

THE RELATIONSHIP BETWEEN ACADEMIC PROCRASTINATION AND STUDENTS' BURNOUT

AKADEMİK ERTELEME EĞİLİMİ VE ÖĞRENCİLERİN TÜKENMİŞLİK DUYGUSU ARASINDAKİ İLİŞKİ

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ABSTRACT: In this study, the relationships between academic procrastination, students' burnout and academic achievement are investigated. The participants comprised 323 students who were enrolled in the different major fields at the Faculty of Education in the Pamukkale University. The ages of respondents varied from 17 to 31. In this study, Aitken Procrastination Inventory, Maslach Burnout Inventory-Student Survey and Personal Information Form were used to gather data. Results from correlation analyses show that the emotional exhaustion, cynicism, and reduced academic efficacy dimensions of students' burnout were positively related with academic procrastination. The regression analyses revealed that academic procrastination can statistically predict emotional exhaustion, cynicism, and reduced academic efficacy dimensions of student burnout score. The results also showed that reported academic achievement was significantly and negatively correlated with academic procrastination, emotional exhaustion, cynicism, and reduced academic efficacy dimensions of student burnout; and reported academic achievement is significantly predicted by academic procrastination and reduced academic efficacy of burnout. Implications of these findings are discussed for educator and psychological counselor.

Keywords: academic procrastination, student burnout, academic achievement,

ÖZ: Bu çalışmada akademik erteleme eğilimi ile öğrencilerin tükenmişlik duygusu düzeyleri ve akademik başarıları arasındaki ilişki incelenmiştir. Araştırmaya Pamukkale Üniversitesi Eğitim Fakültesi'nde farklı bölümlerde öğrenim gören yaşları 17 ile 31 arasında değişen 323 öğrenci katılmıştır. Araştırmada veri toplamak için Aitken Erteleme Eğilimi ölçeği, Maslach'ın Tükenmişlik Ölçeğinin öğrenci versiyonu kullanılmıştır. Yapılan analizler sonucunda, akademik erteleme ile öğrenci tükenmişlik duygusunun, duygusal tükenmişlik, duyarsızlaşma ve düşük akademik yeterlik boyutları arasında olumlu bir ilişki olduğunu göstermiştir. Yapılan regresyon analizi sonuçları, akademik erteleme eğiliminin, tükenmişlik duygusunun bütün alt boyutlarını istatistiksel olarak anlamlı düzeyde öngördüğünü göstermiştir. Yapılan analizler ayrıca, öğrencilerin akademik başarıları, erteleme eğilimi ve tükenmişlik duygusu düzeyleri arasında anlamlı düzeyde olumsuz bir ilişki olduğunu göstermiştir. Bulgular eğitimciler ve psikolojik danışmanlar açısından ele alınıp tartışılmıştır.

Anahtar sözcükler: akademik erteleme eğilimi, öğrenci tükenmişlik sendromu, akademik başarı

1. INTRODUCTION

College life is seen important in terms of students' academic and social development. While college students get experiences and prospects for growing, maturing, altering and developing during their college training, at the same time they may experience academic, personal, and social adjustment problems. Perhaps such difficulties experienced during college learning period may affect students' performance and function on various level (Duru, 2008). Such students may have limited coping sources and their academic adjustment level may be affected negatively from these difficulties. Therefore, it may be said that college students have several challenges in their academic life during college training. One of these challenges is burnout. Burnout is defined as a syndrome that is composed of three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1981). The phenomena of burnout has been investigated in a number of specific professions including: human service workers (Wade, Cooley, & Savicki, 1986), nurses (Koniarek & Dudek, 1996), teachers (Greenglass, Fiksenbaum, & Burke, 1994), school psychologists (Mills & Huebner, 1998; Sandoval, 1993), and psychologists (Ackerley, Burnell, Holder, & Kurdek 1988; Kahili, 1986), etc.

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In recent years, the research studies have revealed the presence of burnout among college students (Chang, Rand, & Strunk, 2000; Hamann & Daugherty, 1985; Jacobs & Dodd, 2003; Lingard, 2007; McCarthy, Pretty, & Catano, 1990; Yang, 2004). These studies indicate that students have experienced different levels of burnout during their college learning period. Schaufeli, Martínez, Marqués-Pinto, Salanova, & Bakker, (2002) defined burnout among college students “as refers to feeling exhausted because of study demands (exhaustion), having a cynical and detached attitude towards one’s schoolwork (cynicism), and feeling incompetent as a student (reduced efficacy also known reduced academic efficacy)”(p.465). In other words student burnout composed three dimensions: emotional exhaustion, cynicism, and reduced academic efficacy (Schaufeli et al., 2002). Another definition of burnout was made by Yang (2004), which is defined student burnout “as students in the learning process, because of course stress, course load or other psychological factors, display a state of emotional exhaustion, a tendency to depersonalization, and a feeling of low personal accomplishment” (p. 287).

Yang (2004) emphasized that symptoms of student burnout are similar to service employees. Meier & Shmeck, (1985) and Ramist, (1981) reported that “student burnout can lead to higher absenteeism, lower motivation to do required course work, higher percentage dropout” (cited in Yang, 2004, p.287). Durán, Extremera, Rey, Fernández-Berrocal, & Montalbán (2006) found that emotional exhaustion and cynicism were positively related with perceived stress, and negatively associated with self efficacy, perceived emotional intelligent and academic engagement among college students. Boudreau, Santen, Hemphill and Dobson (2004) reported that burnout was related to stressors, including long hours engaged in practicum work, academic grades, uncertainty about the future plans, struggling to maintain relationships, control problems, low support from friends, less satisfaction with respondent’s balance between personal and professional life, not having enough time and interaction with peers. Similarly, Jacobs and Dodd (2003) found that negative personality traits and perceived workload were associated with high levels of burnout, while positive personality traits, peer support, and participation in extracurricular activities were associated with low levels of burnout. In summary the negative and undesirable consequences of burnout suggest that life for the students who experience being burned out is chaotic and seemingly out of control. It may diminish the overall quality of life and the college experience, negatively impacting burn outing students’ well-being.

The other of these challenges is academic procrastination that college students have to deal with as a main issue. Procrastination has been defined “as a trait or behavioral disposition to postpone or delay performing a task or making decisions” (Milgram, Mey-Tal, & Levison, 1998, p.297). Academic procrastination, which is defined to be a form of situational procrastination (Harris & Sutton, 1983), is a pervasive and potentially maladaptive behavior for many college students resulting in feelings of psychological distress (Solomon & Rothblum, 1984). Balkis and Duru (2009) found that 23% of students reported that they procrastinate on academic tasks. McCown and Roberts (1994) noted that 19 %of freshmen, 22% of sophomores, 27% of juniors, and 31% of seniors viewed academic procrastination as an important source of personal stress.

A number of research has indicated that procrastination is related to depression (Saddler & Sacks, 1993), higher stress (Flett, Blankstein, & Martin, 1995; Sriois, Melia-Gordon, & Pychl, 2003), increased illness, and stress (Tice & Baumeister, 1997), higher anxiety (Lay, 1994), less effort on the task (Saddler & Buley, 1999), boredom proneness (Vodanovich & Ruph, 1999), and poor academic performance (Balkis & Duru, 2009; Balkis, 2007;Beck, Koons, & Milgrim, 2000; Beswick, Rothblum, & Mann, 1988). In short, academic procrastination affects college students’ psychological well-being and academic achievement.

1.1. Academic Procrastination and Student’s Burnout

College students are challenged to manage a number of stressful situations and academic demands that include class assignments, examinations and evaluations in limited time, and their familial commitments and responsibilities during their undergraduate training. In addition, level of

academic procrastination may leads to stress among college student. Van WYK (2004) found that increased level of procrastination result in increased levels of stress among teachers. McCown and Roberts (1994) noted that a considerable part of college students viewed academic procrastination as an important source of personal stress. Procrastination could create stress by increasing time pressure to complete their academic assignments, because of procrastinating students tend to do not complete tasks on time, and tend to start studying later for exams and study for limited time (Jackson, Weis, Lundquist & Hooper, 2001; Lay, 1986; Lay & Burns, 1991). Howard and Johnson (2004) reported that time pressure (inadequate time for preparation, unrealistic deadlines are imposed) is one of key causes of stress among teachers. In fact, Tice and Baumeister (1997) founded that procrastinating student reported increased occurrences of illness and stress toward the end. It can be said that procrastination may lead to the students appear to be predisposed to burnout. In the burnout literature, the numbers of research have emphasized relation between burnout and stress (Chang, Rand, & Strunk, 2000; Tobin & Carson, 1994). Durán, Extremera, Rey, Fernández-Berrocal, & Montalbán (2006) found that emotional exhaustion and cynicism were positively related with perceived stress among college students. D'Aurora and Fimian (1988) reported that burnout symptoms may develop, when stress levels are standing over period of time. In light of above findings, which show negative and unpleasant consequences procrastination, *the first hypothesis* of this study is that academic procrastination and three dimension of burnout are positively correlated, and academic procrastination will predict three dimension of burnout.

1.2. Academic procrastination, Students' burnout and Academic achievement

The investigations regarding burnout and academic achievement show that burnout negatively impact students' academic performance. McCarthy, Pretty, and Catano (1990) reported low negative correlation between students' level of burnout and their academic achievement. In other study, Garden (1991) found an inverse relation between burnout and perceived academic performance. In another study, Schaufeli, Martínez, Marqués-Pinto, Salanova, & Bakker, (2002) reported that burnout was negatively related to academic performance. Jacobs and Dodd, (2003) found that emotional exhaustion was negatively related to GPA. Lastly, Yang (2004) reported that student burnout has a negative impact on academic achievement. Students who have higher level of burnout have lower academic achievement.

Similarly, the research shows that a high level of academic procrastination is associated with poor academic performance (Balkis & Duru, 2009; Balkis & Duru, 2010; Beswick, Rothblum, & Mann, 1988; Fritzsche, Young, & Hickson, 2003; Orpen, 1998). In light of the evidences derived from the studies mentioned above, it seems sensible to suppose that both academic procrastination and burnout negatively affect students' academic performance during college learning period. *The second hypothesis* of this study is that academic achievement is negatively related with academic procrastination and three dimensions of students' burnout, and predicted by academic procrastination and three dimensions of students' burnout.

The purpose of this study is to investigate the relation between academic procrastination and burnout among college students. In addition to these variables, reported academic achievement will also be examined for associations with academic procrastination and burnout.

2. METHOD

2.1. Participants/subjects

2.1.1. Characteristics of the participants/subjects

The sample included a total of 323 undergraduate students (66.9% female (216) and 33.1% male (107) age range 17 to 31 years ($M = 21.06$, $SD = 2.04$) from Faculty of education in Pamukkale University. The participants constituted of 7.1% freshmen, 46.4 % sophomores, 18.9% juniors, and 27.6 % seniors. The students participating in this study were enrolled in the departments of counseling

and guidance, early childhood education, social studies education, elementary education, science education and foreign language education

2.2. Measures

2.2.1. Aitken Procrastination Inventory (API)

The API is a 19- item self report measure of academic procrastination (Aitken, 1982). Participants indicate the extent to which they believe statements such as “If I had an important project to do, I’d get started on it as quickly as possible”. The statements are rated on a 5- point Likert scale with response options of false, mostly false, sometimes false/ sometimes true, mostly true, and true. Aitken (1982) reports adequate internal consistency of the measure with a coefficient alpha of .82. Aitken (1982) reported high correlations of the API with three objective measures: (a) the number of late papers that students had turned in during the academic year ($r = .48, p < .001$); (b) when the students completed their term paper ($r = .45, p < .001$); and (c) when the students began to study for assigned tests in the class (first test = $.46, p < .001$; second test: $r = .37, p < .001$). These results indicate a high degree of predictive validity for API

Balkis (2006) examined psychometric characteristics of API for Turkish population. The author reported that the internal consistency coefficient for the API was $\alpha = .89$ and four weeks test-retest reliability correlations for the API were $.87$. API has been related positively with avoidance ($r = .618, p < .001$) and spontaneous decision making style ($r = .289, p < .001$), and negatively to rational decision making style ($r = -.390, p < .001$) (Balkis, 2006).

2.2.2. Maslach Burnout Inventory-Student Survey (MBSS)

The MBSS is designed to measure the burnout level of students, contains 15 items which evaluate the dimensions of Emotional Exhaustion (5 items), Cynicism (4 items) and Academic Efficacy (6 items). Respondents used a 7 point scale ranging from 1 (never) to 7 (always) to indicate the level of agreement with each item. High scores on Exhaustion and Cynicism and Reduced Academic Efficacy dimensions reflected burnout (Schaufeli et al., 2002). They report adequate internal consistency of the measure with a coefficient alpha of $.80$ for emotional exhaustion, coefficient alpha of $.86$ for cynicism, and coefficient alpha of $.67$ for academic efficacy.

Balkis, Duru, Buluş and Duru (2011) examined psychometric characteristics of the MBI-SS for Turkish population. They reported internal consistency coefficient alpha of $.83$ for emotional exhaustion, $.80$ for cynicism, $.70$ for academic efficacy, and $.83$ for total scale for Turkish sample. For the structural validity of the instrument, the 15 items were factor analysed, using principal-components analysis with oblimin rotation. The total percentage variance explained by the three-factor solution was 55.3% with emotional exhaustion, cynicism, and reduced academic efficacy accounting for 31.08% , 14.79% and 9.42% of the variance respectively (Balkis et al, 2011).

2.2.3. Demographic Information Sheet

Demographics information sheet, prepared for this study, includes personal information such as gender, age and academic achievement. Academic achievement was represented by students’ report GPA that students had achieved until semester before the questionnaire was filled out.

2.3. Procedure

The study was voluntary and anonymous. An informed consent form was given to the instructors. Each questionnaire booklet is containing the two measures described above as well as a short demographic measure. The data collection was done during students’ class meetings by the instructors.

3. FINDINGS

In order to test whether academic procrastination was related to burnout or not, initially correlation between burnout scores and academic procrastination scores were examined by computing a Pearson Product Moment correlation (Pearson’s r). The results showed statistically significant

correlations between burnout scores and academic procrastination scores. Academic procrastination was significantly and positively correlated with emotional exhaustion ($r = .324, p < 0.01$), cynicism ($r = .452, p < 0.01$), reduced academic efficacy ($r = .476, p < 0.01$). The results also showed that reported academic achievement was significantly and negatively correlated with academic procrastination ($r = -.412, p < 0.01$), emotional exhaustion ($r = -.157, p < 0.01$), cynicism ($r = -.228, p < 0.01$), and reduced academic efficacy ($r = -.291, p < 0.01$) Table 1 provides the detailed results of this correlation analysis.

Table 1 Descriptive Statistics and Correlations

	M	SD	1	2	3	4	5
1. Academic achievement	2.44	.40	-	-.412**	-.157**	-.228**	-.291**
2. Academic procrastination	36.30	9.88		-	.324**	.452**	.476**
3. Exhaustion	18.35	7.21			-	.615**	.280**
4. Cynicism	13.68	6.05				-	.419**
5. R.A.E.	15.16	5.30					-

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

Note: R.A.E, Reduced Academic Efficacy

Secondly, in order to examine whether academic procrastination can statistically predict burnout or not, regression analyses were performed with the emotional exhaustion, cynicism, and reduced academic efficacy dimension of burnout score being as the dependent variables and the academic procrastination scale being as the independent variables. The results showed that academic procrastination significantly predicted emotional exhaustion [$F(1, 321) = 37.614, p < .001, R^2 = .11$], cynicism [$F(1, 321) = 82.336, p < .001, R^2 = .20$], and reduced academic efficacy dimension of burnout [$F(1, 321) = 93.980, p < .001, R^2 = .23$]. According to these results, academic procrastination significantly predicted burnout. Table 2 provides the detailed results of this regression analysis.

Table 2: Regression Analysis for Variables Predicting Burnout

Variables	B	SEB	β	R ²
Emotional Exhaustion				
Academic Procrastination	.236	.039	.324**	.11
Cynicism				
Academic Procrastination	.277	.030	.452**	.20
Reduced Academic Efficacy				
Academic Procrastination	.255	.026	.476**	.23

** $p < .001$

Finally, in order to examine whether academic procrastination and three dimension of burnout can statistically predict academic achievement or not, multiple regression analyses were performed. The results showed that academic achievement was predicted by academic procrastination ($\beta = -.347, p < .001$) and by reduced academic efficacy ($\beta = -.117, p < .05$). Emotional exhaustion and cynicism dimension of burnout can not predict academic achievement [$F(4, 318) = 17.638, p < .001, R^2 = .18$]. The regression model contributed a significant amount of variance to academic achievement (.18%). Table 3 provides the detailed results of hierarchical regression analysis.

Table 3: Hierarchical Regression Analysis for Variables Predicting Academic Achievement

Variables	B	SEB	β	R ²
Model1				
Academic Procrastination	-.017	.002	-.412**	.17
Model2				
Academic Procrastination	-.014	.002	-.347**	
Emotional Exhaustion	.000	.004	.002	
Cynicism	-.002	.005	-.024	.18
Reduced Academic Efficacy	-.009	.005	-.117*	

** $p < .001$, * $p < .05$

4. DISCUSSION and RESULTS

The main purpose of this study was to examine relation between academic procrastination and burnout among college students. The results from correlation analyses show that the emotional exhaustion, cynicism, and reduced academic efficacy dimension of burnout were positively related with academic procrastination. In addition, three dimensions of burnout scores also were statistically predicted by academic procrastination. The results from the hierarchical regression analyses noticed that academic achievement was statistically predicted by academic procrastination and reduced academic efficacy dimension of burnout.

The results from correlation and regression analyses confirmed hypothesis 1, which assumed that academic procrastination and burnout are positively related. There are several possible explanations for academic procrastination is being positively related with three dimension of burnout. Procrastinating students are less likely to complete tasks on time, spend much more time to complete academic assignments, tend to start studying later for exams and study for limited time (Jackson, Weis, Lundquist & Hooper, 2001; Lay, 1986; Lay & Burns, 1991; Lay & Schouwenburg, 1993; Tuckman, 1991). Working under pressure of time may cause work that is poor in quality; much more energy that the students may quickly dissipate and sense of tedium. It also may cause a great deal of stress. As mentioned earlier, time pressure is one of the key causes of stress (Howard and Johnson, 2002), and increased level of procrastination result in increased levels of stress (Tice & Baumeister, 1997; Van WYK, 2004). Working under limited time, often with not sleeping enough, can seriously impair concentration, cognition, and performance (Balkis & Duru, 2009). Jacobs and Dodd (2003) emphasized that although they have great academic efforts, if students do not reach their own academic expectations, they may tend to experience exhaustion and cynicism, and their feelings and attitudes towards their work and self perception may become more negative. Thus they could find too difficult to hold their tasks and feelings. It may lead to students to experience burnout. This finding suggests that academic procrastination may contribute to burnout among college students.

Secondly, the results partially supported second hypothesis 2, which assumed that academic procrastination and three dimensions of burnout are negatively related to academic achievement, and would predict academic achievement. The results from correlation and hierarchical analyses showed that three dimensions of burnout and academic procrastination were negatively related to reported academic achievement, but only academic procrastination and reduced academic efficacy significantly predicted academic achievement. The current findings about academic procrastination and academic achievement supported the other recent studies, showing that students who have higher score on procrastination tend to perform more poorly (Balkis & Duru, 2010; Balkis & Duru, 2009; Tice & Baumeister, 1997). Studying under the time pressure and at late hours may create sleeplessness and concentration difficulties that may cause weak academic performance (Balkis & Duru, 2009). Heuer, Spijkers, Kiesswater and Schmidtke (1998) reported that as the amount of sleep a person gets per night impact the person's ability to learn. Kelly, Kelly, & Clanton (2001) found students who reported to sleep enough, also reported higher GPA. In light of the evidences derived from the studies mentioned, it seems sensible that academic procrastination negatively affect students' academic performance.

Finally, the other important finding of this study was that all dimensions of burnout were negatively related to reported academic achievement, and academic achievement was significantly predict by reduced academic efficacy dimension of burnout. The present finding is consistent with recent studies, showing that students with higher scores on burnout tend to perform more poorly (Garden, 1991; Jacobs & Dodd, 2003; McCarthy et al, 1990; Schaufeli et al., 2002; Yang, 2004). Students, who perform poorly, even though the considerable academic efforts, might experience burnout (Jacobs & Dodd, 2003). Students' perception about themselves might become negative, and may tend to experience feeling incompetence that result in low academic performance, when students experienced burnout (Jacobs & Dodd, 2003). In fact, Klomegah (2007) stressed that person' beliefs about himself / herself and his/her abilities is very important factor to determine what they regulate and how well they regulate it. This finding suggests that one of the ways for improving students' academic achievement is to reduce students' burnout levels.

Briefly, this study investigated the relations between academic procrastination, students' burnout and academic achievement. The significant contribution of this study is that it has, for the first time, examined the relation between academic procrastination and students' burnout as known. This study noticed that academic procrastination may be a determinant to explain nature of burnout that is experienced among college students.

In terms of the implications of the current study, educators and counselors working at university or school counseling centers can use the present study to understand those students complaining about academic procrastination and burnout and how to help them. The results of this study show that reducing academic procrastination is important for students' burnout. Counseling centers could utilize procrastination and burnout measures to help students determine their level of procrastination and burnout, and determine whether or not they may need to work with a counselor to gain skills in order to overcome their procrastination and burnout.

The results of this study also indicated that students who have high levels of procrastination and burnout may be more at risk in terms of academic achievement. Counselors should develop intervention programs specifically targeting these students. Psycho educational workshops could be offered specifically to these students in order to help them learn ways to overcome their procrastination, burnout, and increase their chances of successfully completing their courses.

As a consequence of the current study, it is obvious that it is necessary to control students' burnout and academic procrastination to improve students' academic achievement. In order to improve student academic achievement, controlling academic procrastination and students' burnout may become critical points for educators. Similarly, Yang (2004) recommended that educators should carefully design learning environment to reduce student burnout, and increase academic performance.

Finally, there are number of limitations to this study. First, this study surveyed Faculty of Education's students and explored their current experiences. However, students' burnout and procrastination behavior might be related to their previous experiences. Future research could conduct similar studies other educational settings to determine the generalizability of these findings. Second, this study is not based on longitudinal data. The causal directions are based on theoretical argument. Future research can be conducted as longitudinal studies to how academic procrastination affects burnout levels and how it is experienced by the college students. Third, the data in this study were collected only through self-report scales. The objective measure of academic procrastination and burnout may be helpful to understand the relation between academic procrastination, burnout and academic achievement.

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Geniş Özet

Üniversite yaşantısı öğrencilerin gerek akademik, gerekse sosyal gelişim düzeyleri açısından önemli görünmektedir. Üniversitede aldıkları eğitim sürecinde öğrenciler bir yandan büyüme, olgunlaşma, değişme ve gelişme için yeni fırsat ve yaşantılar kazanabilirken, aynı zamanda akademik, kişisel-sosyal uyum problemleri yaşayabilirler. Bu açıdan bakıldığında, üniversite yıllarındaki yaşanan zorluklar öğrencilerin performans ve fonksiyonlarını farklı düzeylerde etkileyebilir (Duru, 2008). Öğrencilerin sınırlı başa çıkma kaynakları olabileceği dikkate alındığında, özellikle akademik uyum düzeyleri bu zorlanmalardan olumsuz olarak etkilenebilir. Bu nedenle üniversite öğrencilerinin akademik yaşamları süresince, çevresel ve kişisel pek çok güçlükle baş etmek zorunda oldukları söylenebilir. Öğrencilerin baş etmek zorunda kaldıkları temel problemlerden biri de tükenmişlik duygusudur. Tükenmişlik duygusu, Maslach ve Johnson (1981) tarafından; duygusal tükenmişlik, duyarsızlaşma ve düşük kişisel başarı duygusu olmak üzere üç boyutlu bir yapı olarak kavramsallaştırılmakta ve bu konu üzerine yapılan çalışmaların çoğunun da sağlık ve eğitim gibi hizmet sektörü alanında yoğunlaştığı görülmektedir. Son yıllarda alan yazınıdaki pek çok çalışma, tükenmişlik duygusunun üniversite öğrencileri arasında oldukça yaygın bir problem olduğunu göstermektedir (Chang, Rand, & Strunk, 2000; Jacobs & Dodd, 2003; Lingard, 2007; Yang, 2004). Alan yazını incelediğinde, öğrencilerin tükenmişlik düzeylerinin; algılanan stres, bir ödev üzerinde saatlerce çalışma, not kaygısı, düşük yaşam doyumu, düşük öz kontrol, geleceğe yönelik belirsizlik değişkenleriyle olumlu yönde (Boudreau, Santen, Hemphill & Dobson, 2004); algılanan iş yükü, düşük sosyal destek ve olumsuz kişilik özellikleri ile olumlu yönde ilişkili olduğu görülmüştür. Benzer şekilde tükenmişlikle öz yeterlik arasında da olumsuz yönde ilişkiler olduğu görülmektedir (Duran, Extremera, Rey, Fernández-Berrocal & Montalbán, 2006). Yukarıdaki çalışmalar bir bütün olarak değerlendirildiğinde, tükenmişlik duygusunun öğrencilerin akademik yaşamları üzerinde olumsuz etkileri olduğu söylenebilir.

Üniversite öğrencilerinin, üniversitedeki yaşamları sürecinde baş etmek zorunda kaldıkları bir diğer problem de akademik erteleme eğilimidir. Haris ve Sutton (1983) akademik erteleme eğilimini genel erteleme eğiliminin durumsal bir formu olarak kavramsallaştırmakta, öğrencilerde strese neden olan ve potansiyel olarak öğrencilerin akademik çevrelerine uyumlarını güçleştiren bir davranış olarak tanımlanmaktadır (Solomon & Rothblum, 1984). Alan yazını incelediğinde pek çok çalışma erteleme eğiliminin üniversite öğrencileri arasında oldukça yaygın bir problem olduğunu göstermektedir (Balkıs ve Duru, 2009, McCown & Roberts, 1994). Ayrıca, alan yazınıdaki çalışmalar, akademik erteleme eğiliminin düşük akademik performans (Balkıs ve Duru, 2009; Beck, Koons & Milgrim, 2000), depresyon (Saddler & Sacks, 1993), yüksek stres düzeyi (Tice & Baumeister, 1997), yüksek kaygı (Lay, 1994), düşük çaba (Saddler & Buley, 1999) ve sıkılma eğilimi ile ilişkili olduğunu göstermektedir (Vodanovich & Ruph, 1999). Yukarıdaki çalışmalar bir bütün olarak değerlendirildiğinde, akademik erteleme eğiliminin öğrencilerin gerek akademik yaşantılarını ve gerekse öznel iyi oluş düzeyleri üzerinde etkili olduğu söylenebilir.

Üniversite öğrencileri arasında yaygın olarak görülen akademik erteleme eğiliminin öğrencilerin yaşadıkları stres düzeyini artırdığı (McCown & Roberts, 1994; Tice & Baumeister, 1997) dikkate alındığında, erteleme davranışlarının öğrencilerin yaşadıkları stres ve yoğunluk düzeyinin bir fonksiyonu olarak kavramsallaştırılan tükenmişlik düzeyleri üzerinde de etkili olabileceği beklenebilir. Bu beklentiden hareketle, bu çalışmada, üniversite öğrencilerinin akademik erteleme eğilimlerinin, yaşadıkları tükenmişlik duygusu düzeyi arasındaki olası ilişkiler üzerine odaklanılmıştır.

Çalışmaya Pamukkale Üniversitesi Eğitim Fakültesi'nde farklı bölümlerde öğrenim gören yaşları 17 ile 31 arasında değişen, 216'sı kız ve 107'si erkek olmak üzere toplam 323 öğrenci katılmıştır. Araştırmada veri toplamak için Aitken Erteleme Eğilimi ölçeği, Maslach'ın Tükenmişlik Ölçeğinin öğrenci versiyonu kullanılmıştır.

İlk olarak, ilgili değişkenlerin birbirleri ile olan ilişkilerini test etmek için korelasyon analizi yapılmıştır. Analiz sonuçları, akademik erteleme eğiliminin, tükenmişlik duygusunun alt boyutlarıyla beklenen yönde ilişkili olduğunu göstermektedir. Bir diğer deyişle akademik erteleme eğilimi düzeyi arttıkça; duygusal tükenmişlik, umutsuzluk ve düşük akademik yeterlik düzeyi de artmaktadır. Yapılan analizler ayrıca, algılanan akademik

başarı, akademik erteleme eğilimi ve tükenmişlik arasında da anlamlı ilişkiler olduğunu doğrulamaktadır. Daha açık bir ifadeyle, akademik erteleme eğilimi ve tükenmişlik düzeyi artıkça akademik başarı düzeyinin azaldığı görülmektedir.

İkinci olarak akademik erteleme eğiliminin, öğrencilerin yaşadıkları tükenmişlik duygusunu anlamlı düzeyde öngörüp görmediğini test etmek için regresyon analizi yapılmıştır. Analiz sonuçları, akademik erteleme eğiliminin, öğrenciler arasında yaşanan tükenmiş duygusunun bütün alt boyutlarını istatistiksel olarak anlamlı düzeyde öngörebildiğini göstermiştir. Diğer bir deyişle, daha yüksek akademik erteleme eğilimi daha yüksek duygusal tükenmişlik, daha yüksek umutsuzluk ve daha düşük akademik yeterlik düzeyi ile ilişkilidir. Akademik erteleme eğilimi yüksek öğrenciler kendilerini duygusal olarak daha yoğun, daha umutsuz ve daha az yeterli olarak algılama eğilimindedirler. Özetle, yukarıdaki sonuçlar bir bütün olarak değerlendirildiğinde, algılanan akademik başarının gerek akademik erteleme eğilimi gerekse öğrencilerin yaşadıkları tükenmişlik duygusundan olumsuz yönde etkilendiği söylenebilir.

Bu çalışmanın bulguları, öğrencilerin akademik başarılarını yükseltmek için, akademik erteleme eğiliminin ve tükenmişlik düzeylerinin kontrol altına alınması gerektiğini göstermektedir. Bulgular ayrıca, akademik erteleme eğilimi ve tükenmişlik düzeyi yüksek olan öğrencilerin akademik başarı açısından da risk grubunda olduklarını göstermektedir. Bu nedenle okul ya da üniversitede çalışan psikolojik danışmanlar ve eğitimciler bu öğrencilere yönelik müdahale programları geliştirmelidirler. Psikolojik danışmanlar ve eğitimciler, uygun psiko-eğitim programları aracılığıyla bilişsel, motivasyonel ve davranışsal stratejileri kullanarak öğrencilerin akademik erteleme eğilimi ve tükenmişlik duygularıyla etkili bir şekilde baş etmede kullanabilecekleri becerileri kazanmalarına yardımcı olabilirler.

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