EXPLORİNGACADEMİC SELF-EFFİCACYAND ACADEMİC PROCRASTİNATİON İN EARLYCHİLDHOOD EDUCATİON STUDENTS

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ThisstudyinvestigatedtherelationshipbetweenAcademic self-efficacyandacademicprocrastination in earlychildhoodeducationpreserviceteachers. Academicprocrastination is defined as a motivational problem characterizedbystudents' tendencytoputtingoffordelayingacademictasksresulting in negativeoutcomes. Researchdatashowthatprocrastination is a prevalent problem in collegestudentsandrelatestotheiracademicachievement, anxiety, motivationand self-esteem.
Academic self- efficacy on theotherhand, referstostudent'slevel of confidencetoperformsuccessfully at designatedlevels on academictasks. Similartoprocrastination, academic self-efficacywasfoundto be relatedtoacademicperformanceandacademicgoalsetting.
104 earlychildhoodeducationstudentsfrom a college of educationwereenrolled in thestudy. ParticipantswereaskedtocompletetheAcademic Self-regulationscaleandAitken'sAcademicproscrenationscale. Data werecollectedduringregularclasshoursfromstudentswhowere in attendance on thedaysthattheinstrumentswereadministered. The SPSS software (version 18.0) wasusedtocalculatedescriptivestatisticsandcorrelations. Resultsandrecommendationsforfurtherstudywill be reportedduringpresentation.