



**T.C.**

**YEDİTEPE UNIVERSITY**

**GRADUATE SCHOOL OF EDUCATIONAL SCIENCES**

**MASTER'S PROGRAM IN GUIDANCE AND**

**PSYCHOLOGICAL COUNSELLING**

**EXAMINATION OF THE RELATIONSHIP BETWEEN FREQUENCY  
OF SOCIAL MEDIA USE AND ACADEMIC PROCRASTINATION  
BEHAVIOUR OF EIGHTH GRADE STUDENTS**

**KÜBRA GÜNAY**

**ISTANBUL, 2019**



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**BY**

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**SEPTEMBER, 2019**

# APPROVAL



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INSTITUTE OF EDUCATIONAL SCIENCES DIRECTORATE

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## **ETHICS DECLARATION**

I confirm with my honour that I wrote this study which I present to you as my master thesis without any help that contradicts the scientific morals and traditions and I state that all the works I quoted are listed on the bibliography.

I state that notwithstanding of a certain time given by the institute, in the case of a determination which differs from my statement which I made for my thesis I will bear all the moral and legal consequences.

.... / .... / .....

**KÜBRA GÜNAY**

## LIST OF SYMBOLS

$\alpha$ : Alpha

%: Percentage

$\bar{X}$ : Average/Mean

n: Number

df: Degrees of Freedom

SD: Standard Deviation

p: Significance Value



## **LIST OF ACRONYMS**

AP: Academic Procrastination

SM: Social Media

SC: Social Competence

SN: Sharing Needs

RT: Relations with Teachers

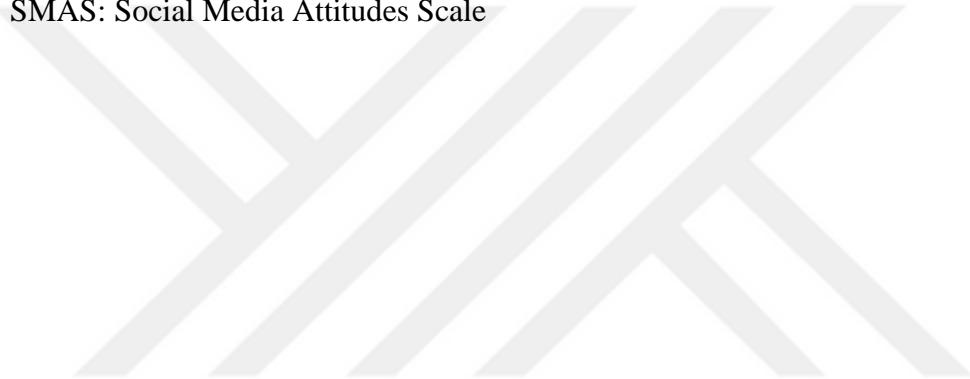
SPSS: Statistical Package for the Social Sciences

APS: Academic Procrastination Scale

IBQ: Irrational Beliefs Questionnaire

PIF: Personal Information Form

SMAS: Social Media Attitudes Scale



## ABSTRACT

Nowadays, the age people start using social media gradually decreases with increased frequency of use. Throughout adolescence, people get away from their parents and go in search of identity and spend more time with their friends. During puberty, many changes are experienced in the environment of the individual and their inner world. Most cases or problems encountered in adolescence may be the first time one has ever encountered. Adolescents behave proactively when they cannot develop new coping strategies. Procrastination emerges due to the tedious and challenging work. Academic Procrastination is one of the most prevalent problems of school life. The primary objective of this academic paper is to investigate the frequency of social media use and whether or how it impacts academic procrastination in 8<sup>th</sup>-grade students. The study universe consists of 8<sup>th</sup>-grade students attending a private institution in Istanbul. The sampling method is easily accessible. The research was conducted with 348 8<sup>th</sup>-grade students who were attending AÇI Özel Eğitim Kurumu (Private Education Institution) in Basaksehir, Istanbul in the 2018-2019 academic year. As data collection tools, social media involvement scale in addition to academic procrastination scale were utilized. With reference to the conclusions, it was discovered that social media involvement levels of the students were medium level and social isolation levels were high; females' share was higher than males; students with high school education level had lower social isolation; and there are not any identifiable discrepancies in the scores in dimensions. Students whose web usage was less than an hour appear to have higher attitudes toward social media with their teachers. Students' academic procrastination behavior are similar to those of students. Students who have more information about social media have more academic procrastination behavior.

**Keywords:** Social Media Involvement, Academic Procrastination, Social Media Usage

## ÖZET

Günümüzde teknolojik araçların kullanımı günden güne artarken kullanım yaşı oldukça alt yaşlara düşmüştür. Ergenlik döneminde kişiler ebeveynlerinden uzaklaşp kimlik arayışı içine girerler ve arkadaşları ile daha çok vakit geçirmeye başlarlar. Ergenlik döneminde bireyin çevresinde ve iç dünyasında birçok değişiklik yaşanmaktadır. Ergenlikte karşılaşılan çoğu olay ya da problemler, ergenin o zamana kadar ilk defa karşılaştığı durum olabilmektedir. Ergen karşılaştığı yeni sorunlarla başa çıkma stratejileri geliştiremediğinde erteleme davranışı sergilemektedir. Erteleme davranışı kişinin zorlandığı işler olabileceği gibi, diğer işleri de ertelemesidir. Akademik erteleme okul hayatı boyunca sıkça karşılaşılan problemlerden biridir. Bu araştırmanın amacı Ortaokul 8. Sınıf Öğrencilerinde sosyal medya kullanım sıklığı yanında, akademik erteleme davranışı ve bunlar arasında bulunan ilişkinin incelenmesidir. Araştırmanın evrenin için İstanbul'da bulunan özel kurslarda eğitim alan 8. Sınıf düzeyindeki öğrenciler meydana getirmektedir. Örneklem tekniği olarak kolay ulaşılabilir durum örnekleme seçilmiştir. Yapılan çalışma 2018 ve 2019 yılları arasında bulunan öğretim dönemi içinde, İstanbul ili Başakşehir ilçesindeki, Açık Özel Öğretim Kurumu devam eden 348 8. sınıf öğrencisi ile gerçekleştirilmiştir. Araştırmada veri toplama aracı olarak sosyal medya tutum ölçeği ve akademik erteleme ölçeği kullanılmıştır. Araştırma sonucunda öğrencilerin sosyal medya tutum düzeyleri orta düzeyde olup sosyal izolasyon düzeylerinin yüksek olduğu, kız öğrencilerin paylaşım ihtiyaçlarının erkek öğrencilere göre daha fazla olduğu, bunun yanı sıra annelerinin lise düzeyinde eğitim seviyesine sahip olan çocukların daha düşük düzeyde sosyal izolasyon hissettikleri, baba eğitim durumu değişkeninin sosyal medyanın toplam ölçeğinde ve alt boyutlarındaki puanları farklılaştıran bir değişken olmadığı, günlük 1 saatten az internet kullanan öğrencilerin sosyal medyanın öğretmenle ilişkisi biçimindeki tutumlarının daha fazla olduğu, öğrencilerin akademik erteleme davranışlarının cinsiyete göre benzer olduğu, internet kullanım süreleri yüksek olan öğrencilerin akademik erteleme davranışlarının da yüksek olduğu, öncelikli vakit geçirme etkinliği internet olan öğrencilerin akademik erteleme derinin daha yüksek olduğu, sosyal medyaya yönelik bilgileri daha fazla olan öğrenciler daha fazla akademik erteleme davranışı sahip oldukları sonuçlarına ulaşılmıştır.

**Anahtar Kelimeler:** Sosyal Medya Bağımlılığı, Akademik Erteleme, Sosyal Medya Kullanımı



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# LIST OF CONTENTS

APPROVAL	ii
ETHICS DECLARATION	iii
LIST OF SYMBOLS	iv
LIST OF ACRONYMS	v
ABSTRACT	vi
ÖZET	vii
ACKNOWLEDGMENTS	viii
LIST OF CONTENTS	ix
LIST OF TABLES	xiv
CHAPTER I	1
1. INTRODUCTION	1
1.1. Research Rationale	1
1.2. Purpose of The Research	4
1.3. Significance of the Study	5
1.4. Assumptions	5
1.5. Limitations	6
1.6. Operational Definitions	6
CHAPTER II	7
2. CONCEPTUAL FRAMEWORK	7
2.1. Definition of SM	7
2.2. The Historical Development of SM	8
2.3. Types of SM	10
2.3.1. Blogs	10
2.3.2. Facebook	10
2.3.3. Twitter	10

2.3.4.	Instagram	10
2.3.5.	YouTube	11
2.3.6.	Forums	11
2.4.	The Benefits of Social Media	11
2.5.	Disadvantages of Social Media Usage	13
2.6.	Social Media Addiction	15
2.7.	Definition of Behavioral Addiction	16
2.8.	Definition of Procrastination	16
2.9.	Dimensions of Procrastination	17
2.10.	The Cycle of Procrastination	18
2.11.	Academic Procrastination	19
2.12.	Factors Related to Academic Procrastination Behavior	20
2.12.1.	Academic Procrastination and Time Management	20
2.12.2.	Academic Procrastination and Perfectionism	21
2.12.3.	AP and Motivation	23
2.12.4.	AP and Decision Making	23
2.12.5.	AP and Academic Achievement	24
2.12.6.	AP and Anxiety	25
2.12.7.	AP and Self-Esteem	25
2.13.	Related Research	25
CHAPTER III		30
3.	METHOD	30
3.1.	Research Model	30
3.2.	Population and Sample	30
3.3.	Measurement Instruments	31
3.3.1.	Personal Information Form	31
3.3.2.	Social Media Attitude Scale	31

3.3.3. Academic Procrastination Scale	31
3.4. Data Analysis	32
CHAPTER IV	34
4. FINDINGS	34
4.1. Findings of the 1 <sup>st</sup> Research Question	34
4.2. Findings on the 2 <sup>nd</sup> Research Question	35
4.3. Findings on the 3 <sup>rd</sup> Research Question	36
4.4. Findings on the 4 <sup>th</sup> Research Question	37
4.5. Findings on the 5 <sup>th</sup> Research Question	39
4.6. Findings on the 6 <sup>th</sup> Research Question	40
4.7. Findings on the 7 <sup>th</sup> Research Question	42
4.8. Findings on the 8 <sup>th</sup> Research Question	42
4.9. Findings on the 9 <sup>th</sup> Research Question	43
4.10. Findings on the 10 <sup>th</sup> Research Question	43
4.11. Findings on the 11 <sup>th</sup> Research Question	44
4.12. Findings on the 12 <sup>th</sup> Research Question	45
4.13. Findings on the 13 <sup>th</sup> Research Question	46
4.14. Findings on the 14 <sup>th</sup> Research Question	46
CHAPTER V	49
5. CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS	49
5.1. Conclusions	49
5.2. Discussion	51
5.2.1. Discussion of the Findings of the Attitude Level of Secondary School Students towards Social Media and Sub-Dimensions	51
5.2.2. Discussion of the Findings of Attitude Levels of Secondary School Students Towards Social Media and Its Sub-dimensions Based on Gender	51

5.2.3. Discussion of the Findings of Attitude Levels of Secondary School Students Towards Social Media and Its Sub-dimensions Based on Mothers' Education	52
5.2.4. Discussion of the Findings of Attitude Levels of Secondary School Students Towards SM and Its Sub-dimensions Based on Fathers' Education	53
5.2.5. Discussion of the Findings of Attitude Levels of Secondary School Students Towards SM and Its Sub-dimensions Based on Duration of Daily Web Use	53
5.2.6. Discussion of the Findings of Attitude Levels of Secondary School Students Towards SM and Its Sub-dimensions Based on Preferentially Spending Time in The Internet	54
5.2.7. Discussion of the Findings of Academic Procrastination Behavior of Secondary School Students	55
5.2.8. Discussion of the Findings of Academic Procrastination Behavior of Secondary School Student Based on Gender	56
5.2.9. Discussion of the Findings of Academic Procrastination Behavior of Secondary School Student Based on Mothers' Education	56
5.2.10. Discussion of the Findings of Academic Procrastination Behavior of Secondary School Student Based on Fathers' Education	56
5.2.11. Discussion of the Findings of Academic Procrastination Behavior of Secondary School Student Based on Preferentially Spending Time in The Internet	57
5.2.12. Discussion of the Findings of Academic Procrastination Behavior of Secondary School Student Based on School Life Plans	57
5.2.13. Discussion of the Findings of Academic Procrastination Behavior of Secondary School Student Based on Priority-Based Time Spent in The Internet	58
5.2.14. Discussion of the Attitude Levels and AP Behaviors of Secondary School 8th Grade Pupils Towards Social Media and Sub-dimensions of SM	58

5.3. Recommendations	59
5.3.1. Recommendations for Practitioners	59
5.3.2. Recommendations for Researchers	59
REFERENCES	60
APPENDIX	70
Appendix-1: Personal Information Form	70
Appendix-2: Social Media Attitude Scale	71
Appendix 3. Academic Procrastination Scale	73
Appendix-4: Permission for the Questionnaires	74
Appendix-5: Ethics Committee Approval	77

## LIST OF TABLES

Table 1. Kolmogorov Smirnov Test Chart to Check Normality of Distribution .....	33
Table 2. Descriptive Statistics of Social Media and The Subscales .....	34
Table 3. Mann-Whitney U Test results for social media and subscales according to gender variables .....	35
Table 4. Social Media scale and social competence, social isolation, sharing needs and descriptive statistics related to the dimensions of teacher and Kruskal Wallis-H Test results according to the education status of Mother ....	36
Table 5. Social Media scale and social competence, social isolation, need for sharing, descriptive statistics and Kruskal Wallis-H Test results related to the dimensions of the teacher according to the status of the father education.....	38
Table 6. Social Media scale and social competence, social isolation, sharing needs and relationship with the teacher according to the variables of spending time on the internet, descriptive statistics and Kruskal Wallis-H Test Results	39
Table 7. Social media and subscales scores based on priority time -spend activity-test results .....	41
Table 8. Average Academic Procrastination Behavior.....	42
Table 9. Academic Procrastination scores according to gender variables Mann-Whitney U Test Results .....	42
Table 10. Kruskal Wallis-H Test results of the level of displaying academic procrastination behavior according to mothers' educational level .....	43
Table 11. Kruskal Wallis-H Test results of the level of displaying academic Procrastination behavior according to fathers' educational level .....	44
Table 12. Kruskal Wallis-H Test of the level of Academic Procrastination behavior according to the timespent on the internet .....	44
Table 13. Mann-Whitney U Test Results of Academic Procrastination Scores In Terms of School Life Plan.....	45
Table 14. Academic Procrastination scores according to Priority time - consuming activity Variable Mann-Whitney U Test Results .....	46

Table 15. The results of Spearman-Brown correlation analysis on the levels of attitudes towards social media and its subscales and the levels of Academic Procrastination Behavior.....47





# CHAPTER I

## 1. INTRODUCTION

### 1.1. Research Rationale

Recently, while the use of technological tools has increased day by day, the age of use has decreased to a very low age. The social media (SM) adolescents, as well as adults, frequently use attracts the attention of adolescents. Adolescence is between the ages of 12-25, according to the United Nations Organization (Gözüylmaz, 2011). In their teenage years, people move away from their parents and seek identity and spend more time with their cohort. For adolescents, friends come first and have prominent importance. Adolescents who cannot spend time together with their friends can easily reach each other via the internet via a smartphone. In this technology period; smartphones, computers, internet use, and social media are among the indispensables of people (Arısoy, 2009). Among the most widespread activities of children and teenagers during this technology period are many social networks such as Facebook, Twitter, Instagram, Snapchat (Clarke et al., 2011). Social networks are the most critical structures of social media that enable people to communicate with each other and spread rapidly since Web 2.0 technologies were introduced. SM, which responds to the needs of people with information, communication, escape from annoying situations, entertainment, and socialization with an interactive environment, has rapidly become a promising tool that influences individuals. The internet, which was initially used for the desired purposes, causes loneliness, unhappiness and academic failure due to its increasing use (Demir & Kutlu, 2017). Problematic social media usage or social media addiction may cause various problems. One of these problems can be expressed as procrastination behavior. Procrastination behavior can be difficult and tedious, as well as postponing any job (Gürültü, 2016).

There are many improvements in the environmental and individual settings during adolescence. Social relationships and interactions become increasingly complex and become similar to the situations in which adults live. Therefore, adolescents need to take more responsibility. Most events or problems encountered in adolescence may

be the first time that the adolescent has ever met. Adolescents exhibit procrastination behaviors when they cannot develop strategies to cope with new problems (Aydın, 2016).

Procrastination behavior has the same characteristics except academic life and school life. In the literature, a comprehensive, accepted, and sufficient definition of postponement or retardation is not reached (Dilmaç and Ekşi, 2010). According to Webster Dictionary (1983), the person who performs procrastination behavior is the person who has made delaying work a personality trait without a particular reason. According to Grecco (1984), postponement is the delay of work that a person is capable of and is intended to do, although there is no logical reason. Academic procrastination (AP) is the waiting of exams, homework and projects and the tasks to be completed at home until the last moment (As cited in Gürültü, 2016).

Academic procrastination is viewed to be among the significant problems of school life (Balkıs & Duru, 2010). Postponement is generally examined under two headings. One of these is the postponement for a specific situation or area with the chronicization and the procrastination that has become a continuous habit of the person (Kandemir, 2010).

According to Kandemir (2010), chronic or habitual postponement is a problem that can cause feelings of failure or helplessness in coping with one's environment and events. Situational postponement is a form of temporary postponement which is rarely seen compared to chronic postponement. It is possible to examine situational procrastination in two main groups as general procrastination and academic procrastination (Kandemir, 2010):

General delay is the postponement behavior of daily life such as not making the payments commonly seen in everyday life, being late for interviews or meetings, not preparing the necessary documents on the day, neglecting to call a family or celebrating special days.

Academic procrastination is a problem that is defined as delaying or leaving the final moment of exams, assignments, tasks, projects, and meetings about academic life.

According to Gürültü's (2016) study, academic procrastination behaviors of secondary school students have a significant relationship with being a member of social media. Social media members have higher academic procrastination scores than other students due to spending a prominently large amount of time on SM while constantly postponing academic work.

Hawi and Samaha (2016), found that low life satisfaction levels were positively correlated with SM addiction and self-esteem. However, Reinecke, Meier, Beutel, Schemer, Stark, Wölfling, and Mülle (2018) found that too much internet use increases procrastination behavior.

In one study, Teyfur, Akpunar, Safalı, and Ercengiz (2017) examined the variables such as economic income, maternal education level, and social media usage time.

In a study by Nordby, Klingsieck, and Svartdal (2017), elements of the environment and procrastination that are affecting AP behavior were examined. Two different studies were conducted for the research, and the level of AP of the pupils in various courses, and effective environmental and procrastination factors were evaluated. According to the findings, it was found that individual elements were more effective in academic procrastination than environmental factors.

Recently, in many studies conducted locally and internationally, the use of smartphones, problematic internet and social media use are some of the most important factors causing AP along with various societal and psychological issues including social anxiety and difficulty in self-control (Yıldız-Durak, 2018). (Şahin, 2014; Yıldız-Durak, 2018; Rozgonjuk, Kattago, and Taht, 2018). This paper has uncovered that the growing use of SM in adolescents, like all people, could bring about many problems in the future. Throughout adolescence, individuals make verdicts that will impact the remainder of their life and requires intensive academic work to achieve their goals in line with their choices. With this feature, adolescence is distinguished from other periods and is more characteristic. Respectively, the fact that adolescents' problematic use of SM will adversely affect their academic lives and their future is evident.

The usage of social media varies in many ways. For some people, unless they use social media, they experience adverse addiction effects such as restlessness and misery, while for many people, it is a prominent communication tool. SM use for youngsters and adolescents of our time is seen as ordinary, natural, or even compulsory as they have had access to this technology throughout their lives(İli, 2013). The problem is not how people use social media, but the way one uses it and its effects on one's lives. The usage of social media can be a harmful aspect such as sharing information and experience in many areas to people, as well as increasing communication benefits and disrupting their daily work and responsibilities. Studies

show that academic procrastination behavior is among frequently encountered problems, especially in high school students (Akkuş, 2018). Accordingly, it is of importance to clarify the association between adolescents' conceptions and attitudes towards SM and AP behaviors in our country. "Is there a correlation between the frequency of social media usage and academic procrastination behavior in middle school 8th-grade students?". The study will be elaborated and carried out to clarify this question.

## **1.2.Purpose of The Research**

Is there a connection between the use of SM and AP levels of 8th-grade students? In accordance with the above-mentioned problem, the paper's primary objective was to investigate several sub-problems as well.

Regarding the objective at hand, the following research questions were tried to be answered:

1. What are the attitudes of Middle School eighth-grade students towards SM and its subscales?
2. Does the level of attitudes towards SM and subscales of middle school eighth-grade students differ significantly based on gender diversity?
3. Does the level of attitudes of the eighth-grade students towards social media and subscales differ significantly from the mother education status variable?
4. Does the level of attitudes of the eighth-grade students towards social media and subscales differ significantly from the father education status variable?
5. Does the level of attitude of the eighth-grade students towards social media and its subscales differ significantly from the variable of daily internet use?
6. Does the level of attitude towards social media and subscales of the eighth-grade students differ significantly from the priority time-spend activity variable?
7. What is the level of AP behavior of eighth-grade students?
8. Does the AP behavior of 8th-grade students differ noticeably from gender variables?
9. Does the AP behavior of 8th-grade students differ noticeably from the mother's education status variable?

10. Does the academic procrastination behavior of 8<sup>th</sup>-grade students differ noticeably from the father's education status variable?
11. Does academic procrastination behavior of 8th-grade students differ noticeably from daily internet usage variable?
12. Does academic procrastination behavior of 8th-grade students differ noticeably from future educational life plans?
13. Does academic procrastination behavior of 8th-grade students differ noticeably from the time spent on SM?
14. Is there a noticeable association between the level of attitudes of 8th-grade students towards SM and its subscales and academic procrastination behaviors?

### **1.3. Significance of the Study**

This paper's primary objective is to explore the correlation between SM usage and AP levels of 8th-grade pupils in secondary education. According to the findings, it is expected to obtain relevant evidence on the extent of the utilization of SM, and whether it is an essential element in the future of students. It is foreseen that this research's findings can be utilized in order to provide the necessary support to the social media literacy by educators on the subject of SM use, which may impact the academic accomplishment of the pupils. The paper's conclusions are believed to ensure supportive findings for similar former studies in the literature. Among the studies, Yıldız-Durak (2018) examined the factors related to problematic internet usage in teenagers. In a survey conducted with 451 students, SM use and students' social phobia, self-management difficulties, and AP behaviors were observed to be connected.

### **1.4. Assumptions**

In this research process, it is assumed that the participants were sincere and candid in their responses to the survey on the basis of volunteerism.

It is assumed that the measurement instruments used in the study are capable of providing answers to the research questions.

### **1.5.Limitations**

The research is limited to the eighth-grade students of the Açı Özel Eğitim Kurumu in Başakşehir, Istanbul.

The data and findings to be obtained in this study are limited to the qualifications measured by the data collection tools.

### **1.6.Operational Definitions**

**Social media:** Rooted in Web 1.0 and Web 2.0, SM is an application that allows content creation by users to share with everyone and followed. In his research, Evans (2008) stated that all of the content, such as pictures, animations, and musicals, was shared and disseminated with the websites and mentioned how important it is for sharing information with the websites and applications (As Cited in Bedir, 2016).

**Academic Procrastination Behaviour:** Academic procrastination is an original type of procrastination. Academic procrastination can be expressed as the inability of the individuals to perform their academic background tasks on time within the scope of responsibility (Ataş, 2018). Academic procrastination behavior, which is seen more frequently than general procrastination behavior, is a problem that is commonly encountered by high school students (Akkuş, 2018).

## CHAPTER II

### 2. CONCEPTUAL FRAMEWORK

#### 2.1. Definition of SM

The Internet and websites are among the most prominent means of communication in the day-to-day lives of individuals. Individuals use the Internet to make speeches, share pictures, videos, music, and transfer their feelings and thoughts to others on the Internet. The Internet's role in providing both individual and corporate communication cannot be denied. People can meet most of their daily life needs over the internet (Çakmak, 2014).

The fact that the internet and computer have such an essential place in people's lives has caused communication tools such as radio, newspaper, and television to be replaced by IT technologies, hence a new type of media has emerged (Törenli, 2005). With Web 2.0 technology's introduction into human life, users have started to create content, and people can now compose their own content and share it without being connected to broadcasters. This situation, which is named with the concept of new media, has created interactive channels where many different perspectives and views can be shared (Ergene, 2014).

Forums, blogs, wikis, social networking sites have emerged as products of web 2.0 internet software. With the use of all these programs, access to information is accelerated; people can express their thoughts and users who produce content and who benefit from this information can meet on a common platform. In addition, the fact that the sites are free and easy to use makes them attractive, and the number of users is increasing gradually (Eldeniz, 2010).

Social media is explained as web-based services that connect people with different people on the virtual basis of the Internet (Toprak et al., 2009). In other words, social media is a miscellany of connections, and sharing allows people to access content that they want to benefit from, such as blogs, forums, social networks, chat sites and content sharing platforms based on mutual communication over the internet (Ergene, 2014).

Social media is a structure that can be continuously updated according to changing needs and allows for multiple and various shares. Therefore, it is becoming increasingly popular. Social media is used not only for interpersonal communications but also for entertainment, accessing information, and games. People can share their ideas at any time on social media, discuss these ideas with others, and obtain new ideas. In short, real-world information acquisition is experienced in a virtual environment in a fun manner. Social media creators' aim is to meet all the needs of people. The interest of the users, who can get all kinds of information they want to reach from social media, increases in the applications (İli, 2013).

Users can use social media at any time without limitation of time or space. They can make use of these channels whenever they need to communicate. User ideas and requests play a role in renewing and changing social media. All of these reasons are beneficial aspects of social media, and they have become a subject of research, especially by attracting the attention of young people (Ergene, 2014).

## **2.2. The Historical Development of SM**

The birth of the internet is based on U.S. defence research conducted in the 1950s. The digital age began with the production of the first computer called ENIAC. In the 1960s, ARPANET was created, and a computer-to-computer network was established that connects the computers to be used in military fields. The TCP/IP protocol suite is protocols designed to provide a secure and reliable way of exchanging information between computers. The internet has been formed with the universities participating in this network. The IP address is the address of the host on which the data is delivered. The domain name system (DNS) is a collection of authoritative names for the domain name system (DNS). As the web continues to be the most frequently used internet service, e-mail, IRC (chat), FTP, and other areas of use have started to emerge. In the late 1990s, a vast network of communication and a whole new social environment were created for the definition of "networks". For the first time, Turkey entered the internet through the USA in 1993 in cooperation with TUBITAK and Metu (Dede, 2004; Tuncer, 2013).

New media technologies have emerged with the advancement of both computer and media technologies. In media technologies, audio, animated images, and text have begun to be stored in different ways. (Başlar, 2013) With the new media



understanding, it is aimed that users become active in the internet environment. Through social media, people are not only consuming information but also producing, sharing, and evaluating information. Users can create their own content and set up their own media and groups on the internet without the need for coding knowledge. Social media is free, simple, online, easy to download and distribute (Tuncer, 2013).

The development of social media from past to present can be summarized as following (Badbaz, 2015; Keleş, 2017):

- 1971: First e-mail sending
- 1991: The birth of World-Wide-Web
- 1994: First blog
- 1995: Classmates.com
- 1995: MIRC and ICQ
- 1996: Ask.com
- 1998: WeChat
- 1999: Blogger
- 1999: QQ (Tencent)
- 2000: Wikipedia
- 2002: LinkedIn
- 2003: WordPress
- 2004: Facebook
- 2005: Flickr and YouTube
- 2005: QZone
- 2006: Twitter
- 2007: Tumblr
- 2009: Foursquare
- 2009: WhatsApp
- 2010: Instagram
- 2010: Tencent Weibo
- 2011: Google Plus
- 2012: Pinterest

## **2.3. Types of SM**

### **2.3.1. Blogs**

Blogs are created as shared web-based applications by keeping a virtual journal. However, in the past 10 years, blogs have undergone significant changes in terms of content, style, and structure. Thus, bloggers have become more and more interested in publishing, not only in the text but also in the wide range of content, including pictures, music, videos, and so forth. Not just people, but corporations take advantage of the popularity of blogs. Blogs can be used for various forms and purposes, such as hobbies, promotion or part-time business purposes (Genç, 2015).

### **2.3.2. Facebook**

With nearly 2 billion users, Facebook is among the most extensively used SM applications. In 2004, Harvard University student Mark Zuckerberg was founded in order to socialize students and has become known worldwide since 2006. In Turkey, it was used for the purpose of finding old friends who could not be reached at first. Facebook has become a medium where individuals, as well as corporations, participate and can advertise on the web. The number of brands on Facebook is now perceived as a kind of prestige indicator (Kaplan, 2017; Sevinç, 2012).

### **2.3.3. Twitter**

Founded in 2006, Twitter is initially designed for instant messaging. 140-character text messages are called tweets and are one of the most popular social media applications. Over time, arrangements and changes were made according to the needs of the application. The 140-character limit has been removed. According to 2011 data, 200 million tweets are shared per day (İşlek, 2012). Around the world in a short time of access to desired information and content to share and the topics don't follow them, knowledge about the internet, popular topics and people to be helpful on the issues of users are often preferred.

### **2.3.4. Instagram**

Instagram, a social media application based on photo sharing, was founded in 2010 by Kevin Systrom and Mike Krieger. As of 2017, more than 500 million members share more than 95 million photographs per day. In this platform, users can share photos at any time and apply various filters on the images (Kaplan, 2017).

### **2.3.5. YouTube**

YouTube video sharing site created in 2005 for entertainment purposes by Steve Chen and Jawed Karim. After being purchased by Google, it has become one of the world's most visited sites with millions of video content. YouTube updates its content over time, just like other social media applications. Now users can open their own YouTube channels, without being limited to video sharing, and allow them to evaluate the videos they share (Ergene, 2014).

### **2.3.6. Forums**

Forums, which were first called Message Boards, have become mediums in which people share their thoughts freely and discuss them and share information documents. There are forums that focus on a single topic, as well as forums where different topics are discussed. The difference between wiki and blogs is that it requires membership and runs within a specific system. Forum administrators control the sharing and discussion of topics in accordance with the rules set forth. New topics can be added, and some topics can be completely closed. Members who do not comply with the rules can be removed from membership by the administrators (Eldeniz, 2010).

## **2.4. The Benefits of Social Media**

It is apt to investigate SM's benefits in terms of users under 5 headings (Tuncer, 2013).

### **Economic benefit**

- Material income is generated from the content.
- Advertising revenues
- Promotion and increasing prestige
- Announcing your name
- New job opportunities

### **Individual archive**

- Experiences, thoughts, and memories are archived
- Communicate with distant relatives and remember special moments

### **Fun and Spending time**

- Enjoyable
- Leisure activity

### **Information**

- Helping others on informing, warning, or making decisions

### **Communication**

- Meeting with new people
- Communicating with consumers

According to Mayfield (2008), social media encourages users to receive feedback from them. Social media is also an open and accessible social platform in addition to developing skills of evaluating, commenting, and sharing information. Social media gives one the means to create a group and share your favorite ideas with your group mates. Any platform provides connectedness by interacting through social media applications.

Korkmaz (2012), summarizes the advantages of social media:

### **Entertainment**

- Having fun
- Acquiring a hobby
- Relaxation, escaping from stress

### **Economic Benefits**

- Introduction of the new products and transactions
- Providing information about commercial services and products
- Investment
- Facilitating money transfer via mobile applications

### **Following the developments and changes and keep up with them**

- To be able to track technological progress
- Learning the necessities of the modern age

### **To Be Able To Express Oneself Freely**

- Exchanging ideas with others
- Self-improvement through social change
- Respect and tolerance about others' beliefs and attitudes.
- Sharing ideas freely

### **Reaching information by communication**

- Learning new things
- Increased self-awareness
- Learning about the latest developments and innovations
- Increasing communication and social interactions

### **Creating a community**

- To be able to form groups of individuals with similar ideas in order to respond to problems or events or to express opinions,
- To be able to express ideas in social and political situations with other people.

### **Socialization**

- Create a social chat environment
- Acquiring new friends, reaching old friends, growth of a social environment

## **2.5. Disadvantages of Social Media Usage**

Ceotudent (2018), harms of social media are explained in as follows:

### **1. Weakens Cognitive Abilities**

The paper, which was printed in the Journal of the Royal Society Interface and conducted over 100 volunteers, measured how social media affected individuals' ability to acquire, process, and figure out the information. As a result, social media enabled individuals to give more accurate answers to complex problems but had a negative impact on rational thinking and reasoning. Social media negatively affects the use of information.

### **2. Damages Social Relationships**

Social media can negatively affect social interactions. Too much attention to social media adversely affects the interaction of people and causes social isolation.

### **3. Triggers the Narcissistic Attitudes**

Everyone on social media tends to show themselves unique, very happy, very rich, very successful. Taking pictures and strolling and showing off are becoming widespread. Therefore, narcissistic tendencies may be stemmed from the others' sharing indicated the "perfect" life in their personal social media profiles.

#### 4. Causes depressive symptoms

In a study, which was conducted at the University of Pittsburgh, researchers studied 1,787 participants in order to measure social media usage levels and depression in individuals. 25% of the participants were found to be profoundly depressed. There was an undeniable correlation between the time individuals spend on SM and their tendencies to feel depressed.

#### 5. Negative Impacts of Job Performance

In the research conducted on 11,000 people at Bergen University, it was observed that there was a connection between SM usage levels and work performance. The results clarify that as the use of SM scales up in the working environment, business performance decreases.

Ministry of National Education (2018), summarizes the damages of social media as follows:

#### 6. Somatic Complaints

Problematic social media use can cause diseases such as eye diseases, headaches, insomnia.

#### 7. Loneliness

Not talking to anyone and always interested in social media and the internet causes one to lose friends, so they get lonely.

#### 8. Social Isolation

Contrary to what is thought, social media does not socialize; it causes anti-sociality. Spending time on social media negatively affects relationships with others.

#### 9. Spending too much time on the Internet

Spending excessive time on social media leads to unnecessary loss of time.

#### 10. Higher Stress

Social media leads to stress because of being followed by a lifestyle of others.

#### 11. Diminished functionality in Job or Academic Performance

Social media leads to failure by breaking up the relation between profession and lecture.

## 2.6. Social Media Addiction

The Internet is often used as an indispensable communication tool of daily life in modern times. According to TUIK data, access to the internet increased to 91% in 2010, although the levels of computer use and internet access in Turkey were 88.7% in 2007 and 85.4% in 2010 (Turkish Statistical Institute, 2011). Today, both the internet usage rate is very high, and the age of internet usage is decreasing until the pre-schoolers.

Problematic Internet usage in today's day-to-day life has emerged as a concept of internet addiction. Addiction to web use was defined by Goldberg through taking the guidelines for substance-use disorder criteria in DSM-IV. In this context, Internet addiction is defined as problematic Internet usage that causes psychological distress and restlessness that continues at least a one-year period (Goldberg, 1999).

SM has a great importance in individuals' day-to-day lives with its unique and user-friendly features, its accessible communication, and its exciting content. In this sense, similar to problematic Internet use, social media attitudes have been emerged recently and rapidly increased. Disproportionate use of SM may be referred to as SM attitudes (Aktan, 2018). The symptoms observed in substance addiction are similarly determined in social media attitudes. Changes in emotional state, mood swing, lying about excessive use, conflicts in personal relationship, and increasing usage in time are listed among widely-seen symptoms of social media attitudes (Kuss & Griffiths, 2011).

Some research argues that social media, which is particularly important in young people's lives, is as detrimental as alcohol and substance abuse. Among studies about SM attitudes, it is obligatory to investigate the correlation between addiction to the web and types of SM use, which is crucial in terms of finding out cognitive, emotional as well as behavioral changes. However, social media attitudes should not be generalized as problematic Internet usage. Specifically, for the diagnosis of social media attitudes, the purpose of an individual's use of the internet should be determined only if the internet is connected to social media platforms (Ünal, 2015).

## **2.7. Definition of Behavioral Addiction**

Addiction is explained as the inability of individuals to control themselves about a substance or any kind of behavior (TBM, 2015). In other words, addiction is defined as the attitudes and behaviors that occur continuously that causes individuals to experience emotional and mental changes by becoming unable to meet the basic needs that they have fulfilled in their daily life. People with addiction usually don't realize that. They need help from their relatives, and they may have to get medical treatment (Düvenci, 2012). According to studies related to addiction, individuals hardly get rid of the substance and behavior even if they want to stop doing it. Therefore, trying to spend time with the object in the context of addiction is seen as a disorder that prevents the individual from performing social, familial and work-related activities (Kubey & Csikszentmihalyi, 2002).

## **2.8. Definition of Procrastination**

Procrastination is the realization of the tasks and responsibilities that are important and that are prioritized in the priority ranking after the less important ones. Procrastination is an activity that individuals perform willingly and purposefully while decreasing their productivity and preventing their development (Knaus, 1998; Steel, 2002). In other words, the tendency to postpone is the de facto delay of a work that is important for him or herself, which he has the ability and equipment to do, and which he intends to carry out without any rational reason (Grecco, 1984). Phillips, Blankstein and Martin (1995) and Haycock, McCharty and Skay (1998) defined the procrastination as de facto not performing the tasks until the last minute, deferring the tasks, duties, responsibilities, and decisions to the last minute (As cited in Aydoğan, Özbay, 2012).

The criterion should be accepted as a criterion in order to understand whether the postponement constitutes a problem in the person's life or not. The first dimension is the external outputs. These outputs may not be an essential price for the individual, as well as things that can affect his life profoundly. For example, there may be outputs that do not have a significant impact, such as being late for class, and external outputs that create severe problems in business and private life. The other dimension is the internal outputs. If a person feels regret, angry, or helpless due to delaying activity, he / she is experiencing the negative internal outputs of delay (Burka & Yuen, 1983).



There is a significant mismatch between the wishes and the actions of individuals with procrastination problems. Individuals with this behavior start their duties, works or works with bold and good intentions, but fail to maintain this determination and fail to turn them into practice. Persons with a procrastination tendency are not sufficient to show the commitment and effort necessary to achieve their goals. All this does not mean that individuals who do not work as necessary or who do not work at all, and those who have motivation problems and tend to postpone are in the same group. Because the behavior of individuals who do not work at all is consistent with their intentions, their wishes are not working (Schouwenburg, Lay, Pychyl & Ferrari, 2004).

Procrastination effectiveness occurs in two ways. The first is a repetitive behavior that is continuously repeated and has become a personality trait. The second is a situational procrastination behavior that occurs against a particular situation. According to McCown and Johnson (1989), the performance of the postponement is generally delayed. Procrastination has become chronic and has become habitual in several areas, not specific to a single domain. People have difficulty starting and completing work. As can be seen from the definition, continuous procrastination is the act of procrastination in many areas of life. Situational procrastination is the procrastination action that people exhibit in only one area. For example, academic procrastination is a kind of situational procrastination that is frequently investigated and is solely presented as delaying homework and school-related tasks (Çakıcı, 2003).

The procrastination behavior discussed above represents the tendency of procrastination in general. After reviewing the literature, it is clearly seen that five different types of procrastination are emphasized. Two of these tasks are related to delaying decision-making and three of them (Balkıs, Bulus, Duru, 2006):

- General Procrastination
- Academic Procrastination
- Procrastination of decision making
- Neurotic Procrastination
- Obsessive and Non-functional Procrastination

## **2.9. Dimensions of Procrastination**

The first dimension of procrastination is the behavioral dimension. Instead of doing a job that is at a higher level during the priority, the individual deals with

different tasks that are irrelevant and do not need to be done at the moment. Such behavior is one of the main symptoms of postponement. In the behavioral dimension, there is an actual reaction to things that are not liked. The individual is aware that he / she is uncomfortable about the task he / she needs to do. It shows emotional resistance. Dealing with things other than the work he has to do, he reacts in his own way (Knaus, 2002).

Procrastination is considered both a cognitive and a behavioral problem. Therefore, the second dimension of procrastination is the cognitive dimension. People with a tendency to postpone have irrational ideas and beliefs about their duties, working conditions, results and outputs to be produced (Bridges & Roig, 1996). The cognitive dimension is related to the individual making excuses that he / she will perform his / her task later. A person builds a belief that he will be more successful if he does his job later. This belief is a form of self-rewarding, albeit temporarily, and helps to relax. However, as time progresses and a similar routine is repeated, stress and discomfort increase. More pressure is felt. Delayed tendency usually increases negative perceptions and unpopular activities (Knaus, 2002). The third dimension of postponement is the emotional dimension. Research on the subject shows that students who have procrastination activities have lower levels of stress when the period starts compared to those who do not show such a tendency, they even get the disease at a lower frequency but that the situation reverses at the end of the period and they are more often sick. This means that delaying has caused adverse psychological effects by creating time pressure related to delayed assignments (Van Eerde, 2000). The findings show the emotional dimension of postponing. The explanation of the need to delay any action, which is one of the definitions of procrastination, until it reaches the degree of restlessness points to the emotional dimension of procrastination (Ferrari et al., 1995).

## **2.10. The Cycle of Procrastination**

In the emotional state of procrastinators trying to make progress in a job, severe ups and downs inevitably slow down. A group of emotion, thought, and behavior patterns occur when individuals with a procrastination tendency to start a task and intend to work to complete the task. This pattern is called the postponement cycle. The procrastination cycle proceeds in different ways in each individual. It

differs according to individual characteristics. If it is desired to summarize the stages in general (Burka & Yuen, 2008):

1. I will start my mission early this time
2. There is something wrong
3. I have no time yet
4. What will be the consequences if I do not start now
5. I need to start as soon as possible
6. I have to do this task or leave it completely
7. I will never delay my duties again

Knaus (2002) described an example of a snooze cycle as follows:

1. There is a task expected to be fulfilled.
2. The person does not like this job, finds the task tedious, and thinks it is complicated and unpleasant.
3. Though she wants to motivate herself to start the job, she is convinced that it is complicated by overestimating the task.
4. Negative feelings turn into reactions.
5. Keeps your mind engaged in other tasks that are not related to the task. He escapes to activities like reading books and watching movies.
6. Although he convinces himself that he will do his duty later, he makes other excuses.
7. If the print increases, it quits or completes - with a small chance.
8. He promises to do his next job better.

### **2.11. Academic Procrastination**

One of the most widely acknowledged problems during school life is academic procrastination. Academic procrastination is explained as postponing homework tasks, which are expected to be completed at home on a daily basis, or exam work until the last moment (Solomon & Rothblum, 1984). Academic procrastination has a negative effect on school life and school success. This negative effect is reflected not only on the academic life but also on the self-esteem of the student (Balkıs & Duru, 2010).

Academic procrastination is a very frequent or continuous delay in academic work and duties, and this delay also results in persistent or constant anxiety. According to this definition, when differentiating the concept of AP, it is necessary to state that it requires one to spend more time than usual on academic assignments, to repeat delaying tasks frequently, and to experience stress (Solomon & Rothblum, 1984). Academic work is waiting until the last minute (Knaus, 1998).

In a study conducted by Özer and Altun (2011) with university students, the tendency to AP was found related to perfectionism, external outputs, performance-avoidance, responsibility, and academic self-efficacy. The paper's conclusions prove that individuals, who are social perfectionists, who are externally supervised and who have high-performance avoidance levels, have a high level of AP. It is correspondingly proven that people with high levels of self-perfectionism, accountability, and academic self-efficacy have lower AP tendencies.

Another survey with university students was conducted by Karataş and Bademcioğlu (2015) which revealed the association between personality traits and AP, examined under five factors. According to the findings of the study, extraversion, softness, ability to take responsibility and openness to experience, which are among the personality traits, were negatively linked with AP; while a positive connection was determined between emotional imbalance and AP. Besides, the inclination to AP of university students was observed to be insignificant regarding gender.

When the findings of the studies examining the underlying causes of tendency to procrastination are reviewed, it can be seen that skill deficiencies such as failure in time management, inability to distinguish between essential and priority issues, and inability to gain the habit of regular and productive work are associated with academic procrastination. In addition, individual characteristics and differences and problematic cognitive schemas related to the person and his / her immediate environment may trigger academic procrastination (Balkıs & Duru, 2006).

## **2.12. Factors Related to Academic Procrastination Behavior**

### **2.12.1. AP and Time Management**

Time is “the time that a business is going through, duration. Another definition is the specific moment” (TDK, 2019). According to Özçelik (2006), there is no resource that can replace time, unlike other sources. Whether one uses it wisely or

wastes it, the day is always 24 hours. Naturally, the irreversible nature of time makes it necessary to use it effectively.

It was seen that individuals with academic procrastination behavior could postpone studying or doing a job until late at night, causing problems in structuring and using time. Additionally, it is observed that students who prefer spending time outside their school with their friends have higher levels of AP than pupils who prefer studying throughout their leisure time (Balkis, 2006).

When examining the literature broadly, it is understood that individuals who demonstrate academic procrastination behaviors have difficulty in designating the time required to reach their goals, that these individuals exhibit procrastination behaviors during the day and often make promises for themselves in structuring time. The presence of cognitive distortions and irrational beliefs related to time perceptions can be considered as a factor, especially under the inconsistent and uncertain attitudes of individuals, which cause negative constructions of time. For this reason, it is seen that cognitive intervention programs for academic procrastination behavior often focus on time management skills.

### **2.12.2. AP and Perfectionism**

The Turkish Language Institute (TDK, 2019) defines the perfect as “very competent, lacking any flaws”. Perfectionism is the highest standard that individuals have set for themselves. The features of perfectionist people can be listed as follows (Antony & Swinson, 2009 as cited in Ataş, 2018):

1. Excessive Compensation: The individual regularly checks everything and does it repeatedly until his behavior is perfect.
2. Over-control and search for collateral: Since the individual wants everything to be perfect, he continually checks and seeks the guarantee of perfection.
3. Repetition and Correction: When the individual does not reach perfection, he wants to correct his work and to do it again.
4. Excessive Planning and Making Lists: The individual tries to control his / her behaviors and lists the details.

5. Difficulty in Decision Making: Because the individual is afraid of making a wrong decision, it is challenging in the decision-making phase.
6. Procrastination: Delays the actions of the individual because he / she is afraid of making mistakes.
7. Inability to Set Time: The individual cannot set time and spend more time than necessary while trying to reach the goal.
8. Extreme Slowness: The individual may act too slowly to be perfect while striving for his or her goal.
9. Accumulation: The individual can accumulate what he has because he does not want to dispose of it.
10. Avoidance: The individual may avoid going to the destination by fearing the height of the standards set by him / her.
11. Controlling the Behavior of Others: The individual regularly checks on other people to ensure that everything is perfect.
12. Failure to Authorize: The individual does not want to authorize others, considering that they can make mistakes.
13. Easy to Give Up: An individual can give up his job quickly, fearing that the performance will not be perfect.

The expectation that everything that is defined as perfectionism and has a personality trait to be perfect affects academic procrastination negatively and meaningfully. As perfectionism increases, academic procrastination decreases. Similarly, it was observed that students' perception of criticism from perfectionist parents adversely affected self-efficacy and positive self-efficacy affected academic procrastination negatively and significantly (Kandemir, 2010).

In another study, the roots of the perception of perfectionism, whether to be self-determined or caused by the expectations of others, were observed to be a prominent predictor of AP. The findings of the study indicate a negative connection between self-perfectionism and AP; whereas perfectionism caused by the expectations of others demonstrates a positive association with AP (Çakıcı, 2003).

### **2.12.3. AP and Motivation**

Academic motivation is broadly explained as “generating energy necessary for academic work” (Bozanoğlu, 2004, p.84). Sapling (1986, p. 128) stated motivation as one of the essential sources of power that designates the direction, severity, and determination of students’ behaviors at school.

Balkıs (2006) found that the source of motivation is a noteworthy prognosticator of AP along with other psychosocial variables in their research on prospective teachers. Motivation is observed to have a positive association with procrastination, whereas a negative connection with the source of internal motivation, such as learning new things, enjoying working, acquiring new knowledge and competences, and the desire to achieve their goals was found.

The key solution for the procrastinating individual is to motivate himself to change rather than punish himself. For the procrastinator, a positive change in three areas appears to be necessary. Positive thinking, positive speaking, and positive action (Not Fall, 2013):

**Positive Thinking:** Everything starts in mind. The change in attitudes is a giant step to change. First, reject the idea of sitting in the back seat. The change in the thinking phase encourages the speech and movement steps.

**Positive Speech:** Language is useful for communicating with ourselves and others and constitutes a profound difference of opinion, life, and special situations between us and the other. Language situations include description and evaluation rather than definition. Therefore, the positive content of the language we use to describe conditions is necessary for change.

**Positive Action:** Even simple tasks can seem cumbersome and burdensome when your energy is blocked by disruptions. However, the same work that appears troublesome can be seen as encouraging and fun when it is allowed to flow freely. The key to staying in the process of change is to learn that the disruptions you face are temporary and inconclusive. According to this concept, instead of regretting the disruptions and wasting unnecessary time, the revitalizing nature of change can be considered.

### **2.12.4. AP and Decision Making**

Decision; expresses a behavior that has been exhibited in the past and the consequences of this behavior in the future. Thus, decision making can be expressed

as a process that occurs in different steps. However, these steps of making a reasonable and conscious choice among options are affected by some other factors from mental arrangements (Sağır, 2006). The components that affect the decision-making operation can be categorized into two groups as subjective and objective ones. Variables such as experience and competence in science are included in the subjective components group. Objective components are factors other than the individual characteristics of the decision-maker (Kurt, 2003).

There is a connection between decision making and academic procrastination since the tendency to procrastinate is described as a behavior alone or a personality trait which typically involves the postponement of chores or making decisions (Çıkrıkçı & Erzen, 2016).

Balkıs (2006) investigated whether there is a connection between candidate teachers' academic procrastination, decision-making methods, and thinking styles. The relationship between logical decision-making variable and thinking styles and academic procrastination is significant but negative. The relationship between avoidance decision-making, dependent-decision making, instant decision-making processes, and academic procrastination variables is significant and positive. In addition, variables such as age, gender, class level, area of study, department, satisfaction with the department, time period preference, motivation, academic achievement, and extracurricular activities affect academic procrastination significantly.

#### **2.12.5. AP and Academic Achievement**

When reviewing related works, it is observable that AP is associated with self-efficacy, capacity, motivation and course avoidance, low self-efficacy, low capacity, and low motivation. AP has various adverse effects on students' academic life (Balkıs & Duru, 2010).

Academic procrastination can have severe consequences in the educational process. Some of those; failure to continue because of fear of failure, poor performance by students may cause leaving school completely (Knaus, 1998).

According to study conclusions, there is a noticeable negative connection between the levels of academic achievement and AP (Çakıcı, 2003; Ekinci, 2011). Especially in studies focusing on adolescents, academic procrastination decreases success (Demir & Kutlu, 2017). Academic procrastination tendency is also found as



associated with lower self-esteem, low academic grades, familial problems, and inability to make or implement future plans (Yaycı & Düşmez, 2016).

#### **2.12.6. AP and Anxiety**

A positive association between the levels of AP and anxiety was determined. Issues of concern are postponed in order to eliminate them, even temporarily. Negative criticism or negative evaluations about an individual's performance causes an increase in the level of anxiety (Roberts, 2000). The students who have high academic-procrastination levels also have high test-anxiety levels. Worry about failing exams has the effect of not wanting to take risks and increasing academic procrastination. There are also surveys claiming that there is a positive and noticeable connection between direct exam anxiety and AP (Özer & Topkaya, 2011).

#### **2.12.7. AP and Self-Esteem**

Self-esteem is a positive or negative manner developed by an individual against themselves (Rosenberg, 1965). The academic procrastination tendency is directly proportional to the fear of failure. Fear of not fulfilling the task feeds academic procrastination. Fear of failure is also associated with self-esteem. One may choose to procrastinate educational events instead of risking self-esteem and failure. Research has shown that individuals with high academic procrastination postpone experiences that may show a decrease in their self-esteem and try to maintain their self-esteem.

### **2.13. Related Research**

Another study carried out by Cumaoğlu and Coşkun (2012) aims to scrutinize the connection between AP and technology usage habits of teachers. Descriptive and comparative statistical analyses were used in this study. The study's sample contains 115 instructors that are employed in two schools in Istanbul. Data collection tools were Technology Usage Survey and Tendencies Scale. The conclusions demonstrate that instructors' AP levels were moderate and did not significantly differ regarding gender, department, and course load variables, but differed from those of the teachers' follow-up levels.

The study conducted by Çelik and Odacı (2015) included the research related to irrational beliefs, self-sufficiency thoughts, self-perception and dread of negative

assessment regarding AP behaviors of university students in their study titled "Explaining Academic Procrastination Behavior according to some Personal and Psychological Variables". In the study, whether the AP behavior differed in relation to sex, faculty, grade, and academic achievement was investigated. The sample consisted of a total of 1011 university students consisting of 582 girls and 429 boys who were educated in different faculties of Karadeniz Technical University. As data collection tools, Academic Procrastination Scale (APS), Irrational Beliefs Questionnaire (IBQ), Self-Esteem Scale, a social comparison scale, a negative evaluation scale, and a Personal Information Form (PIF) were used. The results revealed that students with academic-procrastination characteristics did not vary according to sex. In addition, faculty and academic success does not constitute a factor for meaningful diversity. Fears are positively correlated with the educational procrastination and the unfairness of beliefs and evaluations. In addition, the student has a negative relationship with self-esteem.

Gürültü (2016) examined the connection between High School students' SM attitudes and their AP levels. The survey model was adopted. In addition, the sample of the conducted study was formed in Eyüp, Istanbul during the 2014 and 2015 education period. 6 schools participated in the study. In total, there were 473 cluster samplings as demonstrated by the participation of students. As data collection tools, PIF, Social Media Attitudes Scale (SMAS) and APS were utilized. As a result, SM attitudes of high school pupils were observed to be greater than AP levels. In terms of sex, social media attitudes of females and the academic procrastination levels of males were found to be higher. In terms of social media attitudes and academic procrastination behavior, differences were determined between high school students' gender, school type, grade, parent education status, and daily social media usage. Additionally, academic procrastination behaviors and high school students' social media usage differed based on variables such as grade, years of social media usage, frequency of use, and average duration of daily use. The results generally show that pupils who use SM for a greater amount of time and who use it frequently have higher AP levels.

Hawi and Samaha (2016) examined the connection between SM attitudes, self-esteem levels, and life satisfaction in college pupils. SMAS, PIF, self-esteem scale, and life satisfaction scale were utilized as a means to gather information. The findings

demonstrate a positive association between SM, self-esteem, and lower life satisfaction.

Yaycı and Düşmez (2016) used the screening model in their research titled “Investigation of the academic procrastination behaviors of adolescents in terms of some variables”. This paper’s goal is to scrutinize the educational mannerisms of adolescents in Giresun between the years 2014-2015 according to their gender, grade, departmental preferences, and academic achievement. Data collection tools consisted of personal data form and academic procrastination scale. According to the findings, students' tendencies to AP differ based on their sex, grade, field of study, and educational merit levels. There was a negative connection between AP and educational merit. The findings of the paper indicate that the pupils' tendencies to AP vary significantly according to their gender, sex, department, and academic achievement levels. Consecutively, there is a negative association between AP and educational merit.

Demir and Kutlu (2017) examined the connection between internet addiction, AP, and academic success in adolescents in their research. 390 adolescents from the province of Malatya were selected to form a sample. As data collection tools, online addiction test (Short Form), Academic Scale, and PIF were used. According to the findings, internet addiction and AP behaviors do not vary in terms of gender; that adolescents with smartphones have high levels of web addiction and AP levels compared to those without smartphones. There was no noticeable discrepancy between web addiction, and AP and average daily internet usage. A positive connection was determined between web addiction and AP; as internet addiction increases in adolescents, academic procrastination is also increasing.

Teyfur, Akpunar, Safali, and Ercengiz (2017) aimed to determine the connection between the AP levels of faculty of education graduates and their students’ AP status in terms of different aspects of SM and SM addiction. The model of the study is scanning. The sample consisted of teachers who were graduated from various fields of study at Ibrahim Çeçen University’s Faculty of Education, of the educational year 2016-2017. As data collection tools, “social media attitudes scale” and “academic procrastination scale” were utilized. The evidence revealed shows that females are more active in SM than males. AP level does not vary regarding participants’ family income variable. According to “the mother’s education status” variable, social media attitudes level, and AP level do not vary. AP level does not vary based on “the family

income status". SM dependence's level and AP vary according to the educational background of the mother. It was found that those with high maternal education levels had lower SM use than those with low maternal education levels. Those who are members of SM platforms are busier with SM. As the duration and frequency of SM use increases, SM activity respectively increases. SM usage's duration does not noticeably impact the level of AP.

In the paper investigating the correlation between Facebook attitudes of eighth-grade students and their academic procrastination behaviors, Akkuş (2018) examined the relationship between Facebook usage of eighth-grade students and academic procrastination behaviors in Balıkesir Province. The sample was formed out of 656 students studying at 15 schools in Balıkesir province during the 2015-2016 academic year and who were also members of Facebook. The information-gathering means that were used were "PIF", "Facebook attitude scale" and "APS". As a result, a prominent correlation was identified between sex, father's education status, number of Facebook friends, frequency of Facebook usage, daily internet use duration, and regular Facebook use duration variables. Nevertheless, there was no noteworthy discrepancy between maternal education level and Facebook attitude variables. In addition, students' tendencies to academic procrastination and sex, maternal education level, paternal education level, number of Facebook friends, frequency of Facebook usage, daily Internet usage duration, and regular Facebook usage duration variables were found to have significant differences.

Andangsari, Djunaidi, Fitriana, and Harding (2018) investigated the connection between excessive web usage and AP levels of young adults with the roles of loneliness and Internet usage as the causes of academic procrastination behavior. The sample consists of 320 undergraduate students selected from 10 universities. Data collection tools Measure three different variables and their effects. The model of structural equality was established with scale results, and it was observed that loneliness and internet use significantly and negatively affected the academic average.

Gür, Bakırcı, Karakaş, Bayoğlu, and Atlı (2018) examined the influences of SM attitudes on AP levels of college pupils in a study titled "The impact of social media attitudes on academic procrastination behaviors of university students". The sample consisted of 453 college pupils studying at İnönü University during the 2017-2018 academic year. SMAS, APS, and PIF were used as information gathering instruments. According to the results, AP levels of male students were noticeably

greater than of females. It was furthermore determined that the levels of AP behaviors of pupils who are dependent on SM attitudes were substantially higher than those of other groups.

Reinecke, Meier, Beutel, Schemer, Stark, Wölfling, and Mülle (2018) investigated the connection between AP, web usage, and psychological functioning on German adolescents. Sampling consisted of 818 early adolescents and adolescents. As a result, it has been stated that heavy use of the internet has increased procrastination behavior.



## CHAPTER III

### 3. METHOD

This section provides information about the technique of the research and the measurement instruments used.

#### 3.1. Research Model

This study adopted a quantitative research technique to examine the association between SM attitudes and AP behaviors of Secondary school students. The investigation pattern is a screening model. According to Karasar's view, the scanning model defines the work aiming to reveal an occasion that has been in the past or is still being experienced as it is. The individual or the phenomenon of the study is tried to be distinguished within its own circumstances without any alterations. This process is defined as it exists within the individual or object's own circumstances. No effort is made to change or influence the events' (2003, s. 77). In this study, it was thought that the screening model would be appropriate since relationships and opinions would be determined without any experimental procedure or manipulation.

This study's aim was to inquire about the connection between SM attitude levels and AP behaviors of secondary school students. The study design is exploratory, descriptive, and is based on a relational research model. Correlational design aims explicitly to identify the existence or degree of change (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2012).

#### 3.2. Population and Sample

The investigation's universe was obtained from eighth-grade students who study in Private Education Institution city in Başakşehir, Istanbul in the 2018-2019 academic year. Açı Özel Eğitim Kurumu (Private Education Institution) in Başakşehir district of Istanbul, which is connected to the table educational institutions continues to 348 eighth grade student has created a sample. As a sampling technique, easy-to-reach case sampling is selected. Easy availability status sampling the researcher is based on the fact that he/she can sample the participants who are already present, who are quick and easy to access (Patton, 2005). 51% (n=176) of the students are girls and

49% (n=172) are boys.

### **3.3. Measurement Instruments**

Detailed information about information gathering instruments that are used in this study and demographic data utilized to analyze them are listed below.

#### **3.3.1. Personal Information Form**

PIF (Appendix-1) was used as the initial information gathering tool for demographic questions regarding gender, age, and parent education status. This form was developed by the scholar and was used to investigate the descriptive features of the pupils forming the study group.

#### **3.3.2. Social Media Attitude Scale**

Another instrument of data collection that was utilized in the study is SMAS. This scale was developed by Otrar and Argın (2015) (Appendix-2). In order to determine the scale's stability level, the test-repetition-test method was used for three weeks. This method demonstrates the reliability of the scale. The Pearson moment product correlation coefficient was calculated for the subscale used in the scale and the whole scale. The overall reliability of the SM attitude scale was calculated to be  $\alpha = 0,876$ , and also the overall reliability of the SM attitude scale was found to be  $\alpha = 0,723$  in this research.

There are 23 items, 6 negative and 17 positive, on the scale and the scale consists of 4 factors. Need for sharing on a scale (8 4, 5, 6, 12, 13, 15, 17, 21). social competence factor (6, 1, 2, 14, 16, 18, 20). Social isolation factor (3, 7, 8, 11, 22, 23). The relationship factor with teachers is from 3 items (9, 10, 19). Substances are composed. Substances in the dimension of social isolation contain negative expression and are reversed in data analysis. SMAS is a 5-Likert type test, the lowest score being 23, while the highest is 115. An increase in the scale indicates that dependence on social media has increased.

#### **3.3.3. Academic Procrastination Scale**

The latest data collection tool is the APS. This scale is carried out by Çakıcı (2003), and it has 19 statements related to the tasks that a student is accountable for in their academic life (such as revising, studying for tests, working on projects). 12 of these statements (2, 3, 5, 6, 8, 10, 12, 14, 15, 16, 18, 19) 7% of the academic

procrastinations tend to increase as the score of 1-5 increases (1, 4, 7, 9, 11, 13, 17) as the scoring increases, the tendency to postpone decreases. For this reason, reverse coding has been done for 7 items of negative analysis.

The scale consists of two dimensions. These are procrastination and productive use of time. The first factor of the scale is 37.350% of the variance explained before the rotation, and 41.884% of the variance explained after the rotation specifies that the scale may be utilized as one-dimensional. Hence, APS was used in one dimension. Cronbach's alpha reliability coefficient of APS was found to be .92. In addition, the general reliability of APS was found to be  $\alpha=0,798$  in this research.

The responses to expressions on this scale are in the form of five-degree liquid, "not reflecting me at all", "reflecting me very little", "reflecting me a little", "reflecting me mostly" and "reflecting me completely". The scale is a one-way scoring to get 5 points for those who say, "it doesn't hurt me at all, and those who say, "it totally reflects me." The highest score being 95, while the lowest is 19. A high score from this scale demonstrates that the student is procrastinating academically.

### **3.4. Data Analysis**

To analyze the data, the methods used were descriptive statistics, hypothesis tests, and the Spearman-Brown correlation test. As shown in the table below, the distribution of normality test results was not normal ( $p \leq, 05$ ). Since it has not shown a normal distribution, pair wise comparisons were examined by Mann-Whitney U Test and more than two comparisons by the Kruskal Wallis-H test. The findings were assessed at a 95% confidence interval and a 5% significance level. SPSS 24.0 package program was used for data analysis. As can be observed in the table below, it was found that the distribution of the independent variables in the normality test results was not normal ( $p \leq, 05$ ).



**Table 1. Kolmogorov Smirnov Test Chart to Check Normality of Distribution**

Values		Gender	Mothers' Education	Fathers' Education	Internet	School Plans	Time
n		348	348	348	348	348	348
Parameters	X	1,49	3,34	3,08	1,91	1,09	1,54
	Sd	,501	,752	,790	,666	,281	,499
K-Smirnov	Z	6,417	5,952	4,353	5,291	9,966	6,749
	p	,000	,000	,000	,000	,000	,000



## CHAPTER IV

### 4. FINDINGS

In this chapter, the findings were included according to the research objectives and hypotheses.

#### 4.1. Findings of the 1<sup>st</sup> Research Question

Findings related to the inquiry "*what is the level of attitudes of Secondary school students towards social media and its subscales?*" are given below.

SM and SC, social isolation, sharing needs, relationship with teachers, attitudes of the students in the study were examined, and arithmetic means ( $\bar{X}$ ) and standard deviations (SS) are depicted below.

**Table 2. Descriptive Statistics of Social Media and The Subscales**

<b>Dimensions</b>	<b>n</b>	<b><math>\bar{X}</math></b>	<b>SS</b>
Social Activity	348	2,54	,87
Social Observation	348	3,60	,85
Sharing Needs	348	2,89	,84
Rel. With Teacher	348	2,49	1,1
Social Media Total.	348	2,92	,50

In Table 2, the social media Scale average of all students is 2.92. The standard deviation is 0.50. According to this result, the students show moderate interest in social media. In addition, the average of social competence and teacher relationship subscales from the social media scale subscales is low compared to other dimensions ( $\bar{X}$ =2.54;  $\bar{X}$ =2.49). The highest score is the social isolation dimension ( $\bar{X}$ =3,60). The arithmetic mean of the sharing needs is 2.89.

#### 4.2. Findings on the 2<sup>nd</sup> Research Question

Findings related to the inquiry "does the attitude of secondary school students towards social media and its subscales differ significantly from gender variables?" are given below.

To inspect if the scores attained from SM and its sub-scales were different in terms of gender, the Mann-Whitney U test was conducted. The results are shown in Table 3.

**Table 3. Mann-Whitney U Test results for social media and subscales according to gender variables**

Subscales	Gender	n	Mean Rank	Sum of Ranks	U	Z	p
<b>Social Comp.</b>	Female	176	176,68	31096,00	14752,00	-2,087	<b>,037</b>
	Male	172	172,27	29630,00			
<b>Social Isolation</b>	Female	176	173,46	30528,50	14791,50	-,087	,931
	Male	172	172,52	29156,50			
<b>Sharing Needs</b>	Female	176	187,73	32665,00	312488,00	-2,665	<b>,008</b>
	Male	172	159,10	27366,00			
<b>Relationship With Teacher</b>	Female	176	177,31	31206,00	14642,00	-,529	,597
	Male	172	171,63	29520,00			
<b>Social Media Total</b>	Female	176	185,27	32607,00	1,324	-2,021	<b>,043</b>
	Male	172	163,48	28119,00			

*n=348*

Based on the conclusions obtained from the test, it was noticeable in the social competence dimension ( $U = 14752,00$ ;  $p \leq ,05$ ) and sharing need dimension ( $U = 312488,00$ ;  $p \leq ,05$ ) that there is a discrepancy. The difference was in favor of the females. In other words, it can be concluded that female students have more social competencies in their SM attitudes, and they meet their sharing needs by using SM more. There was no noticeable discrepancy in social isolation dimension ( $U = 14791,50$ ;  $p \geq ,05$ ) and relationship with teachers ( $U = 14642,00$ ;  $p \geq ,05$ ). Social media total scores ( $U = 1,324$ ;  $p \leq ,05$ ) were found to be significant. The data demonstrated

that there was a noticeable discrepancy between gender and SM attitudes of the pupils. It was revealed that the SM attitudes of females were higher.

### 4.3. Findings on the 3<sup>rd</sup> Research Question

Findings related to the research question “do the attitudes of secondary school students towards social media and its sub-dimensions differ significantly according to the variable of the education level of the mothers?” are given below.

In order to examine if the scores they obtained in social media and subscales differ according to the mother education status variables, a descriptive Kruskal Wallis-H Test was carried out. The results are given in Table 4.

**Table 4. Social Media scale and social competence, social isolation, sharing needs and descriptive statistics related to the dimensions of teacher and Kruskal Wallis-H Test results according to the education status of Mother**

Subscales	Maternal Education	n	Mean Rank	X <sup>2</sup>	p	Sig. Difference
SC	University (1)	59	180,05	3,390	,184	—
	High School (2)	112	186,59			
	Primary Sch(3)	177	165,00			
SI	University (1)	59	136,93	9,087	,011	1-2 1-3
	High School (2)	112	182,73			
	Primary Sch(3)	177	178,49			
SN	University (1)	59	181,15	,452	,798	—
	High School (2)	112	173,29			
	Primary Sch(3)	177	171,05			
RT	University (1)	59	187,95	2,258	,323	—
	High School (2)	112	179,06			
	Primary Sch(3)	177	167,13			
SM	University (1)	59	171,67	2,326	,313	—
	High School (2)	112	186,28			
	Primary Sch(3)	177	167,99			

*Note: SC: social competence, SI: social isolation, SN: sharing needs, RT: relationship with the teacher, SM: social media*

In Table 4, social competence ( $X^2= 3.390$ ;  $p>, 05$ ), sharing needs ( $X^2= .452$ ;  $p>, 05$ ) and teacher relationship sub-dimensions ( $X^2= 2.258$ ;  $p>, 05$ ) and social media total scale ( $X^2= 2.236$ ;  $p>, 05$ ). It is seen that the discrepancy between the scores of the educational level groups of the mother is not statistically noticeable. Only in the social isolation dimension ( $X^2= 9.087$ ;  $p\leq, 05$ ) can a statistically noticeable discrepancy be observed between the mean scores of the educational level groups of the mother. To differentiate the source of the significant different, the Mann Whitney U test was carried out with two groups having the highest and the lowest mean scores. The findings demonstrate a discrepancy between the children of university-graduate, high school-graduate, and primary school-graduate mothers. Social isolation was found to be lower in the children of university-graduate mothers ( $U = 2349.00$ ;  $z = -2,807$ ;  $05$ ).

#### **4.4. Findings on the 4<sup>th</sup> Research Question**

Findings related to the question “*do the attitudes of secondary school students towards social media and its sub-dimensions show a significant difference according to the fathers' educational variables?*” are given below.

Kruskal Wallis-H Test was performed to investigate if the scores obtained in SM and subscales were different according to the father’s education status variable. The data are provided in Table 5.

**Table 5. Social Media scale and social competence, social isolation, need for sharing, descriptive statistics and Kruskal Wallis-H Test results related to the dimensions of the teacher according to the status of the father education**

Subscales	Paternal Education	n	Mean Rank	X <sup>2</sup>	p	Sig. Difference
SC	University (1)	95	168,86	,683	,711	—
	High School (2)	129	173,40			
	Primary School (3)	124	179,97			
SI	University (1)	95	164,56	1,453	,484	—
	High School (2)	129	180,64			
	Primary School (3)	124	171,44			
SN	University (1)	95	159,57	2,581	,275	—
	High School (2)	129	177,63			
	Primary School (3)	124	179,96			
RT	University (1)	95	172,34	,435	,804	—
	High School (2)	129	179,09			
	Primary School (3)	124	171,39			
SM	University (1)	95	163,43	1,586	,453	—
	High School (2)	129	178,34			
	Primary School (3)	124	178,98			

*Note: SC: social competence, SI: social isolation, SN: sharing needs, RT: relationship with the teacher, SM: social media*

Based on the test, a noticeable discrepancy was not detected regarding father's educational level variable, including the subscales of social competence ( $X^2 = .683$ ;  $p > .05$ ), social isolation ( $X^2 = 1.453$ ;  $p > .05$ ), the need for sharing ( $X^2 = 2.581$ ;  $p > .05$ ) and teacher relationship dimensions ( $X^2 = .435$ ;  $p > .05$ ) and social media total scale ( $X^2 = 1.586$ ;  $p > .05$ ). Between the father's educational level groups, no statistically noticeable discrepancies were observed.

#### 4.5. Findings on the 5<sup>th</sup> Research Question

Findings related to the question “do the attitudes of secondary school students towards social media and its sub-dimensions show a significant difference according to the daily internet usage variable?” are given below.

Kruskal Wallis H test was performed to investigate if the scores obtained in SM and subscales differ regarding the time spent on the web. The results are provided in Table 6.

**Table 6. Social Media scale and social competence, social isolation, sharing needs and relationship with the teacher according to the variables of spending time on the internet, descriptive statistics and Kruskal Wallis-H Test Results**

Subscales	Time Spent in the Internet	n	Mean Rank	X <sup>2</sup>	p	Sig. Difference
SC	an hour or below (1)	95	165,59	1,702	,427	___
	2-3 hours (2)	191	174,89			
	4 fours or above (3)	62	186,94			
SI	an hour or below (1)	95	169,11	5,348	,069	___
	2-3 hours (2)	191	182,51			
	4 fours or above (3)	62	149,06			
SN	an hour or below (1)	95	145,51	21,661	,000	1-2 2-3 1-3
	2-3 hours (2)	191	171,91			
	4 fours or above (3)	62	221,23			
RT	an hour or below (1)	95	193,02	7,046	,030	___
	2-3 hours (2)	191	173,29			
	4 fours or above (3)	62	149,85			
SM	an hour or below (1)	95	159,16	4,474	,107	___
	2-3 hours (2)	191	175,95			
	4 fours or above (3)	62	193,55			

Note: SC: social competence, SI: social isolation, SN: sharing needs, RT: relationship with the teacher, SM: social media

According to the test, a noticeable discrepancy based on the time spent variable on the web; social competence ( $X^2= 1.702$ ;  $p>, 05$ ) and social isolation ( $X^2= 5.348$ ;  $p>, 05$ ) sub-dimensions of SM and SM total scale ( $X^2= 4.474$ ;  $p>, 05$ ) was detected. The difference between the means is not statistically visible. In the sub-dimensions of social media sharing needs ( $X^2= 21.661$ ;  $p\le, 05$ ) and relationship with teacher ( $X^2= 7.046$ ;  $p\le, 05$ ), the discrepancy between the mean scores of the groups spending time on the web was statistically significant. To investigate the source of the significant difference, the Mann-Whitney U test was carried out with two groups having the highest and the lowest mean scores. It was concluded that there was a noticeable discrepancy in all groups in the SM sharing need dimension of the time spent variable on the internet ( $U = 4143,00$ ;  $z = -2,298$ ;  $05$ ). For the sub-dimension of the need for sharing social media, a noticeable difference was found between the group using the internet for less than 1 hour and those using 4 hours or more the internet, and between 2-3 hours and 4 hours or more. It was found that those who spend 4 hours or more on the internet have higher sharing needs and, the need for sharing decreases as the time spent on the internet decreases. On the other hand, the difference between social media teachers and those who spend 1 hour or less on the internet and those who spend 4 hours, or more was significant ( $U = 5142,00$ ;  $z = -1.567$ ;  $05$ ). When the relationship of these students with their teachers is examined, it was found that the students who use the internet less than 1 hour have a higher correlation with their teachers and students who use the internet more than 4 hours are lower. Thus, it was observed that the daily time spent on the internet caused a difference in the way the social media shared and the relationship with the teacher.

#### **4.6. Findings on the 6<sup>th</sup> Research Question**

Findings related to the question “*do the attitudes of secondary school students towards social media and its sub-dimensions show a significant difference according to the variable time priority activity?*” are given below.

To investigate if there was a discrepancy between the scores of SM and subscales according to the priority time-spend effectiveness variables of the students, Mann-Whitney U Test results are provided in Table 7.



**Table 7. Social media and subscales scores based on priority time -spend activity-test results**

Subscales	Priority Time-Spent Activity	n	Mean Rank	Sum of Ranks	U	Z	p
SC	Firstly Internet	160	191,20	30591,50	12368,50	-2,862	<b>,004</b>
	Firstly Homework	188	160,29	30134,50			
SI	Firstly Internet	160	163,08	25603,50	13200,50	-1,691	,091
	Firstly Homework	188	181,28	34081,50			
SN	Firstly Internet	160	201,36	32016,50	10436,50	-4,784	<b>,000</b>
	Firstly Homework	188	149,81	28014,50			
RT	Firstly Internet	160	177,84	28454,00	14506,00	-,574	,566
	Firstly Homework	188	171,66	32272,00			
SM	Firstly Internet	160	192,87	30858,50	1,21034	-3,143	<b>,002</b>
	Firstly Homework	188	158,87	29867,50			

*Note: SC: social competence, SI: social isolation, SN: sharing needs, RT: relationship with the teacher, SM: social media*

When Table 7 is examined, the social competence ( $U = 12368,500$ ;  $p < ,05$ ) and sharing need ( $U = 10436,500$ ;  $p < ,05$ ) subscales of social media and total scores of the SM scale based on the priority time spent variable. ( $U = 1,21034$ ;  $p < ,05$ ). It is seen that there is a noticeable discrepancy in the social competence and sharing need subscales of the SM scale according to the priority time spent activity. The difference is in favor of the students who spend time online. In other words, the levels of social competence attitudes and the need for sharing in SM were higher among students who spent time online first. The difference is in favor of the students who spend time online. In other words, it was observed that SM attitudes of students who spent time online were higher. No noticeable discrepancy was observed in social isolation ( $U = 13200,500$ ;  $p > ,05$ ) and relationship with teacher ( $U = 14506,000$ ;  $p > ,05$ ).

#### 4.7. Findings on the 7<sup>th</sup> Research Question

Findings related to the question "what is the level of academic procrastination behavior of secondary school students?" are given below.

The average and standard deviation of the students' AP behavior is shown in Table 8.

**Table 8. Average Academic Procrastination Behavior**

	n	$\bar{X}$	SS
<b>Ac. Proc. Total</b>	348	2,7176	,61053

*Note: Ac. Proc. Total: Academic Procrastination Total*

As illustrated in Table 8, the average score of all pupils on APS is 2.71. The standard deviation is 0.61. The level of students' academic procrastination behavior is moderate.

#### 4.8. Findings on the 8<sup>th</sup> Research Question

Findings related to the question "does the level of academic procrastination behaviors of secondary school students differ according to gender variable?" are given below.

To examine if there was a discrepancy between the scores of the participants, the Mann-Whitney U test was carried out, and the results are provided in Table 9.

**Table 9. Academic Procrastination scores according to gender variables Mann-Whitney U Test Results**

Size	Gender	n	Mean Rank	Sum of Rank	U	Z	p
<b>Ac.Proc. Total</b>	Girl	176	166,89	29372,50	1,38034	-1,428	,153
	Boy	172	182,29	31353,50			

*Note: Ac. Proc. Total: Academic Procrastination Total*

The test concluded that AP total scores were not noticeably different regarding gender ( $U = 1,38034$ ;  $p \geq, 05$ ).

#### 4.9. Findings on the 9<sup>th</sup> Research Question

Findings related to the question “*does the level of academic procrastination behaviors of secondary school students vary according to the variables of maternal education?*” are given below.

Kruskal Wallis-H Test was applied to determine if there was a noticeable discrepancy between the display levels of the students' AP behavior based on the maternal education status variable. The results are provided in Table 10.

**Table 10. Kruskal Wallis-H Test results of the level of displaying academic procrastination behavior according to mothers' educational level**

Scale	Maternal Education	n	Mean Rank	X <sup>2</sup>	p	Sig. Difference
Ac. Proc. Total	University	59	173,67	,033	,984	—
	High School	112	173,43			
	Primary Sch.	177	175,45			

*Note: Ac. Proc. Total: Academic Procrastination Total*

According to the test, AP behavior was calculated as  $X^2 = .033$ ;  $p >, 05$ . It is observed that the discrepancy between the scores regarding the educational status of the mother is not statistically noticeable.

#### 4.10. Findings on the 10<sup>th</sup> Research Question

Findings related to the question “*does the level of academic procrastination behavior of secondary School students differ according to the father education status variable?*” are given below.

Kruskal Wallis-H Test was applied to investigate if there was a noticeable discrepancy between the students' levels of AP behavior based on the paternal educational level. The results are provided in Table 11.

**Table 11. Kruskal Wallis-H Test results of the level of displaying academic Procrastination behavior according to fathers' educational level**

Scale	Paternal Education	n	Mean Rank	X <sup>2</sup>	p	Sig. Difference
Aca.	University	95	179,69			
Proc.	High School	129	177,21	,913	,634	—
Total	Primary Sch.	124	167,71			

*Note: Aca. Proc. Total: Academic Procrastination Total*

In Table 11, according to the results of Kruskal Wallis-H; academic procrastination behavior ( $X^2 = .913$ ;  $p > .05$ ) was not found significantly different in terms of fathers' education level.

#### 4.11. Findings on the 11<sup>th</sup> Research Question

Findings related to the inquiry “*is academic procrastination behavior of secondary school students different from the time-consuming variable on the internet?*” are given below.

Kruskal Wallis-H Test was applied to investigate if there was a noticeable discrepancy between the students' levels of AP behavior based on time spent online. The results are provided in Table 12.

**Table 12. Kruskal Wallis-H Test of the level of Academic Procrastination behavior according to the timespent on the internet**

Scale	Time Spent in the Internet	n	Mean Rank	X <sup>2</sup>	p	Sig. Difference
Aca.	an hour or below (1)	95	142,28			1-2
Proc.	2-3 hours (2)	191	170,04	34,554	,000	1-3
Total	4 fours or above (3)	62	237,62			2-3

*Note: Aca. Proc. Total: Academic Procrastination Total*

In the APS ( $X^2 = 34.554$ ;  $p \leq .05$ ), it is seen that the discrepancy between the mean scores of the groups spending time online is statistically noticeable. To determine the source of the significant different, the Mann-Whitney U test was carried out with two groups having the highest and the lowest mean scores. Based on the

results, it was observed that there was a noticeable discrepancy in the level of AP behaviors of all groups online ( $U = 4143,00$ ;  $z = -2,298$ ;  $05$ ).

In Table 12, according to the students' APS rankings, the discrepancy between the AP scores of those who use the web and those who use the web for more than 4 hours is statistically noticeable. According to these results, the time spent variable on the web significantly differentiates the AP behavior level. The level of AP was observed to be greater in the group with the most time spent online. In other words, as the time spent online increases, the level of AP behavior increases.

#### 4.12. Findings on the 12<sup>th</sup> Research Question

Findings related to the question “*does the level of academic procrastination behavior of secondary school students differ from the variable of school life plan?*” are given below.

The Mann-Whitney U test was used to determine if there was a discrepancy between the scores of the students showing AP behavior based on their school life plans. The analysis results are provided in Table 13.

**Table 13. Mann-Whitney U Test Results of Academic Procrastination Scores In Terms of School Life Plan**

Size	Plan	n	Mean Rank	Sum of Ranks	U	Z	p
<b>Aca. Proc. Total</b>	Yes	318	168,40	53551,50	2,830	-3,683	,000
	No	30	239,15	7174,50			

*Note: Aca. Proc. Total: Academic Procrastination Total*

When the test is examined, there is a noticeable discrepancy in the total scores ( $U=2,830$ ;  $P \leq, 05$ ) of the AP behavior in the absence of plan in school life compared to the presence of a plan ( $U = 2,830$ ;  $P \leq, 05$ ). It has been observed that students who do not plan for school have greater AP level scores than students who do not prepare for the school. In other words, students who do not have plans in school life exhibit more AP behavior.

#### 4.13. Findings on the 13<sup>th</sup> Research Question

Findings related to the question “*does the level of academic procrastination behavior of Secondary School students differ according to the priority spending effectiveness variable?*” are given below.

Man-Whitney U Test was performed to investigate if there was a discrepancy between the scores of the students showing AP behavior based on the priority time procrastination activity variable. The results are presented in Table 14.

**Table 14. Academic Procrastination scores according to Priority time - consuming activity Variable Mann-Whitney U Test Results**

Scale	Priority Time Management	n	Mean Rank	Sum of Ranks	U	Z	p
<b>Aca. Proc Total</b>	Internet First	160	209,66	33545,50	9,41433	-6,017	<b>,000</b>
	Homework First	188	144,58	27180,50			

*Note: Aca. Proc. Total: Academic Procrastination Total*

When the results are observed; a noticeable discrepancy in the total scores of AP behaviors was found ( $U = 9,41433$ ;  $p \leq ,05$ ). Firstly, it was found that AP scores of pupils who spent time online were greater than those who did homework. In other words, the level of AP behaviors of students who spend time on the web first can be said to be higher.

#### 4.14. Findings on the 14<sup>th</sup> Research Question

Findings related to the question “*Is there a significant correlation between the attitudes towards social media and the lower dimensions of social media and the levels of academic procrastination behaviors of the eighth-grade students in secondary school?*” are given below.

A correlation test was utilized to investigate if there was a noticeable discrepancy between the attitudes of the students towards SM and their lower dimensions and their perceptions of AP behaviors. Spearman-Brown Correlation test results are provided in table 15.

**Table 15. The results of Spearman-Brown correlation analysis on the levels of attitudes towards social media and its subscales and the levels of Academic Procrastination Behavior**

		SMMEAN					
		APMEAN	SMTOT	SC	SI	SN	RT
APMEAN	r	1,000					
	p	0,000					
SMMEAN	r	<b>,094</b>	1,000				
	p	<b>,041</b>	,000				
SMMEAN	r	<b>,182</b>	<b>,791</b>	1,000			
	p	<b>,001</b>	<b>,000</b>	,000			
SMMEAN	r	<b>-,271</b>	-,024	<b>-,360</b>	1,000		
	p	<b>,000</b>	,662	<b>,000</b>	0,000		
SMMEAN	r	<b>,210</b>	<b>,830</b>	<b>,647</b>	<b>-,309</b>	1,000	
	p	<b>,000</b>	<b>,000</b>	<b>,000</b>	<b>,000</b>	0,000	
Öi	r	,095	<b>,562</b>	<b>,452**</b>	<b>-,229</b>	<b>,328</b>	1,000
	p	,078	<b>,000</b>	<b>,000</b>	<b>,000</b>	<b>,000</b>	0,000

\* $p < 0.05$ ; \*\* $p < 0.01$

*Note: APMEAN: Total of the Academic Procrastination Scale, SMTOT: Total of the Social Media Scale, SMMEAN: Total of Social Media Scale, SC: Social Competence, SI: Social Isolation, SN: Sharing Needs RT: Relationship with the Teacher*

When the findings in Table 15 are examined, a statistically noticeable positive and a very weak connection between the scores of SM attitudes and AP behaviors scores ( $r = 0,094$ ,  $p < 0,01$ ) can be observed. In other words, the higher the SM attitude scores of the pupils, the higher the level of AP behavior. It was concluded that there was a noticeable positive association between SM's social competence and sharing need sub-dimensions and AP level ( $r = 0.182$ ,  $p < 0.01$ ;  $r = 0.210$ ,  $p < 0.01$ ). In other words, it can be said that as the scores of the pupils in means of social competence and the need for sharing increase, the level of AP behaviors will increase. There is a negative connection between social isolation sub-dimension of SM and AP behaviors ( $r = -0.271$ ,  $p < 0.01$ ). In other words, it can be asserted that the level of AP behavior decreases as the scores of SM in the social isolation dimension increase. No noticeable

connection between SM teacher sub-dimension and AP level ( $r = 0.095$ ,  $p > 0.05$ ) was observed.





## CHAPTER V

### 5. CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

This paper's primary objective is to investigate the correlation between 8<sup>th</sup>-grade pupils' SM attitude levels and AP behaviors. In the research using the scanning model, 348 students created a sample. As a result, prominent differences and correlations between social media attitudes levels and academic procrastination scores were determined. In other words, students' social media attitudes significantly influenced academic procrastination. Discussion, results, and suggestions for the findings obtained in accordance with the research findings are given below.

#### 5.1. Conclusions

The research data were analyzed based on the sub-problems. As a conclusion, the findings were included, and the results obtained from the findings are as follows;

When the SM levels of the pupils were investigated, it was concluded that the SM attitude levels of the students were moderate, and their social isolation levels were high.

When the students' attitudes towards SM and its sub-dimensions were examined according to gender variable, a noticeable discrepancy between the total scores of SM, and social competence and sharing need dimensions of SM was observed. It was concluded that females had more sharing needs than male students.

When the attitude levels of the pupils towards SM and its sub-scales were examined based on maternal education, it was found that there was a prominent discrepancy in the social isolation sub-scale, whereas there was no difference in other subscales. Moreover, it was found that pupils with a high maternal education level had a lower level of social isolation.

When the pupils' attitudes towards SM and its sub-scales were investigated according to the father's educational level, it was found that there was no noticeable difference in the sub-dimensions of the scale. Correspondingly, it can be said that the father education level variable is not a variable that differentiates the scores in the total scale and sub-dimensions of social media.

When the attitude levels of the pupils towards SM and its sub-dimensions were examined according to the daily internet usage time variable, it was found that there

was a noticeable discrepancy in the sharing need and the relationship with the teacher sub-dimension, but no noticeable difference occurred in the other sub-dimensions. In the sub-dimension of the relationship with teachers, it was found that there was a statistically noticeable discrepancy between the group using the web for 1 hour or less and the group using the web for 4 hours or more. It can be said that pupils who use the web for less than 1 hour per day have higher attitudes in relation to SM teachers.

When the attitude levels of the pupils towards SM and its sub-dimensions were analyzed based on the priority time-passing activity variable, it was found that there was a noticeable discrepancy between the social competence, sharing need and total scores of SM in favor of the pupils who spent their priority time online. Therefore, it was concluded that the priorities of the students were on the internet.

When the students' AP behavior levels are examined, it is concluded that they have moderate AP.

When the AP behaviors of the pupils were analyzed based on gender, it was concluded that there was no noticeable discrepancy between the groups and thus, pupils' AP levels were determined to be similar regarding gender.

When the AP behaviors of the pupils were examined according to the mother's education level, it can be said that there was no noticeable discrepancy between the groups and therefore the AP behaviors of the pupils were similar.

When the AP behaviors of the pupils were examined based on the father's education level, it can be said that there was no noticeable discrepancy between the groups and therefore the AP behaviors of the pupils were similar.

When the AP behaviors of the pupils were compared based on the time spent online, it was found that there was a noticeable discrepancy between the groups. When the scores were examined, it was concluded that the AP behaviors of the students with high internet usage periods were high.

When the AP behaviors of the pupils were compared based on the school life plan, a noticeable discrepancy was found between the groups. According to this finding, it is concluded that pupils who do not have a school life plan have greater AP behaviors.

When the AP behaviors of the pupils were examined firstly according to the time-passing activity variable, it was found that there was a noticeable discrepancy between the groups. Accordingly, it was found out that the AP of the pupils who had prioritized spending time on the web was higher.

When the relationship between pupils' attitudes towards SM and AP behavior was examined, it was found that there was a very low, positive and meaningful correlation. Thus, pupils' attitudes towards SM positively affect their AP behaviors. Pupils with more SM knowledge have more AP behavior.

## **5.2. Discussion**

### **5.2.1. Discussion of the Findings of the Attitude Level of Secondary School Students towards Social Media and Sub-Dimensions**

Research data were analyzed in accordance with the research questions Based on the findings, the results obtained from the findings are as follows;

When the SM attitude levels of the pupils were examined, it was found that the SM attitudes levels of the pupils were moderate, and the social isolation levels were high. As a conclusion of the research carried out by Ortar and Argin (2014), it was demonstrated that the pupils' attitudes towards SM were also found as higher. A study by Vural and Bat (2010) found that more than three-fourth of students use SM applications. Altınay-Boron (2018) concluded that adolescents' attitudes toward SM were prominently greater. However, Alican and Saban (2013) found that secondary and high school students' attitudes towards SM, in general, were lower as a result of their research. Differences in social media attitudes could be influenced by different socio-economic levels of participants. The social media attitudes of the students participating in this research were moderate. This can be explained by the fact that the pupils would be studying for the high-school entrance exams.

### **5.2.2. Discussion of the Findings of Attitude Levels of Secondary School Students Towards Social Media and Its Sub-dimensions Based on Gender**

Discussion of findings related to the research question; It was found that there is a noticeable discrepancy between SM attitude levels of pupils based on gender variable and attitude levels of SM in means of social competence and sharing need. It was concluded that the SM attitude levels of females and the attitude levels of SM in the form of social competence and sharing needs were higher than male students. However, it was found that female students were always curious about what was happening on SM, that they controlled the SM before an urgent job, did not realize

how time passed while using SM and engaged their minds with SM continuously. When all the results are evaluated together, it can be said that females feel more need to socialize and share their emotions than males. Argın (2013) and Bedir (2016) determined that there was no noticeable discrepancy based on gender. This finding is similar to the findings of this paper. However, in the study implemented by Batıgün and Kılıç (2011) on university students, it was found out that the web use of male students was more intense than females. The emergence of different results in the studies may have been due to the different samples.

### **5.2.3. Discussion of the Findings of Attitude Levels of Secondary School Students Towards Social Media and Its Sub-dimensions Based on Mothers' Education**

When the attitudes of the pupils towards SM and subscales were examined according to maternal educational level, the results indicated that there was a noticeable discrepancy in the subscale of social isolation; and maternal education status was found to be statistically noticeable among university, high school, and primary school-graduate mothers. It was concluded that children of high school graduates felt elevated social isolation and that university graduates' children felt lower social isolation. As a result of his research, Argın (2013) found that the scores obtained from social competence, social isolation and the relationship with teachers differ significantly based on their mother's educational level. It has been suggested that the pupils whose mothers are primary school graduates have greater scores in social competence, social isolation, and relationships with instructors. In a survey carried out by Akdemir (2013), SM usage of the pupils whose parents graduated from a university was determined to be higher whereas the attitudes of the pupils whose parents graduated from primary school were found to be lower. No noteworthy discrepancy was observed in other subscales. Akkuş (2018) maternal educational level did not demonstrate a substantial difference in the levels of Facebook addiction. This result also indicated the similarity in this study. Furthermore, no noticeable discrepancy was found in the SM attitudes of the students in the study carried out by Gürültü (2016), Atalay (2014) and Argın (2013).

#### **5.2.4. Discussion of the Findings of Attitude Levels of Secondary School Students Towards SM and Its Sub-dimensions Based on Fathers' Education**

When the attitude levels of the pupils towards SM and its sub-dimensions were examined based on the paternal education level, it was observed that there was no noteworthy discrepancy between the levels of SM attitudes and the sub-dimensions of SM. According to this, it can be said that the father education level variable is not a variable that differentiates between social media attitudes and sub-dimensions. Contrarily, Argin (2013) found a noticeable discrepancy between SM's social competence, social isolation, and attitudes related to instructors, based on the father's educational status variable. However, similar to the findings of this paper, no noticeable discrepancy was determined between the attitudes of SM and the need to share SM. In addition, Akdemir (2013) found a noteworthy discrepancy in Facebook attitudes based on the father's education level. High Facebook attitude score after the father of high school graduates; the lowest Facebook attitude score was found to be found in the fathers of primary school graduates. The characteristics and sizes of the selected samples may have caused different results.

#### **5.2.5. Discussion of the Findings of Attitude Levels of Secondary School Students Towards SM and Its Sub-dimensions Based on Duration of Daily Web Use**

When the attitudes of the pupils towards SM and its subscales were examined based on daily web use time variable, a noticeable discrepancy in the attitudes of pupils towards SM and its sub-dimensions was observed along with similar results in the need to share and the relationship with the teacher sub-dimension. However, no visible discrepancies were determined in the other sub-dimensions. Pronounced differences were determined between the group using the web for less than 1 hour and those using the web for 4 hours or more; and between 2-3 hours, and 4 hours or more. Besides, a noteworthy discrepancy was observed between the group using the web for less than 1 hour, and the pupils using the web for 2-3 hours. When the sub-dimension of the need to share something on social media is examined, it is revealed that the average of the users using the web for less than 1 hour in one day is the lowest; while the average of the users using the web for more than 4 hours is the highest. It is prominent that pupils who use the web for 4 hours or more need to share something on

SM. Argin (2013) asserts that there was a noticeable difference between total scores of SM and social competence, social isolation and relationship with teacher sub-dimensions according to the average time spent on SM sites. This result is similar to the conclusions of this paper. In the sub-dimension of the relationship with teachers, a statistically observable discrepancy was determined between the group using the internet for 1 hour or less and the group using the web for 4 hours or more. When the relations of these students with their teachers are examined, it is observable that the sub-dimension of the relationship with the teachers who use the web for less than 1 hour is higher, and the average of the pupils who use the web for more than 4 hours is lower. It can be said that pupils who use the web for less than 1 hour per day have higher attitudes in relation to SM teachers. Akkuş (2018) found as a result of research that Facebook attitudes scale up with increasing daily internet usage and Facebook usage time. Teyfur, Akpunar, Safalı, and Ercengiz (2017) claimed that the duration spent on the web is a variable that increases SM loyalty. Furthermore, in the studies conducted by Akdemir (2013) and Balcı and Gölcü (2013), it has been suggested that as the daily SM and web use time increases, the pupils' internet and social media dependence increases. These results coincide with the results of the research. According to the findings, higher usage attitudes of students who use social media networks more often can be said to be an expectable result of using these networks intensively every day.

#### **5.2.6. Discussion of the Findings of Attitude Levels of Secondary School Students Towards SM and Its Sub-dimensions Based on Preferentially Spending Time in The Internet**

When the attitudes of the pupils towards SM and its subscales were examined according to priority-based spending activity variables, an observable discrepancy was identified between the social competence, the need for sharing and the SM total scores in favor of the pupils who spent their priority time online. Therefore, it has been concluded that the students' priorities are the internet. The priority time-consuming variable affects social media dependence significantly. The SM scale average of pupils who spend time online and then do their homework are substantially higher than those who spend time on the internet. According to the subscales, social competence and sharing needs subscales differ according to the priority spending effectiveness variable. The average of students entering the internet for social competence size is

higher than those who do homework before. Similarly, in the lower dimension of the need for sharing, the average of students entering the internet is higher than those who do homework before. It is anticipated that the SM dependence of pupils who have placed the internet on top as their priority list will be higher. Students cannot start their homework without spending time online and following SM. In support of this result, the level of AP behavior of pupils who spend time on the web have difficulties with starting their homework.

In the study conducted by Demir and Kutlu (2018), the relationship between academic achievement and high school students 'use of the internet was examined, and it was concluded that students' spending time on the Internet was significantly related to variables such as academic motivation and commitment to the school. At the same time, it was concluded that the priority time of the pupils was seen more for interaction purposes. Accordingly, it is considered that the association between the priority time of the pupils and their educational merit levels is consistent. However, it is seen that the study examining the differences in social media attitudes in terms of priority time passing variable is not included in the literature. Therefore, in similar studies conducted with students on the frequency of internet or social media usage, evaluations based on the time variable were taken as criteria. Similar findings have been obtained in these studies (Akdemir, 2013; Balcı & Gölcü, 2013; Demir & Kutlu, 2018).

#### **5.2.7. Discussion of the Findings of Academic Procrastination Behavior of Secondary School Students**

Based on the results, students' academic procrastination levels are moderate as well as social media attitudes. The results of Akkuş (2013) and Akdemir (2018) found that the students' Facebook attitudes and academic procrastination behavior levels were moderate. Cumaoglu and Coşkun (2012) examined the academic procrastination levels of teacher candidates and found that they showed moderate procrastination behavior. These conclusions are similar to the results of this paper. Gürültü (2016), asserted that high school students' AP levels are above the middle level and exhibit a procrastination behavior. However, as a finding of the study carried out by Özzorlu (2018), it was identified that the AP level of Secondary School pupils was lower than the middle level.

### **5.2.8. Discussion of the Findings of Academic Procrastination Behavior of Secondary School Student Based on Gender**

No notable discrepancy in the level of AP behaviour was identified between female students and males according to gender variable. In their study on Çelik and Odaci (2015) University students, Demir and Kutlu (2017) found that in parallel with these findings, gender was not a significant variable in the academic procrastination behavior. However, Kandemir (2010), Sarıoğlu (2011) and Yatgın (2014) found that there was a considerable discrepancy in the gender variables. It was determined that the discrepancy was meaningful in favor of individual pupils. In other words, it has claimed that males exhibit more AP behavior than females.

### **5.2.9. Discussion of the Findings of Academic Procrastination Behavior of Secondary School Student Based on Mothers' Education**

No prominent discrepancy was observed between the levels of AP behavior according to the mothers' education status variables of the participants. Similarly, in the studies of Balkis (2006) and Kandemir (2010) on the students of universities, the studies on the students of Dilmaç (2011) and Oran (2016) on the students of secondary education, they concluded that there was no noticeable discrepancy between the levels of the pupils' AP behavior based on the mother's status. Tekin-Akdemir (2013), Tanrikulu (2013) and Akkuş (2018) found a noteworthy discrepancy between the AP behavior levels based on the mother education status variable. The difference between the findings may be due to the different age characteristics of the samples.

### **5.2.10. Discussion of the Findings of Academic Procrastination Behavior of Secondary School Student Based on Fathers' Education**

No prominent discrepancy was identified between the levels of AP behavior based on the fathers' education. Kandemir (2010) and Tanrikulu (2013) suggested that the level of AP behavior of pupils did not differ expressively based on father's education status. These conclusions coincide with the results of this paper. In contrast to these studies, Akkuş (2018) and Gürültü (2016) found an observable discrepancy between the levels of AP behavior based on the father education status variable of the



pupils. The education level of fathers may be related to the fact that they may spend less time than mothers and have less knowledge regarding their children's current status about academic achievement.

#### **5.2.11. Discussion of the Findings of Academic Procrastination Behavior of Secondary School Student Based on Preferentially Spending Time in The Internet**

It was identified that there was a noticeable discrepancy between the groups in means of AP levels of the pupils based on the time spent online. It was concluded that the AP behavior of pupils with high web use time was also greater. The more time spent online, the greater the tendency to postpone the educational process. This result is natural. Students spend more time on the internet, so they can push their homework and school-related tasks to the second level. Research by Ergenç (2011), Akdemir (2013) and Gürültü (2016) claimed a noteworthy association between the time spent online and the AP behavior. According to these results, as the average time spent on SM and the web increased, findings regarding the increase in the procrastination behavior were found. These results are similar to the findings of this paper. Odacı's study (2011) concluded that there was no noticeable connection between web usage and AP behavior.

#### **5.2.12. Discussion of the Findings of Academic Procrastination Behavior of Secondary School Student Based on School Life Plans**

A prominent discrepancy was observed between the groups when the pupils' AP levels were compared with the school life plan. According to this finding, it was concluded that the AP behaviors of pupils who do not have school life plans were higher. Demir and Kutlu (2018) found that there is a noticeable association between school commitment, AP, and academic motivation. Based on these conclusions, a notable negative connection was identified between academic motivation and AP that could be associated with school plans. It can be seen that the result obtained consistently shows the connection between AP and educational plans. The outcome is thought to be consistent in that students with fewer educational plans or scholastic agendas have an academic procrastination behavior or tend to postpone tasks and responsibilities that may bring academic achievement.

### **5.2.13. Discussion of the Findings of Academic Procrastination Behavior of Secondary School Student Based on Priority-Based Time Spent in The Internet**

An observable discrepancy was identified between the groups when pupils' AP levels were first examined based on the time-consuming activity variable. According to this result, it was concluded that the level of AP behavior of pupils who spend time and then do homework on the web was significantly higher than the other group. The results may be stemmed from the fact that students' preferences could be mostly related to Internet usage. Therefore, their tendencies regarding academic achievement or motivation may decrease. It can be seen that the result provides information about the time spent on the web and where the pupils spend after school. The fact that students indicate AP behavior can be explained by the fact that they spend time outside the school on social media and engage in certain extracurricular activities.

### **5.2.14. Discussion of the Attitude Levels and AP Behaviors of Secondary School 8th Grade Pupils Towards Social Media and Sub-dimensions of SM**

The association between the attitudes towards SM and AP behaviors of the pupils was found to be very low, positive, and noticeable. Therefore, the attitudes of the pupils towards SM affect the AP behavior in a way that increases. Pupils with more SM attitudes levels can be said to have more AP behavior. A positive connection was revealed between SM's need for social competence and sharing subscales and the level of AP behavior. It has been identified that SM has a negative-directional low correlation between social isolation sub-dimension and AP behavior. It was identified that there was no notable connection between the relationship with the instructor and the level of AP behavior. Can (2018) found that there was a moderate positive association between the AP behaviors of adolescents and web addiction levels. Tekin-Akdemir (2013)'s research revealed a moderate connection between Facebook attitudes and AP trends.

### **5.3. Recommendations**

The findings of the research are discussed in two dimensions as recommendations for practitioners and researchers;

#### **5.3.1. Recommendations for Practitioners**

Students think that social relations in real life are negatively affected by social media. Therefore, activities can be organized, primarily in schools where students can socialize with their friends.

The situation of mothers' educational levels affects social isolation and academic procrastination. Parents' education can be provided in schools where they can do what they can to prevent their children from using the internet properly and to prevent academic procrastination.

Spending too much time on the internet affects some subscales of academic procrastination and social media attitudes. Students can be informed about the correct internet usage.

Planning a plan for educational life affects academic procrastination and social media dependence. School psychological counsellors can be recommended for students to implement activities that increase their motivation to plan and execute their plans. Students who do not have a future plan can discuss the reasons and focus on their education instead of social media.

Studies can be carried out by school counsellors and researchers about what the priority time-spend activity should be and how students should plan their time.

MEB can present electronic educational materials for students in an environment that enable entertainment and communication.

#### **5.3.2. Recommendations for Researchers**

This research can be repeated at different grade levels.

SM attitudes and AP can be examined regarding several other variables that are not included in this research.

The same study can be repeated by adopting a qualitative research method.

In terms of evaluating pupils' attitudes towards SM and AP levels for the parents, it is believed that the SM attitudes of the parents and perceived AP behaviors of their children could be included.

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## APPENDIX

### Appendix-1: Personal Information Form

#### 1. Gender

Girl ( )

Boy ( )

#### 2. Your Class Level

#### 3. Mother Education Status

Master or higher ( )

University ( )

High ( )

Primary ( )

Illiterate ( )

#### 4. Father Education Status

Master or higher ( )

University ( )

High ( )

Primary ( )

Illiterate ( )

#### 5. How many hours do you connect to the internet per day?

1 hour and less ( )

2-3 hours ( )

4 hours and more ( )

#### 6. Do you have any future plans in your school life?

Yes ( )

No ( )

#### 7. Do you spend time on the internet or do your homework?

I spend time online and then I do my homework. ( )

I spend time online after I do my homework. ( )

## Appendix-2: Social Media Attitude Scale

Please tick your degree of participation in the expression below by marking the corresponding box (x) at the level of the expression.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>	<b>Strongly Agree</b>
1) Thanks to social media sites, I want my friends to notice me.					
2) I feel like I have got a new personality through social media sites.					
3) I think social media sites are moving me away from my friends.					
4) I like to chat with my friends about the shares I see on social media sites.					
5) I like to comment on content on social media sites.					
6) I like to be sharing post such as video, music etc. on social media.					
7) I think social media sites moving me away from my family.					
8) I think I am getting rid of loneliness through social media sites.					
9) I like to follow my teachers on social media sites.					
10) I like it when my teachers follow my writing.					
11) I can't spend enough time with my family because of social media sites.					
12) I like my shares being appreciated by my friends.					
13) Thanks to social media sites, I think reach people I have common interests					

and goals.					
<b>14)</b> Because of social media sites, I can't spare enough time for other social activities.					
<b>15)</b> I am happy to spend time on social media sites.					
<b>16).</b> I can express my feelings more easily through social media sites to my particular friend.					
<b>17)</b> Thanks to social media sites, I like to know about the events.					
<b>18)</b> I think I will have more friends thanks to social media sites.					
<b>19)</b> The way my teachers follow me on social media sites makes me feel valuable.					
<b>20).</b> I think my need for respect is met through social media sites					
<b>21)</b> It makes me happy that my friends comment on my shares.					
<b>22)</b> I can't take enough care of my lectures because of social media sites.					
<b>23)</b> I can't spend enough time with my friends because of social media sites.					



### Appendix 3. Academic Procrastination Scale

The purpose of this scale is to determine your study habits. Below are some statements. Please read each statement carefully and determine how much it defines you by using the following scale by placing the (X) mark on the numbers next to the items.

Never reflects me	Reflects me very little	Reflects me a little bit	Mostly reflects me	Totally reflects me				
1	2	3	4	5				
1	I study my lectures regularly.			1	2	3	4	5
2	I usually do my homework/projects on the deadline			1	2	3	4	5
3	I stop studying early to make things more enjoyable			1	2	3	4	5
4	I have time to repeat the topics before the exams			1	2	3	4	5
5	Whenever I start to do homework, I think other things except for homework			1	2	3	4	5
6	Even if they are important, I leave exams to work unnecessarily on the last day.			1	2	3	4	5
7	I come prepared for classes.			1	2	3	4	5
8	I study boring lessons at the last moment			1	2	3	4	5
9	I read the readings given about any course.			1	2	3	4	5
10	When I study lesson, I always take a break for doing something such as talking to someone, drinking tea or coffee etc.			1	2	3	4	5
11	I submit my homework/projects on time			1	2	3	4	5
12	Even if the date is pre-announced, when the exam day approaches, I am dealing with other things that don't have priority			1	2	3	4	5
13	If I prepare a class study program for myself, I follow it			1	2	3	4	5
14	Even the course is important, I study at the last moment			1	2	3	4	5
15	I have lessons that I fail to leave for the last day of study.			1	2	3	4	5
16	I can't submit my homework/projects in time			1	2	3	4	5
17	I have studied every aspect of exam-related topics before an exam			1	2	3	4	5
18	I leave my homework/projects to the last day for trivial reasons.			1	2	3	4	5
19	I am a student who leave the courses to the last day and say "I will start on time next time"			1	2	3	4	5

## Appendix-4: Permission for the Questionnaires

The screenshot shows a Gmail inbox with the following details:

- Sender:** Kübra Günay <gunaykubrayed@gmail.com>
- Recipient:** Deniz Çakıcı <denizozdemcackici@gmail.com>
- Subject:** Kübra Günay- Ölçek İzni
- Date:** 17 Ara 2018 Pzt 15:27
- Content:**

Merhaba Hocam,

Yeditepe Üniversitesinde PDR yüksek lisans yapmaktayım. Bu yıl tez aşamasındayım. Tez konum "ORTAOKUL ÖĞRENCİLERİNDE SOSYAL MEDYA KULLANIM SIKLIĞI İLE AKADEMİK ERTELEME DAVRANIŞI ARASINDAKİ İLİŞKİNİN İNCELENMESİ". Çalışmamda sizin "AKADEMİK ERTELEME" ölçeğinizi izniniz olur ise kullanmak istiyorum. Tez önerimi etik kurula göndermek için sizin izninizi bekliyorum. Şimdiden ilgi ve alakanız için teşekkürler.

İyi günler.

iPhone'umdan gönderildi

The screenshot shows a Gmail inbox with the following details:

- Sender:** Deniz Çakıcı <denizozdemcackici@gmail.com>
- Recipient:** Kübra Günay <gunaykubrayed@gmail.com>
- Date:** 18 Ara 2018 Sal 06:38
- Content:**

Çalışmanızda geliştirmiş olduğum Akademik Erteleme Ölçeği ni kullanabilirsiniz. İyi çalışmalar, başarılar dilerim.

iPhone'umdan gönderildi

17 Ara 2018 tarihinde 15:27 saatinde, Kübra Günay <gunaykubrayed@gmail.com> şunları yazdı:

...
- Reply:**

Kübra Günay <gunaykubrayed@gmail.com>

Alic: Deniz <denizozdemcackici@gmail.com>

Çalışmamda katkı sağlacağınız için asil ben teşekkür ederim Hocam.

İyi günler.

iPhone'umdan gönderildi

Deniz Çakıcı <denizozdemcackici@gmail.com> şunları yazdı (18 Ara 2018 06:37):

...

Postalarda arayın

E-Posta Yaz

Gelen Kutusu 2

Yıldızlı

Ertelendi

Gönderilmiş Postalar

Taslaqlar

Diğer

Kübra +

Yakın zamanda gerçekleşen bir sohbet yok

Yeni bir tane başlatın

Kübra Günay- Ölçek izni

Kübra Günay <gunaykubrayed@gmail.com>

Alıcı: motrar

16 Ara 2018 Paz 09:10

Mehaba Hocam,

Yeditepe Üniversitesinde PDR yüksek lisans yapıpaktayım. Bu yıl tez aşamasındayım. Tez konum "ORTAOKUL ÖĞRENCİLERİNDE SOSYAL MEDYA KULLANIM SIKLIĞI İLE AKADEMİK ERTELEME DAVRANIŞI ARASINDAKİ İLİŞKİNİN İNCELENMESİ". Çalışmamda sizin sosyal medya tutum ölçeğinizi izniniz olur ise kullanmak istiyorum. Tez önerimi etik kurula göndermek için sizin izninizi bekliyorum. Şimdiden ilgi ve alakanız için teşekkürler.

İyi günler.

iPhone'umdan gönderildi

Dr.Mustafa OTRAR <motrar@marmara.edu.tr>

Alıcı: ben

16 Ara 2018 Paz 09:34

Mehaba Kübra Hanım,

Ölçeğimiz ortaokul düzeyi için sadece son sınıf öğrencilerini kapsıyor. Yani orta 5-6-7. Sınıf öğrencileri standardizasyon gruplarının dışında. Bu ölçeği kullanma konusundaki fikrinizi değiştirebilir. Yine de isterseniz göndereceğim.

Kolaylıklar dilerim.

Doç.Dr. Mustafa OTRAR  
T.C.Milli Eğitim Bakanlığı  
Tatim ve Terbiye Kurulu Başkanlığı

Postalarda arayın

E-Posta Yaz

Gelen Kutusu 2

Yıldızlı

Ertelendi

Gönderilmiş Postalar

Taslaqlar

Diğer

Kübra +

Kolaylıklar dilerim.

Doç.Dr. Mustafa OTRAR  
T.C.Milli Eğitim Bakanlığı  
Tatim ve Terbiye Kurulu Başkanlığı  
Kurul Üyesi

Serhat Mah. 1290. Sokak No.1  
06374 Yenimahalle - Ankara  
Tel: 0312 413 43 00 / 4479  
Faks: 0312 413 45 19  
e-posta (1): [mustafaotrar@meb.gov.tr](mailto:mustafaotrar@meb.gov.tr)  
e-posta (2): [motrar@marmara.edu.tr](mailto:motrar@marmara.edu.tr)  
URL: [www.mustafaotrar.net](http://www.mustafaotrar.net)

Gmail interface showing an email from Kübra Günay to Dr. Mustafa. The email content includes a greeting, a thank you message for a presentation, and a mention of a presentation given on an iPhone. The email is dated 16 Ara 2018 Paz 20:11.

**Kübra Günay** <gunaykubrayed@gmail.com>  
Alıcı: Dr. Mustafa

Merhaba Hocam,

Söyüdikerinizi dikkate alarak sadece 8. Sınıfları kapsayacak şekilde araştırmamı sınırlandırıyorum.

İlgilendiğiniz için çok teşekkürler.

iPhone'umdan gönderildi

Dr. Mustafa OTRAR <motrar@marmara.edu.tr> şunları yazdı (16 Ara 2018 09:34):

...

Gmail interface showing an email from Dr. Mustafa OTRAR to Kübra Günay. The email content includes a greeting, a thank you message for a presentation, and a mention of a presentation given on an iPhone. The email is dated 16 Ara 2018 Paz 21:59.

**Dr. Mustafa OTRAR** <motrar@marmara.edu.tr>  
Alıcı: ben

Tekrar Merhabalar,

Çalışmanızda, Sayın Argın bey ile geliştirdiğimiz "sosyal medyaya yönelik tutum ölçeği"ni kaynak göstermek sureti ile kullanmanızdan memnuniyet duyarız. Gösterdiğiniz ilgi için teşekkür eder başarılar dilerim.

3 Ek

SMTÖ Makale.pdf, Sosyal Medya Tutu..., Sosyal Medya Tutu...

...

**Kübra Günay** <gunaykubrayed@gmail.com>  
Alıcı: Dr. Mustafa

Hocam sizin ve Argın Bey'in geliştirdiği ölçek sayesinde tez çalışmamda önemli katkıda bulunacağınız için asıl ben teşekkür ederim.

iPhone'umdan gönderildi

Dr. Mustafa OTRAR <motrar@marmara.edu.tr> şunları yazdı (16 Ara 2018 21:59):

...

<SMTÖ Makale.pdf>



SAYI : 75078252-050.01-026 **120**

KONU : Etik Kurul Onayı

08.03.2019

### İLGİLİ MAKAMA

Yeditepe Üniversitesi, Eğitim Bilimleri Enstitüsü Rehberlik ve Psikolojik Danışmanlık Anabilim Dalı Yüksek Lisans öğrencilerinden Kübra Günay'a ait " Ortaokul 8. Sınıf Öğrencilerinde Sosyal Medya Kullanım Sıklığı ile Akademik Erteleme Davranışı Arasındaki İlişkinin İncelenmesi" başlıklı araştırmasının Beşeri Bilimler etik standartlarına uygunluğuna ilişkin Yeditepe Üniversitesi Beşeri ve Sosyal Araştırmalar Etik Kurul Onayı ekte sunulmuştur.

Bilgilerinize rica ederim.

Prof. Dr. F. Yeşim EKİNCİ

Rektör Yardımcısı



T.C. YEDİTEPE ÜNİVERSİTESİ

SAYI : 75078252-050.01-027

KONU : Etik Kurul Onayı

08.03.2019

### YEDİTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜNE

Yeditepe Üniversitesi, Eğitim Bilimleri Enstitüsü Rehberlik ve Psikolojik Danışmanlık Anabilim Dalı Yüksek Lisans öğrencilerinden Kübra Günay'a ait " Ortaokul 8. Sınıf Öğrencilerinde Sosyal Medya Kullanım Sıklığı ile Akademik Erteleme Davranışı Arasındaki İlişkinin İncelenmesi " başlıklı araştırmasının Beşeri Bilimler etik standartlarına uygunluğu Yeditepe Üniversitesi Beşeri ve Sosyal Araştırmalar Etik Kurulu tarafından değerlendirilmiş ve onaylanmıştır.

Prof. Dr. Servet BAYRAM

Etik Kurul Komisyon Başkanı

Eğitim Fakültesi, Bilgisayar ve Öğretim Teknolojileri Öğretmenliği Bölümü

Prof Dr. Sultan UZELTÜRK

Hukuk Fakültesi, Hukuk Bölümü

Prof. Dr. Suat ANAR

İletişim Fakültesi, Gazetecilik Bölümü

Prof. Dr. Ayla ERSOY

Güzel Sanatlar Fakültesi, Sanat Yönetimi Bölümü

Prof. Dr. Saffet BABÜR

Fen Edebiyat Fakültesi, Felsefe Bölümü

Prof. Dr. Zeynep Aslı ALICI

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Prof. Dr. Mehmet BAYRAKTAR

Fen Edebiyat Fakültesi, Antropoloji Bölümü