THE MEDIATOR ROLE OF ACADEMIC MOTIVATION IN THE RELATIONSHIP BETWEEN MINDFULNESS AND ACADEMIC PROCRASTINATION

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

KÜBRA ÇEVİK KOCAGÖZ

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES, GUIDANCE AND PSYCHOLOGICAL COUNSELING

JULY 2025

Approval of the thesis:

THE MEDIATOR ROLE OF ACADEMIC MOTIVATION IN THE RELATIONSHIP BETWEEN MINDFULNESS AND ACADEMIC PROCRASTINATION

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ABSTRACT

THE MEDIATOR ROLE OF ACADEMIC MOTIVATION IN THE RELATIONSHIP BETWEEN MINDFULNESS AND ACADEMIC PROCRASTINATION

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July 2025, 105 pages

This study, which utilizes a correlational research design aimed to examine the mediator role of academic motivation in the relationship between mindfulness and academic procrastination of university students. A Convenience sampling method was used for recruiting the sample, and 650 university students participated in the study. Data were collected with demographic information form, the Mindful Attention Awareness Scale (MAAS), the Academic Motivation Scale (AMS), and the Procrastination Assessment Scale-students (PASS). Data were analyzed by simple mediation analysis. Results revealed that a significant negative relationship between mindfulness and academic procrastination, a significant negative relationship between academic motivation and academic procrastination, and a significant positive relationship between mindfulness and academic procrastination. Also, academic motivation partly mediated the relationship between mindfulness and academic procrastination. The study's results were discussed within the framework of existing literature, and recommendations were offered for implications and future research were offered.

Keywords: mindfulness, academic motivation, academic procrastination, procrastination, motivation

ÖZ

BİLİNÇLİ FARKINDALIK İLE AKADEMİK ERTELEME ARASINDAKİ İLİŞKİDE AKADEMİK MOTİVASYONUN ARACI ROLÜ

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Tez Yöneticisi: Prof. Dr. Ayhan DEMİR

Temmuz 2025, 105 sayfa

Korelasyonel araştırma deseni kullanan bu çalışma, üniversite öğrencilerinin bilinçli farkındalık düzeyi ile akademik erteleme davranışı arasındaki ilişkide akademik motivasyonun aracılık rolünü incelemeyi amaçlamıştır. Örneklem, kolayda örnekleme yöntemiyle belirlenmiş ve çalışmaya 650 üniversite öğrencisi katılmıştır. Veriler, demografik bilgi formu, Bilinçli Farkındalık Ölçeği (BİFÖ), Akademik Motivasyon Ölçeği (AMÖ) ve Erteleme Davranışı Değerlendirme Ölçeği-Öğrenci Formu kullanılarak toplanmıştır. Analizlerde basit aracılık modeli uygulanmıştır. Bulgular, bilinçli farkındalık ile akademik erteleme arasında anlamlı negatif, akademik motivasyon ile akademik erteleme arasında anlamlı negatif ve bilinçli farkındalık ile akademik motivasyon arasında anlamlı pozitif ilişkiler olduğunu göstermiştir. Ayrıca akademik motivasyonun, bilinçli farkındalık ile akademik erteleme arasındaki ilişkiyi kısmi olarak aracılık ettiği bulunmuştur. Elde edilen sonuçlar ilgili literatür çerçevesinde tartışılmış ve uygulama ile geleceğe yönelik araştırmalar için öneriler sunulmuştur.

Anahtar Kelimeler: bilinçli farkındalık, akademik motivasyon, akademik erteleme, erteleme, motivasyon

To my family and my husband, with gratitude.

ACKNOWLEDGMENTS

I would like to thank my thesis advisor, Prof. Dr. Ayhan DEMİR, for his support, guidance, and trust throughout this entire process. I would also like to thank my examining committee members, Assoc. Prof. Dr. Kadriye Funda BARUTÇU YILDIRIM and Assist. Prof. Dr. Gökçe SANCAK AYDIN for their valuable comments and contributions.

I am deeply grateful to my family, who have always stood by me in every circumstance and believed in me unconditionally. I extend my heartfelt thanks to my mother, Aysel ÇEVİK, and my father, Şerif ÇEVİK, who have shown me the true meaning of loving and being loved, I am the luckiest person in the world to have you as my parents. To my dear husband, Yılmaz KOCAGÖZ, you have been my constant support on this journey we embarked on together, and I love you deeply. My beloved sisters, Esra ÖZMEN and Sena ÇEVİK being your sister is one of the greatest blessings in my life; thank you for always believing in me.

I would like to thank TÜBİTAK for providing scholarship throughout my master's studies. As a woman, I am grateful to Republic of Türkiye for making this educational opportunity possible. And finally, I thank myself for all the effort I have put into this journey.

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LIST OF ABBREVIATIONS

MAAS	Mindful Attention Awareness Scale
PASS	Procrastination Assessment Scale-students
AMS	Academic Motivation Scale

CHAPTER 1

INTRODUCTION

1.1. Background to the Study

Procrastination is a fact, and almost everyone is affected by it in various areas, such as academic, social, and personal. Thus, procrastination and its consequences may be influential in various ways. Although Ferrari (1994) suggested that procrastination may have positive aspects, such as increasing motivation and efficiency, researchers commonly assembled negative aspects: low academic achievement, the feeling of anxiety and guilt, depression, passing up opportunities, and interrupting financial success (Rothblum et al., 1986) The roots of the postponement behavior firstly explained by psychoanalytic theory. Steel (2007) clarifies procrastination as the avoidance of ego-threatening circumstances. On the other hand, behaviorists explain procrastination in terms of reinforcement and punishment principles, while cognitive behaviorists emphasize procrastination as stemming from irrational thoughts (Beswick et al., 1988).

Procrastination comes in various forms, and academic procrastination is a specific type that is defined as a tendency to intentionally delay school assignments or prepare for exams late (Solomon & Rothblum, 1984). Also, academic procrastination has a widespread effect on anxiety for university students. (Day et al., 2000). Despite the numerous negative influences and consequences of academic procrastination, it remains a prevalent issue among university students (Onwuegbuzie, 2004). The roots of academic procrastination stem from the desire to prove individuality and take control (Murakami et al., 1986), fear of failure, task aversiveness (Solomon & Rothblum, 1984), personal tendencies, and poor time management (Van Eerde & Klingsieck, 2018).

Mindfulness is an Eastern concept that describes a stance that is in the present in an acceptance and nonjudgmental manner and has recently been studied in Western culture (Brown & Ryan, 2003; Kabat-Zinn, 2003;). Brown and Ryan (2003) also suggested that mindfulness demonstrates that by allowing thoughts and emotions to arise in the mind without judgment or response and by distancing ourselves from these thoughts, the emotional difficulties and distress that sometimes accompany our thoughts can be decreased. Thus, mindfulness is associated with emotion regulation, autonomous self-regulation, self-confidence, self-acceptance, and psychological well-being (Brown et al., 2007). For this reason, increased awareness and nonjudgmental acceptance may augment self-regulation skills and decrease procrastination behavior. However, according to the literature review, despite the profound study of procrastination, depression, anxiety, stress, and mindfulness, there is a need for further examination of the relationship between mindfulness and procrastination in different cultural contexts and with varied instruments. Uzun et al., (2009) emphasized that little empirical research has been conducted to identify predictors and causal factors of academic procrastination among Turkish students.

Academic motivation is a vital element closely related to both procrastination and mindfulness. According to Self-Determination Theory, academic motivation encompasses a spectrum that includes intrinsic motivation (engagement in learning for its own sake), extrinsic motivation (determined by external rewards or pressures), and amotivation (a lack of desire or purpose) (Vallerand et al., 1992). Research has repeatedly demonstrated that reduced intrinsic motivation and increased amotivation are significant predictors of academic procrastination (Çavuşoğlu & Karataş, 2015; Tisocco & Liporace, 2022; Yurt, 2022). Students without intrinsic academic motivation sometimes exhibit diminished self-regulation, which fosters procrastination, especially when faced with challenging or detached tasks (Schraw et al., 2007).

The theoretical framework of this research is grounded Self-Determination Theory and mindfulness theory. Self-Determination theory conceptualizes motivation along a path from internal to extrinsic regulation and emphasizes the importance of autonomy, competence, and relatedness in maintaining academic engagement

provides the theoretical foundation for this study (Gupta & Mili, 2017). At the same time, mindfulness theory highlights nonjudgmental acceptance and present-moment awareness as crucial procedures for regulating emotional and cognitive processes (Birtwell et al., 2019). Together, these ideas provide a solid basis for comprehending how procrastinating behavior may be influenced by internal self-regulatory abilities.

Coupled with this, current research indicates that the relationship between procrastination and mindfulness may be influenced by academic motivation. In other words, individuals who have higher mindfulness levels are more prone to be motivated (Ryan et al., 2021), hence reducing tendencies to delay (Williams et al., 2008). Practicing mindfulness improves present-moment awareness and strengthens the motivational processes necessary for sustained academic involvement, which is particularly relevant to addressing academic procrastination.

Notwithstanding these promising findings, little investigation has been conducted to examine the interplay between procrastination, academic motivation, and mindfulness, particularly within culturally diverse contexts. It is crucial to examine whether these parameters exhibit similarities or differences to those in Western samples or reveal culturally specific dynamics, considering the unique sociocultural and academic contexts faced by different cultural settings. Consequently, a significant study gap remains in investigating the relationship and working mechanism between procrastination, academic motivation, and mindfulness among Turkish university students.

This study may contribute within the field of psychological counseling particularly in educational settings where understanding students' behavioral and emotional regulation is crucial (Baer, 2003). University counseling centers frequently encounter students who struggle with time management, motivation loss, and emotional distress due to chronic procrastination (Tuckman & Schouwenburg, 2004). Therefore, exploring the psychological underpinnings of this behavior is essential for designing effective intervention strategies. The inclusion of mindfulness and academic motivation in this study allows for a multidimensional perspective that is highly

compatible with the goals of counseling practices which aim to decrease academic procrastination.

1.2. Purpose of the Study

The study's primary objective is to investigate the mediating role of academic motivation in the relationship between mindfulness and academic procrastination and the associations between academic motivation, mindfulness and academic procrastination.

1.3. Research Question

The research main research question that will be addressed in the current study are "Does academic motivation mediate the relationship between mindfulness and academic procrastination?". The proposed structural model shown in Figure 1 is used to test this research question.

The hypothesized model of these hypotheses is shown in Figure 1.

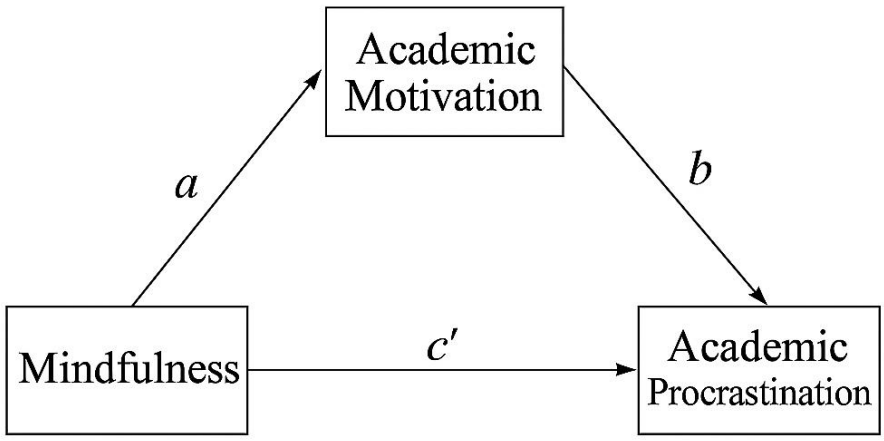

Figure 1. Hypothesized Model

The study’s hypotheses are:

H1: There is a significant positive relationship between mindfulness level and academic motivation. (Path a)

H2: There is a significant negative relationship between academic motivation and academic procrastination. (Path b)

H3: There is a significant negative relationship between mindfulness level and academic procrastination. (Path c')

H4: Academic motivation mediates the relationship between mindfulness level and academic procrastination. (Path c)

1.4. Significance of the Study

This study is significant due to its contribution to the field and we can propose these important factors with like; the study examines the relationship between mindfulness and procrastination in a Turkish cultural context, incorporates academic motivation as a mediating variable, providing deeper insight into psychological mechanisms behind procrastination and the findings may contribute to the design of culturally adapted mindfulness-based intervention programs and offers practical implications for universities and policymakers aiming to improve academic performance and well-being of students.

According to the view of the necessity for further investigation into academic procrastination and mindfulness, the study can advance the literature by applying different cultural perspectives. Moreover, the prevalence rate of procrastination provides a solid basis for examining this relationship. The prevalence rate has been investigated in numerous research studies, and numbers ranging from 70% to 38% have been reported by researchers (Ferrari & Harriott, 1996; Uzun & Saçkes, 2011). For this reason, investigating procrastination with different variables is essential to comprehend the nature of procrastination and possible precautions because procrastination and its consequences affect most students' lives negatively (Van Eerde & Klingsieck, 2018). Moreover, mindfulness interventions have various consequences, such as enhanced self-regulation, attention control, and self-awareness (Dressler & Gulev, 2021; Tang et al., 2015). Investigating the relationship between mindfulness and procrastination may be a valuable resource for cultivating mindfulness-based interventions to address procrastination. In addition, although research in the literature suggests a negative correlation between procrastination and

mindfulness, this relationship has not been investigated in Turkish cultural settings. For instance, Cheung and Ng (2019) support this idea by emphasizing the limitation of generalizing results in diverse contexts.

Similar to mindfulness, academic motivation is an important psychological concept for understanding students' deliberate behavior, especially in learning environments (Senecal et al., 1995). Academic motivation may be a crucial element that provides a more thorough and profound understanding of the underlying mechanisms. Even though prior research has primarily focused on the direct relationship between mindfulness and academic procrastination, the research clarifies the interactions among academic motivation, mindfulness, and academic procrastination in order to improve theoretical frameworks such as Self-Determination Theory and define the motivational factors that drive academic delay behaviors.

The present study is important because it addresses a significant gap in the existing literature by examining the mediating role of academic motivation in the relationship between mindfulness and academic procrastination. While each of these variables has been studied individually or in pairs the interplay among all three has not been sufficiently explored. This research offers a novel perspective by integrating motivational and attentional constructs to understand procrastinatory behavior, providing a deeper and more comprehensive understanding of how these variables operate together. In particular, mindfulness and academic motivation have both been identified as protective psychological resources that promote self-regulated learning and academic persistence (Baumgartner & Schneider, 2021; Sharafi, 2024). However, the ways in which mindfulness may enhance motivation and in turn reduce procrastination needs more exploration and this study bridges that gap by proposing and testing a mediation model grounded in established psychological theories.

Furthermore, the findings of this research may offer essential insights for developing psychoeducational interventions aimed at reducing procrastination through mindfulness-based practices, thereby improving students' intrinsic and extrinsic motivation. University counseling centers and educational institutions may find this kind of new integrated approach advantageous for designing prevention programs

that address both motivational deficiencies and attentional regulation (Dressler & Gulev, 2021; Tang et al., 2015). Intervention frameworks like Acceptance and Commitment Therapy and Mindfulness-Based Cognitive Therapy, which prioritize present-focused awareness, may benefit from the integration of elements that specifically enhance academic motivation and decrease postponement behavior. (Asani et al., 2022; Wang et al., 2015).

The present work contributes to the literature by employing a mediation model within a non-Western cultural context, thereby providing culturally specific evidence that is often lacking in existing studies. The correlation between mindfulness and psychological characteristics like anxiety, motivation, procrastination, and academic achievement has been explored in Western contexts; on the other hand, such generalization is debatable without cross-cultural comparisons (Cheung & Ng, 2019; Tarman & Sari, 2021). The utilization of validated Turkish versions of the measurement instruments enhances the ecological validity of this research and facilitates future comparative investigations.

Specifically, in Turkey, where systemic academic stress and performance demands are prevalent, the findings may help curriculum developers and educational authorities in higher education to create university-wide methods to improve academic achievement and student well-being. The study may provide a new sample reference within the context of Turkish university students. It holds practical value for the development of culturally relevant psychoeducational interventions aimed at improving academic functioning and emotional regulation among students. By doing so, this study not only contributes to theoretical development but also offers implications for the counseling field.

According to the consequences of the research, this may be facilitated by an understanding of how motivational and attentional components interact to predict procrastinatory behaviors. Additionally, the results of this study may be expanded on through longitudinal research and intervention-based follow-ups to evaluate the long-term effects of integrated mindfulness-motivation programs on students' psychological well-being, resilience, and academic performance according to the

results of interventions. Also, this study establishes a basis for further empirical research to explore the relationship between mindfulness, academic motivation, and academic procrastination with other psychological dimensions that are related to each other, including self-efficacy, emotion control, time management, and perfectionism (Akbay & Gizir, 2010; Bosato, 2001; Cerino, 2014; Flett et al., 1992). It may serve as a reference for mixed-method or experimental designs intended to assess causality or create culturally relevant intervention models in different educational environments.

1.5. Definitions of Terms

Procrastination is postponing behavior to start, improve, or finish a task. (Sirois et al., 2003)

Academic procrastination is purposefully leaving academic-related responsibilities and tasks, such as doing homework, studying for tests, or writing term papers, until the very last minute (Solomon & Rothblum, 1984), which will be assessed through scores taken from the Procrastination Assessment Scale-students (PASS).

Mindfulness is being present and focusing on the moment with an attitude of nonjudgmental and accede (Williams & Kabat Zinn, 2011) which will be assessed through scores taken from the Mindful Attention Awareness Scale (MAAS).

Academic motivation is the internal or external psychological drive that initiates, directs, and sustains students' engagement in academic tasks (Deci & Ryan, 1985), which will be assessed through scores taken from the Academic Motivation Scale (AMS).

CHAPTER 2

LITERATURE REVIEW

This chapter presents the conceptual frameworks and existing literature related to the key terms, and explain the interconnections among the variables of the present study: academic procrastination, mindfulness, and academic motivation.

2.1. Review of the Literature

2.1.1. Academic Procrastination

Procrastination was studied in plenty of research to examine its definition, reasons, and prevalence, and in general, researchers suggested that it is a deliberate postponement of duty despite knowledge of the consequences (Solomon & Rothblum, 1984; Steel, 2007). Procrastination, although characterized by challenges in prioritization and self-assertiveness, also includes the selection of tasks that individuals evade in favor of those offering instant gratification or as a means of escaping unpleasant experiences (Pychyl et al., 2000). Procrastination has been conceptualized as either a state or a characteristic, and a prevalent trait among academics studying procrastination is the propensity to postpone anticipated actions or judgments (Zacks & Hen, 2018). Procrastination, which refers to self-regulatory failure, can occur in different areas of life, and academic procrastination is one of these areas. Solomon and Rothblum (1984) conceptualize academic procrastination as postponing schoolwork or exam preparation until the last minute. Balkıs and Duru (2009) state that academic procrastination is a purposeful postponement of school tasks and produces anxiety due to this behavior. Academic procrastination arises as a complex activity shaped by emotional, cognitive, and behavioral risk factors. Studies consistently indicate that fear of failure and assessment anxiety are significant

psychological factors contributing to procrastination; people postpone academic work to avoid possible judgment by others or adverse results (Dionne et al., 2016). Reasons for procrastination were studied in the literature, and researchers found that fear of failure, poor time management, risk-taking (Beswick et al., 1988), rewarding consequences of procrastination, and unwanted assignments (Ferrari & Scher, 2000). Maladaptive perfectionism is a significant factor, as pupils with excessively high expectations may adjourn tasks owing to the suspicion of failing to attain desired outcomes (Orpen, 1988). Low self-confidence and self-doubt have been identified as contributing factors, especially in the beginning and persistence of a task, particularly in evaluative academic settings (Dionne et al., 2016; Duru & Balkis, 2014; Zacks & Hen, 2018). Moreover, chronic procrastinators often exhibit inadequate time management skills, impulsivity, and indefinite goal clarity, which contribute to this behavior (Serrano et al., 2022; Uzun Özer et al., 2009; Zeenath & Orcullo, 2012). These tendencies impair one's ability to initiate and persist in academic tasks, especially when they require sustained attention or delayed rewards, and procrastinators often prioritize mood management that is engaging in pleasurable distractions to reduce emotional discomfort associated with an aversive or ambiguous task (Grunschel et al., 2013; Steel, 2007; Van Eerde, 2000). Similarly, cognitive-behavioral research indicates avoidant coping patterns for procrastinators, whereby people withdraw from activities instead of actively addressing stresses (Rothblum et al., 1986; Sirois & Tosti, 2012).

In addition, task aversiveness has been consistently highlighted as a major antecedent of procrastination if tasks perceived as boring, frustrating, or unpleasant are more frequently delayed, especially when individuals experience performance-related stress. For example, Tice and Baumeister (1997) showed that procrastinators initially experience temporary relief but suffer greater stress and lower quality of performance. From a personality perspective, poor organization, low persistence, and weak self-discipline are among the strongest dispositional predictors of procrastination (Kim & Seo, 2015; Steel, 2007; Van Eerde, 2003). Academic procrastination is not only a result of laziness or apathy; it arises from a complex interaction of avoidance behaviors, perfectionistic demands, and challenges in self-regulation and planning. Van Eerde (2000) emphasizes that a lack of self-regulation,

self-control, and a behavioral propensity to put off starting or finishing specific tasks purposefully are all characteristics of procrastination.

Within this context, many studies have been conducted to examine the variables related to procrastination behavior. Procrastination is linked with poor performance, feelings of stress, depression, low self-esteem, and self-efficacy and anxiety (Kim & Seo, 2015; Steel, 2007). Sirois and Tosti (2012) examined the influence of emotion control on procrastination in research with adults, and their results indicated that persons struggling to regulate negative emotions, such as worry or guilt, were much more prone to procrastination. The authors emphasized that procrastination often acts as an emotion-focused coping mechanism, providing temporary relief from suffering while eventually encouraging avoidance behaviors. Similarly, Chang (2014) examined the relationship between perfectionism and procrastination in university students. Research indicated that socially imposed perfectionism, the perception that others want perfection, was an important predictor of procrastination tendencies. Their investigation indicated that students who felt external demands to be perfect were more prone to postpone assignments in order to avoid possible criticism or failure, and it suggests that procrastination may function as a self-defensive strategy under evaluative stress.

Expanding on this point about research on procrastination, Bosato (2001) examined the influence of time perspective on procrastination, and the study revealed that persons with a present-hedonistic orientation who emphasize instant gratification exhibited a greater tendency towards procrastinating. Conversely, persons with a future-oriented attitude had decreased levels of procrastination. This underscores the significance of temporal attention and impulse regulation in explaining why some people procrastinate despite adverse consequences. In another research, Duru and Balkıs (2014) examined the relationships among self-doubt, academic procrastination, self-esteem, and academic achievement, and the findings indicated that academic procrastination played a partial mediating role in the relationship between self-doubt and self-esteem and a full mediating role between self-doubt and academic achievement. These results suggest that procrastination is not an isolated behavior but is intertwined with self-perceptions and cognitive-emotional patterns,

emphasizing the importance of addressing underlying psychological constructs such as self-doubt and esteem in efforts to reduce procrastinatory behaviors in academic settings.

Kağan et al. (2010) conducted an empirical study examining the psychological correlates of academic procrastination; researchers investigated the roles of perfectionism, obsessive-compulsive traits, and five-factor personality traits in explaining students' delayed behaviors in academic tasks. The results of the analysis revealed that perfectionism, obsessive-compulsive traits, and specific personality dimensions within the five-factor model significantly predicted academic procrastination tendencies. These findings reveal that procrastination is not merely a behavioral delay but a multifaceted phenomenon rooted in enduring personality characteristics and maladaptive perfectionistic thinking style and highlights the importance of recognizing individual psychological profiles in understanding why students postpone academic responsibilities, which ultimately impairs their ability to perform to their full potential in educational settings.

The analysis of procrastination in relation to demographic data reveals several factors and diverse perspectives. It seems that procrastination has a high rate of prevalence. Schouwenburg (1992) claimed that 70% of university students have procrastination behavior. Additionally, in Turkish cultural settings, studies by Balkıs and Duru (2009) and Uzun Özer et al. (2009) estimate that around 50% of students display procrastinatory behaviors in academic settings.

In the literature, there is an inconsistency in gender differentiation in procrastination. Previous studies on academic procrastination among students indicate that gender is linked with postponement, and female students have a greater tendency to procrastinate (Cheung & Ng, 2019). On the other hand, some research analyzing gender and procrastination behavior reveals that men have a greater propensity for procrastinating (Aktaş, 2021; Uzun Özer et al., 2009). Conversely, several studies indicate that gender is not a characteristic insignificantly associated with procrastinating behavior (Dikmen, 2021; Flett et al., 1992). Furthermore, there is a dissonance in procrastination among students based on their age and grade level.

Prohaska et al. (2000) emphasized that older age is associated with less procrastination. Likewise, Zeenath and Orcullo (2012) revealed a substantial correlation between grade level and procrastination behavior, indicating that procrastination behavior escalates with advancing grade levels. However, Ferrari (1991) and Umuzdaş et al. (2023) found no meaningful relationship between age, grade level, and procrastination.

2.1.2. Mindfulness

Attention to the present moment in a nonjudgmental and compliant manner is what is meant by mindfulness, and mindfulness practice allows people to focus on the present moment while also paying attention to how their thoughts are changing simultaneously. (Kabat Zinn, 1982). In addition, mindfulness allows one to be present at the moment, and being mindful means paying close attention to and being fully conscious of whatever is happening right now in a calm and accepting manner rather than getting wrapped up in worries about the past, regrets, and expectations for the future (Shapiro et al., 2006). To be more precise, it is defined by an objective, non-evaluative, and continuous awareness of bodily sensations, perceptions, emotional states, ideas, and images in each moment. In contrast, the opposite of mindfulness is the mind's distraction with past or future ideas and aspirations (mindlessness) and examples of mindlessness include consuming food without savoring it, recklessly breaking items, engaging in activities without full presence, forgetting names immediately after introduction, and overlooking bodily discomforts (Brown & Ryan, 2003). Individuals exhibiting poor mindfulness levels struggle to attend to the actions of their interlocutors, often acting impulsively and unconsciously (Özyeşil, 2011). Mindfulness, in contrast with avoidance and excessive confrontation, embodies emotional openness, a receptive disposition, mood regulation, and cognitive flexibility (Hayes & Feldman, 2004). Mindfulness helps individuals navigate their past and future, worries and expectations, and regrets by facilitating a transition to a heightened state of awareness through present-moment attention (Weinstein et al., 2009).

Mindfulness, characterized as the purposeful and non-judgmental focus on the present moment (Kabat-Zinn, 2003), represents the condition of maintaining one's

awareness of the current reality (Williams & Kabat-Zinn, 2011). According to this claim, Germer et al. (2005) asserted that mindfulness moments have specific common points, regardless of their position on the practice or moments that are exploratory, non-conceptual, present-centered, non-judgmental, deliberate, liberating, non-verbal and require participant observation. The definitions of mindfulness exhibit similar elements, including present-moment awareness, recognition of judgments, acceptance, and internal observation (Çatak & Ögel, 2010).

Components of mindfulness skills have been conceptualized in various ways across the literature. For instance, Brown and Ryan (2003) describe mindfulness in terms of the dimensions of consciousness, awareness, and attention. Bishop et al. (2004) propose a two-component model consisting of present-centered awareness and non-judgmental acceptance. Similarly, Kabat-Zinn (1990) emphasizes components such as being present, a non-judgmental attitude, acceptance, and awareness. Hayes et al. (1999), within the framework of Acceptance and Commitment Therapy (ACT), conceptualize mindfulness in terms of cognitive defusion, committed action, and being present. In other words, mindfulness emphasizes five fundamental skills: being present, awareness of judgments, detachment, defusion, and acceptance. On the other hand, concepts such as patience, trust, non-reactivity, compassion, and wisdom are not viewed as components of mindfulness, but rather as outcomes of practicing mindfulness skills (Bishop et al., 2004). Raes and Williams (2010) elucidate the capacity of a human to be fully present by actively engaging all five senses and focusing attention on current experiences, free of rumination about the future or the past. That is to say, instead of relying on the uncertainty of the past and the expectations of the future, one should focus on what is happening in their own world at that moment. The capacity for awareness of judgments entails an individual's ability to observe internal and external occurrences without criticism, classification, labeling, or judgment (Roemer et al., 2008). Rather than assessing events via dichotomous classifications such as right-wrong, good-bad, or beautiful-ugly, the person embraces them in their natural form. Defusion signifies that the person is aware of their emotions and ideas. Hence the person must recognize the separation between emotions, thoughts, and the self (Germer et al., 2005). Means

that ideas and emotions are only thoughts and emotions, not inherent parts of the individual. The ability to detachment, a component of mindfulness, involves responding to unpleasant internal feelings rather than reacting impulsively and then releasing these experiences and depends on an individual's propensity to acknowledge occurrences as either pleasant or unpleasant at the time of their awareness (Duncan, 2003). Acceptance entails the person avoiding categorizing life events as positive or negative, correct or incorrect, and it is an extension of being non-judgmental (Germer, 2004). It is essential to confront and embrace the sensations and ideas that induce discomfort in the person rather than ignoring them (Demir, 2014). All things considered, mindfulness, a skill that can be developed or learned, has found its place in both the theoretical and practical fields of psychology.

Mindfulness-based therapies are considered the third wave of Cognitive Behavioral Therapies (Hayes, 2004). It focuses on the themes of mindfulness and acceptance, which include the individual's acceptance of himself/herself (Kabat-Zinn, 2003). Namely, Dialectical Behavior Therapy (DBT), Acceptance and Commitment Therapy (ACT), Mindfulness-Based Stress Reduction (MBSR), Mindfulness-Based Cognitive Therapy (MBCT), and Mindful Compassion Therapy can be categorized as varieties of mindfulness-based interventions. Mindfulness has been shown to influence a broad spectrum of psychological and physiological outcomes. Plenty of research suggests that people who receive mindfulness interventions experience reduced burnout, stress, depression, and anxiety, as well as higher levels of subjective and emotional well-being, self-regulation, social ability, and self-efficacy (Weinstein et al., 2009; Brown & Ryan, 2003; Yıldız Akyol & Demir, 2018). A significant discovery is its impact on stress, anxiety, and emotional control. Shapiro et al. (1998) discovered that involvement in a Mindfulness-Based Stress Reduction (MBSR) program significantly lowered stress and anxiety levels of students. This conclusion has been confirmed by Hill and Updegraff (2012), who revealed that mindfulness is positively correlated with the ability for emotion regulation, enabling people to react more adaptively to emotional situations. Weinstein et al. (2009) demonstrated that mindfulness fosters more effective coping mechanisms, reduces stress reactivity, and enhances overall emotional well-being.

Tang et al. (2015) elucidated that mindfulness training creates alterations in brain areas related to attention management, self-awareness, and emotional control. Hölzel et al. (2011) found essential brain processes by which mindfulness may influence outcomes, including areas linked to memory and self-regulation. Li and Bressington (2019) conducted a meta-analysis indicating that Mindfulness-Based Stress Reduction (MBSR) significantly alleviates depression, anxiety, and stress in older adults. Additionally, Geiger et al. (2016) reported improvements in both physical health and emotional stability among elderly individuals who were trained in mindfulness.

Moreover, mindfulness seems to provide protection against burnout and psychological distress. Yıldız Akyol and Demir (2018) discovered a negative correlation between elevated mindfulness scores and burnout symptoms among senior university students. Kabat-Zinn (2003) and Bishop et al. (2004) claim that the practice of nonjudgmental awareness and present-focused attention is essential for regulating stress reactions and enhancing psychological resilience. Dressler and Gulev (2021) noted that mindfulness-based interventions not only reduce emotional stress but also improve cognitive function in high-pressure situations, such as during examinations.

According to educational literature, the integration of mindfulness-based practices into educational settings has shown numerous advantages for both educators and students. Singh et al. (2013) found that an eight-week program incorporating communication and mindfulness techniques for preschool educators resulted in enhanced respectful attitudes and listening abilities in children, accompanied by a decrease in disruptive behaviors. Similarly, Meiklejohn et al. (2012) demonstrated that a 14-week mindfulness training program conducted by educators resulted in enhanced student concentration and better management of academic stress. From a neurological perspective, Hölzel et al. (2011) observed an increase in gray matter density within the hippocampus, a region associated with learning and memory, and a decrease in amygdala density, which has been linked to emotional reactivity and stress. Likewise, Zeidan et al. (2010) reported that a brief, four-day mindfulness training significantly enhanced participants' attention and concentration skills. Raes

and Williams (2010) found in their research on rumination that students with elevated mindfulness had markedly reduced inclinations toward negative thinking and developments in cognitive flexibility and emotional resilience. Furthermore, mindfulness-based psychoeducation has been successfully used in psychological counseling programs to assist students in controlling anger and anxiety (Kral, 2019; Yıldızhan, 2019), demonstrating its extensive influence on mental health and emotional functioning within educational settings. The study conducted with university students revealed that participants' awareness levels exhibited a negative correlation with affective dysregulation, anxiety, and depression scores while demonstrating a positive correlation with life satisfaction, self-esteem, and optimism levels (Brown & Ryan, 2003). The findings of Li and Bressington (2019) similarly convey that the link between awareness, depressed mood, and anxiety symptoms revealed that those with high awareness scores had decreased depressive mood and anxiety scores. A study investigating perceived stress levels and coping strategies revealed that persons with high awareness used rational coping techniques, while those with low awareness mostly utilized emotional or avoidance coping approaches (Palmer & Rodger, 2009). The research, including persons with anxiety symptoms, revealed that the participants exhibited poor levels of awareness skills and self-compassion (Roemer et al., 2008). The results of experimental research investigating metacognitive and psychological processes among university students with elevated general anxiety indicated that the uncontrollability of threat predicted substantial correlations with reported stress and well-being (Keçeli, 2017).

Even though mindfulness and procrastination need more profound investigation separately, there is some research to investigate the relationship between the two variables. Literature has a consensus on the negative correlation between mindfulness and procrastination (Cheung & Ng, 2019; Schuette & Bolger, 2020). However, the significance of the relationship degree varies. Mindfulness and procrastination are partly engaged (Tarman & Sari, 2021). On the other hand, some researchers suggested a strong relationship (Cheung & Ng, 2019; Jayaraja et al., 2017). Einabad et al. (2019) claim that only aspects of mindfulness, acting with awareness and describing, are significantly correlated with academic procrastination. Besides, experimental studies suggested that mindfulness training and intervention

affect curtailing the academic procrastination of university students, and also, with training, there is an improvement in students' self-efficacy, hope, optimism, test anxiety, and self-esteem (Li & Li, 2020; Motie et al., 2019; Rad et al., 2023). Jayaraja et al. (2017) found that high mindfulness and low procrastination are statistical predictors of psychological well-being. Likewise, Sirois and Tosti (2012) asserted that a low level of mindfulness is associated with procrastination and has a mediator role in the relationship between procrastination, stress, and well-being. In the same vein, mindfulness plays a mediating role in some research on procrastination and its relationship with well-being (Schutte & de Bolger, 2020) and social anxiety (Tarman & Sari, 2021). Although depression, anxiety, psychological well-being, emotion regulation, and stress are intimately investigated, there is a need for long-term and different cultural settings for the correlation between mindfulness and procrastination. (Cheung & Ng, 2019; Sirois & Tosti 2012; Yıldız Akyol & Demir, 2018).

2.1.3. Academic Motivation

Motivation is a salient subject in literature because there are lots of underlying mechanisms underlying it. According to Deci and Ryan (1985), "To be motivated means to be moved to do something." They point out that motivation is a continuum of self-determination rather than an absolute condition of having or lacking. On the other hand, academic motivation in literature is defined as an internal drive and psychological energy that drives, sustains, and controls students' participation in academic pursuits or jobs (Vallerand et al., 1992). Basically, it represents how much intention, desire, and purpose individuals demonstrate in educational contexts.

Self-determination theory offers a comprehensive framework for understanding various types of motivation based on the degree to which action is self-regulated or controlled (Vansteenkiste et al., 2006). In the theoretical perspective of Self Determination Theory, motivation is divided into three categories: intrinsic motivation, extrinsic motivation, and amotivation (Deci & Ryan, 2000). Vansteenkiste et al. (2006) described intrinsic motivation as engaging in academic work, and the reasons can be about true desire, delight, or inherent fulfillment that

comes from the activity itself. It expresses or reflects the innate human needs to investigate, seek obstacles, and acquire knowledge. According to the results of some research, intrinsic motivation promotes deeper learning techniques, resilience on complex tasks, increased academic accomplishment, and improved psychological well-being (Ali et al., 2022; Chang, 2014; Deci et al., 2001). However, this kind of motivation can be dependent on certain factors, such as situation and age. For instance, according to Lepper et al. (2005), intrinsic motivation declines with higher education levels due to the increased use of extrinsic incentives, which can include grades or punishments.

Extrinsic motivation, contrarily, is motivated by a desire to attain specific consequences such as rewards, acknowledgment, or avoidance of punishment (Vansteenkiste et al., 2006). While extrinsic motivations might help with task initiation, especially in less appealing academic fields, some research claims that extrinsic motivation is frequently associated with shallow learning and diminished autonomy when not internalized (Köseoğlu, 2013; Usán et al., 2022; Vallerand, 2000). Self- Determination Theory defines several types of extrinsic motivation based on the extent of internalization style: integrated regulation (goals match with one's identity), introjected regulation (internal influences such as guilt or ego development), identified regulation (individually endorsed values) and external regulation (external rewards or punishments) (Deci & Ryan, 2000; Gagné & Deci, 2005).

Amotivation is at the far end of the motivation spectrum, characterized by a lack of intention or value in a learning activity. Amotivation is characterized by emotions of inadequacy, alienation from goals, and psychological disengagement from educational duties, and has been associated with low academic achievement, burnout, and avoidance of actions toward educational responsibilities. (Deci & Ryan, 2000; Moussa & Amer, 2024; Tisocco & Liporace, 2022;; Usán et al., 2022).

Vallerand et al. (1992) established the multidimensional foundation for academic motivation, which is based on Self-Determination Theory. Based on the theory, the researcher classified academic motivation into seven aspects: to know, to

accomplish, and to experience, as well as stimulation of external regulation, introjected regulation, identified regulation, and amotivation. This seven-factor model offers a comprehensive understanding of motivation for learners across various circumstances and developmental stages. As an example, to demonstrate how personal and academic goals interconnect with each other, Pintrich and Schunk (2002) claimed that university students' internal motivation mostly corresponds with views about obstacles, authority, interest, and professional objectives.

Numerous empirical research demonstrates that academic motivation plays a predictive, moderating, and mediating role in students' performance. Akpur (2015) affirmed that motivation predicts academic achievement and has a negative correlation with academic procrastination with a Turkish sample. Additionally, Malkoç and Mutlu (2018) found that academic motivation plays a mediating role in the relationship between self-efficacy and academic procrastination, indicating how motivation serves as a link between belief and action. On the other hand, Serdar et al. (2021) revealed that teacher candidates with stronger intrinsic motivation experienced lower procrastination behaviors; however, the same study revealed that there is a slightly positive relationship between academic motivation and academic procrastination, contrary to the commonly expected negative association. Additionally, it has been noted that an increase in academic motivation correlates with elevated self-efficacy (Aydin, 2010; Makhabbat et al., 2018; Usta, 2017), improved academic performance (Arıoğul, 2009; Ergene, 2011), enhanced positive attitudes (Filiz & Durnali, 2020; Tasgin & Coskun, 2018), and increased awareness (Paslı Gürdoğan et al., 2021).

Moreover, in the literature, different cultures provide richness for the field. Ulivia et al. (2022) found that Indonesian university students' academic achievement was adversely affected by only the amotivation component, while extrinsic motivation dominated it. Gillet et al. (2012) found that students' motivational types can change based on academic demands, and students' academic motivation levels significantly differ depending on variables such as grade level, indicating that contextual and developmental factors may influence motivational tendencies over time. From a contextual perspective, Ames and Archer (1988) suggest that a classroom focus on

learning targets promotes adaptive motivational patterns, including the use of successful techniques, positive attitudes, and effort-based attributions. Conversely, performance goal orientation is associated with maladaptive results such as skill-focused assessments and adverse self-perceptions. In addition, Yurtseven and Doğan (2019) concluded that motivational factors influence academic procrastination, problem-solving skills, and coping methods in challenging academic situations such as exam conditions.

In brief, academic motivation is a multifaceted concept influenced by internal factors, environmental conditions, and individual development. It is at the heart of pupils' academic functioning to determine how they learn, why they endure, and whether they succeed. Understanding the various components of academic motivation, as well as the theoretical foundations that underpin them, allows educators and researchers to design more effective treatments to promote autonomy, increase engagement, and reduce maladaptive behaviors like academic procrastination (Cerasoli et al., 2014).

Academic motivation is a crucial predictor of student involvement and learning results, whereas academic procrastination is defined as a deliberate delay in academic work despite obvious negative effects. These two concepts are theoretically and experimentally adversely connected with each other. Motivation, as defined by Self-Determination Theory (SDT), ranges from amotivation to extrinsic and intrinsic motivation (Deci & Ryan, 1985; Ryan & Deci, 2006). On the other hand, academic procrastination is increasingly understood as a self-regulatory failure caused by motivational challenges (Steel, 2007).

A significant amount of studies has examined the complex connection between academic motivation and academic procrastination, often emphasizing the influence of supplementary psychological factors such as self-efficacy, perfectionism, anxiety, and fundamental psychological needs. Scientific evidence supports a negative association between motivation and procrastination, especially in academic settings. Senécal et al. (1995) discovered that students who were more intrinsically motivated were much less likely to postpone, and amotivation was the most significant positive

predictor of procrastination behavior. Research-based on Self-Determination Theory (e.g., Cavusoglu & Karatas, 2015; Tisocco & Liporace, 2022) indicates that intrinsic motivation and identified regulation correlate negatively with procrastination, while amotivation and externally regulated motivation are predictive of increased delay behavior.

Numerous studies have explored the association with various psychological variables. Some studies have shown that students possessing higher academic self-efficacy and internal attributions have a reduced propensity for procrastination (Akbay & Gizir, 2010; Cerino, 2014). Likewise, Bozgün et al. (2022) revealed that students with greater levels of academic self-efficacy and intrinsic motivation reported reduced procrastination levels. Additionally, Malkoç and Mutlu (2018) demonstrated that academic motivation plays a mediating role in the association between self-efficacy and academic procrastination. Cerino (2014) confirmed that there are significant negative correlations between academic procrastination and three types of intrinsic motivation, one type of extrinsic academic motivation, and self-efficacy. In much the same way, Williams et al. (2008) and Oram and Rogers (2022) highlighted that motivation interacts with emotional elements, including self-compassion and psychological need fulfillment, hence affecting procrastination levels. Yeşiltaş (2020); Şirin (2011), and Artan et al. (2024) established that academic motivation is a significant predictor of procrastination, often mediated by factors such as general procrastinating tendencies, coping methods, and anxiety. Individual psychological competencies also play a part in this relationship. For example, Yurtseven and Doğan (2019) found that procrastination among Turkish college students is influenced by both motivation and problem-solving skills.

Mindfulness, defined as the awareness that arises from paying purposeful attention in the present moment in a nonjudgmental manner (Kabat-Zinn, 2003), is increasingly acknowledged for its educational benefits. Mindfulness improves autonomous functioning within the Self- Determination Theory framework by encouraging purposeful activity and enabling to meet psychological needs and research indicates that individuals often exhibit enhanced awareness and vitality in autonomy-supportive environments (Brown & Ryan, 2003; Nix et al., 1999). These

mechanisms are closely related to the underlying causes of academic motivation, and mindfulness has been linked to increased academic motivation in studies. Ryan et al. (2021) defined mindfulness as a metacognitive process that improves self-awareness and self-regulation, which is essential for autonomous motivation. In a similar vein, Donald et al. (2020) conducted a meta-analysis, revealing that trait mindfulness correlates favorably with intrinsic and extrinsic motivation while exhibiting a negative correlation with external regulation and amotivation. Ulivia et al. (2022) reported that mindfulness training strongly enhanced academic motivation, especially intrinsic motivation, among university students, presumably through improved cognitive and emotional self-regulation. In addition, Moussa and Amer (2024) found that university students who achieved greater mindfulness levels had considerably higher scores on intrinsic motivation aspects, particularly motivation to know and motivation to accomplish. Elphinstone et al. (2020) discovered that mindful attention and nonattachment promote autonomous motivation and fulfill psychological needs, hence enhancing academic engagement. Kuroda et al. (2022) have shown that mindfulness forecasts academic attitude and conduct beyond conventional motivational factors, underscoring its incremental validity. Li et al. (2023) provide meta-analytic data supporting the conclusion that mindfulness techniques enhance internalized motivation and foster persistent learning habits.

Mindfulness promotes the psychological needs that are essential to Self-Determination Theory, including autonomy, competence, and relatedness, thereby promoting self-determined kinds of motivation. However, Wheeler (2020) observed a contradictory outcome in a U.S. sample, indicating that the mindfulness-motivation association is culturally regulated. Research from various cultural contexts (e.g., Ali et al., 2022; Ghanizadeh et al., 2019; Pan & Liu, 2022) has substantiated the mediating function of mindfulness in enhancing motivation through psychological capital, resilience, and well-being. Most studies support the idea that mindfulness improves academic motivation by strengthening present-moment focus, emotional management, and metacognitive awareness (Skinner et al., 2008).

In addition, mindfulness proves to be particularly effective in higher education, where increased cognitive load and emotional stress frequently undermine the

motivation of university students. According to Ryan et al. (2021), dispositional mindfulness can help students maintain their intrinsic motivation and engagement in learning by protecting against demotivating circumstances. Kocabal and Ceylan (2022) discovered that mindfulness was a strong predictor of both intrinsic motivation and academic success in university students. In experimental research, Jahantigh et al. (2024) found that Mindfulness-Based Cognitive Therapy (MBCT) improved students' resilience and academic motivation.

Moreover, given mindfulness's strong links with both academic motivation and academic procrastination, new research has looked into academic motivation as a potential mediator in the mindfulness and academic procrastination relationship. The logic is based on Self Determination Theory: mindfulness fosters autonomous functioning and self-awareness, which increases intrinsic drive and reduces academic procrastination.

Although there is limited research in the literature examining these three variables in the same study, some common variables help to estimate the relationship between them, and several empirical research can provide evidence for this mediational model. The current literature underlines many psychological dimensions that are significantly correlated with all three variables. Self-efficacy is a critical factor that significantly influences academic performance. Studies indicate that individuals with strong self-efficacy exhibit increased academic motivation, less procrastination, and derive more benefits from mindfulness practices that reinforce their confidence and goal-oriented actions (Cerino, 2014; Neace et al., 2020). Similarly, anxiety is a significant variable associated with all three dimensions. Elevated anxiety may diminish academic motivation and intensify avoidance-oriented procrastination, while mindfulness has repeatedly shown benefit in alleviating anxiety and emotional reactivity, thereby enhancing concentration and task engagement (Chang, 2014; Donald et al., 2020). Furthermore, emotional regulation has surfaced as a mediator variable linking these factors. Challenges in emotional regulation are associated with increased procrastination and diminished motivation, whereas mindfulness improves emotional awareness and regulatory abilities, hence fostering more adaptive academic behaviors (Tekin et al., 2021). Moreover, resilience promotes persistence

and protects against academic disengagement; students exhibiting greater resilience tend to be more motivated, procrastinate less, and gain from mindfulness-based interventions that improve coping strategies (Ghanizadeh et al., 2019; Jahantigh et al., 2024). Likewise, autonomous motivation, defined as participation in activities driven by interest or personal value, is associated with increased academic motivation and less procrastination. Studies demonstrate that individuals exhibiting elevated autonomous motivation are more likely to initiate and sustain activities, thereby reducing procrastination (Ryan & Deci, 2006). Mindfulness techniques augment autonomous motivation by elevating self-awareness and linking behaviors with personal beliefs, therefore fostering deliberate behavior (Donald et al., 2020).

The concepts of fundamental psychological need fulfillment are closely associated with the demands for autonomy, competence, and relatedness. Students with satisfied psychological needs demonstrate enhanced academic motivation and reduced procrastination, while mindfulness has been shown to aid in fulfilling these needs by promoting present-moment awareness, emotional regulation, and interpersonal sensitivity (Oram & Rogers, 2022; Ryan et al., 2021). Mindfulness functions as both a protective factor against academic pressures and a supporting tool for promoting self-determined involvement.

This mediational mechanism has implications for real-world settings, and time management skills have a common aspect that overlaps with these three psychological dimensions. Efficient time management is often linked to increased academic motivation, as students who can organize and schedule their academic duties are more inclined to actively pursue their objectives. In contrast, ineffective time management is often identified as a significant predictor of academic procrastination. Mindfulness enhances attentional concentration, reduces mind wandering, and promotes purposeful action, thereby facilitating the development of improved time management practices (Kocabal & Ceylan, 2022; Steel, 2007). Consequently, augmenting pupils' mindfulness may indirectly foster both intrinsic motivation and prompt achievement in school via enhanced behavioral control. Such interventions may be especially effective in university settings, where procrastination

is common and maintaining consistency in motivation is crucial for academic performance.

2.2. Summary of the Literature Review

The literature suggests that procrastination and mindfulness have a negative relationship. However, the generalizability and replicability of the results could be improved. On the other hand, research on procrastination reveals some inconsistencies, such as those related to gender. Thus, a relatively new research field requires more in-depth investigation to elucidate its relationship with other variables. Again, although mindfulness is a notion that stems from Buddha, especially in Turkish cultural settings, it should be discovered that implications and relations. Moreover, experimental and correlational studies support the hypothesis; however, the literature remains vague about which dimensions of mindfulness are negatively related, with only a few studies examining the relationship between acting with awareness and describing dimensions significantly correlated with procrastination (Einebad et al., 2019). Mindfulness is a mediator variable to investigate procrastination's relationship with social anxiety, distress, well-being, and psychological capital. Additionally, mindfulness training has been shown to reduce academic procrastination and other benefits, including increased hope, self-efficacy, and reduced test anxiety.

Furthermore, the inclusion of academic motivation in the research enhances the comprehension of the impact of mindfulness on academic procrastination. Numerous studies indicate that intrinsic motivation, rooted in self-determined principles, correlates with enhanced academic persistence and fewer tendencies towards procrastination (Akpur, 2015). In line with this, amotivation has been consistently positively associated with higher rates of academic procrastination (Artan et al., 2024; İlter, 2021; Yeşiltaş, 2020). When we think about the relationship between motivation and academic procrastination, a strong association between mindfulness and motivation can be a clue as a mediator role of academic motivation. For instance, mindfulness has been shown to enhance intrinsic motivation by means of the improvement of emotional awareness and cognitive flexibility (Kuroda et al., 2022;

Elphinstone et al., 2020). Nevertheless, an existing study has not adequately enlightened the processes of linking these three variables into a unified model. Additionally, whereas many studies have investigated mediation models related to motivation (Ali et al., 2022; Li et al., 2023; Tarman & Sari, 2021), there is a lack of research that specifically examines motivation as a mediating factor between mindfulness and procrastination. The conceptual foundation of this model is rooted in Self-Determination Theory, which posits that mindful awareness facilitates the fulfillment of autonomy, competence, and relatedness, thereby augmenting intrinsic motivation and diminishing avoidance behaviors (Deci & Ryan, 2000; Skinner et al., 2008).

Nevertheless, the majority of empirical evidence originates from Western contexts, and discrepancies in the relationship between motivation, procrastination, and mindfulness across cultures indicate that motivational processes may play roles differently based on institutional pressures, academic norms, and cultural expectations (Wheeler, 2020; Yurt, 2022). These discrepancies highlight the need for research focusing on underrepresented educational environments, such as Turkish institutions.

CHAPTER 3

METHOD

This chapter defines the methodological methods of the study, including research design, participants and sampling, instruments, data collecting procedures, data analysis, and limitations.

3.1. Research Design

This study aimed to explore the relationship of mindfulness and academic procrastination and mediator role of academic motivation. Therefore, the design of the study is quantitative and correlational analysis. Since the research aims to find an associational relationship without manipulating variables, it entails designing correlational research. Frankel et al. (2012) emphasized that investigating relationships between two or more variables without manipulation and no search for causational relationships is correlational research. In correlational research, the correlational study's explanatory nature may be proper to explain the association between mindfulness level, academic procrastination behavior, and academic motivation. It can pave the way for a prediction if the relationship has sufficient magnitude. In this study, criterion variable is academic procrastination, and predictor variables are mindfulness level and academic procrastination.

3.2. Participants

To examine the relationship of university students' mindfulness level and academic procrastination behavior and mediator role of academic motivation in this situation, the study's target population is all university students in Turkey, and the accessible population is faculty of education students at Dicle University. Regarding accessible

population, convenience sampling procedure was used for the study. Data were collected from volunteered students in classes where instructors gave permission for data collection during period. The total 677 university students were participated the research, and after data screening procedure compassed total 27 participants excluded from the research, because of missing values (n = 14), univariate (n = 10) and multivariate outliers (n = 3). In the final stage, 650 participants composed the sample of the research. In order to ensure sufficient statistical power and accurate estimations, Tabachnick and Fidell (2013) suggested a minimum sample size of $N \geq 50 + 8m$ (m for independent value number) for multiple regression analyses and in this stuy the participants number are adequate to perform analyses.

3.2.1. Demographic Characteristics of the Participants

Descriptive statistics of the study were presented in Table 1.

Table 1. Demographic Information of the Study Participants (N = 650)

		n	*%*
Gender	Female	423	65.1
	Male	227	34.9
Grade Level	First Year	210	32.3
	Second Year	125	19.2
	Third Year	183	28.2
	Fourth Year	132	20.3
CGPA	Very High (4.00-3.26)	158	24.3
	High (3.25-2.51)	197	30.3
	Moderate (2.50-1.76)	221	34.0
	Low (1.75-1.00)	74	11.4

As can be seen in Table 1, gender distribution was moderately unbalanced, with a higher number of female participants (n = 423) and female participants (n = 227). The grade level of the participants, freshman year students (n = 210) have the highest proportion with 32.31% of the sample and senior year (n = 132) students have the lowest ratio with 20.31% of the sample. In terms of the departments of the participants, Elementary Education (n = 102) has the biggest portion with 15.69%. Students who have CGPA between 2.50-1.76 (n = 221) and between 3.25-2.51 (n = 197) has majority of the sample. Participants' ages ranged from 18 to 35 years (M =

21.27, *SD* = 2.45), with 75% of the sample being 23 years old or younger and only 11.69% of participants over 25 years old (*n* = 11).

3.3. Data Collection Instruments

To collect data, four instruments administered. These are the Mindful Attention Awareness Scale (MAAS), the Procrastination Assessment Scale-students (PASS), the Academic Motivation Scale (AMS), demographic information form that established by the researcher.

3.3.1. The Mindful Attention Awareness Scale (MAAS)

Brown and Ryan (2003) developed Mindful Attention Awareness Scale (MAAS) to examine the general tendency to be aware and conscious of daily momentary experiences. This scale is consists of 15-items and evaluated on a 6-point Likert type. Subjects choose to describe the frequency of statements 1 (*almost always*) to 6 (*almost never*), and overall getting high scores reflects more mindfulness. The Cronbach's alpha internal consistency coefficient was calculated, and it found .82. To evaluate construct-related evidence for the validity of MAAS, both exploratory and confirmatory factor analyses were made by researchers. In exploratory factor analysis, items' factor loadings changed between .27 and .78 and showed a single-factor model that were verified by confirmatory factor analysis. For the criterion-related validity the MAAS had highly significant correlations with Dispositional Flow State Scale, Big Five Personality Test and Self-consciousness Scale. In reliability, a test-retest method used .81 correlation was found between 4-week period.

A Turkish adaptation of the MAAS was developed by Özyeşil et al. (2011). Like in the original form, the Turkish adaptation had one dimensional structure and 15 items, 6-point Likert scale. The Turkish adaptation significantly correlates with the English version ($r = .95$, $p < .01$). The Turkish adaptation items' factor loads change between .48 and .81 and for the construct validity of MAAS, explanatory and confirmatory factor analysis were performed and the results demonstrated that there was a strong

single factor model. It has internal consistency with a .80 Cronbach Alpha. Also, the Turkish version has a .86 correlation in the test-retest for reliability. The criterion-related validity of this measure was examined in connection to other relevant scales, including the Self Compassion Scale, Positive and Negative Affect Scale, and Depression, Anxiety and Stress Scale revealing significant correlations among them. Overall, the Turkish MAAS possesses adequate validity and reliability to measure mindfulness levels (Özyeşil et al., 2011).

In the present study, Cronbach Alpha coefficient for the MASS was computed and found as .81.

3.3.2. The Procrastination Assessment Scale-students (PASS)

Procrastination Assessment Scale-students (PASS) which was developed by Solomon and Rothblum (1984), was used to measure students' academic procrastination. The PASS is a self-report that contains 44 items and two parts. First Part has 18 questions, and 5-point Likert scale is used to evaluate students' procrastination levels (1 = *Never procrastinate* – 5 = *Always procrastinate*), their perception about it (1 = *Not at all a problem* – 5 = *Always a problem*) and their wish to decrease it (1 = *Do not want to decrease* – 5 = *Definitely want to decrease*). The first part measures the prevalence of procrastination across six domains of academic performance that are writing a term paper, performing academic tasks, studying for an exam, keeping up weekly reading assignments, performing administrative tasks, attending school meetings. To find the total score of this part, first 12 question is summed, and scores reveal ranging from 12 to 60 and scores and low scores mean low procrastination in contrast high scores demonstrates high procrastination. In the second part, the instrument assesses possible reasons for procrastination with 26 items that examines the reasons of procrastination which are fear of failure, risk taking, laziness and rebellion against control. The PASS possesses sufficient reliability and validity. Factor analysis showed two main factors to procrastinating: fear of failure and aversiveness of the task. For the test-retest reliability over a six-week interval; coefficients are .74 for Part 1 and .65 for Part 2. Coefficient alpha score was found .84 because of ensuring reliability. For validity evidence, self-paced

quizzes and the PASS have a significant positive relationship on writing a term paper ($r = .24$, $p < .01$), studying for exams ($r = .19$, $p < .01$), and doing weekly readings ($r = .28$, $p < .05$) (Solomon & Rothblum, 1984).

The Turkish version of the PASS, which was adapted by Uzun Özer (2005), to evaluate tendency for academic procrastination of Turkish university student sample. The Turkish version has the same number of items and type with the original version of scale. The Turkish version has four dimensions in factor analysis; fear of failure, risk-taking, laziness, and rebellion against control. However, differentiation in culture can be accounted for by the change in factor structure. Thus, the Turkish version of PASS has adequate internal validity with .86 Cronbach's alpha for whole scale, and the subscales of the first part were .68 for procrastination frequency, .65 for issue causation, and .81 for desire to reduce. In addition, the internal consistency coefficients (Cronbach's alpha) of the factors in the second section were .86 for fear of failure, .69 for risk-taking, .61 for sloth, and .66 for revolt against authority. Taking all this into account, the Turkish version of PASS was determined to be a reliable measuring instrument. Moreover, the study aims to determine the intensity of students' procrastination, using Part 1 of the Turkish- PASS was used for the research.

In the present study, Cronbach Alpha coefficient for the PASS was computed and found as .70.

3.3.3. The Academic Motivation Scale (AMS)

Vallerand et al. (1992) developed the Academic Motivation Scale (AMS) based on the Self-Determination Theory (Deci & Ryan, 1985; 2000). It is a 28-item, 7-point Likert self-report scale used to evaluate students' academic motivation. The sacle has response options ranging from 1 (*does not correspond*) to 7 (*corresponds perfectly*). Higher scores on each subscale represent a greater degree of the associated sort of motivation and the total score calculated by excluding the amotivation subscale reflects a high level of academic motivation. The AMS is composed of seven subscales that represent three types of intrinsic motivation (knowledge,

accomplishment, and stimulation), three types of extrinsic motivation (external regulation, introjected regulation, and identified regulation), and amotivation and each sub dimension has four items. According to show the reliability and temporal stability of The AMS has internal consistency with .81 Cronbach alpha and .79 test re-test correlation. Also, confirmation factor analysis endorses the Academic Motivation Scale's seven-factor structure which demonstrates factorial validity. Lastly, the AMS has concurrent and construct validity with other scales such as Text Anxiety Inventory and Communal Mastery Scale.

The Turkish version of the Academic Motivation Scale which was adapted by Ünal Karagüven (2012). Like in the original form the Turkish version has 28 item 7-point Likert scale. The scale has .87 Cronbach alpha value with English version. Also, confirmatory factor analysis results were revealed construct validity with seven sub-scales of academic motivation. Additionally, the findings of factor analysis indicated that all items reflected a single underlying construct, and therefore, excluding the amotivation subscale, a total motivation score could be computed. For the internal consistency, Cronbach's alpha measures demonstrates that the Turkish version of the AMS's sub-scores were between .67 and .87. To determine the reliability of the Turkish version of the AMS, the internal consistency coefficient and standard error of measurement were applied. As a result, the scale was modified into Turkish, demonstrating sufficient reliability and validity, so indicating that the AMS could be used in a Turkish university students' sample.

In the present study, Cronbach Alpha coefficient for the AMS was computed and found as .90.

3.3.4. Demographic Information Form

A demographic information form which consists of questions about gender, age, department, grade level, and CGPA-Cumulative Grade Point Average.

3.4. Data Collection Procedure

Data collection procedures started by getting permission from the Middle East Technical University Human Subjects Ethics Committee. For implementation scales

ethically, the consent form includes voluntary participation, the right to leave the study, the purpose, confidentiality, and potential harm such as being measured. The data was collected in paper. The administration of the instruments was carried out by the researcher and lecturer during class hours during the first half of the course after obtaining the necessary permissions from the Dicle University faculty of education members. After entering the class, the necessary information about the study was given by the researcher and the scales were applied to the volunteer students. According to data collection procedures, four instruments' results were collected without time interval to control mortality threats. Also, Solomon and Rothblum (1988) emphasize that time (early, middle, and late of the semester) significantly affects the results of the PASS; students who attended the measure late in the semester reported more procrastination. Thus, collecting data in the early and middle of the semester can give a clearer picture of the procrastination level of students; for this reason, the data was collected in the middle of the semester in April 2025. The researcher highlighted the need for honest participation, the necessity of responding to all questions, and the confidentiality of the obtained data, with both verbal and written communication. The execution of the data collecting operation took around twenty minutes. Before starting the scales, subjects filled out the information about gender, age, cumulative grade point average and grade level to present demographic variables in analysis.

3.5. Description of the Variables

3.5.1. Predictor Variables

Mindfulness: The total scores measured by the 15-item Mindful Attention Awareness Scale.

Academic motivation: The total scores measured by 24-item The Academic Motivation Scale excluding amotivation subscale.

3.5.2. Outcome Variable

Academic procrastination: The total scores measured by 12-item first part of the Procrastination Assessment Scale-students (PASS).

3.6. Data Analysis

This quantitative research design was analyzed with descriptive and inferential statistics. Statistical Package of Social Sciences 25 (SPSS) was used for statistical calculations. Firstly, the data screening procedures were done so erroneous entries and missing values were checked. Then, multivariate and univariate outlier analyses were conducted, and data were cleaned. Next, assumptions testing was carried out and normality, univariate normality, homoscedasticity, linearity, independence of errors and multicollinearity assumptions were met with the criteria. Also, for the scales of the study, reliability analysis with Cronbach's alpha was conducted, and all scales were proven to be reliable. After that, to summarize the data demographic features (gender, grade level, cumulative grade point average), frequency, mean, standard deviation, and range of the sample were gathered. The types of instruments are both the Likert-type scale and ratio scale, and the variables (mindfulness level, academic procrastination and academic motivation) are continuous. Inferential statistics were utilized to determine correlations among mindfulness, academic motivation, and academic procrastination. As a final step, the simple mediation analysis was done to determine the mediator role of academic motivation in the relationship between mindfulness level and academic procrastination. SPSS PROCESS Macro (Hayes, 2022) was recruited to perform simple mediation analysis and alpha level of .001 was set as criterion for statistical significance of analyses in the study.

3.7. Limitations of the Study

The current research has some limitations that must be recognized. Firstly, the cross-sectional nature of the study prevents conclusions about causality among variables of the study. The research did not use random sample procedures, hence limiting the generalizability of the results. The sample included 650 university students from Faculty of Education in a state university in Turkey that may limiting comprehensive representation of the extended university student population. Although, comparing academic domains may be suitable in the same faculty because of the academic profile of the students, this may limit generalization of the study. The findings are

based on data collected in a Turkish university setting, which may limit applicability to students in different cultural or educational contexts. Also, the use of convenience sampling resulted in an imbalanced gender distribution, with a greater number of female participants. The imbalance of gender distribution may result of the typically greater involvement of female students in survey-based psychological research and more female students in faculty of education.

Furthermore, the research' instruments are self-report assessments, so that participants' replies may have been affected by social desirability bias or a propensity to portray oneself positively, thereby compromising the accuracy of the reported levels of mindfulness, academic motivation, and procrastination. Since all data were collected via self-report in a single session, there is a risk of common method variance influencing the results.

An additional restriction is about range of variables. The research examined the mediating influence of academic motivation in the relationship between mindfulness and academic procrastination but excluded other potentially significant academic or psychological factors such as perceived academic stress, and self-regulation mechanisms. Incorporating these important characteristics in future research may provide a broader understanding of the processes behind academic procrastinating tendencies. Another limitation concerns the proportion of variance explained by the model. Although the relationships among mindfulness, academic motivation, and academic procrastination were statistically significant, the overall explained variance was relatively low. This suggests that other unexamined variables may play a substantial role in influencing academic procrastination. Future research should consider including additional psychological, contextual, or academic factors to enhance the explanatory power of the model.

CHAPTER 4

RESULTS

This chapter indicates the findings of the analyses conducted in the research. The first section gave the preliminary analyses and assessments of regression analysis assumptions. The second section presented the descriptive statistics for both predictor and criteria variables. The final section presented the correlations between the predictor and criteria variables. The findings of the basic mediation studies were provided in the concluding section.

4.1. Preliminary Analyses of the Study

According to Tabachnick and Fidell (2013), before conducting a simple mediation analysis that the main aim of the study, assumptions of missing data, absence of univariate outliers, normality and the sample size should be ensured to proceed next steps of the analysis. In the data screening procedure, the data were analyzed for missing or false entries and false by checking frequencies and assessing the lowest and maximum values of the variables. Scores and frequencies were assessed to ascertain their compliance with the permissible range of scores. Cases with missing data over 10% were eliminated in accordance with Tabachnick and Fidell (2013). 14 instances were excluded in this investigation. The remaining instances with missing values (N = 663) in the paper-pencil data collection were identified and substituted with mean scores with using SPSS (N = 650).

The absence of outliers was assessed using standardized item scores, with values over ± 3.29 considered univariate outliers (Tabachnick & Fidell, 2013), In this study, resulting in the exclusion of 10 instances from the dataset. Multivariate outliers were assessed using Mahalanobis distance with p < .001. Following the

exclusion of these 3 outliers from the research, data from the remaining 650 individuals were used for the analysis. Tabachnick and Fidell (2013) recommending a minimum sample size of $N \geq 50 + 8m$ for multiple regression analyses to ensure adequate statistical power and reliable estimates and the sample size of 650 with two predictor variables was accepted as a decent participants number.

Table 2. Skewness and Kurtosis

Variables	Skewness	Kurtosis
Academic Procrastination	.16	.15
Mindfulness	-.37	-.38
Academic Motivation	-.54	-.37

The univariate normality assumption was assessed by examining skewness and kurtosis values, which revealed that the absolute values of skewness and kurtosis did not exceed ±3 (table 2). Then, histograms and Q-Q plots were examined to assess univariate normality, and the findings indicated no significant deviation from a normal distribution (see Figures 2 - 7).

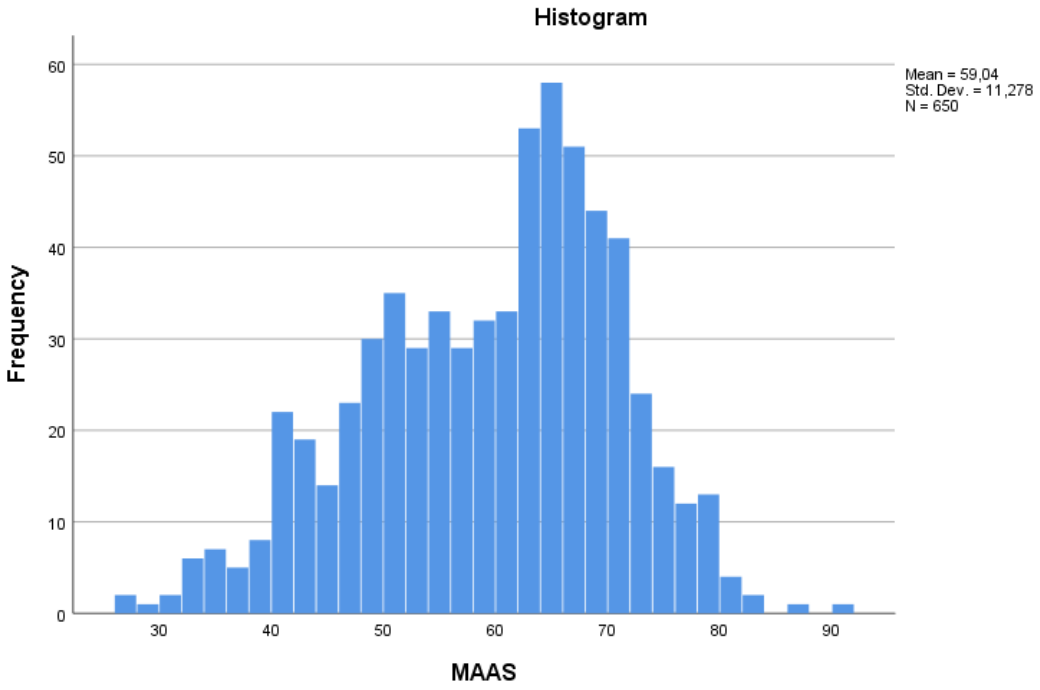

Figure 2. Histogram of Mindfulness

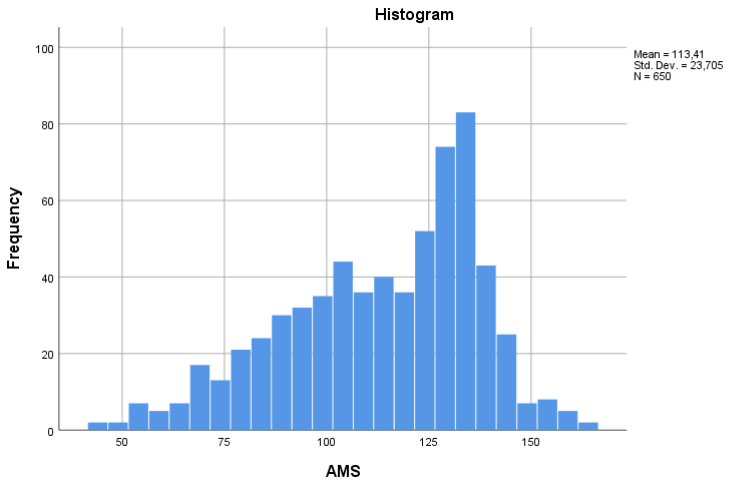

Figure 3. Histogram of Academic Motivation

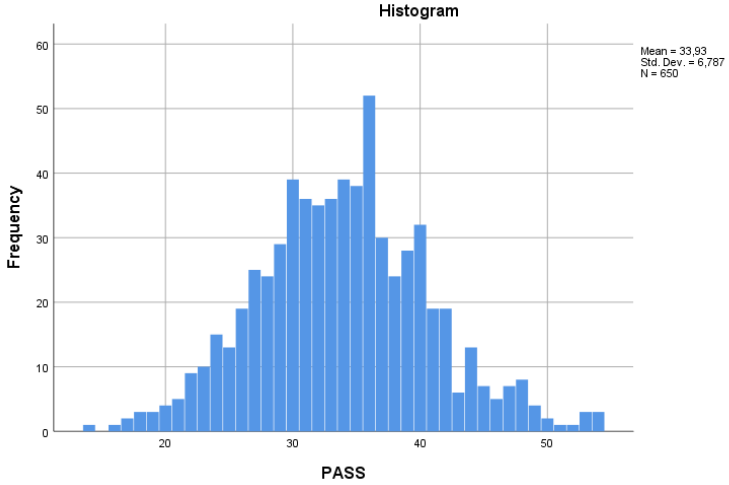

Figure 4. Histogram of Academic Procrastination

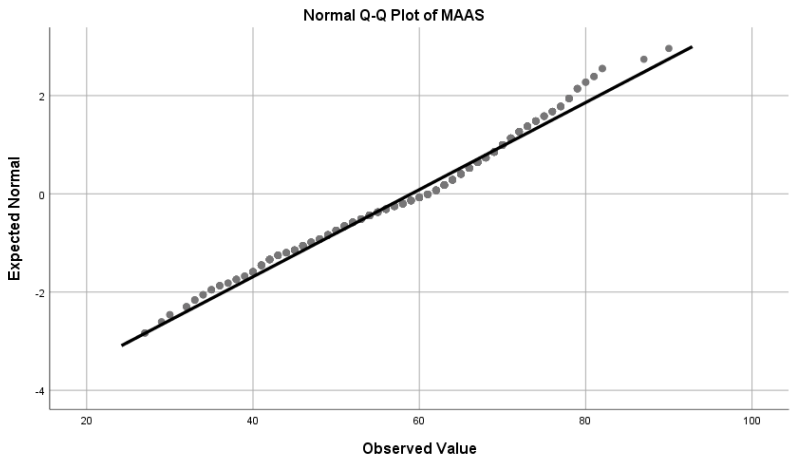

Figure 5. Q-Q Plot of Mindfulness

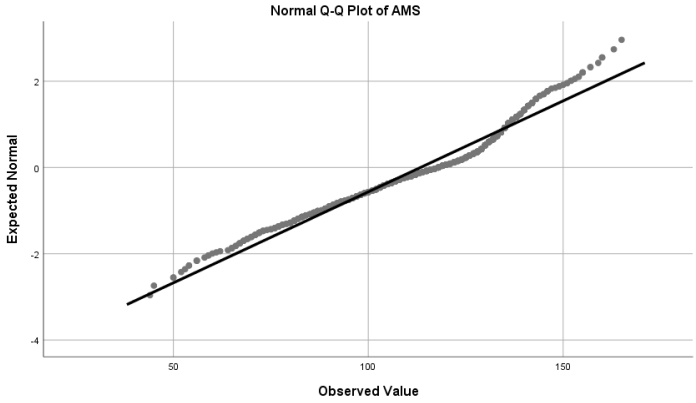

Figure 6. Q-Q Plot of Academic Motivation

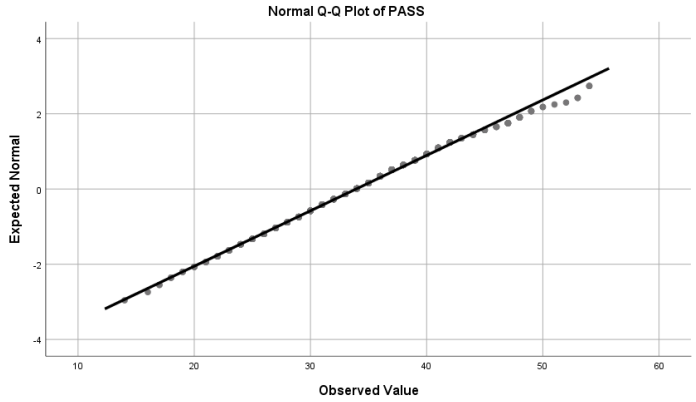

Figure 7. Q-Q Plot of Academic Procrastination

4.1.1. Assumption Check of the Variables of the Study

Prior to executing the mediation analysis concerning academic motivation, essential regression assumptions were systematically assessed. These included tests for homoscedasticity, detection of multivariate outliers, evaluation of the normality of residuals, verification of the independence of error terms, examination of linearity among variables, and diagnostics for multicollinearity, in accordance with the guidelines proposed by Tabachnick and Fidell (2013).

According to guideline of Tabachnick and Fidell (2013), for the normality of residuals assumption is assessed by analyzing the histogram and P-P plot of the standardized regression residuals. As it seen from the Figure 8, depicted a histogram form that closely resembles the normal curve, while the P-P plot of residuals approximated a 45-degree line, suggesting that the errors are normally distributed.

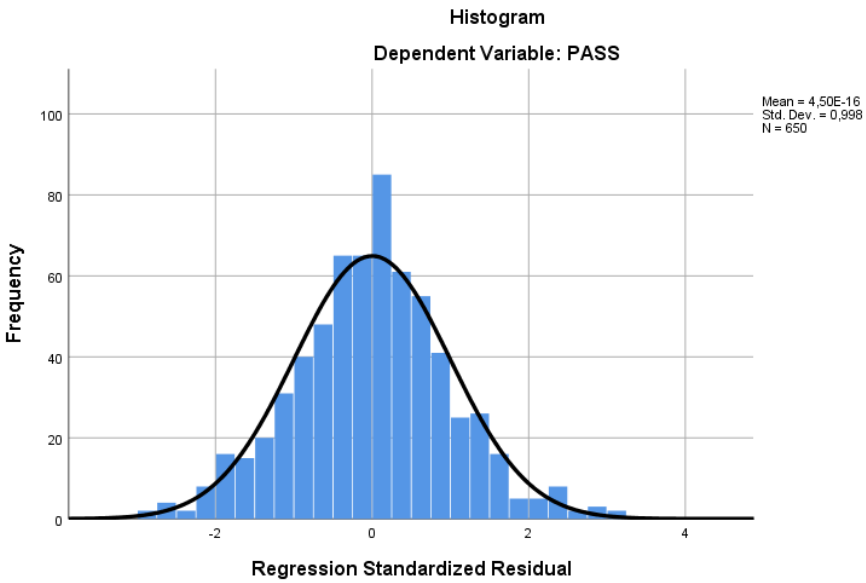

Figure 8. The histogram of standardized residuals and the normal probability plot for academic motivation

Scatterplots of regression standardized predicted values were generated to assess the homoscedasticity assumption, as recommended by Tabachnick and Fidell (2013). The residuals are scattered relatively evenly across the range of predicted values without a clear shape or systematic pattern. This suggests that the variance of the errors remains constant along the levels of the predicted outcome (Academic Procrastination), that supporting the assumption of homoscedasticity.

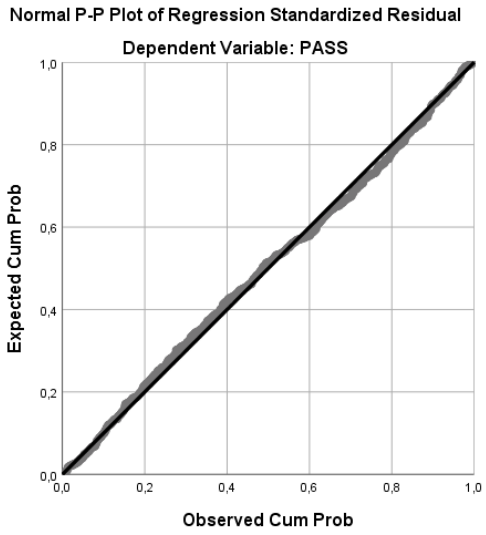

Figure 9. The P-P Plot and scatterplot regression standardized predicted values for academic procrastination

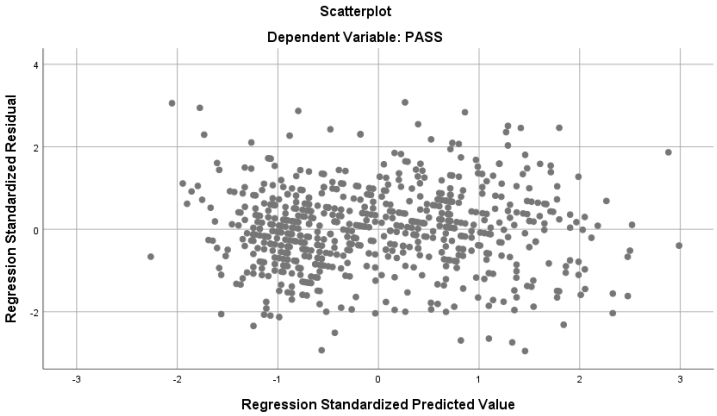

Figure 10. The P-P Plot and scatterplot regression standardized predicted values for academic procrastination

The subsequent phase was the evaluation of the independence of errors assumption. According to Tabachnick and Fidell (2013), the Durbin-Watson coefficient test should provide a result between 1.50 and 2.50. In the current research yielded a Durbin-Watson value of 1.74 for the analysis of academic procrastination.

Variance inflation factor (VIF), and tolerance values were evaluated to evaluated to determine the absence of multicollinearity assumption. Tabachnick and Fidell (2013) asserts that correlations of predictor variables should be less than .90, Menard (2002) suggests that a VIF value exceeding 4 may indicate multicollinearity concerns, and additionally, O'Brien (2007) cautions against using a universal VIF threshold, but notes that VIF values above 10 are often considered problematic. From different perspectives, VIF value of the study met with requirements with 1.11 value. Moreover, a tolerance value below .20 is commonly viewed as indicative of multicollinearity issues (Menard, 2002). The tolerance value of the study .90 eliminated the multicollinearity issue.

In the last phase, to assess the assumption of influential observations, Mahalanobis distance, Cook's distance, and centered leverage statistics were evaluated. In order to ensure the robustness and stability of the regression model, potential influential cases were examined through Cook’s Distance and standardized DFBETA values, as recommended by Tabachnick and Fidell (2013) who assert that Cook’s distance and standardized DFBETA Intercept values must not exceed 1. These diagnostics were

used to detect individual data points that might excessively affect the estimation of regression coefficients, thereby threatening the validity of the model's results. According to the analyses of the study, for academic procrastination produced values < 1. Multivariate outliers were examined by Mahalanobis distance at $p < .001$ criterion and excluding these total 3 multivariate outliers from the study, data from the remaining 650 participants were used for the main analysis. Centered Leverage value calculated by using a formulation of $3(k+1)/n$ (k means number of predictors, n means number of participants) (Stevens, 2009). Although a case slightly exceeded the leverage cutoff proposed by Stevens (2009), it did not show extreme value trait in combination with Cook's Distance, Mahalanobis distance and standardized residuals, suggesting that these observations do not pose a substantial threat to the overall stability of the regression model. As a result, assumption of multivariate outliers was confirmed for the study.

4.2. Descriptive Statistics of the Variables of the Study

Means and standard deviations of the criterion and predictor variables with demographic variables (gender, grade level, and cumulative grade point average) demonstrated that female participants reported more academic procrastination (M = 34.01, SD = 6.92), and male participants reported more mindfulness level (M = 59.66, SD = 11.19) and academic motivation (M = 115, SD = 22.56). Secondly, in the terms of grade level, academic procrastination has highest score in fourth- grade students (M = 34.77, SD = 7.31), the second-grade students have highest rate in predictor variables that are mindfulness (M = 60.32, SD = 10.88), and academic motivation (M = 117.17, SD = 21.70). Lastly, from the standpoint of cumulative grade point average, students who have very high GPA reported the highest academic procrastination (M = 34.57, SD = 6.47), on the contrary, students who have low GPA reported highest in predictor variables that are mindfulness (M = 60.04, SD = 10.84), and academic motivation (M = 120, SD = 21.62).

4.3. Correlations Between Study Variables

Correlation analyses were implemented to understand the relationship between mindfulness, academic motivation and academic procrastination. The results were

presented in the below (see Table 3). The results affirmed a significant and positive correlation between academic motivation and mindfulness (r = .31, p < .01). On the other hand, two significant negative relationships were found between predictive variables and the criterion variable. Academic procrastination has a significant negative relationship with mindfulness (r = -.32, p < .01). and again, a significant negative correlation with academic motivation (r = -.27, p < .01). Noticeably, the association between mindfulness and academic procrastination was identified as the most significant among the variables. Lastly, these outcomes supported the execution of regression analysis. Given these results, it is reasonable to analyze the mediating role model.

Table 3. Pearson Correlation Coefficients (r) for Interrelationships Between Variables

Variables	1	2	3
1. Mindfulness	-		
2. Academic Motivation	.31**	-	
3. Academic Procrastination	-.32**	-.27**	-

**p < .01

According to Tabachnick and Fidell (2013) the correlation table was examined to prevent multicollinearity between the predictive factors and the mediator. If the correlation between predictor variables exceeds .90, one variable should be eliminated to mitigate multicollinearity, which may introduce uncertainty and obscure mediation connections (Tabachnick & Fidell, 2013). The results of the study affirmed that he relationship between the predictor variables (mindfulness and academic motivation) did not exceed the recommended threshold, as seen in the Table 3. Therefore, there was no multicollinearity between the predictor variable (mindfulness) and the mediator variable (academic motivation) in this study, and no multicollinearity assumption was also satisfied by the results.

4.4. Main Analyses

The mediation analysis results examining whether academic motivation had a significant mediating role in the relationship between mindfulness and academic

procrastination were demonstrated below. First, the model in which mindfulness predicted academic procrastination was illustrated in model A (see Figure 11). The standard estimate value for the relationship between mindfulness and academic procrastination was found to be -.33.

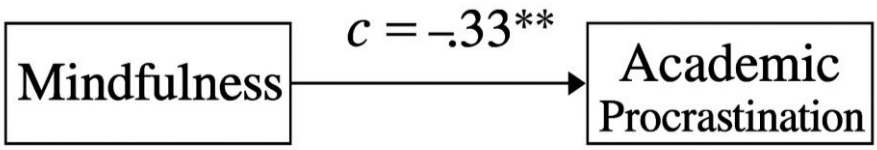

Figure 11. Model A: Total effect of mindfulness on academic procrastination

Mindfulness variable significantly and negatively predicted academic procrastination (β = -.33, *SE* = .02, $p < .001$). Additionally, mindfulness levels accounted for 11% of the variance in academic procrastination. In the next step, the mediator variable, academic motivation was added to the model. (see Figure 12). In terms of Model A and Model B, there is a change in the correlation coefficient of mindfulness and academic procrastination from -.33 to -.27.

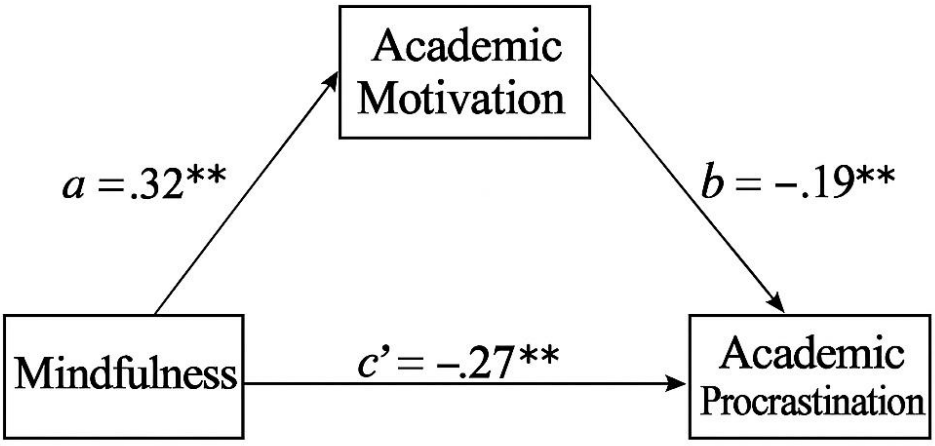

Figure 12. Model B: Simple mediation model

In the light of the model B, mindfulness levels significantly and negatively predict academic procrastination (β = -.27, *SE* = .02, $p < .001$). Also, mindfulness significantly and positively predicts academic motivation (β = .32, *SE* = .08, $p < .001$). Lastly, academic motivation significantly and negatively predicts academic

procrastination (β = -.19, *SE* = .01, p < .001). The model B explained 14% of the variance in academic procrastination. The results of path analyses of Model A and Model B are presented in Table 4.

Table 4. The Results of Path Analyses of Model A and Model B

Model A	Predictor Variable	Outcome Variable				
		β	*SE*	*t*	*p*	R^2
		Academic Procrastination				
	Mindfulness	-.33	.02	-8.830	.000	.11
Model B		Academic Procrastination				
	Mindfulness	-.27	.02	-6.99	.000	.14
	Academic Motivation	-.19	.01	-4.91	.000	
		Academic Motivation				
	Mindfulness	.32	.08	8.438	.000	.10

***p* < .001

As it seen in the Table 6, the results of the study revealed a significant indirect effect of mindfulness on academic procrastination (*β* = -.06, *p* < .001, 95 % CI [-.10, -.02]) because zero did not fall within the range of the confidence intervals. In addition, the direct effect of mindfulness on academic procrastination in the presence of the mediator (academic motivation) was found significant (*β* = -.27, *p* < .001, 95 % CI [-.22, - .10]) because of zero did not fall within the range of the confidence intervals. Also, the total effect of mindfulness on academic procrastination was significant (*β* = -.33, *p* < .001, 95% CI [-.26, -.14]). This means the partial mediating function of the academic motivation variable is confirmed by the results.

The academic motivation variable is seen as a partial mediator in the relationship between mindfulness and academic procrastination, because the indirect path through academic motivation was significant, yet the direct effect of mindfulness on academic procrastination remained significant indicating that academic motivation accounts for only part of the total effect. Results indicated that mindfulness had a significant effect on academic procrastination via the mediating (indirect) effect of academic motivation.

Table 5. Standardized Total, Direct and Indirect Effects for Mediation Analyses

Variables	Academic Procrastination		
	Direct – 95%CI	Indirect– 95%CI	Total– 95%CI
Mindfulness	-.27**[-.22, -.10]	-.06**[-.10, -.02]	-.33**[-.26, -.14]

**$p < .001$

4.5. Summary of the Results

The present study's the findings of the research, starting with preliminary analyses to ensure the assumptions for mediation analysis were met. Data screening resulted in the exclusion of 27 participants due to missing values and outliers and leaving a final sample of 650 university students. All regression assumptions—normality, linearity, homoscedasticity, independence of errors, and absence of multicollinearity—were satisfied based on diagnostic tests such as skewness, kurtosis, P-P plots, Durbin-Watson statistics, VIF, and Cook's Distance.

Correlation analysis showed that academic motivation was positively correlated with mindfulness and negatively correlated with academic procrastination. Mindfulness also had a significant negative correlation with academic procrastination and these correlations supported the conditions for mediation analysis.

Mediation analysis confirmed that academic motivation partially mediated the relationship between mindfulness and academic procrastination. While mindfulness had a significant total effect on academic procrastination (β = -.33), its direct effect remained significant even after including academic motivation in the model (β = -.27), and the indirect effect through academic motivation was also significant (β = -.06). Thus, academic motivation plays a partial mediating role, explaining some part of the link between mindfulness and academic procrastination.

CHAPTER 5

DISCUSSION

The last chapter examined the study's results about prior literature findings. This chapter also encompasses the implications derived from the study results and offers suggestions for further research.

5.1. Discussion of the Findings

The present study investigated the mediating role of academic motivation in the relationship between mindfulness and academic procrastination. In the interest of understanding the mediator role, a simple mediation analysis was conducted. In the first part, correlations between academic procrastination, mindfulness and academic motivation were examined, and the results revealed that there is a significant and negative relationship between mindfulness and academic procrastination. According to the first hypothesis of the study, the outcome aligns with the existing literature. In other words, students with higher mindfulness levels tended to delay academic tasks less frequently. Additionally, this finding aligns with a growing body of research highlighting the role of mindfulness in enhancing self-regulation, reducing impulsivity, and promoting goal-oriented behaviors in academic settings (Cheung & Ng, 2019; Jayaraja et al., 2017; Sirois & Tosti, 2012). The possible explanation for the results can be that mindfulness, often conceptualized as the capacity to remain present and attentive to current experiences with a non-judgmental attitude (Kabat-Zinn, 1994), has been linked to better emotional regulation and metacognitive awareness (Brown & Ryan, 2003). These characteristics help students manage academic-related stress and reduce avoidance behaviors, which are often at the core of procrastination (Scent & Boes, 2014). For instance, particularly Jayaraja et al. (2017) demonstrated that mindfulness-based training reduced procrastination among

college students by fostering adaptive coping and increasing task engagement. Similar to the results, Cheung and Ng (2019) found that dispositional mindfulness was inversely related to academic procrastination and positively associated with time management and emotional clarity.

In the light of culture-based literature, the Turkish higher education context, where students often face high-stakes standardized exams and competitive academic environments, these results gain even more relevance because assessment systems and social expectations can contribute to academic procrastinating tendencies (Day et al., 2000). On the other hand, the studies on the topic confirmed that students with elevated mindfulness levels may be more resilient to these pressures, utilizing their present-moment awareness and non-reactivity to approach academic demands more constructively (Özyeşil & Ögel, 2014; Dressler & Gulev, 2021). A study conducted by Şenlik (2020) further supports these findings in the Turkish context by demonstrating a significant negative relationship between university students' mindfulness levels and their tendencies toward academic procrastination. The research highlights that students with higher mindfulness scores exhibit lower levels of procrastination, depression, anxiety, and stress, suggesting that mindfulness serves as a psychological buffer against both emotional and behavioral challenges in academic life. These results emphasize the importance of cultivating mindfulness skills among students to enhance their emotional resilience and academic functioning in highly demanding educational environments.

Regarding the second hypothesis, the findings of the present study revealed that mindfulness was a significant and positive predictor of academic motivation among university students. As an alternative explanation, students who exhibit higher levels of mindfulness tend to be more intrinsically and extrinsically motivated in their academic pursuits or tasks. This relationship is consistent with previous literature and indicates that mindfulness contributes to a greater sense of purpose, autonomy, and engagement in learning processes, which are relevant patterns with academic motivation (Brown et al., 2007; Donald et al., 2020; Howell & Buro, 2011). Mindfulness enhances individuals' ability to stay focused on present academic tasks while reducing the influence of distracting thoughts or emotional impulsivity (Ali et

al., 2022; Ryan et al., 2021; Shapiro et al., 1998). For this reason, through these mechanisms, mindful students may experience increased clarity regarding academic goals, better emotional regulation, and a more substantial commitment to academic success, and all of these are crucial components of academic motivation (Deci & Ryan, 2000). As in this study, numerous empirical studies support the notion that students with higher levels of mindfulness may be more capable of impulse regulation, which helps them stay focused on long-term academic goals. For example, Donald et al. (2020) conducted a systematic review and meta-analysis study, and the results indicated that university students with higher mindfulness scores reported stronger intrinsic motivation, notably in contexts that require self-discipline and delayed gratification. Similarly, Ryan et al. (2021) observed that mindfulness elevates motivation by supporting self-determination needs such as competence and relatedness. These findings and the results of the study suggest that mindfulness may not only buffer the adverse effects of stress but also actively develop and promote motivational engagement in learning activities, thereby enhancing academic motivation.

According to the Turkish higher education context, where students often face strict academic expectations, family pressure, and national examination systems, developing mindfulness may serve as a protective factor that strengthens students' internal drive and adaptive coping strategies (Kocabal & Ceylan, 2022). Students who have higher mindfulness levels may be better equipped to manage academic demands without disengagement or amotivation.

In accordance with the third hypothesis, the findings of the present study demonstrated that academic motivation is a significant negative predictor of academic procrastination. This result indicates that students with higher levels of academic motivation tend to procrastinate less in their academic responsibilities. The adverse relationship between motivation and procrastination has been consistently documented in the literature and aligns with the result of the study. To support the findings of the study, there are several research studies reveal that students who are more goal-directed, self-determined, and engaged in their learning are less likely to delay academic tasks (Day et al., 2000; Schraw et al., 2007; Senécal et al., 2003;

Steel, 2007). Additionally, intrinsic academic motivation is crucial for cultivating determination, effective time management, and self-regulation, all of which are essential for reducing procrastination (Cerino, 2014; Deci & Ryan, 1985; Oram & Rogers, 2022). Motivated students are less likely to initiate on their academic tasks, establish realistic academic objectives, and sustain their efforts toward completion, especially when confronted with difficulties or obstacles (Klassen et al., 2010; Vij & Lomash, 2014). These sophisticated abilities support sustaining academic engagement in learning. Additionally, the literature has shown that students with low academic motivation can exhibit procrastination, as it contributes to avoidance behavior (Van Eerde, 2003). Likewise, students who have high levels of academic motivation are driven by interests, values, and internal and external rewards that assist them in remaining task-focused and resilient against distractions (Balkis & Duru, 2009). Moreover, the findings of the study are relevant to the Turkish higher education context studies. In such environments, fostering the students' academic motivation becomes essential not only for academic performance but also for mitigating the risk of maladaptive behavioral patterns, such as procrastination (Akpur, 2017; Artan et al., 2024; Saracaloğlu et al., 2020). When all of these are taken into consideration, the result of the third hypothesis is aligned with existing research.

Lastly, the most critical finding of the present study was the confirmation of the mediating role of academic motivation in the relationship between mindfulness and academic procrastination. Specifically, the results of the mediation analysis indicated that mindfulness had a significant positive effect on academic motivation, which negatively predicted academic procrastination. The findings indicate that the positive effect of mindfulness on reducing academic procrastination may largely be attributed to its ability to improve academic motivation. This finding aligns with previous theoretical frameworks, particularly Self-Determination Theory, which emphasizes the role of autonomous motivation in promoting adaptive academic behaviors and reducing avoidance tendencies (Deci & Ryan, 1985). According to this perspective of Self-Determination Theory, students who have higher levels of self-awareness and autonomy that are positively affected by mindfulness tend to internalize academic goals, leading to increased motivation and reduced procrastination behavior (Ryan &

Deci, 2006; Vansteenkiste et al., 2006). In academic contexts, students who feel autonomous and competent tend to experience higher intrinsic motivation, which leads to more adaptive outcomes such as persistence, engagement, and reduced procrastination (Griffin, 2016; Pelikan et al., 2021; Yengkopiong, 2025). Mindfulness, present-moment awareness and non-judgmental acceptance may support these basic psychological needs by fostering self-regulation and internalization of academic goals (Evans et al., 2009; Short et al., 2016). In this sense, Self-Determination Theory provides a theoretical basis for examining how mindfulness enhances academic motivation reduces procrastinatory behaviors and helps explain the underlying mechanism that connects attentional processes with motivational orientation in student functioning.

In addition, there is some research that may explain the possible pathways among mindfulness, motivation, and procrastination. For instance, Jahantigh et al. (2024) demonstrated that mindfulness training not only increases students' attention regulation, which is closely connected with procrastination but also enhances their intrinsic motivation for learning. More motivated students are better equipped to initiate academic tasks, persist in the face of difficulties, and exhibit consistent behavior, all of which are negatively correlated with procrastination (Day et al., 2000; Steel, 2007). Furthermore, from a psychological perspective, mindfulness may foster an internal mechanism that supports motivational functioning. Through increased present-moment awareness and reduced cognitive interference, mindful students may experience a sense of academic purpose and self-determined engagement (Ryan et al., 2021). So, procrastination, which is typically characterized by intention-action gaps, self-doubt, and impulsivity (Schouwenburg, 1992), is affected by the mechanism of a stronger motivational stance, which decreases the likelihood of academic procrastination.

Regarding the results of the study, the role of academic motivation that is promoted by mindfulness becomes particularly vital because mindfulness practices that enhance autonomy, emotional clarity, and non-judgmental awareness may help students reframe their academic experiences in a more self-determined and value-driven manner. As a result, this motivational rise may serve as a counterbalance to procrastinatory tendencies and enhance academic persistence and success.

5.2. Implications for Practice

The findings of the present study offer several implications for mental health professionals, educational psychologists, university counseling services, and higher education policymakers. First and foremost, the confirmation of the mediating role of academic motivation in the relationship between mindfulness and academic procrastination highlights the importance of developing integrated interventions that not only aim to reduce academic procrastination in a direct way but also focus on strengthening students' motivational structures through mindfulness practices. In this regard, mindfulness-based programs such as Mindfulness-Based Stress Reduction (MBSR) or brief mindful breathing sessions may be adapted and integrated into university mental health centers to enhance students' academic motivation and reduce postponement behaviors. Likewise, Zeidan et al. (2010) and Cash and Whittingham (2010) conducted mindfulness-based interventions for university students, and their findings supported elevated self-regulation ability, improved emotion regulation, enhanced psychological well-being, and reduced levels of anxiety and depression. On the other hand, considering that academic procrastination is not merely a time management issue but rather a multifaceted self-regulation problem, interventions that target only behavioral aspects (e.g., planning and scheduling) may result in failure to reduce the maladaptive behavior. Therefore, university counseling services or student development programs should consider the effectiveness of academic motivation by promoting autonomy, emotional regulation, and task value awareness that is supported through mindfulness practices (Donald et al., 2020).

Moreover, in Turkish university context what is procrastination rate is on the high side, so policymakers in higher education may consider implementing institution-wide psychoeducational programs that teach mindfulness skills and motivational goal-setting techniques to compete with academic procrastination and its adverse effects (Mawarni et al., 2024). For example, these may be included in university orientation programs for students who have academic procrastination, career services, or academic counseling curricula to enhance student well-being and resilience throughout their academic journey (Arafa, 2024). Policymakers in higher

education may consider implementing institution-wide psychoeducational programs that teach mindfulness skills and motivational goal-setting techniques to combat academic procrastination and its adverse effects. Additionally, preventive initiatives mentioned above could be informed at the departmental or faculty level. Faculty advisors and instructors can be trained to recognize signs of chronic procrastination and motivational disengagement and to direct students to supportive resources.

What is more, digital tools and applications may be utilized to promote mindfulness levels that foster self-regulation and motivation among university students (Hammill et al., 2023). According to the results of the study, with digital tools that help to increase mindfulness level of students may enhance academic motivation of procrastioners and resulted with lower level of academic procrastination. Given that mobile applications or online platforms offering brief mindfulness exercises, motivating prompts, or personalized goal reminders may function as accessible and economical support systems for students experiencing academic procrastination (Jha et al., 2023). Universities may consider collaborating with mental health experts to develop or support these tools, and the study reveals that ensuring their significance and efficacy within local academic and cultural frameworks is crucial.

Consequently, the results of this research may guide policy-level projects focused on curriculum design. Incorporating courses or modules that include emotional awareness and attentional training that core elements of mindfulness may help students develop motivation, thereby reducing maladaptive habits such as procrastination Since these psychological qualities correlate with academic achievement and long-term success, fostering them at the institutional level might enhance both individual student achievements and overall institutional performance, as well as improve student retention (Natalia et al., 2024).

5.3. Recommendations for Further Research

This research examines the mediating role of academic motivation in the relationship between mindfulness and academic procrastination among university students in Turkey. Nevertheless, considering the previously outlined limitations, various

suggestions may be proposed for future studies to enhance the strength and usefulness of the results. Initially, all data in the present investigation were obtained by self-report instruments. Despite the use of validated and reliable measurement instruments, self-reports are susceptible to biases, including social desirability and distorted self-perception. Future research may enhance its findings by integrating self-report data with other methodologies, such as behavioral monitoring (e.g., real procrastinating behaviors via assignment submissions), interviews, or diary-based evaluations, to get a more holistic understanding of the variables.

Secondly, the correlational design is restricted to examining causal inferences among mindfulness, academic motivation, and academic procrastination. Hence, future studies may use longitudinal or experimental approaches to determine temporal or causal correlations. Additionally, intervention studies that utilize mindfulness-based techniques and assess their effects on students' motivational patterns and procrastination behaviors may provide more definitive evidence for their applicability in educational contexts.

Subsequently, the results may have limited generalizability in terms of methodology since the present study's sample relied on a convenience sampling method of college students. To improve the variety and representativeness of the sample, future research should consider using stratified or random sampling techniques. In addition, the study includes students from only a state university in the Faculty of Education in Turkey; therefore, including students from other academic fields, grade levels, or institutions might enhance the generalizability of the results.

Furthermore, although academic motivation has been investigated as a mediator, the association between mindfulness and procrastination may also be influenced or moderated by other psychological constructs, such as academic self-efficacy, self-regulated learning strategies, or time management abilities (Klassen et al., 2007; Sirois, 2014). Given that future models incorporating these characteristics would provide a more comprehensive understanding of the psychological processes underlying academic postponement behaviors.

Further research may be conducted on how gender and cultural variables influence academic procrastination, academic motivation, and mindfulness. Research involving underrepresented groups such as postgraduate students and working students or cross-cultural comparative studies may advance our knowledge of how contextual factors influence these categories (Arrindell, 2003; Steel, 2007)

In addition to the above, future studies should strive for greater gender balance and explicitly examine potential gender differences in the mindfulness academic motivation and procrastination pathways. Employing stratified or purposive sampling to ensure adequate representation of all gender identities would both enhance generalizability and allow for meaningful tests of moderation by gender. Moreover, to address common method variance inherent in self-report designs, researchers might adopt multi-wave or temporally separated data collection (e.g., measuring mindfulness, academic motivation, and academic procrastination at distinct time points of the semester) and include statistical controls such as marker variables.

Finally, incorporating additional psychological and contextual variables could substantially enrich the explanatory power of the model. For example, perceived academic stress might serve as a mediator or moderator alongside motivation, accounting for variance left unexplained by motivation alone. Mixed-methods approaches such as quantitative surveys with diary studies, interviews, or focus groups, would offer a broader understanding of procrastination behaviors, while the inclusion of situational factors (e.g., course workload, instructor support, or learning format) could illuminate contextual influences on students' self-regulatory processes.

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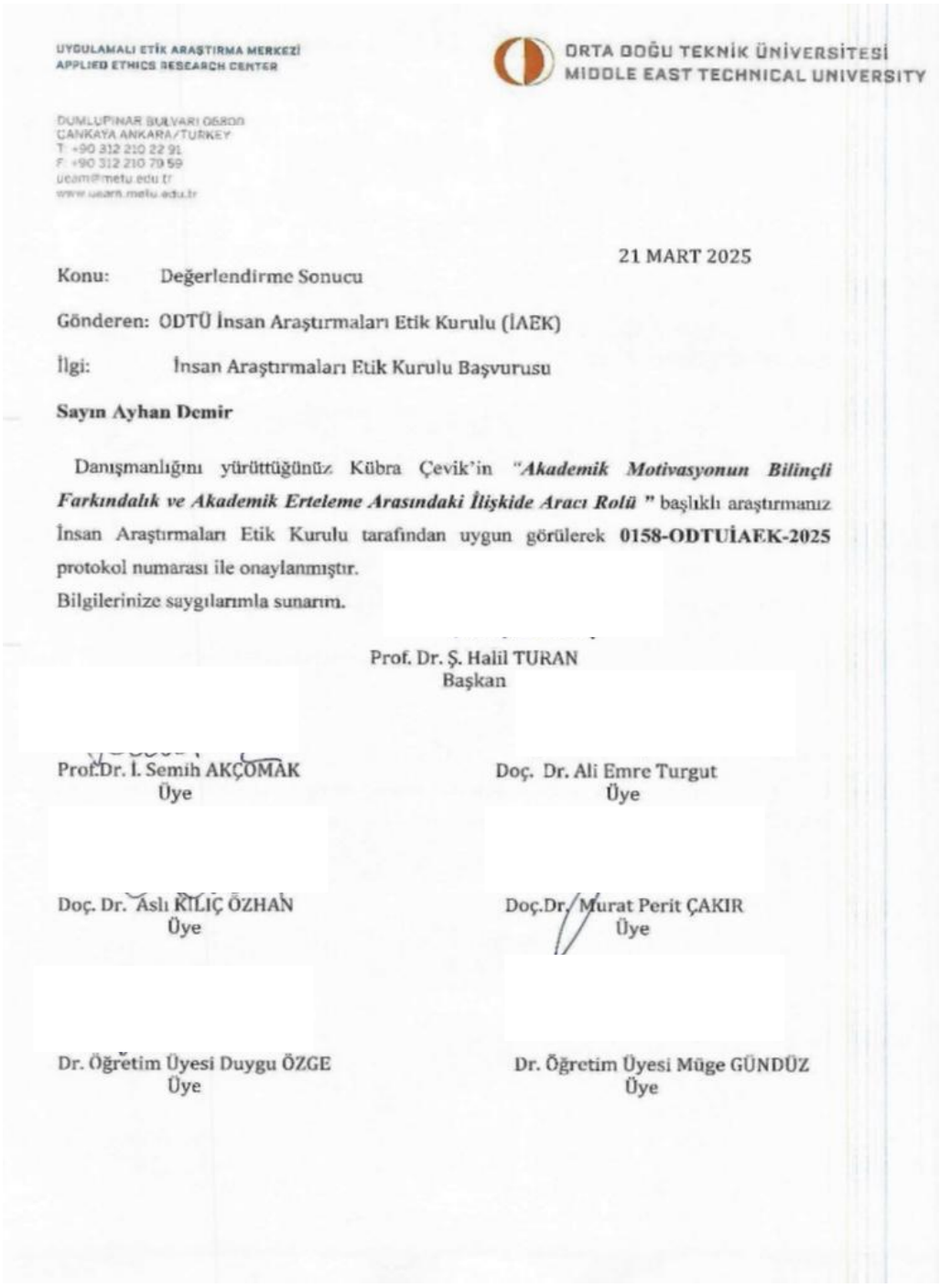
APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE



UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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21 MART 2025

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Ayhan Demir

Danışmanlığını yürüttüğünüz Kübra Çevik'in ***"Akademik Motivasyonun Bilinçli Farkındalık ve Akademik Erteleme Arasındaki İlişkide Aracı Rolü "*** başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek **0158-ODTUİAEK-2025** protokol numarası ile onaylanmıştır.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN
Başkan

Prof.Dr. İ. Semih AKÇOMAK
Üye

Doç. Dr. Ali Emre Turgut
Üye

Doç. Dr. Aslı KILIÇ ÖZHAN
Üye

Doç.Dr. Murat Perit ÇAKIR
Üye

Dr. Öğretim Üyesi Duygu ÖZGE
Üye

Dr. Öğretim Üyesi Müge GÜNDÜZ
Üye

B. INFORMED CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ Eğitim Bilimleri Bölümü Rehberlik ve Psikolojik Danışmanlık Yüksek Lisans öğrencisi Kübra Çevik tarafından Prof. Dr. Ayhan Demir danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı, bilinçli farkındalık ve akademik erteleme arasındaki ilişkide akademik motivasyonun aracı rolünü incelemektir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden araştırmacı tarafından oluşturulan Demografik Bilgi Formu, Bilinçli Farkındalık Ölçeği (Atalay vd., 2011), Erteleme Davranışı Değerlendirme Ölçeği - Öğrenci Formu (Uzun, 2005) ve Akademik Motivasyon Ölçeğini (Karagüven, 2012) doldurmanız beklenmektedir. Ölçekleri tamamlamanın yaklaşık 30 dakika sürmesi beklenmektedir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır.

Katılımınızla ilgili bilmeniz gerekenler:

Ölçekler genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Araştırma sonunda, bu araştırmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Psikolojik Danışmanlık ve Rehberlik Bölümü öğretim üyelerinden Prof. Dr. Ayhan Demir (E-posta: _____) ya da yüksek lisans öğrencisi Kübra Çevik (E-posta: _____) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.
(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad Tarih İmza
---/----/-----

C. EXAMPLES ITEMS OF MINDFUL ATTENTION AWARENESS SCALE

1	2	3	4	5	6
Hemen hemen her zaman	Çoğu zaman	Bazen	Nadiren	Oldukça Seyrek	Hemen hemen hiçbir zaman

1. Belli bir süre farkında olmadan bazı duyguları yaşayabilirim.

3. Şu anda olana odaklanmakta zorlanırım.

5. Fiziksel gerginlik ya da rahatsızlık içeren duyguları, gerçekten dikkatimi çekene kadar fark etmeme eğilimim vardır.

7. Yaptığım şeyin farkında olmaksızın otomatiğe bağlanmış gibi yapıyorum.

9. Başarmak istediğim hedeflere öyle çok odaklanırım ki o hedeflere ulaşmak için şu an ne yapıyor olduğumun farkında olmam.

D. EXAMPLES ITEMS OF ACADEMIC MOTIVATION SCALE

Hiç uyuşmuyor Biraz uyuşuyor Orta derecede uyuşuyor Oldukça uyuşuyor Tam olarak uyuşuyor
1----------2----------3----------4----------5----------6----------7

NEDEN OKULA GİDİYORSUNUZ? ÇÜNKÜ…

1. ...sadece lise diploması ile ileride iyi bir iş bulamayabilirim...

5. ...dürüst olmak gerekirse, bilmiyorum, aslında okulda boşa zaman harcıyormuşum gibi geliyor...

10. ...aslında, istediğim iyi bir iş alanına girebilmemi sağlayacak...

15. ... ileride "iyi bir hayat" yaşamak istiyorum...

20. ... zor olan akademik çalışmalarda zorlandığımı hissetmekten zevk aldığım için...

25. ... birbirinden farklı ve ilginç konuları okurken hissettiğim büyük hazdan dolayı...

E. EXAMPLES ITEMS OF PROCRASTINATION ASSESSMENT SCALE-STUDENTS

Aşağıdaki konularda ne dereceye kadar erteleme davranışı gösterirsiniz**?**

KONULAR	**Hiçbir Zaman Ertelemem**	**Ertelemem**	**Bazen Ertelerim Bazen Ertelemem**	**Ertelerim**	**Her Zaman Ertelerim**
2. Sınavlara hazırlanma	1	2	3	4	5
4. Okulla ilgili idari işler (Derslere kayıt yapma, kimlik belgesi alma vb.)	1	2	3	4	5
6. Genel olarak okul etkinlikleri (Kültürel, bilimsel, sosyal etkinlikler vb.)	1	2	3	4	5

Aşağıdaki konularda erteleme yoluna gitmeniz size ne ölçüde problem yaratır?

KONULAR	**Hiç Problem Yaratmaz**	**Problem Yaratmaz**	**Bazen Problem Yaratır Bazen Yaratmaz**	**Problem Yaratır**	**Her Zaman Problem Yaratır**
8. Sınavlara hazırlanma	1	2	3	4	5
10. Okulla ilgili idari işler (Derslere kayıt yapma, kimlik belgesi alma vb.)	1	2	3	4	5
12. Genel olarak okul etkinlikleri (Kültürel, bilimsel, sosyal etkinlikler vb.)	1	2	3	4	5

Aşağıdaki konularda erteleme eğiliminizi ne ölçüde azaltmak istersiniz?

KONULAR	**Kesinlikle Azaltmak İstemem**	**Azaltmak İstemem**	**Kararsızım**	**Azaltmak İsterim**	**Kesinlikle Azaltmak İsterim**
8. Sınavlara hazırlanma	1	2	3	4	5
10. Okulla ilgili idari işler (Derslere kayıt yapma, kimlik belgesi alma vb.)	1	2	3	4	5
12. Genel olarak okul etkinlikleri (Kültürel, bilimsel, sosyal etkinlikler vb.)	1	2	3	4	5

F. DEMOGRAPHIC INFORMATION FORM

• Cinsiyetiniz: K ( ) E ( )
• Yaşınız: .....
• Sınıfınız: .....
• Bölümünüz: .....
• Genel Akademik ortalamanız: .....

G. TURKISH SUMMARY / TÜRKÇE ÖZET

BİLİNÇLİ FARKINDALIK İLE AKADEMİK ERTELEME ARASINDAKİ İLİŞKİDE AKADEMİK MOTİVASYONUN ARACI ROLÜ

1. GİRİŞ

Üniversite öğrencilerin yaşamında oldukça sık karşılaşılan akademik erteleme, bireylerin akademik görevlerini bilerek ve isteyerek geciktirmeleri olarak tanımlanan, karmaşık ve çok boyutlu bir davranış örüntüsüdür. Literatürde, Solomon ve Rothblum (1984) akademik ertelemeyi özellikle sınavlara çalışma, ödev hazırlama gibi akademik görevlerin bilinçli şekilde son ana bırakılması olarak tanımlamıştır. Bunun yanında konuyla ilgili yapılan çalışmalar erteleme davranışının bireysel farklılıklara dayanan pek çok nedeni olduğu göstermiştir. Bunlar arasında başarısızlık korkusu, görev isteksizliği, düşük öz-yeterlik, zaman yönetimi zorlukları, mükemmeliyetçilik ve duygusal kaçınma davranışları öne çıkmaktadır (Dionne vd, 2016; Duru ve Balkis, 2014; Steel, 2007). Öğrenciler görevleri yerine getirmemekle yalnızca akademik başarılarını olumsuz etkilemekle kalmaz, aynı zamanda stres, suçluluk ve depresyon gibi psikolojik sonuçlarla da karşı karşıya kalırlar (Kim ve Seo, 2015; Sirois & Tosti, 2012). Türkiye bağlamında yapılan çalışmalar, üniversite öğrencileri arasında akademik ertelemenin yaygın olduğunu ve öğrencilerin yaklaşık yarısının bu davranışı sergilediğini göstermektedir (Balkıs ve Duru, 2009; Uzun Özer vd., 2009).

Diğer bir değişken olarak ele alınan bilinçli farkındalık (mindfulness) kavramı, bireyin şimdiki ana, dikkatli, yargısız ve kabullenici bir tutumla odaklanmasını ifade eden, Doğu kökenli bir psikolojik yapıdır (Kabat-Zinn, 2003). Brown ve Ryan (2003), bilinçli farkındalığın düşünce ve duyguların bastırılmaksızın gözlemlenmesini sağlayan bir yapısı olduğunu ve bu sayede bireyin duygusal sıkıntılarla baş etme becerisinin arttığını ifade etmektedir. Yapılan araştırmalar

göstermiştir ki, bilinçli farkındalık düzeyinin artması; bireyin dikkat kontrolü, öz-farkındalık, duygu düzenleme ve öz-düzenleme becerilerini geliştirmekte, bu durum da akademik bağlamda işlevselliği artırmaktadır (Brown, vd., 2007). Türkiye'de yapılan çalışmalarda da bilinçli farkındalık düzeyi ile psikolojik iyi oluş, yaşam doyumu, benlik saygısı ve kaygı düzeyi arasında anlamlı ilişkiler olduğu araştırmalara dayanmaktadır (Özyeşil, 2011; Yıldız Akyol ve Demir, 2018). Eğitim alanında ise farkındalık temelli uygulamaların öğrencilerin akademik stresle başa çıkmalarını, dikkatlerini sürdürmelerini ve duygusal tepkilerini yönetmelerini kolaylaştırdığı yönünde bulgular vardır (Meiklejohn vd.., 2012; Zeidan et al., 2010).
Akademik erteleme ve bilinçli farkındalıkla yakından ilişkili olan diğer bir değişken olan akademik motivasyon ise öğrencilerin öğrenme süreçlerine katılımını yönlendiren, içsel ya da dışsal kaynaklı psikolojik bir güç olarak tanımlanır. Öz-belirleme kuramına göre motivasyon; içsel motivasyon, dışsal motivasyon ve motivasyonsuzluk şeklinde üç ana kategoride incelenir (Deci ve Ryan, 1985). İçsel motivasyon, bireyin öğrenme etkinliğinden haz alması ve onu kendi isteğiyle sürdürmesiyle ilişkilidir, dışsal motivasyonda ise bu süreç ödül, ceza ya da sosyal onay gibi dışsal etkenlerle yönlendirilirken, motivasyonsuzluk öğrencinin herhangi bir güdü hissetmemesi durumunu ifade eder (Vallerand vd., 1992). Akademik motivasyon, öğrencilerin akademik performanslarını, psikolojik dayanıklılıklarını ve öğrenme stratejilerini doğrudan etkileyen bir değişkendir. Araştırmalar, içsel motivasyonun yüksek olduğu öğrencilerin akademik başarılarının daha yüksek, erteleme eğilimlerinin ise daha düşük olduğunu göstermektedir (Akpur, 2015; Chang, 2014). Ayrıca akademik motivasyon, öz-yeterlik, benlik saygısı ve öz düzenleme becerileri ile de yakından ilişkilidir (Cerino, 2014; Malkoç ve Mutlu, 2018).

Literatürde bilinçli farkındalık, akademik motivasyon ve akademik erteleme arasındaki ilişkiler ayrı ayrı sıkça incelenmiş olmasına rağmen bu üç değişkenin bütüncül bir model içerisinde ele alındığı araştırmalar oldukça sınırlıdır. Mevcut bulgular, bilinçli farkındalık ile akademik erteleme arasında negatif bir ilişki olduğunu göstermektedir (Cheung ve Ng, 2019; Schuette ve Bolger, 2020). Ancak, bu ilişkinin derecesi kültürel bağlama ve örneklem özelliklerine göre değişkenlik göstermektedir (Tarman ve Sari, 2021).

Öte yandan akademik motivasyon ile erteleme arasındaki ilişki, literatürde genellikle negatif yönlü olarak tanımlanmıştır. Özellikle içsel motivasyonun yüksek olduğu bireylerde erteleme eğiliminin düşük olduğu, motivasyonsuzluğun ise ertelemeyi arttırdığı bulunmuştur (Senécal vd., 1995; Tisocco ve Liporace, 2022). Ayrıca, akademik motivasyonun öz-yeterlik gibi akademik motivasyonla yakından ilişkisi olan psikolojik değişkenlerle bağlantısı olduğu, bu durumun da öğrencilerin erteleme davranışlarını etkilediği belirtilmiştir (Akbay ve Gizir, 2010; Bozgün vd., 2022).

Bilinçli farkındalık ve akademik motivasyon arasındaki ilişkiyi inceleyen araştırmalar ise, farkındalığın bireyin öz-farkındalığını ve öz-düzenlemesini arttırarak içsel motivasyonu desteklediğini ortaya koymuştur (Donald vd., 2020; Ryan vd., 2021). Bilinçli farkındalık, öz-belirleme kuramında yer alan otonomi, yeterlik ve ilişkilenme ihtiyaçlarını desteklemekte ve bu sayede bireyde daha yüksek düzeyde akademik motivasyon gelişmesine katkı sunmaktadır (Brown ve Ryan, 2003; Elphinstone vd., 2020). Ayrıca, yapılan meta-analiz çalışmaları bilinçli farkındalık uygulamalarının bireylerin içsel motivasyonlarını artırdığını ve öğrenmeye yönelik tutumlarını olumlu yönde etkilediğini göstermektedir (Kuroda vd., 2022; Li vd., 2023;).

Bu bulgular, bilinçli farkındalık düzeyinin artmasıyla birlikte bireyin akademik motivasyonunun da arttığını ve bunun erteleme davranışını azaltabileceğini gösteren çalışmalar olarak yordanabilir. Yani, bilinçli farkındalık doğrudan akademik ertelemeyi azaltmakla kalmayıp, dolaylı yoldan motivasyonu arttırarak da bu etkiyi sağlayabilir. Bu kuramsal çerçeveye göre, akademik motivasyon bilinçli farkındalık ve akademik erteleme arasındaki ilişkide aracılık rolü üstlenebilir.

Nitekim, bazı araştırmalar bu üçlü ilişkiyi doğrudan ele almamasına rağmen ilişkiyi tahmin etmeye yönelik bulgular sunmaktadır. Örneğin, öz-yeterlik, duygu düzenleme, psikolojik sağlamlık ve zaman yönetimi gibi değişkenlerin hem bilinçli farkındalık, hem motivasyon hem de erteleme ile ilişkili olduğu gösterilmiştir (Cerino, 2014;; Jahantigh vd., 2024; Tekin vd., 2021). Bu ara değişkenler, üç temel değişken arasındaki ilişkilerin anlaşılmasına katkı sağlayabilir. Örneğin, bilinçli farkındalıkla geliştirilebilecek bir alan olan zaman yönetimi becerileri hem akademik

motivasyonu artırmakta hem de akademik ertelemeyi azaltmaktadır (Kocabal ve Ceylan, 2022).

Sonuç olarak, bilinçli farkındalık, akademik motivasyon ve akademik erteleme arasında teorik temeli olan ancak ampirik olarak sınırlı şekilde test edilmiş bir ilişki söz konusudur. Bu üç değişkeni aynı model içerisinde, özellikle farklı kültürel bağlamlarda (örneğin Türk üniversite öğrencileri örnekleminde) ele alan çalışmalara ihtiyaç duyulmaktadır. Bu tür araştırmalar yalnızca literatürdeki boşluğu doldurmakla kalmayıp, aynı zamanda müdahale programları için önemli uygulama alanları da sunabilir.

1.1. Araştırmanın Amacı ve Sorusu

Çalışmanın temel amacı, bilinçli farkındalık düzeyi ile akademik erteleme arasındaki ilişkiyi incelemek ve bu ilişkide akademik motivasyonun aracı rolünü üniversite öğrencileri örnekleminde değerlendirmektir.

Bu çalışmada ele alınacak araştırma hipotezleri aşağıda belirtilmiştir:

H1: Farkındalık düzeyi ile akademik motivasyon arasında anlamlı ve pozitif bir ilişki vardır.

H2: Akademik motivasyon ile akademik erteleme arasında anlamlı ve negatif bir ilişki vardır.

H3: Farkındalık düzeyi ile akademik erteleme arasında anlamlı ve negatif bir ilişki vardır.

H4: Akademik motivasyon, farkındalık düzeyi ile akademik erteleme arasındaki ilişkide aracılık etmektedir.

1.2. Araştırmanın Önemi

Akademik erteleme, akademik motivasyon ve bilinçli farkındalık kavramları, öğrencilerin akademik başarıları ve psikolojik iyilik halleri üzerinde doğrudan etkili olan önemli yapılar arasında yer almaktadır. Özellikle literatüre bakıldığında oldukça sık karşılaşılan akademik ertelemenin yaygınlığı, bu alanda yapılan araştırmaların

artmasını gerekli kılmaktadır. Örneğin, çalışmalarda üniversite öğrencilerinde akademik erteleme davranışının %38 ila %70 oranında görüldüğü belirtilmiştir (Ferrari ve Harriott, 1996; Uzun ve Saçkes, 2011). Sonuçları ve yaygınlığı göz önüne alındığında akademik ertelemenin olası değişkenlerle incelenmesi önem kazanmaktadır. Ayrıca daha önce ele alındığı üzere, akademik erteleme davranışının sadece bireysel özelliklerle değil, aynı zamanda çevresel ve kültürel faktörlerle de ilişkili olabileceğine dair çalışmalar bu alandaki farklı kültürlerde yapılacak çalışmalara ihtiyacı vurgulamaktadır. Bu nedenle, akademik erteleme ile ilişkili değişkenlerin incelenmesi ve bu ilişkilere yönelik kültüre özgü sonuçların elde edilmesi büyük önem taşımaktadır.

Bilinçli farkındalık temelli müdahale programlarının, bireylerin öz-düzenleme becerilerini, dikkat kontrolünü ve öz-farkındalık düzeylerini geliştirdiği bulunmuştur (Dressler ve Gulev, 2021; Tang vd., 2015) ve bu bağlamda bilinçli farkındalık ile akademik erteleme arasındaki ilişkinin araştırılması, bilinçli farkındalık temelli müdahalelerin akademik bağlamda kullanılması açısından anlamlı olabilir. Ancak, bu ilişkinin Türkiye gibi farklı kültürel bağlamlarda yeterince araştırılmamış olması, elde edilen bulguların genellenebilirliğini sınırlamaktadır (Cheung ve Ng, 2019). Bu nedenle, bu iki değişkenin Türkiye bağlamında ele alınması literatüre önemli katkılar sağlayacaktır.

Diğer bir değişken olan akademik motivasyonun araştırmaya katılması, öğrencilerin öğrenmeye yönelik güdülenmelerini ve akademik görevleri sürdürme isteklerini açıklamada temel bir değişken olarak kabul edildiğinden (Senecal vd., 1995) dolayı önem kazanmaktadır. Bilinçli farkındalık ve erteleme ilişkisine akademik motivasyonun da dâhil edilmesi, bu üç değişkenin etkileşimini daha kapsamlı bir şekilde incelemeye olanak sağlamaktadır. Öz-belirleme kuramı çerçevesinde bireyin otonomi, yeterlik ve ilişkilenme gibi psikolojik ihtiyaçlarının karşılanması; içsel motivasyonun güçlenmesine ve bu yolla erteleme davranışının azalmasına katkı sağlamaktadır ve bu kuramsal temele oturtulan bu çalışma aracılık ilişkisinin ayrıntılı bir biçimde açıklanmasına olanak sağlayacaktır.

Bu çalışmanın bulguları, akademik ertelemenin azaltılması amacıyla bilinçli farkındalık temelli ve motivasyonu destekleyen psiko-eğitsel müdahalelerin

geliştirilmesine katkı sağlayabilir. Üniversite rehberlik merkezleri ve eğitim kurumları hem dikkat hem de motivasyon eksikliklerine yönelik bulgulara odaklanan ve akademik ertelemeyi azaltıcı programlardan yararlanmak için teoriksel olarak bu bütünleşik araştırmadan yararlanabilirler. Araştırmanın bulguları neticesinde bu merkezler Kabul ve Kararlılık Terapisi (ACT) ile Farkındalık Temelli Bilişsel Terapi (MBCT) gibi müdahale programları ile öğrencilerin akademik motivasyonlarını destekleyecek şekilde yapılandırılabilir (Asani vd., 2022; Wang vd., 2015;).

Bu çalışma, Batı dışı bir kültürel bağlamda aracılık modeli kullanarak literatüre kültüre özgü katkılar sunmaktadır. Literatürde genellikle farkındalık ile kaygı, motivasyon, erteleme ve akademik başarı gibi değişkenler arasındaki ilişkiler Batı toplumlarında incelenmiştir. Ancak bu ilişkilerin farklı kültürel bağlamlarda geçerliliği tartışmalıdır (Cheung ve Ng, 2019; Tarman ve Sari, 2021). Bu nedenle, kullanılan ölçme araçlarının Türkçe geçerlik ve güvenirlik çalışmalarının yapılmış olması, çalışmanın ekolojik geçerliğini artırmakta ve kültürler arası karşılaştırmalar için sağlam bir zemin oluşturmaktadır.

Son olarak, Türkiye'de akademik stres ve performans beklentilerinin yüksek olduğu göz önüne alındığında, bu çalışmanın bulguları eğitim planlamacıları ve müfredat geliştiricilere öğrencilerin akademik başarısını ve iyi oluşunu artırmaya yönelik yeni yaklaşımlar sunabilir. Ayrıca, bu bulgular doğrultusunda geliştirilecek bütüncül bilinçli farkındalık-akademik motivasyon programlarının uzun vadeli etkilerinin izlenebilmesi için uzunlamasına ve deneysel çalışmaların yapılması önerilmektedir. Bu çalışma, aynı zamanda bilinçli farkındalık, akademik motivasyon ve akademik erteleme gibi temel psikolojik değişkenlerin öz-yeterlik, duygu düzenleme, zaman yönetimi ve mükemmeliyetçilik gibi diğer yapılarla birlikte ele alınabileceği ileri araştırmalara da zemin hazırlayabilir (Akbay ve Gizir, 2010; Bosato, 2001; Cerino, 2014; Flett vd., 1992).

2. YÖNTEM

2.1. Araştırma Deseni

Ölçüt değişken ile yordayıcı değişken arasındaki ilişkiyi inceleyen bu çalışmada korelasyonel araştırma deseni kullanılmıştır.

2.2. Örneklem

Araştırmada, kolayda örnekleme yöntemi kullanılmıştır. Veriler, öğretim elemanlarının izin verdiği derslerde gönüllü katılımcılardan toplanmıştır. Araştırmaya toplam 677 üniversite öğrencisi katılmış, veri temizleme süreci sonucunda eksik veri, tek değişkenli ve çok değişkenli aykırı değerler nedeniyle 27 katılımcı çalışmadan çıkarılmıştır. Nihai örneklem 650 katılımcıdan oluşmaktadır. Katılımcıların yaşları 18 ile 35 arasında değişmekte olup, yaş ortalaması 21.27'dir (SS = 2.45). Örneklemin %75'i 23 yaş ve altında, yalnızca %11.69'u ise 25 yaşın üzerindedir (n = 11). Cinsiyet dağılımı dengeli olmamakla birlikte, kadın katılımcıların sayısı daha fazladır (n = 423), erkek katılımcı sayısı ise 227'dir. Sınıf düzeyine göre dağılım incelendiğinde, birinci sınıf öğrencileri 210 kişi ile %32.31 oranında en yüksek paya sahiptir. Dördüncü sınıf öğrencileri ise 132 kişi ile %20.31 oranında en düşük payı oluşturmaktadır. Bölümler açısından değerlendirildiğinde, Sınıf Öğretmenliği programına kayıtlı öğrenciler 102 kişiyle %15.69 oranında örneklemde en fazla temsil edilen grubu oluşturmaktadır. Not ortalaması (GANO) açısından bakıldığında ise, katılımcıların büyük çoğunluğu 2.50–1.76 aralığında (n = 221) ve 3.25–2.51 aralığında (n = 197) not ortalamasına sahiptir.

2.3. Veri Toplama Araçları

2.3.1. Bilinçli Farkındalık Ölçeği

Brown ve Ryan (2003), bilinçli farkındalık eğilimini ölçmek amacıyla 15 maddelik, 6 dereceli Likert tipi bir ölçek olan Mindful Attention Awareness Scale (MAAS) geliştirmiştir. Katılımcılar, ifadelerin sıklığını (1 = hemen hemen her zaman) ile (6 = hemen hemen hiçbir zaman) arasında değerlendirir. Ölçek onucunda alınan toplam puan bilinçli farkındalık seviyesini yansıtır, yüksek puanlar daha fazla bilinçli farkındalığı yansıtır.

MAAS'ın Türkçe uyarlaması, Özyeşil vd. (2011) tarafından yapılmıştır. Türkçe uyarlama, İngilizce versiyonla anlamlı derecede korelasyon göstermektedir (r = .95, p < .01). Türkçe uyarlama maddelerinin faktör yükleri .48 ile .81 arasında

değişmekte olup, MAAS'ın yapı geçerliliği için açıklayıcı ve doğrulayıcı faktör analizleri yapılmış ve sonuçlar, güçlü bir tek faktörlü model olduğunu göstermektedir. İç tutarlılık katsayısı Cronbach Alfa ile .80 bulunmuştur. Ayrıca, Türkçe versiyonun güvenirlik testi için yapılan test-tekrar test uygulamasında .86 korelasyonu elde edilmiştir.

Bu çalışmada, MAAS için Cronbach Alfa katsayısı hesaplanmış ve .81 olarak bulunmuştur.

2.3.2. Erteleme Davranışı Değerlendirme Ölçeği- Öğrenci Formu

Procrastination Assessment Scale-Students (PASS), Solomon ve Rothblum (1984) tarafından geliştirilen ve öğrencilerin akademik erteleme eğilimlerini ölçen bir araçtır. PASS, iki bölümden oluşur; birinci bölüm, akademik performansın altı alanında erteleme sıklığını ölçen 18 sorudan oluşmaktadır. Öğrencilerin erteleme düzeylerini (1 = Hiçbir zaman ertelemem – 5 = Her zaman ertelerim), bununla ilgili algılarını (1 = Hiç problem yaratmaz – 5 = Her zaman problem yaratır) ve erteleme eğilimlerini azaltma isteklerini (1 = Kesinlikle azaltmak istemem – 5 = Kesinlikle azaltmak isterim) değerlendirmek için 5 dereceli Likert ölçeği kullanılmaktadır. Bu bölümün toplam puanını bulmak için ilk 12 soru toplanır ve yüksek puan yüksek akadmemik erteleme eğilimi anlamına gelir.

PASS'ın Türkçe versiyonu, Uzun Özer (2005) tarafından Türk üniversite öğrencilerinin akademik erteleme eğilimlerini değerlendirmek amacıyla uyarlanmıştır. Türkçe versiyon, faktör analizinde dört boyutlu bir yapı sergilemiştir: başarısızlık korkusu, risk alma, tembellik ve kontrol karşıtlığı. Ancak, kültürel farklılıklar faktör yapısındaki değişikliklerle açıklanabilir. Türkçe PASS versiyonu tüm ölçek için .86 Cronbach alfa ile yeterli iç tutarlılığa sahip bulunmuştur. Ayrıca, bu çalışmada öğrencilerin erteleme düzeylerinin yoğunluğunu belirlemek amacıyla Türkçe PASS'ın birinci bölümü kullanılmıştır.

Bu çalışmada, PASS için Cronbach Alfa katsayısı hesaplanmış ve .70 olarak bulunmuştur.

2.3.3. Akademik Motivasyon Ölçeği

Vallerand vd. (1992), Akademik Motivasyon Ölçeği'ni (AMS) Öz-Belirleme Kuramı'na (Deci ve Ryan, 1985; 2000) dayalı olarak geliştirmiştir. 28 maddelik, 7 dereceli Likert tipi bir öz-değerlendirme ölçeği olan AMS, öğrencilerin akademik motivasyonlarını değerlendirmek için kullanılır. AMS yedi alt boyuttan oluşur ve her bir alt boyut (1 = hiç uyuşmuyor) ile (7 = tam olarak uyuşuyor) arasında değişen yanıt seçeneklerine sahiptir. Her bir alt ölçek üzerindeki yüksek puanlar, ilişkili olan motivasyon türünün daha yüksek bir derecesini temsil eder ve amotivasyon alt ölçeği hariç tutularak hesaplanan toplam puan yüksek düzeyde akademik motivasyonu yansıtır.

Akademik Motivasyon Ölçeği'nin Türkçe versiyonu, Ünal Karagüven (2012) tarafından uyarlanmıştır. Ölçeğin Cronbach alfa değeri İngilizce versiyonla .87 olarak bulunmuştur. Ayrıca, doğrulayıcı faktör analizi sonuçları, akademik motivasyonun yedi alt ölçeğiyle yapı geçerliliğini ortaya koymuştur. Faktör analizinin bulguları, tüm maddelerin tek bir temel yapıyı yansıttığını göstermiştir, bu nedenle amotivasyon alt ölçeği hariç tutularak bir toplam motivasyon puanı hesaplanabilir. İç tutarlılık için Cronbach alfa ölçütleri, Türkçe AMS'nin alt puanlarının .67 ile .87 arasında değiştiğini göstermektedir.

Bu çalışmada, AMS için Cronbach Alfa katsayısı hesaplanmış ve .90 olarak bulunmuştur.

2.3.4. Kişisel Bilgi Formu

Katılımcılara yönelik yaş, sınıf, bölüm, cinsiyet ve genel akademik not ortalaması gibi demokrafik bilgilerin sorulduğu bu form araştırmacı tarafından geliştirilmiştir.

2.4. Veri Toplama Süreci

Veri toplama Etik Kurulu'ndan izin alındıktan sonra başlatılmıştır ve onay formunda gönüllü katılım, çalışmadan çekilme hakkı, amaç, gizlilik ve ölçüm gibi potansiyel

zararlar belirtilmiştir. Veriler kağıt üzerinde toplanmıştır. Araçların uygulanması, araştırmacı tarafından ders saatlerinde yapılmıştır. Araştırmacı, katılımcılara dürüst katılımın, tüm sorulara yanıt verme gerekliliğini ve elde edilen verilerin gizliliğini hem sözlü hem de yazılı olarak belirtmiştir. Veri toplama işlemi yaklaşık yirmi dakika sürmüştür.

2.5. Verilerin Analizi

Bu nicel araştırma tanımlayıcı ve çıkarımsal istatistikler ile analiz edilmiştir. İstatistiksel hesaplamalar için SPSS 25 programı kullanılmıştır. Veri tarama prosedürleri yapılmış,varsayım testleri gerçekleştirilmiştir, veriyi özetlemek amacıyla demografik özellikler için tanımlayıcı istatistik kullanılmıştır. Çıkarımsal istatistikler, farkındalık, akademik motivasyon ve akademik erteleme arasındaki ilişkileri belirlemek için kullanılmıştır. Son olarak, basit aracılık analizini gerçekleştirmek için SPSS PROCESS Makro (Hayes, 2022) kullanılmıştır.

2.6. Araştırmanın Sınırlılıkları

Mevcut araştırmanın tanınması gereken bazı sınırlamaları bulunmaktadır. İlk olarak, araştırma rastgele örneklem prosedürleri kullanmamış, bu da sonuçların genellenebilirliğini sınırlamıştır. Örneklem, Türkiye'deki bir devlet üniversitesinin Eğitim Fakültesi'nden 650 üniversite öğrencisini içermektedir ve bu durum, genişletilmiş üniversite öğrenci popülasyonunun kapsamlı bir şekilde temsil edilmesini sınırlayabilir. Çalışmada öğrencilerin akademik alanların karşılaştırıldığı için öğrencilerin aynı fakülteden olması uygun olabilir ancak bu durum çalışmanın genellenebilirliğini kısıtlayabilir. Ayrıca, kolayda seçilen örneklem kullanımı, kadın katılımcıların sayısının daha fazla olduğu dengesiz bir cinsiyet dağılımına yol açmıştır. Cinsiyet dağılımındaki bu dengesizlik, genellikle kadın öğrencilerin anket tabanlı psikolojik araştırmalara daha fazla katılım göstermesinden ve Eğitim Fakültesi'nde daha fazla kadın öğrencinin bulunmasından kaynaklanıyor olabilir.
Bunun yanı sıra, araştırmanın kullanılan araçları öz-değerlendirme ölçekleridir, bu da katılımcıların yanıtlarının sosyal arzu edilebilirlik yanlılığı veya kendini olumlu bir şekilde sunma eğilimi ile etkilenmiş olabileceği anlamına gelir, bu da bildirilen

farkındalık, akademik motivasyon ve erteleme düzeylerinin doğruluğunu zedeleyebilir.

Bir diğer sınırlama, değişkenlerin kapsamıdır. Araştırma, akademik motivasyonun, bilinçli farkındalık ve akademik erteleme arasındaki ilişkideki aracılık etkisini incelemiş, ancak algılanan akademik stres ve öz düzenleme mekanizmaları gibi diğer potansiyel olarak önemli akademik veya psikolojik faktörleri dışlamıştır. Bu önemli özelliklerin gelecekteki araştırmalara dahil edilmesi, akademik erteleme eğilimlerinin arkasındaki süreçleri daha geniş bir perspektiften anlamaya katkı sağlayabilir.

3. BULGULAR

3.1. Betimleyici İstatistik Bulguları

Tanımlayıcı istatistikler, kadın katılımcıların daha fazla akademik erteleme bildirdiğini (M = 34.01, SD = 6.92), erkek katılımcıların ise daha yüksek bilinçli farkındalık düzeyi (M = 59.66, SD = 11.19) ve akademik motivasyon (M = 115, SD = 22.56) bildirdiğini ortaya koymuştur. Sınıf seviyeleri açısından, akademik erteleme en yüksek puanı dördüncü sınıf öğrencilerinin almıştır (M = 34.77, SD = 7.31). İkinci sınıf öğrencileri ise bilinçli farkındalık (M = 60.32, SD = 10.88) ve akademik motivasyon (M = 117.17, SD = 21.70) en yüksek oranları göstermiştir. Son olarak, çok yüksek ortalamaya sahip öğrenciler en yüksek akademik erteleme düzeyini bildirmiştir (M = 34.57, SD = 6.47).

3.2. Değişkenler Arası Korelasyonlar

Bilinçli farkındalık, akademik motivasyon ve akademik erteleme arasındaki ilişkiyi anlamak için korelasyon analizleri yapılmıştır. Sonuçlar, akademik motivasyon ile bilinçli farkındalık arasında anlamlı ve pozitif bir korelasyon olduğunu doğrulamıştır ($r = .31$, $p < .01$). Öte yandan, tahmin edici değişkenler ile kriter değişkeni arasında iki anlamlı negatif ilişki bulunmuştur. Akademik erteleme, bilinçli farkındalık ile anlamlı negatif bir ilişkiye sahiptir ($r = -.32$, $p < .01$) ve yine akademik motivasyon ile anlamlı negatif bir korelasyona sahiptir ($r = -.27$, $p < .01$).

3.3. Temel Analiz

Akademik motivasyon modele dahil edilmeden bilinçli farkındalık düzeyi akademik ertelemeyi anlamlı ve negatif şekilde tahmin etmektedir (β = -.33, SE = .02, p < .001). Akademik motivasyon dahil edildikten sonra bilinçli farkındalık düzeyi akademik ertelemeyi anlamlı ve negatif şekilde tahmin etmektedir (β = -.27, SE = .02, p < .001). Ayrıca, bilinçli farkındalık, akademik motivasyonu anlamlı ve pozitif bir şekilde tahmin etmektedir (β = .32, SE = .08 p < .001). Son olarak, akademik motivasyon akademik ertelemeyi anlamlı ve negatif bir şekilde tahmin etmektedir (β = -.19, SE p < .001). Çalışmanın sonuçları, bilinçli farkındalığın akademik erteleme üzerindeki anlamlı dolaylı etkisini ortaya koymuştur (β = -.06, p < .001, %95 GA [-.10, -.02]), çünkü sıfır, güven aralıkları içinde yer almamaktadır. Ayrıca, aracının (akademik motivasyon) bulunduğu durumda, bilinçli farkındalığın akademik erteleme üzerindeki doğrudan etkisi anlamlı bulunmuştur (β = -.27, p < .001, %95 GA [-.22, -.10]), çünkü sıfır, güven aralıkları içinde yer almamaktadır. Ayrıca, bilinçli farkındalığın akademik erteleme üzerindeki toplam etkisi anlamlıdır (β = -.33, p < .001, %95 GA [.255; .14]). Sonuçlar, bilinçli farkındalığın, akademik motivasyonun aracılık (dolaylı) etkisi aracılığıyla akademik erteleme üzerinde anlamlı bir etkisi olduğunu göstermiştir.

4. TARTIŞMA

Bu çalışmada bilinçli farkındalık ile akademik erteleme arasındaki ilişkide akademik motivasyonun aracılık rolünü incelenmiştir. Aracılık rolünü anlamak amacıyla ilişkisel analiz ve basit aracılık analizi yapılmıştır. İlk olarak, tahmin edici değişkenler ile kriter değişkeni arasındaki korelasyonlar incelenmiş ve sonuçlar bilinçli farkındalık ile akademik erteleme arasında anlamlı ve negatif bir ilişki olduğunu ortaya koymuştur. Bu bulgu, mevcut literatürle uyumludur. Yani, daha yüksek bilinçli farkındalık düzeyine sahip öğrenciler, akademik görevleri daha az erteleme eğilimindedirler. Bu sonuç, bilinçli farkındalığın, öz düzenlemeyi artırma, dürtüselliği azaltma ve akademik ortamlarda hedef odaklı davranışları teşvik etme rolünü vurgulayan mevcut literatürle uyumludur (Cheung ve Ng, 2019; Jayaraja vd., 2017; Sirois ve Tosti, 2012). Bilinçli farkındalık, genellikle mevcut deneyimlere

dikkatli ve yargısız bir şekilde odaklanma kapasitesi olarak tanımlanır (Kabat-Zinn, 1994) ve bu durum, daha iyi duygusal düzenleme ve meta-bilişsel farkındalık ile ilişkilendirilmiştir (Brown ve Ryan, 2003). Bu özellikler, öğrencilerin akademik stresle başa çıkmalarına ve ertelemenin temelinde yer alan kaçınma davranışlarını azaltmalarına yardımcı olmaktadır (Scent ve Boes, 2014). Örneğin, Jayaraja vd. (2017), bilinçli farkındalık temelli bir eğitimin adaptif başa çıkma stratejilerini teşvik ederek ve görevlere katılımı artırarak üniversite öğrencilerindeki erteleme düzeylerini azalttığını göstermiştir.

Türkiye'deki üniversite bağlamı göz önünde bulundurulduğunda, öğrencilerin sıklıkla sınavlar ve rekabetçi akademik ortamlarla karşı karşıya kaldığı düşünülürse, bu sonuç daha da anlam kazanmaktadır. Çünkü bu ağır değerlendirme sistemi ve sosyal beklentiler akademik erteleme eğilimlerine katkıda bulunabilir (Day vd., 2000). Ayrıca, bu konu üzerine yapılan çalışmalar, bilinçli farkındalık düzeyi yüksek öğrencilerin, şimdiki zamana dair farkındalıklarını ve tepkisel olmayan davranışları kullanarak akademik taleplere daha yapıcı bir şekilde yaklaşabildiklerini ve bu baskılara karşı daha dayanıklı olabileceklerini göstermektedir (Dressler ve Gulev, 2021; Özyeşil ve Ögel, 2014;).

İkinci hipotezle ilgili olarak, bu çalışmanın bulguları, bilinçli farkındalığın üniversite öğrencileri arasında akademik motivasyon arasında anlamlı ve pozitif bir ilişki olduğunu ortaya koymuştur. Alternatif bir açıklama olarak, yüksek bilinçli farkındalık düzeylerine sahip öğrenciler, akademik uğraşlarında ya da görevlerinde daha fazla içsel ve dışsal motivasyona sahip olma eğilimindedirler. Bu ilişki, önceki literatürle uyumludur ve bilinçli farkındalığın öğrenme süreçlerinde amaca sahip olma duygusunu arttırarak, özerklik ve katılım sağladığını ve bunun akademik motivasyonla ilişkili olduğunu göstermektedir (Brown vd., 2007; Donald vd., 2020; Howell ve Buro, 2011). Bilinçli farkındalık, bireylerin akademik görevlerine odaklanmalarını artırırken, dikkat dağıtıcı düşüncelerin veya duygusal dürtüselliğin etkisini azaltmaktadır (Ali vd., 2022; Ryan vd., 2021; Shapiro vd., 1998). Bu nedenle, bilinçli farkındalığı yüksek öğrenciler akademik hedeflere dair daha fazla netlik, daha iyi duygusal düzenleme ve akademik başarıya daha güçlü bir bağlılık deneyimleyebilirler ve bunlar, akademik motivasyonun önemli bileşenleridir (Deci

ve Ryan, 2000). Bu çalışma gibi birçok ampirik araştırma, daha yüksek bilinçli farkındalık düzeyine sahip öğrencilerin, uzun vadeli akademik hedeflere odaklanmayı sürdürmelerine yardımcı olan dürtü kontrolünü daha iyi yapabildiklerini göstermektedir.

Türkiye bağlamında, öğrencilerin çoğunlukla sıkı akademik beklentiler, aile baskısı ve ulusal sınav sistemleri ile karşı karşıya kaldığı bir ortamda, bilinçli farkındalığın gelişmesinin öğrencilerin içsel motivasyonlarını ve adaptif başa çıkma stratejilerini güçlendiren bir koruyucu faktör olarak işlev görebileceği söylenebilir (Kocabal ve Ceylan, 2022). Yüksek bilinçli farkındalık düzeyine sahip öğrenciler, akademik taleplerle başa çıkmak için daha iyi donanımlı olabilir ve bu durum, amotivasyon veya akademik görevlerden kaçınma olmadan başarıyla yönetilebilir.

Üçüncü hipotez ele alındığında bu çalışmanın bulguları akademik motivasyon ve akademik ertelemenin anlamlı ve negatif bir ilişkisi olduğunu ortaya koymuştur. Bu sonuç, daha yüksek akademik motivasyona sahip öğrencilerin, akademik sorumluluklarını daha az erteleme eğiliminde oldukları şeklinde açıklanabilir. Motivasyon ile erteleme arasındaki olumsuz ilişki, literatürde sürekli olarak belgelenmiş olup, çalışmanın sonucu ile uyumludur. Çalışmanın bulgularını destekler şekilde daha hedef odaklı, öz belirlemeli ve öğrenmeye katılım gösteren öğrencilerin akademik görevleri erteleme olasılıklarının daha düşük olduğuna dair birçok araştırma bulunmaktadır (Day vd., 2000; Senécal vd., 2003; Schraw vd., 2007; Steel, 2007). Ayrıca, içsel akademik motivasyon, kararlılığı, zaman yönetimini ve öz düzenlemeyi teşvik etmek için gereklidir; bunlar da erteleme davranışını azaltmada öneme sahiptir (Cerino, 2014; Deci ve Ryan, 1985; Oram ve Rogers, 2022). Motivasyonu yüksek öğrenciler, akademik görevlerine başlamakta daha az tereddüt eder, gerçekçi akademik hedefler koyar ve tamamlama yönünde çabalarını sürdürürler (Klassen vd., 2010; Vij ve Lomash, 2014) ve bu gelişmiş beceriler, öğrenmeye olan akademik katılımı sürdürmeye yardımcı olur. Dahası bu çalışmanın bulguları, Türk yükseköğretim bağlamındaki araştırmalarla da ilişkilidir. Bu tür ortamlarda, öğrencilerin akademik motivasyonlarını arttırmak yalnızca akademik başarı için değil, aynı zamanda erteleme gibi uyumsuz davranışsal kalıpların riskini azaltmak için de önemlidir (Akpur, 2017; Artan vd., 2024; Saracaloğlu vd., 2020).

Bütün bunlar göz önüne alındığında, üçüncü hipotezin sonucu mevcut araştırmalarla uyumludur.

Son olarak bu çalışmanın en önemli amacı akademik motivasyonun, bilinçli farkındalık ve akademik erteleme arasındaki ilişkideki aracılık rolünün araştırılmasıydı. Özellikle, aracılık analizinin sonuçları, bilinçli farkındalığın akademik motivasyon üzerinde anlamlı pozitif bir etkisi olduğunu ve bunun akademik erteleme üzerinde negatif bir tahmin etkisi yarattığını göstermiştir. Bulgular, bilinçli farkındalığın, akademik ertelemenin azalmasındaki pozitif etkisinin büyük ölçüde akademik motivasyonu artırma kapasitesine atfedilebileceğini göstermektedir. Bu bulgu Öz-Belirleme Kuramı ile uyumludur ve bu kuram, özerk motivasyonun uyumlu akademik davranışları teşvik etme ve kaçınma eğilimlerini azaltma rolünü vurgulamaktadır (Deci ve Ryan, 1985). Öz-Belirleme Kuramı perspektifine göre, daha yüksek öz farkındalık ve özerklik düzeylerine sahip öğrenciler, akademik hedefleri içselleştirme eğilimindedir ve bu da motivasyon artışı ve erteleme davranışında azalma ile sonuçlanır (Ryan ve Deci, 2006; Vansteenkiste vd., 2006).

Ayrıca, bilinçli farkındalık, motivasyon ve erteleme arasındaki olası yolları açıklayabilecek bazı araştırmalar da bulunmaktadır. Örneğin, Jahantigh vd. (2024), bilinçli farkındalık eğitimlerinin yalnızca öğrencilerin dikkat düzenleme becerilerini arttırmakla kalmayıp, aynı zamanda öğrenmeye yönelik içsel motivasyonlarını da arttırdığını göstermiştir. Bunun yanı sıra, motive olmuş öğrenciler akademik görevleri başlatmaya, zorluklarla karşılaştıklarında devam etmeye ve tutarlı bir davranış sergilemeye daha iyi donanımlıdırlar ve bu değişkenlerin hepsi erteleme ile ters ilişkilidir (Day vd., 2000; Steel, 2007). Artan anlık farkındalık ve azalan bilişsel müdahale yoluyla öğrenciler daha fazla akademik katılım deneyimleyebilirler (Ryan vd., 2021). Böylece, genellikle niyet-eylem boşlukları, öz şüphe ve dürtüsellik ile birlikte tanımlanan erteleme (Schouwenburg, 1992), daha güçlü motivasyonun etkisiyle şekillenir ve bu da akademik erteleme olasılığını azaltır. Kısacası, gerçekleştirilen bu çalışmanın sonucunda akademik motivasyonun aracı rolünün doğrulanması literatürü destekler biçimde bir katkı sağlamıştır.

4.1. Uygulamaya Yönelik Çıkarımlar

Bu çalışmanın bulguları ruh sağlığı profesyonelleri, üniversite danışmanlık hizmetleri ve yükseköğretim yöneticileri için çeşitli çıkarımlar sunmaktadır. İlk ve en önemlisi akademik motivasyonun, bilinçli farkındalık ile akademik erteleme arasındaki ilişkideki aracılık rolünün doğrulanması, yalnızca akademik ertelemeyi doğrudan azaltmaya yönelik değil, aynı zamanda öğrencilerin motivasyonel yapılarının güçlendirilmesine yönelik bilinçli farkındalık uygulamalarıyla entegre müdahalelerin geliştirilmesinin önemini vurgulamaktadır. Bu bağlamda, Mindfulness Temelli Stres Azaltma (MBSR) gibi bilinçli farkındalık temelli programlar veya kısa süreli bilinçli farkındalık nefes alıştırmaları, öğrencilerin akademik motivasyonunu artırmak ve erteleme davranışlarını azaltmak amacıyla üniversite psikolojik danışma merkezlerine adapte edilebilir. Öte yandan, akademik ertelemenin yalnızca bir zaman yönetimi sorunu değil, çok boyutlu bir öz düzenleme problemi olduğunu göz önünde bulundurursak yalnızca davranışsal yönleri (örneğin, planlama, program yapma) hedefleyen müdahaleler bu davranışın azaltılmasında başarısız olabilir. Bu nedenle, üniversite danışmanlık hizmetleri veya öğrenci gelişim programları, öğrencilerin özerkliklerini, duygusal düzenlemelerini ve görev değerlerini artırarak akademik motivasyonu destekleyen bilinçli farkındalık uygulamalarının etkililiğini dikkate almalıdır (Donald vd., 2020).

Diğer bir yandan Türkiye üniversite bağlamında erteleme oranı yüksek olduğundan, üniversite yönetim mekanizması akademik erteleme ve olumsuz etkileriyle başa çıkmak amacıyla bilinçli farkındalık becerileri ve motivasyonel hedef belirleme tekniklerini öğreten kurumsal çapta psikoeğitim programları uygulamayı düşünebilirler. Örneğin, bunlar üniversite oryantasyon programlarına, kariyer hizmetlerine veya akademik danışmanlık bilgilendirmelerine dahil edilebilir, böylece öğrencilerin akademik yolculukları boyunca iyi akademik ertelemelerini azaltarak iyi oluşlarını destekleyebilirler. Ayrıca, yukarıda bahsedilen önleyici girişimler bölüm veya fakülte düzeyinde de uygulanabilir. Danışmanlar ve öğretim üyeleri, kronik erteleme ve motivasyonel kopma belirtilerini tanıyabilmek için eğitilebilir ve öğrencileri destekleyici kaynaklara yönlendirebilirler.

Dahası, dijital araçlar ve uygulamalar üniversite öğrencileri arasında öz düzenlemeyi ve motivasyonu artıran bilinçli farkındalık seviyelerini yükseltmek için kullanılabilir. Mobil uygulamalar veya çevrimiçi platformlar, kısa bilinçli farkındalık alıştırmaları, motive edici hatırlatıcılar veya kişiselleştirilmiş hedef hatırlatıcıları gibi yardımcılar sunarak, akademik erteleme yaşayan öğrenciler için ekonomik ve erişilebilir destek sistemleri olarak işlev görebilir.

Sonuç olarak, bu araştırmanın bulguları müfredat tasarımına odaklanan politika düzeyindeki projelere rehberlik edebilir. Duygusal farkındalık, dikkat eğitimi ve değerlerin netleştirilmesi gibi kursların veya modüllerin müfredata dahil edilmesi, öğrencilerin bilinçli farkındalık ve akademik motivasyon geliştirmelerine yardımcı olabilir, böylece erteleme gibi alışkanlıkları azaltabilir. Çünkü bu psikolojik nitelikler akademik başarı ve uzun vadeli başarı ile ilişkilidir, bunları kurumsal düzeyde desteklemek, bireysel öğrenci başarılarını ve genel kurum performansını artırabileceği gibi öğrenci devamlılığını da iyileştirebilir.

4.2. Gelecek Araştırmalar için Öneriler

Bu araştırma için sınırlamalar göz önünde bulundurularak sonuçların gücünü ve kullanımını artırmak için gelecekteki çalışmalar için çeşitli önerilerde bulunulabilir. İlk olarak, mevcut araştırmada tüm veriler öz-değerlendirme araçlarıyla elde edilmiştir. Geçerli ve güvenilir ölçüm araçları kullanılmış olmasına rağmen öz-değerlendirmeler sosyal istenirlik ve bozulmuş öz algı gibi önyargılara açıktır. Gelecekteki araştırmalar daha kapsamlı bir değişken anlayışı elde etmek için öz-değerlendirme verilerini diğer metodolojilerle birleştirerek bulgularını güçlendirebilir.

İkinci olarak, korelasyonel tasarım, bilinçli farkındalık, akademik motivasyon ve akademik erteleme arasındaki nedensel çıkarımları incelemeyi sınırlamıştır. Bu nedenle, gelecekteki çalışmalar, zamansal veya nedensel ilişkileri belirlemek için uzunlamasına veya deneysel yaklaşımlar kullanabilir. Ayrıca, farkındalık temelli teknikler kullanan ve bunların öğrencilerin motivasyonel desenleri ve erteleme davranışları üzerindeki etkilerini değerlendiren müdahale çalışmaları eğitim

bağlamlarında bu sonucun uygulanabilirliğini ölçmek için daha kesin kanıtlar sağlayabilir.

Sonraki bir öneri olarak mevcut araştırmanın örnekleminin kolayda seçilmiş üniversite öğrencilerine dayanması nedeniyle sınırlı genellenebilirlik sunmasıdır. Örneklemin çeşitliliğini ve temsiliyetini iyileştirmek amacıyla, gelecekteki araştırmalar, tabakalı veya rastgele örnekleme tekniklerini kullanmayı düşünebilir. Ayrıca, bu çalışmada yalnızca Türkiye'deki bir devlet üniversitesinin Eğitim Fakültesi'nden öğrenciler yer aldığından, diğer akademik alanlar, sınıf seviyeleri veya kurumlar da dâhil edilerek sonuçların genellenebilirliği artırılabilir.

Diğer bir yandan akademik motivasyonun aracılık etkisi incelenmiş olsa da bilinçli farkındalık ile erteleme arasındaki ilişki, akademik öz-yeterlik, öz düzenlemeli öğrenme stratejileri veya zaman yönetimi becerileri gibi diğer psikolojik yapılar tarafından etkilenebilir veya aracılık edilebilir (Klassen vd., 2007; Sirois, 2014). Bu özellikleri içeren gelecekteki modeller, akademik erteleme davranışlarının arkasındaki psikolojik süreçlerin daha kapsamlı bir şekilde anlaşılmasına katkı sağlayabilir.

Son olarak, gelecekteki araştırmalar, cinsiyet ve kültürel değişkenlerin akademik erteleme, akademik motivasyon ve bilinçli farkındalık üzerindeki etkilerini inceleyebilir. Lisansüstü öğrenciler, çalışan öğrenciler gibi temsil edilmeyen grupları içeren araştırmalar veya kültürlerarası karşılaştırmalı çalışmalar, bağlamsal faktörlerin bu kategoriler üzerindeki etkilerini daha iyi anlamamıza yardımcı olabilir (Arrindell, 2003; Steel, 2007).

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