

THE REASONS OF ACADEMIC PROCRASTINATION TENDENCIES OF EDUCATION FACULTY STUDENTS

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ABSTRACT

The purpose of this study is to examine the reasons of academic procrastination tendencies of education faculty students, according to students based factors or not. Study group consist of Amasya University students who are studying in different departments of the Faculty of Education. In this study, qualitative research method was used. As a data collection form, semi-structured interview form which was prepared by the researchers was used. N-Vivo 10 package was used for the analysis of data which obtained at the end of study. According results, the reasons of academic procrastination tendencies of education faculty students-internal factors are not finding the academic task in interesting, fear of failure, perfectionism, failure in planned study habits, the desire not to exhaust himself/herself, preferring exhilarating activities. The reasons of academic procrastination tendencies of education faculty students-external factors are causes resulting from the social environment. the necessity of studying kpss, causes resulting from physical conditions, causes resulting from faculty practices. The results were discussed in the light of the related literature.

Key Words: academic procrastination, pre-service teachers

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1.INTRODUCTION

Procrastination is defined as putting off works which must be completed to a later time (Lay, 1988) or delaying affairs and in relation to this the tendency of avoiding making a task and decision (Milgram and Tenne, 2000). Procrastination is discussed in two parts as 'situational procrastination' and 'chronic procrastination'. *Chronic procrastination* is a behaviour which leads the individual to experience the feelings of helplessness and inadequacy in the process of coping with the environment can lead to behaviour. *Situational procrastination* is a behaviour which occurs during certain periods of life and is less common than dispositional procrastination. Situational procrastination' divided into two parts as general procrastination and academic procrastination. General procrastination includes postponements relating to everyday problems such as non-payment of the bills and taxes frequently encountered in daily life, being late for appointments and leaving a paper which needs to be ready by Monday for Tuesday and the next days and neglecting to take a gift and phone to someone from the family (Kağan, 2009). Academic procrastination is defined by Solomon and Rothblum (1984) as delaying basic academic tasks such as preparation for the exam, preparation of a term paper, administrative tasks related to school, contribution to task for specific reasons. In general, Akbay and Gizir (2010) defined academic procrastination as delaying the academic tasks for some reasons.

Since the university students have more duties and responsibilities such as preparation of homework, studying the lessons, preparing for exams, it is seen that they display widely academic procrastination behaviour. When related literature was examined, many studies about university students' academic procrastination were found. The first stage of these works consists of the studies in which levels of academic procrastination behaviour were investigated. Ellis and Knaus (1977) indicate that approximately 70% of university students postpone starting or completing their academic work. In the other studies in which the level of procrastination was investigated, it is reported that 90 % of students at least once (Hill and al. 1978), 50% often, 35% occasionally postpone their academic works (Solomon and Rothblum, 1984). It is estimated that this ratio is approximately 50% among Turkish university students (Balkis and Duru, 2009).

As well as the studies which aim to determine students' academic procrastination tendencies, the studies in which the relationships between the various variables and academic procrastination behaviour were investigated were often found. In the studies carried out on university students; it is seen that there is a significant and positive relationship between academic procrastination behaviour and the anxiety (Aitken, 1982); Academic achievement and perfectionism is an important predictor of academic procrastination (Çakıcı, 2003); There is a negative

significant relationship between procrastination tendency rational and decision-making and thinking style, and there is a positive significant relationship between dependent, avoidant and instantaneous decision-making styles (Balkis, 2006); Academic procrastination behaviour has negative attitude towards studying and learning, positive relationship with ineffective time management and concentration difficulties and negative relationship with motivation and academic achievement (Balkis and al., 2007); The sub-dimensions including motivation, time management and self-test predict significantly academic procrastination behaviour and there is a negative relationship between academic procrastination behaviour and academic achievement (Balkis and al., 2007); there are significant negative relationships between emotional intelligence abilities and academic procrastination (Deniz and al., 2007); there are strong negative relationship between academic procrastination behaviour and responsibility (Özer ve Altun, 2011).

According to studies carried out in order to determine the causes of the academic procrastination behaviour, it is concluded that 31% of students have the fear of failure, 14% have the fear of disapproval by society and 9% have the idea that the work is not attractive (Ferrari and al., 1998). On the other hand, while in the English form of academic procrastination scale (Solomon and Rothblum, 1984) causes of procrastination are treated in two different dimensions including fear of failure and avoidance of work, in Turkish adaptation study, causes of procrastination are defined in four dimensions including fear of failure, laziness, taking risks and object to control (Uzun Özer, 2005).

Despite the fact that previous studies conducted about academic procrastination behaviour (Aydoğan, 2008; Balkis, 2006; Balkis and al 2007; Balkis and Duru; 2009; Çakıcı, 2003; Deniz, Traş ve Aydoğan, 2009; Kandemir, 2010; Uzun Özer, 2005, 2009) are found in Turkey, the limitation of the number of studies carried out to determine causes of displaying the academic procrastination behaviour increases the importance of this study (Ferrari et al, 1992; Özer, and Altun, 2011). In this regard, investigation in terms of proposing solutions to overcome the problem and examination of the causes of procrastination which are one of the serious obstacles to the academic achievement were seen as necessary.

In this scope, the purpose of the study, examining students' perceptions of the education faculty regarding the causes of the academic procrastination behaviour, is to research into the causes of the academic procrastination tendency in terms of characteristics which result from student or don't result from student. For this purpose, an answer was sought for the following problem situations.

- 1) What are the causes of preservice teachers' academic procrastination tendencies?
- 2) How do the causes of academic procrastination tendencies show the distribution in terms of characteristics which result from student or don't result from student?

2.METHOD

2.1. Type of the study

In this study, to investigate in-depth the views on the causes of the academic procrastination behaviour, a phenomenological research design of the qualitative research designs were used.

2.2 The study group

The study group consists of six pre-service teachers who are studying in the departments of Psychological Counselling & Guidance (2), Elementary Education (1), Turkish Education (1), and Elementary Mathematics Education (2) of Amasya University Education Faculty. The study group of selection was made from among the students considered as displaying this behaviour .

2.3. Data Collection Tool

As a means of data collection, interviews were conducted with participants lasted about 20 minutes. In the interviews the data were recorded using digital voice recorders with permission of participants. In this study the purpose of having an interview as a data collection tool is to collect the data about how the people who had the similar experiences perceive the causes of the academic procrastination behaviours.

3. FINDINGS

3.1. Findings Obtained on Causes of Faculty of Education Student's Academic Procrastination Behaviour

In this chapter, Faculty of education student's views on causes of academic procrastination behaviour are provided. Participants' views were referred as FES1, FES2, FES3, FES4, FES5, and FES6 with the abbreviation Faculty of

Education Student (FES) using direct quotations. Collected findings on the causes of faculty of education student's academic procrastination behaviour are given in Table 1. In Table 1 the factors that cause academic procrastination behaviour summarized under two main titles: factors resulting from students or not resulting from students. Findings obtained from student interviews were defined in subtitles by researchers. When examined on student interviews, causes academic procrastination resulting from students (internal factors) are inability to manage time failure in planned study habits, perfectionism, preferring exhilarating activities, the desire not to exhaust himself/herself, distractibility, fear of failure thinking that academic tasks are unnecessary, the lack of model instructors who perform their academic tasks, thinking that academic tasks are boring, not finding the academic task interesting, lack of factors that motivate academic tasks, lack of good health, lack of good financial situation.

Table 1. Views on Causes of Academic Procrastination Behaviour

<i>A) Causes Resulting From Students (Internal Factors)</i>
1. Inability to Manage Time
2. Failure in planned study habits
3. Perfectionism
4. Preferring exhilarating activities
5. The desire not to exhaust himself/herself
6. Distractibility
7. Fear of Failure
8. Thinking that academic tasks are unnecessary
9. The lack of model instructors who perform their academic tasks
10. Thinking that academic tasks are boring
11. Not finding the academic task interesting
12. Lack of factors that motivate academic tasks
13. Lack of good health
14. Lack of good financial situation
<i>B) Causes Not Resulting From Students (External Factors)</i>
1. Causes resulting from the social environment
1.1. Bad habits within Social Circle
1.2. Friends who don't motivate to study
1.3. Environmental pressure
2. The necessity of studying KPSS
3. Causes resulting from physical conditions
3.1. Bad weather conditions
3.2. Deficiencies in the physical conditions of the shelter
4. Causes resulting from faculty practices
4.1. Redundancy in academic tasks
4.2. Lack of contribution of the study to the evaluation
5. Causes resulting from instructors
5.1. Teacher's approach
5.2. Behaviours examined are based on memorization
5.3. Failure of pursuit of the project papers
5.4. Inequity of Evaluation system
5.5. Causes resulting from the style of teaching methods
5.1. Non-fulfilment of tasks in group project works
5.2. Traditionalism of teaching methods and techniques

According to Table 1, causes academic procrastination resulting from students (external factors) are causes resulting from the social environment. the necessity of studying KPSS, causes resulting from physical conditions, causes resulting from faculty practices. Two the most frequently repeated factors from the sub-titles of factors resulting from students and not resulting from students were provided and the stunning student responses regarding these factors were transferred.

3.1.1. Views Resulting From Students on Causes of Academic Procrastination Behaviour (Internal Factors)

Thinking that academic tasks are unnecessary

"There are some lessons tests of which I consider as drudgery to solve. For example, guidance course test. I never solve it because this is a lesson which I can do due to my department. Therefore, I'm constantly delaying studying lessons and subjects that I know..." FES2

“I find the assignments or tasks that the teachers give are very unnecessary. Focusing on information that we won't use in the future, academically, get me down and decrease my desire to study...” FES5

“The main reason to postpone my studies is that I think the projects and homework given to us are quite boring...” FES6

Preferring exhilarating activities

“I think I postpone the activities such as studying, the preparation for the exam mostly due to factors which result from me. For example, I love fun and strolling around so my wish to have fun outweigh sometimes studying...” FES6

3.1.2. Factors Not Resulting From Students Related To Causes of Academic Procrastination Behaviour (External Factors)

Teacher's approach

“I think teacher's approach to us affect whether we perform our task. Because when the instructors communicate better with us and they tell sincerely us what we have learned is really useful, I realize that I'm more systematically studying my class. But I see the instructors that don't care about us; I do not want to perform my tasks... FES4

“If I think I'm unheeded I'm doing only what is necessary for my lessons not much more...” FES4

Non-fulfilment of tasks in group project works

“Since we are in the last class, in general we deliver a group project for our exams and homework. There are the situations such as negligence, putting the work on someone's shoulders in the nature of friendship. There are lot of persons who are all talk and no action. This is the failure cause of the works. In the group if a work goes bad, this situation reflect all the work and the people. Thus the work is getting limp and it corrupts its nature...” FES6

“If we are going to do a group project and if some friends display procrastination behaviour, I get angry and I don't care the project...” FES3

4. DISCUSSION AND CONCLUSION

In the research, it is aimed to examine causes of Faculty of Education Student's academic procrastination behaviour in terms of characteristics resulting from student and not resulting from students. Findings obtained from student interviews were defined in subtitles by researchers. When examined on student interviews, causes academic procrastination resulting from students (internal factors) are inability to manage time failure in planned study habits, perfectionism, preferring exhilarating activities, the desire not to exhaust himself/herself, distractibility, fear of failure thinking that academic tasks are unnecessary, the lack of model instructors who perform their academic tasks, thinking that academic tasks are boring, not finding the academic task interesting, lack of factors that motivate academic tasks, lack of good health, lack of good financial situation.

When related literature examined, the factors thought to cause the academic procrastination can be collected under main titles including teacher's manner of approaching, the idea of redundancy, sense of discomfort related to the task, difficulty concentrating, personal characteristics (responsibility, perfectionism, etc.), anxiety / fear of the future, inability to manage time, and fear of failure (Ferrari,1992; McCown, Petzel, and Rupert, 1987; Solomon ve Rothblum, 1984). What makes this study different from the other is that the factors thought to cause academic procrastination behaviour discussed under two titles as the factors resulting from students or not resulting from students. Therefore, the findings are interpreted under these titles.

When results are examined carefully it seems that factors that cause academic procrastination behaviour and don't result from students are more than factors that result from students. In this study has been found that causes academic procrastination resulting from students (external factors) are causes resulting from the social environment. the necessity of studying KPSS, causes resulting from physical conditions, causes resulting from faculty practices. While the most frequently mentioned factors resulting from students involve thought that academic task are necessary, perfectionism, preferring exhilarating activities, the most frequently mentioned factors not resulting from students involve teacher's manner of approaching, non-fulfilment of tasks in group project works, causes resulting from the style of teaching methods.

On the other hand, in order to reduce students' academic procrastination tendencies, it is suggested that factors that cause procrastination are eliminated and the experimental intervention programs that serve this purpose are developed and implemented. Additionally, that the students should be informed about the studying and time management and be supported in this regard can change their habits and these positive habits can be made more

permanent for stages of higher education. Thus, it can be provided that students have fewer problems of procrastination in higher educational stage.

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