

IN SEARCH FOR AROUSAL PROCRASTINATION: ACTIVE
PROCRASTINATION AND ITS RELATIONS WITH SENSATION
SEEKING, NEED FOR COGNITION AND CYBERSLACKING

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
BAHÇEŞEHİR UNIVERSITY

BY

DENİZ ŞİMŞEK

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
IN
THE DEPARTMENT OF CLINICAL PSYCHOLOGY

AUGUST 2018

THE REPUBLIC OF TURKEY
BAHCESEHIR UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES
CLINICAL PSYCHOLOGY

Name of the thesis: In Search for Arousal Procrastination: Active Procrastination and Its Relation with Sensation Seeking, Need for Cognition and Cyberloafing

Name/Last Name of the Student: DENİZ ŞİMŞEK

Date of the Defense of Thesis: 03.08.2018

The thesis has been approved by the Graduate School of Social Sciences.

Assoc.Prof.Dr. Burak KÜNTAY
Graduate School Director

I certify that this thesis meets all the requirements as a thesis for the degree of Master of Arts.



Assist. Prof.Dr. Başak Türküler AKA
Program Coordinator

This is to certify that we have read this thesis and we find it fully adequate in scope, quality and content, as a thesis for the degree of Master of Arts.

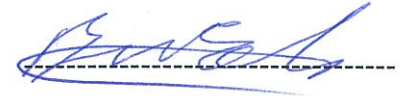
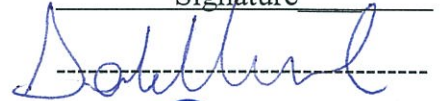
Examining Comittee Members

Thesis Supervisor
Assist.Prof.Dr. Doruk UYSAL IRAK

Member
Assist. Prof.Dr. Başak Türküler AKA

Member
Assist. Prof. Dr. Burak DOĞRUYOL

Signature



“I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and ethical conduct, I have fully cited and referenced all material and results that are not original to this work.”

Deniz ŐimŐek

ABSTRACT

IN SEARCH FOR AROUSAL PROCRASTINATION: ACTIVE PROCRASTINATION AND ITS RELATIONS WITH SENSATION SEEKING, NEED FOR COGNITION AND CYBERSLACKING

Şimşek, Deniz

M.A., Clinical Psychology

Supervisor: Assist. Prof. Doruk Uysal Irak

August 2018, 97 pages

Active Procrastination is a new and widely researched construct in today's world. The possibility of an adaptive form of procrastination is an ongoing debate for 10 years. Current study aimed to make an adaptation study of Active Procrastination Scale to examine an adaptive form of procrastination in Turkish university students. It is also argued that active procrastination may have relations with arousal personality features, such as sensation seeking, need for cognition and extraversion. Cyberslacking is also a new widely research construct that has relation with procrastination. So the second part of the current study aimed to examine the

relations of active procrastination with sensation seeking, need for cognition, extraversion and cyberslacking.

200 university students participated in the first study. The sample included 78.5% female and 22% male participants between ages 18-28 and the mean age is 21. Tuckman Procrastination Scale, Decisional Procrastination Scale, Adjective Based Personality Test, Time Management Questionnaire and Satisfaction with Life Scale was used to test for convergent and incremental validity of the scale.

Results indicated that factor analysis successfully determined four subscales in the Turkish adaptation as the original scale including outcome satisfaction, preference for pressure, intentional decision to procrastinate, and ability to meet deadlines. Cronbach's alpha results revealed good reliability of the four factors and Active Procrastination Scale had negative correlations with Tuckman Procrastination Scale ($r=-.19, p<.05$) and Decisional Procrastination Scale ($r=-.23, p<.01$). Active Procrastination Scale had positive correlations with GPA ($r=.28, p<.01$) and time attitudes ($r=.32, p<.01$).

The second study included 138 university students. The sample included 63.2% female and 36.8% male participants between ages 19-30 and the mean age was 21. Tuckman Procrastination Scale, Adjective Based Personality Test, Need for Cognition Scale, Brief Sensation Seeking Scale – 8, and Cyberslacking Scale was used to test the correlation.

The results of the second study revealed that there was no correlation between active procrastination and arousal personality constructs such as sensation seeking, need for cognition, and extraversion ($p>.05$). Active procrastination had positive correlation with conscientiousness ($r=.21, p<.05$), negative correlation with passive

procrastination ($r=-.28, p<.01$), neuroticism ($r=-.21, p<.01$) and search cyberslacking ($r=-.28, p<.01$)

It is the first study of active procrastination in Turkish culture. It is believed that the Turkish form of the scale will be a useful tool for the research of active procrastination in Turkish culture.

Keywords: Active procrastination, arousal personality, cyberslacking



ÖZ

UYARILMAYA DAYALI ERTELEME DAVRANIŞINI ARAMA: AKTİF ERTELEME VE HEYECAN ARAMA, DÜŞÜNME İHTİYACI VE SİBER AYLAKLIK İLE İLİŞKİSİ

Şimşek, Deniz

Yüksek Lisans, Klinik Psikoloji

Tez Yöneticisi: Yrd. Doç. Dr. Doruk UYSAL IRAK

Ağustos 2018, 97 sayfa

Aktif erteleme, günümüzde yeni ve oldukça araştırılan bir kavramdır. Son 10 yıldır, ertelemenin olumlu bir formunun olup olmadığı tartışılmaktadır. Bu çalışmada ise Türkiye’deki üniversite öğrencileri arasında ertelemenin olumlu formu, Aktif Erteleme Ölçeği’nin uyarlaması yapılarak bulunmaya çalışılmıştır. Aktif ertelemenin uyarılmaya dayalı kişilik kavramları olan heyecan arayışı, düşünme ihtiyacı ve dışadönüklük ile ilişkili olabileceği önceki araştırmalarda tartışılmıştır. Bunun yanında siber aylaklık da günümüzde oldukça araştırılan ve erteleme davranışı ile ilişkisi olduğu bilinen bir kavramdır. Bu nedenle ikinci araştırmada aktif ertelemenin

heyecan arayışı, düşünme ihtiyacı, dışadönüklük ve siber aylıklık ile ilişkileri araştırılmıştır.

İlk araştırmaya 200 üniversite öğrencisi katılmıştır. Bunların %78.5'i kadın, %22'si erkek öğrencilerdir. Öğrenciler, 18-28 yaşları arasındadır ve yaş ortalaması 21 olarak bulunmuştur. Aktif Erteleme Ölçeğinin geçerliliği için Tuckman Erteleme Ölçeği, Karar Vermeyi Erteleme Ölçeği, Sıfata Dayalı Kişilik Özellikleri Ölçeği, Zaman Yönetimi Ölçeği ve Yaşam Doyumu Ölçeği kullanılmıştır.

Sonuçlar, faktör analizinin geçerliliğini göstermiştir ve ölçeğin Türkçe formunun original halindeki gibi dört faktör olduğu bulunmuştur. Bunlar, sonuçtan tatmin, baskı tercihi, kasıtlı erteleme kararı ve son teslim tarihine yetişme altölçekleridir. Cronbach alfa skorları dört altölçeğin de geçerliliğini göstermiştir ve sonuçlara göre Aktif Erteleme Ölçeği, Tuckman Erteleme Ölçeği ($r=-.19, p<.05$) ve Karar Vermeyi Erteleme Ölçeği ($r=-.23, p<.01$) ile negative korelasyon, GPA ($r=.28, p<.01$) ve zaman tutumları ($r=.32, p<.01$) ile pozitif korelasyon göstermiştir.

İkinci çalışmada 138 üniversite öğrencisi bulunmaktadır. Bunların %63.2'si kadın, %36.8'i erkektir. Yaş aralıkları 19-30 arası olup ortalama yaş 21'dir. Bu çalışmada, Tuckman Erteleme Ölçeği, Sıfatlara Dayalı Kişilik Ölçeği, Düşünme İhtiyacı Ölçeği, Kısa Heyecan Arayışı Ölçeği – 8 ve Siber Aylıklık Ölçeği kullanılmıştır.

İkinci çalışma sonucunda, aktif ertelemenin uyarılmaya dayalı kişilik özellikleri olan heyecan arayışı, düşünme ihtiyacı ve dışadönüklük ile anlamlı bir korelasyon göstermediğini bulunmuştur ($p>.05$). Aktif erteleme, sorumluluk ($r=.21, p<.05$) ile pozitif korelasyon, pasif erteleme ($r=-.28, p<.01$), duygusal dengesizlik

($r=-.21, p<.01$), ve arama siber aylaklık altölçeđi ($r=-.28, p<.01$) ile negative korelasyon göstermiştir.

Bu çalışma, Türkiye’de aktif erteleme ile ilgili ilk çalışmadır. Ölçeđin Türkçe formunun Türk kültüründe aktif ertelemeyi arařtırmak adına kullanışlı bir ölçek olacađı düşünölmektedir.

Anahtar kelimeler: Aktif erteleme, uyarılmaya dayalı kişilik, siber aylaklık



To my cat Mişa



ACKNOWLEDGEMENTS

I would like to thank to my supervisor, Assist. Prof. Doruk Uysal Irak for her understanding, suggestions and her patience with my own procrastination. Without her support, I would procrastinate more and couldn't write this thesis.

I also would like to thank my jury members, Assist. Prof. Başak Türküler and Assist. Prof. Burak Doğruyol for their valuable suggestions and their support.

I am deeply thankful to my department, Prof. Dr. Ayşe Ayçiçeği-Dinn for her endless support and guidance, Assist. Prof. Zeliha Babayiğit for her support and guidance through this master's program, Assist Prof. İlke Kadıoğlu Sienkiewicz for her support and help with translation and Instructor Wayne M. Dinn for his guidance and suggestions of pizza and rock n' roll.

I would like to thank my family, Pembe Mehdi, Macide Şimşek, Yalçın Şimşek and Doğu Şimşek for believing me and for being with me through hard times. I would like to thank my second family, my friends; Anna Rozum, Ayça Tiryaki, Ayhan Gürel, Cem Bıçak, Dicle Doğan, Ekin Emiral, Eren Olgun, Ersin Arafal, Gülşen Ayla, Irina Tsagareli, Kemal Emre Arpacı, Mert Şimşek, Mustafa Terzioğlu, Onur Ünal, Özgür Çokyüce, Saygınhan Çelik, Ümit Coşkun, Volkan Tezkavuşan, for their true support and friendship. In addition, I would like to thank Ekin Emiral again for her support through SPSS and Irina Tsagareli for her love.

Last but not least, I would like to thank the below bands for their support through music: Architects, Blessthefall, Bloodbath, Disperse, DVSR, Emmure, God is an Astronaut, Heisskalt, Issues, Krobak, Mastodon, Meshuggah, Miss May I, Parkway Drive, Prophet's Rage, Septic Flesh, Skindred, Stick To Your Guns, Stray From The Path, Tesseract, The Hirsch Effekt, Twelve Foot Ninja, Uneven Structure, Veil of Maya, Volumes.



TABLE OF CONTENTS

PLAGIARISM	ii
ABSTRACT	iii
ÖZ.....	vii
DEDICATION	ix
ACKNOWLEDGEMENTS	x
TABLE OF CONTENTS	xiii
LIST OF TABLES	xv
1. INTRODUCTION.....	16
1.1. Active Procrastination	20
1.2. Sensation Seeking	23
1.2. Active Procrastination and Sensation Seeking.....	25
1.2. Need for Cognition.....	26
1.2. Active Procrastination and Need for Cognition	28
1.2. Cyberslacking.....	29
1.2. Active Procrastination and Cyberslacking	32
1.2. Aim of the Thesis	32
2. STUDY 1 METHOD	34
2.1. Participants	34
2.2. Measures.....	35
2.2.1. Demographic Form	35
2.2.2. Active Procrastination Scale	36
2.2.3. Tuckman Procrastination Scale	36
2.2.4. Decisional Procrastination Scale.....	37

2.2.5. Adjective Based Personality Test.....	37
2.2.6. Time Management Questionnaire	38
2.2.7. Satisfaction with Life Scale.....	38
3. STUDY 1 RESULTS	39
3.1. Data Screening	39
3.2. Factor Analysis.....	40
3.3. Constructive Validity	44
3.4. Predictive Validity.....	47
4. STUDY 2 METHOD	48
4.1. Participants	48
4.2. Measures.....	49
4.2.1. Demographic Form	49
4.2.2. Active Procrastination Scale	49
4.2.3. Tuckman Procrastination Scale	50
4.2.4. Adjective Based Personality Test.....	50
4.2.5. Need for Cognition Scale	51
4.2.6. Brief Sensation Seeking Scale.....	51
4.2.7. Cyberslacking Scale	51
5. STUDY 2 RESULTS	52
5.1. Data Screening	52
5.2. Correlation Analysis.....	52
5.3. Group Differences	56
6. DISCUSSION	57
6.1. General Discussion.....	57
6.2. Limitations	63
6.3. Future Directions	64

REFERENCES..... 65
APPENDICES..... 78



LIST OF TABLES

Table 1. Active Procastination Scale Factor Analysis	42
Table 2. Active Procastination Scale Turkish Form.....	45
Table 3. Correlations Table.....	54



CHAPTER 1

INTRODUCTION

Psychologists are especially interested in maladaptive behaviors in academic area, and one of these behaviors is procrastination, that effects people's ordinary life like diet, postponing jobs and postponing going to a doctor or psychologist (Ariely, & Wertenbroch, 2002). Procrastination is also related to depression, stress and anxiety (Mullen, 2014). Procrastination is defined as a maladaptive behavior that contains emotions, irrational thinking, maladaptive motivational purposes, delay etc. (Corkin, Yu, & Lindt, 2011). Procrastination causes task aversiveness, task delay, a low self-esteem and impulsiveness and effects self-control, distractibility, organization and achievement motivation (Steel, 2007). Although other maladaptive behaviors that psychologists are interested, are relatively rare, procrastination is common among students, estimated as 70% to 85% (Ellis, & Knaus, 1977, O'Brien,

2002). In general, procrastination is common more than any other psychological disorder, approximately 20% (Harriot, & Ferrari, 1996).

Procrastination is believed to be a self-regulatory failure and has associations with self-efficacy (Tuckman, 1992), avoidance and motivation (Corkin et al., 2001), external locus of control (Trice, & Milton, 1987), neuroticism (Steel, Brothen, & Wambach, 2001), and anxiety (Lay, 1992).

In psychology, to identify a problem behavior, personality factors are firstly used due to its stableness (Kanten, & Kanten, 2015). In several studies, neuroticism is found to have a positive relationship and believed to be a core personality factor for procrastination (Ferrari, 1992; Lay, 1992, Schouwenburg, & Lay, 1995), while extraversion is found to have a negative relationship with procrastination, some researchers found that extraversion have a relation with procrastination (Steel, Brothen, & Wambach, 2001).

One feature of procrastination is to fail to complete the task before the deadline. Because of this failure, there is an impact on self-efficacy and the first researcher who studied procrastination's impact on self-efficacy is Bandura. Bandura hypothesized that people with low self-efficacy has low expectancy of success and therefore have a lower motivation and that starts the procrastination (Steel, 2002).

Because procrastination is not a one time, rather an ongoing behavior in person's life, locus of control and procrastination is also examined. It is found that procrastinators have a stronger external locus of control than non-procrastinators (Rothblum, Solomon, & Murakami, 1986; Trice, & Milton, 1987). Locus of control

explains why procrastination is a persistent maladaptive behavior in people's everyday life.

Some researchers do not see procrastination as a single unique construct, but a construct that has its own forms and features. First, Ferrari (1992) used several procrastination scales and their relations with arousal personality features as sensation seeking, need for cognition and extraversion. Ferrari found that Lay's Procrastination Scale has relations with sensation seeking and because of that he concluded that this procrastination scale assesses a special form of procrastination called arousal procrastination. Ferrari furthered his research on other forms of procrastination and he examined the Decisional Procrastination Scale and Adult Inventory of Procrastination (AIP) and concluded that AIP assesses another form that is called avoidance procrastination. In their study, Chu and Choi (2005) found another form of procrastination called active procrastination. They explained that active procrastinators are the ones who deliberately postpone their works to study under time limit pressure, that is their motivational way to study, and finish on time. They separate passive procrastinators as the ones who postpone their work unintentionally (due to their self-regulation inefficiency) and cannot finish their work on time.

There is no research to date about active procrastination, but there are several researches about procrastination in Turkey, mostly academic procrastination. The causes and effects of procrastination has been studied more in Turkey, rather than the treatment of procrastination. In their research, Uzun Özer, Demir, and Ferrari (2009) found that 52% of students usually procrastinate in Turkey. Ulukaya and Bilge

(2014) also found that 53% of the students procrastinate, so the numbers are similar. From the personality point of view, in one study conscientiousness and agreeableness were found to have negative relationships with procrastination (Albayrak, Yazıcı, & Reisoğlu, 2016). Karataş and Bademcioğlu (2015) conducted a study using Adjective Based Personality Test by Bacanlı, İlhan, and Aslan (2009), they have found a positive relationship with neuroticism and negative relationship with conscientiousness, agreeableness, openness to experience and extraversion between academic procrastination. Baltacı (2017) found that emotional stability has a positive relationship with procrastination. Other correlates that can be also related to procrastination like self-esteem and avoidance were also studied. Ulukaya and Bilge (2014) found that when parents are strict, children are less likely to procrastinate in Turkish culture. Academic procrastination is related to performance avoidance (Kandemir, 2012). Low self-esteem is associated with academic procrastination (Aydoğan, & Özbay, 2012) and in a study, students who study at night procrastinate more than students who study at mornings or afternoon (Toy, 2014).

While for our knowledge, active procrastination is never studied in Turkish culture and a hot topic in the world literature, Active Procrastination Scale (Choi & Moran, 2009) is the only scale to assess active procrastination in the field. So, the purpose of this study was to validate Active Procrastination Scale into Turkish and examine its relations with sensation seeking, need for cognition and cyberslacking in a sample of undergraduate students. Active Procrastination Scale assesses the active delay that contains an intentional delay to procrastinate, a personal preference for pressure, ability to meet the deadlines and satisfaction with the outcome. The first study was conducted to validate the Active Procrastination Scale to Turkish and the

second study was conducted to examine its relations with arousal personality features.

1.1 Active Procrastination

The word 'procrastination' is actually a Latin word, meaning as 'pro' for 'forward' and 'crastinus' for 'of tomorrow' (Klein, 1971). Steel (2007) defines procrastination as "to voluntarily delay an intended course of action despite expecting to be worse off for the delay". Steel's definition of procrastination is related to a non-adaptive form of the behavior, while there are other researchers who believe there is an adaptive form of procrastination behavior (Chu & Choi, 2005). According to Klingsieck (2013), there are four areas of research for the antecedents of procrastination: personality, motivational, clinical, and situational. The research from the personality dimension has been interested on the topics as perfectionism, self-esteem, impulsivity, intelligence and personality factors as extraversion and conscientiousness. The motivational dimension is interested in extrinsic motivation, intrinsic motivation, locus of control, self-efficacy. The clinical psychology is mostly interested in depression, anxiety, and stress. The situational dimension relates procrastination with task characteristics and teacher characteristics. One another separation of procrastination is the most recent one that is of active and passive procrastination (Chu & Choi, 2005). Chu and Choi (2005) thought not all procrastination behavior comes with negative and unwanted outcomes. In several studies, passive procrastination and active procrastination are found to be inversely related (Corkin, Yu, & Lindt, 2011; Seo, 2013).

Choi, and Moran (2009) developed an Active Procrastination Scale and found that active procrastination is related to extraversion, good GPA grades, life satisfaction and more purposeful use of time. Active procrastinators like studying under pressure and deliberately postpone their task and they can meet the deadlines. So active procrastination is a form of procrastination that is related to intentionally postponing work to study under time limit pressure and finish the work before the deadline. A non-adaptive form of procrastination is related to a self-regulatory failure that is more related to negative affect, stress and low self-efficacy (Steel, 2007).

Not all researchers agree with the definition of an active procrastination. Although active procrastination is defined as a positive form of procrastination (Chu & Choi, 2005), some researchers think that active procrastination is not a form of procrastination, rather it is a type of delay (Chowdbury & Pychyl, 2018; Corkin et al., 2011; Hensley, 2015). According to Chowdbury and Pychyl (2018) using the term “active procrastination” is an oxymoron itself, while procrastination is mostly referred as a ‘self-regulatory failure’ and an ‘active self-regulatory failure’ is a blurry term. They think that active procrastination is a type of delay that everyone does some time. People can delay their work, but are able to finish it before the deadline and it is not a procrastination, they think it is delay. Procrastination comes with negative outcomes (Steel, 2007). But active procrastinators are people who can finish their work before the deadline, deliberately delay their work to work under pressure.

Intentional decision to delay is found to be negatively correlated with active procrastination. In one study, intentional decision to delay seems to be a unique construct and have more in common with passive procrastination than active

procrastination (Hensley, 2014). Fernie, Bharucha, Nikcevic, and Spada (2017) divides procrastination as intentional and unintentional and developed the Unintentional Procrastination Scale to further develop the distinction between intentional procrastination and unintentional procrastination stating active procrastination failed to correlate with the outcome satisfaction and ability to meet deadlines in a Canadian student sample.

From a motivational perspective, Chu and Choi (2005) and Seo (2013) found that active procrastination is negatively associated with extrinsic motivation while Shin and Goh (2011) found no association between extrinsic motivation and active or passive procrastination. Seo (2013) found that active procrastinators tend to motivate themselves with autonomous forms of motivation, while passive procrastinators with controlled forms of motivation.

In one study, flow (Csikszentmihalyi, 1990) is found to influence active procrastination, and also it is associated with higher grades (Kim & Seo, 2013). Active procrastination is linked with creative ideation and creative problem solving (Liu, Pan, Luo, Wang, & Pang, 2017).

From the personality perspective, neuroticism is related to both active and passive procrastination; but students who score high on neuroticism tend not to engage in active procrastination (Kim, Fernandez, & Terrier, 2017). Several studies have found that active procrastination is related to high self-efficacy where passive procrastination is related to low self-efficacy (Cao, 2012; Chowdbury & Pychyl, 2018; Chu & Choi, 2005; Corkin et al., 2011). In conclusion, the separation of procrastination itself into active and passive is still in controversy and we need more

research on this topic. If active procrastinators tend to work under pressure, then active procrastination may be related to arousal personality constructs such as need for cognition, sensation seeking, and extraversion.

1.2 Sensation Seeking

Sensation seeking is known as “a trait defined by the seeking of varied, novel, complex, and intense sensations and experiences, and the willingness to take physical, social, legal, and financial risks for the sake of such experience” (Zuckerman, 1994, p.27). From the formation and definition of the sensation seeking construct, various studies have been made to relate the construct with the other constructs.

The peak years of a person for sensation seeking is her/his twenties and sensation seeking is declining after twenties (Zuckerman, 1994). Although some researchers claim that sensation seeking is highest during adolescence (Peach, Gaultney, 2013).

From a biological basis, a meta-analysis shows a strong relationship between novelty-seeking (or sensation seeking) and dopamine D4 receptor loci (Munafò, Yalcin, Willis-Owen, Flint, 2008). Several studies show that mesolimbic dopaminergic system has an important value in sensation seeking (Zuckerman, 1994). In neuropsychological functioning, it is found that low level sensation seekers have improved memory for low sensation seeking materials and high sensation seekers have improved memory for high sensation seeking materials (Everett & Palmgreen, 1995).

Environment has also effects on sensation seeking that higher socioeconomic status means acceptable sensation seeking behaviors as extreme sports, stimulation-

related activities and travel, low socioeconomic status means higher experience of criminal and antisocial activities (Farley, 1981).

The earlier studies have been researching the link of personality and sensation seeking, have found to correlate sensation seeking construct with hypomania scale of the Minnesota Multiphasic Personality Inventory (Zuckerman, Neary, & Brustman, 1970). Bipolar patients scored higher on sensation seeking scale than normal controls, depressives and neurotics (Zuckerman & Nebb, 1979). Sensation seeking is also seen as a form of extraversion (Eysenck, 1967) and psychopathy (Quay, 1965).

In one study a link is found between emotional stability and extraversion with sensation seeking (Ljubin-Gholub, Vrselja, & Pandzic, 2017); while some researchers found a psychoticism and extraversion relationship with sensation seeking (Zuckerman, & Glicksohn, 2016). But sensation seeking differs from extraversion to measure the high or low levels of arousal and also stimulation from activities and interests (Zuckerman, 1980).

Moreover sensation seeking is shown to correlate with drug use (Huba, Newcomb & Bentler, 1981; Khivari, Mabry, & Humes, 1977; Kilpatrick, Suther, Roitzsch, & Miller, 1976), risky driving (Zuckerman, 1979), smoking (Zuckerman, 1994), gambling, extreme sports (Zuckerman, 1994), unprotected sex (Henderson, Hennessy, Barrett, Curtis, McCoy-Roth, Trentacoste, & Fishbein, 2005), caffeine dependence (Jones & Lejuez, 2005), cheating behavior (DeAndrea, Carpenter, Shulman, & Levine, 2009). Substance use is associated with sensation seeking on a shared genetic basis (Mustanki, Viken, Kaprio, & Rose, 2003). Sensation seeking is also associated with internet addiction (Dalbudak, Evren, Aldemir, Coşkun, Uğurlu,

& Yıldırım, 2013). In their research with adolescents from 6 different high schools, Ortin, Lake, Kleinman and Gould (2012) have found a positive relationship between sensation seeking and depressive symptoms, substance use problems and suicidal ideation and lifetime suicide attempts. In several studies, internet dependency is found to have a strong relationship with thrill and adventure seeking, experience seeking, disinhibition and boredom susceptibility (Lin & Tsai, 2002; Rahmani, & Lavasani, 2011).

Sensation seeking doesn't always generate negative outcomes. Higher levels of sensation seeking also has link with resilience and a tendency to see the outside world less threatening (Zuckerman, 1994). McKay, Skues and Williams (2018) also found that sensation seeking has a significant effect on resilience and problem-focused coping partially mediates the relationship between resilience and sensation seeking. Sensation seeking is also thought to be a construct of arousal personality with extraversion and need for cognition (Ferrari, 1992).

Zuckerman, Kolin, Price and Zoob (1964) developed a Sensation Seeking Scale that consists of 40 items and subfactors like disinhibition, experience seeking, thrill and adventure seeking and boredom susceptibility.

1.3 Active Procrastination and Sensation Seeking

Although there is no study to date, that examines the relation between active procrastination and sensation seeking, various other forms of procrastination may have a link with sensation seeking (Simpson, & Pychyl, 2009). Active and passive forms of procrastination are not the only division of procrastination into forms. In his classic article, Ferrari (1992) found two motivational forms of procrastination:

arousal and avoidance. Ferrari found that General Procrastination Scale (Lay, 1986) is positively associated with sensation seeking and Adult Inventory for Procrastination (McCown, & Johnson, 1989) is negatively associated with need for cognition and self-esteem. Although Simpson, and Pychyl (2009) couldn't replicate Ferrari's finding and questioned the possibility of arousal procrastination. They suggested a cognitive dissonance model (Festinger, 1957) that the person's plans of working is dissonant with the person's behavior of not working and to reduce this dissonance the person may change her thoughts to reduce this cognitive dissonance and tension for her delay.

In his meta-analytic review, Steel (2010) found that General Procrastination Scale has the second lowest correlation with sensation seeking among university students, and Ferrari's results are the outliers among the other research, questioning an arousal form of procrastination and seeing procrastination as a deviant behavior. Another construct that was studied in the research for arousal procrastination is need for cognition.

1.4 Need for Cognition

The need for cognition construct first described by Cohen, Stotland and Wolfe (1955) as "a need to structure relevant situations in meaningful, integrated ways". As conceptualized by Cacioppo and Petty (1982) need for cognition is willingness of a person to engage in cognitive activity to address issues. In other words individuals who are high in need for cognition tend to use more complex explanations (McDaniel, & Lawrence, 1990). Need for cognition is related to motivational explanations, while it is believed that engaging effortful thinking is a

self-rewarding process and includes enjoyment. From this perspective it is believed to be an intrinsic motivation (Thompson, Chaiken, & Hazelwood, 1993).

The people with low need for cognition rely more on the speaker's attractiveness while people with high need for cognition rely on acquiring more information (Petty, Cacioppo, & Goldman, 1981).

To express need for cognition and personality relationship, Sadowski, and Cogburn (1997) assessed need for cognition with personality dimensions measured by NEO-FFI and found that openness to experience and conscientiousness are positively related to need for cognition. Similarly, Dollinger (2003) found that need for cognition is related to high openness scores, high conscientiousness, and low neuroticism and creativity. Tuten and Bosniak (2001) found a positive correlation between extraversion and need for cognition. Fleischhauer et al. (2010) studied need for cognition with several concepts of personality and temperament and found that high need for cognition is positively correlated with openness and conscientiousness and negatively correlated with neuroticism, and a minor relationship with intelligence. Feist (2012) researched students' interest of science and their personality and need for cognition, found that students who are more conscientious and introverted and high in need for cognition have a more interest in science.

From a point of cognitive ability, people high in need for cognition have better performance of recall and recognition (Kardash, & Noel, 2000) and adaptive decision making (Dai, & Wang, 2006). They also prefer complex tasks than simpler ones (Cacioppo, & Petty, 1982). It is also known that high need for cognition is related to moral behavior (Strobel, Grass, Pohling, & Strobel, 2017).

In his popular book, Carr (2010) raises the issue that in today's world, people uses short instant messages and read short articles and expose to several promotions on their computer that they are not able to think properly before acting. He suggests this type of internet use and short messaging reduce people's capacity of deep thinking and concentration. Using need for cognition scale, Turner and Croucher (2014) couldn't find any relationship between more internet usage and low or high need for cognition in a sample of college students who are actively internet users. Shi, Chen and Tian (2011) hypothesized that people who have high levels of Internet self-efficacy, need for cognition and sensation seeking are more prone to problematic Internet usage and found that need for cognition and sensation seeking along with Internet self-efficacy predicted the problematic use of Internet. Amichai-Hamburger, Kaynar, and Fine (2007) studied the need for cognition and Internet use relationship. They hypothesized that people with high need for cognition will use Internet for more information purposes and will be an expert on Internet usage. Moreover, on a sample of employees, Wu, Parker, and de Jog (2014) found that people with a high need for cognition have a proclivity for proactive work behavior and individual innovation behavior.

1.5 Active Procrastination and Need for Cognition

To address procrastination and need for cognition, Ferrari (1992) is the first to find an arousal procrastination that is better understood with sensation seeking and need for cognition. Arousal procrastination is another form of procrastination that is related to arousal personality. To investigate further Sarmany Schuller (1999) found that procrastination as measured by Melbourne Decision Making Questionnaire is partially correlated with sensation seeking and need for cognition. There is no

research related to date with active procrastination and need for cognition. Hensley (2013) suggested that future studies may seek the relation between active procrastination and arousal personality constructs such as sensation seeking and need for cognition to address active procrastination's underlying causes.

1.6 Cyberslacking

Cyberslacking or known as cyberloafing is defined to have an unproductive use of time in that students or employees can do their works instead of surfing or watching internet videos (Lim, 2002). Cyberslacking is becoming a serious problem as 59 percent of internet use is not related to work (Griffiths, 2003). Results from several studies show that men are more likely to engage in cyberslacking than women (Jia, Jia, & Karau, 2013; Lim, & Chen, 2012; Restuborg, Garcia, Toledano, Amarnani, Tolentino, & Tang, 2011).

Lim (2002) studied cyberslacking with neutralization theory and found that cyberslacking is a behavior that is very easily neutralized among employers and suggested three organizational justice that may be key to cyberslacking: distributive justice, procedural justice, and interactional justice. After Lim's study, Blau, Young, and Ward-Cook (2004) found that there are three types of cyberslacking (or they identify it as 'cyberloafing'): browsing-related, non-work related e-mail and interactive cyberloafing. De Lara (2007) also found that anomia may be a mediator between organizational justice and cyberslacking. Restuborg et al. (2011) also studied organization justice and cyberslacking with the effect of self-control and found that there is a negative relationship between self-control and self-reported and co-worked related cyberslacking. They also found that people who are both high in

self-control and procedural or organizational justice tend to do less cyberslacking at work.

Davis, Flett, and Besser (2002) found that loneliness is an indicator for the usage of internet as a purpose of social comfort and these people are also more sensitive to rejection. So the purpose here is to have a social communication without the fear of rejection. They also found that people use Internet more as a distraction from stressful event, work or stream of thought. To understand the predictors of cyberslacking Liberman, Seidman, McKenna, and Buffardi (2011) found that intrinsic involvement and low job involvement may cause cyberslacking behavior.

Lim (2002) firstly divides cyberslacking as emailing versus browsing. Although Anandarajan et al. (2004) have found that employees form different types of cyberslacking as disruptive, recreational and personal learning, Blanchard, and Henle (2008) upgrades Lim's (2002) division and divide cyberslacking as minor and serious. They also agree with Robinson and Bennett's description of cyberslacking as a deviant workplace behavior, but they think that minor cyberslacking is not a problem of serious actions for the companies. Minor cyberslacking is limited with sending and receiving non-work related emails, checking financial sites and news web sites and shopping online. Serious cyberslacking consists spending time in chatrooms, blogs, adult sites, gambling online and downloading music. They found that people who have external locus of control tend to engage in cyberslacking more. Employees also see cyberslacking acceptable when one cyberslacking behavior is common among all employees and when it is less, they perceive this behavior as a serious cyberslacking behavior (Lim, & Teo, 2005). From a student sample, Akbulut,

Dursun, Dönmez, and Şahin (2016) found that cyberslacking may have five different dimensions like sharing, shopping, real-time updating, accessing online content, gaming, or gambling. Zoghbi-Manrique-de-Lara (2012) thinks that dividing cyberslacking into several forms is not useful to fully understand potential abilities and harms of cyberslacking.

Cyberslacking also has positive effects on work. In a study, employees think that cyberslacking helps them to make their work interesting and themselves as better, interested workers and browsing has a positive impact on their work performance (Lim, & Chen, 2012).

To view the personality factor on cyberslacking, Jia, Jia, and Karau (2013) studied personality factors and cyberslacking and found that extraversion is positively related to cyberslacking, while openness, emotional stability and conscientiousness are negatively related. Wagner, Barnes, Lim, and Ferris (2012) found that higher levels of conscientiousness indicates less cyberslacking and low quality sleep and participants' cyberslacking behavior can be predicted by their sleep quality. Although it is also found that conscientiousness is only mildly significant and emotional stability and openness are negatively related to cyberslacking (Corgnet, Gonzalez, & Mateo, 2015). Andreassen, Torsheim, and Pallesen (2014) found that people who have higher scores on neuroticism and extraversion tend to use the social networks during work hours. In one study it is found that conscientiousness and emotional stability are negatively related to cyberslacking and people with high conscientiousness engage in cyberslacking less when their psychological power is lower (Kim, Triana, Chung, & Oh, 2016).

Cyberslacking is better understood in an ego depletion model of self-regulation. Wagner et al. (2012) thought that cyberslacking occurs if the person's self-control resources are depleted. But Askew et al. (2014) found that people do not engage in cyberslacking because of their ego-depletion, they avoid cyberslacking not to get caught and not to be socially disapproved.

From the research in student sample, Brubaker (2006) found that students are more distracted when they use their laptop in the class. Baturay, and Toker (2015) found that students who have higher scores tend to do cyberslacking more than students with lower grades. They also found that nine years of experience in Internet using is a threshold and students who have experience more than nine years tend to do cyberslacking more.

1.7 Active Procrastination and Cyberslacking

Although cyberslacking is a relatively new term and there are few research related to procrastination, cyberslacking is seen as another form of procrastination that is more visible nowadays (Lavoie, & Pychyl, 2001). Cyberslacking is seen as a type of withdrawal behavior (Askew, Buckner, Taing, Ilie, Bauer, & Coover, 2014). In their research containing cyberslacking, honesty, procrastination and personality, O'Neill, Hambley, Chatelier (2014) found that people who are conscientious and high on honesty and low on procrastination tend to make less cyberslacking.

1.8 Aim of the Thesis

The aim of the first study is to validate Active Procrastination Scale into Turkish, active procrastination is a relatively new construct and researched in different cultures like Korea (Seo, 2013). The aim of the second study is to

understand the relation between active procrastination and arousal personality.

Hensley (2014) suggested that arousal personality may be the key to understand the reasons behind active procrastination. So, second study examines the relation between active procrastination and extraversion, need for cognition, sensation seeking. Cyberslacking is also a relatively new construct and O'Neill, Hambley, and Bercovich (2014) found a correlation of cyberslacking and passive procrastination. So, second study also examines the relation between active procrastination and cyberslacking.



CHAPTER 2

STUDY 1

METHOD

2.1 Participants

In the first study, data collected from several private universities in Istanbul. The study was approved by Bahçeşehir University Research Ethics Board. The informed consent form was distributed first, and other forms are distributed to the students who wanted to take part of the study. The participants are students from four different private universities in Istanbul, Turkey. For the first study, participants filled a demographic form, Active Procrastination Scale, Tuckman Procrastination Scale, Decisional Procrastination Scale, Adjective Based Personality Test, Satisfaction with life Scale, and Time Management Questionnaire.

The final sample was composed of 200 participants of whom 78.5% were female and 22% of them were male. The age range was between 18 and 28 (M=21.47). Participants' (the student from several private universities) average GPAs were 3.08 (Min=1.60, Max=4.00, N=199).

98% of the participants uses the Internet every day and 94.5% of them use their cellphones for the access, while 68.5% use their laptop and 15.5% use the university computer. Only 0.5% of them use Internet Café to access the Internet.

17.5% of the participants study their exams regularly, 27.5% of the participants study just before the exams, while 54.5% study both regularly and the evening before the exam.

Only 2% of the participants think that they are very successful, and 60.5% of the participants think they are successful, 35% think they are little successful, 2% think they are unsuccessful and 0.5% think that they are mostly unsuccessful.

2.2 Measures

Participants responded a demographic form and six different questionnaires including Active Procrastination Scale, Tuckman Procrastination Scale, Decisional Procrastination Scale, Adjective Based Personality Test, Time Management Questionnaire, Satisfaction with Life Scale. Consent form, demographic form and all the questionnaires are presented in Appendix A.

2.2.1 Demographic Form

In this questionnaire, participants age, gender, their grades, GPAs are scored. There are also multiple-choice questions that assess the internet usage frequency, the

environment which internet used, the working time, satisfaction with the department and school, free time usage.

2.2.2 Active Procrastination Scale

Choi, and Moran (2009) developed Active Procrastination Scale to assess the adaptive form of procrastination. The scale consists of 16 items ($\alpha = .80$) and four subfactors: ability to meet deadlines (4 items, $\alpha = .70$), intentional decision (4 items, $\alpha = .70$), preference for pressure (4 items, $\alpha = .82$), outcome satisfaction (4 items, $\alpha = .83$). It is a 7-point Likert-type scale from not at all true to very true. The scale does not have a cut-off point and higher points means a higher level of active procrastination.

Active Procrastination Scale was kindly asked to Choi for translation and validation to Turkish by e-mail. After the approval, two psychologists translated the scale to Turkish and discussed the translation. The translation was reviewed by two more psychology professors. Then the translation was back-translated by a cognitive psychology professor who was unaware of the measure. The translation and back-translation were discussed and a unique form was set for using.

2.2.3 Tuckman Procrastination Scale

Tuckman (1991) developed the Tuckman Procrastination Scale to assess especially college students delay and procrastination behavior. The original scale has 16 items ($\alpha = .86$) and has a single factor structure.

The Turkish version is validated by Uzun Özer, Saçkes and Tuckman (2013) to assess procrastination tendencies in a Turkish college sample. Cronbach alpha score was found .89 in the current study.

2.2.4 Decisional Procrastination Scale

Mann (1982) developed Decisional Procrastination Scale as a subfactor for a decisional measure. Decisional Procrastination Scale has 5 items ($\alpha = .80$) and is single factor. The scoring is a 5-point Likert type from “completely false” (1) to “completely true” (5).

The scale is translated and validated by Balkıs (2006) and found a single factor ($\alpha = .73$). Higher scores indicate a higher level of decisional procrastination while lower scores indicate a lower level of procrastination. In the current study, Cronbach alpha score was found .83.

2.2.5 Adjective Based Personality Test

Bacanlı, İlhan and Aslan (2009) wanted to develop a questionnaire that consist of adjectives and based on five factor personality theory, so they developed the Adjective Based Personality Test (40 items) to measure personality. The internal consistency for the test is between .73 and .89. Personality Test of Adjectives has five factors: Extraversion (9 items, $\alpha = .89$), Neuroticism (9 items, $\alpha = .73$), Openness to Experience (7 items, $\alpha = .80$), Conscientiousness (8 items, $\alpha = .88$) and Agreeableness (7 items, $\alpha = .87$). The scale is a double-edged 7-point Likert type scale.

In this study, the Cronbach’s alpha scores for the subscales were as shown: Neuroticism factor of the Adjective Based Test was .70, Extraversion factor was .87, Openness to Experience factor was .79, Agreeableness factor was .83, Conscientiousness factor was .84.

2.2.6 Time Management Questionnaire

Time management questionnaire is developed by Britton and Tesser (1991) to measure students' time managing for their goals and sub-goals. The questionnaire has three factors as short-term planning (7 items), time attitudes (6 items) and long-term planning (5 items).

The Turkish version of Time Management Questionnaire is translated and validated by Alay and Koçak (2002) to measure the time managing practices of students in Turkey. The Turkish version of Time Management Questionnaire is 27 items ($\alpha = .87$) with three subfactors: time planning (16 items, $\alpha = .88$), time attitudes (7 items, $\alpha = .66$), time wasters (4 items, $\alpha = .47$). The scale is a 5-point Likert scale from “never” (1) to “always” (5). Higher points from the scale means the person is good at time managing while lower points indicate a poor time managing. The Cronbach alpha score was found .88 in the current study.

2.2.7 Satisfaction with Life Scale

Satisfaction with Life Scale is developed by Diener, Emmons, Larsen, and Griffin (1985). The scale intends to assess satisfaction with life in a global spectrum. The scale has 5 items ($\alpha = .82$), a single factor and a 7-point Likert type scoring from “strongly disagree” (1) to “strongly agree” (7).

The Turkish version is translated and validated by Durak, Şenol-Durak and Gençöz (2010). Turkish version also has 5 items with a 7-point Likert type scoring and a single factor. The Cronbach alpha score from the student sample is .82. In the current study, the Cronbach alpha score of the scale was found .83.

CHAPTER 3

STUDY 1

RESULTS

In this chapter, after the examination of demographic features, the psychometric examining of Active Procrastination Scale is presented. 205 participants were participated in the first study. The first study contains the standardization of Active Procrastination Scale in the Turkish context.

3.1 Data Screening

In order to meet the assumptions of the parametric data analysis, first data was screened for the outlier variables. To do that, skewness and kurtosis values were used. Five participants were excluded for the further analysis with the detection of Z-scores, as their scores did not answer the log10 transformation.

3.2 Factor Analysis

The first aim of the study was to validate the Active Procrastination Scale to Turkish context, so an exploratory factor analysis was explored with reliability and validity analyses. First exploratory factor analysis was applied. Then for the further reliability analyses, Cronbach alpha values were used. After, to find the validity of the questionnaire, its correlation with other scales were analyzed, and for the predictive ability of the scale, regression analysis was used.

First, R-matrix was examined, and it was seen that there was no multicollinearity in the data. After that, for the KMO statistic, the value was .80, which is above the criterion of .50, that can be considered as a good sampling adequacy (Field, 2013). Bartlett's test of sphericity was significant ($p < .001$).

A principal factor analysis was conducted on 16 items with orthogonal rotation (varimax). The Kaiser-Meyer-Olkin (KMO) measure was examined and verified the sampling adequacy as a good sampling (Field, 2013). All the KMO values for the individual items were greater than .62 which is the acceptable limit of .50. Eigenvalues were used to reach the factor model (in order 4.964, 3.128, 1.431, 1.080) and four factors explored 66.27% of the variance. According to the scree plot, either two or four factors were suggested, but the dramatic point of inflexion was on the fourth factor. Therefore, four factors were used for the further analyses. Table 1 shows the factor loadings after rotation. With the use of loadings, the first factor was named as outcome satisfaction (Items 1, 2, 3), the second factor was named as ability to meet deadlines (Items 5, 6, 7, 8), the third factor was named as preference for

pleasure (Items 9, 10, 11), and the fourth factor was named as intentional decision to procrastinate (Items 13, 14, 15, 16) as in the original article (Choi, & Moran, 2009).

Item 4 and item 12 did not load on any of the factors, so further analyses were done with the exclusion of these items.

Interrater reliability was used, in order to confirm this four-factor model. For the factor, outcome satisfaction (Items 1, 2, 3), Cronbach alpha value was .80, and all the items were belonging to this factor. For the second factor, preference for pleasure (Items 5, 6, 7, 8), Cronbach alpha was .84 and all the items were belonging to this factor. For the factor, intentional decision to procrastinate (Items 9, 10, 11), Cronbach alpha score was .80 and all the items were belonged to the factor. The fourth factor, ability to meet deadlines (Items 13, 14, 15, 16), Cronbach alpha was found to be .83 and item total statistic showed that all the items were belonged to the factor. For the total score, Cronbach alpha score was .80.

In the study, the Cronbach alpha scores for the other measures were also calculated. The Cronbach alpha scores were as follows: Tuckman Procrastination Scale was .89, Decisional Procrastination Scale was .83, The Life Satisfaction Scale was .83, Time Management Questionnaire was .88,

Table 1

Active Procrastination Scale Factor Analysis

	Outcome Satisfaction (0.80)	Preference for Pleasure (0.84)	Intentional Decision to Procrastinate (0.80)	Ability to Meet Deadlines (0.83)
1. Son teslim zamanlarına karşı yarıştığım zamanlarda performansım kötüleşir.	0.71			
2. Bir görevi aceleyle yapmam gerektiğinde iyi yapamam.	0.65			
3. Eğer işleri son ana kadar ertelersem, sonuçlarımdan tatmin olmam.	0.64			
4. Bir görevi, teslim zamanından hemen önce, yavaş tempoda yaparsam daha iyi sonuçlar elde ediyorum.				
5. Teslim tarihi yaklaşırken bir şey için çalışmak benim için gerçekten bir ıstırap olur.		0.56		
6. Baskı altında çalışmaya zorlandığımda mutsuz ve harekete geçmekte isteksiz olurum.		0.78		
7. Üzerimde çok fazla zaman baskısı olduğunda gergin olurum ve konsantre olamam.		0.82		

8. Teslim tarihi için acele etmem gerektiğinde kendimi engellenmiş hissederim.	0.70	
9. Zamanımı daha etkili kullanabilmek için bazı görevleri kasıtlı olarak ertelerim.	0.71	
10. Motivasyonumu arttırmak için işimi bile bile ertelerim.	0.63	
11. Zamanımı daha iyi kullanabilmek için, bazı görevleri bilerek ertelerim.	0.89	
12. Böyle tercih ettiğimden ödevlerimin / işlerimin çoğunu teslim tarihlerinin hemen öncesinde bitiririm.		
13. Sık sık işlere son anda başlarım ve zamanında bitirmekte zorlanırım.		0,78
14. Çoğunlukla kendime belirlediğim hedeflere ulaşmayı başaramam.		0.71
15. Sık sık işleri bitirmekte geç kalırım.		0.85
16. Faaliyetlere başladıktan sonra bitirmekte güçlük çekerim.		0.64

Eigenvalues of factors: 4.964 (31.023% of total variance), 3.128 (19.549% of total variance), 1.431 (8.946% of total variance), 1.080 (6,749% of total variance)

3.3 Construct Validity

To test the construct validity of the scale, first correlation between the scales were examined with the use of Pearson product moment correlation analysis.

Active Procrastination Scale total score was found to be negatively correlated with Tuckman Procrastination Scale ($r = -.19, p < .05$) and Decisional Procrastination Scale ($r = -.23, p < .01$). APS also have a negative correlation with neuroticism ($r = -.19, p < .05$), a positive correlation with GPA ($r = .28, p < .01$), and a positive correlation with time attitudes ($r = .32, p < .01$).

Preference for pleasure factor has a negative relation with neuroticism ($r = -.16, p < .05$) and a positive relation with time attitudes ($r = .18, p < .05$).

Intentional decision to procrastinate has a positive relation with decisional procrastination ($r = .16, p < .05$), passive procrastination ($r = .18, p < .05$) and GPA ($r = .26, p < .01$).

Only ability to meet deadlines factor has a correlation with life satisfaction ($r = .32, p < .01$). Ability to meet deadlines also has negative correlations with decisional procrastination ($r = -.42, p < .01$), and passive procrastination ($r = .52, p < .01$), positive correlations with time planning ($r = .20, p < .01$), time attitudes ($r = .43, p < .01$) and time wasters ($r = .31, p < .01$), extraversion ($r = .22, p < .01$) and conscientiousness ($r = .39, p < .01$).

Table 2 shows all the correlations between variables.

Table 2

Active Procrastination Scale Turkish Form

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1.APS Total	-																
2.Outcome Satisfaction	0.75**	-															
3.Preference for Pleasure	0.79**	0.62**	-														
4.Intentional Decision to Procrastinate	0.39**	0.13	0.11	-													
5.Ability to Meet Deadlines	0.55**	0.18*	0.18*	-0.16*	-												
6.Life Satisfaction	0.14	0.02	-0.03	-0.03	0.32**	-											
7.Decisional Procrastination	-0.23**	-0.12	-0.09	0.16*	-0.42**	-0.30**	-										
8.Time Planning	0.07	-0.11	-0.01	0.05	0.20**	0.21**	-0.25**	-									
9.Time Attitudes	0.32**	0.14	0.18*	-0.07	0.43**	0.25**	-0.51**	0.38**	-								

10.Time Wasters	0.13	0.05	0.01	-0.13	0.31**	0.07	-0.35**	0.21**	0.31**	-							
11.Tuckman Procrastination Scale	-0.18*	0.03	-0.01	0.18*	-0.52**	-0.23**	-0.60**	-0.39**	-0.54**	-0.48**	-						
12.Neuroticism	-0.19*	-0.11	-0.16*	-0.04	-0.15	-0.21**	0.27**	-0.01	-0.25**	-0.26**	0.11	-					
13.Extraversion	0.14	0.04	0.04	0.01	0.22**	0.33**	-0.34**	0.22**	0.19**	0.05	-0.21**	-0.04	-				
14.Openness to Experience	0.09	-0.02	0.08	0.09	0.04	0.21	-0.17**	0.06	0.06	0.01	-0.08	-0.08	0.48**	-			
15.Agreeableness	-0.01	-0.05	0.03	-0.02	0.04	0.21*	-0.19**	0.12	0.05	0.22**	0.11	-0.29**	0.29**	0.39**	-		
16.Conscientiousness	0.12	-0.1	-0.02	-0.01	0.39**	0.27**	-0.48**	0.52**	0.50**	0.38**	-0.55**	-0.07	0.37**	0.33**	0.36**	-	
17.GPA	0.28**	0.05	0.13	0.26**	0.19*	0.06	-0.06	0.12	0.13	0.12	-0.22**	0.01	-0.01	0.11	-0.09	0.22**	-

3.4 Predictive Validity

Regression results are summarized in the table 3. Multiple regression was statistically significant ($F(4, 185) = 5.75, \beta = -.06, p < .001, R^2 \text{ adj.} = .09$) explaining .09 percent of variance in life satisfaction. Another multiple regression for APS was conducted on GPA. APS and its factors can explain 13% if variance in GPA ($F(4, 184) = 7.70, \beta = .39, p < .001, R^2 \text{ adj.} = .13$). Accordingly, this means that APS was found valid while it predicts life satisfaction and GPA.



CHAPTER 4

STUDY 2

METHOD

4.1 Participants

In this study, 138 university students filled the demographic form, Active Procrastination Scale, Tuckman Procrastination Scale, Adjective Based Personality Test, Need for Cognition Scale, and Sensation Seeking Scale. 63.2% of the participants were female and 36.8% participants were male.

97.7% of the participants uses the Internet every day and 93.2% of them use their cellphones for the access, while 78.9% use their laptop and 28.6% use the university computer. Only 0.8% of them use Internet Café to access the Internet.

Only 15% of the participants study the exams regularly, 21.8% of the participants study just before the exams, while 62.4% study both regularly and the evening before the exam.

Just 3% of the participants think that they are very successful, 37.6% of the participants think that they are successful, 48.9% think they are little successful, 7.5% think they are unsuccessful and 1.5% think that they are mostly unsuccessful.

4.2 Measures

Participants responded a demographic form and six different questionnaires including Active Procrastination Scale, Tuckman Procrastination Scale, Adjective Based Personality Test, Need for Cognition Scale, Brief Sensation Seeking Scale, Cyberslacking Scale. Consent form, demographic form and all questionnaires are presented in Appendix A.

4.2.1 Demographic Form

In this questionnaire, participants age, gender, their grades, GPAs are scored. There are also multiple-choice questions that assess the internet usage frequency, the environment which internet used, the working time, satisfaction with the department and school, free time usage.

4.2.2 Active Procrastination Scale

Choi, and Moran (2009) developed Active Procrastination Scale to assess an adaptive form of procrastination behavior. The scale was validated into Turkish in the first study and Turkish form consists of 14 items ($\alpha = .80$) and four subfactors: ability to meet deadlines (4 items, $\alpha = .83$), intentional decision to procrastinate (3 items, $\alpha = .80$), preference for pressure (4 items, $\alpha = .84$), outcome satisfaction (3

items, $\alpha = .80$). It is a 7-point Likert-type scale from not at all true to very true. The scale does not have a cut-off point and higher points means a higher level of active procrastination. Cronbach alpha score was found .73 in the current study.

4.2.3 Tuckman Procrastination Scale

Tuckman (1991) developed the Tuckman Procrastination Scale to assess especially college students delay and procrastination behavior. The original scale has 16 items ($\alpha = .86$) and has a single factor structure.

The Turkish version is validated by Uzun Özer, Saçkes and Tuckman (2013) to assess procrastination tendencies in a Turkish college sample. In the current study, Cronbach alpha score was found .91.

4.2.4 Adjective Based Personality Test

Bacanlı, İlhan and Aslan (2009) wanted to develop a questionnaire that consist of adjectives and based on five factor personality theory, so they developed the Adjective Based Personality Test (40 items) to measure personality. The internal consistency for the test is between .73 and .89. Personality Test of Adjectives has five factors: Extraversion (9 items, $\alpha = .89$), Neuroticism (9 items, $\alpha = .73$), Openness to Experience (7 items, $\alpha = .80$), Conscientiousness (8 items, $\alpha = .88$) and Agreeableness (7 items, $\alpha = .87$). The scale is a double-edged 7-point Likert type scale.

In the current study, neuroticism has a Cronbach alpha score of .73, extraversion is of .85, openness to experience is of .71, agreeableness is of .81, and conscientiousness is of .75.

4.2.5 Need for Cognition Scale

Need for Cognition Scale is developed by Capioppo and Petty (1982) to assess people's enjoyment from thinking. Although the scale originally consists of 34 items, the shorter form with 18 items is used more in research. The shorter version is translated and validated by Gülgöz and Sadowski (1992) with a Cronbach alpha score as .91. The Cronbach alpha score was .21 in the current study.

4.2.6 Brief Sensation Seeking Scale – 8

Brief Sensation Seeking Scale for Young Adults was developed by Hoyle, Stephenson, Palmgreen, Lorch, and Donohew (2002) to assess sensation seeking scores of young adults on a short measure. The original scale contains 8 items and 4 factors as each factor has two items.

Çelik and Turan (2016) validated the Turkish version of Brief Sensation Seeking Scale for Young Adults and for the 8 items found a single factor ($\alpha = .79$). The higher points of the measure indicate a higher level of sensation seeking and lower points indicate low level of sensation seeking. In this study, Cronbach alpha score was .76.

4.2.7 Cyberslacking Scale

Cyberslacking scale is a self-report measure that is developed by Yaşar (2013). The scale consists of 23 items and four factors: personal cyberslacking, social cyberslacking, searching cyberslacking and news cyberslacking. The scale is a five-point Likert scale. Cronbach alpha score was found .84 in the current study.

CHAPTER 5

STUDY 2

RESULTS

5.1 Data Screening

First data was screened for the missing values and when the missing values were done, outlier analysis was checked. After controlling with Z-scores, log10 transformation was used. When log10 transformation did not work, five participants were excluded from the study, leaving 133 participants for the further analyses.

5.2 Correlation Analysis

Active Procrastination Scale was positively correlated with conscientiousness ($r = .21, p < .05$), negatively with passive procrastination ($r = -.28, p < .01$), negatively with neuroticism ($r = -.36, p < .01$) and negatively with searching cyberslacking ($r = -.28, p < .01$).

Outcome satisfaction is negatively correlated with neuroticism ($r = -.27, p < .01$) and searching cyberslacking ($r = -.30, p < .01$). Preference for pleasure is also negatively correlated with neuroticism ($r = -.29, p < .01$) and searching cyberslacking ($r = -.26, p < .01$).

From the factors of APS, only ability to meet deadlines have a positive relation with GPA ($r = .32, p < .01$), searching cyberslacking ($r = .21, p < .01$) and conscientiousness ($r = .44, p < .01$).

Social cyberslacking has a positive correlation with sensation seeking ($r = .25, p < .01$). Searching cyberslacking has a negative correlation with neuroticism ($r = .21, p < .01$). Extraversion has positive relations with personal cyberslacking ($r = .34, p < .01$), social cyberslacking ($r = .33, p < .01$) and news cyberslacking ($r = .33, p < .01$). News cyberslacking also have a positive correlation with conscientiousness ($r = .19, p < .05$).

Table 3 shows all the correlations between the variables.

Table 3

Correlations Table

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. APS Total	-																	
2. Outcome Satisfaction	0.77**																	
3. Preference for Pleasure	0.75**	0.57**	-															
4. Intentional Decision to Procrastinate	0.28**	0.12	-0.06															
5. Ability to Meet Deadlines	0.61**	0.33**	0.25**	-0.17*	-													
6. Tuckman Procrastination Scale	-0.28**	-0.05	-0.08	0.18*	-0.65**	-												
7. Sensation Seeking	-0.05	0.10	-0.08	0.04	-0.15	0.14	-											
8. Need for Cognition	0.05	0.08	0.05	0.07	-0.17	0.06	0.13	-										
9. Personal SS	-0.05	-0.05	-0.05	-0.04	0.01	-0.07	0.33**	0.17	-									

10. Searching SS	-0.28**	-0.30**	-0.26**	0.09	0.21**	0.10	0.02	-0.06	0.29**	-								
11. Social SS	-0.11	-0.11	-0.04	-0.07	-0.06	-0.12	0.25**	0.06	0.54**	0.24**								
12. News SS	-0.07	-0.14	-0.14	0.02	0.03	-0.16	0.16	0.10	0.27**	0.36**	0.56**	-						
13. Neuroticism	-0.36**	-0.27**	-0.29**	0.02	-0.31**	0.23**	-0.01	-0.10	-0.03	-0.21**	0.11	0.12	-					
14. Extraversion	0.09	0.14	0.06	-0.10	0.02	-0.09	0.30**	0.15	0.34**	-0.02	0.33**	0.33**	0.25**	-				
15. Openness to Experience	0.10	0.03	-0.02	0.09	0.14	-0.03	0.17	-0.05	0.05	0.11	0.04	0.15	-0.06	0.41**	-			
16. Agreeableness	-0.05	-0.04	-0.07	-0.03	0.02	0.01	0.08		0.14	0.01		0.05	-0.13	0.29**	0.33**	-		
17. Conscientiousness	0.21*	0.01	0.10	-0.06	0.44**	-0.66**	-0.08	0.09	0.03	-0.08	0.16	0.19*	-0.29**	0.04	0.08	0.08	-	
18. GPA	0.07	-0.06	-0.11	0.01	0.32**	-0.31**	-0.18*	-0.15	-0.06	-0.06	-0.09	-0.06	0.08	-0.03	0.11	-0.08	0.14	-

5.3 Group Differences

To test the group differences between individuals who are high in active procrastination and low in active procrastination, groups were created based on standard errors from mean. The group differences were calculated based on the total Active Procrastination Scale score. The scores above one standard deviation were taken as high active procrastination and scores below one standard deviation from the mean are taken as individuals who are low active procrastinators. After groups are created, a one-way ANOVA was conducted. Levene's test of homogeneity of variances was not significant, indicating homogenous variables across groups. Groups were significantly different in Tuckman Procrastination Scale ($F(1, 43) = 7.44, p < .01$), neuroticism ($F(1, 41) = 14.88, p < .001$), conscientiousness ($F(1, 41) = 5.48, p < .05$), and cyberslacking search factor ($F(1, 43) = 15.95, p < .001$). Accordingly, individuals who are low in active procrastination were scored lower than participants who are high active procrastinators in conscientiousness (MLOW = 32.24, MHIGH = 36.91). On the other hand, in other study variables groups did not differ significantly ($p > .05$).

CHAPTER 6

DISCUSSION

6.1 General Discussion

Active Procrastination Scale was developed to assess a purposeful procrastination style that is structured with satisfactory outcomes, preference for pleasure, ability to meet deadlines and deliberate procrastination (Choi, & Moran, 2009). Active procrastination is thought to be a positive form of procrastination and varies from traditional procrastination. Current study aimed to validate the Active Procrastination Scale in Turkish, so factor structure, reliability and validity of Active Procrastination Scale were examined in Turkish university sample. The association between active procrastination and need for cognition, sensation-seeking and cyberslacking were also examined in the second study.

The term active procrastination was argued from the researchers in the field of procrastination as the construct has a rational side for procrastination and procrastination

itself is an irrational delay and has negative emotions beside itself (Pychyl, 2009; Steel, 2010). Corkin, Yu and Lindt (2011) used the term ‘active delay’ because it has relations with positive constructs and has a purposeful delay in it that comes with an ability to meet deadlines. In this study, the term active procrastination was used while in Turkish literature it is the only research that is related to this field and this study has a purpose of translating and validating the original measure.

This is the first study of active procrastination in Turkish culture. Active procrastination is widely used and discussed in western and Korean literature.

Procrastination is an issue of several studies in Turkey and especially studied in the counselling psychology field. Active Procrastination Scale can be used to assess this construct in Turkish culture and have further research and debate about active procrastination construct.

The sample of the study was university sample, because the original form was used and validated in a university sample. Active procrastination studies to date also used a university sample, so the studies of Active Procrastination Scale were limited to a college sample.

Like the original form of the scale, Turkish form of APS also has four factors. The PCA yielded four factors and examination of the scree plot also suggested a four factor model. The original Active Procrastination Scale has four factors and each factor consists of 4 items. In the Turkish form, the factors, outcome satisfaction (Items 1, 2, 3) and intentional decision to procrastinate (Items 9, 10, 11) has 3 items. The factors, preference for pleasure and intentional decision to procrastinate has four factors as the original form

of the scale. The item 4 and the item 12 did not load on any of the factors, so these items were excluded from the Turkish form of the scale.

In the first study, the scale's Cronbach alpha score was .80 and it seemed reliable. The scores above .70 and higher are considered as a good reliability for the measures. Cronbach's alpha values for the APS subscales were .80, .84, .80 and .83 for outcome satisfaction, preference for pleasure, intentional decision to procrastinate and ability to meet deadlines. The Cronbach's alpha scores also showed good reliability for the subscales of APS.

The item 4 ("Bir görevi, teslim zamanından hemen önce, yavaş tempoda yaparsam daha iyi sonuçlar elde ediyorum.") and the item 12 ("Böyle tercih ettiğimden ödevlerimin / işlerimin çoğunu teslim tarihlerinin hemen öncesinde bitiririm. ") did not load on any of the factors in the Turkish form of APS. Because of that, these items were excluded for the further study. This may be due to that these items did not differentiate procrastination and non-procrastination. When translated, Turkish meanings of these items may fit to a non-procrastinator and an active procrastinator. So, it may be confusing for the participants in Turkish form, and these items did not differentiate active procrastinators from non-procrastinators.

The Active Procrastination Scale (APS) assesses active procrastination rather than passive (traditional) procrastination. In the first study, it was found that APS was negatively related to Tuckman Procrastination Scale and Decisional Procrastination Scale. It is the same result as the original study that Active Procrastination Scale assessed a different form of procrastination and it is not related to passive (traditional) procrastination.

In the first study, it was found that APS was negatively related to neuroticism. It is concurrent with the original study. In the second study, it was found that APS was negatively related with neuroticism and positively related to conscientiousness. It is expected that APS was negatively related to neuroticism, because neuroticism was positively related to passive procrastination in both studies and in literature (Choi, & Moran, 2009). But in the original study, extraversion was found to have a positive relation with active procrastination, while in study 1 and 2, it was found that extraversion had no relation with active procrastination. This may be due to cultural differences. It is known that in collectivist cultures, people value introverted behaviors more (Francis, & James, 1996), and this may change the relation of active procrastination and extraversion in Turkish sample. In the second study, it was found that conscientiousness was positively related with active procrastination. This is an expected outcome in the original study, but it was found that conscientiousness was not related with active procrastination. The factor, ability to meet deadlines, has the strongest relation with conscientiousness in the second study, and ability to meet deadlines is also a feature of non-procrastination. Due to the small sample size in the second study, this may be the reason of this relationship. In the first study, with a bigger sample size, conscientiousness was not related with active procrastination.

It was also found in the first study that time attitudes subscale was related to active procrastination, but not passive procrastination. Ability to meet deadlines was a feature of active procrastinators. Because of that it was expected that active procrastinators can use their time more effectively than passive procrastinators. In the original study, it was the same finding that active procrastinators can use their time more effectively (Choi, & Moran, 2009).

In the first study, it was found that students' GPA scores were positively related with active procrastination and negatively related with passive procrastination. It was also expected that because active procrastinators have an ability to meet deadlines and they think that they study and work better under pressure, they may have better results than passive procrastinators. The finding in the first study was in line with that and due to the findings, active procrastinators have better results than passive procrastinators. GPA and life satisfaction were also predicted by active procrastination.

Extraversion, sensation seeking and need for cognition are related to be the arousal-based personality constructs (Simpson, & Pychyl, 2009; Freeman, Cox-Fuenzalida, & Stoltenberg, 2011). In the second study, these constructs were examined with active procrastination. In her dissertation Hensley (2013) proposed that these arousal personality constructs may have relations with active procrastination. In his classic article Ferrari (1992) divides procrastination into arousal and avoidance procrastination. Ferrari (1992) has found a relation between arousal personality and Lay's General Procrastination Scale, but in his meta-analysis Steel (2010) couldn't find a relation between General Procrastination Scale and arousal personality. But in our study, it is found that there is no relationship between active procrastination and sensation seeking, extraversion and need for cognition. In both studies, extraversion was not related to active procrastination, and this may be due to cultural differences. Arpacı, Baloğlu and Kesici (2018) found that extraversion has a positive correlation with individualism. So, Turkey's collectivist culture may influence this result. Sensation seeking and need for cognition were not related to active procrastination, that was found in the second study. This finding means that active procrastination is not related to arousal personality.

The arousal personality constructs like extraversion, need for cognition and sensation seeking were not correlated with active procrastination. One reason behind it may be that people from the eastern culture tend to have low arousal emotion than people from the western culture (Lim, 2016). Turkey's high-proportion collectivist culture (Göregenli, 1998) may be a result of this non-correlation. In western countries, it is found that extraverted behaviors are more desired than introverted behaviors (Francis, & James, 1996).

Another interesting finding is a non-relation of both active and passive procrastination with cyberslacking. Cyberslacking is referred to as a counter-productive cyber behavior that makes people delay their work or study (Blanchard, & Henle, 2008). The construct seems similar with procrastination, although in our study, there was not a meaningful correlation for factors of cyberslacking scale with passive procrastination. Active procrastination has a negative correlation with searching cyberslacking and no correlation with the personal, social and news cyberslacking. It is the first study that we know to search for the relation of cyberslacking and active procrastination. O'Neill, Hambley, and Bercovich (2014) found a correlation of cyberslacking and passive procrastination. It is reasonable while procrastination and cyberslacking are similar with the characteristics of delay and negative affect. But in our study there was no correlation between passive procrastination and cyberslacking. The cyberslacking scale we use is limited to a course time and not examines an ongoing cyberslacking pattern. Procrastination is defined as a pattern, an ongoing, and persistent behavior (Ferrari, & Dovidio, 2000). That may be the reason for result of no correlation.

These two studies may be helpful to clinical psychologists in several ways: firstly, the first study may help consulting psychologists to differentiate students who procrastinate, if they have an adaptive form or non-adaptive form. Secondly, although these studies explain active procrastination in student sample, clients who procrastinate their behavioral homework may also have an adaptive style for procrastination and it can also help clinical psychologists to understand the reasons of this adaptive procrastination.

6.2 Limitations

The most important limitation is that the sample sizes were small and consist of only college students. The samples varied between 18-31 years old for the first study and 19-37 for the second study. Although it seems to have a good range, the older ages are rare and there is a mean age of 21 for the both study. So, the sample size may have an impact on the results and the results may differ with another sample. It is also better to have a sample of employees for the procrastination research. The student sample is easy to find and with student sample, there are a lot of studies of procrastination. The employee sample does not have as many studies as the student sample. It may also have different results with a bigger college sample size, because in the current study, the sample size was relatively small, and the sample size may influence the results. For the second study, the sample size was much lower. So the correlations of arousal personality and active procrastination may need a further investigation with a larger sample size.

The original study was made in Canada. So the ethnicity of the sample may also have an effect. Although the Korean authors did not mention an effect of culture or ethnicity in their studies (Seo, 2013), for the second study, arousal personality is a construct that is more seen in the western culture.

There are limited scales of cyberslacking in Turkish literature. This may have an impact on the results of cyberslacking and procrastination relation. With further validated scales, cyberslacking may have more reliable relation with the other constructs.

6.3 Future Directions

The sample sizes were relatively small, so it may be better to have results with a larger sample size. The sample also consisted of college students and young adults. So, the studies need to be replicated in larger sample sizes and with a more varied ages of participants. It may have a variety of employees in the work area. To our knowledge there is only one study that is related to procrastination in the work area in Turkey (Metin, 2016). So research of procrastination in the work area is an empty gap for researchers in Turkey.

The relation between Active Procrastination Scale and arousal personality needs a further investigation in the western culture. In the eastern countries with a collectivist culture, it is harder to find participants who may have an arousal personality, especially with a small sample size. So, it is suggested to search for the relation between active procrastination and arousal personality in a larger sample in the western culture.

Cyberslacking studies are relatively new to Turkey. The interaction between computers and workers or students needs further research in Turkish culture. The relation between procrastination and cyberslacking and arousal personality and cyberslacking needs more research in this field, because nowadays procrastination is shifted with an activity in mobile phones or computers (Breems, & Basden, 2014).

REFERENCES

- Akbulut, Y., Dursun, Ö. Ö., Dönmez, O., & Şahin, Y. L. (2016). In search of a measure to investigate cyberloafing in educational settings. *Computers in Human Behavior*, 55, 616-625.
- Alay, S., & Koçak, S. (2002). Validity and reliability of Time Management Questionnaire. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 22, 9-13.
- Albayrak, E., Yazıcı, H., & Reisoğlu, S. (2016). Üniversite öğrencilerinde kişilik özellikleri, akademik öz-yeterlik, akademik kontrol, odağı ve akademik erteleme. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 38, 90-102.
- Amichai-Hamburger, Y., Kaynar, O., & Fine, A. (2007). The effects of need for cognition on Internet use. *Computers in Human Behavior*, 23, 880-891.
- Anandarajan, M., Devine, P., & Simmers, C. (2004). Constructive and destructive personal web use in the workplace: Mapping employee attitudes. In M. Anandarajan & C. Simmers (Eds.) *Personal web usage in the workplace: A guide to effective human resource management*. Hershey, PA: Information Science Publishing.
- Andreassen, C. S., Torsheim, T., & Pallesen, S. (2014). Predictors of use of social network sites at work – a specific type of cyberloafing. *Journal of Computer-Mediated Communication*, 19, 906-921.
- Ariely, D., & Wertenbroch, K. (2002). Procrastination, deadlines and performance: self-control by pre-commitment. *Psychological Science*, 13(3), 219-224.
- Arpacı, I, Baloğlu, M, & Kesici, Ş. (2018). The relationship among individual differences in individualism-collectivism, extraversion, and self-representation. *Personality and Individual Differences*, 121, 89-92.

- Askew, K., Buckner, J. E., Taing, M. U., Ilie, A., Bauer, J. A., & Coovert, M. D. (2014). Explaining cyberloafing: The role of the theory of planned behavior. *Computers in Human Behavior*, 36, 510-519.
- Aydođan, D., & Özbay, Y. (2012). Akademik erteleme davranışının benlik saygısı, durumluluk kaygı, öz-yeterlilik açısından açıklanabilirliğinin incelenmesi. *Pegem Eğitim ve Öğretim Dergisi*, 2(3), 1-9.
- Bacanlı, H., İlhan, T., & Aslan, S. (2009). Beş faktör kuramına dayalı bir kişilik ölçeğinin geliştirilmesi: Sıfatlara Dayalı Kişilik Testi (SDKT). *Türk Eğitim Bilimleri Dergisi*, 7(2), 261-279.
- Baltacı, A. (2017). Sınıf öğretmenlerinin erteleme davranışı eğilimleri ve kişilik özellikleri arasındaki ilişkiler. *Opus Uluslararası Toplum Araştırmaları Dergisi*, 7(12), 54-81.
- Baturay, M. H., & Toker, S. (2015). An investigation of the impact of demographics on cyberloafing from an educational setting angle. *Computers in Human Behavior*, 50, 358-366.
- Blanchard, A. L., & Henle, C. A. (2008). Correlates of different forms of cyberloafing: The role of norms and external locus of control. *Computers in Human Behavior*, 24, 1067-1084.
- Blau, G., Yang, Y., & Ward-Cook, K. (2006). Testing a measure of cyberloafing. *Journal of Allied Health*, 35(1), 9-17.
- Breems, N., & Basden, A. (2014). Understanding of computers and procrastination: A philosophical approach. *Computers in Human Behavior*, 31, 211-223.
- Britton, B. K., & Tesser, A. (1991). Effects of time management practices on college grades. *Journal of Educational Psychology*, 83, 405-410.
- Brubaker, A.T. (2006). *Faculty perceptions of the impact of student laptop use in a wireless internet environment on the classroom learning environment and teaching*

information and library science. The Faculty of the School of Information and Library Science of the University of North Carolina, Master Dissertation.

- Cacioppo, J. T., & Petty, R. E. (1982) The need for cognition. *Journal of Personality and Social Psychology*, 42(1), 116-131.
- Cao, L. (2012). Examining “active” procrastination from a self-regulated learning perspective. *Educational Psychology An International Journal of Experimental Educational Psychology*, 32, 515-545.
- Choi, J. N., & Moran, S. V. (2009). Why not procrastinate? Development and validation of a new active procrastination scale. *The Journal of Social Psychology*, 149, 195-212. <http://doi.org/bw3hg6>
- Chu, A. H. C., & Choi, J. N. (2005). Rethinking procrastination: Positive effects of “active” procrastination behavior on attitudes and performance. *The Journal of Social Psychology*, 145, 245-264. <http://doi.org/dxcw6t>
- Cohen, A. R., Stotland, E., & Wolfe, D. (1955). An experimental investigation of need for cognition. *Journal of Abnormal and Social Psychology*, 51, 291-294.
- Corghnet, B., Gonzalez, R. H., & Mateo, R. (2015). Cognitive reflection and the diligent worker: An experimental study of millennials. *Plos One*, 10(11), 1-13.
- Corkin, D. M., Yu, S. L., & Lindt, S. F. (2011). Comparing active delay and procrastination from a self-regulated learning perspective. *Learning and Individual Differences*, 21, 602-606. <http://doi.org/b2gszc>
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row.
- Dai, D. Y., & Wang, X. (2006). The role of need for cognition and reader beliefs in text comprehension and interest development. *Contemporary Educational Psychology*, 32, 332-347.

- Dalbudak, E., Evren, C., Aldemir, S., Coşkun, K. S., Bozkurt, Uğurlu, H., & Yıldırım, F. G. (2013). Relationship of internet addiction severity with depression, anxiety, and alexithymia, temperament and character in university students. *Cyberpsychology, Behavior, and Social Networking, 16*, 272-278.
- Davis, R. A., Flett, G. L., & Besser, A. (2002). Validation of a new scale for measuring problematic internet use: Implications for pre-employment screening. *Cyber Psychology & Behavior, 5*(4), 331-345.
- DeAndrea, D. C., Carpenter, C., Shulman, H., & Levine, T. R. (2009). The relationship between cheating behavior and sensation-seeking. *Personality and Individual Differences, 47*, 944-947.
- De Lara, P. Z. M. (2007). Relationship between organizational justice and cyberloafing in the workplace: Has “anomia” a say in the matter? *CyberPsychology & Behavior, 10*(3), 464-470.
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment, 49*, 71-75.
- Dollinger, S. J. (2003). Need for uniqueness, need for cognition, and creativity. *Journal of Creative Behavior, 37*(2), 99-115.
- Durak, Mithat, Senol-Durak, Emre, & Gencoz, Tulin. (2010). Psychometric properties of the Satisfaction with Life Scale among Turkish university students, correctional officers, and elderly adults. *Social Indicators Research, 99*(3), 413-429. doi: 10.1007/s11205-010-9589-4
- Ellis, A., & Knaus, W. J. (1977). *Overcoming procrastination: Or how to think and act rationally in spite of life's inevitable hassles*. New York: Institute for Rational Living.

- Everett, M. W., & Palmgreen, P. (1995). Influences of sensation seeking, message sensation value, and program context on effectiveness of anticocaine public service announcements. *Health Communication, 7*, 225-248.
- Eysenck, H. J. (1967). *The biological basis of personality*. Springfield, Ill: Charles C Thomas.
- Fairley, F. H. (1981). Basic process individual difference: a biologically based theory of individualization for cognitive, affective, and creative outcomes. In: Farley, F. H., Gordon, N. J., (Ed). *Psychology and Education: The State and the Union*. Berkley, CA: McCutcheon Publishing.
- Feist, G. J. (2012). Predicting interest in and attitudes toward science from personality and need for cognition. *Personality and Individual Differences, 52*, 771-775.
- Fernie, B. A., McKenzie, A. M., Nikcevic, A. V., Caselli, G., & Spada, M. M. (2015). The contribution of metacognitions and attentional control to decisional procrastination. *Journal of Rational Emotive Cognitive Behavior Therapy, 1*-13.
- Fernie, B. A., Bharucha, Z., Nikcevic, A. V., Spada, M. M. (2017). The Unintentional Procrastination Scale. *Journal of Rational Emotive Behavior Therapy, 35*, 136-149.
- Ferrari, J. R. (1992). Psychometric validation of two procrastination inventories for adults: Arousal and avoidance measures. *Journal of Psychopathology and Behavioral Assessment, 14*(2), 97-110.
- Ferrari, J. R. (2001). Procrastination as a self-regulation failure of performance: Effects of cognitive load, self-awareness, and time limits on 'working best under pressure'. *European Journal of Personality, 15*, 391-406.
- Ferrari, J. R., & Dovidio, J. F. (2000). Examining behavioral processes in indecision: Decisional procrastination and decision-making style. *Journal of Research in Personality, 34*, 127-137.
- Festinger, L. (1957). *A theory of cognitive dissonance*. Evanston, IL: Row, Peterson.

- Francis, L.J., & James, D.J. (1996). The relationship between Rosenberg's construct of self-esteem and Eysenck's two dimensional model of personality. *Personality and Individual Differences, 21*, 483-488.
- Fleischhauer, M., Enge, S., Brocke, B., Ullrich, J., Strobel, A., & Strobel, A. (2010). Same or different? Clarifying the relationship of need for cognition to personality and intelligence. *Personality and Social Psychology Bulletin, 36*(1), 82-96.
- Griffiths, M. (2003). Internet abuse in the workplace: Issues and concerns for employers and employment counselors. *Journal of Employment Counseling, 40*, 87-96.
- Göregenli, M. (1998). Individual-collectivist tendencies in a Turkish sample. *Journal of Cross-cultural Psychology, 28*(6), 787-794.
- Harriot, J., & Ferrari, J. R. (1996). Prevalence of procrastination among samples of adults. *Psychological Reports, 78*, 611-616.
- Henderson, V. R., Hennessy, M., Barrett, D. W., Curtis, B., McCoy-Roth, M., Trentacoste, N., & Fishbein, M. (2005). When risky is attractive: sensation seeking and romantic partner selection. *Personality and Individual Differences, 38*, 311-325.
- Hensley, L. C. (2014). Reconsidering active procrastination: Relations to motivation and achievement in college anatomy. *Learning and Individual Differences, 36*, 157-164.
- Huba, G. J., Newcomb, M. D., & Bentler, P. M. (1981). Comparison of canonical correlation and inter battery factor analysis of sensation-seeking and drug-use domains. *Applied Psychological Measurement, 5*, 291-306.
- Janis, L. L., & Mann, L. (1977). Decision making: A psychological analysis of conflict. Choice and commitment. New York: Free Press.
- Janssen, T., & Carlton, T. S. (1999). The effects of locus of control and task difficulty in procrastination. *The Journal of Genetic Psychology, 160*(4), 436-442.

- Jia, H., Jia, R., & Karau, S. (2013). Cyberloafing and personality: The impact of the big five traits and workplace situational factors. *Journal of Leadership & Organizational Studies*, 20(3), 358-365.
- Jones, H. A., & Lejuez, C. W. (2005). Personality correlates of caffeine dependence: The role of sensation seeking, impulsivity, and risk taking. *Experimental and Clinical Psychopharmacology*, 13(3), 259-266.
- Kandemir, M. (2012). Öğrencilerin akademik erteleme davranışlarının, kaygı, başarısızlık korkusu, benlik saygısı, ve başarı amaçları ile açıklanması. *Pegem Eğitim ve Öğretim Dergisi*, 2(4), 81-88.
- Kanten, P., & Kanten, S. (2015). The antecedents of procrastination behavior: personality characteristics, self-esteem and self-efficacy. *PressAcademia Procedia*, 2, 331-341.
- Karataş, H., & Bademcioğlu, N. (2015). The explanation of the academic procrastination behavior of pre-school teachers with five factor personality traits. *Educational Research Association The International Journal of Research in Teacher Education*, 6(2), 11-25.
- Kardash, C. M., & Noel, L. K. (2000). How organizational signals, need for cognition, and verbal activity affect text recall and recognition. *Contemporary Educational Psychology*, 25, 317-331.
- Kim, E., & Seo, E. H. (2013). The relationship of flow and self-regulated learning to active procrastination. *Social Behavior and Personality*, 41(7), 1099-1114.
- Khivari, K. A., Mabry, E., & Humes, M. (1977). Personality correlates of hallucinogen use. *Journal of Abnormal Psychology*, 86, 172-178.
- Kilpatrick, D. G., Sutker, P. B., Roitzsch, J. C., & Miller, W. C. (1976). Personality correlates of polydrug use. *Psychological Reports*, 38, 311-317.

- Kim, K., Triana, M. D. C., Chung, K., & Oh, N. (2016). When do employees cyberloaf? An interactionist perspective examining personality, justice, and empowerment. *Human Resource Management, 55*(6), 1041-1058.
- Kim, S., Fernandez, S., & Terrier, L. (2017). Procrastination, personality traits, and academic performance: When active and passive procrastination tell a different story. *Personality and Individual Differences, 108*, 154-157.
- Klingsieck, K.B. (2013). Procrastination: When good things don't come to those who wait. *European Psychologist, 18*, 24-34. Doi: 10.1027/1016-9040/a000138
- Lavoie, J. A. A., & Pychyl, T. A. (2001). Cyberslacking and the procrastination superhighway: A web-based survey of online procrastination, attitudes, and emotion. *Social Science Computer Review, 19*(4), 431-444.
- Lay, C. H. (1986). At least, my research article on procrastination. *Journal of Research in Personality, 20*, 474-495.
- Liberman, B., Seidman, G., McKenna, K. Y. A., Buffardi, L. E. (2011). Employee job attitudes and organizational characteristics as predictors of cyberloafing. *Computers in Human Behavior, 27*, 2192-2199.
- Lim, N. (2016). Cultural differences in emotion: differences in emotional arousal level between the East and the West. *Integrated Medical Research, 5*(2), 105-109.
- Lim, V. K. G. (2002). The IT way of loafing on the job: Cyberloafing, neutralizing and organizational justice. *Journal of Organizational Behavior, 23*, 675-694.
- Lim, V. K. G., & Chen, D. J. Q. (2012). Cyberloafing at the workplace: gain or drain on work? *Behaviour & Information Technology, 31*(4), 343-353.
- Lim, V. K. G., & Teo, T. S. H. (2005). Prevalence, perceived seriousness, justification and regulation of cyberloafing in Singapore: An exploratory study. *Information & Management, 42*, 1081-1103.

- Lin, S. S. J., & Tsai, C. C. (2002). Sensation seeking and internet dependence of Taiwanese high school adolescents. *Computers in Human Behavior, 18*(4), 411-426.
- Liu, W., Pan, Y., Luo, X., Wang, L., & Pang, W. (2017). Active procrastination and creative ideation: The mediating role of creative self-efficacy. *Personality and Individual Differences, 119*, 227-229.
- Ljubin-Gholub, T., Vrselja, I., & Pandzic, M. (2017). The contribution of sensation seeking and the big five personality factors to different types of delinquency. *Criminal Justice and Behavior, 44*(11), 1518-1536.
- Mann, L. (1982). Decision-making questionnaire. Unpublished scale. Flinders University of South Australia.
- McCown, W., & Johnson, J. (1989). Procrastination, a principal components analysis. *Personality & Individual Differences, 10*, 197-202. DOI: 10.1016/0191-8869(89)90204-3
- McDaniel, E., & Lawrence, C. (1990). *Levels of cognitive complexity: An approach to the measurement of thinking*. New York: Springer-Verlag.
- McKay, S., Skues, J. L., & Williams, B. J. (2018). With risk come reward: Sensation seeking supports resilience through effective coping. *Personality and Individual Differences, 121*, 100-105.
- Munafo, M. R., Yalçın, B., Willis-Owen, S. A., Flint, J. (2008). Association of the dopamine D4 receptor (DRD4) gene and approach-related personality traits: meta-analysis and new data. *Biological Psychiatry, 63*, 197-206.
- Mustanki, B. S., Viken, R. J., Kaprio, J., & Rose, R. J. (2003). Genetic influences on the association between personality risk factors and alcohol use and abuse. *Journal of Abnormal Psychology, 112*, 282-289.

- O'Brien, W. K. (2002). *Applying the transtheoretical model to academic procrastination*. Unpublished doctoral dissertation, University of Houston.
- O'Neill, T. A., Hambley, L. A., & Chatelier, G. S. (2014). Cyberslacking, engagement, and personality in distributed work environments. *Computers in Human Behavior, 40*, 152-160.
- Ortin, A., Lake, A. M., Kleinman, M., & Gould, M. S. (2012). Sensation seeking as risk factor for suicidal ideation and suicide attempts in adolescence. *Journal of Affective Disorders, 143*, 214-222.
- Peach, H. D., & Gaultney, J. E. (2013). Sleep, impulse control, and sensation-seeking predict delinquent behavior in adolescents, emerging adults, and adults. *Journal of Adolescent Health, 53*, 293-299.
- Petty, R. E., Cacioppo, J. T., & Goldman, R. (1981) Personal involvement as a determinant of argument-based persuasion. *Journal of Personality and Social Psychology, 41*, 847-855.
- Quay, H. C. (1965). Psychopathic personality as pathological sensation seeking. *American Journal of Psychiatry, 122*, 180-183.
- Rahmani, S., & Lavasani, M. G. (2011). The relationship between internet dependency with sensation seeking and personality. *Procedia – Social and Behavioral Sciences, 30*, 272-277.
- Restuborg, S. L. D., Garcia, P. R. J. M., Toledano, L. S., Amarnani, R. K., Tolentino, L. R., & Tang, R. L. (2011). Yielding to (cyber)-temptation: Exploring the buffering role of self-control in the relationship between organizational justice and cyberloafing behavior in the workplace. *Journal of Research in Personality, 45*, 247-251.
- Robinson, S. L., & Bennett, R. J. (1995). A typology of deviant workplace behavior: A multidimensional scaling study. *Academy of Management Journal, 38*(2), 555-572.

- Rothblum, E. D., Solomon, L. J., & Murakami, J. (1986). Affective, behavioral and cognitive differences between high and low procrastinators. *Journal of Counselling Psychology, 33*, 387-394.
- Sarmany Schuller, I. (1999). Procrastination, need for cognition and sensation seeking. *Studia Psychologica, 41*(1) 73-85.
- Seo, E. H. (2013). A comparison of active and passive procrastination in relation to academic motivation. *Social Behavior and Personality, 41*(5), 777-786.
- Shi, J., Chen, Z., & Tian, M. (2011). Internet self-efficacy, the need for cognition, and sensation seeking as predictors of problematic use of the internet. *Cyberpsychology, Behavior, and Social Networking, 14*(4), 231-234.
- Shin, E. J., & Goh, J. K. (2011). The relations between active-passive procrastination behavior and self-regulated learning strategies. *Korean Journal of Educational Science, 42*, 25-47.
- Simpson, W. K., & Pynchyl, T. A. (2009). In search of the arousal procrastinator: Investigating the relation between procrastination, arousal-based personality traits and beliefs about procrastination motivations. *Personality and Individual Differences, 47*, 906-911.
- Solomon, L. J., & Rothblum, E. D. (1984). Academic Procrastination: Frequency and cognitive-behavioral correlates. *Journal of Counselling Psychology, 31*, 503-509.
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin, 133*(1), 65-94. Doi: 10.1037/0033-2909.133.1.65
- Steel, P. (2010). Arousal, avoidant and decisional procrastinators: Do they exist? *Personality and Individual Differences, 48*, 926-934.
- Strobel, A., Grass, J., Pohling, R., & Strobel, A. (2017). Need for cognition as a moral capacity. *Personality and Individual Differences, 117*, 42-51.

- Thompson, E. P., Chaiken, S., & Hazelwood, J. D. (1993). Need for cognition and desire for control as moderators of extrinsic reward effects: A person situation approach to the study of intrinsic motivation. *Journal of Personality and Social Psychology*, *64*, 987-999.
- Toy, B. Y. (2014). Ders çalışmaya yönelik tutum, akademik erteleme ve aralarındaki çoklu aracılık ilişkisi. *Kuramsal Eğitimbilim Dergisi*, *7*(4), 505-527.
- Trice, A. D., & Milton, C. T. (1987). Locus of control as a predictor of procrastination among adults among correspondence courses. *Perceptual and Motor Skills*, *65*, 1002.
- Turner, J. S., & Croucher, S. M. (2014). An examination of the relationships among United States college students' media use habits, need for cognition, and grade average. *Learning, Media and Technology*, *39*(2), 199-214.
<https://doi.org/10.1080/17439884.2013.777349>.
- Uzun Özer, B., Saçkes, M., & Tuckman, B. W. (2013). Psychometric properties of the Tuckman Procrastination Scale in a Turkish sample. *Psychological Reports: Measures and Statistics*, *113*(3), 874-884.
- Wagner, D. T., Barnes, C. M., Lim, V. K. G., & Ferris, D. L. (2012). Lost sleep and cyberloafing: Evidence from the laboratory and a daylight saving time quasi-experiment. *Journal of Applied Psychology*, *97*(5), 1068-1076.
- Wu, C., & Parker, S. K., & de Jong, J. P. J. (2014). Need for cognition as an antecedent of individual innovation behavior. *Journal of Management*, *40*(6), 1511-1534.
- Zoghbi-Manrique-de-Lara, P. (2012). Reconsidering the boundaries of the cyberloafing activity: the case of university. *Behaviour & Information Technology*, *31*(5), 469-479.

- Zuckerman, M., & Glicksohn, J. (2016). Hans Eysenck's personality model and the constructs of sensation seeking and impulsivity. *Personality and Individual Differences, 103*, 48-52.
- Zuckerman, M., Kolin, E. A., Price, L., & Zoob, I. (1964). Development of a Sensation-Seeking Scale. *Journal of Consulting Psychology, 28*, 477-482.
- Zuckerman, M., Neary, R., & Brustman, B. (1970). Dimension of sensation-seeking. Paper presented at the annual meeting of the Eastern Psychological Association, Atlantic City, April.
- Zuckerman, M. (1979). *Sensation seeking: Beyond the optimal level of arousal*. Hillsdale, NJ: Erlbaum.
- Zuckerman, M., & Nebb, M. (1979). Sensation seeking and psychopathology. *Psychiatry Research, 1*, 255-264.
- Zuckerman, M. (1980). Sensation seeking and its biological correlates. *Psychological Bulletin, 88*(1), 187-214.
- Zuckerman, M. (1994). *Behavioral expressions and biosocial bases of sensation seeking*. New York: Cambridge Press.

APPENDIX A

INFORMED CONSENT FORM

Değerli Katılımcı;

Bu araştırma, Bahçeşehir Üniversitesi Klinik Psikoloji Bölümü Öğretim Üyesi Yrd. Doç. Dr. Doruk Uysal Irak ve Klinik Psikoloji Yüksek Lisans Programı öğrencisi Deniz Şimşek tarafından yapılmaktadır. Bu çalışmada katılımcıların, ders çalışma stillerine ve günlük yaşantılarına ilişkin bazı sorular yer almaktadır. Çalışmaya katılmak için herhangi bir üniversitede öğrenci olmanız yeterlidir. Bu çalışma sizin açısından herhangi bir risk barındırmamaktadır. Buna karşılık dilediğiniz zaman çalışmayı bırakabilirsiniz.

Bu çalışmada hiçbir kimlik bilgisi alınmamaktadır ve verilen cevaplar tamamen gizli tutulacaktır. Veriler yalnızca araştırma ekibinin kullanımına açık olacaktır. Araştırmaya katılım tamamen gönüllülük esasına dayanmaktadır. Sizden bazı soruları cevaplamanız istenmektedir. Bu soruların doğru ya da yanlış cevapları yoktur. Lütfen yönergeleri takip ederek size en uygun olduğunu düşündüğünüz yanıtı vermeye çalışınız. Araştırma sonuçlarının verimli olması açısından **her bir sorunun cevaplanması** çok önemlidir.

Bu çalışma Bahçeşehir Üniversitesi Bilimsel Yayın ve Araştırma Etiği Komisyonu tarafından onaylanmıştır. Çalışmayla ilgili her türlü sorunuz için bizimle iletişime geçebilirsiniz. Yardımlarınız için teşekkür ederiz.

E-posta: doruk.uysalirak@bahcesehir.edu.tr

denizsimsek@gmail.com

Posta Adresi: Bahçeşehir Üniversitesi Psikoloji Bölümü, Çırağan Caddesi,
Osmanpaşa Mektebi Sok. No:4-6 Beşiktaş İstanbul

APPENDIX B

DEMOGRAPHIC FORM

LÜTFEN SİZE UYGUN OLAN SEÇENEĞİ İŞARETLEYİP BOŞ ALANLARI

DOLDURUNUZ

1. Doğum Yılıınız:.....

2. Cinsiyetiniz

Erkek Kadın

3. İş Durumunuz:

Öğrenci Çalışan

4. Eğer Öğrenciyseniz Bölümünüz: _____

5. Sınıfınız:

Birinci Sınıf İkinci Sınıf Üçüncü Sınıf Dördüncü Sınıf

6. Genellikle günün hangi saatlerinde çalışmayı tercih edersiniz?

Sabah Öğle Akşam Gece Geç Saatler
(24:00'ten sonra)

7. Akademik Başarınız (GPA): _____

8. Siz kendinizi genel olarak okul başarınız/iş başarınız açısından nasıl değerlendirirsiniz?

Çok başarılı Başarılı Biraz başarılı Başarısız Çok başarısız

9. Genelde okul/iş dışındaki zamanınızı nasıl değerlendirirsiniz?

- Ders çalışarak
- Arkadaşlarla vakit geçirerek
- Kısmi zamanlı bir işte çalışarak
- Aileme evde veya işte yardımcı olarak

10. Devam ettiğiniz programdan/işten memnuniyet düzeyinizi aşağıdakilerden hangisi karşılar?

- Yüksek düzeyde
- Orta düzeyin üstünde
- Orta düzeyde

Orta düzeyin altında

Düşük düzeyde

11. Çalışma biçiminiz:

Aralıklı – düzenli

Toplu – Sınav akşamı

Bazen aralıklı bazen toplu

12. İnternet kullanma sıklığınız aşağıdakilerden hangisidir?

Her gün

Haftada birkaç gün

Ayda birkaç gün

Hiç

13. Öğretim dönemi/ İş dönemi içerisinde internete erişim yerlerinizi belirtiniz (Birden

fazla seçim yapabilirsiniz):

Dizüstü bilgisayar

Okuldaki bilgisayar

Cep telefonu

İnternet Kafe

APPENDIX C

AKTİF ERTELEME ÖLÇEĞİ

Öğrenci NO:

	Kesinlikle Katılmıyorum							Kesinlikle Katılıyorum						
1. Son teslim zamanına karşı yarıştığım zaman performans kaybına eğilimliyim.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
2. Bir görevi acele ile yapmam gerektiği zaman çok iyi yapamam.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
3. Eğer işleri son ana kadar geciktirirsem, sonuçları beni tatmin etmez.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4. Yaklaşan teslim zamanı altında çalışmak benim için gerçekten çok zor.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
5. Baskı altında çalışmaya zorlandığımdamutsuz ve harekete geçmekte isteksiz oluyorum.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
6. Üzerimde çok fazla zaman baskısı olduğunda gergin oluyorum ve konsantre olamıyorum.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
7. Teslim zamanına yetişmek için acele etmem gerektiğinde engellenmiş hissediyorum.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8. Zamanımı daha etkili kullanmak için bazı görevleri bilerek ertelerim.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
9. Motivasyonumu yükseltmek için işimi kasıtlı olarak geciktiririm.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
10. Zamanımı daha iyi kullanmak için, bazı görevleri bilerek ertelerim.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
11. Genelde işlere son anda başlarım ve zamanında bitirmeyi zor bulurum.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
12. Genelde kendime belirlediğim hedeflere ulaşmayı başaramam.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
13. Sık sık işleri bitirmekte geç kalırım.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
14. Yapmaya başladıktan sonra faaliyetleri bitirmede güçlük çekiyorum.	1	2	3	4	5	6	7	1	2	3	4	5	6	7

Choi, J. N., & Moran, S. V. (2009). Why not procrastinate? Development and validation of a new active procrastination scale. *Journal of Social Psychology, 149*, 195–211.

APPENDIX D

TUCKMAN ERTELEME ÖLÇEĞİ

Bu ölçek, aşağıda belirtilen ifadelerin sizi ne kadar tanımladığını belirtmeniz için hazırlanmıştır. Lütfen, Her bir ifadeyi okuduktan sonra, ifadelerin sizi ne kadar tanımladığını karşısındaki kutucuğu işaretleyerek belirtiniz. Lütfen cevaplarınızda mümkün olduğu kadar dürüst ve içten olunuz.

	Kesinlikli	Katılıyor	Kararsız	Katılmıyo	Kesinlikli
1. Önemli olsalar bile, işleri bitirmeyi gereksiz yere ertelerim.	5	4	3	2	1
2. Yapmaktan hoşlanmadığım şeylere başlamayı ertelerim.	5	4	3	2	1
3. İşlerin teslim edilmesi gereken bir tarih olduğunda, son dakikaya kadar beklerim.	5	4	3	2	1
4. Çalışma alışkanlıklarımı geliştirmeyi ertelerim.	5	4	3	2	1
5. Bir şeyi yapmamak için bahane bulmayı başarıyorum.	5	4	3	2	1
6. Ders çalışmak gibi sıkıcı işlere dahi gerekli zamanı ayırırım. (T)	5	4	3	2	1
7. Ben iflah olmaz bir zaman savurganıyım	5	4	3	2	1
8. Ben bir zaman savurganıyım ama bunu düzeltmek için hiç bir çaba gösteremiyorum	5	4	3	2	1
9. Bir şeyi yapacağıma dair önce kendime söz verir, sonra kararımı uygulamayı ağırdan alırım.	5	4	3	2	1
10. Bir eylem planı yaptığımda, onu takip ederim. (T)	5	4	3	2	1
11. Bir işe başlayamadığımda kendimden nefret ederim, ama yine de bu beni harekete geçirmez.	5	4	3	2	1
12. Önemli işleri her zaman vaktinden önce tamamlarım. (T)	5	4	3	2	1
13. Bir işe başlamanın ne kadar önemli olduğunu bilsem de başlayamadan tıkanır kalırım.	5	4	3	2	1
14. Bugünün işini yarına bırakmak benim tarzım değildir. (T)					

APPENDIX E

KARAR VERMEYİ ERTELEME ÖLÇEĞİ

İnsanlar kararlar alırken farklılaşırlar. Lütfen aşağıdaki karar verme stillerinin size uygunluk düzeyini en uygun seçeneği işaretleyerek belirtiniz. Doğru ve yanlış cevap yoktur. Lütfen işaretleme yaparken her soruyu dikkatlice okuyunuz.

1- Yanlış

2- Çoğunlukla yanlış

3- Bazen doğru/Bazen Yanlış

4- Çoğunlukla doğru

5- Doğru

1 Son kararımı vermeden önce önemsiz konular üzerinde çok fazla zaman harcarım 1 2 3 4 5

2 Bir karar aldıktan sonra bile onu ertelerim 1 2 3 4 5

3 Gerçekten zorunlu olmaksızın karar vermem 1 2 3 4 5

4 Artık çok geç olana kadar karar vermeyi ertelerim. 1 2 3 4 5

5 Karar vermeyi ertelerim 1 2 3 4 5

APPENDIX F

ZAMAN YÖNETİMİ ÖLÇEĞİ

Bu envanter sizi tanımlayabilecek 27 soru içermektedir. Lütfen her soruyu okuyun ve sonra sizi en iyi tanımlayan ve ilgilendiren uygun kategoriye soruların yanındaki parantezlerden birinin içine işaret koyarak belirleyin. Örneğin, eğer birinci soruda “herzaman” seçeneği size uygunsa “herzaman” seçeneğinin altındaki parantezin içine işaret koyunuz.

Sizin nasıl olmak istediğinizle değil, nasıl düşündüğünüzle ilgilendiğimizi unutmayın. 27 sorunun tamamını cevaplandırduğunuzdan emin olunuz.

Zaman planlaması anketi zamanınızı nasıl kullandığınızı ve yönettiğinizi değerlendiren bir ölçme aracıdır. Bu bir test değildir. “Doğru” veya “yanlış” yanıt yoktur, içtenlikle cevaplamanız önemlidir. İlginize teşekkürler.

Zaman Planlaması (Kısa ve Uzun Vadeli Planlama)

	<i>Herzaman</i>	<i>Sıksık</i>	<i>Bazan</i>	<i>Nadiren</i>	<i>Hiç</i>
1. Güne başlamadan önce gününüzü planlar mısınız?	()	()	()	()	()
2. Hafta başlarında her hafta için bir dizi amaçlar saptar mısınız?	()	()	()	()	()
3. Her gün planlama için zaman harcar mısınız?	()	()	()	()	()
4. Her gün kendiniz için bir takım amaçlar belirler misiniz?	()	()	()	()	()
5. Her gün yapmak zorunda olduğunuz şeylerin listesini	()	()	()	()	()

yapar mısınız?					
6. Okul günlerinizde yapmak zorunda olduğunuz aktivitelerin programını yapar mısınız?	()	()	()	()	()
7. Bir sonraki hafta için ne başarmak istediğiniz net olarak belirgin mi?	()	()	()	()	()
8. Çalışmalarınızı bitirmek için kendinize tarih saptar mısınız?	()	()	()	()	()
9. Çok uğraş gerektiren çalışmalarınız için en iyi zamanınızı programlamaya çalışır mısınız?	()	()	()	()	()
10. Sizin için önemli tarihleri (örn.,sınav tarihleri, ödev teslim tarihleri, vs.) bir takvim üzerine işaretler misiniz?	()	()	()	()	()
11. Bir akademik dönem için bir dizi amaçlar belirler misiniz?	()	()	()	()	()
12. Makaleleri şimdi gerekli olmasalar bile, gelecekte olabilir diye dosyalar veya fotokopisini çeker misiniz?	()	()	()	()	()
13. Yakın tarihte sınavınız olmasa bile, ders notlarınızı düzenli olarak tekrar eder misiniz?	()	()	()	()	()
14. Üzerinde çalışabileceğiniz şeyleri boş zaman bulduğunuzda yapabilmek için yanınızda taşır mısınız?	()	()	()	()	()
15. Önceliklerinizi belirler ve onlara uyar mısınız?	()	()	()	()	()
16. Her hafta sizinle ilgili olan şeyleri önceden bir plan	()	()	()	()	()

yapmadan ve gerektiği gibi takip etmeden yapar mısınız? ^a					
Zaman Tutumları					
1. Zamanınızı yapıcı olarak kullanır mısınız?	()	()	()	()	()
2. Zamanınızı planlama işinde kendinizi geliştirmeye ihtiyaç duyuyor musunuz? ^a	()	()	()	()	()
3. Genel olarak kendi zamanınızı kendiniz planladığınızı hissediyor musunuz?	()	()	()	()	()
4. Genellikle amaçlarınızın hepsini size verilen hafta içerisinde çoğunlukla başarabileceğinizi düşünür müsünüz?	()	()	()	()	()
5. Küçük kararları çabucak verebiliyor musunuz?	()	()	()	()	()
6. İnsanlara hayır diyememekten ötürü kendinizi sık sık okul işlerinizi engelleyen işlerle meşgul durumda bulur musunuz? ^a	()	()	()	()	()
7. Yapacak bir şeyiniz olmadan kendinizi uzun süre bekliyor durumda bulur musunuz? ^a	()	()	()	()	()
Zaman Harcattırıcılar					
1. Normal bir okul gününde, okul işlerinden kendi özel işlerinize daha çok zaman harcar mısınız? ^a	()	()	()	()	()
2. Fayda sağlamayan alışkanlıklara veya aktivitelere	()	()	()	()	()

devam eder misiniz? ^a					
3. Günde ortalama bir paket sigara içiyor musunuz? ^a	()	()	()	()	()
4. Önemli bir okul ödevinin son teslim gününden bir gece önce hala onun üzerinde çalışır mısınız? ^a	()	()	()	()	()



APPENDIX G

SIFATLARA DAYALI KİŞİLİK TESTİ

Açıklama: Aşağıda bireyleri tanımak için kullanılan sıfat çiftleri verilmektedir. Sizden istenen, her bir sıfat çiftini okuyarak size uygunluk derecesine karar vermenizdir. Her sıfat çifti için bir tek daireyi doldurunuz. Doğru cevap yoktur, size uygun cevap vardır. Bunu dikkate alarak cevaplamaya çalışınız. Cevaplarınızı aşağıdaki örneklere göre belirtiniz.

	Çok uygun	Orta kça uygun	Biraz uygun	uygun, ne uygun değil	Biraz uygun	Orta kça uygun	Çok uygun	
İçedönük	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Dışadönük
İçedönük	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Dışadönük
İçedönük	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Dışadönük

Bu örneklerde,

1. Örnek kişi kendini oldukça içedönük olarak görmektedir,
2. Örnek ise kişi kendini çok dışadönük olarak görmektedir,
3. Örnek ise kişi bu boyutlarda kararsızdır veya her iki sıfatı da kendine uzak veya yakın görmektedir, anlamına gelmektedir.

		<i>Çok uygun</i>	<i>Oldukça uygun</i>	<i>Biraz uygun</i>	<i>uygun değil</i>	<i>Biraz uygun</i>	<i>Oldukça uygun</i>	<i>Çok uygun</i>	
1	Sakin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sinirli
2	Yalnızlığı tercih eden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sosyal (topluluğu seven)
3	Sanata ilgisiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sanata ilgili
4	Kindar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Affedici
5	Düzensiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Düzenli
6	Sabırlı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sabırsız
7	Silik	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Atak
8	Hayal gücü zayıf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hayal gücü kuvvetli
9	(Başkalarına) kayıtsız	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Yardımsız
10	Sorumsuz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sorumluluk sahibi
11	Rahat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tedirgin
12	Uyuşuk, eliağır	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Canlı
13	Dargörüşlü	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Geniş görüşlü

14	Rekabetçi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	İşbirliği yapan
15	Hırslı değil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hırslı
16	Tutarlı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tutarsız
17	Durgun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Delidolu
18	Alışılmış	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Yenilikçi
19	Kibirli	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Açakgönüllü
20	Dikkatsiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Dikkatli
21	İyimser	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Karamsar
22	Neşesiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Neşeli
23	Meraksız	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Meraklı
24	Asi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Uysal, yumuşak başlı
25	Gayretsiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Gayretli
26	Huzurlu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Huzursuz
27	Arka planda kalan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Öne çıkan
28	Tutucu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Liberal

29	Acımasız	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Merhametli
30	Hazırlıksız	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hazırlıklı
31	Kaygısız	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Kaygılı
32	Dikkat çekmeyen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Baskın, belirgin
33	İlgileri dar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	İlgileri geniş
34	Bencil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fedakâr (diğergam)
35	Disiplinsiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disiplinli
36	Yeni ilişkilere kapalı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Yeni ilişkilere açık
37	Etkisiz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Etkili
38	Hoşgörüsüz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hoşgörülü
39	Donuk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Coşkulu
40	İnatçı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Uzlaşmacı

APPENDIX H

YETİŞKİNLER İÇİN HEYECAN ARAYIŞI TESTİ

		1= Hiç Katılmıyorum 2= Katılmıyorum 3= Kararsızım 4= Katılıyorum 5= Tamamen Katılıyorum				
1.	İlginç yerleri keşfetmekten hoşlanırım.	1	2	3	4	5
2.	Evde çok fazla zaman geçirdiğimde huzursuz olurum.	1	2	3	4	5
3.	Korkutucu şeyler yapmaktan hoşlanırım.	1	2	3	4	5
4.	Çılgın partilerden hoşlanırım.	1	2	3	4	5
5.	Rotası belli olmayan ve zaman sınırı olmayan bir geziye çıkmak isterim.	1	2	3	4	5
6.	Heyecan verici bir şekilde ne yapacağı belli olmayan arkadaşları tercih ederim.	1	2	3	4	5
7.	Bungee-jumping yapmayı denemek isterim.	1	2	3	4	5
8.	Yasadışı olsa bile yeni ve heyecan verici deneyimleri yaşamayı severim.	1	2	3	4	5

Bungee-jumping: Bireylerin yüksek bir yerden (örneğin bir köprü) aşağıya atladıkları ve esnek bir halatla yukarı çekildikleri, heyecan verici bir etkinliktir

Referans: Çelik, E., Turan, M. E., (2016). A study on the psychometric features of the Turkish Version of the Brief Sensation Seeking Scale (BSSS-8) for young adults and the relation between sensation seeking and life satisfaction", *International Journal of Educational Research Review*, 1(1), 29-38.

APPENDIX I

YAŞAM DOYUMU ÖLÇEĞİ

Aşağıdaki ifadelere katılıp katılmadığınızı görüşünüzü yansıtan rakamı maddenin başındaki boşluğa yazarak belirtiniz. Doğru ya da yanlış cevap yoktur. Sizin durumunuzu yansıttığını düşündüğünüz rakam bizim için en doğru yanıttır. Lütfen, açık ve dürüst şekilde yanıtlayınız.

MADDE	KESİNLİKLE KATILMIYORUM	KATILMIYORUM	BİRAZ KATILMIYORUM	NE KATILYORUM	ÇOK AZ KATILYORUM	KATILYORUM	KESİNLİKLE KATILYORUM
Pek çok açıdan ideale yakın bir yaşamım var.	1	2	3	4	5	6	7
Yaşam koşullarım mükemmeldir.	1	2	3	4	5	6	7
Yaşamım beni tatmin ediyor.	1	2	3	4	5	6	7
Şimdiye kadar, yaşamda istediğim önemli şeyleri elde ettim.	1	2	3	4	5	6	7
Hayatımı bir daha yaşama şansım olsaydı, hemen hemen hiçbir şeyi değiştirmezdim.	1	2	3	4	5	6	7

Ölçek, 5 maddeden oluşan 7'li likert tipinde bir öz bildirim ölçeğidir. Ölçek, "(1) Hiç Katılmıyorum" seçeneğinden "(7) Tamamen Katılıyorum" seçeneğine giden metrik bir ölçümü içerir.

Ölçek, 16 yaşın üzerindeki tüm bireylere uygulanabilir. Bilişsel yetilerinde bozulma ya da yetersizlik olan bireylere uygulanması bir gözlemci denetiminde yapılmalıdır.

Bireyin kendi düşüncelerini rahatça aktarabileceği uygun ortam koşulları (sessiz bir ortam vb.) sağlanmalıdır.

APPENDIX J

DÜŞÜNME İHTİYACI ÖLÇEĞİ

Lütfen aşağıdaki cümleleri okuyup, her bir cümlenin size ne denli uyduğunu belirtin. Burada vereceğiniz yanıtların sizin kişisel tutumunuzu belirtmesi çok önemlidir. Soruların doğru veya yanlış şeklinde bir yanıtı yoktur. Önemli olan bu cümlelerin sizi anlatıp anlatmadığıdır. Bu cümlelerde belirtilen tutumların sizin tutumlarınızı ne denli anlattığını aşağıdaki sayıları kullanarak belirtiniz.

+4	Bu cümle beni tamamen anlatıyor
+3	Bu cümle beni çok iyi anlatıyor
+2	Bu cümle beni iyi anlatıyor
+1	Bu cümle beni biraz anlatıyor
0	Bu cümle beni ne anlatıyor ne de anlatmıyor
-1	Bu cümle bana biraz aykırı
-2	Bu cümle bana oldukça aykırı
-3	Bu cümle bana çok aykırı
-4	Bu cümle bana tamamen aykırı

- _____ 1. Karmaşık problemleri basit problemlere yeğlerim.
- _____ 2. Çok düşünmeyi gerektiren bir işin sorumluluğunu almak hoşuma gider.
- _____ 3. Düşünmek benim için bir eğlence biçimi değildir.
- _____ 4. Düşünme yeteneğimi zorlayacak birşey yapmaktansa, az düşünmeyi gerektirecek şeyleri tercih ederim.
- _____ 5. Bir mesele hakkında derin düşünmemi gerektirecek durumları önceden sezip, onlardan uzak durmaya çalışırım.
- _____ 6. Bir sorunu kafamda uzun süre yoğun bir biçimde tartışmak hoşuma gider.
- _____ 7. Sadece durumun gerektirdiği kadar derin düşünürüm.
- _____ 8. Uzun süreli işlere kafa yormaktansa, küçük, günlük meseleler hakkında düşünmeyi yeğlerim.
- _____ 9. Nasıl yapıldığını öğrendikten sonra fazla düşünmeyi gerektirmeyecek işleri tercih ederim.

- _____ 10. İşimde, düşünme yeteneğime güvenerek yükselme fikri bana çekici gelir.
- _____ 11. Sorunlara yeni çözümler bulmayı gerektiren işler bana gerçekten zevk verir.
- _____ 12. Yeni düşünce biçimleri öğrenmek bana pek heyecan vermez.
- _____ 13. Yaşamımın çözmem gereken bulmacalarla dolu olmasını yeğlerim.
- _____ 14. Soyut düşünme eylemi bana çekici gelir.
- _____ 15. Orta önemde, fazla düşünce gerektirmeyen bir iş yapmaktansa, kafa çalıştırmamı gerektiren, zor ve önemli bir işi tercih ederim.
- _____ 16. Çok zihinsel çaba gerektirmiş bir işi tamamlayınca tatminden ziyade rahatlama duygusu hissederim.
- _____ 17. Bence bir nesnenin kendisinden beklenen işi görmesi önemlidir, işi nasıl ve neden gördüğü benim ilgimi çekmez.
- _____ 18. Kişisel olarak beni etkilemeleri söz konusu olmasa bile birçok değişik konuda düşünürüm.

APPENDIX K

SİBER AYLAKLIK ETKİNLİKLERİ ÖLÇEĞİ

Laboratuvarlarda öğrenme görevlerini yapmak yerine ders dışı etkinlik olarak internete girdiniz. Aşağıdaki etkinliklerden hangisini ve ne sıklıkla yaparsınız?	Hiçbir Zaman	Nadiren	Arasıra	Genellikle	Her Zaman
1) Çevrimiçi alışveriş sitelerine girerim.	1	2	3	4	5
2) Tatil/Seyahat sitelerine girerim.	1	2	3	4	5
3) Dersle alakası olmayan ilginç (resim, video, özlü sözler vb.) siteleri arama motorlarında ararım.	1	2	3	4	5
4) Dersle alakası olmayan kavramlar hakkında bilgi toplamaya çalışırım.	1	2	3	4	5
5) Kişilerin biyografik bilgilerini arama motorlarında ararım.	1	2	3	4	5
6) Arama motorlarında ilginç konuların peşine düşerim.	1	2	3	4	5
7) Bankacılık ya da finansla ilgili web sitelerini ziyaret ederim.	1	2	3	4	5
8) Açık artırma sitelerini ziyaret ederim. (örn: gittigidiyor.com)	1	2	3	4	5
9) Seyahat/tatil için yer ayırtırım.	1	2	3	4	5
10) İş bulma ya da kariyer sitelerini ziyaret ederim.	1	2	3	4	5
11) Online oyun oynarım.	1	2	3	4	5
12) Kişisel web sayfamı geliştiririm.	1	2	3	4	5
13) E-postalarımı kontrol ederim.	1	2	3	4	5
14) Tartışma gruplarımı ziyaret ederim.	1	2	3	4	5
15) Sanal toplulukları ziyaret ederim.	1	2	3	4	5
16) Dosya indiririm (Müzik, yazılım, video gibi).	1	2	3	4	5

17) Blog sayfalarını okurum.	1	2	3	4	5
18) Haber gruplarını ve duyuru panolarını ziyaret ederim.	1	2	3	4	5
19) Anlık mesajlar alırım ve gönderirim.	1	2	3	4	5
20) Haber sitelerini ziyaret ederim.	1	2	3	4	5
21) Spor içerikli web sitelerini ziyaret ederim.	1	2	3	4	5
22) Hava durumunu kontrol ederim.	1	2	3	4	5
23) Sosyal ağları ziyaret ederim. (Facebook, Twitter, haber grupları, chat odaları, çevrimiçi oyunlar vb.)	1	2	3	4	5

