THE MEDIATING ROLE OF STUDENT ACADEMIC SUPPORT ON THE RELATIONSHIP OF ALIENATION FROM UNIVERSITY AND ACADEMIC PROCRASTINATION

ÜNİVERSİTEDEN YABANCILAŞMA VE AKADEMİK ERTELEME ARASINDAKİ İLİŞKİDE ÖĞRENCİ AKADEMİK DESTEĞİNİN ARACILIK ROLÜ

Serkan CENGİZ[1]

Abstract: Higher education institutions and other decision-makers should elaborate on the factors affecting academic procrastination among university students in order to improve students' emotional and academic well-being. However, few studies have investigated the relationship between alienation from university and academic procrastination and the underlying mechanisms. Therefore, the purpose of this study was to examine the mediating effect of student academic support on the relationship between alienation from university and academic procrastination. A cross-sectional design was used in this study. Participants consisted of 460 university students (M = 149; F = 311). Also, participants completed a scale of alienation from university, academic procrastination, and student academic support. The results showed that there was a positive and significant relationship between alienation from university and academic procrastination. Student academic support was found to mediate the relationship between alienation from university and academic procrastination. This study showed that student academic support can reduce academic procrastination in university students. Furthermore, the results highlight the need for more personal and environmental interventions to prevent important problems in education, such as alienation from university and academic procrastination.

Keywords: *Academic procrastination, student academic support, university alienation, university student*

Özet: Yüksek rekabet ortamında, yükseköğretim kurumları ve diğer karar verici mekanizmalar, öğrencileri duygusal ve akademik anlamda geliştirmek için üniversite öğrencilerinin akademik ertelemesini etkileyen faktörleri detaylandırmalıdır. Bununla birlikte birkaç çalışma üniversiteye yabancılaşma ile akademik erteleme arasında nasıl bir ilişki olduğunu ve altında yatan mekanizmaları araştırmıştır. Bu nedenle bu araştırmanın amacı, üniversiteden yabancılaşma ile akademik erteleme arasındaki ilişkide öğrenci akademik desteğinin aracılık etkisini incelemektir. Bu çalışmada kesitsel bir tasarım kullanılmıştır. Katılımcılar 460 üniversite öğrencisinden (E = 149; K = 311) oluşmuştur. Ayrıca katılımcılar üniversiteden yabancılaşma, akademik erteleme ölçeği ve öğrenci akademik desteği ölçeğini tamamlamıştır. Sonuçlar, üniversiteden yabancılaşma ile akademik erteleme arasında pozitif ve anlamlı bir ilişki olduğunu göstermiştir. Öğrenci akademik desteğinin, üniversiteye yabancılaşma ile akademik erteleme arasındaki ilişkide aracılık etkisi olduğu bulunmuştur. Bu çalışma, öğrenci akademik desteğinin üniversite öğrencilerinde akademik ertelemeyi azaltabileceğini göstermiştir. Ayrıca sonuçlar, eğitim alanında üniversiteden yabancılaşma ve akademik erteleme gibi önemli sorunların önlenmesi için daha fazla hem kişisel hem de çevresel müdahaleler oluşturulması gerektiğini vurgulamaktadır.

Anahtar Sözcükler: *Akademik erteleme, öğrenci akademik desteği, üniversite yabancılaşma, üniversite öğrencisi*

[1] Assistant Professor Dr., Ağrı İbrahim Çeçen University, scengiz@agri.edu.tr, ORCID: 0000-0001-9070-6338

Introduction

The transition to higher education may represent a new social and academic structure for students. This transition process can create stress and affect the student's academic performance as well as psychological aspects (Afzal & Jami, 2018; Pereira & Ramos, 2021). For this reason, many students may resort to excuses and avoidance behaviors in order not to fulfill the academic tasks for which they are responsible. Previous research has shown academic procrastination as an avoidance strategy commonly used by university students (Bäulke & Dresel, 2023; He, 2017). Academic procrastination is conceptualized as a delay in starting or completing tasks such as studying for exams, doing homework, or reading texts (Geara & Teixeira, 2017). According to some researchers, procrastination behaviors are common in 30% of students (Svartdal et al., 2020). Rodriguez and Clariana (2017) determined that approximately 80% to 90% of college students exhibited procrastinating behaviors at least once. Cormack et al. (2020) similarly stated that procrastination leads to poor academic performance and emotional problems. More recent studies have found that academic procrastination leads to state anxiety, depression, decreased life satisfaction, and insufficient sleep (Fun et al., 2024; Hamvai et al., 2023; Umar et al., 2023; Uzun et al., 2022).

Although the negative effects of academic procrastination on students' mental health and academic life are well documented, it can be said that the evidence on the factors that lead to procrastination behaviors is insufficient. One of these factors may be alienation from university, because students who cannot satisfy their academic and psychological needs from university may engage in more academic procrastination behavior. In recent years, alienation from university has become an important dimension of the learning process and represents a problem that hinders effective educational participation at the university level (Jones & Nangah, 2020). According to the participation-identification model (Finn, 1989), a youth's failure to participate in school and classroom activities or to develop a sense of identification with school can lead to negative consequences. Therefore, a student who does not develop a sense of "alienation/belonging" (identity) by not participating in school activities (participation) may become alienated from the university and engage in procrastination. Dar and Kan (2022) stated that alienation in the educational environment is often seen as low courage to learn, procrastination, classroom isolation, and learned helplessness. Some studies have determined that alienation is closely related to

students' negative emotions and undesirable behaviors in the classroom (Hascher & Hadjar, 2018; Kaçire, 2016). For example, Çağlar (2013) reported that students who are alienated from the university do not like the way the university operates and have a relatively more negative view of their classmates and teachers. These students may not find the academic and social environment of the university satisfactory and, due to all these, they may procrastinate academically because they do not feel a sense of belonging in the educational activities they are responsible for. Based on this, the first hypothesis is as follows;

H_1: Alienation from university is positively associated with academic procrastination

Student Academic Support Mediation Effect

Although more than 70% of university students tend to engage in academic procrastination (Klingsieck et al., 2013), research on protective factors that can help students reduce their procrastination behavior is insufficient. One of the academic interventions for academic procrastination is student academic support (Handayani et al., 2021). Academically, students commonly support each other in terms of getting answers to questions about homework, academic encouragement, reducing stress by working together on lessons and assignments, etc. (Mazer & Thompson, 2011). These supportive interactions among college students generally facilitate college commitment and course attendance. Some cross-sectional studies have shown that academic support from friends is significantly associated with academic procrastination (Sari & Fakhruddiana, 2019; Yang et al., 2023).In terms of the participation-identification model, one of the factors that shape students' school identities is the academic support they receive from their peers. Furthermore, in line with this theoretical analysis, peer support for courses is suggested as a mechanism or process through which peers can influence student learning and behavior (Finn, 1989; Russo, 1997). The protective nature of social support provided by peers is particularly important among university students. The undergraduate years tend to be a highly stressful transition period for students in terms of social and academic adjustment. In this context, academic support networks provided by friends can provide individuals with problem-solving strategies for alienation and help them prevent or overcome procrastination by motivating them to take action to achieve their goals. Theoretical and empirical findings suggest that positive and supportive peer interactions reduce alienation from school (Buzzai et al., 2022; David & Nită, 2014). For example,

Ahmadi et al. (2023) found that working in groups with others was associated with less procrastination in students experiencing academic alienation. From this point, it can be concluded that student academic support can reduce procrastination by affecting the internal psychological processes related to alienation from university. When all this information is brought together, the second hypothesis of the study is as follows;

H_2: Student academic support mediate the relationship between alienation from university and academic procrastination.

Present Study

Procrastination behaviors in academic environments can affect not only the individual but also other students, academicians, and even other university staff. Therefore, research in this area is considered to be very important. Furthermore, while most of the research examining academic procrastination focuses on identifying the personality traits that are most strongly associated with this behavior, less is known about the effects of classroom environment, especially student academic support. Indeed, establishing relationships through academic support can reduce procrastination by balancing the psychological processes of alienation from the university. Therefore, the main purpose of this study is to examine the extent to which alienation from the university predicts academic procrastination together with student academic support.

Method

Participants

The inclusion criteria for the study included (i) being an undergraduate student (ii) participating in the study voluntarily (iii) not having an emotional disorder diagnosis. G.Power 3.1. was used to determine the sample size in this study (Kang, 2021). The calculated parameters including, Effect size = 0.03, α err prob = 0.05, Power (1-β) = 0.90. According to these results, the calculated sample size is 421. Considering the possible data loss, the scales were applied to 470 students. The data of 10 students who filled in the scales incompletely were not included. Ultimately, in this study, analyses were performed with a data set of 460 university students [311 females (67.6%) and 149 males (32.4%)] selected through convenience sampling. The majority of the participants were 2nd (%26.1) and 4th year (%30.2) students. Finally, most of the students were meeting their accommodation needs in dormitories (%64.3).

Procedure

For the current study, surveys were distributed to students online via links to student email lists and face-to-face. In the face-to-face application, the researcher obtained permission from academics to administer the surveys at the beginning or end of their classes. In the classes where permission was granted to distribute the surveys, students were informed about what the study was and how long it would take to complete. In both the online and face-to-face applications, all basic ethical principles such as informed consent, voluntary participation, and confidentiality were observed. Data were collected over a 5-week period. In addition, the necessary ethical permission to conduct this research was obtained from a public university.

Measures

University alienation scale. The level of alienation of students from the university was determined with the scale developed by Kurtulmuş et al. (2015). It consists of 9 items, and also has a single-factor structure (e.g., "I am disappointed with this university"). Participants can evaluate the items on a 5-point scale from 1 (strongly agree) to 5 (strongly disagree). Higher scores indicate greater alienation from the university. Cronbach Alpha internal consistency of the original scale was calculated as .80. The internal consistency coefficient value in this study was calculated as .90.

Academic procrastination scale short form. Balkıs and Duru (2022) carried out the Turkish adaptation study of the scale prepared by McCloskey (2011). The scale, which has a one-dimensional structure, consists of 5 items (e.g., "I know I should study for exams or do my homework, but I don't"). Question items can be answered with a 5-point scale from 1 (strongly agree) to 5 (strongly disagree). Higher scores indicate an increase in the level of academic procrastination. Findings of the original scale showed that the internal consistency coefficient was high ($\alpha = .88$). The Cronbach Alpha internal consistency coefficient calculated for reliability was found to be .87.

Student academic support scale. In order to determine the student academic support levels of the participants, the form developed by Mazer and Thompson (2011) and adapted to Turkish by Arslan and Akın (2014) was used. This scale consists of four subscales and a total of 15 items. The first subscale, informational support, is related to the individual's perception of informational support

from peers regarding academic studies (5 items, e.g., "Helpful in completing an assignment"). The second subscale, esteem support, is related to the student's expectations from peers to satisfy the need for esteem (3 items, e.g., "He/she made me feel better about myself at school"). The third subscale, motivational support, includes the perceived motivational support of students in various tasks (3 items, e.g., "He/she helped me focus on my schoolwork"). The last subscale, desire for comfort, covers the satisfaction of the need for comfort (2 items, e.g., "He/she sincerely listened to my troubles and problems in class"). Each subscale can be scored separately or as a whole. Students can evaluate the items in a five-point range from 1 (never) to 5 (always). The internal consistency reliability coefficients of the scale vary between .81 and .94. The reliability coefficient value for the total score of the scale was found to be .96. High scores obtained from the scale indicate that students have high perceptions of academic support.

Data Analysis

All data were analyzed using IBM SPSS statistics 25.0 and PROCESS macro4.2 (Hayes, 2017). First, means, standard deviations, normality values, and Pearson correlations of each study variable were calculated. The researcher examined the mediating role of student academic support using PROCESS Model 4. In addition, 5000 resampling bootstrap method with 95% CI was used to test the effect of independent variables on the dependent variable through the mediating variable. In this analysis, in order for the results to be accepted as significant, the lower and upper limits of the confidence intervals formed should not include zero (Preacher and Hayes, 2008).

Results

Preliminary Analysis

Initially, we determined the skewness and kurtosis values for the normality assumption. The results show that the data are between +2 and -2 and meet the normality assumption (Schmidt & Finan, 2018). According to the correlation analysis results, alienation from the university was found to have a positive and significant relationship with academic procrastination ($r = .50$, $p < .05$). This shows that the first hypothesis is supported by the results. A significant but negative relationship was found between student academic support and academic procrastination ($r = -.31$, $p < .05$). Additionally, alienation from the university was found to have a negative and significant

relationship with student academic support (r = -.40, $p < .05$). Descriptive statistics and Pearson correlations are shown in Table 1.

Table 1

Descriptive statistics and the relationship between variables

Variables	1	2	3
1. Alienation from university	1	-0.40[*]	
2. Student academic support	-0.40[*]	1	
3. Academic procrastination	0.50[*]	-0.31[*]	1
$\overline{X}$	25.38	49.90	14.89
SD	8.97	14.44	5.33
Skewness	.135	-.263	.192
Kurtosis	-.573	-.388	-.642

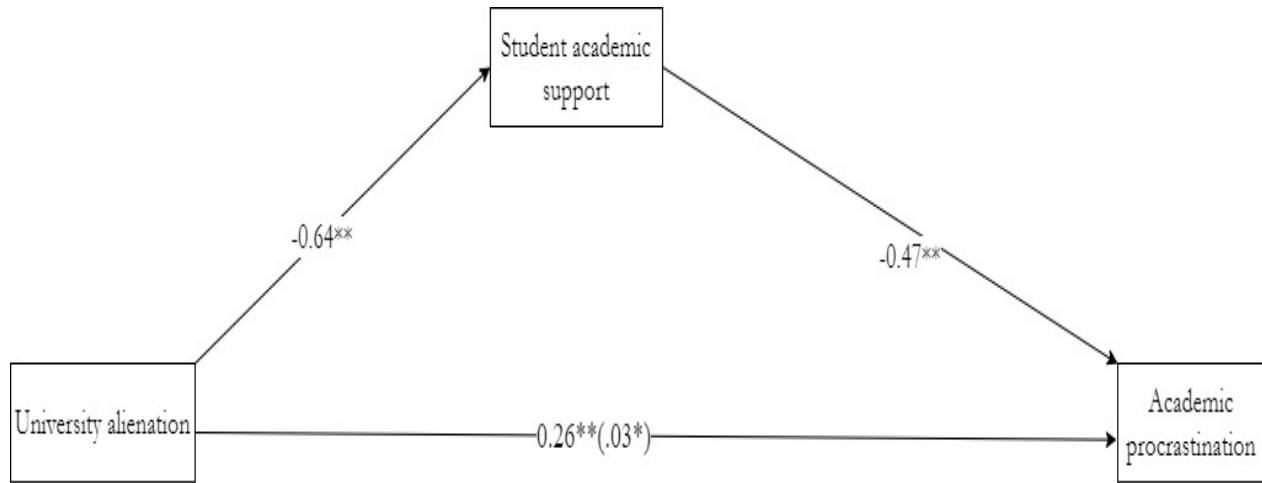*p < .05

Testing for the Proposed Mediation Model

First, the mediating effect of student academic support on the relationship between university alienation and academic procrastination was tested with Model 4 in Hayes' (2017) PROCESS macro. The specifications of this model can be seen in Table 2. and Figure 1. The results showed that university alienation positively and significantly predicted academic procrastination (β = .26, $p < .05$). While alienation from university had a negative significant effect on student academic support (β = -.64, $p < .05$); student academic support negatively and significantly predicted academic procrastination (β = -.47, $p < .05$). Mediation analysis results indicate that student academic support mediates (β = .03, %95 CI[.0093, 0.0540], $p < .05$) the relationship between university alienation and academic procrastination. These results indicated a significant mediating effect of student academic support in the relationship between university alienation and academic procrastination, and H_2 was confirmed.

Table 2

Mediation effect testing results

Variables				%95 CI	
	Estimated	SE	t	Lower	Upper
Direct effect					
AFU ⟶ AP	.26	0.03	10.13	.2128	.3152
AFU ⟶ SAS	-.64	0.07	-9.29	-.7761	-.5051
SAS ⟶ AP	-.47	0.02	-2.92	-.0791	-.0155
Indirect effect					
AFU ⟶ (SAS) ⟶ AP	.003	0.01		.0093	.0540

Note: AFU = Alienation from university , AP = Academic procrastination, SAS= Student academic support

Figure 1.

The proposed mediation model

Discussion

The findings of this study are consistent with H₁ and also with the findings of other studies where a significant relationship was found between university alienation and academic procrastination (Kirillova et al., 2022; Rybakova, & Valeeva, 2017). Although research on the relationship between university alienation and academic procrastination is rare, studies suggest a functional relationship.

For example, Kennedy (2009) reported that students who felt alienated from the university had more difficulty completing their studies and procrastinated. The person who is alienated from the university may develop fundamentally skeptical and negative attitudes about his/her academic choices and abilities. This may lead to a belief that the efforts made by the individual will not make any difference. Therefore, the student may have difficulty in continuing with school-related work and course-related activities. The results are also consistent with the participation-identification model. According to this approach, identification with the school, which includes both a sense of belonging and an evaluation of school-related outcomes, develops gradually. Positive experiences and outcomes tend to make young people more likely to continue participating despite adversity (low achievement, bad grades, etc.). Disidentification may lead to an individual not continuing to participate in school-related activities, which may be associated with less successful outcomes and procrastination (Finn, 1989). Thus, a student experiencing alienation will be more likely to procrastinate on academic tasks.

However, although alienation from university was found to be negatively associated with academic procrastination, there is limited research on which environmental factors mediate these relationships. The analysis results showed that student academic support mediated the relationship between alienation from university and academic procrastination. This finding is consistent with previous studies showing that students who receive academic encouragement and necessary support from their friends are less likely to procrastinate (Handayani et al., 2021; Wirajaya, 2020). Foster and Frijters (2010) found that peer support for students' work positively impacted achievement outcomes and led to increased effort levels. Additionally, another study reported that working with peers and a positive learning environment had motivational effects on students, which played a significant role in reducing procrastination (Wang et al., 2023). Students interact with other students in academic environments and create help areas for the tasks they are responsible for. According to the nature of the participation-identification model, incentives that will increase academic participation in the classroom or outside the classroom positively affect identification, that is, the sense of belonging. This returns as more participation in academic studies both in the classroom and outside the classroom (Eshbach, 2020). For students who experience alienation and other academic difficulties, academic support from friends can provide a way for them to feel a part of the university. This sense of identity and belonging can help them stay motivated academically and reduce procrastination.

Limitations and Future Directions

Some limitations should be taken into account when interpreting the results. First, the type of sample selection may limit the generalization of the results to a group of university students from different regions in Turkey. However, with a large number of participants, the results are considered significant. Secondly, the cross-sectional design used does not allow inferences to be made about the effect of the variables' relationships. Therefore, a longer-term study covering both the academic term and the exam terms can be designed. Additionally, future research studies could test the links between variables that include both personal and environmental factors and academic procrastination with models that include longitudinal designs. Furthermore, it is necessary to investigate procrastination with important connections beyond peer support, such as family and academics responsible for the course. Finally, further studies on the relationship between university alienation and academic procrastination are recommended to assess the consistency of the results found in this study. Consequently, these findings have important implications for university programs that aim to reduce student procrastination by advising students to utilize peer support as a protective factor when struggling with negative feelings of alienation from university.

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GENİŞLETİLMİŞ ÖZET

Yükseköğretime geçiş öğrenciler için yeni bir sosyal ve akademik yapılanmayı temsil edebilir. Bu geçiş süreci stres oluşturabilir ve öğrencinin psikolojik yönleriyle birlikte akademik performansını etkileyebilir (Afzal ve Jami, 2018; Pereira ve Ramos, 2021). Bu nedenle birçok öğrenci sorumlu olduğu akademik görevleri yerine getirmemek adına bahaneler ve kaçınma davranışlarına başvurabilir. Önceki araştırmalar akademik ertelemeyi, üniversite öğrencileri tarafından yaygın bir şekilde kullanılan bir kaçınma stratejisi olarak göstermiştir (Bäulke ve Dresel, 2023; He, 2017). Akademik erteleme, sınavlara çalışma, ödev yapma veya metin okuma gibi görevlere başlama veya tamamlamada gecikme olarak kavramsallaştırılır (Geara ve Teixeira, 2017). Bazı araştırmacılara göre bu tür davranışlar öğrencilerin %30'unda yaygındır (Svartdal vd., 2020). Rodriguez ve Clariana (2017) üniversite öğrencilerinin yaklaşık %80 ila %90'nın üniversite yaşamında en az bir kez geciktirici davranışlar gösterdiğini belirlemiştir. Buna paralel olarak Cormack vd. (2020) ertelemenin, zayıf akademik performans ve duygusal sorunlara yol açtığını belirtmiştir. Daha yakın tarihli çalışmalarda akademik ertelemenin durumluk kaygıya, depresyona, azalan yaşam doyumu

ve uyku yetersizliğine yol açtığı bulunmuştur (Fun vd., 2024; Hamvai vd., 2023; Umar vd., 2023; Uzun vd., 2022).

Akademik ertelemenin öğrencilerin ruh sağlığı ve akademik yaşamı üzerindeki olumsuz etkileri iyi belgelenmiş olsa da erteleme davranışlarına yol açan faktörlere ilişkin kanıtların yetersiz olduğu söylenebilir. Bu faktörlerden birisi üniversiteye yabancılaşma olabilir çünkü üniversiteden yeterli akademik ve psikolojik ihtiyaçları tatmin edemeyen öğrenciler daha fazla akademik erteleme davranışında bulunabilir. Son yıllarda üniversiteye yabancılaşma öğrenme sürecinin önemli bir boyutu haline gelmiştir ve üniversite düzeyinde etkili eğitim katılımına engelleyen bir sorunu temsil etmektedir (Jones ve Nangah, 2020). Finn'in (1989) katılım-kimlik modeli açısından bir gencin okul ve sınıf faaliyetlerine katılmaması veya okul ile özdeşleşme duygusu geliştirmemesi, olumsuz sonuçlara yol açabilir. Bu nedenle, bu modele göre, okul etkinliklerine katılmayarak (katılım) bir "yabancılaşmama/ait olma" (kimlik) duygusu geliştirmeyen bir öğrenci, üniversiteye yabancılaşabilir ve erteleme davranışlarında bulunabilir. Örneğin, Çağlar (2013) üniversiteye yabancılaşan öğrencilerin üniversitenin işleyiş biçimini beğenmediklerini ve sınıf arkadaşları ve öğretmenleri hakkında nispeten daha olumsuz bir görüşe sahip olduklarını bildirmiştir. Bu öğrenciler üniversitenin akademik ve sosyal ortamını tatmin edici bulmayabilir ve tüm bunlardan dolayı, sorumlu oldukları eğitsel faaliyetlerde aidiyet duygusu hissetmediklerinden akademik erteleme yapabilirler. Buradan hareketle ilk hipotez şu şekildedir;

H_1: Üniversiteye yabancılaşma akademik ertelemeyle pozitif ilişkilidir.

Üniversite öğrencilerinin %70'inden fazlasının akademik erteleme eğiliminde olsa da (Klingsieck vd., 2013) öğrencilerin erteleme davranışlarını azaltmalarına yardımcı olabilecek koruyucu faktörlere yönelik araştırmaların yetersiz olduğu söylenebilir. Akademik ertelemeye yönelik akademik müdahalelerden birisi de öğrenci akademik desteğidir (Handayani vd., 2021). Akademik açıdan yaygın olarak öğrenciler birbirlerine ödevlere dair sorulara yanıt alma, akademik cesaretlendirme, ders ve ödevlere birlikte çalışma ile stresin azaltılması vb. konularında destek olmaktadır (Mazer ve Thompson, 2011). Üniversite öğrencileri arasındaki bu destekleyici etkileşimler genellikle üniversiteye bağlılık ve derslere devam etmeyi kolaylaştırır. Bazı kesitsel araştırmalar arkadaşlardan sağlanan akademik desteğin akademik ertelemeyle önemli ölçüde ilişkili olduğunu göstermiştir (Sari & Fakhruddiana, 2019; Yang vd., 2023). Kimlik-katılım modeli

açısından öğrencilerin okul kimliklerini şekillendiren etkenlerden birisi de akranlarından sağladıkları akademik destektir. Dahası bu teorik analiz doğrultusunda, arkadaşların derslere yönelik sağladığı destek, öğrenci öğrenimi ve davranışı üzerinde etkili olabileceği bir mekanizma veya süreç olarak öne sürülmektedir (Finn, 1989; Russo, 1997). Bu çerçevede, arkadaşların sağladığı akademik destek ağları bireylere yabancılaşmaya yönelik problem çözme stratejileri sağlayabilir ve hedeflerine ulaşmak için harekete geçmeye motive ederek ertelemeyi önlemelerine veya üstesinden gelmelerine yardımcı olabilir. Teorik ve ampirik bulgular olumlu ve destekleyici arkadaş etkileşimlerinin okula yabancılaşmayı azalttığını göstermektedir (Buzzai vd., 2022; David ve Niță, 2014). Bu noktadan, öğrenci akademik desteğinin, üniversiteye yabancılaşmayla ilgili içsel psikolojik süreçleri etkileyerek ertelemeyi azaltabileceği sonucuna varılabilir. Tüm bu bilgiler bir araya getirildiğinde araştırmanın ikinci hipotezi şöyledir;

H_2: Öğrenci akademik desteği üniversiteye yabancılaşma ile akademik erteleme arasındaki ilişkiye aracılık eder.

Sonuçlara göre üniversiteye yabancılaşmanın akademik erteleme ($r = .50$, $p < .05$) ile pozitif ve anlamlı bir ilişkisi olduğu bulunmuştur. Bu, ilk hipotezin sonuçlar tarafından desteklendiğini göstermektedir. Öğrenci akademik desteği ile akademik erteleme ($r = -.31$, $p < .05$) arasında anlamlı ancak negatif bir ilişki saptanmıştır. Ek olarak, üniversiteye yabancılaşmanın öğrenci akademik desteğiyle ($r = -.40$, $p < .05$) negatif ve anlamlı bir ilişkisi olduğu tespit edilmiştir. Aracılık analizi sonuçları öğrenci akademik desteğinin, üniversiteye yabancılaşma ile akademik erteleme arasındaki ilişkiye aracılık ($β = .03$, %95 CI[.0093, 0.0540], p < .05) ettiğini göstermektedir. Bu sonuçlar üniversiteye yabancılaşma ile akademik erteleme arasındaki ilişkide öğrenci akademik desteğinin anlamlı bir aracılık etkisine işaret etti ve H_2 doğrulandı. Sonuçları yorumlarken bazı sınırlamalar dikkate alınmalıdır. İlk olarak, örneklem seçiminin türü, sonuçların Türkiye'nin farklı bölgelerindeki bir üniversite öğrencileri grubuna genelleştirilmesini sınırlayabilir. Ancak, çok sayıda katılımcıyla sonuçlar anlamlı kabul edilir. İkinci olarak, kullanılan kesitsel tasarım, değişkenlerin ilişkilerinin etkisi hakkında çıkarımlarda bulunulmasına izin vermez. Bu nedenle hem akademik dönemi hem de sınav dönemlerini kapsayan daha uzun vadeli bir çalışma tasarlanabilir. Ek olarak, gelecekteki araştırma çalışmaları hem kişisel hem de çevresel faktörleri içeren değişkenler ile akademik erteleme arasındaki bağlantıları, uzunlamasına tasarımları içeren modellerle test edebilir. Ayrıca, ertelemeyi akran desteğinin ötesinde, aile ve

dersten sorumlu akademisyenler gibi önemli bağlantılarla araştırmak gerekir. Son olarak, bu çalışmada bulunan sonuçların tutarlılığını değerlendirmek için üniversite yabancılaşması ile akademik erteleme arasındaki ilişki üzerine daha fazla çalışma önerilmektedir. Sonuç olarak, bu bulguların, öğrencilere üniversiteden yabancılaşmanın olumsuz duygularıyla mücadele ederken koruyucu bir faktör olarak akran desteğini kullanmalarını tavsiye ederek öğrenci ertelemesini azaltmayı amaçlayan üniversite programları için önemli çıkarımlarının olduğu söylenebilir.