Variables That Predict Academic Procrastination Behavior in Prospective Primary School Teachers

Asuman Seda SARACALOĞLU[1] & İbrahim GÖKDAŞ[2]

ABSTRACT

This study aimed to examine the variables predicting academic procrastination behavior of prospective primary school teachers and is conducted using the correlational survey model. The study group is composed of 294 undergraduate students studying primary school teaching programs in faculties of education at Adnan Menderes, Pamukkale, and Muğla Sıtkı Koçman Universities in Turkey. The data collection instruments used were the Procrastination Assessment Scale Students (PASS), Academic Self-Efficacy Scale (ASES), and Academic Motivation Scale (AMS). While analyzing the gathered data, descriptive analysis techniques were utilized. Moreover, while analyzing the data, power of variables namely reasons of academic procrastination, academic motivation, and academic efficacy to predict prospective primary school teachers' academic procrastination tendencies were tested. For that purpose, stepwise regression analysis was employed. It was found that nearly half of the prospective primary school teachers displayed no academic procrastination behavior. Participants' reasons for procrastination were fear of failure, laziness, taking risks, and rebellion against control. An average level significant correlation was found between participants' academic procrastination and other variables. As a result, it was identified that prospective primary school teachers had less academic procrastination than reported in literature and laziness, fear of failure, academic motivation predicted academic procrastination.

Key Words: Academic procrastination behavior, Academic self-efficacy, Academic motivation, Prospective teacher

[1] Prof. Dr. - Adnan Menderes University, Faculty of Education - sedasaracal@adu.edu.tr
[2] Assist. Prof. Dr. - Adnan Menderes University, Faculty of Education - ibrahimgokdas@adu.edu.tr

INTRODUCTION

People delay their responsibilities, duties or jobs for various reasons. Procrastination concept was tried to be explained by statements like *leaving the tasks to the last minute*, *last minute*, *delay* (Çakıcı, 2003). Procrastination behavior is defined as delaying the duties until the last minute, leaving duties do be done, or decisions to be taken and responsibilities to the last minute (Haycock, McCarthy & Skay, 1998). Solomon and Rothblum (1984) stated that academic procrastination was delaying the preparation of a term paper, preparation for exams, or completing weekly task participation for classes for certain reasons. Moreover, it was emphasized that different from procrastination, academic procrastination was perceived as situation-specific and the basic intuitive of it was the fear of failure. In other words, academic procrastination is leaving homework, exam preparation, or perhaps a term paper that should be handed in at the end of the term to the very last minute.

Conducted studies have indicated that procrastination is very common among university students, with inadequacy in completing projects quite relevant to a lack of ambition and procrastination (Dewitte & Schouwenburg, 2002) and one of the factors that negatively affects academic success (Onwuegbuzie, 2004; Akinsola, Tella, & Tella, 2007; Balkıs & Duru, 2010). In different studies, not liking the task (Milgram, Sroloff, & Rosebaum, 1988), laziness (Senécal, Lavolie, & Koestner, 1997), exam anxiety (Cassady & Johnson, 2002), low self-respect (Beswick, Rothblum, & Mann, 1988; Klassen, Krawchuk, & Rajani, 2007; Ferrari & Landreth, 2015), fear of negative evaluation (Ferrari, 1992), fear of failure and avoiding duties (Solomon & Rothblum, 1984), lack of motivation (Franziska, Manfred, & Stefan, 2007), and inadequacy of the individual to manage his/her time (Burns, Dittman, Nguyen, & Mitchelson, 2000) were stated as the variables that caused procrastination.

Some studies (Tuckman, 1998; Fritzsche, Young, & Hickson, 2003; Balkıs & Duru, 2009, 2010) suggest that a negative correlation exists between academic procrastination and academic success/performance. Again, it was stated that procrastination behavior is related to low academic achievement (Tuckman, 2002; Fritzsche et al., 2003; Balkıs, Duru, Buluş, & Duru, 2006; Seo, 2011), fear of negative evaluation (Saddler & Buley, 1999), perfectionism (Flett, Blankstein, Hewit, & Koledin, 1992; Akkaya, 2007), interest in the task (Schraw, Wadkins, & Olafson, 2007), tasks perceived as challenging (Milgram, Batori, & Mowrer, 1993), low effort for success (Saddler & Buley, 1999), low self-efficacy (Haycock et al., 1998; Akbay & Gizir, 2010), low motivation (Senécal, Koestner, & Vallerand, 1995), no internal motivation (Brownlow & Reasinger, 2000; Lee, 2005), and fear of failure (Onwuegbuzie, 2004; Uzun Özer, 2005).

In meta-analysis studies, it was found that academic procrastination behavior negatively correlates to responsibility, self-efficacy, motivation for success and academic GPA; and positively correlates to avoidance of work, fear of failure and success tendency. In the same way, negative correlations were identified between procrastination and success aim tendency (Nien & Duda, 2008; Stewart, Stoot, & Nuttall, 2015), self-respect (Ferrari, 2000; Klassen et al., 2007; Aydoğan, 2008; Kandemir, 2010), and external locus of control (Deniz, Traş, & Aydoğan, 2009). In the study carried out by Özer and Altun (2011), factors that adversely affect students' academic development, such as fear of failure and laziness causing procrastination, were examined. It was found that students with performance avoidance-aim tendency and low responsibility feeling delayed their academic studies because of fear of failure and also laziness.

Students with low self-respect and self-efficacy demonstrate high levels of procrastination behavior (Beck, Koons, & Milgrim, 2000; Sirois, 2004). Wolters (2003) found a significant correlation between procrastination and self-efficacy. Haycock et al. (1998) stated that sufficient motivation and skills would reveal self-efficacy in an individual and help him/her to start a task and to continue with it. Moreover, it was revealed that low self-efficacy and high anxiety were significant predictors of increased procrastination behavior. In this context, academic self-efficacy defined as "students' belief in succeeding in an academic task individually" (Chun & Choi, 2005) is an important variable confronted for academic procrastination behavior.

Findings of studies have shown that academic self-efficacy directly correlates to individual's performance (Bong, 2004). Furthermore, it affects student's cognitive and metacognitive strategy use, and accordingly, self-regulation. There is a correlation between academic self-efficacy and tasks in the classroom, homework, examinations, preparation of reports, motivation and academic success (Schunk & Pajares, 2005). It can be argued that students can overcome difficult tasks when their self-efficacy increases, but that they avoid difficult tasks when their self-efficacy is low (Margolis & McCabe, 2004). A number of studies have shown that self-efficacy has an effect on academic motivation, and learning and success (Bandura, 1997; Linnenbrink & Pintrich, 2003). When students' belief in themselves to achieve something decreases, their tendency to delay their academic tasks increases (Haycock et al., 1998; Wolters, 2003; Klassen et al., 2007).

One of the most important factors that affect learning process is academic motivation, defined as "generating necessary energy for academic tasks" (Bozanoğlu, 2004). Academically more motivated individuals set higher goals for themselves, and to reach these goals they put in a high performance and enjoy this process (Kağan, 2009; Aydın, 2010). As Akbay and Gizir (2010) emphasized, high level of motivation for the tasks in hand helps students to focus on their tasks better and to have clearer goals. In the literature, there are study findings indicating that procrastination is an opposite phenomena to motivation, and as an individual's motivation decreases, his/her tendency to procrastinate increases (Lee, 2005; Balkıs et al., 2006; Klassen et al., 2007; Akbay & Gizir, 2010). Tuckman (1998) stated that procrastination was correlated to self-regulation and lower motivation, and that procrastinators had difficulty with motivation and postponed preparing for examinations and school tasks until the last minute; resulting in their academic success depending on variables like previous knowledge, social background, self-confidence and motivation.

Conducted studies have revealed that academic motivation correlates to self-respect (Bozanoğlu, 2005) and exam anxiety (Acat & Dereli, 2012). Also, students' motivation tendencies affect their self-efficacy. In a research conducted by Senécal et al. (1995), findings supported that procrastination was a problem related with motivation rather than laziness tendency or poor time-management skills. When the studies carried out in Turkey about procrastination behavior are examined, it is seen that academic procrastination was analyzed with a number of variables (Çakıcı, 2003; Uzun Özer & Topkaya, 2005; Uzun Özer, 2005, 2009, 2010; Balkıs et.al., 2006; Balkıs & Duru, 2009, 2010; Akkaya, 2007; Aydoğan, 2008; Kağan, 2009; Deniz et al., 2009; Klassen & Kuzucu, 2009; Uzun Özer, Demir, & Ferrari, 2009; Akbay & Gizir, 2010; Kandemir, 2010; İskender; 2011; Özer & Altun, 2011; Pala, Akyıldız, & Bağcı, 2011; Şirin, 2011).

It can be claimed that primary school is the first level where academic behavior is acquired. Therefore, being a primary education teacher is especially important as a role model for children. Identifying academic procrastination behavior and variables that predict procrastination during pre-service training for teachers is important in order to develop possible solutions, and most importantly the models to educate qualified teachers and consequently to contribute to the literature.

Based on that point of view, this study aims to examine academic procrastination situations and the reasons for academic procrastination; fear of failure, laziness, risk taking, and rebellion against control in terms of participants' self-efficacy and academic motivation level. Accordingly, the general objective of this study is to determine factors predicting academic procrastination behavior, and the sub-objectives of the study are as follows:

1. What is the level of academic procrastination behavior of prospective primary school teachers?
2. What are the possible reasons for academic procrastination behavior in prospective primary school teachers?
3. What is the academic self-efficacy level of prospective primary school teachers?
4. What is the academic motivation level of prospective primary school teachers?
5. Is there any significant difference between academic procrastination behavior, reasons of academic procrastination, academic self-efficacy, and academic motivation levels?
6. What are the factors predicting academic procrastination level?

METHOD

The study aims to examine academic procrastination situations, and the reasons for academic procrastination as fear of failure, laziness, risk taking, and rebellion against control in terms of participants' self-efficacy and academic motivation level. Therefore, the design of the study is relational screening model, which is one of the general screening models.

Study Group

The study group is composed of 294 volunteers who all students studying at Faculties of Education are attending the Primary School Teacher program at universities in Turkish cities identified as TR32, according to Nomenclature of Territorial Units for Statistics (NUTS). The universities are Adnan Menderes University (Aydın province), Pamukkale University (Denizli province), and Muğla Sıtkı Koçman University (Muğla province). Distribution of the participant students according to universities is as follows; 35.4% (n=104) are studying at Adnan Menderes University, 33% (n=97) at Pamukkale University, and 31.6% (n=93) are studying at Muğla Sıtkı Koçman University. Of the total participants, 57.5% (n=169) are female and 42.5% (n=125) are male, and 134 (n=46) of them are freshman, whilst 160 (n=54) are senior students. The average age of the students is $\overline{x}$=21.04 (± 1.82), with ages ranging between 17 and 27. Participants' average GPA is $\overline{x}$=2.89 (± .38), with GPA ranging between 1.80 and 3.79.

Data Collection Instruments

In this study the Procrastination Assessment Scale Students (PASS), Academic Self-Efficacy Scale (ASES), and Academic Motivation Scale (AMS) were used as data collection instruments.

Procrastination Assessment Scale Students. The Procrastination Assessment Scale Students (PASS) was a scale developed by Solomon and Rothblum (1984), and later adapted into Turkish by Uzun Özer (2005). PASS is a five-point Likert-type scale, consisting of two parts and 44 items. The first part, Prevalence of Procrastination, consists of 18 items. There are three sub-dimensions in this section; "Frequency of Procrastination", "Whether procrastination is considered as a problem or not", and "Willingness to decrease procrastination behavior". The total score for PASS is calculated by adding the two sub-dimension scores. Total scores that can be obtained from the scale range from 12 to 60. Higher scores are indicative of greater procrastination. Intermediate values were described as an "average procrastination level. The second part of PASS is Reasons for Procrastination Behavior, and it consists of 26 items. While adapting the scale into Turkish, reasons of procrastination in the second part of the scale was grouped into four dimensions; fear of failure, laziness, risk taking, and rebellion against control (Uzun Özer, 2005). In Uzun Özer's reliability study (2005), the internal consistency coefficient for the first part (Prevalence of Procrastination) was calculated as .76; and for the second part (Reasons for Procrastination Behavior) it was calculated as .81. For the whole scale it was calculated as .86 and in this current study, reliability coefficients were calculated as .88, .92. and .93 respectively.

Academic Self-Efficacy Scale. The Academic Self-Efficacy Scale (ASES) was developed by Jerusalem and Schwarzer (1981) and adapted into Turkish by Yılmaz, Gürçay, and Ekici (2007). The scale is a four-point Likert-type and has only one dimension with seven items. The lowest score can be obtained from the scale is seven and the highest score is 28. Higher scores mean higher self-efficacy levels. Jerusalem and Schwarzer calculated Cronbach's Alpha reliability coefficient of the original ASES as .87, and Yılmaz et al. (2007) calculated Cronbach's Alpha internal consistency coefficient as .79. In this study reliability coefficient was calculated as .77.

Academic Motivation Scale. The Academic Motivation Scale (AMS) was developed by Bozanoğlu (2004) and consists of 20 items. AMS is a five-point Likert-type scale. Minimum and maximum scores that can be obtained from the scale range from 20 to 100. Higher scores obtained from the scale indicate higher levels of academic motivation. AMS consists of three subscales; overcome oneself, utilizing knowledge, and discovery. Of the total variance of 42.2%, the first factor explained 30.3%, the second factor 6.9%, and the third factor explained 5.0%. Reliability coefficient of the scale was found to be .77 by Bozanoğlu (2004), and in this current study it was determined as being .88.

Data Analysis and Interpretations

In the first phase of the data analysis, percentiles (%), arithmetic means, standard deviation, and minimum and maximum values were computed. In the second phase, first of all multiple regression premises were analyzed. For this purpose, scattered diagrams were examined to see whether or not the scores in each scale were normally distributed, and then to see whether or not there was a linear correlation between predictor variables (academic self-efficacy and academic motivation) and the predicted variable (level of academic procrastination). Considering the Mahanolist test results, Pearson correlation coefficients were computed according to the totals. Finally, in order to test the power of academic motivation and academic self-efficacy variables on predicting prospective primary school teachers' tendency for academic procrastination, stepwise regression analysis was utilized. Importance level was accepted as $p < 0.05$.

FINDINGS AND DISCUSSIONS

Prospective Primary School Teachers' Academic Procrastination Behavior

The mean score for prospective primary school teachers' academic procrastination behavior was determined as $\overline{x}$=32.52, with scores from the first part of PASS ranging from 12 to 54. Participants' scores from the first part of PASS were divided into two from the median point (median=34.00) and were then classified as "procrastinators" and "non-procrastinators". As suggested in the literature (Brownlow & Reasinger, 2000; König & Kleinmann, 2004), to identify the procrastination level, median was used as the cut point to classify participants as procrastinators and non-procrastinators. Of the participants in the study, 42.5% stated they often procrastinated over their academic tasks, whilst 49% of them stated that they rarely or never procrastinated over academic tasks.

When the literature is examined, it is seen that Haycock (1993) reported that academic procrastination is prevalent among students, from 25% to 50%. In other studies which examined the prevalence of the procrastination, it was stated that 90% of them at least once, 50% of them often, and 35% of them sometimes procrastinated over their academic tasks (Solomon & Rothblum, 1984; Klassen et al., 2007). This rate is predicted as being approximately 50% with Turkish university students (Balkıs & Duru, 2009; Uzun Özer et al., 2009). Indeed, Uzun Özer (2005) found that 52% of students delayed their academic tasks. In the study by Balkıs and Duru (2009), it was identified that 23% of prospective teachers had high levels of procrastination behavior. In the study conducted by Uzun Özer and Topkaya (2005, it was identified that half of the students enrolled at the Faculty of Education (51%) often procrastinated over their academic tasks. In another study by Uzun Özer (2011), 53% of undergraduate students, 53% of high school students, and 39% of graduate students demonstrated academic procrastination behavior. According to the findings of this current study, it can be said that 42.5% of participants had a lower level of academic procrastination when compared to the general mean.

When participants mean scores ($\overline{x}$=32.52) one standard deviation score above and below were considered, 18.0% of them (n=53) had no academic procrastination behaviors. On the other hand, 70.7% (n=208) had average and 11.2% (n=33) of them had high levels of academic procrastination behavior. Çetin (2009) studied prospective teachers and reported that 33% had high levels, and 4% of them had average levels of procrastination behavior. In this current study, only 11% of the participants had high levels of academic procrastination, which can be considered as a positive finding.

For participants' prevalence of procrastination in terms of different academic tasks, the participants stated that they delayed 26.2% of reading tasks, 23.2% of exam preparations, 17.4% of generally attending to school activities, 17.3% of preparing term papers, 12.9% of taking part in tasks, and 12.6% of administrative tasks regarding the school. These values are lower than the values seen in the studies conducted by Solomon and Rothblum (1984), Onwuegbuzie (2004), and Uzun Özer (2005, 2011).

Possible Reasons for Academic Procrastination Behavior of Prospective Primary School Teachers.

Participants' total scores were divided by standard deviation scores and reasons of procrastination were ranked by; fear of failure ($\overline{x}$=4.28), laziness ($\overline{x}$=3.77), risk taking ($\overline{x}$=3.57), and rebellion against control ($\overline{x}$=3.40). Accordingly, the first reasons of academic

procrastination are fear of failure and laziness. In the study by Uzun Özer and Topkaya (2005), similar reasons were reported to have caused academic procrastination. Similar results were reported in studies carried out by Uzun Özer et al. (2009) and Uzun Özer (2011). Haghbin, McCaffrey, and Pychyl (2012) stated that fear of failure was the most frequent reason to postpone an important task. In this context it can be claimed that findings of these studies overlap with the current study.

For students' scores concerning academic procrastination according to their class, there was a statistical difference over fear of failure (t=2.42; p<0.05) and rebellion against control (t=2.59; p<0.05). Accordingly, in terms of reasons for procrastination, fear of failure for freshman and rebellion against control for senior students differs significantly. This situation can be based on their anxiety during orientation process for the freshman students.

Academic Self-Efficacy Level of Prospective Primary School Teachers.

Participants' academic self-efficacy mean score was $\overline{\times}$=20.90 (SS=3.43) which indicated that their self-efficacy level was rather high. These findings are in accordance with the findings of Yılmaz et al. (2007) ($\overline{\times}$=20.43, SS=3.38) and Oguz (2012) who gathered data from students enrolled at a Faculty of Education Primary School Teacher Program ($\overline{\times}$=2.90; SS=0.42). As a result, it can be stated that prospective teachers' self-efficacy scores are quite positive.

Academic Motivation Level of Prospective Primary School Teachers.

Participants' academic motivation levels from subscales were seen as average for overcoming oneself ($\overline{\times}$=2.78, SS= .62), utilizing knowledge ($\overline{\times}$=3.20, SS= .63), and discovery ($\overline{\times}$=3.25, SS= .63), with the whole scale determined as ($\overline{\overline{\times}}$=3.39, SS= .58) average-high level. AMS can be used with subscales as well as with one dimension (Bozanoğlu, 2004). In this study AMS was used with total scores. Accordingly, it can be suggested that prospective primary school teachers' academic motivation level is average to high level.

Correlation between Prospective Primary School Teachers' Academic Procrastination Behavior and other Variables.

Whether or not there was a correlation between prospective primary school teachers' academic procrastination behavior and reasons of procrastination, academic self-efficacy, academic motivation and GPA was computed using Pearson correlation coefficients. The results are presented in Table 1.

Table 1. *Correlation table about the variables influencing participants' academic procrastination*

	1	2	3	4	5	6	7
Academic Procrastination (1)	1	-.192	-.260	.434	.389	.461	.342
Academic Self-Efficacy (2)	-.192**	1					
Academic Motivation (3)	-.260**	.316**	1				
Fear of Failure (4)	.434**	-.308**	-.108	1			
Risk taking (5)	.389**	-.188**	-.258**	.667**	1		
Laziness (6)	.461**	-.168**	-.164**	.648**	.562**	1	
Rebellion against control (7)	.342**	-.202**	-.121*	.618**	.651**	.574**	1

It has been identified that there is a negative and low correlation between participants' academic procrastination behavior and their academic self-efficacy and academic motivation (see Table 1). Academic procrastination behavior has the highest correlation coefficients, with academic procrastination reasons of laziness, fear of failure, risk taking, and rebellion against

control, respectively. These correlations are considered both positive and average. While there is a positive average correlation between academic self-efficacy and academic motivation, it negatively correlates to academic self-efficacy, fear of failure, rebellion against control, and risk taking and laziness. There is a negative low correlation between academic motivation and risk taking, laziness, and rebellion against control.

Klassen et al. (2008) stated that motivation and procrastination behaviors are opposite phenomena and that there was a significant correlation between academic procrastination and academic motivation. In studies conducted with university students (Senécal, Julien, & Guay, 2003; Kandemir, 2014a; Kaya & Kaya, 2014; Stewart et al., 2015), a negative significant correlation was identified between academic procrastination and academic motivation. It was identified that procrastination behavior correlates to low self-efficacy (Haycock et al., 1998) and inadequate motivation (Senécal et al., 1995). In a similar way, it was found that individuals with lower motivation level demonstrate higher levels of procrastination behavior (Senécal et al., 1995; Tuckman, 1998; Brownlow & Reasinger, 2000; Lee, 2005; Akbay, 2010). Moreover, when the related literature was examined, there were studies found that state a negative significant correlation between academic procrastination and self-efficacy belief (Haycock et al., 1998; Wolters, 2003; Klassen et al., 2007; Aydoğan, 2008; Çelikkaleli & Akbay, 2013). In the study by Akbay and Gizir (2010), they reported a negative significant correlation between academic procrastination and academic motivation and academic self-efficacy. In the current study, a positive and significant correlation was found between academic self-efficacy and academic motivation. Results of the current study are consistent with the abovementioned study results. As a result, it can be suggested that when prospective primary school teachers' academic motivation and self-efficacy levels increase, their academic procrastination behavior decreases.

Factors Predicting Academic Procrastination Behavior of Prospective Primary School Teachers.

Multiple regression results based on the data gathered from participants are presented in Table 2.

Table 2. *Factors predicting academic procrastination behavior of prospective primary school teachers.*

Variable	B	Standard Error	β	t	p	Pair r	Partial r
(Constant)	25.127	4.035		6.227	.000		
Academic Self-efficacy	-.048	.129	-.021	-.372	.710	-.192	-.022
Academic Motivation	-.118	.037	-.173	-3.144	.002*	-.260	-.182
Fear of Failure	.226	.094	.194	2.420	.016*	.434	.141
Risk taking	.092	.126	.056	.733	.464	.389	.043
Laziness	.567	.147	.268	3.846	.000*	.461	.221
Rebellion against Control	.022	.245	.006	.089	.929	.342	.005
R= .530, R²= .281		$F_{(6, 287)}$=18.649 p=.000					

*p< 0.05

With regard to pair and partial correlations between predicting variables and dependent variable (see Table 2), it is seen that there is a negative and low correlation (*r*=-.26) between academic procrastination and academic motivation. However, when other variables are controlled, correlation between two variables was identified as *r*=-.18. Although there is a positive average level correlation (*r*=.46) between academic procrastination and laziness, when

other variables are controlled the correlation is calculated as *r*=.22. Again, a positive average level correlation (*r*=.43) between academic procrastination and laziness was reported, but when other variables are controlled, the correlation was calculated as *r*=.14.

Academic procrastination behaviors of the participants have a significant correlation at an average level with all variables. The aforementioned variables all together (R=0.530, R^2=0.281, p<0.01) explain 28% of the total variance. According to standardized regression coefficient (β), predictor variables' relative order of importance is; laziness, fear of failure, and academic motivation. When *t*-test results concerning the significance of the regression coefficients were examined, it is understood that laziness, academic motivation, and fear of failure are significant predictors of academic procrastination. It was concluded that other variables had no significant influence.

Klassen, Krawchuk, and Rajani (2007) stated that academic motivation was a significant predictor for academic procrastination behavior. In the study by Akbay and Gizir (2010), it was found that academic motivation (β=-0.193) and academic self-efficacy variables significantly predicted academic procrastination tendency of the university students. In a study conducted by Çelikkaleli and Akbay (2013), self-efficacy was one of the factors that predicted procrastination behavior. Akbay (2010) also claimed that academic self-efficacy was a variable that predicted academic procrastination behavior. At the end of the regression analysis of their study, Stewart et al. (2015) revealed that motivational beliefs affect academic procrastination. Şirin (2011) suggested that the only variable that predicted academic procrastination was general procrastination behavior, and that motivation as a variable was not affective. In a study conducted by Kandemir (2014a), it was claimed that academic procrastination was predicted by self-efficacy beliefs. In another study by Kandemir (2014b) it was found that the most important predictor of academic procrastination was academic motivation. However, in the current study, although there was a correlation between academic self-efficacy and academic procrastination, it was not a factor that predicts procrastination

CONCLUSION AND SUGGESTION

Conclusion

The current study aimed to examine the variables predicting academic procrastination behavior of prospective primary school teachers. In this current study, it was revealed that half of the prospective primary school teachers had no level of academic procrastination. Prospective primary school teachers' reasons for academic procrastination were ranked as fear of failure, laziness, risk taking, and rebellion against control. It was determined that prospective primary school teachers had high academic self-efficacy level. Participants' academic motivation level was average-high.

Academic procrastination has the highest correlations with reasons of academic procrastination; fear of failure, risk taking, and rebellion against control. The abovementioned correlations are positive and of an average level. While there is a positive average level correlation between academic motivation and academic self-efficacy, there is a negative correlation between fear of failure, rebellion against control, risk taking, and laziness.

Prospective primary school teachers' academic procrastination behavior has an average and significant correlation with all other variables. The aforementioned variables explain 28% of the total variance. Predictor variables were primarily ranked in terms of relative importance for academic procrastination as being laziness and academic motivation.

Moreover, it is understood that laziness, academic motivation, and fear of failure are significant predictors of academic procrastination. Consequently, it can be claimed that prospective primary school teachers had less academic procrastination than reported in the literature, and that laziness, fear of failure, and academic motivation predicted academic procrastination.

Suggestions

1. It is thought to be necessary to design and put into practice interesting activities that might attract prospective primary school teachers' attention and support their academic motivation.
2. By examining the predictor variables of laziness and fear of failure, activities to eliminate that problem should be designed.
3. Qualitative and longitudinal studies that examine academic procrastination and its reasons might be conducted.

REFERENCES

Acat, M. B., & Dereli, E. (2012). Preschool teaching students' prediction of decision making strategies and academic achievement on learning motivations. *Educational Sciences: Theory & Practice, 12*(4), 2670-2678.

Akbay, S. E. (2010). *Cinsiyete göre üniversite öğrencilerinde akademik erteleme davranışı: akademik güdülenme, akademik öz-yeterlik ve akademik yükleme stillerinin rolü* (Unpublished Master's thesis). Mersin Üniversitesi Sosyal Bilimler Enstitüsü, Mersin.

Akbay, S. E., & Gizir, C. A. (2010). Cinsiyete göre üniversite öğrencilerinde akademik erteleme davranışı: akademik güdülenme, akademik özyeterlik ve akademik yükleme stillerinin rolü. *Mersin Üniversitesi Eğitim Fakültesi Dergisi, 6*(1), 60-78.

Akinsola, M. K., Tella, A., & Tella, A. (2007). Correlates of academic procrastination and mathematics achievement of university undergraduate students. *Eurasia Journal of Mathematics, Science & Technology Education, 3*(4), 363-370.

Akkaya, E. (2007). *Academic procrastination among faculty of education students: the role of gender, age, academic achievement, perfectionism and depression* (Unpublished Master's thesis). Ortadoğu Teknik Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

Aydın F. (2010). Akademik başarının yordayıcısı olarak akademik güdülenme, öz-yeterlilik ve sınav kaygısı (Unpublished Master's thesis). Hacettepe Üniversitesi. Sosyal Bilimler Enstitüsü.

Aydoğan, D. (2008). Akademik erteleme davranışının benlik saygısı, durumluluk kaygı ve öz-yeterlik açısından açıklanabilirliğinin incelenmesi (Unpublished Master's thesis). Ankara: Gazi Üniversitesi Eğitim Bilimleri Enstitüsü.

Balkıs, M., & Duru, E. (2009). Akademik erteleme davranışının öğretmen adayları arasındaki yaygınlığı, demografik özellikler ve bireysel tercihlerle ilişkisi. *Eğitimde Kuram ve Uygulama, 5*(1), 18-32.

Balkıs, M., & Duru, E. (2010). Akademik erteleme eğilimi, akademik başarı ilişkisinde genel ve performans benlik saygısının rolü. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 27*, 159-170.

Balkıs, M., Duru, E., Buluş, M., & Duru, S. (2006). Üniversite öğrencilerinde akademik erteleme eğiliminin çeşitli değişkenler acısından incelenmesi. *Ege Üniversitesi Eğitim Fakültesi Dergisi, 7*(2), 59-75.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.

Beck, B. L., Koons, S. R., & Milgrim, D. L. (2000). Correlates and consequences of behavioral procrastination: The effects of academic procrastination, self-consciousness, self-esteem, and self-handicapping. *Journal of Social Behavior & Personality, 15*(5), 3-13.

Beswick, G., Rothblum, E. D., & Mann, L. (1988). Psychological antecedents of student procrastination. *Australian Psychologist*, 23, 207-217.

Bong, M. (2004). Academic motivation in self-efficacy test value, achievement goal orientations and attributional beliefs. *The Journal of Educational Research, 97*(6), 287-297.

Brownlow, S., & Reasinger, D. R. (2000). Putting off until tomorrow what is better done today: Academic procrastination as a function of motivation toward college work. *Journal of Social Behavior & Personality*, 2000 Special Issue, *15*(5), 15-35.

Bozanoğlu, İ. (2004). Akademik Güdülenme Ölçeği: Geliştirmesi, Geçerliği, Güvenirliği. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 37*(2), 83-98.

Bozanoğlu, İ. (2005). Bilişsel Davranışçı Yaklaşıma Dayalı Grup Rehberliğinin Güdülenme, Benlik Saygısı, Başarı ve Sınav Kaygısı Düzeylerine Etkisi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 38*(1), 17-42.

Burns, L. R., Dittman, K., Nguyen, N.-L., & Mitchelson, J. K. (2000). Academic procrastination, perfectionism, and control: Associations with vigilant and avoidant coping. *Journal of Social Behavior and Personality*, 15(5), 35-46.

Cassady, J. C., & Johnson, R. E. (2002). Cognitive test anxiety and academic performance. *Contemporary Educational Psychology*, 27, 270-295.

Chun, A. H. C., & Choi, J. N. (2005). Rethinking procrastination: Positive effects of "active" procrastination behavior on attitudes and performance. *The Journal of Social Psychology, 145*, 245-264.

Çakıcı, D. Ç. (2003). *Lise ve üniversite öğrencilerinde genel erteleme ve akademik erteleme davranışının incelenmesi* (Unpublished Master's thesis). Ankara Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.

Çelikkaleli, Ö., & Akbay, S. E. (2013). Üniversite öğrencilerinin akademik erteleme davranışı, genel yetkinlik inancı ve sorumluluklarının incelenmesi. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD), 14*(2), 237-254.

Çetin, Ş. (2009). Eğitim fakültesi öğrencilerinin akademik erteleme davranışlarına ilişkin görüşlerinin incelenmesi. *Gazi Üniversitesi Endüstriyel Sanatlar Eğitim Fakültesi Dergisi*, 25, 1-7.

Deniz, E., Traş, Z., & Aydoğan, D. (2009). Akademik erteleme ve denetim odağını duygusal zekâ açısından incelenmesi. *Kuram ve Uygulamada Eğitim Bilimleri, 9* (2), 607-632.

Dewitte, S., & Schouwenburg, H. C. (2002). Procrastination, temptations, and incentives: the struggle between the present and the future in procrastinators and the punctual. *European Journal of Personality, 16*, 469-489.

Ferrari, J. R. (1992). Psychometric validation of two procrastination inventories for adults: arousal and avoidance measures. *Journal of Psychopathology and Behavioral Assessment, 14 (2),* 1992

Ferrari, J. R. (2000). Procrastination and attention: factor analysis of attention deficit, boredomness, intelligence, self-esteem, and task delay frequencies. In J. R. Ferrari, & T. A. Pychyl (Eds.), Procrastination: current issues and new directions. . *Journal of Social Behavior and Personality*, Special Issue, *15*, 185-196.

Ferrari, J. R., & Landreth, N. (2015). Guess I am a procrastinator: Self and other perceptions among rural US citizens. *North American Journal of Psychology, 16*(1), 1-8.

Flett, G. L., Blankstein, K. L., Hewitt, P. L., & Koledin, S. (1992). Components of perfectionism and procrastination in college students. *Social Behaviour and Personality, 20*(2), 85-94.

Franziska, D., Manfred, H., & Stefan, F. (2007). Individual values, learning routines and academic procrastination. *British Journal of Educational Psychology, 77*(4), 893-906.

Fritzsche, B. A., Young, B. R., & Hickson, K. C. (2003). Individual differences in academic procrastination tendency and writing success. *Personality and Individual Differences, 35*, 1549-1557.

Haghbin, M., McCaffrey, A., & Pychyl, T. A. (2012). The complexity of the relation between fear of failure and procrastination. *Journal of Rational-Emotive and Cognitive-Behavior Therapy, 30*(4), 249-263.

Haycock, L. A. (1993). *The cognitive mediation of procrastination. An investigation of the relationship between procrastination and self-efficiency beliefs* (Unpublished doctoral dissertation). University of Minnesota at Twin Cities.

Haycock, L. A., McCarthy, P., & Skay, C. L. (1998). Procrastination in college students: the role of self-efficacy and anxiety. *Journal of Counseling and Development, 76*(3), 317-324.

İskender, M. (2011). The influence of self-compassion on academic procrastination and dysfunctional attitudes. *Educational Research and Reviews, 6*(2), 230-234

Jerusalem, M. ve Schwarzer, R. (1981). Fragebogen zur Erfassung von "Selbstwirksamkeit. Skalen zur Befindlichkeit und Persoenlichkeit In R. Schwarzer (Hrsg.). (Forschungsbericht No. 5). Berlin: Freie Universitaet, Institut fuer Psychologie.

Kağan, M. (2009). Üniversite öğrencilerinde akademik erteleme davranışını açıklayan değişkenlerin belirlenmesi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 42*(2), 113-128.

Kandemir, M. (2010). *Akademik erteleme davranışını açıklayıcı bir model* (Unpublished doctoral dissertation). Ankara: Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü.

Kandemir, M. (2014a). Predictors of academic procrastination: coping with stress, internet addiction and academic motivation. *World Applied Sciences Journal, 32*(5), 930-938.

Kandemir, M. (2014b). The predictors of academic procrastination: Responsibility, attributional styles regarding success / failure, and beliefs in academic self-efficacy. *Education & Science, 39*(171), 99-114.

Kaya, G., & Kaya, Ç. (2014). Pre-service teachers' academic motivation and coping strategies as the predictors of their academic procrastination. *Journal of Teacher Education and Educators, 3*(1), 7-24.

Klassen, R. M., Krawchuk, L. L., & Rajani, S. (2007). Academic procrastination of undergraduates: low self-efficacy to self-regulate predicts higher levels of procrastination. *Contemporary Educational Psychology, 33*, 915-931.

Klassen, R. M., & Kuzucu, E. (2009). Academic procrastination and motivation of adolescents in Turkey. *Educational Psychology, 29*, 69-81.

König, C. J., & Kleinmann, M. (2004). Business before pleasure: No strategy for procrastinators? *Personality and Individual Differences, 37*, 1045-1057.

Lee, E. (2005). The relationship of motivation and flow experience to academic procrastination in university students. *Journal of Genetic Psychology, 166*, 5-14.

Linnenbrink, E. A., & Pintrich, P. R. (2003). The role of self-efficacy beliefs in student engagement and learning in the classroom. *Reading and Writing Quarterly, 19*, 119-137

Margolis, H., & McCabe, P. P. (2004). Self-efficacy: A key to improving the motivation of struggling learners. *The Clearing House, 77*(6), 241-249.

Milgram, N. A., Sroloff, B., & Rosebaum, M. (1988). The procrastination of everyday life. *Journal of Research in Personality*, 22, 197-212.

Milgram, N., Batori, G., & Mowrer, D. (1993). Correlates of academic procrastination. *Journal of School Psychology,* 31, 487-500.

Nien, C., & Duda, J. L. (2008). Antecedents and consequences of approach and avoidance achievement goals: A test of gender invariance. *Psychology of Sport and Exercise*, 9, 352-372.

Oğuz, A. (2012). Sınıf öğretmeni adaylarının akademik öz yeterlik inançları. *Anadolu Journal of Educational Sciences International*, 2(2), 15-28.

Onwuegbuzie, A. J. (2004). Academic procrastination and statistics anxiety. *Assessment & Evaluation in Higher Education, 29*(1), 3-19.

Özer, A., & Altun, E. (2011). Üniversite öğrencilerinin akademik erteleme nedenleri. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi, 11*(21), 45-72.

Pala, A., Akyıldız, M., & Bağcı, C. (2011). Academic procrastination behaviour of pre-service teachers' of Celal Bayar University. *Procedia - Social and Behavioral Sciences*, 29, 1418-1425.

Saddler, C. D., & Buley, J. (1999). Predictors of academic procrastination in college students. *Psychological Reports, 84*(2), 686-688.

Schraw, G., Wadkins, T., & Olafson, L. (2007). Doing the things we do: A grounded theory of academic procrastination. *Journal of Educational Psychology, 99*(1), 12-25.

Schunk, D. H., & Pajares, F. (2005). Competence perceptions and academic functioning. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 84-105). New York: The Guilford Press.

Senécal, C., Julien, E., & Guay, F. (2003). Role conflict and academic procrastination: A self-determination perspective. *European Journal of Social Psychology*, *33*, 135-145.

Senécal, C., Koestner, R., & Vallerand, R. J. (1995). Self-Regulation and Academic Procrastination. *The Journal of Social Psychology, 135*(5), 607-619.

Senécal, C., Lavolie, K., & Koestner, R. (1997). Trait and situational factors in procrastination: an interactional model. *Journal of Social Behavior and Personality*. *12* (4), 889-903

Seo, E. H. (2011). The relationships among procrastination, flow, and academic achievement. *Social Behavior and Personality*, *39*(2), 209-218.

Sirois, F. M. (2004). Procrastination and intentions to perform health behaviors: the role of self-efficacy and the consideration of future consequences. *Personality and Individual Differences,* 37, 115-128.

Solomon, L. J., & Rothblum, E. D. (1984). Academic procrastination: Frequency and cognitive-behavioral correlates. *Journal of Counseling Psychology*, *31*(4), 503-509.

Stewart, M., Stoot, T., & Nuttall, A. (2015). Study goals and procrastination tendencies at different stages of the undergraduate degree. *Studies in Higher Education,* 2015, 1-16.

Şirin, E. F. (2011). Academic procrastination among undergraduates attending school of physical education and sports: Role of general procrastination, academic motivation and academic self-efficacy. *Educational Research and Reviews*, *6*(5), 447-455.

Tuckman, B. W. (1998). Using tests as an incentive to motivate procrastinators to study. *Journal of Experimental Education, 66*(2), 141-147.

Tuckman, B. W. (2002). *Academic procrastinators: Their rationalizations and web-course performance.* Paper presented at the American Psychological Association, Chicago.

Uzun Özer, B. (2005). *Academic procrastination: Prevalence, self-reported reasons, gender difference and it's relation with academic achievement* (Unpublished Master's dissertation). METU Graduate School of Social Sciences, Ankara.

Uzun Özer, B. (2009). Academic procrastination in group of high school students: frequency, possible reasons and role of hope, *Turkish Psychological Counseling and Guidance Journal*, *4*(32), 12-19.

Uzun Özer, B. (2010). *A path analytic model of procrastination: Testing cognitive, affective, and behavioral components* (Unpublished doctoral dissertation). METU Graduate School of Social Sciences, Ankara.

Uzun Özer, B. (2011). A cross sectional study on procrastination: Who procrastinate more? *International Conference on Education, Research and Innovation (IPEDR), 18*, 34-37.

Uzun Özer, B., Demir, A., & Ferrari, J. R. (2009). Exploring academic procrastination among Turkish students: Possible gender differences in prevalence and reasons. *The Journal of Social Psychology*, *149*(2), 241-257.

Uzun Özer, B., & Topkaya, N. (2005). Akademik erteleme davranışı ve sınav kaygısı arasındaki ilişkiler. *8. Ulusal Psikolojik Danışma ve Rehberlik Kongresi*, İstanbul.

Wolters, C. A. (2003). Understanding procrastination from a self-regulated learning perspective. *Journal of Educational Psychology*, *95*(1), 179-187.

Yılmaz, M., Gürçay, D., & Ekici, G. (2007). Akademik özyeterlik ölçeğinin Türkçe'ye uyarlanması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi. 33,* 253-259.

Sınıf Öğretmeni Adaylarının Akademik Erteleme Davranışını Yordayan Değişkenler

Asuman Seda SARACALOĞLU[3] & İbrahim GÖKDAŞ[4]

Giriş

İnsanlar çeşitli neden ve gerekçelerle sorumluluklarını ertelemektedirler. Erteleme davranışı özellikle üniversite öğrencileri arasında yaygındır ve başarıyı olumsuz yönde etkileyen önemli faktörlerden birisidir (Akinsola, Tella & Tella, 2007; Balkıs & Duru, 2010). Görevden hoşlanmama (Milgram, Sroloff & Rosebaum, 1988), sınav kaygısı (Cassady & Johnson, 2002), düşük öz-saygı (Ferrari & Landreth, 2015; Klassen, Krawchuk & Rajani, 2007), motivasyon eksikliği (Franziska, Manfred & Stefan, 2007) gibi değişkenler ertelemeye neden olan faktörler arasında sayılmaktadır. Bazı çalışma bulguları (Balkıs & Duru, 2009; 2010; Fritzsche, Young & Hickson, 2003; Tuckman, 1998) akademik erteleme ile akademik başarı/performans arasında negatif ilişkiler olduğu yönündedir. Yine erteleme davranışının düşük akademik başarı (Owens & Newbegin, 2000; Tuckman, 2002; Tuckman, Abry & Smith, 2002; Young & Hickson, 2003; Carden, Bryant & Moss, 2004; Balkıs, Duru, Buluş & Duru, 2006; Fritzsche, & Seo, 2011), mükemmelliyetçilik (Flett, Blankstein, Hewit & Koledin; Steel, 2007), göreve karşı ilgi (Schraw, Wadkins & Olafson, 2007), öz-yeterlilik (McCarthy & Skay, 1998; Akbay & Gizir, 2010; Haycock,), gibi birçok değişken ile ilişkili olduğu belirtilmektedir.

Erteleme davranışında düşük öz-yeterlilik ve yüksek kaygı anlamlı bir yordayıcıdır. Araştırma bulguları, akademik öz-yeterliğin bireyin performansı ile doğrudan ilişkili olduğunu göstermektedir (Bong, 2004). Akademik öz-yeterlik, öğrencinin bilişsel ve üstbilişsel strateji kullanımını ve buna bağlı olarak da öz-düzenleme sürecini etkilemektedir. Birçok araştırma, öz-yeterliğin akademik güdülenme, öğrenme ve başarı üzerinde etkili olduğunu göstermektedir (Bandura, 1997; Linnenbrink & Pintrich, 2003). Öğrencilerin bir şeyleri başarabileceklerine yönelik inançları azaldıkça akademik işlerini erteleme eğilimleri de artmaktadır. (Wolters, 2003; Klassen, Krawchuk & Rajani, 2007; Steel, 2007).

Alanyazında erteleme davranışının güdülenme karşıtı bir olgu olduğu ve bireyin güdülenmesi düştükçe daha fazla erteleme eğilimi içerisine girdiğine yönelik bulgular ortaya konulmuştur (Lee, 2005; Balkıs, Duru, Buluş & Duru, 2006; Klassen, Krawchuk & Rajani 2007; Akbay & Gizir, 2010). Yapılan çalışmalar, akademik güdülenmenin benlik saygısı (Bozanoğlu, 2005), sınav kaygısı (Hancock, 2001), akademik başarı (Acat & Dereli, 2012), ile ilişkili olduğunu ortaya koymaktadır. Türkiye'de akademik erteleme davranışına ilişkin yapılmış birçok çalışma vardır. Ancak akademik erteleme davranışlarını akademik özyeterlik ve akademik güdülenme açısından inceleyen araştırmalar çok sınırlıdır. Bu nedenle, akademik erteleme davranışlarının akademik özyeterlik ve akademik güdülenme açısından incelenmesi gerekli görülmektedir. Yapılan bu araştırmada akademik erteleme durumları ile alt boyutları başarısızlık korkusu, tembellik, risk alma davranışı ve kontrole karşı gelme olan akademik erteleme nedenlerinin akademik öz-yeterlik ve akademik güdülenme düzeylerine bağlı olarak incelenmesi amaçlanmıştır. Araştırmanın alt amaçları ise aşağıda ifade edilmiştir:

1. Sınıf öğretmeni adaylarının akademik erteleme davranışları ne düzeydedir?

[3] Prof. Dr. - Adnan Menderes Üniversitesi, Eğitim Fakültesi - sedasaracal@adu.edu.tr
[4] Yrd. Doç. Dr. - Adnan Menderes Üniversitesi, Eğitim Fakültesi - ibrahimgokdas@adu.edu.tr

2. Sınıf öğretmeni adaylarının akademik erteleme davranışının olası sebepleri nelerdir?
3. Sınıf öğretmeni adaylarının akademik özyeterlik düzeyleri nedir?
4. Sınıf öğretmeni adaylarının akademik güdülenme düzeyleri nedir?
5. Sınıf öğretmeni adaylarının akademik erteleme davranışı, akademik erteleme sebepleri, akademik özyeterlik ve akademik güdülenme düzeyleri arasında ilişki var mıdır?
6. Sınıf öğretmeni adaylarının Akademik erteleme davranışını yordayan faktörler nelerdir?

Yöntem

Araştırma ilişkisel tarama modelinde çalışmadır. Araştırma grubunu, Adnan Menderes Üniversitesi, Pamukkale Üniversitesi ve Muğla Sıtkı Koçman Üniversitesi eğitim fakültelerinin sınıf öğretmenliği programlarında öğrenim görmekte olan ve gönüllü olarak çalışmaya katılan 294 öğrenci oluşturmaktadır. Araştırmaya katılan öğrencilerin %35.4'ü (n=104), Adnan Menderes, %33'ü (n=97) Pamukkale ve %31.6'sı (n=93) da Muğla Sıtkı Koçman Üniversitelerine devam etmektedir. Katılımcıların %57.5'i (n=169) kadın ve %42.5'i (n=125) erkek olup, 134'ü (n=46) 1. sınıfta ve 160'ı (n=54) 4. sınıftadır.

Bu çalışmada, Erteleme Davranışı Değerlendirme Ölçeği (EDDÖ), Özyeterlik Ölçeği ve Akademik Güdülenme Ölçeği veri toplama araçları olarak kullanılmıştır. *Erteleme Davranışını Değerlendirme Ölçeği* (EDDÖ) Solomon ve Rothblum (1986) tarafından geliştirilmiş ve Özer (2005) tarafından Türkçe'ye uyarlanmıştır. Beşli Likert tipi EDDÖ, iki bölüm ve 44 maddeden oluşmaktadır. Birinci bölüm, Erteleme Davranışının Yaygınlığı 18 maddeden oluşmaktadır. İkinci bölüm, Erteleme Davranışının Sebepleri, 26 maddeden oluşmaktadır. EDDÖ'nün Birinci bölümü üç faktörden; ikinci bölümü ise dört faktörden oluşmaktadır. Solomon ve Rothblum (1984), orijinal EDDÖ'nün alfa güvenirlik katsayısını **.**75, bulmuşlardır. Özer'in (2005) araştırmasında, güvenirlik çalışmaları sonucunda, ölçeğin iç tutarlılığı birinci bölüm için **.**76; ikinci bölüm için **.**81 ve tüm ölçek için **.**86 olarak hesaplanmıştır. *Akademik Öz-yeterlik Ölçeği* (AÖÖ) Jerusalem ve Schwarzer (1981) tarafından geliştirilmiş; Türkçe'ye uyarlaması Yılmaz, Gürçay ve Ekici (2007) tarafından yapılmıştır. Tek boyutlu bir yapıya sahip olan ölçek, akademik özyeterlik için anlamlı bir yapı gösteren ve 4'lü eşit aralıkta hazırlanmış toplam 7 maddeden oluşmaktadır. Jerusalem ve Schwarzer (1981) orijinal AÖÖ'nün *Cronbach Alfa* güvenirlik katsayısını **.**87, Yılmaz, Gürçay ve Ekici (2007) ise ölçeğin *Cronbach Alfa* iç tutarlılık katsayısını **.**79 olarak tespit etmişlerdir. *Akademik Güdülenme Ölçeği* (AGÖ) Bozanoğlu (2004) tarafından geliştirilmiştir. AGÖ 20 maddeden oluşmaktadır. Ölçekteki Likert tipi 5'li dereceleme olanağı sunmaktadır AGÖ kendini aşma, bilgiyi kullanma ve keşif olarak adlandırılan 3 alt ölçekten oluşmaktadır. Ölçeğin güvenirlik katsayısı .77 olarak belirlenmiştir.

Araştırma verilerinin çözümlenmesinde öncelikle yüzde dökümler alınmış, aritmetik ortalama, standart sapma, minimum ve maksimum değerler hesaplanmıştır. Sonraki aşamada çoklu regresyon analizi sayıltıları incelenmiştir. Tüm ölçeklerde puanların normal dağılıp dağılmadığı; yordayıcı değişkenlerle (akademik özyeterlik ve akademik güdülenme) yordanan değişken (akademik erteleme düzeyi) arasında doğrusal bir ilişki olup olmadığı saçılma diyagramı ile incelenmiştir. Mahanolobis testi sonuçları da dikkate alınarak, değişkenler arasındaki Pearson Korelasyon Katsayıları toplama göre hesaplanmıştır. Son olarak, akademik güdülenme ve akademik özyeterlik değişkenlerinin sınıf öğretmeni

adaylarının akademik erteleme eğilimlerini yordamadaki güçlerini sınamak amacıyla stepwise regresyon analizi uygulanmıştır. Önem düzeyi p<0.05 olarak alınmıştır.

Bulgular ve Yorum

Sınıf öğretmeni adaylarının akademik erteleme davranışı ortalaması x=32.52 ve öğrencilerin EDDÖ birinci bölümünden aldığı puanların 12 ve 54 arasında olduğu hesaplanmıştır. Katılımcıların EDDÖ'nün birinci bölümünden aldıkları puanlar ortancadan (medyan=34.00) bölünerek "erteleme davranışı gösterenler" ve "erteleme davranışı göstermeyenler" olarak sınıflandırılmıştır. Akademik erteleme düzeyini tespit için ortanca, katılımcıları erteleme davranışı sergileyenler ve sergilemeyenler olarak iki gruba ayırmak için kesme noktası olarak kullanılmıştır. Çalışmaya katılan öğrencilerin % 42.5'inin akademik konuları sıklıkla erteledikerini, % 49'unun akademik konuları çok az ya da hiç ertelemedikleri belirlenmiştir.

Ertelemenin yaygınlığının araştırıldığı çalışmalarda, öğrencilerin %90'ının en az bir kere, % 50'sinin sıklıkla, % 35'inin ara sıra akademik işlerini erteledikleri ifade edilmektedir (Solomon & Rothblum, 1984; Klassen, Krawchuck & Rajani, 2007). Uzun Özer (2005) çalışmasında öğrencilerin %52'sinin akademik görevlerini erteledikerini bulmuştur. Balkıs ve Duru (2009) araştırmalarında öğretmen adaylarının % 23'ünde yüksek düzeyde erteleme davranışı olduğunu saptamışlardır. Uzun Özer ve Topkaya'nın (2005) gerçekleştirdiği çalışma da Eğitim Fakültesi öğrencilerinin yarısının (% 51) akademik görevlerini sıklıkla erteledikerini göstermiştir. Uzun Özer (2011) bir başka araştırmasında da lisans öğrencilerinin % 53'ünün akademik erteleme davranışı gösterdiğini belirlemiştir. Bu araştırmada ise katılımcıların (% 42.5) genel ortalamaya göre daha düşük düzeyde akademik erteleme yaptıkları söylenebilir. Katılımcıların çeşitli akademik görevleri erteleme davranışı sıklıkları incelendiğinde, % 26.2'si okuma ödevlerini, % 23.2'si sınavlara hazırlamayı, % 17.4'ü genel olarak okul etkinliklerine katılmayı, % 17.3'ü dönem ödevi hazırlamayı, % 12.9'u görevlere katılmayı ve % 12.6'sı da okulla ilgili idari işleri erteledikerini belirtmişlerdir. Bu değerler, Solomon ve Rothblum (1984), Onwuegbuzie (2004) ile Uzun Özer (2005; 2011) tarafından gerçekleştirilen araştırmalardaki değerlerden daha düşük bulunmuştur.

Katılımcıların akademik erteleme davranışlarının olası sebepleri erteleme nedenlerinin başarısızlık korkusu ($\overline{x}$=4.28), tembellik ($\overline{x}$=3.77), risk alma ($\overline{x}$=3.57) ve kontrole karşı isyan ($\overline{x}$=3.40) şeklinde sıralandığı belirlenmiştir. Buna göre, katılımcıların akademik erteleme nedenlerinin başında başarısızlık korkusu ve tembellik gelmektedir. Uzun Özer ve Topkaya'nın (2005) araştırmasında da benzer nedenlerin ertelemeye yol açtığı belirlenmiştir. Haghbin, McCaffrey ve Pychyl'ın (2012) çalışmasında da başarısızlık korkusu, erteleme nedenleri arasında gösterilmiştir. Bu bağlamda, söz konusu araştırma bulgularının birbirleriyle örtüştüğü söylenebilir.

Katılımcıların akademik özyeterlik puanları $\overline{x}$=20.90'dır. Bu bulgular, Yılmaz, Gürçay ve Ekici'nin (2007) ($\overline{x}$=20.43) ve Fırat Durdukoca'nın (2010) ($\overline{x}$=21.27) araştırma bulgularıyla benzerlik göstermektedir. Bu bağlamda, öğretmen adaylarının özyeterlik puanlarının oldukça olumlu olduğu ifade edilebilir.

Katılımcıların akademik güdülenme toplam puanları ile alt boyut puanları betimsel istatistik sonuçları incelenmiştir. Katılımcıların kendini aşma boyutunda ($\overline{x}$=2.78) orta, bilgiyi kullanma alt boyutunda ($\overline{x}$=3.20) orta, keşif alt boyutunda ($\overline{x}$=3.25) orta ve toplam ölçekten

elde ettikleri puan ortalaması ($\overline{x}$=3.39) orta-üst düzeydedir. Genel olarak, katılımcıların akademik güdülenme düzeyi orta-üst düzeydedir, denilebilir.

Yapılan Pearson korelasyon katsayı hesaplaması ile katılımcıların akademik erteleme davranışları ile akademik özyeterlik ve akademik güdülenme arasında negatif ve düşük düzeyde bir ilişki olduğu belirlenmiştir. Akademik erteleme davranışı en yüksek korelasyonları akademik erteleme sebepleri ile göstermektedir. Bunlar sırasıyla tembellik, başarısızlık korkusu, risk alma ve kontrole karşı gelmedir. Söz konusu ilişkiler pozitif ve orta düzeydedir. Akademik özyeterlik, akademik güdülenme ile pozitif ve orta düzeyde bir ilişki içindeyken, başarısızlık korkusu, kontrole karşı gelme, risk alma ve tembellik ile negatif bir ilişki göstermektedir.

Klassen, Krawchuk ve Rajani (2007) çalışmalarında akademik erteleme davranışı ile akademik güdülenme arasında anlamlı bir ilişki belirlemişlerdir. Kandemir (2014a), Kaya ve Kaya (2014), Senécal, Julien ve Guay (2003), Stewart, Stoot ve Nuttall (2015) tarafından yapılan araştırmalarda da, akademik erteleme davranışı ile akademik güdülenme arasında negatif yönde anlamlı bir ilişki bulunmuştur. Yine güdülenme düzeyi düşük olan bireylerin daha fazla erteleme davranışı gösterdikleri saptanmıştır (Akbay, 2010; Brownlow & Reasinger, 2000; Cohen, Ferrari & Díaz-Morales, 2008; Lee, 2005).

Akademik erteleme ile özyeterlik inancı arasında negatif yönde anlamlı ilişkinin olduğunu belirten çalışmalar da bulunmaktadır (Aydoğan, 2008; Çelikkaleli & Akbay, 2013; Klassen, Krawchuk & Rajani, 2007; Steel, 2007; Wolters, 2003). Eldeki araştırmada da akademik özyeterlik ile akademik güdülenme arasında pozitif ve anlamlı bir ilişki bulunmuştur. Sözü edilen araştırma bulguları ile bu araştırmanın bulguları birbirini desteklemektedir.

Yapılan çoklu regresyon analizi sonucunda akademik erteleme davranışı ile akademik güdülenme arasında negatif ve düşük düzeyde ilişki (r=-0.26) olduğu saptanmıştır. Akademik erteleme davranışları ile tembellik arasında pozitif ve orta düzeyde (r=0.46) ilişki olduğu saptanmıştır. Yine akademik erteleme davranışı ile başarısızlık korkusu arasında pozitif ve orta (r=.43) düzeyde ilişki olduğu hesaplanmıştır. Regresyon katsayılarının anlamlılığına ilişkin t-testi sonuçlarına göre tembellik, akademik güdülenme ve başarısızlık korkusunun akademik erteleme üzerinde anlamlı bir yordayıcı olduğu anlaşılmaktadır. Klassen, Krawchuk ve Rajani (2008) de akademik güdülenmenin akademik erteleme davranışı için anlamlı bir yordayıcı olduğunu belirtmektedir.

Alan yazında akademik güdülenme ve akademik özyeterlik değişkenlerinin, üniversite öğrencilerin akademik erteleme eğilimlerini anlamlı düzeyde yordadığı vurgulanmıştır (Akbay & Gizir, 2010; Akbay, 2010; Çelikkaleli & Akbay, 2013; Stewart, Stoot & Nuttall, 2015) Ancak eldeki çalışmada akademik özyeterlik akademik erteleme davranışı ile ilişkili bulunmakla birlikte erteleme davranışını yordayan bir faktör değildir. Bu durumda; güdülenme düzeyi yüksek olan üniversite öğrencilerinin akademik görevlerine yönelik erteleme davranışını daha az göstermeleri beklenen bir durum olarak değerlendirilebilir.

Sonuç ve Öneriler

Sınıf öğretmeni adaylarının akademik erteleme davranışlarını yordayan değişkenleri belirlemeye yönelik bu araştırmada; katılımcıların yarıya yakını akademik erteleme davranışı göstermektedir. Erteleme nedenleri başarısızlık korkusu, tembellik, risk alma ve kontrole karşı gelme şeklinde sıralanmaktadır. Sınıf öğretmeni adaylarının akademik özyeterlik

düzeylerinin oldukça yüksek, akademik güdülenme düzeylerinin ise orta-üst düzeyde olduğu sonucuna ulaşılmıştır.

Akademik erteleme davranışı en yüksek korelasyonları akademik erteleme sebepleri olan tembellik, başarısızlık korkusu, risk alma ve kontrole karşı gelme ile göstermektedir. Sınıf öğretmeni adaylarının akademik erteleme davranışları tüm değişkenlerle birlikte orta düzeyde ve anlamlı bir ilişki vermektedir.

Yordayıcı değişkenlerin akademik erteleme davranışlarındaki göreli önem sırası tembellik, akademik güdülenme, başarısızlık korkusu biçiminde yer almıştır. Ayrıca tembellik, akademik güdülenme ve başarısızlık korkusunun akademik erteleme üzerinde anlamlı yordayıcılar olduğu anlaşılmaktadır.

Öneriler

1. Öğretmen adaylarının akademik güdülenmelerini destekleyecek ilgi çekici etkinlikler uygulamaya konulmalıdır.

2. Tembellik ve başarısızlık korkusunu yordayan değişkenlerin incelenerek bu sorunu giderecek etkinliklerin düzenlenmesi gerekmektedir.

3. Akademik erteleme davranışları ve nedenlerini irdeleyen nitel ve boylamsal araştırmalar gerçekleştirilebilir.

Anahtar Sözcükler: Akademik erteleme, Akademik özyeterlik, Akademik güdülenme, Öğretmen adayı