



THE INVESTIGATION OF THE RELATIONSHIP BETWEEN LEARNED RESOURCEFULNESS AND ACADEMIC PROCRASTINATION TENDENCY OF TEACHER CANDIDATES



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ABSTRACT

The main purpose of this study is to examine whether there is a significant relationship between teacher candidates' learned resourcefulness levels and their academic procrastination tendencies. Determining whether there is a difference between learned resourcefulness and academic procrastination according to gender, department of education, grade point average, grade level is the sub-objectives of the study.

The universe of the study, which was arranged in accordance with the relational screening model, consists of students studying at Cumhuriyet University Faculty of Education Department of Primary Education. The sample of the study is based on volunteering and consists of Science Education, Psychological

Counseling and Guidance, Primary Mathematics Education and Preschool Teaching students.

The "Personal Information Form" developed by the researcher in order to gather information about the socio-demographic characteristics of the primary education teacher candidates in the study; "Rosenbaum Learned Strength Scale" to determine the learned strength levels of teacher candidates participating in the research; "Aitken Academic Procrastination Scale" was used to determine the academic procrastination tendencies of pre-service teachers.

As a result of the data analysis, a low level positive relationship was found between the learned resourcefulness levels of the teacher candidates and their academic procrastination tendencies. When the total

scores of learned resourcefulness were examined, no significant difference was found according to the variables of the department, gender, grade level and success average of the teacher candidates. Considering the total scores of academic procrastination, significant differences were found according to the variables of class level and the department they studied. On the other hand, no significant

difference was found according to the variables of gender and average success. The findings obtained from the research were discussed in the light of the literature and various suggestions were made to educators and researchers.

KEYWORDS

learned resourcefulness, academic procrastination, candidate teachers

