



T.C. YEDİTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

THE INVESTIGATIONS OF SCHOLARS' ACADEMIC PROCRASTINATION
LEVELS IN TERMS OF DIFFERENT VARIABLES

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EĞİTİM BİLİMLERİ ENSTİTÜSÜNE TESLİM EDİLMİŞTİR.
EĞİTİM EKONOMİSİ VE PLANLAMASI YÜKSEK LİSANSI TEZİ

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ**

TEZ TESLİM ve ONAY TUTANAĞI

**TEZ BAŞLIĞI: THE INVESTIGATIONS OF SCHOLARS' ACADEMIC
PROCRASTINATION LEVELS IN TERMS OF DIFFERENT VARIABLES**

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ABSTRACT

When the literature is examined, the area where procrastination behavior is most common is the academic life. It has been noticed that academics procrastinate on different subjects and for different reasons. According to the previous research, the main reason for the procrastination behavior is the intensity of academic life and its increasing complexity over time. On the other hand, the personal characteristics of academicians are also critical for the emergence of procrastination.

This research aims to determine which variables are associated with the academic procrastination behavior of academicians. In this study, mainly the literature on procrastination behavior and academic procrastination behavior were examined. Building on this, a 16-question survey including demographic information of academics was developed and applied to 94 academicians working at a private university in Istanbul in the spring term of 2020. The data collection tool consisted of two parts. In the first part, an academic procrastination scale which consisted of 16 items and one dimension was used. The second part included the demographic data.

The sample's minimum academic procrastination scores was 16 (Min = 16) and the maximum was 59 (Max = 59), with a mean total score of 33,00 ($X = 33$) and a standard deviation of 10,30 ($SD = 10,30$). As a result, it was determined that academic procrastination behaviors of academicians were at a moderate level.

According to the results of the conducted statistical analyses, it was found that academic procrastination behavior did not differ with regards to any of the demographic variables (i.e., gender, age, title, faculty/institute, course load, administrative/academic additional task, foreign language level, daily internet use, computer use, projector use, frequency of

homework that requires computer use, and frequency of homework that requires internet use).

In short, it is possible to say that the participants who contributed to the research have similar views on academic procrastination depending on all these demographic variables. During the education-planning process, taking this into consideration and crafting possible solutions will improve efficiency and functionality.

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Keywords: Academic Procrastination, Academician, Behavior, Demographic Data, Procrastination

ÖZET

Literatür incelendiğinde, erteleme davranışının en fazla görüldüğü alan akademik yaşamdır. Akademik erteleme davranışının farklı nedenlerle ortaya çıktığı fark edilmiştir. Erteleme davranışının temel sebebi, akademik yaşamın yoğunluğu ve zaman içerisinde giderek karmaşıklaşması olarak değerlendirilmiştir. Öte yandan, bu durumun ortaya çıkmasında, akademisyenlerin kişisel özellikleri de etkili olabilmektedir.

Bu araştırmanın amacı, temel olarak akademisyenlerin akademik erteleme davranışının ne düzeyde olduğunu ortaya koymak ve hangi demografik değişkenler ile ilişkili olduğunu tespit etmektir. Araştırmada, öncelikli olarak erteleme davranışı ve akademik erteleme davranışı hakkında literatür incelenmiştir. Buradan yola çıkılarak akademisyenlere ait demografik bilgilerin yer aldığı 16 soruluk bir anket geliştirilmiştir ve İstanbul ilinde bulunan bir özel üniversitede çalışan 94 akademisyene 2020 yılı bahar döneminde uygulanmıştır. Veri toplama aracı iki bölümden oluşmaktadır. İlk bölümde 16 madde ve tek boyuttan oluşan akademik erteleme ölçeği bulunmaktadır. İkinci bölümünde ise demografik verilere yer verilmiştir. Örneklemeye dahil edilen akademisyenlerin akademik erteleme skorları minimum 16 (Min = 16), maksimum 59 (Max = 59) , ortalama 33 ($X = 33$) ve standart sapması 10,30 ($SS = 10,30$) olarak bulunmuştur. Sonuç olarak akademisyenlerin akademik erteleme davranışlarının orta seviyede olduğu belirlenmiştir.

Yapılan istatistiksel analizlerin sonuçlarına göre, akademik erteleme davranışının hiçbir demografik değişkene (cinsiyet, yaş, unvan, fakülte/enstitü, ders saati, ek idari/akademik işler, yabancı dil seviyesi, günlük internet kullanımı, bilgisayar kullanımı, projeksiyon kullanımı, bilgisayar kullanımı gerektiren ödev sıklığı, internet kullanımı gerektiren ödev sıklığı) bağlı olarak değişmediği gözlemlenmiştir.

Kısacası, araştırma bulguları çalışmaya katılan akademisyenlerin belirli demografik değişkenlere bağlı olarak akademik ertelemeye dair benzer görüşlere sahip olduğunu ortaya koymaktadır. Eğitim planlamaları yapılırken bu ve olası sonuçlarının gözetilmesi verimliliği ve işlevselliği artıracaktır.

Anahtar Kelimler: Akademik Erteleme, Akademisyen, Davranış, Demografik Veri, Erteleme



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1. INTRODUCTION

1.1. GENERAL FRAME OF PROCRASTINATION BEHAVIOR

Procrastination is an action that people perform many times in their daily life. Both in social life and in areas such as business and education life, people can show procrastination behavior in many or certain issues. Such a tendency can be explained by many different events that people have experienced, or it can be considered as a routine behavior of people. Because individuals act in different ways from each other in terms of behavior. This difference causes individuals to postpone their work and duties, which they have to do, while they do not act in order. This situation may trigger an ordinary flow in the lives of individuals as well as trigger personal problems. At the same time, such a situation can also cause various problems among individuals.

In general, the area where procrastination behavior is most studied is academic life. In academic life, it has been determined by different researchers that academicians have a tendency to procrastinate in various subjects. In each study, it has been noticed that academics put forward a behavior of procrastination on different subjects and for different reasons. The main reason for this procrastination behavior can be considered as the intensity of academic life and its increasing complexity over time. On the other hand, the personal characteristics of academicians can also be effective in the emergence of this situation. Individuals who frequently exhibit procrastination behavior in their normal lives can also display various procrastination behaviors in their academic lives. This situation can cause various problems not only among academicians and individuals working in academic life, but also among academicians and students.

In the past years, as a result of the academic life becoming a much more intense environment, this transformation process has caused the behavior of procrastination to become more and more common in the activities of academicians. Although all the possibilities of technology are used in academic life, the workload and the intensity of the course hours have started to trigger the tendency of academicians to procrastinate. In recent years, the number of studies on this subject has increased, and this increase has caused academic procrastination to become an increasingly common behavior in academic life. Many different researchers have tried to investigate the causes and effects of academic procrastination behavior in academic life by considering the subject from different aspects.

The aim of this research is to discover the academic procrastination level of academicians and display if the academic procrastination tendencies change with regards to certain demographic factors. In the research, primarily, the conceptual elements in the literature about procrastination behavior and academic procrastination behavior are discussed. In the last part of the study, a survey was conducted to determine which demographic factors the academic procrastination behavior of academics is based on.

The study, which consists of independent variables and the dependent variable of academic procrastination, was prepared in the form of a questionnaire and applied to academicians in Istanbul. A total of 94 academicians filled out the questionnaire. The survey study consists of two parts. In the first part of the questionnaire, there is an academic procrastination scale consisting of 16 statements and one dimension.

The questionnaire, which was answered by 94 academicians in total, was transferred to the SPSS program for data analysis. Here, after demographic data of the

research consisting of demographic data and 5-point Likert academic procrastination scale are included, respectively, reliability analysis, “Independent-Samples T-Test” for demographic data with two options and demographic data with more than two options. One-way analysis of variance for independent samples (One-Way ANOVA) was applied. As a result of all these analyzes, the research questions of the study were tested and it was aimed to contribute to the literature on academic procrastination behavior. If there was a significant difference between the groups in the ANOVA test, the post-hoc test was used to determine between which groups the difference was. The level of significance in the analyzes was determined as 0.05 ($p < 0.05$).

1.1.1. Procrastination Behavior

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, delay. Procrastination behavior is defined as delaying the duties until the last minute, leaving duties to be done, or decisions to be taken and responsibilities to the last minute. 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 (Saracaloğlu & Gökdaş, 2016, p. 44).

There is no unity in the definition and classification of procrastination behavior. According to Chun & Choi (2005), procrastination behavior is divided into two as active procrastination and passive procrastination. In another classification, the behavior of procrastination was examined under five headings. These are compulsive or non-functional procrastination, decision-making procrastination, neurotic procrastination, general procrastination, and finally academic procrastination. In another classification, the behavior of procrastination was analyzed by dividing it into two as state of procrastination and procrastination as a personality trait (Ocak & Bulut, 2015, p. 710).

Procrastination is defined as the failure of the person to realize his / her intentions. This situation includes many different behaviors in daily life such as replying to an e-mail, getting out of bed, not shopping. Procrastination behavior, which is observed in this form in daily life, causes many different and important behaviors and activities in daily life to remain constantly outside the agenda of individuals. The concept of procrastination has been defined in different ways by various authors. Schowenbourg and Lay (1995) deal with postponement in general and define it as postponement of duties. Solomon and Rothblum (1984), on the other hand, introduce a more specific approach to procrastination behavior and express it as delaying things for no reason and feeling discomfort later (Çam, 2013, p. 89-90).

The behavior of procrastination was first explained by psychoanalytic theory. According to the psychoanalytic theory, the procrastination behavior is an avoidance behavior that the ego uses to protect against threatening situations. People with high anxiety will delay more because they are more likely to avoid avoidance behavior. If there are situations where people perceive a low level of competence, they will be more open

to developing anxiety. Researchers explaining procrastination behavior also tried to reveal the relationship between self-esteem and procrastination behavior. In delaying start or completion of a task, individuals who tend to delay can avoid failure and evaluate their own performance or abilities. Therefore, they engage in procrastination to maintain both social and self-esteem. An individual with low self-esteem or low self-confidence can spend less effort and the same person quits their duties more quickly (Aydoğan & Özbay, 2012, p. 2).

It is possible to list other procrastination concepts in the literature as follows (Kağan, 2011, p.11):

- According to Burka and Yuen (1983), procrastination includes the absolute desire of individuals to do almost everything well, as well as the desire to simply perform a task without too much effort.
- According to Milgram (1991), the necessary factors for the emergence of procrastination behavior should be delayed an action, an action to be performed below the standards, not perceived as an important task and result in an emotional confusion.
- According to Ferrari, Johnson and McCown (1995), procrastination is when people feel unhappy or delay a task or work until they feel subjective discomfort due to delaying completion of a job.
- According to Ellis and Knaus (2002), procrastination includes not doing a behavior or a task voluntarily by ignoring other options, even though the person knows that the outcome of his choice will be bad.

Procrastination has a structure that includes behavioral, affective and cognitive dimensions. Researchers try to explain these components individually or together. Sigall, Kruglanski and Fyock (2000) evaluated the affective component based on the physical symptoms of anxiety; Piccarelli (2003) addresses the cognitive component, such as purposefulness; Rothblum, Solomon and Murakami (1986) and Uzun and Özer (2010) deal with all of the behavioral, affective and cognitive components (Ulukaya ve Bilge, 2014, p. 90).

In general, although there is no common definition of procrastination in the literature, it is seen that each definition includes the concept of delay. Knaus (1998) defines procrastination as leaving a priority job for later. In Tuckman's (1991) definition of procrastination, while the lack of self-regulation performance is evident, Lay (1986) defines procrastination as delaying reaching the required goals. Although the definitions differ, it can be said that the common feature is to put a job with a lower priority before another job with a higher priority. However, it is not overlooked that procrastination has not only the behavioral dimension but also cognitive and emotional components such as delaying or avoiding task (Uzun Özer, Demir, & Ferrari, 2013, p. 127-129).

Fear of failure and dislike of the task are two basic elements of the procrastination behavior. Anxiety for evaluation, perfectionism and lack of self-confidence are at the core of fear of failure. The other factor includes not wanting to be done and laziness. Ferrary, Dorszko and Joseph (2005) describe the first factor as avoidance delay. The main factor here is that the person wants to stay away from the evaluations that will arise from his failures. The second factor is the postponement of arousal. The basis of this type of procrastination is that people create some kind of excitement by doing the things they

find boring and repulsive at the last moment. Deferral behavior, called avoidance delay, can be considered as a form of self-protection. Individuals try to justify self-handicapping and some kind of justification or create an apology for the failure situation attributed to them (Guzey, 2007, p. 84).

Different theories have been developed to understand the procrastination behavior, which is an important social phenomenon. According to Rational Emotional-Behavioral Theory, procrastination is the conversion of irrational beliefs into behavior. There is a tendency to postpone if employees cannot connect with the jobs they have to do and find the jobs unreasonable. Needs Hierarchy Theory, on the other hand, considers deferral behavior as a tendency to meet others by giving up one need. According to this theory, procrastination is mostly the case of neglecting high level needs to meet low-level needs. According to the Feature Theory, procrastination tendencies are the result of the personality traits of the employees. Theories that try to explain the behavior of procrastination generally focused on the causes and consequences of the behavior, reporting that procrastination is a complex and successive process (Baltacı, 2017, p. 57).

On the other hand, another aspect that stands out in terms of procrastination behavior is the tendency to procrastinate. The tendency to procrastinate can be defined as a behavioral tendency or a personality trait to delay or postpone making a decision. Procrastination behavior is a very common process both in education and in our normal life. Studies show that the tendency of procrastination is common in the majority of individuals in the education world (Ekşi & Dilmaç, 2010, p. 435).

1.1.2. Psychological Bases and Dimensions of Procrastination Behavior

Procrastination is a combination of different processes associated with a person avoiding any work. Procrastination behavior develops as a result of the general motivation state. Procrastination behavior is a reflection of the person's inability to pay full attention to the job at hand and the planned result at the end of the job. Behavioral procrastination involves unnecessarily delaying work until it becomes uncomfortable. (Cömert, 2009, p. 9).

When procrastination occurs, it can cause problems not only for individuals but also for those around them. Because individual, organizational and social productivity and competition are serious issues in general. Especially in the business world, it is important to identify the factors that cause procrastination. Researchers have begun to recognize the need to continue work-related procrastination behavior studies, and have even developed a leading model of organizational procrastination behavior that suggests work tasks that can be key exponents of procrastination behavior in work life (Gül, 2015, p. 9).

Theorists and clinicians stated that the procrastination response is acquired in early personality development. They state that missile procrastination behavior develops by the compulsion of the parent, which pushes a child to use passive resistant delaying behavior as a way of declaring independence. Similarly, Spock defined parental control, parental anger, and / or parental frustration as a behavior pattern that causes opposition in children by delaying it. In a wide range of repetitions of procrastination problems encountered in clinical studies, oppression, controlling, suspicion, not releasing and putting emotional distance were mentioned. Pressure makes a child feel that what they do

has to be perfect to be respectable. Controlling creates resistance to obedience as an expression of fear of self-interest. Not letting go makes you feel concerned, but essentially incapable, while suspecting creates anxiety that a child will be evaluated when doing something (Kağan, 2010, p. 19).

Emotional distance increases resistance to demanding, demanding or sensitive tasks. There are empirical, supportive elements to these theories, and accordingly significant links have been found between critical parenting and measuring procrastination behavior. It was stated that the overprotective behavior of the parent, which is a characteristic of those who act in procrastination, leads to less success than expected. Modeling can also be a factor, and the reasons for procrastinating can be identified with their parents who are prone to delaying behavior. According to Elizabeth Ann Coote, it is stated that the procrastination behavior acquired in the developmental age continues as an adult character. Procrastination behavior; Since it produces negligible negative results, it is often seen as a learned behavior that provides both positive support and avoids punishment, as it often produces great relief (Aksoy, 2017, p. 7).

On the other hand, procrastination seems to be a complex structure that includes behavioral (delay), cognitive (intention) and affective (emotional distress, discomfort) dimensions

Behavioral Dimension: Some researchers think that delaying work involves not only inaction to delay or complete work, but also delaying actions (for example, watching television or engaging in activities that make time pass with less effort), which avoid doing the desired job. Delaying actions include not being concerned with opportunities to achieve a goal (Aksoy, 2017, p. 10).

Affective Dimension: Feeling pressure, sadness, and discomfort about a job that has not been started, worked on or not finished is included in the affective component of delaying the job. The main point that separates delaying work from the individual deciding to do something at another time is that the individual feels an internal and subjective discomfort. On the other hand, there is no consensus on what level of negative emotion an individual should feel in order to decide on procrastination. In addition to studies stating that an individual should feel a significant level of anxiety, there are also studies stating that the anxiety or discomfort felt about delaying work is subjective and therefore there is no limit to its level. Knaus also stated that procrastinators experience despair, depression, sadness, grudge, disappointment and anger (Aydoğan & Özbay, 2012, p. 2).

Cognitive Dimension: The cognitive dimension of procrastination can be defined as the incompatibility between the individual's intention, purpose or priorities and his / her performance regarding the job he / she wants to do. In this respect, cognitive variables such as self-efficacy, perfectionist personality trait or irrational thinking styles were frequently included in procrastination behavior studies. Burka and Yuen (1983) emphasize that procrastination behavior of individuals is inherent in protecting fragile self-esteem. Bandura (1986) states that procrastination with another approach is due to low self-efficacy. Accordingly, research findings reveal that procrastination behavior is negatively associated with self-esteem and self-efficacy beliefs (Uzun & Demir, 2015, p. 109).

Different theories have been developed to explain procrastination behavior. Ellis's Rational Emotive Behavior Theory sees procrastination as the transformation of

unreasonable beliefs into behavior. According to this theory, when the situations that a person encounters are not plausible, the tendency to postpone these situations becomes dominant. The tendency to procrastinate may be an indicator of the person's inadequacy or not being faced with a specific problem (Sriosis & Tosti, 2012, p.238-239).

According to Maslow's Hierarchy of Needs Theory, procrastination is a situation where high-level needs are ignored in order to meet lower-level needs. People who prefer procrastination behaviors ignore the high level 'success' need they will experience at the end of the job in order to fulfill their lower-level needs. Trait / Dispositional Theory, on the other hand, sees procrastination as a highly differentiated and difficult-to-manage process resulting from different characteristics of personality (Baltacı, 2017a, p.59).

Bluma Zeigarnik, who tried to explain procrastination behavior with the personality of the person, stated that procrastination behaviors of people are a personal choice and that unfinished works can be remembered more and can be realized at a later time. This situation, which is called the Zeigarnik Effect, is the case that works that have been postponed to a later date or that have been started and abandoned or that have been interrupted for any reason are more memorable than the works performed. Although the Zeigarnik effect is called the employee's return to work in the future if he / she postpones the tasks that he / she can accomplish, it also includes the postponement of certain tasks due to workload or urgent jobs. Although the Zeigarnik effect is an important subject of social psychology, it is used extensively in the media sector, especially in the media sector such as TV series (radio, television or article series, etc.), which include interrupted and curious subjects (Reeve, Cole & Olson, 1986, p. 233-236).

1.1.3. Reasons of Procrastination Behavior and Factors Related Procrastination Behavior

Procrastination behavior, in general, can occur for different reasons. However, individual living conditions are much more important in the emergence of procrastination behavior. Therefore, the primary issue of importance is to establish a general framework for the reasons for procrastination behavior. Based on this, it is possible to list the general reasons for procrastination as follows (Garzón-Umerenkova & Gil-Flores, 2017, p. 513-515):

- If a job to be done or a responsibility to be undertaken is difficult for individuals, this situation triggers the feeling of procrastination.
- The insufficiency of the knowledge and competence of the individual is a valid reason for the feeling of procrastination.
- When the content and environment of a task or responsibility create negative images, individuals prefer to delay the process.
- Concentration problems form the basis of procrastination for conscious individuals.
- A sense of perfectionism and anxiety about achieving perfection increase the intensity of procrastination.
- With the anxiety of failure and disappointment, it seems that erecting behavior has become a pattern.

- Not being strong enough against criticism guides individuals' procrastination behavior.

Considering the factors listed above, it is seen that especially the feeling of inadequacy strongly triggers procrastination behavior. This kind of feeling also reduces the desire of individuals to be involved in any process after they see themselves inadequate.

One of the most important reasons of procrastination behavior is the person's inability to manage time. The inability to manage time efficiently in daily life, inability to plan meetings and other meetings, and the problems experienced in the time allocated to work and private life cause the person to tend to procrastinate. Individual fears and inadequacies, lack of attitude towards any job, lack of decision-making skills and reluctance to take responsibility are among the other reasons for delay. Perception of success or ability to do is also among the reasons for procrastination behavior. This situation, which can be explained as postponing work due to the thought that the individual will not be able to accomplish any job or delaying doing work due to fear of failure, is a kind of anxiety disorder that is quite common in organizations in business life. In addition, a person's taking place in irrational expectations or a perfectionist attitude can cause procrastination behaviors (Baltacı, 2017a, p. 60).

Considering the causes of procrastination behavior in the literature as a whole, it is seen that some reasons of procrastination behavior are related to skills such as being able to effectively manage time, determine priorities, and lack of efficient and effective work habits. Other possible causes of procrastination behavior appear to be related to the individual's personality traits, as well as faulty cognitive uploads towards himself and his

environment. At this point, it can be thought that the reasons that trigger procrastination behavior are explained by the individual's self-management skills, personality and cognitive processes in a way that excludes the possible effects of environmental factors creates an important gap in the field (Balkıs, 2007, p.69).

When the studies in the literature are reviewed, it is seen that procrastination behavior is associated with various psychiatric syndromes. This behavior can lead to serious academic failures and significant problems in relationships. Ferrari, Johnson, and McCown (1995) found positive associations between procrastination and self-harm, task avoidance, perfectionism, irrational thoughts, and depression. In addition, procrastination has a negative relationship between self-esteem and internal locus of control. Studies on university students have a significantly positive relationship between anxiety and academic procrastination. In other words, as the tendency to procrastinate increases, the anxiety level of the individual increases. Similarly, significant positive associations are observed between general procrastination and anxiety in adults. In this context, anxiety is shown among the main reasons for procrastination (Ekşi & Dilmaç, 2010, p. 435).

In various studies, it has been stated that procrastination behavior has a negative relationship with the performance factor and leads to poor performance. It has been stated that this situation reduces self-efficacy and leads to more procrastination. Again, among the results of another study conducted on the subject, the personality trait of procrastination behavior is self-control, self-discipline, emotional balance, self-esteem, locus of control, extroversion, self-confidence, self-deception, self-efficacy, psychoticism, dominance, depression, and Its connections with anxiety came to the fore. It is seen that procrastination behavior shows the strongest correlation as personality trait

with responsibility factor and self-discipline under this factor. On the other hand, another factor that has been shown to be correlated with procrastination as a personality trait is emotional balance (Saltukoğlu & Astar, 2018, p. 22).

1.1.4. Theoretical Frame and Types of Procrastination Behavior

When the studies in the literature are examined in general, it is possible to list the approaches within the theoretical framework established for procrastination behavior as follows (Ayyıldız, 2016 p. 30-34; Çavdar, 2020, p.

- **Psychoanalytic theory:** Psychoanalytic theories made the first explanations about procrastination, as in many areas of psychology. While explaining the phenomenon of procrastination, Freud focused on the concept of avoidance and especially the anxiety experienced in avoidance behavior. Freud suggested that anxiety, suppressed subconscious emotions are warning signals sent to the ego and that the ego uses many defense mechanisms when anxiety is experienced.
- **Psychodynamic theory:** This theory sees procrastination as a problematic form of behavior that occurs with the effect of the negative feelings and psychological processes of the individual towards the parents. The psychodynamic approach draws attention to the fact that early childhood life periods affect personality development.
- **Behavioral theory:** Behavioral theory claims that procrastination behavior emerges as a result of reinforcement with previous experiences. Classical learning theory uses the concepts of reward and punishment while explaining procrastination behavior. According to the theory, the person who

procrastinates shows this behavior because he or she is rewarded or not sufficiently punished for this behavior.

- Cognitive theory: According to the cognitive approach, people's environment is cultivated on the behaviors and emotions that cause procrastination. However, the cognitions of people with strong cognitions have a mediating role. Cognitive behavioral theories suggest that the cognitive interpretation of the individual in daily life is more effective on a large part of the individual's lives.
- Existential theory: According to the existentialist approach, procrastination tendency is related to the concepts of self-awareness, freedom and responsibility. An individual who does not have self-awareness is not aware of the moment he is in, does not take responsibility for his actions, so he will postpone a job or behavior he has to do. Owning one's behavior, being at peace with his past.
- Gestalt theory: According to the Gestalt approach, procrastination tendency stems from the human's inability to produce life in the axis of time and space. In the tendency to procrastinate, the self-worth of the person is weak, he is away from the awareness of the "here and now" perception and does not take responsibility for the behavior.

On the other hand, it is seen in the literature that different types of procrastination stand out. These types of procrastination are based on researchers' different experiences. However, the commonly determined procrastination behaviors are listed below (Devi & Dhull, 2017, p. 475):

- **Trait Procrastination:** Procrastination as a feature is defined as the tendency of a person to take slow or delay and to leave or postpone the goals that need to be achieved.
- **Situational Procrastination:** Situational procrastination, on the other hand, as a personality trait, is the procrastination behavior that an individual shows in only one area of his life, as opposed to procrastination. A very common and frequently studied subtype of situational procrastination is academic procrastination.
- **Procrastination Behavior Regarding Decision Making:** It is about the individual not making any decision. The inability to make a decision can have a profound impact on general life or business life. It is argued by Harriot and Ferrari that highly educated people have less difficulty making decisions.
- **Activating Procrastination Behavior:** It involves waiting until the last minute to do something in order to generate a rush of excitement. In an example of working adults; Acting procrastination behavior is more common than procrastination or avoidant procrastination behavior related to decision making, it is certainly related to neurotic confusion and rebellion.
- **Avoiding Procrastination Behavior:** It involves cognitively avoiding to maintain weak self-esteem. In general, avoidance is used when things are too difficult or when feedback is given that the work has been done.

Most of the procrastination behaviors listed above are seen in business life. Many researchers in the literature have conducted their research on this subject with a focus on individuals' procrastination at work.

In the literature, the types of procrastination that can be considered differently are grouped under four main headings. The most common of these is academic postponement, in which academic tasks that need to be done, such as studying for exams, completing assignments, are not done or left to the last minute. This situation is also valid for academic staff. Postponement related to difficulties in scheduling daily tasks and having difficulties in performing these tasks on time is called life routine procrastination. Procrastination, which involves delaying decision making in conflict situations or when faced with different options, is considered as decisional procrastination. Finally, the type of procrastination, which includes both making decisions and postponing the work that the person has to do, is considered as compulsive procrastination (Özer & Demir, 2015, p. 110).

On the other hand, another type of procrastination behavior for some researchers is positive procrastination. According to Pychyl, Lee, Thibodeau, and Blunt (2000), leaving the tasks to be done later is a very rational way to make individuals feel positive. This happens especially when a task is done that you enjoy doing instead of a task you don't like to do. Chu and Choi (2005), on the other hand, state that students can be more successful with the effect of time pressure and therefore they especially prefer to delay. Accordingly, researchers explain procrastination as a regulator of short-term positive emotions. Accordingly, students may postpone studying for exams because they prefer an activity such as spending time with their friends. Similarly, it has been found that those

who exhibit procrastination think optimistically, that they can learn the subjects they need to learn overnight or that the exam will be very easy (Sigall, Kruglanski & Fyock, 2000, p. 286).

1.1.5. The Formation Process of Procrastination Behavior

Although procrastination is generally a harmful and negative behavior, it is a behavior commonly used by people. The cycle and severity of retarding behavior determines whether this behavior is an ordinary delay or a delay. If there is a habitual delay and a chronic task completion problem, this is considered as procrastination behavior. People who engage in procrastination have various feelings, thoughts and behaviors, and understanding their feelings, thoughts and behaviors in this period of being in a cycle is important for a deep understanding of procrastination behavior. Even if it shows some differences from person to person, this process is called the delay cycle (Şenlik, 2020, p. 5-6).

In order to understand how procrastination behavior occurs, it is necessary to know the cognitive, affective and behavioral changes in individuals while performing this behavior. When the changes that occurred were examined, it was seen that procrastination behavior consisted of a seven-stage cycle. These seven stages are listed as follows (Kibaroglu, 2020, p. 16-17):

1. Stage: Before starting procrastination behavior, individuals are very hopeful and happy they believe that they will do it on time, but they do not start doing it yet, as time progresses, their belief in what they can do is replaced by fear and stress.

2. Stage: Hopes and beliefs about doing the work began to diminish, instead, fear and anxiety started to increase, and the thought of doing something spontaneously gave way to pressure.
3. Stage: With the decrease of time, the individual starts to create scenarios about what the consequences will be when he does not do his job instead of thinking that he can do the job he should do. This situation is quite confusing for the individual.
4. Stage: The procrastinator thinks that he still has enough time to complete his job despite the time he lost and the guilt he experienced.
5. Stage: At this stage, the individual loses hope with the effect of shame and guilt and starts to think that others are superior to him in aspects such as luck and intelligence.
6. Stage: The individual now has to choose either to do or not. If someone thinks they cannot complete the task on time, they may choose not to do it.
7. Stage: After doing or not doing the tasks that he / she has to do, the individual makes a promise to him / her and states that he / she will complete a task in a planned and timely manner, but when the procrastination individual encounters a new job, he continues to repeat this cycle.

The above stages occur while procrastination is experienced, and these cycles continue to be seen throughout the life in procrastination individuals. Researchers investigating the causes of this behavior encounter two factors. One of these is that it stems from the personality trait of individuals. The other factor is the delays encountered

only in some situations (such as social, academic) in the life of the individual. Procrastination behaviors may occur depending on the situations encountered and may vary from person to person.

1.2. ACADEMIC PROCRASTINATION BEHAVIOR

1.2.1. Academic Procrastination Behavior

Behavior researchers focused on the academic dimension of procrastination and tried to identify the possible causes of this behavior. Studies conducted in this context have revealed that certain psycho-social variables explain academic procrastination individually or together. In previous studies, significant relationships were found separately between academic self-efficacy beliefs and locus of control, which are the independent variables of this study, and academic procrastination. Academic procrastination is one of the sub-dimensions of situational procrastination. Academic procrastination is generally considered on the basis of students and it is expressed as the delay of the student's duties and responsibilities in academic life and leaving it to the last moment (Albayrak, Yazıcı & Reisoğlu, 2016, p. 91).

Academic procrastination behavior is one of the important factors that are especially common among university students and negatively affect academic success. Deferral behavior, known as an undesirable feature, is defined as the tendency to delay starting a task or completing the task, and its degree varies from person to person. As it is known, in academic environment, although students have duties such as preparing term papers, preparing for exams, completing weekly reading assignments, performing academic administrative tasks, attending classes, these tasks are often delayed. Research studies show that academic procrastination behavior is concentrated especially in these

areas and this behavior decreases the amount and quality of the work done and hinders academic success (Özer & Topkaya, 2011, p. 13).

Academic procrastination behavior is a very strong barrier for most students and can cause school-related problems (eg low grades) and stress-related physical ailments. Even leaving the school for this reason may occur. Individuals who show academic procrastination behavior work less than planned time to study for exams. In addition, students experience low self-efficacy and a high level of performance anxiety over the academic task. Individuals who demonstrate academic procrastination are busy avoiding tasks that threaten their self-esteem (Aydoğan & Özbay, 2012, p. 3).

Senecal, Koestner and Vallerand (1995) define the academic procrastination behavior as the inability of the individual to start performing these tasks until they experience a high level of anxiety. Rothblum, Solomon and Murakabi (1986) define academic procrastination as a two-step phenomenon. The first is always or often delaying academic duties. The second is the state of anxiety of the individual regarding academic tasks, which are always or often delayed. As can be understood from the definitions here, academic procrastination includes not only delaying a job but also anxiety and stress caused by delaying that job. It is supported by many research findings that the academic success of university students, who are left with anxiety and stress, also decreases (Çelikkaleli & Akbay, 2013, p. 238).

Academic procrastination tendency, which is defined as doing homework, preparing for exams or doing homework at the end of the semester, can be seen quite widely in the academic life process. When the field examined in the summer, it was seen that the tendency to delay was associated with low academic performance, lesson

avoidance, low effort for success, low self-efficacy, low capacity and low motivation. At the same time, academic procrastination tendency is not only associated with academic processes, but also with the individual's well-being (Belkıs & Duru, 2010, p. 160). Lay (1986), on the other hand, defines academic procrastination as the postponement of the academic tasks that need to be done until the next time. Based on definitions, academic procrastination behavior refers to individuals delaying their academic affairs and problems arising from this delay (Akday, 2009, p. 18).

It is seen that academic procrastination behavior has become more established over time, especially in terms of university age students. As a result of the many tasks, duties and responsibilities involved in this period, it has been observed that the tendency of the students in academic sense has gradually decreased and their tendency towards different subjects has become more prominent. In this way, it is possible to evaluate academic procrastination as a result of a loss of attention, interest and concentration that occurs with the increasing degree of pressure around the individual (Özer & Altun, 2011, p. 46).

Academic procrastination is a form of procrastination that takes place in the general feelings of procrastination of individuals and, therefore, becomes routine over time in the lives of individuals. In academic procrastination, there is no distinction between students or teachers. Everyone who has adopted academic procrastination has the same position in the subject. Academic procrastination seems to be a common problem for everyone in education. Individuals determine the form of academic procrastination behavior according to the conditions of their educational life, and with

these behaviors, they move away from their academic duties (Demir & Kösterelioğlu, 2015, p. 596).

1.2.2. Reasons of Academic Procrastination Behavior

Academic procrastination, which is a subject that differs among individuals, can occur with different reasons. Accordingly, individuals accept academic procrastination behavior with different elements in their lives. Over time, this behavior becomes an extremely strong emotion for the individual. In general, the factors that cause academic procrastination behavior can be listed as follows (Kutlu & Demir, 2016, p. 380; Odacı & Kaya, 2019, p. 44):

- The increase in the number of individuals with high expectations, around the individuals.
- The idea of perfectionism related to the individual or the environment of the individual.
- Individual's concerns and reservations about negative evaluations.
- Failure in educational life reveals the risk of breaking social relationships.
- The academic motivation of the individual is extremely low and there is a motivation tool.
- The educational environment and educational processes are not attractive enough for the individual.
- Individual's concerns about the sustainability of his education life.

- The existence of the desire to protect the individual's self and identity due to academic concerns.

When the factors listed above are analyzed, it is seen that the individual and his/her environment have an important effect on the emergence of academic procrastination behavior. Although individuals see themselves as inadequate or unsuccessful, the most important pressure factor on them is their attitudes and behaviors.

In particular, the reasons for students' academic procrastination behavior is a very common issue in the literature. Among these reasons, the element of fear attracts a lot of attention. Accordingly, students make the fear they have in their academic life an important reason for academic procrastination. In this way, academic failure, pressure, embarrassment, social relationship failure, etc. fears trigger students' academic procrastination behavior (Özer & Saçkes, 2011, p. 513).

Again, as the research shows, students are negatively affected by the existence of their homework and the pressure created by the contents of their homework. In their study, Ellis and Knaus (1977) found that students' lessons and assignments were an important factor in the emergence of academic procrastination behavior. Students do not want to do their homework because they are bored with their homework. As a result of this reluctance, students adopt the academic procrastination behavior more (Jiao et al., 2011, p. 120).

On the other hand, one of the influential factors in academic procrastination is the frequency of lessons, homework and exams. This frequency causes students to move away from school and lessons. Students who feel distant from their schools, education and teachers feel the academic procrastination behavior much more. The frequency of

lessons, homework and exams also blinds students' sense of success. In this way, students' self-confidence decreases and students prefer to postpone their lessons completely. Over time, the pressure created by the school negatively affects students' physical and mental health status. With this problem, it is seen that students' academic procrastination problems are escalating more and students are moving away from school life (Bendicho et al., 2017, p. 320).

Academic procrastination tendency for students is seen as doing homework, exam preparation activities or assignments to be delivered at the end of the term at the last minute. Studies in the literature include ineffective learning strategies of academic procrastination, low GPA, boredom, difficulty doing homework, unplanned work habit, unrealistic excuses, anxiety, fear of failure, depression, irrational thinking, low self-esteem, low self-efficacy, low shows that it is associated with self-control and inability to delay satisfaction (Balkis et al., 2006, p. 60).

1.2.3. Perceptions and Practices of Individuals about Academic Procrastination

In academic procrastination behavior, individuals' perceptions of the process and the subject are of great importance. Individuals that can be considered as students are determinants of the existence of academic procrastination behavior. As a result of students' perceptions and evaluations, reasons and dimensions of procrastination behavior can be better understood.

There is many homework to be done during the education life and many exams to be taken. In undergraduate education, which is part of this process, students usually have to spend most of their time studying. However, in this process, students have many needs and responsibilities such as playing sports, developing social relations, having fun and

paying their bills. Everyone can use the delay functionally by delaying it from time to time while meeting their unique needs and responsibilities. The real problem arises when a person is used in a dysfunctional manner. (Afzal & Jami, 2018, p. 51-53).

Students encounter many academic responsibilities that they should take within a certain period of their academic life. Academic procrastination can also be expressed as the tendency of the individual to leave the responsibilities related to school life to the end and as a result of having psychological distress. Students who are in academic procrastination behavior fail in their lessons, experience physical discomfort due to stress, do school absenteeism, and are even expelled from school. (Saplavska & Jerkunkova, 2018, p. 1193). This situation shows the level of students' perceptions about the subject. There is a gradual delay in the process. This process starts with the student's postponing their lessons and continues until the student is disconnected from the school. For this reason, it is possible to say that the students' perceptions of academic procrastination are determining the process.

In their research on the subject, Senecal, Koestner and Vallerand (1995), it is seen that the individual's perceptions about education life and the level of individual motivation are determinant in terms of academic procrastination. Accordingly, students determine the degree of importance of their lessons, homework and exams in their educational life. If this degree is low, academic procrastination behavior becomes stronger. However, the motivation factor is also important for students. School life becomes more challenging as long as students are unable to find motivation resources on their own. This situation also brings academic procrastination behavior (Senecal, Koestner & Vallerand, 1995, p. 616-617).

On the other hand, it has been observed in various studies that academic procrastination behavior turns into a permanent behavior and a preference. Accordingly, students think that once they fail, they will always fail. This thought leads them to academic procrastination behavior. Especially, the academic procrastination behavior, which has become permanent, becomes a preference over time. This preference arises from the problems of the students about their education life in the early stages. But over time, academic procrastination for students has emerged as an arbitrary behavior (Kandemir, 2014, p. 189).

As a matter of fact, students who have a procrastination behavior may be adversely affected by the results of these behaviors, fail in term courses, prolong the education period and even have to leave the university. Therefore, the sense of short-term comfort obtained as a result of procrastination behavior can return to individuals in a long time as an anxious and negative situation. In addition to anxiety, university students who show academic procrastination behaviors constantly experience stress, failure and guilt, low self-efficacy, etc. in this process. They may experience many negative emotions that may cause various psychological problems. At this point, the individual's perceptions in the process and the decisions he / she takes are effective. Although failure is related to external factors, the fact that the individual does not have enough responsibility causes academic procrastination behavior (Akday & Gizir, 2010, p. 61).

1.2.4. Results of Academic Procrastination Behavior and Coping Methods

Academic procrastination behavior may become a legitimate and natural behavior, especially for students. This helps academic procrastination behavior to cause

major problems. In general, it is possible to evaluate the main results of academic procrastination behavior with the following elements (Vargas, 2017, p. 104-105):

- Students are faced with high-scale stress pressure with increasing course, homework and exam burden.
- Along with the academic procrastination behavior, anxiety, anxiety, and depression problems are commonly observed in students over time.
- With the feeling of reluctance, students' performances drop noticeably.
- As a result of all these problems, students' exam grades, year-end evaluation scores and general education values are noticeably decreasing.

When the issues listed are considered, it is understood that academic procrastination behavior caused a serious decline in physical, mental and educational sense for students. Especially psychological factors represent a serious threat on behalf of students.

On the other hand, the researchers also offer various recommendations in order to eliminate academic procrastination behavior. These recommendations are mostly about the way students work and their relationships with the school. It is possible to list these recommendations as follows (Hooda & Saini, 2016, p. 98):

- Being aware of habits and thoughts that lead to procrastinating.
- Seek help for self-defeating problems such as fear, anxiety difficulty in concentrating poor time management indecisiveness and perfectionism.

- Setting realistic goals and develop a personal positive link between the tasks and the concrete meaningful goals.
- Evaluating their own goal, strengths, weaknesses and priorities.
- Modifying their environment for that newly gained perspective.
- Restructuring activities of daily life.
- Disciplining their self to the priorities them set.
- Motivating their self with enjoyable activities, socializing and constructive hobbies.
- Tackling issues in small block of time, instead of trying to solve whole problems at once and then be intimidated.
- To prevent relapse, reinforcing their pre-set goals based on needs and allow their self to be rewarded in a balanced way for a accomplished tasks.

Considering the facts listed above, it is seen that the most important recommendations for students are related to regulation. In other words, the biggest trump card against academic procrastination for students will be possible with a regular working system. This process is highly likely to affect students psychologically positively.

1.3. Purpose and Importance of the Research

There are two aims of this research which are to determine the academic procrastination levels of the academicians in the sample and show whether the procrastination levels change with regards to the demographic factors such as gender, age,

title, faculty/institute, course load, administrative/academic additional task, foreign language level, daily internet use, computer use, projection use, computer use.

1.4. Research Questions

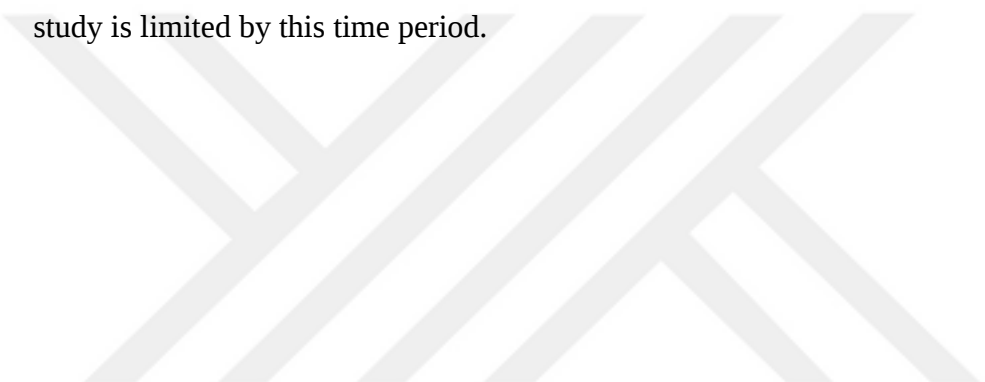
The questions related to the research problems are as follows:

1. What is the level of academic procrastination of academicians?
2. Do the academic procrastination levels of academicians differ significantly according to ...
 - a. gender?
 - b. age?
 - c. academic title status?
 - d. the faculty they work in?
 - e. the weekly course load?
 - f. their administrative/academic task status?
 - g. foreign language level?
 - h. daily internet use?
 - i. the frequency of using the computer in school work?
 - j. the frequency of using the projection in the classroom?
 - k. the frequency of giving homework that requires computer use to their students?

I. the frequency of giving homework that requires internet use to their students?

1.5. Limitations

Like all research, the current study has also its limitations. The first limitation is that a causal inference cannot be made with regards to the findings of the study because this research incorporates a correlational design to answer its research questions which prohibits from making causal inferences. Secondly, the data collection process of the study took place in 2020 spring academic term, therefore it should be considered that the study is limited by this time period.



2.METHODOLOGY

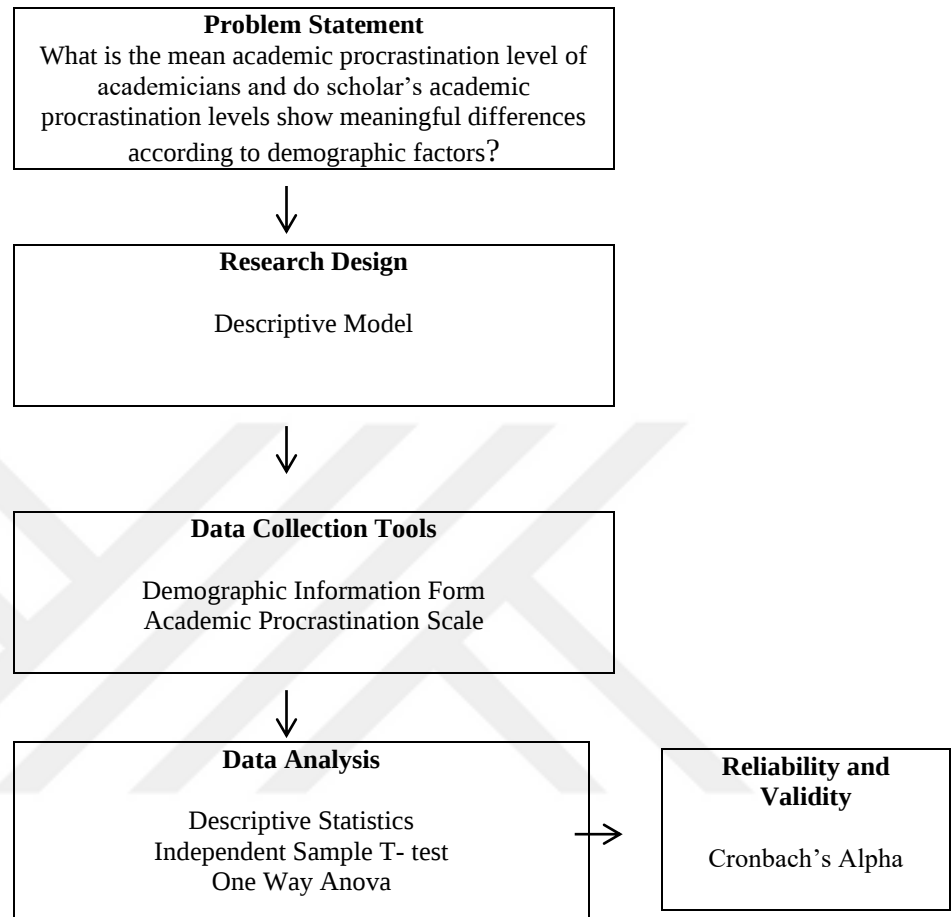
2.1. Method of The Study

In this study, a descriptive method was used to reveal what the current situation is. The descriptive (screening) method is a research approach that aims to describe a past or present situation as it is. The event, individual or object that is the subject of the research is tried to be defined in its own conditions and as it is. The descriptive (screening) method model is used to determine the existence of co-variation between two or more variables. In the descriptive (screening) method model, it is checked whether the variables change together or not and if they are, it is tried to be determined in which direction and how (Karasar, 2011).

The reason of choosing descriptive method over the others is the research questions that are put forward by this study. As stated above, the first research question asks what is the average academic procrastination level of the academicians in this study which essentially describes a characteristic of a sample. The second research question and lower-level questions that are bound to the second question will further describe how academic procrastination change (or not) based on the demographic factors (e.g., age, academic position) of the sample.

2.2. Design of The Study

Figure 1. Design of the Study



2.3. Study Group

In the research, some information about demographic information was needed. These are gender, age, title, faculty/institute, course load, administrative/academic additional task, foreign language level, daily internet use, computer use, projector use and frequency of homework that requires computer use, and frequency of homework that requires internet use. In Table 1 below, it is possible to reach the numbers and ratios of all demographic variables.

Table 1. Distribution of Participants by Demographic Characteristics

Demographic Data	Frequency	Rate
Gender		
Woman	70	74,5
Man	24	25,5
Age		
22-29	9	9,6
30-35	26	27,7
36-40	12	12,8
41-45	16	17
46-50	9	9,6
50 and above	22	23,4
Academic Title		
Research Assistant	13	13,8
Assistant Professor (Lecturer, Expert, Education and Training Planner)	51	54,3
Doctor	20	21,3
Associate Professor	4	4,3
Professor	6	6,4
Faculty		
Vocational School of Higher Education	11	11,7

School of Foreign Language	38	40,4
Faculty of Science/Literature	12	12,8
Faculty of Economy and Administrative Sciences	9	9,6
Social Sciences Institute	2	2,1
Faculty of Fine Arts	3	3,2
Faculty of Engineering	6	6,4
Faculty of Architecture and Design	7	7,4
Faculty of Islamic Sciences	1	1,1
Faculty of Education	3	3,2
Faculty of Tourism	1	1,1
Faculty of Business Administration	1	1,1
Course Load (Weekly)		
1-3 days	9	9,6
4-6 days	4	4,3
7-9 days	6	6,4
10-15 days	27	28,7
16-20 days	35	37,2
20 days and above	13	13,8
Administrative/Academic Additional Duties (If any)		
Coordinator	11	11,7
Head of Department	5	5,3
Co-head of Department	6	6,4
Project Officer	2	2,1
Laboratory Supervisor, Head of Research Center	3	3,2
Dean	2	2,1
Other	65	69,1
Foreign Language Level		
A2 (Basic)	1	1,1
B1 (Intermediate)	8	8,5
B2 (Upper-intermediate)	11	11,7
C1 (Advanced)	21	22,3
C2 (Competent)	53	56,4
Daily Internet Usage		

1-2 hour/hours	14	14,9
3-4 hours	44	46,8
5 hours and above	33	35,1
Less than 1	3	3,2
Frequency of using the computer for school-related tasks		
Several times a week	3	3,2
Everyday	91	96,8
Frequency of using projection (barcoveision) in the classroom		
Several times a week	33	35,1
Everyday	47	50,0
Once in a month	5	5,3
Never	5	5,3
Once a week	4	4,3
Frequency of giving students homework that requires computer use		
Several times a week	21	22,3
Everyday	9	9,6
Once in a month	26	27,7
Never	10	10,6
Once a week	28	29,8
Frequency of assigning students homework that requires internet use		
Several times a week	24	25,5
Everyday	12	12,8
Once in a month	22	23,4
Never	4	4,3
Once a week	32	34

2.4. Data Collection Tool

It consists of demographic characteristics such as gender, age, title, faculty/institute, course load, administrative/academic additional task, foreign language level, daily internet use, computer use, projector use, frequency of homework that requires computer use, and frequency of homework that requires internet use. The study, which consists of independent variables and the dependent variable of academic procrastination, was prepared in the form of a questionnaire and applied to academicians in Istanbul. A total of 94 academicians filled out the questionnaire. The survey study consists of two parts. In the first part of the questionnaire, there is an academic procrastination scale consisting of 16 statements and one dimension. This scale was developed by Aitken (1982) to measure the tendency of university students to procrastinate on academic tasks. Later, the scale was adapted to Turkish by Balkıs (2006) and used in a study with university students. After transforming the reverse items, the total score is calculated by summing the responses to the 16 items. The minimum score that can be obtained from the scale is 16 and the maximum score is 80. In the second part of the questionnaire, demographic data were included. The statements included in the demographic data and developed by Kızılkaya Cumaoglu and Diker Coşkun (2012) are as follows:

- How often do you use the computer for school work?
- How often do you use projection (barcoveision) in your classroom?
- How often do you give your students homework that requires computer use?
- How often do you give your students homework that requires internet use?

2.5. Validity and Reliability

Reliability shows how accurately a scale measures the feature it wants to measure, and the productivity and continuity of the scale. Reliability emerges as a concept that reveals the consistency of all questions with each other in a measurement tool, their homogeneity and adequacy in measuring the formation under consideration. The value used to determine whether the items are consistent with each other in Likert-type scales is the Cronbach alpha (α) method (Çakmur 2012, p. 340). A Cronbach alpha (α) coefficient greater than 0.700 means that the variables are reliable. This indicates that the expressions contribute significantly to the measurement of the dimensions they are related to (Dinç & Abdioğlu 2009, p. 172).

A reliability analysis was conducted to the 16 items of academic procrastination scale. The academic procrastination scale in the study had a Cronbach's alpha of .899. The fact that the alpha coefficient is greater than 0.700 indicates that this variable is reliable.

Table 2. Reliability Analysis of Academic Procrastination Scale

Variables	Number of questions	Cronbach Alpha (α) Values
Academic Procrastination	16	0,899

2.6. Data Analysis

The scale, which was answered by 94 academicians in total, was transferred to the SPSS program for data analysis. Before any other analysis, normality test was conducted to the participants' total academic procrastination scores. Because of our

sample size, Shapiro-Wilk Normality test were run which was not significant ($p = .820$), meaning that our dependent variable is normally distributed and parametric tests such as independent sample t-test and ANOVA analyses can be conducted. Furthermore, Q-Q plots were examined which also indicated that the data is normal. Here, after demographic data of the research consisting of demographic data and 5-point Likert academic procrastination scale are included, respectively, reliability analysis, “Independent-Samples T-Test” for demographic data with two options and demographic data with more than two options. One-way analysis of variance for independent samples (One-Way ANOVA) was applied. As a result of all these analyses, the research questions of the study were tested and it was aimed to contribute to the literature on academic procrastination behavior. If there was a significant difference between the groups in the ANOVA test, the post-hoc test was used to determine between which groups the difference was. The level of significance in the analysis was determined as 0.05 ($p < 0.05$).

3.FINDINGS AND COMMENTS

This chapter examines the findings and brief comments of the study respectively.

3.1. Findings and Comments on the Main Problem Question of the Study

The aim of this research is to determine which variables are associated with academic procrastination behavior of academicians. In that regard, a descriptive analysis was conducted to find the level of academic procrastination of academicians which is presented below.

Table 3. Descriptive Statistics of Academic Procrastination Scale

	Minimum	Maximum	$\bar{X}$	θ
Academic Procrastination Scale	16	59	33,00	10,30

For the first research question a descriptive statistics of the participants' responses academic procrastination scale was examined. Participants could receive a minimum of 16 and a maximum of 80 from the scale because it is a 5-point likert scale. As can be seen from the table above, the minimum was 16 and the maximum was 59, with a mean total score of 33,00 and a standard deviation of 10,30. The average score is consistent with the validation study of the academic procrastination scale (Yockey, 2016).

3.2. Findings and Comments on the Academic Procrastination Levels of Academicians with regard to Gender

Below, the results of the demographic factors are presented.

An independent groups t-test was conducted to test the research question regarding the gender variable.

Table 4. Comparison of Academic Procrastination by Gender

Gender	$\bar{X}$	θ	t	p
Woman	31,83	10,02	1,64	0,104
Man	35,53	10,59		

According to these results, at the 0.05 significance level, there is no significant difference in participants' academic procrastination levels according to their gender, $t(93) = 1,64$, $p = .104$. According to these results, it is seen that the gender is not an effective factor on the academic procrastination levels of academicians.

3.3 Findings and Comments on the Academic Procrastination Levels of Academicians with regard to Age

In addition to the t-test analysis technique, the ANOVA test (Analysis of Variance) is used in the relationship between the independent variables of demographic data and the change scale with a Likert scale. Means and relationships between the independent demographic characteristics of the study, which has more than two options, and the dependent variable with Likert scale, are measured with "One-Way ANOVA for independent samples". In addition, post-hoc analyzes were carried out in order to determine the source of the differences between the groups. (Koç 2016, p. 36).

Table 5. Comparison of Academic Procrastination Variable by Age

Age	$\bar{X}$	θ	Significance Value (p)
22-29	36,00	9,19	0,223
30-35	34,85	11,26	
36-40	30,83	7,18	
41-45	36,25	9,90	
46-50	28,77	10,41	
50 and above	30,04	10,55	

In the light of the data in Table 6 above, since $p > 0.05$ at the 0.05 significance level ($p: 0.223$), my academicians' views on academic procrastination do not show any difference according to age range. According to this information, it is possible to say that the age does not have a significant influence on academic procrastination.

3.4 Findings and Comments on the Academic Procrastination Levels of Academicians with regard to Academic Title Status

An ANOVA test was conducted to test the research question.

Table 6. Comparison of Academic Procrastination Variable by Academic Title Status

Academic Title	$\bar{X}$	θ	Significance Value (p)
Research Assistant	37,61	6,98	0,173
Assistant Professor	33,45	10,79	
Doctor	30,53	10,68	
Associate Professor	28,25	7,36	

Professor	27	9,14
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According to Table 6 above, at the 0.05 significance level, there is no significant difference in academic procrastination between participants' academic titles. All of the total academic procrastination scores are similar when compared across academic titles. According to these results, it is seen that this problem statement about academic title status is not supported.

3.5. Findings and Comments on the Academic Procrastination Levels of Academicians with regard to Faculty Worked in

An ANOVA test was conducted to test the research question.

Table 7. Comparison of Academic Procrastination Variable by the Faculty Worked in

Faculty	$\bar{X}$	θ	p
Vocational School of Higher Education	35,09	8,68	
School of Foreign Language	32,71	11,61	
Faculty of Science/Literature	29,66	7,64	
Faculty of Economy and Administrative Sciences	36,40	11,05	
Social Sciences Institute	38	14,14	
Faculty of Fine Arts	32,66	21,54	
Faculty of Engineering	34	5,86	0,876
Faculty of Architecture and Design	33,57	7,32	
Faculty of Education	26,66	8,08	
Faculty of Tourism	37	-	
Faculty of Business Administration	35,58	-	

According to Table 8 above, since $p > 0.05$ at a significance level of 0.05 ($p: 0.876$), the views of academicians on academic procrastination levels do not show any difference according to their faculties. In other words, the fact that people operate in different faculties does not cause a difference in terms of academic procrastination. All of the participants have similar thoughts on this issue. In the light of this information, no significant change on the academic procrastination is caused by the faculty academicians work in.

3.6. Findings and Comments on the Academic Procrastination Levels of Academicians with regard to the Weekly Course Load

An ANOVA test was conducted to test the research question.

Table 8. Comparison of Academic Procrastination Variable by Weekly Course Load Status

Weekly Course Load	$\bar{X}$	θ	Significance Value (p)
1-3 day/days	36,00	7,81	
4-6 days	28,25	8,95	0,511
7-9 days	33,33	8,91	
10-15 days	33,29	11,20	
16-20 days	34,14	11,73	
20 days and above	28,85	5,84	

Since $p > 0.05$ is at a significance level of 0.05 ($p: 0.511$), the views of academicians on academic procrastination levels do not show any difference according to the weekly course load. In other words, the fact that people have different course loads does not cause a difference in terms of academic procrastination. In this regard, the participants have similar thoughts. In the light of this information, it is possible to say that

this variable does not have a significant effect on academic procrastination levels of academicians.

3.7. Findings and Comments on the Academic Procrastination Levels of Academicians with regard to Administrative/Academic Task Status

An ANOVA test was conducted to test the research question.

Table 9. Comparison of Academic Procrastination Variable by Administrative/Academic Task Status

Administrative/Academic Additional Duty	$\bar{X}$	θ	Significance Value (p)
Coordinator	29,41	11,60	0,755
Head of Department	36,80	15,12	
Co-head of Department	30,66	3,32	
Project Officer	32,00	9,89	
Laboratory Supervisor, Head of Research Center	30,00	5,29	
Dean	30,00	2,82	
Other	34,68	10,19	

Likewise, since $p > 0.05$ at a significance level of 0.05 ($p: 0.755$), the views of academicians on academic procrastination levels do not show any difference according to administrative/academic additional task loads. In this regard, the participants have similar thoughts. In short, the fact that people have additional administrative/academic burdens does not cause a difference in terms of academic procrastination.

3.8. Findings and Comments on the Academic Procrastination Levels of Academicians with regard to Foreign Language Level

An ANOVA test was conducted to test the research question.

Table 10. Comparison of Academic Procrastination by Foreign Language Level

Foreign Language Level	$\bar{X}$	θ	Significance Value (p)
A2 (Basic)	54,00	-	0,216
B1 (Intermediate)	28,87	3,56	
B2 (Upper-intermediate)	33,72	12,30	
C1 (Advanced)	34,09	7,70	
C2 (Competent)	32,64	11,13	

Since $p > 0.05$ is at a significance level of 0.05 ($p: 0.216$), academic procrastination levels do not show any difference according to the level of foreign language. In short, foreign language levels of individuals do not cause a difference in terms of academic procrastination. In this regard, the participants have similar thoughts.

3.9. Findings and Comments on the Academic Procrastination Levels of Academicians with regard to Daily Internet Use

An ANOVA test was conducted to test the research question.

Table 11. Comparison of Academic Procrastination by Daily Internet Use

Daily Internet Usage	$\bar{X}$	θ	Significance Value (p)
1-2 hour/hours	27,00	3,46	0,691
3-4 hours	32,28	8,92	

5 hours and above	33,93	10,75
Less than 1 hour	32,61	10,71

As a result of the analysis, since $p > 0.05$ at a significance level of 0.05 ($p: 0.691$), the views of academicians on academic procrastination levels do not show any difference according to daily internet use. In this regard, the participants have similar thoughts. In other words, daily internet use of individuals does not cause any difference in terms of academic procrastination.

3.10. Findings and Comments on the Academic Procrastination Levels of Academicians with regard to Using the Computer in School Work

An independent groups t-test was conducted to test the research question.

Table 12. Comparison of Academic Procrastination by Using the Computer in School Work

Computer Usage Frequency	$\bar{X}$	θ	t	p
Several Times a Week	36	9,64	,511	0,611
Everyday	32,90	10,35		

Above, since $p > 0.05$ at a significance level of 0.05, the academicians' academic procrastination levels do not show any difference depending of computer using frequency, $t(93) = 0,511$, $p = 0,611$. In other words, the frequency of using the computer in school-related tasks does not cause a difference in terms of academic procrastination. All of the participants have similar thoughts on this issue.

3.11. Findings and Comments on the Academic Procrastination Levels of Academicians with regard to the Frequency of Using the Projection in the Classroom

An ANOVA test was conducted to test the research question.

Table 13. Comparison of Academic Procrastination by Use of Projection

Frequency of Using Projection in the Classroom	$\bar{X}$	θ	Significance Value (p)
Several times a week	35,93	10,91	0,086
Everyday	32,03	10,03	
Once in a month	33,80	6,68	
Never	22,80	7,19	
Once in a week	36,00	9,41	

Depending on the analysis performed, since $p > 0.05$ at a significance level of 0.05 ($p: 0.676$), the views of academicians on academic procrastination levels do not differ according to the frequency of using projections in the classroom. In short, the frequency of using projections in the classroom by academicians does not cause a difference in terms of academic procrastination. In this regard, the participants have similar thoughts.

3.12. Findings and Comments on the Academic Procrastination Levels of Academicians with regard to the Frequency of Giving Homework that Requires Computer Use to their Students?

An ANOVA test was conducted to test the research question.

Table 14. Comparison of Academic Procrastination by Homework Requiring Computer Use

Frequency of Giving Homework Requiring Computer Use to Students	$\bar{X}$	θ	Significance Value (p)
Several times a week	32,13	1035	0,679
Everyday	28,28	5,68	
Once in a month	33,40	10,34	
Never	32,80	10,87	
Once in a week	34,64	11,35	

According to Table 14 above, at the 0.05 significance level, there is no significant difference (p: 0.679) since the participants' levels on the academic procrastination dimension were not different according to the frequency of giving homework that requires computer use.

3.13. Findings and Comments on the Academic Procrastination Levels of Academicians with regard to the Frequency of Giving Homework that Requires Internet Use to their Students

An ANOVA test was conducted to test the research question.

Table 15. Comparison of Academic Procrastination by Homework Requiring Internet Use

Frequency of Giving Homework Requiring Internet Use to Students	$\bar{X}$	θ	Significance Value (p)
Several times a week	34,52	10,33	0,870
Everyday	32,00	12,55	
Once in a month	31,77	7,90	
Never	35,75	12,52	
Once in a week	32,68	11,01	

According to Table 15 above, since $p > 0.05$ at a significance level of 0.05 ($p: 0.870$), the views of academicians on academic procrastination levels do not show any difference according to the frequency of giving homework that requires internet use to students. In short, the frequency of giving homework that requires the use of the internet by academicians does not cause a difference in terms of academic procrastination. In this regard, the participants have similar thoughts.



4.DISCUSSIONS

The aim of the research is to investigate of scholars' academic procrastination levels in terms of different variables. The results obtained as a result of the study are mentioned below:

- There is no significant difference in participants' academic procrastination levels according to their gender. İskender (2011) discovered the influence of self-compassion on academic procrastination and dysfunctional attitudes. Participants of the study; was 251 students of educational faculty. As a result of this study, it was concluded that there was no significant difference between gender and academic procrastination tendency. Karabıyık-Çeri et al., (2015) discovered the academic procrastination levels of the university students. The data of the study consists; 583 university students, 305 women and 278 men, who continue their education in different faculties. As a result of this study, it was concluded that there was no significant difference on academic procrastination tendency according to the gender. These studies support our results of the study.
- There is no significant difference in participants' academic procrastination levels according to their computer using frequency. Kızılkaya and Diker (2012) determined that teachers' academic procrastination levels did not significantly differ according to their computer using frequency.
- There is no significant difference in participants' academic procrastination levels according to their age. It is seen that the age status does not reveal a difference regarding academic procrastination. Kutlu and Demir (2016)

investigated the Academic Procrastination Behavior in Adolescents. For this purpose, a total of 227 adolescents, 93 girls and 134 boys, aged between 14 and 18 were attended to the study. As a result of the study; it was concluded that there was no significant relationship between academic procrastination tendency and age. Accordingly, it is possible to say that people have similar thoughts about academic procrastination regardless of their age.

- There is no significant difference in participants' academic procrastination levels according to academic titles of the participants. Dervişoğulları (2020) investigated the relationship between psychological resilience, academic procrastination tendencies, work-related flow and professional competencies of the academics from the faculty of education. As a result of the study; it was determined that faculty members who has a title of research assistants have significantly higher academic procrastination tendencies than the faculty members with the title of Associate Professor Doctor and Professor Doctor.
- There is no significant difference in participants' academic procrastination levels according to their faculties. The study that carried out by Akyıldız and Bağcı (2011) that investigated whether procrastination behavior differs according to the faculties. The data of the study consisted students who are studying at English Language and Literature, Turkish Language and Literature and Biology departments. As a result of the study, it was found that; English Language and Literature department students show more academic procrastination behavior than students from other departments. It can be said that the reasons why students' academic procrastination behaviors differ among faculties are that students make unconscious choices while choosing the

departments in these faculties without paying attention to the fact that they are related to their fields of interest, and therefore they have low motivation because they have to work in a field that does not interest them.

- There is no significant difference in participants' academic procrastination levels according to the weekly course load. Kızılkaya and Diker (2012) investigated the relationship between teachers' academic procrastination behavior and technology use. The data of the study was conducted on a group of 115 teachers working in two schools in Istanbul. As a result of the study it was determined that; the procrastination behavior of the teachers did not significantly differ according to weekly course load.
- There is no significant difference in participants' academic procrastination levels according to administrative/academic additional task loads. Also, there is no significant difference in participants' academic procrastination levels according to their level of foreign language. Bekleyen (2017) investigated the understanding the academic procrastination attitude of language learners in Turkish universities. As a result of the study; it was determined that participants' academic procrastination levels did not differ according to their level of foreign language.
- There is no significant difference in participants' academic procrastination levels according to their daily internet use. Odacı (2011) discovered the academic self-efficacy and academic procrastination as predictors of problematic internet use in university students. The data of the study was collected from 398 students studying at the Karadeniz Technical University. As

a result of the study it was concluded that; academic procrastination level of the participants did not differ significantly according to their use of internet.

- There is no significant difference in participants' academic procrastination levels according to the frequency of using projections in the classroom. Kızılkaya and Diker (2012) determined that teachers' academic procrastination levels did not significantly differ according to the frequency of using projections in the classroom.
- There is no significant difference in participants' academic procrastination levels according to the frequency of giving homework that requires computer use. Kızılkaya and Diker (2012) investigated the relationship between teachers' academic procrastination behavior and technology use. The data of the study was conducted on a group of 115 teachers working in two schools in Istanbul. As a result of the study, it was determined that; teachers who give their students homework that require computer usage every day have higher procrastination scores than teachers who do not give their students once a week, once a semester or not at all. It has been observed that teachers who give their students homework that require internet use every day have higher academic procrastination scores than teachers who give homework once a week and once a semester.
- There is no significant difference in participants' academic procrastination levels according to the frequency of giving homework that requires internet use to students. Kızılkaya and Diker (2012) determined that teachers' academic procrastination levels did not significantly differ according to giving homework that requires internet use to students' variable.

As a result of the study; it is seen that academic procrastination does not differ significantly according to the demographic factors such as; gender, computer using frequency, age, faculties, weekly course load, administrative/academic additional task loads, level of foreign language, daily internet use, frequency of using projections in the classroom, frequency of giving homework that requires computer use, frequency of giving homework that requires internet use to students. In short, it is possible to say that the participants who contributed to the research have similar views on academic procrastination depending on all these demographic variables.



5. SUGGESTIONS

Based on the research results, the following suggestions can be made:

- Teachers should be informed about the importance of the education they receive and the effects of their work habits on their future, and orientation training should be provided to enable them to plan their time correctly, increase their motivation and self-confidence.
- In the first years, more applications should be made in the orientation training for the students in the education faculty. While special seminars can be arranged for this purpose.
- As suggestion for future studies on this subject is to consider the issue in terms of academics, and to evaluate the effects of this process on the careers of academics and their students. In this way, the effects of academic procrastination behavior will be discussed more broadly.
- Academic procrastination should be examined the subject with various and different variables. Such review will increase the overall quality of the research and provide a depth to the content of the subject.
- Courses in the Department of Psychological Counseling and Guidance Programs should be placed in different departments of the education faculty, for the students to know themselves, to increase their awareness levels, and to develop their communication and interaction competencies. In this context, elective courses can be used.

- Group guidance programs and personal guidance studies should be developed for education faculty students to raise awareness about the academic procrastination Tendency and to develop coping skills.
- It is thought that it would be beneficial for the administrators, lecturers and teachers working in the education faculties of universities to be aware of the high tendency to postpone academic duties among teacher candidates. It can be effective in reducing the level of procrastination in the behavior of teacher candidates; It is thought that it may be beneficial to organize group work to gain skills such as effective time management, planned work, and creating realistic expectations for academic studies.

Psychological counselors and guidance services of universities can be beneficial to better understand the procrastination tendency in the behaviors of pre-service teachers and can develop strategies that can be effective in coping with procrastination by considering cognitive processes such as decision-making styles.

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APPENDIX

Appendix A: Cover Page and Demographic Form

Sayın Katılımcı,

Bu anket, Yeditepe Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Ekonomisi ve Planlaması Bölümünde yürütülen " **The Investigations of Scholars' Academic Procrastination Levels in Terms of Different Variables**" (Akademisyenlerin Akademik Erteleme Düzeylerinin Çeşitli Değişkenler Açısından İncelenmesi) " isimli araştırma ile ilgilidir. Bu araştırma ***tamamen bilimsel bir amaca yöneliktir.***

Yanıtlar **kesinlikle gizli tutulacaktır.** Elde edilen sonuçlar kişi adı belirtmeksizin analize tabi tutulacaktır. Bütün soruların cevaplandırılması, değerlendirmenin sağlıklı yapılabilmesi için büyük önem arz etmektedir. Yardımlarınız için teşekkür ederim.

İrem Korur

BÖLÜM 1: DEMOGRAFİK ÖZELLİKLERE YÖNELİK SORULAR

1. Cinsiyetiniz

- 1() Kadın
2() Erkek

2. Yaşınız

- 1() 22-29
2() 30- 35
3() 36 – 40
4() 41- 45
5() 46-50
6() 50 ve üstü

3. Akademik Ünvanınız

- 1() Profesör
2() Doçent
3() Doktor
4() Öğretim Görevlisi (Okutman, Uzman, Eğitim-Öğretim Planlamacısı)
5() Araştırma Görevlisi

4. Ders verdiğiniz fakülte / Enstitü / Meslek Yüksek Okulu / Yabancı Diller

Okulu

- 1() İktisadi İdari Bilimler
2() Fen-Edebiyat
3() Mühendislik
4() Mimarlık ve Tasarım

- 5() Güzel Sanatlar
- 6() Fen Bilimleri Enstitüsü
- 7() Sosyal Bilimler Enstitüsü
- 8() Meslek Yüksek Okulları
- 9() Yabancı Diller Okulu

5. Ders Yükünüz (Haftalık girilen ders saati)

- 1-3 saat ()
- 4-6 saat ()
- 7-9 saat ()
- 10-15 saat ()
- 16-20 saat ()
- 20 ve üzeri ()

6. (Varsa) İdari / Akademik Ek Görevleriniz (Mütevelli Heyeti Üyeliği, Proje Yöneticiliği, Koordinatörlük, Vb...)

- Dekanlık ()
- Bölüm Başkanlığı ()
- Bölüm Başkan Yardımcılığı ()
- Proje Sorumlusu ()
- Laboratuvar Sorumlusu ()
- Araştırma Merkezi Başkanlığı ()
- Koordinatörlük ()
- Diğer Belirtiniz (.....)

7. Yabancı Dil Düzeyiniz

- A1 – Başlangıç ()
- A2 – Temel ()
- B1 – Orta ()
- B2 – Orta-Üst ()
- C1 – İleri ()
- C2 – Yeterlilik ()

8. Günlük İnternet Kullanım Sürenizi Belirtiniz.

- 1 saatten az ()
- 1-2 saat ()
- 3-4 saat ()
- 5 saat ve üzeri ()



Appendix B: Frequency of Using Technology Scale- Original Form in the Source

Language

TEKNOLOJİ KULLANIM SIKLIĞI ÖLÇEĞİ

	Aşağıda verilen maddelerin her birini dikkatlice okuduktan sonra her bir maddenin size ne ölçüde uygun olduğunu ilgili seçeneği işaretleyerek belirtiniz. Doğru ve yanlış cevap yoktur.	Hergün	Haftada Birkaç Kez	Haftada Bir	Ayda Bir	Hiç
1	Bilgisayarı okul ile ilgili işlerde hangi sıklıkla kullanırsınız?					
2	Sınıfta projeksiyonu (barkovizyon) ne sıklıkta kullanırsınız?					
3	Öğrencilerinize bilgisayar kullanımı gerektiren ödev verme sıklığınız nedir?					
4	Öğrencilerinize internet kullanımı gerektiren ödev verme sıklığınız nedir?					

Appendix C: Academic Procrastination Scale- Original Version in the Source

Language

AKADEMİK ERTELEME ÖLÇEĞİ

	Aşağıda verilen maddelerin her birini dikkatlice okuduktan sonra her bir maddenin size ne ölçüde uygun olduğunu ilgili seçeneği işaretleyerek belirtiniz. Doğru ve yanlış cevap yoktur.	Yanlış	Çoğunlukla Yanlış	Bazen Doğru/ Bazen Yanlış	Çoğunlukla Doğru	Doğru
1	Bir şeylere (işlere) başlamayı son ana kadar geciktiririm.					
2	Kütüphaneden ödünç aldığım kitapları zamanında teslim etmeye dikkat ederim.					
3	Bir işin yapılması gerektiğini bilsem dahi, hiçbir zaman işe hemen başlamayı istemem.					
4	Günü gününe düzenli olarak çalışmalarımı yaparak görevlerimi zamanında yerine getiririm.					
5	Randevularıma ve görüşmelerime sıklıkla geç kalırım.					
6	Çalışmalarına (işlerime) başlamayı o kadar çok geciktiririm ki onları teslim tarihine yetiştiremem.					

7	Genellikle çalışmalarımı son teslim tarihine yetiştirmek için alelacele koştururum.					
8	Bir şeylere başlamam genellikle uzun zaman alır.					
9	Bir işi gerçekten yapmam gerektiğini bildiğim zaman onu ertelemem.					
10	Eğer yapmam gereken önemli bir projem/çalışmam (işim) varsa , ona mümkün olan en kısa zamanda başlarım.					
11	Yakın zaman içerisinde bir sınavım varsa, çoğunlukla kendimi sınavdan başka işler yaparken bulurum.					
12	Çalışmalarımı (işlerimi) genellikle zamanından önce bitiririm.					
13	Yapılması gereken işlerime hemen başlarım.					
14	Eğer önemli bir randevum varsa giyeceğim kıyafetin bir gün önceden hazır olduğundan emin olmak isterim.					
15	Üniversitedeki randevularıma zamanından önce varırım					

16	Genellikle zamanında sınıfta olurum.					
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