




Health Sciences Graduate Students' Views on Postgraduate Education and Academic Procrastination

Sağlık Bilimleri Alanında Lisansüstü Öğrenim Gören Öğrencilerin Lisansüstü Eğitim Konusundaki Görüşleri ve Akademik Erteleme Eğilimleri

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Özet

Lisansüstü programlar bilime katkıda bulunmayı, bilimsel bir bakış açısı getirmeyi ve nitelikli insanlar yetiştirmeyi hedefler. Lisansüstü öğrencilerin akademik erteleme eğilimleri ile memnuniyet düzeyleri arasındaki ilişkiyi ele alan bir çalışmanın olmaması, bu konuda tanımlayıcı bir çalışma yapılması ihtiyacını doğurmuştur. Amaç: Bu araştırmanın amacı, lisansüstü öğrencilerin lisansüstü eğitime ilişkin görüşleri ile akademik erteleme eğilimleri arasındaki ilişkiyi incelemek ve ilişkili faktörleri ele almaktır. Yöntemler: Araştırma, tanımlayıcı ve ilişki arayıcıdır. Araştırma, bir kamu üniversitesinde lisansüstü öğrenim gören 317 öğrencinin katılımıyla gerçekleştirilmiştir. Veriler Kişisel Bilgi Formu, Aitken Erteleme Envanteri ve Lisansüstü Eğitim Değerlendirme Ölçeği aracılığıyla toplanmıştır. Verilerin değerlendirilmesinde betimsel istatistiksel yöntemler, parametrik ve parametrik olmayan testler, çoklu karşılaştırma (posthoc) testleri ve korelasyon analizi kullanılmıştır. Bulgular: Lisansüstü öğrencilerin orta düzeyde akademik erteleme eğilimleri vardır. Öğrencilerin akademik erteleme eğilimleri ile öğretim üyesi ve akademik danışmanlarından memnuniyetleri arasında çok zayıf istatistiksel olarak anlamlı pozitif ilişki olduğu bulunmuştur. Bu sonuçlar göz önüne alındığında, hemşirelerin akademik gelişim süreçlerinin önündeki engellere yönelik müdahaleler planlamak ve akademik memnuniyetlerini artırarak daha profesyonel ve gelişime açık hemşireler yetiştirmek mümkündür.

Anahtar Sözcükler: Erteleme, Eğitim, Sağlık Bilimleri, Lisansüstü, Kişisel Memnuniyet

Abstract

Graduate programs aim to make contributions to science, to bring in a scientific perspective, and to raise well-qualified professionals. The lack of a study addressing the relationship between graduate students' academic procrastination inclinations and their satisfaction levels laid the foundation for the need to perform a descriptive study on this topic. This study aims to examine the relationship between graduate students' views on graduate education and their academic procrastination inclinations and to address the associated factors. It is a descriptive and correlational research. It was performed with the participation of 317 graduate students at a public university. Data were collected through Personal Information Form, Aitken Procrastination Inventory, and Graduate Education Evaluation Scale. In the analysis of data, descriptive statistical methods, parametric and non-parametric tests, multiple comparison (post-hoc) tests, and correlation analysis were utilized. Graduate students were found to have medium-level academic procrastination inclinations. There was very weak statistically significant positive relationship between students' academic procrastination inclinations and their satisfaction with the faculty member and academic advisor. In light of these findings, it is possible to devise suitable strategies to address the challenges impeding the academic advancement of nurses. By enhancing their academic satisfaction, it is also feasible to cultivate a more professional and open-minded nursing workforce.

Keywords: Procrastination, Education, Medical, Graduate, Personal Satisfaction

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Graduate education is a significant educational process which contributes to raising researchers and scientists that any country needs. Graduate education is important to making research on country problems in particular and raising the skilled human beings needed by the country (Aydemir & Çam, 2015). According to the Tertiary Education Council of Türkiye The Council of Higher Education in Türkiye, the objective of graduate education is to have high-level scientific studies and research, to produce information and technology, to disseminate scientific data, to support economic growth and development at national level, to be a distinguished member of the science world by cooperating with domestic and foreign institutions and to contribute to universal and modern development (Yükseköğretim Kanunu, 1981). The fulfillment of the basic responsibilities by the student plays a big role in the attainment of the goal of graduate education (Smith, 2013; Türküm, 2007). Today, individuals apply to graduate programs for plenty of reasons such as promoting self-development, enhancing professional development, being an academician, specializing in the field, achieving job satisfaction, finding new employment opportunities, being promoted in the job and making financial gains (Yılmaz et al., 2017). The number of graduate programs and students enrolled in these programs grows with each passing day (Günay, 2018), however, qualities expected of the graduate programs do not change (Karaman & Bakırcı, 2010; Özdemir, 2009). In this process, it is asserted that graduate students whose duties and responsibilities were diversified and multiplied could have the inclination to procrastinate on their academic studies and thus they were challenged with a variety of problems (Kıyım 2022; Özer, 2005). Academic procrastination is defined as putting off the academic duties and works for different reasons and not taking on performing these duties until having high-level stress (Akbaş & Gizir, 2010; Özer, 2005). Factors such as the lack of sufficient preparation or practice, inadequacy of efforts and inapt performance can give rise to the academic procrastination inclinations and hence the decline in the academic achievements (Balkıs, 2009). Studies performed with university students reveal that the prevalence of observing academic procrastination behaviors was high and the academic procrastination behavior had cognitive, emotional and behavioral aspects (Akbaş & Gizir, 2010; Balkıs et al., 2006; Balkıs, 2014; Çelikkaleli & Akbaş, 2013; Doğan et al., 2017; Lee et al., 2005; Özer, 2005). Academic procrastination behavior is affected by students' views on and satisfaction with the university. Satisfaction with graduate education is the contentment felt by graduate students as per the evaluation of graduate education in terms of its compliance with the needs, expectations and properties of the society, developments in science and technology, changes and developments on the topic (Özdemir, 2009). Research shows that academic procrastination can be affected by factors such as students' self-esteem (Kıtım, 2022), psychological well-being (Aygün & Topkaya 2022), academic motivation (Karapelit & Memiş 2022; Yeşiltaş, 2020), Attitudes toward the profession (Yavuz Karamanoğlu ve ark., 2022), despair

and academic achievement (Akdamar & Kızılkaya, 2022), purposeful procrastination, circle of friends, structure of the course, instructor and the idea of failure (Uçar, 2020). Whether students' expectations are met is closely associated with the active participation of students in the education (Pike, Kuh & McCormick, 2011). Hence, an institution interested in making its students content and making them continue their education should pay attention to factors related to its students' expectations and satisfaction levels.

Consequently, the lack of a study addressing the relationship between graduate students' academic procrastination inclinations and their satisfaction levels gave birth to the need to perform a descriptive study on this topic. This research aimed to explore the relationship between graduate students' views on the graduate education and their academic procrastination inclinations and to address the associated factors. This study is important as it creates a database for studies on the topic and contributes to the planning of efforts to eliminate students' procrastination behaviors.

Materials and Methodology

Research Objective

The objective of the research is to examine the relationship between graduate students' views on the graduate education and their academic procrastination inclinations and to address the associated factors.

In light of this objective, answers to the following questions were sought:

1. What are the views of graduate students on the graduate education?
2. What is the level of graduate students' academic procrastination inclinations and what are the associated factors?
3. Is there any relationship between graduate students' views on the graduate education and their academic procrastination inclinations?

Research Type

Since the research aims to determine the current situation of the relevant sample and question the relationship between concepts, a descriptive and correlational research design was chosen (Bloomfield & Fisher, 2019).

Research Population

Research population is comprised of students enrolled in graduate programs in health sciences at the graduate school of a public university in Istanbul, Türkiye (N=1032). The size of the research sample was calculated as per the known population size, and found as 310 (Erdoğan et al., 2018). The study was completed with 317 graduate students who volunteered to partake in the research.



Graduate Students' Descriptive Characteristics and Their Views on the Graduate Education

The mean age of the participant graduate students was 28.79±5.7 years (min:22, max:51), and, of the participants, 90.2% were female, 66.2% were single, 23% had child(ren) and 89% were working and all of them are individuals who continue their postgraduate education in the fields of health sciences (Nursing, basic medical sciences, midwifery, etc.).

As it is seen in ■ Table 1, of the participant students, 53.3% were in the stage of taking graduate courses and 46.7% were in the thesis stage, and 70.3% had graduate education for 1-2 years.

85.8% of the participant students reported that they had graduate education with a view to supporting their self-development while 81.4% stated that they had graduate education for the purpose of having academic career. Of the participant students, 85.8% asserted that learning new knowledge motivated them, 75.7% remarked that researching motivated them and 66.9% alleged that they were motivated by the positive outcomes of their academic studies. Participant students noted that, during the graduate education, they suffered from the lack of time (74.1%) and employer-related issues (47.9%) (■ Table 1).

■ **Table 1.** Graduate Students' Descriptive Characteristics and Their Views on the Graduate Education.

Descriptive Characteristics	Non-Thesis Master's Program		Master's Programs with Thesis		Doctorate		Total	
	n	%	n	%	n	%	n	%
The Process of The Graduate Education								
The Stage of Taking Graduate Courses	4	100	100	52.4	67	54.9	169	53.3
The Thesis Stage	0	0	91	47.6	55	45.1	148	46.7
The Duration of The Graduate Education								
1 and 2 years	4	100	173	90.6	46	37.7	223	70.3
3 and 4 years	0	0	10	5.2	50	41.0	60	18.9
5 and more years	0	0	8	4.2	26	21.3	34	10.7
The Reasons for Their Interest in Having Graduate Education*								
To Having a Good Status and Prestige in the Community	3	75.0	76	39.8	54	44.3	133	42.0
To Supporting Their Self-Development	4	100	172	90.1	96	78.7	272	85.8
To Be Promoted to a Stage Where They Will Receive More Salary	1	25.0	23	12.0	29	23.8	53	16.7
To Develop His/her Profession and Contribute to Society	2	50.0	144	75.4	99	81.1	245	77.3
To Making an Academic Career	2	50.0	156	81.7	100	82.0	258	81.4
Motivation Resources of Students in Graduate Education *								
Be Appreciated	3	75.0	69	36.1	46	37.7	118	37.2
To Obtain Positive Results of Their Work	4	100	119	62.3	89	73.0	212	66.9
Getting High Marks	4	100	18	9.4	10	8.2	28	8.8
Thinking About the Possibilities of Graduation	2	50	89	46.6	56	45.9	147	46.4
Finding Innovative Solutions to Professional Problems	2	50	124	64.9	75	61.5	201	63.4
Learning New Things	4	100	160	83.8	108	88.5	272	85.8
Research	2	50	144	75.4	94	77.0	240	75.7
Difficulties in Graduate Education *								
There is not Enough Time for Studies	4	100	141	73.8	90	73.8	235	74.1
He/She Finds the Content Presented Unsatisfactory	4	100	30	15.7	18	14.8	48	15.1
It is Necessary to Prepare Homework / Content and it is Very Tiring	4	100	35	18.3	21	17.2	56	17.7
He/She's job is not Compatible with the Program	1	25.0	44	23.0	35	28.7	80	25.2
He/She Has Problems With His/Her Workplace	1	25.0	90	47.1	61	50.0	152	47.9
He/She Has a Hard Time Affecting His/Her Family Life	1	25.0	28	14.7	43	35.2	72	22.7

* Multiple options are marked.

Data Collection

Data were collected with Personal Information Form, Aitken Procrastination Inventory and Graduate Education Evaluation Scale.

Personal Information Form

The form prepared by the researchers is composed of 12 questions on participants' socio-demographic characteristics and the graduate programs where they were enrolled.

Aitken Procrastination Inventory (API)

It was developed by Aitken (1982) for the purpose of measuring students' inclinations to procrastinate on academic assignments. The validation and reliability test for the scale in Turkish was undertaken by Balkis (2006) and Cronbach's Alpha coefficient was calculated as 0.89. In this research, Cronbach's Alpha coefficient was found as 0.91. The scale is composed of a total of 16 items. It does not have any sub-scale and is scored on the basis of a 5-point Likert scale. Answers given to the scale items are scored as '1: False' and '5: True'. Of all 16 items of the scale, 9 are inversely scored. Evaluation is based on the total score to be obtained from the scale. A high score demonstrates that the individual has elevated academic procrastination inclinations.

Graduate Education Evaluation Scale

The scale which was developed by Yılmaz et al. (2017) contains nine sub-scales. Just as these sub-scales can be used in different combinations, each can also be used alone. Academic Achievement Sub-scale was not used in this research as the style of its questions was not compatible with the data collection method of this research. In this study, eight sub-scales which were compatible with the objective and methodology of the research were utilized. These sub-scales are as follows:

- Satisfaction with the Faculty Member Sub-scale (SFM) is made up of a total of 16 items. Cronbach's Alpha coefficient which was calculated for the original version of the sub-scale was 0.94, and it was found as 0.94 also in this research.
- Satisfaction with the Academic Advisor Sub-scale (SAA) is comprised of a total of seven items. Cronbach's Alpha coefficient which was calculated for the original version of the sub-scale was 0.95 whilst it was found as 0.93 in this research.
- Satisfaction with Physical Conditions Sub-scale (SPC) is composed of a total of five items. Cronbach's Alpha coefficient which was calculated for the original version of the sub-scale was 0.91, and it was found as 0.91 also in this research.
- Satisfaction with the Duration and Process of the Graduate Education Sub-scale (SDPGE) contains a total of five items. Cronbach's Alpha coefficient which was calculated for the original version of the sub-scale was 0.85 whereas it was found as 0.83 in this research.

- Satisfaction with the Graduate School Administration Sub-scale (SGSA) has a total of four items. Cronbach's Alpha coefficient which was calculated for the original version of the sub-scale was 0.85 while it was found as 0.71 in this research.
- General Satisfaction Sub-scale (GS) is made up of a total of six items. Cronbach's Alpha coefficient which was calculated for the original version of the sub-scale was 0.96 whilst it was found as 0.89 in this research.
- Individual and Social Benefits Sub-scale (ISB) is comprised of a total of eleven items. Cronbach's Alpha coefficient which was calculated for the original version of the sub-scale was 0.94 whereas it was found as 0.92 in this research.
- Contribution to the Professional Life Sub-scale (CPL) contains a total of seven items. Cronbach's Alpha coefficient which was calculated for the original version of the sub-scale was 0.84 whereas it was found as 0.82 in this research.

The sub-scales are scored through a 5-point Likert scale (1: I strongly disagree - 5: I strongly agree). The increase in the scores obtained from the sub-scales indicates that the satisfaction level is increased.

Ethical Aspect of the Research

For the research, the endorsement of Ethics Committee (03.09.2018/69748) and the permit from the relevant institution were obtained, and also participants expressed their consent in written format.

Data Analysis

Descriptive statistical methods (mean, standard deviation, frequency and percentage), parametric and non-parametric tests (Student's T-Test, Chi-Square Test and One Way ANOVA), multiple comparison (post-hoc) tests for intergroup comparisons and the Pearson Correlation Test for the associations between scales and sub-scales were used in data analysis.

Collection of Data

Data were gathered directly by researchers from students who were in the stage of taking graduate courses and so could be easily accessed. However, as it was difficult to reach students who were in the thesis stage of the graduate education, data were collected from them electronically. In this respect, data collection tools were reconfigured as 'Google survey form' and the internet link was shared with participant graduate students. Researchers reached 59.4% of participant students (n=188) on a one-on-one basis whilst 40.6% of participant students (n=129) were accessed electronically.



Findings

Graduate Students' Academic Procrastination Inclinations, Satisfaction with the Graduate Education and the Associated Factors

Scores obtained by the participant graduate students from the scales and sub-scales in relation to their academic procrastination inclinations and levels of satisfaction with the graduate education are exhibited in ■ Table 2. Graduate students have medium-level academic procrastination inclinations. It is discerned that graduate students had high scores from satisfaction with the faculty member, satisfaction with the academic advisor, satisfaction with the duration and process of the graduate education, general satisfaction and individual and social benefits sub-scales. It is ascertained that graduate students had medium levels of satisfaction with physical conditions and graduate school administration and low levels of satisfaction with the contribution of graduate education to the professional life (■ Table 2).

■ Table 2. Graduate Students' Academic Procrastination Inclinations. Satisfaction With the Graduate Education Mean Scores of the Scales

Scales	Number of Items	X±SD
Aitken Procrastination Inventory	16	51.17±3.39
Satisfaction With the Faculty Member Sub-scale	16	68.63±9.06
Satisfaction With the Academic Advisor Sub-scale	7	29.65±5.20
Satisfaction With Physical Conditions Sub-scale	5	18.45±4.70
Satisfaction With the Duration and Process of the Graduate Education Sub-scale	5	19.74±3.50
Satisfaction With the Graduate School Administration Sub-scale	4	14.56±3.16
General Satisfaction Sub-scale	6	24.13±4.31
Individual and Social Benefits Sub-scale	11	45.39±6.77
Contribution to the Professional Life Sub-scale	7	19.86±5.73

Factors which affected graduate students' academic procrastination inclinations and satisfaction with the graduate education were examined. Factors associated with graduate students' academic procrastination tendencies and their satisfaction with graduate education were examined. In this respect, graduate students' academic procrastination inclinations were analyzed as per their descriptive characteristics (age, gender, marital status, working for any job, having any child). It was found that there was a statistically significant difference in graduate students' academic procrastination inclinations only on the basis of the gender variable ($p<0.05$). As it is observed

in ■ Table 3, male graduate students had statistically significant higher levels of academic procrastination inclinations than female graduate students. On the other hand, there was no statistically significant difference in graduate students' academic procrastination inclinations on the basis of the type of graduate program and the stage of graduate education in which students were enrolled ($p>0.05$) (■ Table 3).

Upon the analysis of graduate students' levels of satisfaction with the graduate education on the basis of their characteristics such as age, marital status and having any child, it was ascertained that there was no statistically significant difference in the levels of satisfaction with the graduate education ($p>0.05$). It was found that there were statistically significant differences in scores obtained by graduate students from the sub-scales of the Graduate Education Evaluation Scale on the basis of gender, working for any job, type of graduate program and stage of graduate education ($p<0.05$) (■ Table 3). There were statistically significant differences in scores obtained by graduate students from satisfaction with physical conditions, satisfaction with the graduate school administration, general satisfaction and contribution to the professional life sub-scales on the basis of gender ($p<0.05$). Male students had higher levels of satisfaction with physical conditions and contribution to the professional life than female students ($p<0.05$) whereas female students had higher levels of satisfaction with graduate school administration and general satisfaction than male students ($p<0.05$). It is ascertained that there were statistically significant differences in scores obtained by graduate students from the satisfaction with the faculty member, satisfaction with the graduate school administration, general satisfaction and individual and social benefits sub-scales on the basis of whether the students worked for a job ($p<0.05$), and working students' satisfaction scores were at higher levels. There were statistically significant differences in scores obtained by graduate students from the satisfaction with physical conditions and contribution to the professional life sub-scales on the basis of the type of graduate program ($p<0.05$), and students of non-thesis master's programs had higher scores of satisfaction with physical conditions sub-scale and PhD students had higher scores of contribution to the professional life sub-scale as compared to other student groups. There were statistically significant differences in scores obtained by graduate students from the satisfaction with the faculty member and satisfaction with the duration and process of the graduate education sub-scale on the basis of the stage of graduate education ($p<0.05$), and students who were in the stage of taking graduate courses had higher satisfaction scores than those in the thesis stage (■ Table 3).

Table 3.

Academic Procrastination Inclinations and Satisfaction of Postgraduate Education According to the Descriptive Characteristics of Students

Characteristics	API	SFM	SAA	SPC	SDPGE	SGSA	GS	ISB	CPL
	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD	X±SD
Female	51.1±3.3	68.5±9.2	29.5±5.2	18.3±4.6	19.7±3.4	14.6±3.0	24.2±4.2	45.2±6.8	19.8±5.5
Male	52.5±4.1	69.4±6.9	30.7±4.6	19.8±4.7	19.5±3.7	13.6±3.9	23.4±5.0	46.2±6.0	20.2±7.5
	$\chi^2=35.11$ $p=.006$	$\chi^2=25.27$ $p>.05$	$\chi^2=16.06$ $p>.05$	$\chi^2=31.79$ $p=.046$	$\chi^2=19.50$ $p>.05$	$\chi^2=25.68$ $p=.028$	$\chi^2=53.55$ $p=.000$	$\chi^2=35.45$ $p>.05$	$\chi^2=49.14$ $p=.003$
Working	51.1±3.4	69.0±8.6	29.7±5.2	18.5±4.6	19.7±3.4	14.7±3.1	24.3±4.2	45.8±6.4	19.9±5.8
Not Working	51.0±2.8	65.4±11.8	28.6±4.5	18.1±4.9	19.3±3.8	13.3±2.8	22.1±4.7	41.7±7.9	19.2±5.0
	$t=.20$ $p>.05$	$t=2.21$ $p=.028$	$t=1.17$ $p>.05$	$t=.45$ $p>.05$	$t=.67$ $p>.05$	$t=2.50$ $p=.013$	$t=2.88$ $p=.004$	$t=3.46$ $p=.001$	$t=.72$ $p>.05$
NTMP*	51.5±1.7	42.2±3.2	31.7±6.5	21.5±1.7	20.0±.00	15.7±0.5	25.7±1.5	46.0±2.7	18.2±1.5
MP *	51.3±3.5	42.9±5.9	29.5±5.1	18.8±4.3	19.6±3.5	14.6±3.2	24.1±4.1	45.2±7.0	18.5±3.3
Doctorate	50.9±3.2	42.0±5.7	29.7±5.2	17.6±5.1	19.8±3.4	14.4±3.0	24.0±4.5	45.6±6.3	20.9±3.2
	$F=.42$ $p>.05$	$F=.80$ $p>.05$	$F=.40$ $p>.05$	$F=3.30$ $p=.038$	$F=.10$ $p>.05$	$F=.44$ $p>.05$	$F=.30$ $p>.05$	$F=.18$ $p>.05$	$F=6.59$ $p=.002$
TGC**	50.8±3.2	69.6±7.2	29.4±4.9	18.6±4.6	20.2±3.4	14.6±3.1	24.4±3.7	45.9±5.6	19.3±5.6
TS**	51.5±3.5	67.5±10.7	29.9±5.5	18.1±4.7	19.2±3.5	14.4±3.2	23.7±4.8	44.7±7.8	20.4±5.7
	$t=-1.69$ $p>.005$	$t=2.03$ $p=.043$	$t=-.88$ $p>.05$	$t=-.97$ $p>.05$	$t=2.61$ $p=.009$	$t=.71$ $p>.05$	$t=1.45$ $p>.05$	$t=1.49$ $p>.05$	$t=-1.74$ $p>.05$

* NTMP: Non-Thesis Master's Program. MP: Master's Programs with Thesis

** TGC: Taking Graduate Courses, TS: in the Thesis Stage

Table 4.

Comparison of Students' Views about Postgraduate Education and Academic Procrastination inclinations.

The Reasons for Their Interest in Having Graduate Education*	API		Test and Significance	
	Yes (X±SD)	No(X±SD)	t	p
To Having a Good Status and Prestige in the Community	51.33±3.23	51.04±3.50	$t=.759$	$p=.449$
To Supporting Their Self-Development	51.08±3.25	51.68±4.12	$t=-.936$	$p=.353$
To Be Promoted to a Stage Where They Will Receive More Salary	51.83±3.35	51.03±3.39	$t=1.566$	$p=.122$
To Develop His/her Profession and Contribute to Society	51.03±3.45	51.62±3.15	$t=-1.359$	$p=.177$
To Making an Academic Career	51.03±3.0	51.77±4.53	$t=-1.207$	$p=.232$
Motivation Resources of Students in Graduate Education *				
Be Appreciated	51.68±3.31	50.86±3.40	$t=-2.111$	$p=.036$
To Obtain Positive Results of Their Work	51.23±3.05	51.04±4.00	$t=.414$	$p=.680$
Getting High Marks	51.10±2.55	51.07±3.45	$t=1.960$	$p=.058$
Thinking About the Possibilities of Graduation	51.38±3.27	50.98±3.48	$t=1.066$	$p=.287$
Finding Innovative Solutions to Professional Problems	51.21±3.46	51.08±3.27	$t=.340$	$p=.734$
Learning New Things	51.11±3.44	51.48±3.07	$t=-.738$	$p=.464$
Research	50.89±3.41	52.02±3.19	$t=-2.653$	$p=.009$
Difficulties in Graduate Education *				
There is not Enough Time for Studies	51.03±3.30	51.56±3.61	$t=-1.160$	$p=.248$
He/She Finds the Content Presented Unsatisfactory	51.06±2.65	51.18±3.51	$t=-.290$	$p=.273$
It is Necessary to Prepare Homework/Content and it is Very Tiring	51.58±3.36	51.08±3.39	$t=1.026$	$p=.308$
He/She's job is not Compatible with the Program	50.82±3.46	51.28±3.36	$t=-1.039$	$p=.301$
He/She Has Problems With His/Her Workplace	51.81±3.35	50.49±3.40	$t=-1.793$	$p=.074$
He/She Has a Hard Time Affecting His/Her Family Life	51.47±3.06	51.08±3.48	$t=.921$	$p=.359$

* Multiple options are marked.



Graduate students' views on the graduate education and academic procrastination inclinations were compared, and it was identified that there was no statistically significant difference in graduate students' academic procrastination inclinations on the basis of the reasons for their interest in having graduate education ($p>0.05$). Graduate students' aspirations to have a higher status, goals to have wage increases and career advancements, desires to be beneficial to the society or to build careers had no statistically significant effect on their academic procrastination inclinations (■ Table 4).

Factors which motivated graduate students during the education and their academic procrastination inclinations were analyzed, and in this regard, there were statistically significant differences in academic procrastination inclinations only on the basis of factors of being appreciated and researching ($p<0.05$). Graduate students hoping to be appreciated had higher levels of academic procrastination inclinations whilst those who perceived researching as the source of motivation had lower levels of academic procrastination inclinations ($p<0.05$) (■ Table 4).

Challenges experienced by students during graduate education and their academic procrastination inclinations were explored, and it was ascertained that, on the basis of all cases identified as a challenge, there was no statistically significant difference in academic procrastination inclinations ($p>0.05$). Challenges

faced by graduate students such as finding time for graduate education, family-related issues and obtaining permission from the employer had no statistically significant effect on graduate students' academic procrastination inclinations (■ Table 4).

The Relationship between Satisfaction of Students with Graduate Education and Their Academic Procrastination Inclinations

The relationship of the satisfaction of students with graduate education and their academic procrastination inclinations was evaluated, and in this respect, academic procrastination inclinations had statistically significant very weak positive relationship only with the satisfaction with the faculty member and the satisfaction with the academic advisor ($p<0.05$). As the levels of satisfaction with the faculty member and academic advisor go up, graduate students get slightly more inclined to procrastinate. Academic procrastination had no statistically significant relationship with other sub-scales ($p>0.05$). Upon the review of the relationships of the sub-scales of the Graduate Education Evaluation Scale, it was identified that there were statistically significant positive relationships at varying degrees ($p<0.05$). As the score obtained from one of the sub-scales goes up, the score obtained from other sub-scales also increases (■ Table 5).

■ Table 5.

The Relationship Between Satisfaction of Students With Graduate Education and Their Academic Procrastination Inclinations

SCALES	SFM	SAA	SPC	SDPGE	SGSA	GS	ISB	CPL
API	.120*	.130*	.086	.081	.085	.077	.102	.100
r	.032	.021	.125	.149	.130	.169	.071	.075
p								
SFM		.660**	.466**	.541**	.506**	.746**	.737**	.181**
r		.000	.000	.000	.000	.000	.000	.001
p								
SAA			.258**	.286**	.349**	.598**	.617**	.282**
r			.000	.000	.000	.000	.000	.000
p								
SPC				.505**	.413**	.455**	.382**	.175**
r				.000	.000	.000	.000	.002
p								
SDPGE					.571**	.534**	.422**	.199**
r					.000	.000	.000	.000
p								
SGSA						.659**	.494**	.248**
r						.000	.000	.000
p								
GS							.781**	.303**
r							.000	.000
p								
ISB								.386**
r								.000
p								

Discussion

This research aimed to analyze the relationship between graduate students' views on the graduate education and their academic procrastination inclinations and also to address the associated factors. It is discerned that students participating in the research were on average young, a large majority of them were female and were working (■ Table 1). These results created the impression that students took on graduate education without a long break after their undergraduate education. It is considered that the high number of female students was associated with the fact that a high number of students enrolled on the nursing program or in the area of health sciences were female.

Most students continue to have graduate education for promoting self-development and building academic career. These goals are analogous across different types of graduate programs. Additionally, 'having a more prestigious place in the society' is ranked among the top goals by students of non-thesis master's programs, and 'developing the profession and contributing to the society' is ranked among the top goals by PhD students (■ Table 1). In the study by Faisal et al. (2018), it was found that most students of medicine were interested in having graduate education for career advancement. Also in the studies by Cruz (2018), Yılmaz et al. (2016) and Teyfur and Çakır (2018), it was stated that students had graduate education to have a higher status, learn new knowledge about their jobs and contribute to the society by creating a pool of qualified workforce. The findings obtained through this current study are similar to those obtained in previous studies. Based on this result, it can be suggested that students' primary goals for having graduate education were to promote the personal and professional development and to build academic career.

An important topic in the graduate education is the sources of student motivation. In this current study, graduate students reported that learning new knowledge, researching and observing the positive outcomes of their studies motivated them. Moreover, students of non-thesis master's programs referred to high grades as the source of motivation while students enrolled at master's programs with a thesis stated that finding solutions to the professional problems raised their motivation (■ Table 1). These results also support the reasons why students prefer to have a graduate education. It is gratifying that students' expectations and sources of motivation are consistent with the goals and targets of ongoing graduate programs (www.yok.gov.tr, last accessed on July 28, 2020).

Being unable to find sufficient time for course activities and studies comes at the top of the problems encountered by students during the graduate education (■ Table 1). It is considered that this problem was associated with the fact that most students worked for a job and had job-related responsibilities. This consideration is supported by the fact

that students of PhD and master's programs with thesis report that they have problems with their employers. That students of non-thesis master's programs do not find course contents satisfactory and complain about being responsible for preparing a high number of homework assignments is also an important finding, and it is a valuable input which should be taken into consideration when non-thesis master's programs are designed. In the study performed by Ellenbecker et al. (2017) on PhD students in nursing, it was identified that a great majority of students did not have sufficient time as they worked for a job during PhD and thus they were interested in online courses. Teyfur and Çakır (2018) found that graduate students had difficulty in getting permission from their employers to attend the graduate education and sparing time for the graduate education. Ali Alghail et al. (2016) ascertained that graduate students had trouble in the management of time. Özer (2005) asserts that graduate students whose duties and responsibilities increased during the education period were challenged in fulfilling their basic responsibilities. Results referred to in the relevant literature are in a similar vein to the findings of this current study, and suggest that these problems are the basic problems experienced in the graduate education.

In this research, it was identified that the mean of scores obtained by students from the Aitken Procrastination Inventory was at a vmedium level. This finding indicates that students had academic procrastination inclinations and failed to fulfill their educational responsibilities in due time (■ Table 2). Nagarjuna et al. (2018) stated that students in the dentistry graduate program generally had medium-level academic procrastination inclinations even though their inclinations varied by department. As per the research conducted on university students, there are studies demonstrating that students had medium-level academic procrastination inclinations (Aydın & Koçak, 2016; Bayrak, 2018) as well as studies showing that students had low-level academic procrastination inclinations (Balkıs, 2013; Özer & Saçkes, 2011). In the relevant literature, it was indicated that students had low-level and medium-level academic procrastination inclinations, however, most of the studies were performed on undergraduate students. Results highlight the need for performing studies which will explore the academic procrastination inclinations of graduate students.

In this research, upon the evaluation of student satisfaction with the graduate education, it was discerned that graduate students had high scores from satisfaction with the faculty member, satisfaction with the academic advisor, satisfaction with the duration and process of the graduate education, general satisfaction and individual and social benefits sub-scales. It was ascertained that graduate students had medium-level satisfaction with physical conditions and graduate school administration and low-level satisfaction with the contributions of graduate education to the



professional life (■ Table 2). It is a positive result that students have high levels of satisfaction with several aspects of the graduate education. It is supposed that improving the physical conditions and developing the procedures and approaches in relation to the administration will be beneficial. It is an important finding that students do not think that the contribution of the graduate education to the professional life is satisfying. Graduate education should not solely be confined to the theoretical sphere but also should prioritize the clinical and practical application and contribute to the professional development. From this perspective, it will be beneficial to review the educational programs in terms of content and methodology. İltter (2020) found that students generally had positive attitudes toward the graduate education. In the relevant literature, there are studies which assert that students were satisfied with the faculty member, academic advisor or process of the graduate education (Ericksen et al., 2014; Gill et al., 2012). In this respect, results of this current research are analogous to those of the relevant literature.

In this research, factors which were likely to be associated with graduate students' academic procrastination inclinations were examined, and it was found that there was no statistically significant difference in academic procrastination inclinations on the basis of age, marital status, working for any job and having any child. This finding created the impression that the increase in graduate students' individual and professional responsibilities had no significant effect on their academic procrastination inclinations. It was also ascertained that studying at a master's or PhD program and being in the stage of taking graduate courses or in thesis stage had no effect on graduate students' academic procrastination inclinations. These findings are akin to the results of the study performed by Işıkgöz (2019) on graduate students of sports sciences. Not obtaining data which show that procrastination inclination is associated with the graduate programs stresses the need to study the individual aspect of the issue more comprehensively. In this regard, performing new studies which explore the relationship of academic procrastination inclinations with personal characteristics is necessary.

In certain studies which analyzed the relationship between the gender variable and academic procrastination inclinations (Armutlu, 2019; Balkis et al., 2008; Doğan et al., 2017; Özer, 2005; Senecal et al., 2003), it is stated that male students adopted academic procrastination behaviors more often than female students. On the other hand, in certain studies, it is argued that there was no difference between male and female students (Kınık & Odacı, 2020). In this current study, it was identified that male students had higher levels of academic procrastination inclinations than female students (■ Table 3). As the number of male students taking part in the research is small and there are divergent results in the relevant literature, it is impossible to come to a final conclusion on this topic.

In this research, factors which were likely to be associated with graduate student satisfaction with the graduate education were examined, and it was ascertained that characteristics such as age, marital status and having child did not affect the satisfaction with the graduate education. On the basis of this result, it can be stated that graduate students' individual characteristics did not affect their views on the graduate education.

In this research, it was identified that male students were more satisfied with the physical conditions in the graduate education and the contribution of graduate education to the professional life than female students, and female students were more satisfied with the graduate school administration and had higher general satisfaction with the graduate education than male students (■ Table 3). In the study performed by Yılmaz et al. (2017) on graduate students, it was demonstrated that there was no statistically significant difference in the levels of satisfaction with the graduate education on the basis of gender. In this current research, students working for any job had higher scores obtained from the satisfaction with the faculty member, graduate school administration, general satisfaction and individual and social benefits sub-scales (■ Table 3). In contrast, in the study by Yılmaz et al. (2017), it was found that those who did not work for any job were more satisfied with physical conditions and with graduate school administration than those who worked for a job. In this current research, it was discerned that students who were in the stage of taking courses were more satisfied with the faculty member and the duration and process of graduate education than those in the thesis stage, PhD students were more satisfied with the contribution of graduate education to the professional life, and students of non-thesis master's programs were more satisfied with the physical conditions (■ Table 3). The fall in the interaction of graduate students in the thesis stage with the faculty member and their problems with the time management might have affected this result. PhD as the primary phase of the academic career provides students with crucial opportunities. The finding of the study by Yılmaz et al. (2017) which asserts that PhD students had higher levels of performance than master students supports the result of this current study. Rosário et al. (2009) identified that, as the years of education increased, students had higher levels of academic procrastination inclinations. In the study by Rakes and Dunn (2010), it was stated that whether the graduate student was in the stage of taking courses or thesis stage affected the student motivation. As per the results of the research by Yılmaz et al. (2017), the level of satisfaction with the faculty member was higher for female students and master students. It is considered that the differences in research results can be associated with the differences in research samples and there can also be several other variables which affect the student satisfaction.

Upon the examination of graduate students' academic procrastination inclinations and their views on the graduate education, it was found that there was no statistically

significant difference in academic procrastination inclinations on the basis of the reasons for preferring to have graduate education and challenges faced during the graduate education (■ Table 4). Reasons graduate students prefer to study in a graduate program and the challenges they encountered had no effect on their academic procrastination inclinations. In the studies by Baltacı (2017) and Doğan et al. (2017), it was argued that procrastination inclinations were more associated with the personality than social, organizational and other factors. In the study by Ocal (2016), it was ascertained that students suffering from academic burnout also had higher levels of academic procrastination inclinations. These results gave rise to the thought that it would be of significance to study the academic procrastination inclinations in terms of other factors which were associated with the graduate education.

One of the factors associated with academic procrastination inclinations is the motivation. In this research, it was found that students hoping to be appreciated had higher levels of academic procrastination inclinations whereas students who stated that researching raised the motivation had lower levels of academic procrastination inclinations (■ Table 4). Previous studies demonstrate that the motivation was associated with the academic procrastination inclinations. Malkoç and Mutlu (2018) argued that academic motivation had a partial effect on the academic procrastination inclinations. Brownlow and Reasigner (2000) identified that the students who had higher levels of academic procrastination inclinations had lower levels of intrinsic motivation. Balkis (2006) found that the inclination to procrastinate was negatively associated with the intrinsic motivation and positively associated with the extrinsic motivation. Students with high intrinsic motivation are inclined to fulfill their assignments and school-related responsibilities in due time. In this current research, students reported that learning new knowledge and seeing the positive outcomes of their academic efforts motivated them most during the graduate education (■ Table 1). By taking also these results into consideration, it can be stated that students taking part in this current research had intrinsic motivation. As being appreciated pertains to extrinsic motivation, it is expected that such students will have higher levels of academic procrastination.

In this research, upon the examination of the relationship between the academic procrastination inclinations and satisfaction with the graduate education, it was discerned that, as the satisfaction with the faculty member and academic advisor went up, levels of academic procrastination inclinations increased albeit slightly (■ Table 5). It is expected that the academic advisor, faculty member and student will work in harmony so that the goals of graduate education can be achieved (Bülbül, 2003). This result created the impression that students had the academic procrastination inclinations by virtue of their positive interactions with faculty members and academic advisors.

It can be useful to analyze the interaction of students with faculty members or academic advisors through qualitative studies. Balkis and Duru (2017) found that there was a negative association between students' levels of satisfaction with academic life and their academic procrastination inclinations. In the relevant literature (Akbaş & Gizir, 2010), it is suggested that the increase in the academic satisfaction negatively affected the academic procrastination inclinations. Finding no statistically significant association between academic procrastination and the sub-scales which measured the satisfaction with graduate education in this current research contradicts the relevant literature.

In this research, it was identified that there were statistically significant positive associations between the sub-scales of the Graduate Education Evaluation Scale albeit at varying degrees, and, as the score obtained from one of the sub-scales increases, the scores obtained from other sub-scales go up (■ Table 5). This result indicates that students' levels of satisfaction with graduate education are associated with each other in terms of different aspects of the graduate education. Moreover, it also demonstrates that each sub-scale is a valid tool of measurement.

Conclusion

In conclusion, students prefer to have graduate education for the purpose of promoting self-development and building academic career, get motivated by learning new knowledge and researching and are challenged mostly by the lack of time during graduate education. It was put forward that graduate students were moderately inclined to procrastinate on academic studies, and there was association between students' academic procrastination inclinations and their levels of satisfaction with the faculty member and academic advisor. Students' academic procrastination inclinations are affected by gender and sources of motivation such as being appreciated and researching. Students' reasons for preferring to have graduate education and difficulties encountered by them during the process of graduate education do not affect their academic procrastination inclinations. It was discerned that students had high scores of satisfaction with faculty members, academic advisors, duration and process of graduate education, general satisfaction and individual and social benefits sub-scales, medium-level scores of satisfaction with physical conditions and graduate school administration sub-scales and low scores of satisfaction with the contribution of graduate education to the professional life sub-scale. Satisfaction with graduate education is affected by the gender, working for a job, type of graduate education and stage of graduate education.

It is considered that the results of this research will enable graduate school administrators and faculty members to raise the quality of graduate programs and help to identify the points to be stressed for eliminating academic procrastination behaviors. In this descriptive research, certain results were



reached through quantitative data. In light of these results, it is recommended that the factors associated with graduate students' academic procrastination inclinations be explored more comprehensively, and qualitative studies using the method of in-depth interviews to be held with students, faculty members and school administrators be performed. Moreover, the studies to be carried out later on should be confined and customized to graduate programs specific to each professional group. Domestic and international studies performed on the topic are not sufficient in number. Therefore, it is obvious that each research study conducted to enhance the quality of graduate programs will contribute to the relevant literature.

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