



(ISSN: 2587-0238)

Demirbilek, N., Han, F. & Atila, F. (2022). The effect of school managers' decision avoid behavior on work stress: The intermediate role of progression tendencies. *International Journal of Education Technology and Scientific Researches*, 7(20), 2313-2326.

DOI: <http://dx.doi.org/10.35826/ijetsar.528>

Article Type (Makale Türü): Research Article

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## THE EFFECT OF SCHOOL MANAGERS' DECISION AVOID BEHAVIOR ON WORK STRESS: THE INTERMEDIATE ROLE OF PROGRESSION TENDENCIES

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Received: 12.08.2022

Accepted: 16.11.2022

Published: 01.12.2022

### ABSTRACT

The aim of this study is to determine the effect of school administrators' decision-making behaviors on job stress. The research also tried to determine the mediating role of procrastination tendencies in the relationship between school administrators' decision-making behaviors and job stress. This research is descriptive research in cross-sectional study. In the research, a screening study was conducted to determine the decision-making behaviors, procrastination tendencies and stress levels of school administrators. The population of the research consists of school administrators working in public schools in the province of Malatya in the 2021-2022 academic year. 251 school administrators voluntarily participated in the study. The sample was determined by the disproportionate sampling method, which is one of the random sampling methods. SPSS 22.0 and AMOS programs were used in the analysis of the data obtained within the scope of the research. According to the results of the research, it can be said that the decision-avoidance behaviors and procrastination tendencies of the school administrators participating in the research are at a low level, and their work stress is at a moderate level. There was a moderate positive and negative relationship between school administrators' decision avoidance behavior and procrastination behavior, and a low negative relationship between decision avoidance behavior and job stress. When the structural equation modeling values consisting of decision avoidance, procrastination and job stress variables are examined, it is seen that school administrators' decision avoidance behaviors have a significant positive effect on procrastination tendencies. It has been determined that procrastination tendencies, which are one of the mediating variables, affect job stress negatively. With the inclusion of procrastination tendencies, one of the mediating variables, in the model, it was determined that the effect of decision avoidance behaviors on job stress was insignificant.

**Keywords:** Procrastination, decision avoidance, job stress.

## INTRODUCTION

Stress; "Psychological and physiological reaction to events that disrupt people's happiness and peace and reflect as a threat to human psychology" (Şimşek et al., 1998); "Individual's reaction to events that usually cause distress and tension in the person" (Pehlivan, 2002); "disturbing the physical and psychological balance of the organism; an internal experience of environmental, organizational or individual origin" (Gümüşeli, 2001); is defined as. In this context, stress emerges as a concept that affects individuals and affects their behavior, relationships with other people and work efficiency. Stress does not occur spontaneously. For stress to occur, the changes that occur in a person's life or environment must affect the person (Eren, 2004). Not being able to complete the work or not being able to do it on time due to lack of time causes stress in people. Non-stop running people and workaholics are exposed to stress and its side effects (Tengelimoglu et al., 2003). Postponing work for later, not being able to concentrate on work, laziness cause things to pile up and multiply. Short and simple tasks that need to be done daily can accumulate and turn into long and time-consuming tasks. The rush to raise these jobs turns the person into a stressful, tense, and negative personality (Kiral, 2016).

On the other hand, managers are required to adhere to the following rules: "Setting priority tasks, doing important things at a set time but doing several unimportant things at the same time, making a list of optional tasks to be done in 5-10 minutes, dividing them into sections. big projects, making decisions by dividing the critical 20% of the task, looking for the best time for important tasks, scheduling extra time for things to do during the day, not procrastinating, using time well, setting time limits, doing something productive while waiting, nothing not worrying about the future, setting long-term goals, looking for ways to improve time management" (Whetten & Cameron, 1998). The person who cannot organize the time well will undoubtedly be exposed to stress. Continuing to work with stress negatively affects their business life. Managers spend most of their time in their workplaces and try to do the tasks they undertake to achieve the organizational goals of the workplaces. To achieve these organizational goals, they must continue their lives by forcing their physical and mental capacities while fulfilling their managerial duties. This situation exposes managers to stress (Ekinci & Ekici, 2003). The inefficiency of school administrators working in a stressful environment will affect students, teachers, and the whole society as well as themselves. For this reason, it is necessary for the school administrator to know which situations cause stress at school and how to deal with stress, and to take and implement measures against stress in the school organization (Kayum, 2002).

Stress sources can be listed as physical and environmental factors, economic factors, factors arising from social life, factors arising from working life and organization, and individual factors (Kiral, 2016). In his research, Kural (2013) explains that mountaineers, while passively escaping from events or isolating from events, feel themselves under time pressure and exhibit hasty behaviors and try to reach quick solutions in the face of stress. In the research conducted by Kirel (1991), stress sources were determined as "working too much or less, time pressure, working in shifts, presence of danger at work, role conflict and role ambiguity". In the study conducted by Borg and Riding (1993), 4 items were found as the main stressor. These are: "Lack of support and conflict in decision

making, insufficient resources, excessive workload, working conditions and responsibilities.” In this study, the effects of decision-avoidance behavior as a source of stress were tried to be determined.

On the other hand, decision-making is expressed as the process of reducing doubts and uncertainties adequately while making the appropriate choice among alternatives (Balkis, 2007). Administratively, it is defined as any judicial decision that affects the action (Bursaloğlu, 2015). The decision process is used to make a change in the organization, to prevent or resolve a conflict, to influence the employees (Bursaloğlu, 2015). Employees with decision authority must decide the most appropriate option in terms of both personal success and organizational efficiency in the decision-making situation they face, and this is a source of stress in itself (Pehlivan, 2002). Because the success of the manager is evaluated according to the results of the decisions he made, and for this reason, the managers are in an effort to make the right and effective decision, which creates stress in them, in order not to fail.

Individuals may approach decision making in separate ways. While some of them trust their intuition, some can get detailed information about the subject to be decided and make analyzes. Some may prefer independence while others wait for others' guidance when making decisions. While some may avoid the decision-making process, some decision-makers may begin to make decisions immediately. Scott and Bruce (1995) dealt with decision-making styles and dealt with personal differences that are effective in decision-making and stated that there are five types of "decision-making styles". Our research focuses on avoidance style. decision avoidance style: It is the style in which “avoidance of decision-making behavior and procrastination of decision-making are dominant.” According to Knaus (1998), procrastination is defined as “reasonably delaying a priority responsibility or leaving it to the last moment to be fulfilled on time”. Individuals who use this style tend to "avoid making decisions and delay decisions making until the last moment" (Üngüren, 2011). This situation can cause an increase in stress in individuals, and they must make decisions under the pressure of time (Çolakkadioğlu, 2013). As a result, the probability of making the right decisions is low.

Negative effects may occur, such as avoiding decision making, not being able to do what was planned before, not being able to finish or delaying it. Delays experienced, when necessary, decisions are delayed for a long time do not increase the quality of the decision, but also cause time loss and stress (Roesch, 2007). In this context, the mediating role of procrastination in the effect of decision avoidance behavior on stress was also examined in this study. Studies show that procrastination behavior or procrastination is a widespread problem in individuals from all levels of society (Çakıcı, 2003; Kandemir et al., 2017; Cömert & Dönmez, 2018). The behavioral dimension of procrastination can be defined as the individual not doing what needs to be done on time or not making the necessary decisions on time (Senecal et al., 1997; cited by Aydoğan, 2008) and taking longer than necessary” (Senecal et al., 1997; cited in Çakıcı, 2003). The cognitive dimension of procrastination can be defined as “the inconsistency between an individual's goals and real behaviors” (Ferrari, 1994). The affective dimension of procrastination can be defined as “the feeling of self-denial, inadequacy, pessimism, regret, guilt, nervousness, panic (Binder, 2000) that occurs after procrastination” (Memduhoğlu & Şahin, 2021). Procrastination behavior can be defined as “desire to avoid, promises made to oneself to do the avoided job later, and finding excuses to

justify oneself as a result of procrastination” (Kandemir, 2010). Balkis (2006) states that procrastination behavior occurs when a task that needs to be done is intentionally terminated voluntarily. When people are aware of their procrastination behaviors; They experience feelings of self-denial, inadequacy, guilt, shame, cheating, tension, and panic. Knaus (1998) stated that those who procrastinate experience depression, helplessness, sadness, disappointment, grudge, and anger. Evaluation anxiety, being indecisive, discouraged, being depressed, being socially active, being against authority and being dependent on directives can be expressed as six factors that can cause procrastination (Day et al., 2000). Procrastination: General procrastination is characterized as a mixed phenomenon with five different options: academic procrastination, procrastination, obsessive procrastination, and neurotic procrastination (Ferrari, 1992). Milgram and Tenne (2000) “postpone work until the last moment; academic procrastination, procrastination in life tasks-daily tasks, delaying decision making and compulsive procrastination Burka and Yuen (1983) grouped procrastination until the last moment in six different areas: field of study, academic procrastination, postponing work related to personal care, and what needs to be done about social relations. procrastination, procrastination of financial affairs.”

The tendency to procrastinate, which concerns people from every profession, has a special importance for managers. Because managers working in modern educational organizations do their jobs without interruption and contribute to personal effectiveness as well as institutional effectiveness. Postponing work in school organization causes more time and energy to be spent for the work that needs to be done considering efficiency and productivity (Yazıcı & Bekaroğlu, 2012). The heavy workload of school administrators causes them to prioritize various tasks and delay some of them.

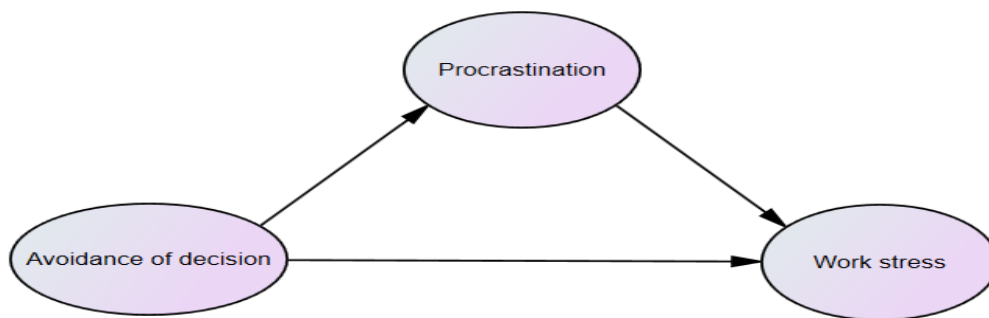
Chun Chu and Choi (2005) argued in their research that not all procrastination behaviors are harmful or cause negative consequences. Specifically, the authors distinguished two types of procrastinators: active procrastinators versus passive procrastinators. Passive procrastinators are procrastinators in the traditional sense. They are paralyzed by their indecision to act and failing to complete tasks on time. In contrast, active procrastinators are a "positive" type of procrastinator. They prefer to work under pressure and make informed decisions to procrastinate. The present results showed that while active procrastinators procrastinate to the same degree as passive procrastinators, they resemble non-procrastinators more than passive procrastinators, including time-oriented use, time control, self-efficacy belief, coping styles, and outcomes. The current findings of the researchers offer a more complex understanding of procrastination behavior and point to the need for a reassessment of its effects on individuals' outcomes.

The main reason for this research is the thought that the administrators involved in the management of schools, which are one of the organizations of the education system, may be working under the influence of a similar managerial stress that exists in other organizations. Based on this idea, the aim of the study is to reveal the sources of stress faced by school administrators, the effects and relationships of decision-making behavior and procrastination tendencies among decision-making styles. It is thought that the findings of the research will contribute to the education administrators who aim to make their organizations effective and live.

**Purpose, Model and Hypotheses of the Research**

The aim of this study is to determine the effect of school administrators' decision-making behaviors on job stress. The research also tried to determine the mediating role of procrastination tendencies in the relationship between school administrators' decision-making behaviors and job stress. For these purposes, the model and hypotheses of the research were formed.

In Figure 1, school administrators' decision-avoidance behaviors are included as independent variables, assuming that they will affect their procrastination tendencies and stress levels. School administrators' procrastination is shown as both dependent and independent variables, assuming that it will be affected by decision-avoidance behavior and affect the stress level. The stress level of school administrators was included in the model as a dependent variable. In line with the aims of the research, the model and hypotheses of the research were formed as follows.



**Figure 1.** Model of the Study

- H1. The decision-avoidance behaviors of school administrators significantly affect job stress.
- H2. School administrators' procrastination tendencies significantly affect job stress.
- H3. The decision-avoidance behaviors of school administrators significantly affect their procrastination tendencies.
- H4. Procrastination tendencies have a mediating role in the effect of school administrators' decision avoidance behaviors on job stress.

**METHOD**

This research is descriptive research in relational screening model. In the research, a screening study was conducted to determine the decision-making behaviors, procrastination tendencies and stress levels of school administrators. The data obtained from the survey study were used to determine the relationships and causality between the variables.

**Population and Sample**

The universe of the research consists of school administrators working in public schools in the province of Malatya in the 2021-2022 academic year. The sample was determined by the disproportionate sampling method,

which is one of the random sampling methods. Demographic information about the school administrators who voluntarily participated in the research is given in Table 1.

**Table 1.** Demographic Information of the Participants of the Study

| Variables    |                    | N          | %          |
|--------------|--------------------|------------|------------|
| Mission      | Manager            | 155        | 61,7       |
|              | Assistant Director | 96         | 38,3       |
| Gender       | Male               | 209        | 83,3       |
|              | Female             | 42         | 16,7       |
| School Level | Preschool          | 20         | 8          |
|              | Primary school     | 96         | 38,3       |
|              | Middle School      | 84         | 33,5       |
|              | High school        | 51         | 20,3       |
| <b>Total</b> |                    | <b>251</b> | <b>100</b> |

61.7% of the participants in the research are school principals and 38.3% are vice principals. 83.3% of the school administrators are male and 16.7% are female. 8% of school administrators work in kindergarten, 38.3% in primary school, 33.5% in secondary school and 20.3% in high school.

### **Data Collection Tools**

#### *Work Stress Scale*

The scale, which was originally developed by Grissom, Loeb, and Mitani (2015), was adapted into Turkish by Mumtahani (2018). The structural validity and reliability analysis of the scale, which originally consisted of 12 items and one dimension, was re-performed within the scope of this research. Confirmatory factor analysis was performed to determine the construct validity of the scale. At the end of the analysis, 2 items that reduced the goodness of fit values of the scale were removed from the scale and the analysis was repeated. As a result of the analysis, it was determined that the scale's goodness-of-fit values ( $\chi^2/Sd = 2.531$ , RMSEA = .078, CFI = .901, SRMR = .0603) were at a good or acceptable level. As a result of the reliability analysis of the scale, the Cronbach alpha reliability coefficient was determined as .80. The 5-point Likert-type scale was scored in the range of "1=Strongly Disagree and 5=Strongly Agree". The increase in the scores obtained from the scale indicates that the job stress levels of school administrators increase.

#### *Decision Avoidance Scale*

The scale, which was originally developed by Scott and Bruce (1995) to determine individual differences in individuals' decision-making styles, was adapted into Turkish by Taşdelen (2002). The original scale consists of 5 dimensions and 24 items, including rational decision-making style, intuitive decision-making style, dependent decision-making style, decision avoidance and spontaneous decision-making styles. In this study, the 5-item decision avoidance dimension of the scale was used. Within the scope of the research, the construct validity and reliability analysis of the scale were re-analyzed. Confirmatory factor analysis was performed to determine the construct validity of the scale. As a result of the analysis, it was determined that the scale's goodness-of-fit values ( $\chi^2/Sd = 1.324$ , RMSEA = .036, CFI = .998, SRMR = .0162) were at a good or acceptable level. As a result of the

reliability analysis of the scale, the Cronbach alpha reliability coefficient was determined as .817. A 5-point Likert type scale was scored between "1=Never and 5=Always". The increase in the scores obtained from the scale shows that the decision-avoidance behaviors of school administrators increase.

#### *Procrastination Scale*

The general procrastination scale developed by Çakıcı, Gülebağlan, and Yorulmaz (2003) consists of two dimensions: procrastination and effective use of time. In this study, the 11-item procrastination dimension of the scale was used, and the construct validity and reliability analyze of the scale were performed again. Confirmatory factor analysis was performed to determine the construct validity of the scale. As a result of the analysis, it was determined that the goodness of fit values of the scale ( $\chi^2/Sd = 2.840$ , RMSEA = .086, CFI = .925, SRMR =.0548) were at a good or acceptable level. As a result of the reliability analysis of the scale, the Cronbach alpha reliability coefficient was determined as .867. A 5-point Likert type scale was scored between "1=Never and 5=Always". The increase in the scores obtained from the scale indicates that the procrastination tendencies of school administrators increase.

#### *Analysis of Data*

SPSS 22.0 and AMOS programs were used in the analysis of the data obtained within the scope of the research. To determine the tests to be used in the analysis of the data, it was first determined whether the data showed a normal distribution. As a result of normality tests, the skewness coefficient of the decision-making styles scale was -.273, the kurtosis coefficient was 1.657; The skewness coefficient of the time management skills scale is -.104, the kurtosis coefficient is .617, the skewness coefficient of the job stress scale is .268 and the kurtosis coefficient is .584. According to George and Mallery (2010), skewness and kurtosis coefficients between +2.0 and -2.0 are sufficient to meet the normality assumption. In this direction, it can be said that the normality assumption required for the use of parametric tests is provided. Pearson correlation coefficient was used to determine the relationships between the variables in the study.

Structural equation modeling was used to determine causality and structural features between variables. The mediating effect on the model was tested with the bootstrap method. The compatibility of the tested model with the research data was determined according to the model goodness of fit values. According to Kline (2015), it is sufficient to report  $\chi^2/Sd$ , p value of  $\chi^2$ , RMSEA, CFI and SRMR values related to goodness of fit in studies using structural equation modeling. The table of threshold values for the goodness of fit indices used in this study is as follows.

**Table 2.** Model Evaluation Critical Values of Fit Criteria (Gürbüz, 2021; Özdamar, 2017; Schermelleh-Engel, Moosbrugger and Müller, 2003)

| Index | Good Fit | Acceptable Fit |
|-------|----------|----------------|
| X2    | p>0.10   | 0.05<p<0.10    |
| X2/df | <=2      | 2 - 5          |
| RMSEA | 0 – 0.05 | 0.05 – 0.09    |
| CFI   | 1        | 0.90 – 0.99    |
| SRMR  | <.05     | <.80           |

**FINDINGS**

In this section, there are descriptive information about school administrators' decision avoidance behaviors, procrastination tendencies and stress levels, correlation coefficients, causality, and structural characteristics of research hypotheses.

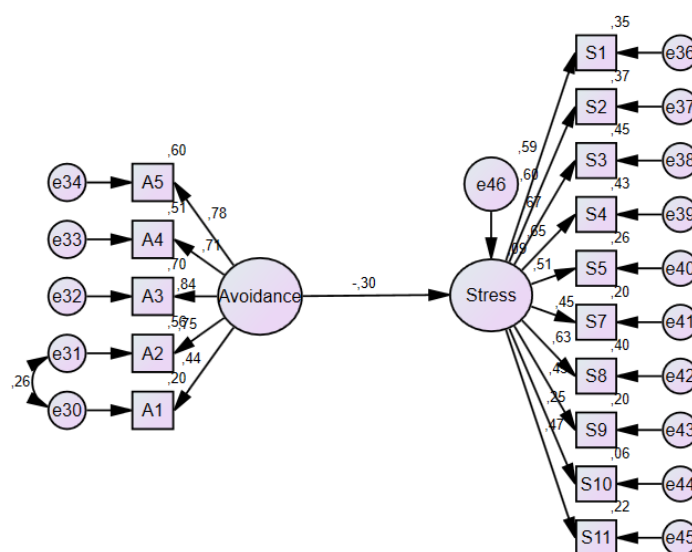
**Table 3.** Descriptive Analysis Results, Correlation Coefficients for the Variables of the Study

| Variables             | $\bar{x}$ | Ss  | 1 | 2      | 3      |
|-----------------------|-----------|-----|---|--------|--------|
| Avoidance of decision | 1,90      | ,70 | 1 | ,487** | -,137* |
| Procrastination       | 1,58      | ,48 |   | 1      | -,106  |
| Work stress           | 2,89      | ,42 |   |        | 1      |

\*\*p<0,01 \*p<0,05

When Table 3 is examined, it is seen that school administrators have an average score of decision avoidance behaviors ( $\bar{x} = 1.90$ ), procrastination tendencies ( $\bar{x} = 1.58$ ), and job stress level ( $\bar{x} = 2.89$ ). Based on these data, it can be said that the decision-avoidance behaviors and procrastination tendencies of the school administrators participating in the research are at a low level, and their work stress is at a moderate level. A moderately positive ( $r=.487$ ) relationship was found between school administrators' decision avoidance behavior and procrastination, and a low-level negative ( $r=-.137$ ) meaningful relationship between decision avoidance behavior and job stress. No meaningful relationship was found between procrastination behaviors and work stress ( $r=-.106$ ).

To test the causality between the variables and the hypotheses of the research, path analyzes were made between the variables in the AMOS program. The path analysis for the first hypothesis of the study is given in Figure 2, and the path analysis for the second, third and fourth hypotheses is given in Figure 3.



**Figure 2.** Diagram of Standardized Analysis Values Obtained from Path Analysis of the Model Showing the Relationship Between Decision Avoidance and Job Stress



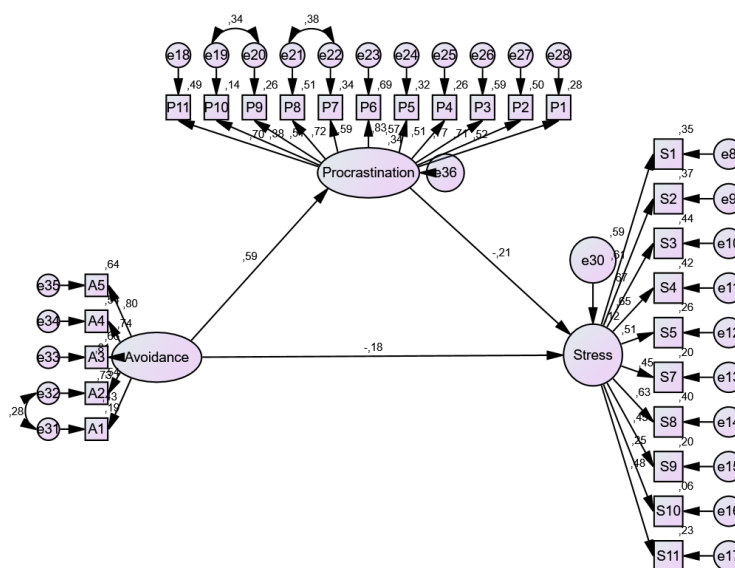
When the goodness of fit values for the model shown in Figure 2 are examined, the CMIN/DF (2.423), CFI (.913), SRMR (.0654) and RMSEA (.075) values are good; or found to be at an acceptable level.

**Table 4.** Values of Structural Model Consisting of Decision Avoidance and Job Stress Variables

| Tested Path           | Standardized Prediction ( $\beta$ ) | Standard error | C.R. (t- value) | p   |
|-----------------------|-------------------------------------|----------------|-----------------|-----|
| Stress <--- Avoidance | -,303                               | ,130           | -3,425          | *** |

\*\*\*p<.01

When Table 4 is examined, it has been determined that the decision-avoidance behaviors of school administrators affect work stress negatively ( $\beta=-.30$ ;  $p<.01$ ). In this respect, the first hypothesis of the study (H1) was accepted.



**Figure 3.** Diagram Representation of Standardized Analysis Values Obtained from the Path Analysis of the Research Model

When the goodness of fit values for the model shown in Figure 3 are examined, it is seen that the CMIN/DF (1.715), CFI (.907), SRMR (.0639) and RMSEA (.053) values are at good levels.

**Table 5.** Values of the Structural Model Consisting of Decision Avoidance, Procrastination and Job Stress Variables

| Tested Path                   | Standardized Prediction ( $\beta$ ) | Standard error | C.R. (t- value) | p    |
|-------------------------------|-------------------------------------|----------------|-----------------|------|
| Procrastination<--- Avoidance | ,586                                | ,096           | 5,267           | ***  |
| Stress <--- Avoidance         | -,180                               | ,151           | -1,814          | ,070 |
| Stress <--- Procrastination   | -,207                               | ,167           | -2,163          | ,031 |

\*\*\*p<.01

When Table 5 is examined, it has been determined that the decision-avoidance behavior of school administrators positively affects their procrastination tendencies ( $\beta=.59$ ;  $p<.01$ ). In this respect, the second hypothesis of the study (H2) was accepted. It has been determined that procrastination tendencies, which are mediating variables, negatively affect work stress ( $\beta=-.21$ ;  $p<.05$ ). In this case, the third hypothesis of the research (H3) was also

accepted. By including procrastination tendencies, which are mediating variables, in the model, it was determined that the effect of decision avoidance behaviors on job stress was insignificant ( $\beta=-.18$ ;  $p=.07$ ). The significant effect of decision avoidance behavior on job stress ( $\beta=-.30$ ;  $p<.01$ ) disappeared when the mediator variable of procrastination tendency was added to the model. In this respect, it can be said that the procrastination tendency acts as a full mediator variable in the model. In this case, the fourth hypothesis of the research (H4) was also accepted.

## **CONCLUSION and DISCUSSION**

According to the results of the research, it can be said that the decision-avoidance behaviors and procrastination tendencies of the school administrators participating in the study are at a low level, and their work stress is at a moderate level. A moderately positive and negative relationship was found between school administrators' decision avoidance behavior and procrastination, and a low negative relationship between decision avoidance behavior and job stress. When the values of structural equation modeling consisting of decision avoidance, procrastination and job stress variables are examined, it is seen that school administrators' decision avoidance behavior positively affects procrastination tendencies in a significant way. It has been determined that procrastination tendencies, which are mediating variables, affect work stress in a negative way. With the inclusion of procrastination tendencies, which are mediator variables, in the model, it was determined that the effect of decision avoidance behaviors on job stress was insignificant. The significant effect of decision avoidance behavior on job stress disappeared when the procrastination mediator variable was added to the model. In this respect, it can be said that the procrastination tendency acts as a full mediator variable in the model. In this context, all hypotheses of the research were accepted.

One of the findings of the study is that avoidant decision-making style is a predictor of academic procrastination behavior. There are studies in the literature that partially support this finding of the study (Akday, 2009). When the literature is examined, Terzi and Uyangör (2018) also found in their study that there is a positive and significant relationship between academic procrastination and decision-making that avoids decision-making styles. Acar (2020) also found a moderately positive and significant relationship between procrastination behavior and avoidant decision-making style in their study. In other words, it has been determined that school principals who prefer the decision avoidance style of decision-making styles postpone their work. Uğurlu (2013) also found in his research that there is a positive and meaningful relationship between the avoidant decision-making style and the procrastination tendency. Arslan (2013) found in his research that "avoidant decision making is an important predictor of academic procrastination". In the study conducted by Balkis (2006), it was determined that "there is a moderately significant relationship between procrastination tendency and avoidant decision-making style, and avoidant decision-making styles are an important predictor of general procrastination tendency". With these findings, it has been understood that Saya (2015) and Balkis (2007) partially show parallelism with the results obtained from their research. According to the results of the research, it can be interpreted that academic procrastination increases as the use of avoidant decision-making style increases in the relationship between the avoidant decision-making style and academic procrastination. Deciding to do a job is

one of the prerequisites for starting a job. Decisions made when a job is planned are especially important in determining the method of the job. The person's refrain from deciding in the decision-making process may cause the previously planned work to be done later, not on the date it is determined. However, the tendency of the individual to avoid making decisions in the decision-making process, the theoretical overlap between the avoidant decision-making style and the procrastination tendency (Balkis, 2006) support this finding.

As a result of the studies of Yazıcı and Bekaroğlu (2021), which did not show parallelism with the result of this research, "negatively significant relations between general procrastination tendency and procrastination of decision making" were determined.

In the studies on the causes of procrastination in the literature, it has been determined that the most crucial factor is the ineffectiveness of the individual in time management (Beycioğlu et al., 2018). In their study, Beycioğlu et al., (2018) stated that "according to the opinions of school administrators and teachers, the biggest factor in the procrastination of administrators is excess workload. In addition, school administrators and teachers; They stated that factors such as negativities in psychological/physiological conditions, lack of personnel, unplanned work, home-related responsibilities, having other priority jobs, insufficient time, lack of experience, insufficient ownership of the job and personality traits are the reasons for procrastination.

Stress sources are seen under different classifications in various sources. For this reason, the sub-headings in the results of the studies in the literature were investigated and the results were compared with the results of this research. According to the findings of the research conducted on primary school administrators by Yılmaz and Vural (2008), the sources of organizational stress that affect the administrators the most are decision-making, participation in the decision, lack of authority, anxiety given by responsibilities, and injustices in the evaluations of top administrators. Madenoğlu's (2010) study is also like the results of this research. Kandemir (2014) found that academic procrastination behaviors are significantly predictable through coping with stress.

As in this study, procrastination behavior has been associated with negative behaviors and outcomes such as depression, anxiety, and self-handicapping in the literature. In addition, it is stated that "procrastination individuals have problems in establishing interpersonal relationships and making decisions" (Balkis, 2006), and procrastination causes emotional discomfort (Beycioğlu et al., 2018) and stress.

## **RECOMMENDATIONS**

It can be effective in reducing the levels of avoidance and procrastination in the behavior of administrators: It is thought that organizing group work may be beneficial to gain social skills such as effective time management, planned work, and creating realistic expectations for academic studies. Policy makers can benefit from this study to better understand procrastination in the behavior of managers, and they can develop strategies that can be effective in coping with procrastination and stress by considering cognitive processes such as thinking and decision-making styles. By benefiting from the findings of this study, mental health professionals can improve themselves in using therapy models together, which can be effective in helping clients who need psychological

help due to procrastination tendencies, avoidance of decision and stress problems. In addition, research can be conducted on related variables at different universities or at different school levels. Studies on procrastination, decision-making-avoidance behavior and the causes of stress may contribute to a better understanding of these behaviors and the effectiveness of strategies to be developed in this direction.

#### ETHICAL TEXT

"This article complies with the journal's writing rules, publication principles, research and publication ethics rules, and journal ethics rules. The responsibility for any violations that may arise regarding the article belongs to the authors. The ethics committee permission of the article was obtained by Bingöl University/Publication Ethics Board with the decision numbered 92342550/108.01/ dated 30.12.2020-E.23857."

**Author(s) Contribution Rate:** In this study, the contribution rate of the first author is 40%, the contribution rate of the second author is 30% and the contribution rate of the third author is 30%.

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