

## **The Analysis of the Relationship Among the Pre-service Teachers' Academic Procrastination, Academic Motivation and Coping Strategies**

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Academic procrastination is one of the most important issues in individuals' academic life and it is defined as the tendency to delay the completion of important academic tasks (Lay, 1986). Academic procrastination is a prevalent behavior among students and adults. It is stated that 70% of the university students have procrastinating behaviors (Ellis & Knaus, 1977).

On the basis of literature, many psychological factors affect the tendency to delay tasks. Besides, academic procrastination is thought to be related with personal coping strategies and lack of motivation. Thus, aim of this research is to reveal how coping strategy and academic motivation affects the academic procrastination of pre-service teachers. According to the prior studies, academic procrastination is expected to show negative relations with academic motivation and positive relations with coping strategies.

In this research, the Procrastination Assessment Scale (Solomon and Rothblum, 1984) is used to determine the frequency of academic procrastination of pre-service teachers. The sample of the research consists of 280 students (164/58.6% female, 116/41.4% male) from different departments of the Faculty of Education at Muğla Sıtkı Koçman University. Age range of the participants changes between 18 and 27. The arithmetic age average of the participants is 20.13 (SD=1.57). In the mean time, Academic Motivation Inventory (Bozanoglu, 2004) is used in order to determine the academic motivation level of the pre-service teachers. The Coping Strategy Inventory (Amir Khan, 1990) is also used in the research to determine the coping strategies of the participants. The obtained data from the inventories is analyzed through stepwise regression analysis.

The results of the research reveal that the best predictors of academic procrastination among all the independent variables are two dimensions of academic motivation such as *discovery* and *self-disclosure*. According to the results of stepwise regression analysis, the implied variables explained 29% of the total variance. As opposed to the problem statement of the present study, three dimensional structure of coping strategies (*problem solving*, *seeking social support* and *avoidance*) do not seem to be the predictors of academic procrastination.

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In the following sections, the results of this study are discussed in the light of the related literature. Additionally, suggestions and limitations of the research are presented at the end of the study.

**Keywords:** pre-service teachers, teacher candidates, academic procrastination, academic motivation and coping strategies