

The Determination of the Relationship Between Academic Procrastination and Attitudes Towards Sports of University Students Studying Sports Science

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ABSTRACT

Aim: It is suggested that there is a relationship between students' academic procrastination behavior and their attitudes towards sports. This study aims to explain how this relationship is. The aim of this study is to determine the relationship between academic procrastination and attitudes towards sports of students studying at Mardin Artuklu University School of Physical Education and Sports.

Methods: While the universe of the study was formed by the students studying at Mardin Artuklu University School of Physical Education and Sports; The sample consists of 182 students who voluntarily agreed to participate in the study. Attitude towards Sports Scale and Academic Procrastination Scale were used as data collection tools in the study. SPSS 20 package program was used to analyze the obtained data. The "Kolmogorov-Smirnov" test was used to determine that the data had a normal distribution, and "ANOVA Homogeneity of Variance" test was used to evaluate whether the data were homogeneous, and it was determined that the data had a homogeneous and normal distribution. In the analysis of data, descriptive statistics, one-way analysis of variance and correlation analysis were applied.

Results: At the end of the study, it was seen that the students of Physical Education and Sports department got higher scores in the field of psycho-social development, physical development and total sports attitude, and the students of the Sports Management department in the field of mental development. When the sub-dimensions of academic procrastination and attitude towards sports were compared according to the departments, no statistically significant difference was found in any dimension.

Conclusion: As a result, students have many projects to do and many exams to complete throughout their academic life. In this process, students in undergraduate education generally have to devote most of their time to study and education and training life for a successful future.

Keywords: Academic procrastination, attitude towards sports, student

INTRODUCTION

Sport etymologically is derived from the Latin words "desportare and ispotus". These words mean having fun and a good time.¹ Sports and physical education are important factors that activate the undiscovered characteristics and creative aspect of the individual.² There are various definitions emphasizing the effects of sports on health. However, in the context of social development, it is possible to define sports as the process of having individuals of all ages and abilities engage in activities in a wide and inclusive range. Studies on sports and human health have shown that correct physical activities, exercise, warm up and massage activities before exercise have many benefits for human health and performance.^{3,4,5} In studies on sports and personality, it has been determined that sports affect the personality development of the individual positively.⁶

Procrastination can be defined as unnecessarily delaying the tasks that are suitable to be completed by taking action, and as a result of this situation, the individual's tendency to complete the delayed task.⁷ When he/she feels intense sadness, or delaying the tasks until they need to be done and the individual being exposed to undesirable negative consequences due to such delaying behavior.⁸ Although the common theme that draws attention in the definitions of postponement is the concept of "delay", there are different opinions about whether each delay is postponement. At this point, if the individual delays at the habitual level and therefore is exposed to internal

and external negative consequences, it is seen that this situation is defined as procrastination.^{9,10}

It is argued that procrastination is common among university students in the context of academic special assignments.^{9,11} At the same time, it is stated that procrastination is a universal concept that negatively affects student success, especially in the academic field.¹²

It should be considered that habit-level academic procrastination causes some negative academic results and some mental health problems such as depression and anxiety. Academic problems caused by academic procrastination include dropping out of the course, low course scores,¹³ missing assignment deadlines,¹⁴ delaying preparation for the exam, less study for the exam, and low academic performance. performance, experiencing intense stress and performing below capacity, and decreasing academic life satisfaction.¹⁵ On the other hand, it has been argued that academic procrastinators report more stress and more illness, and have higher levels of depression and anxiety compared to those who do not procrastinate. It is also observed that procrastination in the academic career has a maladaptive and dysfunctional structure when considering the negative consequences of an individual's academic life and mental health.^{15,16}

MATERIAL AND METHODS

As a method in the study, a causal relationship and relational model, which are included in the quantitative research method, were determined as the method of the

study. Ethical approval for this study was obtained from the Ethics Committee of Iğdır University.

Population and Sample: The population of the study consists of students studying at the School of Physical Education and Sports of Mardin Artuklu University, while the sample consists of 182 students who voluntarily agreed to participate in the study.

Data Collection Tools

The Scale of Attitude Towards Sports: The “Sports Attitude Scale” developed by Kocak (2014) was used as a data collection tool in the study. A value of the sub-dimensions (Cronbach) of the scale as follows: Psychosocial Development. 869; Physical Development. 772; Mental development 768.¹⁷

The Scale of Academic Procrastination: The Academic Procrastination Scale was developed by.¹⁸ This scale consists of a total of 19 statements, 12 of which are negative (2, 3, 5, 6, 8, 10, 12, 14, 15, 16, 18, 19) and 7 of which are positive (1, 4, 7, 9, 11, 13, 17), which include the tasks that students are responsible for in their learning life such as studying, preparing for exams, and preparing projects. Responses to the statements in this scale are graded on a five-point Likert-type scale as “does not reflect me at all”, “reflects me very little”, “reflects me a little”, “reflects me mostly”, “reflects me completely”. For a statement containing academic procrastination, the scale is scored unidirectionally, with 1 point for those who tick “doesn't reflect me at all” and 5 points for those who tick “it fully reflects me”. The highest score that can be obtained from the scale is 95, and the lowest score is 19. High scores obtained from the scale indicate that students exhibit academic procrastination behavior. The Cronbach alpha reliability coefficient of the Academic Procrastination Scale was found to be .92. The Cronbach's alpha coefficient calculated for the 1st factor of the scale is .89, and the Cronbach's alpha coefficient calculated for the 2nd factor is .84. The Spearman Brown a split-half method to reliability was calculated as .87 for the 10-item first half-test and .86 for the 9-item second half-test, for a total of .85.¹⁸

Analysis of Data: SPSS 20 package program was used to analyze the data. A single sample “Kolmogorov-Smirnov” test was used to find out if the data had a normal distribution, and ANOVA Homogeneity of Variance test was used to evaluate whether the data were homogeneous. As a result of these tests, it was observed that the data had a homogeneous and normal distribution. Descriptive statistics, one-way analysis of variance and correlation analysis were applied in the analysis of data.

RESULT

When Table 1 is examined, it was observed that the students of physical education and sports department got higher scores in psychosocial development, physical development and total attitude towards sports, and the students of Sports Management department in mental development. When the sub-dimensions of academic procrastination and attitude towards sports were compared according to the departments, no statistically significant difference was found in any dimension.

As a result of the correlation analysis, a statistically significant negative correlation was determined between mental development, total attitude towards sports and

academic procrastination.

Table 1: One-way variance analysis results according to the departments of the students

		Mean±SD	P
Psychosocial Development	Physical Education and Sports	47,8154±1,01385	,650
	Coaching	47,6418±1,08295	
	Sports Management	47,7692±1,24641	
Physical Development	Physical Education and Sports	25,5538±,96874	,803
	Coaching	25,4925±1,07834	
	Sports Management	25,4231±1,14354	
Mental Development	Physical Education and Sports	14,2462±,90192	,789
	Coaching	14,2090±,96196	
	Sports Management	14,3269±,94394	
Total Attitude Towards Sports	Physical Education and Sports	87,6154±1,51753	,603
	Coaching	87,3433±1,61012	
	Sports Management	87,5192±1,59029	
Academic Procrastination	Physical Education and Sports	59,7846±9,62986	,193
	Coaching	57,1343±8,95256	
	Sports Management	57,5192±7,83529	

Table 2: The correlation analysis showing the relationship between academic procrastination and attitudes towards sports

		Academic Procrastination
Psychosocial Development	Pearson Correlation	-,124
	P	,095
Mental Development	Pearson Correlation	-,022
	P	,768
Total Attitude Towards Sports	Pearson Correlation	-,160
	P	,031

DISCUSSION AND CONCLUSION

According to the results of the statistical analysis, it was determined that the students studying in the Department of Physical Education and Sports got higher scores in the field of academic procrastination. However, no statistically significant difference was found in the comparison between departments. There are different reasons for academic procrastination. Procrastination is defined as a complex, often chronic, pattern of behaviors that cannot be expressed with direct causal explanations.¹⁰ A few studies focused on functional/active procrastination.^{19,20} Therefore, procrastination can occur in both functional and non-functional ways. For example, if a student postpones studying to get information about the structure and content of an exam, he/she can see more clearly what he will study after getting this information. However, if the student wants to work, he/she is busy with other jobs and cannot start working, he/she may experience high levels of stress and

anxiety. Procrastination has a structure that includes behavioral, affective, and cognitive dimensions.^{21,7}

One of these reasons is the insufficient degree of responsibility in students.²² Balkıs, E. Duru, Discovery and S. Duru²³ stated in their study that poor time management is the reason of academic procrastination. According to the results of this study and the other study, it can be said that the students studying in the Department of Physical Education and Sports are more irresponsible and do not manage their time well. On the other hand, the results of descriptive statistical analysis reveal that the students of the Physical Education and Sports department got higher scores in the field of psycho-social development, physical development and total attitude towards sports, and the students of the Sports Management department in the field of mental development. According to these statistical data, it can be said that the students studying in the Physical Education and Sports department have a more positive attitude towards sports and they like to exercise in their spare time. At the end of the correlation analysis, a statistically significant negative correlation was determined between mental development, total attitude towards sports and academic procrastination. According to the correlation analysis, the positive attitude of the students towards sports negatively affects their academic success.

As a result of the readings, it was seen that there were studies on the subject. Some of these studies are:

Akdoğan²⁴; Berber, Çelik and Odacı²⁵ determined that boys exhibited more academic procrastination than girls. Berber-Çelik and Odacı, in their study in 2015²⁵, compared the academic procrastination levels of students according to the departments they studied. As a result of this comparison, they found that there was no statistically significant difference between the departments. In the study carried out by Singh and Devi²⁶ carried out that the students exhibited positive attitudes towards sports and games, and male students exhibited a more positive attitude towards games and sports than female students. According to Tomik et al.^{27,31,32}, 2.704 students in Poland, it was revealed that male students had more positive attitudes towards physical education and sports than female students. Yalçinkaya et al.^{28,29,30} conducted on university students, it was determined that male students preferred sports activities more than female students in participating in leisure time activities.

As a result, students have many projects to do and many exams to complete throughout their academic life. In this process, students in undergraduate education generally have to devote most of their time to study and education and training life for a successful future. It has been determined that the level of academic procrastination of the students studying in the Physical Education and Sports department is higher, the students of the Physical Education and Sports department have higher scores in the psycho-social development, physical development and total attitude towards sports, and the Sports Management department students in the mental development area. At the end of the correlation analysis, a statistically significant negative correlation was determined between mental development, total attitude towards sports and academic procrastination. During the education process, students have many needs and responsibilities such as economic

conditions, doing sports, developing social relations, having fun. Everyone can use procrastination functionally by giving up some necessities from time to time while meeting their unique needs and responsibilities. The main problem is that students studying in the field of undergraduate education in the basic field of sports sciences use procrastination in a non-functional way.

This research has some limitations in terms of the characteristics of the study group and the measurement of the concepts. The generalizability of the results is limited as the participants are from a public university located in the eastern region. Because of the self-report scales, the data only reflect the perceptions of the participants. In summary, the research aims to contribute to the understanding of this relationship in an academic context by examining the relationship between the attitudes of undergraduate students in sports sciences towards sports and their academic procrastination tendency. In general, there is a negative relationship between students' attitudes towards sports and academic procrastination.

In addition, education and training habits in secondary education may play an active role in students' attitudes towards academic procrastination and sports. The low level of acceptance and interest of academic habits in student behavior may negatively affect the psychological health of the child. In this study, a variable to measure psychological health was not used. It can be suggested that the variables related to this be included in future studies. Finally, the factors that lead the individual to dysfunctional academic procrastination, in other words, how procrastination, which can also be used functionally, becomes dysfunctional in the individual's life, can be discussed in counseling sessions, and focus on increasing the individual's awareness in this direction. In this process, practitioners should consider that the findings may mean different things in the context of education, culture, and family.

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