

## The Study of Academic Procrastination Levels of the Students of High School in Terms of Some Variables

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**Abstract:** The aim of this study is to determine the academic procrastination level of the high school students and analyze this behavior according to the variables, gender, doing sports, grade level and age. This research is a descriptive study in which qualitative research techniques are applied. The high school students studying in state high schools in Tokat and Giresun constitute the population of this study. The sample of the study consists of 561 students (232 female and 329 male) studying in different schools participated in this study. The personal information form and "Procrastination Tendency Scale" which was developed by Aitken (1982), and adapted into Turkish by Balkıs (2006) were used as data collecting means in the research in order to determine the knowledge about the demographical characteristics of the high school students. SPSS 20 software package was used in the solution of the data. The average points of the academic procrastination tendencies of high school students are significantly differentiated based on the variables of gender, doing sports, grade level and age. However, the academic procrastination tendencies of high school students haven't shown a significant diversity based on the schools at which they are studying **Keywords:** High School Student, Sports, Academic procrastination.

## INTRODUCTION

At education the success of academic measurement depends on the results of children's exam's points during their education year program. Consequently, the situation that the students are academically successful or not are determined according to the specific grade average, which they receive. In our education system, the academic performance which is began in primary school and ongoing even after the higher education graduation is crucial to get a healthy career. Specially in the intensive exam tempo which exists in our country, the success which is gained from these exams is crucial to both students and their families. From the beginning of the education year students and their families focus on academic success for a good future [1].

In an academic atmosphere, there are tasks that need to be fulfilled by each student. Preparing term assignment, studying for exams, completing daily or weekly reading assignments, are just the ones. However, students generally postpone their assignments, which they have to fulfill. The scheduled academic tasks' postponement for further dates is called academic procrastination [2]. The frequency of postponement which is discussed as an obstacle that academically hinders students, can be changed from individual to individual [3].

The ones who demonstrate procrastination behavior, generally have difficulty about putting goal and achieving them, therefore they are incapable of controlling time [4]. This situation leads students to studying less than what they had planned, consequently lead to be not satisfied with their lessons they take, and to getting low marks [5].

Improving students information, skill and capability, making them ready for life and obtaining them jobs, which will benefit to both themselves and to the society, is the main purpose of the schools in the process of education. Making students ready for their future career as equipped and successful is the greatest purpose of families and educators. The foundations of the future successful career is a strong relationship with the success of education year [1].

Considering that writing about postponement, it is understood that the majority of research is conducted on students and many of them kind of academic procrastination based. Senecal, Koestner and Vallerand [6] describe the academic procrastination behaviour, as a situation that individual didn't start his/her academic assignments which are need to be fulfilled, not until has he/she high level of anxiety. Rothblum, Solomon and Murakabi [7] describe this behaviour; every time or

most of the time postponing the academic assignments

and every time and most of the time, as a two-stage phenomenon, individual's anxiety situation with postponed academic assignments. According to these descriptions, academic procrastination includes not only postponing a work but also the anxiety and stress. The success of the students living in anxiety and stress' reduction is supported by several academic findings [5, 8].

The purpose of this research is to find the academic procrastination level of high school students in their education lives. In accordance with this purpose, it is investigated that the academic procrastination level of high school students can be changed according to age, sex, sport activities, school and grade level.

**METHOD**

**Study Universe and Group**

This research was conducted in accordance with general screening model. The universe of the research consists of the students who study in secondary school in Tokat and Giresun. The work group of this research consists of 232 female, 329 male students, totally 561 students who study in secondary school in the central districts of Tokat and Giresun. Research group is selected by random cluster sampling method, between the students who study in specified schools.

**Data Collection**

**Tools Aitken Procrastination Scale**

It is developed by Aitken [9] to measure student's trends of postponement of academic

assignments. The scale consists of a total of 15 one-dimensional material with 5-point Likert-type scale up. Individuals are required from 1 to 5 points in the range of ratings for each item themselves. High scores indicate that individuals have a trend of procrastination. The scale was adapted into Turkish by Balkis. The internal consistency coefficient of scale  $\alpha = .89$ , analysis conducted for test-retest reliability of the Pearson correlation coefficient  $r = .87$ ,  $p < .001$  found. Factor analysis was performed to test the construct validity of the scale. The results of the analysis, 6.14 eigenvalues constituting 38.38% of the load factor has been shown to be collected on a factor. Thus, in determining the reliability of current and Aitken students' academic procrastination scale of Procrastination has been reported could be used as a measuring tool [10].

**DATA ANALYSIS**

In order to determine whether the research with students' academic procrastination is that the differentiation between gender and sport variables independent t, school, grade and age variables to examine the differences in situation, single sample analysis of variance test was applied. All data were tested at the 0.01 and 0.05 levels. SPSS 20 software package is used for data solutions.

**FINDINGS**

This section is devoted to the research question have been obtained in accordance with the findings.

**Table-1: Some of Participants Demographic Information**

Variables		F	%
Sex	Female	232	41.4
	Male	329	58.6
Sport	Non-sporting	300	53.5
	Sporting	251	46.5
School	Anatolian High School	215	38.8
	Vocational High School	132	21.6
	Science High Schools	125	21.0
	Fine Arts High School	110	19.1
Class	9th grade	218	38.9
	10th grade	136	24.2
	11th grade	83	14.8
	12th grade	124	22.1
Age	Age 14	104	18.5
	Age 15	160	28.5
	Age 16	127	22.6
	Age 17	141	25.1
	Age 18	29	5.2
	Total	561	100

**Table-2: Academic Procrastination Scale Independent sample t-test by gender Average Score Results**

The dependent variable	Independent variable	N	X	SS	t	p
Academic Procrastination Scale	Female	232	3.16	.30	2,330	,020*
	Male	329	3.22	.35		

\*p<0.05 \*\*p<0.01

When table 2 is examined according to high school students' gender t-test results on the students' academic procrastination (t = 2.330, p <0.05) was determined by differentiation significantly.

When table 3 is examined according to high school students' sport activities t-test results on the students' academic procrastination (t=-2.542, p<0.05) was determined by differentiation significantly.

**Table-3: Average score of Academic Procrastination Scale sample t-test results due to sport**

The dependent variable	Independent variable	N	X	SS	t	p
Academic Procrastination Scale	Non-sporting	300	3.16	.31	-2.542	.011*
	Sporting	261	3.23	.34		

\*p<0.05 \*\*p<0.01

**Table-4: Academic Procrastination Scale Variable ANOVA test results by the type of school Average score**

The dependent variable	School	N	X	SD	F	LSD
Academic Procr. Science	Anatolian High School	215	3.15	,31	2.201	
	Vocational high school	121	3.20	,27		
	High Schools	118	3.24	,36		
	Fine Arts High Sch.	107	3.23	,37		
	Total	561	3.20	,32		

\*p<0.05 \*\*p<0.01

When table 4 is examined according to high school students' school variable as a result of students' academic procrastination analysis of variance (F=

2.201, p>0.05) was detected by differentiation significantly.

**Table-5: Academic Procrastination Scale Average Score ANOVA Results Due To Class Variable**

The dependent variable	Class	N	X	SD	F	LSD
Academic Procr.	9	218	3.25	,31	3.39*	9-11, 9-12
	10	136	3.19	,33		
	11	83	3.14	,36		
	12	124	3.15	,32		
	Total	561	3.20	,32		

\*p<0.05 \*\*p<0.01

Table 5, according to the statistical analysis of the difference between students with academic procrastination grade (F = 3.39, p <0.05) was determined to be significant level. According to the

analysis results made LSD in order to determine that the significance of the groups in which the 9th grade point average of sixteen, seventeen and eighteen year were higher than the average score of students.

**Table-6: Academic Procrastination Scale Average Score ANOVA Results Due To Age Variable**

The dependent variable		N	X	SD	F	
Academic Procr.	14	104	3.28	,31	3.43*	14-16, 14-17, 14-18
	15	160	3.21	,33		
	16	127	3.16	,36		
	17	141	3.17	,32		
	18	29	3.07	,46		
	Total	561	3.20	,32		

\*p<0.05 \*\*p<0.01

## DISCUSSION

Highschool students in this study to determine the level of academic procrastination male students, female students from where they were obtained in more academic procrastination. Academic procrastination of gender differences in terms of the revealing research findings were found to be different. Referring to the literature has been shown in line with the results of this research as a result of many studies [11-15]. Some studies have found to differ according to gender of academic procrastination [16-20] some studies [8, 21]. It is detected that female students' academic procrastination higher than male students'. The cause of male students compared to female students present in more academic procrastination; Since students work habits from an early age, that they can have more impact on the families of girls in terms of fulfilling their responsibilities; which is especially important for students to have a group of friends in adolescence, social rating of the further increase in the period of the desire of men more than a social group (the fellowship) seems to belong to. Therefore, this situation will affect the work of student academic procrastination [15].

Academic procrastination of students engaged in sports research and to make a statistically significant difference was found between levels. Research on sports that the students' academic procrastination level academic procrastination of students who play sports have higher levels were seen. In the literature, these findings support the results of research support or could not be found. However, students engaged in sports training and participation in competitions, regular attendance to the course by preventing demonstrate their potential in academic terms is thought to give rise to academic procrastination.

The obtained other findings, high school students as a result of variance analysis undertaken of determining whether differed significantly depending on the variable type of school they are studying academic postpone academic procrastination of students did not show a significant difference. When we look at this as well as academic procrastination among students studying in different classes; 9 students studying in class compared to students in grades 11 and 12 were found to show a more academic procrastination. Similarly, Nartgün and Cakir [1] High school students with the preparatory work had been done by the students in the class have found that they showed significantly more procrastination. Sour and Dilmaç [22], the meaning of which was performed by the students in a research between academic procrastination level with a further differentiates the class variable was found.

Another finding is significant variables according to academic procrastination the age of high school students were found to show differentiation.

Results showed that 14-year-old student academic procrastination score of 16, 17 and 18-year-old students were higher than the average score. Academic procrastination is a very strong obstacle for many students, leading to school-related problems (eg, low notes) and can lead to stress-related physical ailments Johnson *et al.* [23-26]. Sour and Dilmaç [22], and in a study conducted by the inability to find a differentiation between academic procrastination behavior with age variable. These research findings with other studies showing similar Shook [27], and Dilmaç Yigit [28], was carried out by. These research findings with other studies were made by Shook [29], and Dilmaç Yigit [28].

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