some dimensions of academic procrastination among university female students*. Journal of the Faculty of Education for Women in Cairo, 2(1), Al-Azhar University, Egypt.

[31] Hassan, H. A. A., & Omar, M. M. A. (2017). *Family climate and its relationship to achievement motivation and academic adjustment among adolescent female students in the third grade of secondary school: A field study in Greater Omdurman localities* (Doctoral dissertation). Faculty of Education, Omdurman Islamic University, Sudan.

[32] Hindawi, I. N. A. A. H. (2021). Irrational thoughts and their relationship to false memory and academic delay among students of the Faculty of Education, Kafr El-Sheikh University. *Journal of the Faculty of Education*, 18(109), 339–446.

[33] Ibrahim, I. Sh. I. (2025). *The effectiveness of a training program based on mindful learning in improving academic self-efficacy and reducing academic procrastination among academically delayed university students*. The Educational Journal, 133, Faculty of Education, Sohag University, Egypt.

[34] Ibrahim, Sh. A. I. (2023). *Family climate and its relationship to students' academic perseverance*. Journal of Studies in Social Work, Part 2, 61, Faculty of Social Work, Helwan University, Egypt.

[35] Issa, L. A. I. (2014). *Positive procrastination and self-regulated learning*. Fourth Arab Conference: Education and Human Development in Light of Democratic Transformations, Faculty of Education, Menoufia University, Egypt.

[36] Jibreel, M. S. S., Darwish, R. M. S., & al-Najiri, M. M. M. (2020). *Perceived family climate and its relationship to assertiveness among university students*. Journal of Qualitative Educational Research, 59, Faculty of Specific Education, Mansoura University, 353–376.

[37] Keba'ili, R., & Mayson, S. (2023). *The relationship between study habits and academic procrastination among secondary school students: A field study in the city of Ouargla*. Journal of Psychological and Educational Studies, University of Kasdi Merbah, Algeria, 16(2), 339–356.

[38] Mahmoud, J. U. (2017). *A cognitive-behavioral counseling program to reduce neurotic perfectionism and its effect on academic procrastination among academically struggling students in the Faculty of Education*. Journal of the Faculty of Education, Kafrelsheikh University, 17(5), 343–515.

[39] Mahmoudi, M. S. A. (2019). *Research methods* (3rd ed.). Dar al-Kutub, Sana'a, Yemen.

[40] Mahrouqiya, L. B. A. B. S. (2024). *Family climate and its relationship to academic procrastination among Sultan Qaboos University students* (Master's thesis). Faculty of Education, Sultan Qaboos University, Oman.

[41] Mawafi, F. H., 'Aṭā Allāh, M., & Jibrīl, F. M. S. (2014). *Perceived family climate and its relationship to spiritual intelligence among university students*. Journal of Qualitative Educational Research, Mansoura University, 36, 62–91.

[42] Meera, A. K. (2012). *Family climate and its relationship to academic adjustment among university students*. Journal of Educational and Psychological Research, Faculty of Education for Women, Baghdad, 33, 793–852.

[43] Muḥammad, M. A. Z. (2020). *Academic procrastination among students of the College of Applied Studies in Haql and its relationship to some variables*. International Specialized Educational Journal, 9(1).

[44] Muḥammad, N. A. S. (2019). *Cognitive motivation and self-regulated learning strategies as predictors of academic procrastination among university-level students*. Journal of Educational and Social Studies, 25(4), Faculty of Education, Suez University, Egypt.

[45] Özer, B. U. & Ferrari, J.R.(2011).Gender orientation and academic procrastination: Exploring Turkish high school students.Individual Differences Research,9(1), PP: 33-40

[46] Pala, A. & Akyidiz, M. & Bagci, C. (2011), Academic Procrastination Behavior of Pre-service Teachers' of Celal Bayar University. Procedia- Social and Behavioral Sciences ,29 , PP: 1418-1425.

[47] Patria, B., & Laili, L. (2021). Writing group program reduces academic procrastination: A quasiex-perimental study. BMC psychology, 9(1), 1-7..

[48] Pushpa Ramnath, & Sandeep Singh. (2017). Peer Pressure among Adolescents in Relation to Family Cl; inmate. Indiana Journal of Health and Wellbeing, 8(3), 196–199

[49] Pyman, D. (2020). Academic Procrastination, Self-Regulation, Anxiety and Personalit (ASAP): 'Some' Day is not a Day of the Week (Master`s These). Faculty of Arts and Science, Trent University Peterborough, Ontario, Canada.

[50] Qamar, M. A. M. A. (2017). *Family climate and its relationship to mental health and feelings of guilt: A field study on a sample of students from the Faculty of Education, University of Dongola*. Al-Quds Open University Journal for Research and Studies, 5(17), 275–291.

[51] Ragban, N. M., Rayḥan, H. R., Daraz, I. S., & Za'tar, G. S. (2018). *Effectiveness of a counseling program for developing women's self-management and their relationship to family climate*. Journal of Agricultural Economics and Social Sciences, Mansoura University, 9(2), 135–146.

[52] Sabahat,A(2018): FAMILY CLIMATE AND ACADEMIC ACHIEVEMENT OF MALE and FEMALE ADOLESCENTS IN KASHMIR,3rd international conference on recent Developments in Science, Humanities & Management, Mahratta Chamber of Commerce, Pune (India).

[53] Saqr, E. M., al-Mallaḥah, Ḥ. A., & Muḥammad, S. M. 'A. (2024). *Psychometric properties of the academic procrastination scale among students of the Faculty of Education*. Journal of the Faculty of Education, 114, Kafrelsheikh University, Egypt.

[54] Sarraq, K. (2025). *Family climate and burnout in women: A field study on a sample of women working in the health sector in the Wilaya of Tiaret*. Al-Sawra Journal for Humanistic and Social Studies, 11(1). Mohamed Tahri University, Bechar, Faculty of Humanities and Social Sciences.

[55] Shabib, H. M. (2015). *Psychometric properties of the academic procrastination scales and their causes: A field study on a sample of Tishreen University students* (Unpublished master's thesis). Faculty of Education, Tishreen University, Syria.

[56] ShenZuoli (2012). Class environment, junior middle school students' self-decided to research on the relationship between motivation and academic procrastination (Unpublished Master Thesis). Nanjing Normal University, retrieved from : http:// www.dissertationtopic.net/doc/1907026.

[57] Wanjan, S. (2017). *The educational family's contribution to children's academic excellence* (Doctoral dissertation). University of Kheider Biskra, Faculty of Humanities and Social Sciences, Algeria.

[58] Wong, B. (2012). Metacognitive awareness, procrastination and academic performance of university students in Hong Kong. PhD, University of Leicester.

[59] Younes, A. K. A. (2021). Susceptibility to influence among social work students and its relationship to family climate. *Studies in Social Work*, 1(56), Faculty of Social Work, Helwan University, Egypt.

[60] Younesi, I. (2022). *Factors contributing to a healthy family climate*. Afaq Journal of Sciences, Ziane Achour University of Djelfa, 1(7).

[61] Zarrin, S. A., Gracia, E., & Paixão, M. P. (2020). Prediction of academic procrastination by fear of failure and self-regulation. Educational Sciences: Theory & Practice, 20(3), 34-43