

ERPA 2014

## Academic functional procrastination: Validity and reliability study

Mehmet Kandemir<sup>a\*</sup>, Mehmet Palancı<sup>b</sup>

*a* Kirikkale University, Faculty of Education, Kirikkale /Turkey

*b* Karadeniz Technical University, Faculty of Education, Trabzon /Turkey

---

### Abstract

When the relevant literature about Procrastination behavior, also known as postdating of tasks, is studied, it is stated that this behavior isn't always negative and there can be functional procrastinations, as well. Functional procrastination represents an acceptable frequent behavior which increases success at work, makes persons more advantageous and acts as a success strategy towards a pre-designed goal that generally results in success at work. It is seen that procrastination behavior, mostly seen among students, is not sufficiently researched because of the fact that there aren't any scales, functional features of which are improved. Within this context, the objective of the research is to develop a scale that can assess the functional procrastination behavior of the students. For this reason, total 365 students of different demographic features and in different grades are taken into account. Exploratory Factor Analysis (EFA) was applied to the scale for the structure validity of the scale, and single factor structure became apparent. Then, Confirmatory Factor Analysis (CFA) was applied to the relevant structure. This CFA analysis was performed with new data taken from 295 students. After the Confirmatory Factor Analysis (CFA) was performed, concordance values of Academic Functional Procrastination Scale was found as follows:  $\chi^2/df = 55.08/27$  (2.04); RMSEA, .05; CFI, .96; GFI, .95; NFI, .94; IFI, .97; and RFI, .90.

© 2014 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/3.0/>).

Peer-review under responsibility of the Organizing Committee of the ERPA Congress 2014.

**Keywords:** procrastination; academic procrastination, functional procrastination, validation, reliability

---

### 1. Introduction

There are many researches in academic world that aims to explain students' academic lives with different variables. In recent years, there have been many efforts to explain students' academic lives with procrastination

---

\* Corresponding author. Tel.: +905321773450

E-mail address: [mkandemir61@gmail.com](mailto:mkandemir61@gmail.com)

behavior, either as a result or as a reason. There exists also an academic side of this behavior which is defined as unrealistically postdating of tasks to be completed (Lay, 1988). Academic procrastination behavior is a problem mostly seen in tasks expected from students such as preparing for exams, doing homework, postponing the meeting or the project to be performed with academic consultant (Dryden, 2000; Milgram, Mey-Tal and Levison, 1998). In a study performed on 135 students, Onwuegbuzie (2004) found that approximately 40% - 60% of the students did some kind of academic procrastination. According to a study performed by Balkis and Duru (2009) nearly 23% of students do academic procrastination. This academic procrastination behavior results in negative consequences on students such as academic failure (Burka and Yuen, 1983; Ferrari, Johnson and McCown, 1995; Knaus, 1998; falling behind in difficult classes (Rothblum, Solomon and Murakami, 1986), dropping out school (Knaus, 1998), negatively influencing of mental health (Tice and Baumeister, 1997), disorders of guiltiness, panic, tension, anxiety, inability. Is this academic procrastination behavior negative in reality as it is always evaluated from a negative perspective? Or does the individual perceive procrastination behavior negative? According to Farran (2004) some people think that they make use of life by doing procrastination. According to Ferrari (1994) procrastination is a position that people wish to be in to gain favor or increase their performances. He believes that intentional procrastination behavior can be strategy for the person to motivate himself and act more controlled, and that person can make best of his works under the influence of procrastination in a limited time. When it is considered within this context, procrastination can be positive or negative. According to Ferrari (1994) this situation can be defined as ‘functional procrastination’ and ‘non-functional procrastination’. He defines functional procrastination as frequent acceptable procrastination when this kind of procrastination helps to increase the probability of success at work. Functional procrastination represents an acceptable frequent behavior which increases success at work, makes persons more advantageous and acts as a success strategy towards a pre-designed goal that generally results in success at work. He defines non-functional procrastination as a chronic and inappropriate tendency to postpone starting to perform tasks or completing them. Consequently, it is possible to define non-functional procrastination as a behavior that impedes the success at work, and constructive feature of which is frequently low. When it is considered within this context, it can be said that mostly non-functional parts are discussed in the researches about academic procrastination. In that these researches considered procrastination as a problem. Therefore it is possible to say that the scales used within this context are relevant to non-functional procrastination. However; students’ procrastination behavior can have functional features, as well. Procrastination can be used as a motivation tool (expressed by Brownlow and Reasinger (2000) and as a relief tool (expressed by Tice and Baumeister (1997). Scale tools are needed within this context in order to determine whether academic procrastination is a motivation tool or not and whether it has functional consequences or not. For this reason it is aimed to improve academic procrastination scale.

## 2. Methods

The study for developing “Academic Functional Procrastination Scale” was applied to students of Faculty of Education in Kırıkkale University. Data was taken from students two times. First data set was used for Exploratory Factor Analysis and the second data set was used for confirmatory factor analysis that came into being after exploratory factor analysis. In the first data set total 365 students in different grades (210 female and 155 male) were taken into account. In the second data set total 295 students (170 female and 125 male) were taken into account. Working group used to improve the scale was consisted of students in different grades. When the total number is considered, 660 students are taken into account for the validity and reliability of the scale. Students comprising the working group are from different grades as follows (159 of them are 1st grade; 157 of them are 2nd grade; 186 of them are 3rd grade and 190 of them are 4th grade students). Initially relevant literature about the terms ‘procrastination, academic procrastination, functional and non-functional procrastination’ was studied during the process of developing “Academic Functional Procrastination Scale”. Then an ‘item pool’ was formed that consisted 15 items within this context. The items in the pool were formed as appropriate as possible for the relevant literature and measurement rules. The scale was five point likert scale and ‘strongly agree’ and ‘strongly disagree’ rating method was used in this scale. Then the items in the pool regarding the functional procrastination were forwarded to 4 field expert and they reviewed these items. After this review process carried out by field experts, no item was discarded but 3 of them were amended. Later on, the scale consisting of 15 items was applied to research group and they were subjected to SPSS and LISREL programs. The analysis and its results were given in the part ‘Findings’.

Download English Version:

<https://daneshyari.com/en/article/1113441>

Download Persian Version:

<https://daneshyari.com/article/1113441>

[Daneshyari.com](https://daneshyari.com)