



ACADEMIC PROCRASTINATION AND GENDER AS PREDICTORS OF SCIENCE ACHIEVEMENT

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Abstract

The present study investigated elementary students' science achievement in relation to academic procrastination and gender. A total of 4725 public elementary students ($n = 2335$ girls, $n = 2379$ boys, and $n = 11$ gender not provided) participated in the study. In order to collect the data The Tuckman Procrastination Scale and a Science Achievement test were utilized. Multiple regression analysis revealed that the overall model was statistically significant. In the model both academic procrastination and gender were found to make a significant contribution to the variation in elementary students' science achievement. More specifically, results showed a negative relationship between academic procrastination and achievement. Additionally, girls appeared have higher science achievement compared to boys.

Keywords: Procrastination, Gender, Science Achievement.