



Examination of the Relationships among Prospective Teachers' Academic Procrastination, Cheating Attitude, Academic Self-Efficacy and Academic Locus of Control

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Abstract

The characteristics of and prospective teachers have been examined in many countries as the teacher education is considered crucial for education systems. Aim of the study is to examine the relationship between academic locus of control (ALC), academic procrastination (AP), academic self-efficacy (ASE) and cheating attitude (CA) of prospective teachers as future teachers. This descriptive research is in the correlational survey model. The study group includes 357 students attending to pedagogical formation education at Aydın Adnan Menderes University in 2017-2018 academic year. The participants were either undergraduate or graduate students from different departments. The researchers applied scales of AP, ALC, CA and ASE in order to get data. Correlation and regression were applied for determining the relationships among prospective teachers' AP, CA, ASE and ALC. The conclusions of the study was that there was a significant and positive relationship between the AP scores of the prospective teachers and their academic control scores. Also, as the ASE of prospective teachers increased, their perception of school success and their general academic averages also increased significantly; it was concluded that ASE was a significant predictor of school achievement perception and general academic average. From the conclusions of study, it may be recommended that experimental researches to increase the level of the academic self-efficacy of prospective teachers in order to advance their school success. Same study can be realized with teachers, and same scales can be implemented to them. Then, the results of the study can be compared with the results of the present study.

Keywords: Prospective teacher, academic procrastination, cheating attitude, academic self-efficacy, academic locus of control.



Öz

Öğretmen eğitimi, eğitim sistemleri için çok önemli olduğu için pek çok ülkede öğretmen adaylarının özellikleri incelemektedir. Pek çok ülkede öğretmen ve öğretmen adaylarının özellikleri incelemektedir. Bu araştırma, geleceğin öğretmenleri olarak öğretmen adaylarının akademik kontrol, akademik erteleme, akademik öz-yeterlik ve kopya çekme tutumları arasındaki ilişkiyi incelemeyi amaçlamaktadır. Araştırma, tarama modellerinden ilişkisel tarama modelinde tasarlanmıştır. Araştırmanın çalışma grubu, Aydın Adnan Menderes Üniversitesi'nde biyoloji, hemşirelik, matematik, Türk dili ve edebiyatı, tarih, konaklama işletmeciliği, ebelik, yiyecek ve içecek işletmeciliği, turizm ve beden eğitimi gibi farklı bölümlerden pedagojik formasyon eğitimi alan öğrencilerden oluşan toplam 357 katılımcıdan oluşmaktadır. Araştırmanın veri toplama araçları olarak “Akademik Erteleme”, “Akademik Kontrol Odağı”, “Kopya Çekme Tutumu” ve “Akademik Öz-Yeterlik” ölçekleri kullanılmıştır. Öğretmen adaylarının, kopya çekme tutumları, akademik öz-yeterlikleri, akademik kontrol odağı ve akademik erteleme davranışları arasındaki ilişkileri belirlemek için korelasyon ve regresyon analizleri uygulanmıştır. Araştırma bulgularından öğretmen adaylarının akademik öz-yeterliklerinin yükseldikçe, okul başarı algıları ve genel akademik ortalamalarının da anlamlı biçimde yükseldiği, akademik öz-yeterliğin okul başarı algısı ve genel akademik ortalama üzerinde anlamlı düzeyde yordayıcı olduğu, öğretmen adaylarının akademik erteleme puanlarıyla akademik kontrol puanları arasında anlamlı ve pozitif yönde bir ilişkinin bulunduğu sonucuna varılmıştır. Araştırma sonuçlarından, öğretmen adaylarının okul başarılarını ilerletmek için akademik öz yeterlik düzeylerini artırmaya yönelik deneysel araştırmalar yapılması önerilebilir. Ayrıca öğretmenlerle aynı çalışma yapılabilir ve onlara aynı ölçekler uygulanarak çalışmanın sonuçları bu çalışmanın sonuçlarıyla karşılaştırılabilir.

Anahtar Sözcükler: Öğretmen adayı, akademik erteleme, akademik öz-yeterlik, kopya çekme tutumu, akademik kontrol odağı.



Introduction

The teacher is believed to be a crucial element of the education system because the efficiency of the education system is directly proportional to the training of manpower in the quality and quantity required by the society (Aysu, 2007; as cited in Dündar & Karaca, 2013). Thus, teacher training has been studied in terms of teacher characteristics since its emergence (Kennedy, 2016; Sachs, 2016). The way how teachers are trained and what characteristics prospective teachers have has been questioned in many countries (Çakıroğlu & Işıksal, 2009; Çapa & Çil, 2000). Characteristics of prospective teachers were crucial for the effectiveness of educational system in any country, as they were considered as potentially future teachers. Thus, studies on describing or determining characteristics and/or relationships among characteristics of prospective teachers are very important. For that reason, aim of the study is to determine the relationship between academic control, academic procrastination, academic self-efficacy and cheating attitudes of prospective teachers as future teachers.

Academic Procrastination (AP)

As people continue their daily lives, they have to fulfill many responsibilities and duties. Haycock, McCharty and Skay (1998) define procrastination as postponing and retarding the duties and responsibilities until the last moment. Undoubtedly, undergraduate students also have many academic duties to do within the framework of their education. However, some students postpone these tasks for various reasons. As a matter of fact, researches have revealed that procrastination behavior is frequently shown especially by university students, and negatively affects success (Akinsola, Tella & Tella, 2007; Balkis & Duru, 2010). As literature was reviewed, it was found that several studies were realized on academic procrastination (Senecal, Koestner & Vallenard, 1995; Jansen & Carton, 1999; Binder, 2000; Pychyl & Binder, 2004; Soysa & Weiss, 2014; Sudler, 2014; etc.).

Cheating Attitude (CA)

Qualified learning takes place in an effective learning environment; however, unwanted behaviors, one of whom is cheating may occur in classrooms where the student is passive and psychologically uncomfortable. Cheating has been defined by the Turkish Language Association as “peeking at a source to answer questions, usually in written exams”. Cheating behavior may occur because of the personal characteristics of the learners or the general attitude or behavior of the teacher (Özgüngör, 2008). Cheating is considered as an ethical and moral problem as well as a simple rule violation (Selçuk, 1995). Cheating is not only a moral problem, but also creates several problems in many stages from the beginning stage of the instruction to the evaluation stage (Seven & Engin, 2008). As literature was reviewed, it was found that several studies were realized on cheating attitude (McCabe, 1992; Anderman, Griensinger & Westerfield, 1998; Smith, Davy, Rosenberg & Haight, 2002; Chase, 2010; Kuntz & Butler, 2014).

Academic Locus of Control (ALC)

The ALC is concerned with the students' control of their beliefs on academic activities and success (Daum & Wiebe, 2003). Albayrak, Yazıcı & Reisoğlu, (2016) stated that ALC is explained in relation to internal and external sources. There are strong links between the level of perception of academic activities like studying lessons, preparing for exams and projects and having an internal and external locus of control. As literature was reviewed, it was found



that several studies were realized on academic locus of control (Carton, 1999; Daum & Wiebe, 2003; Tella, Tella & Adeniyi, 2009; Yates, 2009; etc.).

Academic Self-Efficacy (ASE)

ASE means the belief that students will fulfill a task or not (Zimmerman, 2002). Learners with high ASE beliefs are quite eager to study than other students; they make more effort and are able to use more effective strategies against the challenges which they come across (Eggen & Kauchak, 1999; cited in Akbay& Gizir, 2010). As literature was reviewed, it was found that several studies were realized on academic self-efficacy (Bong, 1999; Elias, 2008; Catalina, Stanescu & Mohorea, 2012; Afari, Aldridge & Fraser, 2012; etc.)

Purpose of the Research

The aim is the examination of the relationship between prospective teachers' ALC, AP, ASE and CAs.

Questions to be answered for this purpose:

- Is there any significant relationship between the participants' ALC, AP, ASE and CA?
- Are the variables of ALC, AP, ASE and CA significant predictors of participants' school achievement perception?
- Are the variables of ALC, AP, ASE and CA significant predictors of participants' general academic averages?

Material and Method

Research Model

This descriptive research is in the correlational survey model. The correlational survey model is one of the research models that aim to reveal the presence or level of differentiation among several variables (Karasar, 2005).

Study Group

The research group of study includes 357 students attending the pedagogical formation program at the Faculty of Education, Aydın Adnan Menderes University. The participants were also undergraduate or graduate students from different departments. 63.3% of the participants are female (n=226) and 36.5% (n=130) are male. The average age of the participants is 23.22, their general academic average is 2.59 in the 4-point system and their perception of school success is between medium and good.

Data Collection Tools

The research applied personal information form and scales of AP, CA, ALC and ASE to be used for collecting data.

Scale of Academic Procrastination (AP)

In 2003, Çakıcı created The Scale of AP that includes 19 items, consisting of 12 negative and 7 positive, in one dimension. The internal reliability coefficient of the AP scale is .92. In this study, the coefficient of internal consistency was found .68.

Scale of Cheating Attitude (CA)



The Scale of CA is a one-dimensional scale including 30 items developed by Yangin and Kahyaoğlu (2009). The Cronbach Alpha reliability coefficient of the scale is .76. In this study, the coefficient of internal consistency was found .78.

Scale of Academic Locus of Control (ALC)

In 2007, Akın created four-point likert type scale, which includes 17 items, with two sub-dimensions: academic external locus of control (AELC) and academic internal locus of control (AILC). While the first 11 items are included in the AELC, the next 6 items are included in the AILC dimension. The reliability coefficients of the scale are .97 for AILC and .93 for AELC. The internal consistency coefficients for this research were found .82 for the AILC and .77 for the AELC. The coefficient of internal consistency for the total of the scale was found .73.

Scale of Academic Self-Efficacy (ASE)

Jerusalem and Schwarzer (1981) created the Scale of ASE whose study of adaptation into Turkish was realized by Yılmaz, Gürçay and Ekici in 2007. The four-point likert type scale consists of seven items in one dimension. The internal consistency coefficient of the scale is 0.79. In the present research, the coefficient of internal consistency was found .69.

Data Analysis

The research data collected by scales was analyzed applying correlational statistics. Pearson's correlation coefficient and multiple linear regression analysis were applied for investigating the relationship among variables in the analysis of the data.

Findings

Findings regarding the first sub-problem

Table 1 shows findings regarding relationship between the participants' ALC, AP, ASE and CA.

Table 1. The Relationship between Participants' ALC, AP, ASE and CA

	Perception of school success	General academic average	Academic procrastination	Academic self-efficacy	Cheating attitude	Academic locus of control	Academic external locus of control	Academic internal locus of control
Perception of school success	1							
General academic average	.409**	1						
Academic procrastination	.002	-.113	1					
Academic self-efficacy	.313**	.204**	.016	1				
Cheating attitude	.053	.025	.76	.102	1			
Academic locus of control	-.120*	-.086	.279**	-.088	-.040	1		
Academic external locus of control	-.135*	-.174**	.304**	-.157**	-.220**	.850**	1	



Academic internal locus of control	.024	.193**	-.029	.131*	.326**	.347**	-.199**	1
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*p<.05 **p<.01

It is clear from Table 1 that there is a positive and significant relationship between perception of school success ($r=.409, p<.01$) and general academic average ($r=.313, p<.01$) and that there is a negative and significant relationship between the ALC scores ($r=-.120, p<.05$) and academic external locus of control scores ($r =-.135, p<.05$). Also, it is stated in Table 1 that there is significant and positive relationship between prospective teachers' general academic averages and ASE scores ($r=.204, p<.01$), perception of school success scores ($r =.409, p<.01$) and internal control scores ($r=.193, p<.01$) and there is a significant and negative relationship between the external control scores ($r= -.174, p<.01$). Besides, it is shown in Table 1 that there is a positive and significant relationship between the prospective teachers' AP scores and their academic control scores ($r=.279, p<.01$) and external control scores ($r=.304, p<.01$). Also, it is observed that there is a positive and significant relationship between the ASE scores of the prospective teachers and their external control scores ($r=-.157, p<.01$) and there is a negative and significant relationship between the ASE scores of the prospective teachers and between the internal control scores ($r=.131, p<.01$). Besides, it is seen that there is a negative and significant relationship between prospective teachers' cheating scores and their external control scores ($r=-.220, p<.01$) and that there is a positive and significant relationship between their internal control scores ($r=.326, p<.01$).

Findings regarding the second sub-problem

Table 2 shows findings related to the predictors of participants' school achievement perception.

Table 2. Predictability of Participants' ALC, AP, ASE and CA on Perception of Shool Achievement

Model	B	Std. Error	β	t	p	Zero-order	Partial r
Constant	1.404	.504	-	2.784	.006	-	-
Academic procrastination	.001	.005	.008	.125	.901	-.018	.008
Academic self-efficacy	.062	.013	.304	4.701	.000*	.323	.302
Cheating attitude	.003	.003	.069	1.075	.283	.118	.072
Academic locus of control	-.004	.005	-.057	-858	.392	-.105	-.058
R= .335	R²=.112						
F(4-221)=6.994	P=.000						

As a result of the multiple regression analysis applied for revealing how variables such as AP, ASE, CA and ALC which are thought to have an effect on students' perception of school achievement predict student achievement. Variables academic procrastination, ASE, CA and ALC showed a significant relationship ($R=.335, R^2=.112$) with perception of school achievement ($F(4-221) = 6.994, p <.01$). These four variables together explain 11% of the change in perceptions of school achievement. According to the standardized regression coefficients the relative significance order of predictor variables on achievement is ASE ($\beta=.304$), CA ($\beta =.069$), ALC ($\beta=-.057$) and AP ($\beta =.008$). Considering the significance tests of the regression coefficients, it is seen that only ASE, one of the predictive variables, is a significant predictor of the perception of school achievement.

Findings regarding the third sub-problem



Findings regarding the predictors of participants' general academic averages are given in Table 3.

Table 3. Predictability of the ALC, AP, ASE and CA on Participants' Overall Academic Averages

Model	B	Std. Error	β	t	p	Zero-order	Partial r
Constant	1.980	.408		4.850	.000	-	-
Academic procrastination	-.006	.004	-.111	-1.530	.128	-.114	-.109
Academic self-efficacy	.031	.010	.211	2.969	.003*	.221	.209
Cheating attitude	.003	.002	.080	1.133	.259	.100	.081
Academic locus of control	.001	.004	.029	.391	.696	-.047	.028
R= .257		R²=.066					
F(4-193)= 3.402		P=.01					

As a result of the multiple regression analysis conducted to reveal how variables such as AP, ASE, CA and ALC which are thought to have an effect on students' overall academic averages predict student success. Variables AP, ASE, CA and ALC showed a significant relationship ($R=.257$, $R^2=.066$) with participants' general academic averages ($F(4-193) = 3.402$, $p<.05$). These four variables together explain .066% of the change in overall academic averages. According to the standardized regression coefficients, the relative significance order of predictor variables on achievement was ASE ($=.211$), AP ($\beta = -.111$), CA ($=.08$) and ALC ($\beta = .029$). Considering the significance tests of the regression coefficients, it is seen that only ASE among the predictive variables is a significant predictor on the general academic average ($p<.05$).

Conclusion, Discussion and Recommendations

The conclusions obtained from the research findings were given below;

-It was found that there was a positive and significant relationship between the AP scores of the prospective teachers and their academic control scores. Brownlow and Reasinger (2000) stated in their study that there is a positive significant relationship between ALC and AP. Similarly, Carton (1999) mentioned the significant relationship between locus of control and procrastination tendency in the study.

-As the ASE of prospective teachers increased, their perception of school success and their general academic averages increased significantly, too; it was concluded that ASE is a significant predictor of school achievement perception and general academic average. Multon, Brown and Lent (1991), in their meta-analysis study, concluded that students' ASE beliefs had a significant relationship on their academic achievement. Schunk (2003) and Zimmerman, Bandura and Martinez-Pons (1992) stated that ASE beliefs are an important factor in students' achievement.

From the conclusions of study, it may be recommended that experimental researches to increase the level of the academic self-efficacy of prospective teachers in order to advance their school success. Same study can be realized with teachers, and same scales can be implemented to them. Then, the results of the study can be compared with the results of the present study.

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