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

RESEARCH PAPER

INTRODUCTION

Schools are one of the most important social formations that enable the development of a country. Individuals are in the school environment after leaving the family environment and acquire the necessary knowledge and skills related to their individual development through the school environment and variables in the school (teacher, other students, school social environment, etc.). Individuals who receive their first education from the family are faced with a new environment as soon as they start school. They gain many knowledge and skills by interacting with this environment.

"The quality of education is closely related to the quality of teachers. Throughout their professional life, the high number of teachers with high success graphics is very important both for training more qualified people and for a quality education system. Therefore, it is indisputable that those who prefer the teaching profession do their jobs lovingly and willingly "(Çavuşoğlu, 2009: 4). "While today's teachers are expected to train their students in line with the stated goals, they are also asked to develop themselves as individuals, solve their problems, and become healthy individuals who can adapt to living conditions" (Bulut & Bozkurt, 2005).

The teaching profession is a profession with a high stress level. The high level of learned resourcefulness of those who perform this profession is of great importance in terms of their professional success. The attitude teachers will take in the face of a problem they encounter in any situation is undoubtedly closely related to their learned strength level. At this point, it is very important to explain the concept of learned resourcefulness.
Individuals assume various roles, responsibilities and tasks in daily life. These roles they assume also impose some responsibilities on them. A number of problems brought by daily life cause stress and tension in individuals. The individual's ability to cope with this stress situation depends on the determination and strength of his psychological struggle. One of the conditions that provide this strength is the high level of learned resourcefulness of the individual. Because individuals with a high level of learned resourcefulness cope more comfortably with the stress situations they encounter.

"Studies show that people with high levels of learned resourcefulness can cope more effectively with preventive stress and problems. Again, according to the results of these studies, individuals with high levels of success are also academically strong individuals. They set goals to achieve them, use effective problem-solving strategies, think positively despite academic expectations and obstacles, rely on information from social and non-social sources (such as libraries), take notes, build their environment in a way that facilitates learning, and endure the consequences of their actions (punishment or reward). "(Dönmez and Genç, 2006).

Learned Resourcefulness

"An organism is constantly faced with the situation of adapting to its environment. The conditions in the external environment of the individual make this adaptation easier or difficult. As soon as adaptation becomes difficult, the organism begins to tire physically and psychologically. An individual's effort beyond his physical and psychological limits due to unfavorable conditions coming from the physical and social environment is called "stress" (Cüceloğlu, 2009: 321).

"Stress is a force that causes tension, sadness and depression in the individual; It is a physical and spiritual reaction against the dangers that threaten and coerce the individual "(Erkmen and Çetin, 2008: 232). "Stress, which is a sign that the biological and psychological balance is disturbed and that it is necessary to return to balance by adapting to new situations, is a state of nervousness that causes a decrease in productivity." (Kuru, 2000; as cited in Taşgın and Çağlayan, 2011: 74)

It is a well-known fact that stress causes many negative effects on people. It is seen that it causes the emergence of some negative effects both in the performance of individuals in their professional life and in their private lives. "Learned Resourcefulness", which was created by Rosenbaum as a strategy used to cope with stress, is also defined as the repertoire of behavioral and cognitive skills that individuals use to regulate their internal reactions. Learned resourcefulness is a concept formulated by Rosenbaum (1990) as a conceptual model of 'self-control', which can affect a wide range of behavioral outcomes, involve successfully coping with various stressful situations such as chronic diseases, and emphasizing individual differences in self-control skills (Rosenbaum & Ben-Ari Smira, 1986).

Table 1.Three types of self-control behavior (functions of learned resourcefulness)

Funcions	Definition and Purposes	Required Features
Restorative Self Control	It includes behaviors that can observe and control internal life events such as emotions, cognitions, pains, and beliefs that interfere with the behaviors of individuals towards their goals. Its purpose is to protect these behaviors. . .	The ability to organize their inner life, which is not automatic and has a destructive effect on the cognition level, and enables them to return to normal and reach balance.
Regenerative Self Control	It aims to change and re-develop incompatible and problematic behaviors and habits.	

"A model showing the difference between personality and behavioral repertoires and cognition regulation process was developed by Rosenbaum and Ben - Ari (1986). This model is called "Process Regulating Cognitions (PRC)". The process of cognition regulation is cognitive repertoire, which is a function of regulation that consists of individual self-regulation behaviors. These repertoires include the ability to control events, to give meaning to events, to interpret the causality of what happened, and to develop expectations for the future.

The Relationship Between Learned Strength and Self-Efficacy

"Since the concept of self-efficacy was opened to discussion by Bandura in 1977, it has been studied in relation to many variables in different fields from developmental psychology to science education, from mathematics to computer" (Demirel, 2009: 39). When examining Bandura's self-efficacy theory, which is a dimension of learned resourcefulness, which is about how much effort individuals will make to cope when they encounter a disability or an unpleasant life event, and how long they can sustain it, it is observed that Rosenbaum is highly related to the theory of learned resourcefulness. . " (Coşkun, 2007: 22).

Learned Resilience and Learned Helplessness

"Human learns everything in the process of development. All reactions of human except reflex reactions were learned. People learn not only positive good behaviors but also negative and harmful behaviors. One of the negative behaviors that people learn is learned helplessness. " (Düzgün and Hayalioğlu, 2006: 405). "Learned helplessness can be defined as learning that all the behaviors that the mind can reveal will have no positive effect on the result, and whatever is done, the negative situation cannot be turned into a positive state." (Hunter, 2008).

"Rosenbaum argues that certain aspects of the concept of learned resourcefulness are an antithesis of the concept of learned helplessness. Some people may not be able to control their momentary lives, but they can control the behaviors they can develop against these experiences. Self-control skills of individuals determine the behaviors they will show in the face of experiences and enable them to cope with negative factors that they can develop themselves, which prevent them from reaching the desired goals. " (Rosenbaum and Jaffe, 1983: 217).

Definitions

Individuals have certain duties and responsibilities that they must fulfill in their daily lives. However, some of these duties and responsibilities are postponed due to the idea that "it can be done later" or due to other reasons.

"Although the information about the historical origin of the procrastination tendency is not clear, time management and planning have gained great importance, especially in the life of the big city today. Today, people have to plan many things in their daily lives from beginning to end and carry out within this plan. The tendency to procrastinate emerges as an important problem faced by modern humans in the face of all these tasks and intensity that need to be completed on time. It causes difficulties in the person's business life, marriage and academic life, and as a result, the individual feels anger, tension, inadequacy, and guilt. " (Sarıoğlu, 2011: 19).

Problem Statement

Is there a relationship between teacher candidates' learned resourcefulness levels and academic procrastination?

Sub Problems

- Do teacher candidates' learned resourcefulness levels differ according to the gender variable?
- Do teacher candidates' learned resourcefulness levels differ according to the grade level variable?
- Do teacher candidates' learned resourcefulness levels differ according to the variable of the department they study?
- Do teacher candidates' learned strength levels differ according to the variable of academic success?
- Do pre-service teachers' academic procrastination tendencies differ according to the gender variable?

Research Model

In this study, a relational screening model was used to examine the relationship between teacher candidates' learned resourcefulness levels and academic procrastination levels. Relational screening model is a research model that aims to determine the presence and / or degree of change between two or more variables. In such an arrangement, the variables to be correlated are symbolized separately. However, this symbolization (valuing, measuring) must be done in a way that allows a relational analysis (Karasar, 2005).

Universe and Sample

The universe of the study consists of all teacher candidates studying in Cumhuriyet University Faculty of Education Department of Primary Education. Volunteering was taken as a basis in the research and the data of the individuals who constitute the sample of the research are as follows:

Data Collection Tools

The data collection tools used in this research are as follows:

1. Personal Information Form
2. Rosenbaum Learned Strength Scale
3. Aitken Academic Procrastination Scale

Necessary information about the scales of the research is presented below. Scales are also given in the appendix section.

Personal Information Form

With the personal information form prepared by the researcher, the gender, class level, the department of education and the academic success averages of the participants were determined as variables.

Rosenbaum Learned Strength Scale

"Learned Strength Scale (RÖGÖ) prepared by Rosenbaum (1980) was used to collect the data of the research on learned resourcefulness. The Rosenbaum Learned Strength Scale aims to measure the extent to which individuals benefit from cognitive strategies that can be used in difficult situations and their self-control skills. It consists of 36 items and is a 5-point Likert-type scale. The individual receives points between 1 and

5 from each item according to his / her answer and obtains a total score formed by adding them together. However, items no 4, 6, 8, 9, 14, 16, 18, 19, 21, 29, 35 are scored in reverse direction and thus, a total score between 36 and 180 is obtained from the scale. High scores on the scale indicate the high level of self-supervision skills, that is, coping strategies represented in the scale are frequently used. " The Turkish adaptation of the Rosenbaum Learned Strength Scale was made by Siva (1991) and Dağ (1991).

Reliability of the Rosenbaum Learned Strength Scale

The Cronbach Alpha reliability coefficient of the scale calculated from a sample of 532 subjects is 78. Item-total correlations ranged between 11 and 51, and all correlations were significant. The 5th and 21st items showed a significant correlation at the p <.01 level and the other items at the p <.001 level (Da ğ, 1991). The Cronbach Alpha coefficient calculated in a different sample of 100 people was found to be 79 (Siva, 1991).

For the test-retest reliability, the scale was re-applied in the sample group of 99 subjects with an interval of 23 days and the correlation was found to be 80 as a result of the analysis.

Validity of the Rosenbaum Learned Strength Scale

In the investigation of the criterion-related validity of the scale, its correlation with the takip Internal-External Locus of Control Scale was calculated and r = - .29. As a result of the "Basic Component Analysis" applied in determining the construct validity of the scale, 12 factors that explain 58.2% of the total variance were obtained from the scale. These factors are; planned behavior (32, 33, 34, 41), mood control (5, 13, 15, 17), control of unwanted thoughts (4, 6, 9, 21, 35), impulse control and planned behavior (3, 7, 12, 26, 27, 28), adequacy and self-soothing (12, 16, 24, 25), pain management (23, 31), procrastination (18, 22, 29, 30), seeking help (7, 14, 19), exhaustion (1, 2, 4), attention orientation (10, 11, 36), flexible planning (20, 21), and supervisory search (8, 9, 11, 16).

Assuming that the weakness of coping skills and the height of psychopathology will be conceptually related, the correlation between the scale scores and the general symptom scores of the "Symptom Checklist" (SCL-90-R) was calculated and r = - .28 (Akkaya,1998).

Aitken Academic Procrastination Scale

Developed by Aitken (1982) to measure students' tendencies to postpone academic tasks, the scale was adapted to Turkish by Balkıs (2007). The scale consists of a 5-point Likert-type total of 16 items and is one-dimensional. Individuals are asked to rate themselves on a score range of 1 (Totally False) to 5 (Completely Correct) for each item. High scores indicate that individuals have a tendency to procrastinate.

In the adaptation studies conducted by Balkıs (2007), for the validity studies of the scale, the Academic Procrastination Scale and the Procrastination Tendency Scale were applied to university students together, and the correlation coefficient (r = .72, p <.05) between the total scores on the two scales was found as a result of the analysis. The scale, which was translated into Turkish by the researcher, was translated back into English by three faculty members of Pamukkale University, Department of Educational Sciences, and the final form of the scale was obtained by comparing the translations.

Later, the scale was applied to 293 students studying in different departments of Pamukkale University Faculty of Education. 100 of them were tested-retest for reliability four

weeks later. When the item-total correlations were examined to distinguish whether each item in the scale measured the level of tendency to procrastinate or not, it was seen that there was a change between .33 and .73. Internal consistency coefficient of the scale Cronbach Alpha (α) = .89 In the analysis for test-retest reliability, the Pearson correlation coefficient was found to be r = .87, significant at the $p < .001$ level. Factor analysis was conducted to test the construct validity of the scale. As a result of the Factor Analysis, it was determined that the scale has a single factor structure. The variance explained by the single factor is 38% and the eigenvalue of this factor is 6.14 (Kandemir, 2010: 50-51).

Data Collection

Data were collected in the fall semester of the academic year. Appropriate days and hours were applied to pre-service teachers studying in the primary education department, while the learned resourcefulness scale and belonging academic study scale were applied at specified time intervals. During the implementation, volunteerism was taken as a basis. Before and after the application, pre-service teachers who participated in the study were informed about the purpose of the research.

Data Analysis

The data obtained with the "Rosenbaum Learned Strength Scale" and "Academic Procrastination Scale" were analyzed in line with the main problem "Is there a relationship between students' learned resourcefulness levels and their academic procrastination?" And in line with the sub-problems supporting the main problem. The analysis of the data was done with the "SPSS for Windows 17.00" program. Identification of students' demographic information was calculated by percentage and frequency. It has been checked whether the data are suitable for the use of parametric statistics. One-way analysis of variance and t test were used to analyze the data. The level of significance in the study was accepted as .05.

FINDINGS AND INTERPRETATION

In this section, the findings of the research related to the main problem and sub-problems of the research are given.

Findings Related to Sub-Problems of the Research and Their Interpretation

- In this section, the findings obtained regarding the sub-problems of the research are given in order.

- Learned Strength Levels of Teacher Candidates by Gender Variable

- The scores the teacher candidates got from the learned resourcefulness scale according to the gender variable are as follows:

- Independent Group T-Test Results of Teacher Candidates' Learned Strength Scores by Gender Variable

Your gender	N	x	Ss	Sd
Male	27	128,74	12,252	2,358
Female	119	123,39	15,866	1,454

When the table was examined, the difference between the arithmetic averages of the groups was not found to be significant in the whole scale and in all sub-dimensions as a result of the independent group t test conducted to determine whether the scores of prospective teachers in the sample group obtained from the RÖGÖ learned resourcefulness test differ significantly according to the gender variable. The average obtained from the answers given by the male individuals in the sample group of the study to the questions in the whole test is 128.74; It is seen that the average of the answers given by the female individuals to the questions in the whole test is 123.39. The finding is supported by some sources in the literature. F. Coşkun (2007), in his research on students preparing for the university entrance exam, found that the learned strength levels of the students do not differ according to the gender variable. Similarly, Akkaya (2009) did not find a significant difference between the sociotropic personality traits of the students and their learned resourcefulness according to the gender variable in a study conducted on university students. In some sources in the literature, a difference was found according to the gender variable. Etci (2013) found a significant difference between the arithmetic averages of the groups according to the gender variable of the learned resourcefulness scale scores of students in their study on disabled students. The mentioned difference was realized in favor of female students. Similarly, in the study prepared by Bekçi (2009) on students who receive vocational and technical education, when the learned strength scores of the students were evaluated according to the gender variable, it was found that the difference between the groups was significant. It was determined that this difference was realized in favor of female students. Boran (2009) found a significant difference between the groups according to the gender variable in the study he conducted on industrial vocational high school teachers. Accordingly, learned resourcefulness levels of female teachers are higher than learned resourcefulness levels of male teachers.

Learned Strength Levels of Pre-Service Teachers According to their Class Levels
The scores that the teacher candidates got from the learned resourcefulness scale according to the grade level variable are as follows:

Learned Strength Scores of Pre-Service Teachers According to the Class Level Variable

	N	x	ss	sd	95% range Lower limit	reliability Upper Limit
1st grade	31	124,87	19,247	3,457	117,81	131,93
2nd grade	32	119,97	13,759	2,432	115,01	124,93
3rd grade	39	123,74	14,233	2,279	119,13	128,36
4th grade	41	127,93	13,263	2,071	123,74	132,11

5th grade	3	126,33 25,929	14,970	61,92	190,75
Total	146	124,38 15,366	1,272	121,87	126,90

The learned strength levels of the teacher candidates participating in the study are given in the table according to the grade level variable. Since the distribution is normal (parametric), one-way analysis of variance was used to determine whether there was a significant difference between the groups. The table expressing the findings obtained from the variance analysis is as follows:

One-Way Analysis of Variance Results of Pre-service Teachers' Learned Strength Scores According to the Class Level Variable

	N	df	x	F	p
Between groups	1173,185	4	293,296	1,251	,292
In-group	33061,336	141	234,478		
Total	34234,521	145			

p>0.05

As a result of the variance analysis performed according to the table, there was no significant difference at the 0.05 level between the means of the groups. The findings of Akkaya (2009) regarding the class level variable in his study support the findings of the study. In the study examining the relationship between the autonomic-sociotropic personality traits of university students and their learned resourcefulness levels, no significant difference was found between the groups according to the grade level variable. Contrary to the findings of the research in the literature, there are also studies that determine differences between groups according to the class level variable. Etçi (2013), in his study on disabled students, found that the difference between the students' learned resourcefulness scale scores according to the grade level variable was significant between the arithmetic averages of the groups. Accordingly, a directly proportional relationship was determined between grade level and learned resourcefulness. The learned resourcefulness levels of individuals studying in upper grades are higher than those studying in lower grades. In addition, in the study conducted by Bekçi (2009) on students studying vocational and technical education, a significant difference was found between the groups according to the grade level variable. Accordingly, the learned resourcefulness levels of the lower grade students are higher than those of the upper grade students. Sürük (1994) examined the stress coping strategies of university students in terms of some variables; It was determined that the learned strengths of the first, second and third grade students differ from the fourth grade students according to the level of education.

Learned Strength Levels According to the Department of Education

The scores the prospective teachers got from the learned resourcefulness scale according to the variable of the department they are studying are as follows:

Learned Strength Scores of Teacher Candidates According to the Variable of the Department of Education

95% reliability range

	N	x	ss	sd	Alt sınır	Üst sınır
science	32	124,06	11,924	2,108	119,76	128,36
psycology	30	128,87	13,320	2,432	123,89	133,84
Pre-tacher	71	122,15	16,838	1,998	118,17	126,14
mathmatics	13	127,00	17,767	4,928	116,26	137,74
Total	146	124,38	15,366	1,272	121,87	126,90

The learned strength levels of the teacher candidates according to the departments they study are given in the table. Since the distribution is normal (parametric), one-way analysis of variance was used to determine whether there was a significant difference between the groups. The table expressing the findings obtained from the variance analysis is as follows:

One-Way Analysis of Variance Results of Pre-Service Teachers' Learned Strength Scores According to the Variable of the Department of Education

	N	df	x	F	p
Between groups	1047,883	3	349,294	1,495	,219
In-group	33186,637	142	233,709		
Total	34234,521	145			

p>0.05

As a result of the variance analysis performed according to the table, there was no significant difference at the level of 0.05 between the means of the groups. Akkaya (2009), in

his study on university students, found that students' learned strength levels differ according to the variable of their departments.

CONCLUSION AND RECOMMENDATIONS

In this section, the results that emerged according to the findings of the research and the suggestions developed in the light of these results are included.

Results

- In the study, firstly, the learned strength levels of the teacher candidates were examined in terms of the variables determined for the study. The learned resourcefulness levels of prospective teachers do not differ in terms of gender variable.

- The learned resourcefulness levels of the teacher candidates participating in the study do not differ in terms of the class level variable.

- The learned strength levels of the teacher candidates participating in the study do not differ according to the variable of the department they are educated.

- The learned strength levels of the teacher candidates participating in the study do not differ in terms of the academic success average variable.

- Academic procrastination tendencies of teacher candidates participating in the study do not differ in terms of gender variable.

- A difference was determined in the academic procrastination tendencies of the teacher candidates participating in the study in terms of the grade level variable. Accordingly, it was determined that the highest academic procrastination tendency was the first year students, while the academic procrastination tendency decreased inversely with the grade levels. The lowest academic procrastination was in the fourth year students. The academic procrastination level of teacher candidates who have extended the school was found to be 46.00.

- The academic procrastination tendencies of the teacher candidates participating in the study were different according to the department variable they studied. While preschool teachers have the highest academic procrastination tendency, the group with the lowest tendency towards academic procrastination is primary school mathematics teaching. The academic procrastination tendencies of the teacher candidates who participated in the study do not differ according to the academic success average variable.

Suggestions

This section includes the research problem, the sub-problems of the research, and suggestions for future research.

Suggestions for Research Problem and Sub-Problems

- At all levels of education, activities can be organized to improve individuals' learned strength levels so that individuals can get away from the sources of stress caused by daily life and develop their ability to solve the problems they encounter.

- Everybody working in schools, especially psychological counselors, and all teachers and administrators can be given seminars about learned resourcefulness, and it can be ensured that students' learned resourcefulness level can be increased through the latent program.

- Arrangements can be made to provide knowledge and skills about learned resourcefulness in the programs taught in the education faculties of universities.

- Academic procrastination creates an important obstacle for individuals to be successful. Conducting activities to reduce academic procrastination at all levels of education will be important in increasing success.

- Organizing seminars and ensuring their participation in these seminars so that families, which is the first starting point of education, have knowledge about both learned resourcefulness and academic delay will make a great contribution to the education provided in schools.

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