Volume 3 Issue 2, 2023
ISSN:2747-5646

125

An Investigation of the Relationship Between Life Satisfaction, Academic
Procrastination, and Student's Individual Responsibility Behaviors in
University Students

An Investigation of the Relationship Between Life Satisfaction, Academic Procrastination, and Student's Individual Responsibility Behaviors in University Students

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Article Info	Abstract
	The purpose of this study is to determine the relationship levels between university students' life satisfaction, academic procrastination behavior, and student's individual responsibility behaviors. The research is conducted as a correlational study within a survey model. The study was conducted with 401 students, 256 female, and 145 males, enrolled in a 4-year undergraduate program at Akdeniz University during the academic year 2022-2023. The data for the research were collected through face-to-face interviews using a personal information form, the 'Life Satisfaction Scale' adapted into Turkish by Dağlı and Baysal (2016) from the original developed by Diener et al. (1985), the 'Academic Procrastination Scale' adapted into Turkish by Balkıs et al. (2006) from the original developed by Aitken (1982), and the 'Student's Individual Responsibility Scale' adapted into Turkish by Doğan (2015) from the original developed by Singg and Ader (2001). According to the findings of the research, there is a negative relationship between university students' life satisfaction and academic procrastination levels, a positive relationship between life satisfaction and student's individual responsibility behaviors, and a negative relationship between academic procrastination and student's individual responsibility behaviors. **Keywords:** Life satisfaction, academic procrastination, student's individual responsibility, university students.

Introduction

Life satisfaction refers to a cognitive process and is defined as the overall assessment of individuals' quality of life-based on their self-selected criteria (Diener et al., 1985). A higher presence of positive evaluations regarding one's life compared to negative evaluations indicates a higher quality of life. Studies on life satisfaction show that factors such as race, income level, and gender have almost no influence on predicting happiness and life satisfaction. However, psychological variables (personal tendencies, close relationships, and culture) have a greater impact on explaining life satisfaction (Myers & Diener, 1995). Among the psychological factors influencing happiness, self-esteem has been consistently and strongly linked to life satisfaction, as reported in studies conducted across almost all cultures (collectivist and individualistic) (Çivitçi, 2007)."

126

An Investigation of the Relationship Between Life Satisfaction, Academic Procrastination, and Student's Individual
Responsibility Behaviors in University Students

According to Segrin (2006), life satisfaction is influenced by various factors such as mental and physical health, adaptation, and relationships with others. In addition to these factors affecting people from all walks of life, it is also believed that specific characteristics related to the period and environment can influence the life satisfaction of university students. For example, being content with the field of study has been noted as a significant factor in students' life satisfaction (Serin et al., 2010). Considering the findings, it can be suggested that the faculties students attend and their evaluations related to these faculties could affect their life satisfaction (Yelpaze & Yakar, 2019). Taking into account the stages of development, university years correspond to emerging adulthood, which is the end of adolescence and the beginning of adulthood. During this period, individuals might experience more stress and anxiety compared to other periods (Meadows et al., 2006). This is because the characteristics of this period expose individuals to many stress-inducing factors, such as gaining independence, self-improvement, forming close relationships, adapting to new environments, and preparing for a career. Additionally, students also face academic, financial, and various social problems that can impact their life satisfaction (Dusselier et al., 2005). Individuals struggling to fulfill these tasks also experience decreased life satisfaction (Newman & Newman, 2017)."

One of the variables that diminish individuals' life satisfaction and negatively impact their educational lives is academic procrastination. Academic procrastination is defined as postponing academic tasks in an irrational manner until experiencing anxiety about not having completed the task (Solomon & Rothblum, 1984). Academic procrastination can be considered a subtype of procrastination behavior and can generally be defined as delaying academic tasks (Akbay & Gizir, 2010). According to another definition, academic procrastination behavior occurs when an individual fails to start these tasks on time due to not wanting to experience high levels of stress (Senécal et al., 1995). Academic procrastination is particularly prevalent among university students as a common behavioral pattern (Çetin, 2009; Solomon & Rothblum, 1984). University life can be considered a period in an individual's life where they take on numerous responsibilities to comprehend the notion of freedom. However, university students often procrastinate their academic tasks for which they are responsible. As long as university students exhibit behaviors associated with procrastinating their academic responsibilities, they can experience failure in their courses, prolong their learning period, and in extreme cases, this situation might lead to them having to leave the university. The act of procrastination resulting from the avoidance of taking responsibility for academic tasks may provide students with short-term relief, but not assuming the necessary responsibilities for their liberation can lead to psychological issues such as anxiety, stress, failure, guilt, and low self-esteem (Akbay & Gizir, 2010). In fact, research findings show that university students' levels of life satisfaction differ according to variables such as gender, perceived academic achievement, perceived economic status, expectations for the future, religious beliefs, and loneliness. When analyzed by gender, it is evident that females have significantly higher levels of life satisfaction compared to males (Tuzgöl Dost, 2007). Many researchers agree on the idea that procrastination behavior has

127

An Investigation of the Relationship Between Life Satisfaction, Academic Procrastination, and Student's Individual Responsibility Behaviors in University Students

behavioral, cognitive, and emotional dimensions (Akkaya, 2007). Schouwenburg et al. (2004) stated: Various studies indicate that related traits come together very distinctly: a chronic tendency to procrastinate, weak impulse control, decreased perseverance, lack of work discipline, deficient time management skills, and an inability to study regularly. There seem to be very few reasons to regard procrastination behavior as a separate characteristic within this combination. Instead, labeling this combination as a 'lack of self-control' could be more efficient (Özer, 2005).

Among the other factors contributing to life satisfaction, we can consider personal responsibility. Toedter (1981) defines personal responsibility as an individual's ability to see themselves as the source or author of their own life, constantly making choices that shape their life (cited in Doğan, 2015). Individuals with an underdeveloped sense of responsibility tend to avoid making decisions and avoid giving decisions since it seems easier and less risky for others to take responsibility (Hayta Önal, 2005). One reason why individual avoid taking responsibility could be attributed to their low self-efficacy beliefs, suggesting that they don't believe they are capable of accomplishing a task (Hayta Önal, 2005). From an educational perspective, looking at the concept of personal responsibility involves becoming aware of behaviors towards school classes and the institution itself, making choices, assuming the consequences of these choices, taking responsibility for the obligations arising from these choices, paying attention to one's academic life, directing one's life, adopting a respectful communication with teachers, and being attentive to one's performance in the classroom (Kaya & Doğan, 2014). In other words, individual responsibility is one of the parameters of academic achievement (Doğan, 2015). Thus, it can be said that as an individual's academic achievement increases, their life satisfaction may also increase. It is believed that if a person does not take individual responsibility, they may be prone to procrastination. Based on this inference, it can be suggested that there will be a negative relationship between the sense of responsibility and the tendency to engage in academic procrastination behavior. Research findings also indicate a negative relationship between academic procrastination and responsibility (personal trait) (Özer & Altun, 2011). Therefore, a negative significant relationship is expected between university students' academic procrastination behaviors and their levels of responsibility (Çelikkaleli & Akbay, 2013).

Based on the findings of literature reviews, information regarding the relationship between life satisfaction, academic procrastination behavior, and individual responsibility has been compiled. In accordance with the compiled information and data, a research study was conducted using a correlational survey model. The aim of the conducted research is to examine the relationship between life satisfaction, academic procrastination, and individual responsibility. In this regard, the existence and direction of relationships among the three concepts mentioned above were investigated. Within this context, answers to the following questions were sought.

Research Question 1: Is there a relationship between university students' levels of life satisfaction and their academic procrastination behaviors and levels of individual responsibility? If a relationship exists, what type of relationship is it?

128

An Investigation of the Relationship Between Life Satisfaction, Academic Procrastination, and Student's Individual
Responsibility Behaviors in University Students

Research Question 2: Do university students' levels of life satisfaction differ in terms of gender, field of study, place of residence, income status, and relationship status?

Research Question 3: Do university students' academic procrastination behaviors differ in terms of gender, field of study, place of residence, income status, and relationship status?

Research Question 4: Do university students' behaviors of taking individual responsibility differ in terms of gender, field of study, place of residence, income status, and relationship status?

Methodology

Research Design: This study is a correlational survey conducted to determine the relationship between academic procrastination, individual responsibility-taking behaviors, and levels of life satisfaction among university students.

Sample: The sample of the study consisted of a total of 401 university students, including 256 female and 145 male students, enrolled in 4-year undergraduate programs in education sciences, social sciences, and natural sciences at Akdeniz University during the 2022-2023 academic year. The mean age of the sample is 21.7 years. Data were collected in person from active undergraduate students at the 2nd, 3rd, and 4th year levels of the programs.

Data Collection Instruments

In order to determine the life satisfaction of undergraduate students at Akdeniz University, the "Satisfaction with Life Scale" developed by Diener et al. (1985) and adapted into Turkish by Dağlı and Baysal (2016) was utilized. To measure students' academic procrastination tendencies, the "Academic Procrastination Scale" developed by Aitken (1982) and adapted into Turkish by Balkıs et al. (2006) was employed. Additionally, the "Student Individual Responsibility Scale" developed by Singg and Ader (2001) and adapted into Turkish by Doğan (2015) was used to assess students' individual responsibilities. Furthermore, a socio-demographic form was utilized to gather personal information about the study participants.

-Socio-Demographic Form: To assess the socio-demographic characteristics of university students, questions were included regarding age, gender, field of study, department, place of residence, income status, and romantic relationship status.

-Life Satisfaction Scale: In order to assess individuals' life satisfaction, the original version of the scale, developed by Diener et al. (1985) and first adapted into Turkish by Köker (1991), was utilized. The original scale, consisting of 5 items under a single-factor structure, is in English and employs a 7-point Likert scale ranging from "strongly disagree" to "strongly agree." However, when applied to educators in educational organizations using the 7-point rating scale, participants expressed dissatisfaction by claiming that the options were closely aligned. It was observed that the 7-point scale was not suitable for Turkish culture. Dağlı and Baysal (2016) adapted the Life Satisfaction Scale to Turkish culture by reducing the rating scale to 5 points on the Likert scale. The scale used in this research consists of 5 items on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree." The highest score that can be obtained from the scale is 25, and the lowest score is 5. As the score obtained from the scale increases, an individual's life satisfaction also increases. The Cronbach's Alpha

129

An Investigation of the Relationship Between Life Satisfaction, Academic Procrastination, and Student's Individual Responsibility Behaviors in University Students

coefficient of internal consistency for the scale is found to be 0.88, and the test-retest reliability is 0.97.

-Academic Procrastination Scale: Developed by Aitken (1982) to measure students' tendencies to procrastinate academic tasks, the scale was adapted into Turkish by Balkıs et al. (2006). The scale is unidimensional and does not have sub-dimensions. It consists of a total of 19 items. The scale uses a 5-point Likert scale, where individuals are asked to rate themselves between 1 and 5 for each item. Ratings range from 1 ("completely wrong") to 5 ("completely correct"). The maximum score that can be obtained from the scale is 95, and the minimum score is 19. Scores for the 1st, 4th, 7th, 9th, 11th, 13th, and 17th items are reverse-calculated to obtain the total score. A higher total score indicates a participant's tendency for academic procrastination. The internal reliability coefficient of the scale is 0.82. The item-total correlations of the scale vary between 0.15 and 0.75 (Ekşi & Dilmaç, 2010).

-Student Individual Responsibility Scale-10: Developed by Singg and Ader (2001) to measure students' individual responsibilities, the scale was adapted into Turkish by Doğan (2015). The unidimensional Student Individual Responsibility Scale-10 consists of 10 items. The scale uses a 5-point Likert scale, where individuals are asked to rate themselves between 1 and 5 for each item. Ratings range from 1 ("same as me") to 5 ("has nothing to do with me"). Items 3, 4, 6, and 9 in the scale are reverse-coded to calculate the total score. The maximum total score that can be obtained from the scale is 50, and the minimum total score is 10. A higher total score indicates a higher level of individual responsibility in the student. In the reliability study, the Cronbach's Alpha coefficient of internal consistency was found to be 0.63.

Data Analysis

In this study, the IBM SPSS Statistics Version 26 software package was utilized for the analysis of data collected through a survey. Frequencies were used for identifying the descriptive characteristics of the students, and correlation coefficient analysis was employed to examine the levels of relationships. When examining whether the dataset followed a normal distribution, the statistical results indicated that the dataset was not normally distributed. Therefore, Spearman's correlation analysis was employed. For dichotomous items, a T-test was conducted, while for items with three categories and non-homogeneous distributions between categories, Bonferroni correction was applied. For items that exhibited significant relationships according to the ANOVA statistical results, Post hoc tests were conducted.

Results

In this section, the findings obtained through the analysis of the collected data are presented.

Table 1. N, Max, Min Scores, Mean (X), and Sum of Squares (SS) Table for Life Satisfaction Scale, Academic Procrastination, and Student's Individual Responsibility Behaviors

	N	The Minimum Scores to be Taken from the Scale	The Maximum Scores to be Taken from the Scale	X	SS

130

An Investigation of the Relationship Between Life Satisfaction, Academic Procrastination, and Student's Individual
Responsibility Behaviors in University Students

Life Satisfaction	401	5	25	13.40	4.757
Academic Procrastination	401	19	95	54.89	12.943
Student Personal Responsibility	401	10	50	30.65	6.208

The minimum score that can be obtained from the Life Satisfaction Scale is 5, and the maximum score is 25. The sample data group yielded an average total score of 13.4 on the Life Satisfaction Scale. As the score obtained from the scale increases, the individual's life satisfaction also increases. The minimum value that can be obtained from the Academic Procrastination Scale is 19, and the maximum score is 95. The average score obtained from the sample's Academic Procrastination Scale was found to be 54.89. A higher total score on the scale indicates that the participating individual has a tendency for academic procrastination. The minimum score that can be obtained from the Student Individual Responsibility-10 Scale is 10, and the maximum score is 50. The participants in the study had an average total score of 30.65 on the Student Individual Responsibility-10 Scale. A higher total score indicates that the student has a higher level of individual responsibility.

Table 2. The Correlation Distribution Between Life Satisfaction Scale Scores, Academic Procrastination, and Student's Individual Responsibility Behaviors

			Life Satisfaction	Academic Procrastination	Student Personal Responsibility
Spearman's rho	Life Satisfaction	Correlation Coefficient	1.000	-.305**	.223**
		Sig. (2-tailed)	.	.000	.000
		N	401	400	401
	Academic Procrastination	Correlation Coefficient	-.305**	1.000	-.465**
		Sig. (2-tailed)	.000	.	.000
		N	400	400	400
	Student Personal Responsibility	Correlation Coefficient	.223**	-.465**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	401	400	401

**. Correlation is significant at the 0.01 level (2-tailed).

A strong and negative correlation was observed between life satisfaction and academic procrastination (r = -0.305; p < 0.05). There was a strong and positive correlation between life satisfaction and student individual responsibility (r = 0.223; p < 0.05). A significant and negative correlation was found between academic procrastination and student individual responsibility (r = 0.465; p < 0.05).

131

An Investigation of the Relationship Between Life Satisfaction, Academic Procrastination, and Student's Individual Responsibility Behaviors in University Students

Table 3. Bonferroni Table for N, Mean (X), Sum of Squares (SS), t, p, and F for the Relationship Between Life Satisfaction and Socio-Demographic Factors

Variables		N	X	SS	t	p	F	Bonferroni Test
Life Satisfaction	Female	256	13.74	4.89	1.94	0.357		
	Male	145	12.78	4.43				
	Social Sciences (1)	158	13.91	4.14				
	Educational Sciences (2)	181	12.69	4.14		0.025*	3.74	1-2
	Natural Sciences (3)	62	14.14	4.75				
	Alone at Home (1)	36	12.63	5.57				
	With Friends at Home (2)	51	13.41	4.18				1-3 ve 3-5
	With Family at Home (3)	85	15.34	5.39		0.001*	5.51	
	Private Dormitory (4)	22	14.22	3.87				
	State Dormitory (5)	207	12.63	4.31				
	Income > Expenses (1)	64	15.78	4.73				1-3 ve 2-3
	Income = Expenses (2)	156	14.60	4.81		0.001*	31.60	
	Income < Expenses (3)	181	11.50	3.94				
	In a Relationship	161	12.92	4.72	-1.62	0.104		
	Not in a Relationship	240	13.71	4.75				

When examining the life satisfaction of university students based on the variables in the table, a significant difference in life satisfaction was observed among students based on their field of study and place of residence. When analyzing this difference using the Bonferroni Test, a significant difference was found only between fields of study 1 and 2. Furthermore, significant differences were found between places of residence 1 and 3, as well as 3 and 5. No statistically significant differences were found among the other fields of study.

Table 4. Bonferroni Table for N, Mean (X), Sum of Squares (SS), t, p, and F for the Relationship Between Academic Procrastination and Socio-Demographic Factors

Variables		N	X	SS	t	p	F	Bonferroni Test
Academic Procrastination	Female	256	52.65	13.09	-4.70	0.054		
	Male	145	58.83	11.71				
	Social Sciences (1)	158	54.13	12.36				
	Educational Sciences (2)	180	56.40	13.64		0.075	2.61	
	Natural Sciences (3)	62	52.46	11.90				
	Alone at Home (1)	36	59.11	14.73		0.316	1.18	

132

An Investigation of the Relationship Between Life Satisfaction, Academic Procrastination, and Student's Individual Responsibility Behaviors in University Students

Variables	n	X	SS	T	p	F	Bonferroni Test
With Friends at Home (2)	51	54.23	13.64				
With Family at Home (3)	85	55.29	12.45				
Private Dormitory (4)	22	55.09	11.30				
State Dormitory (5)	206	54.14	12.76				
Income>Expenses (1)	64	52.90	13.13		0.017*	4.09	1-3 ile
Income=Expenses (2)	155	53.36	12.35				
Income<Expenses (3)	181	56.91	13.14				
In a Relationship	161	53.51	13.33	-1.75	0.081		
Not in a Relationship	240	55.82	12.61				

When examining the academic procrastination levels of university students based on the variables in the table, a significant difference was observed among students based on their income status. Upon conducting the Bonferroni Test for these differences, a significant difference was found only between income status levels 1 and 3. No statistically significant differences were found among the other categories.

Table 5. Bonferroni Table for N, Mean (X), Sum of Squares (SS), t, p, and F for the Relationship Between Student's Individual Responsibility and Socio-Demographic Factors

Variables		n	X	SS	T	p	F	Bonferroni Test
Student Personal Responsibility	Female	256	31.25	6.14	2.58	0.280		
	Male	145	24.60	6.17				
	Social Sciences (1)	158	30.92	6.22				
	Educational Sciences (2)	181	30.21	6.31		0.409	0.89	
	Natural Sciences (3)	62	31.25	5.78				
	Alone at Home (1)	36	30.83	4.99				
	With Friends at Home (2)	51	31.23	7.82				
	With Family at Home (3)	85	30.37	5.84		0.953	0.17	
	Private Dormitory (4)	22	30.40	5.35				
	State Dormitory (5)	207	30.62	6.20				
	Income>Expenses (1)	64	31.03	7.80		0.427	0.85	
	Income=Expenses (2)	156	31.01	5.72				

133

An Investigation of the Relationship Between Life Satisfaction, Academic Procrastination, and Student's Individual Responsibility Behaviors in University Students

Income<Expenses (3)	181	30.20	5.95		
In a Relationship	161	30.55	5.66	-0.25	0.798
Not in a Relationship	240	30.72	6.54		

When examining the student personal responsibility levels of university students based on the variables in the table, there is no statistically significant difference.

Conclusion and Discussion

The university plays a significant role in an individual's process of acquiring a profession, as many professions consider university education as a prerequisite to being deemed proficient in their field. The process of university admission and the subsequent period of university education can be considered to hold a substantial place in the lives of young individuals (Yelpaze & Yakar, 2019). Therefore, it is believed to be crucial for university students to derive satisfaction from their endeavors to effectively navigate this process. However, certain factors in the lives of university students can either diminish or enhance this sense of satisfaction (Dost, 2007).

Motivation can be considered as one of these factors. University students who are highly motivated tend to have higher levels of life satisfaction. Moreover, students at this level also exhibit lower levels of academic procrastination. Conversely, students with low levels of motivation experience lower life satisfaction and higher levels of procrastination (Güdül, 2015). Factors such as religion, region, clothing, speech, and upbringing can be considered influential. In Turkey, the university entrance exam plays a determinant role in students' choices of profession and university. Thus, it can be observed that students are obliged to select a profession based on their exam scores (Çetin, 2009). Consequently, many students might be attending a university for external reasons (Can et al., 2021). When examining the result of this finding, it can be suggested that cultural factors act as an academic procrastination factor for university students and that life satisfaction is influenced by this factor.

Furthermore, academic procrastination can lead to various negative outcomes such as academic underachievement, diminished self-esteem, depression, and anxiety (Senêcal et al., 1995). Upon reviewing the literature, it can also be concluded that individuals struggling with academic procrastination tend to have weak time management skills, negative academic attitudes, and a lack of consistent study habits (Solomon & Rothblum, 1984).

Due to the relatively recent nature of studies related to social responsibility in Turkey, when reviewing the literature, the concept of social responsibility has been examined from the perspective of institutions and businesses (Vural & Coşkun, 2011). However, the scarcity of research on individual social responsibility enhances the significance of this subject (Kesici, 2018).

134

An Investigation of the Relationship Between Life Satisfaction, Academic Procrastination, and Student's Individual Responsibility Behaviors in University Students

Considering that the average score obtained by the participating students on the Student Individual Responsibility Scale is 30.60, and taking into account that the maximum possible score on the scale is 40, it can be stated that the university students participating in this study exhibit a high level of student individual responsibility. According to the findings of our research, a strong negative relationship between academic procrastination and individual responsibility was identified. Responsibility is associated with taking on a task. Using their intellect, students willingly assume responsibility for any task (Simson, 2016). Consistency is necessary for initiating, sustaining, and completing academic tasks. When individuals exhibit a high level of responsibility when initiating academic tasks and assuming learning responsibilities, it is anticipated that this could lead to academic success. Higher levels of individual responsibility among students prompt them to take on academic responsibilities, subsequently reducing academic procrastination behavior.

However, it can be argued that internal processes such as attitudes toward learning, motivation, and anxiety play a significant role in an individual's assumption of academic responsibility (Kesici, 2018). Upon reviewing the literature, studies have demonstrated that individuals with high life satisfaction also tend to have high levels of motivation (Akduru et al., 2016; Güdül, 2015; Tulunay Ateş, 2021). When examining the statistical results, a strong positive relationship between life satisfaction and student individual responsibility was identified. Students with high life satisfaction also exhibit high levels of motivation. Individuals with the motivation to initiate and complete a task willingly assume the responsibility for that task. This finding supports the results of our study.

Due to the influences of life satisfaction, academic procrastination, and individual responsibility, the present study aimed to investigate and comprehend the levels of academic procrastination, life satisfaction, and student individual responsibility in response to various events and conditions, as well as to understand the relationships among them.

The purpose of conducting this research is to address the limited studies examining the relationship between life satisfaction and academic procrastination, as well as between life satisfaction and student individual responsibility among university students in Turkey. In the international literature, studies focusing on life satisfaction among university students report that factors such as stress, age, personality traits, parental attitudes, and educational variables have an impact on life satisfaction (Chow, 2005; Yetim, 2003). However, it should be noted that cultural variables can influence these investigations. Therefore, this research, which aims to explore the relationship between life satisfaction, academic procrastination, and student individual responsibility in the context of Turkey, is deemed important for contributing to the literature.

Academic procrastination is particularly noticeable among university students (Çetin, 2009; Solomon & Rothblum, 1984). The fact that the data set used in this research pertains to the university years implies that life satisfaction indeed affects various aspects of university students' lives and is influenced by them. While ensuring diversity in the study group, students from different faculties and departments were included in the study. However, due

135

An Investigation of the Relationship Between Life Satisfaction, Academic Procrastination, and Student's Individual Responsibility Behaviors in University Students

to the potential need for adaptation to a new environment, we did not include first-year university students in our sample selection process.

When the results of this study are statistically examined, a strong negative correlation between life satisfaction and academic procrastination behavior, and a strong positive correlation between life satisfaction and student personal responsibility levels are observed. It can be inferred from this result that as university students' life satisfaction increases, a decrease in academic procrastination behavior is observed, and as life satisfaction increases, an increase in students' behavior of taking personal responsibility is observed. From this, we can conclude that as life satisfaction increases, the negative consequences of academic procrastination, such as academic failure, decreased self-esteem, depression, and anxiety, may decrease. The literature also indicates that as depression increases, overall life satisfaction and its sub-dimensions including general satisfaction, relationship satisfaction, self-satisfaction, social environment satisfaction, and job satisfaction decrease (Karaköse, 2019). In the existing literature, research has also found an inverse relationship between depression and life satisfaction (Dorahy et al., 2000). A significant negative relationship was found between chronic anxiety and life satisfaction variables (Güngör, 2011). In another study examining individual integrity and self-esteem variables in predicting life satisfaction among university students, a significant relationship was found between life satisfaction and self-esteem (Çeçen, 2008).

When examining the sources in the international literature, it can be observed that the findings obtained align with the socio-cultural, and economic factors, family, and negative personal characteristics being associated with university students' life satisfaction (Serin et al., 2010). The study conducted by Onwuegbuzie and Jiao (2000) revealed that university students' time management and study habits, self-discipline, self-critique, and adjustment-based study strategies were mentioned as methods employed to reduce academic procrastination.

It should be noted that this research is limited by the university where the study was conducted and the number of participants; therefore, the obtained results cannot be generalized to all university students. However, the data obtained can be seen as an indicator of the relationship between life satisfaction, academic procrastination, and student individual responsibility among university students in Turkey. Thus, gaining admission to a university is not sufficient on its own for an individual's happiness; the chosen field of study should also be compatible with the individual's characteristics and environmental factors (Çivilidağ et al., 2018). Therefore, it is important for university students to recognize the factors that influence their life satisfaction.

When life satisfaction is examined in relation to the socio-demographic data in the study, significant differences are observed in terms of students' fields of study and their places of residence. When students' places of residence are examined, significant differences are found among the items. It is thought that having one's own areas, having control over one's own routines, and having an autonomous life might contribute to the observed differences among

136

An Investigation of the Relationship Between Life Satisfaction, Academic Procrastination, and Student's Individual Responsibility Behaviors in University Students

the items. When examining foreign literature sources, it is observed that the findings obtained are consistent with the relationship.

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137

An Investigation of the Relationship Between Life Satisfaction, Academic Procrastination, and Student's Individual
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138

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139

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