THE RELATIONSHIP OF ACADEMIC PROCRASTINATION AND DECISION
MAKING STYLES AMONG UNIVERSITY STUDENTS

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ABSTRACT

THE RELATIONSHIP OF ACADEMIC PROCRASTINATION AND DECISION MAKING STYLES AMONG UNIVERSITY STUDENTS

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The purpose of the present study is to investigate the relationship between academic procrastination and decision making styles and questioning whether decision making styles predict academic procrastination. Sample of the study was 482 (271 female, 211 male) undergraduate students from Middle East Technical University, Turkey. Turkish versions of Procrastination Assessment Scale for Students (Uzun Özer, 2005), General Decision Making Style Inventory (Taşdelen, 2002) and demographic form were administered to students. Correlation and multiple regression analyses indicated significant positive correlations between academic procrastination and both avoidant ($r = .29$, $p<.01$) and spontaneous ($r = .19$, $p<.01$) decision making styles, but significant negative correlation between academic procrastination and rational decision making style ($r = -.12$, $p<.01$). Total model including rational, intuitive, dependent, avoidant and spontaneous decision making styles explained 9.2% of the variance in academic procrastination ($R^2 = .092$, $F_{(5,476)} = 9.62$, $p<.001$). Only significant predictor of academic procrastination among decision making styles was avoidant style and it explained 5% of the variance in academic procrastination. Other

decision making styles were not significant predictors of academic procrastination. These findings will have implications for psychologists or counselors in counseling center of universities and recommendations for future research.

Keywords: Procrastination, Academic Procrastination, Decision Making Styles.

ÖZ

ÜNİVERSİTE ÖĞRENCİLERİNDE AKADEMİK ERTELEME VE KARAR VERME STİLLERİ ARASINDAKİ İLİŞKİ

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Bu çalışmanın amacı akademik erteleme ve karar verme stilleri arasındaki ilişkiyi ve karar verme stillerinin akademik erteleme düzeyini yordayıp yordamadığını araştırmaktır. Araştırmanın örneklemi Ortadoğu Teknik Üniversitesi'nde okuyan 482 (271 kız, 211 erkek) üniversite lisans öğrencisinden oluşmaktadır. Öğrencilere Erteleme Davranışı Değerlendirme Ölçeği-Öğrenci Formu (Uzun Özer, 2005), Karar Verme Stilleri Ölçeği (Taşdelen, 2002) ve demografik bilgi formu uygulanmıştır. Çoklu regresyon analizleri sonucunda, akademik erteleme ve kaçıngan karar verme stili ($r =.29$, $p<.01$) ile akademik erteleme ve anlık karar verme stilli ($r =.19$, $p<.01$) arasında pozitif yönde anlamlı bir ilişki, akademik erteleme ve rasyonel karar verme stili arasında negatif yönde anlamlı bir ilişki bulunmuştur ($r = -.12$, $p<.01$). Genel olarak karar verme stilleri (rasyonel, sezgisel, kaçıngan, anlık ve bağımlı stiller) akademik ertelemedeki varyansın % 9.2'sini açıklamıştır ($R^2 = .092$, $F_{(5,476)} = 9.62$, $p<.001$). Akademik ertelemeyi anlamlı bir şekilde yordayan ve alt ölçeklerden biri olan kaçıngan karar verme stili, akademik erteleme düzeyindeki varyansın % 5'ini açıklayabilmiştir. Diğer karar verme stilleri akademik ertelemenin anlamlı yordayıcısı olamamıştır. Bu çalışmanın sonuçlarının üniversitelerin psikolojik danışma merkezlerinde psikolojik danışmanlar ve psikologlar için koruyucu önlemler

için ve ileriki çalışmalara bir temel oluşturabilmesi için önemli olabileceği düşünülmektedir.

Anahtar Kelimeler: Erteleme, Akademik erteleme, Karar Verme Stilleri.

To my grandfather; Tahsin Saya

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Procrastination is a kind of a behavior that almost each person have in diverse areas of their life. While a quantity of people procrastinate tasks that are boring or difficult, others procrastinate each kind of tasks. Hence, procrastination may be behavior that might influence simply a few or all components of an individual's life.

Procrastination can be explained as irrationally of postponing a task to an unknown time (Grecco, 1984). Some research studies emphasize that procrastination protects the fragile self-respect in case of a failure. Therefore, procrastination may have protective role for people who suppose that the tasks they were able to do indicate their competence and believe that they are worthy only if they are competent (Solomon & Rothblum, 1984). The underlying fact of procrastination can be described as desiring to do best which means believing that one is valuable only when he/she is successful and with the help of fear of failure, individual delays tasks (Solomon & Rothblum, 1984).

The notion of procrastination has some subjective components since an individual's procrastinating behavior may not be assessed as procrastination for another individual. In the society, this kind of behavior can be seen as irresponsibility or laziness, so it can be incriminating. However, researchers realized that procrastination is a behavior that may have negative or positive results in people's lives and it is quite sophisticated phenomenon than it is thought (Steel, 2007). Although it has a long history, it has been investigated only for last twenty years (Steel, 2007). Every delay in compulsory tasks should not be appraised as procrastination. The difference of procrastination than other delays can be described as procrastination makes the self anxious as time passes. The most extreme situation is procrastination's persistency and emotional stress. Therefore, persistent

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procrastination patterns may threat mental health of a person when feelings of incompetency is accompanied with it, such as having depression of obsessive compulsive disorder (Ferrari & McCown, 1994). The researches that are related with procrastination, investigated the causes of it in very detailed way. Some of the roots are related with not having the habits of managing time, not being able to identify the priorities or not having effective study skills; other causes, besides personality features, are related with individual's cognitive distortions about self or the others (Steel, 2007).

Procrastination can be described as; despite being aware of the negative results of it, maintaining to delay purposely (Klassen, Krawchuk, & Rajani, 2008). Although procrastination is widespread and evaluated as negative behavior, it is difficult to give a certain definition of it. However, when the definitions of procrastination are investigated, it can be seen that the common fractions of descriptions include behavior that affects an individual's overall effectiveness.

For many researchers the meaning of procrastination varies. Senecal, Koestner and Vallerand (1995) explained it as, postponing initiating a task until stress is experienced due to not being able to perform it earlier. Sirois, Gordon, and Pychyl, (2003) defined it as delaying to accomplish or start a task and is related with higher stress. Knaus (1998) identifies it as delaying to do a task that has priority. In common, the explanations can be interpreted as preferring to do a task that has less priority to another task. Although it may seem that the goal of procrastination is short term relief, when this delaying tendency of a person leads procrastination behavior, it may have harmful results for psychological well-being (Krause & Freund, 2014).

It was stated by previous researchers that procrastination is important concept also in academic settings. For instance, Senecal, Julian and Guay (2003) defined it as "an irrational tendency to delay at the beginning or completion of an academic task" (p.135). In academic procrastination, persistent and negative behavior appears to be more widespread than generalized procrastination; considering the amount of college students having this problem (Solomon & Rothblum, 1984). In the study of Ellis and Knaus (1977), 95% of students showed academic procrastination. Also, in the study of Uzun Özer, Demir and Ferrari (2009) 52% of university students had academic procrastination. A closer result was found in Balkıs and Duru's (2009) study as 23% of the participants showed procrastination on academic tasks.

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It was claimed by the researchers that procrastination includes some components rather than being one concept (Solomon & Rothblum, 1984). Although only behavioral part can be observed, other parts including cognitive and emotional parts cannot be disregarded (Uzun Özer, Demir & Ferrari, 2013).

Feeling distress when not being able to begin, maintain or complete a task constitutes emotional part of procrastination (Solomon & Rothblum, 1984). The studies investigating emotional part of procrastination focused subjective discomfort of procrastination and related negative emotions procrastinators experience such as anxiety or distress (Tuckman, 1991; Mohsen, Jaleel & Mahmood, 2013). Researchers emphasize that feelings of anxiety is the most adverse feeling linked with procrastination (Uzun Özer, Demir & Harrington, 2012).

The behavioral component of procrastination focuses mostly on initiating, performing and completing process of a task, leading to take individual's time more than it should in general (Ferrari, 1992). Individual prefers to do a task that comes more pleasant to him /her rather than doing planned task (Uzun & Demir, 2015). For instance, a procrastinator's behavior of avoiding to study and preferring to meet with friends instead can be behavioral part of procrastination. In the studies related with behavioral part of procrastination, the amount of task being completed and frequency of procrastination were focused (Beck, Koons & Milgrim, 2001).

Cognitive component of procrastination includes the reasons of deciding to postpone a task purposely (Karas & Spada, 2009). The variables that are related with cognitions such as perfectionism, irrational beliefs about self and self-efficacy were included in the studies of procrastination (Sirois, 2014; Burka & Yuen, 1983). Result of the studies indicated that self-efficacy and self-respect were negatively related with procrastination (Ferrari, 2001; Klassen, Kravchuk & Rajani, 2008; Sirois, 2014).

Postponing on academic tasks until anxiety is experienced is common among college students (Burka & Yuen, 1983). Academic procrastination in research purposes can be defined as the self-reported tendency to nearly always or always delaying academic tasks, as a result experiencing high levels of anxiety related with procrastination (Rothblum, Solomon & Murakami, 1986). In previous research nearly one fourth of all college students had procrastination on academic tasks such as writing term papers, studying for exams or keeping up weekly assignments (Solomon & Rothblum, 1984). Since self-reported procrastination and different clinical factors

such as trait anxiety, depression, irrational cognitions and self-esteem were found to be related with academic procrastination, it can be interpreted as academic procrastination is more than study skills insufficiency, but encloses affective and cognitive constituents (Rothblum, Solomon & Murakami, 1986). It can be more beneficial for students who are academic procrastinators to be intervened by a psychological counselor in terms of knowing their cognitive system, thinking styles, irrational beliefs or decision making styles. Considering the studies related with thinking and cognitive parts of procrastination, the importance of decision making process cannot be ignored in the cognitive process of academic procrastination (Balkıs, Duru & Buluş, 2013; Steel, 2007).

Decision making is not only a concept that includes identification of alternatives but also it is a concept that consists of choosing the best alternative considering the values, goals, desires and life style of an individual. It can be also explained as reducing ambiguities while choosing between various alternatives and this explanation focuses on information gathering in decision making process. Decision making styles seem to be used more in career development literature. It was stated that decision making style can be a pattern that people become skilled at and the variations in different styles is related with the information gathered during the decision making process and the amount of alternatives (Highhouse, Dalal & Salas, 2014).

The term decision making style is strongly linked with the term cognitive style and in the understanding of decision process; cognitive style of a person in decision making can be explained as thinking practices of him/her (Hunt, Krzystofiak, Meindl & Yousry, 1989). Many theorists reviewing decision making literature and interested in individual differences also referred to differences in cognitive styles and reach a conclusion that, in general studies about decision making styles build them on theory of Jung that based on two elements: attitudes and function (Thunholm, 2004). The function part was the most noticed as it is linked with cognitive styles associated with decision making styles. Andersen stated that Jung's theory can be understood as perception and judgment functions determine decision making style of a person (Thunholm, 2004).

Scott and Bruce (1995) aimed to combine all previous studies on decision making styles and defined it as "the learned habitual response pattern exhibited by an

individual when confronted with decision situation. It is not a personality trait, but a habit-based propensity to react in a certain way in a specific decision context" (p. 820).

After reviewing previous research, Scott and Bruce (1995) suggested four different decision styles in behavioral terms: A rational style related with broad search for information and evaluation of alternatives; dependent style illustrated by taking other people's advices and instructions before decision making; intuitive style is giving decisions mostly based on emotions and feelings and avoidant style illustrated by avoiding making decisions. With these four styles first version of General Decision Making Style inventory appeared and conducted to military officers. In the development of the scale, fifth decision making style occurred: Spontaneous style which is tendency to decide as fast as possible without taking alternatives into consideration.

According to analysis of Scott and Bruce (1995), these styles were correlated to each other. For instance, rational style was negatively correlated with intuitive, spontaneous and avoidant styles. From all of the findings about correlations of different styles, it was concluded that these styles are independent to each other but individuals utilize from combination of these styles while giving significant decisions (Delaney, Strough, Parker, Bruine & Bruin, 2015).

In the studies of decision making, the importance was on how individuals decide by considering according to what their decision makings are based on. Researchers have different explanations for decision making. For instance, it was stated that individual differences about decision making process is originated from decision speed and amount gathered and evaluated information (Onken, Hastie & Revelle, 1985). Individual and motivational loads affect decision making styles. For example, people who take high risks are inclined to give fast decisions without allocating time to information gathering process (Onken et al., 1985).

Overall, components of procrastination and process of decision making have been studied in previous research and there is still need for investigation of them together for deeper understanding of both concepts.

1.2 The Purpose of the Study

The purpose of the study is to investigate the relationship between academic procrastination and decision making styles among university students in METU.

1.3 Research Question

Is there a significant relationship between academic procrastination and decision making styles of university students in METU?

How well do decision making styles predict academic procrastination of METU students?

1.4 Significance of the Study

When cognitive component of academic procrastination and the importance of cognitive processes that an individual passes through while giving decisions is taken into consideration, looking into the relationship between academic procrastination and decision making process become more of an issue to comprehend procrastination concept better.

In the international literature, there are many kinds of studies related with academic procrastination and its predictors, nevertheless a comprehensive study investigating the relationship of academic procrastination and decision making styles was not found. When it comes to Turkey, there are three studies including this relationship; a study among high school students (Arslan, 2013), a study among university students enrolled in one faculty (Balkıs, 2007) and a study about the relationship of general procrastination and decision making styles among school administrators (Uğurlu, 2013). Since this study investigated university students among which academic procrastination is prevalent (Burka & Yuen, 1983; Solomon & Rothblum, 1984; Rothblum, Solomon & Murakami, 1986, Steel, 2007) and since cognitive styles are important in both academic procrastination and decision making process of an individual; the gathered data may become a base for forward studies. Besides, this study may have a support for both psychological counselors and

psychologists who work in psychological counseling and guidance centers of universities in their application areas of individual and group counseling.

1.5 Definitions of the Variables

Procrastination is postponing a task that should be done today to tomorrow or another day (Steel, 2007).

Academic Procrastination is postponing doing tasks that are related with academic purposes such as doing homework, preparing for the exams or term papers until last minute (Solomon & Rothblum, 1984).

Decision Making is reducing ambiguities efficiently between varieties of choices while choosing. Decision Making Styles are identified as mentioned below (Scott & Bruce, 1995).

Rational Decision Making Style includes searching for alternatives and evaluating in rational way.

Intuitive Decision Making Style includes taking senses and prudence as references for the decision.

Dependent Decision Making Style includes evaluation of other people's advises and instructions in decision making.

Spontaneous Decision Making Style includes deciding without thinking and evaluating current alternatives.

Avoidant Decision Making Style includes avoiding from decision making.

CHAPTER II

LITERATURE REVIEW

This chapter includes wider explanations for procrastination, academic procrastination and decision making styles and a rationale for the relationship between academic procrastination and decision making styles. After a summary about studies and explanations of procrastination and decision making styles, research in national and international literature will be outlined. In order to explain procrastination there are various kinds of views and theories.

In the literature, procrastination was studied in four main headings. The most prevalent one is academic procrastination in which delaying homework or studying for exams until last minute (Solomon & Rothblum, 1984). Other one is life routine procrastination described by Lay (1986) as having difficulties in programming daily tasks. Delaying to give decision when a person confronted with different option is decisional procrastination (Ellis & Knaus, 1977) and the last one, compulsive procrastination comprises delaying both giving decision and tasks that need to be done (Ferrari, 1991).

In order to comprehend the theoretical background of procrastination broader, there are some models that different theorists used in the definitions and underlying reasons for procrastination.

2.1 Theoretical Views of Procrastination

Freud mentioned about the concept of avoidance and he claims that anxiety is a stimuli or ego. When ego realizes the anxiety, it creates different kinds of defense mechanisms. (Ferrari, Johnson & McCown, 1995). Therefore, individual shows procrastination, because avoided or uncompleted tasks have threatening features for ego.

An individual who shows neurotic behaviors generally avoids daily problems rather than dealing with them. Some of them show their experienced physical difficulties as causes of their fail. Namely, all of their thoughts and behaviors are demonstrated in order not to face with the feelings of failure or incompetency. Unfortunately, avoidant behavior results in strengthening the problems they have (Sirois, 2014).

In the literature, theoretical explanations of procrastination originated firstly form the idea of the effect of childhood experiences on an individual's personality. Theorists of psychodynamic model emphasize the effect of family especially parents on child's behavior. For instance, it was stated that behaviors including mistaken child raising techniques such as putting unrealistic goals for a child or forcing him/her to be successful so that as a result of success showing their love to child, may lead procrastination in future (Burka & Yuen, 1983). Therefore, child starts to feel anxious and valueless when she/he experiences failure. When that child starts to be in situations in which his/her skills or abilities are evaluated in his/her future, he/she will experience same emotions by the connection of childhood experiences and procrastination (Burka & Yuen, 1983).

It is stated by some researchers that especially in western societies fear of failure results in procrastination, also, it is indicated that insurgency against authority leads procrastination somehow (Burka & Yuen, 1983).

Families who are focused to success extremely or families who are not sure about their child's capacity to achieve, tend to raise children that have more inclination towards procrastination. Besides, children of families in which they are excessively controlled by parents and leading them to not being able to be an independent individual, show greater procrastination (Burka & Yuen, 1983).

Behavioral theorists identified procrastination as a learned behavior that provides short term relief. Two concepts of classical conditioning which are "reward" and "punishment" can be used to explain procrastination. According to this model, because individual who is rewarded or not punished enough due to his/her behavior, he/she exhibits procrastination (Ferrari et al. 1995). Since unlikable tasks can be regarded as punishment and short term relief can be regarded as a reward, procrastination can be strengthened.

Another research about reasons of academic procrastination on university students shows that unwanted tasks are delayed much more than other tasks (Solomon & Rothblum, 1984) As another explanation, it can be said that most people do not finish tasks that they do not like and this can be interpreted as a finding that supports behavioral model (Glick & Orsillo, 2015).

According to existentialist model, procrastination is related with self-awareness, freedom and responsibility (Sherry, Sherry, Hewitt, Musquash & Flett, 2015). An individual who does not have self-awareness will not take the responsibility of his /her behavior so he/she will procrastinate. So that freedom of the individual would be limited. An individual, who does not have self-awareness, cannot be aware of his/her environment or situation. That is, he/she is not in "here and now". "Here and now" means being aware of the current situation and living in now instead of living in past or in future. An individual should first take responsibility of his/her behavior and be in peace with his/her self to change procrastination. Therefore, it can be assumed that the individual who procrastinates chronically may not be in peace with his/her self (Sherry et al., 2015).

According to cognitive-behavioral model, theorists indicated that procrastination is originated from unrealistic believes or irrational thoughts of people such as their assumptions, negative automatic thoughts or core beliefs lead them to delay tasks since they have unrealistic expectations (Pychyl & Flett, 2012).

Procrastination is triggered by unrealistic fears and self-criticism: They are often not sure about their ability to complete tasks, that's why they delay tasks. It was claimed that people feel and behave in a consistent way with the environment they live in by considering their self-beliefs, attitudes values and thoughts (Flett, Stainton, Hewitt, Sherry, & Lay, 1986). Some of these beliefs may be rational and adaptable but some of them may not. Procrastination is related with these irrational and nonadaptable beliefs such as cognitive distortions, overgeneralizations etc.

Ellis and Knaus (1977) claims that necessities, and some rigid beliefs such as "I must be as.." constitute basement for procrastination. Also, it was argued that other three unhealthy beliefs mentioned below are originated from these desires. These are;

Rigid Desires: Individuals may be persistent about having some specific conditions and they may not even start tasks if these conditions do not exist.

Exaggeration: When the rigid desires of individuals are not met, they start to exaggerate. These individuals exaggerate the condition that should not be, in an excessive way. For instance, they may think or tell others that "I can never study in this condition".

Not being able to stand feeling of restlessness: Individuals suppose that they cannot stand the conditions when their rigid desires are not met so they procrastinate in order not to feel the negative feeling of restlessness.

Blaming: Blaming beliefs may be related with self, others or life. When an individual have self-blaming belief and when he/she does not finish a task that should be done, he/she will humiliate him/herself. In this situation, when the individual cannot complete a task, he /she will worry that his/her failure will be proved. Therefore, again he/she will procrastinate instead of facing failing at the end.

Ellis and Knaus (1977) mentioned about some basic steps that procrastinators do: First procrastinators have desire to complete a task or since they acknowledge that the result of the task would be useful, they accept to complete it at least but they procrastinate illogically. Then they do not realize how much harm they get by procrastinating and continue to postpone the task and get angry with themselves (or as against to humiliating themselves they use defense mechanism of rationalization in order to get out of the topic). Then, again they continue to procrastinate, try to finish the task right before the due date; they complete it very late or never complete it, feel restless because of unnecessary procrastination and start to blame themselves. Lastly, they make themselves sure and give promise to not to procrastinate again and believe it. However, if a difficult or confusing task appears in the future, then they repeat same behavior again.

As mentioned before, the importance of cognitive component of academic procrastination in which maintaining to delay an academic task although knowing that it has adverse results on individual cannot be disregarded. In previous studies, Burka and Yuen (1983) emphasized the importance of protecting fragile self in terms of an individual's cognition. Another precise definition of academic procrastination in terms of cognitive processes done by Lay (1986) as irrational tendency to delay essential tasks. Mostly, perfectionistic personality trait, self-efficacy and irrational beliefs were found to be related with academic procrastination (Hen & Goroshit, 2012; Balkıs et al., 2013).

2.2 Studies about Procrastination

Numerous research studies were conducted and findings confirmed various views about what leads it and with which variables it is related, when it comes to reasons of procrastination.

In a study about personality traits done by Steel, Brothen, and Wambach (2001) in which participants were studying at psychology department, the influence of academic procrastination on personality traits that includes self-esteem, self-regulation, extraversion, locus of control and neuroticism, mood and performance was investigated. In the findings, it was stated that although self-esteem and self-monitoring were correlated with procrastination; neuroticism and locus of control was not found to be correlated with it. In the relationship between procrastination and personality variables of defensiveness, extraversion or dominance, stronger relationship was found.

When it comes to prevalence and predictors of procrastination, 20% of adult individuals had chronic procrastination in daily tasks; and academic procrastination prevalence among university students is between 70-95% (Steel, 2007; Ellis & Knaus, 1977). Also, in the study of Klassen, Krawchuk and Rajani (2008), self-efficacy for self-regulation predicted procrastination.

As mentioned before procrastination was explained as an intentional delay of a task even though knowing that it has unfavorable results (Steel, 2007; Ferrari, O'Callaghan, & Newbegin, 2004). In research, procrastination was studied mostly among undergraduate students and it was found that there was a relationship between higher levels of academic procrastination and lower levels of self-esteem, self-efficacy, and self-regulation and higher levels of stress and anxiety (Howell, Watson, Powell, & Buro, 2006; Steel, 2007).

Although it has negative consequences, procrastination may sometimes motivate people in some cases. For instance in the study of Chu and Choi (2005) it was found that some participants claimed that they intentionally procrastinate because time pressure motivates them. Also, it was revealed in another study that university students who procrastinate have less stress than students who do not procrastinate in academic settings (Tice & Baumeister, 1997).

Moreover, as a significant predictor of procrastination, fear of failure had been an important factor after various researches conducted about it. In a study of Burka and Yuen (1983), some reasons for procrastinating such as evaluation anxiety, lack of assertion and difficulty in decision making, aversiveness of the task, dependency and help seeking, poor time management, peer influence and risk taking was observed.

In the factor analysis of the study of Solomon and Rothblum (1984), there were two main factors for the reasons of procrastination: "fear of failure" and "task aversiveness". Fear of failure which explained 49.4% of the variance, included items containing evaluation anxiety (concern about not to meet the expectations of others), perfectionism (anxiety about not to meet own standards) and low self-esteem. Task aversiveness which explained 18% of the variance, included items that is related with aversiveness of the task and laziness. Other factors reflected rebellion against control, risk taking, lack of assertion, and difficulty in decision making. Surprisingly, time management was not responsible for procrastination as an independent factor (Rothblum, 1990).

Another issue about procrastination and fear of failure was whether it is nature or nurture. There are some studies about procrastination in children indicating that child rearing attitudes of parents may influence individual's delaying behavior. For instance, in the study of McKenna, Solomon and Rothblum (1986, as cited in Rothblum, 1990), college students completed Procrastination Assessment Scale for Students (PASS) and measures for parental affection and control. Findings of their studies showed that, students who have higher fear of failure stated that their fathers are less accepting or caring and female students showed more fear of failure than males when fathers are in question, but no significant relationship of childrearing styles and procrastination when mothers are in question.

In another study done by Ulukaya (2014) about parental attitudes and procrastination with university students from both state and private university. The results showed that, type of university, age and mother's close control predicted academic procrastination. Also, significant difference of procrastination tendencies among students about perceived mother attitudes for both genders was found, but for perceived parental attitudes, only for female students procrastination tendencies differed.

According to the avoidance model of procrastination of Solomon and Rothblum (1984) as deadline of the task approaches, individuals who have higher fear of failure feel anxiety. In order to get rid of this unpleasant feeling, they delay completing the task, which eventually strengthens the idea of avoidance.

Ferrari, O'Callagan and Newbegin (2004) identified three types of procrastination in which two of them were different than previous type of decisional type by Ellis and Knaus (1977). Decisional, arousal and avoidant procrastination. In 'arousal type', individual waits until last minute by being alarmed by short time left to complete the task and gets pleasure from it. In 'avoidant type', individual wishes to not to complete the task so that to prevent his/her performance evaluation and his fears.

In previous research studies, avoidance was found to be a key for chronic procrastination (Ferrari, 1992; Ferrari & Patel, 2004). Avoidant procrastination was explained by Ferrari (1991) as when a person encounters with unpleasant task, he/she grows maladaptive mechanism to deal with in order to protect his/her self-esteem. Avoidant procrastination emerges when the person withdraws him/herself from task since it was perceived as adverse or when he/she is blamed for not to show progress on a task as an indication of his/her poor ability (Ferrari et al., 1995). Since there is fear about representing one's own weakness, avoidant procrastination is positively correlated with high self-consciousness (Ferrari, 2001) and negatively correlated with self-esteem because of their probable perception of inability to complete a task (Ferrari, 1992). Also, people who use avoidant type of procrastination do self-handicapping in order to protect their fragile self (Ferrari & Tice, 2000). Studies among employed adults indicated that avoidant procrastinators were perceived to negatively influence productivity and stated it as essential to be fired (Ferrari, 1992).

Solomon and Rothblum (1984) studied attributions under the topic of procrastination. Results of their study revealed that individuals who have higher level of procrastination, attributed their success to external factors than individuals who have lower level of procrastination. Also, it was explained that high procrastinators start to do a task right before deadline in order not to test their "true ability". This means that, since they attribute their success to external factors, if they succeed, it can be explained as the result of luck, but if they fail, then it may be attributed to lack of effort. Because self-esteem need to be protected, they find a way to not to feel

incompetent by attributing the reasons of success or failure to luck or lack of effort which are changeable situations to generalize their incompetence.

In the study of Uzun Özer and Saçkes (2011), the effect of procrastination on life satisfaction of students were scrutinized. By using 314 participants with Tuckman Procrastination Scale and Satisfaction with Life Scale, results revealed that there was significant difference in procrastination level and life satisfaction scores of participants; students who had higher procrastination level had lower life satisfaction.

In terms of the relationship of procrastination and impulsivity there are various research studies: For instance, Ferrari (1993) found positive correlation between these variables that suggests that impulsive people procrastinate more. Also, Steel (2007) revealed that impulsivity was one of the strongest correlates of procrastination. Steel (2010) claimed that procrastination was an evolutional result of impulsivity. It was stated that, since people were hunter gatherer before agriculture, they needed to meet their basic urgent needs for their existence. It could be harmful for them to spent time for doing tasks for long term effects in future. However, since in the modern era people need to profit more from long term effects of their performance such as studying for an exam, they need to wait for the result. From evolutionary perspective according to Steel (2010), there is genetic basis of impulsivity to pass on in terms of procrastination. For instance, in the study of Loehlin and Martin (2014), by using twins from Australia, genetic correlation between procrastination and impulsivity was investigated. They concluded that there was significant correlation between genetics and procrastination, but cause and effect relationship is still in question. Similar with impulsive people, people who use spontaneous decision making style also have desire to meet their immediate needs, so they give decisions without considering and evaluating other alternatives.

2.3 Studies about Academic Procrastination

In the study of Owens and Newbegin (1997), in which the link between academic procrastination anxiety, academic achievement and academic esteem was investigated among male high school students in Australia, findings indicated that academic procrastination and anxiety was positively related. Also, academic procrastination was directly related with anxiety but not with academic esteem.

About an intervention based study, Glick and Orsillo (2015) conducted a study with college students in which acceptance-based behavioral therapy intervention were used for students who procrastinate on academic tasks. Results of the study showed that the intervention was the most effective for participants who value academic tasks.

In a study in which adaptive perfectionism and self-determined motivation were investigated among college students about whether it reduces academic procrastination or not, findings revealed that students with stronger self-determined motivation procrastinate less and have higher GPA's since they have higher personal standards (Burnam, Komarraju, Hamel & Nadler, 2014). Also, students who hesitate about their capacity to achieve, perceive faults as a symptom of failure and did not set high personal standards, were more probable to state their procrastination as problematic; students who were more planned and self determined in their motivation showed less procrastination on academic tasks.

In another study, Burns, Dittmann, Nguyen and Mitchelson (2000) looked for the relationship between perfectionism, academic procrastination and control with vigilant and avoidant coping. There were 157 students from department of psychology. The findings of the study showed that procrastination and avoidant coping was negatively related and academic procrastination and negative/positive perfectionism was weakly correlated.

Academic procrastination was also found to be related with emotional intelligence (Deniz, Traş & Aydoğan, 2009). In the study of Deniz et al. (2009), the influence of emotional intelligence on academic procrastination and locus of control was investigated by using 435 university students in Selçuk University, Turkey. The results of the study indicated that subscales of Emotional Intelligence Scale; "adaptability" and "coping with stress" had strong correlation with academic procrastination scores. Also, 'adaptability' and 'general mood' predicted locus of control scores. In addition, emotional intelligence skill and academic procrastination and emotional intelligence skill and locus of control were negatively correlated.

In a study conducted with university students in Middle East Technical University, age, academic success, perfectionism and depression variables were investigated in terms of how much they predict academic procrastination (Akkaya, 2007). In the results of multiple regressions, perfectionism about self, perfectionism

about others, academic success and depression predicted academic procrastination together. These variables were found to change in prediction of academic procrastination. While perfectionism about self, perfectionism about others, depression and academic success were predictors for academic procrastination among female participants, perfectionism about self was only predictor among male students.

In the study of Aydoğan (2008) about academic procrastination of senior class college students in terms of self-esteem, self-efficacy and state anxiety in Konya, there was a significant link between academic procrastination and self-esteem, but no significant link between academic procrastination and state anxiety and self-efficacy. Besides, it was specified that self-esteem was a predictor for academic procrastination, yet state anxiety and self-efficacy were not predictors of academic procrastination. Lastly, the students who have high and intermediate level of academic procrastination showed lower levels of state anxiety compared to students who have higher academic procrastination.

When the role of rational and irrational beliefs in the behavior of academic procrastination is considered, Balkıs et al., (2013) conducted a study about the mediator role of rational beliefs about studying in terms of academic procrastination, academic life satisfaction and academic achievement. Results of the study indicated that rational beliefs about studying mediated links between academic procrastination, academic achievement and academic life satisfaction.

In another study about academic procrastination and its reasons and the effect of hope level on academic procrastination, conducted with high school students, it was found that 54% of students showed academic procrastination but here was not any difference between two genders (Uzun Özer, 2009). In the results of the factor analysis about the reasons of academic procrastination, fear of failure, difficulty in decision making, laziness and risk taking were discovered as reasons for academic procrastination. Also, level of state hope seemed to have a strong and significant effect on academic procrastination.

After reviewing studies about procrastination, since decision making process had been a concern for a person to see whether it can be related with procrastination or not, studies about academic procrastination and decision making process and cognitions will be reviewed.

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2.4 Academic Procrastination, Decision Making and Cognitions

In previous studies although reasons for academic procrastination changes, irrational beliefs were found to have an important role on academic procrastination (Senecal, Julian & Guay 2003; Bridges & Roig, 1997; Balkıs et al., 2013). Since these irrational beliefs and cognitions are also found to be related with decision making styles of a person (Peker, Kartol & Demir, 2015) it becomes more significant issue to discuss.

Individuals encounter with various selection situations in their lives and it is expected to decide the best alternative for them. In many areas such as in job selection or school selection individuals need to make decisions considering their values or preferences. For university students it can be decision about their study time, time management or job selection. As mentioned before, decision making includes a cognitive process in which a person lean to an option in order to meet his /her needs (Bağlıkol, 2010). The factors that affect decision making varies. These can be self-respect (Thunholm, 2004), self efficacy levels individual differences and cognitive processes (Gushue, Scanlan, Pantzer & Clarke, 2006).

Procrastination was clarified by some behavioral decision making theorists (Koch & Kleinmann, 2002). For instance, students may be forced to prefer between two alternatives (meeting with friends or doing homework). Although doing homework should be wiser because it is important to finish, student procrastinator chooses meeting with friends. In this situation, they are forced to compare the instant pleasure of meeting with friends with the postponed advantage of getting good mark from homework. If time was significant when deadline is tomorrow, it would be easier to choose to study, but delayed results were priced less, so students may choose instant pleasure of meeting with friend. This phenomenon was identified as 'positive outcome discounting'. It can be used when reasons of procrastination was explained. In this circumstance, the benefit of meeting with friends is more than doing homework but the delayed benefit of doing homework is much greater than meeting with friends, but person chooses benefit of meeting friends by positive outcome discounting which is a mistaken decision making process. In the study of Pychyl, Lee, Thibodeau and Blunt (2000), students were inquired about what they do when

there are five days to deadline of a task and it was revealed that when students procrastinate, they prefer more enjoyable tasks to unpleasant activity of the task that needed to be completed. An individual's ability to decide in healthy way is related with his/her cognitive process and all irrational beliefs interfere his/her decision making process in negative way (Can, 2009).

In the Rational Emotive Behavior Theory there are rational beliefs in which logical thinking occurs in accordance with healthy feelings (Ellis, 1962 as cited in Balkıs et al., 2013). However, irrational belief influences a person reversely since reality is distorted and they are illogical which includes musts or shoulds. According to Ferrari et al. (1995), individuals generally come to irrational interpretations leading academic procrastination. This irrationality contains over or underestimation of finishing a task, the proportion of inspiration for finishing a task and belief about being in a correct mood is essential to be successful in completion of a task.

In the study of Toker and Avcı (2015), influence of cognitive behavioral theory based skill training on academic procrastination behaviors of university students were investigated. Their study included cognitions in three dimensions (intermediate beliefs, core beliefs and false automatic thoughts) related to academic procrastination. With this skill training, experimental group were taught to realization of automatic thoughts, core and intermediate beliefs connected to their emotions about academic tasks and evaluating these thoughts by inquiring and replacing these with practical thoughts and behaviors. Results of the study indicated that the experimental group showed decrease in their academic procrastination behaviors.

Briefly, the cognitions of a person such as irrational beliefs about task or self become a significant concept for decision making process. Decision making styles of a person may also be related with cognitive and behavior part of academic procrastination since in both there is a thinking and cognitive process affecting behavior.

2.5 Process of Decision Making and Studies about Decision Making Styles

Driver and Mock identified two dimensions of decision making's information process: 'focus' and 'amount of information'. Focus dimension has two polar. In one polar, decision maker evaluates it by considering one way for solution, whereas

decision maker sees multiple solutions in other polar (1975, as cited in Taşdelen, 2002). Amount of information gathered in decision making process changes one individual to other. Also, four basic decision making style based on these two dimensions was stated. In decisive style, person uses least information in order to be seemed strong, so speed, efficiency and consistency is related with this style. In flexible style, person uses again least information to decide, but this has diverse meanings in different times, so this style is related with foresight and applicability. In opposition, in hierarchic style, information is analyzed carefully in order to get the best result. In integrative style, similarly, whole information is used, but as many solutions as possible are tried to be developed and it is highly experimental.

Individual and environmental factors have the main roles in the process of decision making. The experiences placed in the cognition, form certain patterns which influence the resolution of problems encountered. These patterns are thought to be "heuristics" or "mental insights". Besides these, there are other factors influencing decision making process such as structure, culture, politics etc. Also, the environment of decision making, uncertainty of decision alternatives, risks and time pressure may have an effect on decision making process (Podrug, 2011).

Individuals have some habits which forms decision making styles. It was stated that decision making style can be learned, obtained, taught. Similarly, Connor and Becker (2003) explained decision making style as; besides being an action on different alternatives, it is a natural and habitual approach that can affect individual's choice.

Individuals take their cognitive styles as bases while gathering information in decision making process in order to separate and internalize information (Avşaroğlu, 2007). Scott and Bruce (1995) identified decision making styles as a learned habit. The key between differences in different decision making styles were amount of thinking and information and identification of the alternatives.

According to Heppner (1978), decision making includes evaluation of possibilities, alternatives and following results and identification of the situation that need to be decided brings the proper approach to decision making of a person.

In general, decision making styles were investigated with different variables in the literature. For instance, the relationship between vocational identity status, perfectionism and decision making styles (Öngen, 2014), the relationship between

decision making in social relationships and decision making styles (Sarı, 2008) or leadership styles and decision making styles (Reid, 2013) were studied.

Decision making process has an important role in organizational areas since it is a problem solving procedure, so administers need to use it actively. This means, different decision making styles of an administrator may result in different conditions in an organization. Which style they use is related with their behavioral patterns in which one of them is procrastination behavior. Oğuz (2008) stated that decision making is a considerable procedure which an administrator needs to carry out. Especially in organizational tasks, which way decision making procedure is followed have a significant role and it is affected by personal traits for the administrator and the staff.

Different characteristics of a person may produce different decision making styles with various social and emotional constructs. Deniz (2004) explained decision making styles. For instance, people who have cautious decision making style give careful decisions while people using avoidant decision making style leave their decision making process to other. People who have procrastinating decision making style tend to delay their decision process and others using spontaneous decision making style give fast decisions under the pressure of time.

There are diverse studies about the link between decision making styles and other variables in Turkey. For instance, Bacanlı and Sürücü (2006) investigated gender and career development of 8th grade primary school students as predictors for career decision making self-efficacy. Another study looked for the relationship between subjective well-being and decision making styles (Dilmaç & Bozgeyikli, 2009). Also, Kaşık (2009) investigated decision making style for perceived level of social support, self-esteem of adolescences and level of hope.

Decision making styles were also found to be related with locus of control. For instance, it was revealed in Scott and Bruce (1995) that rational decision making style was correlated positively with internal locus of control which means that one believes his own power over his fate and attributes the aspects related with his decision to himself. Despite the relationship between rational style and internal locus of control, intuitive style was not found to be related with locus of control in their study. Dependent decision making style was found to be correlated positively with external locus of control in which one do not believe his own power over his fate and

attributes the aspects related with his decision to outside rather than himself. Also, since positive correlation between avoidant decision making style and external locus of control was found, it was revealed that an individual who has avoidant decision making style attributed his own control over his fate to external factors. Lastly, negative weak correlation was found between internal locus of control and spontaneous decision making style.

2.6 Studies Regarding Procrastination and Decision Making Styles in Turkey

In a study conducted in Turkey by using 408 high school students, predictive relationship of decision making styles and academic procrastination was investigated (Arslan, 2013). Turkish versions of Academic Procrastination Questionnaire and Decision Making Styles Inventory were used to measure academic procrastination level and decision making styles of the participants. The results of the study revealed that avoidant and spontaneous decision making style predicted 19% of the variance in academic procrastination. Therefore, avoidant and spontaneous decision making were significant predictors in the analysis of significance of regression coefficients. There was not any significance for intuitive, dependent and rational decision making styles as predictors of academic procrastination. In addition, it was stated that academic procrastination levels of students can be influenced by gender, yet it was not affected by level of class and educational level of parents.

In another study in which data was collected from school administrators different than other samples in the literature, 397 principles and vice-principles were joined to study in Sivas, Turkey (Uğurlu, 2013). Turkish versions of Procrastination Scale (PS) and Decision Making Style Inventory (DMSI) was used for measurement in relational survey. The results of the study showed that there was negative correlation between procrastination and rational and spontaneous decision making styles and positive correlation between academic procrastination and dependent, avoidant and intuitive decision making styles. Also, all variables for decisions making styles explained 29% of the variance in procrastination scores of the participants.

A study conducted with 984 undergraduate students of Faculty of Education in Pamukkale University in Turkey, investigated academic procrastination and decision making styles in terms of psycho-social variables (Balkıs, 2007).

Procrastination Scale, Aitken's Academic Procrastination Inventory and Decision Making Inventory were used for measuring these variables. It was stated that academic procrastination and rational decision making style was correlated negatively. Nevertheless, it was correlated with dependent, avoidant and spontaneous decision making styles in positive way. That is, while high levels of academic procrastination was associated with low levels of rational decision making style, high levels of academic procrastination was related with high levels of dependent, avoidant and spontaneous decision making styles. Also, according to t test results, gender had a significant role on academic procrastination levels of students since, male students showed grater procrastination scores than female students.

After knowing that academic procrastination includes cognitive component in which rational or irrational beliefs and decision making styles were used, it became logical to focus on more on which decision making styles people use in order to comprehend this cognitive process. This study focuses on the cognitive and behavioral part of academic procrastination by measuring the relationship between academic procrastination and decision making styles and predictive role of decision making styles for academic procrastination.

Moreover, as it was explained, there is research about procrastination and its reasons, predictors and other variables such as emotional intelligence or perfectionism. However, academic procrastination and decision making styles of university students was not investigated with this sample. Also, there was not much research investigating this relationship specifically in the literature. Since sample of the data of the present study is different from few researches about the relationship between academic procrastination and decision making styles mentioned above, this study may give rise to other studies in order to understand the link between each style and academic procrastination with various samples. In addition, it may give insight for psychological counselors or psychologist in counseling centers of universities in application areas in terms of understanding different decision making styles predictors for students who show procrastination on academic tasks.

CHAPTER III

METHOD

3.1 Overall Design of the Study

The overall design of the study was survey and correlational. The aim of the study was examining the relationship between level of academic procrastination and decision making styles among university students. The study was conducted with 482 undergraduate students in Middle East Technical University (METU). Demographic Data Form, The Procrastination Assessment Scale-Students (PASS) and General Decision Making Style Inventory (GDMS) were administered to participants. The data was collected in the spring semester of 2014-2015 academic year. Descriptive statistics and multiple regression analyses were conducted to analyze the data.

3.2 Participants

The participants of the study were 482 with 271 female (%56), 211 male (44%) undergraduate students who are from five different faculties at METU and were participated voluntarily. Age range of the participants was 18 to 29 ($M = 22.32$, $SD = 2.10$).

Participants who attend different faculties had percentages as follows: 26 (5%) of the participants were from Faculty of Education, 338 (70%) of the participants were from Faculty of Engineering, 60 (12%) of the participants were from Faculty of Arts and Sciences, 36 (7%) of the participants were from Faculty of Architecture and 22 (5%) of the participants were from Faculty of Economics and Administrative Sciences.

Participants who had different grade levels had percentages as follows: 85 (18%) of the participants were from first grade, 124 (25%) of the participants were from second grade, 100 (21%) of the participants were from third grade and 173 (36%) of the participants were from fourth grade levels.

3.3 Data Collection Instruments

The data of the current study was collected by using a package of Demographic Data form, The Procrastination Assessment Scale-Students (PASS) and General Decision Making Style Inventory (GDMS).

3.3.1 The Procrastination Assessment Scale-Students (PASS)

The Procrastination Assessment Scale-Students (PASS) which was developed by Solomon and Rothblum (1984) was used in data collection in this study. PASS was designed to measure cognitive behavioral triggerings of procrastination. It was translated by Uzun Özer (2005) into Turkish as Erteleme Davranışı Değerlendirme Ölçeği-Öğrenci Formu and consists of 2 parts and with 44 items. First part has 18 items which measures the prevalence of procrastination in 6 academic areas: These are; writing term paper, studying for an exam, keeping up weekly reading assignments, performing administrative tasks, attending jobs such as attending lessons or meeting with academic advisor and performing academic tasks in general (see Appendix B). Items are scored by using 5 point Likert scale. Participants answer each question about the 6 areas of procrastination mentioned above (Turkish translations are shown in brackets). First question measures how frequent participants procrastinate their academic tasks; "To what degree do you procrastinate on the tasks mentioned below?" (Aşağıdaki konularda ne dereceye kadar erteleme davranışı gösterirsiniz?) (1 = never procrastinate; 5 = always procrastinate). Second question measures the degree of problem when participants procrastinate their academic tasks; "To what degree is procrastination on tasks mentioned below a problem for you?" (Aşağıdaki konularda erteleme yoluna gitmeniz size ne ölçüde problem yaratır?) (1 = not at all a problem; 5 = always a problem). The last question measures to what extent participants want to decrease their tendency to procrastinate; "To what extend do you want to decrease your tendency to procrastinate on tasks mentioned below?" (Aşağıdaki konularda erteleme eğiliminizi ne ölçüde azaltmak istersiniz?) (1 = do not want to decrease; 5 = definitely want to decrease).

For the first 18 items that assesses 6 areas of procrastination, scoring is as follows. First two questions of each six procrastination areas are summed to get a total score ranging from 12 to 60. First part of the PASS includes the scores that show academic procrastination levels of participants (Solomon & Rothblum, 1984). Since the second part of the PASS includes possible reasons of procrastination on variety of tasks, the second part was not used in this study.

There are variety of research studies that showed that PASS has sufficient reliability and validity (Solomon & Rothblum, 1984; Ferrari, 1989). The original form of PASS was found to have Cronbach alpha of .75 for the first part and .70 for the second part, Test retest reliability of PASS which was conducted with 6 weeks interval is .74 for the first part and .65 for second part (Ferrari, 1989). Also Senecal et al. (1995) also found the scale highly reliable (coefficient alpha = .88).

In order to determine validity of PASS, it was compared with other personality measures such as indecision (.32), depression (.27), irrational beliefs (.20) (Beswick, Rothblum, & Mann, 1988) and trait anxiety (Solomon & Rothblum, 1984). Moreover, Rothblum et al. (1986) reported that total PASS/Part 1 scores were negatively correlated with the course grades (-.22).

In Turkish verison, Uzun Özer (2005) reported the Cronbach alpha coefficient of internal consistency as .76. Also in this study, internal consistency of Turkish version of PASS was obtained and Cronbach alpha coefficient was .75.

3.3.2 The General Decision Making Style Inventory (GDMS)

The General Decision Making Style Inventory (GDMS) was firstly developed by Scott and Bruce (1995) in order to measure individual differences of decision making styles while approaching problems in decision making process of individual. The coefficient of internal consistency was found to have values changes between .79 and .94 for each sub-dimension of GDMS (Scott & Bruce, 1995) and it was translated by Taşdelen (2002) into Turkish as Karar Verme Stilleri Ölçeği (KVSÖ) (see Appendix C). While the original form of KVSÖ was being developed, firstly, 37 items are generated by using conceptual definitions. Then, number of items was reduced to 25 items. This from have five sub-dimensions of rational, intuitive, avoidance, dependent and spontaneous decision making styles. These sub-

dimensions and items numbers are listed as; rational style: 1,2,3,4,5; intuitive style: 6,7,8,9,10; dependent style: 11,12,13,14,15; avoidant style: 16,17,18,19,20; spontaneous style: 21,22,23,24,25. The items of GDMS are scored by using 5 point Likert scale (Turkish translations are shown in brackets); 1 = Totally Disagree (Kesinlikle Katılmıyorum), 2 = Disagree (Katılmıyorum), 3 = Indecisive (Kararsızım); 4 = Agree (Katılıyorum), 5 = Totally Agree (Kesinlikle Katılıyorum).

The scale was prepared after 12th item was removed from dependent style and total number of items was 24. Therefore, scale items and subscale items can be listed as: rational style: 1, 2, 3, 4, 5; intuitive style: 6, 7, 8, 9, 10; dependent style: 11, 12, 13, 14; avoidant style: 15, 16, 17, 18, 19, spontaneous style: 20, 21, 22, 23, 24. All the results of data indicated that KVSÖ is reliable and valid scale (Taşdelen, 2002).

The coefficient of Pearson Correlation between translated and original form of the scale with 2 weeks intervals was found to be r =.73 p<.001 (n =28) which means that the consistency between two version of form is high and language equivalence is obtained (Taşdelen, 2002).

The obtained language equivalent form of KVSÖ was then applied to 451 students registered in different departments in Faculty of Education in Pamukkale University and the internal consistency coefficients (Cronbach's alpha) were calculated. The Cronbach's alpha coefficients of each sub-dimensions of the scale are; rational style = .76, intuitive style = .78, dependant style = .76, avoidant style = .79, spontaneous style = .79 and for the whole scale (24 items) the alpha was .74.

In test-retest reliability of KVSÖ, Pearson Correlation Coefficient between two applications for each sub-dimension of the scale was as follows (Taşdelen, 2002): rational style: r =.26, p<.05; intuitive style: r = .29, p<.01; dependant style: r = .52 p<.01; avoidant style: r =.35, p<.01; spontaneous style: r =.26, p<.05; and for the all sub-dimensions of the scale r =.44, p<.01 which was significant.

In this study, internal consistency for Turkish version of GDMS was obtained for each subscale. Cronbach alpha coefficients for each subscales are as follows; rational style = .85, intuitive style = .82, dependent style = .74, avoidant style = .81 and spontaneous style = .79.

3.3.3 Demographic Information Form

Demographic Information Form was developed by the researcher in order to take information about participants', gender, age, grade level and faculty, (see Appendix D).

3.4 Data Collection Procedure

After getting permissions from firstly Human Subjects Ethics Committee in Middle East Technical University (METU), in each faculties, demographic information form, the Turkish version of PASS and Turkish version of GDMS were applied in the beginning or at the end of the lessons to university students from variety of class levels by the researcher and the data was collected by using convenience sampling for accessing participants. After getting permissions from the instructors, the forms were applied to the students that accepted to be a participant for the study voluntarily. During the data collection, participants were informed about confidentiality. In the forms, telephone number and e-mail of the researcher were given in case of any questions about the study. It took around 10 minutes to complete the all scales. The data was collected between February and May of 2014-2015 academic year's spring semester.

3.5 Description of the Variables

Gender was a dichotomous variable and has two levels.

Academic procrastination was a continuous variable, measured by 18 items with Procrastination Assessment Scale for Students (PASS) in first part, which was a five point Likert type scale. Minimum and maximum scores that can be obtained from scale were 12 to 60. As the score obtained from scale increases, it means participants had more procrastination level on academic tasks.

Decision making style was a continuous variable, measured by 24 items with General Decision Making Style Inventory (GDMS) which was five point Likert type scale and had 5 sub-dimensions. As the scores obtained from each sub-dimensions of

decision making (rational, avoidant, intuitive, spontaneous and dependent) increases, it means participants utilized from that decision making style more in their decision process.

3.6 Data analysis

In the present study, descriptive and inferential statistics were used and analysis was done by IBM (Statistical Packages of Social Sciences 22 (SPSS) computer program. Before using statistical analysis, the data were explored by checking certain assumptions to be satisfied.

In terms of demographic features of the participants, gender, grade levels and faculty were obtained. In order to give the general conclusions about the sample, frequency, mean, standard deviations and ranges were calculated. Being utilized by t test and one way analysis of variance (ANOVA), mean differences of gender, faculty and grade level was analyzed in terms of academic procrastination level. In order to see the ratio of demographic variables, frequency distribution was used.

Questionnaire with Likert type scale was used for measuring dependent variable of academic procrastination which is continuous data and measured by ratio scale. Independent variable of decision making styles was also a continuous data and measured by ratio scale; there would be five different scores for rational, avoidant, spontaneous, dependent and intuitive decision making styles for each participant.

Since the present study investigated the relationship between academic procrastination and decision making style and whether decision making styles had predictive role on academic procrastination, inferential statistics were used. At first, assumptions were checked and validated before the main analysis, and then multiple regression analysis was conducted to analyze the predictive relationship between variables. Multiple regression analyses method was appropriate for the present study since there was one continuous dependent variable and more than one continuous independent variable (Tabachnick & Fidel, 2013). Dependent variable of the model was academic procrastination and independent variables were five decision making styles.

3.7 Limitations of the study

Despite the revealed findings of the present study about the relationship between academic procrastination and decision making styles, some limitations need to be emphasized.

Firstly, sample consisted of 482 undergraduate students in METU. With this sample size and convenient sampling, it is difficult to generalize the data to all undergraduate students in METU.

Moreover, social desirability may restrict the answers of the participants since all scales were based on self-reports. Students may select the score that comes most attractive to them rather than the core that reflects them in real.

In addition, since the students were given the forms in different classrooms which indicates that there were different physical conditions for different students, place may be another confounding variable while generalizing the data. Also, although the researcher was in the classroom in data collection, some instructor characteristics may influence the results.

As another limitation for the present study, only six areas of academic procrastination (writing term paper, studying for an exam, reading weekly assignments, academic administrative tasks, attendance tasks and school activities in general) were included for prevalence of academic procrastination and this limits the evaluated areas of academic procrastination. Also, since the data was gathered only by using a measure for evaluation of academic procrastination, generalization to other types of procrastination (life routine, decisional and compulsive procrastination) is limited.

Besides, since this study had participants consisting first, second, third and fourth grade levels, findings cannot be generalized to graduate or prep-school students.

Lastly, because this research includes a correlational study in which only a relationship was found between variables, causal relationship cannot be established.

CHAPTER IV

RESULTS

This chapter explained the results of the statistical analysis of the present study in terms of research questions. Analyses start with descriptive analyses, continues with assumption checks of the multiple regression and correlation matrices, then results of multiple regression analyses were presented.

4.1 Descriptive Statistics of the Variables

Mean score of total academic procrastination level for the sample was 35.05 and standard deviation was 6.80.

The means, standard deviations and percentages of academic procrastination scores with regard to demographic variables were shown in Table 4.1.

Table 4.1

Descriptive Statistics for Academic Procrastination

Demographics	Group	n	M	SD	$\%$
Gender	Male	211	35.24	6.70	44
	Female	271	34.91	6.86	56
Grade Level	1st grade	85	35.40	6.54	18
	2nd grade	124	36.01	6.00	25
	3rd grade	100	34.42	6.55	21
	4th grade	173	34.60	6.80	36
Faculty	FE1	26	35.35	5.83	5
	FE2	338	35.20	6.70	70
	FAS	60	34.20	6.52	12
	FA	36	34.30	8.00	7
	FEAS	22	36.50	8.10	5

Note for Faculty types: FE1 = Faculty of Education; FE2 = Faculty of Engineering; FAS = Faculty of Arts and Science; FA = Faculty of Architecture; FEAS = Faculty of Economics and Administrative Sciences.

According to Table 4.1, male individuals ($M = 35.24$, $SD = 6.70$) who were from second grade ($M = 36.01$, $SD = 6.00$) and attending Faculty of Economics and Administrative Sciences ($M = 36.50$, $SD = 8.10$) had the highest mean academic procastination score among others.

The mean scores of subgroups of decision making styles for the sample were as follows: Rational style ($M = 19.70$, $SD = 3.91$), intuitive style ($M = 17.60$, $SD = 4.07$), dependent style ($M = 13.93$, $SD = 3.28$), avoidant style ($M = 12.60$, $SD = 4.54$) and spontaneous style ($M = 13.69$, $SD = 4.26$).

In decision making styles, participants got highest mean score on rational decision making style ($M = 19.66$, $SD = 3.91$). This means students mostly give their decisions by using rational decision making style more than other styles. Other decision making styles utilized were ordered as follows: intuitive style ($M = 17.60$, $SD = 4.07$), dependent style ($M = 13.93$, $SD = 3.28$), spontaneous style ($M = 13.69$, $SD = 4.26$), and avoidant style ($M = 12.57$, $SD = 4.54$).

Since demographic variables of gender in independent samples t-test ($t_{480} = .524$, $p > .05$); also grade level ($F_{(3,478)} = 1.45$, $p > .05$) and type of faculty ($F_{(4,477)} = .646$, $p > .05$) in one way analysis of variance (ANOVA) were not significantly differed in terms of their academic procrastination scores, these variables were not put to main analysis of multiple regression.

4.2 Multiple Regression Assumptions

Before conducting the main analysis, multiple regression assumptions were checked. For the independence of errors assumption, Durbin Watson statistics were used. Tabachnick and Fidell (2013) argue that the expected value for this assumption should be between 1.5 and 2.5. The Durbin Watson value of the current study was 1.99 proving that the independence of errors assumption was satisfied.

In order to check the normality assumption, histogram and plot of residuals were examined. For satisfying this assumption, residuals should be normally distributed and P-P plots should lie straightly with no deviations (Field, 2009). The

result of that assumption was shown by Figure 4.1 below. This assumption was also satisfied.
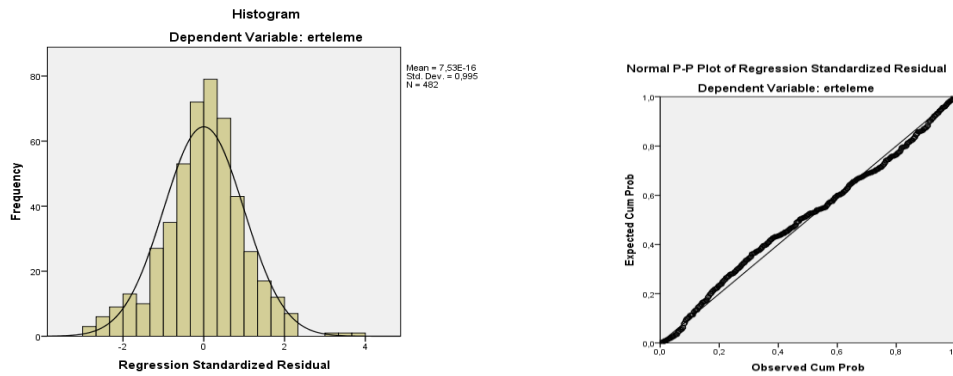
Figure 4.1 *Histogram Showing Distribution of Standardized Residuals and Normal P-P Plot Showing Normality of Residuals.*

Third assumption for regression was scatterplots of predicted value. This value was preferred specifically checking for homoscedasticity assumption. According to this assumption, each level of the predictor variables should have the equal variances and should be casually spread around zero (Field, 2009). As it is stated below in Figure 4.2, this assumption was checked.
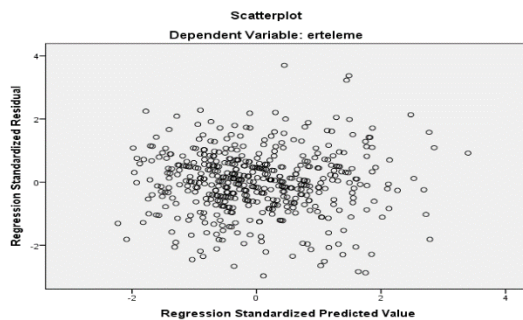
Figure 4.2 *Scatter Plots of Predicted Values and Residuals*

As fourth assumption, multicollinearity was checked. Tolerance Statistics and Variance Inflation Factor were revised. Tolerance values were higher than .20 and Variance Inflation Factor were lower than 4.0 which was perfect multicollinearity (Tabachnick & Fidel, 2007). In Table 4.2, correlations among study variables were presented and based on the results on that table, there were not correlations above the .90. Therefore multicollienearity assumption was satisfied (Field, 2009).

4.3 Correlation Matrix of the Variables

Table 4.2

Correlation Matrix of Study Variables

Variable	1	2	3	4	5	6
Academic procrastination	1					
Decision making styles						
Rational	-.12**	1				
Intuitive	-.03	.37**	1			
Dependent	.02	.33**	.32**	1		
Avoidant	.29**	-.18**	.04	.08*	1	
Spontaneous	.19**	-.15**	.17**	.02	.42**	1

*p<.05, **p<.01

Based on the results shown in Table 4.2, dependent variable of the study procrastination was significantly and negatively correlated with rational style ($r = -.12$, $p<.01$), significantly and positively correlated with avoidant style ($r =.29$, $p<.01$), significantly and positively correlated with spontaneous style ($r =.19$, $p<.01$). But there is no significant correlation between procrastination and intuitive style ($r = -.03$, $p>.05$), and dependent style ($r = .02$, $p>.05$).

4.4 Results of Multiple Regression Method

A multiple regression analysis was conducted to predict the procrastination level by using decision making style scores of participants.

As shown in Table 4.3, total model including rational, intuitive, dependent, avoidant and spontaneous decision making styles explained 9.2% variance of academic procrastination ($R^2 = .092$, $F_{(5,476)} = 9.62$, $p<.001$). Only significant predictor of academic procrastination among decision making styles was avoidant style and it explained 5% of variance in academic procrastination by itself. Other decision making styles were not significant predictors of academic procrastination. According to standardized regression coefficient (β), significance order of predictors

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on academic procrastination is as follows; avoidant, spontaneous, rational, intuitive and dependent decision making styles.

Table 4.3

Summary of Multiple Regression Analysis

Variable	B	SE	B	R^2	Adjusted R^2
Model				.092	.082
Rational	-.11	.09	-.06		
Intuitive	-.06	.08	-.03		
Dependent	.05	.10	.02		
Avoidant	.36	.07	.24**		
Spontaneous	.13	.08	.08		

*p<.05, **p<.01*

Overall, the multiple regression analysis demonstrated that university students who had high avoidant decision making style level may more likely to procrastinate on academic tasks.

CHAPTER V

DISCUSSION

In this chapter, research findings and its similarities and differences with the literature were stated. After, the evaluation of the findings, practical and theoretical future implications of the results and recommendations for further research were discussed.

5.1 Conclusion of the Results

The purpose of the study was to identify the relationship between academic procrastination of the university students in METU and their decision making styles, also whether decision making styles predicts academic procrastination or not.

Findings of the present study indicated that there was a significant negative correlation between academic procrastination levels of the university students and rational decision making style and significant positive correlation with avoidant and spontaneous decision making style. Also, avoidant decision making style was found to be a significant predictor of academic procrastination while other decision making styles were not predictors.

First, in terms of the finding of significant negative relationship of academic procrastination and rational decision making style, there was a similar finding with a study in Turkey. Balkıs (2007) conducted a study with university students from faculty of education and results indicated that participants who had higher scores on rational decision making style, got lower scores on procrastination scale. This means that, participants who use rational decision making style, procrastinate less on tasks. People utilizing rational style, use rational approaches in the phase of getting information, evaluation of information in terms of purposes and values and constitution of alternatives. Similar finding was also found in Uğurlu's (2013) study in which rational decision making style was negatively correlated with

procrastination. Also in other studies, the negative relationship between academic procrastination and rationality was found (Knaus, 1973; Dryden, 2012). Gjelsvik (2010) emphasized rationality of individuals in their continuing procrastination behavior. Acknowledging self-values includes self-awareness, so because of these characteristics of people who uses rational style, it was thought that they are more aware of their behavior (Voge, 2010). Therefore, it can be supposed that these people would have tendency to do the tasks that they have planned on time, and they would also complete both daily or academic tasks on time, so procrastinate.

Rationality of individuals has been an important variable when procrastination behavior is considered (Senecal, Julian & Guay 2003; Bridges & Roig, 1997; Balkıs et al., 2013). An explanation for the result of the present study which showed significant negative relationship between rational decision making style and procrastination can be with the Rational Emotive Behavior Theory (REBT) by Ellis and Knaus (1977). It was stated that self-criticism and irrational beliefs have significant influence on procrastination. In terms of cognitions, since there are irrational beliefs about self such as "I must do well in order to be a worthwhile person", person starts to delay tasks by feelings of inadequacy about doing well. As in REBT, people who use rational decision making style more frequent than other styles, show less procrastination, because they rationally evaluate the alternatives before giving decisions, so probably they may also have rational beliefs about themselves.

When the negative correlation between academic procrastination rather than general procrastination and rational beliefs is considered, the mediator role of rational beliefs can be another study to support the finding of the presents study. As in the study of Balkıs et al. (2013), it was revealed that academic procrastination was negatively related with rational beliefs about studying, academic life satisfaction and academic achievement. Also, rational beliefs about studying mediated the relationship of academic procrastination and same variables mentioned.

Second, in terms of the result of significant positive relationship of academic procrastination and avoidant style, again the finding was similar with the study of Balkıs (2007), Uğurlu (2013) in which there was a significant positive correlation between procrastination and avoidant decision making style and Arslan (2013) in which avoidant decision making style was a predictor for academic procrastination

among high school students. This means that, people who uses more avoidant decision making style in their decision making process, shows more procrastination tendencies. Also, avoidant decision making style explained 5% of variance in academic procrastination in the present study.

An explanation of the present finding for the link and predictive relationship between avoidant decision making style and academic procrastination can be with the different studies related to avoidance and procrastination (Ferrari, 1991; Ferrari, 1992; Ferrari & Patel, 2004). Since the maladaptive mechanism of avoiding tasks by delaying it (avoidant procrastination) give the person short term relief, people prefer to postpone rather than completing tasks. Similarly, people who use avoidant decision making style also avoid decision making as a result avoid giving decision to start a task.

Chronic indecision (decisional procrastination) (Ferrari et al., 1995) is similar with avoidant decision making style since in both giving decisions are delayed for some reason. The relationship of avoidant decision making style and procrastination can also be explained by the previous results of the link between indecisiveness and procrastination. In the study of Frost and Shows (1993) that was conducted with, the relationship between indecisiveness and procrastination was investigated in terms of obsessive compulsive disorder. Results of the study indicated that participants who had higher indecisiveness level had different results in terms of their procrastination level than participants who had lower indecisiveness level. This result is similar with the present study that, decision making process is somehow significantly related with procrastination level in university students.

Third, academic procrastination and spontaneous style was also significantly and positively correlated in the study which was parallel with the literature. For instance, in the study of Balkıs (2007), students who use spontaneous decision making style found to have more procrastination behavior. Also, Arslan (2013) found spontaneous decision making style as predictor for academic procrastination among high school students. Since in spontaneous style, alternatives were not evaluated properly and decision was given without considering values or priorities as in rational style, individual may prefer spontaneous satisfaction in short term rather than satisfaction in long term. Therefore, postponing behavior continues.

Another explanation for the positive correlation for academic procrastination and spontaneous decision making style can be in terms of the relationship of procrastination and impulsivity as explained below.

Impulsive people need to meet their needs immediately (Eysenck & Eysenck, 1977; as cited in Boyer, 2006) and they did not consider other options, so they do not have desire to wait. Similar with people high in impulsivity, people who use spontaneous decision making style also do not search for alternatives or evaluate them before giving decisions, so they prefer to do other tasks spontaneously before the tasks that will result in long term (Scott & Bruce, 1995). When this similarity is taken into account, the result of the present study becomes more reasonable in terms of the positive correlation between impulsivity and procrastination in the previous research (Ferrari, 1993; Steel, 2007). Both evolutionary explanations for the link between procrastination and impulsivity and genetic relations of impulsivity and procrastination mentioned above (Loehlin & Martin, 2014) may be a support for the positive correlation between these two variables.

In the present study, dependent and intuitive decision making style was not found to be significantly related with academic procrastination. This result was similar with the other studies (Arslan 2013, Balkıs, 2007). However, in the study of Uğurlu (2013) conducted by school administrators about procrastination and decision making styles, different results than present study was found. Intuitive style was positively and dependent style was negatively correlated with general procrastination among school administrators in the study of Uğurlu (2013). The different result of the present study in terms of no significant relationship for dependent and intuitive style might be because of the sample and the type of procrastination measured since it was among undergraduate students by measuring their academic procrastination specifically rather than other types of procrastination.

In total, decision making styles predicted 9.2% of variance in academic procrastination and only avoidant decision making style which explained 5% of the variance was a significant predictor for academic procrastination. When other studies in the literature were compared, both similar and different results were found. For instance, in the study of Arslan (2013), both avoidant style and spontaneous style were found to be significant predictors for academic procrastination. Also, Balkıs

(2007) found that, in total decision making styles explained 35% of the variance in procrastination. These results were different from present study.

5.2 Implications for Practices

In the field of psychological counseling, procrastination on daily and academic tasks has been a concern for research. Although students in universities may apply counseling centers for wide range of issues, fear of failure and not being able to study or not having motivation in academic tasks cannot be disregarded. Therefore, with the present study, psychologists and psychological counselors may begin to study with students' way of decision making in order to understand their procrastination behavior. If they can realize their different kind of decision making styles after testing or knowing them, they may use some preventions and interventions such as by giving seminars about procrastination. The present study may be used to comprehend students that are in trouble with their procrastination behavior in order to help them better. The findings of the present study indicate that rational decision making style was negatively correlated with academic procrastination. Therefore, by testing students' rational and irrational beliefs or decision making styles, counselors and psychologists may work on those students who do not use rational style in their decision.

Considering the relationship of academic procrastination and decision making styles, prevention counseling services in universities may also arrange individual and group sessions for the goal of reducing academic procrastination with students who use avoidant decision making style. As the result of the present study supports that there is a significant positive correlation and predictive relationship between academic procrastination and avoidant decision making style, taking the students who use avoidant decision making style into account, reason for avoiding decision and as a result avoiding to start a task (procrastination) can be understood in individual counseling sessions by making them realize. Also, both in the present study and in the literature it was indicated that academic procrastination is prevalent among students, so there may be studies for the awareness about students' procrastination behaviors.

By developing a skill training program for realization of decision making styles and irrational thoughts about self people use, an experimental study by for observation of effect of the program and an intervention for students can be developed in psychological counseling centers.

Moreover, parents may use this information when they encounter procrastination in their child on academic tasks. Their decision making styles can give them an idea about why they procrastinate. As a result, they can work with a counselor or psychologist in order to change their child's decision making process such as by changing their cognitive distortions of irrational beliefs.

5.3 Recommendations for Further Research

Since the present study was conducted by using convenience sampling in Middle East Technical University, with students from five different faculties with different ratios, it cannot be generalized to METU students and other university students. For further research, more faculties with proper ratios from different universities may be included.

In terms of the data collection procedure, for more accurate data, further interviews could be organized with participants about their procrastination behaviors. Also, since independent observation assumption might not be met, because the forms were handed out in the classroom together, data should be collected individually in future researches.

Since this study was correlational and based on self-reports, the data reflects perceived level of academic procrastination and decision making styles. In order to see it in real settings, an experimental study can be arranged for observing their delay in academic tasks after the identification of participants' decision making styles.

Also, since not only academic procrastination but also other types of procrastination might be affected by different decision making styles, in future researches the link between these two variables should be investigated in detail by measuring other types of procrastination together.

Overall, as decision making styles of an individual related to his/her procrastination behavior leads various problems in terms of influencing psychological health (Ferrari & McCown, 1994), the connection and the predictive

or cause-effect relationship between various types of decision making and procrastination behavior with decisional, academic, compulsive and life routine types in terms of cognitive, emotional and behavioral parts, should be investigated in most comprehensive studies in order to understand the relationship in precise way.

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APPENDICES

Appendix A: Approval Letter from Middle East Technical University Human Subjects Ethics Committee

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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02.02.2015

Gönderilen : Prof. Dr. Ayhan Demir
Eğitim Bilimleri Bölümü

Gönderen : Prof. Dr. Canan Sümer
IAK Başkan Vekili

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Psikolojik Danışmanlık ve Rehberlik Bölümü öğrencisi Gülin Saya'nın "Üniversite Öğrencilerinde Akademik Erteleme ve Karar Verme Stilleri Arasındaki İlişki" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

02/02/2015

Prof.Dr. Canan Sümer
Uygulamalı Etik Araştırma Merkezi
(UEAM) BaşkanVekili
ODTÜ 06531 ANKARA

Appendix B: Sample Items from Procrastination Assessment Scale-Students

Açıklamalar: Aşağıda, öğrenim hayatınızdaki sıklıkla yaptığınız etkinliklerde, erteleme davranışını ne ölçüde kullandığınızı, ölçmeyi amaçlayan birtakım ifadeler yer almaktadır. Her bir ifadeyi okuduktan sonra öncelikle, erteleme davranışını ne ölçüde kullandığınızı, daha sonra bu davranışınızın size ne ölçüde problem yarattığını ve son olarak ertelediğiniz bu davranışları ne ölçüde azaltmak istedğiniz ile ilgili seçeneği işaretleyerek belirtiniz.

Aşağıdaki konularda ne dereceye kadar erteleme davranışı gösterirsiniz? KONULAR	Hiçbir zaman ertelemem	Ertelemem	Bazen ertelerim, bazen ertelemem	Ertelerim	Her zaman ertelerim
1. Dönem Ödevi Hazırlama					
2. Sınavlara Hazırlanma					
3. Haftalık Okuma Ödevlerini Tamamlama					
4. Okulla İlgili İdari işler (Derslere kayıt yapma, kimlik belgesi alma vb.)					
5. Katılım Görevleri (Derslere katılma, akademik danışmanınızla görüşme vb.)					
6. Genel Olarak Okul Etkinlikleri (Kültürel, bilimsel, sosyal etkinlikler vb.)					

Appendix C: Sample Items from General Decision Making Styles Inventory

Aşağıda bireylerin önemli kararları nasıl aldıklarını tanımlayan ifadeler verilmiştir. Lütfen her ifade için, o ifadeye ne düzeyde katıldığınızı ilgili seçeneği işaretleyerek belirtiniz ve maddelerin tümünü yanıtlayınız.	Kesinlikle Katılmıyorm	Katılmıyorm	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Karar vermeden önce emin olmak için bilgi kaynaklarımı iki kere kontrol ederim					
2. Karar vermeden önce doğru gerçeklerim vardır.					
3. Mantıklı ve sistematik bir yolla karar veririm.					
4. Karar vermem dikkatli düşünmemi gerektirir.					
5. Karar verirken belirli bir amaca yönelik değişik seçenekleri göz önünde bulundururum.					
6. Kararlarımı verirken içgüdülerime güvenirim.					
7. Bir karar verirken sezgilerime güvenme eğilimindeyimdir.					

Appendix D: The Demographic Form

Kişisel Bilgi Formu

Akademik erteleme davranışının karar verme stilleri ile ilişkisini incelemeye yönelik bu çalışmaya katılım tamamıyla gönüllülük temeline dayanmaktadır. Tüm ölçekleri doldurmak yaklaşık 10 dakika sürmektedir. Sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Yanıtlarınız tamamıyla gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir; elde edilecek bilgiler yüksek lisans tezinde kullanılacaktır.

Gülin Saya

email: saya.gulin@metu.edu.tr

Cinsiyetiniz : K ( )   E ( )

Yaşınız : …….

Sınıfınız : 1. ( )   2. ( )   3. ( )   4. ( )

Fakülteniz : **..**

Turkish Summary

1. GİRİŞ

Erteleme neredeyse her insanın hayatının birçok alanında karşılaştığı bir davranıştır. Bazı insanlar sadece sıkıcı ve zor olan işleri ertelerken bazıları ise işlerinin çoğunu ertelerler. Dolayısıyla erteleme insan hayatının sadece bir kısmını etkileyebildiği gibi, büyük bir kısmını da etkileyebilir.

Erteleme davranışı, bir işi bilinmeyen bir zamana kadar tamamlamadan geciktirme mantıksızlığı olarak tanımlanabilir (Grecco, 1984). Bazı araştırmacılar erteleme davranışının, kırılgan olan "kendine güveni" başarısızlık durumunda koruduğunu vurgulamışlardır, bu yüzden erteleme davranışının, yaptıkları işlerin onların yeterliliğini gösterdiğine inanan ve sadece yeterli olduklarında değerli olduklarını düşünen bireyler için koruyucu bir rolü olabilir. (Solomon & Rothblum, 1984).

Erteleme davranışı uzun bir süredir var olmasına rağmen, sadece son yirmi senedir araştırmalara dâhil olmuştur (Steel, 2007). Zorunlu işlerdeki her geciktirme erteleme olarak değerlendirilemez. Erteleme davranışının diğer geciktirmelerden farkı zaman ilerledikçe kişide kaygı yaratmasıdır, bunun en uç noktası da duygusal strestir (Ferrari & McCown, 1994). Sürekli olan erteleme davranışı, kişinin ruh sağlığını yetersizlik hissi, depresyon ve obsesif kompulsif bozukluk eşliğinde tehdit edebilir (Ferrari & McCown, 1994).

Yapılan çalışmalarda, kaçınma davranışı kronik ertelemenin temeli olarak görülmüştür (Ferrari, 1992; Ferrari & Patel 2004). Ferrari (1991) kaçıngan ertelemeyi, yapmak istemediği bir iş ile karşılaştığında, bireyin kendine saygısını korumak için geliştirdiği uyumsuz bir mekanizma olarak tanımlamıştır. Kaçıngan erteleme, bireyin olumsuz olarak algıladığı veya yeterli ilerleme göstermediği için suçlanacağına ve bunun yeteneksizliğinin bir göstergesi olduğuna inanarak, kendini geri çekmesi ve işi yapmaması durumunda ortaya çıkar (Ferrari ve diğerleri, 1995).

Kaçıngan erteleme türüne sahip olanlar kırılgan benliklerini korumak için kendilerini engelleme yoluna girerler (Ferrari & Tice, 2000).

Dürtüsellik ve erteleme arasındaki ilişkiyi inceleyen birçok çalışmada dürtüsel bireylerin daha çok erteleme davranışı gösterdiği vurgulanmıştır (Ferrari, 1993; Steel, 2007). Dürtüselliğin, erteleme davranışının evrimsel bir sonucu olduğunu belirten Steel (2010), bireylerin tarımdan önce avcı-toplayıcı olarak hayatta kalmak için temel ihtiyaçlarını anında gidermeye yönelik evirildiklerini ve uzun vadeli planları için çalışmanın onlara zarar verebileceğini, bu yüzden modern çağdaki bireylerin anlık istedikleri işi sınava hazırlanmak gibi uzun vadeli görevlere yapmaya tercih ettiklerini ve bunun da genetik bir temeli olduğunu açıklamıştır.

Akademik işleri kaygı hissedilene kadar ertelemek üniversite öğrencileri arasında yaygın bir davranıştır (Burka & Yuen, 1983). Araştırmalar için tanımlanan akademik erteleme davranışı, kişiler tarafından beyan edilen ve "neredeyse her zaman" veya "her zaman" akademik işleri erteleyerek yüksek düzeyde kaygı hissedilmesi olarak tanımlanabilir (Rothblum, Solomon & Murakami, 1986). Sürekli kaygı, depresyon veya akılcı olmayan inançlar gibi farklı klinik faktörler erteleme davranışı ile alâkalı bulunduğundan, akademik erteleme de çalışma becerisi eksikliğinden öte olarak, bilişsel, davranışsal ve duygusal bileşenler içeren bir kavram olarak karşımıza çıkar. Dolayısıyla, öğrencilerin bir psikolojik danışman ile bilişsel sistemleri, düşünme süreçleri, akılcı olmayan inançları ve karar verme stilleri üzerinde çalışmaları, klinik müdahalelerden daha etkili olabilir. Akademik ertelemenin düşünme ve bilişsel süreçler ile ilgili çalışmaları (Steel, 2007; Balkıs ve diğerleri, 2013) göz önünde bulundurulacak olursa, akademik ertelemedeki karar verme sürecinin de önemi yadsınamaz.

Bilişsel-Davranışçı yaklaşım erteleme davranışını gerçekçi olmayan mantıkdışı düşünceler açısından ele alır; örneğin olumsuz otomatik düşünceler veya katı inanışları olan kimseler kendileriyle ilgili gerçekçi olmayan beklentileri yüzünden erteleme eğilimi gösterebilirler (Pychyl & Flett, 2012). Erteleme davranışı kendini eleştirme ile tetiklenir. Erteleyen bireyler sıklıkla işleri tamamlama becerilerinden emin değillerdir. İnsanlar davranışları, düşünceleri ve değerleri bakımından içinde yaşadıkları çevreyle uyumlu davranırlar (Flett, Stainton, Hewitt, Sherry, & Lay, 1986). Bu düşüncelerin bazıları mantıklı ve uyumlu iken bazıları olmayabilir. Erteleme de bu uyumlu olmayan bilişsel çarpıtmalar, genellemeler ve

inanışlarla alakalıdır. Ellis ve Knaus'a (1977) göre ise –meli –malı ifadeler gibi bazı katı inançlar erteleme davranışı için temel oluşturur.

Akademik ertelemede bilişsel açıdan akılcı ve akılcı olmayan inançların rollerini inceleyen bir çalışmada, ders çalışmaya dair olan akılcı inançların akademik erteleme, akademik hayat tatmini ve akademik başarı arasında aracı değişken olduğu ortaya çıkmıştır (Balkıs ve diğerleri, 2013).

Karar verme stili terim olarak, bilişsel tarz terimi ile yakından alakalıdır; karar verme sürecini anlamada kişinin karar vermede kullandığı bilişsel tarzı, onun düşünme biçimini yansıtır (Hunt, Krzystofiak, Meindl & Yousry, 1989). Karar verme ile ilgili alan yazında değerlendiren ve bireysel farklılıklarla ilgilenen birçok kuramcı, ayrıca bilişsel tarzlara atıfta bulunarak, genelde karar verme stilleriyle ilgili çalışmaların Jung'un teorisine dayandırılarak yapılandırıldığını vurgulamışlardır (Thunholm, 2004). Bu teori iki kısımdan oluşur: işlev ve tutum. İşlev kısmı, karar verme stilleriyle alakalı olan bilişsel tarzlarla ilgili olduğundan, en çok öne çıkan kısımdır.

Önceki çalışmalarda genel olarak karar verme stilleri çok çeşitli değişkenlerle birlikte çalışılmıştır bunlardan bazıları; mesleki kimlik statüsü, mükemmeliyetçilik ile karar verme stillerinin ilişkisi (Öngen, 2014), liderlik stilleri ve karar verme (Reid, 2013), sosyal ilişkilere karar verme ve karar verme stilleridir (Sarı, 2008).

"Karar verme stili" insanların belirli bir karar verme biçiminde kendilerini geliştirerek o biçimi kullanarak karar vermeleridir ve farklı stiller, karar verme süreci boyunca toplanan bilgi ve alternatiflerin miktarı ile alakalıdır (Highhouse, Dalal & Salas, 2014). Karar verme stilleri kariyer gelişimi ile ilgili başlıklarda daha çok görülmektedir.

Scott ve Bruce (1995) karar verme stillerini şöyle tanımlamıştır: "Karar verme stili, bir karar verme durumu ile karşılaşıldığında kullanılan öğrenilmiş ve alışılmış bir tepki şeklidir". Karar verme stilini bir kişilik özelliği olarak görmektense belirgin bir karar verme durumunda belli bir biçime göre hareket etme olarak yorumlamışlardır. Genel Karar Verme Stilleri Ölçeği (General Decision Making Styles Inventory) ile beş farklı karar verme stili tanımlanmıştır. Bunlar; rasyonel stil, sezgisel stil, kaçıngan stil bağımlı stil ve anlık stildir. Rasyonel stil karar vermede alternatifleri akılcı bir biçimde ele almayı, sezgisel stil karar vermede duyguları ve önsezileri göz önünde bulundurmayı, bağımlı stil karar vermede başka insanların

tavsiye ve direktiflerini temel almayı, anlık stil karar vermede seçenekleri düşünmeden ve değerlendirmeye sokmadan karar vermeyi, kaçıngan stil ise karar vermeden kaçınmayı içerir.

Önceki çalışmalarda akademik ertelemenin nedenleri değişkenlik gösterse de akılcı olmayan inançların akademik erteleme üzerinde önemli rol oynadığı belirtilmiştir (Senecal, Julian & Guay 2003; Bridges & Roig, 1997; Balkıs ve diğerleri, 2013). Akılcı olmayan inançlar ve bilişler de karar verme stilleri ile de alakalı bulunduğundan, (Peker, Kartol & Demir, 2015), bu konu tartışılacak önemli bir konu haline gelmektedir.

Bir bireyin sağlıklı bir karar verebilmesi onun bilişsel süreci ile alakalıdır ve tüm akılcı olmayan inançlar o kişinin karar verme sürecini olumsuz yönde etkiler (Can, 2009). Akılcı duygusal davranış kuramına göre, mantıklı düşünmenin oluşturduğu, sağlıklı duyguların da eşlik ettiği akılcı inançlar vardır (Ellis, 1962; Akt. Balkıs ve diğerleri, 2013). Ancak, akılcı olmayan inançlar bir bireyi, gerçek çarpıtıldığından ve mantıkdışı olan –meli –malı ifadeler içerdiğinden tam tersine etkiler. Ferrari ve diğerlerine (1995) göre, kişilerin bu akılcı olmayan yorumlamaları akademik ertelemeye sebep olur. Ertelemeyen kişilerdeki bu mantık dışılık, bir işin bitirilme olgusunun olduğundan fazla veya az (küçümseme) tahmin edilmesinin, bir işi bitirmek için gelecek olan ilhamının oranının ve başlayabilmek için uygun ruh halinin yakalanmasının başarılı olunma şartları olduğunu vurgular.

Özetle, erteleme davranışını oluşturan farklı bileşenler ve karar verme süreci daha önceki çalışmalarda ayrı olarak çalışıldığından ve önemleri vurgulandığından bu iki kavramın birlikte çalışılmasına ihtiyaç vardır. Dolayısıyla, karar verme stilleri ve erteleme davranışı ilişkisi ile ilgili bir araştırma erteleme davranışının yordayıcılığını araştırmak açısından ileriki araştırmalara katkı sağlayabilir.

1.1 Çalışmanın Amacı

Bu araştırmanın amacı akademik erteleme ve karar verme stilleri arasındaki ilişkiyi ve karar verme stillerinin akademik erteleme davranışının ne ölçüde yordadığını Orta Doğu Teknik Üniversitesi öğrencileri arasında incelemektir.

1.2 Çalışmanın Önemi

Akademik ertelemenin bilişsel bileşeni ve kişin karar verme anında geçtiği bilişsel süreçler göz önüne alınırsa, akademik erteleme ve karar verme stilleri arasındaki ilişkinin incelenmesi, bu kavramların birbiriyle ilgisini daha iyi anlayabilmek için önem oluşturmaktadır.

Akademik erteleme ve onun yordayıcıları ile ilgili birçok araştırma bulunmasına rağmen, karar verme stilleri ile ilişkisini inceleyen geniş kapsamlı bir çalışmaya rastlanmamıştır. Ülkemizde ise bu ilişkiye bakmış olan üç çalışma mevcuttur. Bir çalışmada lise öğrencilerinin akademik ertelemesi ile karar verme stilleri arasında ilişkiye (Arslan, 2013), bir çalışmada ise tek bir fakülteden oluşan örneklemde üniversite öğrencilerinin akademik ertelemesi ile karar verme stilleri arasında ilişkiye (Balkıs, 2007), bir diğer çalışmada ise okul yöneticilerinin genel ertelemesi ile karar verme stilleri arasındaki ilişkiye (Uğurlu, 2013) bakılmıştır. Bu çalışma, akademik ertelemenin en yaygın olduğu örneklem olan üniversite öğrencileri arasında yapıldığından ve kişilerin bilişsel tarzları hem akademik ertelemede hem de karar verme stillerinde önemli olduğundan, toplanan veri ve sonuçlar ileriki çalışmalar için bir temel oluşturabilir ve katkı sağlayabilir (Burka & Yuen, 1983; Solomon & Rothblum, 1984; Rothblum, Solomon & Murakami, 1986, Steel, 2007). Ayrıca psikolojik danışma ve rehberlik merkezlerinde çalışan psikolog ve psikolojik danışmanlar için, öğrencilerin kullandıkları farklı karar verme stilleri üzerinden akademik erteleme düzeylerini tahmin edebilme ve önleyici çalışmalar açısından destekleyici bir rol oynayabilir.

2. YÖNTEM

Bu araştırmada bağımlı ve bağımsız değişkenler arasında anlamlı bir ilişki olup olmadığını belirleyen nicel bir araştırma yöntemi olan ilişkisel araştırma yöntemi kullanılmıştır (Fraenkel, Wallen ve Hyun, 2012). Üniversite öğrencileri arasındaki akademik erteleme düzeyi ve karar verme stilleri arasında anlamlı düzeyde ilişki olup olmadığına bakılmıştır. Bağımlı değişken olarak akademik erteleme, yordayıcı değişkenler olarak da karar verme stilleri kullanılmıştır.

2.1 Araştırma Sorusu

Bu araştırmada 'akademik erteleme ve karar verme stilleri arasında anlamlı bir ilişki var mıdır?' ve 'Karar verme stilleri akademik ertelemeyi ne ölçüde yordamaktadır?' sorularının yanıtları araştırılmıştır.

2.2 Örneklem

Çalışmanın örneklemi lisans düzeyinde eğitim gören üniversite öğrencilerinden oluşmaktadır. Veriler geleneksel veri toplama yöntemi olan kişilerin anketleri kalem ile kâğıt üzerinde doldurarak elde edilen yöntem ile toplanmıştır.

2.2.1 Katılımcıların Demografik Özellikleri

Farklı fakültelerde okuyan (Eğitim Fakültesi, Mühendislik Fakültesi, Fen-Edebiyat Fakültesi, Mimarlık Fakültesi ve İktisadi ve İdari Bilimler Fakültesi) 271 kız (% 56), 211 (% 44) erkek katılımcı olmak üzere 482 üniversite öğrencisinden veri toplanmıştır. Katılımcıların yaş aralığı 18 ile 29 arasında değişkenlik göstermektedir.

Katılımcıların fakültelere göre yüzdelik dağılımı şöyledir: 338'i (% 70) Mühendislik Fakültesi'nden, 60'ı (%12) Fen-Edebiyat Fakültesi'nden, 36'sı (% 7) Mimarlık Fakültesi'nden, 26'sı (% 6) Eğitim Fakültesi'nden, 22'si (% 5) ise İktisadi ve İdari Bilimler Fakültesi'ndendir.

Katılımcıların sınıf düzeyine göre yüzdelik dağılımı şöyledir: 85'i (% 18) birinci sınıf düzeyinden, 124'ü (% 25) ikinci sınıf düzeyinden, 100'ü (% 21) üçüncü sınıf düzeyinden ve 173'ü (% 36) dördüncü sınıf düzeyindendir.

2.3 Veri Toplama Araçları

Çalışmadaki veriler demografik form, Erteleme Davranışı Değerlendirme Ölçeği Öğrenci Formu (EDDÖ-Ö) ve Karar Verme Stilleri Ölçeği (KVSÖ) aracılıyla toplanmıştır.

2.3.1 Erteleme Davranışı Değerlendirme Ölçeği Öğrenci Formu (EDDÖ-Ö)

EDDÖ-Ö ilk olarak Solomon ve Rothblum (1984) tarafından bir çalışmada ertelemenin bilişsel davranışçı tetikleyicilerini ölçmek amaçlı geliştirilmiştir. Uzun Özer (2005) tarafından Türkçe'ye uyarlanan bu ölçek iki bölüm ve 44 maddeden oluşmaktadır. İlk bölüm akademik ertelemenin yaygınlığını altı farklı akademik alanda inceler: Bunlar, dönem ödevi hazırlama, sınava hazırlanma, haftalık okuma ödevlerinin tamamlama, okulla ilgili idari işler (derslere kayıt yapma, kimlik belgesi alma vb., katılım görevleri (derslere katılma, akademik danışmanınızla görüşme), genel olarak okul etkinlikleridir (kültürel, bilimsel sosyal etkinlikler vb.). İkinci bölüm ertelemenin nedenleri ile ilgilidir. Bu çalışmada ertelemenin yaygınlığı ile ilgili olan kısım değerlendirildiği için ölçeğin ilk kısmı çalışmaya dâhil edilmemiştir.

5 puanlı Likert tipi bir ölçek olarak sorulara verilen cevaplar 1 ve 5 arasında puanlanır. 1 puan "asla ertelemem" anlamındayken 5 puan "her zaman ertelerim" i ifade eder.

6 farklı akademik alanı değerlendiren ilk 18 madde için değerlendirme şöyledir: Her 6 alandaki ilk iki soruya verilen yanıtlar 12 ve 60 arasında değişen toplam skor elde edilecek şekilde toplanır.

Ölçeğin yeterli geçerlilik ve güvenilirliği olduğuna dair birçok çalışma yapılmıştır. Orijinal formda Cronbach alfa katsayısı ilk bölüm için .75'tir (Solomon & Rothblum, 1984; Ferrari, 1984). Uzun Özer (2005) iç-tutarlılık güvenirliği katsayısını .86 olarak bulmuştur. Bu çalışmada ise ölçeğin iç tutarlılık katsayısı. 76 olarak bulunmuştur.

2.3.2 Karar Verme Stilleri Ölçeği (KVSÖ)

KVSÖ ilk olarak Scott ve Bruce (1995) tarafından bireylerin problemlerini çözmek için kullandıkları karar verme stillerindeki farklılıkları gözlemlemek amacıyla geliştirilmiştir. Her bir alt ölçeğinin iç tutarlılık katsayıları .79 ve .94 arasında değişmektedir. Türkçe'ye Taşdelen (2002) tarafından uyarlanmıştır. Maddeler 5 puanlı Likert tipi ölçek kullanılarak puanlanır. 1 puan "kesinlikle katılmıyorum"u ifade ederken, 5 puan "kesinlikle katılıyorum"u ifade eder.

Türkçe uyarlamasında 12. madde kaldırılmıştır ve 24 madde üzerinden değerlendirme yapılmıştır. Maddeler şu şekilde değişmiştir: (Taşdelen, 2002).

Taşdelen'in (2002) araştırmasında her alt ölçeğin iç tutarlılık Cronbach alfa katsayıları şöyledir: Rasyonel stil: .76, sezgisel stil: .78, bağımlı stil: .76, kaçıngan stil: .79, anlık stil: .79, ve bütün ölçek için .74'tür. Bu çalışmadaki ise alt ölçeklerin iç tutarlılık katsayıları sırasıyla şöyledir: Rasyonel stil: .85, sezgisel stil: .82, bağımlı stil: .74, kaçıngan stil: .81 ve anlık stil: .79.

2.3.3 Demografik Bilgi Formu

Demografik bilgi formu araştırmacı tarafından geliştirilmiş olup cinsiyet, yaş, sınıf düzeyi ve fakülte bilgilerini içermektedir.

2.4 Veri Toplama Süreci

Ortadoğu Teknik Üniversitesi Uygulamalı Etik Araştırma Merkezi'nden izin alındıktan sonra ölçekler, (demografik bilgi formu, EDDÖ-Ö ve KVSÖ), her fakültedeki bazı bölüm öğretim üyelerinden izin alınarak, gönüllü olarak çalışmaya katılmayı kabul eden farklı sınıf düzeylerindeki öğrencilere, ders sonlarında veya ders başlangıçlarında araştırmacı tarafından basılı çıktılar halinde dağıtılmıştır.

Veri toplama süresinde, katılımcılara yapılan anketlerin sonuçlarının gizli tutulduğu belirtilmiştir ve anket uygulaması öncesinde gönüllü katılım formu dağıtılmıştır. Ankete başlamadan önceki gönüllü katılım formunda herhangi bir soru için araştırmacının telefon numarası ve e-posta adresi verilmiştir. Bütün anketleri cevaplamak yaklaşık 10 dakika sürmüştür. Veriler 2014-2015 akademik eğitim-öğretim yılının bahar yarıyılında Şubat ve Mayıs ayları arasında toplanmıştır.

2.5 Veri Analizi

Bu çalışmada tanımlayıcı ve çıkarımsal istatistik IBM (Statistical Packages of Social Sciences 22 (SPSS) bilgisayar paket programı kullanılarak gerçekleştirilmiştir.

Demografik özellikler olarak cinsiyet, sınıf düzeyi ve fakülte bilgileri değerlendirilmiştir. Örneklem hakkında genel sonuçlar elde etmek için sıklık, ortalama, standart sapmalar ve aralıklar hesaplanmıştır. T test'ten yararlanılarak

akademik erteleme düzeyi açısından cinsiyet farklılıkları, tek yönlü varyans analizinden (ANOVA) yararlanılarak fakülte ve sınıf düzeyleri arasındaki farklılıklar analiz edilip, demografik değişkenlerin oranını görmek için sıklık dağılımı oluşturulmuştur.

Bağımlı değişken olan akademik ertelemeyi (kesintisiz veri) ölçmek için Likert tipi anket kullanılmıştır. Bağımsız değişken olan karar verme stilleri de kesintisiz verilerdir ve oran ölçeği tarafından ölçülmekte olup her birey için rasyonel, kaçıngan, anlık bağımlı ve sezgisel karar verme stilleri için olmak üzere beş farklı skor elde edilmiştir.

Bu çalışmada akademik erteleme ve karar verme stilleri arasındaki ilişkinin olup olmadığını ve karar verme stillerinin akademik erteleme davranışını yordayıp yordamadığını ölçmek için çıkarımsal istatistik kullanılmıştır. İlk olarak varyanslar ana analizden önce kontrol edilip geçerli kılınmıştır daha sonra çoklu regresyon analizi kullanılarak değişkenler arasındaki yordayıcı ilişki test edilmiştir.

Bu çalışma için çoklu regresyon analizi uygundur çünkü bir kesintisiz bağımlı değişken ve birden fazla kesintisiz bağımsız değişken vardır (Tabachnick & Fidel, 2013). Tek bağımlı değişken akademik erteleme olup bağımsız değişkenler beş farklı karar verme stilidir.

2.6 Çalışmanın Sınırlılıkları

Çalışmanın akademik erteleme ve karar verme stilleri arasındaki bulgularına rağmen bazı sınırlılıkları vurgulanmalıdır. Öncelikle, örneklem Orta Doğu Teknik Üniversitesi'nde (ODTÜ) okuyan 482 lisans öğrencisinden oluşmaktadır. Bu örneklem miktarı, örneklem seçme metodu ile her fakülte ve bölümden eşit miktarda öğrenci alınamadığı için verileri ODTÜ ve diğer üniversite öğrencilerine genellemek zor olacaktır.

İkinci bir sınırlılık olarak, akademik erteleme yaygınlık düzeyi sadece 6 farklı alanla değerlendirildiği için (dönem ödevi hazırlama, sınavlara hazırlanma, haftalık okuma ödevlerini tamamlama, okulla ilgili idari işler, katılım görevleri ve genel olarak okul etkinlikleri) akademik ertelemeyi değerlendirme alanları sınırlıdır ve genelleme yapılırken bu sınırlılık göz önünde bulundurulmalıdır. Ayrıca, veriler sadece akademik ertelemeyi değerlendiren bir ölçek ile elde edildiği için diğer

alanlardaki erteleme davranışına (rutin işlerde ertemle, karar vermeyi erteleme ve kompulsif erteleme) yönelik genelleme yapılamaz.

Bunlara ek olarak, katılımcılar sadece birinci, ikinci, üçüncü ve dördüncü sınıf düzeylerinden oluştuğu için, hazırlıkta okuyan veya yüksek lisans ve doktora öğrencilerine genelleme yapılamaz.

Ayrıca, kendileri hakkındaki anketleri doldurmaya dayanan veri toplama araçları yüzünden sosyal çekicilik öğrencilerin cevaplarını kısıtlamış olabilir. Yani öğrenciler gerçek bilgilerini yansıtmak yerine sosyal olarak en çok beklenen cevabı vermiş olabilirler.

Son olarak, öğrenciler anketleri toplu olarak doldurdukları için birbirlerinden etkilenerek cevap verebileceklerinden bağımsız gözlem varsayımı doğrulanamamış olabilir. Son olarak, ilişkisel bir çalışma olduğu için sebep-sonuç ilişkisine dayalı bir sonuç elde edilememektedir.

3. BULGULAR

Bu çalışmada ortalama akademik erteleme skoru tüm örneklem için 35.05 bulunmuştur ($SD = 6.80$).

Tüm örneklem için karar verme stillerinin alt ölçeklerinden alınan puanların ortalamaları şöyledir: Rasyonel stil ($M = 19.70$, $SD = 3.91$), sezgisel stil ($M = 17.60$, $SD = 4.07$), bağımlı stil ($M = 13.93$, $SD = 3.28$), kaçıngan stil ($M = 12.60$, $SD = 4.54$) ve anlık stil ($M = 13.69$, $SD = 4.26$).

T testi analizi sonuçlarına göre akademik erteleme düzeyi erkekler ($M = 35.24$, $SD = 6.70$) ve kadınlar ($M = 35.00$, $SD = 6.90$) arasında anlamlı bir biçimde değişkenlik göstermemiştir ($t_{480} = .524$, $p > .05$). Tek yönlü varyans analizi (ANOVA) sonucunda farklı fakülteler ($F_{(4,477)} = .646$, $p > .05$) ve sınıf düzeyleri ($F_{(3,478)} = 1.45$, $p > .05$) arasında akademik erteleme düzeyleri anlamlı bir biçimde farklılık göstermediğinden, bu değişkenler çoklu regresyon analizine katılmamıştır.

Bu çalışmanın sonuçlarına göre, akademik erteleme davranışı ve karar verme stilleri arasından anlamlı farklılıklar bulunmuştur. Akademik erteleme ile rasyonel karar verme stili arasında negatif yönde anlamlı bir ilişki ($r = -.12$, $p < .01$), akademik erteleme ile anlık karar verme stili ($r = .19$, $p < .01$) ve akademik erteleme ile kaçıngan karar verme stili ($r = .29$, $p < .01$), arasında pozitif yönde anlamlı bir ilişki

bulunmuştur. Çoklu regresyon analizi sonuçlarına göre ise karar verme stilleri tüm alt ölçekleriyle beraber akademik ertelemedeki varyansın %9.2'sini açıklayabilmiştir ($R^2 = .092$, $F_{(5,476)} = 9.62$, $p<.001$). Alt ölçekler arasında ise sadece kaçıngan karar verme stili akademik ertelemedeki varyansın %5'inin açıklayarak tek anlamlı yordayıcısı olmuştur.

4. TARTIŞMA

Bu çalışmanın amacı üniversite öğrencilerinde akademik erteleme ve karar verme stilleri arasındaki ilişkiyi tanımlamak ve karar verme stillerinin akademik ertelemeyi yordayıp yordamadığını incelemektir.

Öncelikle, rasyonel karar verme biçimi ve akademik erteleme arasındaki anlamlı negatif yöndeki bulguya ilişkin benzer bulgular Türkiye'de yapılan Balkıs'ın (2007) çalışmasıyla benzerlik göstermektedir. Sadece Eğitim Fakültesi'ndeki üniversite öğrencileriyle yapılan çalışmada rasyonel karar vermede daha fazla puan alan öğrenciler, akademik erteleme düzeyinde daha düşük puanlar almışlardır. Bu bulgu, karar verme aşamasında rasyonel karar verme stilinin kullanan öğrencilerin daha az akademik erteleme davranışı gösterdiğini veya daha az erteleme yapan öğrencilerin daha fazla rasyonel karar verme stilini kullandıklarını gösterir. İnsanlar bilgi elde etme, bilgileri amaçları ve değerleri doğrultusunda değerlendirme aşamasında rasyonel karar verme biçiminin kullanmaktadırlar. Ayrıca okul yöneticileri ile yapılan ve erteleme ve karar verme stilleri arasındaki ilişkiyi inceleyen bir çalışmada, yine rasyonel karar verme stili ve erteleme davranışı arasında negatif yönde anlamlı bir ilişki bulunmuştur (Uğurlu, 2013). Başka çalışmalarda da rasyonellik ve akademik erteleme arasında negatif yönde bir ilişki bulunmuştur (Knaus, 1973; Dryden, 2012). Gjelsvik (2010). Bireylerin sürekli devam eden akademik erteleme davranışlarındaki rasyonel olmanın önemini vurgulanarak ve kendi değerlerinin farkında oldukça rasyonel stili kullananların karakterlerinin yol açtığı bir sonuç olarak, kendi davranışlarının diğerlerine göre daha fazla farkında oldukları düşünülmüştür (Voge, 2010). Dolayısıyla bu tip insanların planlanmış zamanında işlerini bitirmeye daha yatkın olacakları ve akademik ve günlük işleri de ertelemeden tamamlayacakları düşünülmüştür.

Erteleme davranışı düşünüldüğünde bireylerin akılcılığı önemli bir değişken olmaktadır (Senecal, Julian & Guay 2003; Bridges & Roig, 1997; Balkıs ve diğerleri, 2013). Bu çalışmada bulunan rasyonel karar verme stili ve akademik erteleme arasındaki negatif yöndeki ilişkiyi açıklamak, akılcı duygusal davranışçı kuram ile yapılabilir (Ellis & Knaus, 1977). Çalışmada, kendini eleştiri ve akılcı olmayan inançların erteleme üzerinde büyük bir etkisi olduğunu öne sürülmüştür. Bilişsel açıdan bakıldığında, kişinin kendisi hakkındaki "değerli bir insan olabilmem iyi bir iş çıkarmam gerekir" akılcı olmaya düşünceleri, onun iyi iş çıkarma ile ilgili yetersizlik hissine dolayısıyla işlerini ertelemesine yol açmaktadır. Akılcı duygusal davranışçı kuramdaki gibi rasyonel karar verme stilini diğer stillere göre daha sık kullanan bireylerin, karar vermeden önce mantığa dayalı olarak seçenekleri değerlendirerek daha az erteleme davranışı göstermesi beklenir ki bu da onların kendileri hakkında muhtemel akılcı inançları olduğunu gösterir.

Genel ertelemeden bağımsız olarak ayrıca akademik erteleme ve akılcı düşünceler arasındaki negatif yöndeki ilişki düşünüldüğünde, akademik ertelemenin ders çalışma ile ilgili olan akılcı olmayan inançlarla, akademik hayat tatmini ile ve akademik başarı ile negatif yönde alakalı bulunduğu ve ders çalışma ile ilgili akılcı inançların akademik erteleme ve bahsedilen değişkenlerle aracı değişken olduğu ortaya çıkmıştır (Balkıs, 2013).

İkinci olarak, akademik erteleme ve kaçıngan karar verme stili arasındaki pozitif yöndeki anlamlı ilişkiye bakıldığında Balkıs'ın (2007) ve Uğurlu'nun (2013) çalışmaları ile benzer sonuçlar bulunmuştur. Yani, kaçıngan karar verme stilini diğer stillere göre daha çok kullanan insanlar daha çok erteleme eğilimi göstermişlerdir veya daha çok erteleme eğilimi gösteren insanlar kaçıngan karar verme stilini daha çok kullanmışlardır. Bir işe başlamanın önceliklerinden biri o işe başlamaya karar vermek olduğundan, başlamaktan kaçınmak o işin zamanında değil daha sonra tamamlanmasına yol açabilir (Ferrari, 1995).

Kaçıngan karar verme stili ve akademik erteleme arasındaki pozitif yöndeki anlamlı ilişkiyi ve kaçıngan stilin akademik ertelemeyi anlamlı bir biçimde yordadığına ilişkin bulguya dair açıklama, kaçınma ve erteleme davranışı ile ilgili yapılan çeşitli çalışmalarla yapılabilir (Ferrari, 1991; Ferrari, 1992; Ferrari & Patel, 2004). Kaçıngan erteleme davranışının işleri erteleyerek kaçınma ile ilgili oluşturduğu uyumsuz mekanizması, kişiye kısa vadeli rahatlama sağladığı için, kişi

işi tamamlamak ve bitirmektense ileri bir tarihe ertelemeyi tercih etmiş olur. Aynı şekilde, kaçıngan karar verme stili kullanan kişi de o işe başlamaya karar vermekten kaçınarak işe başlamayı ertelemiş olur.

Kronik kararsızlık (karara ait erteleme) (Ferrari ve diğerleri, 1995), iki kavramda da karar verme bir sebep ile ertelendiği için, kaçıngan karar verme stili ile benzerlik göstermektedir. Kaçıngan karar verme stili ve erteleme arasındaki ilişki kararsızlık ve erteleme ile ilgili yapılan çalışma sonuçları ile açıklanabilir. Örneğin, Frost ve Shows (1993) çalışmalarında üniversite öğrencileri arasındaki kararsızlık ve erteleme arasındaki ilişkiye baktığında, kararsızlık seviyesi yüksek olan öğrencilerin akademik erteleme düzeyi açısından diğer öğrencilere göre faklı sonuçlar verdiğini görmüştür.

Akademik erteleme ve anlık karar verme stili arasında da daha önceki çalışmalara paralel sonuçlar elde edilmiştir. Örneğin, yine Balkıs'ın (2007) çalışmasında anlık karar verme stilini kullanan öğrencilerin daha fazla akademik erteleme düzeyleri olduğu sonucuna varılmıştır. Anlık stilde de rasyonel stilde olduğu gibi, karar verme aşamasında önceliklerini ve değerlerini göz önünde bulundurarak seçim yapma yerine, anlık ve kısa vadeli tatmin duygusunu uzun vadedeki başarıyla gelecek olan tatmin duygusuna tercih etmişlerdir, dolayısıyla işlerini tamamlamayı ertelemişlerdir.

Akademik ertelemenin anlık karar verme stili ile olan pozitif yöndeki ilişkisine erteleme ve dürtüsellik arasındaki ilişki açısından başka bir açıklama getirilebilir. Dürtüsel bireyler, genellikle ihtiyaçlarını anında karşılamak isterler (Eysenck & Eysenck, 1977; Akt. Boyer, 2006) ve diğer seçenekleri düşünmedikleri için beklemek istemezler. Dürtüsellik düzeyi yüksek bireylere benzer olarak, anlık karar verme stilini kullanan bireyler de karar verme aşamasında farklı seçenekleri ortaya döküp değerlendirme yapmazlar dolayısıyla kısa vadeli tatmini uzun vadeli işleri için çalışmaya tercih etmiş olurlar ve uzun vadeli sonuç verecek olan iş ertelenmiş olur (Scott & Bruce, 1995). Daha önce bahsedilen erteleme ve dürtüsellik ile ilgili olan evrimsel ve genetik açıdan yapılan çalışmalar, bu iki değişken arasındaki pozitif yöndeki ilişkiyi açıklar niteliktedir (Steel, 2010; Loehlin & Martin, 2014).

Bu çalışmada bağımlı ve sezgisel stil ile akademik erteleme arasında anlamlı bir ilişki elde edilememiştir ve bu Türkiye'deki bazı çalışmalarla paralellik

göstermektedir (Arslan 2013, Balkıs, 2007). Ancak, okul yöneticileriyle akademik yerine genel erteleme ve karar verme stilleri ile yapılan çalışmada bu çalışmadan farklı sonuçlar elde edilmiştir (Uğurlu, 2013). Çalışmada, sezgisel karar verme stili ve genel erteleme davranışı arasında pozitif yönde, bağımlı karar verme stili ile genel erteleme davranışı arasında negatif yönde anlamlı bir ilişki bulunmuştur. Sonuçların farklılık sebebi, kullanılan örneklem ve ölçüle erteleme biçiminin farklılığından kaynaklanabilir.

Genel olarak tüm karar verme stilleri akademik ertelemedeki varyansın %9.2'sini açıklarken sadece kaçıngan karar verme stili akademik ertelemedeki varyansın %5'ini açıklayarak anlamlı bir yordayıcısı olarak bulunmuştur. Diğer çalışmalarla karşılaştırıldığında bu açıdan benzerlikler ve farklılıklar saptanmıştır. Örneğin Arslan'ın (2013) çalışmasında hem kaçıngan hem anlık karar verme stili akademik ertelemeyi anlamlı bir biçimde yordarken, Balkıs'ın çalışmasında karar verme stilleri genel olarak akademik ertelemedeki varyansı % 35'ini açıklayabilmiştir. Bu açıdan bu çalışmadan farklılık gösterir.

4.1 Uygulamaya Yönelik Öneriler

Çok farklı psikolojik nedenlerden dolayı psikolojik danışma merkezlerine başvuru yapılsa da, öğrencilerin başarısızlık korkusu, çalışamama, akademik konularda motivasyon eksikliği ile ilgili sorunları göz ardı edilemez. Psikolojik danışmanlar ve psikologlar, öğrencilerin karar verme biçimlerini akademik erteleme davranışlarını anlamak için çalışmaya başlayabilirler. Onları tanıdıktan sonra farklı karar verme stillerini kullandıkları farkına varılırsa, önlem ve yardım amaçlı akademik erteleme ile karar verme biçimleri arasındaki ilişki ile ilgili seminerler verilebilir. Bu çalışma erteleme davranışı ile ilgili sıkıntı yaşayan öğrencileri daha iyi anlayarak yardımcı olmak için bir temel oluşturabilir. Rasyonel karar verme stili ile akademik erteleme arasında negatif bir ilişki tespit edilen bu çalışmayla, psikolog ve psikolojik danışmanlar akılcı (Rasyonel) ve akılcı olmayan (irrasyonel) inançları veya karar verme stillerini ölçerek kararlarında rasyonel karar verme stilini kullanmayan üniversite öğrencileri ile çalışabilirler.

Akademik erteleme ve karar verme stilleri arasındaki ilişkiyi göz önünde bulundurarak, üniversite danışmanlık merkezlerinde koruyucu-önleyici programlar

adı altında (özellikle kaçıngan karar verme stilini kullananlar için) bireysel ve grup çalışmaları yapabilirler. Bu çalışmada ortaya çıkan akademik erteleme ve kaçıngan karar verme stili arasındaki pozitif yöndeki ilişki ve kaçıngan karar verme stilinin akademik ertelemeyi yordayıcı özelliğiyle, kaçıngan karar verme stilini kullanan öğrenciler tespit edilerek ve psikolojik danışmalar aracılığı ile farkındalık yaratılarak, öğrencilerin kaçıngan karar verme nedenleri (dolayısıyla bir işe başlamaktan kaçınma yani erteleme davranışları), üzerinde çalışılabilir.

Karar verme stillerinin ve kişinin kendi hakkındaki akılcı olmayan düşüncelerinin farkındalığını arttırmayla çalışan bir beceri geliştirme psiko-eğitim programı geliştirilerek, psikolojik danışma merkezlerinde programın etkinliğini ölçme amaçlı deneysel bir çalışma hazırlanarak bireylere müdahale edilebilir.

Son olarak, ebeveynler, çocuklarında ertemle davranışı gözlemlediklerinde onların karar verme stillerini saptayarak neden kaçındıkları hakkında fikir sahibi olabilirler. Sonuç olarak veliler, bir psikolog veya psikolojik danışman ile çocuklarının karar verme sürecini, bilişsel yöndeki çarpıtılmış düşüncelerini (akılcı olmayan inançlarını) değiştirme gibi yöntemleri ile çalışabilirler.

4.2 Gelecek Çalışmalar İçin Öneriler

Bu çalışma Orta Doğu Teknik Üniversitesi'nde (ODTÜ) uygun örnekleme metodu beş farklı fakülteye farklı oranlarda uygulandığından, ODTÜ öğrencilerine ve diğer üniversite öğrencilerine genelleme yapılamadığından, ileriki çalışmalarda uygun miktardaki oranlarla farklı fakültelerdeki üniversite öğrencileri ile çalışılabilir.

Ayrıca, bu çalışmadaki sonuçlar sadece akademik erteleme ile karar verme stilleri arasındaki verilere dayandığından, ertelemenin farklı türleri de ileriki çalışmalara eklenerek bu ilişki incelenebilir.

Bundan başka, örneklem elde etme sürecinde, öğrencilerin demografik bilgileri etkili bir şekilde kontrol edilemediğinden her sınıf düzeyi, fakülte ve cinsiyet değişkenleri açısından her grupta eşit sayıda öğrenci olmadığından bunlar karıştırıcı değişkenler olarak karşımıza çıkabilir ve ileriki çalışmalarda bu değişkenleri kontrol ederek çalışmalar yapılabilir.

Son olarak, bu çalışma kişisel beyana dayalı ölçeklerden oluştuğundan ve ilişkisel bir çalışma olduğundan, veriler sadece kişilerin kendilerinde algıladıkları

akademik erteleme ve karar verme stillerini göstermektedir. Bu ilişkiyi gerçek durumlarda test edebilmek için, kişilerin karar verme stilleri belirlendikten sonra, akademik işlerde yapılan ertelemenin gözlemlenebileceği bir durumla deneysel bir çalışma düzenlenebilir.

Appendix F

Tez Fotokopisi İzin Formu

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☒

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı : Saya

Adı   : Gülin

Bölümü: Rehberlik ve Psikolojik Danışmanlık

TEZİN ADI (İngilizce) :THE RELATIONSHIP BETWEEN PROCRASTINATION AND DECISION MAKING STYLES AMONG UNIVERSITY STUDENTS

TEZİN TÜRÜ : Yüksek Lisans ☒   Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

3. Tezimden bir (1) yıl süreyle fotokopi alınamaz. ☒

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: