

**Procrastination among post-16 students: how is it
experienced and how can we reduce it? The views of
students, teachers and educational psychologists.**

A thesis submitted by Caomhán Emmanuel McGlinchey to the University of Exeter
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“Remember, now is a step. Right now is not the final destination. Without pressure there would be no diamonds. Without change there would be no butterflies.”

- Phase One Participant

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Abstract

Background

Academic procrastination has been defined as the voluntarily delay of an intended course of study-related action despite expecting to be worse off for the delay. As many as 70% of university students consider themselves procrastinators, and approximately 50% of university students procrastinate consistently and problematically. Despite this, research concerning the prevalence and prevention of procrastination among post-16 students in the UK is scarce. Temporal motivation theory (TMT) is one way to better understand procrastination because it helps explain why motivation grows exponentially as deadlines approach. TMT can be expressed mathematically as $\text{motivation} = (\text{expectancy} \times \text{value}) / (\text{impulsiveness} \times \text{delay})$.

The current study was carried out in two phases. A mixed-methods approach to data collection and analysis was adopted using both quantitative and qualitative methods. I have summarised each phase below.

Phase 1

Research Questions

1. How does procrastination as experienced by post-16 students compare with procrastination as described by temporal motivation theory?
2. How do post-16 students' strategies for tackling procrastination compare with procrastination as described by temporal motivation theory?

Methods

Semi-structured interviews were carried out with twenty post-16 students to explore their lived experience of procrastination. Four case studies were employed to help elicit their responses. The students were then asked to outline approaches which might help other young people reduce procrastination behaviours. Template analysis (TA) was used to analyse the participants' responses. Three original templates were drawn up to analyse participants' responses in terms of how procrastination was defined, how it was described, and how it might be reduced. The original templates included the constructs making up TMT as *a priori* themes. These templates were then adapted and additional themes added. The extent to which the original templates were adapted showed the extent to which TMT accounted for the breadth of participants' responses.

Results

TMT was found to be a useful way to explain how students approach a procrastination task. However, the components of TMT were found to interact in a number of important ways, resulting in different types of procrastination behaviour. Emotions were also shown to motivate cognition, with anxious feelings exaggerating the perceived cost of a procrastination task. Furthermore, students did not consider procrastination tasks in isolation, and aspects of TMT could be used to help determine whether they prioritised procrastination tasks, or alternative tasks. Lastly, TMT appeared to be a useful framework for planning interventions to tackle procrastination. However, TMT may not be a sufficient framework in and of itself.

Phase 2

Research Questions

1. To what extent are the Phase One results generalisable to post-16 students?
2. To what extent do teachers and educational psychologists agree with the views of post-16 students about procrastination and temporal motivation theory?

Methods

Surveys were designed to capture the constructs which emerged during Phase One. Post-16 students (n=343), teachers of post-16 students (n=52), and educational psychologists (n=43) completed these surveys. One-way analysis of variance (ANOVAs) and appropriate *post hoc* tests were used to analyse the perceived importance of each construct. Relevant contrasts and comparisons are outlined in the text.

Results

Statistical analysis suggested that many of the Phase One results were generalisable. There were important areas where all three cohorts agreed. For example – regarding the role of deadlines in procrastination. However, some significant differences were also observed. These included a difference in opinion about the value of alternative tasks; a greater value placed on smartphones by students; and a more negative evaluation of procrastination tasks by students. Lastly, there were some results which were too subtle to be picked up using the Phase Two survey (in relation to complacency, for example).

Overall discussion and future directions

Different aspects of the TMT equation interact – along with emotion – to produce different patterns of avoidance. For example, low expectancy-beliefs result in negative emotions, especially when accompanied by high evaluations of task cost. Similarly, anxious feelings may lead to an exaggerated perception of the cost of a procrastination task, which may be why starting a procrastination task is especially difficult. This may also be why it is so easy to get distracted beforehand. Moreover, the utility value of a procrastination task is often set in opposition to the high intrinsic value of alternative tasks. These conflicts can result in distress and anxiety.

In terms of practical implications, adopting practical strategies requires self-regulation in and of itself, and the subjective experience of low expectancy beliefs seems to make following practical advice problematic. It is also worth taking seriously the idea that this generation of students are at a particular disadvantage given their exposure to mobile technology. Future interventions might therefore tackle the regulation side of procrastination. In these cases, teachers and other professionals might support students with timetables, SMART targets, and intermittent deadlines. However, all three groups also agreed that decreasing the negative emotions associated with a task might help reduce procrastination. Support for students could therefore be targeted at the emotional aspect of procrastination. Approaches such as mindfulness, CBT and ACT may be helpful. Finally, some future directions are also suggested. For example, a better understanding of how STVs are deployed to rank tasks, and what the emotional cost is for making these judgements. A role for EPs in supporting each group to understand procrastination and the different ways that it can be perceived is also suggested.

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Glossary of terms

Abbreviation	Full-term
ACT	Acceptance and Commitment Therapy
AEP	Association of Educational Psychologists
ANOVA	Analysis of Variance
AP	Academic Procrastination
BPS	British Psychological Society
BERA	British Educational Research Association
CBT	Cognitive Behavioural Therapy
COVID-19	Coronavirus Disease 19
CYP	Children or Young Person
DfE	Department for Education
EBSA	Emotionally-based School Avoidance
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychologist
EPIP	Educational Psychology in Practice
EVT	Expectancy-value Theory
GP	General Practitioner (medicine)
LH	Life History
MI	Motivational Interviewing
SEMH	Social, Emotional and Mental Health
SENCO	Special Educational Needs Coordinator
SMART Targets	Specific, Measurable, Achievable, Relevant and Time-based
SRL	Self-regulated Learning
STV	Subjective Task Value
TA	Template Analysis
TEP	Trainee Educational Psychologist
TMT	Temporal Motivation Theory
UK	United Kingdom
US	United States

1. Introduction

1.1. Overview and Purpose

How prevalent is procrastination?

Procrastination has been described as the “quintessential” self-regulatory failure (Steel, 2007, p. 65), with 95% of English speakers reported to procrastinate (Steel & Ferrari, 2013). In the United States, approximately 90% of undergraduates report procrastinating for exams and written assignments (Bolden & Fillauer, 2020; Onwuegbuzie, 2000). In a 2013 epidemiological study involving 16,413 participants, Steel & Ferrari (2013) found that people who procrastinate can “come from any background” (p.56). However, they are typically younger males with less education.

Procrastination is both a cross-cultural and an historical phenomenon. It is referenced in Ancient Greek sources, as well as by celebrated English authors including the playwright Robert Greene and the writer Samuel Johnson (Steel, 2011, pp. 57-59). Research also suggests that procrastination is on the rise (Ferrari, Diaz–Morales, O’Callaghan, Diaz & Argumendo, 2007), a phenomenon some researchers attribute to the proliferation of “attractive and exciting” diversions (Blachnio et al., 2017, p. 269) – including gaming and social networking applications.

Is procrastination a problem?

According to Steel & Ferrari (2013) “chronic” procrastination undermines an individual’s “health, wealth and wellbeing” (p. 51), and it is estimated that 20% of adults self-identify as “chronic procrastinators” (Harriott & Ferrari, 1996). Similar estimates are found across Australia, the UK, the US, Venezuela, Spain and Peru (Ferrari et al., 2007). Furthermore, 33–50% of college students would describe their procrastination as “chronic” (Harriott & Ferrari, 1996).

Epidemiologists have found that procrastination is positively correlated with “risky health-related behaviours”, such as a delay in making a GP appointment (Bogg & Roberts, 2013, p.278).

Procrastination can also have a direct financial cost on the individual. According to the Gail Kaspar Consulting Group, procrastination among US citizens cost the average citizen approximately \$400 in 2002. This is because rushing to meet the deadline meant errors filling out their tax return forms, resulting in overpayments estimated at \$473 million. Other financial drawbacks to procrastination include lower retirement savings (Akerlof, 1991; Biljanovska & Palligkinis, 2018; O’Donoghue & Rabin, 1999), and higher credit card debt (Keys & Wang, 2019). In fact, it has been claimed that

entire nations have procrastinated in their banking practices (Holland, 2001), as well as in their responses to climate change (Smith et al., 2018).

What individuals and nations have in common is “present-bias preference” (Gamst-Klaussen, Steel & Svartdal, 2019, p. 2). The issue is that the imminent unpleasantness of a proximal task is judged to be more aversive than the distant negative consequences of failing to do the task – a judgement which often proves incorrect (Akerlof, 1991; Biljanovska & Palligkinis, 2018; O’Donoghue & Rabin, 1999). Under these circumstances, procrastinators often deviate from a planned course of action, instead preferring a more pleasurable alternative task. In the case of democratic nation states, short-term popular policies are favoured ahead of less popular longer-term planning. Either way, the result is that most of the “work” is left until closer to the deadline, resulting in poorer outcomes (Gersick, 1991).

When academic work is delayed in this manner, it is referred to as “academic procrastination” (AP; Simpson & Pychyl, 2009; Zacks & Hen, 2018). Research indicates that students engaging in AP are less able to calibrate the amount of time and effort necessary to complete a task effectively (Aitken, 1983; Steel & Ferrari, 2013). In terms of academic outcomes, procrastinators are more likely to produce less work, score lower on exams, miss deadlines, and study less (Bolden & Fillauer, 2020; Rakes & Dunn, 2010; Solomon & Rothblum, 1984). In addition, these students may struggle to respond flexibly to unforeseen complications (Morford, 2009). AP, meanwhile, has also been associated with poorer mental health outcomes, such as depression and anxiety (Stober & Joormann, 2001), lower self-compassion (Flett, Haghbin & Pychyl, 2016) and lower self-efficacy (Wolters, 2003).

Indeed, procrastination has been reliably linked to a reduction in wellbeing (Lay, 1994; Tice & Baumeister, 1997; Grund & Fries, 2018) – and procrastinators themselves have expressed a desire for change. Briody (1980), for example, has reported that most procrastinators regard procrastination as “bad, harmful, and foolish” (p. 590), and several studies have shown that over 85% of procrastinators wish to reduce the amount they procrastinate (Grunschel & Schopenhauer, 2015; O’Brien, 2002). This has led procrastinators to develop online forums such as *Tapatalk* and *Procrastinators Anonymous*, which offer support for self-identified procrastinators. It is on these forums, perhaps, that one gets the best sense of how procrastination impacts people’s lives.

Consider, for example, the following message from nyhopeful (2010):

My confidence is affected, and I have really dark periods of self-loathing. I want to be a confident person like you do too.

1.2. A gap in the literature

Research interest in procrastination also appears to be growing. Figure 1.1 shows the results of a search for papers relating to “procrastination” carried out using the *Web of Science* database on the 26th of February 2021. The results were cross-referenced by year of publication.

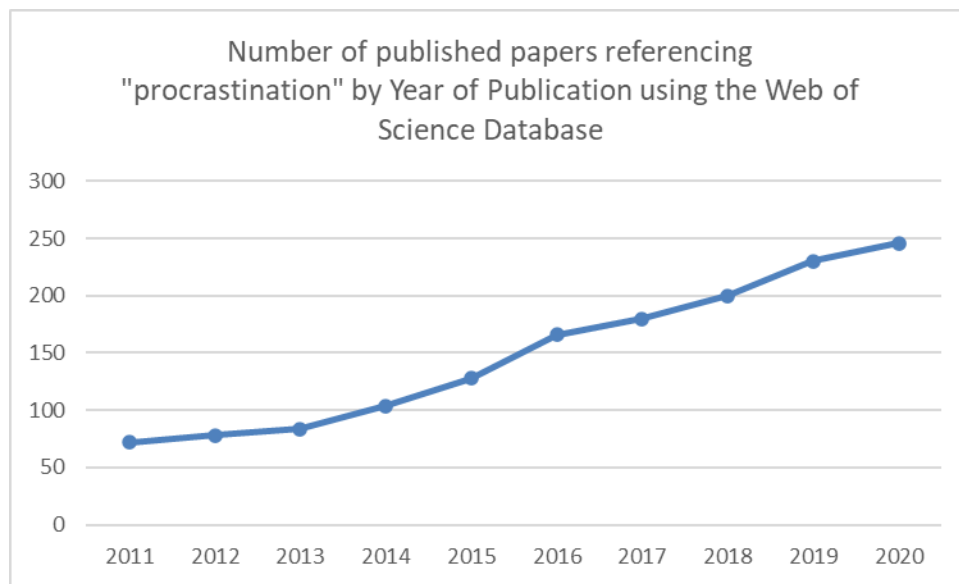


Figure 1.1 A diagram showing the number of published papers referencing "procrastination" by year of publication using the *Web of Science* database on the 26th February 2021.

Between 2011 and 2020 the number of papers rose from 72 in 2011 to 246 in 2020 – an increase of 342%. And yet research into academic procrastination (AP) appears to be focused almost exclusively on college and university undergraduates. For example, a search of all papers published since 2011, restricted using the terms “psychology educational” and “educational research” showed that twenty-two of the twenty-seven results were concerned with undergraduate students.

Furthermore, twenty-five of these papers used quantitative methods to contrast procrastination with other constructs, including self-regulated learning (Rakes & Dunn, 2010), and the Big Five personality traits (Ljubin-Golub, Petričević & Rován, 2019). In fact, some researchers have argued that there has been an overreliance on these methods, leading Visser, Korthagen, & Schoonenboom (2018) to conduct twenty-two semi-structured interviews with students themselves to get an “insight into students’ actual experiences” (p. 4). By collecting students’ views directly, they hoped

that they had demonstrated “that more is possible than we see now in the area of academic procrastination” (p. 8). For educational psychologists (EPs) in the UK, however, collecting students’ views is a fundamental component of professional practice (Smillie & Newtown, 2020; Wright, 2008), which has been associated with increased mental health (Sharp, 2014), and increased student empowerment (Warshak, 2004). In fact, this approach is now mandated by the Special Educational Needs and Disabilities reforms that took place at the beginning of the 21st century (Department for Education [DfE], 2014).

As applied psychologists, EPs are also tasked with finding a way to bridge the gap between psychological knowledge and psychological practice (Norwich, 2000). For me, one potential way forward is to make use of “evidence-based” interventions. A recent meta-analysis of interventions aimed specifically at reducing procrastination concluded that “procrastination decreases after an intervention”, and that “the average effect size denotes a medium to large decline” (Van Eerde & Klingsieck, 2018, p. 81). These authors also argued that future interventions should be “based on theories” of procrastination” (p. 82), and they expressed enthusiasm for interventions which can be tailored to meet the “individual needs of the participant” (p. 82).

Zacks & Hen (2018), in a similar review, classified procrastination interventions into two categories: therapeutic interventions; and instructor/teacher interventions. These authors found that CBT techniques were more effective than “general counselling and psychotherapy techniques” (p. 123). However, they also identified limitations to the therapeutic approach, including the need for a trained therapist to deliver and monitor the intervention, and the relatively small number of students that can be involved in group therapy at any given time.

Instead, these authors argued for teacher/instructor interventions which are “effective and simple to implement” (p. 124). These interventions include weekly quizzes which contribute to the students final grade (Tuckman, 1998), and breaking up course content into more manageable chunks (Perrin et al., 2011). What these interventions have in common is that they withdraw responsibility for organisation and time management from the students – placing this responsibility back in the hands of teachers.

In summary, there are four points which can be concluded from the literature I have reviewed thus far:

1. Interest in AP has been increasing, and yet most studies target college and university undergraduates, rather than school-age students, even though procrastination has been shown to decrease with age (Steel & Ferrari, 2013).
2. Most researchers have used quantitative methods to explore the factors that influence procrastination behaviour.
3. Meta-analyses show that interventions can effectively reduce procrastination (van Eerde & Klingsieck, 2018; Zacks & Hen, 2018). However, interventions may be more effective if they are based on a reliable theory of procrastination, and if they are tailored to meet the individual needs of the procrastinator.
4. Procrastination is often considered a failure of *self*-regulation (Steel, 2007). Interventions may be more effective if they outline a role for facilitators such as teachers and other professionals.

1.3. The current study

Using a two-phase study design, I adopted a mixed-methods approach to data collection and analysis, using both quantitative and qualitative methods. My goal was to address each of the above points. Phase One of my research addressed the first and second points by exploring how school age students experience procrastination. Twenty students agreed to take part in semi-structured interviews, but these students were interviewed either one-to-one, or in groups of two and three. My intention to organise focus groups of between four and six students was frustrated by the worldwide Covid-19 pandemic. In all, twelve interviews were carried out, nine of which took place online.

Following Van Eerde & Klingsieck's (2018) recommendation that procrastination research should be "based on theories" (p. 83), the interview schedules for Phase One were shaped by Steel & König's (2006) temporal motivation theory (TMT) of procrastination. Participants were asked to consider four case studies, each of which was adapted from Steel (2010) and aimed to evoke one of the four constructs making up the TMT model: expectancy, value, impulsiveness, and delay (Appendix A). Their responses were analysed using template analysis (TA; King & Brooks, 2017). An outline of how this was carried out can be found in Appendix B. On this occasion, the template for this analysis was the TMT model (Appendix C). Finally, during Phase One, I also began to account for point three by asking students to suggest approaches which they felt might help reduce procrastination behaviours in each case.

For Phase Two of my research, I surveyed students (n=347), teachers (n=52) and EPs (n=43) about the factors which cause procrastination and the factors which might reduce it. The students' survey (Appendix D), teachers' survey (Appendix E) and psychologists' survey (Appendix F) can be found in the appendices. Concentrating on school age students helped me to address the first point in the literature gap. However, I also decided to measure students' self-identified level of procrastination, before correlating this with the items on the survey. This is because Visser, Korthagen, & Schoonenboom's (2018) have reported that "high" "average" and "low" procrastinators experience procrastination differently. Point two of the literature gap was addressed by the survey itself, which was designed based on the results from Phase One.

Point three was addressed in the second part of the student survey because I asked students to focus on the factors which might reduce procrastination. Teachers and EPs, meanwhile, were surveyed in response to point four. Themes among the items on the survey were identified, then one-way ANOVA and *post hoc* tests were carried out on each of the survey items – and on each of the themes – to determine whether there were significant differences between each group's level of agreement.

Finally, during the data collection phase, it emerged during consultation with colleagues that further analysis should take place. First, it was conjectured that professionals' confidence could be a mediating factor in their responses, and so an item was added to the survey to measure this. Secondly, it was felt that the Covid-19 pandemic could be impacting students' responses. As such, each group was also asked to consider whether "the pandemic will have resulted in any notable changes in the motivation and procrastination behaviours of post-16 students". These responses were analysed using a "theory driven" thematic analysis (Appendix G; Braun & Clarke, 2006, p. 84).

2. Rationale and context

2.1 Rationale

Academic procrastination (AP) has been defined as follows: “to voluntarily delay an intended course of study-related action despite expecting to be worse off for the delay” (Steel & Klingsieck, 2016, p. 37). It is commonly described as a failure of self-regulation (Klingsieck, 2013; Steel, 2007; Steel & Klingsieck, 2015; Sirois & Pychyl, 2016), and it occurs most often “when people are faced with a task that is viewed as aversive” (Hu, Liu, Guo & Feng, 2018, p. 12). It is also a relatively stable construct (van Erde & Klingsieck, 2018), and there is some evidence to suggest a genetic component to procrastination (Gustavson et al., 2017; Gustavson, Miyake, Hewitt, & Friedman, 2014). Furthermore, procrastination correlates well with other, relatively stable, trait-like variables, including impulsiveness and conscientiousness (Steel, 2007). Nevertheless, there is considerable evidence to suggest that interventions can reduce procrastination (van Erde & Klingsieck, 2018; Zacks & Hen, 2018).

Models of procrastination include Steel & König’s (2006) temporal motivation theory (TMT). This is a theory of motivation which the authors believe embraces “a wide variety of theoretical perspectives (e.g., economics, personality, expectancy theory, goal setting)” (Steel, 2007, p. 66). It can be summarised mathematically as follows: $\text{motivation} = (\text{expectancy} \times \text{value}) / (\text{impulsiveness} \times \text{delay})$. Other researchers, however, have concentrated more on the role of mood and emotion in procrastination (Baumeister, Zell, & Tice, 2007; Sirois & Pychyl, 2013, 2016; Tice & Bratslavsky, 2000). For them, procrastination involves “short-term mood repair” (Sirois & Pychyl, 2016, 117). According to this model, an individual “puts off” aversive tasks to better regulate their emotions in the short-term (discounting future consequences in the process). Regardless of its social, emotional, and cognitive components, AP has been linked to poorer mental health outcomes (Eisenbeck, Carreno & Uclés-Juárez, 2019), poorer academic outcomes (Bolden & Fillauer, 2020), and an overall reduction in wellbeing (Krause & Freund, 2014). The impact of procrastination on my own wellbeing is one of the reasons I became interested in the topic.

2.2 Personal context – the researcher’s interest

In 2008, during my second year studying for a degree in dentistry, I dropped out of university. I did not enjoy the topics I studied, and I resented the workload. I procrastinated a lot, and eventually decided to leave. At that time, my interest in procrastination was intense and personal. When people

asked about me leaving the course, I gave the same answer: “I realise now that if I am going to work very hard on something – I genuinely need to care about it.”

Before starting my educational psychology training, I trained to be a science teacher. In 2017, I was appointed to teach A level science to students who were repeating their exams. For many of these students, understanding the course content was not the only barrier to their learning. Instead, some of them resented me because they hated the subject and wanted to be anywhere else. Others, however, were extremely anxious and afraid of failure. At the same time, I began an MSc in *Educational Research*.

To better understand both myself and my students, I turned to the self-regulated learning (SRL) literature. I became interested in what Greene (2018) calls the “targets” of SRL: behaviour, environment, motivation, affect, cognition and metacognition; and I shared this model with my students. I was also influenced by Zimmerman’s (2000; 2013) model of SRL because it demonstrated that SRL should be considered before, during and after learning. Nevertheless, I noticed that procrastination in particular was a challenge for my students and for myself. I then encountered Steel & König’s (2006) temporal motivation theory (TMT) of procrastination, which appealed to me because the constructs allowed me to “audit” myself when I was procrastinating. I would ask myself expectancy questions such as: “is it because it feels too hard?” or “do you not know how to start?” These might be followed up with value questions such as: “is it because the task is boring?” or; “what do you really value here?” The model also encouraged me to become more vigilant regarding how far away some deadlines really were, and I began to think of distant deadlines as a kind of trap. Instead, I would ensure that I broke larger projects up into manageable chunks – rather than leaving most of the work to nearer the deadline.

I also realised that my script regarding dentistry – that I didn’t work hard enough because I didn’t care enough – was probably true. Moreover, it related to subjective value: I found the content boring (intrinsic value), I did not identify with the role (attainment value), and I did not want to do the job (utility value). Clearly, if I was going to continue to work hard, then I would need to find a job that I valued more. The job that I found was that of an educational psychologist (EP).

2.3 Relevance to educational psychology practice

To determine the relevance of this research to EP practice in the UK, it is necessary to consider what the “distinctive contribution” of the EP is (Boyle & Lauchlan, 2009; Cameron & Monsen, 2006). However, there is considerable evidence to suggest that the way EPs practice is complex.

For example, while the Scottish Executive has offered some clarity about the EP role, outlining a list of five functions that an EP might perform: assessment, intervention, consultation, training and research (Scottish Executive, 2002), the work of EPs can also be described by the “level” at which it is carried out. For example, an EP might work directly, focusing on an individual child, or more indirectly, at a systems level “working through others” (Norwich et al., 2018, p. 370).

EP practice is also guided by the prevailing socio-political climate (Farrell et al., 2006; Hill, 2013). For example, the 1981 Education Act mandated that children who were believed to possess special educational needs and disabilities (SEND) required “a full assessment” from an EP – “in all cases” (Leadbetter & Arnold, 2013, p.698). This concentration on comprehensive assessments therefore made up the bulk of an EP’s workload. More recently, Lee & Woods (2017) have argued that EP practice has had to change in response to more contemporary challenges. One challenge has been the reduction in public spending following the 2008 global financial crisis (Pearce & Ayres, 2012). Another challenge has been the UK’s recent trend towards the decentralisation of political power, where, in an effort to provide more autonomy for local communities, the UK Government has divested central control from Westminster through legislation such as the Localism Act (Department for Communities & Local Government, 2011). Similarly, the Westminster Government has attempted to offer local schools more control over their budgets through the Academies Act (HM Government, 2010). In response to these challenges, many EP services have adopted a partially or fully “traded” model (Lee & Woods, 2017). This means that “the existing service organisation is required to generate income from ‘customers’ (mainly schools) in order to meet some or all of its costs” (p. 112).

Given that the way EPs practice is in a state of flux, another way to determine the relevance of this research to EP practice might be to search for references to “procrastination” in *Educational Psychology in Practice* (EPIP). After all, EPIP is “the major publication” of the Association for Educational Psychologists (AEP). The AEP, meanwhile, is the professional association (and trade union) for over 3000 EPs in the UK (AEP, 2021). In February 2021, however, a search through all 141 issues of EPIP returned only three results related to “procrastination”.

Temporal motivation theory (TMT; Steel & König, 2006), however, is not merely a theory of procrastination. Instead, it is an “integrative theory of motivation” (Steel, 2007, p.66) which takes a “motivational approach” to understanding procrastination. Furthermore, it is the motivational approach specifically which has proven particularly effective for researchers hoping to understand procrastination (Klingsieck, 2013). The psychology of motivation, meanwhile, is germane to contemporary EP practice. A search for the term “motivation” returned 508 results on the EPIP database.

Indeed, increasing students’ motivation can also be linked to the “five functions” of an EP (Scottish Executive, 2002). For example, motivation is a component of assessments and interventions carried out at the individual level. Nuttall & Woods (2013) ranked “motivation” among the four psychological factors that should be considered when helping a CYP overcome emotionally-based school avoidance (EBSA). It has also been suggested that motivational interviewing (MI) techniques are an ideal way to support CYP with social, emotional and mental health (SEMH) difficulties (McNamara, 2009; Snape & Atkinson, 2017), not least because this technique focuses on “thoughts, feelings, *intrinsic motivation* and collaboration” (Cryer & Atkinson, 2015, p. 59). Lastly, acceptance and commitment therapy (ACT) tries to promote “psychological flexibility” among CYP (Gillard, Flaxman & Hooper, 2018). Interestingly, these authors contrast psychological flexibility with “experiential avoidance”, which the authors describe as “attempts to avoid... aversive experiences... even when doing so results in a restricted pattern of living that is not consistent with one’s values” (p. 275). As such, they come close to suggesting that ACT might help tackle procrastination itself.

At a more systemic level, motivation has been implicated in the effectiveness of training delivered by EPs (Baldwin et al., 2009; Chidley & Stringer, 2020). Indeed, Burke & Hutchins’ (2007) research suggests that trainees engage better if the training is perceived to have utility value. More and more frequently, the training content delivered by EPs also reflects a growing interest in motivation. For example, MacConville & Rae’s (2013) *Building happiness, resilience and motivation in adolescents* was well reviewed in EPIP (Landor, 2013), not least for encouraging “people to be motivated, maintain positive mental health, and to flourish in all areas of their lives” (p. 329). Another popular whole school initiative at the time of writing is Dweck’s (2006) “growth mindset” approach (Savvides & Bond, 2021), which has been used by whole schools to “provide a script for teachers and a framework for learning” (p.11). On balance, the UK literature suggests that a growth mindset can promote both academic *and motivational* outcomes among students (Savvides

& Bond, 2021; Sisk et al., 2018). Lastly, when it comes to consultation, Wagner (2017) has also identified that “motivating others” is the fifth of ten “solution-orientated principles” (p.239).

In terms of the EP’s statutory role, the most recent Code of Practice (DfE/DoH, 2015) recommends early interventions, advising that education providers should “seek to understand the interests, strengths and motivations of children and young people” (p. 124). Lastly, the psychology of motivation is a common component of the “traded offer” made by EP Services. To take one example, since 2001 the Emotional Literacy Support Assistant (ELSA) initiative has developed into a wholesale “school-based intervention” (Shotton & Burton, 2019, p.3). ELSA training and supervision is also offered by many EP services in the South West of England, including Babcock (2021); Cornwall EPS (2021); Dorset (2021); Gloucestershire (2021); Plymouth (2021); Somerset (2021) and Wiltshire (2021). It is noteworthy, then, that in preparation for the second edition of the ELSA Handbook, the training on self-esteem was broadened “to include input on motivation and competence” (Shotton & Burton, 2019, p.10).

In summary, procrastination is a common phenomenon which results in negative outcomes for many students (Bolden & Fillauer, 2020; Steel & Ferrari, 2013). Nevertheless, the research literature – alongside personal experience – indicates that procrastination can be reduced (van Eerde & Klingsieck, 2018; Zacks & Hen, 2018), and that people who procrastinate would like support with this goal (Grunschel & Schopenhauer, 2015). One effective approach to understanding procrastination has been the motivational approach (Klingsieck, 2013), and EPs are becoming increasingly interested in the psychology of motivation, including how it might be utilised in practice. A study aimed at increasing our understanding of procrastination, and how it might be tackled, is therefore warranted. However, a review of the literature on the psychology of procrastination, and how it overlaps with the psychology of motivation, is a necessary step.

3. Literature Review

The following literature review is separated into five sections. Section 3.1 summarises how the literature was selected, while section 3.2 outlines my definition of procrastination. Different perspectives on procrastination are discussed in section 3.3. In section 3.4 I describe the temporal motivation theory (TMT; Steel & König, 2006) of procrastination because it serves as the “template” for my Phase One template analysis (TA). Finally, in section 3.5, I summarise this chapter and conclude with my research questions.

3.1. Selecting the literature

According to Tobin (2009) a literature review reflects the author’s responsibility “to show an awareness of the field, identify key works, and to explain the connections” between their study and those that have gone before” (p. 255). In order to show an awareness of the field, I carried out a literature search in three stages, summarised in Appendix H. During Stage One I searched for literature pertaining specifically to procrastination. Having identified that the psychology of motivation would be the most useful perspective for my study, I moved onto Stage Two, which involved a broader exploration of the psychology of motivation. I decided at this point that TMT could be a useful “template” for my study. Stage Three then involved reviewing some of the interventions which have been carried out to reduce procrastination among students.

In addition to published research papers, relevant book chapters were consulted. While I tried to concentrate my attention on procrastination and motivation within education, I did not have formal exclusion criteria. For example, I read papers about motivation in the world of work, and procrastination as it relates to health, wealth, and leisure. Additional insight was provided through conversations with friends, family, and colleagues. Internet discussion forums such as *Procrastination Support* (Tapatalk, 2021) and *Procrastinators Anonymous* (2021) – and podcasts such as *All in the Mind* (BBC, 2019) – were also helpful.

3.2. Defining procrastination

Although procrastination has been recognised for many centuries (Steel, 2010, pp. 57-59), systematic research into the subject began in the 1980s (Klingsieck, 2013). And yet, from its inception, research into procrastination has been shaped by debates about “its subjective definitions” (Ferrari, Johnson & McCown, 1995, p. 5). An important contemporary debate concerns whether procrastination can be strategically useful (Chowdhury & Pychyl, 2018; Chu & Choi, 2005; Corkin, Yu, & Lindt, 2011; Schraw, Wadkins, & Olafson, 2007; Wessel, Bradley & Hood,

2019). This debate began with Chu & Choi's (2005) distinction between *active* and *passive* procrastinators. For these authors, *passive procrastinators* are "paralyzed by their indecision to act", and therefore "fail to complete tasks on time" (p. 245). *Active procrastinators*, however, deliberately choose to procrastinate because they are better able to work under the pressure of a deadline.

Some authors have taken issue with *active procrastination* as a construct. They argue that it is not, in fact, procrastination. This is because people who procrastinate, by definition, understand that delay brings negative consequences, such as subjective feelings of distress or discomfort (Chowdhury & Pychyl, 2018; Corkin, Yu, & Lindt, 2011; Klingsieck, 2013; Steel & Klingsieck, 2016). In terms of defining procrastination, these authors therefore prefer Steel & Klingsieck's (2016) definition of academic procrastination: "to voluntarily delay an intended course of study-related action despite expecting to be worse off for the delay" (p. 37). There are two reasons why I also prefer this definition.

The first reason is that I want to explore procrastination when it is experienced as a problem, and yet Chu & Choi (2005) have argued that active procrastinators achieve the same outcomes as non-procrastinators. Secondly, Steel & Klingsieck's (2016) definition is adapted from Steel (2007), and it is Steel & König's (2006) temporal motivation theory (TMT) of procrastination that I will use to help shape my template analysis. Nevertheless "active procrastination" is a genuine phenomenon – it even emerges in my Phase One data. Like Corkin, Yu & Lindt (2011), I think of active procrastination more as "adaptive delay" (p. 602). Nevertheless, in chapter 5 I refer to it as "strategic procrastination" because I think this term captures what the participants were hoping to convey.

3.3. Perspectives on procrastination

Research into procrastination has also been complicated by the fact that the research "is not driven by a commonly shared theory" (van Eerde, 2003, p. 1). For Klingsieck (2013), this is because four different perspectives have been taken to the subject: the differential psychology perspective; the clinical psychology perspective; the situational psychology perspective; and the motivational psychology perspective. However, an evolutionary psychology perspective has also emerged in recent years (Del Giudice, 2018; Lyons & Rice, 2014; Sanecka, 2020).

3.3.1. The differential psychology perspective

Researchers adopting this perspective study the relationship of procrastination with “trait-like variables” (Klingsieck, 2013, p. 26). As such, increased procrastination has been linked to decreased conscientiousness and increased neuroticism (Lee, Kelly, & Edwards, 2006; van Eerde, 2003), as well as to increased perfectionism (Pychyl & Flett, 2012). People who procrastinate are less optimistic (Jackson, Weiss & Lundquist, 2000) and report lower self-esteem (Pychyl, Coplan, & Reid, 2002). Procrastination has therefore been linked with self-limiting behaviours because self-limiting is a strategy which can be used to uphold self-esteem (Lee, Bong & Kim, 2014).

3.3.2. The clinical psychology perspective

Researchers who take the clinical psychology perspective embrace a variety of theoretical approaches, including psychoanalysis, cognitive behaviourism, and neuropsychology (Ferrari, Johnson & McCown, 1995; Rist et al., 2011; Schouwenburg et al., 2004). Engberding et al. (2011) have even suggested that procrastination can be defined clinically, arguing that it can be diagnosed if an individual experiences at least five physical or psychological symptoms during an episode of procrastination. Physical symptoms include muscle tension, sleep disorders, heart or circulatory problems, and digestive problems, while psychological symptoms include inner restlessness, feelings of pressure, or feelings of helplessness and anxiety. These episodes, however, must endure for at least twelve hours and persist for over six months.

3.3.3. The situational psychology perspective

Researchers taking a situational perspective argue that procrastination is dependent on a given context (Rahimi, Hall & Pychyl, 2016). Situational factors might include the difficulty of a task (Ackerman & Gross, 2005; Pychyl et al., 2000) and the qualities of a given teacher (Schraw, Wadkins & Olafson, 2007). Other researchers argue that emotions play a key role in bringing about procrastination (Sirois & Pychyl, 2013, 2016; Tice & Bratslavsky, 2000). For them, individual factors interact with situational factors, resulting in unpleasant emotional states. Procrastination, therefore, is “short-term mood repair” (Sirois & Pychyl, 2016, p. 117), because it involves putting off aversive tasks and unpleasant situations in order to feel more positive emotions in the short-term.

3.3.4. The evolutionary psychology perspective

Some contemporary psychologists have taken an evolutionary perspective to explore traits like procrastination (Del Giudice, 2018; Judge et al. 2009; Sanecka, 2020; Spain, Harms & LeBreton,

2014). Lyons & Rice (2014), for example, have used life history (LH) theory to offer a functional account of procrastination. According to LH theory, individuals face trade-offs between strategies which work best in a stable context; and strategies which work best in unpredictable circumstances (McDonald, Donnellan & Navarrete, 2012). Furthermore, the behavioural responses to these trade-offs can be grouped and categorised into slow LH strategies and fast LH strategies (Del Giudice & Belsky, 2010) – where fast LH strategies are more adaptive in unpredictable environments. Fast LH strategies are characterised by low self-regulation behaviours, such as dysfunctional impulsiveness (Jones & Paulhus, 2011) and temporal discounting (Crysel, Crosier & Webster, 2013) i.e., the tendency for individuals to discount the attractiveness or significance of rewards the further they are from the present. Both impulsiveness and temporal discounting contribute to procrastination (Del Giudice, 2014).

The prevalence of fast LH strategies in a population, meanwhile, is explained in two ways (Del Giudice, 2018). First, the fast-slow categories exist along a continuum, which means that a normally distributed population includes a proportion of individuals who are predisposed to using fast LH strategies. Secondly, unpredictable environmental variables during early life – particularly unpredictable early relationships – can result in a preference for fast strategies (Rickard et al., 2014; Wells, 2012).

In addition to this account, I would argue that procrastination can also be socially constructed in the face of prevailing socio-political norms, making it appear more prevalent. For example, Del Giudice (2018) has noted that modern societies tend to reward slow LH strategies with better educational outcomes, higher wages, and a better quality of life. It is also interesting that, during the Industrial Revolution, more references can be found to a “new evil” called procrastination (Ferrari, Johnson & McCown, 1995, p. 3). This was at precisely the same time that targets and timetables became ubiquitous. Perhaps many “chronic” procrastinators are simply fast LH individuals struggling to fit into a modern world that is modulated for them at every level by routines and schedules. Moreover, this impression may be reinforced by social comparisons. Lastly, recent technological developments have seen the proliferation of an “attention economy” in which diversions such as smartphones are designed to use increasingly sophisticated techniques to acquire an individual’s attention (Harris, 2016; Williams, 2018). This too could help explain the growing incidence of self-reported procrastinators (Ferrari et al., 2007).

I find the LH perspective useful because it offers an explanatory framework for other observations, such as the correlations found between trait-like variables. Like the situational perspective, it also highlights how environmental distractions and other contextual variables can interact with trait-like variables, resulting in procrastination. Similarly, if procrastination is to be conceived of as a clinical disorder, then the LH account complements this approach by offering an epidemiological perspective. However, what the LH perspective does not offer is a theory of procrastination which lends itself to an intervention aimed at reducing procrastination at the individual level, especially where these behaviours are already established.

3.3.5. The motivational psychology perspective

Researchers taking the motivational perspective believe that procrastination consists of a failure of motivation (Klingsieck, 2013), and this failure of motivation results in an “intention-action gap” (Lay, 1986, p. 474). Furthermore, several studies have focused on the relationship between procrastination and various motivational variables. For example, Brownlow & Reasinger (2000) found that procrastination was negatively correlated with intrinsic motivation. Similarly, flow-inducing and self-determined activities and behaviours are associated with a reduction in procrastination (Senecal, Julien & Guay, 2003; Seo, 2011). Other motivational variables that are negatively associated with procrastination include: a mastery approach goal orientation (Howell & Buro, 2008; Howell & Watson, 2007); internal locus of control (Brownlow & Reasinger, 2000); and increased self-efficacy (Wäschle et al., 2014).

3.3.6. Choosing among theories of motivation

Klingsieck (2013) advocates for the motivational perspective because it “has drawn on a variety of concrete theories” to help explain procrastination (p. 27). These theories include Ryan & Deci’s (2000) self-determination theory (SDT; Senecal, Julien & Guay, 2003), action control theory (Blunt & Pychyl, 2005) and temporal motivation theory (TMT; Steel & König, 2006). In my own view, new research should draw upon existing theories because it ensures that the accumulation of new knowledge is more precise and less wasteful. Indeed, it has been suggested that a lack of consilience within psychology has led to a discipline which is, in fact, divided by its theoretical models – and that this in turn hampers meaningful communication within the discipline (Hayes, Hofmann & Wilson, 2020).

For example, in section 3.4.2 I describe a disagreement over the term “expectancy”. In this case, Bandura (1997) and Pajares (1996) contend that expectancy and self-efficacy are theoretically

distinct constructs, whereas Eccles & Wigfield (2002) believe that expectancy includes “personal or efficacy expectations” (p. 119). My own view is that this disagreement is less about empiricism, and more about settling a boundary dispute between two intellectual properties, not least because self-efficacy and expectancies of success are “empirically indistinguishable” constructs (Marsh et al. 2017, p. 91).

There is also overlap between existing theories of motivation, such as Herzberg et al.’s (1959) *Two-Factor Theory of Motivation* and Maslow’s (1970) *Hierarchy of Needs*. For example, each of these theories can be divided up into positive and negative components. Maslow’s negative needs, which he called *deficiency needs*, include physiological and safety needs. When these needs are not met, they make a person feel “less than fully human” (Maslow, 1970, p.51). Herzberg (1966), meanwhile, was interested in the factors which contribute to job satisfaction. He divided the factors he observed into *hygiene factors* and *motivational factors*, where hygiene factors are “negative” in the sense that they can only ever limit feelings of dissatisfaction. These factors include working conditions and interpersonal relationships.

One area of overlap, therefore, becomes clear: Herzberg’s *hygiene factors* restate Maslow’s *deficiency needs*, but with added domain-specific details. For example “working conditions” (Herzberg), relates to “safety needs” (Maslow); while “interpersonal relationships” (Herzberg), relates to the need for “belongingness” (Maslow). Incidentally, in terms of overlap, these categories also anticipate the concept of “relatedness” found in SDT (Ryan & Deci, 2000). Furthermore, despite Maslow’s desire to move beyond behaviourist accounts of motivation (Neher, 1991), the drive to reduce aversive stimuli such as hunger and thirst, or pain and loneliness, echoes the behaviourists’ focus on reinforcement, punishment and reward (Foxall, 2007). Maslow’s positive needs, meanwhile, which he called *being needs* (1971, p.128), also have parallels in Herzberg’s *motivational factors*. For example “curiosity” and “aesthetic pleasure” (Maslow), can be linked to “finding meaning in work” (Herzberg).

In this study, however, I hoped to identify a theory of motivation which explicitly attempts to integrate previous psychological theories. I also preferred a theory which demonstrates empirical and face validity. The *Hierarchy of Needs*, which is intuitively plausible, is less supported empirically. For example, by arguing for the “prepotency” of the hierarchy (Neher, 1991), Maslow argued that a person must satisfy a lower level of need before becoming motivated by the next level. However, an individual might pursue career goals while hungry or tired, for example. Moreover, Maslow’s hierarchy potentially betrays a cultural bias, given that people frequently seek one

another out for comfort when they are hungry or in danger (Harrari, 2014). Herzberg et al.'s (1959) *Two-Factor Theory of Motivation*, meanwhile, lacks face validity because it is directed at job satisfaction among “white collar” workers (Neher, 1991).

In summary, I wish to take the motivational perspective to studying procrastination because researchers in this tradition draw upon “concrete theories” (Klingsieck, 2013, p.27). Moreover, I want to identify a theory which integrates many of the approaches which have been taken towards motivation, but which has also been linked to procrastination through empirical studies.

3.4. A theory of procrastination

Steel & König's (2006) temporal motivation theory (TMT) emerges from the motivational psychology perspective on procrastination because it is especially influenced by one theory of motivation: expectancy-value theory (EVT; Eccles-Parsons et al., 1983). EVT demonstrates face validity as it has been used extensively in the world of education (Eccles & Wigfield, 2002; Marsh et al., 2017). However, Steel & König (2006) argue that TMT does not rely on this perspective alone. Instead, it embraces “expectancy theory, hyperbolic discounting, need theory and cumulative prospect theory” (p. 891-892). As such, it satisfies my desire to find a theory which integrates existing theories of motivation and decision-making.

TMT has been summarised mathematically as follows: $\text{motivation} = \frac{(\text{expectancy} \times \text{value})}{(\text{impulsiveness} \times \text{delay})}$. The numerator indicates that the greater a person's expectancy beliefs, or the greater their subjective task value (STV), the more motivated they will be. The denominator indicates that a person will be more motivated to complete a task if they are less impulsive, because they will be less likely to attend to distractions. Finally, according to TMT, an individual is more motivated to work toward a task when the deadline is closer. It is because TMT offers an empirical account for the influence of deadlines on a person's motivation that it is most often conceived of as a theory of procrastination, rather than motivation more broadly (Lord et al., 2010; Steel, 2007, 2010).

3.4.1. Expectancy-value theory

Tolman (1932) was the first psychologist to suggest that expectancies of success impact upon motivation, whereas Lewin (1938) was the first to suggest that the value of a task plays a role. Using the term “valence”, Lewin argued that individuals engage in an activity when they associate it with positive affect, and vice versa. In contemporary psychology “valence” is discussed in terms

of the hedonic tone of a given object, event, or situation (Pekrun, 2009). “Value”, on the other hand, is used in both person-centred and task centred ways.

The link between expectancy and value was first made by Atkinson (1957), who argued that the perceived probability of success (expectancy) and the incentive to complete a task (task value) helped to determine achievement on a given task. He demonstrated this in a series of experiments with college students (Atkinson, 1957), in which he isolated the expectancy variable (the difficulty of a test) and the value variable (a financial reward). Various experimental conditions demonstrated that high expectancy and high value conditions motivated participants most. However, he also observed that an individual’s desire to achieve their goal (or their desire to avoid failure) was a contributing factor.

Atkinson also observed that expectancy and value interact. Some individuals valued a task more when they did not expect to succeed. Other participants took success for granted when a certain expectancy threshold was exceeded, and therefore valued the task less. Recent research into these interaction effects paints a complex picture. On the one hand, Guo et al. (2015) reported a direct relationship between expectancy and STV, because students who are most motivated to study for a subject are those with high expectancy and high STV. However, Lee, Bong & Kim (2014) have observed that students who valued a task but did not have high expectancy beliefs were more likely to cheat. It is unclear, however, whether the students’ reduced expectancy caused their high STV, particularly because the authors were specifically interested in utility value, which indicates how well a task will help an individual achieve longer-term goals.

Eccles-Parsons et al. (1983) expectancy-value theory (EVT) of motivation built upon Atkinson’s (1957) model in important ways. Firstly, by adopting the term “achievement motivation,” they distinguished between a person’s motivation to achieve a certain goal, and their subsequent achievement of that goal. They therefore acknowledge that achievement can be undermined by exogenous factors, regardless of how motivated a person is. Secondly, Eccles-Parsons et al. (1983) defined expectancies and values in terms of subjective experience, whereas Atkinson (1957) had preferred to focus on objective quantities, such as probabilities of success and incentives. Thirdly, Eccles-Parsons et al.’s (1983) theory has become associated specifically with academic motivation. Finally, contemporary models of EVT (Eccles & Wigfield, 2002) have expanded to integrate additional psychological theories into their model, an approach which I argued for in section 3.3.6. Figure 3.1 shows the current EVT model, highlighting how the *causal attributions* and *locus of control* theories have been included as antecedents to expectancy and STV.

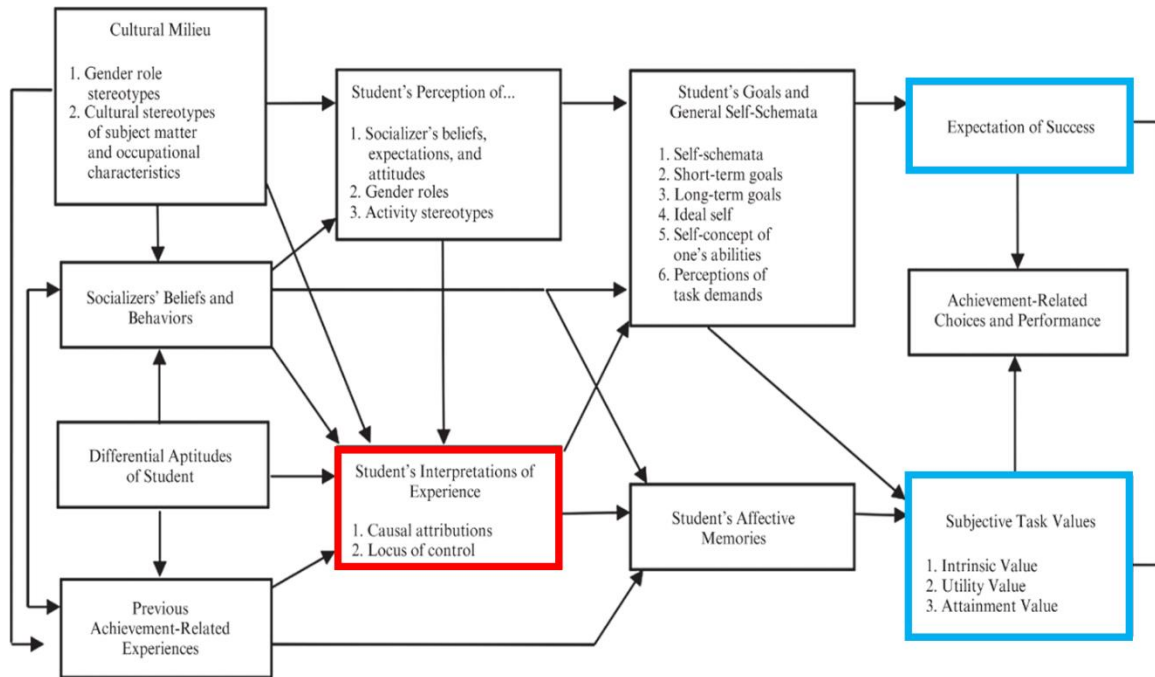


Figure 3.2 Eccles and colleagues' expectancy-value model of achievement choice. Expectations of success and subjective task values are highlighted in blue. The box containing causal attributions and locus of control has been highlighted in red as it is discussed in the text. From "Achievement Values" by A. Wigfield, E. Q. Rozenweig & J. S. Eccles, 2017, in A. J. Elliot, C. S. Dweck & D. S. Yeager, 2017, *Handbook of competence and motivation*, pp. 116-134. New York: Guilford Press.

Participants' subjective understanding is also the focus of my study, and therefore it is necessary to understand *causal attributions*, which were first discussed by Weiner (1986, 1995, 2010) in his attribution theory of emotion and motivation. He argued that, following life events, people ask "why" questions which "trigger causal search processes" (Perry & Hamm, 2017, p. 62). Once a person has identified what "caused" an event, thoughts and emotions are cued which guide future expectations and motivate future choices.

Locus of control is a construct which has also been linked to procrastination. This theory aims to reflect the extent to which a person believes that they can control the outcomes of life events (Rotter; 1954, 1966, 1975). It can be found on a continuum running from *external* to *internal*, with those on the internal end believing that they have control over future life events, and those on the external end believing that external circumstances have more influence over their lives (Lefcourt, 2014). An external locus of control has been shown to have a weak but significant causal relationship to procrastination ($R^2=0.04$, $p<0.001$, Khan, 2016).

3.4.2. Expectancy

Eccles and colleagues define expectancies for success as “individuals' beliefs about how well they will do on upcoming tasks” (Eccles & Wigfield, 2002, p. 118). For Rozenweig, Wigfield & Eccles (2019), a student’s belief about their ability is the “major factor influencing expectancies for success” (p. 620). It has, however, been argued that expectancies for success are theoretically distinct from self-efficacy (Bandura, 1997; Pajares, 1996). For example, Bandura (1997) has argued that expectancy, as it is employed by expectancy-value theorists, is a measure of outcome expectations. Self-efficacy, on the other hand, is traditionally understood to reflect students’ beliefs about their own capability to accomplish a given task.

Nevertheless, Eccles & Wigfield (2002) have long argued that expectancy should be understood as an individual’s “personal or efficacy expectations” (p. 119), with Eccles and colleagues highlighting several empirical studies in support of their expanded definition of the expectancy construct (Eccles & Wigfield, 2002; Marsh et al., 2017; Priniski et al., 2019; Rozenweig, Wigfield & Eccles, 2019). Indeed, Rozenweig, Wigfield & Eccles (2019) have suggested that “children and adolescents do not distinguish between these two different levels of beliefs” (p. 119), while others have argued that self-efficacy and expectancies of success are “empirically indistinguishable” constructs (Marsh et al., 2017, p. 91). Some researchers working in the EVT tradition have even elected to measure self-efficacy in place of expectancies or ability beliefs (Bong & Skaalvik, 2003; Wigfield & Eccles, 2000).

According to Muenks, Wigfield & Eccles (2018), researchers have successfully intervened to increase students’ expectancy beliefs by focusing either on students’ mindset (Dweck, 2006), or their self-efficacy (Bandura, 1997). In fact, Yeager et al. (2016) conducted several large-scale randomised studies of mindset interventions. They were two-sessions long and involved over 20,000 participants. A weak but significant main effect was observed for the reduction of “performance avoidance goals” for all students ($d=.11$, $p<0.001$). This suggests that, if expectancy emerges as an important theme in my study, then the participants’ mindset could be considered in any future procrastination intervention.

Finally, expectancy is an example of what Marsh et al. (2017) call “competence self-perceptions” (p. 85), and it seems likely that participants will identify competence self-perceptions as a component in procrastination behaviours, if only because “every motivational theory in psychology emphasises perceived competence as playing a central role in intentional behaviours” (Ryan &

Moller, 2017, p. 214). This is why competence is included as a basic need in Ryan & Deci's (2000) self-determination theory (SDT) of motivation. Nevertheless, Ryan & Moller also argue that volition cannot be explained by competence alone. Instead, individuals are motivated to satisfy further basic needs for autonomy and relatedness. These needs are not included in EVT because volition is accounted for by the value component of the model (Eccles & Wigfield, 2002).

3.4.3. Value

Historically, the term "value" has exhibited both internal and external aspects. Rokeach (1973), for example, thought that people organised their lives based on their own values, whether these were "terminal values", such as wisdom, freedom, or equality; or "instrumental" values, such as honesty, responsibility, or independence (p. 21). Higgins' (2007), meanwhile, focused on the external aspect, describing value as the relative worth of an object, activity, or person. Higgins' view also emphasised the subjective psychological experience of being attracted (or repelled) by an object or activity.

Echoing Higgins, Eccles and colleagues coined the term "subjective task value" (Wigfield & Eccles, 2002; Wigfield, Rozenzweig & Eccles, 2017). For them, STV is the component of motivation that allows an individual to decide why they want to do an activity, and it can be subdivided into four categories: attainment value; intrinsic value; utility value; and cost. Cost, however, relates to the potential negative appraisal of a task.

Attainment value incorporates issues of identity (Wigfield, Rosenzweig & Eccles, 2017). For example, a successful school athlete might demonstrate high attainment value for sport. They therefore feel that sport is an integral part of their identity. Intrinsic value, meanwhile, refers to the "enjoyment one gains from doing a task" (Wigfield, Rosenzweig & Eccles, 2017, p. 119). Eccles (2005) has compared intrinsic value to related constructs such as "interest" (Hidi & Renninger, 2006) and "intrinsic motivation" (Ryan & Deci, 2000).

Lastly, utility value refers to "how a task fits into an individual's future plans" (Wigfield et al., 2017, p. 119). An activity has more utility value when it increases an individual's chances of achieving their long-term goals. In fact, because utility value reflects how an activity is a means to an end, it has been likened to extrinsic motivation (Deci & Ryan, 2008; Ryan & Moller, 2017). However, for Wigfield et al. (2017), utility value differs in that it connects to an individual's "personal goals and sense of self" (p. 119).

Some interventions have targeted STV, such as a Hulleman et al. (2010) study which focused on utility value by asking participants to “write a short essay describing how the activity could relate to their life” (p.12). They found a weak but significant main effect for the experimental condition $t(102)=2.69, p=.01, (\beta=.24)$. However, the authors highlighted the importance of inviting the participants to describe for themselves what the benefits might be. This was because previous studies had shown that interest in the activity decreased for individuals with low perceptions of competence (Godes et al., 2007), but only when the utility value was highlighted by an external actor, such as a teacher or experimenter.

A 2015 study (Gaspard et al., 2015) study differed from Hulleman et al.’s (2010) by targeting all three components of subjective task value. They asked students in the “text” condition to write a short essay on the personal relevance of maths, while students in the “quotations” condition read and responded to quotations from fellow students about the relevance of maths to their lives. Both experimental conditions increased utility value and attainment value but had no significant impact on cost or intrinsic value. Moreover, for utility value, the “quotations” condition demonstrated a medium, significant effect size (Wald- $\chi^2=.29, p<0.001$), whereas the “text” condition demonstrated a small, significant effect size (Wald- $\chi^2=.14, p<0.01$), which seems to contradict Godes et al.’s (2007) observation that providing specific examples reduced utility value among some participants.

One explanation for this is that students could empathise more with peers’ responses. Another is that being provided with several relevant examples may have provided a richer picture and therefore had an “elicitation effect”, which motivated more responses. Lastly, however, Gaspard et al. (2015) did not control for participants’ perceived competence. It could be that a high proportion of participants with high perceived competence was enough to “crowd out” the responses of other participants at the data analysis stage. Either way, it may be that providing participants with procrastination scenarios might elicit more responses (Barton, 2015).

3.4.4. Cost

Until 2014 “cost” was considered to be an aspect of STV (Flake et al., 2015; Marsh et al., 2017). However, due in large part to confirmatory factor analyses (CFAs; Kosovich et al., 2014), cost is felt to be a separate factor, with an inverse relationship to subjective task value (Figure 3.2; Eccles-Parsons et al., 1983; Eccles, 2005; Wigfield et al., 2017).

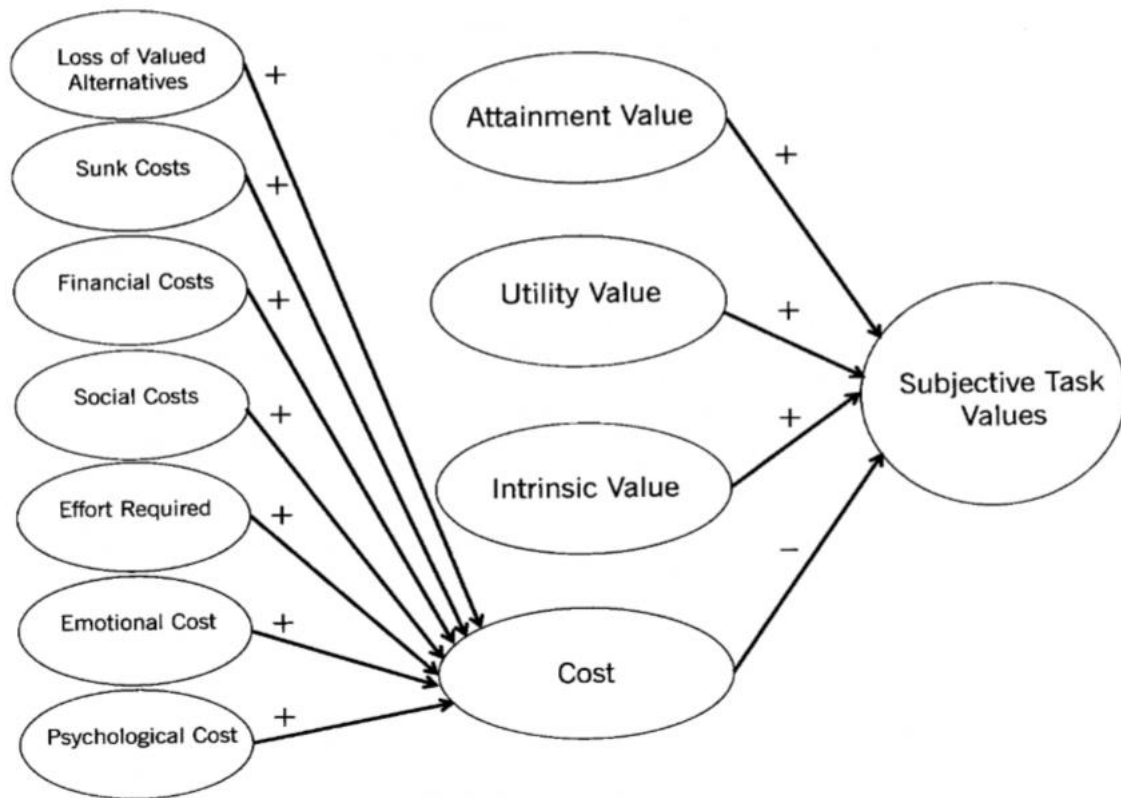


Figure 3.2. A diagram showing the relationship between value components and cost. From “Achievement Values” by A. Wigfield, E. Q. Rozenweig & J. S. Eccles, 2017, in A. J. Elliot, C. S. Dweck & D. S. Yeager, 2017, *Handbook of competence and motivation*, pp. 116-134. New York: Guilford Press.

Interventions targeting students’ cost perceptions can improve their academic attainment (Eskreis-Winkler et al., 2016). Autin & Croizet (2012), for example, reframed task difficulty by assuring children that difficult feelings are “part of learning” (p. 611). This produced a small but significant main effect on a working memory task ($M=0.63$), $F(1, 108)=6.73$, $p=.01$, $\eta^2=.06$). A similar study by Jamieson et al. (2010) aimed to reframe feelings of anxiety by assuring participants that “people who feel anxious during a test might actually do better” (p. 3). Participants in the experimental condition “reported feeling less unsure of themselves” (p.4), and a large, statistically significant main effect was observed, $t(25)=2.46$, $p=.022$, $d=.97$).

3.4.5. Impulsiveness

Disagreements remain about how impulsiveness should be characterised (Ainslie, 1975; Bakhshani, 2014; Bruner & Hen, 1997; Evenden, 1999; Enticott & Ogloff, 2006). For example, a distinction is made between motor (behaviour) impulsiveness and cognitive (choice) impulsiveness (Bechara, 2002). Another important distinction is between impulsiveness as an act, and impulsiveness as an underlying psychological process, or trait (Bruner & Hen, 1997). For Schouwenburg (2004),

however, these aspects of impulsiveness can be amalgamated. On the one hand, impulsiveness is an underlying and consistent psychological trait, but on the other, it is a trait which is revealed through the choices a person makes. A person with high impulsiveness is more likely to choose short-term rewards, rather than greater, long-term rewards which require a delay of gratification. As such, Schouwenburg integrates the differential and situational perspectives on procrastination.

Steel (2010) also adopts the personality trait perspective, arguing that impulsiveness is the “key personality trait that predicts procrastination” (p. 16). Its role in TMT is that it mediates how much an individual will “discount the future” (p. 30). In summary, the more impulsive a person is, the more likely it is that they will procrastinate. Furthermore, because impulsiveness is often considered to be a personality trait, Steel (2010) argues that “impulsiveness is not something you have, but something you are” (p. 162). Tackling impulsiveness, therefore, may involve reducing the distractions present in a procrastinator’s environment (Steel, 2010).

3.4.6. Time/delay

Eccles and colleagues’ EVT model takes account of time by incorporating features such as previous achievement related experiences and causal attributions (Figure 3.1). Furthermore, recent research has demonstrated how EVT might change across an individual’s lifetime (Wigfield, et al., 2017). Lastly, Eccles (2005) has outlined a mechanism by which STVs impact decision making, explaining that “it is the hierarchy of STVs that matter” (p. 107). This means that people are more motivated to undertake tasks which have the highest overall STV. She explained that dynamic factors – such as socialization or time – can prompt a learner to reorder this hierarchy.

TMT, by embracing the EVT approach, accounts for time in these same ways. However, TMT also accounts for how motivation changes as a deadline approaches (Lord et al., 2010). Figure 3.4 shows how Steel (2010) conceives of this change, with a hyperbolic curve illustrating how motivation (the y-axis) changes over time (the x-axis). The solid line on the graph shows how motivation is affected by a fixed interval schedule, while the solid line curves up as this fixed deadline approaches. The dashed lines, meanwhile, show how individuals are motivated by variable reward schedules. These lines have a fixed y value because tasks with a variable reward schedule have been shown to exert a constant state of motivation over time (Steel, 2010). Indeed, variable reward schedules are often more motivating than fixed interval schedules (Latham & Huber, 1992). Incidentally, many technology-based distractions use a variable reward schedule to attract and maintain a user’s attention (Harris, 2016).

Finally, the dashed line labelled “large temptation” represents a larger reward and is therefore drawn further along the y-axis. This indicates that it is more motivating than a smaller temptation. The graph also shows how a fixed deadline will only become more motivating than a large temptation when the deadline is very close. TMT therefore also helps account for how distractions of varying attractiveness might interact with time and motivation during procrastination.

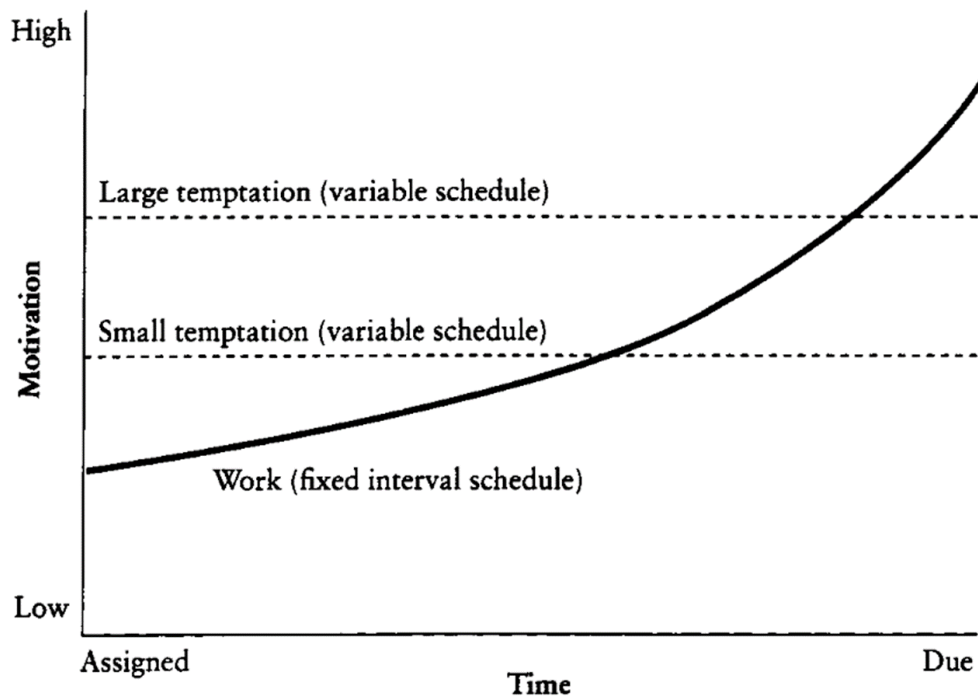


Figure 3.3. A simplified line graph showing how motivation changes over time, according to TMT. From P. Steel, 2010, *The Procrastination Equation: How to Stop Putting Things Off and Start Getting Stuff Done*, p. 75. London: Pearson Education.

Some authors have attempted to reduce procrastination by imposing intermediate deadlines for academic tasks (Lamwers & Jazwinski, 1989). Reiser (1984), meanwhile, reduced procrastination by combining intermediate deadlines with positive and negative reinforcements – awarding participants points for meeting deadlines, but deducting points for missing them. Given that a variable reward schedule can be more motivating, it would have been interesting to observe whether randomly varying the size of these rewards would also impact procrastination. Regardless, these studies were limited in that they used between-groups designs, and restricted their observations to a given teacher and course. As such, little meaningful data was revealed about overall changes in students’ approach to learning.

Perrin et al. (2011) addressed some of these concerns using a between groups/within-groups study design to compare “contingent” and “noncontingent” studying schedules. They found that, when access to practice-tests was contingent upon accessing them earlier in the week, students got into a pattern of accessing the materials earlier, and even fell back into this pattern following academic holidays. Furthermore, students in the contingent condition also scored significantly higher in follow-up tests, $t(18)=2.21$, $p=.02$. This study did, however, rely on a small sample size ($n=11$), and the within-groups design only measured in one direction, from contingent to noncontingent. An opportunity was missed, therefore, to explore whether exposure to the contingent condition first would have impacted on students’ study patterns going forward. Perrin et al. (2011) identified another limitation to their study, namely “the practicality and social validity of an intervention that requires daily monitoring by an instructor” (p. 473). It could be that future studies interested in tackling procrastination should collect the views of teachers and other professionals to determine which strategies are socially valid.

3.5. Summary and research questions

In summary, I wish to design a study aimed at increasing our understanding of academic procrastination. I have reviewed literature concerning the definition of procrastination, as well as the perspectives which have been taken to studying it. I then outlined why I think the psychology of motivation is key to understanding motivation and tried to justify why temporal motivation theory should shape my analysis. Finally, I reviewed the literature concerning each component of TMT. Mindful of the fact that I wish to explore how procrastination might be reduced, I described some of the ways that these components have been targeted by intervention studies. My research questions, therefore, are:

Phase 1

1. How does procrastination as experienced by post-16 students’ compare with procrastination as described by temporal motivation theory?
2. How do post-16 students’ strategies for tackling procrastination compare with procrastination as described by temporal motivation theory?

Phase 2

1. To what extent are the Phase One results generalisable to post-16 students?
2. To what extent do teachers and educational psychologists agree with the views of post-16 students about procrastination and temporal motivation theory?

In the next section I outline the methods and study design I will use to try to answer these questions.

4. Methods

4.1. Introduction

Like most researchers, I hope that “the knowledge produced [by my study] will have beneficial consequences” (Hammersley & Traianou, 2012, p.47). However, I believe that a researcher’s responsibility is to provide answers to research questions; and that these answers should “meet a threshold of likely validity” (Hammersley & Traianou, 2012, p.46) i.e. they should be as “true” as possible. I also believe that harbouring instrumental goals while in the pursuit of knowledge increases the risk of producing knowledge that is more convenient to the researcher than it is valid to the reader. My goal in this section, therefore, is to show that the methods I have chosen produce valid answers to my research questions. Indeed, it is because different methods are better suited to answer different questions that I have adopted a mixed methods methodology.

Similarly, I have chosen not to identify a “paradigm” for my research. While paradigms can provide a convenient through line from beliefs about the nature of reality (ontology), to beliefs about which methods are best suited for a study (Pring, 2015), I am less interested in making epistemological and methodological decisions based on my philosophical and ontological beliefs. Instead, I am prioritising practical considerations over philosophical ones.

This decision identifies me as an “everyday pragmatist” (Biesta, 2015). I distinguish “everyday pragmatism” from “classical pragmatism” here because, while Greene (2008) has argued that pragmatism is “the leading contender for the philosophical champion of the mixed methods arena” (p. 8), other commentators have noted that those promoting philosophical pragmatism have been relying on an oversimplification of the concept (Biesta, 2010, 2015; Norwich, 2020). Because I do not wish to oversimplify this concept, nor to ignore ontological beliefs altogether, I conclude this chapter with some thoughts on how I reconcile “everyday pragmatism”, classical pragmatism and questions of ontology.

4.2. Research Questions: Phase One

As an “everyday pragmatist”, I wish to start with my research question, and then determine which epistemological assumptions *the question* commits me to. The research question for Phase One is:

1. How does procrastination as experienced by post-16 students’ compare with procrastination as described by temporal motivation theory?

I have framed this question in a way that emphasises students' subjective understanding and description of reality. My reasons for doing this relate to the personal and professional arguments I made in chapter 2. On the one hand, procrastination has been a deeply personal experience for me, and I feel that it would be condescending not to recognise and promote the subjective nature of procrastination for my participants. On the other hand, my EP training has highlighted how useful it is to explore the socially constructed nature of events. Authors promoting this approach have persuasively argued that it can deepen our understanding of a situation (Gameson & Rhydderch, 2017; Kelly, 2017; Monsen & Frederickson, 2017; Wagner, 2017). While considering this research question, then, I have committed to a social constructionist epistemology (Gergen, 1973).

4.2.1. Epistemology

For Gergen (2015), adopting a social constructionist epistemology means acknowledging that an individual's views emerge from "a particular standpoint or tradition of understanding" (p.5). The standpoint I am interested in is the standpoint of a post-16 student within educational settings in the UK. However, I am also interested in how "procrastination" as a psychological concept is constructed by these students "in a specific cultural context for specific purposes" (Teo, 2009, p.41). An important aspect of the cultural context is the educational setting in which the students find themselves. This setting will likely evince characteristics typical of this culture, such as a "nutritionist" model of teaching and learning (Freire, 1985), which is rooted in the acquisition metaphor of learning (Sfard, 1998). In this model, students are vessels to be filled with knowledge by teachers, with the teachers arranged in hierarchical relationship, above the students. However, students are also participants in the learning process, and will therefore be making sense of their curriculum in unique and subjective ways (Wortham & Jackson, 2008).

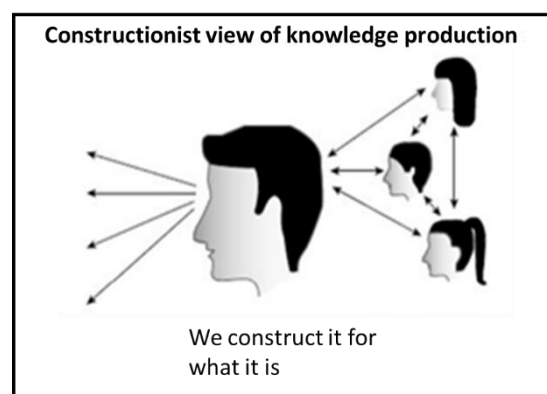


Figure 4.3. A diagram illustrating the constructionist view of knowledge production. Arrows represent the idea that knowledge is produced through conversations. From "Toward a Relational Humanism" by K. J. Gergen, 2015, *The Journal of Humanistic Counselling*, 54(2), 149–165. <https://doi.org/10.1002/johc.12009>

Gergen (2015) also argues that the process of “making sense of things” occurs through dialogue with one another (figure 4.1). Indeed, it is through dialogue that we foster our “theories about the nature of the world” (p.12). For Joffe (2011), this is the value of thematic analysis: it is a method which can be used in a grounded way to describe how a given social construct – or theme – emerges in our discourse. And yet I am interested in two contrasting discourses on the same concept – procrastination – which I hope will lead to a deeper understanding of it. That is, I am interested in contrasting students’ “vocabularies, assumptions and theories” of procrastination with the constructs identified by academic researchers (figure 4.2).

It could be argued, however, that my interest in constructs which originated in experimental psychology undermines any commitment to social constructionist epistemology (Brooks, McCluskey, Turley & Kingy, 2015). Instead, because I am interested in the way that a phenomenon can be interpreted differently depending on the context, my epistemological position might better be characterised as “contextual constructivist” (Madill, Jordan & Shirley, 2000, p. 9). Having addressed Phase One’s epistemological and methodological issues, in the next section I consider the method of analysis I selected: template analysis.

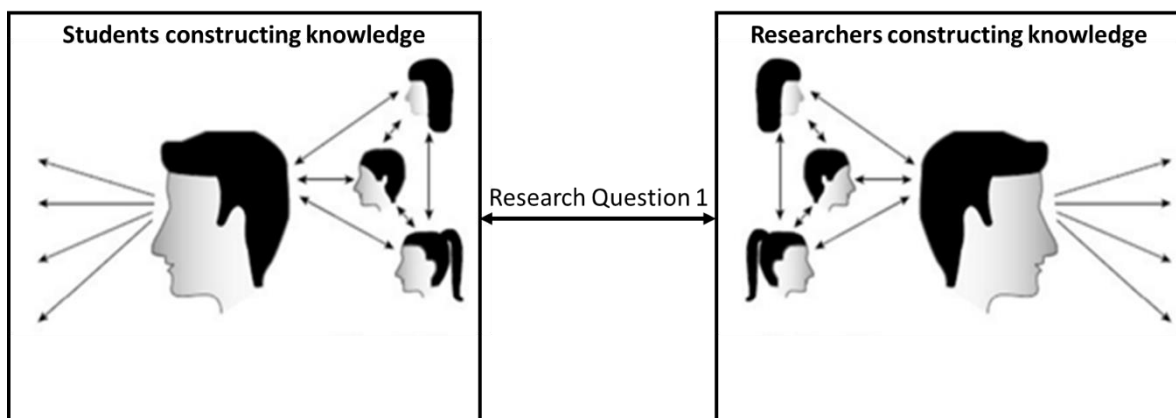


Figure 4.4. A diagram illustrating the interaction between my research design and the constructionist view of knowledge production. Separate populations are represented by separate boxes. From “Toward a Relational Humanism” by K. J. Gergen, 2015, *The Journal of Humanistic Counselling*, 54(2), 149–165. <https://doi.org/10.1002/johc.12009>

4.2.2. Method: Template analysis

Template analysis (TA) is a form of thematic analysis which is widely used in organisational and management research “but is not prominent in qualitative psychology” (Brooks, McCluskey, Turley

& Kingy, 2015, p.203). TA involves developing a coding template using a subset of the data. The template is then revised and refined as more data is analysed. The use of a template also means that *a priori* themes can be included in the coding template before any data analysis takes place. It is therefore an ideal choice for this study because, while the constructs making up TMT can be included before the analysis begins, they can still be revised or removed as data is collected.

In terms of data analysis, I have included a brief outline of how I analysed my data in chapter 4.2.5. However, a more detailed account can be found in Appendix B. During Phase One, data was collected in the form of interview transcripts. This is common for TA studies (Goldschmidt et al. 2006; Lockett et al. 2012; Slade, Haywood & King 2009; Thompson et al. 2010), and can include focus group transcripts (Brooks 2014; Kirkby-Geddes, King & Bravington 2013).

4.2.3. Participants

Before the limitations imposed by the Covid-19 pandemic, I had aimed to organise three focus groups with between four and six participants each, resulting in a sample size of twenty, which is approximately average for qualitative PhD studies (Dworkin, 2012). For Malterud, Siersma & Guassora (2015), this figure is common among such studies because it allows the researcher to discuss a sufficient breadth of responses in the appropriate depth. Before the March 16th 2020 lockdown, I facilitated three focus group sessions in person. After the lockdown, nine interviews were carried out online. The numbers are broken down in Table 4.1.

Table 4.1.

The number of participants involved in each interview and the format that the interview took.

Phase One Participants – Size of interview groups		
Session	Number of participants	Format
1	4	In person
2-3	2	
4-6	2	
7-12	1	Video call online

My interview participants were post-16 students attending Sixth Form Colleges: two in the South West of England; and another in Belfast, Northern Ireland. I selected these schools because I had

pre-existing relationships with the school SENCOs. As such, I recruited schools using opportunity sampling.

To recruit students, a combination of opportunity sampling and criterion sampling was used. During their morning tutorial session, a recruitment leaflet was shared with potential participants by their class tutor (Appendix H). Interested students were screened using a short questionnaire on the reverse of the information leaflet which asked the following questions:

- Are you in Year 12 or 13, and studying for an A level qualification?
- Have you experienced procrastination in the lead up to previous exams (GCSEs)/ A-levels?

The first eight participants were recruited on a “first come, first served” basis, but the recruitment method was adjusted following the national lockdown. At this stage, one school pulled out of this phase of the study. Furthermore, only five of the students who expressed an interest in being interviewed in person agreed to take part in online interviews. I therefore contacted the SENCO at a school in Belfast who contacted interested class teachers by email. This way a further seven participants were recruited for online interviews. They were screened by their class tutor using the same questions as before. These questions were repeated at the beginning of the online interview.

4.2.4. Data collection and the interview schedule

The interview schedules were prepared carefully. After all, there are reasons to think of procrastination as a difficult topic of conversation. Firstly, it can be emotionally painful (Sirois & Pychyl, 2016), which could act as a barrier to discussing it. Secondly, it could be considered a “conceptual” topic which is “rarely discussed in everyday conversation” (Barton, 2015, p.179). So, while ethnographers such as Spradley (1979) recommend asking very open-ended questions, such as: “what is your experience of procrastination?”, it is likely that these kinds of questions are too vague for participants to engage with when it comes to procrastination (Tobin, Hsueh, & Karasawa, 2009). Lastly, students may give the answer they think the researcher wants to hear in order to gain “social approval” (Krumpal, 2013, p.2025). In fact, I encountered a version of this *social desirability bias* during Phase One, when two different students enquired whether they were “allowed” to continue saying what they were saying about their teachers.

I therefore structured each interview using a “case study” elicitation technique. Elicitation techniques refer to visual, verbal, or written stimuli that encourage people to share their ideas (Johnson & Weller, 2002). For this study, four short case studies were designed to evoke one of the

four constructs making up the TMT model (Appendix A). As such, this elicitation technique also complemented the *a priori* themes which were included in the initial coding template.

The questions which followed the case studies adhered to a set structure and order, so that valid comparisons could be made across the interviews (Kallio, Pietilä, Johnson & Kangasniemi, 2016). Nevertheless, in line with previous research (Hammarberg, Kirkman & de Lacey, 2016; Horton, Macve & Struyven, 2004), I adopted a semi-structured approach to the follow-up questions because this allowed me to pursue, probe and clarify responses as they occurred. A digital voice recorder was used to record the interviews, and I transcribed them myself. The mean length of the interviews was 49 minutes and 20 seconds ($M=49.33$, $SD= 11.87$).

Piloting

The four case studies were piloted among three faculty members at the University of Exeter, two post-16 teachers, and two post-16 students. The faculty at the university were satisfied that the case study elicitation technique was appropriate, but felt that the case studies might have been too long, meaning that all four cases would not be covered in a single one hour focus group session. The teachers offered similar feedback. At this time, the intention had been to carry out focus groups for all participants. Following the advice of these professionals, I shortened the case studies where possible, but my intention was to offer a picture that was vivid enough to elicit a response. The first three focus groups proceeded as planned. In each session, all four case studies were covered. This may have been because the first focus group was especially reliant on two participants, and the second two focus groups only consisted of two people each. Once the interviews were carried out one-to-one, there was easily enough time to cover all four case studies in under an hour.

Feedback from the two students was more concerned with gender and identity. They felt that the initial case studies subscribed to gender stereotypes, with the bass player and video game enthusiast each being male, and the artist being female. As such, they recommended that I switch the genders for these case studies. Given that this would not impact the meaning in any notable way, and that the gender stereotypes were objectionable/distracting, I took this advice.

4.2.5. Data analysis

The six stages of template analysis are presented in figure 4.3. The familiarisation and preliminary coding stages were carried out using the first three transcripts, in part because the research process was paused during lockdown. Transcribing the data provided a good opportunity to “start the process of engagement and reflection” with the texts (King & Brooks, 2017, p.27). *NVivo 12*

software was used to assist with the coding process. Coding involved organising the interview transcripts by themes, with supporting quotes added for each theme and subtheme. For me, the coding and clustering stages took place simultaneously, with new quotes suggesting additional themes, and vice versa. Eventually, an initial template was produced.

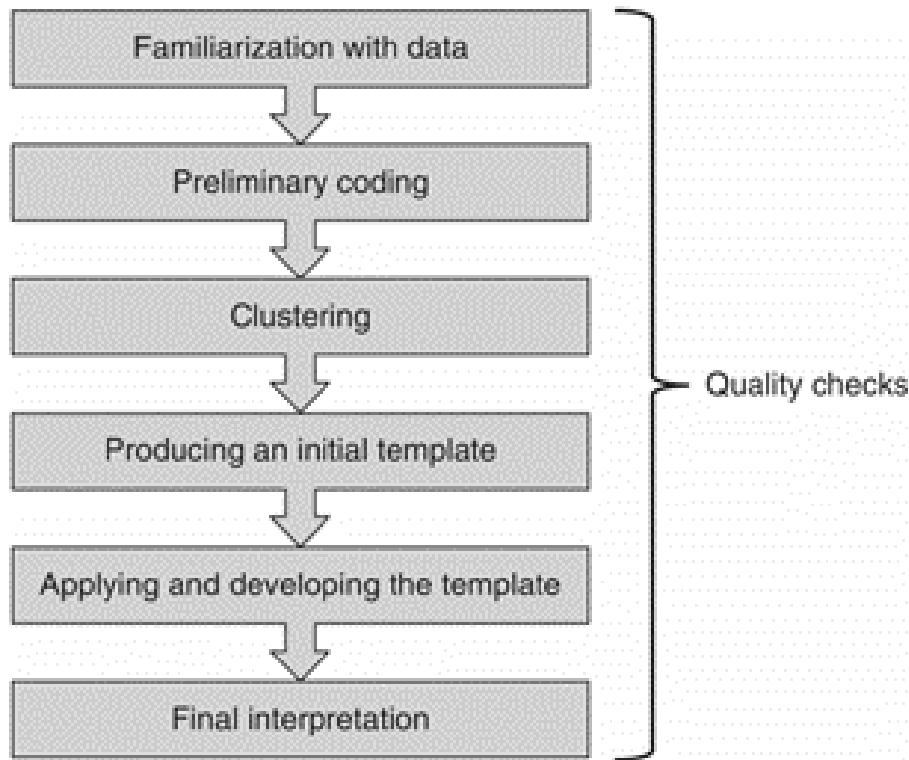


Figure 4. 5. A diagram showing the six stages of template analysis. From N. King & J. M. Brooks, 2017, *Template analysis for business and management students*. London: Sage.

Reliability

Before proceeding to the next stage, I decided to check the reliability of my initial template. To do so, I took a random selection of sixteen quotes, then coded them twice successively. After this, I sent them to a colleague who teaches on the Educational Research MSc at the University of Exeter. He also coded the quotes, and the percentage of agreement between each attempt was recorded. The findings were disappointing, and I decided that the quotes were too long and ambiguous. In addition, the themes had too many levels of specificity, which led to considerable overlap and confusion. The themes also cleaved too close to the *a priori* themes identified beforehand – an issue identified by King & Brooks (2017), who warn against becoming “over-sensitized to material that easily ‘fits’ your template” and therefore “neglecting material that cannot be as readily encompassed” (p.35).

I decided to do stages 1-4 again from the beginning. This time I recruited a fellow researcher as well. The results from this second effort are shown in table 4.2. The results were more encouraging, and I continued with stage 5 of my analysis. Stage 6 – my final interpretation of the data – can be found in chapter 5.

Table 4.2.

The percentage agreement between the researcher, a peer and an academic member of staff when coding during the template analysis – second attempt.

Agreement as a %			
	Researcher	Peer	Professor
Researcher		88 %	81 %
Peer			69 %

4.3. Research Questions: Phase Two

The research questions for Phase Two are:

1. To what extent are the Phase One results generalisable to post-16 students?
2. To what extent do teachers and educational psychologists agree with the views of post-16 students about procrastination and temporal motivation theory?

To determine whether the themes which emerged during Phase One were generalisable, I reconstituted them as variables using items on a questionnaire. Quantitative methods were then used to determine the extent of students' agreement with each variable. Furthermore, to answer the second question, students' responses to these variables were contrasted with the responses of teachers and EPs. As such, I applied the methodological procedures of natural science to social science (Giddens, 1977), committing me to a positivist epistemological stance (Burrell & Morgan, 1979).

4.3.1. Epistemology

Given this epistemological stance, I have elected to outline in table 4.3 how Phase Two of my research project follows Mouley's (1978) five stages of empirical science.

Table 4.3.

A comparison between Mouley's (1978) five stages of empirical science, and how they were carried out during Phase Two of this study.

Stage	Description	My Study
Experience	The elementary starting point of scientific endeavour	<ol style="list-style-type: none"> 1. Developing instruments based on Phase One participants' experiences. 2. Using these questionnaires to collect data from more participants.
Classification	Systemising data	<ol style="list-style-type: none"> 1. Classification of data based on overarching themes (attitudes towards task versus attitudes towards alternatives). 2. Statistical analyses to identify reliability of subthemes themes (Cronbach's alpha tests of expectancy and STV, for example).
Quantification	Precision measurement and analysis using mathematical means	Interpretive statistics (ANOVA and Pearson correlations) to contrast responses.
Discovery of relationships	The identification and classification of functional relationships	Discussion of relationships identified following previous stage.
Approximation to the truth		Overall discussion and conclusion (chapter 6).

4.3.2. Participants

Phase Two of my research involved surveying three groups: post-16 students (n=347), teachers (n=52) and EPs (n=43).

Students

Students were recruited by contacting schools, and schools were recruited using opportunity and criterion sampling. I first contacted school SENCOs or senior leaders by e-mail and followed these e-mails up with phone calls. I chose schools with which I had pre-existing relationships. A form of snowball sampling was also used, as school management were encouraged to share the survey with other schools. The only criteria that schools needed to meet was that they taught post-16 students.

Teachers

Some teachers were also recruited by contacting schools. However, teachers were required to have experience teaching post-16 students. This was emphasised in any contact with schools. It was also screened for at the beginning of the teachers' questionnaire. Additional teachers were recruited online by direct contact using the websites *JISCMail* and *TES Community* (no longer in operation).

Educational psychologists

Some educational psychologists (EPs) were recruited directly by e-mail. Additional EPs were contacted using the *EPNet* internet discussion forum. A final cohort of EPs were recruited by contacting the Principal EP at Educational Psychology Services across the UK. EPs were required to have experience working with post-16 students. This was emphasised in any e-mail contact and was asked for at the beginning of the psychologists' questionnaire.

4.3.3. Data collection and the procrastination questionnaires

Three questionnaires were designed based on the themes which emerged during Phase One. I designed these questionnaires for three groups: post-16 students, teachers of post-16 students, and EPs. Each survey was approximately the same, with some minor changes to grammar and syntax to reflect the participants' role. However, the questions making up the Irrational Procrastination Scale (IPS, Svardtal & Steel, 2017) were included in the students' questionnaire (Appendix D). This allowed a "procrastination score" to be generated for each student, and then compared with their responses on other items. Both the teachers' questionnaire (Appendix E) and the psychologists' questionnaire (Appendix F) were amended to include a question about the participants' job role so that their seniority could be contrasted with their responses.

Participants reported their level of agreement with each item using a 6-point Likert scale. A high score indicated a strong level of agreement with each item. I chose the Likert format because of its usefulness measuring multi-faceted constructs such as procrastination (Oppenheim, 1992). A six-point scale was preferred because removing the neutral point can encourage participants to make a

choice (Johns, 2005), and because it can reduce social desirability bias (Garland, 1991). A “not applicable” choice was also added (Leung, 2011). *Microsoft Forms* software was used to produce the questionnaires. Links to online versions of the questionnaires were sent digitally via e-mail, either by myself or by school management.

Validity and piloting

Majid et al. (2017) have recommended that new questionnaires should be piloted with a group of experts or a small group of potential respondents before sharing them with a larger sample. The questionnaires for this study were piloted by seeking feedback from teaching fellows at the University of Exeter and two fellow trainee EPs. The students’ questionnaire was also piloted with a group of Key Stage 4 students from a school in Belfast (n=16). The teachers’ questionnaire was piloted with two post-16 teachers.

Following feedback from the teaching fellows, a question was added to the professionals’ questionnaires to determine how confident each participant felt about their responses. Following feedback from a fellow trainee EP, this question was then moved to the end of each questionnaire. Teachers and students also expressed concern about the number of items and the length of time the questionnaire might take. Unfortunately, the number of items could not be reduced given the questionnaires’ faithfulness to the Phase One results. Instead, the voluntary nature of the questionnaire and the approximate length of time to completion were included on the first page. This page was followed by a page indicating whether the participant consented to continue. Finally, a question about the impact of the Covid-19 pandemic was included, and an analysis of the participants’ responses can be found in Appendix G.

4.3.4. Data analysis

I divided my data analysis into sections the sections below.

Why do students procrastinate?

In the first section I explored the question: “Why do students procrastinate?” The individual items relating to this question were considered first. The items were divided into three sections so that they corresponded to Phase One: items related to the task; items related to alternatives; and supplementary items.

SPSS Statistics software was used to calculate each group’s mean level of agreement with each item. I presented this information using bar charts. Next, to determine whether there were

significant differences between each group's level of agreement on each item, a one-way ANOVA was carried out on each of the items. *Post hoc* tests were then carried out to test for significant differences between groups. A fuller account of the statistical tests selected can be found in chapter 5.

Next, to determine how reliably the items on the questionnaire fit the Phase One themes, Cronbach's α tests of reliability were carried out on the groups of items relating to a theme. Each group's level of agreement with each theme was then calculated, alongside ANOVAs and *post hoc* tests to identify significant differences between groups (Appendix M). Given that ANOVAs are parametric tests, the data was analysed to ensure that it met the parametric assumptions of normality and homogeneity of variance. Kurtosis and skewness values between -1.0 and 1.0 were observed for all variables, as outlined in Appendix M.

How to reduce procrastination

My methods in this section mirrored those used above. However, supplementary items and items related to alternatives were considered together.

Students' procrastination scores

In this section I used Pearson's correlations to explore the relationship between items on the students' questionnaire and the students' procrastination scores.

Professionals' confidence

In this section I used independent t-tests to compare confidence scores between classroom teachers and senior leaders, and between all teachers and all psychologists. A one-way ANOVA was used to compare confidence levels between groups of psychologists with different levels of experience. Finally, I used Pearson's correlations to explore relationships between the items on the professionals' questionnaires and their confidence scores.

4.4. Ethical Considerations

Hammersley & Traianou (2012) have argued that there are two categories of values which shape research ethics. There are "intrinsic values", which "derive from the goal towards which the activity is directed" (p. 36), and there are "extrinsic values", which have been designed to act as "proper constraints" for research (p.36). Extrinsic values – such as minimising harm, respecting autonomy, and protecting privacy – are often summarised using standardised codes of ethics. These codes,

meanwhile, describe ethics in terms of “general principles”, which are aspirational goals, and “ethical standards”, which are mandatory injunctions.

4.4.1. General principles

The principles advocated by the British Psychological Society (BPS, 2018) are: respect, competence, responsibility and integrity. I have tried to shape this study in a way that promotes the human dignity of the participants, especially during Phase One. In chapters 1 and 2 I also tried to outline the sense of personal responsibility which has motivated this study i.e. I hope to learn more about procrastination so that those who are vulnerable to its pernicious aspects can be supported more effectively in the future. I believe that at each stage of the process I have demonstrated a thorough, conscientious approach to this study, and I hope that my competence and integrity are apparent to those who read the document in full.

4.4.2. Ethical standards

The University of Exeter’s College of Social Sciences and International Studies’ (SSIS) Ethics Committee granted approval for Phase One in December 2019 (Appendix I), and Phase Two in October 2020 for Phase Two (Appendix J). All participants were anonymised during Phase One data collection. Recordings were deleted once the transcriptions were completed. The anonymised transcripts have been stored on a password protected computer and will be deleted upon final submission of this thesis.

Consent

According to the BPS (2018) “the consent of participants in research should always be sought” (p. 16). Informed consent was obtained for Phase One using an initial information leaflet. Information sheets attached to written consent forms were then used on the day of the interviews. The information sheets were e-mailed to participant for the last nine interviews, and they followed the criteria outlined by the BPS (2018, p. 18) and British Educational Research Association (BERA, 2018, pp. 9-16). For Phase Two, consent was obtained via online questionnaires. Once the participants agreed that they had read the information sheet, they were asked to give consent. Failure to give consent automatically closed the questionnaire. All participants for both phases were over the age of 16, which is considered mature enough to give informed consent (BPS, 2018; BERA, 2018).

Avoiding harm

BERA (2018) have argued that research can involve more than the minimal amount of risk. However, my research avoids most of the potential risks they suggested. However, it is possible that discussing difficult subjects, like procrastination, could “induce psychological stress, anxiety or humiliation” (BERA, 2018, p. 14). Some participants may also be at risk of negative consequences associated with “labelling”, for example, if they began thinking of themselves as a “severe procrastinator”. Indeed, studies have indicated that people who procrastinate can be viewed in a negative light (Ferrari, 1992; Ferrari & Patel, 2004; Ferrari & Pychyl, 2012). It was therefore made clear on the information sheets that the students could withdraw immediately and at any time. Each session also began with a short discussion about what constitutes a positive atmosphere during discussion. Lastly, the Phase Two questionnaires also highlighted the importance of anonymity and voluntary withdrawal.

4.4.3. Intrinsic ethics

Thus far I have tried to demonstrate that my study is consonant with the extrinsic values relevant to this research. In chapter 6 I have also tried to demonstrate that my study adheres to the “inherent commitment” of research i.e. it produced “new knowledge” (Shils, 1997, p. 3). However, there are intrinsic values which my research could be accused of overlooking, such as dedication and objectivity (Hammersley & Traianou, 2012), because dedicated researchers do not “pursue other goals simultaneously under the auspices of research” (p. 46), while objective researchers downplay personal convictions or political views in favour of commitment to the truth (Muir, 2004).

My inability to be strictly dedicated and objective could be because I blended what Habermas (1972) calls “knowledge-constitutive interests”. For Habermas, valid knowledge can be separated into the “practical”; “technical”; and “emancipatory” interests, and there are values inherent in each of these interests which are not always compatible. My goal during Phase One of this research is to explore the particular and situation specific (emancipatory interest). In Phase Two, meanwhile, I want to generalise from these results (technical interest). Furthermore, the entire study is guided by a desire to effect change in the real-world (practical interest). As such, different values may have been shaping my research at different stages.

Despite this concern, I have tried to remain dedicated and objective in two ways. First of all, in section 6.7.3 I address the limitations of my study, not only in terms of its methods and its results, but also in terms of its real-world application. Second, I have tried to be as transparent as possible

about my values and beliefs, reiterating them again here so that the reader can determine if I have stayed true to them. In that spirit, I have included a short section on my ontological assumptions.

4.5. Ontology

Thus far I have justified choosing a mixed-methods methodology by outlining how my methods help to answer my research questions. In this section, however, I have included my ontological beliefs.

For Alexander (2006), the principle tension between ontological perspectives is one between realism on the one hand, and idealism/constructivism on the other. Put bluntly, realists believe the following: there is an objective reality; truths and laws can be known about it; and accurate predictions can be made on the basis on these laws. For constructivists, meanwhile, reality is *created* rather than discovered, and this fact warrants scepticism about objective knowledge claims. During Phase One, I adopted the latter stance, trying to understand how a concept (procrastination) was constructed psychologically by individuals (constructivism), and socially between individuals (social constructionism). During Phase Two, I treated procrastination – and its potential components – as objective phenomena whose relationships with one another can be explored using statistical analyses. My assumption, therefore, is that these ontological views are in some sense compatible. I am therefore interested in ontological perspectives which allow for this compatibility. Scott (2007) believes that Bhaskar’s (1986) critical realism could be one such perspective.

Bhaskar’s critical realism is realist because it postulates that objects in the world can (and do) exist independent of observers. These objects in the world include social objects. However, the perspective is critical because it postulates that knowledge is fallible i.e., objects/social objects can be interpreted in any number of ways which may not accurately represent the “real” object. As such it acknowledges the opposing knowledge claims we encounter in the social arena, while at the same time resisting the radical constructivists’ conclusion that reality itself is generated by human observers. For Norwich (2020), however, Bhaskar’s commitment remains with what is “Real”. The following quote illustrates this point: “it is because sticks and stones are solid that they can be picked up and thrown, not because they can be picked up and thrown that they are” (Bhaskar, 1979, p. 25).

It is this concern with “the Real” that distinguishes Bhaskar’s critical realism from classical pragmatism, especially as conceived of by Dewey (1998), who argued that what is “true” is that

which turns out to be useful. However, Dewey did not believe that wishful thinking could be used to directly manipulate the Universe. Instead, he argued that humans, simply by being born into the world, are faced with a series of impersonal “problem situations”, and that any knowledge which genuinely resolves these problems can be described as at once useful *and* true. As such, Dewey was attempting to naturalise epistemology.

On this point I have the same, strong intuition that realists like Russell (1961) and critical realists (with a realist bent) like Bhaskar have. It *feels* like I have arrived in a world consisting of objective facts, such as “sticks and stones are solid”. And yet, my sympathies lie with Dewey. One reason for this is that the realist view is too anthropocentric. Other animals have evolved different sensory apparatus to solve their problem situations, which may make the world appear very different (Nagel, 1974). Bats, for example, may be able to hear in colour (Dawkins, 1987), while for fairyflies “ordinary garden air is as thick as water” (Bodanis, 1992, p.119). As for the solidity of stones, even this may be subjective in some sense. After all, the shipworm *Lithoredo abatanica* eats limestone (Shiple et al., 2019). As such, in terms of naturalising epistemology, I think Dewey could go further. It is not just that “problem situations” allow human beings to sift out what is useful and true, it is that human sensory and sense-making organs have themselves been shaped by “problem situations” played out over and over again across millions of generations (Barkow, Tooby and Cosmides, 1992; Dawkins, 2009; Pinker, 2018) i.e. they have been shaped by natural selection. For me, this idea has profound implications for the way that we perceive reality.

In fact, it could be that the earlier a “fact” about the world became useful (true) during our evolutionary history, the better it now fits with our conception of objective reality. Hence, Searle’s (1995) distinction between “brute” facts and “social” facts; and why “stones are solid” feels more objectively true than “stones can be thrown”, which feels more objectively true than “*The Rolling Stones* are a good band”. Furthermore, in my view, some of the newest scientific discoveries – such as quantum entanglement – stretch our human intuitions to breaking point (Brody, 2020). I should, however, concede that the realist intuition seems to have been borne out by the scientific project itself. As we augment our own senses and build on one another’s learning, it does seem like we are discovering more and more about a pre-existing situation. Nevertheless, this intuition could itself be an artefact of fallible, human cognition.

In conclusion, I have read that a researcher should outline what they believe is real (ontology) because this determines what they believe we can know (epistemology). However, given that I

subscribe to a classical pragmatist epistemology, I believe that finding out what is useful and true, in Dewey's sense, is how we reveal more about what is real. I do not plan to second guess what we will learn in the meantime, if only because our cognitive capacity to learn about the world is itself a product of that world. I do, however, believe that the distinctions we draw between "brute" facts and "social" facts, or between the objective world and the constructed world, are relics of an ancient quest to learn enough about the prevailing environment, if only so that we can survive and reproduce in it. And it may be that this provenance limits what our species can ever determine to be "Real".

5. Results

5.1. Phase One

The results of my research are divided into two Phases. Phase One contains my template analysis of students' responses. I describe the templates in chapter 5.1.1, while in chapters 5.1.2-5.1.4 I expand on each of the themes within these templates. A complete account of which quotes apply to which themes can be found in Appendix C.

5.1.1. Templates

Before exploring how procrastination is experienced, I was first interested in how it is defined. I therefore developed an "original definition template" (Appendix H: table 1). This template was developed using Steel & Klingsieck's (2016) definition of academic procrastination: "to voluntarily delay an intended course of study-related action despite expecting to worse off for the delay" (p. 37). An "adapted definition template" was then developed to show how information was coded following the collection of Phase One data. The additional themes indicated that participants' responses could not be accounted for using the original template (Appendix H: table 2). Next, an "original descriptions template" was developed (Appendix H: table 3), where the constructs making temporal motivation theory (TMT, Steel & König, 2006) were included as a priori themes. These were: expectancy, subjective task value (STV), cost and impulsiveness/distraction. However, I realise after analysing the first three interviews that participants were comparing the "procrastination task" with potential alternative tasks. Furthermore, they procrastinated when the alternative tasks were, on balance, more motivating. I therefore developed two overarching themes: "motivation to do the task", and "motivation to do alternatives".

In "the adapted descriptions template" (Appendix H: table 4), a third theme "puzzle", was added to relate the finding that some participants procrastinated despite either high expectancy or high subjective task value (STV). Theme 5 (compromise, balance and debate), as well as theme 7 (teachers), theme 8 (denial), and theme 9 (the downward spiral), relate to additional information that emerged from the data. Theme 6, however, related to the use of procrastination as a strategy, and echoes the discussion in chapter 3 about the relationship between active and passive procrastination.

Finally, an “original interventions template” (Appendix H: table 5) was developed under the assumption that participants’ ideas could be organised as the inverse of the original descriptions template. For example, where procrastination might be theorised to result from low motivation to carry out a task, a procrastination intervention might be expected to increase task motivation. The themes in the “adapted interventions template” (Appendix H: table 6) more accurately reflect the participants’ responses. Evidence for these themes is presented in the next section.

5.1.2. Phase One results: Defining procrastination

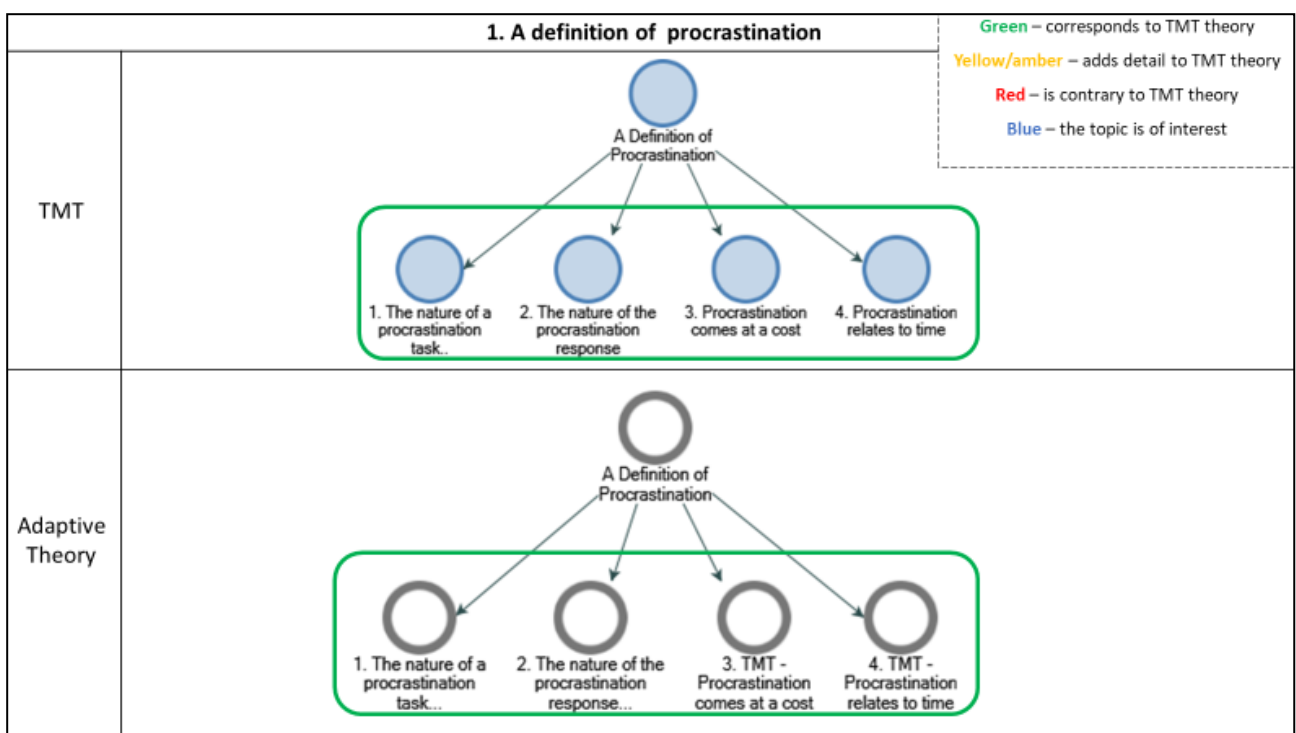


Figure 5.1. A diagram showing the original template for defining procrastination, compared with the adapted template. Green boxes indicate agreement with temporal motivation theory.

Figure 5.1 above shows the overall themes which were identified in participants’ responses. At this level of analysis, all of the emergent themes match those which were expected based on Steel & Klingsieck’s (2016) definition. The nodes are therefore highlighted in green.

The nature of the procrastination task

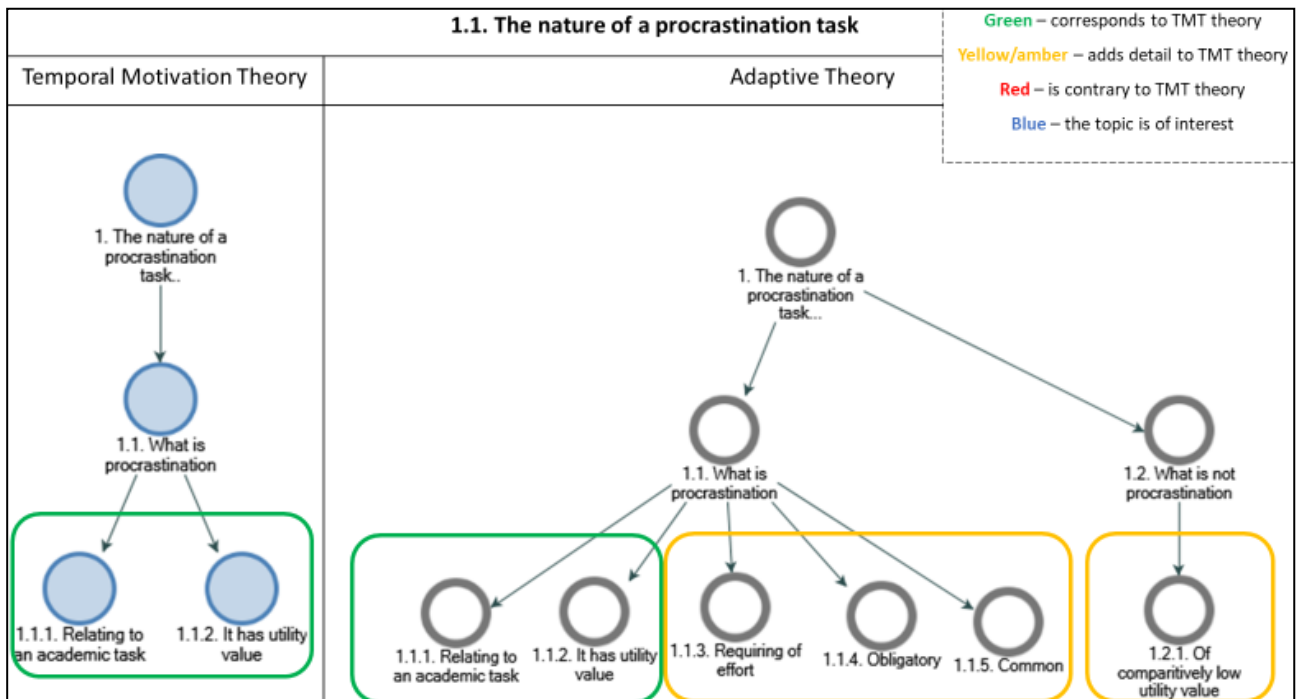


Figure 5.2. A diagram showing the original template for defining procrastination, compared with the adapted template. Green boxes indicate agreement with temporal motivation theory. Amber boxes indicate elaborations to the theory.

Figure 5.2, however, expands on these themes. Some nodes have also been highlighted using amber boxes to show where participants added more nuance to the definition. For example, the definition does not suggest that procrastination tasks are obligatory, yet 58% of participants indicated that this is the case. Furthermore, two participants reported that, if a task is postponed because it has comparatively little utility value, then this delay should not be considered procrastination. Some participants also implicated choice in procrastination behaviour, implying agreement with Steel & Klingsieck's (2016) view that procrastination is a voluntary act.

The nature of the procrastination response

Participants expanded on the working definition in other ways. One person described procrastination as a personality trait, while others defined procrastination with reference to the strong emotional response it provokes:

Procrastination is putting something off until the last minute, and getting yourself... worked up over it...

Some views, however, ran contrary to Steel & Klingsieck's (2016) definition, implying that procrastination can be involuntary, such as when a person is tempted away from the task:

So, let's say I sit down to revise and suddenly *mimes phone appearing from nowhere* the phone comes out – that's procrastinating isn't it?

In terms of defining procrastination, participants also added to the Steel & Klingsieck (2016) definition in terms of both “cost” and “time.” These additions are outlined in figures 5.3 and 5.4.

Procrastination comes at a cost

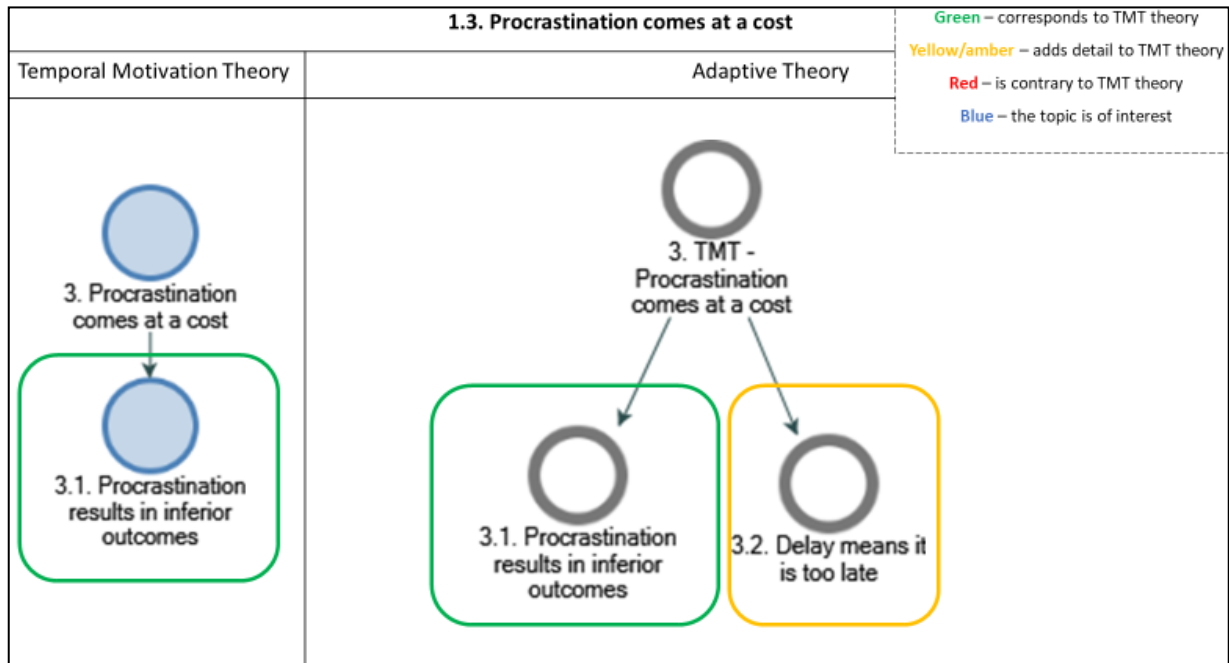


Figure 5.3. A diagram showing the original template for defining procrastination, compared with the adapted template. Green boxes indicate agreement with temporal motivation theory. Amber boxes indicate elaborations to the theory.

Participants agreed that procrastination comes at a cost and that it can result in less favourable outcomes. Some respondents specifically associated poorer outcomes with delay, arguing that sometimes “it is too late” to do the task justice (amber box).

Procrastination relates to time

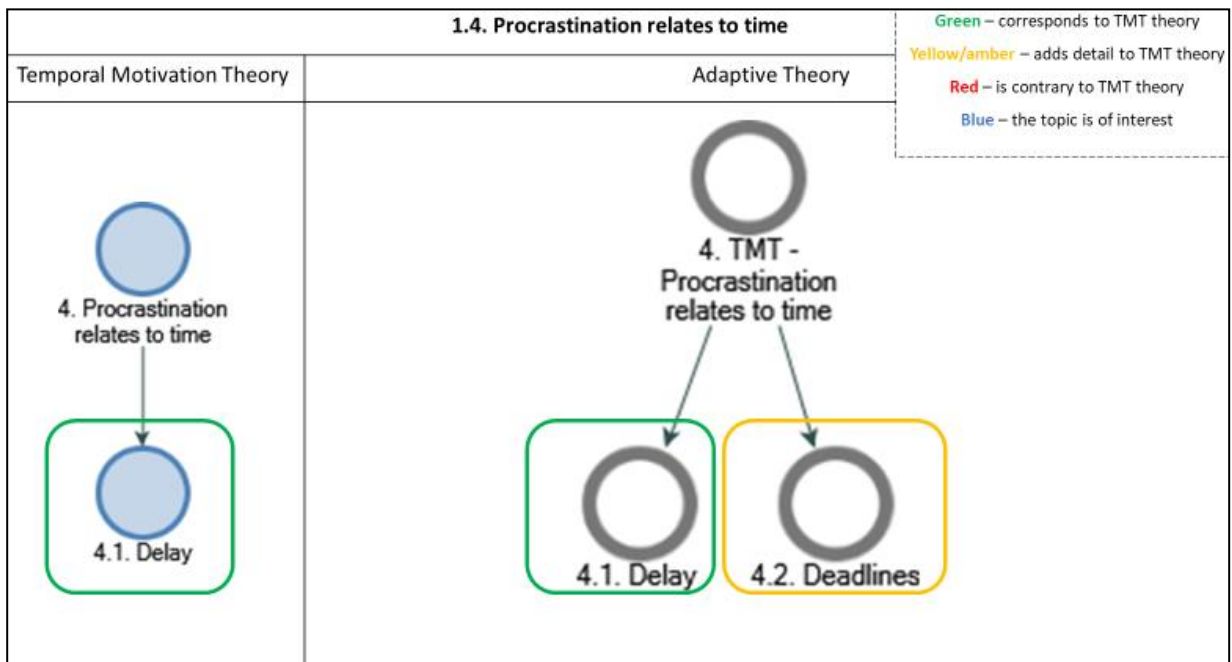


Figure 5.4. A diagram showing the original template for defining procrastination, compared with the adapted template. Green boxes indicate agreement with temporal motivation theory. Amber boxes indicate elaborations to the theory.

Furthermore, for many participants, the idea of delay was frequently linked with the importance of deadlines:

It's when someone puts off doing something... like if I have work due and then I will put it off to the last minute.

The themes of cost and time are key components of temporal motivation theory (TMT), which is discussed in the next section.

5.1.3. Phase One results: Why do students procrastinate?

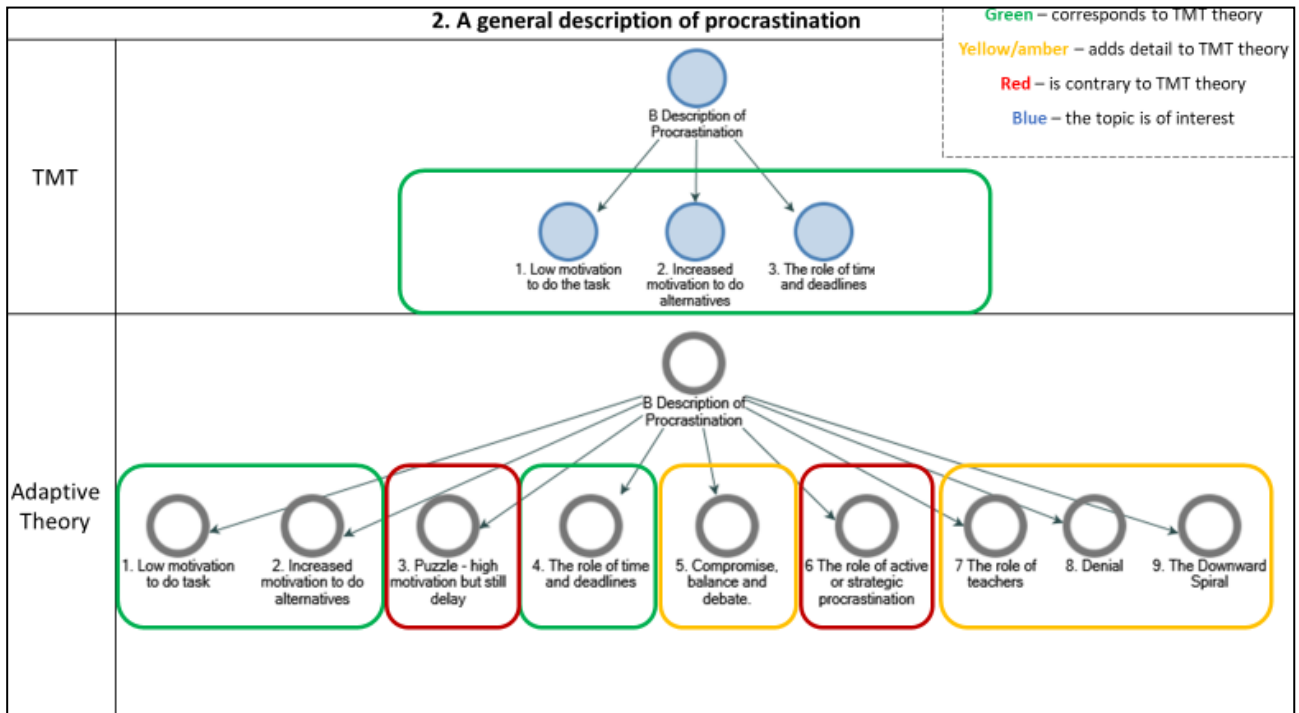


Figure 5.5. A diagram showing the original and adapted description templates. Green boxes indicate agreement with temporal motivation theory. Amber boxes indicate elaborations to the theory. Red boxes indicate contradicting themes.

Figure 5.5 shows the overall themes which were identified when participants described their experience of procrastination. It also compares these themes with those which would have been expected using the original descriptions template (table 5.3). Themes 1, 2 and 4 of the adaptive theory have been highlighted in green because they provide evidence for the TMT model of procrastination. Theme 5 – and themes 7-9 – have been highlighted in amber because they add more detail to the TMT account of procrastination. Themes 3 and 6, however, have been highlighted in red because they provide evidence that conflicts with the TMT account. In this section, I explore each of these subthemes in turn, beginning with “low motivation to do the task.”

Why do students procrastinate? – low motivation to do the task

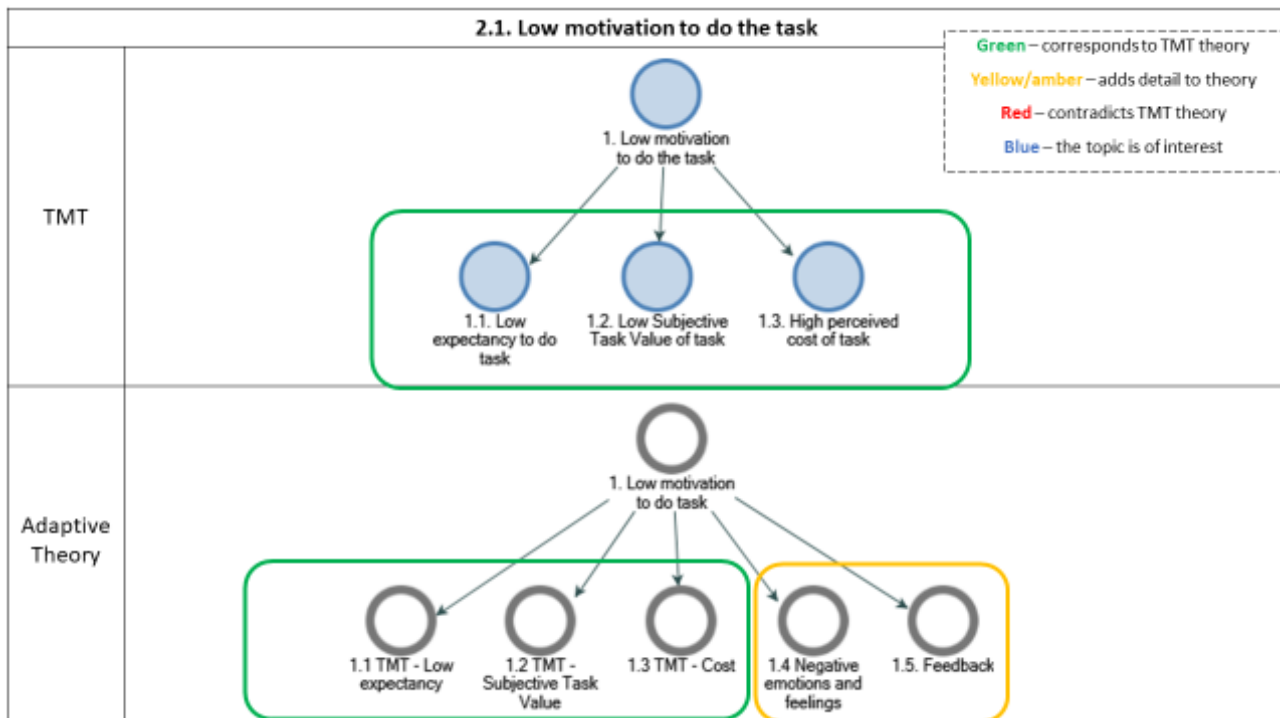


Figure 5.6. A diagram showing the original and adapted description templates. Green boxes indicate agreement with temporal motivation theory. Amber boxes indicate elaborations to the theory

Figure 5.6 provides some evidence for the TMT account of procrastination because low task expectancy was linked to procrastination when the task was too difficult:

I think I am more likely to put something off if it is hard.

Not understanding how to carry out a task also contributed to low expectancy, with several participants highlighting the specific challenge of not knowing how to start:

Actually, starting is the hardest part. It's the thought of it.

Low expectancy was associated with low self-belief, and the idea that low self-belief caused procrastination in Case Study One was shared in 83% of the interviews. Some participants also recognised that this reflected their own experience:

...when you're in that frame of mind it's hard... obviously, if you're really bad at something, you are not going to want to do it anymore.

For some participants, tasks were also overwhelming because of the context i.e. there were too many other tasks for them to do overall:

Yeah... having so many subjects and trying to balance everything, sometimes essays suffer.

For others, a link emerged between low expectancy beliefs and low attainment value i.e. some participants began to view themselves as the “kind of person” who could not do a certain subject – such as maths – and they delayed studying as a result:

Yeah, with my maths GCSE I just didn’t do the work at all because I just knew I couldn’t do maths.

Finally, and of potential significance in terms of interventions, participants made the link between expectancy beliefs and effort:

I left one essay to the last minute... I passed it by the skin of my teeth... but then I thought – ‘I didn’t work! What did you expect?’

Low motivation to do the task – low task value

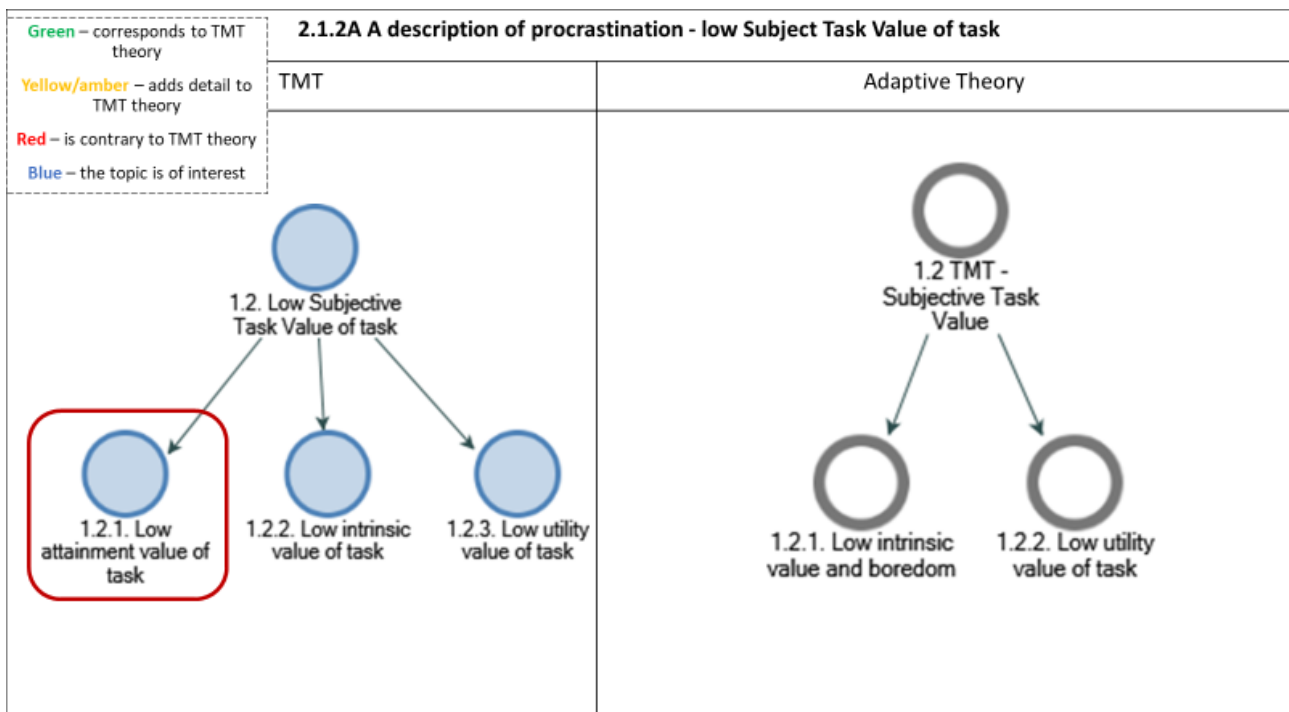


Figure 5.7. A diagram showing the original and adapted description templates. Red boxes indicate contradicting themes.

Figure 5.7 shows how low motivation to do the task related to low subjective task value (STV). The red box indicates that participants did not reference low attainment value in this section, and low utility value was referenced only once. Low intrinsic value, meanwhile, was highlighted in eleven of the twelve interviews. Furthermore, an overlap was frequently identified between finding a task boring and finding it difficult, almost as though boredom itself is perceived as difficult or challenging:

I think sometimes when you don’t enjoy [a subject], or it’s hard, then you’re not going to care about it.

In fact, the TMT themes frequently overlap within the participants' accounts. This is a motif which I return to in chapter 6.

Low motivation to do the task – high task cost

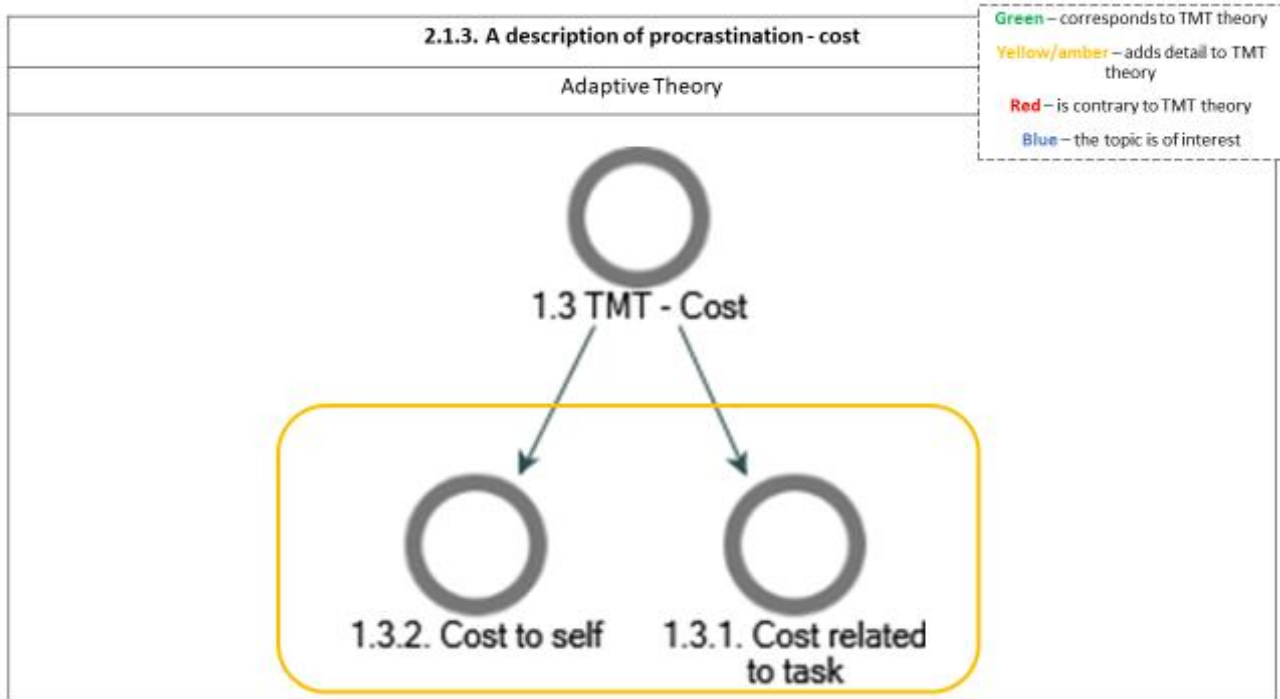


Figure 5.8. A diagram showing the original and adapted description templates. Amber boxes indicate elaborations to temporal motivation theory.

Like expectancy, the ‘cost’ theme was separated into “costs relating to the task” and “costs relating to the self”. Costs relating to the task centred on the amount of time and effort a procrastination task might take. Costs relating to the self, however, included instances of performance anxiety and the fear of failure. In one instance, a participant persevered with low expectancy beliefs because of the perceived cost of asking for help:

...you want to come across like you understand. You don't want them [teachers] thinking you're stupid.

Low motivation to do the task – negative feelings

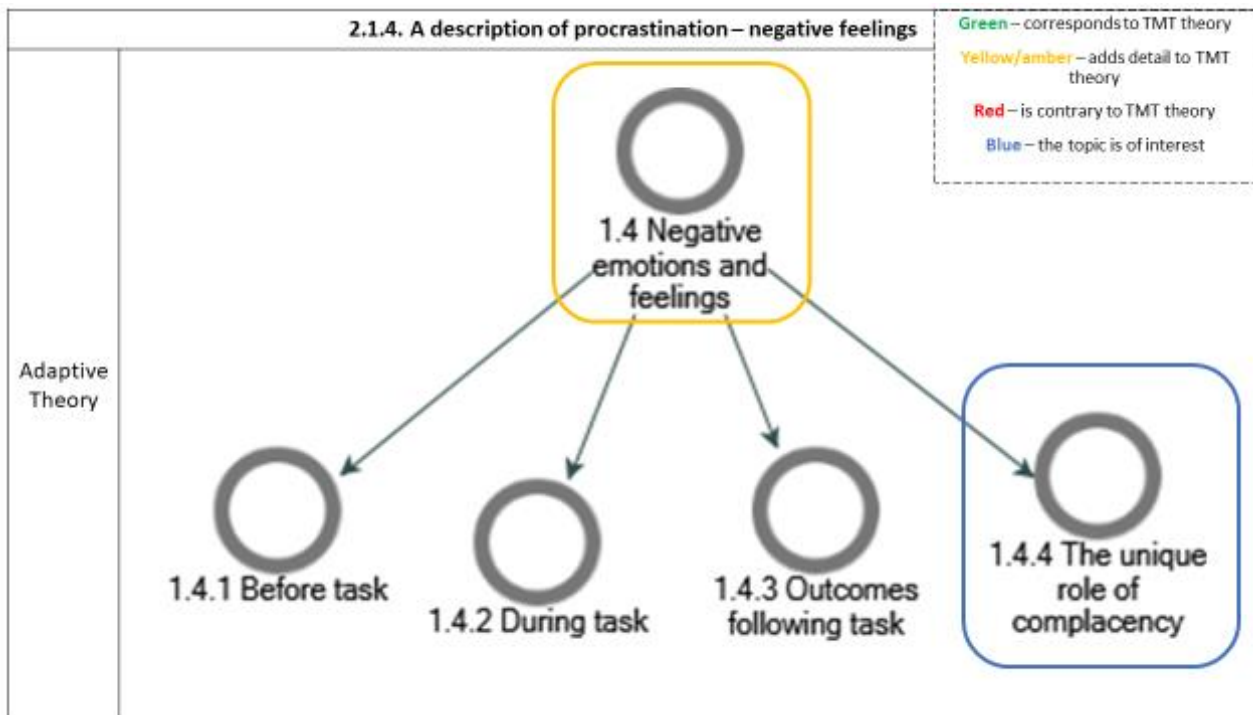


Figure 5.9. A diagram showing the original and adapted description templates. Amber boxes indicate elaborations to temporal motivation theory. Blue boxes indicate themes discussed further below.

Figure 5.9 outlines the role of emotions and feelings. Some participants indicated that increased self-confidence encouraged feelings of complacency, which could also result in procrastination:

...assignments I do worst at are those where I have an ego about it. I am overconfident. I underestimated the amount of effort it takes.

Others described how difficult emotions resulted in procrastination. One participant neatly summed up this divide:

This isn't the usual procrastination where you think that it's going to be ok. In this case [she is procrastinating because] she's convinced it's not going to be ok.

Participants also described unpleasant feelings which were brought about by thinking about the task beforehand. Delay among these participants appeared to be an attempt to cope with these feelings. During the task, feelings of boredom or frustration left participants susceptible to delay, this time in the form of distractions. Finally, for some participants, the feelings associated with poor outcomes had the potential to reinforce low expectancy beliefs, both in relation to the task, and in relation to themselves. Similarly, participants who reported receiving negative feedback, or no feedback

whatsoever, also identified that they were less motivated. Again, this may be because feedback is used to calibrate future expectancy beliefs.

Why do students procrastinate? – higher motivation to do alternatives

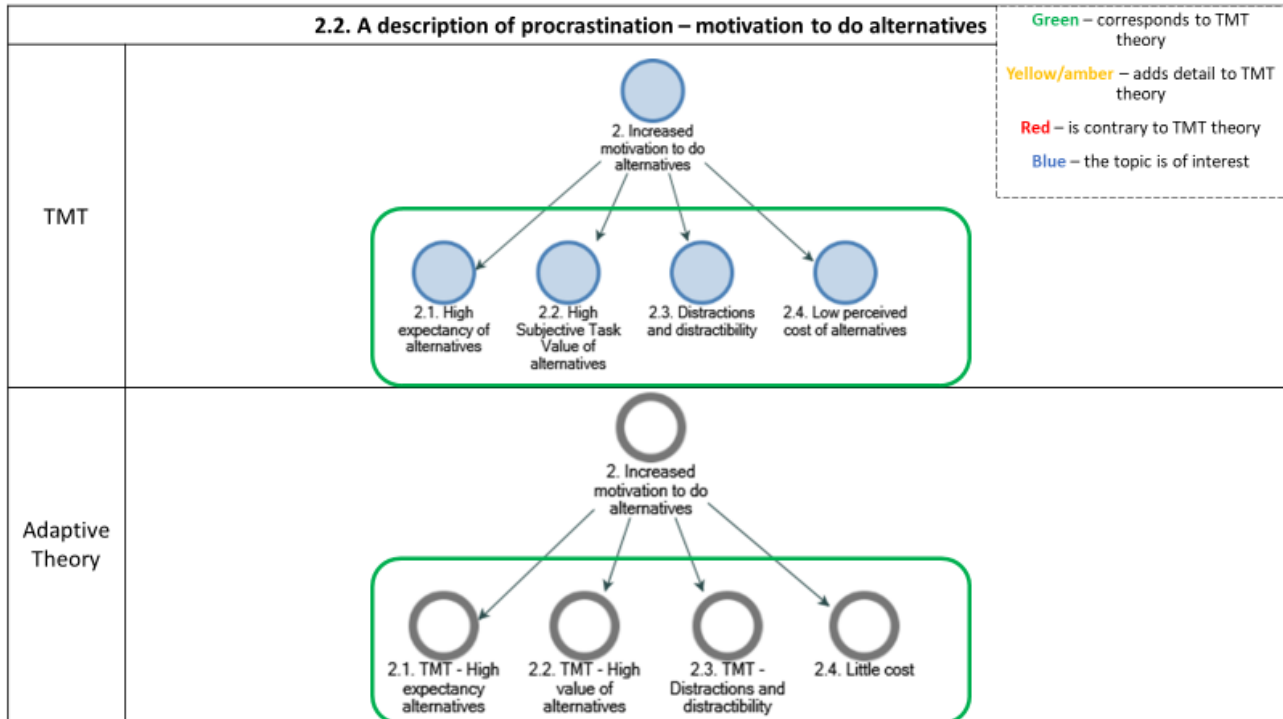


Figure 5.10. A diagram showing the original and adapted description templates. Green boxes indicate agreement with temporal motivation theory.

Higher motivation to do alternatives – high expectancy of alternatives

Procrastination is not only characterised by a desire to delay a “procrastination task.” In many cases, it also involves choosing to do alternative tasks. Factors which increased participants’ motivation to do alternative tasks included high expectancy for the alternative tasks. For example, an person might watch TV because “nobody is going to mark it or scrutinise it.” Similarly, feelings of competence are appealing, and so participants also described choosing tasks they expected to do well at. Expectancy was not the only theme which motivated participants to favour alternatives. In fact, they ascribed all three categories of STV to alternative tasks as well.

Higher motivation to do alternatives – high value of alternatives

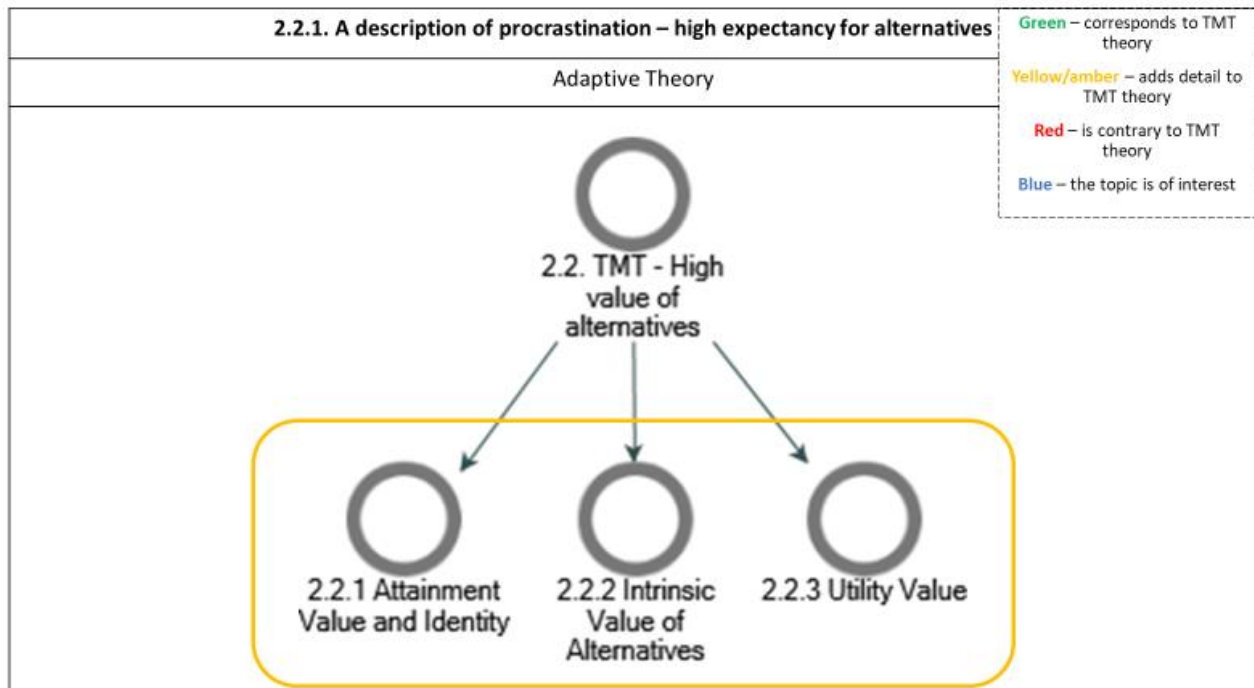


Figure 5.11. A diagram showing the original and adapted description templates. Amber boxes indicate elaborations to temporal motivation theory.

In terms of attainment value, participants emphasised core values and beliefs, such as being true to yourself or being a good friend. However, some respondents acknowledged the inherent risk in simply following your dreams:

If pursuing music is what she prefers over an essay deadline, then take that risk...

The intrinsic value of alternatives was highlighted in 75% of interviews, with fun activities and social activities emphasised. Furthermore, autonomously choosing your own activity – such as being on your phone – had intrinsic value as well:

...it's just like you're in control. It's what you wanna do, and that's a better feeling, isn't it?

Utility value was frequently linked to goals and goal-setting behaviour. However, a distinction could be drawn between one's personal goals, and those of esteemed others, particularly parents. In some cases, a tension was evident here:

...now it is intense. You got teachers on your back. Parents on your back... expectations are definitely big... Do you prioritise other people's expectations or your own?

Finally, some participants believed that choosing academic alternatives that they were better at and that they were more likely to “take forward” justified delay.

Higher motivation to do alternatives – the role of distractions

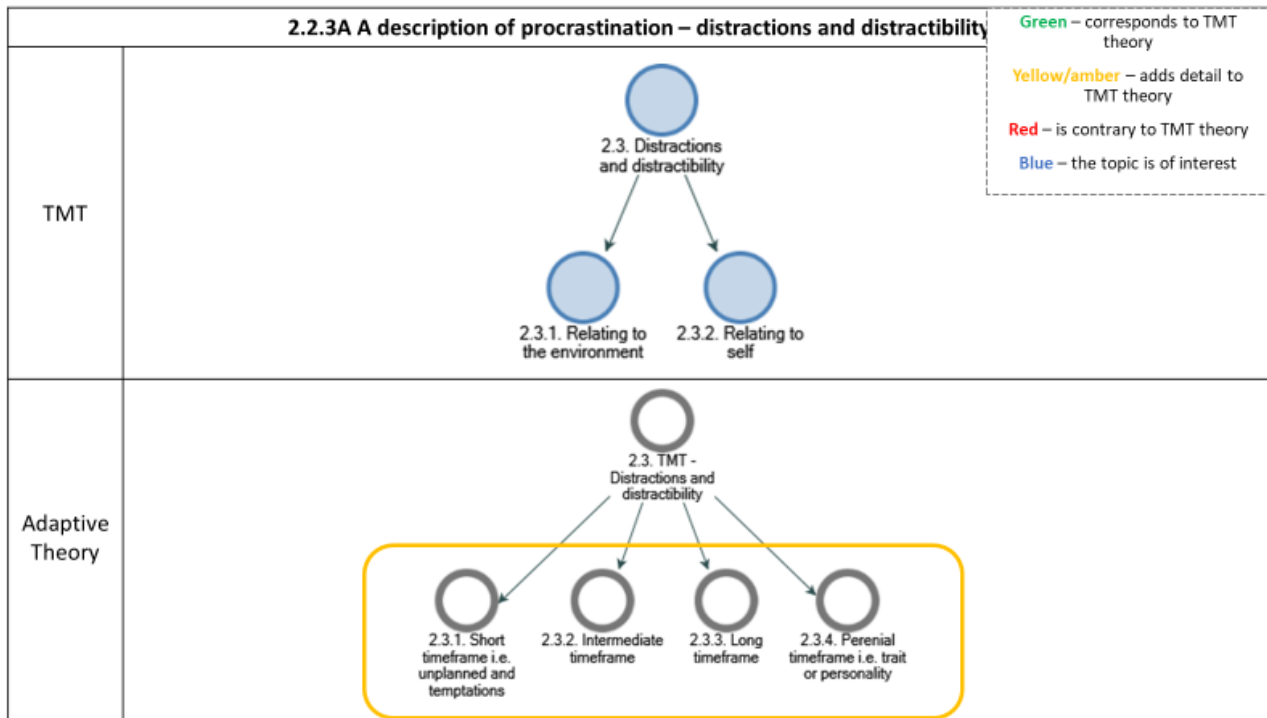


Figure 5.12. A diagram showing the original and adapted description templates. Amber boxes indicate elaborations to temporal motivation theory.

I had originally anticipated that participants' experience of distractions could be organised by the distractibility of the environment and the impulsiveness of the participants themselves (Figure 5.12). Nevertheless, most responses were eventually organised by timeframe because this better captured the participants' accounts.

In the short-term timeframe, participants reported deliberately looking for short-term distractions in 50% of interviews, whereas being distracted unintentionally was reported in 83% of interviews. In most of these cases, the participants were distracted by their smartphones. In terms of emotions, short-term distractions were sought for relief when the task was overwhelming or dull. Furthermore, distractions were reported to undermine the participants' good intentions, which added to the negative emotional valence of procrastination.

In the intermediate timeframe, participants offered a more reflective account, describing how the procrastination task ranked among important alternatives like leisure time and socialising. However, they were also able to describe difficulties finding time and space for procrastination tasks. For example, one participant outlined the importance of finding a dedicated study environment:

...I find it really difficult to work at my desk because I feel that my room is a chill out space.

Finally, in the longer term, participants pointed to specific events which negatively impacted their motivation, such as family tragedies or the Covid-19 pandemic. The family events appear to have altered the relative priority of procrastination tasks, while the Covid-19 pandemic removed deadlines completely, quashing motivation for many (see Appendix G).

One participant offered an alternative perspective on long-term distractions. Using her boyfriend as a point of comparison, she intuited that the value placed on the procrastination task (studying) by her family had a knock-on effect on the distractibility of her environment:

I feel that his family really... they respect that he's doing his work and just let him get on with it... In my house it's more... you have to have a desk upstairs and go to that. It's difficult. I think different families view work and being self-disciplined in different ways.

Why do students procrastinate? – the role of high motivation and delay

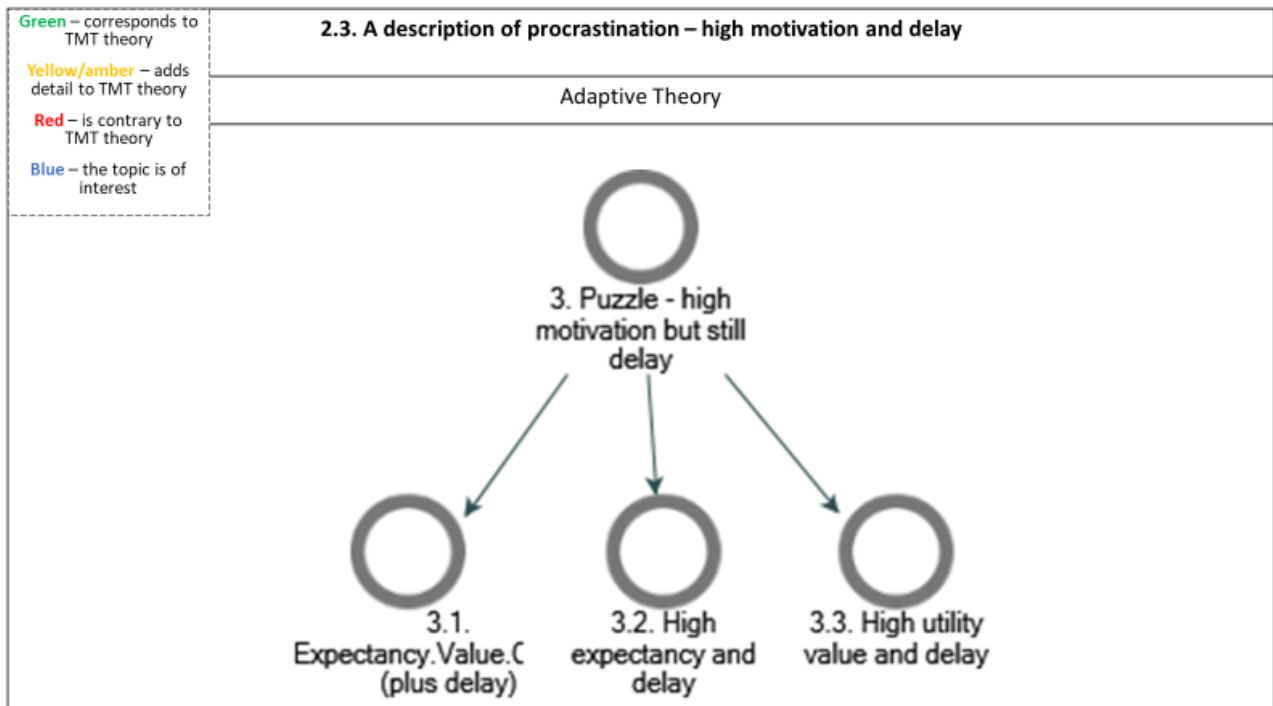


Figure 5.13. A diagram showing the original and adapted description templates.

Some participants described themselves as motivated, and yet they procrastinated anyway (figure 5.13). In some cases they reported high utility value, but nevertheless described procrastinating. In one case, the participant explained that she avoided the task despite understanding its utility, suggesting a conflict between intrinsic and utility value. Perhaps significantly, in this instance, she attributed her delay to denial:

...there's also a level of denial about my case. So, if I didn't see French, if I didn't have to look at the questions, then I didn't need to worry about it.

Why do students procrastinate? – the role of time and deadlines

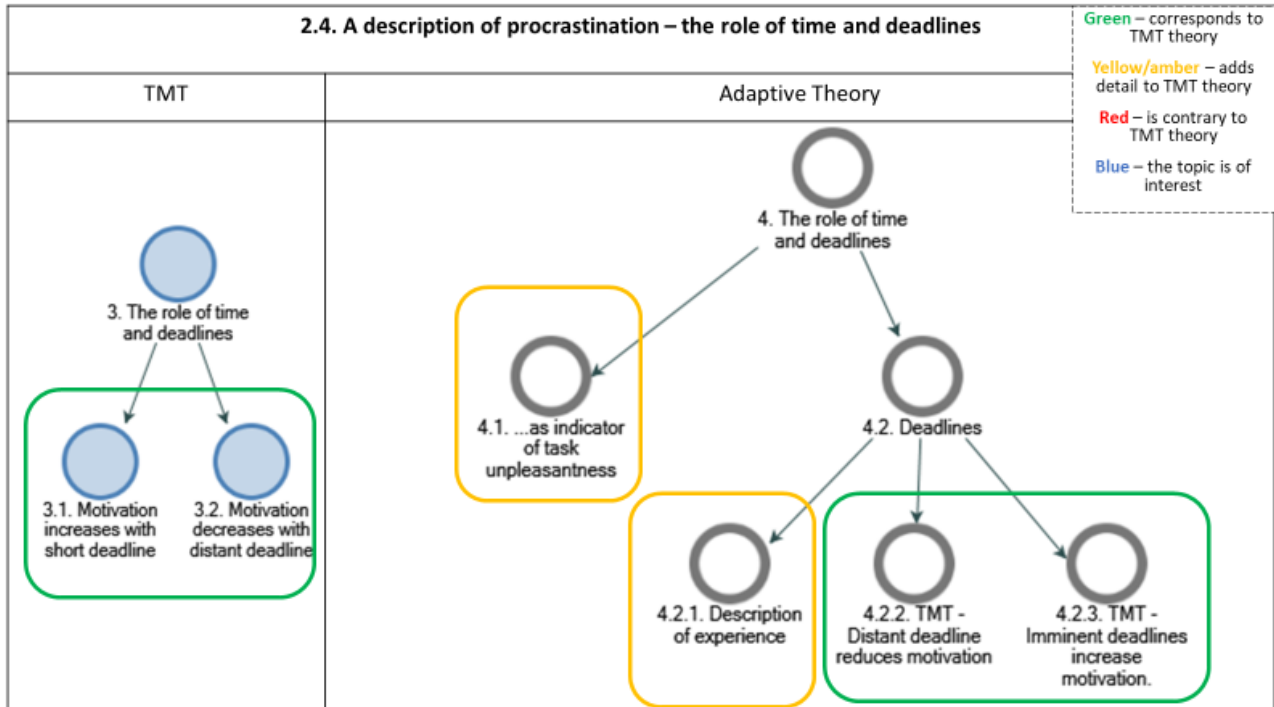


Figure 5.14. A diagram showing the original and adapted description templates. Green boxes indicate agreement with temporal motivation theory. Amber boxes indicate elaborations to the theory.

The role of time and deadlines is described in figure 5.14. Time was occasionally used by participants – alongside effort – as a measure of how unpleasant (or costly) a procrastination task might be. In terms of deadlines, evidence suggested that motivation has an inverse relationship with the time left before a deadline (green boxes). However, people who procrastinate also gave evocative accounts of how they experience looming deadlines. Overall, participants described themselves as anguished, perplexed, and conflicted. Several participants described how task aversion caused them to repeatedly revise their own deadlines. Others described time itself as “creeping up” on them. Either way, once the participants embarked upon the task, a combination of emotional distress and limited time could result in disappointing outcomes, and further emotional distress. The following quote is illustrative:

... it's like empty promises isn't it? You could start at 8 o'clock, but you keep saying “I'll start at quarter past... now I'll start at 9 o'clock” and then it's 12am and you still haven't started! Then you start to stress out and freak out. You say “I can't do this” so you go to bed. And you've done

nothing. You could have done an hour on it, and it's better than nothing, but you just keep putting it off and putting it off and putting it off... even though you're intending to do it. Then you're like me, getting up at 6 o'clock to go over stuff. It's just not worth it.

Why do students procrastinate? – the role of compromise, balance and debate

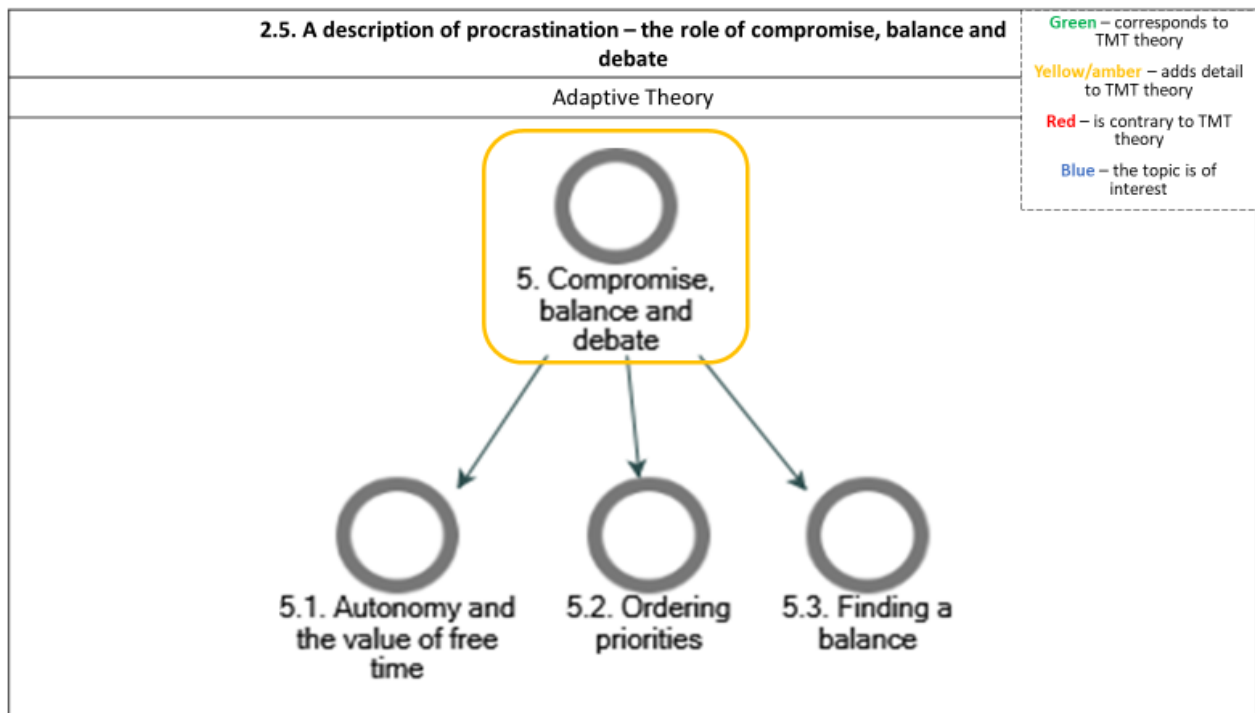


Figure 5.15. A diagram showing the original and adapted description templates. Amber boxes indicate elaborations to temporal motivation theory.

Several participants identified that there was conflict involved in procrastination behaviour. For some, procrastination was entirely voluntary because it reflected their desire for autonomy and free time. For others, there was an acknowledgement that procrastination resulted from the difficulties they experience ordering tasks and finding a balance between them.

Why do students procrastinate? – the role of strategic procrastination

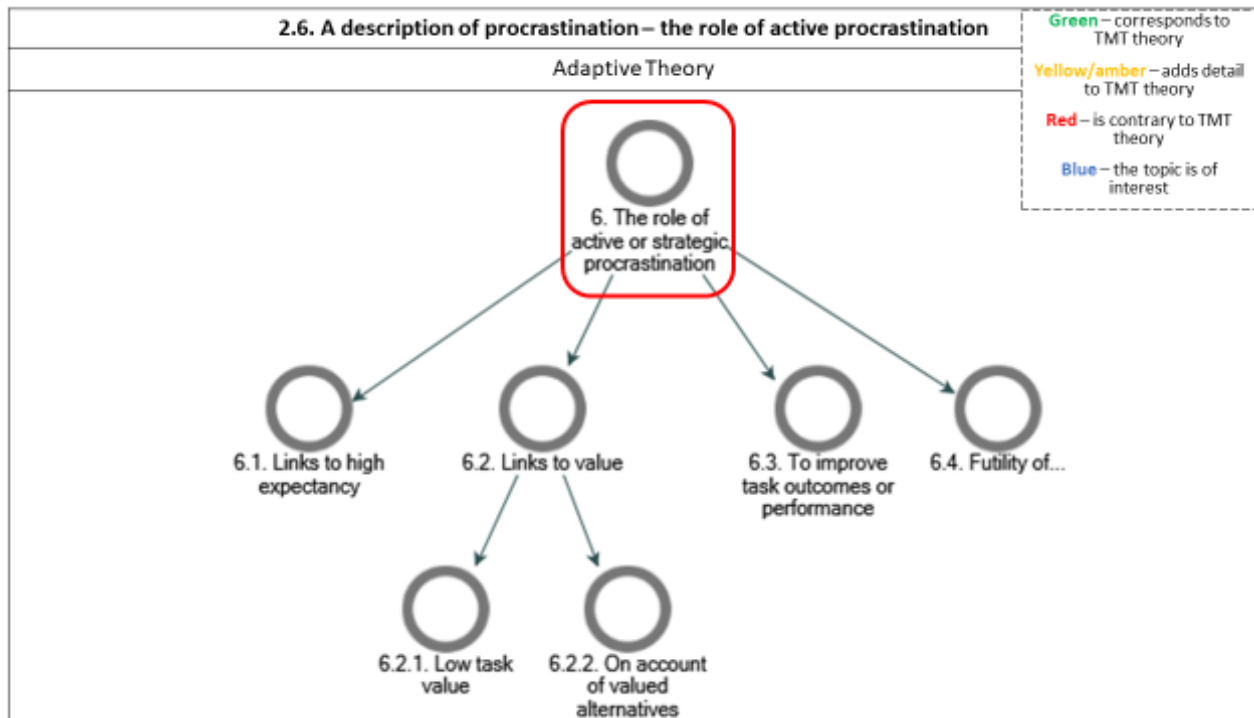


Figure 5.16. A diagram showing the original and adapted description templates. Red boxes indicate contradicting themes.

In some cases, procrastination was a strategic choice. The issue of whether this should be considered procrastination “proper” is discussed in chapter 3. In some cases, participants embraced the strategic view i.e. close deadlines increased their motivation, and they used this fact to improve task outcomes.

In fact, participants’ strategic use of procrastination could also be linked to EVT, where task expectancy was implicated in two opposing procrastination strategies. According to one strategy, high expectancy tasks were delayed in favour of low expectancy tasks at which the participants hoped to improve. The other strategy meant delaying low expectancy tasks, instead striving for excellence in high expectancy tasks. In either case, STVs were occasionally offered to rationalise these strategies, either by undermining the value of the procrastination task, or by enhancing the allure of the alternatives. Finally, some individuals claimed their procrastination was strategic before the task, but they then reported poorer outcomes. This suggests a link between strategic procrastination and denial.

Why do students procrastinate? – the role of teachers

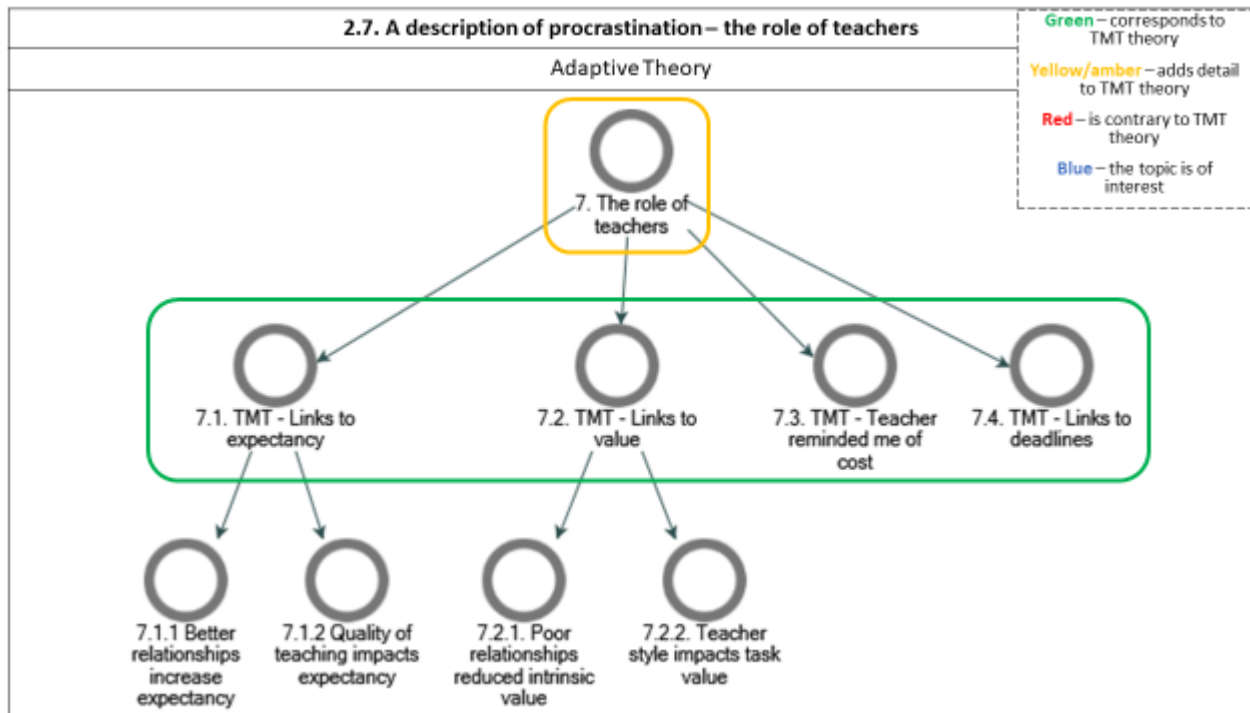


Figure 5.17. A diagram showing the original and adapted description templates. Green boxes indicate agreement with temporal motivation theory. Amber boxes indicate elaborations to the theory.

Teachers were felt to motivate (and demotivate) their students, and therefore played an important role in students' experience of AP. When the teachers' role was analysed using TMT themes, good quality teaching appeared to increase students' expectancy, and vice versa. Furthermore, the teachers' intrinsic value teaching was linked to participants' intrinsic value learning:

If you're in an environment where they don't enjoy teaching it, then you'll not enjoy learning about it.

Students were sometimes more motivated when teachers reminded them of the potential cost of failure. Finally, some students were motivated when given more frequent deadlines.

Why do students procrastinate? – the role of denial

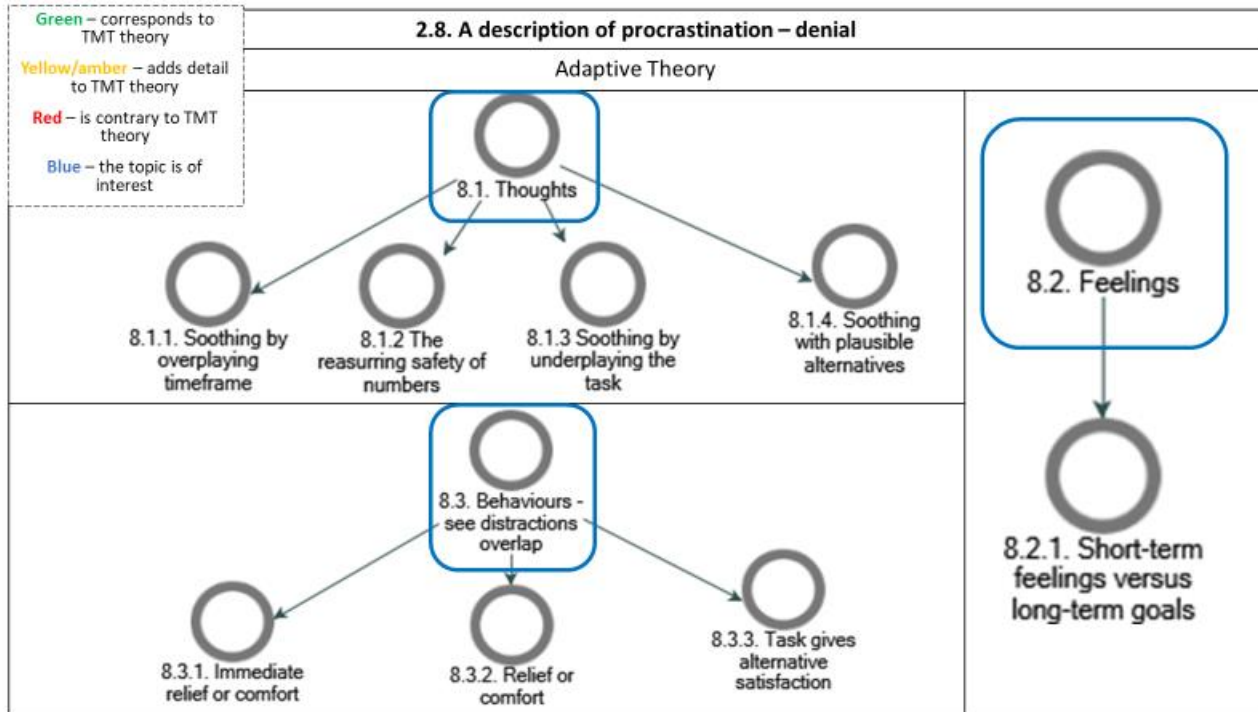


Figure 5.18. A diagram showing the original and adapted description templates. Blue boxes indicate themes discussed further below.

For some participants, denial resulted in procrastination, and their experience was separated into their thoughts, feelings and behaviours (figure 5.18). Their thoughts included exaggerating the time until the deadline and underplaying the time and effort required to complete the task. One participant took comfort in the fact that many people procrastinate; another was comforted by the thought that chosen alternative tasks did some good. Many of the thoughts related reflected a desire to be soothed:

...it's like you calm yourself down by telling yourself "I'll make sure I do it later." But then you don't do it.

This potential soothing function of denial was reflected in the feelings and behaviours associated with denial. However, it was also recognised by some participants that denial was a short-term solution which reduced the likelihood that they would achieve their goals. Denial and procrastination appear to be closely linked.

Why do students procrastinate? – the downward spiral

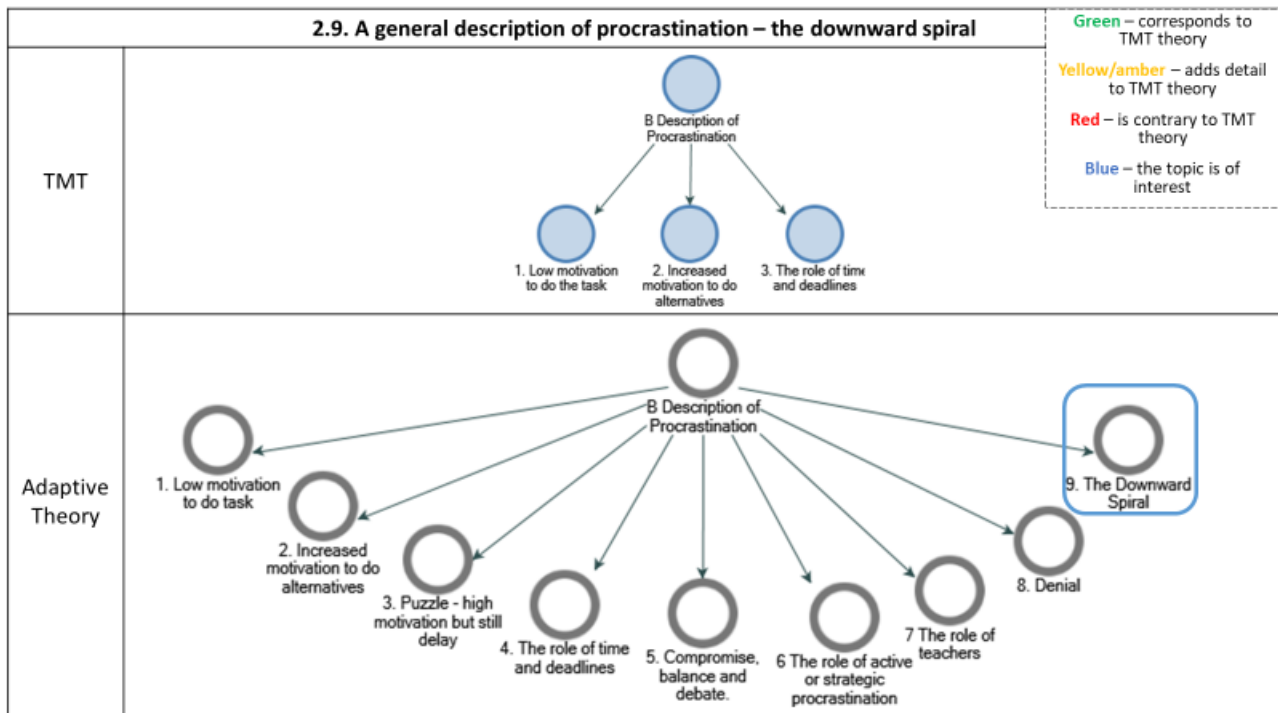


Figure 5.19. A diagram showing the original and adapted description templates. Blue boxes indicate themes discussed further below.

Finally, participants would occasionally outline a scenario which I have labelled the “downward spiral”. For example:

...and then it’s a downward spiral. She’s thinking “well what’s the point?” Then she’s gonna start procrastinating.

And again:

I feel that you get into this never-ending cycle! Say you don’t listen in class, so you think “well I’ll just put the work in later, I’ll just get caught up later.” Or maybe I won’t do an assignment because the teacher will then realise I didn’t understand, and they will help me. So, then she gives me that help, and now I understand it. Now I’m thinking “I get it now, so I can wait till later!” *laughter* But maybe I do start it, and I’m confident, but I can’t work in silence, so I put Netflix on. I write two words, then I watch Netflix for ten minutes, and before I know it, it’s eleven o’clock again!

The significance of this theme is that it shows how pernicious procrastination can be. For many participants, procrastination behaviour encourages further procrastination. It is perhaps this feature that signifies best why people who procrastinate need support to tackle procrastination.

5.1.4. Phase One results: How to tackle procrastination

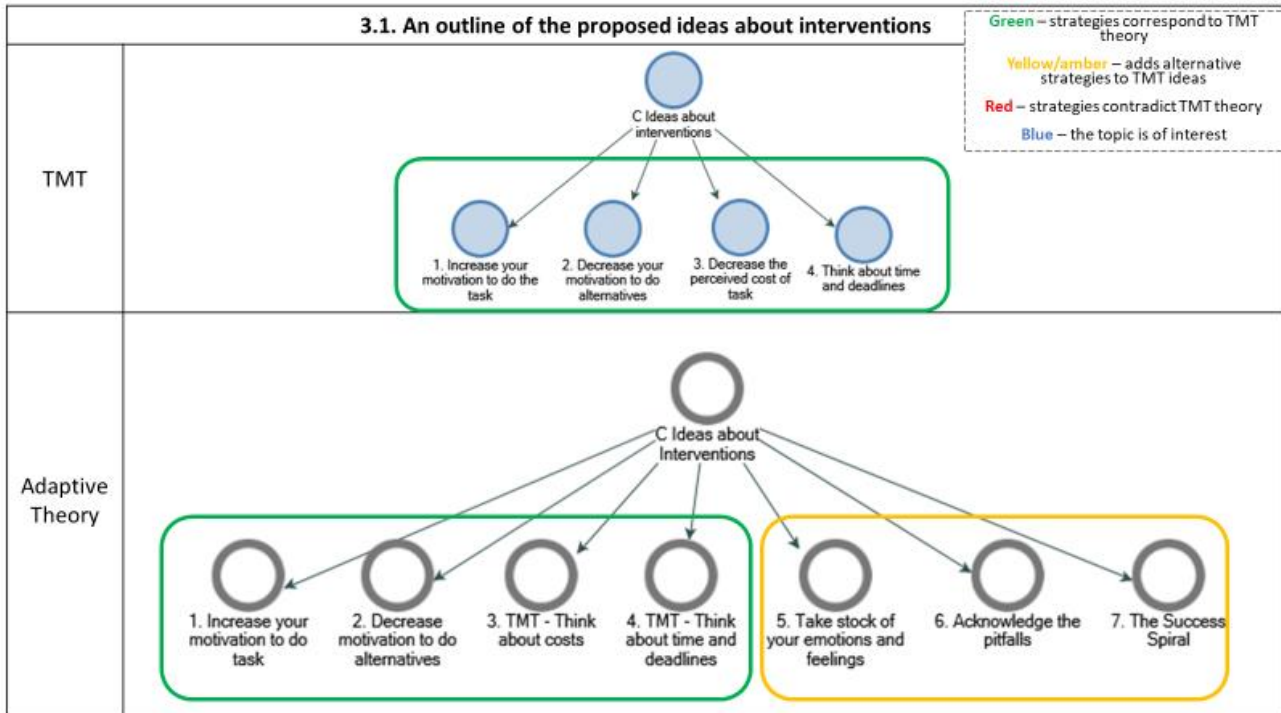


Figure 5.20. A diagram showing the original and adapted templates for tackling procrastination. Green boxes indicate agreement with temporal motivation theory. Amber boxes indicate elaborations to the theory.

Figure 5.20 shows the themes that participants proposed regarding effective procrastination interventions. For clarity, the themes have been written as advice to a procrastinator. I explore each of these themes in turn, beginning with “increase your motivation to do task.” The colouring scheme is continued from the previous section.

How to tackle procrastination – increase your motivation to do the task

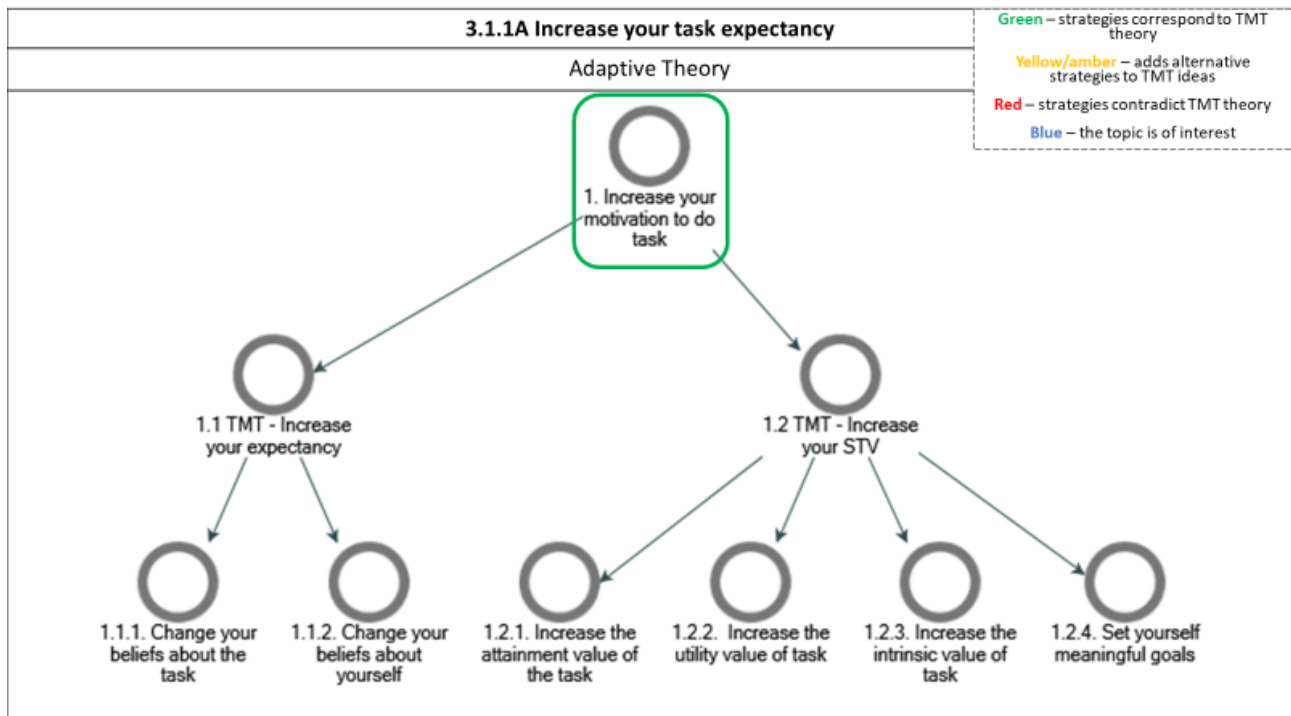


Figure 5.21. A diagram showing the original and adapted templates for tackling procrastination. Green boxes indicate agreement with temporal motivation theory.

Figure 5.21 offers some support for the idea that the TMT account of procrastination could help inform an intervention. Some participants agreed that increasing expectancy might reduce procrastination. Participants' responses could be organised around changing their beliefs about either the task or themselves. In terms of changing beliefs about the task, participants felt that asking for help was one way to make the task less difficult:

Maybe seek more help with teachers; or ask for help from classmates?

Others argued that changing one's study technique could make the task appear less difficult:

I would suggest trying different things – try flash cards, mind maps – find out what works for her.

Maybe try one thing each week.

A better understanding of how a task is done was also recommended. This could be achieved with feedback, or with improved exam technique. Breaking down overwhelming tasks was also suggested. Starting the task was again identified as especially difficult, and learning how to start was recommended:

It's always the first sentence that's the hardest. It's once you get that over you, you're ok.

Participants also believed that an increased effort, or a morale boost, might bolster self-belief and reduce procrastination. It was suggested that achieving “wins” – which act as positive feedback, might be beneficial:

B: She needs to win.

A: Yeah... if you know how to win, you know how to win.

Participants also believed that increasing STV could increase motivation to do the task. Attainment value might be increased by finding a subject that reflects your values, or remembering your original commitment (because you’re the type of person who carries things through to completion). Supporting others in the same position and sharing your joint success was also recommended.

Utility value might be increased by changing your perspective on a difficult task, by reflecting that the hard work will be “worth it”, for example. Another way would be to adopt a “growth mindset” (Dweck, 2006); thinking of task difficulty as proof that you have focused on the appropriate task. It could be argued, however, that prioritising tasks with low expectancy and low intrinsic value runs counter to the TMT model.

A link between attainment and utility value was also suggested by students who recommended relating the task to personal goals or values. One pair of participants suggested that inspiring “dream” targets should be combined with realistic “SMART” targets, which both break the task down and provide meaningful feedback:

B: So, the high target is the dream...

A: Yeah! So you’re actually setting a realistic target and an over-target... those small wins for the big goal.

Some participants also argued that intrinsic value can be increased by choosing subjects you enjoy beforehand. Alternatively, one could study in a more engaging way:

If it’s boring then make it more interesting... Do things at home with the information... to make it more interesting.

Alternatively these students could make studying more engaging by introducing intermediate rewards.

How to tackle procrastination – decrease motivation to do alternatives

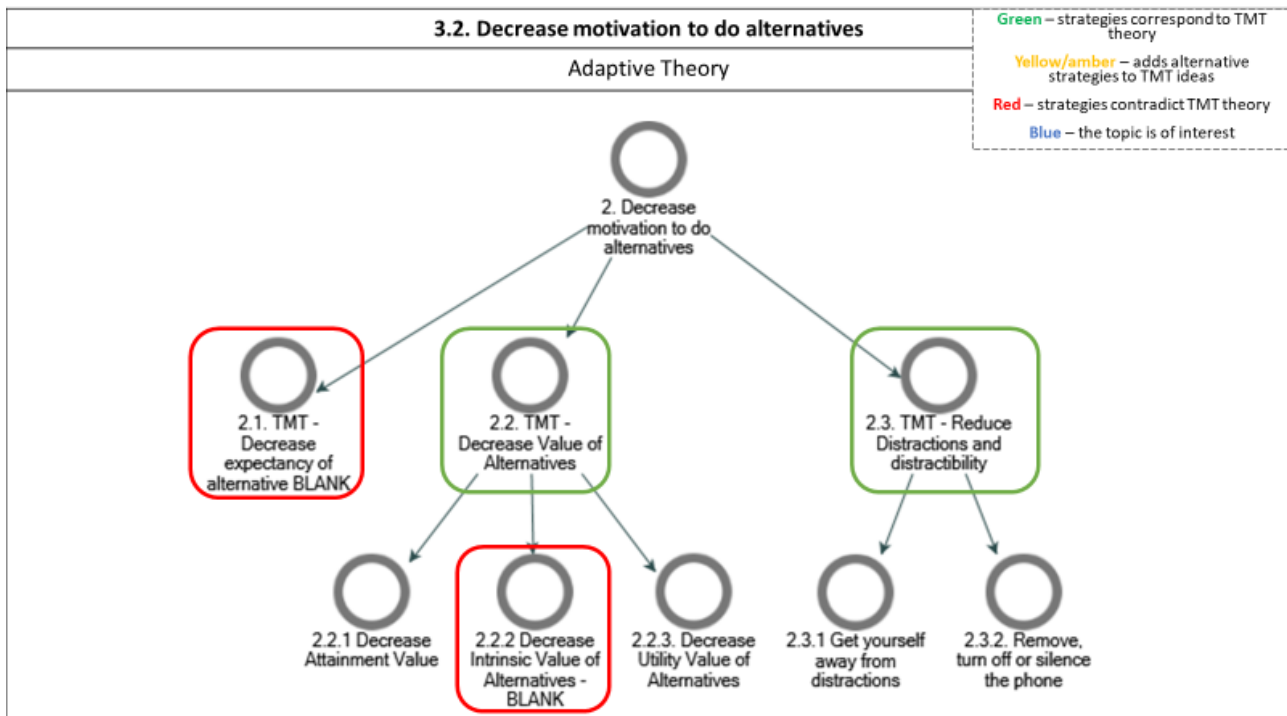


Figure 5.22. A diagram showing the original and adapted templates for tackling procrastination. Green boxes indicate agreement with temporal motivation theory. Red boxes indicate contradicting themes. Box 2.2.2. contradicts TMT because no evidence for this subtheme could be found in the participants’ responses.

Figure 5.22 indicates some participants’ belief that reducing the utility and attainment value of alternative tasks could reduce procrastination. However, reducing the expectancy or intrinsic value of alternative tasks were not considered to be realistic ways of reducing procrastination.

For some participants, reducing the attainment value of alternatives involved “keeping your options open” because you might change in the future:

Make sure to keep all your options open and have a balance between them.

Decreasing utility value might be achieved by considering that alternative tasks now would make work completed thus far a “sunk cost”:

I guess if it’s distractions then I would tell her that – in the long run – it will be worse if she doesn’t do more now.

Participants also suggested reducing distractions and distractibility, either by removing oneself from distractions, or by removing the distractions themselves.

How to tackle procrastination – the role of cost

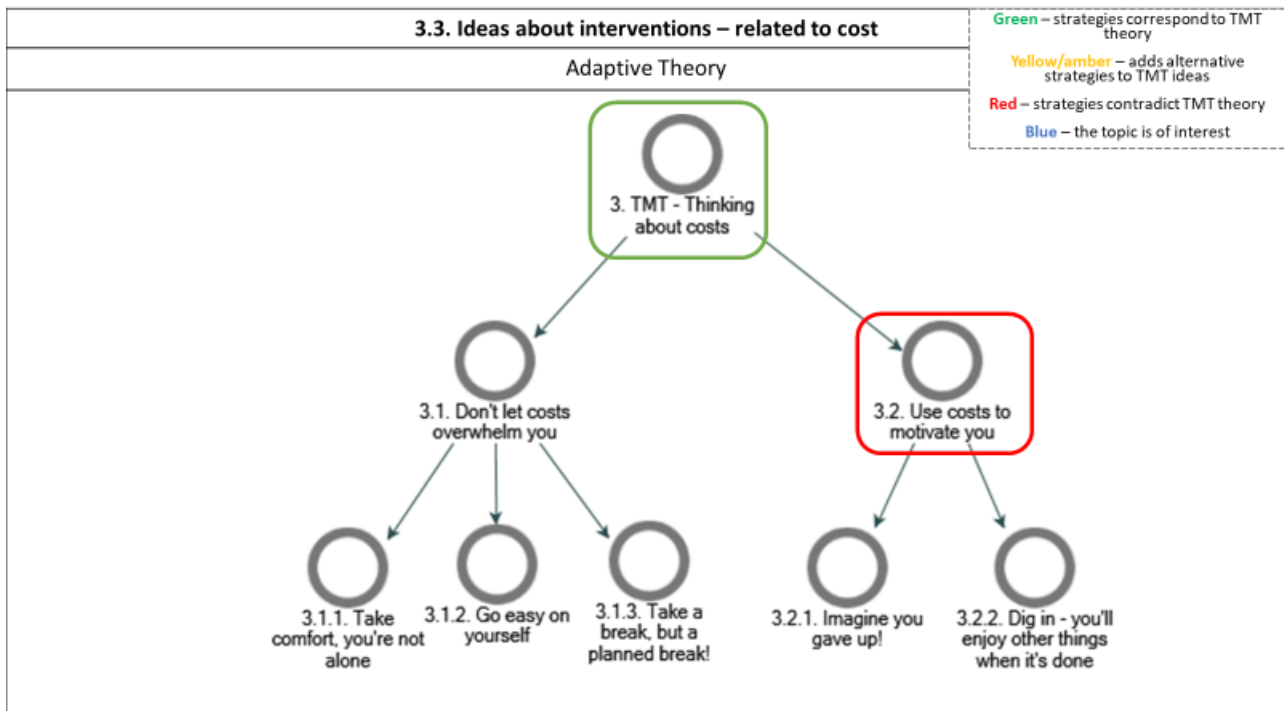


Figure 5.23. A diagram showing the original and adapted templates for tackling procrastination. Green boxes indicate agreement with temporal motivation theory. Red boxes indicate contradicting themes. Box 3.2. contradicts EVT (and therefore TMT) because “cost” is understood to have an inverse relationship to motivation, and yet there is evidence to suggest it can be motivating in some circumstances.

Figure 5.23 shows how participants felt “cost” could impact procrastination. Several participants highlighted that “cost” – in the form of self-recrimination can exacerbate procrastination. They therefore suggested that people who procrastinate should “go easy” on themselves, remember that they are not alone, and take regular (planned) breaks:

I used to always set alarms whenever I was doing essays. I’ve finished my break, now set your alarm and put your phone away.

Interestingly, however, some participants felt that reflecting on “cost” could be beneficial. As above, this reflection involved imagining what giving up would feel that. However, the “cost” of completing the task was sometimes viewed as a way of enhancing the pleasure experienced once it was completed.

How to tackle procrastination – the role of time and deadlines

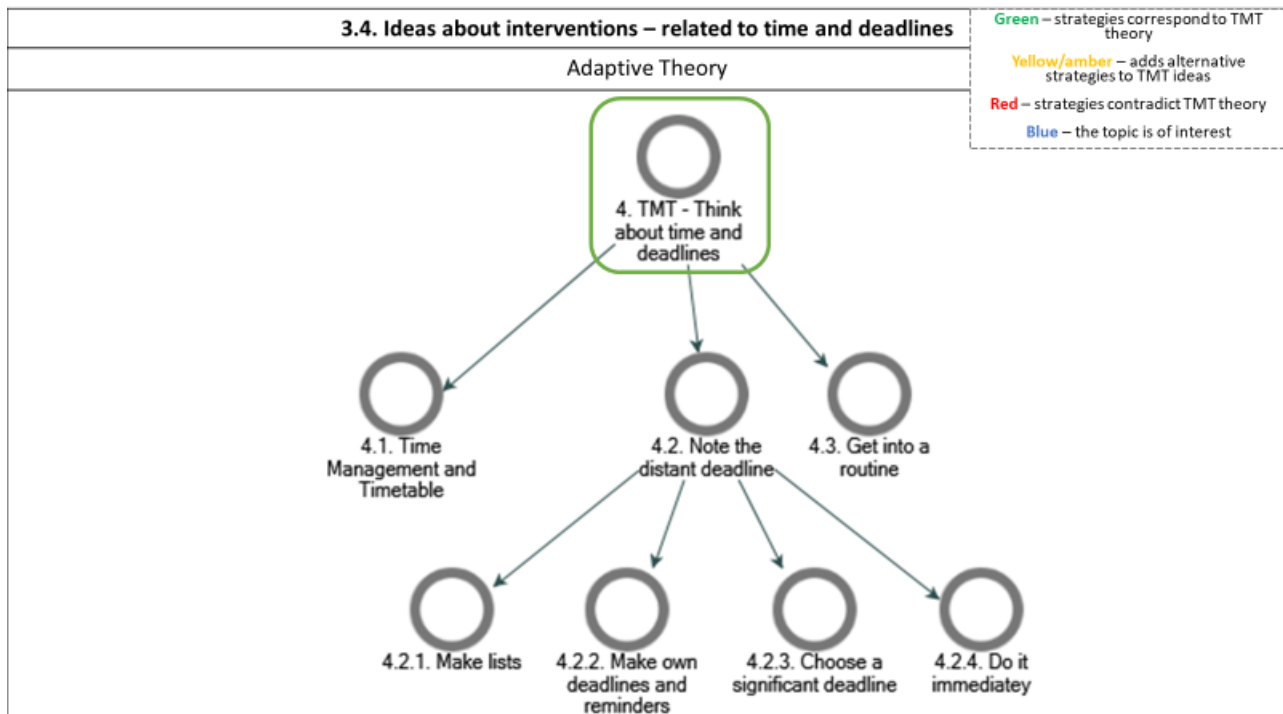


Figure 5.24. A diagram showing the original and adapted templates for tackling procrastination. Green boxes indicate agreement with temporal motivation theory.

Figure 5.24 demonstrates that time management, particularly in the form of a timetable, was recommended. Another approach was to establish a good working routine. Finally, people who procrastinate were encouraged to note that a deadline was distant so that they might strategise around it. Strategies included organising intermittent deadlines, or a significant deadline before the official one:

Make your own personal deadlines and keep track of everything coming up.

Another strategy was to break the task up into intermediate tasks in the form of a list. Lastly, some participants simply advised people who procrastinate to do the task immediately.

How to tackle procrastination – emotions and feelings

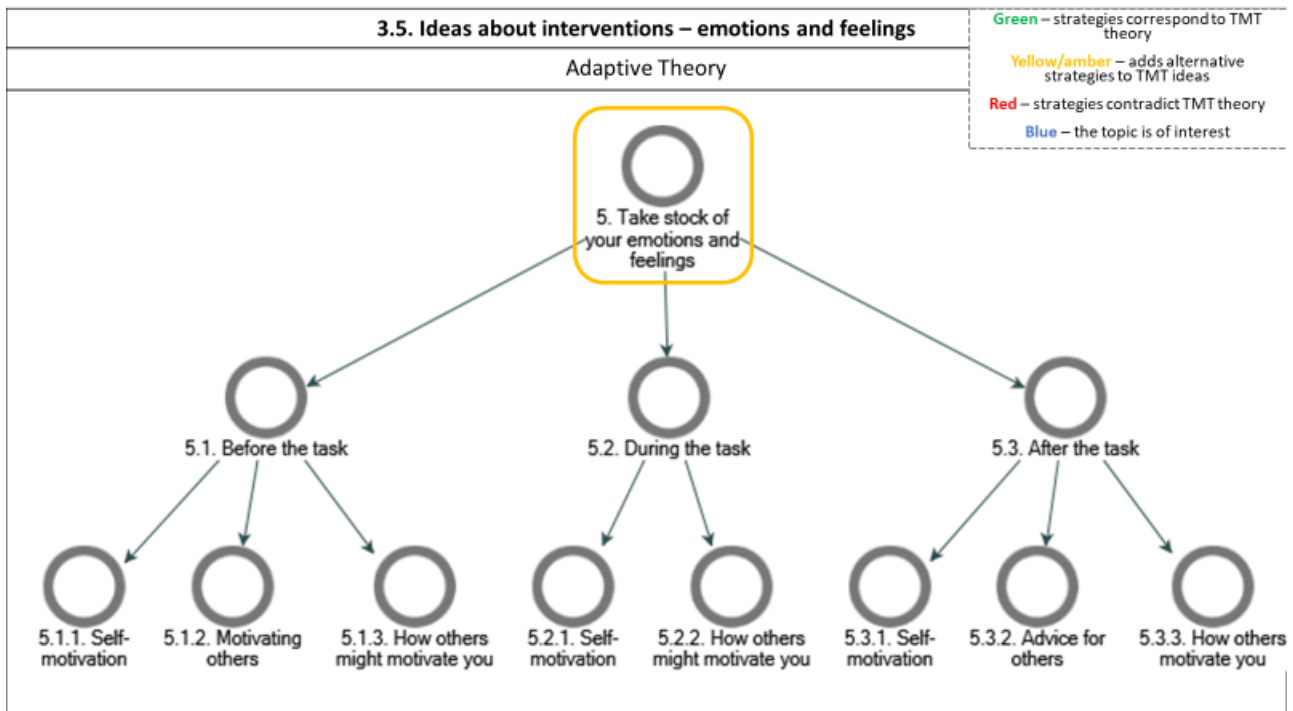


Figure 5.25. A diagram showing the original and adapted templates for tackling procrastination. Amber boxes indicate elaborations to temporal motivation theory.

Participants recommended that those experiencing negative emotions should acknowledge their feelings. Furthermore, while participants shared advice about how people can motivate themselves, they also shared advice about they might motivate others. For example, by being empathetic:

Put yourself in her shoes, and talk to her like you would want to hear it...

Participants also suggested using other people to motivate yourself. This included sharing how you feel, looking for positive role models, and proving others wrong:

Imagine someone saying “you can’t do it” – then try and prove them wrong.

Some of the advice about self-motivation shows an overlap with previous themes, such as the advice to build in small successes because they feel good (thereby increasing expectancy and intrinsic value), and remembering that giving up feels awful (thereby focusing on potential cost). This overlap is discussed further in the next chapter.

How to tackle procrastination – acknowledging the pitfalls

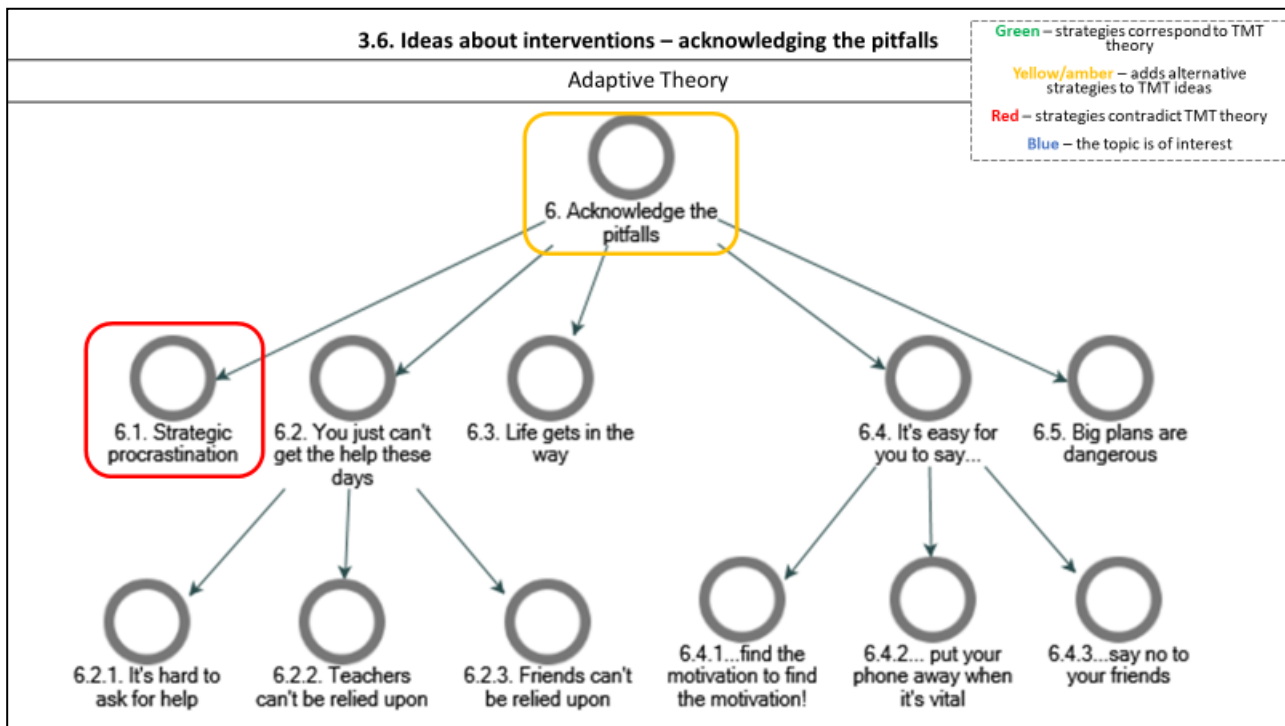


Figure 5.26. A diagram showing the original and adapted templates for tackling procrastination. Green boxes indicate agreement with temporal motivation theory. Amber boxes indicate elaborations to the theory. Red boxes indicate contradicting themes.

Participants also recommended acknowledging the potential pitfalls while trying to reduce procrastination. Figure 5.26 outlines some of these pitfalls. The role of strategic procrastination is highlighted because some participants felt it was a trap:

...when you leave it to the last minute, it doesn't work...

Other participants suggested that asking for help may not be a useful strategy, not only because one's friends and teachers may not be well equipped to provide it, but also because asking for help is in itself a difficult thing to do:

Then, again, he needs to speak to his teacher. But he needs to have the courage to do that as well, which is quite hard sometimes.

It has also been suggested that any intervention would need to be flexible enough to account for how complicated and unpredictable life can be:

...I think it's important to recognise that there are some things you can't plan for.

Some participants pointed out that life is complicated because distractions themselves can be valuable. Smart phones, for example, might help a person unwind, or act as a useful study aid.

Another concern related to goal-setting. One participant reported that her ambitious plans became overwhelming in and of themselves – leading to procrastination. Finally, some participants identified a paradox with procrastination interventions: motivating yourself to motivate yourself is difficult, and once it has been achieved, procrastination is already overcome.

How to tackle procrastination – the success spiral

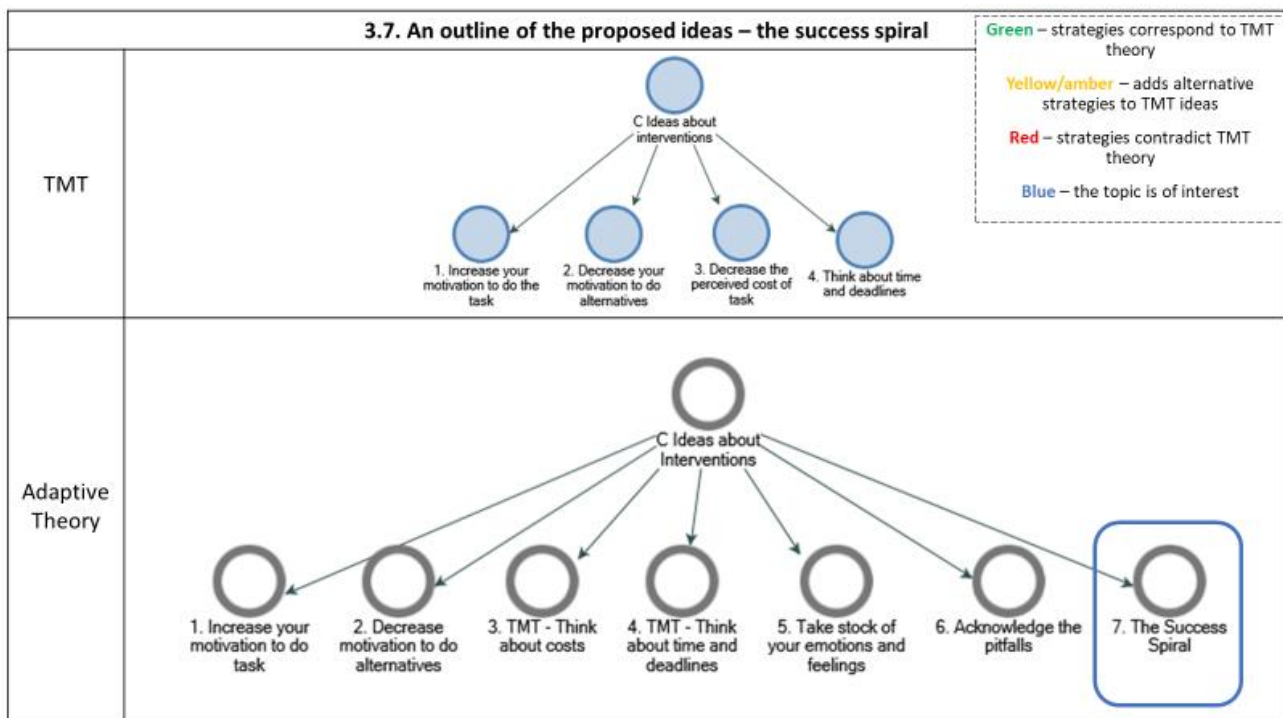


Figure 5.27. A diagram showing the original and adapted templates for tackling procrastination. Blue boxes indicate themes discussed further below.

In Figure 5.27 shows the “success spiral” theme, which is the inverse of the “downward spiral” outlined above. It reflects the idea that, while some participants reported starting as the hardest part, simply starting could result in participants being “on a roll”, and therefore reducing their procrastination behaviours:

Again, it’s about starting it – you feel that you’re on a roll then.

When considering potential pitfalls, then, it is also worth considering how the “success spiral” might be set in motion. Participants have identified using success in other domains, simply

beginning the task, and even noting that you are experiencing negative feelings, as potential ways forward.

5.2. Phase Two results

5.2.1. Frequency Statistics

Table 5.1.

The number of post-16 students by gender.

Gender	Frequency	Percentage
Female	254	73.2
Male	86	19.7
Non-binary	7	1.6
Total	347	100.0

Two of the schools which took part in the survey have all-female cohorts, one based in Belfast, and another in Plymouth. I believe this accounts for the skew toward female respondents.

Table 5.2.

Number of teachers by job role

Job	Frequency	Percentage
Teachers	35	71.4
Senior Leadership	14	28.6
Total	49	100.0

A greater proportion of classroom teachers completed the survey compared to Senior Leaders, reflecting proportions of teacher positions nationally

Table 5.3.

Number of educational psychologists (EPs) by job role

Job	Frequency	Percentage
Maingrade EP	28	70.0
Trainee EP	6	15.0
Senior EP	6	15.0
Total	40	100.0

The lower proportion of Senior EPs and trainee EPs is also assumed to be a result of the unequal proportion of each group in the total population.

5.2.2. Why do students procrastinate? – views on the procrastination task

Views on the procrastination task – individual items

Figure 5.28 shows each group's agreement with survey items related to the procrastination task itself. Students agreed most strongly that “not knowing how to start” (mean agreement=5.06) “the task getting in the way of preferred tasks” (mean agreement=5.00) and “the task being boring” (mean agreement=4.87) are factors impacting on procrastination. The students' emphasis on items related to low expectancy, low subjective task value and high cost may imply a “multiplier effect” i.e. negative appraisals in the domain of expectancy and value increases the overall likelihood of procrastination. This would support the TMT model. Furthermore, the emphasis on “preferred alternatives” suggests that procrastination tasks are evaluated in comparison to alternatives.

Students also agreed that receiving “negative feedback” (mean agreement=4.36) is a more important factor than “no feedback” (mean agreement=3.70), and a paired sample t-test indicated that this difference ($M=-.668$, $SE=.074$) was statistically significant $t(312)=-8.968$, $p < .001$. Finally, while some respondents during Phase One highlighted the role of “complacency” in procrastination, on average, students did not agree that increased confidence (mean agreement=2.81) or increased enjoyment (mean agreement=1.97) leads to procrastination behaviour

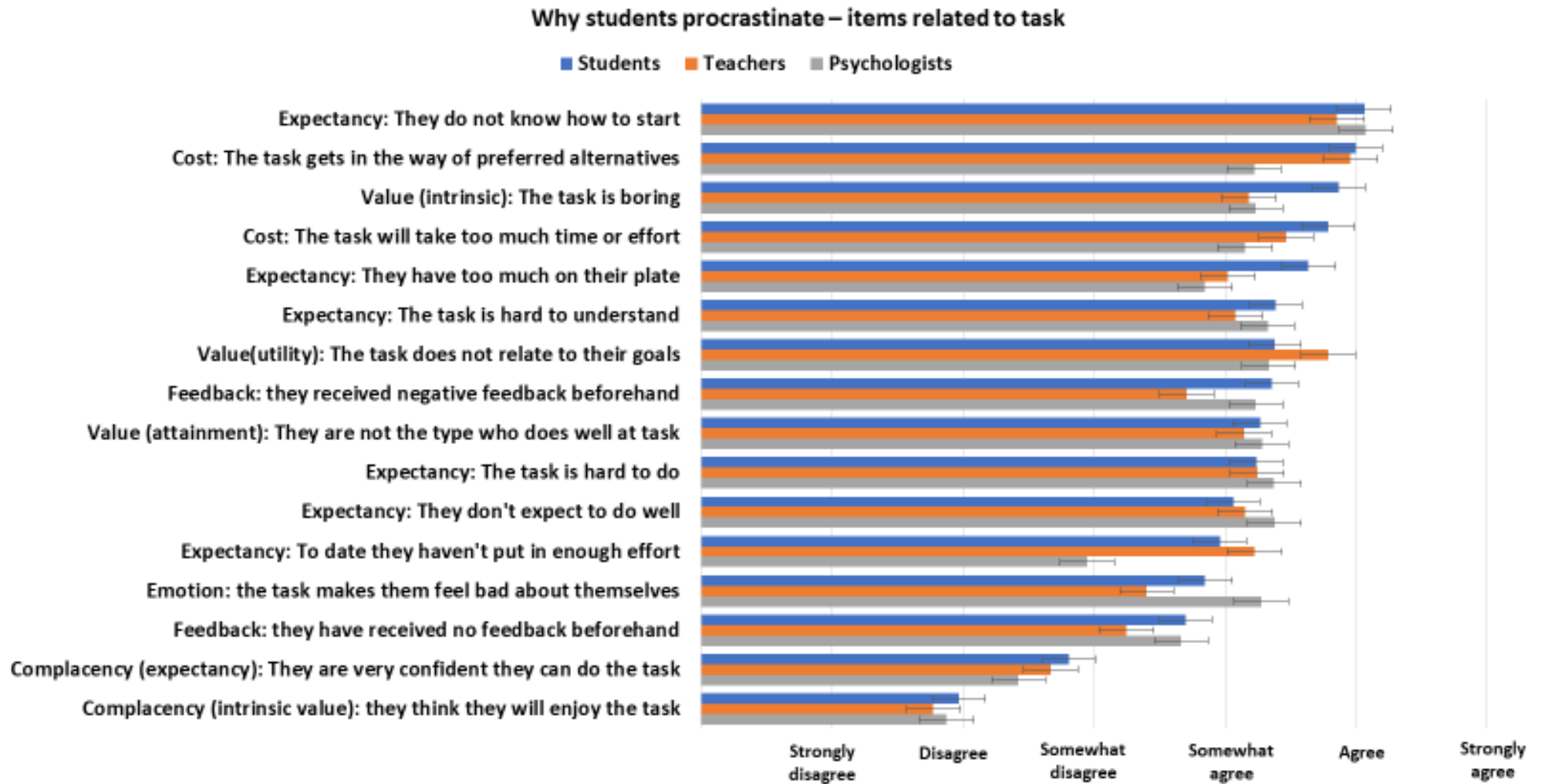


Figure 5.28. A bar graph showing each group’s mean agreement with corresponding survey items. The items are arranged in descending order based on the students’ views. Values associated with each item and statistical analysis can be found in Appendix M.

Comparing groups

A one-way analysis of variance (ANOVA) was carried out on each of the items to explore significant differences between each group. The items with statistically significant ANOVA results are outlined in Appendix K: table 1. A complete account of the descriptive statistics and ANOVA results for each of the items can be found in Appendix L. Levene's test for homogeneity of variance was also applied to each item. Where Levene's test indicated unequal variances, Brown-Forsythe tests were used to determine the F ratio. Brown-Forsythe tests were preferred to Welch tests as the participants' responses were skewed toward agreement on each item (Ahad & Syed-Yahaya, 2014). To determine statistically whether each group's mean agreement score differed significantly, post hoc tests were carried out on each of the items. I used two post hoc tests: Hochberg's GT2, as it is recommended when sample sizes are very different (Yıldız, 2021); and the Games-Howell procedure because it is recommended when homogeneity of variances between populations cannot be guaranteed (Patsopoulos, Evangelou & Ioannidis, 2009). The results of these tests are presented in Appendix K: table 2.

Students highlighted the importance of "the task getting in the way of preferred tasks" (mean agreement=5.00), however, there was a statistically significant difference between each cohort on this item, $F(2, 429)=13.195, p<0.001$. Post hoc Hochberg GT2 tests showed that the difference between students' and teachers' views ($M=0.041, SE=0.138$) was not statistically significant, $p=0.987$. However, on this item, a statistically significant difference was found between students' and psychologists' views ($M=0.775, SE=0.151, p<0.001$); and teachers' and psychologists' views ($M=0.734, SE=0.193, p<0.001$).

On the other hand, for the "task is boring item", a statistically significant difference between each cohort was found, $F(2, 425)=10.457, p<0.001$. Games-Howell tests showed that the difference between students' and teachers' views ($M=0.684, SE=0.187$) was statistically significant for this item, $p=0.002$. The difference between students' and psychologists' views ($M=0.631, SE=0.202$) was also statistically significant for this item, $p=0.009$, whereas a statistically significant difference was not found between psychologists' and teachers' views ($M=.053, SE=0.264, p=0.978$).

Students also agreed that tasks can take "too much time or effort" (mean agreement=4.79), and there was a statistically significant difference between the groups on this item, $F(2, 421)=5.880, p=0.004$. Games-Howell tests showed that students agreed with this statement more than psychologists ($M=0.635, SE=0.195, p=0.006$). However, statistically significant differences were not observed between students and teachers ($M=0.319, SE=0.188, p=0.217$); or between teachers

and psychologists ($M = 0.316$, $SE = 0.263$, $p = 0.456$). Students agreed that having “too much on their plate” leads to procrastination (mean agreement = 4.64), but there was a statistically significant difference between each cohort in this item, $F(2, 425) = 13.006$, $p = 0.027$. Hochberg GT2 tests showed that students agreed with this statement more than teachers ($M = 0.618$, $SE = 0.176$, $p = 0.001$) and psychologists ($M = .792$, $SE = 0.195$, $p < 0.001$).

There was also a statistically significant difference between the groups on the role of “negative feedback”, $F(2, 419) = 8.073$, $p = 0.001$. Statistically significant differences were observed between students and teachers ($M = -.652$, $SE = 0.197$, $p = 0.004$); and between psychologists and teachers ($M = -.529$, $SE = 0.219$, $p = 0.047$), suggesting that teachers were less sure that negative feedback led to procrastination than either of the other groups. However, both students (mean agreement = 3.96) and teachers (mean agreement = 4.23) did agree that procrastination results when students “haven’t put in enough effort”. However, a statistically significant difference was observed between the groups, $F(2, 414) = 14.709$, $p < 0.001$, and Hochberg’s GT2 tests indicated a statistically significant difference between students and psychologists ($M = 1.012$, $SE = 0.202$, $p = 0.17$); and between teachers and psychologists ($M = 1.280$, $SE = 0.257$, $p < 0.001$).

Finally, when asked whether they agreed that “feeling bad” about the task had an impact on behaviour, there was a statistically significant difference between the groups, $F(2, 407) = 4.467$, $p = 0.012$. In this case, psychologists agreed more with this item (mean agreement = 4.28) than the other groups, and a statistically significant difference was observed between psychologists and teachers ($M = .874$, $SE = 0.295$, $p = 0.010$), but not between psychologists and students ($M = .428$, $SE = 0.234$, $p = 0.191$).

Views on the Procrastination Task – themes

Reliability

The items on each questionnaire were organised around the themes which emerged during Phase One of the study. However, while the items above reliably measured how task-related variables impacted on procrastination (Cronbach's $\alpha = .71$), the items did not consistently offer a reliable account of all themes which emerged during Phase One. The intended themes and associated Cronbach's α values are outlined in table 5.4.

Table 5.4.

Reliability statistics for task-related themes

Theme	Cronbach's α
Expectancy	.65
Subjective Task Value	.25
Cost	.56
Feedback	.65
Complacency	.60
Feelings	Single item

In the case of psychological themes, Kline (1999) has argued that Cronbach α scores above .6 are sufficient. The above scale, therefore, provides reasonably reliable measures of the “expectancy” “complacency” and “feedback” themes. The items relating to subjective task value (STV) each relate to a theoretically distinct STV construct: attainment value, intrinsic value and utility value (Gou et al., 2015), which may be why a single “value” theme was not supported. Going forward, the three aspects of STV are treated as separate constructs. Finally, the items relating to “cost” do not reliably correspond to a single theme. In the next section, the measurement of “cost” is restricted to one item: the “too much time or effort” item, as it is felt to be a pure measure of cost.

Comparison between themes

Figure 5.29 shows each group’s agreement with survey items related to the themes identified during Phase One. As before, themes in green relate to the themes outlined by TMT. For students, low intrinsic task value was the most important theme (mean agreement=4.87), with high task cost (mean agreement=4.79), low task expectancy (mean agreement=4.39) and low utility value of the task (mean agreement=4.38) also playing a role. As before, complacency was felt to play less of a role in students’ procrastination behaviours.

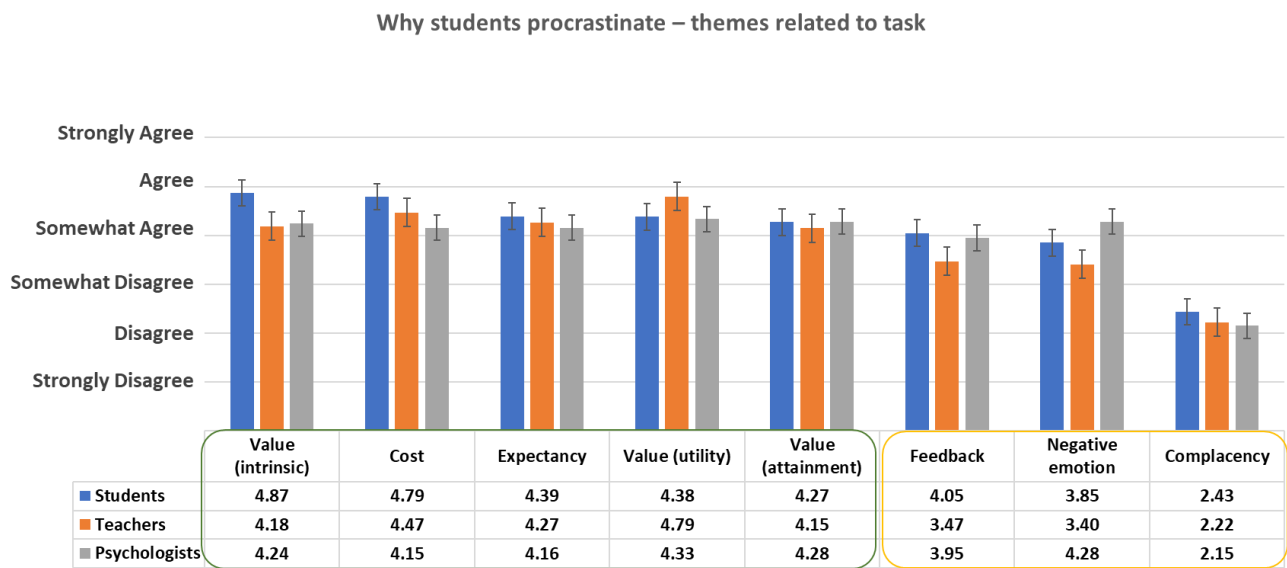


Figure 5.29. A bar graph showing each group’s mean agreement with corresponding themes. The themes are arranged in descending order based on the students’ views. A score of 1 indicates strong disagreement, a score of 6 indicates strong agreement.

Comparing groups

A complete account of the descriptive statistics and ANOVA results for each of the items can be found in Appendix L. Appendix K: table 3 shows the items for which the ANOVA results were statistically significant. Appendix K: table 4 shows the corresponding post hoc tests.

For the “intrinsic value” theme, there was a statistically significant difference in the level of agreement between groups, $F(2, 425)=10.457, p<0.001$, and students agreed more with this theme (mean agreement=4.87) than either of the other groups. A statistically significant difference was observed between students and teachers ($M=.684, SE=0.163, p<0.001$), and between students and psychologists ($M=.631, SE=0.182, p=0.002$).

A statistically significant difference between groups was also found for the “cost” theme, $F(2, 422)=5.898$, $p=0.004$, where students agreed more strongly than the other groups that this theme impacted procrastination behaviour (mean agreement=4.79). A statistically significant difference was observed between students and psychologists ($M=.635$, $SE=0.195$, $p=0.006$), but not between students and teachers ($M=.320$, $SE=0.188$, $p=0.215$).

A statistically significant difference in the level of agreement between groups was found for the “feedback” theme, $F(2, 431)=6.973$, $p=0.002$, as students agreed more with this item (mean agreement=4.05) than either of the other groups. A statistically significant difference was observed between students and teachers ($M=.577$, $SE=0.186$, $p=0.008$).

5.2.3. Phase Two results: Why do students procrastinate? – Views on alternatives to the procrastination task

Views on alternatives to the procrastination task – individual items (101)

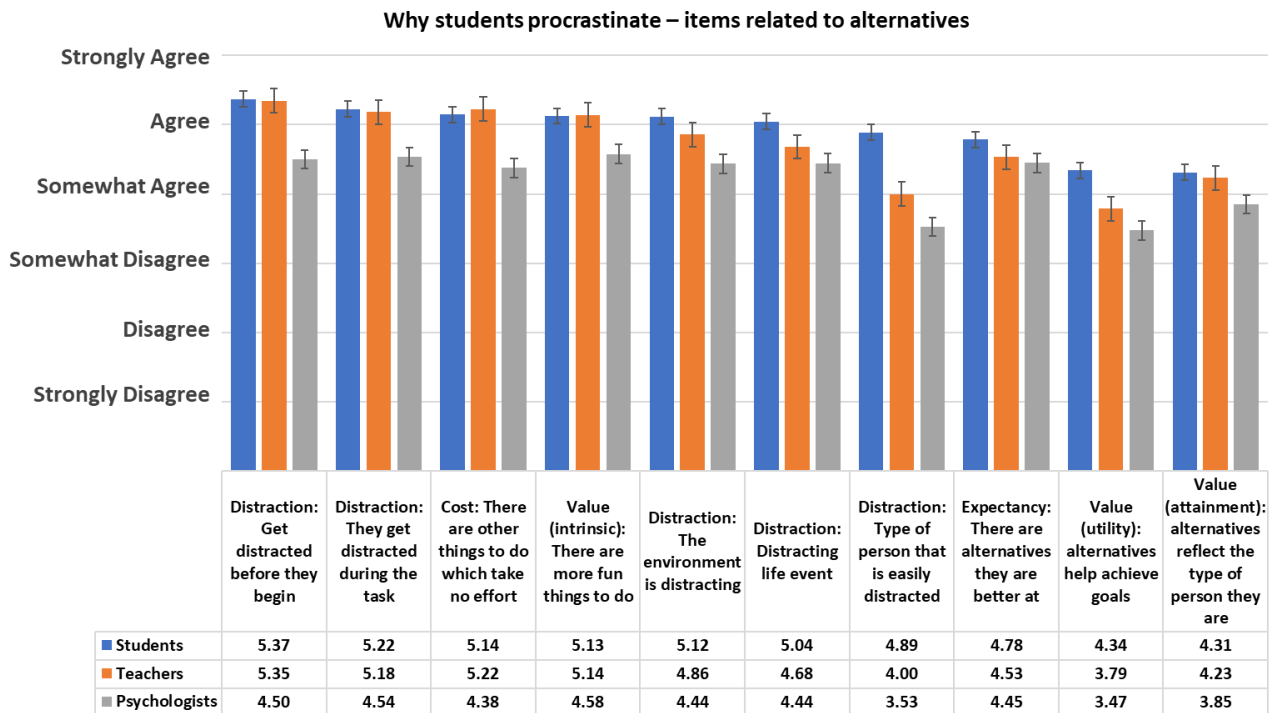


Figure 5.30. A bar graph showing each group's mean agreement with corresponding survey items. The items are arranged in descending order based on the students' views. A score of 1 indicates strong disagreement, a score of 6 indicates strong agreement.

Figure 5.30 shows each group's agreement with survey items related to alternatives to the procrastination task. Students agreed most strongly that getting “distracted before they begin” (mean agreement=5.37) and getting distracted “during the task” (mean agreement=5.22) are factors. Indeed, students either “agreed” or “somewhat agreed” with every item on this part of the questionnaire. However, they agreed least with the proposition that: students procrastinate because “alternatives help them achieve their goals” (mean agreement=4.34); or because alternatives “reflect the type of person they are” (mean agreement=4.31).

Comparing groups

A complete account of the descriptive statistics and ANOVA results for each of the items can be found in Appendix L. Appendix K: table 5 shows the items for which the ANOVA results were statistically significant. Appendix K: table 6 shows the corresponding post hoc tests.

Both students (mean agreement=5.37) and teachers (mean agreement=5.35) agreed that students getting “distracted before they begin” can result in procrastination. However, there was a

statistically significant difference between each cohort on this item, $F(2, 90.195)=16.617, p<0.001$. The Games-Howell procedure demonstrated that the difference between students' and teachers' views was not statistically significant ($M=0.024, SE=0.125, p=0.980$), however, a statistically significant difference was found between students' and psychologists' views ($M=0.871, SE=0.165, p<0.001$); and teachers' and psychologists' views ($M=0.847, SE=0.199, p<0.001$).

Students (mean agreement=5.22) and teachers (mean agreement=5.18) agreed that students getting "distracted during the task" can also result in procrastination. Again, a statistically significant difference between each cohort on this item was observed, $F(2, 424)=11.650, p<0.001$. Hochberg's tests demonstrated that the difference between students' and teachers' views was not statistically significant ($M=0.041, SE=0.124, p=0.943$), but that a statistically significant difference was found between students' and psychologists' views ($M=0.686, SE=0.142, p<0.001$); and teachers' and psychologists' views ($M=0.645, SE=0.181, p=0.001$).

Psychologists were at odds with the other groups when it came to the following two items. A statistically significant difference between each cohort was observed when it came to both the decreased "cost" of alternatives, $F(2, 93.306)=8.941, p<0.001$, and the increased "intrinsic value" of alternatives, $F(2, 429)=11.095, p=0.001$. In each case, post hoc tests of the "cost" item ($M= -.080, SE=0.142, p=0.922$) and the "intrinsic value" item ($M= -.017, SE=0.140, p=0.999$) revealed that the difference between students' and teachers' views was not statistically significant. However, for "cost", a statistically significant difference was found between students' and psychologists' views ($M=0.770, SE=0.197, p=0.001$); and teachers' and psychologists' views ($M=0.849, SE=0.245, p=0.002$). A significant difference was also found between students' and psychologists' views ($M=0.550, SE=0.153, p=0.001$); and teachers' and psychologists' views ($M=0.568, SE=0.195, p=0.006$) on the "intrinsic value" item.

Students agreed more than any other group that a distracting environment can be a factor (mean agreement=5.12), and a statistically significant difference between each cohort was observed on this item, $F(2, 91.545)=7.970, p=0.001$. However, only the difference between students and psychologists ($M=0.680, SE=0.193$) was statistically significant, $p=0.003$. Students also agreed more than any other group that a distracting life event can be a factor (mean agreement=5.04), and a statistically significant difference between each cohort was observed on this item as well, $F(2, 89.578)=5.197, p=0.007$. In this case the teachers' responses diverged, with the difference between students and teachers ($M=0.652, SE=0.197, p=0.004$) and the difference between psychologists and teachers ($M=0.529, SE=0.219, p=0.047$) each statistically significant.

Finally, students most strongly agreed that being the “type of person who is easily distracted” plays a role, though a statistically significant difference between each cohort was also observed on this item, $F(2, 94.092)=28.371, p<0.001$. Post hoc tests demonstrated a significant difference between students and teachers ($M=0.887, SE=0.199, p<0.001$), as well as students and psychologists ($M=1.361, SE=0.201, p<0.001$).

Students remained at odds when it came to the “utility value” of alternative tasks. A significant difference was observed between the three groups, $F(2, 416)=15.894, p<0.001$, and post hoc tests demonstrated a significant difference between students (mean agreement=4.34) and teachers ($M=0.554, SE=0.163, p=0.002$), as well as students and psychologists ($M=0.868, SE=0.179, p<0.001$), on this item.

Students also agreed more than other groups about the attainment value of alternatives (mean agreement=4.31), where a significant difference was again observed between the three groups, $F(2, 401)=3.586, p=0.029$. However post hoc tests demonstrated a significant difference between students and psychologists ($M=0.458, SE=0.171, p=0.023$), while the difference between students and teachers was not statistically significant for this item, $p=0.956$.

Views on alternatives to the procrastination task – themes

Reliability

The items above reliably measured how variables related to task alternatives impacted on procrastination, Cronbach’s $\alpha = .80$. Only the “distractions” theme is measured using more than one item. The five items included reliably measured a single “distractions” theme, Cronbach’s $\alpha = .76$.

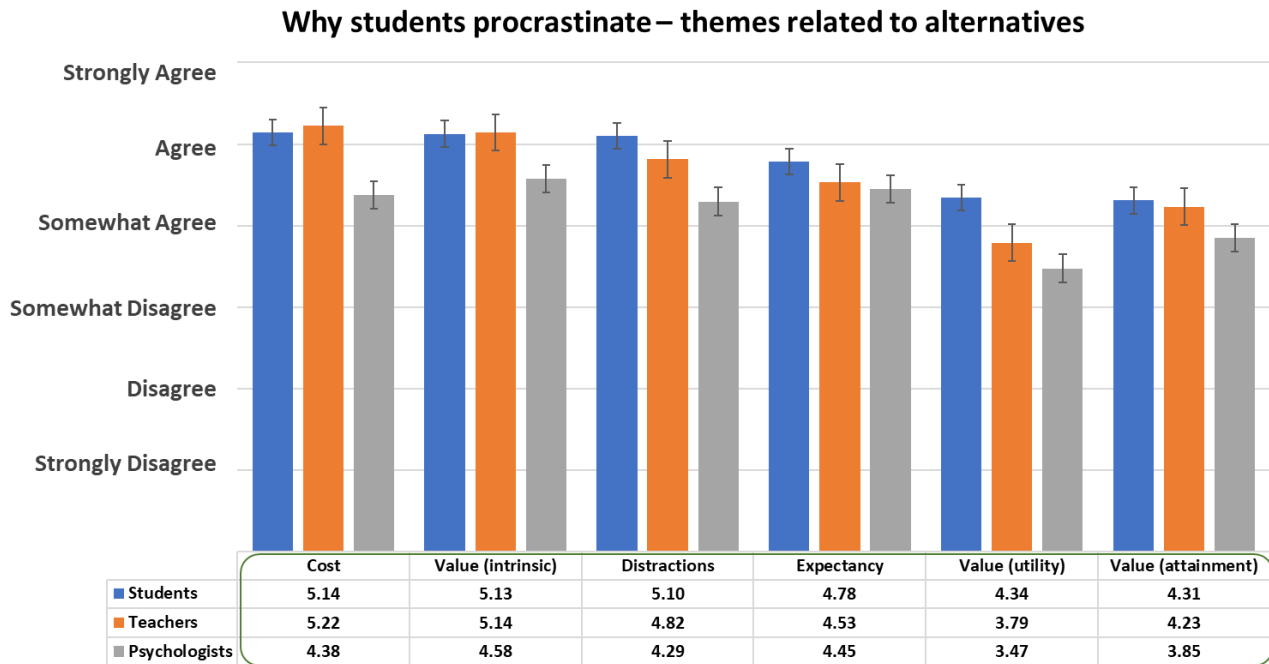


Figure 5.31. A bar graph showing each group's mean agreement with corresponding themes. The themes are arranged in descending order based on the students' views. A score of 1 indicates strong disagreement, a score of 6 indicates strong agreement.

Figure 4.4.4 shows each group's agreement with survey items related to the themes identified during Phase One. As before, themes in green relate to the themes which make up TMT. In this case, all themes are considered evidence for TMT given the link between impulsivity and distractions outlined in chapter 1. Students agreed most strongly that the "cost" of missing out on alternatives (mean agreement=5.14), as well as the "intrinsic value" of these alternatives (mean agreement=5.13), are factors impacting on procrastination. "Distractions" was also highlighted (mean agreement=5.10), but while students either "agreed" or "somewhat agreed" with every theme, utility value and attainment value (of alternatives) each play less of a role.

Comparing groups

A complete account of the descriptive statistics and ANOVA results for each of the items can be found in Appendix L. Appendix K: table 7 shows the items for which the ANOVA results were statistically significant. Appendix K: table 8 shows the corresponding post hoc tests.

Only the "distractions" results are discussed in the text as each additional theme is represented by a single item, discussed above. Students agreed more than each of the other groups that the "distractions" theme plays more of a role (mean agreement=5.10). A significant difference was again observed between the three groups, $F(2, 94.823)=21.587$, $p<0.001$, and post hoc tests demonstrated a significant difference between all three groups: students and psychologists

($M=0.806$, $SE=0.134$, $p<0.001$); students and teachers ($M=0.284$, $SE=0.109$, $p=0.031$); as well as teachers and psychologists ($M=0.522$, $SE=0.166$, $p=0.007$).

5.2.4. Phase Two results: Why do students procrastinate? – Views on supplementary items

Figure 5.32 shows each group's agreement with supplementary survey items related to why students procrastinate. Students agreed most strongly that when "the deadline is far away" (mean agreement=5.37), procrastination occurs. Teachers (mean agreement=5.25) and psychologists (mean agreement=5.08) also felt most strongly about this item. Students emphasised the role of emotions, particularly denial (mean agreement=4.95), because people who procrastinate "don't want to think about the task at all". However, they agreed less (mean agreement=3.80) with the idea that "doing other chores provides relief".

Why students procrastinate – supplementary items

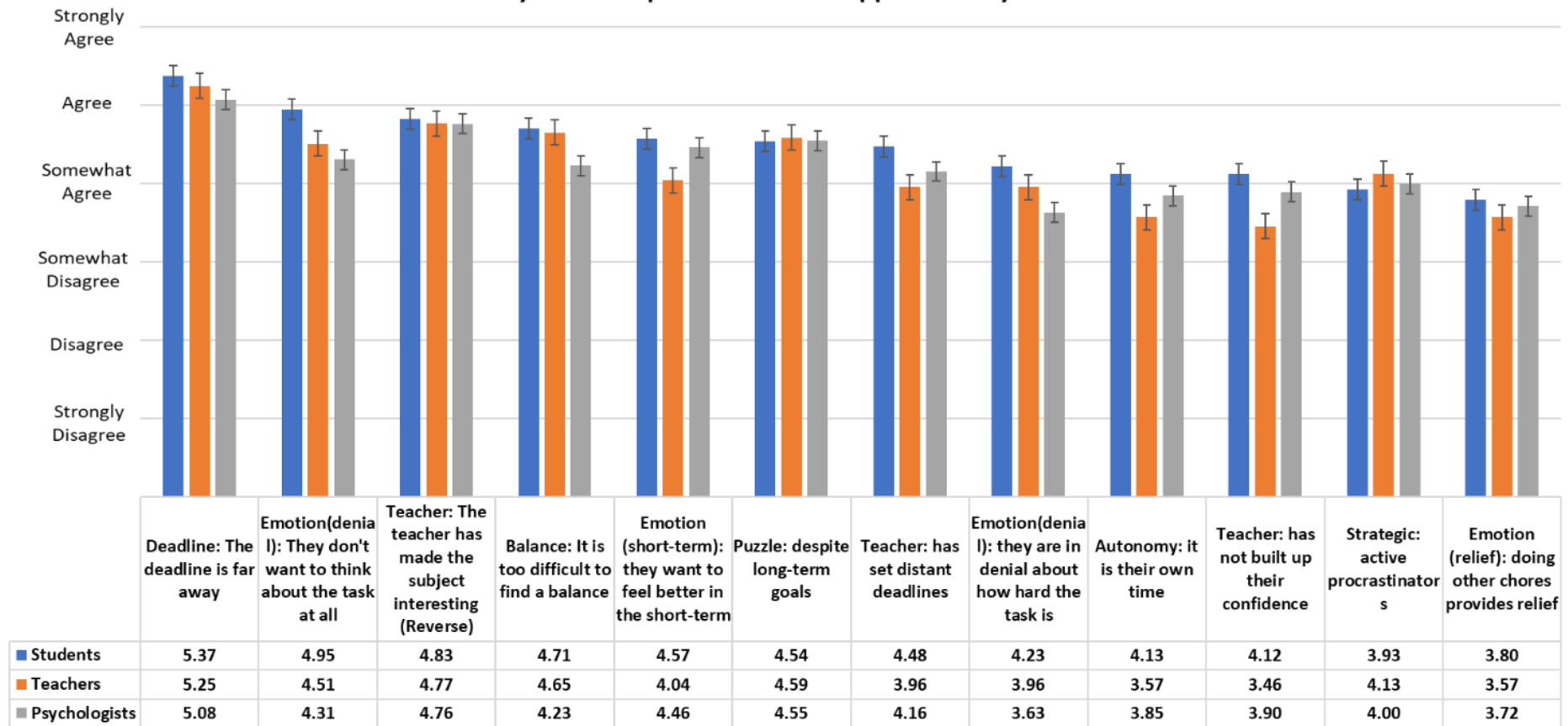


Figure 5.32. A bar graph showing each group's mean agreement with corresponding survey items. The items are arranged in descending order based on the students' views. A score of 1 indicates strong disagreement, a score of 6 indicates strong agreement.

Comparing groups

A complete account of the descriptive statistics and ANOVA results for each of the items can be found in Appendix L. Appendix K: table 9 shows the items for which the ANOVA results were statistically significant. Appendix K: table 10 shows the corresponding post hoc tests.

Students agreed more than the other groups that “not wanting to think about the task at all” plays a role in procrastination (mean agreement=5.37). A significant difference was observed between the three groups, $F(2, 97.004)=8.408$, $p<0.001$, and post hoc tests demonstrated a significant difference between students and psychologists ($M=0.645$, $SE=0.191$, $p=0.004$); and students and teachers ($M=0.442$, $SE=0.165$, $p=0.026$). However, the difference between teachers and psychologists ($M=0.422$, $SE=0.218$) was not statistically significant, $p=0.135$).

A significant difference was also observed between the three groups on the “feel better in the short-term” item, $F(2, 97.004)=8.408$, $p<0.001$. Students (mean agreement=4.57) and psychologists (mean agreement=4.46) agreed more strongly with this item, but the only the difference between students and teachers was significant ($M=0.530$, $SE=.191$, $p=0.017$). Finally, students agreed more than each of the other groups that “denial about how hard the task will be” influences procrastination (mean agreement=4.23). Again, a significant difference was observed between the three groups, $F(2, 401)=6.127$, $p=0.002$, but post hoc tests demonstrated that the only significant difference between the groups was between students and psychologists ($M=0.597$, $SE=0.183$, $p=0.004$).

A significant difference was also observed between the three groups on the “balance” item, $F(2, 415)=4.560$, $p=0.011$. Students (mean agreement=4.71) and teachers (mean agreement=4.65) agreed more strongly with this item, but only the difference between students and psychologists was significant ($M=0.475$, $SE=0.157$, $p=0.008$).

Teachers and students found less agreement when it came to students’ autonomy and the teacher’s role. First of all, a significant difference was observed between the groups on the “setting distant deadlines” item, $F(2, 421)=5.486$, $p=0.004$, with the only statistically significant difference being that between students and teachers ($M=0.519$, $SE=0.171$, $p=0.008$). And again, while a significant difference was observed between the groups on the “teacher has not built up their confidence” item, $F(2, 108.539)=8.769$, $p<0.001$, the only statistically significant difference was between students and teachers ($M=0.662$, $SE=0.187$, $p=0.002$). Finally, a significant difference was also observed between the groups on the “autonomy” item, $F(2, 105.562)=4.690$, $p=0.011$, the only statistically significant difference was between students and teachers ($M=0.556$, $SE=0.206$, $p=0.024$).

5.2.5. Phase Two results: How to tackle procrastination

How to tackle procrastination – items related to the task

In this section I explore the part of the survey concerned with “how to tackle procrastination”. Figure 4.4.6. shows each group’s agreement with some of the survey items concerned with tackling procrastination. Students agreed most strongly that finding a “reliable way to start” (mean agreement=5.08) might help reduce procrastination. For teachers (mean agreement=5.52) and psychologists (mean agreement=5.22) meanwhile, the most impactful factor was “breaking the task into chunks”. Students were most ambivalent about utility and attainment value items, including the “harder tasks do more for you” (mean agreement=3.61) and “I am not the type of person to procrastinate” (mean agreement=3.33) items. Psychologists and teachers exhibited similar levels of agreement, but for psychologists, the least likely approach to take was to “imagine how bad giving up would feel” (mean agreement=3.21).

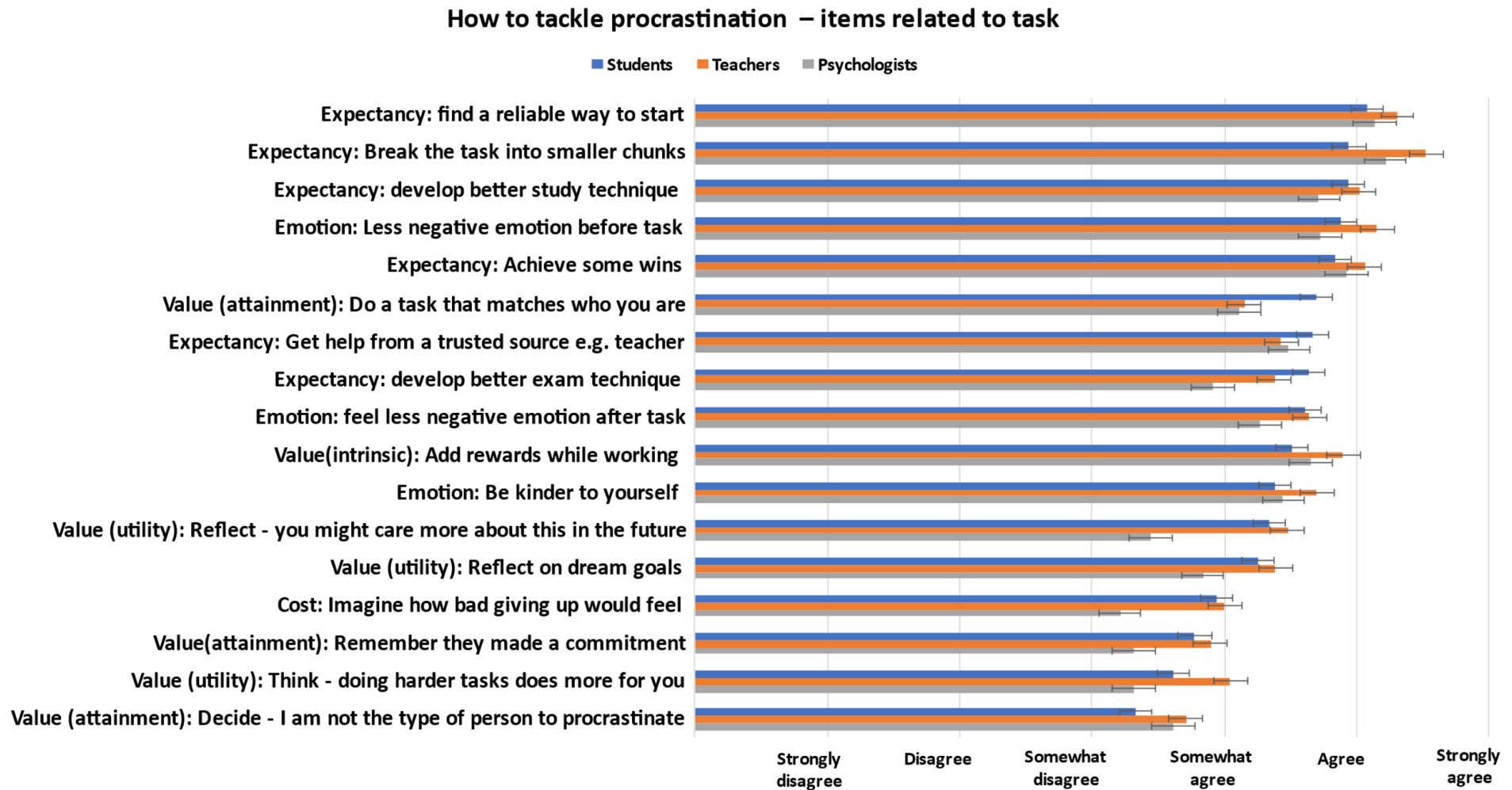


Figure 5.33. A bar graph showing each group's mean agreement with corresponding survey items. The items are arranged in descending order based on the students' views. Values associated with each item and statistical analysis can be found in Appendix N.

Comparing groups

A complete account of the descriptive statistics and ANOVA results for each of the items can be found in Appendix L. Appendix K: table 11 shows the items for which the ANOVA results were statistically significant. Appendix K: table 12 shows the corresponding post hoc tests.

There were discrepancies between groups on the expectancy items. Teachers agreed more than each of the other groups that “breaking the task into chunks” could play a role (mean agreement=5.52), and a significant difference was observed between the three groups, $F(2, 414)=8.548$, $p<0.001$, and post hoc tests demonstrated that the only significant difference was between teachers and students ($M=0.578$, $SE=0.146$, $p<0.001$). Students, meanwhile, agreed more than the other groups that “better exam technique” might help (mean agreement=4.63), and while the difference between groups was significant, $F(2, 408)=6.947$, $p=0.001$, the only significant difference between mean levels of agreement was between students and psychologists ($M=0.720$, $SE=0.202$, $p=0.001$).

Opinion diverged on the value items as well. Students agreed more than both teachers and psychologists that finding a task that “matches who you are” could help (mean agreement=4.69). A significant difference between the three groups, $F(2, 93.006)=7.320$, $p=0.001$ is accounted for by significant differences between students and teachers ($M=0.541$, $SE=0.213$, $p=0.036$); and between students and psychologists ($M=0.585$, $SE=0.174$, $p=0.004$).

Students and teachers agreed more strongly than psychologists that acknowledging how “you might care more about the subject in the future” could be a useful strategy, and the difference between the groups was significant, $F(2, 397)=10.925$, $p<0.001$. Significant differences were observed between students and psychologists ($M=0.902$, $SE=0.201$, $p<0.001$); and between teachers and psychologists ($M=1.038$, $SE=0.250$, $p<0.001$). Appreciating that “doing harder tasks does more for you” was an approach teachers agreed with more than the other groups, and the difference between the groups was significant, $F(2, 391)=4.003$, $p=0.019$. However, the only significant difference between groups was observed between teachers and psychologists ($M=0.729$, $SE=0.268$, $p=0.020$).

Finally, both students (mean agreement=3.95) and teachers (mean agreement=4.00) felt more strongly than psychologists that reflecting on “how bad giving up would feel” could be a useful strategy. A significant difference was observed between the three groups, $F(2, 411)=6.444$, $p=0.002$, and post hoc tests revealed a significant difference between both students and psychologists ($M=0.735$, $SE=0.209$, $p=0.001$); and between teachers and psychologists ($M=0.789$, $SE=0.264$, $p=0.009$).

How to tackle procrastination – themes related to the task

Reliability

The items above reliably measured how task-related variables might help tackle procrastination, Cronbach's $\alpha = .89$. The reliability of each of the themes are outlined in table 5.5.

Table 5.5.

How to Tackle Procrastination – reliability statistics for task-related themes

Theme	Cronbach's A
Increase Expectancy	.76
Increase Intrinsic Value	.60
Increase Attainment Value	.21
Increase Utility Value	.79
Decrease Negative Emotion	.76
Increase Cost (of giving up)	Single item

The above scale provides a reasonably reliable measure of the “expectancy” “intrinsic value” and “utility value” themes. However, the “attainment value” items were a poor fit. There are several possible reasons for this. For example, two items which were included were: “type of person who procrastinates” and finding “a task that matches who you are as a person”. While these both pertain to attainment value, they each relate to different aspects of one's identity. Furthermore, it could be that participants felt that one of these approaches is more feasible or likely to work than the other. I have chosen the item “do a task/ subject that matches who they are as a person” as a purer measure of attainment value in the next section.

Comparing themes

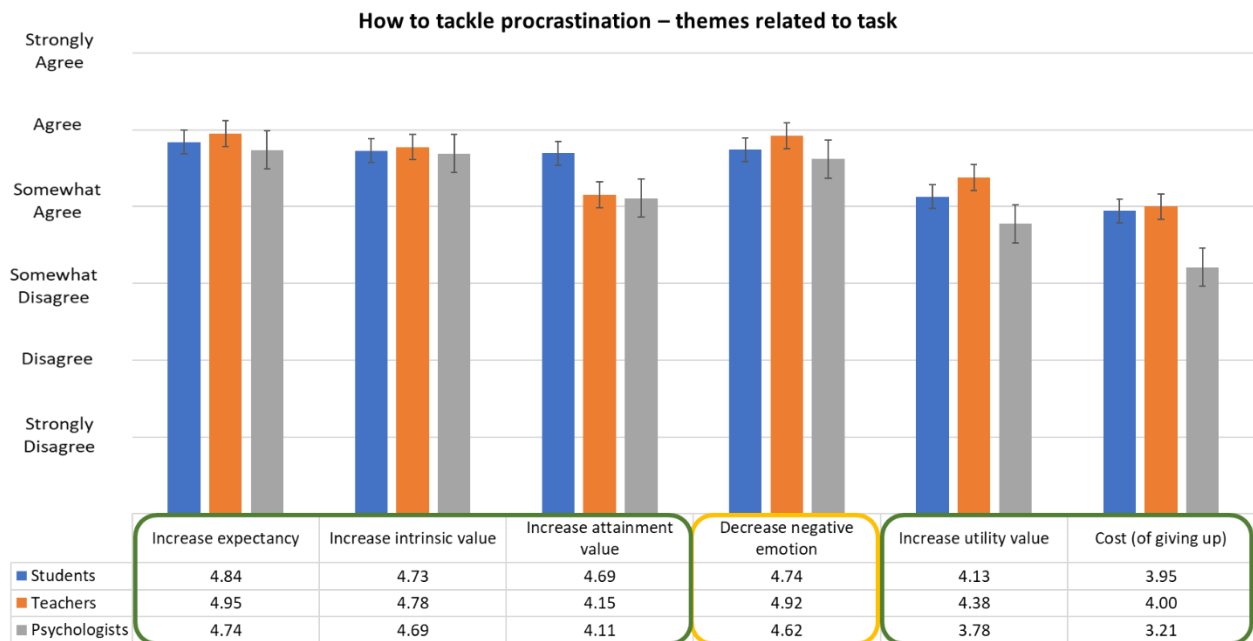


Figure 5.34. A bar graph showing each group's mean agreement with corresponding themes. The themes are arranged in descending order based on the students' views. A score of 1 indicates strong disagreement, a score of 6 indicates strong agreement.

Figure 5.34 shows each group's agreement with survey items related to the themes identified during Phase One. Themes in green relate to the themes outlined by TMT. All three groups agreed most strongly that increasing task expectancy and increasing the intrinsic value of the task could be useful strategies. Reducing negative emotion was also highlighted as a potentially useful strategy.

Comparing groups

A complete account of the descriptive statistics and ANOVA results for each of the items can be found in Appendix L. Appendix K: table 13 shows the items for which the ANOVA results were statistically significant. Appendix K: table 14 shows the corresponding post hoc tests.

I do not discuss the "attainment value" or "cost" themes here, as they are single item themes, and are therefore mirrored by two items above: the finding a task that "matches who you are"; and the "how bad giving up would feel" items, respectively.

However, increasing the utility value theme was favoured more by teachers than by the other groups (mean agreement=4.38). A significant difference was observed between the three groups, $F(2, 420)=5.270, p=0.005$, with significant differences observed between students and psychologists

($M=0.353$, $SE=0.147$, $p=0.050$); as well as between teachers and psychologists ($M=0.601$, $SE=0.185$, $p=0.004$).

5.2.6. Phase Two results: How to tackle procrastination – supplementary items and alternatives

Comparing individual items

Figure 4.4.8 shows each group’s agreement with supplementary and alternative survey items concerned with tackling procrastination. Students agreed most strongly that getting into a “good routine” (mean agreement=4.98) might help reduce procrastination, as would removing “yourself from a distracting environment” (mean agreement=4.97). All three groups seemed more ambivalent about the usefulness of focusing on how “alternative tasks undermine your goals”, and they actually disagreed that “making alternative tasks less enjoyable” was a viable strategy for reducing procrastination.

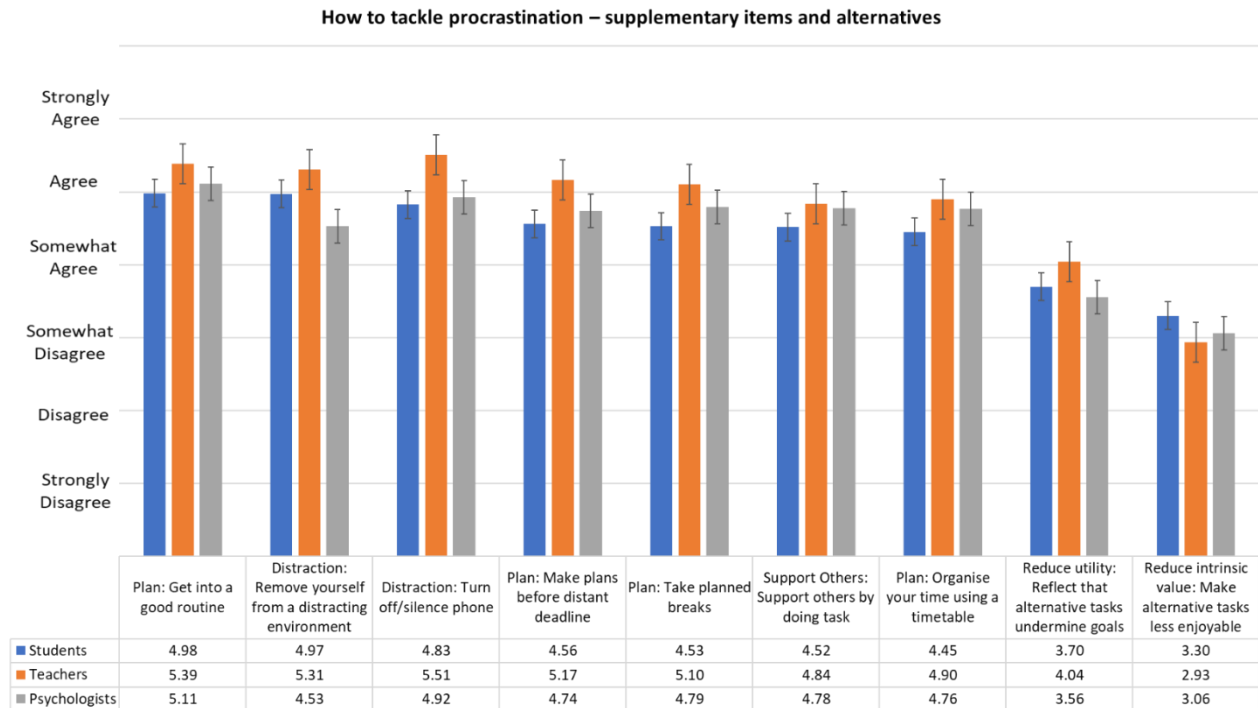


Figure 5.35. A bar graph showing each group’s mean agreement with corresponding survey items. The items are arranged in descending order based on the students’ views. A score of 1 indicates strong disagreement, a score of 6 indicates strong agreement.

Comparing groups

A complete account of the descriptive statistics and ANOVA results for each of the items can be found in Appendix L. Appendix K: table 15 shows the items for which the ANOVA results were statistically significant. Appendix K: table 16 shows the corresponding post hoc tests.

Teachers appear especially optimistic about many of the above strategies. They agreed more strongly than the other groups on every item where a statistically significant difference was observed. These included: getting into a good routine ($F[2, 421]=4.626, p=0.010$); removing yourself from a distracting environment ($F[2, 417]=8.465, p<0.001$); turning off or silencing your phone ($F[2, 418]=8.758, p<0.001$); making plans before the distant deadline ($F[2, 97.424]=8.774, p<0.001$); taking planned breaks ($F[2, 111.955]=9.414, p<0.001$), and; organising your time using a timetable ($F[2, 112.382]=4.783, p=0.010$).

A significant difference was found between teachers and psychologists on the “removing yourself from a distracting environment” item ($M=0.780, SE=0.190, p<0.001$), as well as the “turning off or silencing your phone” item ($M=0.589, SE=0.231, p=0.033$). Furthermore, a significant difference was also observed between students and psychologists on the “removing yourself from a distracting environment” item ($M=0.447, SE=0.150, p=0.009$).

Interestingly, a significant difference was also found between teachers and students on every item where a significant difference was observed between the three groups. Again, these included: getting into a good routine ($M=0.408, SE=0.136, p=0.009$); removing yourself from a distracting environment ($M=0.333, SE=0.134, p=0.040$); turning off or silencing your phone ($M=0.684, SE=0.163, p<0.001$); making plans before the distant deadline ($M=0.609, SE=0.133, p<0.001$); taking planned breaks ($M=0.575, SE=0.130, p<0.001$), and; organising your time using a timetable ($M=0.446, SE=0.172, p=0.031$).

How to tackle procrastination – supplementary themes and alternatives

Reliability

The items above reliably measured how additional variables impacted on procrastination, Cronbach's $\alpha = .8$. The Cronbach's α values for the supplementary themes and alternatives are found in table 5.6.

Table 5.6.

How to Tackle Procrastination – Reliability statistics for additional themes

Theme	Cronbach's A
Reduce distractions	.60
Make plans	.75
Support others	Single item
Reduce utility of alternatives	Single item
Reduce intrinsic value of alternatives	Single item

The above scale provides reasonably reliable measures of the “reduce distractions” and “make plans” themes, and the remaining themes are served by a single item.

Comparing themes

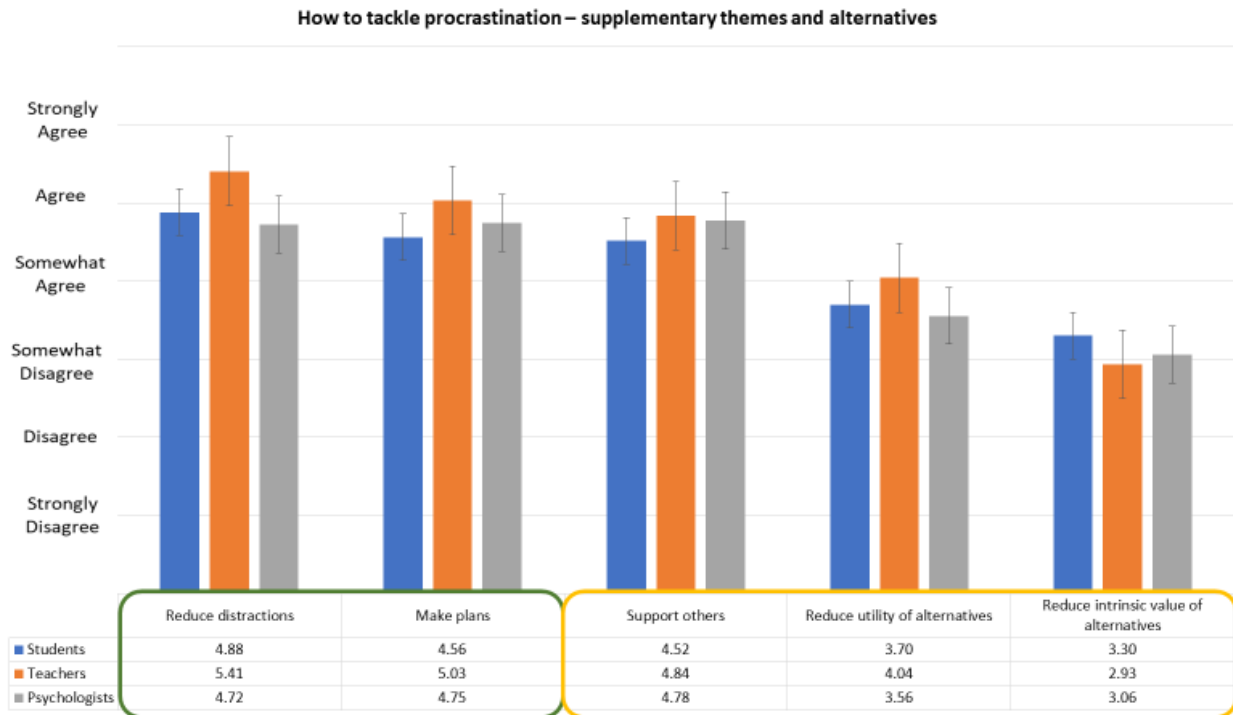


Figure 5.36. A bar graph showing each group's mean agreement with corresponding themes. The themes are arranged in descending order based on the students' views. A score of 1 indicates strong disagreement, a score of 6 indicates strong agreement.

Figure 5.36 shows each group's agreement with additional themes identified during Phase One. Themes in green relate to the themes outlined by TMT. Here "reduce distractions" and "make plans" are considered to relate to the "impulsiveness" and "time" aspects of the TMT model. All three groups agreed that reducing distractions and making plans might help reduce procrastination behaviour.

Comparing groups

A complete account of the descriptive statistics and ANOVA results for each of the items can be found in Appendix L. Appendix K: table 17 shows the items for which the ANOVA results were statistically significant. Appendix K: table 18 shows the corresponding post hoc tests. As before, I do not discuss the single item themes. The "reducing distractions" theme was emphasised more by teachers than by the other groups (mean agreement=5.41). A significant difference was observed between the three groups, $F(2, 425)=10.040$, $p<0.001$, with significant differences observed between teachers and students ($M=0.525$, $SE=0.126$, $p<0.001$); as well as between teachers and psychologists ($M=0.684$, $SE=0.178$, $p<0.001$). The "make plans" theme was also emphasised more

by teachers than by the other groups (mean agreement=5.03). A significant difference was observed between the three groups, $F(2, 425)=8.463$, $p<0.001$, with a significant difference observed between teachers and students ($M=0.469$, $SE=0.117$, $p<0.001$).

How to tackle procrastination – issues

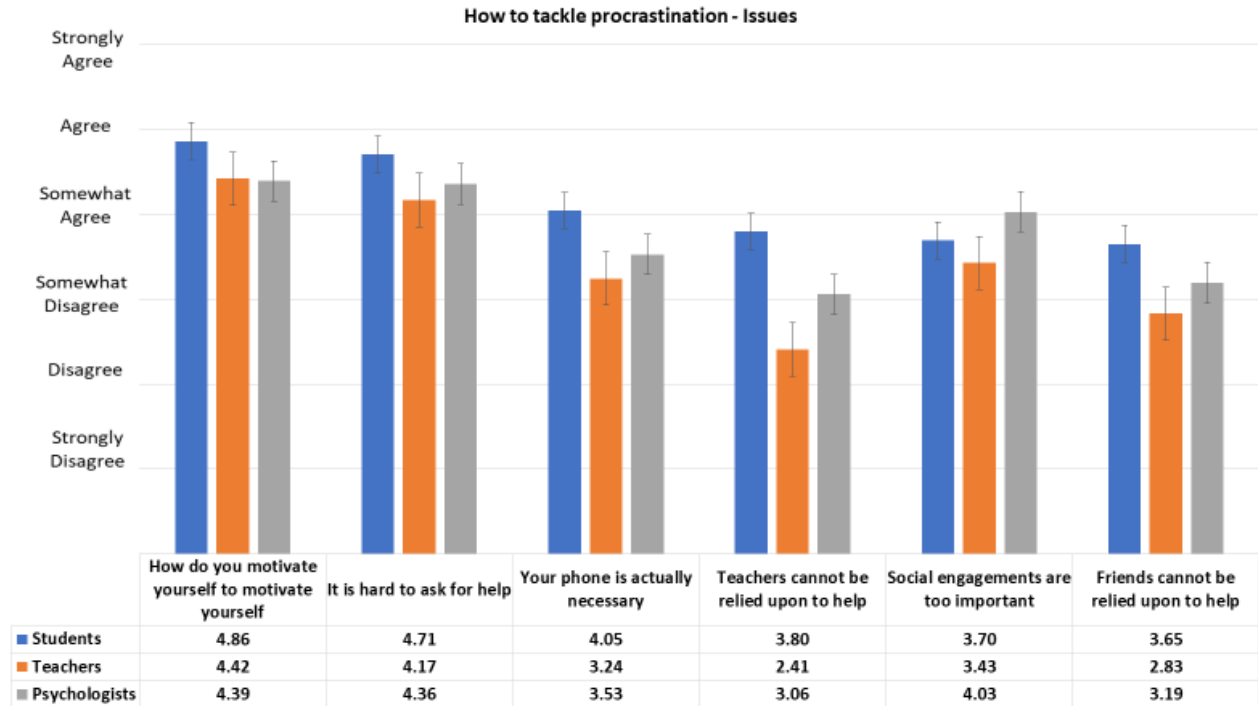


Figure 5.37. A bar graph showing each group’s mean agreement with corresponding survey items. The items are arranged in descending order based on the students’ views. A score of 1 indicates strong disagreement, a score of 6 indicates strong agreement.

Figure 5.37 shows each group’s agreement with items I labelled as “issues” during Phase One. The participants identified that there may be barriers to engaging with any intervention, which is an important and useful insight.

Comparing items

It is notable that, with the exceptions of the “social engagements” item, students agreed more with each of these issues than the other groups did. Students agreed most strongly that “how to motivate yourself to motivate yourself” could be an obstacle (mean agreement=4.86). They also felt that it is harder “to ask for help” (mean agreement=4.71) than the groups of professionals did; and felt more strongly that one’s “phone is actually necessary” (mean agreement=4.05).

Comparing groups

A complete account of the descriptive statistics and ANOVA results for each of the items can be found in Appendix L. Appendix K: table 19 shows the items for which the ANOVA results were statistically significant. Appendix K: table 20 shows the corresponding post hoc tests.

The problem of “motivating yourself to motivate yourself” was emphasised most by students (mean agreement=4.86), and a significant difference was observed between the three groups, $F(2, 378)=5.740, p=0.004$. The students’ concern was further demonstrated by the significant differences observed between the students and teachers ($M=0.525, SE=0.126, p<0.001$); and between the students and psychologists ($M=0.684, SE=0.178, p<0.001$).

The concept of getting “help” was represented by several items. For students, the problem of “asking for help” was also an important issue (mean agreement=4.71). A significant difference was observed between the three groups, $F(2, 408)=5.539, p=0.004$, with a significant difference observed between the students and teachers ($M=0.537, SE=0.178, p=0.008$). A significant difference was also observed between the three groups on the “teachers cannot be relied upon for help” item ($F[2, 108.203]=33.163, p<0.001$). Perhaps unsurprisingly, teachers disagreed most with this proposition (mean agreement=2.41), with significant differences observed between students and teachers ($M=1.391, SE=0.201, p<0.001$), students and psychologists ($M=0.742, SE=0.185, p=0.001$), and psychologists and teachers ($M=0.649, SE=0.252, p=0.031$). Finally, students were ambivalent about the idea that “friends cannot be relied upon for help” (mean agreement=3.65), however, a significant difference was observed between the three groups ($F[2, 115.494]=16.091, p<0.001$). Significant differences were observed between both students and teachers ($M=0.821, SE=0.178, p<0.001$), and between students and psychologists ($M=0.457, SE=0.146, p=0.007$).

5.2.7. Phase Two results: Students' Procrastination Score

In section 5.2.7 I explore whether students' procrastination scores correlate with any items on the questionnaire. Figure 5.7.1 shows that students' procrastination scores follow a normal distribution.

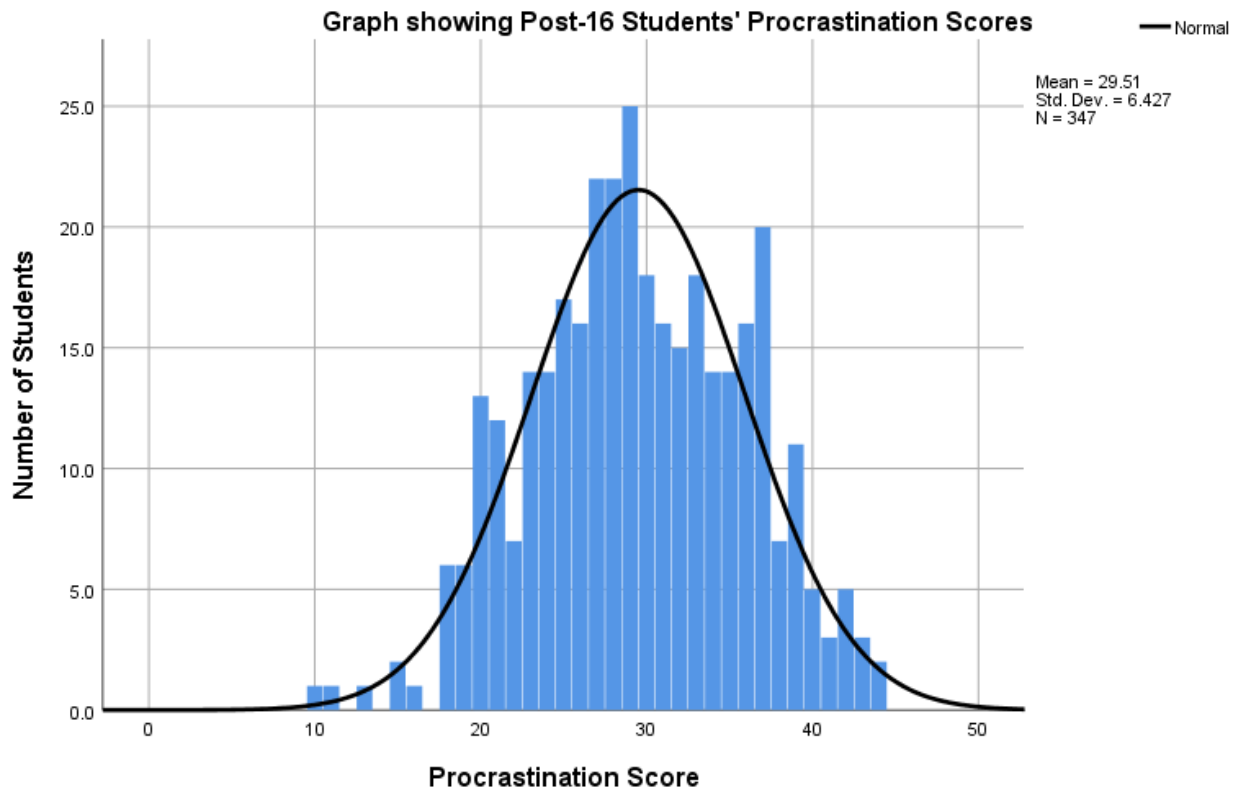


Figure 5.38. A bar graph showing the frequency distribution of procrastination scores achieved by post-16 students (n=347).

Table 5.33, meanwhile, compares the students in this study with the distribution of scores observed by Svardtal & Steel (2017), who sampled 4,169 respondents using an online survey. Most of their participants were located in the US (68.1%), with 5.9% in Canada, 4.4% in the UK, 2.4% in Australia, 1.6% in Italy and the rest “distributed among a large number of countries worldwide with 1–40 respondents/country” (p. 4). There is a skew toward higher procrastination scores in my sample (table 5.33).

Table 5.33.

Comparison of procrastination score distribution (Svardtal & Steel, 2017) with students' procrastination score distribution in this study

Score	Percentage (Svardtal & Steel, 2017)	Percentage (Phase Two Survey)
<20	<10% (10%)	5.2%
20 – 23	10 – 24% (15%)	13.2%
24 – 31	25 – 74% (50%)	43.3%
32 – 36	75 – 89% (15%)	22.2%
>36	>90% (10%)	16.1%

A complete account of the correlation coefficients between students' procrastination scores and items on the questionnaire is found in Appendix N. However, some weak but significant correlations were observed which I describe below. However, it should be noted that the correlation coefficients are low, and therefore caution should be observed when interpreting them.

A weak positive relationship was observed between “denial about how hard the task would be” and procrastination scores, $r(347) = .117$, $p = .037$. This offers some support for the idea that people who procrastinate find it more difficult to calibrate the amount of time and effort necessary to complete tasks effectively (Aiken, 1983; Steel & Ferrari, 2013).

Weak, positive correlations were also observed between procrastination scores and a higher STV of alternative tasks, including utility value, $r(347) = .127$, $p = .019$; and intrinsic value, $r(347) = .106$, $p = .049$. A weak, positive correlation was also observed between procrastination and perceiving alternative tasks as low cost, $r(347) = .117$, $p = .031$. It may be that people who procrastinate not only exhibit present-bias in relation to avoiding an aversive stimulus (Gamst-Klaussen, Steel & Svardtal, 2019), but that they also exaggerate the value of alternative tasks in comparison to non-procrastinators. Finally, a weak, negative correlation was observed between procrastination scores and the “get help from a trusted source” item, $r(347) = -.149$, $p = .007$. The relationship between expectancy and asking for help is discussed in chapter 6.

5.2.8. Phase Two results: Professionals' confidence in their responses

Confidence may also have been a factor mediating professionals' responses. As such, I added a question to each of the professionals' surveys asking them to rate how confident they were in their responses. Each group's mean level of confidence is shown in figure 5.39. An independent samples t-test indicated that this difference ($M=-1.449$, $SE = .195$) was statistically significant $t(25.383)=6.208$, $p < .001$. It is possible that teachers' increased confidence resulted from more experience working with this cohort. Alternatively, EPs are encouraged through their training and practice to be "reasoned, reflective and coherent" (Kelly, 2017). Perhaps the corollary of this is a more cautious approach to hypothesis forming.

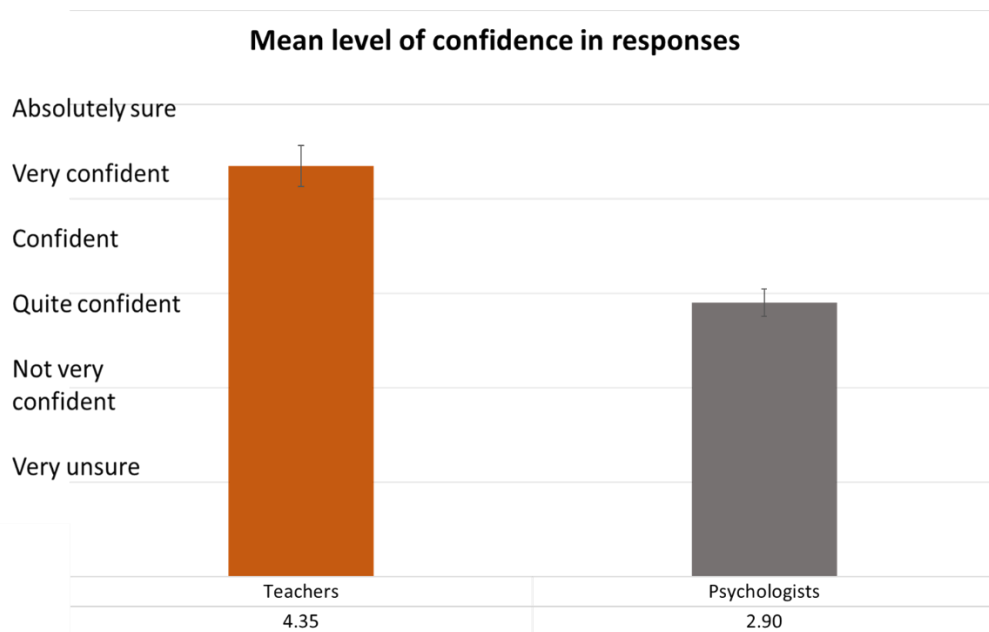


Figure 5.39. A bar graph showing the mean level of confidence in teachers' responses and psychologists' responses.

A complete account of the correlation coefficients between teachers' confidence and all items on the questionnaire is found in Appendix N. A similar account for psychologists' is found in Appendix O.

Further tests were carried out to explore whether seniority within each professional group impacted respondents' confidence. The mean difference between senior leaders and classroom teachers showed that classroom teachers (mean confidence=4.39) were marginally more confident than senior leaders ($M=-.137$, $SE = .205$). However, this difference was not statistically significant $t(18.292) = .667$, $p = .513$. Similarly, a one-way ANOVA indicated that there was no significant difference between trainee EPs, maingrade EPs and senior EPs when it came to confidence, $F(4, 15) = .819$, $p = .533$.

6. Discussion

The temporal motivation theory (TMT) account of procrastination acted as a template for my analysis, and participants' Phase One responses provided evidence in support of this theory. In this discussion section I do not wish to restate this evidence. Instead, my initial focus is on how participants' accounts broadened the TMT model, as this is one of the ways that this phase of the study conveys new contributions to knowledge. In many cases this means exploring how the constructs making up the model interact. Where I do discuss the evidence for TMT, I focus on implications for future interventions. I then discuss themes which represent a broadening of the TMT template.

6.1. TMT: Expectancy

6.1.1. Phase One: Do expectancy beliefs relate to the experience of procrastination?

In its earliest form "expectations of success" was a task-specific construct (Eccles-Parsons et al., 1983). In this study, participants reported experiencing low task-specific expectations in three main ways. First, they would describe the task as too difficult or report that they did not know how to do it. I discuss this in section 6.1.4 below. Second, they described the task as "too big" or "too much" when it required them to do an intimidating amount of work, suggesting a link with the "cost" construct. Third, many did not know how to start. Difficulty starting is an interesting phenomenon because it implies that students' task appraisals are more negative before beginning a task than they are while doing that same task. It is possible that there is an emotional component to this phenomenon, as Harlé, Shenoy & Paulus (2013) have demonstrated that anxious feelings inflate the perceived threat of a stimulus. Anxiety, therefore, may result in avoidance thoughts and behaviours. This should be considered when helping students overcome procrastination.

Another important point to note is that expectancy beliefs do not appear to arise *ex nihilo*. For some participants, previous achievements may have been used to calibrate how competent they felt to undertake a procrastination task. This observation is anticipated by contemporary EVT research, where expectancy beliefs are theorised to include beliefs about "how good one is at a particular activity" (Marsh et al., 2017, p. 91) i.e. competence self-perceptions; and competence self-perceptions are informed by "previous achievement-related experiences" (figure 3.1).

Lastly, individuals also appeared to absorb these prior achievement-related experiences into their self-concept. Expectancy beliefs and competence self-perceptions therefore impacted on an individual's attainment value judgements (Harter, 2012). Furthermore, the interaction between these constructs altered what some participants judged success to be in a given domain. For example, one

student who had enjoyed considerable success studying Art explained that simply passing French was a considerable achievement, but that anything less than a Level 9 at Art would have felt like a failure. For this student, prior achievement and expectancy-beliefs interacted with high attainment value to impact what success looked like in Art.

6.1.2. Phase Two: Are the results generalisable?

The Phase Two student cohort agreed more strongly with the “not knowing how to start” item than any other item (mean agreement=5.06). Furthermore, they at least “somewhat agreed” with all other expectancy items, and their mean agreement with the expectancy theme was 4.39. However, students agreed more with task-specific expectancy items than they did with expectancy items oriented towards the self.

Students were ambivalent about the item “the task makes them feel bad about themselves” (mean agreement=3.85). It is difficult to interpret from one item precisely what role negative affect plays in avoidance behaviours. It is possible that, for some students, negative feelings were directed towards the task, rather than towards the self. Alternatively, negative affect may have played less of a role than practical judgements about how to start the task – or not.

Lastly, students agreed more strongly that they “had too much on their plate” (mean agreement=4.64). This suggests that the procrastination task is considered too resource intensive and therefore it is put off. Once again, a link between expectancy and cost is implied. However, it is difficult using a single item to determine precisely how the students characterise the cost component.

6.1.3. Phase Two: The views of teachers and EPs

Students agreed more strongly than the other groups that they had too much on their plate. Research suggests that teachers do overestimate students’ ability (Urhahne & Wijnia, 2021), and that their judgements of students’ motivation, emotion, and wellbeing are less accurate because the indicators are more ambiguous and less reliable (Urhahne & Zhu, 2015). Even if teachers gave students a small amount more work than they feel capable of, it is possible that this effect could accumulate across subjects, leaving students feeling overwhelmed. Professionals interested in supporting students may find it helpful to be more sensitive to this aspect of their experience – especially if investigating why procrastination occurs.

Students and teachers agreed significantly more than psychologists did with the idea that procrastination occurs when students have not “put in enough effort”. It is possible that

psychologists view this as a more compassionate perspective. However, a latent association between effort and outcomes among students and teachers suggests an implicit understanding of both growth mindset and locus of control – even if these understandings have been arrived at via a negative evaluation of a student’s study patterns up to that point. These understandings could be a useful insight when developing interventions aimed at increasing students’ expectancy beliefs.

6.1.4. Phase One: Can focusing on expectancy beliefs help reduce procrastination?

Participants’ self-competence perceptions are important to understand because competence needs satisfaction can act as a key motivational driver (Ryan & Deci, 2000). Meeting these needs could therefore help reduce procrastination. However, a student may not feel that their competence needs have been met if their competence self-perceptions remain low (Marsh et al., 2008).

Participants identified a variety of ways to increase competence self-perceptions, such as a morale boost from a trusted source. However, the advice that participants offered most often was: “experience some success”. The way to do this depended on the nature of the problem. If students did not know how to do the task, then they should ask for help or seek alternative sources of information. If the task felt “too big”, then it needed to be broken down into manageable chunks. If a student was performing poorly on exam questions, then they needed to speak to their teacher about technique. It would appear, however, that the subjective, psychological experience of low expectancy beliefs made following this straightforward advice problematic.

Low expectancy beliefs and psychological cost

The participants in this study outlined how low expectancy beliefs have a (negative) emotional component, and negative emotions can be thought of as a category of emotional cost which make a task appear less appealing (figure 3.2). Furthermore, this link has been observed in the literature (Barron & Hulleman, 2015). This sense of emotional discomfort was exhibited when the task was determined to be “too big” or “too much” for the individual. This mismatch between the “size” of the task and an individual’s relatively low expectancy beliefs could result in another emotionally painful phenomenon “giving up”.

This account supports Sirois & Pychyl’s (2013) model of procrastination, where avoidance behaviours are an attempt to repair negative affect in the short-term. However, because it results in avoidance, the mood repair strategy may act as a significant barrier to following practical advice. Furthermore, this interaction between negative emotions, procrastination behaviour and expectancy beliefs (cognition) might help explain why CBT-based interventions have proven especially useful in helping to tackle procrastination (van Eerde & Klingsieck, 2018; Zacks & Hen, 2018).

6.1.5. Phase Two: Are these results generalisable?

In terms of reducing procrastination, participants broadly agreed that practical strategies which increase expectancy might be useful, including developing better exam technique and going to the teacher for help. As before, the importance of finding a way to start the task was highlighted. Indeed, for most Phase One participants, procrastination was understood to be a matter of avoiding a task altogether, as opposed to starting a task then giving up.

The importance of reducing negative emotion both before (mean agreement=4.88) and during (mean agreement=4.89) the task was also highlighted by students. This offers support for the idea that the negative emotion does not have to be directed at the self in order to influence procrastination behaviour.

6.1.6. Phase Two: The views of teachers and EPs

Teachers and psychologists agreed that finding a way to start was crucial. They also agreed that reducing negative emotions could be important. It could be that therapeutic interventions such as CBT and ACT are well-placed to confront the negative affect associated with procrastination, and there is evidence that CBT approaches have demonstrated some success (van Erde & Klingsieck, 2018; Zacks & Hen, 2018). However, if low expectancy beliefs are linked to negative affect, then finding practical ways to increase these beliefs could also be an effective approach.

Interestingly, students were significantly less optimistic than teachers about one practical strategy: breaking the task into chunks. It is difficult to determine whether students felt this was an invalid approach (it wouldn't work), or an impractical approach (students wouldn't do it in real life). After all, there is evidence in previous studies that when the task is broken up *for* the student, procrastination is reduced (Perrin et al., 2011).

Finally, students agreed more strongly than psychologists that better exam technique would reduce procrastination, perhaps indicating that scoring well on exams is a more salient and motivating factor for students. It would be interesting in the future to compare each group's view of how important exams are to students' wellbeing and future success.

6.2. TMT: Subjective Task Value (STV)

6.2.1. Phase One: Do STVs relate to the experience of procrastination?

When analysing the Phase One interviews, I separated participants' responses into those that referenced the procrastination task itself, and those that referenced alternative tasks. In this study, participants frequently ranked tasks and justified their decisions using different STVs, which supports Eccles' (2005) contention that "it is the hierarchy of STVs that matter" (Eccles, 2005, p. 107).

Attainment value

Attainment value was used in some cases to rank tasks. When these were academic tasks, then the focus was often on competence self-perceptions i.e. participants highlighted subjects and modes of study that they were good at or bad at e.g. "I am a coursework person".

For one participant, however, attainment value was used to judge between academic and non-academic tasks. This participant decided that Laura (Case Study Three) was "not an academic person". Nevertheless, she should not give up on academic tasks for this reason alone. Instead, she should only "follow her dreams if she knows what she is doing", implying that some unconscious motivation needs to be unearthed before an informed decision can be made. Eccles (2005) has, in fact, reported that unconscious aspects play a role in STV judgements, and it may be that bringing positive and negative unconscious processes and beliefs to the fore could support students to feel more confident and motivated about their choices.

Intrinsic value

Participants' enjoyment of the tasks often played a role in how the tasks were ranked. Indeed, when discussing the task, low intrinsic value was a factor in 92% of the interviews. When discussing alternatives, high intrinsic value was mentioned in 83% of the interviews. In relation to tasks, participants mentioned boredom and dislike in particular. Researchers have become increasingly interested in boredom (Vodanovich & Watt, 2016), and there are a variety of definitions and models describing it (Vogel-Walcutt, Fiorella, Carper & Schatz, 2012). Boredom has been studied most often in academic settings, where it has been linked to meaninglessness (Binnema 2004) and perceptions of sub-optimal challenge (van Tilburg & Igou, 2012).

How low intrinsic value interacts with other constructs

Finding an appropriate level of challenge has been used to link boredom and expectancy beliefs, where exorbitant challenges result in frustration and boredom. Indeed, researchers have reported a link between boredom and frustration, explaining that frustration has been shown to both precede and follow boredom (D'Mello, Strain, Olney & Graesser, 2013). The link between meaninglessness

and boredom, meanwhile, suggests some overlap between intrinsic value during a task, and broader concerns about the task's utility. Indeed, some participants appeared to feel more justified choosing academic alternative tasks because of their utility value.

The high intrinsic value of alternatives was referenced frequently. In some cases, alternatives were regarded as more entertaining, especially when it came to distractions such as smartphones and video games. Indeed, disliking a task often meant comparing it unfavourably to a more entertaining alternative, for example, a phone was described as “more entertaining than what you're supposed to be doing”. Participants also used the language of distraction and temptation, explaining that you can get “sucked in” by your phone. I return to the design of smartphones and the concept of the “attention economy” later in this chapter.

In many cases, alternative tasks were especially motivating if they promoted a sense of control, or if they had a social dimension. In these cases, it appeared that participants were describing basic psychological needs fulfilment, as described by Ryan & Deci's (2000) SDT model of motivation. These authors postulate that there are basic psychological needs which help predict an individual's “action and experience”, and that fulfilling them is considered “critical” for “thriving and wellness” (Ryan & Moller, 2017, p. 217).

Utility value

Utility value was often used by participants to motivate themselves when faced with task-specific difficulties. Participants considered how the task relates to their academic or career goals – the more consonant the task was with these goals, the more motivated *they felt they should be* to complete it. Procrastination was more likely when the task did not mesh with these goals. For example, one participant found it hard to study “mandatory subjects” that he was “not going to take further”. Indeed, the link between utility value and extrinsic motivation was observed in some cases because utility value was “a means to an end rather than an end in itself” (Wigfield, Rozenweig & Eccles, 2017, p. 119).

STVs compete with one another

Other participants identified conflicts between opposing STVs. On the one hand, students wanted to make their parents proud by achieving good grades (utility value), while on the other hand, they wanted to socialise (intrinsic value). In some case these trade-offs also seemed to result in anxiety. Indeed, while studies have explored how the hierarchy of STVs predict future choices (Durik et al., 2006) and future performance (Musu-Gillette, Wigfield, Haring & Eccles, 2015), I am unaware of any that explore the potentially difficult, subjective experience associated with choosing among

tasks, many of which are valued for different reasons and in different ways. While this conflict between STVs may be involved in procrastination behaviour itself, I also suspect that the distress caused by it could help explain why many people who procrastinate describe procrastination as “harmful” (Briody, 1980, p. 590), and why 95% of them wish to reduce it (O’Brien, 2002).

6.2.2. Phase Two: Are these results generalisable?

Of the three STVs relating to the task, all three groups agreed that attainment value was less important than other STVs. Nevertheless, each group agreed that it played a role. Intrinsic value was the highest rated STV for students, while utility value was rated more highly by teachers. The high intrinsic value of alternatives was recognised by all three groups, as was the role of distractions, especially before beginning the task. It seems reasonable to assume that the high intrinsic value of alternatives is part of what makes distractions so appealing.

6.2.3. Phase Two: The views of teachers and EPs

Students’ agreed more strongly than both other groups that low intrinsic task value plays a role in procrastination. However, both teachers and students felt that the high intrinsic value of alternatives was also important.

While it is possible that students in every generation have resorted to procrastination because of a struggle to find their studies interesting, it is worth considering the possibility that this generation is at a particular disadvantage. For example, they are the first generation to experience Problematic Smartphone Use (PSU), also referred to as smartphone addiction (Sun, Liu, & Yu, 2019) or nomophobia (no mobile phone phobia) (Tams, Legoux, & Léger, 2018). PSU has been linked to several negative outcomes, including reduced productivity, damaged social relationships, and poorer physical health and emotional wellbeing (Horwood & Anglim, 2018; Shin & Dey, 2013). PSU has also been linked to procrastination (Rozgonjuk, Kattago, & Täht, 2018). Moreover, adolescents are most at risk of developing PSU (Chang et al., 2019; Kim & Jahng, 2019), and there is evidence to suggest that older generations feel differently about their smartphones than younger generations (Anshari et al., 2016). For example, some teenagers in Anshari et al.’s study reported that they would rather give up their breakfast than give up their phones.

Regardless of the intrinsic value of alternatives, students also rated the attainment and utility value of alternative tasks more highly than the other groups. Teachers and psychologists may need to be sensitive to this fact when they are supporting young people to overcome procrastination. After all, appreciating another person’s perspective is a useful way to help implement change (Cialdini, 2007; Kelly, 2017).

6.2.4. Phase One: Can focusing on STVs help reduce procrastination?

Attainment value

Participants alluded to STVs frequently when discussing how to reduce procrastination. When it came to attainment value, most advice related to a student's choice of subjects and tasks, with "choosing what you're good at" and "choosing what you enjoy" each advocated in 50% of interviews. Participants' responses imply that successes and positive experiences in the past serve not only to influence what a person enjoys and is good at in the present, but also the type of person they are. If a choice was not available, however, some participants offered novel ways of increasing attainment value.

Novel ways to increase attainment value

One approach suggested by the Phase One participants involved acknowledging that the learning process can change the type of person you are. It was suggested that individuals should persevere with a task because it might become more meaningful to them in the future. I found this intriguing on a personal level because I only developed an interest in science in my late teens when I "had" to study science at A level. This technique, where one imagines what it might be like to have higher attainment value, was also hinted at in Gaspard et al.'s (2015) intervention study, where participants in the "quotations" group reported higher attainment value having read quotes from other students about how they valued a subject. It would be interesting in a future study to explore the impact of quotes which deliberately aimed to remind students that studying a subject might itself transform what they value.

Students also suggested using attainment value to increase task motivation in more oblique ways. For example, one student set up a "quote board" in the study to motivate her peers and found that she motivated herself as well. As such she exploited the fact that she thought of herself as the type of person who helps others. It could therefore be that students would be more motivated if they were encouraged to capitalise on other aspects of their sense of self, even when the task itself does not have high attainment value. Indeed, other students suggested focusing on how you are the type of person who "doesn't give up", even when the going gets tough.

Intrinsic value

Many participants agreed that increasing the intrinsic value of the task could be useful – although direct practical suggestions were restricted to the use of study techniques like mind maps or searching for more entertaining sources of information, such as *YouTube* videos. Where the task itself could not be made more interesting, participants suggested including intermittent rewards while studying.

Contemporary approaches to intrinsic value and education

In chapter 3, however, I discussed how variable reward schedules are often more motivating than predictable rewards (Latham & Huber, 1992; Steel, 2011). I also briefly discussed how mobile applications are often designed with the “attention economy” in mind i.e. they are designed to capture and sustain a user’s attention to the detriment of alternative pastimes (Harris, 2016; Williams, 2018). It is possible that deploying these design elements in education may increase intrinsic motivation. In fact, research into “gamification in education” is over ten years’ old (Landers & Armstrong, 2015). Gamification, in this context, simply means the use of video game design elements “in non-game contexts” (Hallifax, Serna, Marty & Lavoué, 2019, p. 294). Game design elements might include progress bars, points, leader boards and unlockable achievements or “trophies”. Despite some progress in this area, it is likely that many students will need to develop their own strategies to keep studying interesting. They may also depend on teachers to make learning new content engaging.

There are also voices which are critical of the impact of the “attention economy” on human wellbeing (Crawford, 2015). For example, the “Slow Movement” advocates a cultural shift toward slowing down the pace of life generally (Berg, 2016). Beginning as the “Slow Food” movement, the Slow Movement began in 1986 in response to the opening of a McDonald’s restaurant in the Piazza di Spagna in Rome. The movement has spread to education, where slow educators advocate depth and personalisation in learning, rather than more dense curricula with assessment via standardised tests (Miller, 2006).

Utility Value

Students in the Phase One cohort suggested a variety of ways that utility value might be increased. One approach was to relate unappealing tasks to other, more meaningful goals. Reflecting on these meaningful goals was a recommended strategy, as was visualising how good success would feel. Some participants linked these techniques to cost, suggesting that it can be useful to reframe effort (and negative emotions) as a necessary part of achieving long-term goals. As such, some implied that a growth mindset approach could be useful.

Alongside visualising success, some participants also suggested visualising potential failure. Interestingly, this approach was recommended more often when students wanted to reduce the appeal of alternative tasks i.e. they were often more likely to think “I should stop playing on my phone because if I don’t I am going to fail” than they were to think “I should work harder on the task because if I don’t I am going to fail”.

Utility value and the internalisation continuum

While outlining how to increase utility value, participants once again made the link between utility value and extrinsic forms of motivation. Ryan & Deci (2000) describe extrinsic motivation as existing along an *internalisation continuum*, with external regulation at one end, and integrated regulation at the other. External regulation refers to acts which are motivated by tangible external rewards, such as financial incentives or avoiding punishment. Further along the continuum, however, is introjected regulation, which relates to what a person should do e.g. “I don’t really want to do *X* but I know that I should” (Ryan & Moller, 2017, p. 216). Perhaps importantly, introjected regulation is associated with internal conflicts and defences.

Students seem to demonstrate an implicit understanding that forms of regulation towards the external end of the continuum require more effort. Reflections and visualisation techniques may be useful because they encourage individuals to consciously attend to the positive and negative consequences (rewards and punishments) of their actions. However, this approach may be less helpful if these reflections produce anxiety and negative affect because – as I demonstrated in section 6.1.4 – these feelings may promote procrastination rather than reduce it. Some participants appear to have developed a strategy which circumvents this problem. By focusing on how personally meaningful a task is, they potentially slide it towards the internal end of the internalisation continuum. This not only increases motivation; it makes sustaining this motivation less effortful. Furthermore, there is empirical evidence to suggest that encouraging students to find personal meaning in a task can increase motivation (Hulleman et al., 2010).

6.2.5. Phase Two: Are these results generalisable?

Students agreed that making tasks more interesting would reduce procrastination (mean agreement=4.96). It is less clear from this survey how one would achieve this, but I discussed research concerned with the gamification of education in section 6.2.1, above. Furthermore, making alternative tasks less intrinsically valuable was the least supported item in that category (mean agreement=3.30).

Another strategy for increasing STVs was to visualise how good success would feel, or to focus on one’s dream goals. However, students favoured these strategies less. Students were also ambivalent about growth mindset approaches (mean agreement=3.61). Indirectly increasing attainment value by “remembering your commitment” (mean agreement=3.61) or “deciding you are not the type of person to procrastinate” (mean agreement=3.61) were also less supported by the wider cohort.

It could be that students implicitly understand that procrastination is a self-regulation issue, and that forms of motivation which require more effortful regulation are therefore less useful. Alternatively, the thought of exerting effort to regulate one's motivation is unappealing because exerting effort is inherently unpleasant. Furthermore, it may be worth considering that the process of learning is itself "effortful" (Feldon et al., 2019; Schwab, Hennighausen, Adler, & Carolus, 2018). However, one student believed that that effort is not unpleasant *per se*, explaining that there are some things which are "difficult like it's boring", but also that "difficult can be fun for some people".

To me this suggests that making learning fun and interesting is a worthwhile endeavour. However, it is also worth preparing students for the fact that learning may be difficult and will require effort. At these times they should be offered productive strategies such as "reframing" and "growth mindset" strategies, even if students themselves are less enthusiastic about these.

6.2.6. Phase Two: The views of teachers and EPs

Teachers and psychologists were overall less in favour of increasing the attainment value of the task than students were. This suggests to me that, if teachers were to try and find creative ways to link academic tasks to a student's sense of self, there may be some students who respond positively to this approach. This might mean focusing on the importance they place on grit and determination, or on being kind and helpful. More research aimed at increasing motivation by making tasks consonant with an individual's personal values and beliefs about themselves and the world would be interesting to read.

Teachers were, however, more in favour of increasing the utility value of tasks than the other groups. This could reflect different beliefs about the purpose of education, with teachers more focused on the utility and purpose of learning outcomes (Robinson & Aronica, 2015; Skilbeck, 2005); and psychologists more concerned with students' personal discovery, growth and wellbeing (Egan, 1998; Wood, 2017). This is not to say that each group holds to these beliefs personally. Instead, it may reflect what they are expected to care about in their professional lives.

6.3. TMT: Cost

6.3.1. Phase One: Does cost relate to the experience of procrastination?

For many EVT theorists, cost is currently conceived of as a separate component of the EVT model, despite its association with value (Barron & Hulleman, 2015; Flake et al., 2015). Cost was frequently considered by participants when they were comparing tasks, and their emphasis was on the high cost of the task rather than the low cost of alternatives. The task was considered costly if it

required time and effort to complete. Furthermore, if a task was considered “high cost” then it could also impact on a participant’s capacity to attempt further tasks.

The interaction between cost, expectancy-beliefs and STVs

I have reviewed evidence that participants’ competence self-perceptions were frequently linked with psychological and emotional cost. In one case, a participant discussed how she procrastinated because of the fear of failure.

It could be, then, that some individuals wish to avoid the negative feelings associated with experiencing low competence self-perceptions i.e. the task would provide indisputable evidence that their positive self-evaluations are inaccurate, and this feels bad, so they avoid the task entirely. This phenomenon is referred to as “self-handicapping” (Lee, Bong & Kim, 2014, p.1), and it is a technique which is believed to safeguard an individual’s self-esteem. For Lee, Bong & Kim, self-limiting like this occurs when an individual’s expectancy beliefs are low but their STVs are high. However, for this participant, self-limiting occurred because of a discrepancy between expectancy-beliefs and attainment value specifically.

For me, this makes sense. One can imagine having low expectancy-beliefs about a pastime like poetry or painting, but high intrinsic value. An amateur songwriter might appreciate that they are unlikely to produce a masterpiece, but they would persevere for the sheer joy of writing songs and playing music. Similarly, low expectancy-beliefs, when combined with high utility value, might result in giving up shortly after you’ve tried the task; or deciding that it must be achieved by other means (indeed, Lee, Bong & Kim have observed that some students who value a task but have low expectancy-beliefs are more likely to cheat). However, it is the link between attainment value and identity itself that makes the discrepancy between low expectancy-beliefs and high attainment value so threatening to self-esteem.

Another cost described by participants that contributes to procrastination may be the difficulty of asking for help. It could be that a similar mechanism is at play here, where asking for help represents indisputable evidence that one’s self-evaluation should be revised downwards. However, researchers have argued that asking for help is already a difficult thing for humans to do – because it represents a threat to both our status and our sense of certainty (Grant-Halvorson, 2018; Lieberman, 2007). There are, however, ways for teachers to potentially reduce these concerns. For example, they might anonymise the process of asking for help, provide time for students to meet with them individually, or have students privately rate how confident they feel about a given task (Kostaras, 2021).

6.3.2. Phase Two: Are these results generalisable?

Students in the Phase Two cohort also emphasised that “high cost” items which take “too much time or effort” result in procrastination (mean agreement=4.79). Furthermore, costs were perceived as especially high when they were considered relative to other tasks (mean agreement=5.00). Cost, therefore, provides an especially clear demonstration of the fact that students do not consider procrastination tasks in isolation. Indeed, students agreed that when there “were other things to do which take no effort”, procrastination was likely to occur (mean agreement=5.14).

6.3.3. Phase Two: The views of teachers and EP

Both teachers and students agreed more than psychologists did that procrastination occurs because of the relative cost of the procrastination task. Teachers also agreed with students that alternative tasks were preferred because they “take no effort”. Students, meanwhile, agreed more strongly than the other groups that procrastination tasks take too much time and/or effort. Indeed, as an overall theme, students agreed that cost was a factor more than the other groups did. One potential explanation for this involves motivated reasoning, or the idea of “hot” and “cold” cognition. According to Kunda (1990), judgements made using cold cognition are made with less emotional investment, whereas judgements made using hot cognition are more emotion-led. Because students are the individuals actually required to do the task, they are more emotionally invested in how bad it will feel to do the task. As such, some students overestimate how much time and effort the task will take.

6.3.4. Phase One: Can focusing on cost help reduce procrastination?

When it came to reducing procrastination, cost was considered in different ways. On the one hand, students described using cost as a motivator. In these cases, they motivated themselves by reflecting on the psychological and emotional cost of giving up. This approach echoes the link between utility value and extrinsic motivation which was described above. However, some students also felt that self-care was an appropriate response to the high cost of procrastination tasks. These students recommended that people who procrastinate think kinder thoughts about themselves. They might also consider that they are not alone.

For Neff et al. (2018), self-compassion entails “being kinder and more supportive toward oneself and less harshly judgmental” in the face of suffering (p. 627). It also involves “greater recognition of the shared human experience” (p.628). As such, the participants in this study appear to be advocating self-compassion, at least as Neff describes it. Moreover, Neff explains that suffering can be caused by failure, perceived inadequacy, and general life difficulties. Given the negative

emotional states described by students in this study, it could be argued that students who find themselves procrastinating are – in fact – suffering. As such, helping to reduce procrastination is an important part of promoting students’ wellbeing. Indeed, Neff et al.’s (2018) research suggests that increased self-compassion predicts “wellbeing in all areas of functioning” (p. 637), including motivation.

Finally, another aspect of self-compassion advocated by students in over half of the interviews was taking a break from the task. However, it was made clear by most participants that this should be a planned break because unscheduled and extended breaks can easily transform into task avoidance.

6.3.5. Phase Two: Are these results generalisable?

Overall, the Phase Two cohort did not believe that using cost as a motivator was an especially useful strategy (mean agreement=3.95). Furthermore, many of the other cost-related factors – such as the amount of time and effort a task takes – were measured using expectancy items. However, students were positive about these items, including “breaking the task into chunks” (mean agreement=4.96), and “finding a better study technique” (mean agreement=4.94). Similarly, items which could be related to self-compassion, such as “experience less negative emotion before the task”, demonstrated high levels of agreement (mean agreement 4.89). Again, the interactions between different aspects of the TMT model, as well as the interaction between cognitive and affective experiences, are evident here.

6.3.6. Phase Two: The views of teachers and EPs

Students and teachers agreed more strongly with the idea that better exam technique might increase expectancy (and reduce cost), perhaps evincing a more pragmatic approach to the current education system than that exhibited by psychologists. Psychologists’ more person-centred approach may instead have been evident when it came to the idea of using “the cost of giving up” as a motivator. On this item, while teachers and students did not strongly support using cost as a motivator, psychologists actually disagreed with this strategy (mean agreement=3.21). Finally, all three groups agreed that decreasing the negative emotions associated with a task might help reduce procrastination.

6.4. TMT: Distractions

6.4.1. Phase One: Do distractions relate to the experience of procrastination?

The idea that distractibility is a trait was implied by some participants, but the majority thought of distractions as an external phenomenon. Their responses could be divided by timeframe. In the longer term, participants noted that major life events could have a distracting and enduring effect on

motivation to study, a fact borne out in the research literature (Abdelnoor & Hollins, 2004; Oosterhoff, Kaplow, & Layne, 2018).

In the intermediate timescale, STVs often appeared to guide behaviour, with social events and preferred hobbies chosen over more aversive academic tasks. Furthermore, when it came to the intermediate timeframe, mood repair was also implicated in procrastination (Sirois & Pychyl, 2013). Participants described going out to socialise – or watching *Netflix* – to avoid “thinking about [the procrastination task] at all”.

Some evidence of the desire for mood repair was also present in the short or immediate term. Nevertheless, while avoiding the task clearly played a role, the desirability of some distractions was also a factor. First, the distractibility of the environment was highlighted by several participants, and the importance of a quiet space like the library was emphasised. While some students found a studious atmosphere helpful, one participant was also inspired by the studious example of her boyfriend, suggesting a social learning component to avoiding procrastination (Bandura, 1986). Two participants also suggested that their environment itself was influenced by how their family values academic work.

The influence of smartphones was once again conspicuous. In 33% of interviews, smartphone use was compared to an addiction, and the accessibility and attractiveness of phones contributed to this. What made phones attractive were gaming, video streaming and social media applications. It has been suggested that phones are “addictive by design” (Dow Schüll & Zaloom, 2011; Harris, 2016; Williams, 2018) i.e. they use notifications and variable reward schedules to target human desires and insecurities, such as the fear of missing something important (FOMSI), the desire for social approval, and the importance of social reciprocation. They are also designed to be intuitive to use (Tsai & Ho, 2013). As such they are uncannily effective promoters of the user’s expectancy beliefs and STV judgements. So much so that some participants felt that their phone was a necessary part of studying – either for maintaining social contact, or for doing research related to studying.

6.4.2. Phase Two: Are these results generalisable?

While students agreed with all of the “distraction” items, they agreed most strongly with the idea that it is easy to get distracted “before they begin” a task (mean agreement=5.37). This judgement could simply be a function of the fact that the length of time before a task is longer than the duration of the task itself. However, I suspect that students are most prone to distractions at this point for the same reason that they find starting a task most difficult. My reasoning is as follows: before they begin a task, students’ cognitive appraisals of that task are most susceptible to affective judgements

because they have less authentic data to make this judgement (by authentic data I mean their affective, cognitive and metacognitive states while actually doing the task itself). As such they overestimate the time and effort it will take to complete the task. This increases their motivation to avoid the task/choose alternatives. Distractions, therefore, are especially attractive before they begin.

Evidence for how distracting phones can be is provided by two items: “they get distracted during the task” (mean agreement=5.22), and “the environment is distracting” (mean agreement=5.12). Evidence for the enduring impact of distracting life events was also found (mean agreement=5.04). Students agreed least with the idea that distractibility is a trait – but their level of agreement was still relatively high in comparison to other items (mean agreement=4.89). This suggests an implicit understanding that impulsiveness can be attributed to a trait-like variable (Steel, 2007).

6.4.3. Phase Two: The views of teachers and EPs

Students and teachers both agreed more strongly that distractions before and during the task play a greater role. A similar pattern was observed when the participants were asked to consider how distracting the environment is. It is difficult to determine why psychologists judged these items differently. In section 5.2.8 I outlined evidence that psychologists are less confident about their responses. Perhaps this is one area where they felt less qualified to speculate. Psychologists did, however, agree with students that distracting life events can be a factor, whereas teachers were less sure about this item.

Finally, one item where psychologists disagreed significantly with other groups was that a procrastinator is “the type of person who is distracted easily”. Psychologists were ambivalent about this item (mean agreement=3.53). This assessment could be a result of the caution discussed previously. Alternatively, it could be a function of psychologists’ values. In their practice, educational psychologists are often focused on bringing about change (Kelly, 2017), and therefore they may prefer to downplay more permanent, trait-like factors.

6.4.4. Phase One: Can focusing on distractions help reduce procrastination?

For the Phase One cohort, finding a way to make their smartphones less distracting was key. Steel (2011) has suggested that there are three main strategies to counteract distractions: “bondage, satiation and poison” (p. 195). *Bondage* involves placing temptations out of reach or far away, perhaps for an agreed upon duration. Phase One participants suggested this strategy. Some advocated turning the phone off, while others put their phone into a different room. One participant

even found an app called *Floral* which allowed her to lock her phone for a predetermined time duration. During this time, an animated plant would bloom and grow on screen. Unlocking the phone, meanwhile, caused the plant to die.

It seems, then, that the role of the smartphone can be complex. For example, some students used the music from their phone to add a much-needed dose of intrinsic value to the task. Others used their phone as a reward after a session of studying had been completed. Furthermore, the social cost of not getting to use their phone was too high a price for some students to pay. In these cases, *satiation* may be necessary. This means satisfying your need for the distraction before beginning a task. This way, the temptation is minimised. In my own experience, this is an impossibly delicate balance to strike, and more often than not, a zero-tolerance approach is easier to regulate. *Satiation* was not a strategy advocated by the Phase One cohort.

The *poison* strategy takes the *bondage* approach a step further by adding a minor punishment to disincentivise the distraction. Making yourself accountable to another person is one way to achieve this effect. One participant asked her mother to guard her phone, but this was the closest the Phase One cohort came to suggesting the *poison* method.

In terms of reducing distractions, Phase One participants also recommended retreating to a less distracting environment. While one participant found working in the library helpful because this made it easier for her to silence her phone, others found a quiet environment necessary to help them focus on the procrastination task. While there is an element of *bondage* to this strategy (Steel, 2011), it should also be remembered that studying is an “effortful” task (Feldon et al., 2018; Schwab, Hennighausen, Adler & Carolus (2018), which requires the use of working memory (Hofmann, Schmeichel & Baddeley, 2012). Working memory, meanwhile, requires top-down, executive control – which is itself susceptible to attentional capture from task-irrelevant information i.e. distractions (Gazzaley & Nobre, 2012; Sawaki et al., 2012). Behaviours which require this type of executive control can also result in ego depletion. Ego depletion, meanwhile, is a model of self-control which imagines that an individual possesses a finite number of “self-control resources” which can be used over a given time (Groß, 2021). Doing one task requiring self-control uses up these resources, and therefore makes exercising self-control on subsequent tasks more difficult. While there are debates about the exact processes underlying ego depletion, it is a reliable empirical phenomenon (Baumeister et al., 2007; Inzlicht, Schmeichel & Macrae, 2014).

It has also been argued that – like studying – self-regulation behaviours require executive control (Hofmann, Schmeichel & Baddeley, 2012). It is possible that academic procrastination tasks require

executive control in the form of studying and executive control in the form of self-regulation. Put another way, students who have to motivate themselves to study are subject to two forms of ego depletion at once. Given how easily procrastination tasks result in ego depletion, it may be essential for students at risk of procrastination to find a quiet place to study. This is because they will not be required to ignore as many environmental distractions and can instead focus their executive control on the learning task at hand.

6.4.5. Phase Two: Are these results generalisable?

Students agreed confidently that “removing yourself from a distracting environment” and “turning off/ silencing your phone” would be useful strategies. Unfortunately, the items on this questionnaire do not provide evidence for the precise strategies that should be used. The complexity of the role of the phone was reflected in students’ responses to the item “your phone is actually necessary” (mean agreement=4.05). These results suggest that blanket injunctions against phone use – especially at home – are unrealistic, and a broader conversation is necessary.

6.4.6. Phase Two: The views of teachers and EPs

This broader conversation may be especially valuable given that teachers and even psychologists do not feel as strongly that a phone is necessary for studying, while teachers (mean agreement=5.31) and psychologists (mean agreement=4.97) strongly believe that turning off your phone is an important part of avoiding procrastination. I have already reviewed evidence suggesting that older generations feel less beholden to their smartphones than younger generations (Anshari et al., 2016). It may be necessary to acknowledge this discrepancy when working to support young people so that they feel understood.

6.5. TMT: Time and deadlines

6.5.1. Phase One: Do time and deadlines relate to the experience of procrastination?

TMT has been lauded because it accounts for the interaction between deadlines and motivation (Lord et al., 2010; Steel, 2007, 2011), and research shows that students who procrastinate struggle to calibrate the amount of time necessary to complete tasks effectively (Aiken, 1983; Steel & Ferrari, 2013). It is possible that, the more “real time” there is between facing a procrastination task and the deadline for completing it, the higher the margin for error when it comes to calibrating how much time will be needed to complete the task.

It could be that this is because of “present-bias preference” (Gamst-Klaussen, Steel & Svartdal, 2019, p. 2), as well as the mood repair component contributing to it (Sirois & Pychyl, 2013).

Present-bias means that doing a nearby task is judged to be more unpleasant than the faraway, negative consequences of failing to do the same task. If the unpleasantness of a task is inversely proportional to the time until the deadline, then it stands to reason that distant deadlines are especially demotivating. The Phase One cohort shared this understanding:

Furthermore, participants used metaphorical language to describe the deadline “creeping up” on them. Metaphors for time are ubiquitous in English (Lakoff & Johnson, 1980; Pinker, 2007), especially those that compare time with space, or treat time as a finite resource. In fact, this study would be very difficult to write without discussing time in terms of “long” and “short” durations. Some participants, however, used the “resources” metaphor for time. For example, they explained that there was “not enough time left” to do the task the way they would have liked. However, anthropomorphising time as something that can “creep up” suggests that metaphors for time can be more complex and personal.

Some EPs have found the use of metaphor useful in their practice. For example, Greig & MacKay (2005) have used *The Homunculi* metaphor to help children and young people to problem solve, develop social skills, and regulate their thoughts, feelings and behaviours. Similarly, Buron & Curtis (2012) have successfully used metaphors within their *Incredible 5-point Scaling* technique to help children and young people label and regulate their emotions. It could be that students who procrastinate could benefit from a similar approach. For example, they might be told that distant deadlines are lying to them about how much time they have. Similarly, distractions such as their phones might be conceived of as loud-mouthed friends who need your help deciding when to be quiet.

6.5.2. Phase Two: Are these results generalisable?

Like the Phase One students, the students in the Phase Two cohort strongly agreed that procrastination occurs when “the deadline is far away” (mean agreement: 5.37).

6.5.3. Phase Two: The views of teachers and EPs

While teachers and psychologists did not agree as strongly with this item, there was no significant difference between each group. The relationship between distant deadlines and procrastination was observed unequivocally across all three groups. Indeed, this level of agreement may offer common ground in terms of members of each group collaborating to reduce the problem.

6.5.4. Phase One: Can focusing on time and deadlines help reduce procrastination?

Several time management strategies were recommended by participants, such as developing a timetable or establishing a good working routine. Arranging intermediate deadlines was also recommended. Breaking up the time studying into short, manageable bursts was also suggested, a technique sometimes referred as the *Pomodoro technique* (Dionne, 2016). Some participants, however, identified an issue with these strategies. They recognised that students who struggle with self-regulation are also likely to struggle with implementing practical strategies because implementing these strategies itself requires self-regulation. This may be why Zacks & Hen (2018) argued for teacher/instructor interventions which require teachers to break up course content into more manageable chunks (Perrin et al., 2011), or set more intermediate deadlines (Tuckman, 1998).

However, educators may be reluctant to provide this kind of learning support, especially as students get older. This is because students are expected to demonstrate increasing independence in their learning as they move up through the education system (Waldock et al., 2017; Walker, 2015). Furthermore, teachers may find it impractical to add more complex planning responsibilities given their workload (Burrow, Williams & Thomas, 2020). Nevertheless, it would seem that breaking work into manageable chunks and combining this with intermittent deadlines is a productive way to reduce procrastination. Furthermore, given that procrastination reliably results in poorer outcomes, and that teachers experience pressure to demonstrate “value added” through standardised tests (Robinson & Aronica, 2015), it may be worth carefully considering whether investing more resources planning for procrastination might help save on pressure and stress in the longer term.

6.5.5. Phase Two: Are these results generalisable?

Students agreed that planning in the face of a distant deadline (mean agreement=4.56) and organising a timetable might help reduce procrastination (mean agreement=4.45). However, they agreed more strongly that getting into a “good routine” would be a worthwhile approach (mean agreement=4.98). It could be that students have a tacit understanding that producing timetables etc. involves more “effortful” work. This means that, while these strategies would no doubt work, they may be difficult to implement for individuals struggling with self-regulation. “Routine”, on the other hand, suggests that the procrastination tasks are being done without the need for an effortful decision to be made about engaging in the task every time it is approached.

Research into maintaining a routine indicates that the initiation of an action can be transferred from “conscious intentional and memory processes to non-conscious processes” (Stawarz, Gardner, Cox & Blandford, 2020, p. 2). One way to achieve this is by using environmental cues which, with practice, elicit the target behaviour automatically (Neal, Wood, Labrecque & Lally, 2012). It could

be that environmental prompts of this kind could help sustain routine studying behaviour. Furthermore, mobile phone applications which provide notifications could be used for this purpose.

6.5.6. Phase Two: The views of teachers and EPs

Teachers and psychologists felt significantly more strongly than students that getting into a routine could be a useful strategy. Teachers were more optimistic than students about the use of timetables and plans, perhaps because they themselves would not be required to self-regulate under these circumstances, and therefore they focused more on whether the approach would work if it were implemented.

Another contrast between teachers and students was on the item “teachers set distant deadlines”, with students agreeing significantly more strongly that this can be a factor. This hints at a potential disagreement between each group about what the teacher’s responsibility is in terms of setting deadlines. Furthermore, students and teachers disagreed significantly on whether teachers had built up students’ confidence enough, and whether teachers can be relied upon for help. Interestingly, psychologists split the difference on all three of these items. Perhaps this suggests a mediating role in labelling these misunderstandings so that teachers and students can be brought together to collaborate on an approach going forward.

6.6. Beyond TMT: Denial, complacency and strategic procrastination

6.6.1. Phase One: Do denial and complacency relate to the experience of procrastination?

Denial

Self-worth may be an important component of our wellbeing (Brühl et al., 2014), and it is maintained in part by our self-evaluative emotional and cognitive processes (Brown, Dutton & Cook, 2001). For Wright (2012), denial relates to the thoughts and emotions a person deploys to protect their self-worth in the face of contrary evidence i.e. positive self-evaluations are so fundamental to human functioning that evidence to the contrary can – in some cases – be dismissed or avoided.

I have argued in this study that procrastination is an avoidance behaviour with cognitive and emotional components. One of the cognitive components is a contrast between low expectancy-beliefs about the self and a highly aversive evaluation of the procrastination task. As such, when an individual is asked to consider a procrastination task, it may force them to encounter low competence self-perceptions (negative self-appraisal). The task is also considered to be a threat

because it can provide evidence to confirm these low competence self-perceptions. It is unsurprising then, that some of the thoughts and behaviours exhibited by Phase One students could be characterised under the theme of “denial”.

In this study, denial may have exhibited both cognitive and emotional components. In terms of emotion, denial seemed to support Sirois & Pychyl’s (2013) “mood repair” model, where short-term feelings were prioritised over long-term consequences. Thoughts could then be recruited to support the avoidance behaviours. Sometimes participants reassured themselves about the timeframe. Other times they minimised the amount of effort the task would take. Alternatively, they would engage in “acceptable” alternatives such as chores or other academic tasks. What is interesting is that, although these thoughts are designed to justify avoidance behaviours, they also make the task less aversive. It is almost as though there were one version of a person reassuring another version of the same person that their behaviour is justified. This idea of a person “at war with themselves” is a feature of denial (Wright, 2012), as well as other seemingly self-destructive behaviours such as substance misuse (Pickard, 2011, 2014).

Strategic procrastination

Some participants justified their avoidance behaviour with the thought that they “work better closer to the deadline” i.e. they felt that procrastination can be a worthwhile strategy. I outlined during my discussion of “strategic” and “passive” procrastination in chapter 3 that Steel & Klingsieck (2016) did not consider strategic procrastination to be procrastination “proper”. The reason for this is their belief that procrastination is – by definition – the irrational choice “not to do a task despite expecting to be worse off” (p. 37).

Denial, however, complicates this issue by questioning the legitimacy of the strategic procrastinator’s claim. It could be that an individual believes they are making a rational decision, but they are instead perhaps deceiving themselves about how well procrastination helps them to achieve their goals. These individuals are not procrastinating in the sense understood by Steel & Klingsieck (2016). And yet, they are not “strategic” procrastinators as described by Chu & Choi (2005). This is because truly strategic procrastinators demonstrate the same “purposive use of time, control of time, self-efficacy belief, coping styles, and outcomes including academic performance” as non-procrastinators (Chu & Choi, 2005, p. 245). Procrastinators who are in denial about their performance can hardly be placed in the same category as those who are achieving maximal performance.

Instead, procrastinators who are in denial about the reasons for their performance might be considered a third category of people who procrastinate.

Complacency

As far as I can determine, complacency is not a construct which has garnered much peer-reviewed investigation within the psychology or education literature. It has, however, been described by Hurd (2017) as “a feeling of smug or uncritical satisfaction with oneself or one’s achievements”.

Interestingly, complacency has been studied more extensively in the fields of engineering and aviation, if only because complacent use of equipment can have disastrous real-world effects (Parasuraman & Manzey, 2010). Furthermore, there are useful parallels between complacency in aviation and complacency in education, at least as it emerged during Phase One of this study.

An EVT account of complacency

In the US, critical aviation incidents are logged by the National Aeronautics and Space Administration’s (NASA) Aviation Safety Reporting System (ASRS). The ASRS defines complacency as “self-satisfaction that may result in non-vigilance based on an unjustified assumption of satisfactory system state” (Billings et al., 1976, p. 23). Wiener (1981), meanwhile, has described complacency as “a psychological state characterized by a low index of suspicion” (p. 119). In this study, complacency resulted when high expectancy-beliefs were matched with high STVs. At first glance, this is counterintuitive, as EVT predicts that high expectancy and high STVs will result in high motivation to do a task.

However, I outlined in section 6.2.1 that an individual’s STVs can be placed in competition with one another i.e. a task may have a large amount of utility value but a low amount intrinsic value. Furthermore, the perceived cost of a task may also play role in how it is evaluated. In my view, complacency may occur when high expectancy-beliefs are combined with high utility value, but low attainment value and/or intrinsic value. Alternatively, complacency may result when high expectancy-beliefs are combined with moderate attainment/intrinsic value – but high cost.

For example, imagine a student who is given a task to do. In this case, they feel competent to do the task, and it will help them achieve their goals. Presumably they would therefore be motivated to do the task. However, if we imagine that the task is mildly aversive – especially when compared to alternatives, it may still move to second place on the student’s list of priorities. Given that most people can only do one thing at a time, the task would be put off, resulting in procrastination. Furthermore, the student is not concerned about this situation because they still fully expect to successfully complete the task to a high standard. Put another way, they have a “low index of suspicion”.

What makes the task mildly aversive is likely to change from task to task, and from field to field. The principle, however, is the same. A pilot, for example, may be required to monitor a number of automated systems on a regular basis. She feels perfectly competent to do this and understands that doing so has high utility value, both for herself and for the other passengers on board. However, regularly checking the equipment is dull (low intrinsic value), and rarely makes a difference (low utility value in the short-term). As such, the equipment is checked less often, and a system malfunction, anomalous condition, or outright failure is missed (Parasuraman, Molloy & Singh, 1993).

A student, meanwhile, could be given some Art coursework to do. If he is a gifted artist, he will expect to achieve a high mark (high expectancy). Moreover, he may also need a good grade in Art to pursue the subject at University (high utility value). He might even enjoy painting (high intrinsic value). However, beginning his coursework now will mean that he cannot play a video game online with his partner (social/emotional cost). He therefore chooses to play the videogame, all the while confident in his choice because there are so many convincing reasons why the Art coursework will be a success regardless.

What complacency and denial have in common in this formulation is a narrative that lulls the procrastinator into a false sense of security. It is this narrative that students – and those supporting them – might be wary of if procrastination is to be reduced.

6.6.2. Phase Two: Are these results generalisable?

Students who completed the Phase Two survey agreed that denial could be a factor which results in procrastination (mean agreement=4.23). They were less confident that strategic procrastination could result in procrastination (mean agreement=3.93). However, I think follow-up studies would be required to unpick the relationships between these factors.

The students in Phase Two did not agree that being very confident would result in procrastination (mean agreement=2.81). It could be that, given complacency requires overconfidence in combination with low intrinsic value or high cost, it was too subtle a concept to be captured in this survey. However, students disagreed even more strongly that enjoying a task would result in procrastination (mean agreement=1.97). For me this indicates that, at least for some participants, confidence is more likely to result in procrastination than straightforward enjoyment, which could be interpreted as indirect evidence for my model of complacency.

6.6.3. Phase Two: The views of teachers and EPs

Teachers and psychologists agreed with students on each of the complacency items i.e. there were no significant differences between each group's response. This was also the case when each group was asked about strategic procrastination. However, students agreed more strongly that denial may be a factor. I suspect that this may be because denial is a very personal, hidden process (Wright, 2012), which would make it difficult for a third party to observe and report on accurately. However, further investigation would be required to explore this hypothesis.

6.6.4. Can focusing on complacency and denial help reduce procrastination?

Students did not offer specific advice on how to tackle denial or complacency. In many cases, however, they did recognise these thought patterns as erroneous when they identified them. Indeed, evidence suggests that people can be reasoned into changing their minds and behaviours, provided this is done sensitively (Cialdini, 2007; Evans & Stanovich, 2013; Royce, Hayes & Schwartzstein, 2018). Indeed, this is a key tenet of the CBT approach (Weisz et al., 2017) which has proven successful in reducing procrastination in other studies.

7. Conclusion

7.1. A critical analysis of TMT

In this study I used template analysis (TA) to explore whether temporal motivation theory (TMT) helped to account for the lived experience of procrastination among post-16 students. As such, I compared students' account of procrastination with the findings of experimental psychology. However, contrasting these discourses revealed different aspects of the same construct. On the one hand, TMT theorists attempted to understand and explain procrastination, using psychometric instruments to generate theoretical constructs, and then determine their relationship to one another (Steel, 2011, 2007; Steel et al., 2018; Steel & Ferrari, 2013; Steel & Klingsieck, 2013; Steel & Svartdal, 2019). Participants, on the other hand, were more interested in describing the phenomenological aspects of procrastination.

It is perhaps unsurprising then, that the value of TMT as an explanatory framework was clearest when students' responses neatly matched the constructs making up TMT theory. A number of participants' responses were also linked to the constructs making up TMT, but the theory was less able to account for the specifics of their lived experience. For example, TMT does not explicitly outline the way that previous achievement-related experiences help to determine an individual's competence self-perceptions (Marsh et al., 2017), and yet this was an observation among some participants.

It could be argued, however, that by incorporating expectancy-value theory (EVT) as it is described by Eccles and colleagues (Eccles-Parsons et al., 1983; Eccles & Wigfield, 2002; Marsh et al., 2017; Rozenweig, Wigfield & Eccles, 2019), TMT does technically anticipate this specific finding – as well as a number of others which can be elucidated with a “deeper dive” into the research within the EVT field. In fact, it would appear that TMT incorporates such a vast array of additional theories that it becomes increasingly difficult to falsify.

This is a problem because a scientific theory which cannot be falsified is not really science at all (Blackmore & Troscianko, 2018; Popper, 1959), and this issue is exacerbated in the case of TMT, because – in addition to incorporating a vast array of detailed theories within the TMT model itself – Steel et al. (2018) have also used TMT as a lens through to which to assimilate “adjacent theories” which are not incorporated as part of TMT per se. Take willpower, for example, which is a resource which can be depleted for a number of reasons, such as when one becomes tired (Baumeister & Tierney, 2011). This can result in a decrease of self-control (Kuhl, 2000), which Steel et al. (2018; Steel, 2007) believe leads to increased impulsiveness and increased task aversion.

As such, although ego depletion is suggested as a potential cause of procrastination, Steel et al. (2018) insert TMT has a mediating factor, thereby ensuring that TMT accounts for this finding.

Within the Phase One results section, I highlighted a number of findings in amber which I felt expanded or extended TMT. However, in many cases these findings can be “assimilated” in a similar fashion. For example, I suggested that participants often evaluated alternatives to the procrastination task, and that EVT can be useful for determining whether these participants prioritised the procrastination tasks or the alternatives. Similarly, Steel et al. (2018) have explored research which suggests that the salience of alternative tasks and environmental cues determines whether these cues will be responded to over the procrastination task (McCrea et al., 2008). Again, in this case, Steel (2011) has argued that impulsive choices are exacerbated by more salient cues. In a similar vein, Steel et al. (2018) agree with other researchers (Schmidt et al., 2013) – and the participants in this study – when they argue that routines and automaticity are likely to reduce procrastination. However, this is because there are fewer “choice points”, meaning fewer opportunities for impulsive decisions to be made.

Steel and colleagues’ also recruit theories which might help explain more of the “amber” findings in this study. For example, temporal discounting theory suggests that procrastinators struggle to focus their efforts on temporally distant rewards and challenges (Gevers et al., 2009). This theory therefore helps to account for the finding that some participants “complacent”. Similarly, I observed that some participants reported high levels of motivation, but delayed anyway. This is reminiscent of the “intention-action gap”, which Steel et al. (2018) argue represents an individual’s willingness to make plans, only to reverse these plans before they undertake the procrastination task.

However, for me, both temporal discounting and the “intention-action” gap are largely descriptive theories, using technical language to describe existing behaviour, rather than offering a deeper explanation for this behaviour. Steel et al. (2018) introduce the concept of “individual differences” in an attempt to bridge this explanatory gap, where individuals can be located on a continuum from more susceptible to intention-action gaps and temporal discounting, to less susceptible.

This individual differences approach is also used to help explain the less rational aspects of procrastination. For example, it has been suggested that procrastination is a result of self-soothing behaviours, such as choosing more pleasurable short-term alternative tasks because the procrastination task involves emotionally challenging experiences, such as self-esteem threat (Ferrari, 1992; Sirios & Pychyl, 2016).

And yet, for Steel (2011), individual differences in sensitivity to delay determine whether an individual procrastinates. This is in spite of the fact that the emotional role of anxiety in procrastination emerged repeatedly during this study – as well as in Steel’s (2007) own research, which has shown that between 7% and 17 % of people highlight “fear of failure” and the associated emotions as the leading cause of procrastination in their lives. In support of the individual differences argument, Steel highlights research which indicates that, while procrastinators themselves report that anxiety leads to procrastination, it is actually an individual’s response to anxiety that matters (Steel, 2007) i.e. non-procrastinators – including perfectionists – are more motivated by anxiety, whereas procrastinators are not (McGarvey, 1996). For me, this line of argument best encapsulates the most significant drawback of TMT, as well as one of the main strengths of this study, which I outline in the next section.

7.2. Strengths and limitations

7.2.1. Strengths

Highlighting the participants’ voice

In this study, the discourse of experimental psychology was investigated by contrasting it with the views of the students who are more often the subjects of experimental psychology research. This study instead aimed to empower young people who procrastinate so that they might change their own behaviour. Implementing change effectively means collaborating with those best suited to effect that change, which in this case is the students themselves (Gameson & Rhydderch, 2016; Kelly, 2017; Monsen & Frederickson, 2008; Woolfson et al., 2003). It is vital, therefore, from an EP’s perspective, to acknowledge the primacy of anxiety when exploring students’ lived experiences, regardless of whether anxiety is the proximate cause of their procrastination according to those working in the experimental tradition. In the next section, therefore, I outline in more detail how this study helps to support EPs in practice.

Supporting EP practice

This study has echoed a consistent finding in the literature, that procrastination is a common phenomenon which results in negative outcomes for many students (Bolden & Fillauer, 2020; Steel & Ferrari, 2013). However, it has also shown that, when students identify that they have been procrastinating, they have valuable insights into why this might be, as well as practical ideas about this might be overcome. This study therefore promotes the wellbeing of CYP, and does so by empowering young people and highlighting their own voice. Promoting wellbeing and highlighting the young person’s voice are each concerns of a practicing EP (Egan, 1998; Gameson & Rhydderch, 2016; Kelly, 2017; Monsen & Frederickson, 2008; Woolfson et al., 2003; Wood, 2017).

However, to determine how this study can support EP practice in the UK, it is worthwhile revisiting the “distinctive contribution” of the EP (Boyle & Lauchlan, 2009; Cameron & Mosen, 2006), which has been described as assessment, intervention, consultation, training and research (Scottish Executive, 2002).

There is, in fact, evidence that motivation is a component of assessments and interventions carried out at the individual level. For example, motivation has been linked to assessments of CYP engaging in emotionally-based school avoidance (EBSA; Nuttall & Woods, 2013). In terms of interventions, meanwhile, motivation has been implicated in motivational interviewing (MI) techniques (McNamara, 2009; Snape & Atkinson, 2017), and in acceptance and commitment therapy (ACT; Gillard, Flaxman & Hooper, 2018). This study suggests that TMT might be used in these cases, or in other cases when motivation is identified by the professional or young person as a concern. A tool which allows for an audit of a young person’s motivation might therefore be useful, where an EP could support a young person to scale a task across a number of dimensions, and this could then be used to plan future interventions. These dimensions are included in Table 7.1. The dimensions have been changed to be more accessible to young people, and so that an acronym of the seven dimensions corresponds to the first seven letters of the alphabet. This might act as a mnemonic device for professionals and young people alike.

Table 7.1.

An audit tool to assess procrastination across seven dimensions

Dimension	Corresponding Construct	Description	Strategy/ Future intervention ideas
Affect	Emotion/Affect	Anxiety or another negative emotion is resulting in procrastination.	Any emotion-based intervention such as ACT, mindfulness, worry box etc.
Boredom	Intrinsic Value	The task is too boring/uninteresting.	Pomodoro technique, combined with intermittent rewards. Focus on elements of the task/subject you do enjoy. Look at other dimensions and make them more appealing (e.g. focus on task utility).

Challenge	Expectancy	The task is too hard to start/continue.	<p>Ask for help from teacher.</p> <p>Get help from another source e.g. YouTube or friend.</p> <p>Make a plan (share this with person you ask for help).</p> <p>Do some easier examples.</p> <p>Do the bits you can do then ask for help for those you cannot.</p> <p>Do a very sloppy version and refine it.</p>
Deadlines	Deadlines/ Time	The deadline is too far away.	<p>Pomodoro technique.</p> <p>Draw up a timetable.</p> <p>Do one chunk of work to get a better idea of how long it will really take.</p> <p>Organise your own deadlines – combine with rewards (or punishments) depending on what motivates you best.</p>
Environment	Impulsiveness	The environment is too distracting	<p>Put your phone away/ give it to someone else.</p> <p>Use an app which helps you apply the Pomodoro technique.</p> <p>Find a quiet place to study with good role-models e.g. a library.</p> <p>Change the environment to make it more studious e.g. play calming music, running water sounds etc.</p>
Future	Utility Value	The task does not fit your long-term goals.	<p>Make a note of your goals and what the task/subject will do for you. Look for overlap.</p> <p>Think – will the grade at least be useful?</p> <p>Ask others what they plan to do with the subject/ why they picked it?</p> <p>Ask the teacher what they or past students have found to be useful.</p> <p>Use it as a chance to develop skills in Word Processing, using Google Docs, PowerPoint, Twine coding etc.</p> <p>Make a note of your values and what the task/subject will do for you. Look for overlap.</p>
		The task does	<p>Think – are there other aspects of yourself that you can display by doing the task e.g. you're not a quitter, or you can encourage someone else who is struggling by</p>

Growth (as a person)	Attainment Value	not fit the type of person you are.	<p>getting the task done, or you can shown someone who believed in you they were right to do it – maybe you could shown someone who didn't believe in you they were wrong?</p> <p>Ask others why they do the subject/task. Does that resonate?</p> <p>Ask the teacher why they or past students love the subject.</p> <p>Use it as a chance to develop universal skills in writing, drawing, critical thinking, debate, Word Processing, Google Docs, PowerPoint, Twine coding etc. that are important to you.</p>
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A digital version of this advice might also be a useful contribution to EP practice. A very rudimentary interactive PowerPoint is outlined in Appendix S which attempts to fulfil this purpose, and a digital copy of it was sent to schools so that students might benefit from it. A more engaging and contemporary version of this design is being worked on at the time of writing. It is perhaps also worth noting that EPs require motivation to complete their jobs, and using the audit above on themselves as a way of reflecting on their practice may be an interesting way to determine the tool's validity, as well as making oneself more familiar with it.

In terms of the EP's role in training, the motivation of the trainees has been considered implicated in the effectiveness of training delivered by EPs (Baldwin et al., 2009; Burke & Hutchins, 2007; Chidley & Stringer, 2020), with research suggesting that trainees engage better if the training is perceived to have utility value. The audit tool might be useful for EPs developing training materials to think about whether these materials are as engaging and motivating as they could be. This might especially important given that many EP services have adopted a partially or fully "traded" model where "the existing service organisation is required to generate income from 'customers' (mainly schools) in order to meet some or all of its costs" (Lee & Woods, 2017, p. 112).

In addition, the training content delivered by EPs reflects a growing interest in motivation (MacConville & Rae, 2013; Savvides & Bond, 2021; Shotton & Burton, 2019; Sisk et al., 2018; Wagner, 2017). As such, the tools developed from this study might be combined with a broader, informative training package outlining what research suggests about procrastination, what young people feel about experiencing it, and which techniques might be best placed to overcome it. This is a project that I hope to begin working on with the support of my employer in the coming years.

Finally, EPs also have a role in psychological research, and the methods of this study may also prove useful for future research. In particular, the Phase One template analysis (TA) might help determine how motivation shifts and changes among smaller cohorts expected to undertake very specific academic tasks e.g. among trainee EPs who must write a doctoral level thesis while on placement in order to qualify. As such, I have begun to collect data about the experience of procrastination among this cohort, with the intention of analysing this data using templates which have emerged from this thesis. In addition, since the completion of this thesis, the results from Appendix G have been adapted into a paper which is currently undergoing peer review (Appendix T), and which might therefore demonstrate to a wider audience how procrastination can be explored in specific and novel contexts.

7.2.2. Limitations

It is necessary to outline a study's limitations because this places the study in context and invites the reader to consider its validity i.e. it allow the reader to ascribe “a credibility level to the conclusions” drawn (Ioannidis, 2007, p.324). Moreover, while it is important to account for threats to “internal, external, construct and statistical conclusion validity” at the planning stage (Aguinis & Edwards, 2014), research in the social sciences may be revised and changed due to real-world constraints (Shadish, Cook & Campbell, 2002). As such, limitations also need to be considered *post hoc*.

When it comes to acknowledging the limitations of published research, Aguinis & Edwards (2014) identify what they call an “agency problem” for researchers. The agency problem is that researchers wish to have their manuscripts published, and yet highlighting weaknesses in the study may decrease the likelihood of achieving this outcome (Brutus et al., 2013). I would argue that I face a similar problem. Like many professional doctoral theses (Torke et al., 2010), it is a requirement that the author defend this one through the *Viva Voce* process (University of Exeter, 2021). For me, then, outlining the weaknesses of my study does not have high utility value. It does, however, have high attainment value.

This is because I want my research to be useful in a real-world context. If it turns out that this study's limitations mean that it is of little practical value, I would no doubt mourn the loss of time and effort. However, I would at least take comfort in the fact that I do not have to impose my invalid or impractical conclusions on those I want to help. In this sense, then, an honest appraisal of the study's limitations is a methodological and ethical necessity.

Sampling methods

My goal during Phase One was to elicit the voices of people who procrastinate so that their experiences and views could be better understood. However, given the scale of this study and the associated time constraints, I used a convenience sampling method which may have introduced a selection bias into my research. I have also presented evidence that procrastination means struggling with self-regulation because they perceive certain tasks as low value and high cost. Speaking with me may have been just such a task, and therefore important voices were not heard.

One of my goals in Phase Two was to explore how generalisable the Phase One results were. However, criterion sampling undermined this goal. Again, I hoped to recruit individuals exhibiting low self-regulation, and yet my responses were restricted to individuals willing to complete a survey, which itself requires self-regulation. Interestingly, however, this issue became a running joke among professionals. Senior leaders would often joke that the survey itself was a good opportunity to procrastinate rather than doing “real” work linked to your job. Joking aside, it could be that people who procrastinate were actually *over-represented* in the populations of teachers and psychologists. It might have been worthwhile measuring all three groups’ procrastination scores to address this concern.

Recruitment across the three groups was also uneven in terms of raw numbers. It was much easier to get survey responses from students once an entire school agreed to take part, as students were less likely to ignore a request from the school leadership team. Furthermore, schools have a higher ratio of students to staff. Ideally, groups of the same size should have been compared (Field, 2017), however the differences in group size were accounted for in the choice of statistical tests.

Phase One data collection and switching from focus groups to one-to-one interviews

Another potential limitation of this research was the change in data collection methods during Phase One, as the Covid-19 pandemic resulted in the collection of two different forms of data: group interview transcripts and one-to-one interview transcripts. Focus groups were initially chosen because they might shed light on the ways that different participants’ shared assumptions and theories (Nyumba et al., 2017). This method, therefore, was felt to correspond most effectively with the social constructionist epistemological assumptions underpinning this Phase.

In practice, however, one-to-one interviews may have been a more appropriate method of data collection for Phase One because participants were afforded time and space to provide more intimate and detailed accounts of how procrastination impacted them. This was not the case during the first focus group session, as one participant’s views dominated the session, most probably

because the other three members' were reluctant to share their views. Indeed, Stewart, Shamdasani & Rook (2007) have raised a similar concern in relation to the use of focus groups, because the focus group method restricts the sample to those who are willing to spend as many as two hours having a directed group discussion. They believe that the qualities of compliance and deference are probably over-represented in these studies.

In addition, it is my view that one-to-one interviews provided an authentic reflection of the way in which Phase One participants' views of procrastination were constructed through their lived experience. As such, they conformed with the social constructionist epistemology shaping this phase of the study. In the end, switching to one-to-one interviews was a fortuitous outcome, and I might have preferred if all Phase One data collection was carried out this way.

Lastly, changing to a virtual platform may have changed the nature of the participants' responses. Participants using digital platforms have been found to offer less depth and elaboration in their responses (Irvine, Drew & Sainsbury, 2013), and it could be that I was not comparing like with like at the data analysis stage, which would undermine the construct validity of my analysis. I suspect, however, that using template analysis as opposed to content analysis or another "bottom up" approach reduced this effect. Lastly, Phase One was largely an interpretive exercise, making results difficult to generalise. Although I attempted to address this concern during Phase Two, I noted several times in my discussion that my Phase One results were too subtle to explore meaningfully using the survey data.

Phase Two data collection and a flaw in the survey

Another potential methodological limitation of this study is the use of a Likert-type scale to determine Phase Two participants' level of agreement with each item. The Likert scale was first developed by Rensis Likert (1932) to measure attitudes, and the typical Likert scale consists of between 5 and 7 points on an ordinal scale. These scales are frequently used in the social sciences to determine the extent to which respondents agree or disagree with a statement (Joshi et al., 2015). In an ordinal scale, responses can be rated or ranked, but the distance between each response is not measurable in the way that it is with interval data. As such, there has been debate in the literature about whether or not parametric tests can be used to analyse data collected using Likert-type scales (Carifio & Perla, 2008).

Despite these concerns, a number of researchers have argued that that an adequate sample size ($n > 10$), combined with normally distributed data, allow for the use of parametric tests even when Likert-type scales are employed (Jamieson, 2004; Norman, 2010; Sullivan & Artino, 2013). In

Chapter 4, I outlined how the data for this study met the assumptions of parametric data, and the data supporting this assertion is found in Appendix M.

Nevertheless, a typographical error in the survey introduced a potential limitation of this study. Each survey required Phase Two participants to report their level of agreement with each item using a 6-point Likert scale, because it was felt that removing the neutral point can encourage participants to make a choice (Johns, 2005), and because it can reduce social desirability bias (Garland, 1991). The intention, however, was to include a “not applicable” choice so that participants for whom the item did not apply could indicate this on the form (Leung, 2011). A typographical error on the form, however, meant that participants were presented with a “not sure” choice instead. This meant that the survey reverted to a standard 7-point Likert scale because participants were no longer required to make a choice. However, on the form, this option was presented to the right of the rest of scale. To resolve this potential confusion, these “not sure” responses were removed from the statistical analysis before normality tests were carried out. Parametric assumptions were met for each item and cohort, and each cohort continued to exceed thirty participants, as recommended by Field (2017).

Finally, during Phase Two analysis, a significant difference was found between teachers and psychologists in terms of how confident they felt in their responses, and the impact of this difference was hard to gauge. It might have been nice to measure respondents’ level of agreement and their confidence with each and every item. Similarly, it was difficult when exploring potential intervention strategies to determine whether a respondent was thinking about the validity of an approach (whether it would work) or the practicality of an approach (whether it would work given practical constraints). It is possible, then, that this study was too ambitious in its scope. However, its scope has also allowed for some future avenues of research and practice to be considered.

Phase Two data analysis and the generalisability of the findings

In Phase Two of this study, I intended to answer the following research question: “to what extent are the Phase One results generalisable to post-16 students?” A potential limitation of this study, therefore, is that the sampling methods and sample size do not allow for effective generalisations to be made. This is because, in much quantitative research, nomothetic generalisability is a measure of the external validity of a study, and therefore the extent to which a study is generalisable determines in large part the quality of the research (Kerlinger & Lee, 2000; Polit & Beck, 2021). However, the inferential statistics used in Phase Two of this study rely upon a number of assumptions to ensure nomothetic generalisability, one of which is the use of a random sample within the target population (Polit, 2010). Therefore, although the criterion sampling method I used ensured that all participants

were recruited from the target population, the convenience sampling method reduced the likelihood that a truly random sample of the target population was recruited.

However, the nomothetic model of generalisation is not the only model available, not least because sampling standards are rarely met in real world research with human participants (Shadish, Cook & Campbell, 2015; Sandelowski, 2014). Instead, nomothetic generalisation has been characterised as an aspirational goal to strive towards (Polit & Beck, 2021). Firestone (1993), therefore, has outlined two alternative perspectives on generalisability which ensure that research findings are *more* generalisable in practice, rather than simply generalisable in and of themselves.

When carrying out analytic generalisation, researchers try to identify and develop “conceptualisations” i.e. proto-theoretical models which exist at a higher level of abstraction, and which are more applicable to all of their participants than to a smaller subsection of them (Ayres et al., 2003). Findings are felt to be more generalisable when the researcher has found evidence for their conceptualisations among all of their participants (Firestone, 1993). Transferability, on the other hand, has been described as a “collaborative enterprise” (Polit & Beck, 2010, p. 1453). This is because a researcher and a reader work together, with the researcher providing a rich picture of the research findings and their application for the reader. The reader, meanwhile, is tasked with using the research findings in whichever context they believe it is most applicable (Misco, 2007).

Alongside these additional perspectives on generalisability, the mixed methods approach has itself been championed as a technique for achieving more generalisability (Tashakkori, Johnson & Teddlie, 2020), not least because “larger and more representative samples in the quantitative strand of mixed methods studies can promote confidence in generalisability in the classic sense” (Polit & Beck, 2010, p. 1457).

In this study, I used analytic generalisation techniques. For example, I used template analysis to ensure my results were considered at a higher level of abstraction. Furthermore, rather than relying upon proto-theoretical models which emerged from the data, I used an existing theoretical framework with considerable empirical support instead. In terms of transferability, I used the Phase One data to provide a “thick description” of participants responses and feelings, which can enhance transferability (Sandelowski, 2014). I also detailed practical implications of this research for three different cohorts. As such, I invited readers to consider how they might apply the research findings in their own contexts. Lastly, Phase Two of this research used a larger sample size to support the reader’s confidence in the Phase One findings, thereby striving for generalisability in the nomothetic sense as well.

Ethical considerations

Another potential limitation of the study was an ethical one. It has been suggested by BERA (2018) that discussing difficult subjects, like procrastination, can “induce psychological stress, anxiety or humiliation” (p. 14). Participants in this study were invited to think about their own procrastination experiences, and to self-report the extent to which they procrastinate. Some participants may therefore have been at risk of negative consequences associated with “labelling”. For example, they might have begun thinking of themselves as a “severe procrastinator”. After all, studies have shown that people who procrastinate can be viewed in a negative light (Ferrari, 1992; Ferrari & Patel, 2004; Ferrari & Pychyl, 2012). It is reasonable then, to consider the risk of harm that discussing procrastination might present to participants.

As part of my duty of care to my participants, I highlighted on the student recruitment leaflet the potential harm associated with participating (Appendix I). However, this was a single sentence which did not support participants if they found the process upsetting, other than recommending that they contact myself or my supervisor. I therefore developed an additional follow-up information sheet which discussed the potential harms in more detail, and signposted some of the services which might further support participants who experienced distress (Appendix R). In the future I will develop and share any similar resource earlier in the process.

Relying upon self-reports may also have presented additional drawbacks. For example, self-reports are susceptible to social desirability bias i.e. participants’ responses can be constructed to reflect their desire for social approval, rather than to reflect the most accurate information (Krumpal, 2013). Given the stigma associated with procrastination (Ferrari, 1992; Ferrari & Patel, 2004; Ferrari & Pychyl, 2012), this was a genuine risk. Similarly, self-reports are susceptible to self-deception enhancement (SDE; Paulhus, 1991). Although it is similar to social desirability bias, SDE is an unconscious process where participants demonstrate a more positive evaluation of themselves than external observers. In this study, for example, they might self-report that they procrastinate less frequently than they do in reality, and genuinely believe this to be the case.

While these forms of bias cannot entirely corrected for, I did try to account for them in three ways. First of all, participants were reminded throughout their involvement that their responses were private and confidential i.e. they would not be shared with teachers, parents or other individuals with whom the participants would not like them to be shared. Secondly, in both the information sheets and before the interviews, I emphasised the purpose of the interviews, which was to learn more about a genuine phenomenon so that we might help other students in the future. As such, I made it clear that the most honest responses would be the most useful. Therefore, even those susceptible to social desirability bias might try to give the most accurate account they could. In

order to counter SDE, I emphasised that my interest in procrastination came from my own difficulties with it. Thirdly, I hoped that the use of a case study elicitation technique provided participants with a hypothetical situation within which they could speak frankly about their views and experiences of procrastination without needing to discuss their own experience directly unless they elected to do so (Johnson & Weller, 2002).

7.3. New contributions to knowledge

7.3.1. Theory

I have separated the new contributions to knowledge generated by this study into theoretical and practical knowledge. I have also included future directions.

Procrastination tasks are not considered in isolation.

- TMT is a useful way to explain how students approach a procrastination task. However, students do not consider procrastination tasks in isolation, and EVT can be used to help us understand which tasks they prioritise.
- The high intrinsic value of alternatives is a major factor in students' avoidance behaviours.

Emotion and cognition interact to produce avoidance behaviours.

- Low expectancy-beliefs result in negative emotions, especially when accompanied by high evaluations of task cost.
- Furthermore, emotions can motivate cognition, with anxious feelings exaggerating the perceived cost of a procrastination task. This may be why starting a task is especially difficult, and why it is so easy to get distracted beforehand.
- Procrastination tasks require studying and self-regulation, both of which cause ego depletion. This makes procrastination tasks especially effortful and prone to disruption by environmental distractions.

Aspects of the TMT equation interact (along with emotion) to produce different patterns of avoidance.

- The utility value of a procrastination task is often set in opposition to the high intrinsic value of alternative tasks. These conflicts result in distress and anxiety.
- However, some students found ways to internalise utility value, making it more motivating.
- Self-limiting and "fear of failure" may occur when low expectancy-beliefs are combined with high attainment value for the task. This is because failure to succeed at the task is especially damaging to a student's self-esteem.

- In the case of procrastination, denial results when an individual searches for evidence to support their avoidance behaviours. This has a soothing effect emotionally, but the initial impulse was probably to protect the individual's self-esteem.
- “Strategic” procrastinators who are in denial about the reasons for their performance could be considered a third category of procrastinator.
- Complacency occurs when high expectancy-beliefs are combined with high utility value, but low attainment value and/or intrinsic value.

Future directions

This research could be taken in any number of future directions. It would be interesting, for example, to explore how effective the practical advice below is in practice. However, I have summarised some of the future directions for research below. I have formatted these next steps as potential research questions.

- Can linking a task to a personally meaningful goal or value decrease self-reported procrastination? Does encouraging students to consider other aspects of their sense of self before a task increase attainment value and motivation? Does reading about other students doing the same thing have an equivalent effect?
- What is the exact nature of the ranking of tasks based on competing STVs? What is the role of the internalisation continuum here, and what is the emotional cost for students making these judgements?
- Do procrastination tasks result in increased ego depletion? And if so, is this because self-regulation and studying are both subject to executive control? Can we quantify this?
- Can we run a series of interventions aimed at reducing mobile phone use, and report back which are more most effective?
- What proportion of people who procrastinate are “strategic” procrastinators in denial?
- What is the predictive power of the EVT model of complacency? When high task utility/attainment value is combined with high expectancy-beliefs, does this result in complacency provided intrinsic value and cost is low?

7.3.2. Practice

I have first summarised general advice that might be useful for any group interested in reducing procrastination. I then added further practical implications for teachers and EPs.

Overall implications

All three groups agreed that decreasing the negative emotions associated with a task might help reduce procrastination.

- The subjective, psychological experience of low expectancy beliefs makes following straightforward, practical advice problematic.
- Mindfulness, CBT and ACT approaches may be well-suited to tackling this phenomenon.

TMT is a useful framework to explore and potentially reduce procrastination

Expectancy

- Teachers and students made the association between effort and outcomes, suggesting “growth mindset” interventions have a role.

Attainment value

- Students might be encouraged to capitalise on other aspects of their sense of self, even when the task itself does not have high attainment value.

Intrinsic value

- Low intrinsic value leads to feelings of boredom. However, meaningless tasks (low utility) can contribute to this.
- Excessive challenge leads to frustration and then boredom.
- Insufficient challenge leads to boredom and then frustration.

Utility value

- Reflecting on goals and visualising how good success would feel might increase utility value. Ensuring the goals are personally meaningful might increase attainment value.
- Students implicitly understand that procrastination is a self-regulation issue – they should therefore be open to support if it is sensitively provided.

Distractions and smartphones

- The high intrinsic value of alternatives is part of what makes distractions so appealing.
- It is worth taking seriously the idea that this generation of students is particularly susceptible to procrastination given their exposure to mobile technology. Adopting practical strategies will itself require self-regulation, so students may need targeted support with this.
- Nevertheless, students are largely aware of the issue.

Cost and ego depletion

- Ego depletion is a useful model for thinking about self-regulation.
- If a task is considered “high cost” it will impact on a participant’s capacity to attempt further tasks.
- Given how easily procrastination tasks result in ego depletion, it may be essential for students at risk of procrastination to find a quiet place to study.

Teachers

- Teachers may overestimate students' ability or underestimate how overwhelmed they feel. It is also hard for some students to ask for help. A reliable and accurate form of communication may be useful here.
- Given that self-regulation is an issue, procrastination will likely be reduced if teachers take on some aspects of regulation by setting intermittent deadlines and splitting tasks up into manageable chunks.

Educational Psychologists

- There are differences of opinion about a variety of value judgements relating to procrastination. For example, students value alternatives more highly in terms of attainments, intrinsic and utility value. They also feel that tasks take more effort, and that their phones are more important. EPs may need to support these groups to acknowledge their competing narratives and find a collaborative way forward.
- There is, however, clear agreement between each group on the role of distant deadlines, for example. EPs could also highlight these points of commonality.
- EPs might be able to try creative and novel ways of reducing procrastination, such as using metaphor and anthropomorphising the problem to help students overcome it. Having used these approaches, EPs could share their experiences.

7.4. The spiral

Throughout this study I have tried to delineate and systematise constructs, giving them different weightings so that they can be compared and contrasted – all the while trying to account for different aspects of subjective experience, from cognition and emotion as it relates to the self, to environmental, sociological and political changes which buffet young people each day. I have even explored intriguing arguments that procrastination results when ancient human responses to life's problems clash with structures, systems and technologies that are at the leading-edge of human history.

And yet, reflecting on this research, I feel more than anything that participants were trying to tell me meaningful and deeply personal stories, and many of them were experiencing a, “never-ending cycle” of pain and confusion that they wanted a chance to escape. One participant made reference to the procrastination “spiral” which is so difficult to escape.

I found the spiral to be an especially apt metaphor because it confounded my attempts to systematise and organise procrastination, instead promoting the participants' lived experience. For me, it also evoked the imagery of a swirling storm. The participants in this study sometimes seemed blown about, from not feeling able to start, to short-term distractions which undermine their goals; and from inaccurate beliefs about how much effort a task will take, to poorer results and a sense of frustration and disappointment. The spiral encapsulates the sometimes inevitable, cyclical nature of procrastination, as well as the sense of slipping downward towards less and less positive outcomes.

And yet, the spiral may also have a positive aspect. One participant described how important "starting it" was because it means "you're on a roll then". Another mentioned how important those first "baby steps are" because they allow you to, "work your way up". For me there is a hopeful message here about the value of making a small start somewhere. While this is useful advice for those of us struggling with procrastination, I also found the sentiment inspiring when considering the practical applications of this research. While each procrastinator has a unique lived experience, this research offers several points of connection where theory might illuminate this lived experience, as well as offering a potential way forward. Furthermore, although there may be an overwhelming variety of approaches and techniques suggested by this study, I am hopeful that this might empower students and professionals to experiment with strategies, or tailor them to the precise "kind" of procrastination they face. For example, a lack of confidence combined with meaningless might result in frustration and boredom. Can we try to make the task more meaningful while breaking it into smaller, more achievable goals? Alternatively, an individual might demonstrate high confidence and utility value combined with low intrinsic value, which results in complacency. Can we sensitively challenge this confidence by asking for a precise timetable of what parts of the work will be completed when?

The collaborative, self-directed nature of this work makes it both adaptable and challenging. One way to approach it might be to produce a procrastination inventory and flow chart – or a digital application – which could be used to determine the type of procrastination taking place and then offer the most salient strategies for tackling it. However, in the absence of such a tool, it is hoped that EPs, teachers and students are inspired by the theoretical and practical components of this study to use their professional judgement: to think more carefully about procrastination, how it is experienced, and what we can do to reduce it.

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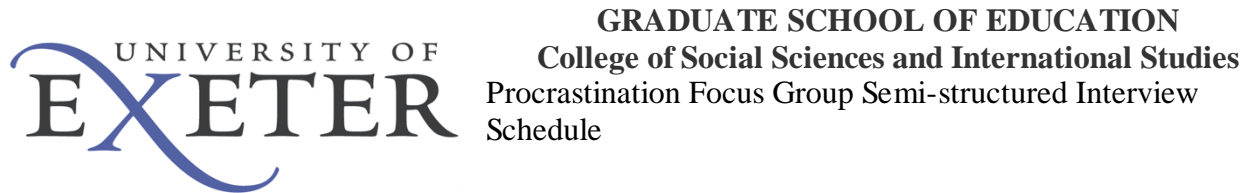
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Appendix A: Four short case studies adapted from Steel (2010) aimed to evoke one of the four constructs making up the TMT model: expectancy, value, impulsiveness and delay



Group: _____ Date: _____ Time: _____

Interviewer Name: _____

Those attending (initials):

Introduction

I am a researcher at the University of Exeter and I am interested in your experiences of procrastination in the run up to exams.

Please remember that your participation is voluntary. This means that you have the right to withdraw at any time.

All the information you give us will be kept anonymous and confidential. Your name is not written on this form so it cannot be traced back to you. The forms will only be accessible to me, the researcher. They will be stored on a password protected computer and kept in a locked room. Once the project is completed the responses will be deleted.

Nature of Procrastination (5-10 minutes)

Preamble:

What do we understand "procrastination" to mean?

Today I want to look at academic procrastination. What do you think this might mean?

Note down responses.

Academic procrastination is defined as "voluntary delay of studying despite expecting to be worse off for the delay."

Can we work together to put this in simpler terms?

Write agreed upon definition on whiteboard/ large sheet of paper for everyone to see.

We are aiming for something like the following, "academic procrastination is when we choose not to study for an exam, even though we know deep down this is not going to help with our performance/ grade." The voluntary nature of the delay is essential to capture the 'irrational' part of the definition (Steel, 2010, 2011; Steel et al., 2018).

Can anyone share an example of academic procrastination?

Note down responses.

What was that like? - IF NO RESPONSE, GO TO CASE STUDY 1.

Does this example sound familiar to all of you? What is the same and what is different about procrastination for you?

Provide students with copies of CASE STUDY 1 so that they can read along.

CASE STUDY 1 (adapted from Steel, 2011, p. 15) – EXPECTANCY (10 minutes)

Zoe goes to every politics lesson on her timetable. She is always present in class and she is always on time.

Every fortnight the class are given a test to see how they are getting on with their studies. Zoe's scores have not been too good...

To help them study, everyone in the class is given a textbook to work from. They are also expected to read one newspaper article a week.

Once again, the test is coming up, and Zoe has read the correct chapter. She has even read two newspaper articles just to be on the safe side!

Zoe has a great attitude before the test as well. "I can do it!" she tells herself. She sits down to the test determined to do herself proud.

Then, slowly but surely, as she searches her brain for each answer, a familiar feeling begins to creep over her...

"What's the point?" she wonders to herself. "I never do well in these tests anyway..." When the results come back, Zoe is proved right. She is disappointed by her score yet again!

Now, it's a week later, and Zoe hasn't even opened her textbook. She guesses she'll take a look at it closer to the day of the next test, but maybe she won't look at it at all...

Discussion points:

What do we think Zoe's problem is here?

Why is she procrastinating?

Have any of you experienced anything like this?

If we could give Zoe some advice, what would it be?

CASE STUDY 2 (adapted from Steel, 2011, p. 16) – VALUE (10 minutes)

Alan is once again staring at his computer screen. He is doing an English literature essay. So far the essay is two words long because all Alan has written is his name. Alan has been studying English literature as a Year 12 for a while now, and he does ok. Still, studying is proving increasingly difficult. If you asked him, Alan would tell you exactly why it's difficult. It's because it is boring!

Eventually, Alan opens a textbook to help him write his essay. He reads the introductory paragraph times before giving up.

"That was tough" he thinks. "I deserve a break."

Alan grabs his nearby phone and notices a series of WhatsApp group chats demanding attention.

On one of them, his friends are sharing increasingly funny memes about how bored they are.

Alan is good at things like this and decides to join in.

Before long, he is deep in conversation with several WhatsApp groups, and has watched a few videos they have recommended to him.

Suddenly, he notices the time. It is 11pm!

He rushes through the essay, completing it just before 2am.

The next day Alan is tired, and the essay he hands in is... not good.

Discussion points:

What do we think Alan's problem is here?

Why is he procrastinating?

Have any of you experienced anything like this?

If we could give Alan some advice, what would it be?

CASE STUDY 3 (adapted from Kosovich et al., 2014, p. 811) – COST (10 minutes)

Laura play bass guitar in a band, and she is good at it.

Her band haven't been signed... yet, but they have been getting some very positive reviews on local and music websites.

The thing is, Laura is 17 and still at school. Most of the subjects she takes are humanities subjects. Sometimes she feels like all she does is write essays.

Throughout school she has done quite well in her academic assignments, but more and more of her evenings are spent at band practice or playing at local music venues.

Recently, the band won a battle of the bands, and the prize was a free demo recording at a professional recording studio nearby.

Laura wants to spend the next few weekends working on the demo, after all she doesn't want to let her bandmates down, and the studio time must be used in the next 8 weeks.

However, there are history and sociology essay deadlines looming.

In the end Laura decides that she is going to put off writing the essays until after she has recorded the lines for the demo.

Discussion points:

What do we think Laura's problem is here?

Why is she procrastinating?

Have any of you experienced anything like this?

If we could give Laura some advice, what would it be?

CASE STUDY 4 (adapted from Steel et al., 2011, p. 16) – TIME (10 minutes)

Katie has bought a lot of new stationery for the new academic term, including a beautiful new planner with a moleskin cover.

At the end of September, much to her own surprise, she is still using it regularly. On the last Wednesday of September, her biology teacher tells the class about the first coursework deadline: it is January the 19th.

Katie has always been good at biology and she has a good feeling about this piece of coursework. The assignment is about flowers, which is genuinely passionate about.

For the first part of the coursework, Katie is asked to make a portfolio of photographs about local wildflowers. Katie likes to spend time outside and enjoys photography, so this should be enjoyable and easy, the perfect combination!
She makes a careful note of the deadline in her planner.

Still, Katie also realises there is plenty of time, so she does a few pieces of work for her other subjects. She then gets back to her other great love: online gaming.

Every now and then over the next few months she remembers that she needs to start the portfolio, but there is always something else interesting to do.

Suddenly, before she even realizes it, it is 9pm on the 18th of January! She goes to bed worried, but can't very well take photos of the plants in the dark.
Katie wakes up on the 19th in a panic and eventually hands in a hurried portfolio. It is made up of photographs of flowers she encountered on the way to school that morning. It is not a good piece of work...

Katie soon learns that she has to redo the assignment, and that she is behind in a class she really enjoys.

Discussion points:

What do we think Katie's problem is here?

Why is she procrastinating?

Have any of you experienced anything like this?

If we could give Katie some advice, what would it be? - IF NO RESPONSE, GO STRAIGHT TO PROMPT.

Thank our participants for taking part!

Appendix B: The stages of Template Analysis and how they were applied in this study

Stage	Description	This study
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<p>1 Familiarization with the data.</p>	<p>Before you begin any systematic analysis, it is always important to become as familiar as you can with your data. The better you know your data, the more able you will be to carry out a high-quality analysis. You should read through transcripts (or other items of textual data) several times before you begin any further work on the data. Where you have used audio-recordings of interviews (individual or group), or collected audio-diary accounts, you might find it helpful to listen to the recordings as well.</p>	<p>Each interview was carried out by myself, which meant I was familiar with the data before any analysis took place. I then transcribed each interview, which was an assiduous process that required considerable familiarisation. Lastly, I read through the interviews before doing any coding whatsoever. Finally, I began preliminary coding.</p>
<p>2 Preliminary coding.</p>	<p>At this stage you note anything in your data that might be relevant to answering your research question(s). As well as highlighting points of interest that strike you as you read the data, you may also look out for material that supports <i>a priori</i> themes; that is, themes tentatively defined in advance based on theoretical or pragmatic interests related to your study. Preliminary coding in Template Analysis is typically carried out on a subset of the data. To give a hypothetical example, you might code the first three of ten interviews at this stage.</p>	<p>I carried out this phase with the first three interview transcripts thanks to the natural pause that the Covid-19 pandemic offered me. As we will see, I was perhaps too subservient to the <i>a priori</i> themes. Nevertheless, I was very familiar with the data by this stage and was able to appreciate how broad I had let my theoretical themes become.</p>
<p>3 Clustering.</p>	<p>On the basis of the preliminary analysis, emerging and <i>a priori</i> themes are clustered into meaningful groups and ordered hierarchically, with broader themes encompassing one or more levels of more narrowly focused themes.</p>	<p>My <i>a priori</i> themes were too “all encompassing” – however, going through stages 1-4 twice; and then checking my analysis with peers, increased my confidence in my results considerably.</p>
<p>4 Producing an initial template.</p>	<p>The clusters of themes serve as the basis for producing an initial version of your coding template. You represent the template with a diagram showing the hierarchical organization of themes within each cluster, and sometimes including links across clusters.</p>	<p>The format for my diagrams and the way that I used quotes to support my analysis is demonstrated in chapters 5.1 and Appendix G, respectively.</p>
<p>5 Developing the template.</p>	<p>The initial template is then applied to further data items (transcripts, field notes, diary entries, and so on). The template is amended where weaknesses are found in how well it captures what is relevant and potentially important in the data, and applied and modified in an iterative fashion</p>	<p>This process was iterative and, to be honest, there came a point where I realised I was tinkering to no great effect – anguishing over whether a certain quote was appropriate to a given subtheme, or considering whether several subthemes could be subsumed into a larger theme.</p>
<p>6 Applying the final template.</p>	<p>Once no more significant changes are needed to ensure that all data of relevance can be covered, the full data set is coded to the final version of the template. The analyst then uses the template to help them develop their interpretation of the data.</p>	<p>In the end I tried to restrict my template – as it appears in chapter 5 – to three levels of complexity. If really necessary I allowed a fourth level. My final NVivo file actually contains many more levels of specificity but I decided that these might be of less and less value to readers.</p>

7 Writing up.	The final template is used to help you organize the way you present your analysis in your dissertation.	The diagrams in chapter 5.1 demonstrate how my analysis helped to structure my thinking. I hoped to demonstrate a clear thread from the quotes → themes/constructs → theory → practice.
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Appendix C: Adapted templates with matching quotes

Table 5.2A. Adapted Procrastination Definition Template

1. The nature of a procrastination task...	2.1.2.1. Not in the mood Interview 1 Reference 1 - 0.59% Coverage To put something off until later because you're busy or because you're not in the mood to do it.
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<p>1.1. What is procrastination</p>	<p>2.1.2.2. Tired or exhausted</p> <p>Interview 1</p> <p>Reference 1 - 0.71% Coverage</p> <p>Yeah, like if you're feeling too tired or mentally exhausted. Had a bad day maybe, so you don't want to do the work.</p>
<p>1.1.1. Obligatory</p> <p>Interview 2</p> <p>Reference 1 - 0.84% Coverage</p> <p>A: Well, like, it's being given something to do – from an academic subject – and putting it off until the last minute. And maybe getting worked up about it, yeah.</p> <p>Reference 2 - 0.26% Coverage</p> <p>If I am forced to do something, I just won't do it.</p> <p>Interview 3</p> <p>Reference 1 - 0.89% Coverage</p> <p>B: Ok so say I have to do an essay. I'm not going to do it, because I know in my head it's going to take a long time. So I get easily distracted and then... start putting it off and doing something else that's on.</p> <p>Reference 2 - 0.65% Coverage</p> <p>M: And what were you "supposed" to be doing? B: Just gotta read something. A little chapter. I thought, "oh that's quite easy to do – I'll do that later..."</p> <p>Interview 4</p> <p>Reference 1 - 3.11% Coverage</p> <p>A: Yeah, procrastination is, essentially, doing everything but the thing you need to do. You're creating activities for yourself to do instead of the main thing you need to do. S: I think it's an attempt to avoid doing what you need to do by doing other things. Convincing yourself that other things are important – when they are really not. And you know deep down that they are really not. But you would rather do those, so you pretend that you should be doing those instead *laughter*</p> <p>Interview 5</p> <p>Reference 1 - 0.80% Coverage</p> <p>C: Yeah, like when you have to do work and work is due but you put it off for as long as you can.</p> <p>Reference 2 - 1.96% Coverage</p> <p>C: For me that has to mean schoolwork, though I'm sure procrastination does happen in other jobs and stuff. But</p>	<p>2.1.2.3. Stress and distress</p> <p>Interview 2</p> <p>Reference 1 - 0.63% Coverage</p> <p>A: Procrastination is putting something off until the last minute, and getting yourself worked up, like, worked up over it</p> <p>Reference 2 - 0.84% Coverage</p> <p>A: Well, like, it's being given something to do – from an academic subject – and putting it off until the last minute. And maybe getting worked up about it, yeah.</p>

<p>academic procrastination sounds like it would be knowing you have to do work but you don't have the motivation to do it.</p> <p>Interview 6</p> <p>Reference 1 - 2.43% Coverage</p> <p>CC: For me procrastination is when you put something off, or when you distract yourself from something you are supposed to do. For me, personally, I would avoid schoolwork by watching films, or reading, or going for a walk. That would be my, sort of, way of putting work off.</p> <p>Interview 7</p> <p>Reference 1 - 1.06% Coverage</p> <p>CW: Doing other things to avoid doing something that you have to do.</p> <p>Reference 2 - 0.72% Coverage</p> <p>CW: Avoiding doing your work that you have to do.</p> <p>Interview 8</p> <p>Reference 1 - 0.67% Coverage</p> <p>CAR: When you have a task that you have to do, and you try to avoid doing it, so you put it to the bottom of your list. So you'll do anything before it.</p>	
<p>1.1.2. Requiring of effort</p> <p>Interview 10</p> <p>Reference 1 - 0.70% Coverage</p> <p>E: Mostly school work, but I guess exercise and stuff that takes a lot of effort.</p> <p>Interview 3</p> <p>Reference 1 - 0.89% Coverage</p> <p>B: Ok so say I have an essay to do. I'm not going to do it, because I know in my head it's going to take a long time.</p>	<p>2.2. ...to alternatives</p>
<p>1.1.3. Relating to an academic task</p> <p>Interview 2</p> <p>Reference 1 - 0.84% Coverage</p> <p>A: Well, like, it's being given something to do – from an academic subject – and putting it off until the last minute. And maybe getting worked up about it, yeah.</p> <p>Interview 5</p> <p>Reference 1 - 1.96% Coverage</p> <p>C: For me that has to mean school work, though I'm sure procrastination does happen in other jobs and stuff. But academic procrastination sounds like it would be knowing you have work due but you don't have the motivation to</p>	<p>2.2.1. Choosing or prioritising other tasks</p> <p>Interview 4</p> <p>Reference 1 - 1.13% Coverage</p> <p>A: Yeah, procrastination is, essentially, doing everything but the thing you need to do. You're creating activities for yourself to do instead of the main thing you need to do.</p> <p>Reference 2 - 1.96% Coverage</p> <p>S: I think it's attempt to avoid doing what you need to do by doing other things. Convincing yourself that other things are important – when they are really not. And you know deep down that they are really not. But you would rather do those, so you pretend that you should be doing those instead *laughter*</p>

<p>do it.</p> <p>Interview 6</p> <p>Reference 1 - 2.43% Coverage</p> <p>CC: For me procrastination is when you put something off, or when you distract yourself from something you are supposed to do. For me, personally, I would avoid schoolwork by watching films, or reading, or going for a walk.</p> <p>Interview 8</p> <p>Reference 1 - 0.71% Coverage</p> <p>CAR: It's mainly academic work. It's more academic like if when I need to read stuff and write it down.</p> <p>Interview 9</p> <p>Reference 1 - 0.48% Coverage</p> <p>S: In my own words, I would say it is avoiding studying at any cost. In any way possible.</p>	<p>Interview 6</p> <p>Reference 1 - 2.43% Coverage</p> <p>CC: For me procrastination is when you put something off, or when you distract yourself from something you are supposed to do. For me, personally, I would avoid schoolwork by watching films, or reading, or going for a walk. Description from here. That would be my, sort of, way of putting work off. When you know you need to do something but you do something else.</p> <p>Interview 8</p> <p>Reference 1 - 0.67% Coverage</p> <p>CAR: When you have a task that you have to do, and you try to avoid doing it, so you put it to the bottom of your list. So you'll do anything before it.</p> <p>Interview 9</p> <p>Reference 1 - 0.48% Coverage</p> <p>S: In my own words, I would say it is avoiding studying at any cost. In any way possible.</p>
<p>1.1.4. The procrastination task has utility value</p> <p>Interview 3</p> <p>Reference 1 - 0.65% Coverage</p> <p>So, let's say I sit down to revise and suddenly the phone comes out – that's procrastinating isn't it? It's getting... distracted isn't it? ...from your goal?</p> <p>Interview 4</p> <p>Reference 1 - 3.11% Coverage</p> <p>A: Yeah, procrastination is, essentially, doing everything but the thing you need to do. You're creating activities for yourself to do instead of the main thing you need to do.</p> <p>S: I think it's attempt to avoid doing what you need to do by doing other things. Convincing yourself that other things are important – when they are really not. And you know deep down that they are really not. But you would rather do those, so you pretend that you should be doing those instead *laughter*</p>	<p>2.2.2. Distracting yourself or creating distractions</p> <p>Interview 4</p> <p>Reference 1 - 1.13% Coverage</p> <p>A: Yeah, procrastination is, essentially, doing everything but the thing you need to do. You're creating activities for yourself to do instead of the main thing you need to do.</p> <p>Reference 2 - 1.96% Coverage</p> <p>S: I think it's an attempt to avoid doing what you need to do by doing other things. Convincing yourself that other things are important – when they are really not. And you know deep down that they are really not. But you would rather do those, so you pretend that you should be doing those instead *laughter*</p> <p>Interview 6</p> <p>Reference 1 - 2.43% Coverage</p> <p>CC: For me procrastination is when you put something off, or when you distract yourself from something you are supposed to do. For me, personally, I would avoid schoolwork by watching films, or reading, or going for a walk. Description from here. That would be my, sort of, way of putting work off. When you know you need to do something but you do something else.</p> <p>Interview 8</p> <p>Reference 1 - 0.67% Coverage</p> <p>CAR: When you have a task that you have to do, and you try to avoid doing it, so you put it to the bottom of your list. So you'll do anything before it.</p>

<p>1.1.5. It is common</p> <p>Interview 2</p> <p>Reference 1 - 1.38% Coverage</p> <p>C: I think procrastination must be human nature because we have such similar things happening to us. The thing with <i>SnapChat</i> is that, even if no one is talking to me when I've checked, I need to look, say it's after an hour, because it's "just in case, just in case."</p> <p>Interview 5</p> <p>Reference 1 - 1.15% Coverage</p> <p>B: Yep. During exams I've always experienced procrastination – I think everyone goes through it – where you couldn't be annoyed anymore.</p>	<p>2.2.3. Tempted to do other things</p> <p>Interview 3</p> <p>Reference 1 - 0.65% Coverage</p> <p>So, let's say I sit down to revise and suddenly the phone comes out – that's procrastinating isn't it? It's getting... distracted isn't it? ...from your goal?</p> <p>Reference 2 - 0.89% Coverage</p> <p>B: Ok so say I have an essay to do. I'm not going to do it, because I know in my head it's going to take a long time. So I get easily distracted and then... start putting it off and doing something else that's on.</p>
<p>1.2. What is not procrastination</p>	<p>2.3. Is because of your personality</p> <p>Interview 1</p> <p>Reference 1 - 0.18% Coverage</p> <p>I am very easily distracted.</p> <p>Interview 12</p> <p>Reference 1 - 1.68% Coverage</p> <p>Yeah yeah. To be honest I'm probably the biggest procrastinator you'll ever meet. I thought that's why I should get involved. I was actually thinking – if I had been getting my predicted grades for GCSE, I don't know what I would have done. From November to maybe, January, I was such a big procrastinator. I would have done no work, I was so lazy in school and then just last minute crammed before my tests.</p> <p>Reference 2 - 1.90% Coverage</p> <p>I don't know if it benefitted me or not. Sometimes I would say – because of the stress of it – I would say "right I'm not doing this next year" or whatever, or I'm going to make sure I'm organised. Then in the end, I'm just lazy again and put it off. Although, touch wood, I have never failed any important tests so I would say, like, if you're trying to save yourself the stress, try not to do it, but I'm still probably the worst procrastinator you've ever met.</p> <p>Interview 5</p> <p>Reference 1 - 1.15% Coverage</p> <p>B: Yep. During exams I've always experienced procrastination – I think everyone goes through it – where you couldn't be annoyed anymore.</p>
<p>1.2.1. Comparatively low utility value</p> <p>Interview 10</p>	<p>3. TMT - Procrastination comes at a cost</p>

<p>Reference 1 - 0.68% Coverage</p> <p>E: Not really... Obviously I would go out and stuff, but... it wasn't the main focus of my career and things.</p> <p>Interview 12</p> <p>Reference 1 - 1.43% Coverage</p> <p>S: No, because... listen I don't know if you're allowed to say this... yes, school is important, yeah, you do need it. But you can be more successful in other things. If that's what you're better at, if that's what you have a better chance at, then it's not really procrastinating. It's putting it off for a good reason. Know what I mean?</p> <p>Reference 2 - 0.94% Coverage</p> <p>It's not putting it off because your lazy or because you can't do it, it's because you have other areas that you are more successful at. Are you allowed to say that?</p>	
<p>2. The nature of your response...</p>	<p>3.1 Delay means it is too late</p> <p>Interview 6</p> <p>Reference 1 - 2.43% Coverage</p> <p>CC: For me procrastination is when you distract yourself from something you are supposed to do. You distract yourself and then it's too late.</p> <p>Interview 8</p> <p>Reference 1 - 0.67% Coverage</p> <p>CAR: When you have a task that you have to do, and you try to avoid doing it, so you put it to the bottom of your list. So you'll do anything before it.</p> <p>Interview 9</p> <p>Reference 1 - 0.48% Coverage</p> <p>S: In my own words, I would say it is avoiding studying at any cost. In any way possible.</p>
<p>2.1. ...to the task</p>	<p>3.2. Procrastination results in inferior outcomes</p> <p>Interview 5</p> <p>Reference 1 - 1.18% Coverage</p> <p>B: Yes. Because she was putting off her work to do other work – then she completely forgot. Then when it came to doing it, it was terrible.</p>
<p>2.1.1. You generally lack motivation</p> <p>Interview 5</p> <p>Reference 1 - 1.96% Coverage</p> <p>C: For me that has to mean schoolwork, though I'm sure procrastination does happen in other jobs and stuff. But</p>	<p>4. TMT - Procrastination relates to time</p>

<p>academic procrastination sounds like it would be knowing you have work due but you don't have the motivation to do it.</p>	
<p>2.1.2. You want to avoid the task</p> <p>Interview 1</p> <p>Reference 1 - 0.59% Coverage</p> <p>To put something off until later because you're busy or because you're not in the mood to do it.</p> <p>Interview 12</p> <p>Reference 1 - 0.41% Coverage</p> <p>S: Erm, I would it is avoiding a task or putting something off that you're not really wanting to do.</p> <p>Interview 2</p> <p>Reference 1 - 0.20% Coverage</p> <p>B: It's when you avoid doing something.</p> <p>Interview 3</p> <p>Reference 1 - 0.24% Coverage</p> <p>A: Procrastination, it's like avoiding the point isn't it?</p> <p>Interview 4</p> <p>Reference 1 - 3.11% Coverage</p> <p>A: Yeah, procrastination is, essentially, doing everything but the thing you need to do. You're creating activities for yourself to do instead of the main thing you need to do.</p> <p>S: I think it's attempt to avoid doing what you need to do by doing other things. Convincing yourself that other things are important – when they are really not. And you know deep down that they are really not. But you would rather do those, so you pretend that you should be doing those instead *laughter*</p> <p>Interview 7</p> <p>Reference 1 - 1.06% Coverage</p> <p>CW: Doing other things to avoid doing something that you have to do.</p> <p>Reference 2 - 0.76% Coverage</p> <p>CW: Avoiding doing your work that you have to do.</p> <p>Interview 8</p> <p>Reference 1 - 0.67% Coverage</p> <p>CAR: When you have a task that you have to do, and you try to avoid doing it, so you put it to the bottom of your list. So you'll do anything before it.</p>	<p>4.1. Delay</p> <p>Interview 5</p> <p>Reference 1 - 1.18% Coverage</p> <p>B: Yes. Because you're putting off your work to do other work – then when it came to doing it, it was terrible.</p>

<p>Interview 9 Reference 1 - 0.48% Coverage</p> <p>S: In my own words, I would say it is avoiding studying at any cost. In any way possible.</p>	
<p>2.1.2. Associated emotions and feelings</p>	<p>4.2. Deadlines Interview 1</p> <p>Reference 1 - 0.24% Coverage</p> <p>To delay something until it's too late.</p> <p>Interview 10</p> <p>Reference 1 - 1.17% Coverage</p> <p>E: Waiting until just before deadlines to do your work, like your essays. Wait until the week before to study exams and stuff like that.</p> <p>Interview 11</p> <p>Reference 1 - 1.42% Coverage</p> <p>KM: It's when someone puts off doing something. So like, if I have work due then I will put it off to the last minute.</p> <p>Interview 2</p> <p>Reference 1 - 0.63% Coverage</p> <p>A: Procrastination is putting something off until the last minute, and getting yourself worked up, like, worked up over it</p>

Table 5.4A. Adapted Descriptions Template

<p>1. Low motivation to do task</p>	<p>3. Puzzle - high motivation but still delay</p>
<p>1.1 TMT - Low expectancy</p>	<p>3.1. <i>Expectancy and Value Overlap (plus delay)</i></p> <p>Interview 12 [1.11% Coverage]</p> <p>Reference 1 - 1.11% Coverage</p> <p>It's probably – with overconfidence – you may spend more time on it. So you might use the fact that you enjoy studying for one subject to procrastinate for a subject you don't enjoy. You should be studying harder for that subject because you need to study harder for it.</p> <p>Interview 2 [3.71% Coverage]</p> <p>Reference 1 - 2.72% Coverage</p> <p>D: I think, maybe because she likes it, maybe because she has an interest in it, that she thinks she knows more. So she can sit back and think – this is easy to do, I know how to do it, I like the subject. I'm invested in it. I know that when I do that, I do that with my Art. I am more laid back, because I know that I am able to do it in a short period of time. But then, sometimes, it gets a bit too much. Or there is not enough time to do it. In that case I'm suddenly thinking, "oh</p>

	<p>wait! I need to do that!" I don't know...</p> <p>Reference 2 - 0.99% Coverage</p> <p>C: I think with a subject you enjoy, you put it off because you know you are good at it, you prioritise something else. You do something else. I think that's what's up with me in my subjects.</p>
<p>1.1.1. Because of beliefs relating to task Interview 10</p> <p>Reference 1 - 1.45% Coverage</p> <p>E: She's obviously struggling with what's going on. Instead of getting extra help, she's avoiding it all together. She's given up because she can't really do the tests.</p> <p>Reference 2 - 1.45% Coverage</p> <p>Then, again, he needs to speak to his teacher. But he needs to have the courage to do that as well, which is quite hard sometimes.</p> <p>Interview 12</p> <p>Reference 1 - 0.65% Coverage</p> <p>S: So rather than thinking, "I know this" and getting it all down, she's thinking, "I've failed this before" and she's doubting herself.</p> <p>Interview 4</p> <p>Reference 1 - 2.36% Coverage</p> <p>S: I'd rather not work really hard on something and not do well. That would feel much worse. Zoe is in danger of getting into that attitude.</p> <p>Interview 5</p> <p>Reference 1 - 1.36% Coverage</p> <p>C: Yeah I agree. She did try but didn't see any big differences or a good result so... she was putting it off because she didn't have the motivation to try again.</p> <p>Interview 6 [3.57% Coverage]</p> <p>Reference 1 - 3.57% Coverage</p> <p>CC: Yeah 100% - though it is a bit more complicated. Because she had a can do attitude and she's doing all the right things. She's punctual, she's committed and prepared and had everything done. She was attentive. Yet her mindset changed when she encountered something she struggled with. I know from personal experience that this happens. In Religion I was doing an essay, a timed essay in class. My head went blank. I felt like I wanted to just put the pen down. Though in the end I surprised myself, which is the opposite from Zoe.</p> <p>Interview 8 [5.33% Coverage]</p>	<p><i>3.2. High expectancy and delay</i></p> <p>Interview 1 [7.84% Coverage]</p> <p>Reference 1 - 1.41% Coverage</p> <p>I always go, "I can do it later because it won't take that long." Like, I've only got this, this and this to do. When I do an essay, I like to make a list. I like checklists. I've only got this to do - so I put it off until later.</p> <p>Reference 2 - 2.16% Coverage</p> <p>I planned it, used checklists, knew what I was doing. But I kept putting it off. I had a biology test to revise. Gotta do this, gotta do that. I don't struggle with sports psychology. I had all the information and when I start to write it just kind of rolls off the tongue. Then it got SO LATE. Like, five minutes before the deadline. I was SO STRESSED.</p> <p>Reference 3 - 1.09% Coverage</p> <p>C: Yeah, again I have a progressive test for biology coming up but I'm not studying. I know I'll be able to do it... but at the same time I know that I need to do it. I don't know...</p> <p>Reference 4 - 0.71% Coverage</p> <p>C: Maybe she's underestimating the test and revision. And towards the end she starts to get a bit, "I can't do it."</p> <p>Reference 5 - 1.47% Coverage</p> <p>I feel this way about revision in general. I think, "I'm not going to do well anyway so what is the point in revising?" I'll just do as well as I can. I did that through my GCSEs - I winged them. I'm thinking, maybe I can wing it a bit more.</p> <p>Reference 6 - 1.01% Coverage</p> <p>I always thought I was fine in maths. Then I got to the test and I wouldn't recognise the topic. I would try something, and it wouldn't work. I would be like, "agh!"</p> <p>Interview 12 [4.72% Coverage]</p> <p>Reference 1 - 2.10% Coverage</p> <p>S: Yeah, though to be fair, she sounds a bit overconfident. "I'm good at this and I enjoy it so I'll just leave it." You need to realise that, just because you're not good at it, you're not going to pass it if you don't try. She definitely procrastinated playing her video games and stuff. Because she wasn't worried about it. She's not going: "aww what am I going to do? I can't do this." Instead she's going: "yeah I</p>

<p>Reference 1 - 1.83% Coverage</p> <p>CAR: Yeah she hadn't been doing well. But she knew what she had to read and she did extra. So she obviously knew she wanted to do well. That is amazing. But then in that moment, where she's sitting down to it. Maybe the nerves started – and remember it's in a test setting too – She just wasn't going to do as well, because [looking at the evidence] she hasn't done well at all. But you can't go in with that attitude.</p> <p>Reference 2 - 1.51% Coverage</p> <p>CAR: Yeah because so many people are intellectual themselves, but when it comes to writing it down on paper, they get really anxious about it and don't perform as well. But, I feel like different people have different ways of learning, so maybe they have different ways of expressing themselves and performing too. That isn't really considered.</p> <p>Reference 3 - 1.99% Coverage</p> <p>CAR: She definitely needs to go to her teacher on a personal level, and let her know that she has been having anxiety thinking about this. She could make it clear that she is studying and knows what she would like to say, but that she needs to find a different way of getting the information out. She's going to all her classes, and it would be unfair if it was because of anxiety that she didn't do well. That she's going to lose out on that experience.</p> <p>Interview 9 [1.40% Coverage]</p> <p>Reference 1 - 1.40% Coverage</p> <p>S: Well she's experiencing negativity in herself. Not believing you can do something really takes over. That can be such an issue with exams. If you think, "I could never do this. I don't understand the topic so I'm not even going to try." That does happen.</p>	<p>can do it. It's ok, I'll put it off." And then it ended up not being her best piece of work.</p> <p>Reference 2 - 2.62% Coverage</p> <p>S: Yeah, I am fluent in Irish, so I was expected to get a Level 9. So then I didn't try. I focused on everything else. I was told I wouldn't even get a Level 8 because I hadn't studied enough. Then, I didn't know how to study for it because I never really had before. So I was starting from scratch. You feel like you're trying to figure that out. It can be hard to work out study techniques that apply to all different subjects. I had to plan it all and in the end that was the subject I was freaking out about it the most. I got a Level 8 but it's always been at the back of my mind that I am fluent and I should have got that Level 9.</p> <p>Interview 2 [8.15% Coverage]</p> <p>Reference 1 - 2.72% Coverage</p> <p>D: I think, maybe because she likes it, maybe because she has an interest in it, that she thinks she knows more. So she can sit back and think – this is easy to do, I know how to do it, I like the subject. I'm invested in it. I know that when I do that, I do that with my Art. I am more laid back, because I know that I am able to do it in a short period of time. But then, sometimes, it gets a bit too much. Or there is not enough time to do it. In that case I'm suddenly thinking, "oh wait! I need to do that!" I don't know...</p> <p>Reference 2 - 1.28% Coverage</p> <p>C: I've had that. I've had these random bursts of motivation. But then because I am motivated I think I can do it later. Then it clicks, and you just think, "oh, I don't want to do it anymore. I'll do it the next day." It's like a switch goes off.</p> <p>Reference 3 - 0.99% Coverage</p> <p>C: I think with a subject you enjoy, you put it off because you know you are good at it, you prioritise something else. You do something else. I think that's what's up with me in my subjects.</p> <p>Reference 4 - 3.16% Coverage</p> <p>C: I feel like you get into this never-ending cycle! Say you don't listen in class, so you think, "well I'll just put the work in later, I'll just get caught up later." Or maybe I won't do an assignment because the teacher will then realise I didn't understand, and they will help me. So then she gives me that help, and now I understand it. Now I'm thinking, "I get it now, so I can wait till later!" *laughter* But maybe I do start it, and I'm confident, but I can't work in silence, so I put Netflix on. I write two words, then I watch Netflix for ten minutes, and before I know it, it's eleven o'clock again!</p> <p>Interview 3 [1.36% Coverage]</p> <p>Reference 1 - 0.46% Coverage</p> <p>B: Just gotta read something. A little chapter. I thought, "oh that's quite easy to do – I'll do that later..."</p>
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Reference 2 - 0.90% Coverage

A: Well yeah, thinking about chess, I mean it's better for the eyes. If you can do that, and read the chapter, well why not do both? I know B is probably gonna go home and read it anyway so – why not [play chess]?

Interview 4 [8.99% Coverage]

Reference 1 - 2.95% Coverage

But there were also occasions when, if you were performing well, then you could take it easy. Say you need a C to pass, but you already had one overall before the last exam. You'd relax and chill a little bit. But the things you do instead might not be productive. So I might play video games, but I might do Art or ICT instead of Spanish. I didn't want to study Spanish. I'd try to improve my grades elsewhere because I wanted to take those subjects further.

Reference 2 - 2.46% Coverage

A: Erm, I think she wasn't realistic with her expectations. She had this idea that she was so comfortable she could start anytime. But she got wrapped up in everything else and rushed it. So she performed poorly. Three months is a long time, so I get why she did prioritise other things, but... she needs to split the time up better, between productive tasks and less productive tasks.

Reference 3 - 2.19% Coverage

S: To me, what I got, I've been there, I've had that, "this is way in the future." But I feel like my initial attitude carries through, so if I'm like: I love doing this, and I'm good at it, and it's way far away. I feel like I might have such a positive attitude towards it that it didn't stress me out enough, to like, do anything about it.

Reference 4 - 1.39% Coverage

S: Right. It sounds to me, as well, that assignments I do worst at are those where I have an ego about it. I am overconfident. I underestimated the amount of effort it takes. I think that's what happened to K as well.

Interview 5 [5.93% Coverage]

Reference 1 - 3.78% Coverage

C: I actually experienced it during my AS levels and GCSEs. During my ASs, I had two coursework subjects, and one academic one – Religion. I had constant deadlines for the coursework subjects, whereas Religion was an exam, so I was putting off the Religion quite a bit because there were no real consequences of not studying until the exams... And erm, when it came to studying I was putting off until the exam got really close and I had to do it.

References 2-3 - 2.15% Coverage

C: I think she has as well, because she knew the deadline was far away and she should have been setting times aside to

	<p>do the work but because it was so far away she put it to the back of her head and just didn't think about. She had other things to do.</p> <p>Interview 8 [2.64% Coverage]</p> <p>Reference 1 - 2.64% Coverage</p> <p>CAR: Yeah. Mainly, when I don't want to do something, I'll just... avoid it. Even with a recent essay. I wrote 500 words last Saturday. I was like, "today, I'm gonna go straight in and do some of this and be happy." I did 500 words, I was really proud of myself for doing that but then I left it for a few days. Instead of doing another 500 words each day. Then the day before I had to write another 1,500. And I know, every time I look at it, that I wish I had done it earlier. I wish I had looked at it at the start. But then, the next time I go to do something, I leave it until two days before again.</p> <p>Interview 9 [4.44% Coverage]</p> <p>Reference 1 - 1.23% Coverage</p> <p>It's a big panic, even though it works itself out in the end, but then you think it happened last year so it'll be ok, which is a bad attitude to have. It seems to work because everyone pulls their weight in the last two weeks</p> <p>Reference 2 - 1.77% Coverage</p> <p>S: I have found it hard to try when I am already sitting on a reasonably high grade. That's what we had in Religion. The grade is there so why would I study. So I didn't because I prioritised other exams taking place close by. You form an opinion like that. I think that was procrastination, but I did study for other things...</p> <p>Reference 3 - 1.45% Coverage</p> <p>Whereas I knew people saying, "all I need is 3 Cs to get on to this course" and those low expectations can bring your motivation down. That can change your attitude. Have high expectations and then you'll meet them. And if you don't, that's where reflection comes in</p>
<p>1.1.2. Because of beliefs about self (Identity)</p> <p>Interview 1 [6.09% Coverage]</p> <p>Reference 1 - 1.00% Coverage</p> <p>H: Yeah, maybe she underestimates herself. She thinks, I'm not good enough, even though on the day she has tried to be positive, but in reality she really isn't it.</p> <p>Reference 2 - 1.28% Coverage</p> <p>M: So the positive self-talk doesn't reflect how she really feels? That's really interesting. So faking it until you make it isn't working for her?</p> <p>C: Yeah there is too much fake and not enough make *laughter*</p> <p>Reference 3 - 0.48% Coverage</p>	<p>3.2.1. ...exacerbated by distant deadline</p> <p>Interview 1 [1.41% Coverage]</p> <p>Reference 1 - 1.41% Coverage</p> <p>I always go, "I can do it later because it won't take that long." Like, I've only got this, this and this to do. When I do an essay, I like to make a list. I like checklists. I've only got this to do – so I put it off until later.</p> <p>Interview 4 [2.19% Coverage]</p> <p>Reference 1 - 2.19% Coverage</p> <p>S: To me, what I got, I've been there, I've had that, "this is way in the future." But I feel like my initial attitude carries through, so if I'm like: I love doing this, and I'm good at it, and it's way far away. I feel like I might have such a positive</p>

<p>M: Why do you think she is putting studying off? H: She's lost all that belief</p> <p>Reference 4 - 0.85% Coverage</p> <p>C: She doesn't want to put in the effort of trying because she knows from experience that she's not going to get the grades that she wants.</p> <p>Reference 5 - 1.47% Coverage</p> <p>I feel this way about revision in general. I think, "I'm not going to do well anyway so what is the point in revising?" I'll just do as well as I can. I did that through my GCSEs – I winged them. I'm thinking, maybe I can wing it a bit more.</p> <p>Reference 6 - 1.00% Coverage</p> <p>always thought I was fine in maths. Then I got to the test and I wouldn't recognise the topic. I would try something, and it wouldn't work. I would be like, "agh!"</p> <p>Interview 10 [8.46% Coverage]</p> <p>Reference 1 - 1.45% Coverage</p> <p>E: She's obviously struggling with what's going on. Instead of getting extra help, she's avoiding it all together. She's given up because she can't really do the tests.</p> <p>Reference 2 - 1.56% Coverage</p> <p>E: Yeah, with my maths GCSE I just didn't do the work at all because I just knew I couldn't do it. So, it was too off-putting. I knew I was going to fail so I just, I messed about.</p> <p>Reference 3 - 5.45% Coverage</p> <p>Then, again, he needs to speak to his teacher. But he needs to have the courage to do that as well, which is quite hard sometimes.</p> <p>M: Why is that? E: Because you don't really wanna come off that you're struggling. You want come off like – even though it's not productive – you want to come across like you understand. You don't want them thinking you're stupid. M: It's about reputation? E: In a way. Even though everyone might be struggling in class, no one wants to be the one who... do you know what I mean...? M: I think so. Singled out or different? E: Right. M: It's hard to put yourself forward like that. E: Definitely.</p> <p>Interview 12 [6.52% Coverage]</p> <p>Reference 1 - 1.90% Coverage</p> <p>don't know if it benefitted me or not. Sometimes I would say – because of the stress of it – I would say "right I'm not doing this next year" or whatever, or I'm going to make sure I'm organised. Then in the end, I'm just lazy again and put it off.</p>	<p>attitude towards it that it didn't stress me out enough, to like, do anything about it.</p> <p>Interview 5 [2.15% Coverage]</p> <p>Reference 1 - 2.15% Coverage</p> <p>C: I think she has as well, because she knew the deadline was far away and she should have been setting times aside to do the work but because it was so far away she put it to the back of her head and just didn't think about. She had other things to do.</p>
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Although, touch wood, I have never failed any important tests so I would say, like, if you're trying to save yourself the stress, try not to do it, but I'm still probably the worst procrastinator you've ever met.

Reference 2 - 2.97% Coverage

S: Yeah 100%. I actually sound like Alan, that's actually me when it comes to English Lit. It's scary! I would say he's putting it off because he finds it challenging. He's not really challenging himself. I think he's going for the easier option. I think sometimes when the subject – you don't enjoy it, or it's hard – you're not going to care about it. You're going to focus on the other subjects that you have more interest in or that you are good at, or that you find easier. So when it comes to it, you kind of doubt yourself and feel like, "well you can't do it anyway." So I would say, because he finds it difficult, he is doubting himself, then he's going for the easier option, which is just sitting on his phone.

Reference 3 - 1.65% Coverage

S: No. I think it's actually a bit of freakin' out that's stopping her from doing well. She is telling herself that she can do it, but when it comes to actually doing it, she's letting it get the better of her. She's freaking out and telling herself that at the time. So rather than thinking, "I know this" and getting it all down, she's thinking, "I've failed this before" and she's doubting herself.

Interview 2 [4.79% Coverage]

Reference 1 - 0.19% Coverage

D: Not enough confidence in herself...?

Reference 2 - 0.91% Coverage

C: She was probably thinking the worst. So she procrastinated. She put it off and put it off. Then she didn't put enough effort in because she knew she wouldn't do well anyway.

Reference 3 - 1.00% Coverage

A: Yeah this sounds more like me. I mean I would normally do this. Sometimes I have random bursts of "I can do this!" But then I get a test and it comes back bad and then I just feel bad again.

Reference 4 - 2.69% Coverage

C: I think it's easy to say – you know – carry on, but when you're in that frame of mind it's hard. Maybe if you sit with your teacher and see what you're doing right and what you're doing wrong. I think that you'll build a relationship around it and learn how to enjoy it more. Obviously if you're really bad at something you are not going to want to do it anymore. But, at the end of the day, you've got to try and find your weak points and then try and make that better. But, also find the motivation to do it as well?

Interview 3 [1.94% Coverage]

Reference 1 - 1.80% Coverage

A: Before that though, this is about attitude isn't it. You can't have a bad attitude.

B: Exactly.

A: At my NCS* (National Citizen Service) this guy came in – he said, “my brand is fuelled by failure.”

So he came from Africa. He couldn't read or write, even though he was at a late age. Fuelled by failure. Yeah. You can't just give up like that. When people just give up, I say, “that's going to just drop you even lower.”

Reference 2 - 0.14% Coverage

A: She could use more self-belief.

Interview 4 [9.98% Coverage]

Reference 1 - 5.17% Coverage

S: Yes, at GCSE, I remember actively working out how much effort needed to go in to each subject. For me, French induced the most anxiety, because for the first three years of secondary school I simply refused to study it. I was forced into the French class at GCSE because not enough people wanted to study Irish. I got a Level 2 or 3 in my first French GSCE module. I would study science and Art instead of French. I was pushing for a Level 9 in Art. It made me feel good being a master of a subject, rather than struggling because it made me feel shit. I confided in my parents. They had to get me a French tutor just to get me a pass. It was so strange, putting effort into Art when I was going to fail another subject, but I just didn't want to feel bad about myself. I didn't want to think about it.

Reference 2 - 2.46% Coverage

S: I think this thing, “what's the point?” Is the key as well. She's got herself into a bit of a rut. This isn't the usual procrastination where you think that it's going to be ok. In this case she's convinced it's not going to be ok. She's damned if she does and damned if she doesn't. Why would she put the effort in if there is no point? It's kind of self-destructive. It's awful.

Reference 3 - 2.36% Coverage

S: Yeah, I think we tell ourselves stories too. So in Year 9 I told people I was really lazy, and I think that was because I was finding things really tough. I am either dumb or I'm lazy, and I would rather be lazy than dumb, so... I'd rather not work really hard on something and not do well. That would feel much worse. Zoe is in danger of getting into that attitude.

Interview 5 [7.45% Coverage]

Reference 1 - 2.48% Coverage

B: Business because it's more coursework. I'm more of an exam person so I put coursework off to the last minute.

M: Why would you say you're more of an exam person?

B: I started business late and I wasn't used to doing coursework so when it came to doing it I couldn't be bothered to do it.

Reference 2 - 1.63% Coverage

B: Yeah, just because if you don't do well in a class then you don't want to put any effort in for that class. So you're going to put off the work for that class. She has lost some motivation.

Reference 3 - 1.36% Coverage

C: Yeah I agree. She did try but didn't see any big differences or a good result so... she was putting it off because she didn't have the motivation to try again.

Reference 4 - 1.98% Coverage

B: Yeah well Business, I found the coursework very boring and I didn't really understand the topics. I'm not a business person, I'm more sciencey. Accounts, stuff like that, I didn't understand it and it was boring so I would it off.

Interview 6 [26.37% Coverage]

Reference 1 - 1.45% Coverage

CC: It's actually even earlier. I always hated languages, so I never worked at things I didn't like. My mum and everyone would say, "CC, work at those things you're not as strong in." But – I've always been like that.

Reference 2 - 3.31% Coverage

CC: I think it comes down to perspective, and it comes down to mindset. So, if you think you aren't good at something, it means you're not going to work at it, that means you're not going to improve at it. Erm, so, for years I would have said that I wasn't good at maths. Then I wouldn't be doing as well as other people, or as well in that subject in comparison to other subjects. I would have believed, maybe subconsciously, that I wasn't going to do well, so I would not have worked [as hard].

Reference 3 - 3.91% Coverage

For me, the ideas connect a bit, because... I mean, I was always more literature based. I was better at essays, things like that. I always worked at those things at which I was stronger. Maybe I neglected science and maths and technology, but part of me thought, "that's because I'm better at this." Even though my family might say, "CC you'll need this in the future or for the workplace." So I worked hard to get the grades I needed – particularly in maths. I don't know how they would disconnect – you know? It comes down to your perceptions of what you're strong at and not strong at.

Reference 4 - 1.88% Coverage

CC: Don't get me wrong, I got a lot of feedback from teachers, but it was more so me. At GCSE, I was very down on my own ability. But I did need to be pushed harder to achieve my capability. And I surprised myself. But in the end I still think it comes down to your own perspective.

Reference 5 - 2.01% Coverage

So, at AS I had a very hard year. Especially at the start. From September to December I did nothing. I was very last minute.

My teachers knew this wasn't me. I was always a worker. But I had a tough year. Then in January I started to work. I started a quote board in the study. *request clarification*

Reference 6 - 2.32% Coverage

CC: Yeah, 100%. Failing at one thing left me crying to a teacher and asking for help. Yet, the thought of going back and doing more work in that subject makes me feel sick. Because of that setback. I failed that essay, that means I'm going to fail that module. I'm not gonna graduate. That's where my head goes. It comes to feedback, more or less.

Reference 7 - 3.57% Coverage

CC: Yeah 100% - though it is a bit more complicated. Because she had a can do attitude and she's doing all the right things. She's punctual, she's committed and prepared and had everything done. She was attentive. Yet her mindset changed when she encountered something she struggled with. I know from personal experience that this happens. In Religion I was doing an essay, a timed essay in class. My head went blank. I felt like I wanted to just put the pen down. Though in the end I surprised myself, which is the opposite from Zoe.

Reference 8 - 6.16% Coverage

That feedback that she got, anyone would have self-doubt and not want to work. "Maybe I'm not as good as I thought." I had a Y10 teacher who didn't believe in me. Thinking about is bringing back memories of lots of things that out me off. I had a history teacher tell me I wasn't good enough. That I didn't give her much confidence that I would pass because I couldn't answer a question verbally even though the answer was in my head. The whole time, even though I knew the syllabus, I was thinking about that. Even during AS levels her voice was in my head.

When I told her what I needed to get into uni, she told me "I can't really see you getting those grades but maybe you can get to Ulster." That for me has stuck with me and it has made me work harder but I also have that self-doubt. That kind of negative feedback can be turned into a positive, but in Z's case – that disappointment is going to make you not work.

Reference 9 - 1.77% Coverage

I know what this is like, you are physically and mentally exhausted. You felt like you're right back you've started. To feel like you're making progress and to be back at stage 1. That was my experience. Even when I was tutored I wondered, "why isn't this working?"

Interview 8 [2.97% Coverage]

Reference 1 - 1.47% Coverage

CAR: She was given what she needed to do, and she went and did more because she wanted to do well. She still just had that voice in the back of her head, where she thought she wouldn't do well and she was defeating herself. For that reason she didn't put the effort in. That's coming from her and no one else – so she doesn't even try.

Reference 2 - 1.51% Coverage

<p>CAR: Yeah because so many people are intellectual themselves, but when it comes to writing it down on paper, they get really anxious about it and don't perform as well. But, I feel like different people have different ways of learning, so maybe they have different ways of expressing themselves and performing too. That isn't really considered.</p> <p>Interview 9 [3.68% Coverage]</p> <p>Reference 1 - 2.28% Coverage</p> <p>And it's really frustrating because I always found that I am the type of person who, I'm not one of these people who doesn't study but does so well, those people who hear something once and just know it. I have to learn by writing something out five times before I know it. That's how I learn, writing something out and reading it, then repeating that, it's just frustrating to know I have to do that to learn something.</p> <p>Reference 2 - 1.40% Coverage</p> <p>S: Well she's experiencing negativity in herself. Not believing you can do something really takes over. That can be such an issue with exams. If you think, "I could never do this. I don't understand the topic so I'm not even going to try." That does happen.</p>	
<p>1.1.3. Because there is too much to do Interview 10 [8.09% Coverage]</p> <p>Reference 1 - 1.42% Coverage</p> <p>E: Yeah definitely. She has good intentions but she's been snowballed by other work. By the time she gets the free time to actually do her work, it's just too late.</p> <p>Reference 2 - 6.67% Coverage</p> <p>E: Yeah, and you have other work to do so you put it off. By the time you remember, you haven't got the time to do it properly, so you end up really stressed. Especially in Art. Because there was a lot to do, I would put my R.E. essays off and stuff. And then, by the time I got round to doing them, they weren't as good as I wanted them to be.</p> <p>M: Do you feel like... in those cases, there was definitely a better essay in you, or do you feel like, in some ways, if you leave it late enough, you can kind of protect yourself from finding that out?</p> <p>E: Yeah I definitely feel like I could have done better in a lot of subjects and exams. I could have done more research or taken more time. But having so many subjects and trying to balance everything, sometimes essays suffer</p> <p>Interview 12 [2.86% Coverage]</p> <p>Reference 1 - 2.86% Coverage</p> <p>To be fair though, now that I think about it, I spent a lot of time on English Lit because I was finding it hard and wasn't enjoying it. When I dropped it, I found that I started doing better in all my other subjects. Even though I was trying to have a balance and trying to do it all, once you have a better focus, I was doing better because I enjoyed the subjects more. I</p>	<p>3.2.2. ...exacerbated by learned experience</p> <p>Interview 1 [1.47% Coverage]</p> <p>Reference 1 - 1.47% Coverage</p> <p>I feel this way about revision in general. I think, "I'm not going to do well anyway so what is the point in revising?" I'll just do as well as I can. I did that through my GCSEs – I winged them. I'm thinking, maybe I can wing it a bit more.</p> <p>Interview 9 [1.23% Coverage]</p> <p>Reference 1 - 1.23% Coverage</p> <p>It's a big panic, even though it works itself out in the end, but then you think it happened last year so it'll be ok, which is a bad attitude to have. It seems to work because everyone pulls their weight in the last two weeks</p>

<p>didn't have to – try as hard at them so I could even out my effort across them and do better.</p> <p>M: I guess you've only got so many resources, in terms of time and effort, so if you put all them on one thing...</p> <p>S: Yeah you might focus on just one essay then tire yourself out and then you can't be annoyed with anything else.</p> <p>Interview 3 [1.20% Coverage]</p> <p>Reference 1 - 1.20% Coverage</p> <p>But I also think school is intense now. I'm not saying it wasn't intense but now it is intense. You got teachers on your back. Parents on your back. Expectations. Expectations are definitely big. But it's what you prioritise? Do you prioritise other people's expectations or your own?</p> <p>Interview 4 [2.71% Coverage]</p> <p>Reference 1 - 2.46% Coverage</p> <p>A: Erm, I think she wasn't realistic with her expectations. She had this idea that she was so comfortable she could start anytime. But she got wrapped up in everything else and rushed it. So she performed poorly. Three months is a long time, so I get why she did prioritise other things, but... she needs to split the time up better, between productive tasks and less productive tasks.</p> <p>Reference 2 - 0.25% Coverage</p> <p>A: Maybe her expectations are too high...</p>	
	<p><i>3.3. High utility value and delay</i></p> <p>Interview 3 [1.18% Coverage]</p> <p>Reference 1 - 0.66% Coverage</p> <p>A: Man procrastinating is annoying for me though, right? I mean I've got goals. But these things just pop up and my mind turns to procrastinating, you know?</p> <p>Reference 2 - 0.52% Coverage</p> <p>B: I got goals too but I'm not going to do it sometimes and I just – I do my own thing. I like doing things on the deadline.</p> <p>Interview 4 [2.37% Coverage]</p> <p>Reference 1 - 2.37% Coverage</p> <p>S: Yeah I agree with that, but there's also a level of denial about my case. So if I didn't see French, if I didn't have to look at the questions, then I didn't need to worry about it. Another thing, in Economics I already had a fantastic grade due to my coursework, while my Art, I still needed to push that grade up. So why wouldn't I do that? Is that procrastination?</p> <p>Interview 8 [2.64% Coverage]</p> <p>Reference 1 - 2.64% Coverage</p>

	<p>CAR: Yeah. Mainly, when I don't want to do something, I'll just... avoid it. Even with a recent essay. I wrote 500 words last Saturday. I was like, "today, I'm gonna go straight in and do some of this and be happy." I did 500 words, I was really proud of myself for doing that but then I left it for a few days. Instead of doing another 500 words each day. Then the day before I had to write another 1,500. And I know, every time I look at it, that I wish I had done it earlier. I wish I had looked at it at the start. But then, the next time I go to do something, I leave it until two days before again.</p> <p>Interview 9 [2.20% Coverage]</p> <p>Reference 1 - 2.20% Coverage</p> <p>It's funny, because you know what you have to do, to get where you want to be. I knew I needed 3As but you're thinking, "I cannot be bothered to study. It's sunny outside!" I don't think there is a better reason for that than laziness. When I say I procrastinated I didn't leave it until the night before but I did leave it late and I don't think there is any excuse. It's just laziness and I am very lazy</p>
	4. The role of time and deadlines
1.2 TMT - Subjective Task Value	<p>4.1. ...as indicator of task unpleasantness</p> <p>Interview 1 [0.76% Coverage]</p> <p>Reference 1 - 0.76% Coverage</p> <p>I feel like I put it off because it's difficult – like it will take up too much time. I would rather do other things instead.</p> <p>Interview 3 [0.98% Coverage]</p> <p>Reference 1 - 0.98% Coverage</p> <p>So yeah, you need to look out for number one before you support everyone else. I work hard but in the end it takes up a lot of my time and my time management isn't the best. But I'm sixteen and I've got a lot on my plate, you know?</p>
<p>1.2.1. Low intrinsic value and boredom Interview 1 [1.42% Coverage]</p> <p>Reference 1 - 1.25% Coverage</p> <p>C: Yeah but I also don't like the topic. We do the first five in year 1. We do biological molecules first. It is chemistry based and I didn't get along with chemistry at all. Yeah, I don't like the topic.</p> <p>Reference 2 - 0.17% Coverage</p> <p>He doesn't like the subject.</p> <p>Interview 10 [13.54% Coverage]</p> <p>Reference 1 - 1.02% Coverage</p> <p>E: It's probably knowing that it's going to take a lot of time and effort. You're not really wanting to do it as well.</p> <p>Reference 2 - 2.30% Coverage</p>	4.2. Deadlines

It seems to be coming up a lot, that phones and games consoles are so hard to take your eyes away from.

E: Exactly. Especially when it's more entertaining than what you're supposed to be doing. It's sitting right beside you, so it's so easy to get sucked into it.

Reference 3 - 2.73% Coverage

M: Out of interest, what do you think is so interesting about our phones? Why is it such an attractive option?

E: It's not that it's so entertaining, it's that it's more entertaining than your work! *laughter* There are funny things on it. You can talk to your friends. It's better than writing an essay, to be fair.

Reference 4 - 2.47% Coverage

E: No I sympathise. Often you have an idea of what a subject is gonna be like, but then you get into it, and you realise that it's really hard. Or, he might like an element of English Literature but the one that he has to write an essay on he doesn't like. That's happened to me before.

Reference 5 - 3.91% Coverage

M: Was there ever a time when going out with your mates seemed important, or more important than work.

E: I think, a lot of the times when I go out, it's important, because – especially as a girl – I think girls have to feel like they're keeping up with each other. If you're going to stay and do an essay instead, you're missing out. You also feel like you can't say no sometimes, if they're asking you to go out. Especially if it's more entertaining.

Reference 6 - 1.12% Coverage

E: Yeah it definitely is. Especially when you have an essay due and your friend asks do you wanna go to the beach. You want to go!

Interview 11 [7.49% Coverage]

Reference 1 - 3.85% Coverage

KM: Well he has no motivation and he has too many distractions, I mean his phone is an issue. If it's boring then make it more interesting. He must have picked his A levels, and he's got to make it interesting himself. Do things at home with the information, like make mind-maps or whatever, to make it more interesting.

Reference 2 - 3.64% Coverage

KM: Yeah. Home Economics at GCSE. I thought it was interesting when I was picking my GCSEs. Then the course was boring and I didn't get on with my teacher, which made it harder. But I had to just get on with it. I was lucky because my cousin actually is a HE teacher and she was able to help me as well.

Interview 12 [4.14% Coverage]

Reference 1 - 2.97% Coverage

S: Yeah 100%. I actually sound like Alan, that's actually me when it comes to English Lit. It's scary! I would say he's putting it off because he finds it challenging. He's not really challenging himself. I think he's going for the easier option. I think sometimes when the subject – you don't enjoy it, or it's hard – you're not going to care about it. You're going to focus on the other subjects that you have more interest in or that you are good at, or that you find easier. So when it comes to it, you kind of doubt yourself and feel like, "well you can't do it anyway." So I would say, because he finds it difficult, he is doubting himself, then he's going for the easier option, which is just sitting on his phone.

Reference 2 - 1.17% Coverage

S: Yeah. So actually difficult can be fun for some people. They like challenging themselves, and trying to work it out. If something is difficult like it's boring then it's not interesting to you and it's just – you're forced to do it, which makes it more like – "I don't wanna do it."

Interview 2 [4.90% Coverage]

Reference 1 - 1.73% Coverage

A: Yeah, the essay is boring...

M: Does that resonate with you?

A: I have an essay to do for sociology. It's for tomorrow but the title is very vague. There is so much mixed in together and it's really boring going through the textbook trying to find things. So I'll just put it off. If I am forced to do something, I just won't do it.

Reference 2 - 3.16% Coverage

C: I feel like you get into this never-ending cycle! Say you don't listen in class, so you think, "well I'll just put the work in later, I'll just get caught up later." Or maybe I won't do an assignment because the teacher will then realise I didn't understand, and they will help me. So then she gives me that help, and now I understand it. Now I'm thinking, "I get it now, so I can wait till later!" *laughter* But maybe I do start it, and I'm confident, but I can't work in silence, so I put Netflix on. I write two words, then I watch Netflix for ten minutes, and before I know it, it's eleven o'clock again!

Interview 4 [8.18% Coverage]

Reference 1 - 3.82% Coverage

A: Yes. So, it's less of a problem as I get older and get to choose my subjects. But in school, when I had to study subjects that I wasn't necessarily as interested in, I would definitely say – play video games or watch TV rather than study for exams and tests. It's also... I would create tasks for myself that weren't... common (by which he means usual or normal) in any way. Like, "oh I need to study but that shelf is kind of crooked..." kind of thing. Things that I would never do if I didn't have a test to study for. I would avoid it. But by the time the exam is right around the corner I would...

Reference 2 - 0.35% Coverage

A: It sounds like...

S: He's not enjoying himself is he?

Reference 3 - 0.96% Coverage

S: I know but it's hard though isn't it? I mean – especially boring, I think boring is the worst. I would rather find something difficult than boring.

Reference 4 - 1.46% Coverage

A: The thing is, he read the paragraph four times then gave up. He didn't read it until it sank in, then took a break. I think that's more acceptable.

S: Did he not understand it or was his mind wandering because he was bored?

Reference 5 - 1.58% Coverage

S: Ok well I'll assume he's distracted because it's boring.

A: He doesn't find anything enjoyable about the subject he's doing.

S: Yeah, and I know what that feels like. There are things I do in my part-time job that are just boring! But yeah...

Interview 5 [14.39% Coverage]

Reference 1 - 2.75% Coverage

B: At GCSE, I was terrible at LLW (Learning for Life and Work). It's meant to be the easy subject but I would do badly in it. There was coursework as well – and I would do badly at that. That put me off. But the exams – loved the exams – but the coursework put me off it. But I hated the class, and I hated everything in it.

Reference 2 - 1.33% Coverage

M: So, ok this has come up before so I need your help here. Was it because LLW was boring that you didn't like it, or was it because it was hard?

B: Boring.

Reference 3 - 2.50% Coverage

C: Yeah, for me it's bit of both. If I am struggling with something and I don't really understand that well, I would find it hard to sit myself down and actually get in to doing the work and find ways to understand it. If I have a better understanding then I find it a lot easier to do the work.

Reference 4 - 0.80% Coverage

B: Yeah, because he's bored. He doesn't want to do something and that's why he has put it off.

Reference 5 - 1.98% Coverage

B: Yeah well Business, I found the coursework very boring and I didn't really understand the topics. I'm not a business person, I'm more sciencey. Accounts, stuff like that, I didn't understand it and it was boring so I would it off.

Reference 6 - 2.43% Coverage

B: Yeah, but in a different way. She's sort of, putting the band before school. Maybe she doesn't like school, maybe she won't go back to school. But – I don't know – no, it is procrastination because she's putting the essays off. It's something she loves though so... that's a hard one.

Reference 7 - 2.60% Coverage

C: It's really impacted me to be fair. I feel like, when I'm sitting about not doing anything, I can't be bothered to lift a book. In between classes and lectures, if I have an hour or two, I feel like I might get the books out and study then. Actually starting is the hardest part. It's the thought of it.

Interview 6 [11.57% Coverage]

Reference 1 - 2.12% Coverage

CC: Yes. Definitely. I am more than happy watching Netflix or going for a walk – anything else rather than my work, because I hate my work at the moment. It isn't always like that. If I enjoy a subject, if I enjoy a topic, I will learn the syllabus back to front. But if I don't... I'm more than happy to procrastinate.

Reference 2 - 2.07% Coverage

CC: 100%. You see, I run on adrenaline, so I am happy to leave deadlines for things I hate until the last minute, because I absolutely hate it. I'm not much of a procrastinator when I love the subject. I have one teacher who is hands off, he prefers self-directed learning, and I don't think that works for me.

Reference 3 - 1.45% Coverage

CC: It's actually even earlier. I always hated languages, so I never worked at things I didn't like. My mum and everyone would say, "CC, work at those things you're not as strong in." But – I've always been like that.

Reference 4 - 2.08% Coverage

Maybe specifically science and maths at GCSE, I wouldn't have been as keen to work on. I didn't enjoy them. But Religion, History, English Literature, I read all round them and it wasn't a chore, you know? Anything I don't enjoy is a burden, it's a chore, it's like a heavy thing around your shoulders. You know?

Reference 5 - 1.63% Coverage

Then again, from my experience, it all comes down to what you enjoy. If you don't enjoy it, you're not going to work at it. If you do, you're going to boom on it. In Religion I can tell you the syllabus back to front, because it's my favourite.

Reference 6 - 2.22% Coverage

It's happening again now. I'm just putting off essays in Politics. I would rather flick through my Religion folder instead. A few weeks ago was worse. I had to look at the Press and review stuff about Brexit. It was due in the afternoon, I got up at 6am to try and do it, and I failed it. It was the worst procrastination in my life.

Interview 7 [8.32% Coverage]

Reference 1 - 4.02% Coverage

CW: Yeah. While I was studying for exams I would just sit on my phone. Like maybe watch Netflix or something, just to avoid having to sit there and do it because sometimes it was really boring. I would have done literally anything apart from trying to study.

Reference 2 - 1.34% Coverage

M: Why do you think he did that?

CW: It was boring and he didn't have the motivation.

Reference 3 - 2.96% Coverage

M: Have you ever experienced anything like that?

CW: Yeah, sometimes if something doesn't interest me then I would lose focus really easily and then I wouldn't have the motivation to do it.

Interview 8 [8.55% Coverage]

Reference 1 - 1.71% Coverage

CAR: Yeah, so if there's an essay due then I might spend hours on facebook trying to avoid it.

M: Do you try to put anything else off other than essays and academic work.

CAR: Not really. It's mainly academic work. I'm alright if it's normal life and I have a task to do. It's more academic like if when I need to read stuff and write it down. That's the only time I procrastinate really.

Reference 2 - 1.91% Coverage

CAR: Definitely a lot of procrastinating. You know I definitely relate to that. Whenever I try to do something – I really don't like reading at all. So whenever I'm reading something I'll be thinking of other things, then suddenly I realise, "I didn't understand that" and I have to reread it. And then, I'm trying to write an essay, suddenly all my friends in the group chat want to talk... even though it was probably me that started it!

Reference 3 - 2.65% Coverage

But yeah, it can be really difficult. I don't know if it's about being in the right mindset, or if it's leaving it too late, but you know you have to do it. It's due the next day. I think because you left it so late, now you don't even want to look at it. I think that's why Alan has tried to do anything but the essay. And, whenever it's clicked that he has to do it. He's rushing it, and it's really bad. He should have started it earlier. I don't know. It can be so difficult. You're trying to write it, but he said it was a boring subject. When I'm bored by something, I'm less likely to want to do it.

Reference 4 - 2.27% Coverage

In terms of the essay I was doing. There were four questions and you could pick one. I picked the one I liked the sound of more. Thinking, "oh yeah I'll be really into this. I'll want to do

<p>it more.” That did help a bit. It was on crime and media and I love Media Studies so I knew what I wanted to write for that side of it. Whenever I did get around to writing it, I did enjoy it because I knew, sort of what was happening. But, if I had been forced to do one of the others, I really would have been putting it off.</p> <p>Interview 9 [8.36% Coverage]</p> <p>Reference 1 - 2.93% Coverage</p> <p>S: Ok well regarding my Religion and Ethics A level, it was most essay based, so that’s the one I avoided most. It was the most you had to learn in terms of notes. I didn’t procrastinate doing maths because you weren’t learning anything as such – you were actually doing it. I think, in my experience, I don’t procrastinate when you don’t necessarily learn it... you kind of learn how to do it instead. You’re applying it. I think learning it, like in R.E. and Drama, that’s why I procrastinated and why other people might procrastinate more.</p> <p>Reference 2 - 2.09% Coverage</p> <p>S: Yeah, you take the information and you learn it. Then you write in in your essays and in your test that’s what it comes down to. Learning an essay and how to apply it in different situations... but with maths you learn an equation and that’s how it is. It doesn’t change. With other subjects the question can change and therefore you have to change your essay. Does that make sense?</p> <p>Reference 3 - 2.00% Coverage</p> <p>S: Definitely, I have essays due in at Easter, and I don’t want to do them even though I’m sitting doing nothing in the house. I’m just not doing it... I would rather do anything rather than study, I really would.</p> <p>M: Why do you think that is?</p> <p>S: *sigh* it’s...it’s just boring really. There is just something boring about sitting in your room just studying for something...</p> <p>Reference 4 - 1.33% Coverage</p> <p>S: I appreciate it, because I know, that it is so hard to write an essay for a subject that you find boring. It’s all about interest, and at A level you’ve got to pick subjects that you enjoy, even when it comes to the minor subjects within it.</p>	
<p>1.2.2. Low utility value of task</p> <p>Interview 4 [1.68% Coverage]</p> <p>Reference 1 - 1.68% Coverage</p> <p>A: In some cases, a lot of cases, these were the mandatory subjects that I had no interest in and no interest in pursuing it further. The attitude was: “why pursue something that I’m not going to take further? I could be looking at something I am interested in...”</p>	<p>4.2.1. Description of experience</p> <p>Interview 1 [2.16% Coverage]</p> <p>Reference 1 - 2.16% Coverage</p> <p>I planned it, used checklists, knew what I was doing. But I kept putting it off. I had a biology test to revise. Gotta do this, gotta do that. I don’t struggle with sports psychology. I had all the information and when I start to write it just kind of rolls off the tongue. Then it got SO LATE. Like, five minutes before the deadline. I was SO STRESSED.</p> <p>Interview 10 [9.69% Coverage]</p>

References 1-2 - 2.17% Coverage

E: Yeah so with exams, leaving it to the week before to study, or leaving it to the night before to do a painting for Art. Then I'd get really stressed and it wouldn't turn out the way I wanted it to. Even though I had known it was coming up for ages.

Reference 3 - 0.85% Coverage

E: I think probably because it's not as good and you know you can do better. But you choose not to.

References 4-5 - 6.67% Coverage

E: Yeah, and you have other work to do so you put it off. By the time you remember, you haven't got the time to do it properly, so you end up really stressed. Especially in Art. Because there was a lot to do, I would put my R.E. essays off and stuff. And then, by the time I got round to doing them, they weren't as good as I wanted them to be.

M: Do you feel like... in those cases, there was definitely a better essay in you, or do you feel like, in some ways, if you leave it late enough, you can kind of protect yourself from finding that out?

E: Yeah I definitely feel like I could have done better in a lot of subjects and exams. I could have done more research or taken more time. But having so many subjects and trying to balance everything, sometimes essays suffer

Interview 12 > - § 13 references coded [15.98% Coverage]

References 1-2 - 1.90% Coverage

don't know if it benefitted me or not. Sometimes I would say – because of the stress of it – I would say “right I'm not doing this next year” or whatever, or I'm going to make sure I'm organised. Then in the end, I'm just lazy again and put it off. Although, touch wood, I have never failed any important tests so I would say, like, if you're trying to save yourself the stress, try not to do it, but I'm still probably the worst procrastinator you've ever met.

References 3-4 - 1.16% Coverage

I was one of those ones who – the night before an AS test, I hadn't learned one of the predicted things for it, and it was a really big topic. And, I was too tired, I set an alarm for 6am and read over it in the morning. That was a 15 marker on the test! Yeah, that's how bad it was.

Reference 5 - 1.61% Coverage

S: I'd say it's social media in general. I would go as far as to say that it is addictive sometimes. You might say, “oh I'll stop at half past”, and then it's suddenly quarter to, so you say “I'll leave until 12” and you just keep putting it off and putting it off. I feel like it can be really hard to put your phone down and get into it, and that's probably one of the main reasons for it.

References 6-7 - 3.22% Coverage

S: Yeah, it's like empty promises isn't it? It could start at 8 o'clock and you keep saying "I'll start at quarter past... now I'll start at 9 o'clock" and then it's 12 and you still haven't started! Then you start to stress out and freak out. You say, "I can't do this" so you go to bed. And you've done nothing. You could have done an hour on it, and it's better than nothing, but you just keep putting it off and putting it off and putting it off... even though you're intending to do it. Then you're like me, getting up at 6 o'clock to go over stuff. It's just not worth it. You're better, it is hard to be motivated, but you're better thinking of the outcome of it and thinking, it would be better if I could relax later and not have this at the back of my head, worrying about it.

Reference 8 - 1.18% Coverage

She definitely procrastinated playing her video games and stuff. Because she wasn't worried about it. She's not going: "aww what am I going to do? I can't do this." Instead she's going: "yeah I can do it. It's ok, I'll put it off." And then it ended up not being her best piece of work.

References 9-10 - 2.29% Coverage

S: Probably the deadline being further away. You think "oh it's not due until April" then you start thinking, "oh, it's April next week!" You feel like it's ages and ages away, but it slowly creeps up. Instead of starting and then doing it slowly as you go along, you leave it to the very last minute, and then you're stuck sitting up until 2am cramming it all in. I feel like it can creep up out of nowhere. I feel like it's important to stay on top of it and always remind yourself that you need to do it. But to actually just start it, don't just say it.

References 11-12 - 2.79% Coverage

: It's just the stress you bring on yourself more than anything. You do pass it, but you're thinking, "if I had started this a few weeks ago and planned it better then I would have got a better mark." You feel like you're not trying your best because you're freaking out and rushing rather than getting it done. Instead you should than using all the resources you can and taking your time and really getting help from other people and really trying with it. I mean it's harder for K, but in terms of essays, do it slowly as you go along so you're not sitting for three hours working on it. You could simply do an hour here or an hour there on it. Then it will be done in no time.

Reference 13 - 1.82% Coverage

I had to plan it all and in the end that was the subject I was freaking out about it the most. I got a Level 8 but it's always been at the back of my mind that I am fluent and I should have got that Level 9.

M: I think grades mean different things in different contexts, don't they?

S: Yeah, you even have those different expectations for different subjects. And even my expectations have changed since dropping English, which goes to show...

Interview 2 [3.79% Coverage]

References 1-2 - 0.63% Coverage

It gets to the day before I have to hand it in and it gets to 11pm and I quickly do it. Then I lose all my sleep over it.

Reference 3 - 3.16% Coverage

C: I feel like you get into this never-ending cycle! Say you don't listen in class, so you think, "well I'll just put the work in later, I'll just get caught up later." Or maybe I won't do an assignment because the teacher will then realise I didn't understand, and they will help me. So then she gives me that help, and now I understand it. Now I'm thinking, "I get it now, so I can wait till later!" *laughter* But maybe I do start it, and I'm confident, but I can't work in silence, so I put Netflix on. I write two words, then I watch Netflix for ten minutes, and before I know it, it's eleven o'clock again!

Interview 3 [2.54% Coverage]

Reference 1 - 2.54% Coverage

A: I think it's about feeling comfortable, isn't it? If I don't feel comfortable doing my work at this time – it's going to get done. So even if I've booked in study time, if I don't feel comfortable, then [the work] isn't gonna get done. It's like, when I'm drawing, and I feel like I can't wait to draw, then I find I draw a really nice piece of art. But if I'm drawing and I can't be bothered to be drawing then I know that my mood almost goes onto the paper. So – procrastination – so studying English, the studying was frying my brain and I just... I had to take a break and then come back to it.

Interview 4 [5.87% Coverage]

Reference 1 - 1.22% Coverage

But by the time the exam is right around the corner I would...

S: Panic...

A: Yeah, panic a bit so...but then I would realise that the problem was much bigger so I had less chance of succeeding.

Reference 2 - 2.46% Coverage

A: Erm, I think she wasn't realistic with her expectations. She had this idea that she was so comfortable she could start anytime. But she got wrapped up in everything else and rushed it. So she performed poorly. Three months is a long time, so I get why she did prioritise other things, but... she needs to split the time up better, between productive tasks and less productive tasks.

Reference 3 - 2.19% Coverage

S: To me, what I got, I've been there, I've had that, "this is way in the future." But I feel like my initial attitude carries through, so if I'm like: I love doing this, and I'm good at it, and it's way far away. I feel like I might have such a positive attitude towards it that it didn't stress me out enough, to like, do anything about it.

Interview 5 [17.15% Coverage]

Reference 1 - 1.18% Coverage

B: Yes. Because she was putting off her work to do other work – then she completely forgot. Then when it came to doing it, it was terrible.

Reference 2 - 4.13% Coverage

M: Why do you think she procrastinated?

B: She had so much time to do it.

M: Have you ever experienced anything like that?

B: *LAUGH* Yeah! I've been given essays with a deadline really far away. I always leave it to the week before.

C: Yeah I feel the same. I left loads of deadlines that I was told about at Halloween. Next thing it was just before Christmas and it just crept up on me. Suddenly I was trying to work around my part-time job and stuff – I knew I'd left it too late.

Reference 3 - 1.67% Coverage

M: For you B, was a week enough time to do a half decent job?

B: Well, yeah, erm, I've done ok but I know that if I had started earlier then I would have done better. But I was still happy enough.

Reference 4 - 1.77% Coverage

C: Yeah. Well, it's a difficult one, because you are motivated to do well in exams. But then, you put it off until closer to the time because of distractions. Obviously, it depends, you might leave it too late

Reference 5 - 1.29% Coverage

C: He knew he had to get work done but he was still letting other things distract him and therefore he left it until it was too late and had to rush it.

Reference 6 - 3.70% Coverage

C: So whenever I was doing my last Religion exam, most of my friends were already finished their exams. My friends were going out, and they were talking about it in group chats and stuff. I knew my exam was getting closer and closer, and I had set aside time to study, but then because of the good weather and stuff, I kept telling myself, "I can do it tomorrow, I can do it in an hour." I could tell myself that right up until the exam

References 7-8 - 1.67% Coverage

C: Well I couldn't fully enjoy myself because I should have been studying and stuff. Then, when it came to the time to study, I was really stressed because I knew I shouldn't have left it too late.

Reference 9 - 1.72% Coverage

B: Actually during my Year 12 exams I had a chemistry exam, but I had just started going out with my boyfriend at the time. It was his mum's birthday. I went out for the

	<p>birthday dinner, I got a Level 1!</p> <p>Interview 6 [7.28% Coverage]</p> <p>Reference 1 - 2.26% Coverage</p> <p>I often leave things to the last minute, and that scares me, it makes me not want to do it even more. If Laura was working consistently and left her school work to the last minute then that's overwhelming. I would say, try working at it bit by bit, ten minutes here and there. Suddenly, that's it done! You don't have to work on it again.</p> <p>Reference 2 - 2.80% Coverage</p> <p>CC: Yeah. Before Christmas I had to do more Politics essays. There was one about comparing a nation and a State. There was a lot of reading to do. I just dread opening the textbook. That's me being brutally honest. I left one essay to the last minute, I was up until 3.30am in the morning. I passed it by the skin of my teeth and I was beating myself up about it. But then I thought – I didn't work! What did you expect.</p> <p>Reference 3 - 2.22% Coverage</p> <p>It's happening again now. I'm just putting off essays in Politics. I would rather flick through my Religion folder instead. A few weeks ago was worse. I had to look at the Press and review stuff about Brexit. It was due in the afternoon, I got up at 6am to try and do it, and I failed it. It was the worst procrastination in my life.</p> <p>Interview 9 [5.55% Coverage]</p> <p>Reference 1 - 2.05% Coverage</p> <p>Still, there would be a very low percentage of people in my class that would realistically do a task that was due in three months. A lot of people would leave it to the last month and I think that's normal. But leaving it to the night before is an issue and then you're rushing it. If it was me I'd think, I should have reminded myself and set more dates in the diary, you know?</p> <p>Reference 2 - 3.49% Coverage</p> <p>S: Yes. We have to do performances as part of our Drama. One of our first performances involved writing your own script. The class is small and so I did plan everything. We got a performance piece in January with a deadline of Easter. We thought – we have so much time. In fact that happened in Drama quite a lot, then three weeks beforehand everyone is panicking thinking, "oh my God we haven't learnt the script." It's a big panic, even though it works itself out in the end, but then you think it happened last year so it'll be ok, which is a bad attitude to have. It seems to work because everyone pulls their weight in the last two weeks.</p>
<p>1.3 TMT – Cost</p>	<p>4.2.2. Distant deadline reduces motivation</p> <p>Interview 1 [1.41% Coverage]</p> <p>Reference 1 - 1.41% Coverage</p>

I always go, “I can do it later because it won’t take that long.” Like, I’ve only got this, this and this to do. When I do an essay, I like to make a list. I like checklists. I’ve only got this to do – so I put it off until later.

Interview 10 [1.42% Coverage]

Reference 1 - 1.42% Coverage

E: Yeah definitely. She has good intentions but she’s been snowballed by other work. By the time she gets the free time to actually do her work, it’s just too late.

Interview 11 [2.72% Coverage]

References 1-2 - 2.72% Coverage

KM: Well she thinks she has loads and loads of time whereas in reality she doesn’t. Instead of putting it off and putting it off, just get it done, and then it’s there, so when the day comes, and it’s due, you can hand it in.

Interview 12 [2.29% Coverage]

Reference 1 - 2.29% Coverage

S: Probably the deadline being further away. You think “oh it’s not due until April” then you start thinking, “oh, it’s April next week!” You feel like it’s ages and ages away, but it slowly creeps up. Instead of starting and then doing it slowly as you go along, you leave it to the very last minute, and then you’re stuck sitting up until 2am cramming it all in. I feel like it can creep up out of nowhere. I feel like it’s important to stay on top of it and always remind yourself that you need to do it. But to actually just start it, don’t just say it.

Interview 2 [2.72% Coverage]

Reference 1 - 2.72% Coverage

D: I think, maybe because she likes it, maybe because she has an interest in it, that she thinks she knows more. So she can sit back and think – this is easy to do, I know how to do it, I like the subject. I’m invested in it. I know that when I do that, I do that with my Art. I am more laid back, because I know that I am able to do it in a short period of time. But then, sometimes, it gets a bit too much. Or there is not enough time to do it. In that case I’m suddenly thinking, “oh wait! I need to do that!” I don’t know...

Interview 4 [4.65% Coverage]

References 1-2 - 2.46% Coverage

A: Erm, I think she wasn’t realistic with her expectations. She had this idea that she was so comfortable she could start anytime. But she got wrapped up in everything else and rushed it. So she performed poorly. Three months is a long time, so I get why she did prioritise other things, but... she needs to split the time up better, between productive tasks and less productive tasks.

Reference 3 - 2.19% Coverage

S: To me, what I got, I've been there, I've had that, "this is way in the future." But I feel like my initial attitude carries through, so if I'm like: I love doing this, and I'm good at it, and it's way far away. I feel like I might have such a positive attitude towards it that it didn't stress me out enough, to like, do anything about it.

Interview 5 [10.06% Coverage]

Reference 1 - 3.78% Coverage

C: I actually experienced it during my AS levels and GCSEs. During my ASs, I had two coursework subjects, and one academic one – Religion. I had constant deadlines for the coursework subjects, whereas Religion was an exam, so I was putting off the Religion quite a bit because there were no real consequences of not studying until the exams... And erm, when it came to studying I was putting off until the exam got really close and I had to do it.

Reference 2 - 2.15% Coverage

C: I think she has as well, because she knew the deadline was far away and she should have been setting times aside to do the work but because it was so far away she put it to the back of her head and just didn't think about. She had other things to do.

Reference 3 - 4.13% Coverage

M: Why do you think she procrastinated?

B: She had so much time to do it.

M: Have you ever experienced anything like that?

B: *LAUGH* Yeah! I've been given essays with a deadline really far away. I always leave it to the week before.

C: Yeah I feel the same. I left loads of deadlines that I was told about at Halloween. Next thing it was just before Christmas and it just crept up on me. Suddenly I was trying to work around my part-time job and stuff – I knew I'd left it too late.

Interview 7 [2.18% Coverage]

Reference 1 - 2.18% Coverage

CW: Yeah, she probably like, underestimated how much time it would take to do it. Then she realised she had no time left when it came to it.

Interview 8 [1.40% Coverage]

References 1-2 - 1.40% Coverage

She knew when the deadline was but then it can be hard, when it's so far in the future, so you're putting it to the back of the list. Fair enough, you do have to do them, but the fact that she's sitting playing her games. During that time she could have been out. Even if it was one day. She could have taken the photos.

Interview 9 [12.63% Coverage]

Reference 1 - 1.04% Coverage

	<p>S: Yeah, definitely. You're given dates for your exams, and you're thinking it's so far away. Even when I've had to repeat exams I've caught myself thinking, "it's ok it's still so far away."</p> <p>Reference 2 - 1.94% Coverage</p> <p>Another thing is, when exams are close together, you have to prioritise which exams you're going to study for. You know you should be doing an hour here and there but that's hard. You kinda go, "oh well this is the one I haven't sat" or whatever. But you need to split your time wisely. Then Easter break hits, and it's deadline time. That's the last straw.</p> <p>Reference 3 - 1.05% Coverage</p> <p>Then again, I remember thinking, oh it's so far away, if I study that, I won't remember it... The truth is, I think I would end up doing it again even now. It's too far away, I won't remember it.</p> <p>References 4-5 - 1.90% Coverage</p> <p>S: Ok well I think she has a problem, and I don't want to blame the teachers, because I know they have to give out deadlines, but I think giving out a deadline too early is an issue. I guess some people in class well get it down there and then, but giving out too early gives people the opportunity to think, "oh, sure I can leave it another month."</p> <p>Reference 6 - 3.21% Coverage</p> <p>I think she's prioritising other things too much. I have heard it said that coming up to exams, if you have two in one week, then you prioritise the one you like more, or the one that you feel is more important, or the one that is worth more. K thinks the same, she thinks, "it's so far away so instead I will do this other thing because it is more entertaining, or more interesting." She's prioritising other subjects first of all because they were closer. And that makes sense – why would you do work due in three months when you have a deadline next week? Why would you not do that first?</p> <p>Reference 7 - 3.49% Coverage</p> <p>S: Yes. We have to do performances as part of our Drama. One of our first performances involved writing your own script. The class is small and so I did plan everything. We got a performance piece in January with a deadline of Easter. We thought – we have so much time. In fact that happened in Drama quite a lot, then three weeks beforehand everyone is panicking thinking, "oh my God we haven't learnt the script." It's a big panic, even though it works itself out in the end, but then you think it happened last year so it'll be ok, which is a bad attitude to have. It seems to work because everyone pulls their weight in the last two weeks.</p>
<p>1.3.1. Related to self</p> <p>Interview 1 [5.81% Coverage]</p> <p>Reference 1 - 0.76% Coverage</p>	<p>4.2.3. Imminent deadlines increase motivation</p> <p>Interview 1 [0.98% Coverage]</p> <p>Reference 1 - 0.98% Coverage</p>

<p>I feel like I put it off because it's difficult – like it will take up too much time. I would rather do other things instead.</p> <p>Reference 2 - 1.99% Coverage</p> <p>History class is an important example. So the previous year some students didn't give the book of notes back. So the teacher kept forgetting to give us out notes throughout the year. Then, near the deadline we got all the notes and it just felt like so much to study. It was like, a "head in the sand" kind of moment you know?</p> <p>Reference 3 - 0.28% Coverage</p> <p>A few weeks ago I had an essay in sport to do.</p> <p>Reference 4 - 1.25% Coverage</p> <p>C: Yeah but I also don't like the topic. We do the first five in year 1. We do biological molecules first. It is chemistry based and I didn't get along with chemistry at all. Yeah, I don't like the topic.</p> <p>Reference 5 - 0.98% Coverage</p> <p>Then it was two days before, maybe a day before. But then I did it, close to the deadline. I did it because I had to, but the deadline was, you know, too close.</p> <p>Reference 6 - 0.54% Coverage</p> <p>H: Yeah I think she's going off and doing what she wants to do, not what she needs to do.</p> <p>Interview 10 [12.03% Coverage]</p> <p>Reference 1 - 1.02% Coverage</p> <p>E: It's probably knowing that it's going to take a lot of time and effort. You're not really wanting to do it as well.</p> <p>Reference 2 - 2.27% Coverage</p> <p>E: Yeah, but honestly sometimes I would have just sat at the table with my books out, and then just sat on my phone. I had good intentions and I wanted to do it, but doing it was just too much to tackle or something... Then the work just builds up and... you give up.</p> <p>Reference 3 - 2.28% Coverage</p> <p>It seems to be coming up a lot, that phones and games consoles are so hard to take your eyes away from.</p> <p>E: Exactly. Especially when it's more entertaining that what you're supposed to be doing. It's sitting right beside you, so it's so easy to get sucked into it.</p> <p>Reference 4 - 3.50% Coverage</p> <p>E: I suppose. But I loved Art. Though you did a lot of your own work. There was a lot more freedom in it, I suppose so... you could keep yourself entertained.</p> <p>M: So maybe part of what keeps things interesting – and</p>	<p>Then it was two days before, maybe a day before. But then I did it, close to the deadline. I did it because I had to, but the deadline was, you know, too close.</p> <p>Interview 12 [5.14% Coverage]</p> <p>Reference 1 - 1.68% Coverage</p> <p>Yeah yeah. To be honest I'm probably the biggest procrastinator you'll ever meet. I thought that's why I should get involved. I was actually thinking – if I had been getting my predicted grades for GCSE, I don't know what I would have done. From November to maybe, January, I was such a big procrastinator. I would have done no work, I was so lazy in school and then just last minute crammed before my tests.</p> <p>Reference 2 - 1.16% Coverage</p> <p>I was one of those ones who – the night before an AS test, I hadn't learned one of the predicted things for it, and it was a really big topic. And, I was too tired, I set an alarm for 6am and read over it in the morning. That was a 15 marker on the test! Yeah, that's how bad it was.</p> <p>Reference 3 - 2.29% Coverage</p> <p>S: Probably the deadline being further away. You think "oh it's not due until April" then you start thinking, "oh, it's April next week!" You feel like it's ages and ages away, but it slowly creeps up. Instead of starting and then doing it slowly as you go along, you leave it to the very last minute, and then you're stuck sitting up until 2am cramming it all in. I feel like it can creep up out of nowhere. I feel like it's important to stay on top of it and always remind yourself that you need to do it. But to actually just start it, don't just say it.</p> <p>Interview 2 [2.72% Coverage]</p> <p>Reference 1 - 2.72% Coverage</p> <p>D: I think, maybe because she likes it, maybe because she has an interest in it, that she thinks she knows more. So she can sit back and think – this is easy to do, I know how to do it, I like the subject. I'm invested in it. I know that when I do that, I do that with my Art. I am more laid back, because I know that I am able to do it in a short period of time. But then, sometimes, it gets a bit too much. Or there is not enough time to do it. In that case I'm suddenly thinking, "oh wait! I need to do that!" I don't know...</p> <p>Interview 3 [0.52% Coverage]</p> <p>Reference 1 - 0.52% Coverage</p> <p>B: I got goals too but I'm not going to do it sometimes and I just – I do my own thing. I like doing things on the deadline.</p> <p>Interview 4 [3.82% Coverage]</p> <p>Reference 1 - 3.82% Coverage</p> <p>A: Yes. So, it's less of a problem as I get older and get to choose my subjects. But in school, when I had to study</p>
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maybe the phone is like this as well – is that you have some control. It's what you want to do, whereas assignments might be imposed upon you. Like you're made to do it...

E: Yeah that's true.

Reference 5 - 2.97% Coverage

E: Yeah, and you have other work to do so you put it off. By the time you remember, you haven't got the time to do it properly, so you end up really stressed. Especially in Art. Because there was a lot to do, I would put my R.E. essays off and stuff. And then, by the time I got round to doing them, they weren't as good as I wanted them to be.

Interview 12 [6.26% Coverage]

Reference 1 - 1.17% Coverage

S: Yeah. So actually difficult can be fun for some people. They like challenging themselves, and trying to work it out. If something is difficult like it's boring then it's not interesting to you and it's just – you're forced to do it, which makes it more like – "I don't wanna do it."

Reference 2 - 3.71% Coverage

S: You see I was going to say that! In Year 12, being with my friends was such a big thing. I would have been out four or five nights a week, and with school then I might have been falling behind with it. To be fair though, now that I think about it, I spent a lot of time on English Lit because I was finding it hard and wasn't enjoying it. When I dropped it, I found that I started doing better in all my other subjects. Even though I was trying to have a balance and trying to do it all, once you have a better focus, I was doing better because I enjoyed the subjects more. I didn't have to – try as hard at them so I could even out my effort across them and do better.

M: I guess you've only got so many resources, in terms of time and effort, so if you put all them on one thing...

S: Yeah you might focus on just one essay then tire yourself out and then you can't be annoyed with anything else.

Reference 3 - 1.38% Coverage

So again it's important to have a balance. Obviously you've got to study as hard as you can and stuff, but you have to have a balance whereby you spend time with your friends and family so that it doesn't become too overwhelming. 9 times out of 10 I would have spent time crying over my work rather than doing it. Do you know that way?

Interview 2 [4.64% Coverage]

Reference 1 - 0.84% Coverage

A: Sure. So I do A-levels. I do Sociology. And normally I'll be given something... time consuming. I'll put it off because, I don't know I just, I value free time.

Reference 2 - 1.76% Coverage

B: Well when we're given the homework we don't really get asked for it. So, we'll do it, but we don't get asked for it. Take Health and Social. We do a lot of work, but then we don't get

subjects that I wasn't necessarily as interested in, I would definitely say – play video games or watch TV rather than study for exams and tests. It's also... I would create tasks for myself that weren't... common (by which he means usual or normal) in any way. Like, "oh I need to study but that shelf is kind of crooked..." kind of thing. Things that I would never do if I didn't have a test to study for. I would avoid it. But by the time the exam is right around the corner I would...

Interview 7 [1.81% Coverage]

Reference 1 - 1.81% Coverage

B: Yeah, with essays. If I have an essay to do in like a month then I would put it off until just a few days before.

Interview 9 [6.42% Coverage]

Reference 1 - 1.03% Coverage

But most people do terribly in their Easter mocks because they didn't study. I got a U in Religion. Then after Easter everybody goes, "right, it's Easter, it's May, now it's time to study."

Reference 2 - 1.90% Coverage

Remember it is an important piece of work. Maybe every week or every two weeks, do something new that's on the list.

Then, in the last month, that's when you get it done. Don't leave it to the night before. You can always come back and perfect it then. I'd say a few weeks...four weeks should do it, you can change it. Planning is the key part of it.

Reference 3 - 3.49% Coverage

S: Yes. We have to do performances as part of our Drama. One of our first performances involved writing your own script. The class is small and so I did plan everything. We got a performance piece in January with a deadline of Easter. We thought – we have so much time. In fact that happened in Drama quite a lot, then three weeks beforehand everyone is panicking thinking, "oh my God we haven't learnt the script." It's a big panic, even though it works itself out in the end, but then you think it happened last year so it'll be ok, which is a bad attitude to have. It seems to work because everyone pulls their weight in the last two weeks.

asked for it so... Like, last week we got it done on time, but we didn't get asked for it.

M: How did you feel about that?

B: Like it was a waste of time.

Reference 3 - 1.73% Coverage

A: Yeah, the essay is boring...

M: Does that resonate with you?

A: I have an essay to do for sociology. It's for tomorrow but the title is very vague. There is so much mixed in together and it's really boring going through the textbook trying to find things. So I'll just put it off. If I am forced to do something, I just won't do it.

Reference 4 - 0.31% Coverage

M: So freedom and autonomy are important for you?

A: Yeah.

Interview 3 [1.07% Coverage]

Reference 1 - 0.89% Coverage

B: Ok so say I have an essay to do. I'm not going to do it, because I know in my head it's going to take a long time. So I get easily distracted and then... start putting it off and doing something else that's on.

Reference 2 - 0.18% Coverage

B: Well, yeah, I mean I have to read it so...

Interview 4 [7.33% Coverage]

Reference 1 - 1.69% Coverage

A: In some cases, a lot of cases, these were the mandatory subjects that I had no interest in and no interest in pursuing it further. The attitude was: "why pursue something that I'm not going to take further? I could be looking at something I am interested in..."

Reference 2 - 5.17% Coverage

S: Yes, at GCSE, I remember actively working out how much effort needed to go in to each subject. For me, French induced the most anxiety, because for the first three years of secondary school I simply refused to study it. I was forced into the French class at GCSE because not enough people wanted to study Irish. I got a Level 2 or 3 in my first French GSCE module. I would study science and Art instead of French. I was pushing for a Level 9 in Art. It made me feel good being a master of a subject, rather than struggling because it made me feel shit. I confided in my parents. They had to get me a French tutor just to get me a pass. It was so strange, putting effort into Art when I was going to fail another subject, but I just didn't want to feel bad about myself. I didn't want to think about it.

Reference 3 - 0.47% Coverage

S: Right! Exactly! But not doing what he's supposed to be doing *laughter*

<p>Interview 5 [2.96% Coverage]</p> <p>Reference 1 - 1.29% Coverage</p> <p>C: He knew he had to get work done but he was still letting other things distract him and therefore he left it until it was too late and had to rush it.</p> <p>Reference 2 - 1.67% Coverage</p> <p>C: Well I couldn't fully enjoy myself because I should have been studying and stuff. Then, when it came to the time to study, I was really stressed because I knew I shouldn't have left it too late.</p> <p>Interview 8 [3.28% Coverage]</p> <p>Reference 1 - 1.01% Coverage</p> <p>I know that in school, there tends to be just the one way to do things. But for her, maybe if she didn't have a test but she could give a presentation, she could show that she has been putting the work in and she wants to do well.</p> <p>Reference 2 - 2.27% Coverage</p> <p>In terms of the essay I was doing, There were four questions and you could pick one. I picked the one I liked the sound of more. Thinking, "oh yeah I'll be really into this. I'll want to do it more." That did help a bit. It was on crime and media and I love Media Studies so I knew what I wanted to write for that side of it. Whenever I did get around to writing it, I did enjoy it because I knew, sort of what was happening. But, if I had been forced to do one of the others, I really would have been putting it off.</p> <p>Interview 9 [3.33% Coverage]</p> <p>Reference 1 - 2.28% Coverage</p> <p>And it's really frustrating because I always found that I am the type of person who, I'm not one of these people who doesn't study but does so well, those people who hear something once and just know it. I have to learn by writing something out five times before I know it. That's how I learn, writing something out and reading it, then repeating that, it's just frustrating to know I have to do that to learn something.</p> <p>Reference 2 - 1.05% Coverage</p> <p>Then again, I remember thinking, oh it's so far away, if I study that, I won't remember it... The truth is, I think I would end up doing it again even now. It's too far away, I won't remember it.</p>	
<p>1.3.2. Related to task</p> <p>Interview 10 [8.09% Coverage]</p> <p>Reference 1 - 1.42% Coverage</p> <p>E: Yeah definitely. She has good intentions but she's been snowballed by other work. By the time she gets the free time to actually do her work, it's just too late.</p>	<p>5. Compromise, balance and debate</p>

<p>Reference 2 - 6.67% Coverage</p> <p>E: Yeah, and you have other work to do so you put it off. By the time you remember, you haven't got the time to do it properly, so you end up really stressed. Especially in Art. Because there was a lot to do, I would put my R.E. essays off and stuff. And then, by the time I got round to doing them, they weren't as good as I wanted them to be.</p> <p>M: Do you feel like... in those cases, there was definitely a better essay in you, or do you feel like, in some ways, if you leave it late enough, you can kind of protect yourself from finding that out?</p> <p>E: Yeah I definitely feel like I could have done better in a lot of subjects and exams. I could have done more research or taken more time. But having so many subjects and trying to balance everything, sometimes essays suffer</p> <p>Interview 12 [2.86% Coverage]</p> <p>Reference 1 - 2.86% Coverage</p> <p>To be fair though, now that I think about it, I spent a lot of time on English Lit because I was finding it hard and wasn't enjoying it. When I dropped it, I found that I started doing better in all my other subjects. Even though I was trying to have a balance and trying to do it all, once you have a better focus, I was doing better because I enjoyed the subjects more. I didn't have to – try as hard at them so I could even out my effort across them and do better.</p> <p>M: I guess you've only got so many resources, in terms of time and effort, so if you put all them on one thing...</p> <p>S: Yeah you might focus on just one essay then tire yourself out and then you can't be annoyed with anything else.</p> <p>Interview 3 [1.20% Coverage]</p> <p>Reference 1 - 1.20% Coverage</p> <p>But I also think school is intense now. I'm not saying it wasn't intense but now it is intense. You got teachers on your back. Parents on your back. Expectations. Expectations are definitely big. But it's what you prioritise? Do you prioritise other people's expectations or your own?</p> <p>Interview 4 [2.71% Coverage]</p> <p>Reference 1 - 2.46% Coverage</p> <p>A: Erm, I think she wasn't realistic with her expectations. She had this idea that she was so comfortable she could start anytime. But she got wrapped up in everything else and rushed it. So she performed poorly. Three months is a long time, so I get why she did prioritise other things, but... she needs to split the time up better, between productive tasks and less productive tasks.</p> <p>Reference 2 - 0.25% Coverage</p> <p>A: Maybe her expectations are too high...</p>	
<p><i>1.4 Negative emotions and feelings</i></p>	<p><i>5.1. Autonomy and the value of free time</i></p> <p>Interview 2 [2.00% Coverage]</p>

	<p>Reference 1 - 0.84% Coverage</p> <p>A: Sure. So I do A-levels. I do Sociology. And normally I'll be given something... time consuming. I'll put it off because, I don't know I just, I value free time.</p> <p>Reference 2 - 0.46% Coverage</p> <p>B: She prioritises her free time. Like she prioritises other things rather than her work.</p> <p>Reference 3 - 0.70% Coverage</p> <p>A: Yeah, erm, I'm just. I get given an assignment and I just put it off... Because I think it's time consuming... and I value my free time.</p> <p>Interview 7 [1.67% Coverage]</p> <p>Reference 1 - 1.67% Coverage</p> <p>CW: OK cool, so yeah, a bit. Because she's focused on the band even though she has to do essays and stuff.</p> <p>Interview 8 [3.84% Coverage]</p> <p>Reference 1 - 2.26% Coverage</p> <p>CAR: Yeah. There's obviously a reason. She has chosen to go to school and do her A levels. I understand that the band is part of her hobby, and that she wants to explore it. It is hard to tell someone that that kind of passion needs to wait until after the A levels, but she has made a commitment, and if she wants to throw that away, that's so many years of her life when she's worked toward doing A levels that she's just going to like waste. I feel, as well, I don't have many hobbies other than my part-time job.</p> <p>Reference 2 - 1.58% Coverage</p> <p>During that time she could have been out. Even if it was one day. She could have taken the photos. Maybe she's not looking at the planner. And it is good to have your free time as well. You should have a chance for free time, maybe play your games. But you need to have it in mind that this is due. Maybe do a little bit, say every week or so? Until it's done.</p> <p>Interview 9 [0.63% Coverage]</p> <p>Reference 1 - 0.63% Coverage</p> <p>M: Do you think her own autonomy and control is important? S: Yeah. M: Is that important for you? S: I think so.</p>
<p>1.4.1 Before task</p> <p>Interview 1 [9.10% Coverage]</p> <p>Reference 1 - 0.79% Coverage</p>	<p>5.2. Ordering priorities</p> <p>Interview 1 [0.89% Coverage]</p> <p>Reference 1 - 0.89% Coverage</p>

<p>Well personally I go to the gym because then I feel better. I feel more energised. Then again I might watch Netflix or have a nap.</p> <p>Reference 2 - 0.76% Coverage</p> <p>I feel like I put it off because it's difficult – like it will take up too much time. I would rather do other things instead.</p> <p>Reference 3 - 1.99% Coverage</p> <p>History class is an important example. So the previous year some students didn't give the book of notes back. So the teacher kept forgetting to give us out notes throughout the year. Then, near the deadline we got all the notes and it just felt like so much to study. It was like, a "head in the sand" kind of moment you know?</p> <p>Reference 4 - 1.30% Coverage</p> <p>Well he would also spend time with people in younger years and they weren't thinking about exams. So then they weren't talking about it so neither was he, so he wasn't stressed. Until he got home, and then he was.</p> <p>Reference 5 - 0.54% Coverage</p> <p>So what do you think he felt like when he did think about it? C: Stressed. Overwhelmed...</p> <p>Reference 6 - 1.55% Coverage</p> <p>M: Not good... So it's kind of simple. Thinking about history feels bad, being with other people doesn't, so I'll spend time with other people. So is it about short-term versus long-term. C: Yeah I think it's a short-term thing. I think that's part of it.</p> <p>References 7-8 - 2.16% Coverage</p> <p>I planned it, used checklists, knew what I was doing. But I kept putting it off. I had a biology test to revise. Gotta do this, gotta do that. I don't struggle with sports psychology. I had all the information and when I start to write it just kind of rolls off the tongue. Then it got SO LATE. Like, five minutes before the deadline. I was SO STRESSED.</p> <p>Interview 10 [12.68% Coverage]</p> <p>References 1-2 - 2.17% Coverage</p> <p>E: Yeah so with exams, leaving it to the week before to study, or leaving it to the night before to do a painting for Art. Then I'd get really stressed and it wouldn't turn out the way I wanted it to. Even though I had known it was coming up for ages.</p> <p>Reference 3 - 0.85% Coverage</p> <p>E: I think probably because it's not as good and you know you can do better. But you choose not to.</p> <p>References 4-5 - 2.27% Coverage</p>	<p>C: There is a fine line between liking something that is beneficial to you and you like it but it doesn't benefit you in other areas of her life.</p> <p>Interview 12 [2.42% Coverage]</p> <p>Reference 1 - 0.94% Coverage</p> <p>She's successful in her band. She's good at essays as well. So she's not putting it off because she's lazy or because she can't do it, it's because she has other areas that she is more successful at. Are you allowed to say that?</p> <p>Reference 2 - 1.48% Coverage</p> <p>S: It was a time to get away from school and from your studies. It was a time to go out and enjoy yourself without thinking about it all. Now obviously my friends were school friends so, I would have seen them in school. But in school, you talk about school, whereas this was a break away from it. You can just enjoy yourself, it's not constantly in your head.</p> <p>Interview 2 [0.92% Coverage]</p> <p>Reference 1 - 0.46% Coverage</p> <p>B: She prioritises her free time. Like she prioritises other things rather than her work.</p> <p>Reference 2 - 0.45% Coverage</p> <p>B: I feel like he gets distracted easily. He prioritises his phone rather than his work.</p> <p>Interview 3 [9.45% Coverage]</p> <p>Reference 1 - 1.39% Coverage</p> <p>A: Well ok, so education is stable. Everyone knows that. Sometimes it's not what everyone wants to do. Everyone gets an education. Maybe she wants to be different? M: Do you think the chances of a band making it might influence your thinking? A: But if music makes her happy and school makes her sad well – which one do you do?</p> <p>Reference 2 - 1.43% Coverage</p> <p>B: I dunno...</p> <p>A: Ok maybe a little bit older but when you get to eighteen. At eighteen you're yourself, in all fairness. At that point someone can't tell you what to do. They can guide you, but...</p> <p>Ok well before eighteen, education is stable, it's a base ground, and you can build off of that base ground, because it will get you somewhere.</p> <p>Reference 3 - 1.40% Coverage</p> <p>B: Yeah, well obviously her main goal is her band but if that fails she has to go for her studies but her studies are going to be her backup so she's going to have to do that anyway.</p>
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E: Yeah, but honestly sometimes I would have just sat at the table with my books out, and then just sat on my phone. I had good intentions and I wanted to do it, but doing it was just too much to tackle or something... Then the work just builds up and... you give up.

Reference 6 - 0.72% Coverage

M: Yeah, because the bigger something is the scarier it seems, in your imagination...

Reference 7 - 6.67% Coverage

E: Yeah, and you have other work to do so you put it off. By the time you remember, you haven't got the time to do it properly, so you end up really stressed. Especially in Art. Because there was a lot to do, I would put my R.E. essays off and stuff. And then, by the time I got round to doing them, they weren't as good as I wanted them to be.

M: Do you feel like... in those cases, there was definitely a better essay in you, or do you feel like, in some ways, if you leave it late enough, you can kind of protect yourself from finding that out?

E: Yeah I definitely feel like I could have done better in a lot of subjects and exams. I could have done more research or taken more time. But having so many subjects and trying to balance everything, sometimes essays suffer

Interview 12 [12.83% Coverage]

Reference 1 - 1.90% Coverage

don't know if it benefitted me or not. Sometimes I would say – because of the stress of it – I would say “right I'm not doing this next year” or whatever, or I'm going to make sure I'm organised. Then in the end, I'm just lazy again and put it off. Although, touch wood, I have never failed any important tests so I would say, like, if you're trying to save yourself the stress, try not to do it, but I'm still probably the worst procrastinator you've ever met.

Reference 2 - 2.97% Coverage

S: Yeah 100%. I actually sound like Alan, that's actually me when it comes to English Lit. It's scary! I would say he's putting it off because he finds it challenging. He's not really challenging himself. I think he's going for the easier option. I think sometimes when the subject – you don't enjoy it, or it's hard – you're not going to care about it. You're going to focus on the other subjects that you have more interest in or that you are good at, or that you find easier. So when it comes to it, you kind of doubt yourself and feel like, “well you can't do it anyway.” So I would say, because he finds it difficult, he is doubting himself, then he's going for the easier option, which is just sitting on his phone.

Reference 3 - 0.79% Coverage

S: Yeah, I used to always get bad feedback. I'd get Ds and Fs and stuff. It was so bad. But I'd be thinking, “sure it's all right, the test is still months away.” Which you really shouldn't do...

Reference 4 - 1.48% Coverage

A: Even though it's not her main priority but she's got to get it done.

B: Yes. She's still got to get it done but she's going to want that backup.

Reference 4 - 0.31% Coverage

A: But then I guess is that what he has to sacrifice for the greater good?

Reference 5 - 1.73% Coverage

A: Obviously you want to make your friends proud and your family proud. But if it makes you have no life, do you really want to give that up? So, which one's better, going to school, getting a grade and having no friends – but your parents are proud. Or, making yourself happy and getting a grade on the side? But having a bright future for yourself. But if you've got no self-drive, what are you going to do?

Reference 6 - 1.04% Coverage

B: If you don't mind me asking, if one of my friends is upset, I tend to focus on that rather than on myself. For me and you we like to focus on our friends when they are upset. To help support them, but then we forget what we are supposed to do.

Reference 7 - 0.95% Coverage

A: I almost take my friends problems and put them on my shoulders. But my legs aren't strong enough. I've had friends in hospital put their problems on my shoulders and then woke up to the world around me and thought – oh no!

Reference 8 - 1.21% Coverage

But in terms of the English essay, I'm like, “what good is it gonna do you if you don't do it?” If he just gets it done, he can get on with the memes or whatever. But if there was friend in hospital or whatever, I'd say, “no you need to drop the essay. You need to support your friend.”

Interview 4 [2.46% Coverage]

Reference 1 - 2.46% Coverage

A: Erm, I think she wasn't realistic with her expectations. She had this idea that she was so comfortable she could start anytime. But she got wrapped up in everything else and rushed it. So she performed poorly. Three months is a long time, so I get why she did prioritise other things, but... she needs to split the time up better, between productive tasks and less productive tasks.

Interview 5 [1.85% Coverage]

Reference 1 - 1.85% Coverage

C: I would say she was as well. She's putting other things in front of her exams – maybe because she enjoys band practice so much, that's her top priority at the minute. The work is not as important so she puts it off.

<p>S: It was a time to get away from school and from your studies. It was a time to go out and enjoy yourself without thinking about it all. Now obviously my friends were school friends so, I would have seen them in school. But in school, you talk about school, whereas this was a break away from it. You can just enjoy yourself, it's not constantly in your head.</p> <p>References 5-6 - 1.09% Coverage</p> <p>S: Yeah, it can be the biggest stress. I was a big stressor, especially during my GCSEs. Coming up to exams, you are just always worrying. I would have had dreams of failing tests and everything. It really does take over your life sometimes, when they're coming up.</p> <p>References 7-8 - 1.38% Coverage</p> <p>So again it's important to have a balance. Obviously you've got to study as hard as you can and stuff, but you have to have a balance whereby you spend time with your friends and family so that it doesn't become too overwhelming. 9 times out of 10 I would have spent time crying over my work rather than doing it. Do you know that way?</p> <p>Reference 9 - 3.22% Coverage</p> <p>S: Yeah, it's like empty promises isn't it? It could start at 8 o'clock and you keep saying "I'll start at quarter past... now I'll start at 9 o'clock" and then it's 12 and you still haven't started! Then you start to stress out and freak out. You say, "I can't do this" so you go to bed. And you've done nothing. You could have done an hour on it, and it's better than nothing, but you just keep putting it off and putting it off and putting it off... even though you're intending to do it. Then you're like me, getting up at 6 o'clock to go over stuff. It's just not worth it. You're better, it is hard to be motivated, but you're better thinking of the outcome of it and thinking, it would be better if I could relax later and not have this at the back of my head, worrying about it.</p> <p>Interview 2 [5.75% Coverage]</p> <p>Reference 1 - 0.63% Coverage</p> <p>It gets to the day before I have to hand it in and it gets to 11pm and I quickly do it. Then I lose all my sleep over it.</p> <p>References 2-3 - 2.72% Coverage</p> <p>D: I think, maybe because she likes it, maybe because she has an interest in it, that she thinks she knows more. So she can sit back and think – this is easy to do, I know how to do it, I like the subject. I'm invested in it. I know that when I do that, I do that with my Art. I am more laid back, because I know that I am able to do it in a short period of time. But then, sometimes, it gets a bit too much. Or there is not enough time to do it. In that case I'm suddenly thinking, "oh wait! I need to do that!" I don't know...</p> <p>References 4-5 - 0.89% Coverage</p> <p>C: Yes it's like stress is all the same. Filling you up. And it's like you calm yourself down by telling yourself, "I'll make sure I do it later." But then you don't do it.</p>	<p>Interview 6 [4.42% Coverage]</p> <p>Reference 1 - 0.84% Coverage</p> <p>Do you feel like L was procrastinating there? Why? CC: Yes. 100%. Because she is putting other things over what is important.</p> <p>Reference 2 - 3.58% Coverage</p> <p>For me, I would have been happy going to the gym before I would have sat down and done work. I just made other things a priority. L – I don't want to say she's got her priorities wrong... Actually I do! Before I do the things that should be a priority, I want to focus on things that shouldn't be a priority. I get that, and L is enjoying her band as in making music and she would prefer to do that. I'd be the same, as much I enjoy writing essays, I might not enjoy the content. I would more likely go for a run because I enjoy it more.</p> <p>Interview 8 [2.26% Coverage]</p> <p>Reference 1 - 2.26% Coverage</p> <p>CAR: Yeah. There's obviously a reason. She has chosen to go to school and do her A levels. I understand that the band is part of her hobby, and that she wants to explore it. It is hard to tell someone that that kind of passion needs to wait until after the A levels, but she has made a commitment, and if she wants to throw that away, that's so many years of her life when she's worked toward doing A levels that she's just going to like waste. I feel, as well, I don't have many hobbies other than my part-time job.</p> <p>Interview 9 [4.56% Coverage]</p> <p>Reference 1 - 3.21% Coverage</p> <p>I think she's prioritising other things too much. I have heard it said that coming up to exams, if you have two in one week, then you prioritise the one you like more, or the one that you feel is more important, or the one that is worth more. K thinks the same, she thinks, "it's so far away so instead I will do this other thing because it is more entertaining, or more interesting." She's prioritising other subjects first of all because they were closer. And that makes sense – why would you do work due in three months when you have a deadline next week? Why would you not do that first?</p> <p>Reference 2 - 1.35% Coverage</p> <p>S: I'm a bit torn. In my school they always promoted drama and the Arts and I agree that that's very important. But, from doing both an essay and a performing subject, I feel like, if that's what prefers over an essay deadline, then take that risk...</p>
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Reference 6 - 1.51% Coverage

M: Right and I wonder have we found a piece of the puzzle. It's like eating chocolate or drinking wine or whatever. It feels better in the now and the future can worry about itself.

general agreement

C: But it's like an addiction, and the more you do it, it gets worse and worse and worse...

Interview 3 [1.77% Coverage]

Reference 1 - 0.57% Coverage

So – procrastination – so studying English, the studying was frying my brain and I just... I had to take a break and then come back to it

References 2-3 - 1.20% Coverage

But I also think school is intense now. I'm not saying it wasn't intense but now it is intense. You got teachers on your back. Parents on your back. Expectations. Expectations are definitely big. But it's what you prioritise? Do you prioritise other people's expectations or your own?

Interview 4 [11.43% Coverage]

Reference 1 - 1.51% Coverage

S: Yeah, yeah. I suppose you're thinking in the short-term when you procrastinate, rather than in the long-term. The pain of doing something "right now" is so annoying that you don't care, even though it's going to bite you in the ass.

References 2-3 - 5.17% Coverage

S: Yes, at GCSE, I remember actively working out how much effort needed to go in to each subject. For me, French induced the most anxiety, because for the first three years of secondary school I simply refused to study it. I was forced into the French class at GCSE because not enough people wanted to study Irish. I got a Level 2 or 3 in my first French GSCE module. I would study science and Art instead of French. I was pushing for a Level 9 in Art. It made me feel good being a master of a subject, rather than struggling because it made me feel shit. I confided in my parents. They had to get me a French tutor just to get me a pass. It was so strange, putting effort into Art when I was going to fail another subject, but I just didn't want to feel bad about myself. I didn't want to think about it.

Reference 4 - 2.37% Coverage

S: Yeah I agree with that, but there's also a level of denial about my case. So if I didn't see French, if I didn't have to look at the questions, then I didn't need to worry about it. Another thing, in Economics I already had a fantastic grade due to my coursework, while my Art, I still needed to push that grade up. So why wouldn't I do that? Is that procrastination?

Reference 5 - 2.38% Coverage

A: She's looking at the world of problems, not the specific problem set in front of her. What does she need to do next, is

<p>what she needs to know. What is after this exam, and the next exam. Where is that going to take me? At the moment this is overwhelming her...so I suppose it is a form of procrastination because you have made a task so much bigger than it needs to be.</p> <p>Interview 5 [2.75% Coverage]</p> <p>Reference 1 - 2.75% Coverage</p> <p>B: At GCSE, I was terrible at LLW (Learning for Life and Work). It's meant to be the easy subject but I would do badly in it. There was coursework as well – and I would do badly at that. That put me off. But the exams – I loved the exams – but the coursework put me off it. But I hated the class, and I hated everything in it.</p> <p>Interview 6 [2.80% Coverage]</p> <p>Reference 1 - 2.80% Coverage</p> <p>CC: Yeah. Before Christmas I had to do more Politics essays. There was one about comparing a nation and a State. There was a lot of reading to do. I just dread opening the textbook. That's me being brutally honest. I left one essay to the last minute, I was up until 3.30am in the morning. I passed it by the skin of my teeth and I was beating myself up about it. But then I thought – I didn't work! What did you expect.</p> <p>Interview 9 [3.49% Coverage]</p> <p>Reference 1 - 3.49% Coverage</p> <p>S: Yes. We have to do performances as part of our Drama. One of our first performances involved writing your own script. The class is small and so I did plan everything. We got a performance piece in January with a deadline of Easter. We thought – we have so much time. In fact that happened in Drama quite a lot, then three weeks beforehand everyone is panicking thinking, "oh my God we haven't learnt the script." It's a big panic, even though it works itself out in the end, but then you think it happened last year so it'll be ok, which is a bad attitude to have. It seems to work because everyone pulls their weight in the last two weeks.</p>	
<p>1.4.2 During task</p> <p>Interview 2 [2.48% Coverage]</p> <p>Reference 1 - 1.42% Coverage</p> <p>B: Well when we're given the homework we don't really get asked for it. So, we'll do it, but we don't get asked for it. Take Health and Social. We do a lot of work, but then we don't get asked for it so... Like, last week we got it done on time, but we didn't get asked for it.</p> <p>Reference 2 - 1.06% Coverage</p> <p>B: Yeah they do. They would help. But if I leave it until the night before, I can't exactly ask the teacher what it is I'm supposed to do... I suppose I could ask friends but then they'll be in the same boat</p>	<p>5.3. <i>Finding a balance</i></p> <p>Interview 1 [1.59% Coverage]</p> <p>Reference 1 - 1.59% Coverage</p> <p>C: I would tell her to try and balance her hobbies and social life with her education. Maybe she could focus on her band practice the four out of seven days they meet. She could focus on her essays the other three days. Try and balance it and do a bit of both.</p> <p>Interview 12 [7.40% Coverage]</p> <p>Reference 1 - 1.78% Coverage</p> <p>S: Hmm. See I know. I would kind of say, focus on history and sociology, because you don't want to have those regrets when you're older, so I would say focus on them. Actually,</p>

<p>Interview 4 [0.56% Coverage]</p> <p>Reference 1 - 0.56% Coverage</p> <p>S: Maybe. I feel like she's not getting the gratification she wants from her hard work.</p>	<p>I'd say have a balance really. Don't put all your eggs in one basket by focusing on just one. Sometimes do your work and sometimes spent time in the band as well. That means you won't look back and have regrets: "I wish I had have done that or the other."</p> <p>Reference 2 - 2.77% Coverage</p> <p>S: You see I was going to say that! In Year 12, being with my friends was such a big thing. I would have been out four or five nights a week, and with school then I might have been falling behind with it. To be fair though, now that I think about it, I spent a lot of time on English Lit because I was finding it hard and wasn't enjoying it. When I dropped it, I found that I started doing better in all my other subjects. Even though I was trying to have a balance and trying to do it all, once you have a better focus, I was doing better because I enjoyed the subjects more. I didn't have to – try as hard at them so I could even out my effort across them and do better.</p> <p>Reference 3 - 1.48% Coverage</p> <p>S: It was a time to get away from school and from your studies. It was a time to go out and enjoy yourself without thinking about it all. Now obviously my friends were school friends so, I would have seen them in school. But in school, you talk about school, whereas this was a break away from it. You can just enjoy yourself, it's not constantly in your head.</p> <p>Reference 4 - 1.38% Coverage</p> <p>So again it's important to have a balance. Obviously you've got to study as hard as you can and stuff, but you have to have a balance whereby you spend time with your friends and family so that it doesn't become too overwhelming. 9 times out of 10 I would have spent time crying over my work rather than doing it. Do you know that way?</p> <p>Interview 3 [4.81% Coverage]</p> <p>Reference 1 - 2.11% Coverage</p> <p>B: Aww because it's more interactive! I don't like being on my own – being in my own space. I like to see and be with other people. See other people's viewpoints if that makes sense? Just socialise. I don't like being alone.</p> <p>A: I can relate to that.</p> <p>M: Do you want to tell about that?</p> <p>A: Well yeah, thinking about chess, I mean it's better for the eyes. If you can do that, and read the chapter, well why not do both? I know B is probably gonna go home and read it anyway so – why not [play chess]?</p> <p>Reference 2 - 1.72% Coverage</p> <p>A: Right. You know it's almost like a time management thing. Cuz it's exactly the same with me. Literally exactly the same. I do so much, but I almost do too much. It gets to the point where not everything fits in. I'm trialling for Team GB, I'm a Grade 7 drummer, going for my Grade 8. I got school, a girlfriend, it's everything innit? But sometimes, if you do too much, you can't do enough in each thing.</p>
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	<p>Reference 3 - 0.98% Coverage</p> <p>So yeah, you need to look out for number one before you support everyone else. I work hard but in the end it takes up a lot of my time and my time management isn't the best. But I'm sixteen and I've got a lot on my plate, you know?</p> <p>Interview 4 [2.46% Coverage]</p> <p>Reference 1 - 2.46% Coverage</p> <p>A: Erm, I think she wasn't realistic with her expectations. She had this idea that she was so comfortable she could start anytime. But she got wrapped up in everything else and rushed it. So she performed poorly. Three months is a long time, so I get why she did prioritise other things, but... she needs to split the time up better, between productive tasks and less productive tasks.</p> <p>Interview 5 [2.43% Coverage]</p> <p>Reference 1 - 2.43% Coverage</p> <p>B: Yeah, but in a different way. She's sort of, putting the band before school. Maybe she doesn't like school, maybe she won't go back to school. But – I don't know – no, it is procrastination because she's putting the essays off. It's something she loves though so... that's a hard one.</p> <p>Interview 8 [3.61% Coverage]</p> <p>Reference 1 - 1.81% Coverage</p> <p>CAR: Yeah, it can be difficult in school. It can feel like that's all that you've got going on in your life. I get that. And you may need a hobby so that you can relax, chill out, and maybe hang out with friends too. But there needs to be that distinction where you make time each night or very early in the morning, then after that, go do your homework. But don't abandon your schoolwork to chase this one thing.</p> <p>Reference 2 - 1.80% Coverage</p> <p>but the fact that she's sitting playing her games. During that time she could have been out. Even if it was one day. She could have taken the photos. Maybe she's not looking at the planner. And it is good to have your free time as well. You should have a chance for free time, maybe play your games. But you need to have it in mind that this is due. Maybe do a little bit, say every week or so? Until it's done.</p>
<p>1.4.3 Outcomes following task</p> <p>Interview 2 [2.48% Coverage]</p> <p>Reference 1 - 1.42% Coverage</p> <p>B: Well when we're given the homework we don't really get asked for it. So, we'll do it, but we don't get asked for it. Take Health and Social. We do a lot of work, but then we don't get asked for it so... Like, last week we got it done on time, but we didn't get asked for it.</p>	<p>6. The role of active or strategic procrastination</p>

<p>Reference 2 - 1.06% Coverage</p> <p>B: Yeah they do. They would help. But if I leave it until the night before, I can't exactly ask the teacher what it is I'm supposed to do... I suppose I could ask friends but then they'll be in the same boat</p> <p>Interview 4 [0.56% Coverage]</p> <p>Reference 1 - 0.56% Coverage</p> <p>S: Maybe. I feel like she's not getting the gratification she wants from her hard work.</p>	
<p>1.4.4 The role of complacency</p> <p>Interview 2 [2.48% Coverage]</p> <p>Reference 1 - 1.42% Coverage</p> <p>B: Well when we're given the homework we don't really get asked for it. So, we'll do it, but we don't get asked for it. Take Health and Social. We do a lot of work, but then we don't get asked for it so... Like, last week we got it done on time, but we didn't get asked for it.</p> <p>Reference 2 - 1.06% Coverage</p> <p>B: Yeah they do. They would help. But if I leave it until the night before, I can't exactly ask the teacher what it is I'm supposed to do... I suppose I could ask friends but then they'll be in the same boat</p> <p>Interview 4 [0.56% Coverage]</p> <p>Reference 1 - 0.56% Coverage</p> <p>S: Maybe. I feel like she's not getting the gratification she wants from her hard work.</p>	<p>6.1. Links to high expectancy</p> <p>Interview 1 [2.88% Coverage]</p> <p>Reference 1 - 1.41% Coverage</p> <p>I always go, "I can do it later because it won't take that long." Like, I've only got this, this and this to do. When I do an essay, I like to make a list. I like checklists. I've only got this to do – so I put it off until later.</p> <p>Reference 2 - 1.47% Coverage</p> <p>I feel this way about revision in general. I think, "I'm not going to do well anyway so what is the point in revising?" I'll just do as well as I can. I did that through my GCSEs – I winged them. I'm thinking, maybe I can wing it a bit more.</p> <p>Interview 4 [2.95% Coverage]</p> <p>Reference 1 - 2.95% Coverage</p> <p>But there were also occasions when, if you were performing well, then you could take it easy. Say you need a C to pass, but you already had one overall before the last exam. You'd relax and chill a little bit. But the things you do instead might not be productive. So I might play video games, but I might do Art or ICT instead of Spanish. I didn't want to study Spanish. I'd try to improve my grades elsewhere because I wanted to take those subjects further.</p>
<p>1.5. Feedback</p>	<p>6.2. Links to value</p>
<p>1.5.1. Negative Feedback</p> <p>Interview 2 [2.48% Coverage]</p> <p>Reference 1 - 1.42% Coverage</p> <p>B: Well when we're given the homework we don't really get asked for it. So, we'll do it, but we don't get asked for it. Take Health and Social. We do a lot of work, but then we don't get asked for it so... Like, last week we got it done on time, but we didn't get asked for it.</p> <p>Reference 2 - 1.06% Coverage</p> <p>B: Yeah they do. They would help. But if I leave it until the night before, I can't exactly ask the teacher what it is I'm supposed to do... I suppose I could ask friends but then they'll</p>	<p>6.2.1. Low task value</p> <p>Interview 6 [2.07% Coverage]</p> <p>Reference 1 - 2.07% Coverage</p> <p>CC: 100%. You see, I run on adrenaline, so I am happy to leave deadlines for things I hate until the last minute, because I absolutely hate it. I'm not much of a procrastinator when I love the subject. I have one teacher who is hands off, he prefers self-directed learning, and I don't think that works for me.</p>

<p>be in the same boat</p> <p>Interview 4 [0.56% Coverage]</p> <p>Reference 1 - 0.56% Coverage</p> <p>S: Maybe. I feel like she's not getting the gratification she wants from her hard work.</p>	
<p>1.5.2. No feedback</p> <p>Interview 2 [2.48% Coverage]</p> <p>Reference 1 - 1.42% Coverage</p> <p>B: Well when we're given the homework we don't really get asked for it. So, we'll do it, but we don't get asked for it. Take Health and Social. We do a lot of work, but then we don't get asked for it so... Like, last week we got it done on time, but we didn't get asked for it.</p> <p>Reference 2 - 1.06% Coverage</p> <p>B: Yeah they do. They would help. But if I leave it until the night before, I can't exactly ask the teacher what it is I'm supposed to do... I suppose I could ask friends but then they'll be in the same boat</p> <p>Interview 4 [0.56% Coverage]</p> <p>Reference 1 - 0.56% Coverage</p> <p>S: Maybe. I feel like she's not getting the gratification she wants from her hard work.</p>	<p>6.2.2. On account of valued alternatives</p> <p>Interview 12 [3.31% Coverage]</p> <p>Reference 1 - 1.53% Coverage</p> <p>S: Oh right, well then yeah, I'd say she's not really procrastinating because if she tried harder with it she could go further with it. She's successful in it. I mean, she should obviously try at school and try with her essays as she can always have those as a backup. But I think, if she's gonna be more successful and she enjoys it more then her band's the better choice.</p> <p>Reference 2 - 1.77% Coverage</p> <p>S: Hmm. See I know. I would kind of say, focus on history and sociology, because you don't want to have those regrets when you're older, so I would say focus on them. Actually, I'd say have a balance really. Don't put all your eggs in one basket by focusing on just one. Sometimes do your work and sometimes spent time in the band as well. That means you won't look back and have regrets: "I wish I had have done that or the other.</p> <p>Interview 3 [0.52% Coverage]</p> <p>Reference 1 - 0.52% Coverage</p> <p>B: I got goals too but I'm not going to do it sometimes and I just – I do my own thing. I like doing things on the deadline.</p> <p>Interview 4 [8.80% Coverage]</p> <p>Reference 1 - 1.68% Coverage</p> <p>A: In some cases, a lot of cases, these were the mandatory subjects that I had no interest in and no interest in pursuing it further. The attitude was: "why pursue something that I'm not going to take further? I could be looking at something I am interested in..."</p> <p>Reference 2 - 5.17% Coverage</p> <p>S: Yes, at GCSE, I remember actively working out how much effort needed to go in to each subject. For me, French induced the most anxiety, because for the first three years of secondary school I simply refused to study it. I was forced into the French class at GCSE because not enough people wanted to study Irish. I got a Level 2 or 3 in my first French GSCE module. I would study science and Art instead of French. I was pushing for a Level 9 in Art. It made me feel good being a master of a subject, rather than struggling because it made me feel shit. I confided in my parents. They had to get me a French tutor just to get me a pass. It was so</p>

	<p>strange, putting effort into Art when I was going to fail another subject, but I just didn't want to feel bad about myself. I didn't want to think about it.</p> <p>Reference 3 - 1.95% Coverage</p> <p>S: Ok, well I think procrastination is about being lazy, right? So being strategic is about making the most out of your laziness. If I plan for an hour, which means I work out that I can get away with 5 hours homework a week, it looks like work, but I only did it because I don't want to work! *laughter*</p> <p>Interview 9 [3.84% Coverage]</p> <p>Reference 1 - 0.72% Coverage</p> <p>And that makes sense – why would you do work due in three months when you have a deadline next week? Why would you not do that first?</p> <p>Reference 2 - 1.77% Coverage</p> <p>S: I have found it hard to try when I am already sitting on a reasonably high grade. That's what we had in Religion. The grade is there so why would I study. So I didn't because I prioritised other exams taking place close by. You form an opinion like that. I think that was procrastination, but I did study for other things...</p> <p>Reference 3 - 1.35% Coverage</p> <p>S: I'm a bit torn. In my school they always promoted drama and the Arts and I agree that that's very important. But, from doing both an essay and a performing subject, I feel like, if that's what prefers over an essay deadline, then take that risk...</p>
2. Increased motivation to do alternatives	<p><i>6.3. To improve task outcomes or performance</i></p> <p>Interview 12 [2.72% Coverage]</p> <p>Reference 1 - 0.46% Coverage</p> <p>S: Yeah well, it was one of those things, it was so fresh in my head that I was able to get it all out. So yeah...</p> <p>Reference 2 - 2.26% Coverage</p> <p>S: It was a time to get away from school and from your studies. It was a time to go out and enjoy yourself without thinking about it all. Now obviously my friends were school friends so, I would have seen them in school. But in school, you talk about school, whereas this was a break away from it. You can just enjoy yourself, it's not constantly in your head. I feel like, if you didn't have that, you'd think, "I just can't be bothered, you know, going to school again." It takes a bit of free time away from it all to enjoy yourself and have fun.</p> <p>Interview 3 [2.54% Coverage]</p> <p>Reference 1 - 2.54% Coverage</p>

	<p>A: I think it's about feeling comfortable, isn't it? If I don't feel comfortable doing my work at this time – it's going to get done. So even if I've booked in study time, if I don't feel comfortable, then [the work] isn't gonna get done. It's like, when I'm drawing, and I feel like I can't wait to draw, then I find I draw a really nice piece of art. But if I'm drawing and I can't be bothered to be drawing then I know that my mood almost goes onto the paper. So – procrastination – so studying English, the studying was frying my brain and I just... I had to take a break and then come back to it.</p> <p>Interview 4 [7.12% Coverage]</p> <p>Reference 1 - 5.17% Coverage</p> <p>S: Yes, at GCSE, I remember actively working out how much effort needed to go in to each subject. For me, French induced the most anxiety, because for the first three years of secondary school I simply refused to study it. I was forced into the French class at GCSE because not enough people wanted to study Irish. I got a Level 2 or 3 in my first French GCSE module. I would study science and Art instead of French. I was pushing for a Level 9 in Art. It made me feel good being a master of a subject, rather than struggling because it made me feel shit. I confided in my parents. They had to get me a French tutor just to get me a pass. It was so strange, putting effort into Art when I was going to fail another subject, but I just didn't want to feel bad about myself. I didn't want to think about it.</p> <p>Reference 2 - 1.95% Coverage</p> <p>S: Ok, well I think procrastination is about being lazy, right? So being strategic is about making the most out of your laziness. If I plan for an hour, which means I work out that I can get away with 5 hours homework a week, it looks like work, but I only did it because I don't want to work! *laughter*</p>
<p>2.1. TMT - High expectancy alternatives</p>	<p>6.4. Futility of...</p> <p>Interview 12 [1.90% Coverage]</p> <p>Reference 1 - 1.90% Coverage</p> <p>don't know if it benefitted me or not. Sometimes I would say – because of the stress of it – I would say “right I'm not doing this next year” or whatever, or I'm going to make sure I'm organised. Then in the end, I'm just lazy again and put it off. Although, touch wood, I have never failed any important tests so I would say, like, if you're trying to save yourself the stress, try not to do it, but I'm still probably the worst procrastinator you've ever met.</p> <p>Interview 2 [1.17% Coverage]</p> <p>Reference 1 - 1.17% Coverage</p> <p>C: Yeah I think so, like around the time of our GCSEs, we did a lot of mocks and even if you didn't do well in them then you might think well “yeah, what's the point?” Then you try and fluke it when it comes to your real exams.</p>

	<p>Interview 4 [7.54% Coverage]</p> <p>Reference 1 - 5.17% Coverage</p> <p>S: Yes, at GCSE, I remember actively working out how much effort needed to go in to each subject. For me, French induced the most anxiety, because for the first three years of secondary school I simply refused to study it. I was forced into the French class at GCSE because not enough people wanted to study Irish. I got a Level 2 or 3 in my first French GSCE module. I would study science and Art instead of French. I was pushing for a Level 9 in Art. It made me feel good being a master of a subject, rather than struggling because it made me feel shit. I confided in my parents. They had to get me a French tutor just to get me a pass. It was so strange, putting effort into Art when I was going to fail another subject, but I just didn't want to feel bad about myself. I didn't want to think about it.</p> <p>Reference 2 - 2.37% Coverage</p> <p>S: Yeah I agree with that, but there's also a level of denial about my case. So if I didn't see French, if I didn't have to look at the questions, then I didn't need to worry about it. Another thing, in Economics I already had a fantastic grade due to my coursework, while my Art, I still needed to push that grade up. So why wouldn't I do that? Is that procrastination?</p>
<p>2.1.1. Easy is appealing</p> <p>Interview 1 [0.76% Coverage]</p> <p>Reference 1 - 0.76% Coverage</p> <p>I feel like I put it off because it's difficult – like it will take up too much time. I would rather do other things instead.</p> <p>Interview 10 [3.18% Coverage]</p> <p>Reference 1 - 3.18% Coverage</p> <p>M: So why do you think it takes effort? Let's try something. Tell me something that doesn't take any effort. E: Watching TV. M: So what is the difference between doing the painting and watching TV? E: It's easier. It's the easier option. M: Because... E: Well there's no effort that goes into it and nobody's going to mark it or scrutinise it or mark it or whatever.</p> <p>Interview 12 [1.21% Coverage]</p> <p>Reference 1 - 1.21% Coverage</p> <p>S: No, it's just like you're in control. It's what you wanna do. Obviously you can't sit on your phone all the time, but yeah it's what you wanna do. I guess it's because there's nobody there to tell you to get off your phone because you have to do it. Instead, you have to be hard on yourself.</p> <p>Interview 4 [5.17% Coverage]</p>	<p>7. The role of teachers</p>

<p>Reference 1 - 5.17% Coverage</p> <p>S: Yes, at GCSE, I remember actively working out how much effort needed to go in to each subject. For me, French induced the most anxiety, because for the first three years of secondary school I simply refused to study it. I was forced into the French class at GCSE because not enough people wanted to study Irish. I got a Level 2 or 3 in my first French GSCE module. I would study science and Art instead of French.</p>	
<p>2.1.2. Success feels good</p> <p>Interview 4 [5.17% Coverage]</p> <p>Reference 1 - 5.17% Coverage</p> <p>I was pushing for a Level 9 in Art. It made me feel good being a master of a subject, rather than struggling because it made me feel shit. I confided in my parents. They had to get me a French tutor just to get me a pass. It was so strange, putting effort into Art when I was going to fail another subject, but I just didn't want to feel bad about myself. I didn't want to think about it.</p>	<p>7.1. TMT - Links to expectancy</p>
<p>2.2. TMT - High value of alternatives</p>	<p>7.1.1 Better relationships increase expectancy</p> <p>Interview 10 [2.74% Coverage]</p> <p>Reference 1 - 2.74% Coverage</p> <p>M: I also wanted to know. Have you ever found it hard to ask for help because your relationship with the teacher was bad?</p> <p>E: That is true. Yeah, in my old school, you couldn't really ask for help. Yeah you can like a subject, but it does still depend on the teacher. Definitely. And how available they make themselves</p> <p>Interview 11 [3.64% Coverage]</p> <p>Reference 1 - 3.64% Coverage</p> <p>KM: Yeah. Home Economics at GCSE. I thought it was interesting when I was picking my GCSEs. Then the course was boring and I didn't get on with my teacher, which made it harder. But I had to just get on with it. I was lucky because my cousin actually is a HE teacher and she was able to help me as well.</p> <p>Interview 2 [4.86% Coverage]</p> <p>Reference 1 - 1.36% Coverage</p> <p>C: I think a teacher is easier because you don't feel like you'll get judged as much and a teacher obviously wants you to do well. So I think a teacher will be able to tell you what is right and wrong rather than just moaning to peers...which I always do *laughter*</p> <p>Reference 2 - 0.90% Coverage</p> <p>M: And do relationships play a role in how motivated you feel to study a subject?</p> <p>B: Yeah.</p> <p>*All agree*</p>

	<p>C: I think the better the relationship, the better you are motivated.</p> <p>Reference 3 - 2.32% Coverage</p> <p>A: I feel like, if a teacher is frustrated with me, then I will get frustrated with myself. Because of all of those frustrations I put it off. Like I just give up on it.</p> <p>D: I think it depends on your mentality and your confidence towards it. If I had a bad relationship with a teacher and they criticised me for something. Yes I will blame myself but I will also want to have a go back. Then I just think, “stuff it I’m not going to do it anymore!”</p> <p>Reference 4 - 0.27% Coverage</p> <p>A: For me, almost out of spite I just wouldn’t do it.</p> <p>Interview 6 [8.47% Coverage]</p> <p>Reference 1 - 2.32% Coverage</p> <p>CC: Yeah, 100%. Failing at one thing left me crying to a teacher and asking for help. Yet, the thought of going back and doing more work in that subject makes me feel sick. Because of that setback. I failed that essay, that means I’m going to fail that module. I’m not gonna graduate. That’s where my head goes. It comes to feedback, more or less.</p> <p>Reference 2 - 6.16% Coverage</p> <p>That feedback that she got, anyone would have self-doubt and not want to work. “Maybe I’m not as good as I thought.” I had a Y10 teacher who didn’t believe in me. Thinking about is bringing back memories of lots of things that out me off. I had a history teacher tell me I wasn’t good enough. That I didn’t give her much confidence that I would pass because I couldn’t answer a question verbally even though the answer was in my head. The whole time, even though I knew the syllabus, I was thinking about that. Even during AS levels her voice was in my head.</p> <p>When I told her what I needed to get into uni, she told me “I can’t really see you getting those grades but maybe you can get to Ulster.” That for me has stuck with me and it has made me work harder but I also have that self-doubt. That kind of negative feedback can be turned into a positive, but in Z’s case – that disappointment is going to make you not work.</p>
<p>2.2.1 Attainment Value and Identity Interview 10 [5.29% Coverage]</p> <p>Reference 1 - 5.29% Coverage</p> <p>E: I think, a lot of the times when I go out, it’s important, because – especially as a girl – I think girls have to feel like they’re keeping up with each other. If you’re going to stay and do an essay instead, you’re missing out. You also feel like you can’t say no sometimes, if they’re asking you to go out. Especially if it’s more entertaining.</p> <p>M: So you can’t say no because it’s: one, more entertaining and; two, you need to keep up with what’s going on? That must be hard.</p> <p>E: Yeah it definitely is. Especially when you have an essay due and your friend asks do you wanna go to the beach. You want</p>	<p>7.1.2 Quality of teaching impacts expectancy</p> <p>Interview 1 [3.92% Coverage]</p> <p>Reference 1 - 1.99% Coverage</p> <p>History class is an important example. So the previous year some students didn’t give the book of notes back. So the teacher kept forgetting to give us out notes throughout the year. Then, near the deadline we got all the notes and it just felt like so much to study. It was like, a “head in the sand” kind of moment you know?</p> <p>Reference 2 - 1.93% Coverage</p> <p>H: I think during half-term my sociology teacher gave us an</p>

<p>to go!</p> <p>Interview 12 [2.05% Coverage]</p> <p>Reference 1 - 0.94% Coverage</p> <p>She's successful in her band. She's good at essays as well. So she's not putting it off because she's lazy or because she can't do it, it's because she has other areas that she is more successful at. Are you allowed to say that?</p> <p>Reference 2 - 1.11% Coverage</p> <p>It's probably – with overconfidence – you may spend more time on it. So you might use the fact that you enjoy studying for one subject to procrastinate for a subject you don't enjoy. You should be studying harder for that subject because you need to study harder for it.</p> <p>Interview 3 [5.01% Coverage]</p> <p>Reference 1 - 0.95% Coverage</p> <p>B: Aww because it's more interactive! I don't like being on my own – being in my own space. I like to see and be with other people. See other people's viewpoints if that makes sense? Just socialise. I don't like being alone.</p> <p>Reference 2 - 0.51% Coverage</p> <p>B: Well the bass and the demo is more important to her. It's her hobby and she'd rather do that. A: That's her goal yeah.</p> <p>Reference 3 - 0.78% Coverage</p> <p>M: If that were your...sister, say. Would you agree that putting off the history and sociology essays is a good plan? B: As long as she knows that that is what she wants to do then yeah...</p> <p>Reference 4 - 1.39% Coverage</p> <p>A: Well ok, so education is stable. Everyone knows that. Sometimes it's not what everyone wants to do. Everyone gets an education. Maybe she wants to be different? M: Do you think the chances of a band making it might influence your thinking? A: But if music makes her happy and school makes her sad well – which one do you do?</p> <p>Reference 5 - 1.38% Coverage</p> <p>A: Cool. Anyway [Alan] shouldn't be doing it. I mean if he finds the English course boring then he shouldn't be studying it. He won't be looking to have an English future so – is it really beneficial to him? I know people who say, "I can't deal with my courses anymore, what should I do?" I'm like, "do something you wanna do!"</p> <p>Interview 4 [5.17% Coverage]</p> <p>Reference 1 - 5.17% Coverage</p>	<p>essay and she said, "there you go, do it." I was so irritated because she didn't show us how to do an essay. She just gave it to us and said, "do what you can." So every time I went to do it, I looked at it, and I thought, "I have no idea what I'm doing."</p> <p>Interview 6 [8.23% Coverage]</p> <p>Reference 1 - 2.07% Coverage</p> <p>CC: 100%. You see, I run on adrenaline, so I am happy to leave deadlines for things I hate until the last minute, because I absolutely hate it. I'm not much of a procrastinator when I love the subject. I have one teacher who is hands off, he prefers self-directed learning, and I don't think that works for me.</p> <p>Reference 2 - 6.16% Coverage</p> <p>That feedback that she got, anyone would have self-doubt and not want to work. "Maybe I'm not as good as I thought." I had a Y10 teacher who didn't believe in me. Thinking about is bringing back memories of lots of things that out me off. I had a history teacher tell me I wasn't good enough. That I didn't give her much confidence that I would pass because I couldn't answer a question verbally even though the answer was in my head. The whole time, even though I knew the syllabus, I was thinking about that. Even during AS levels her voice was in my head. When I told her what I needed to get into uni, she told me "I can't really see you getting those grades but maybe you can get to Ulster." That for me has stuck with me and it has made me work harder but I also have that self-doubt. That kind of negative feedback can be turned into a positive, but in Z's case – that disappointment is going to make you not work.</p> <p>Interview 9 [2.77% Coverage]</p> <p>Reference 1 - 1.90% Coverage</p> <p>S: Ok well I think she has a problem, and I don't want to blame the teachers, because I know they have to give out deadlines, but I think giving out a deadline too early is an issue. I guess some people in class well get it down there and then, but giving out too early gives people the opportunity to think, "oh, sure I can leave it another month."</p> <p>Reference 2 - 0.87% Coverage</p> <p>I think questioning is important. If you question yourself then you might even be able to question the teacher. Maybe the way they teach isn't working for you.</p> <p><i>7.2. TMT - Links to value</i></p> <p><i>7.2.1. Poor relationships reduced intrinsic value</i></p> <p>Interview 11 [3.64% Coverage]</p> <p>Reference 1 - 3.64% Coverage</p> <p>KM: Yeah. Home Economics at GCSE. I thought it was interesting when I was picking my GCSEs. Then the course was boring and I didn't get on with my teacher, which made it harder. But I had to just get on with it. I was lucky because</p>
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<p>S: Yes, at GCSE, I remember actively working out how much effort needed to go in to each subject. For me, French induced the most anxiety, because for the first three years of secondary school I simply refused to study it. I was forced into the French class at GCSE because not enough people wanted to study Irish. I got a Level 2 or 3 in my first French GSCE module. I would study science and Art instead of French. I was pushing for a Level 9 in Art. It made me feel good being a master of a subject, rather than struggling because it made me feel shit. I confided in my parents. They had to get me a French tutor just to get me a pass. It was so strange, putting effort into Art when I was going to fail another subject, but I just didn't want to feel bad about myself. I didn't want to think about it.</p> <p>Interview 5 [8.11% Coverage]</p> <p>Reference 1 - 0.95% Coverage</p> <p>B: Business because it's more coursework. I'm more of an exam person so I put coursework off to the last minute.</p> <p>Reference 2 - 2.75% Coverage</p> <p>B: At GCSE, I was terrible at LLW (Learning for Life and Work). It's meant to be the easy subject but I would do badly in it. There was coursework as well – and I would do badly at that. That put me off. But the exams – loved the exams – but the coursework put me off it. But I hated the class, and I hated everything in it.</p> <p>Reference 3 - 1.98% Coverage</p> <p>B: Yeah well Business, I found the coursework very boring and I didn't really understand the topics. I'm not a business person, I'm more sciency. Accounts, stuff like that, I didn't understand it and it was boring so I would it off.</p> <p>Reference 4 - 2.43% Coverage</p> <p>B: Yeah, but in a different way. She's sort of, putting the band before school. Maybe she doesn't like school, maybe she won't go back to school. But – I don't know – no, it is procrastination because she's putting the essays off. It's something she loves though so... that's a hard one.</p> <p>Interview 9 [1.35% Coverage]</p> <p>Reference 1 - 1.35% Coverage</p> <p>S: I'm a bit torn. In my school they always promoted drama and the Arts and I agree that that's very important. But, from doing both an essay and a performing subject, I feel like, if that's what prefers over an essay deadline, then take that risk...</p>	<p>my cousin actually is a HE teacher and she was able to help me as well.</p> <p>7.2.2. Teacher style impacts task value</p> <p>Interview 6 [8.04% Coverage]</p> <p>Reference 1 - 1.88% Coverage</p> <p>CC: Don't get me wrong, I got a lot of feedback from teachers, but it was more so me. At GCSE, I was very down on my own ability. But I did need to be pushed harder to achieve my capability. And I surprised myself. But in the end I still think it comes down to your own perspective.</p> <p>Reference 2 - 6.16% Coverage</p> <p>That feedback that she got, anyone would have self-doubt and not want to work. "Maybe I'm not as good as I thought." I had a Y10 teacher who didn't believe in me. Thinking about is bringing back memories of lots of things that out me off. I had a history teacher tell me I wasn't good enough. That I didn't give her much confidence that I would pass because I couldn't answer a question verbally even though the answer was in my head. The whole time, even though I knew the syllabus, I was thinking about that. Even during AS levels her voice was in my head.</p> <p>When I told her what I needed to get into uni, she told me "I can't really see you getting those grades but maybe you can get to Ulster." That for me has stuck with me and it has made me work harder but I also have that self-doubt. That kind of negative feedback can be turned into a positive, but in Z's case – that disappointment is going to make you not work.</p> <p>Interview 8 [1.98% Coverage]</p> <p>Reference 1 - 1.98% Coverage</p> <p>CAR: I think, sometimes teachers have specialised in a subject. They've put a lot of years into it, and it's something they really want to do. They can be, although maybe the younger ones are very passionate, it sometimes seem that some of the older teachers, who have been repeating the same thing every year, they are probably a bit bored of it. If you're in an environment where they don't enjoy teaching it, then you'll not enjoy learning about it.</p> <p>Interview 9 [0.87% Coverage]</p> <p>Reference 1 - 0.87% Coverage</p> <p>I think questioning is important. If you question yourself then you might even be able to question the teacher. Maybe the way they teach isn't working for you.</p>
<p>2.2.2 Intrinsic Value of Alternatives</p> <p>Interview 1 [4.62% Coverage]</p> <p>References 1-2 - 1.08% Coverage</p> <p>I'm more like, "I want 5 more minutes on my book... or my phone..." or I'm watching something with my family. I can do</p>	<p>7.3. TMT - Teacher reminded me of cost</p> <p>Interview 6 [1.88% Coverage]</p> <p>Reference 1 - 1.88% Coverage</p> <p>CC: Don't get me wrong, I got a lot of feedback from teachers, but it was more so me. At GCSE, I was very down</p>

[the work] later. I'm reading a murder mystery at the moment...

Reference 3 - 0.76% Coverage

I feel like I put it off because it's difficult – like it will take up too much time. I would rather do other things instead.

Reference 4 - 1.35% Coverage

I wonder should he find a different subject that he likes better. In fact I think there was some advice that Sixth Form gave where they told us it's not easy to... focus... to do something you don't like, because it's boring.

Reference 5 - 0.54% Coverage

H: Yeah I think she's going off and doing what she wants to do, not what she needs to do.

Reference 6 - 0.89% Coverage

C: There is a fine line between liking something that is beneficial to you and you like it but it doesn't benefit you in other areas of her life.

Interview 10 [13.26% Coverage]

Reference 1 - 2.28% Coverage

It seems to be coming up a lot, that phones and games consoles are so hard to take your eyes away from.

E: Exactly. Especially when it's more entertaining than what you're supposed to be doing. It's sitting right beside you, so it's so easy to get sucked into it.

References 2-3 - 2.73% Coverage

M: Out of interest, what do you think is so interesting about our phones? Why is it such an attractive option?

E: It's not that it's so entertaining, it's that it's more entertaining than your work! *laughter* There are funny things on it. You can talk to you friends. It's better than writing an essay, to be fair.

References 4-5 - 5.29% Coverage

E: I think, a lot of the times when I go out, it's important, because – especially as a girl – I think girls have to feel like they're keeping up with each other. If you're going to stay and do an essay instead, you're missing out. You also feel like you can't say no sometimes, if they're asking you to go out. Especially if it's more entertaining.

M: So you can't say no because it's: one, more entertaining and; two, you need to keep up with what's going on? That must be hard.

E: Yeah it definitely is. Especially when you have an essay due and your friend asks do you wanna go to the beach. You want to go!

Reference 6 - 2.97% Coverage

E: Yeah, and you have other work to do so you put it off. By the time you remember, you haven't got the time to do it

on my own ability. But I did need to be pushed harder to achieve my capability. And I surprised myself. But in the end I still think it comes down to your own perspective.

properly, so you end up really stressed. Especially in Art. Because there was a lot to do, I would put my R.E. essays off and stuff. And then, by the time I got round to doing them, they weren't as good as I wanted them to be.

Interview 12 [6.02% Coverage]

Reference 1 - 1.21% Coverage

S: No, it's just like you're in control. It's what you wanna do. Obviously you can't sit on your phone all the time, but yeah it's what you wanna do. I guess it's because there's nobody there to tell you to get off your phone because you have to do it. Instead, you have to be hard on yourself.

Reference 2 - 0.84% Coverage

S: You see I was going to say that! In Year 12, being with my friends was such a big thing. I would have been out four or five nights a week, and with school then I might have been falling behind with it.

Reference 3 - 1.48% Coverage

S: It was a time to get away from school and from your studies. It was a time to go out and enjoy yourself without thinking about it all. Now obviously my friends were school friends so, I would have seen them in school. But in school, you talk about school, whereas this was a break away from it. You can just enjoy yourself, it's not constantly in your head.

Reference 4 - 1.38% Coverage

So again it's important to have a balance. Obviously you've got to study as hard as you can and stuff, but you have to have a balance whereby you spend time with your friends and family so that it doesn't become too overwhelming. 9 times out of 10 I would have spent time crying over my work rather than doing it. Do you know that way?

Reference 5 - 1.11% Coverage

It's probably – with overconfidence – you may spend more time on it. So you might use the fact that you enjoy studying for one subject to procrastinate for a subject you don't enjoy. You should be studying harder for that subject because you need to study harder for it.

Interview 2 [0.45% Coverage]

Reference 1 - 0.45% Coverage

B: I feel like he gets distracted easily. He prioritises his phone rather than his work.

Interview 3 [3.04% Coverage]

Reference 1 - 0.52% Coverage

B: I got goals too but I'm not going to do it sometimes and I just – I do my own thing. I like doing things on the deadline.

Reference 2 - 2.11% Coverage

B: Aww because it's more interactive! I don't like being on my own – being in my own space. I like to see and be with other people. See other people's viewpoints if that makes sense? Just socialise. I don't like being alone.

A: I can relate to that.

M: Do you want to tell about that?

A: Well yeah, thinking about chess, I mean it's better for the eyes. If you can do that, and read the chapter, well why not do both? I know B is probably gonna go home and read it anyway so – why not [play chess]?

Reference 3 - 0.41% Coverage

B: Well the bass and the demo is more important to her. It's her hobby and she'd rather do that.

Interview 4 [9.37% Coverage]

References 1-3 - 3.82% Coverage

A: Yes. So, it's less of a problem as I get older and get to choose my subjects. But in school, when I had to study subjects that I wasn't necessarily as interested in, I would definitely say – play video games or watch TV rather than study for exams and tests. It's also... I would create tasks for myself that weren't... common (by which he means usual or normal) in any way. Like, "oh I need to study but that shelf is kind of crooked..." kind of thing. Things that I would never do if I didn't have a test to study for. I would avoid it. But by the time the exam is right around the corner I would...

Reference 4 - 5.17% Coverage

S: Yes, at GCSE, I remember actively working out how much effort needed to go in to each subject. For me, French induced the most anxiety, because for the first three years of secondary school I simply refused to study it. I was forced into the French class at GCSE because not enough people wanted to study Irish. I got a Level 2 or 3 in my first French GSCE module. I would study science and Art instead of French. I was pushing for a Level 9 in Art. It made me feel good being a master of a subject, rather than struggling because it made me feel shit. I confided in my parents. They had to get me a French tutor just to get me a pass. It was so strange, putting effort into Art when I was going to fail another subject, but I just didn't want to feel bad about myself. I didn't want to think about it.

Reference 5 - 0.38% Coverage

A: He enjoys NOT working on the assignment and the subject.

Interview 6 [7.78% Coverage]

Reference 1 - 2.12% Coverage

CC: Yes. Definitely. I am more than happy watching Netflix or going for a walk – anything else rather than my work, because I hate my work at the moment. It isn't always like that. If I enjoy a subject, if I enjoy a topic, I will learn the syllabus back to front. But if I don't... I'm more than happy to procrastinate.

Reference 2 - 2.08% Coverage

Maybe specifically science and maths at GCSE, I wouldn't

have been as keen to work on. I didn't enjoy them. But Religion, History, English Literature, I read all round them and it wasn't a chore, you know? Anything I don't enjoy is a burden, it's a chore, it's like a heavy thing around your shoulders. You know?

Reference 3 - 3.58% Coverage

For me, I would have been happy going to the gym before I would have sat down and done work. I just made other things a priority. L. – I don't want to say she's got her priorities wrong... Actually I do! Before I do the things that should be a priority, I want to focus on things that shouldn't be a priority. I get that, and L is enjoying her band as in making music and she would prefer to do that. I'd be the same, as much I enjoy writing essays, I might not enjoy the content. I would more likely go for a run because I enjoy it more.

Interview 8 [1.54% Coverage]

Reference 1 - 1.54% Coverage

CAR: Ooo, a bit of both. My background with media made me feel like I understood that aspect of it. So all I need to do is just read a few pages in a book about crime in the media. I'll then be able to write a whole essay. So I thought I'd be able to do it, but it sounded more interesting than the other topics too. So I was really positive about it.

Interview 9 [7.76% Coverage]

Reference 1 - 1.97% Coverage

S: Oh it definitely does. I enjoy maths the most even though I often struggle. There is something enjoyable, it was a break from essays. I procrastinate when it comes to essays. So with maths I can also listen to music, with other subjects music is distracting... not to sound too much like a nerd but, maths was almost more of a hobby...you could do it at any time.

Reference 2 - 2.58% Coverage

S: No, because I wasn't better at maths, I was better at essays, but I prefer maths because, I was told that I wasn't doing well enough at it earlier in the year, that I should drop it, I said "no I'm not going to listen to you I'm going to keep doing it." I repeated all the class tests, brought my D up to a B. I'm not born with maths ability, but I am more in love with the subject and that's why I worked harder at it. Though I loved Religion but I found it a lot harder.

References 3-4 - 3.21% Coverage

I think she's prioritising other things too much. I have heard it said that coming up to exams, if you have two in one week, then you prioritise the one you like more, or the one that you feel is more important, or the one that is worth more. K thinks the same, she thinks, "it's so far away so instead I will do this other thing because it is more entertaining, or more interesting." She's prioritising other subjects first of all because they were closer. And that makes sense – why would you do work due in three months when you have a deadline next week? Why would you not do that first?

<p>2.2.3 Utility Value</p> <p>Interview 10 [8.75% Coverage]</p> <p>Reference 1 - 1.76% Coverage</p> <p>E: In a way, though she's probably just more focused on her band because that's what she wants to do in the future It's not that she doesn't want to study, it's just that she has other things to focus on.</p> <p>Reference 2 - 1.68% Coverage</p> <p>E: Not really... Obviously I would go out and stuff, but... it just seems like she wants focus on her band, not because she's procrastinating but because it's the main focus of her career and things.</p> <p>Reference 3 - 5.31% Coverage</p> <p>E: I think, a lot of the times when I go out, it's important, because – especially as a girl – I think girls have to feel like they're keeping up with each other. If you're going to stay and do an essay instead, you're missing out. You also feel like you can't say no sometimes, if they're asking you to go out. Especially if it's more entertaining.</p> <p>M: So you can't say no because it's: one, more entertaining and; two, you need to keep up with what's going on? That must be hard.</p> <p>E: Yeah it definitely is. Especially when you have an essay due and your friend asks do you wanna go to the beach. You want to go!</p> <p>Interview 12 [1.53% Coverage]</p> <p>Reference 1 - 1.53% Coverage</p> <p>S: Oh right, well then yeah, I'd say she's not really procrastinating because if she tried harder with it she could go further with it. She's successful in it. I mean, she should obviously try at school and try with her essays as she can always have those as a backup. But I think, if she's gonna be more successful and she enjoys it more then her band's the better choice.</p> <p>Interview 2 [1.76% Coverage]</p> <p>Reference 1 - 1.76% Coverage</p> <p>B: Well when we're given the homework we don't really get asked for it. So, we'll do it, but we don't get asked for it. Take Health and Social. We do a lot of work, but then we don't get asked for it so... Like, last week we got it done on time, but we didn't get asked for it.</p> <p>M: How did you feel about that?</p> <p>B: Like it was a waste of time.</p> <p>Interview 3 [9.24% Coverage]</p> <p>Reference 1 - 0.95% Coverage</p> <p>B: Aww because it's more interactive! I don't like being on my own – being in my own space. I like to see and be with other people. See other people's viewpoints if that makes sense? Just</p>	<p>7.4. TMT - Links to deadlines</p> <p>Interview 9 [1.90% Coverage]</p> <p>Reference 1 - 1.90% Coverage</p> <p>S: Ok well I think she has a problem, and I don't want to blame the teachers, because I know they have to give out deadlines, but I think giving out a deadline too early is an issue. I guess some people in class well get it down there and then, but giving out too early gives people the opportunity to think, "oh, sure I can leave it another month."</p>
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socialise. I don't like being alone.

Reference 2 - 0.51% Coverage

B: Well the bass and the demo is more important to her. It's her hobby and she'd rather do that.

A: That's her goal yeah.

Reference 3 - 1.68% Coverage

A: Yeah, in terms of the schoolwork. She's doing something to replace it, but then, I don't know because if her goal is to do the music then maybe the essays would be procrastinating?

B: Right. If her goal is to be in a top band, then maybe she should focus on that rather than her studies.

A: Yeah like the studies take away from the real goal. It depends what point of view you take doesn't it?

Reference 4 - 1.71% Coverage

I'm doing engineering and science. I don't mean to be rude but I'm only doing science because it's backing up my engineering. Engineering is what I want to do, and so the lessons – I might not always love them – but they aren't boring because I know that's my future. If I was sat doing this hard work and it wasn't worth it then I'd be saying, "this is a waste of my time I need to get out of this place."

Reference 5 - 0.31% Coverage

A: But then I guess is that what he has to sacrifice for the greater good?

Reference 6 - 1.20% Coverage

But I also think school is intense now. I'm not saying it wasn't intense but now it is intense. You got teachers on your back. Parents on your back. Expectations. Expectations are definitely big. But it's what you prioritise? Do you prioritise other people's expectations or your own?

References 7-8 - 1.73% Coverage

A: Obviously you want to make your friends proud and your family proud. But if it makes you have no life, do you really want to give that up? So, which one's better, going to school, getting a grade and having no friends – but your parents are proud. Or, making yourself happy and getting a grade on the side? But having a bright future for yourself. But if you've got no self-drive, what are you going to do?

Reference 9 - 1.15% Coverage

A: Oh yeah. We've had deep talks. School adds to everything. I'm not going to lie. It adds to everything for me as well. You go to build relationships, support people, but you know at the back your mind there is work to do, and you know you've got to look after number one.

Interview 4 [4.85% Coverage]

Reference 1 - 2.95% Coverage

But there were also occasions when, if you were performing

well, then you could take it easy. Say you need a C to pass, but you already had one overall before the last exam. You'd relax and chill a little bit. But the things you do instead might not be productive. So I might play video games, but I might do Art or ICT instead of Spanish. I didn't want to study Spanish. I'd try to improve my grades elsewhere because I wanted to take those subjects further.

Reference 2 - 1.91% Coverage

S: In work though, it helps that someone is expecting me to do that.

M: Yeah you can't say to your boss – "I didn't do that, it was really boring."

S: Yeah maybe that cushiness of school allows procrastination. But then there is so much pressure in school. Maybe it's more urgency that's needed.

Interview 5 [7.79% Coverage]

Reference 1 - 1.78% Coverage

C: Well not doing well in the exams. If you don't hand coursework in on the deadline then teachers are on your back. When it comes to studying, no one is going to know you've studied until you get your results.

Reference 2 - 2.43% Coverage

B: Yeah, but in a different way. She's sort of, putting the band before school. Maybe she doesn't like school, maybe she won't go back to school. But – I don't know – no, it is procrastination because she's putting the essays off. It's something she loves though so... that's a hard one.

Reference 3 - 1.85% Coverage

C: I would say she was as well. She's putting other things in front of her exams – maybe because she enjoys band practice so much, that's her top priority at the minute. The work is not as important so she puts it off.

Reference 4 - 1.72% Coverage

B: Actually during my Year 12 exams I had a chemistry exam, but I had just started going out with my boyfriend at the time. It was his mum's birthday. I went out for the birthday dinner, I got a Level 1!

Interview 6 [9.65% Coverage]

Reference 1 - 1.45% Coverage

CC: It's actually even earlier. I always hated languages, so I never worked at things I didn't like. My mum and everyone would say, "CC, work at those things you're not as strong in." But – I've always been like that.

References 2-3 - 3.91% Coverage

For me, the ideas connect a bit, because... I mean, I was always more literature based. I was better at essays, things like that. I always worked at those things at which I was stronger. Maybe I neglected science and maths and technology, but part

of me thought, “that’s because I’m better at this.” Even though my family might say, “CC you’ll need this in the future or for the workplace.” So I worked hard to get the grades I needed – particularly in maths. I don’t know how they would disconnect – you know? It comes down to your perceptions of what you’re strong at and not strong at.

Reference 4 - 2.01% Coverage

So, at AS I had a very hard year. Especially at the start. From September to December I did nothing. I was very last minute. My teachers knew this wasn’t me. I was always a worker. But I had a tough year. Then in January I started to work. I started a quote board in the study. *request clarification*

Reference 5 - 2.28% Coverage

CC: Yes, but that’s a goal that she has. She 100% believes that her band will get signed. She has that goal and she is dedicated to it. She is committed and that’s what will get results. So I think in a way she does feel it’s more important because she is putting more work into it. What you put more work into shows what is your priority is.

Interview 7 [10.19% Coverage]

Reference 1 - 10.19% Coverage

M: So, earlier when we talked about phones, you talked about how important it was to make sure you knew what was going on. In that sense did it seem more important than studying.

CW: Yeah, I suppose...

M: And did you ever have anything like that but in person? Maybe a night out or something?

CW: Yeah, that would have happened, like friends’ birthdays and stuff like that.

M: What would have happened if you had said, “no I can’t come out I’m working on an essay”?

CW: I would have missed out on a good night.

M: Yeah – and how would your friends have reacted.

CW: They would probably have told me to wise up because I do the essay some other time.

Interview 8 [6.34% Coverage]

References 1-3 - 1.75% Coverage

CAR: Yeah, well the Easter break is coming up as well. They know that they won’t have to go back to school. Without me they wouldn’t do any work. Look at the Xbox as well. When they’re on that, their mates are telling them that they don’t need to do any work, that their mums aren’t making them do any work. You know, though, everyone says that. Yeah some may not be, but others are just saying that.

References 4-5 - 1.37% Coverage

CAR: Even last year, I was studying all week, but I had a part-time job. So I was working two evenings and eight hours on a Saturday. Sunday was the only day I’d get to spend with him. But he was so disciplined that he’d be working. I wanted to spend time with him so I’m thinking, “guess I’ll do some work too!”

<p>Reference 6 - 3.22% Coverage</p> <p>CAR: I think it comes from mum. My grandad would have told her that education is the number one priority. Once you have those grades, they are yours, no one can take them away. I grew up knowing that education was that important. I felt secure because I was in a good school where most people go to Uni. Then that didn't happen, maybe because I felt too secure... but really, what I should have been doing was putting the work in. I had neglected it completely. So when I found out I wasn't going to Uni, I was crying, that was the shake. I was crying on the floor of the club we went to on results night. I couldn't believe this was happening to me. I never thought I would be in that position, even though other people were ok with it.</p> <p>Interview 9 [3.53% Coverage]</p> <p>Reference 1 - 2.20% Coverage</p> <p>It's funny, because you know what you have to do, to get where you want to be. I knew I needed 3As but you're thinking, "I cannot be bothered to study. It's sunny outside!" I don't think there is a better reason for that than laziness. When I say I procrastinated I didn't leave it until the night before but I did leave it late and I don't think there is any excuse. It's just laziness and I am very lazy</p> <p>Reference 2 - 1.33% Coverage</p> <p>Nevertheless, it clearly depends on how serious that essay is, and the consequences with the teacher and stuff. But if she thought the practice was going to benefit her in terms of the future, more than the essay, then I think she has to do it.</p>	
<p>2.3. TMT - Distractions and distractibility</p>	<p>8. Denial</p>
<p>2.3.1. Short timeframe</p> <p>Interview 1 [2.08% Coverage]</p> <p>Reference 1 - 0.79% Coverage</p> <p>Well personally I go to the gym because then I feel better. I feel more energised. Then again I might watch Netflix or have a nap.</p> <p>Reference 2 - 0.74% Coverage</p> <p>C: I think she's looking for distractions. She knows she's got essays due but she's thinking, "I've got THIS I could do."</p> <p>Reference 3 - 0.54% Coverage</p> <p>H: Yeah I think she's going off and doing what she wants to do, not what she needs to do.</p> <p>Interview 10 [8.35% Coverage]</p> <p>Reference 1 - 3.36% Coverage</p> <p>E: Yeah, with my maths GCSE I just didn't do the work at all because I just knew I couldn't do it. So, it was too off-putting. I knew I was going to fail so I just, I messed about.</p> <p>M: Is messing about part of procrastinating, do you think? You</p>	<p>8.1. Thoughts</p>

know, that doing something else instead?

E: Yeah. That's definitely true because once you stop you have to do the work so you just keep going.

References 2-3 - 2.27% Coverage

E: Yeah, but honestly sometimes I would have just sat at the table with my books out, and then just sat on my phone. I had good intentions and I wanted to do it, but doing it was just too much to tackle or something... Then the work just builds up and... you give up.

Reference 4 - 2.73% Coverage

M: Out of interest, what do you think is so interesting about our phones? Why is it such an attractive option?

E: It's not that it's so entertaining, it's that it's more entertaining than your work! *laughter* There are funny things on it. You can talk to you friends. It's better than writing an essay, to be fair.

Interview 12 [2.58% Coverage]

Reference 1 - 2.58% Coverage

S: See, I think it's a lot to do with social media. I think it has a big part to do with social media these days. Even if you're sitting in school, you'd be like, "I'm gonna go home, I'm gonna study for a bit." All your friends are then talking in the group chat, especially if it's to do with tests, you're gonna see them say "I'm not studying" or "that won't come up" and those influences will get in your head. You think, "well everyone else isn't doing it so it's ok..." Even – there are times when I've put my phone away or downstairs and I still just keep going and going at it, so I would say that's the main reason for it.

Interview 2 [0.65% Coverage]

Reference 1 - 0.20% Coverage

C: Yeah, like she'll find distractions.

Reference 2 - 0.45% Coverage

B: I feel like he gets distracted easily. He prioritises his phone rather than his work

Interview 3 [0.78% Coverage]

Reference 1 - 0.78% Coverage

M: Right! Whereas B, you talked about not liking the essay and it was almost as though you were then going looking for the phone – like you were looking for that distraction, you know?

Interview 7 [4.02% Coverage]

References 1-2 - 4.02% Coverage

CW: Yeah. While I was studying for exams I would just sit on my phone. Like maybe watch Netflix or something, just to avoid having to sit there and do it because sometimes it was

<p>really boring. I would have done literally anything apart from trying to study.</p> <p>Interview 8 [1.73% Coverage]</p> <p>Reference 1 - 1.73% Coverage</p> <p>CAR: Yeah, whenever I have something coming up in school, the house was never cleaner! I hoovered the grass and everything *laughing* But it is that thing, when something's due, that satisfaction when you've handed something in. That feeling of, "Thank God it's done!" You feel that weight off your shoulders. But the problem is I also get that whenever I'm procrastinating and do something else.</p>	
<p>2.3.2. Intermediate timeframe</p> <p>Interview 1 [2.10% Coverage]</p> <p>Reference 1 - 0.79% Coverage</p> <p>Well personally I go to the gym because then I feel better. I feel more energised. Then again I might watch Netflix or have a nap.</p> <p>Reference 2 - 1.30% Coverage</p> <p>Well he would also spend time with people in younger years and they weren't thinking about exams. So then they weren't talking about it so neither was he, so he wasn't stressed. Until he got home, and then he was.</p> <p>Interview 10 [9.60% Coverage]</p> <p>Reference 1 - 3.18% Coverage</p> <p>M: So why do you think it takes effort? Let's try something. Tell me something that doesn't take any effort. E: Watching TV. M: So what is the difference between doing the painting and watching TV? E: It's easier. It's the easier option. M: Because... E: Well there's no effort that goes into it and nobody's going to mark it or scrutinise it or mark it or whatever.</p> <p>Reference 2 - 3.91% Coverage</p> <p>M: Was there ever a time when going out with your mates seemed important, or more important than work. E: I think, a lot of the times when I go out, it's important, because – especially as a girl – I think girls have to feel like they're keeping up with each other. If you're going to stay and do an essay instead, you're missing out. You also feel like you can't say no sometimes, if they're asking you to go out. Especially if it's more entertaining.</p> <p>Reference 3 - 2.50% Coverage</p> <p>E: 100%. I am less motivated in the house. I work best in a library environment and there are too many distractions in the house as well so my work has definitely suffered. Libraries are quiet places to work, there is no family, you have plenty of resources and other support there as well.</p>	<p>8.1.1. Soothing by overplaying timeframe</p> <p>Interview 1 [1.77% Coverage]</p> <p>Reference 1 - 1.08% Coverage</p> <p>I'm more like, "I want 5 more minutes on my book... or my phone..." or I'm watching something with my family. I can do [the work] later. I'm reading a murder mystery at the moment...</p> <p>Reference 2 - 0.69% Coverage</p> <p>I always go, "I can do it later because it won't take that long." Like, I've only got this, this and this to do.</p> <p>Interview 12 [0.79% Coverage]</p> <p>Reference 1 - 0.79% Coverage</p> <p>S: Yeah, I used to always get bad feedback. I'd get Ds and Fs and stuff. It was so bad. But I'd be thinking, "sure it's all right, the test is still months away." Which you really shouldn't do...</p> <p>Interview 2 [4.28% Coverage]</p> <p>Reference 1 - 1.28% Coverage</p> <p>C: I've had that. I've had these random bursts of motivation. But then because I am motivated I think I can do it later. Then it clicks, and you just think, "oh, I don't want to do it anymore. I'll do it the next day." It's like a switch goes off.</p> <p>Reference 2 - 0.89% Coverage</p> <p>C: Yes it's like stress is all the same. Filling you up. And it's like you calm yourself down by telling yourself, "I'll make sure I do it later." But then you don't do it.</p> <p>Reference 3 - 2.11% Coverage</p> <p>M: So there might even be a sort of self-comfort in telling yourself "oh there's still time" or whatever? *general agreement* What an interesting point. I hadn't come across that before to be honest. It's like the perfect problem because you can simultaneously not do anything and feel better about not doing anything.</p>

<p>Interview 11 [2.69% Coverage]</p> <p>Reference 1 - 2.69% Coverage</p> <p>KM: Well, my exams were cancelled, so it's more assignments than studying. But there are assignments and I'm less motivated because I'm in the house. Normally – I don't study in the house, I would normally go to the library.</p> <p>Interview 12 [7.21% Coverage]</p> <p>Reference 1 - 1.16% Coverage</p> <p>S: It has had such a bad impact! We're less motivated because we have to do the work ourselves. It's worse because you can't leave the house. Before I would have gone to the library and stuff whereas now... I can't. It's really hard to lift your laptop out and do the work yourself.</p> <p>References 2-4 - 1.81% Coverage</p> <p>S: Yeah I have a 2 year-old brother, so it's actually hectic. So yeah, I kinda have to wait until he goes to bed and stuff. Which is not easy, as I normally work better in the morning or during the day. But he wants me to play with him so... It's hard to settle down, and if I need help from my mum, she's minding my brother so... yeah that's only one sibling in the house. I imagine people who have 4 or 5, and they're sharing rooms and stuff.</p> <p>Reference 5 - 2.77% Coverage</p> <p>S: You see I was going to say that! In Year 12, being with my friends was such a big thing. I would have been out four or five nights a week, and with school then I might have been falling behind with it. To be fair though, now that I think about it, I spent a lot of time on English Lit because I was finding it hard and wasn't enjoying it. When I dropped it, I found that I started doing better in all my other subjects. Even though I was trying to have a balance and trying to do it all, once you have a better focus, I was doing better because I enjoyed the subjects more. I didn't have to – try as hard at them so I could even out my effort across them and do better.</p> <p>References 6-7 - 1.48% Coverage</p> <p>S: It was a time to get away from school and from your studies. It was a time to go out and enjoy yourself without thinking about it all. Now obviously my friends were school friends so, I would have seen them in school. But in school, you talk about school, whereas this was a break away from it. You can just enjoy yourself, it's not constantly in your head.</p> <p>Interview 3 [1.84% Coverage]</p> <p>Reference 1 - 0.95% Coverage</p> <p>B: Aww because it's more interactive! I don't like being on my own – being in my own space. I like to see and be with other people. See other people's viewpoints if that makes sense? Just socialise. I don't like being alone.</p> <p>Reference 2 - 0.90% Coverage</p>	<p>C: It's false reassurance. M: The worst friend ever. So that's why it's so appealing...</p> <p>Interview 5 [3.70% Coverage]</p> <p>Reference 1 - 3.70% Coverage</p> <p>C: So whenever I was doing my last Religion exam, most of my friends were already finished their exams. My friends were going out, and they were talking about it in group chats and stuff. I knew my exam was getting closer and closer, and I had set aside time to study, but then because of the good weather and stuff, I kept telling myself, "I can do it tomorrow, I can do it in an hour." I could tell myself that right up until the exam</p> <p>Interview 9 [1.04% Coverage]</p> <p>Reference 1 - 1.04% Coverage</p> <p>S: Yeah, definitely. You're given dates for your exams, and you're thinking it's so far away. Even when I've had to repeat exams I've caught myself thinking, "it's ok it's still so far away."</p>
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A: Well yeah, thinking about chess, I mean it's better for the eyes. If you can do that, and read the chapter, well why not do both? I know B is probably gonna go home and read it anyway so – why not [play chess]?

Interview 4 [5.79% Coverage]

Reference 1 - 1.96% Coverage

S: I think it's attempt to avoid doing what you need to do by doing other things. Convincing yourself that other things are important – when they are really not. And you know deep down that they are really not. But you would rather do those, so you pretend that you should be doing those instead
laughter

Reference 2 - 3.82% Coverage

A: Yes. So, it's less of a problem as I get older and get to choose my subjects. But in school, when I had to study subjects that I wasn't necessarily as interested in, I would definitely say – play video games or watch TV rather than study for exams and tests. It's also... I would create tasks for myself that weren't... common (by which he means usual or normal) in any way. Like, “oh I need to study but that shelf is kind of crooked...” kind of thing. Things that I would never do if I didn't have a test to study for. I would avoid it. But by the time the exam is right around the corner I would...

Interview 5 [4.65% Coverage]

Reference 1 - 3.70% Coverage

C: So whenever I was doing my last Religion exam, most of my friends were already finished their exams. My friends were going out, and they were talking about it in group chats and stuff. I knew my exam was getting closer and closer, and I had set aside time to study, but then because of the good weather and stuff, I kept telling myself, “I can do it tomorrow, I can do it in an hour.” I could tell myself that right up until the exam

Reference 2 - 0.95% Coverage

M: Would you study anywhere in particular?

C: I prefer the library, being in surroundings without distractions.

Interview 6 [2.12% Coverage]

Reference 1 - 2.12% Coverage

CC: Yes. Definitely. I am more than happy watching Netflix or going for a walk – anything else rather than my work, because I hate my work at the moment. It isn't always like that. If I enjoy a subject, if I enjoy a topic, I will learn the syllabus back to front. But if I don't... I'm more than happy to procrastinate.

Interview 7 [10.16% Coverage]

Reference 1 - 5.83% Coverage

M: So, earlier when we talked about phones, you talked about how important it was to make sure you knew what was going

on. In that sense did it seem more important than studying.

CW: Yeah, I suppose...

M: And did you ever have anything like that but in person? Maybe a night out or something?

CW: Yeah, that would have happened, like friends' birthdays and stuff like that.

Reference 2 - 4.33% Coverage

M: What would have happened if you had said, "no I can't come out I'm working on an essay"?

CW: I would have missed out on a good night.

M: Yeah – and how would your friends have reacted.

CW: They would probably have told me to wise up because I do the essay some other time.

Interview 8 [13.32% Coverage]

Reference 1 - 0.71% Coverage

In my own house though, I mean I have a desk, but I hardly use it. Whenever I'm in my room, it's my chilled out room, and I can't really get any work done in it.

Reference 2 - 2.26% Coverage

CAR: It's in a room attached to the kitchen. His family give him the space and sit in the front room, so it is very quiet.

M: So he can still treat his own room like a kind of chill out space?

CAR: Uh huh *agreement* I feel like his family really... they respect that he's doing his work and just let him get on with it. They don't interrupt him. In my house it's more... you have to have a desk upstairs, go to that. It's difficult. I think different families view work and being self-disciplined in different ways.

References 3-4 - 2.46% Coverage

So, downstairs right now, my mum would be in the kitchen, on her phone and smoking, so obviously I don't want to sit there. I will stay in my room all the time. Mum then has an expectation that I'm also working in my room. But then I find it really difficult to sit at my desk because I feel like my room is a chillout space. All I do is sit on my phone and laptop. I never go to my desk and think, "ok it's worktime" then later I could lie on my bed and think, "right and now it's chill time." I haven't made that differentiation of it. It's very much one room.

Reference 5 - 0.84% Coverage

Although, because the weather has been good, I actually bought some garden furniture – a table and chairs. My hope is that, especially coming up to exams, I can go out the back and work there.

Reference 6 - 1.64% Coverage

M: Thinking again about that space to work. Is your boyfriend's house a little bigger than yours or...?

CAR: Yeah... it is. They have a reception room, where his parents might go and sit. Then the dining table is attached to the big kitchen. Behind that is a nice sofa and TV. But when

<p>they go in to use it, they are quiet because they are very respectful of his need to study.</p> <p>Reference 7 - 1.81% Coverage</p> <p>CAR: Yeah, it can be difficult in school. It can feel like that's all that you've got going on in your life. I get that. And you may need a hobby so that you can relax, chill out, and maybe hang out with friends too. But there needs to be that distinction where you make time each night or very early in the morning, then after that, go do your homework. But don't abandon your schoolwork to chase this one thing.</p> <p>Reference 8 - 1.73% Coverage</p> <p>CAR: Yeah, whenever I have something coming up in school, the house was never cleaner! I hoovered the grass and everything *laughing* But it is that thing, when something's due, that satisfaction when you've handed something in. That feeling of, "Thank God it's done!" You feel that weight off your shoulders. But the problem is I also get that whenever I'm procrastinating and do something else.</p> <p>Reference 9 - 1.87% Coverage</p> <p>M: So why do you think it's important to be in an environment like a library?</p> <p>CAR: In my house I'm in a room next to my two brothers. All I can hear is them being on their Xbox all day. I've been really struggling to sit and write my essay. In the library everyone knows they are supposed to be quiet because everyone is trying to do work. You're in that one environment with everyone. I'm struggling without that environment.</p> <p>Interview 9 [1.52% Coverage]</p> <p>Reference 1 - 1.52% Coverage</p> <p>Then when you get an essay with a deadline a long-time away, and it's a subject you don't like, it's so hard. I'm thinking of GCSE English Literature. I did enjoy To Kill a Mockingbird. But there's something about knowing you have all day that will make you want to take a break.</p>	
<p>2.3.3. Long timeframe</p> <p>Interview 11 [2.69% Coverage]</p> <p>Reference 1 - 2.69% Coverage</p> <p>KM: Well, my exams were cancelled, so it's more assignments than studying. But there are assignments and I'm less motivated because I'm in the house. Normally – I don't study in the house, I would normally go to the library.</p> <p>Interview 6 [4.33% Coverage]</p> <p>Reference 1 - 2.01% Coverage</p> <p>So, at AS I had a very hard year. Especially at the start. From September to December I did nothing. I was very last minute. My teachers knew this wasn't me. I was always a worker. But I had a tough year. Then in January I started to work. I started a quote board in the study. *request clarification*</p>	<p>8.1.2 The reassuring safety of numbers</p> <p>Interview 12 [2.58% Coverage]</p> <p>Reference 1 - 2.58% Coverage</p> <p>S: See, I think it's a lot to do with social media. I think it has a big part to do with social media these days. Even if you're sitting in school, you'd be like, "I'm gonna go home, I'm gonna study for a bit." All your friends are then talking in the group chat, especially if it's to do with tests, you're gonna see them say "I'm not studying" or "that won't come up" and those influences will get in your head. You think, "well everyone else isn't doing it so it's ok..." Even – there are times when I've put my phone away or downstairs and I still just keep going and going at it, so I would say that's the main reason for it.</p> <p>Interview 2 [0.92% Coverage]</p>

<p>Reference 2 - 2.32% Coverage</p> <p>CC: Erm. Yeah, well my Uncle was arrested and that meant that my family was my priority. Making sure my dad was fine, making sure my family was fine. Between August – when he was arrested – and December. That was my darkest time. I did my mocks but that was the bare minimum. I had distractions that were distracting me from doing my best. So yeah...</p> <p>Interview 7 [2.46% Coverage]</p> <p>Reference 1 - 2.46% Coverage</p> <p>M: Has the lockdown affected your motivation to study at all? CW: Erm, yeah, I feel like I should be studying more and I think I have done a little bit more.</p> <p>Interview 8 [8.46% Coverage]</p> <p>Reference 1 - 2.26% Coverage</p> <p>CAR: It's in a room attached to the kitchen. His family give him the space and sit in the front room, so it is very quiet. M: So he can still treat his own room like a kind of chill out space? CAR: Uh huh *agreement* I feel like his family really... they respect that he's doing his work and just let him get on with it. They don't interrupt him. In my house it's more... you have to have a desk upstairs, go to that. It's difficult. I think different families view work and being self-disciplined in different ways.</p> <p>References 2-3 - 2.46% Coverage</p> <p>So, downstairs right now, my mum would be in the kitchen, on her phone and smoking, so obviously I don't want to sit there. I will stay in my room all the time. Mum then has an expectation that I'm also working in my room. But then I find it really difficult to sit at my desk because I feel like my room is a chillout space. All I do is sit on my phone and laptop. I never go to my desk and think, "ok it's worktime" then later I could lie on my bed and think, "right and now it's chill time." I haven't made that differentiation of it. It's very much one room.</p> <p>Reference 4 - 3.74% Coverage</p> <p>CAR: I think his dad is self-employed, he installs kitchens. The mum, she didn't when she was younger, but when the kids were a bit older, she went back and got a degree in Management. She then got a job in a company, managing. So my boyfriend has an older sister who studied in Liverpool but she didn't like it so she came back home. She studied biology, now she's doing her PhD. So there is an expectation that the family do well in education, but there was also an expectation that they would enjoy going to school. So, for him, he is expected 3 As. Me, I didn't do so well first time round, so I'm in Upper Year 13. I changed school, and that was – you know the shake you get? – I had thought I would easily get into Uni, so I realised I only have this year. I'm very motivated and I am always in school because I have that goal of getting into uni.</p>	<p>Reference 1 - 0.92% Coverage</p> <p>C: Well I will ask my friends, see if they've done it. But if none of us have done it, we'll say we forgot it. Or we'll say, "well if no one else has done it then... I won't do it"</p> <p>Interview 5 [1.15% Coverage]</p> <p>Reference 1 - 1.15% Coverage</p> <p>B: Yep. During exams I've always experienced procrastination – I think everyone goes through it – where you couldn't be annoyed anymore.</p>
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<p>2.3.4. Perennial timeframe i.e. trait or personality</p> <p>Interview 12 [3.58% Coverage]</p> <p>Reference 1 - 1.68% Coverage</p> <p>Yeah yeah. To be honest I'm probably the biggest procrastinator you'll ever meet. I thought that's why I should get involved. I was actually thinking – if I had been getting my predicted grades for GCSE, I don't know what I would have done. From November to maybe, January, I was such a big procrastinator. I would have done no work, I was so lazy in school and then just last minute crammed before my tests.</p> <p>Reference 2 - 1.90% Coverage</p> <p>don't know if it benefitted me or not. Sometimes I would say – because of the stress of it – I would say “right I'm not doing this next year” or whatever, or I'm going to make sure I'm organised. Then in the end, I'm just lazy again and put it off. Although, touch wood, I have never failed any important tests so I would say, like, if you're trying to save yourself the stress, try not to do it, but I'm still probably the worst procrastinator you've ever met.</p> <p>Interview 2 [1.84% Coverage]</p> <p>Reference 1 - 0.45% Coverage</p> <p>B: I feel like he gets distracted easily. He prioritises his phone rather than his work.</p> <p>Reference 2 - 1.38% Coverage</p> <p>C: I think procrastination must be human nature because we have such similar things happening to us. The thing with SnapChat is that, even if no one is talking to me when I've checked, I need to look, say it's after an hour, because it's “just in case, just in case.”</p> <p>Interview 5 [0.93% Coverage]</p> <p>Reference 1 - 0.93% Coverage</p> <p>B: *LAUGH* Yeah! I've been given essays with a deadline really far away. I always leave it to the week before.</p> <p>Interview 9 [2.20% Coverage]</p> <p>Reference 1 - 2.20% Coverage</p> <p>It's funny, because you know what you have to do, to get where you want to be. I knew I needed 3As but you're thinking, “I cannot be bothered to study. It's sunny outside!” I don't think there is a better reason for that than laziness. When I say I procrastinated I didn't leave it until the night before but I did leave it late and I don't think there is any excuse. It's just laziness and I am very lazy</p>	<p>8.1.3 Soothing by underplaying the task</p> <p>Interview 1 [0.35% Coverage]</p> <p>Reference 1 - 0.35% Coverage</p> <p>It was like, a “head in the sand” kind of moment you know?</p> <p>Interview 2 [3.78% Coverage]</p> <p>Reference 1 - 0.99% Coverage</p> <p>I mean I did study for my real exams but it goes to show that work does pay off in the end but... I guess it's just the fear of the unknown. If I put it out of my head I'll be alright, you know?</p> <p>Reference 2 - 1.28% Coverage</p> <p>C: I've had that. I've had these random bursts of motivation. But then because I am motivated I think I can do it later. Then it clicks, and you just think, “oh, I don't want to do it anymore. I'll do it the next day.” It's like a switch goes off.</p> <p>Reference 3 - 1.51% Coverage</p> <p>M: Right and I wonder have we found a piece of the puzzle. It's like eating chocolate or drinking wine or whatever. It feels better in the now and the future can worry about itself. *general agreement*</p> <p>C: But it's like an addiction, and the more you do it, it gets worse and worse and worse...</p> <p>Interview 4 [2.37% Coverage]</p> <p>Reference 1 - 2.37% Coverage</p> <p>S: Yeah I agree with that, but there's also a level of denial about my case. So if I didn't see French, if I didn't have to look at the questions, then I didn't need to worry about it. Another thing, in Economics I already had a fantastic grade due to my coursework, while my Art, I still needed to push that grade up. So why wouldn't I do that? Is that procrastination?</p>
<p>2.4. Little cost</p>	<p>8.1.4. Soothing with plausible alternatives</p> <p>Interview 4 [5.79% Coverage]</p> <p>Reference 1 - 1.96% Coverage</p>

	<p>S: I think it's attempt to avoid doing what you need to do by doing other things. Convincing yourself that other things are important – when they are really not. And you know deep down that they are really not. But you would rather do those, so you pretend that you should be doing those instead *laughter*</p> <p>Reference 2 - 3.82% Coverage</p> <p>A: Yes. So, it's less of a problem as I get older and get to choose my subjects. But in school, when I had to study subjects that I wasn't necessarily as interested in, I would definitely say – play video games or watch TV rather than study for exams and tests. It's also... I would create tasks for myself that weren't... common (by which he means usual or normal) in any way. Like, “oh I need to study but that shelf is kind of crooked...” kind of thing. Things that I would never do if I didn't have a test to study for. I would avoid it. But by the time the exam is right around the corner I would...</p> <p>Interview 8 [1.73% Coverage]</p> <p>Reference 1 - 1.73% Coverage</p> <p>CAR: Yeah, whenever I have something coming up in school, the house was never cleaner! I hoovered the grass and everything *laughing* But it is that thing, when something's due, that satisfaction when you've handed something in. That feeling of, “Thank God it's done!” You feel that weight off your shoulders. But the problem is I also get that whenever I'm procrastinating and do something else.</p>
<p>Interview 12 [3.58% Coverage]</p> <p>Reference 1 - 1.68% Coverage</p> <p>Yeah yeah. To be honest I'm probably the biggest procrastinator you'll ever meet. I thought that's why I should get involved. I was actually thinking – if I had been getting my predicted grades for GCSE, I don't know what I would have done. From November to maybe, January, I was such a big procrastinator. I would have done no work, I was so lazy in school and then just last minute crammed before my tests.</p> <p>Reference 2 - 1.90% Coverage</p> <p>don't know if it benefitted me or not. Sometimes I would say – because of the stress of it – I would say “right I'm not doing this next year” or whatever, or I'm going to make sure I'm organised. Then in the end, I'm just lazy again and put it off. Although, touch wood, I have never failed any important tests so I would say, like, if you're trying to save yourself the stress, try not to do it, but I'm still probably the worst procrastinator you've ever met.</p> <p>Interview 2 [1.84% Coverage]</p> <p>Reference 1 - 0.45% Coverage</p> <p>B: I feel like he gets distracted easily. He prioritises his phone rather than his work.</p>	<p><i>8.2. Feelings</i></p> <p>8.2.1. Short-term feelings versus long-term goals</p> <p>Interview 1 [1.55% Coverage]</p> <p>Reference 1 - 1.55% Coverage</p> <p>M: Not good... So it's kind of simple. Thinking about history feels bad, being with other people doesn't, so I'll spend time with other people. So is it about short-term versus long-term.</p> <p>C: Yeah I think it's a short-term thing. I think that's part of it.</p> <p>Interview 12 [2.26% Coverage]</p> <p>Reference 1 - 2.26% Coverage</p> <p>S: It was a time to get away from school and from your studies. It was a time to go out and enjoy yourself without thinking about it all. Now obviously my friends were school friends so, I would have seen them in school. But in school, you talk about school, whereas this was a break away from it. You can just enjoy yourself, it's not constantly in your head.</p> <p>I feel like, if you didn't have that, you'd think, “I just can't be bothered, you know, going to school again.” It takes a bit of free time away from it all to enjoy yourself and have fun.</p> <p>Interview 4 [1.51% Coverage]</p>

<p>Reference 2 - 1.38% Coverage</p> <p>C: I think procrastination must be human nature because we have such similar things happening to us. The thing with SnapChat is that, even if no one is talking to me when I've checked, I need to look, say it's after an hour, because it's "just in case, just in case."</p> <p>Interview 5 [0.93% Coverage]</p> <p>Reference 1 - 0.93% Coverage</p> <p>B: *LAUGH* Yeah! I've been given essays with a deadline really far away. I always leave it to the week before.</p>	<p>Reference 1 - 1.51% Coverage</p> <p>S: Yeah, yeah. I suppose you're thinking in the short-term when you procrastinate, rather than in the long-term. The pain of doing something "right now" is so annoying that you don't care, even though it's going to bite you in the ass.</p> <p>Interview 9 [0.63% Coverage]</p> <p>Reference 1 - 0.63% Coverage</p> <p>S: Yeah I think so. Also it's important to live in the moment but also to have goals and learn and strive for those.</p>
<p>Interview 9 [2.20% Coverage]</p> <p>Reference 1 - 2.20% Coverage</p> <p>It's funny, because you know what you have to do, to get where you want to be. I knew I needed 3As but you're thinking, "I cannot be bothered to study. It's sunny outside!" I don't think there is a better reason for that than laziness. When I say I procrastinated I didn't leave it until the night before but I did leave it late and I don't think there is any excuse. It's just laziness and I am very lazy</p>	<p>8.3. Behaviours</p> <p>Interview 1 [2.10% Coverage]</p> <p>References 1-2 - 0.79% Coverage</p> <p>Well personally I go to the gym because then I feel better. I feel more energised. Then again I might watch Netflix or have a nap.</p> <p>Reference 3 - 1.30% Coverage</p> <p>Well he would also spend time with people in younger years and they weren't thinking about exams. So then they weren't talking about it so neither was he, so he wasn't stressed. Until he got home, and then he was.</p> <p>Interview 10 [8.35% Coverage]</p> <p>Reference 1 - 3.36% Coverage</p> <p>E: Yeah, with my maths GCSE I just didn't do the work at all because I just knew I couldn't do it. So, it was too off-putting. I knew I was going to fail so I just, I messed about. M: Is messing about part of procrastinating, do you think? You know, that doing something else instead? E: Yeah. That's definitely true because once you stop you have to do the work so you just keep going.</p> <p>Reference 2 - 2.27% Coverage</p> <p>E: Yeah, but honestly sometimes I would have just sat at the table with my books out, and then just sat on my phone. I had good intentions and I wanted to do it, but doing it was just too much to tackle or something... Then the work just builds up and... you give up.</p> <p>Reference 3 - 2.73% Coverage</p> <p>M: Out of interest, what do you think is so interesting about our phones? Why is it such an attractive option? E: It's not that it's so entertaining, it's that it's more entertaining than your work! *laughter* There are funny things on it. You can talk to you friends. It's better than writing an essay, to be fair.</p> <p>Interview 12 [1.48% Coverage]</p> <p>Reference 1 - 1.48% Coverage</p>

S: It was a time to get away from school and from your studies. It was a time to go out and enjoy yourself without thinking about it all. Now obviously my friends were school friends so, I would have seen them in school. But in school, you talk about school, whereas this was a break away from it. You can just enjoy yourself, it's not constantly in your head.

Interview 3 [0.78% Coverage]

Reference 1 - 0.78% Coverage

M: Right! Whereas B, you talked about not liking the essay and it was almost as though you were then going looking for the phone – like you were looking for that distraction, you know?

Interview 5 [2.88% Coverage]

Reference 1 - 2.88% Coverage

C: I would have done anything! I would have sat there and just stared at the page, or coloured in wee pictures around the page. I used to procrastinate so much! And if someone had walked last, it might have looked like I was working, but I was often just daydreaming and stuff. I find I need a bit of structure to be honest. I need a plan.

Interview 6 [2.12% Coverage]

Reference 1 - 2.12% Coverage

CC: Yes. Definitely. I am more than happy watching Netflix or going for a walk – anything else rather than my work, because I hate my work at the moment. It isn't always like that. If I enjoy a subject, if I enjoy a topic, I will learn the syllabus back to front. But if I don't... I'm more than happy to procrastinate.

Interview 7 [4.02% Coverage]

References 1-2 - 4.02% Coverage

CW: Yeah. While I was studying for exams I would just sit on my phone. Like maybe watch Netflix or something, just to avoid having to sit there and do it because sometimes it was really boring. I would have done literally anything apart from trying to study.

Interview 8 [1.81% Coverage]

Reference 1 - 1.81% Coverage

CAR: Yeah, it can be difficult in school. It can feel like that's all that you've got going on in your life. I get that. And you may need a hobby so that you can relax, chill out, and maybe hang out with friends too. But there needs to be that distinction where you make time each night or very early in the morning, then after that, go do your homework. But don't abandon your schoolwork to chase this one thing.

8.4. Futility of denial

Interview 2 [5.53% Coverage]

Reference 1 - 2.11% Coverage

M: So there might even be a sort of self-comfort in telling yourself "oh there's still time" or whatever? *general agreement*

What an interesting point. I hadn't come across that before to be honest. It's like the perfect problem because you can simultaneously not do anything and feel better about not doing anything.

C: It's false reassurance.

M: The worst friend ever. So that's why it's so appealing...

Reference 2 - 1.51% Coverage

M: Right and I wonder have we found a piece of the puzzle. It's like eating chocolate or drinking wine or whatever. It feels better in the now and the future can worry about itself. *general agreement*

C: But it's like an addiction, and the more you do it, it gets worse and worse and worse...

Reference 3 - 1.90% Coverage

C: Yeah but I know it's an issue but then I avoid accepting I have an issue because...

A: You procrastinate!

C: Yeah! Well it's not exactly that but it's just that not accepting that I'm addicted to my phone.

B: I literally am addicted to my phone.

C: So you accept it but you don't really accept it because you don't want to give up your phone. It's your lifeline.

9. The Downward Spiral

Interview 12 [2.59% Coverage]

Reference 1 - 2.59% Coverage

S: No. I think it's actually a bit of freakin' out that's stopping her from doing well. She is telling herself that she can do it, but when it comes to actually doing it, she's letting it get the better of her. She's freaking out and telling herself that at the time. So rather than thinking, "I know this" and getting it all down, she's thinking, "I've failed this before" and she's doubting herself.

And then it's a downward spiral. She's thinking, "well what's the point?" Then she's gonna start procrastinating. I think before she had it under control but then she lost it in the middle of the test and that was her downfall.

Interview 2 [3.16% Coverage]

Reference 1 - 3.16% Coverage

C: I feel like you get into this never-ending cycle! Say you don't listen in class, so you think, "well I'll just put the work in later, I'll just get caught up later." Or maybe I won't do an assignment because the teacher will then realise I didn't understand, and they will help me. So then she gives me that help, and now I understand it. Now I'm thinking, "I get it now, so I can wait till later!" *laughter* But maybe I do start it, and I'm confident, but I can't work in silence, so I put

Netflix on. I write two words, then I watch Netflix for ten minutes, and before I know it, it's eleven o'clock again!

Interview 3 [1.16% Coverage]

Reference 1 - 0.40% Coverage

B: She's lost motivation.

A: Yeah she's spiralling. That happens in life as well. The spiral.

Reference 2 - 0.41% Coverage

A: When people don't relieve their stress, that's when they spiral. You need to get rid of that.

Reference 3 - 0.36% Coverage

B: And while sports might be good for us, it might be something else for someone else.

Interview 4 [2.46% Coverage]

Reference 1 - 2.46% Coverage

S: I think this thing, "what's the point?" Is the key as well. She's got herself into a bit of a rut. This isn't the usual procrastination where you think that it's going to be ok. In this case she's convinced it's not going to be ok. She's damned if she does and damned if she doesn't. Why would she put the effort in if there is no point? It's kind of self-destructive. It's awful.

Interview 6 [10.02% Coverage]

Reference 1 - 1.55% Coverage

Don't doubt yourself as well. A probably thought "this is boring, so I'm probably not going to do as well at it. I'm not going to work at it because I don't like it. I'm gonna fail at it." But that self-doubt contributes negatively...

Reference 2 - 2.32% Coverage

CC: Yeah, 100%. Failing at one thing left me crying to a teacher and asking for help. Yet, the thought of going back and doing more work in that subject makes me feel sick. Because of that setback. I failed that essay, that means I'm going to fail that module. I'm not gonna graduate. That's where my head goes. It comes to feedback, more or less.

Reference 3 - 6.16% Coverage

That feedback that she got, anyone would have self-doubt and not want to work. "Maybe I'm not as good as I thought." I had a Y10 teacher who didn't believe in me. Thinking about is bringing back memories of lots of things that out me off. I had a history teacher tell me I wasn't good enough. That I didn't give her much confidence that I would pass because I couldn't answer a question verbally even though the answer was in my head. The whole time, even though I knew the syllabus, I was thinking about that. Even during AS levels her voice was in my head.

When I told her what I needed to get into uni, she told me "I

	<p>can't really see you getting those grades but maybe you can get to Ulster." That for me has stuck with me and it has made me work harder but I also have that self-doubt. That kind of negative feedback can be turned into a positive, but in Z's case – that disappointment is going to make you not work.</p> <p>Interview 8 [1.91% Coverage]</p> <p>Reference 1 - 1.91% Coverage</p> <p>CAR: Definitely a lot of procrastinating. You know I definitely relate to that. Whenever I try to do something – I really don't like reading at all. So whenever I'm reading something I'll be thinking of other things, then suddenly I realise, "I didn't understand that" and I have to reread it. And then, I'm trying to write an essay, suddenly all my friends in the group chat want to talk... even though it was probably me that started it!</p>
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Table 5.6A. Adapted Interventions Template	
<p>1. Increase your motivation to do task</p> <p><i>1.1 TMT - Increase your expectancy</i></p> <p>1.1.1. Change your beliefs about the task</p> <p>Interview 1 [0.94% Coverage]</p> <p>Reference 1 - 0.94% Coverage</p> <p>H: Yes I would suggest trying different things – try flash cards, mind maps – find out what works for her. Maybe try one thing each week. See if it helps.</p> <p>Interview 10 [3.25% Coverage]</p> <p>Reference 1 - 3.25% Coverage</p> <p>E: She's obviously struggling with what's going on. Instead of getting extra help, she's avoiding it all together. She's given up because she can't really do the tests.</p> <p>M: What things would advise her if she did ask for help?</p> <p>E: Maybe just go to your teacher, or look at things in more detail to figure out why you're failing the tests rather than putting it off completely.</p> <p>Interview 12 [9.29% Coverage]</p> <p>Reference 1 - 2.95% Coverage</p> <p>S: Yeah. Because like, when we went over tests that I had done badly at, the teacher would point out what I was supposed to have said for particular answers and stuff, you know? I'd think, "oh right, I actually didn't." I would have then went and written a checklist of what an essay, for example, is supposed to have. Stuff like that. I would have had a checklist each time I write an essay, and ticked it off as I went along. Just to make sure that it's in there. So you literally know what you're supposed to write. You're not putting in unnecessary stuff or waffling on about stuff that isn't getting you the marks. She could be writing really interesting and good facts but it's not what the question was about.</p> <p>Reference 2 - 1.45% Coverage</p>	<p>5. Take stock of your emotions and feelings</p> <p><i>5.1. Before the task</i></p> <p>5.1.1. Self-motivation</p> <p>Interview 12 [3.01% Coverage]</p> <p>Reference 1 - 3.01% Coverage</p> <p>S: That's hard because I dropped that subject! If you have to keep studying it, go to your teacher and try and get more help. Mine was so supportive, she really would have pushed you and motivated you. Erm, I'd probably say, think of it as a challenge. Imagine someone saying, "you can't do it" then try and prove them wrong. That's a thing that works for me. When certain of my teachers said, "if you don't study you're not going to pass this" that motivated me to prove them wrong. Another one might be to think of the future. If you don't study now and you're not trying your best, this could upset your future plans. You don't want to look back and think, "I wish I had done that essay, because then I would be able to do this..."</p> <p>Interview 2 [2.71% Coverage]</p> <p>Reference 1 - 1.00% Coverage</p> <p>A: Yeah this sounds more like me. I mean I would normally do this. Sometimes I have random bursts of "I can do this!" But then I get a test and it comes back bad and then I just feel bad again.</p> <p>Reference 2 - 0.44% Coverage</p> <p>A: More like just motivation to do extra work, like revision. Seems to come randomly.</p> <p>Reference 3 - 1.28% Coverage</p>

<p>Once you're started it's ok, it's just getting started. If you had that waiting for you then you'd know where you're going. That's why writing your notes as you go along would be best. I never did it, but I always thought it would be great to write your study notes as you went. Then, when it comes to the end, and you have it all, you can read over it.</p> <p>Reference 3 - 2.29% Coverage</p> <p>S: Probably the deadline being further away. You think "oh it's not due until April" then you start thinking, "oh, it's April next week!" You feel like it's ages and ages away, but it slowly creeps up. Instead of starting and then doing it slowly as you go along, you leave it to the very last minute, and then you're stuck sitting up until 2am cramming it all in. I feel like it can creep up out of nowhere. I feel like it's important to stay on top of it and always remind yourself that you need to do it. But to actually just start it, don't just say it.</p> <p>References 4-5 - 1.51% Coverage</p> <p>Instead you should than using all the resources you can and taking your time and really getting help from other people and really trying with it. I mean it's harder for K, but in terms of essays, do it slowly as you go along so you're not sitting for three hours working on it. You could simply do an hour here or an hour there on it. Then it will be done in no time.</p> <p>Reference 6 - 1.09% Coverage</p> <p>S: And again it's about starting it. So you feel like you're on a roll then. You know what you're doing. It's always the first sentence that's the hardest. It's once you get that over you, you're ok. But it's getting that first sentence, that why people put it off.</p> <p>Interview 2 [1.79% Coverage]</p> <p>Reference 1 - 0.58% Coverage</p> <p>B: Yeah because I would have liked her to have marked it so I could see how I done. M: So feedback is valuable?</p> <p>Reference 2 - 1.21% Coverage</p> <p>B: Yeah this happens to me all the time. It's like... it's like anything really. If it's work I don't understand then I won't do it. I will put it to the side. If it is work that I do understand then I'll do it. I'll have the motivation.</p> <p>Interview 3 [2.91% Coverage]</p> <p>References 1-2 - 1.64% Coverage</p> <p>A: Sure, sure. So yeah, if [the work] is narrowed down then yeah. But there is a danger I'll read something completely irrelevant and get nowhere but if I sit down and I know I've got to do this, this and this and I get it done then I'm ok. But yeah, sometime, you know you're tired, and you get this and this done, but that second from last point and... the end seems so far away, you know?</p> <p>Reference 3 - 1.27% Coverage</p> <p>A: She needs narrower targets doesn't she?</p>	<p>C: I've had that. I've had these random bursts of motivation. But then because I am motivated I think I can do it later. Then it clicks, and you just think, "oh, I don't want to do it anymore. I'll do it the next day." It's like a switch goes off.</p> <p>Interview 3 [3.49% Coverage]</p> <p>Reference 1 - 2.54% Coverage</p> <p>A: I think it's about feeling comfortable, isn't it? If I don't feel comfortable doing my work at this time – it's going to get done. So even if I've booked in study time, if I don't feel comfortable, then [the work] isn't gonna get done. It's like, when I'm drawing, and I feel like I can't wait to draw, then I find I draw a really nice piece of art. But if I'm drawing and I can't be bothered to be drawing then I know that my mood almost goes onto the paper. So – procrastination – so studying English, the studying was frying my brain and I just... I had to take a break and then come back to it.</p> <p>Reference 2 - 0.96% Coverage</p> <p>A: So support system, and outsources. Everyone is going to get their stresses and anxieties. If you can flush that out. Mine is GB. Mine is drums. Mine is art. Sometime, even if it's a crap drawing, you've relieved your stress.</p> <p>Interview 6 [1.81% Coverage]</p> <p>Reference 1 - 1.81% Coverage</p> <p>CC: Yeah. Turn your phone off. Eat. Eat before. Give yourself plenty of sleep and energy. I run on adrenaline, I don't eat or sleep, so this probably advice I would give myself. Give yourself more time, especially if you don't like it, because you need to read around it.</p> <p>Interview 8 [2.47% Coverage]</p> <p>Reference 1 - 1.54% Coverage</p> <p>CAR: Ooo, a bit of both. My background with media made me feel like I understood that aspect of it. So all I need to do is just read a few pages in a book about crime in the media. I'll then be able to write a whole essay. So I thought I'd be able to do it, but it sounded more interesting than the other topics too. So I was really positive about it.</p> <p>Reference 2 - 0.93% Coverage</p> <p>Then, whenever I got my grades, I applied to do another year in school. I was so grateful. I had a second chance. I also realised I hated reading all the time, so I was able to change the subjects I had studied.</p> <p>Interview 9 [0.85% Coverage]</p>
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<p>B: Yeah.</p> <p>A: So she needs those narrower targets that are really going to help you – and that’s when you need support. That’s when you speak to the teacher. The teacher says, “do this, this and this. That’s what you need to succeed.” That’s the small goals.</p> <p>Interview 4 [5.03% Coverage]</p> <p>Reference 1 - 1.97% Coverage</p> <p>A: Part of it, part of her problem is that she could use some discipline, maybe delaying gratification. So, say she breaks the biology work into small parts, she would have got them done. She splits the tasks up and does her favourite ones first. She has stuff she doesn’t like hanging over her all day. So...</p> <p>References 2-3 - 0.68% Coverage</p> <p>A: Maybe her expectations are too high...</p> <p>S: Yeah...</p> <p>A: Maybe she should focus on one small thing at a time?</p> <p>Reference 4 - 2.38% Coverage</p> <p>A: She’s looking at the world of problems, not the specific problem set in front of her. What does she need to do next, is what she needs to know. What is after this exam, and the next exam. Where is that going to take me? At the moment this is overwhelming her...so I suppose it is a form of procrastination because you have made a task so much bigger than it needs to be.</p> <p>Interview 6 [7.08% Coverage]</p> <p>Reference 1 - 4.56% Coverage</p> <p>CC: I would say, “aww c’mon, wise up and get your work done, because then you’ll probably enjoy band, you won’t have any stresses and you won’t be annoyed and stressed.” I don’t think I would ever tell someone not to do what they love. I would never criticise because I have always done what I love. I would maybe say, though, do it bit by bit. I often leave things to the last minute, and that scares me, it makes me not want to do it even more. If Laura was working consistently and left her school work to the last minute then that’s overwhelming. I would say, try working at it bit by bit, ten minutes here and there. Suddenly, that’s it done! You don’t have to work on it again.</p> <p>Reference 2 - 0.69% Coverage</p> <p>Another thing I’d say is... start it at least. I think starting is... that’s where people mostly get stuck.</p> <p>Reference 3 - 1.83% Coverage</p> <p>CC: Yes, 100%. In all my essays, my problem was, I never knew how to start. Once I had started, I was flying. I always needed someone help me start, once I had that, I was away. Then I could work on it for hours. It was just getting that right. It was being a perfectionist.</p> <p>Interview 8 [1.54% Coverage]</p> <p>Reference 1 - 1.54% Coverage</p>	<p>Reference 1 - 0.85% Coverage</p> <p>S: Yeah, I have done the exact same thing. I’ve never left it after 8pm to do an essay because I appreciate sleep too much. I know that your brain is tired.</p>
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<p>CAR: Ooo, a bit of both. My background with media made me feel like I understood that aspect of it. So all I need to do is just read a few pages in a book about crime in the media. I'll then be able to write a whole essay. So I thought I'd be able to do it, but it sounded more interesting than the other topics too. So I was really positive about it.</p> <p>Interview 9 [6.85% Coverage]</p> <p>Reference 1 - 1.65% Coverage</p> <p>S: Well, as soon as you get it, make a To Do list so you know what needs to be in the portfolio. Then make reminders to come back to that list. Tick off something from the list each time. Remember it is an important piece of work. Maybe every week or every two weeks, do something new that's on the list.</p> <p>Reference 2 - 1.26% Coverage</p> <p>But I think it's important to ask for help. She needs to ask for help, she maybe should have done that a long time ago. She needs to reevaluate what she's doing. She must be doing something wrong and it might be studying technique.</p> <p>References 3-4 - 0.72% Coverage</p> <p>S: Ok, well when it comes to essays, you've got to plan it. You do not want to begin not knowing where on earth you're going with it.</p> <p>Reference 5 - 3.22% Coverage</p> <p>Definitely plan it. Here's what I'll do in paragraph one, here's what I'll do in paragraph two. Then you bring in your time. I'll do paragraph one between 12pm and 2pm. You know? Another To Do list I guess. But breaking it down builds an essay. Make sure you have an idea of where you're going in each paragraph. Then, even during your break, you're thinking about what you're going to say in that next paragraph. Instead of being on your phone thinking, "I just don't know what I'm going to do. Sure it doesn't matter because I don't know what it is I'm supposed to do." That's how time goes.</p>	
<p>1.1.2. Change your beliefs about yourself</p> <p>Interview 1 [0.53% Coverage]</p> <p>Reference 1 - 0.53% Coverage</p> <p>If it's about her self-belief then I would tell her she's more than she thinks she is.</p> <p>Interview 11 [4.38% Coverage]</p> <p>References 1-2 - 0.94% Coverage</p> <p>KM: I would say, "keep working as hard as you can and the scores might go up."</p> <p>Reference 3 - 3.44% Coverage</p> <p>KM: I love it. It is interesting but also I am good at it. At first I was ready to drop it as soon as I could, but the more I studied it the more I liked it. And it's very topical as well. We're looking at Coronavirus and how it affects things. It's very interesting and I'm</p>	<p>5.1.2. Motivating others</p> <p>Interview 2 [1.62% Coverage]</p> <p>Reference 1 - 0.27% Coverage</p> <p>C: I wouldn't be able to because I do the exact same.</p> <p>Reference 2 - 1.34% Coverage</p> <p>C: Well maybe you should have done [the work] in the first place... but I know I wouldn't do the same so I really can't say much. If you were being supportive you would just tell her to do it but if it's genuinely too late, well, it's a bit of a sticky situation</p> <p>Interview 3 [1.97% Coverage]</p> <p>Reference 1 - 1.39% Coverage</p>

<p>good at it.</p> <p>Interview 12 [3.09% Coverage]</p> <p>Reference 1 - 1.21% Coverage</p> <p>S: No, it's just like you're in control. It's what you wanna do. Obviously you can't sit on your phone all the time, but yeah it's what you wanna do. I guess it's because there's nobody there to tell you to get off your phone because you have to do it. Instead, you have to be hard on yourself.</p> <p>Reference 2 - 1.88% Coverage</p> <p>So, I think what might help her is speaking to the teacher. They might be able to give her a reason why she isn't doing well. She could focus on those reasons... even though she's reading the stuff, she might not be putting down the right part of the answer or what the examiner is looking for. So probably, getting that kind of feedback might help her focus and not procrastinate because she knows now what it is that she can do to fix things and change it.</p> <p>Interview 2 [0.58% Coverage]</p> <p>Reference 1 - 0.58% Coverage</p> <p>B: Yeah because I would have liked her to have marked it so I could see how I done. M: So feedback is valuable?</p> <p>Interview 3 [9.63% Coverage]</p> <p>Reference 1 - 1.80% Coverage</p> <p>A: Before that though, this is about attitude isn't it. You can't have a bad attitude. B: Exactly. A: At my NCS* (National Citizen Service) this guy came in – he said, “my brand is fuelled by failure.” So he came from Africa. He couldn't read or write, even though he was at a late age. Fuelled by failure. Yeah. You can't just give up like that. When people just give up, I say, “that's going to just drop you even lower.”</p> <p>Reference 2 - 0.42% Coverage</p> <p>B: I'm going to go back to how she keeps failing and to help her motivate herself. She needs to win.</p> <p>Reference 3 - 0.61% Coverage</p> <p>B: And while sports might be good for us, it might be something else for someone else. A: Exactly, but find that passion. That love. Go-karting.</p> <p>Reference 4 - 1.99% Coverage</p> <p>A: Yeah, like B said, if you know how to win, you know how to win. You know how to go to the gym, get gains, look different. You know that you've got to work for it. B: You've got to improve yourself so that you can improve on something else that you can't influence otherwise. M: Again, I think we're saying two things. On the one hand you need to have experienced earning success. You need to have felt</p>	<p>M: I see what you mean. There is no point being so delicate that the other person didn't actually understand the point of what you said. But you don't want to be the enemy either. A: Yeah, you've got to understand where she's coming from. Put yourself in her shoes, and talk to her life you would want to hear it if it were you.</p> <p>Reference 2 - 0.58% Coverage</p> <p>B: If he is behind in his English and he needs it then I'd be like, “yo! Do you English man!” Obviously encourage him because he needs it.</p> <p>Interview 4 [3.30% Coverage]</p> <p>Reference 1 - 3.30% Coverage</p> <p>S: I think what I love to do is look at the answer sheets. Memorise the answer sheet then try and learn it off by heart. So there would be – in science – specific ways they want me to put it. But that was important. It wasn't about just understanding it. So, Zoe, you're probably really intelligent when it comes to politics, but you might not be coming up with the exact words and phrases that the examiners want to hear. So go get the answer sheets, and learn how they want to hear it. How they want the answers.</p> <p>Interview 6 [5.17% Coverage]</p> <p>Reference 1 - 2.56% Coverage</p> <p>So there were lots of quotes, some of which I still love. One was, “procrastination is like a credit card, it's a lot of fun until you get the bill.” So, funny quotes like that helped. Not only did I do it for myself, but I found that, if it made someone else's Monday easier, then that was what the work was for. It was outstanding. The teachers said that the vibe changed, you know?</p> <p>Reference 2 - 0.67% Coverage</p> <p>I think the thing is, I'm contracting myself because everything I advise Laura to do, I don't do! So...</p> <p>Reference 3 - 1.94% Coverage</p> <p>CC: Yes. Do not give up. I know what this is like, you are physically and mentally exhausted. You felt like you're right back you've started. To feel like you're making progress and to be back at stage 1. That was my experience. Even when I was tutored I wondered, “why isn't this working?”</p>
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what it takes to earn something.

B: Yeah. You've got to find it.

Reference 5 - 4.81% Coverage

A: But she needs a goal, and her goal isn't going to be related to one performance. So me, I'm terrible at English, I came to this school barely able to read. So my goal was to get a Grade 5, but my goal wasn't to do well in a test. It was little targets. Baby steps. You can't just take a big jump. You can't go from being skinny, to being muscley. You've got to work your way up.

B: She needs to set the target high so that she makes sure to achieve the lower target.

A: Yeah but she needs realistic targets.

B: So the high target is the dream. I try to get 9 in all my GCSEs, but I didn't, but then I got a secure pass, and I was happy with that.

A: Yeah so you're actually setting a realistic target and an over-target. Your over-target is your drive. My over-target is my drive. Then you have realistic targets.

M: Seems to me that an important aspect of this is time. You would have a long-term goal in the distance. If it's in the distance, make it as big and...

A: Extraordinary?

M: Yeah I like that. As extraordinary as possible. Then in the short-term...

B: Those more realistic targets.

A: Those small wins for the big goal.

Interview 4 [1.50% Coverage]

References 1-2 - 1.10% Coverage

S: Yeah, and that keeps you in control. You're the student and the examiner. You aren't relying on teachers. You're teaching yourself and you're giving yourself confidence.

References 3-4 - 0.40% Coverage

A: I think it's important to teach people to teach themselves.

Interview 6 [9.07% Coverage]

References 1-2 - 4.07% Coverage

A quote board. So, there is a white board in the study. I realised after Christmas that I had a goal – to go to uni – and that it wasn't going to happen. You have to shake yourself. I put everything negative to the back of my head, and I had a wee dream team of teachers who knew me and knew everything that was happening. I started it anonymously. It was after an open night, and after school, I'd stay until 6pm or 7pm. It got such a good response. The students were... the feedback was amazing. Everyday I was in from 7am until 4.30pm. That was the routine. Word got about. People thought it was the teachers.

Reference 3 - 1.55% Coverage

Don't doubt yourself as well. A probably thought "this is boring, so I'm probably not going to do as well at it. I'm not going to work at it because I don't like it. I'm gonna fail at it." But that self-doubt contributes negatively...

Reference 4 - 1.94% Coverage

<p>CC: Yes. Do not give up. I know what this is like, you are physically and mentally exhausted. You felt like you're right back you've started. To feel like you're making progress and to be back at stage 1. That was my experience. Even when I was tutored I wondered, "why isn't this working?"</p> <p>Reference 5 - 1.51% Coverage</p> <p>So the first thing is not to give up and keep working. Maybe, rather than waiting for the class test, get more tests. Time yourself. Do more and get more feedback. I was doing twice as many timed essays for Religion last year.</p> <p>Interview 9 [0.21% Coverage]</p> <p>Reference 1 - 0.21% Coverage</p> <p>But yeah, it's about powering through.</p>	
<p><i>1.2 TMT - Increase your STV</i></p>	<p>5.1.3. How others might motivate you</p> <p>Interview 10 [5.45% Coverage]</p> <p>Reference 1 - 5.45% Coverage</p> <p>Then, again, he needs to speak to his teacher. But he needs to have the courage to do that as well, which is quite hard sometimes.</p> <p>M: Why is that?</p> <p>E: Because you don't really wanna come off that you're struggling. You want come off like – even though it's not productive – you want to come across like you understand. You don't want them thinking you're stupid.</p> <p>M: It's about reputation?</p> <p>E: In a way. Even though everyone might be struggling in class, no one wants to be the one who... do you know what I mean...?</p> <p>M: I think so. Singled out or different?</p> <p>E: Right.</p> <p>M: It's hard to put yourself forward like that.</p> <p>E: Definitely.</p> <p>Interview 11 [7.87% Coverage]</p> <p>Reference 1 - 7.87% Coverage</p> <p>KM: Well then you're not failing one of them. You might fail one of them if you did focus primarily on band practice. The same way it would be a bad idea to go to none of the band practice. She wouldn't be balancing her time properly. She'd probably be better off doing one or two practices a week, then focusing on history and sociology on other days.</p> <p>M: And could you offer her some advice, if you were her friend?</p> <p>KM: Yeah, I mean she could set out a timetable. Maybe negotiate with the bandmates. Say to them, well I can't do this day and this day. Or, have a day for one subject, then another day for another one. Then practice. Then do that again.</p> <p>Interview 12 [3.01% Coverage]</p>

Reference 1 - 3.01% Coverage

S: That's hard because I dropped that subject! If you have to keep studying it, go to your teacher and try and get more help. Mine was so supportive, she really would have pushed you and motivated you. Erm, I'd probably say, think of it as a challenge. Imagine someone saying, "you can't do it" then try and prove them wrong. That's a thing that works for me. When certain of my teachers said, "if you don't study you're not going to pass this" that motivated me to prove them wrong. Another one might be to think of the future. If you don't study now and you're not trying your best, this could upset your future plans. You don't want to look back and think, "I wish I had done that essay, because then I would be able to do this..."

Interview 2 [3.38% Coverage]

Reference 1 - 3.38% Coverage

M: Let's talk a bit more about moaning. Let's call it moaning. So we all do it. I do it. I was literally moaning to A about my wife's flat tyre before the rest of you arrived! Now having that moan didn't teach me anything about changing tyres or how I might do a better job in the future, yet I did it anyway...

D: But it's like releasing your emotions isn't it?

M: Yeah! So is there a role for that?

D: I don't know...

M: Do we think moaning is important? *general agreement* why?

A: Get your frustrations out.

B: If you don't you'll have a build-up of emotions then you'll get stressed out then you'll lose the motivation to do work in the long run.

Interview 3 [2.64% Coverage]

Reference 1 - 0.42% Coverage

But when friends come to me, you've got to be real with yourself. If you're feeling sad, talk to me.

Reference 2 - 1.26% Coverage

B: I don't know what's happening with friends here. I don't know if Zoe has any friends.

M: Is that important?

B: Well friends are supposed to keep you uplifted. If she's feeling like this then her friends should notice. They should give her the support and the situation might not have happened.

Reference 3 - 0.96% Coverage

A: So support system, and outsources. Everyone is going to get their stresses and anxieties. If you can flush that out. Mine is GB. Mine is drums.

Mine is art. Sometime, even if it's a crap drawing, you've relieved your stress.

Interview 5 [1.32% Coverage]

Reference 1 - 1.32% Coverage

C: Maybe speak to your teacher and tell her how you're feeling. Maybe they might have some advice in terms of techniques that might help her with studying.

Interview 6 [6.49% Coverage]

Reference 1 - 4.07% Coverage

A quote board. So, there is a white board in the study. I realised after Christmas that I had a goal – to go to uni – and that it wasn't going to happen. You have to shake yourself. I put everything negative to the back of my head, and I had a wee dream team of teachers who knew me and knew everything that was happening. I started it anonymously. It was after an open night, and after school, I'd stay until 6pm or 7pm. It got such a good response. The students were... the feedback was amazing. Everyday I was in from 7am until 4.30pm. That was the routine. Word got about. People thought it was the teachers.

Reference 2 - 2.42% Coverage

When I told her what I needed to get into uni, she told me "I can't really see you getting those grades but maybe you can get to Ulster." That for me has stuck with me and it has made me work harder but I also have that self-doubt. That kind of negative feedback can be turned into a positive, but in Z's case – that disappointment is going to make you not work.

Interview 8 [1.99% Coverage]

Reference 1 - 1.99% Coverage

CAR: She definitely needs to go to her teacher on a personal level, and let her know that she has been having anxiety thinking about this. She could make it clear that she is studying and knows what she would like to say, but that she needs to find a different way of getting the information out. She's going to all her classes, and it would be unfair if it was because of anxiety that she didn't do well. That she's going to lose out on that experience.

Interview 9 [2.06% Coverage]

Reference 1 - 2.06% Coverage

S: She could always explain – I mean she had eight weeks to use the Studio – so could she do some of it, maybe ask the teacher can she do half of it on one day, would that be suitable? Or ask

	<p>can she have an extension, explain that it's important and might help her career. Would that make a difference? Obviously that would depend on the teacher and whether they would allow it?</p>
<p>1.2.1. Increase the attainment value of the task</p> <p>Interview 11 [2.97% Coverage]</p> <p>Reference 1 - 2.97% Coverage</p> <p>M: So in a sense you are more in touch with the world than you used to be. Like you understand it better?</p> <p>KM: Yeah, until I studied Economics I would never have watched the News or anything like that. I would read the Economic Times each day now.</p> <p>Interview 3 [2.24% Coverage]</p> <p>Reference 1 - 1.43% Coverage</p> <p>B: I dunno...</p> <p>A: Ok maybe a little bit older but when you get to eighteen. At eighteen you're yourself, in all fairness. At that point someone can't tell you what to do. They can guide you, but...</p> <p>Ok well before eighteen, education is stable, it's a base ground, and you can build off of that base ground, because it will get you somewhere.</p> <p>Reference 2 - 0.82% Coverage</p> <p>B: I think you've just got to have a lot of will power to turn off that phone screen and... I think it's down to you. Maybe your friends can't do anything, but then you've got to work on yourself.</p> <p>Interview 4 [3.07% Coverage]</p> <p>Reference 1 - 1.97% Coverage</p> <p>A: Part of it, part of her problem is that she could use some discipline, maybe delaying gratification. So, say she breaks the biology work into small parts, she would have got them done. She splits the tasks up and does her favourite ones first. She has stuff she doesn't like hanging over her all day. So...</p> <p>Reference 2 - 1.10% Coverage</p> <p>S: Yeah, and that keeps you in control. You're the student and the examiner. You aren't relying on teachers. You're teaching yourself and you're giving yourself confidence.</p> <p>Interview 6 [11.16% Coverage]</p> <p>Reference 1 - 4.07% Coverage</p> <p>A quote board. So, there is a white board in the study. I realised after Christmas that I had a goal – to go to uni – and that it wasn't going to happen. You have to shake yourself. I put everything negative to the back of my head, and I had a wee dream team of teachers who knew me and knew everything that was happening. I started it anonymously. It was after an open night, and after school, I'd stay until 6pm or 7pm. It got such a good response. The students were... the feedback was amazing. Everyday I was in from 7am until 4.30pm. That was the routine. Word got about.</p>	<p>5.2. During the task</p>

<p>People thought it was the teachers.</p> <p>Reference 2 - 2.56% Coverage</p> <p>So there were lots of quotes, some of which I still love. One was, “procrastination is like a credit card, it’s a lot of fun until you get the bill.” So, funny quotes like that helped. Not only did I do it for myself, but I found that, if it made someone else’s Monday easier, then that was what the work was for. It was outstanding. The teachers said that the vibe changed, you know?</p> <p>References 3-4 - 2.90% Coverage</p> <p>I didn’t realise this until afterwards but I had been picking these quotes for a reason. “Be like a postage stamp, stick on something until you get to the destination.” Things like that, try to make them funny, little things I looked up. But they had a personal attachment. It was through my personal experience of procrastination while there were other horrible distractions in life. So the quotes reflected the experience I had had.</p> <p>Reference 5 - 1.11% Coverage</p> <p>CC: Right. Remember, now is a step. Right now is not the final destination. Without pressure there would be no diamonds. Without change there would be no butterflies.</p> <p>Reference 6 - 0.52% Coverage</p> <p>CC: That’s true. One day, I’m going to be a part of someone else’s dream team.</p> <p>Interview 8 [14.95% Coverage]</p> <p>Reference 1 - 1.16% Coverage</p> <p>CAR: Erm, no, but then I think that’s why she’s always pushed us hard to get a good education so that we can get good jobs. My brothers are in Y8 and Y9. I’ve been going online and finding the work they are expected to do, and making sure that they do it. Everyday.</p> <p>Reference 2 - 1.27% Coverage</p> <p>CAR: *laughing* I know they are so lucky. Then again though, one of them is picking his GCSEs. He can’t just have six months off school. That’s gonna mean he isn’t ready for his GCSEs. I want to give them my knowledge and experience. That shake, so they’re aware of what they’ll need to do.</p> <p>Reference 3 - 2.26% Coverage</p> <p>CAR: Yeah. There’s obviously a reason. She has chosen to go to school and do her A levels. I understand that the band is part of her hobby, and that she wants to explore it. It is hard to tell someone that that kind of passion needs to wait until after the A levels, but she has made a commitment, and if she wants to throw that away, that’s so many years of her life when she’s worked toward doing A levels that she’s just going to like waste. I feel, as well, I don’t have many hobbies other than my part-time job.</p> <p>Reference 4 - 3.22% Coverage</p> <p>CAR: I think it comes from mum. My grandad would have told her</p>	
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<p>that education is the number one priority. Once you have those grades, they are yours, no one can take them away. I grew up knowing that education was that important. I felt secure because I was in a good school where most people go to Uni. Then that didn't happen, maybe because I felt too secure... but really, what I should have been doing was putting the work in. I had neglected it completely. So when I found out I wasn't going to Uni, I was crying, that was the shake. I was crying on the floor of the club we went to on results night. I couldn't believe this was happening to me. I never thought I would be in that position, even though other people were ok with it.</p> <p>Reference 5 - 7.04% Coverage</p> <p>CAR: I love to plan things. While I have said that you can't be too rigid. Even then, for a normal day I like to have a list in my head of what I need to do. If I don't have a list, I don't know what I'm supposed to do or it doesn't get done, or I forget it – you know? If it doesn't get done then you feel bad, you think, "I didn't get to do that today. I should have made time to do it." I feel like that kind of day to day list is different from an academic list. I might be like, "right, I've finished one assignment, so I'm going to start reading for the next one. Read a book, get ideas from it." It's ok saying that's on the list, even if I can do it, when it comes to academic work, I still can't do it! I'm on my phone again, and I'm not doing work!</p> <p>But in terms of other stuff. So I was helping my friend move from student accommodation. There I was, with the list, making sure we didn't miss anything. Making sure it was efficient. And that's another thing I love: getting other people's lives sorted more than my own. Even with my brothers, I will make them a timetable, make sure the subjects are covered. Yet I have an essay due!</p> <p>M: Do you think that's something you might find helpful in terms of your future? In terms of finding a job maybe where other people need you?</p> <p>CAR: Yeah. If my job was to make lists for other people I would be flying. I just gotta find them! But I feel like, literally, the one thing I want to do is make sure everyone else is sorted. Sure, in terms of being helpful, but yeah, also in terms of procrastinating my own work. I know it's bad – but I still do it.</p> <p>Interview 9 [3.47% Coverage]</p> <p>References 1-2 - 3.47% Coverage</p> <p>S: No. If the same thing is going wrong every week then no. If you had that awareness, that ability to reflect on your work, then... I mean any feedback works that way. If I just got an essay back with B on it and no comments, I wouldn't know what to do with it. How can I improve? Students should be encouraged to figure out how it is that they can improve their grade. They should be shown the grade and asked the question, "is that the grade that you want?" If it isn't, then they should be shown how to improve it. They should be shown how to reflect on it, and that's what should happen with Zoe. Maybe that will improve her mentality.</p>	
<p>1.2.2. Increase the utility value of task Interview 12 [2.21% Coverage]</p> <p>Reference 1 - 1.10% Coverage</p> <p>S: You don't want to have regrets. You don't want to feel like you could have got a better mark. Your family will probably know that you are good at a subject as well. So if it doesn't go well, they're</p>	<p>5.2.1. Self-motivation</p> <p>Interview 1 [1.41% Coverage]</p> <p>Reference 1 - 1.41% Coverage</p> <p>I always go, "I can do it later because it won't take that long." Like, I've only got this, this and</p>

<p>going to want to know why and you'll have to explain that to them...</p> <p>Reference 2 - 1.11% Coverage</p> <p>It's probably – with overconfidence – you may spend more time on it. So you might use the fact that you enjoy studying for one subject to procrastinate for a subject you don't enjoy. You should be studying harder for that subject because you need to study harder for it.</p> <p>Interview 3 [6.67% Coverage]</p> <p>Reference 1 - 1.99% Coverage</p> <p>B: I think my parents would prefer to choose what I do at school, regardless of whether it makes me sad? M: How'd you mean? B: Well obviously my parents have done a lot for me, so I get that they want me to do a lot. For the future. So I'm quite a sporty guy. I like to doing sport and practical stuff. I'm not really into studies. But I'm doing it for them because they want me to succeed and therefore I want myself to succeed. I've kinda lost the point I was making...</p> <p>Reference 2 - 1.71% Coverage</p> <p>I'm doing engineering and science. I don't mean to be rude but I'm only doing science because it's backing up my engineering. Engineering is what I want to do, and so the lessons – I might not always love them – but they aren't boring because I know that's my future. If I was sat doing this hard work and it wasn't worth it then I'd be saying, "this is a waste of my time I need to get out of this place."</p> <p>Reference 3 - 0.76% Coverage</p> <p>M: Great. Can we talk a bit more about your A levels? So it's BTEC Sport and P.E. Then there is... A: Law and Sociology, which relates to my parents goals for me more I'd say, yeah.</p> <p>Reference 4 - 2.21% Coverage</p> <p>A: How do you do it? Ok we're going to go into this – fully. For me, and because I'm part of NCS, my big thing is mental health. I do a lot. And self-belief is a lot of things. I think it is your surroundings. Your support system. You can't build a building without foundations. My foundations are my friends and my family. I know they're going to be there for me if anything falls. Then you can build up and do your work, and do what you're going to do. Without that – if Zoe doesn't have that – she's not going to succeed.</p> <p>Interview 4 [11.45% Coverage]</p> <p>References 1-2 - 5.17% Coverage</p> <p>S: Yes, at GCSE, I remember actively working out how much effort needed to go in to each subject. For me, French induced the most anxiety, because for the first three years of secondary school I simply refused to study it. I was forced into the French class at GCSE because not enough people wanted to study Irish. I got a Level 2 or 3 in my first French GSCE module. I would study</p>	<p>this to do. When I do an essay, I like to make a list. I like checklists. I've only got this to do – so I put it off until later.</p> <p>Interview 10 [2.60% Coverage]</p> <p>Reference 1 - 1.25% Coverage</p> <p>E: Yeah, definitely. Obviously being on his phone and allowing it to distract him instead of facing it head on and trying to understand his work.</p> <p>Reference 2 - 1.35% Coverage</p> <p>E: I suppose. But I loved Art. Though you did a lot of your own work. There was a lot more freedom in it, I suppose so... you could keep yourself entertained.</p> <p>Interview 11 [0.94% Coverage]</p> <p>Reference 1 - 0.94% Coverage</p> <p>KM: I would say, "keep working as hard as you can and the scores might go up."</p> <p>Interview 12 [5.32% Coverage]</p> <p>Reference 1 - 1.21% Coverage</p> <p>S: No, it's just like you're in control. It's what you wanna do. Obviously you can't sit on your phone all the time, but yeah it's what you wanna do. I guess it's because there's nobody there to tell you to get off your phone because you have to do it. Instead, you have to be hard on yourself.</p> <p>Reference 2 - 3.01% Coverage</p> <p>S: That's hard because I dropped that subject! If you have to keep studying it, go to your teacher and try and get more help. Mine was so supportive, she really would have pushed you and motivated you. Erm, I'd probably say, think of it as a challenge. Imagine someone saying, "you can't do it" then try and prove them wrong. That's a thing that works for me. When certain of my teachers said, "if you don't study you're not going to pass this" that motivated me to prove them wrong. Another one might be to think of the future. If you don't study now and you're not trying your best, this could upset your future plans. You don't want to look back and think, "I wish I had done that essay, because then I would be able to do this..."</p> <p>Reference 3 - 1.10% Coverage</p> <p>S: You don't want to have regrets. You don't want to feel like you could have got a better mark. Your family will probably know that you are good at a subject as well. So if it doesn't go well, they're going to want to know why and you'll have to explain that to them...</p>
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<p>science and Art instead of French. I was pushing for a Level 9 in Art. It made me feel good being a master of a subject, rather than struggling because it made me feel shit. I confided in my parents. They had to get me a French tutor just to get me a pass. It was so strange, putting effort into Art when I was going to fail another subject, but I just didn't want to feel bad about myself. I didn't want to think about it.</p> <p>Reference 3 - 2.38% Coverage</p> <p>A: She's looking at the world of problems, not the specific problem set in front of her. What does she need to do next, is what she needs to know. What is after this exam, and the next exam. Where is that going to take me? At the moment this is overwhelming her...so I suppose it is a form of procrastination because you have made a task so much bigger than it needs to be.</p> <p>Reference 4 - 1.91% Coverage</p> <p>S: In work though, it helps that someone is expecting me to do that.</p> <p>M: Yeah you can't say to your boss – "I didn't do that, it was really boring."</p> <p>S: Yeah maybe that cushiness of school allows procrastination. But then there is so much pressure in school. Maybe it's more urgency that's needed.</p> <p>Reference 5 - 2.00% Coverage</p> <p>S: One thing that helped me with French was to visualise the day I get the result, and imagine how it would feel, you know? Imagine not getting a Level 2 or 3. And I don't want to feel bad either. I decide I'm going to put up with this crap right now, you know? It helps you pick yourself up and get things done.</p> <p>Interview 5 [6.34% Coverage]</p> <p>Reference 1 - 0.95% Coverage</p> <p>B: Business because it's more coursework. I'm more of an exam person so I put coursework off to the last minute.</p> <p>Reference 2 - 1.78% Coverage</p> <p>C: Well not doing well in the exams. If you don't hand coursework in on the deadline then teachers are on your back. When it comes to studying, no one is going to know you've studied until you get your results.</p> <p>Reference 3 - 2.75% Coverage</p> <p>B: At GCSE, I was terrible at LLW (Learning for Life and Work). It's meant to be the easy subject but I would do badly in it. There was coursework as well – and I would do badly at that. That put me off. But the exams – I loved the exams – but the coursework put me off it. But I hated the class, and I hated everything in it.</p> <p>Reference 4 - 0.86% Coverage</p> <p>C: Maybe you could do some work and then reward yourself with the band practice? Find a happy medium.</p> <p>Interview 6 [9.58% Coverage]</p>	<p>Interview 2 [2.67% Coverage]</p> <p>Reference 1 - 0.08% Coverage</p> <p>A: "Keep going!"</p> <p>Reference 2 - 1.32% Coverage</p> <p>C: Half the time it depends like, how competitive you are. If I'm in a class with lots of people who are doing really well then I think, "oh God I'm going to have to get motivated and do better. I need to finish the work and do better than everyone else."</p> <p>Reference 3 - 1.27% Coverage</p> <p>A: You don't want to feel inferior.</p> <p>C: Yeah! That's exactly the point.</p> <p>D: You might find yourself comparing yourself to others who are better. And you yourself are trying to get better but, you're stuck in that procrastination mode as well so...</p> <p>Interview 3 [0.82% Coverage]</p> <p>References 1-2 - 0.82% Coverage</p> <p>B: I think you've just got to have a lot of will power to turn off that phone screen and... I think it's down to you. Maybe your friends can't do anything, but then you've got to work on yourself.</p> <p>Interview 4 [4.53% Coverage]</p> <p>Reference 1 - 3.32% Coverage</p> <p>A: I would always test myself before exams. So, I could read something and make sense of it. But being able to apply that to answering a question was very different. So say it's osmosis, I would make test questions for myself and then try again and again and again. And that would help me take it in. It would stay in my head, then I'd get the answer right. And that would give me confidence, including on exam day. And I would feel good because I knew I did it myself. I didn't have to rely on a teacher or whatever.</p> <p>Reference 2 - 1.21% Coverage</p> <p>A: You could say, well, he doesn't enjoy the subject so everything else naturally seems more interesting. Then again, at the same time, there's an issue with self-discipline there as well.</p> <p>Interview 6 [1.11% Coverage]</p> <p>Reference 1 - 1.11% Coverage</p> <p>CC: Right. Remember, now is a step. Right now is not the final destination. Without pressure there</p>
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<p>Reference 1 - 3.91% Coverage</p> <p>For me, the ideas connect a bit, because... I mean, I was always more literature based. I was better at essays, things like that. I always worked at those things at which I was stronger. Maybe I neglected science and maths and technology, but part of me thought, "that's because I'm better at this." Even though my family might say, "CC you'll need this in the future or for the workplace." So I worked hard to get the grades I needed – particularly in maths. I don't know how they would disconnect – you know? It comes down to your perceptions of what you're strong at and not strong at.</p> <p>Reference 2 - 4.56% Coverage</p> <p>CC: I would say, "aww c'mon, wise up and get your work done, because then you'll probably enjoy band, you won't have any stresses and you won't be annoyed and stressed." I don't think I would ever tell someone not to do what they love. I would never criticise because I have always done what I love. I would maybe say, though, do it bit by bit. I often leave things to the last minute, and that scares me, it makes me not want to do it even more. If Laura was working consistently and left her school work to the last minute then that's overwhelming. I would say, try working at it bit by bit, ten minutes here and there. Suddenly, that's it done! You don't have to work on it again.</p> <p>References 3-4 - 1.11% Coverage</p> <p>CC: Right. Remember, now is a step. Right now is not the final destination. Without pressure there would be no diamonds. Without change there would be no butterflies.</p> <p>Interview 7 [3.04% Coverage]</p> <p>Reference 1 - 3.04% Coverage</p> <p>M: Have you experienced anything like that? CW: Not really, I've been motivated to do well in my exams. M: Why do you think that was? CW: I want to go to uni and I don't want to repeat a year.</p> <p>Interview 8 [11.68% Coverage]</p> <p>References 1-2 - 3.74% Coverage</p> <p>CAR: I think his dad is self-employed, he installs kitchens. The mum, she didn't when she was younger, but when the kids were a bit older, she went back and got a degree in Management. She then got a job in a company, managing. So my boyfriend has an older sister who studied in Liverpool but she didn't like it so she came back home. She studied biology, now she's doing her PhD. So there is an expectation that the family do well in education, but there was also an expectation that they would enjoy going to school. So, for him, he is expected 3 As. Me, I didn't do so well first time round, so I'm in Upper Year 13. I changed school, and that was – you know the shake you get? – I had thought I would easily get into Uni, so I realised I only have this year. I'm very motivated and I am always in school because I have that goal of getting into uni.</p> <p>Reference 3 - 1.16% Coverage</p> <p>CAR: Erm, no, but then I think that's why she's always pushed us</p>	<p>would be no diamonds. Without change there would be no butterflies.</p> <p>Interview 8 [8.91% Coverage]</p> <p>Reference 1 - 3.22% Coverage</p> <p>CAR: I think it comes from mum. My grandad would have told her that education is the number one priority. Once you have those grades, they are yours, no one can take them away. I grew up knowing that education was that important. I felt secure because I was in a good school where most people go to Uni. Then that didn't happen, maybe because I felt too secure... but really, what I should have been doing was putting the work in. I had neglected it completely. So when I found out I wasn't going to Uni, I was crying, that was the shake. I was crying on the floor of the club we went to on results night. I couldn't believe this was happening to me. I never thought I would be in that position, even though other people were ok with it.</p> <p>Reference 2 - 1.47% Coverage</p> <p>CAR: Yeah, so, even when I was doing my GCSEs, I put sticky notes all over my wall, with the dates on the exam on them. Then around them I put the key topics that I had to learn. So, whenever I had to learn something I could take it off the wall when it was done. Then the wall was getting, you know, cleaner and I began feeling better.</p> <p>Reference 3 - 3.32% Coverage</p> <p>CAR: I love to plan things. While I have said that you can't be too rigid. Even then, for a normal day I like to have a list in my head of what I need to do. If I don't have a list, I don't know what I'm supposed to do or it doesn't get done, or I forget it – you know? If it doesn't get done then you feel bad, you think, "I didn't get to do that today. I should have made time to do it." I feel like that kind of day to day list is different from an academic list. I might be like, "right, I've finished one assignment, so I'm going to start reading for the next one. Read a book, get ideas from it." It's ok saying that's on the list, even if I can do it, when it comes to academic work, I still can't do it! I'm on my phone again, and I'm not doing work!</p> <p>Reference 4 - 0.89% Coverage</p> <p>CAR: *laughing* Because you get that satisfaction. The satisfaction of a list being done. That means I don't feel as bad when it comes to my own things, because I've ticked something off for someone else.</p> <p>Interview 9 [1.06% Coverage]</p>
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<p>hard to get a good education so that we can get good jobs. My brothers are in Y8 and Y9. I've been going online and finding the work they are expected to do, and making sure that they do it. Everyday.</p> <p>Reference 4 - 2.26% Coverage</p> <p>CAR: Yeah. There's obviously a reason. She has chosen to go to school and do her A levels. I understand that the band is part of her hobby, and that she wants to explore it. It is hard to tell someone that that kind of passion needs to wait until after the A levels, but she has made a commitment, and if she wants to throw that away, that's so many years of her life when she's worked toward doing A levels that she's just going to like waste. I feel, as well, I don't have many hobbies other than my part-time job.</p> <p>Reference 5 - 1.30% Coverage</p> <p>CAR: I said the same, but I'd be more on the side of education. I think music is always going to be there. But sometimes you lose momentum, and you never come back. If you can just finish those A levels, and get them done. Your qualifications are behind you, then you can go and pursue your hobby.</p> <p>Reference 6 - 3.22% Coverage</p> <p>CAR: I think it comes from mum. My grandad would have told her that education is the number one priority. Once you have those grades, they are yours, no one can take them away. I grew up knowing that education was that important. I felt secure because I was in a good school where most people go to Uni. Then that didn't happen, maybe because I felt too secure... but really, what I should have been doing was putting the work in. I had neglected it completely. So when I found out I wasn't going to Uni, I was crying, that was the shake. I was crying on the floor of the club we went to on results night. I couldn't believe this was happening to me. I never thought I would be in that position, even though other people were ok with it.</p> <p>Interview 9 [15.48% Coverage]</p> <p>Reference 1 - 1.77% Coverage</p> <p>S: I have found it hard to try when I am already sitting on a reasonably high grade. That's what we had in Religion. The grade is there so why would I study. So I didn't because I prioritised other exams taking place close by. You form an opinion like that. I think that was procrastination, but I did study for other things...</p> <p>Reference 2 - 1.33% Coverage</p> <p>Nevertheless, it clearly depends on how serious that essay is, and the consequences with the teacher and stuff. But if she thought the practice was going to benefit her in terms of the future, more than the essay, then I think she has to do it.</p> <p>Reference 3 - 2.41% Coverage</p> <p>S: Yeah, I think a lot of teachers – they respect your situation, but I also think, it depends on the situation itself. You need to offer a good reason. Good justification. If they make it clear that it is important to them then yeah, I think that would be ok. Not giving a good reason is not fair... it's not fair on everyone else in the class. You need to consider that. You need to think how you would feel</p>	<p>Reference 1 - 0.85% Coverage</p> <p>But you do need to be persistent. You need to push through. If he is working through it the night before then he's got to know he needs to do it now because...</p> <p>Reference 2 - 0.21% Coverage</p> <p>But yeah, it's about powering through.</p>
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<p>if someone else got that extension.</p> <p>Reference 4 - 3.47% Coverage</p> <p>S: No. If the same thing is going wrong every week then no. If you had that awareness, that ability to reflect on your work, then... I mean any feedback works that way. If I just got an essay back with B on it and no comments, I wouldn't know what to do with it. How can I improve? Students should be encouraged to figure out how it is that they can improve their grade. They should be shown the grade and asked the question, "is that the grade that you want?" If it isn't, then they should be shown how to improve it. They should be shown how to reflect on it, and that's what should happen with Zoe. Maybe that will improve her mentality.</p> <p>Reference 5 - 0.85% Coverage</p> <p>But you do need to be persistent. You need to push through. If he is working through it the night before then he's got to know he needs to do it now because...</p> <p>Reference 6 - 1.71% Coverage</p> <p>There's something about being motivated and persistent. "If I can get this done, get it over with, then I can enjoy the night." It's about your mindset really. Just being able to say, "let's get it done now." It's about powering through, and remembering you're not the only one! Everyone has to do...more than likely.</p> <p>Reference 7 - 3.96% Coverage</p> <p>S: Yeah, I think I have that mindset because I've always known that I want to do as a job. At least since GCSE, and I think it's harder for students who don't know that. I know teachers are getting us to think about careers at GCSE and yet it feels like it's miles away. But I can talk about myself and criticise myself because I knew where I wanted to go and that's how I motivated myself. That's the endgame. Whereas I knew people saying, "all I need is 3 Cs to get on to this course" and those low expectations can bring your motivation down. That can change your attitude. Have high expectations and then you'll meet them. And if you don't, that's where reflection comes in. It's nothing to be negative about, I don't think.</p>	
<p>1.2.3. Increase the intrinsic value of task</p> <p>Interview 1 [2.29% Coverage]</p> <p>Reference 1 - 0.94% Coverage</p> <p>H: Yes I would suggest trying different things – try flash cards, mind maps – find out what works for her. Maybe try one thing each week. See if it helps.</p> <p>Reference 2 - 1.35% Coverage</p> <p>I wonder should he find a different subject that he likes better. In fact I think there was some advice that Sixth Form gave where they told us it's not easy to... focus... to do something you don't like, because it's boring.</p> <p>Interview 10 [3.81% Coverage]</p>	<p>5.2.2. How others might motivate you</p> <p>Interview 8 [3.72% Coverage]</p> <p>Reference 1 - 1.85% Coverage</p> <p>CAR: Even last year, I was studying all week, but I had a part-time job. So I was working two evenings and eight hours on a Saturday. Sunday was the only day I'd get to spend with him. But he was so disciplined that he'd be working. I wanted to spend time with him so I'm thinking, "guess I'll do some work too!" *laughter*</p> <p>That was so good for me. Without that I'd have been in the house and I would have done nothing.</p> <p>Reference 2 - 1.87% Coverage</p>

<p>Reference 1 - 2.47% Coverage</p> <p>E: No I sympathise. Often you have an idea of what a subject is gonna be like, but then you get into it, and you realise that it's really hard. Or, he might like an element of English Literature but the one that he has to write an essay on he doesn't like. That's happened to me before.</p> <p>References 2-3 - 1.35% Coverage</p> <p>E: I suppose. But I loved Art. Though you did a lot of your own work. There was a lot more freedom in it, I suppose so... you could keep yourself entertained.</p> <p>Interview 11 [14.27% Coverage]</p> <p>References 1-2 - 3.85% Coverage</p> <p>KM: Well he has no motivation and he has too many distractions, I mean his phone is an issue. If it's boring then make it more interesting. He must have picked his A levels, and he's got to make it interesting himself. Do things at home with the information, like make mind-maps or whatever, to make it more interesting.</p> <p>Reference 3 - 2.81% Coverage</p> <p>KM: I researched something I didn't understand. I would have watched videos in YouTube. And I like to make mind maps so I would have made those to decide what I did understand, and I would ask my cousin about what I didn't understand.</p> <p>Reference 4 - 2.51% Coverage</p> <p>KM: Yeah. If it's difficult I would ask for help or watch YouTube, whereas if it was boring I would try and make it interesting for myself. I would make mind maps, or do what I like when it comes to learning.</p> <p>Reference 5 - 1.66% Coverage</p> <p>M: Is it important that the teacher does what you do? That they make it more interesting and easier to understand? KM: Yeah definitely.</p> <p>Reference 6 - 3.44% Coverage</p> <p>KM: I love it. It is interesting but also I am good at it. At first I was ready to drop it as soon as I could, but the more I studied it the more I liked it. And it's very topical as well. We're looking at Coronavirus and how it affects things. It's very interesting and I'm good at it.</p> <p>Interview 12 [8.81% Coverage]</p> <p>Reference 1 - 0.73% Coverage</p> <p>S: English Lit., Religion, Business and Irish. Then I dropped English Lit. That's why I'm so much like Alan. I passed it but there was no need for it. It was unnecessary stress.</p> <p>Reference 2 - 3.01% Coverage</p> <p>S: That's hard because I dropped that subject! If you have to keep studying it, go to your teacher and try and get more help. Mine was</p>	<p>M: So why do you think it's important to be in an environment like a library?</p> <p>CAR: In my house I'm in a room next to my two brothers. All I can hear is them being on their Xbox all day. I've been really struggling to sit and write my essay. In the library everyone knows they are supposed to be quiet because everyone is trying to do work. You're in that one environment with everyone. I'm struggling without that environment.</p>
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so supportive, she really would have pushed you and motivated you. Erm, I'd probably say, think of it as a challenge. Imagine someone saying, "you can't do it" then try and prove them wrong. That's a thing that works for me. When certain of my teachers said, "if you don't study you're not going to pass this" that motivated me to prove them wrong. Another one might be to think of the future. If you don't study now and you're not trying your best, this could upset your future plans. You don't want to look back and think, "I wish I had done that essay, because then I would be able to do this..."

Reference 3 - 2.07% Coverage

S: Yeah! Colours and bright stuff. It might sound stupid, but colours and highlighters and stationery. I loved study cards and I would buy all of that, so that I would be more motivated. I want to use my new stationery, I want to make my notes really nice. Maybe boys wouldn't be like that. Then you want to look at the notes. You can take an essay written just in black, and it can seem boring. But you can cut it up or make it more appealing so that you actually want to read it. It decorated nicely.

Reference 4 - 1.88% Coverage

So, I think what might help her is speaking to the teacher. They might be able to give her a reason why she isn't doing well. She could focus on those reasons... even though she's reading the stuff, she might not be putting down the right part of the answer or what the examiner is looking for. So probably, getting that kind of feedback might help her focus and not procrastinate because she knows now what it is that she can do to fix things and change it.

References 5-6 - 1.12% Coverage

S: Yeah, some teachers do lay all your studying out for you. There would be mnemonics and things like that. Little rhymes and stuff colour-coordinated. In English you're faced with a black and white essay and you just don't know how to cope with it. So yeah that does work.

Interview 2 [2.69% Coverage]

Reference 1 - 2.69% Coverage

C: I think it's easy to say – you know – carry on, but when you're in that frame of mind it's hard. Maybe if you sit with your teacher and see what you're doing right and what you're doing wrong. I think that you'll build a relationship around it and learn how to enjoy it more. Obviously if you're really bad at something you are not going to want to do it anymore. But, at the end of the day, you've got to try and find your weak points and then try and make that better. But, also find the motivation to do it as well?

Interview 3 [1.38% Coverage]

Reference 1 - 0.87% Coverage

A: Cool. Anyway [Alan] shouldn't be doing it. I mean if he finds the English course boring then he shouldn't be studying it. He won't be looking to have an English future so – is it really beneficial to him?

Reference 2 - 0.50% Coverage

I know people who say, "I can't deal with my courses anymore, what should I do?" I'm like, "do something you wanna do!"

Interview 4 [7.91% Coverage]

Reference 1 - 5.17% Coverage

S: Yes, at GCSE, I remember actively working out how much effort needed to go in to each subject. For me, French induced the most anxiety, because for the first three years of secondary school I simply refused to study it. I was forced into the French class at GCSE because not enough people wanted to study Irish. I got a Level 2 or 3 in my first French GCSE module. I would study science and Art instead of French. I was pushing for a Level 9 in Art. It made me feel good being a master of a subject, rather than struggling because it made me feel shit. I confided in my parents. They had to get me a French tutor just to get me a pass. It was so strange, putting effort into Art when I was going to fail another subject, but I just didn't want to feel bad about myself. I didn't want to think about it.

References 2-3 - 1.23% Coverage

S: I think sometimes the subject isn't about the exam. Maybe the teaching approach could change? Could she write an article or join a debate club. Something a bit more practical or expressive.

Reference 4 - 0.31% Coverage

S: It sounds like he's picked the wrong subject.

Reference 5 - 1.21% Coverage

A: You could say, well, he doesn't enjoy the subject so everything else naturally seems more interesting. Then again, at the same time, there's an issue with self-discipline there as well.

Interview 5 [1.48% Coverage]

Reference 1 - 0.48% Coverage

B: Pick a different subject. Do ICT instead of business!

Reference 2 - 1.00% Coverage

B: I'd say just follow your dreams. If you don't want to go back to school, don't write the essays, go with your band.

Interview 6 [5.46% Coverage]

Reference 1 - 2.56% Coverage

So there were lots of quotes, some of which I still love. One was, "procrastination is like a credit card, it's a lot of fun until you get the bill." So, funny quotes like that helped. Not only did I do it for myself, but I found that, if it made someone else's Monday easier, then that was what the work was for. It was outstanding. The teachers said that the vibe changed, you know?

Reference 2 - 2.90% Coverage

I didn't realise this until afterwards but I had been picking these quotes for a reason. "Be like a postage stamp, stick on something

until you get to the destination.” Things like that, try to make them funny, little things I looked up. But they had a personal attachment. It was through my personal experience of procrastination while there were other horrible distractions in life. So the quotes reflected the experience I had had.

Interview 7 [3.35% Coverage]

Reference 1 - 3.35% Coverage

CW: Yeah, if you feel like you can trust them to tell you the truth about things. And if you had a better relationship then the class would be more enjoyable so it would make you want to learn more and do your best.

Interview 8 [9.94% Coverage]

Reference 1 - 1.51% Coverage

CAR: Yeah because so many people are intellectual themselves, but when it comes to writing it down on paper, they get really anxious about it and don't perform as well. But, I feel like different people have different ways of learning, so maybe they have different ways of expressing themselves and performing too. That isn't really considered.

Reference 2 - 1.01% Coverage

I know that in school, there tends to be just the one way to do things. But for her, maybe if she didn't have a test but she could give a presentation, she could show that she has been putting the work in and she wants to do well.

Reference 3 - 2.24% Coverage

CAR: Yeah there's that as well. Instead of just reading and thinking “yeah, I have that, I understand it” – she should be revising over it. Making notes while she reads. Read over the notes every day, until she feels confident that she understands it. Then, when she sits down and she has the questions in front of her, she's not panicking trying to remember, “oh! What did I read, that one time!?” Instead she will constantly have reviewed it. It's the only way you'll remember what was in any of the passages.

Reference 4 - 2.27% Coverage

In terms of the essay I was doing. There were four questions and you could pick one. I picked the one I liked the sound of more. Thinking, “oh yeah I'll be really into this. I'll want to do it more.” That did help a bit. It was on crime and media and I love Media Studies so I knew what I wanted to write for that side of it. Whenever I did get around to writing it, I did enjoy it because I knew, sort of what was happening. But, if I had been forced to do one of the others, I really would have been putting it off.

Reference 5 - 1.98% Coverage

CAR: I think, sometimes teachers have specialised in a subject. They've put a lot of years into it, and it's something they really want to do. They can be, although maybe the younger ones are very passionate, it sometimes seem that some of the older teachers, who have been repeating the same thing every year, they are probably a bit bored of it. If you're in an environment where they don't enjoy teaching it, then you'll not enjoy learning about it.

<p>References 6-7 - 0.93% Coverage</p> <p>Then, whenever I got my grades, I applied to do another year in school. I was so grateful. I had a second chance. I also realised I hated reading all the time, so I was able to change the subjects I had studied.</p> <p>Interview 9 [3.94% Coverage]</p> <p>Reference 1 - 2.06% Coverage</p> <p>I don't play an instrument so this wouldn't happen, and I would be scared of not having an essay done so I personally would get it done. Nevertheless, it is important – if you do Arts subjects – why should you be forced to do something that you don't like? That's why you get to pick these subjects at GCSE and A level, not what you've been told to do because you're good at them.</p> <p>Reference 2 - 1.88% Coverage</p> <p>It might even be that she doesn't enjoy the subject, she doesn't like it, but she needs to know to ask the right questions. I think questioning is important. If you question yourself then you might even be able to question the teacher. Maybe the way they teach isn't working for you. So yeah, be reflective and questioning – that's the way to go.</p>	
<p>1.2.4. Set yourself meaningful goals</p> <p>Interview 2 [0.58% Coverage]</p> <p>Reference 1 - 0.58% Coverage</p> <p>B: Yeah because I would have liked her to have marked it so I could see how I done. M: So feedback is valuable?</p> <p>Interview 3 [6.08% Coverage]</p> <p>References 1-2 - 4.81% Coverage</p> <p>A: But she needs a goal, and her goal isn't going to be related to one performance. So me, I'm terrible at English, I came to this school barely able to read. So my goal was to get a Grade 5, but my goal wasn't to do well in a test. It was little targets. Baby steps. You can't just take a big jump. You can't go from being skinny, to being muscley. You've got to work your way up. B: She needs to set the target high so that she makes sure to achieve the lower target. A: Yeah but she needs realistic targets. B: So the high target is the dream. I try to get 9 in all my GCSEs, but I didn't, but then I got a secure pass, and I was happy with that. A: Yeah so you're actually setting a realistic target and an over-target. Your over-target is your drive. My over-target is my drive. Then you have realistic targets. M: Seems to me that an important aspect of this is time. You would have a long-term goal in the distance. If it's in the distance, make it as big and... A: Extraordinary? M: Yeah I like that. As extraordinary as possible. Then in the short-term... B: Those more realistic targets. A: Those small wins for the big goal.</p>	<p>5.3. <i>After the task</i></p>

<p>Reference 3 - 1.27% Coverage</p> <p>A: She needs narrower targets doesn't she? B: Yeah. A: So she needs those narrower targets that are really going to help you – and that's when you need support. That's when you speak to the teacher. The teacher says, "do this, this and this. That's what you need to succeed." That's the small goals.</p> <p>Interview 7 [2.24% Coverage]</p> <p>Reference 1 - 2.24% Coverage</p> <p>CW: Personally I'd say go for the band stuff. It sounds like a great opportunity. If that's what she wants to do then that's what she should do.</p> <p>Interview 8 [2.35% Coverage]</p> <p>Reference 1 - 2.35% Coverage</p> <p>One of the guys, his girlfriend was about to give birth to twins. My boss wanted to know if I could help out and maybe do some extra hours. I said, "you can't ask me that. I know this is a job, but school is the biggest thing to me. That's my priority." I feel like Laura needs to find a way to divide her time between the two of them, or maybe just pick one, because there is no use wasting her education just to do the demo. If she wants to get into music, and she's good enough, then she needs to make the choice of leaving school.</p> <p>Interview 9 [5.28% Coverage]</p> <p>Reference 1 - 1.33% Coverage</p> <p>Nevertheless, it clearly depends on how serious that essay is, and the consequences with the teacher and stuff. But if she thought the practice was going to benefit her in terms of the future, more than the essay, then I think she has to do it.</p> <p>Reference 2 - 3.96% Coverage</p> <p>S: Yeah, I think I have that mindset because I've always known that I want to do as a job. At least since GCSE, and I think it's harder for students who don't know that. I know teachers are getting us to think about careers at GCSE and yet it feels like it's miles away. But I can talk about myself and criticise myself because I knew where I wanted to go and that's how I motivated myself. That's the endgame. Whereas I knew people saying, "all I need is 3 Cs to get on to this course" and those low expectations can bring your motivation down. That can change your attitude. Have high expectations and then you'll meet them. And if you don't, that's where reflection comes in. It's nothing to be negative about, I don't think.</p>	
<p>2. Decrease motivation to do alternatives</p>	<p>5.3.1. Self-motivation</p> <p>Interview 10 [4.11% Coverage]</p> <p>Reference 1 - 4.11% Coverage</p> <p>E: Maybe in her planner, set your own personal deadlines of when she's going to complete work.</p>

	<p>Make your own personal deadlines and keep track of everything coming up.</p> <p>M: If she came to you and she'd broken the coursework down, but then she's missed one of her own deadlines, and she felt terrible about it, what would you say to her?</p> <p>E: Oh I don't know. Look over it again, check she has given herself enough time, maybe break it down further. Don't be too hard on yourself</p> <p>Interview 4 [2.00% Coverage]</p> <p>Reference 1 - 2.00% Coverage</p> <p>S: One thing that helped me with French was to visualise the day I get the result, and imagine how it would feel, you know? Imagine not getting a Level 2 or 3. And I don't want to feel bad either. I decide I'm going to put up with this crap right now, you know? It helps you pick yourself up and get things done.</p> <p>Interview 8 [3.22% Coverage]</p> <p>Reference 1 - 3.22% Coverage</p> <p>CAR: I think it comes from mum. My grandad would have told her that education is the number one priority. Once you have those grades, they are yours, no one can take them away. I grew up knowing that education was that important. I felt secure because I was in a good school where most people go to Uni. Then that didn't happen, maybe because I felt too secure... but really, what I should have been doing was putting the work in. I had neglected it completely. So when I found out I wasn't going to Uni, I was crying, that was the shake. I was crying on the floor of the club we went to on results night. I couldn't believe this was happening to me. I never thought I would be in that position, even though other people were ok with it.</p>
<p>2.1. TMT – Decrease expectancy of alternatives BLANK</p>	<p>5.3.2. Advice for others</p> <p>Interview 8 [3.01% Coverage]</p> <p>Reference 1 - 1.27% Coverage</p> <p>CAR: *laughing* I know they are so lucky. Then again though, one of them is picking his GCSEs. He can't just have six months off school. That's gonna mean he isn't ready for his GCSEs. I want to give them my knowledge and experience. That shake, so they're aware of what they'll need to do.</p> <p>Reference 2 - 1.73% Coverage</p> <p>CAR: Yeah, whenever I have something coming up in school, the house was never cleaner! I hoovered the grass and everything *laughing* But it is that thing, when something's due, that satisfaction when you've handed something in.</p>

	<p>That feeling of, “Thank God it’s done!” You feel that weight off your shoulders. But the problem is I also get that whenever I’m procrastinating and do something else.</p>
<p>2.2. TMT – Decrease Value of Alternatives</p>	<p>5.3.3. How others motivate you</p> <p>Interview 12 [5.53% Coverage]</p> <p>Reference 1 - 3.01% Coverage</p> <p>S: That’s hard because I dropped that subject! If you have to keep studying it, go to your teacher and try and get more help. Mine was so supportive, she really would have pushed you and motivated you. Erm, I’d probably say, think of it as a challenge. Imagine someone saying, “you can’t do it” then try and prove them wrong. That’s a thing that works for me. When certain of my teachers said, “if you don’t study you’re not going to pass this” that motivated me to prove them wrong. Another one might be to think of the future. If you don’t study now and you’re not trying your best, this could upset your future plans. You don’t want to look back and think, “I wish I had done that essay, because then I would be able to do this...”</p> <p>Reference 2 - 1.22% Coverage</p> <p>S: See, that’s the thing. I guess very few teachers would say that. Even those that did, the two that did, we’re very friendly now, but when they said it, I was pretty angry. I thought, “did they really say that?” So I feel like it can... I mean it would depend on the relationship with the teacher.</p> <p>Reference 3 - 1.30% Coverage</p> <p>Whenever I did pass, I came up to the teacher and said, “told you.” But she said, “well I only said that to you because I knew it would motivate you. I knew you would get the grade.” I don’t think if they had doubts that they would say that. I guess it depends on you as a person, and your own outlook and attitude.</p> <p>Interview 6 [2.42% Coverage]</p> <p>Reference 1 - 2.42% Coverage</p> <p>When I told her what I needed to get into uni, she told me “I can’t really see you getting those grades but maybe you can get to Ulster.” That for me has stuck with me and it has made me work harder but I also have that self-doubt. That kind of negative feedback can be turned into a positive, but in Z’s case – that disappointment is going to make you not work.</p>
<p>2.2.1. Decrease Attainment Value</p> <p>Interview 12 [1.60% Coverage]</p>	<p>6. Acknowledge the pitfalls</p>

<p>Reference 1 - 0.30% Coverage</p> <p>Make sure to keep all your options open and have a balance between them.</p> <p>Reference 2 - 1.30% Coverage</p> <p>S: Yeah, you just want to make sure you haven't closed off all options. You want to think logically. You might be successful in the band now and enjoying it now, but where will you be in 10 years with it? You know? It's important that you have all that you need for when you're older, so that you're not disappointed.</p> <p>Interview 8 [5.25% Coverage]</p> <p>References 1-2 - 2.35% Coverage</p> <p>One of the guys, his girlfriend was about to give birth to twins. My boss wanted to know if I could help out and maybe do some extra hours. I said, "you can't ask me that. I know this is a job, but school is the biggest thing to me. That's my priority." I feel like Laura needs to find a way to divide her time between the two of them, or maybe just pick one, because there is no use wasting her education just to do the demo. If she wants to get into music, and she's good enough, then she needs to make the choice of leaving school.</p> <p>Reference 3 - 1.30% Coverage</p> <p>CAR: I said the same, but I'd be more on the side of education. I think music is always going to be there. But sometimes you lose momentum, and you never come back. If you can just finish those A levels, and get them done. Your qualifications are behind you, then you can go and pursue your hobby.</p> <p>Reference 4 - 1.60% Coverage</p> <p>CAR: Well exactly, once you have your qualifications, they're yours. Ok God forbid, if the music didn't work out, then she's only got GCSEs, meaning she will need to return to education if she wants a good enough job. And then she might even resent her music and hobby and passion. In terms of that, she needs to have a backup. Which is your education. Your grades.</p> <p>Interview 9 [3.47% Coverage]</p> <p>Reference 1 - 3.47% Coverage</p> <p>S: No. If the same thing is going wrong every week then no. If you had that awareness, that ability to reflect on your work, then... I mean any feedback works that way. If I just got an essay back with B on it and no comments, I wouldn't know what to do with it. How can I improve? Students should be encouraged to figure out how it is that they can improve their grade. They should be shown the grade and asked the question, "is that the grade that you want?" If it isn't, then they should be shown how to improve it. They should be shown how to reflect on it, and that's what should happen with Zoe. Maybe that will improve her mentality.</p>	
<p>2.2.2 Decrease Intrinsic Value of Alternatives – BLANK</p>	<p>6.1. Strategic procrastination</p> <p>Interview 1 [1.41% Coverage]</p> <p>Reference 1 - 0.73% Coverage</p>

	<p>I guess if it's distractions then I would tell her that – in the long run – it will be worse if she doesn't do more now.</p> <p>Reference 2 - 0.68% Coverage</p> <p>when you leave it to the last minute, it doesn't work unless you're highly intelligent with an amazing memory.</p> <p>Interview 9 [1.94% Coverage]</p> <p>Reference 1 - 1.94% Coverage</p> <p>Another thing is, when exams are close together, you have to prioritise which exams you're going to study for. You know you should be doing an hour here and there but that's hard. You kinda go, "oh well this is the one I haven't sat" or whatever. But you need to split your time wisely. Then Easter break hits, and it's deadline time. That's the last straw.</p>
<p>2.2.3. Decrease Utility Value of Alternatives</p> <p>Interview 1 [3.36% Coverage]</p> <p>Reference 1 - 0.73% Coverage</p> <p>I guess if it's distractions then I would tell her that – in the long run – it will be worse if she doesn't do more now</p> <p>Reference 2 - 1.05% Coverage</p> <p>C: I would recommend setting a time of day where she does half an hour of studying. Maybe she could set a timer, with twenty minutes to work and ten minutes to socialise.</p> <p>Reference 3 - 1.59% Coverage</p> <p>C: I would tell her to try and balance her hobbies and social life with her education. Maybe she could focus on her band practice the four out of seven days they meet. She could focus on her essays the other three days. Try and balance it and do a bit of both.</p> <p>Interview 10 [6.58% Coverage]</p> <p>Reference 1 - 2.24% Coverage</p> <p>E: Probably try and find more of a balance. If band is the main focus, then that's what she should do, but it is obviously important to get your exams as well so, maybe, try and speak to staff at school and see if there is a way to find a balance and do both.</p> <p>Reference 2 - 2.79% Coverage</p> <p>M: If she went to staff at your school, would they be understanding if you explained that you were in a successful band and stuff? E: I think they would try to be more understanding, sure. They would try to be accommodating – especially if it might benefit the school in some way! It just depends on what school you go to.</p> <p>Reference 3 - 1.55% Coverage</p>	<p>6.2. <i>You just can't get the help these days</i></p>

E: Probably, again, try and find that balance. Give equal time to everything. Obviously, playing video games are important as well. Leisure is important, so try and balance it all.

Interview 11 [9.15% Coverage]

Reference 1 - 2.87% Coverage

KM: Yeah. She should balance her time between her subjects, not just put her time into one thing. Those subjects are just as important as the band practice. After all, she could use Sociology and History if she doesn't... like band practice.

References 2-3 - 6.27% Coverage

KM: Well she chose to do those subjects at A level, so she shouldn't put all of her effort into the one thing. She should balance her time wisely.

M: Why is that wise?

KM: Well then you're not failing one of them. You might fail one of them if you did focus primarily on band practice. The same way it would be a bad idea to go to none of the band practice. She wouldn't be balancing her time properly. She'd probably be better off doing one or two practices a week, then focusing on history and sociology on other days.

Interview 12 [4.21% Coverage]

References 1-2 - 0.30% Coverage

Make sure to keep all your options open and have a balance between them.

Reference 3 - 1.30% Coverage

S: Yeah, you just want to make sure you haven't closed off all options. You want to think logically. You might be successful in the band now and enjoying it now, but where will you be in 10 years with it? You know? It's important that you have all that you need for when you're older, so that you're not disappointed.

Reference 4 - 1.51% Coverage

Instead you should than using all the resources you can and taking your time and really getting help from other people and really trying with it. I mean it's harder for K, but in terms of essays, do it slowly as you go along so you're not sitting for three hours working on it. You could simply do an hour here or an hour there on it. Then it will be done in no time.

Reference 5 - 1.10% Coverage

S: You don't want to have regrets. You don't want to feel like you could have got a better mark. Your family will probably know that you are good at a subject as well. So if it doesn't go well, they're going to want to know why and you'll have to explain that to them...

Interview 4 [2.00% Coverage]

Reference 1 - 2.00% Coverage

S: One thing that helped me with French was to visualise the day I

get the result, and imagine how it would feel, you know? Imagine not getting a Level 2 or 3. And I don't want to feel bad either. I decide I'm going to put up with this crap right now, you know? It helps you pick yourself up and get things done.

Interview 5 [0.86% Coverage]

Reference 1 - 0.86% Coverage

C: Maybe you could do some work and then reward yourself with the band practice? Find a happy medium.

Interview 8 [11.82% Coverage]

Reference 1 - 2.26% Coverage

CAR: Yeah. There's obviously a reason. She has chosen to go to school and do her A levels. I understand that the band is part of her hobby, and that she wants to explore it. It is hard to tell someone that that kind of passion needs to wait until after the A levels, but she has made a commitment, and if she wants to throw that away, that's so many years of her life when she's worked toward doing A levels that she's just going to like waste. I feel, as well, I don't have many hobbies other than my part-time job.

References 2-3 - 2.35% Coverage

One of the guys, his girlfriend was about to give birth to twins. My boss wanted to know if I could help out and maybe do some extra hours. I said, "you can't ask me that. I know this is a job, but school is the biggest thing to me. That's my priority." I feel like Laura needs to find a way to divide her time between the two of them, or maybe just pick one, because there is no use wasting her education just to do the demo. If she wants to get into music, and she's good enough, then she needs to make the choice of leaving school.

References 4-5 - 1.30% Coverage

CAR: I said the same, but I'd be more on the side of education. I think music is always going to be there. But sometimes you lose momentum, and you never come back. If you can just finish those A levels, and get them done. Your qualifications are behind you, then you can go and pursue your hobby.

References 6-7 - 1.81% Coverage

CAR: Yeah, it can be difficult in school. It can feel like that's all that you've got going on in your life. I get that. And you may need a hobby so that you can relax, chill out, and maybe hang out with friends too. But there needs to be that distinction where you make time each night or very early in the morning, then after that, go do your homework. But don't abandon your schoolwork to chase this one thing.

Reference 8 - 1.60% Coverage

CAR: Well exactly, once you have your qualifications, they're yours. Ok God forbid, if the music didn't work out, then she's only got GCSEs, meaning she will need to return to education if she wants a good enough job. And then she might even resent her music and hobby and passion. In terms of that, she needs to have a backup. Which is your education. Your grades.

<p>Reference 9 - 2.51% Coverage</p> <p>Maybe she's not looking at the planner. And it is good to have your free time as well. You should have a chance for free time, maybe play your games. But you need to have it in mind that this is due. Maybe do a little bit, say every week or so? Until it's done. I think I might have taken a sticky note, and maybe put it on my mirror or something, so that I'm constantly seeing it. Whenever it's in your planner, you're not going to flick forward and notice it's due, you know, in January. Instead you need a constant reminder to go out and do it a little bit at a time.</p> <p>Interview 9 [6.74% Coverage]</p> <p>Reference 1 - 0.72% Coverage</p> <p>And that makes sense – why would you do work due in three months when you have a deadline next week? Why would you not do that first?</p> <p>Reference 2 - 2.06% Coverage</p> <p>S: She could always explain – I mean she had eight weeks to use the Studio – so could she do some of it, maybe ask the teacher can she do half of it on one day, would that be suitable? Or ask can she have an extension, explain that it's important and might help her career. Would that make a difference? Obviously that would depend on the teacher and whether they would allow it?</p> <p>Reference 3 - 3.96% Coverage</p> <p>S: Yeah, I think I have that mindset because I've always known that I want to do as a job. At least since GCSE, and I think it's harder for students who don't know that. I know teachers are getting us to think about careers at GCSE and yet it feels like it's miles away. But I can talk about myself and criticise myself because I knew where I wanted to go and that's how I motivated myself. That's the endgame. Whereas I knew people saying, "all I need is 3 Cs to get on to this course" and those low expectations can bring your motivation down. That can change your attitude. Have high expectations and then you'll meet them. And if you don't, that's where reflection comes in. It's nothing to be negative about, I don't think.</p>	
<p>2.3. TMT – Reduce Distractions and distractibility</p>	<p>6.2.1. It's hard to ask for help</p> <p>Interview 10 [6.08% Coverage]</p> <p>Reference 1 - 6.08% Coverage</p> <p>E: Well he definitely needs to put his phone away. For a start at least. Then, again, he needs to speak to his teacher. But he needs to have the courage to do that as well, which is quite hard sometimes.</p> <p>M: Why is that?</p> <p>E: Because you don't really wanna come off that you're struggling. You want come off like – even though it's not productive – you want to come across like you understand. You don't want them thinking you're stupid.</p> <p>M: It's about reputation?</p> <p>E: In a way. Even though everyone might be struggling in class, no one wants to be the one</p>

	<p>who... do you know what I mean...? M: I think so. Singled out or different? E: Right. M: It's hard to put yourself forward like that. E: Definitely.</p> <p>Interview 2 [2.57% Coverage]</p> <p>Reference 1 - 2.57% Coverage</p> <p>D: I think you ask them [teachers] because the expectation is that they know what they are doing and that they're there to help. Still, maybe if your grades are fluctuating because of them, speak to someone superior. Say, "in terms of my teacher, this is happening and this is happening and that is making me feel like this." Hopefully they'll be able to sort it out. I think bad teachers and grades do go hand in hand. C: Oh they do. B: Yeah I think so. I'm thinking of one particular subject...</p>
<p>2.3.1 Get yourself away from distractions</p> <p>Interview 1 [1.99% Coverage]</p> <p>Reference 1 - 1.99% Coverage</p> <p>C: I feel maybe going to a public library? I find it difficult to study at home because that is a place where you go to relax. It is not a place of work. Maybe go to a formal setting where it is quiet? Less distractions and you'll put your phone on silent because that's what is supposed to be done. Also, maybe mute WhatsApp?</p> <p>Interview 10 [2.50% Coverage]</p> <p>Reference 1 - 2.50% Coverage</p> <p>E: 100%. I am less motivated in the house. I work best in a library environment and there are too many distractions in the house as well so my work has definitely suffered. Libraries are quiet places to work, there is no family, you have plenty of resources and other support there as well.</p> <p>Interview 12 [3.40% Coverage]</p> <p>Reference 1 - 2.25% Coverage</p> <p>S: Yeah, and I feel like... I mean I can't normally do work myself in the house. Whenever I study I feel like I have to go the library or just stay behind in school. It's just because when you're sitting in one of those places just sitting on your phone you think, "well I may as well be at home" so you're more inclined to put it down. If you're just sitting in your house, you know, yes you're at your desk in your room, but then your bed is just there, your laptop and TV as well. You can just watch Netflix. It's so hard to, just, self-control.</p> <p>Reference 2 - 1.16% Coverage</p> <p>S: It has had such a bad impact! We're less motivated because we have to do the work ourselves. It's worse because you can't leave</p>	<p>6.2.2. Teachers can't be relied upon</p> <p>Interview 10 [0.98% Coverage]</p> <p>Reference 1 - 0.98% Coverage</p> <p>M: Maybe relationships play a factor again as well... E: Yeah you need to decide who you're comfortable talking to.</p> <p>Interview 11 [6.32% Coverage]</p> <p>Reference 1 - 2.68% Coverage</p> <p>M: Do you feel like your relationships with your teachers have a bearing on how happy you are to ask for help? KM: Yes. I would be reluctant to ask for help if I didn't get on with my teachers. But my lecturers are lovely.</p> <p>Reference 2 - 3.64% Coverage</p> <p>KM: Yeah. Home Economics at GCSE. I thought it was interesting when I was picking my GCSEs. Then the course was boring and I didn't get on with my teacher, which made it harder. But I had to just get on with it. I was lucky because my cousin actually is a HE teacher and she was able to help me as well.</p> <p>Interview 12 [2.52% Coverage]</p> <p>Reference 1 - 2.52% Coverage</p> <p>S: See, that's the thing. I guess very few teachers would say that. Even those that did, the two that did, we're very friendly now, but when they said it, I was pretty angry. I thought, "did they really</p>

<p>the house. Before I would have gone to the library and stuff whereas now... I can't. It's really hard to lift your laptop out and do the work yourself.</p> <p>Interview 5 [0.95% Coverage]</p> <p>Reference 1 - 0.95% Coverage</p> <p>M: Would you study anywhere in particular? C: I prefer the library, being in surroundings without distractions.</p> <p>Interview 8 [2.31% Coverage]</p> <p>Reference 1 - 0.84% Coverage</p> <p>Although, because the weather has been good, I actually bought some garden furniture – a table and chairs. My hope is that, especially coming up to exams, I can go out the back and work there.</p> <p>Reference 2 - 1.47% Coverage</p> <p>CAR: Yeah, so, even when I was doing my GCSEs, I put sticky notes all over my wall, with the dates on the exam on them. Then around them I put the key topics that I had to learn. So, whenever I had to learn something I could take it off the wall when it was done. Then the wall was getting, you know, cleaner and I began feeling better.</p>	<p>say that?" So I feel like it can... I mean it would depend on the relationship with the teacher. Whenever I did pass, I came up to the teacher and said, "told you." But she said, "well I only said that to you because I knew it would motivate you. I knew you would get the grade." I don't think if they had doubts that they would say that. I guess it depends on you as a person, and your own outlook and attitude.</p> <p>Interview 2 [2.57% Coverage]</p> <p>Reference 1 - 2.57% Coverage</p> <p>D: I think you ask them [teachers] because the expectation is that they know what they are doing and that they're there to help. Still, maybe if your grades are fluctuating because of them, speak to someone superior. Say, "in terms of my teacher, this is happening and this is happening and that is making me feel like this." Hopefully they'll be able to sort it out. I think bad teachers and grades do go hand in hand. C: Oh they do. B: Yeah I think so. I'm thinking of one particular subject...</p> <p>Interview 3 [0.24% Coverage]</p> <p>Reference 1 - 0.24% Coverage</p> <p>B: I'm not really sure. A: It depends. Do we get on...</p>
<p>2.3.2. Remove, turn off or silence the phone</p> <p>Interview 1 [3.20% Coverage]</p> <p>Reference 1 - 1.21% Coverage</p> <p>H: Turn your phone off. M: How easy is that to do? H: *laughter* yeah not easy. I have turned my phone off to go to sleep but not to study. I use it for music, I don't like to study in silence so...</p> <p>Reference 2 - 1.99% Coverage</p> <p>C: I feel maybe going to a public library? I find it difficult to study at home because that is a place where you go to relax. It is not a place of work. Maybe go to a formal setting where it is quiet? Less distractions and you'll put your phone on silent because that's what is supposed to be done. Also, maybe mute WhatsApp?</p> <p>Interview 10 [3.00% Coverage]</p> <p>Reference 1 - 1.25% Coverage</p> <p>E: Yeah, definitely. Obviously being on his phone and allowing it to distract him instead of facing it head on and trying to understand his work.</p> <p>Reference 2 - 1.75% Coverage</p>	<p>6.2.3. Friends can't be relied upon</p> <p>Interview 2 [1.06% Coverage]</p> <p>Reference 1 - 1.06% Coverage</p> <p>B: Yeah they do. They would help. But if I leave it until the night before, I can't exactly ask the teacher what it is I'm supposed to do... I suppose I could ask friends but then they'll be in the same boat</p> <p>Interview 9 [2.05% Coverage]</p> <p>Reference 1 - 2.05% Coverage</p> <p>Still, there would be a very low percentage of people in my class that would realistically do a task that was due in three months. A lot of people would leave it to the last month and I think that's normal. But leaving it to the night before is an issue and then you're rushing it. If it was me I'd think, I should have reminded myself and set more dates in the diary, you know?</p>

E: Well he definitely needs to put his phone away. For a start at least. Then, again, he needs to speak to his teacher. But he needs to have the courage to do that as well, which is quite hard sometimes.

Interview 3 [4.45% Coverage]

Reference 1 - 0.82% Coverage

B: I think you've just got to have a lot of will power to turn off that phone screen and... I think it's down to you. Maybe your friends can't do anything, but then you've got to work on yourself.

Reference 2 - 3.63% Coverage

B: Well it's pinging him innit? It ping ping ping him all the time. He needs to throw that phone out the window or something.

M: It might be over-solving the problem chucking the phone out the window...

B: Well yeah but you know it's definitely going to help you know?

M: Yeah I get it. But tell me this, what is it like to be you guys these days. Phones were a bit distracting when I was your age. Now it seems crazy...

B: Yeah I mean everyone wants to be contactable or relatable or whatever – to each other all the time, you know? Like, so Alan's WhatsApp group is pinging him with memes, he knows that at school when they all come together they're going to be talking about that. They're going to be talking about that he doesn't want to be at the side going, "I don't know what that means." He wants to be included in that relationship with his friends.

Interview 5 [3.99% Coverage]

Reference 1 - 0.53% Coverage

B: Erm... Put your phone away. Don't go on WhatsApp group chats.

Reference 2 - 2.16% Coverage

B: No. Once the group chat starts going, you just can't put your phone down!

M: Hmm, I wonder why it's so important to be in the group chats...?

B: Cuz you have the fear of missing out. And it's so much effort to get caught up and read like 100 messages.

Reference 3 - 1.31% Coverage

C: I would maybe say, put your phone in a different room. Give yourself a strict time to work and a strict time to have a break. Don't get too distracted.

Interview 6 [1.81% Coverage]

Reference 1 - 1.81% Coverage

CC: Yeah. Turn your phone off. Eat. Eat before. Give yourself plenty of sleep and energy. I run on adrenaline, I don't eat or sleep, so this probably advice I would give myself. Give yourself more time, especially if you don't like it, because you need to read around it.

Interview 7 [11.68% Coverage]

<p>Reference 1 - 6.95% Coverage</p> <p>CW: Yeah, my phone was a big problem and I just wanted to be on it all the time. I was scared in case my friends were talking about something and I was missing out on it. Then I got an app that stops you from going on it. It's called Floral. There are little trees and you plot them. If you go off the app the trees die, so you need to stay on it for the time limit. That was my tactic – just try and keep the plants alive. It was really helpful.</p> <p>Reference 2 - 1.84% Coverage</p> <p>M: A lot people talked about putting it to the other end of the room or locking it away...</p> <p>CW: That didn't work for me.</p> <p>Reference 3 - 2.90% Coverage</p> <p>CW: Try and turn your phone off or give it to someone else – maybe try and use the app I used. And then try and get most of the work done before you take a break. Don't take it so early.</p> <p>Interview 9 [2.49% Coverage]</p> <p>Reference 1 - 0.97% Coverage</p> <p>he might be better looking forward, that's important. I used to always set alarms whenever I was doing essays. I've finished my break, now set your alarm and put your phone away.</p> <p>Reference 2 - 1.52% Coverage</p> <p>Then, even during your break, you're thinking about what you're going to say in that next paragraph. Instead of being on your phone thinking, "I just don't know what I'm going to do. Sure it doesn't matter because I don't know what it is I'm supposed to do." That's how time goes.</p>	
<p>3. TMT – Thinking about costs</p>	<p>6.3. Life gets in the way</p> <p>Interview 1 [2.10% Coverage]</p> <p>Reference 1 - 2.10% Coverage</p> <p>H: Yeah and I think it's important to recognise that there are some things that you can't plan for. I hear a lot of teachers say, "you have to plan it," but I don't see how you plan it when something can happen halfway through or whatever. So I have parents who will say, "oh we're doing something now" and it's hard to say no to your parents.</p> <p>Interview 12 [1.81% Coverage]</p> <p>Reference 1 - 1.81% Coverage</p> <p>S: Yeah I have a 2 year-old brother, so it's actually hectic. So yeah, I kinda have to wait until he goes to bed and stuff. Which is not easy, as I normally work better in the morning or during the day. But he wants me to play with him so... It's hard to settle down, and if I need help from my</p>

	<p>mum, she's minding my brother so... yeah that's only one sibling in the house. I imagine people who have 4 or 5, and they're sharing rooms and stuff.</p>
<p>3.1. <i>Don't let costs overwhelm you</i></p>	<p>6.4. <i>It's easy for you to say...</i></p>
<p>3.1.1. Take comfort, you're not alone</p> <p>Interview 6 [1.94% Coverage]</p> <p>Reference 1 - 1.94% Coverage</p> <p>CC: Yes. Do not give up. I know what this is like, you are physically and mentally exhausted. You felt like you're right back you've started. To feel like you're making progress and to be back at stage 1. That was my experience. Even when I was tutored I wondered, "why isn't this working?"</p> <p>Interview 9 [4.12% Coverage]</p> <p>Reference 1 - 2.41% Coverage</p> <p>S: Yeah, I think a lot of teachers – they respect your situation, but I also think, it depends on the situation itself. You need to offer a good reason. Good justification. If they make it clear that it is important to them then yeah, I think that would be ok. Not giving a good reason is not fair... it's not fair on everyone else in the class. You need to consider that. You need to think how you would feel if someone else got that extension.</p> <p>Reference 2 - 1.71% Coverage</p> <p>There's something about being motivated and persistent. "If I can get this done, get it over with, then I can enjoy the night." It's about your mindset really. Just being able to say, "let's get it done now." It's about powering through, and remembering you're not the only one! Everyone has to do...more than likely.</p>	<p>6.4.1...find the motivation to find the motivation!</p> <p>Interview 5 [1.15% Coverage]</p> <p>Reference 1 - 1.15% Coverage</p> <p>M: I suppose if you procrastinate, though, putting things in a timetable is a bit boring as well. Maybe you'd put that off!</p> <p>C: I know!</p> <p>Interview 8 [3.32% Coverage]</p> <p>Reference 1 - 3.32% Coverage</p> <p>CAR: I love to plan things. While I have said that you can't be too rigid. Even then, for a normal day I like to have a list in my head of what I need to do. If I don't have a list, I don't know what I'm supposed to do or it doesn't get done, or I forget it – you know? If it doesn't get done then you feel bad, you think, "I didn't get to do that today. I should have made time to do it." I feel like that kind of day to day list is different from an academic list. I might be like, "right, I've finished one assignment, so I'm going to start reading for the next one. Read a book, get ideas from it." It's ok saying that's on the list, even if I can do it, when it comes to academic work, I still can't do it! I'm on my phone again, and I'm not doing work!</p>
<p>3.1.2. Go easy on yourself</p> <p>Interview 10 [4.11% Coverage]</p> <p>Reference 1 - 4.11% Coverage</p> <p>E: Maybe in her planner, set your own personal deadlines of when she's going to complete work. Make your own personal deadlines and keep track of everything coming up.</p> <p>M: If she came to you and she'd broken the coursework down, but then she's missed one of her own deadlines, and she felt terrible about it, what would you say to her?</p> <p>E: Oh I don't know. Look over it again, check she has given herself enough time, maybe break it down further. Don't be too hard on yourself</p> <p>Interview 8 [2.43% Coverage]</p> <p>Reference 1 - 2.43% Coverage</p> <p>Even now though, I have it all planned out. I could do a Masters in Law if that's something I want to return to. Or I can look at Business or Management. But I don't think it's a good idea to plan everything out, because it's not going to end up that way. You</p>	<p>6.4.2... put your phone away when it's vital</p> <p>Interview 12 [1.61% Coverage]</p> <p>Reference 1 - 1.61% Coverage</p> <p>S: I'd say it's social media in general. I would go as far as to say that it is addictive sometimes. You might say, "oh I'll stop at half past", and then it's suddenly quarter to, so you say "I'll leave until 12" and you just keep putting it off and putting it off. I feel like it can be really hard to put your phone down and get into it, and that's probably one of the main reasons for it.</p>

<p>have to have an end goal, maybe that you're going to end up in a good job, and that you're going to be happy in it. But with everything else, just work hard. Don't put so much pressure on yourself because it's not going to work out the way you think and you might need to just go along with it.</p>	
<p>3.1.3. Take a break, but a planned break!</p> <p>Interview 1 [2.92% Coverage]</p> <p>Reference 1 - 1.05% Coverage</p> <p>C: I would recommend setting a time of day where she does half an hour of studying. Maybe she could set a timer, with twenty minutes to work and ten minutes to socialise.</p> <p>Reference 2 - 1.11% Coverage</p> <p>H: Maybe don't take a break just because you've read something four times. You want to have a break because you've achieved something. Make sure you've got something to show for it.</p> <p>Reference 3 - 0.77% Coverage</p> <p>H: I feel the same as C. Maybe write a couple of paragraphs before going to band practice. Or get one essay written. You know?</p> <p>Interview 11 [3.62% Coverage]</p> <p>Reference 1 - 3.62% Coverage</p> <p>KM: Not really. I would always set Friday, Saturday and Sunday aside for social time and hobbies, and during the week I would have made sure to get my work done. I would have done schoolwork from Monday to Thursday, then had Friday to Sunday for social time or my job. I've had a job since Year 10 so...</p> <p>Interview 12 [2.28% Coverage]</p> <p>Reference 1 - 0.77% Coverage</p> <p>I feel like, if you didn't have that, you'd think, "I just can't be bothered, you know, going to school again." It takes a bit of free time away from it all to enjoy yourself and have fun.</p> <p>Reference 2 - 1.51% Coverage</p> <p>Instead you should than using all the resources you can and taking your time and really getting help from other people and really trying with it. I mean it's harder for K, but in terms of essays, do it slowly as you go along so you're not sitting for three hours working on it. You could simply do an hour here or an hour there on it. Then it will be done in no time.</p> <p>Interview 3 [1.59% Coverage]</p> <p>Reference 1 - 1.59% Coverage</p> <p>B: But that's different isn't it? That's just taking a break...</p> <p>A: I know what you mean but it's still taking me away from it isn't it? So effectively it's still procrastination.</p> <p>M: I suppose the key is to hit that sweet spot between no breaks and a break that you don't need that lasts until after midnight...</p> <p>*laughter*</p>	<p>6.4.3...say no to your friends</p> <p>Interview 12 [2.77% Coverage]</p> <p>Reference 1 - 2.77% Coverage</p> <p>S: You see I was going to say that! In Year 12, being with my friends was such a big thing. I would have been out four or five nights a week, and with school then I might have been falling behind with it. To be fair though, now that I think about it, I spent a lot of time on English Lit because I was finding it hard and wasn't enjoying it. When I dropped it, I found that I started doing better in all my other subjects. Even though I was trying to have a balance and trying to do it all, once you have a better focus, I was doing better because I enjoyed the subjects more. I didn't have to – try as hard at them so I could even out my effort across them and do better.</p>

<p>A: Exactly, I'm not sure this break was strictly needed.</p> <p>Interview 4 [1.46% Coverage]</p> <p>Reference 1 - 1.46% Coverage</p> <p>A: The thing is, he read the paragraph four times then gave up. He didn't read it until it sank in, then took a break. I think that's more acceptable.</p> <p>S: Did he not understand it or was his mind wandering because he was bored?</p> <p>Interview 8 [4.32% Coverage]</p> <p>Reference 1 - 1.81% Coverage</p> <p>CAR: Yeah, it can be difficult in school. It can feel like that's all that you've got going on in your life. I get that. And you may need a hobby so that you can relax, chill out, and maybe hang out with friends too. But there needs to be that distinction where you make time each night or very early in the morning, then after that, go do your homework. But don't abandon your schoolwork to chase this one thing.</p> <p>Reference 2 - 2.51% Coverage</p> <p>Maybe she's not looking at the planner. And it is good to have your free time as well. You should have a chance for free time, maybe play your games. But you need to have it in mind that this is due. Maybe do a little bit, say every week or so? Until it's done. I think I might have taken a sticky note, and maybe put it on my mirror or something, so that I'm constantly seeing it. Whenever it's in your planner, you're not going to flick forward and notice it's due, you know, in January. Instead you need a constant reminder to go out and do it a little bit at a time.</p> <p>Interview 9 [0.97% Coverage]</p> <p>Reference 1 - 0.97% Coverage</p> <p>he might be better looking forward, that's important. I used to always set alarms whenever I was doing essays. I've finished my break, now set your alarm and put your phone away.</p>	
<p><i>3.2. Use costs to motivate you</i></p>	<p>6.5. Big plans are dangerous</p> <p>Interview 8 [2.43% Coverage]</p> <p>Reference 1 - 2.43% Coverage</p> <p>Even now though, I have it all planned out. I could do a Masters in Law if that's something I want to return to. Or I can look at Business or Management. But I don't think it's a good idea to plan everything out, because it's not going to end up that way. You have to have an end goal, maybe that you're going to end up in a good job, and that you're going to be happy in it. But with everything else, just work hard. Don't put so much pressure on yourself because it's not going to work out the way you think and you might need to just go along with it.</p>
<p>3.2.1. Imagine you gave up!</p>	<p>7. The Success Spiral</p>

<p>Interview 1 [0.73% Coverage]</p> <p>Reference 1 - 0.73% Coverage</p> <p>I guess if it's distractions then I would tell her that – in the long run – it will be worse if she doesn't do more now</p> <p>Interview 11 [6.27% Coverage]</p> <p>Reference 1 - 6.27% Coverage</p> <p>KM: Well she chose to do those subjects at A level, so she shouldn't put all of her effort into the one thing. She should balance her time wisely.</p> <p>M: Why is that wise?</p> <p>KM: Well then you're not failing one of them. You might fail one of them if you did focus primarily on band practice. The same way it would be a bad idea to go to none of the band practice. She wouldn't be balancing her time properly. She'd probably be better off doing one or two practices a week, then focusing on history and sociology on other days.</p> <p>Interview 12 [2.88% Coverage]</p> <p>Reference 1 - 1.78% Coverage</p> <p>S: Hmm. See I know. I would kind of say, focus on history and sociology, because you don't want to have those regrets when you're older, so I would say focus on them. Actually, I'd say have a balance really. Don't put all your eggs in one basket by focusing on just one. Sometimes do your work and sometimes spent time in the band as well. That means you won't look back and have regrets: "I wish I had have done that or the other."</p> <p>Reference 2 - 1.10% Coverage</p> <p>S: You don't want to have regrets. You don't want to feel like you could have got a better mark. Your family will probably know that you are good at a subject as well. So if it doesn't go well, they're going to want to know why and you'll have to explain that to them...</p> <p>Interview 2 [0.08% Coverage]</p> <p>Reference 1 - 0.08% Coverage</p> <p>A: "Keep going!"</p> <p>Interview 4 [2.00% Coverage]</p> <p>Reference 1 - 2.00% Coverage</p> <p>S: One thing that helped me with French was to visualise the day I get the result, and imagine how it would feel, you know? Imagine not getting a Level 2 or 3. And I don't want to feel bad either. I decide I'm going to put up with this crap right now, you know? It helps you pick yourself up and get things done.</p> <p>Interview 6 [5.58% Coverage]</p> <p>Reference 1 - 4.07% Coverage</p> <p>A quote board. So, there is a white board in the study. I realised</p>	<p>Interview 12 [1.09% Coverage]</p> <p>Reference 1 - 1.09% Coverage</p> <p>S: And again it's about starting it. So you feel like you're on a roll then. You know what you're doing. It's always the first sentence that's the hardest. It's once you get that over you, you're ok. But it's getting that first sentence, that why people put it off.</p> <p>Interview 3 [7.42% Coverage]</p> <p>Reference 1 - 0.61% Coverage</p> <p>B: And while sports might be good for us, it might be something else for someone else.</p> <p>A: Exactly, but find that passion. That love. Go-karting.</p> <p>Reference 2 - 1.99% Coverage</p> <p>A: Yeah, like B said, if you know how to win, you know how to win. You know how to go to the gym, get gains, look different. You know that you've got to work for it.</p> <p>B: You've got to improve yourself so that you can improve on something else that you can't influence otherwise.</p> <p>M: Again, I think we're saying two things. On the one hand you need to have experienced earning success. You need to have felt what it takes to earn something.</p> <p>B: Yeah. You've got to find it.</p> <p>Reference 3 - 4.82% Coverage</p> <p>A: But she needs a goal, and her goal isn't going to be related to one performance. So me, I'm terrible at English, I came to this school barely able to read. So my goal was to get a Grade 5, but my goal wasn't to do well in a test. It was little targets. Baby steps. You can't just take a big jump. You can't go from being skinny, to being muscley. You've got to work your way up.</p> <p>B: She needs to set the target high so that she makes sure to achieve the lower target.</p> <p>A: Yeah but she needs realistic targets.</p> <p>B: So the high target is the dream. I try to get 9 in all my GCSEs, but I didn't, but then I got a secure pass, and I was happy with that.</p> <p>A: Yeah so you're actually setting a realistic target and an over-target. Your over-target is your drive. My over-target is my drive. Then you have realistic targets.</p> <p>M: Seems to me that an important aspect of this is time. You would have a long-term goal in the distance. If it's in the distance, make it as big and...</p> <p>A: Extraordinary?</p> <p>M: Yeah I like that. As extraordinary as possible. Then in the short-term...</p> <p>B: Those more realistic targets.</p>
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<p>after Christmas that I had a goal – to go to uni – and that it wasn't going to happen. You have to shake yourself. I put everything negative to the back of my head, and I had a wee dream team of teachers who knew me and knew everything that was happening. I started it anonymously. It was after an open night, and after school, I'd stay until 6pm or 7pm. It got such a good response. The students were... the feedback was amazing. Everyday I was in from 7am until 4.30pm. That was the routine. Word got about. People thought it was the teachers.</p> <p>Reference 2 - 1.51% Coverage</p> <p>So the first thing is not to give up and keep working. Maybe, rather than waiting for the class test, get more tests. Time yourself. Do more and get more feedback. I was doing twice as many timed essays for Religion last year.</p> <p>Interview 7 [3.04% Coverage]</p> <p>Reference 1 - 3.04% Coverage</p> <p>M: Have you experienced anything like that? CW: Not really, I've been motivated to do well in my exams. M: Why do you think that was? CW: I want to go to uni and I don't want to repeat a year.</p> <p>Interview 8 [1.60% Coverage]</p> <p>Reference 1 - 1.60% Coverage</p> <p>CAR: Well exactly, once you have your qualifications, they're yours. Ok God forbid, if the music didn't work out, then she's only got GCSEs, meaning she will need to return to education if she wants a good enough job. And then she might even resent her music and hobby and passion. In terms of that, she needs to have a backup. Which is your education. Your grades.</p>	<p>A: Those small wins for the big goal.</p> <p>Interview 6 [4.07% Coverage]</p> <p>Reference 1 - 4.07% Coverage</p> <p>A quote board. So, there is a white board in the study. I realised after Christmas that I had a goal – to go to uni – and that it wasn't going to happen. You have to shake yourself. I put everything negative to the back of my head, and I had a wee dream team of teachers who knew me and knew everything that was happening. I started it anonymously. It was after an open night, and after school, I'd stay until 6pm or 7pm. It got such a good response. The students were... the feedback was amazing. Everyday I was in from 7am until 4.30pm. That was the routine. Word got about. People thought it was the teachers.</p>
<p>3.2.2. Dig in – you'll enjoy other things when it's done</p> <p>Interview 5 [0.86% Coverage]</p> <p>Reference 1 - 0.86% Coverage</p> <p>C: Maybe you could do some work and then reward yourself with the band practice? Find a happy medium.</p> <p>Interview 6 [5.67% Coverage]</p> <p>Reference 1 - 4.56% Coverage</p> <p>CC: I would say, "aww c'mon, wise up and get your work done, because then you'll probably enjoy band, you won't have any stresses and you won't be annoyed and stressed." I don't think I would ever tell someone not to do what they love. I would never criticise because I have always done what I love. I would maybe say, though, do it bit by bit. I often leave things to the last minute, and that scares me, it makes me not want to do it even more. If Laura was working consistently and left her school work to the last minute then that's overwhelming. I would say, try working at it bit by bit, ten minutes here and there. Suddenly, that's it done! You don't have to work on it again.</p> <p>Reference 2 - 1.11% Coverage</p>	

CC: Right. Remember, now is a step. Right now is not the final destination. Without pressure there would be no diamonds. Without change there would be no butterflies.

Interview 8 [1.30% Coverage]

Reference 1 - 1.30% Coverage

CAR: I said the same, but I'd be more on the side of education. I think music is always going to be there. But sometimes you lose momentum, and you never come back. If you can just finish those A levels, and get them done. Your qualifications are behind you, then you can go and pursue your hobby.

Interview 9 [1.92% Coverage]

Reference 1 - 1.71% Coverage

There's something about being motivated and persistent. "If I can get this done, get it over with, then I can enjoy the night." It's about your mindset really. Just being able to say, "let's get it done now." It's about powering through, and remembering you're not the only one! Everyone has to do...more than likely.

Reference 2 - 0.21% Coverage

But yeah, it's about powering through.

4. TMT – Think about time and deadlines

4.1. Time Management and Timetable

Interview 1 [1.59% Coverage]

Reference 1 - 1.59% Coverage

C: I would tell her to try and balance her hobbies and social life with her education. Maybe she could focus on her band practice the four out of seven days they meet. She could focus on her essays the other three days. Try and balance it and do a bit of both.

Interview 11 [7.87% Coverage]

Reference 1 - 7.87% Coverage

KM: Well then you're not failing one of them. You might fail one of them if you did focus primarily on band practice. The same way it would be a bad idea to go to none of the band practice. She wouldn't be balancing her time properly. She'd probably be better off doing one or two practices a week, then focusing on history and sociology on other days.

M: And could you offer her some advice, if you were her friend?

KM: Yeah, I mean she could set out a timetable. Maybe negotiate with the bandmates. Say to them, well I can't do this day and this day. Or, have a day for one subject, then another day for another one. Then practice. Then do that again.

Interview 12 [1.51% Coverage]

Reference 1 - 1.51% Coverage

Instead you should than using all the resources you can and taking your time and really getting help from other people and really trying with it. I mean it's harder for K, but in terms of essays, do it slowly as you go along so you're not sitting for three hours

working on it. You could simply do an hour here or an hour there on it. Then it will be done in no time.

Interview 2 [0.15% Coverage]

Reference 1 - 0.15% Coverage

B: Maybe spread out the work?

Interview 4 [0.18% Coverage]

Reference 1 - 0.18% Coverage

S: That and time management!

Interview 5 [0.53% Coverage]

Reference 1 - 0.53% Coverage

I find I need a bit of structure to be honest. I need a plan.

Interview 6 [0.89% Coverage]

Reference 1 - 0.89% Coverage

I would say, try working at it bit by bit, ten minutes here and there. Suddenly, that's it done! You don't have to work on it again.

Interview 7 [1.99% Coverage]

Reference 1 - 1.99% Coverage

CW: Try better time management. Plan out days where you can take pictures and stuff. Attach particular days to particular tasks.

Interview 8 [4.32% Coverage]

Reference 1 - 1.81% Coverage

CAR: Yeah, it can be difficult in school. It can feel like that's all that you've got going on in your life. I get that. And you may need a hobby so that you can relax, chill out, and maybe hang out with friends too. But there needs to be that distinction where you make time each night or very early in the morning, then after that, go do your homework. But don't abandon your schoolwork to chase this one thing.

Reference 2 - 2.51% Coverage

Maybe she's not looking at the planner. And it is good to have your free time as well. You should have a chance for free time, maybe play your games. But you need to have it in mind that this is due. Maybe do a little bit, say every week or so? Until it's done. I think I might have taken a sticky note, and maybe put it on my mirror or something, so that I'm constantly seeing it. Whenever it's in your planner, you're not going to flick forward and notice it's due, you know, in January. Instead you need a constant reminder to go out and do it a little bit at a time.

Interview 9 [1.26% Coverage]

Reference 1 - 1.26% Coverage

Then, in the last month, that's when you get it done. Don't leave it

to the night before. You can always come back and perfect it then. I'd say a few weeks...four weeks should do it, you can change it. Planning is the key part of it.

4.2. *Note the distant deadline*

4.2.1. **Make lists**

Interview 1 [1.41% Coverage]

Reference 1 - 1.41% Coverage

I always go, "I can do it later because it won't take that long." Like, I've only got this, this and this to do. When I do an essay, I like to make a list. I like checklists. I've only got this to do – so I put it off until later.

Interview 8 [3.32% Coverage]

Reference 1 - 3.32% Coverage

CAR: I love to plan things. While I have said that you can't be too rigid. Even then, for a normal day I like to have a list in my head of what I need to do. If I don't have a list, I don't know what I'm supposed to do or it doesn't get done, or I forget it – you know? If it doesn't get done then you feel bad, you think, "I didn't get to do that today. I should have made time to do it." I feel like that kind of day to day list is different from an academic list. I might be like, "right, I've finished one assignment, so I'm going to start reading for the next one. Read a book, get ideas from it." It's ok saying that's on the list, even if I can do it, when it comes to academic work, I still can't do it! I'm on my phone again, and I'm not doing work!

Interview 9 [1.65% Coverage]

Reference 1 - 1.65% Coverage

S: Well, as soon as you get it, make a To Do list so you know what needs to be in the portfolio. Then make reminders to come back to that list. Tick off something from the list each time. Remember it is an important piece of work. Maybe every week or every two weeks, do something new that's on the list.

4.2.2. **Make own deadlines and reminders**

Interview 1 [2.92% Coverage]

Reference 1 - 1.05% Coverage

C: I would recommend setting a time of day where she does half an hour of studying. Maybe she could set a timer, with twenty minutes to work and ten minutes to socialise.

Reference 2 - 1.11% Coverage

H: Maybe don't take a break just because you've read something four times. You want to have a break because you've achieved something. Make sure you've got something to show for it.

Reference 3 - 0.77% Coverage

H: I feel the same as C. Maybe write a couple of paragraphs before going to band practice. Or get one essay written. You know?

<p>Interview 10 [4.11% Coverage]</p> <p>Reference 1 - 4.11% Coverage</p> <p>E: Maybe in her planner, set your own personal deadlines of when she's going to complete work. Make your own personal deadlines and keep track of everything coming up.</p> <p>M: If she came to you and she'd broken the coursework down, but then she's missed one of her own deadlines, and she felt terrible about it, what would you say to her?</p> <p>E: Oh I don't know. Look over it again, check she has given herself enough time, maybe break it down further. Don't be too hard on yourself</p> <p>Interview 11 [2.32% Coverage]</p> <p>Reference 1 - 2.32% Coverage</p> <p>M: Do you have to do that? Set your own deadlines?</p> <p>KM: Yeah well we have an assignment due very Monday morning. I always have it done by Thursday evening at the latest. So it's out of the way.</p> <p>Interview 12 [2.29% Coverage]</p> <p>Reference 1 - 2.29% Coverage</p> <p>S: Probably the deadline being further away. You think "oh it's not due until April" then you start thinking, "oh, it's April next week!" You feel like it's ages and ages away, but it slowly creeps up. Instead of starting and then doing it slowly as you go along, you leave it to the very last minute, and then you're stuck sitting up until 2am cramming it all in. I feel like it can creep up out of nowhere. I feel like it's important to stay on top of it and always remind yourself that you need to do it. But to actually just start it, don't just say it.</p> <p>Interview 5 [3.33% Coverage]</p> <p>Reference 1 - 2.15% Coverage</p> <p>C: I think she has as well, because she knew the deadline was far away and she should have been setting times aside to do the work but because it was so far away she put it to the back of her head and just didn't think about. She had other things to do.</p> <p>Reference 2 - 1.18% Coverage</p> <p>C: I think the best thing would be to set dates in the diary, maybe every fortnight, so that when it comes to it, it doesn't overwhelm you.</p> <p>Interview 6 [0.97% Coverage]</p> <p>Reference 1 - 0.97% Coverage</p> <p>Anyway, I'd say do wee chunks, because it all adds up. There should be little flags going off in your head, saying, "that's not right." You know?</p> <p>Interview 8 [3.98% Coverage]</p> <p>Reference 1 - 2.51% Coverage</p>	
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Maybe she's not looking at the planner. And it is good to have your free time as well. You should have a chance for free time, maybe play your games. But you need to have it in mind that this is due. Maybe do a little bit, say every week or so? Until it's done. I think I might have taken a sticky note, and maybe put it on my mirror or something, so that I'm constantly seeing it. Whenever it's in your planner, you're not going to flick forward and notice it's due, you know, in January. Instead you need a constant reminder to go out and do it a little bit at a time.

Reference 2 - 1.47% Coverage

CAR: Yeah, so, even when I was doing my GCSEs, I put sticky notes all over my wall, with the dates on the exam on them. Then around them I put the key topics that I had to learn. So, whenever I had to learn something I could take it off the wall when it was done. Then the wall was getting, you know, cleaner and I began feeling better.

Interview 9 [2.62% Coverage]

Reference 1 - 1.65% Coverage

S: Well, as soon as you get it, make a To Do list so you know what needs to be in the portfolio. Then make reminders to come back to that list. Tick off something from the list each time. Remember it is an important piece of work. Maybe every week or every two weeks, do something new that's on the list.

Reference 2 - 0.97% Coverage

he might be better looking forward, that's important. I used to always set alarms whenever I was doing essays. I've finished my break, now set your alarm and put your phone away.

4.2.3. Choose a significant deadline

Interview 11 [2.14% Coverage]

Reference 1 - 2.14% Coverage

KM: Yeah, have it done for Christmas so you don't have to worry about it over Christmas and when January comes around you're not going, "Oh my God I have this massive thing due."

Interview 9 [1.94% Coverage]

Reference 1 - 1.94% Coverage

Another thing is, when exams are close together, you have to prioritise which exams you're going to study for. You know you should be doing an hour here and there but that's hard. You kinda go, "oh well this is the one I haven't sat" or whatever. But you need to split your time wisely. Then Easter break hits, and it's deadline time. That's the last straw.

4.2.4. Do it immediately

Interview 11 [2.52% Coverage]

Reference 1 - 2.52% Coverage

just get it done, and then it's there, so when the day comes, and it's due, you can hand it in.

<p>M: So should she get it done immediately. KM: Certainly as soon as she can. Maybe get it done before Christmas.</p> <p>Interview 2 [2.06% Coverage]</p> <p>Reference 1 - 1.34% Coverage</p> <p>C: Well maybe you should have done [the work] in the first place... but I know I wouldn't do the same so I really can't say much. If you were being supportive you would just tell her to do it but if it's genuinely too late, well, it's a bit of a sticky situation</p> <p>Reference 2 - 0.71% Coverage</p> <p>C: Maybe get it done as soon as you get home from school. Then she has the whole rest of the night to play games online or whatever it is.</p> <p>Interview 3 [0.95% Coverage]</p> <p>Reference 1 - 0.95% Coverage</p> <p>B: Yeah I mean he just needs to switch it around. Just get the essay done, before eleven, and then straight into the WhatsApp. At least he's got a good essay. Like good food on his plate. A: And it gets people off your back.</p> <p>Interview 5 [1.24% Coverage]</p> <p>Reference 1 - 1.24% Coverage</p> <p>M: If K came to you and asked for advice, is there anything you would say? B: Erm, maybe try and get it down at the start. Get it out of the way.</p> <p>Interview 9 [0.60% Coverage]</p> <p>Reference 1 - 0.60% Coverage</p> <p>Maybe she should always be reminded of it. I don't know if the teacher did, but... maybe that's the first thing.</p>	
<p><i>4.3. Get into a routine</i></p> <p>Interview 11 [3.62% Coverage]</p> <p>Reference 1 - 3.62% Coverage</p> <p>KM: Not really. I would always set Friday, Saturday and Sunday aside for social time and hobbies, and during the week I would have made sure to get my work done. I would have done schoolwork from Monday to Thursday, then had Friday to Sunday for social time or my job. I've had a job since Year 10 so...</p> <p>Interview 6 [4.07% Coverage]</p> <p>Reference 1 - 4.07% Coverage</p> <p>A quote board. So, there is a white board in the study. I realised after Christmas that I had a goal – to go to uni – and that it wasn't going to happen. You have to shake yourself. I put everything negative to the back of my head, and I had a wee dream team of</p>	

<p>teachers who knew me and knew everything that was happening. I started it anonymously. It was after an open night, and after school, I'd stay until 6pm or 7pm. It got such a good response. The students were... the feedback was amazing. Everyday I was in from 7am until 4.30pm. That was the routine. Word got about. People thought it was the teachers.</p>	

Appendix D: Phase Two Students' Questionnaire – Students' Edition



Post-16 Students Procrastination Questionnaire - Students Edition

Thank you for agreeing to take the Post-16 Students Procrastination Questionnaire - Student Edition. On average, this questionnaire takes between 10 and 15 minutes to complete.

Section 1

Information Sheet

My name is Caomhan McGlinchey, and I invite you to take part in Phase 2 of my research project: Procrastination among post-16 exams students: how is it experienced; why do teachers, educational psychologists and post-16 students think it occurs; and what do these groups think might help tackle it? My goal is to better understand what procrastination is like for post-16 students, and put together an intervention which helps them tackle it. This study is now in Phase 2, which will involve: Approximately 50 post -16 students, 50 teachers of post-16 students, and 30 educational psychologists completing a questionnaire about

the causes of procrastination and the factors that might reduce it. Background As many as 70% of university students feel that they procrastinate, and about 50% feel like it is a problem. Procrastination causes negative consequences among students, like poor health and lower grades. Despite these results, research about tackling procrastination is hard to come by. I want to understand procrastination better and develop an intervention which helps tackle it. In this case an intervention means organising some group work which hopefully helps the members of the group procrastinate less. Why have I been approached? You have been approached because you are a post-16 student, a teacher of post-16 students, or an educational psychologist. I think you are a good candidate to describe what procrastination is like for this group and what might help them tackle it. What would taking part involve? If you agree to take part you will fill out a questionnaire that will take between 5 and 15 minutes to complete. What are the possible benefits of taking part? You might benefit from considering what impact procrastination will have on you or on the pupils you work with. What are the possible disadvantages and risks of taking part? It is possible that you struggle with procrastination and that reporting on it brings up painful memories. What will happen to the results of this study? The results of this study will be used as part of a doctoral thesis. Who has reviewed this study? This project has been reviewed by the Research Ethics Committee at the University of Exeter. Further information and contact details You can contact me, the researcher, at the following email address: Cm817@exeter.ac.uk My mobile number is available by request. If you are not happy with any aspect of the project and wish to complain please contact my research tutor, Brahm Norwich, at the following email address: b.norwich@exeter.ac.uk

Section 2

Consent

The following questionnaire is entirely anonymous. However, the data you provide will be used as part of my thesis, which is a necessary part of the University of Exeter's Doctorate in Educational Psychology. The data may be used in future publications or training. Finally, if you do wish to withdraw, please email me at cm817@exeter.ac.uk with the date and time that you completed the questionnaire, and I will delete the completed form. Thank you!

Please only click "yes" if you consent to these conditions and wish to take part.

- Yes
- No

Section 3

Your Procrastination Behaviours

The statements in section 3 relate to how much you procrastinate. When thinking about these statements, please think about your own experiences.

What age are you at the time of completing this questionnaire?

What gender do you identify as at the time of completing this questionnaire?

Please think of your own behaviour, and indicate how much you agree with each statement.

	Strongly disagree	Somewhat Disagree	Somewhat agree	Strongly Agree	Not sure
<i>I delay tasks beyond what is reasonable.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>I do everything when I believe it needs to be done.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>I often regret not getting to tasks sooner.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Not sure
<i>People procrastinate because... they are in a distracting environment.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>People procrastinate because... they are the type of person who is easily distracted.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>People procrastinate because... there has been a distracting event in their life e.g. a serious break-up or a family bereavement.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>People procrastinate... even when they believe the task will help them achieve their long-term goals.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>People procrastinate because... the deadline is far away.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>People procrastinate because... it is too difficult to find a balance between the demands on their time.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>People procrastinate because... it is their own time, they have a right to spend it however they want.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>People procrastinate because... it is a useful strategy for them because they are more motivated close to the deadline.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>People procrastinate because... they are in denial about how hard the task will be.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>People procrastinate because... doing other chores makes them feel better.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>People procrastinate because... the teacher has not built up their confidence.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>People procrastinate because... the teacher has made the subject interesting.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>People procrastinate because... the teacher has set distant deadlines.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>People procrastinate because... they don't want to think about the task at all.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>People procrastinate because... they want to feel better in the short-term.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5

Reducing Procrastination

The statements in parts 8 and 9 of the final section relate to your view of procrastination generally. When thinking about these statements, please think about your own experiences, as well as those of others you have

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly Agree	Not sure
<i>Procrastinators would procrastinate less if they... felt less negative emotion during the task.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Procrastinators would procrastinate less if they... felt less negative emotion after the task.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Procrastinators would procrastinate less but... it's hard to ask for help.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Procrastinators would procrastinate less but... teachers can't be relied upon to help.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Procrastinators would procrastinate less but... friends can't be relied upon to help.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Procrastinators would procrastinate less but... how do you motivate yourself to motivate yourself?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Procrastinators would procrastinate less but... your phone is actually necessary.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Procrastinators would procrastinate less but... social engagements are too important.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Through conversations with young people, I have learned that the current worldwide pandemic has had an influence on other students’ procrastination behaviours. However, students’ responses have been mixed. Please indicate, with reference to your own experience, how much you agree with each of the following statements.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Not sure
<i>For post-16 students, the lockdown has removed some sources of pressure and anxiety, such as exams. As such, students are better able to relax and apply themselves to their studies.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>For post-16 students, the lockdown has removed some sources of motivation, such as exams and face-to-face learning. As such, students are less engaged and more inclined to procrastinate.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If the pandemic has resulted in any notable changes in the motivation and procrastination behaviours of the post-16 students you know, please take this opportunity to outline them in the space below, along with your view on why this has occurred.



Thank You

Thank you for taking part. This project has been reviewed by the Research Ethics Committee at the University of Exeter. You can contact me, the researcher, at the following email address: cm817@exeter.ac.uk My mobile number is available by request. If you are not happy with any aspect of the project and wish to complain please contact my research tutor, Brahm Norwich, at the following email address: b.norwich@exeter.ac.uk

Appendix E: Phase Two Students' Questionnaire – Teachers' Edition

Post-16 Students Procrastination Questionnaire - Psychologists' Edition

Thank you for agreeing to take the Post-16 Students Procrastination Questionnaire - Psychologists' Edition. On average, this questionnaire takes between 5 and 15 minutes to complete. The questionnaire is completely anonymous.

Section 1

Information Sheet

My name is Caomhan McGlinchey, and I invite you to take part in Phase 2 of my research project: Procrastination among post-16 exams students: how is it experienced; why do teachers, educational psychologists and post-16 students think it occurs; and what do these groups think might help tackle it? My goal is to better understand what procrastination is like for post-16 students, and put together an intervention which helps them tackle it. This study is now in Phase 2, which will involve: Approximately 50 post -16 students, 50 teachers of post-16 students, and 30 educational psychologists completing a questionnaire about the causes of procrastination and the factors that might reduce it. Background As many as 70% of university students feel that they procrastinate, and about 50% feel like it is a problem. Procrastination causes negative consequences among students, like poor health and lower grades. Despite these results, research about tackling procrastination is hard to come by. I want to understand procrastination better and develop an intervention which helps tackle it. In this case an intervention means organising some group work which hopefully helps the members of the group procrastinate less. Why have I been approached? You have been approached because you are a psychologist. I think you are a good candidate to describe what procrastination is like for this group and what might help them tackle it. What would taking part involve? If you agree to take part you will fill out a questionnaire that will take between 5 and 15 minutes to complete. What are the possible benefits of taking part? You might benefit from considering what impact procrastination will have on you or on the pupils you work with. What are the possible disadvantages and risks of

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Not sure
Students procrastinate because... they get distracted by something else during the task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... they are in a distracting environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... they are the type of person who is easily distracted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... there has been a distracting event in their life e.g. a serious break-up or a family bereavement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate... even when they believe the task will help them achieve their long-term goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... the deadline is far away.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... it is too difficult to find a balance between the demands on their time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... it is their own time, they have a right to spend it however they want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... it is a useful strategy for them because they are more motivated close to the deadline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... they are in denial about how hard the task will be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... doing other chores makes them feel better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... the teacher has not built up their confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... the teacher has made the subject interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... the teacher has set distant deadlines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... they don't want to think about the task at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... they want to feel better in the short-term.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strongly disagree Somewhat disagree Somewhat agree Strongly Not agree sure

them.

Procrastinators would procrastinate less if they... visualised how good it would feel to complete the task.

Procrastinators would procrastinate less if they... made the task more interesting or fun.

Procrastinators would procrastinate less if they... gave themselves rewards while they worked.

Procrastinators would procrastinate less if they... reflected on their dream goals.

Procrastinators would procrastinate less if they... decided that they are not the type of person to procrastinate.

Procrastinators would procrastinate less if they... made alternative tasks less enjoyable.

Procrastinators would procrastinate less if they... reflected on how alternative tasks undermined their goals.

6

Please think of procrastination behaviour generally, and indicate how much you agree that each statement would realistically reduce procrastination among post-16 students.

Strongly disagree Somewhat disagree Somewhat agree Strongly Not agree sure

Procrastinators would procrastinate less if they... imagined how bad giving up would feel.

Procrastinators would procrastinate less if they... removed themselves from a distracting environment.

Procrastinators would procrastinate less if they... turned off or silenced their phone.

Procrastinators would procrastinate less if they... were kinder to themselves.

Procrastinators would procrastinate less if they... took planned breaks.

Procrastinators would procrastinate less if they... made plans before the distant deadline.

Procrastinators would procrastinate less if they... organised their time using a timetable.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Not sure
Procrastinators would procrastinate less if they... got into a good routine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastinators would procrastinate less if they... felt less negative emotion before the task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastinators would procrastinate less if they... felt less negative emotion during the task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastinators would procrastinate less if they... felt less negative emotion after the task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastinators would procrastinate less but... it's hard to ask for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastinators would procrastinate less but... teachers can't be relied upon to help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastinators would procrastinate less but... friends can't be relied upon to help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastinators would procrastinate less but... how do you motivate yourself to motivate yourself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastinators would procrastinate less but... your phone is actually necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastinators would procrastinate less but... social engagements are too important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7

Through conversations with colleagues and young people, I have learned that the current worldwide pandemic has had an influence on students' procrastination behaviours. However, the students' response to lockdown has been mixed. Please indicate, with reference to your own professional opinion, how much you agree with each of the following statements.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Not sure
For post-16 students, the lockdown will have removed some sources of pressure and anxiety, such as exams. As such, students will be better able to relax and apply themselves to their studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) For post-16 students, the lockdown will have removed some sources of motivation, such as exams and face-to-face learning. As such, students are less likely to engage with studying and more inclined to procrastinate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8

If you feel that the pandemic will have resulted in any notable changes in the motivation and procrastination behaviours of post-16 students, please take this opportunity to outline them in the space below, along with any explanation that you think may be relevant.

9

Having completed the questionnaire, how confident are you in your views of procrastination among post-16 students?

- Extremely confident
- Somewhat confident
- Neutral
- Not so confident
- Not at all confident

Section 5

Thank You

Thank you for taking part. This project has been reviewed by the Research Ethics Committee at the University of Exeter. You can contact me, the researcher, at the following email address: cm817@exeter.ac.uk My mobile number is available by request. If you are not happy with any aspect of the project and wish to complain please contact my research tutor, Professor Brahm Norwich, at the following email address: b.norwich@exeter.ac.uk

Add new

11mins

You've added branching

Now that your form uses branching, we'll stop estimating completion time.

Got it

Appendix F: Phase Two Students' Questionnaire – Psychologists' Edition

EXETER

Post-16 Students Procrastination Questionnaire - Psychologists' Edition

Thank you for agreeing to take the Post-16 Students Procrastination Questionnaire - Psychologists' Edition. On average, this questionnaire takes between 5 and 15 minutes to complete. The questionnaire is completely anonymous.

Section 1

Information Sheet

My name is Caomhan McGlinchey, and I invite you to take part in Phase 2 of my research project: Procrastination among post-16 exams students: how is it experienced; why do teachers, educational psychologists and post-16 students think it occurs; and what do these groups think might help tackle it? My goal is to better understand what procrastination is like for post-16 students, and put together an intervention which helps them tackle it. This study is now in Phase 2, which will involve: Approximately 50 post -16 students, 50 teachers of post-16 students, and 30 educational psychologists completing a questionnaire about the causes of procrastination and the factors that might reduce it. Background As many as 70% of university students feel that they procrastinate, and about 50% feel like it is a problem. Procrastination causes negative consequences among students, like poor health and lower grades. Despite these results, research about tackling procrastination is hard to come by. I want to understand procrastination better and develop an intervention which helps tackle it. In this case an intervention means organising some group work which hopefully helps the members of the group procrastinate less. Why have I been approached? You have been approached because you are a psychologist. I think you are a good candidate to describe what procrastination is like for this group and what might help them tackle it. What would taking part involve? If you agree to take part you will fill out a questionnaire that will take between 5 and 15 minutes to complete. What are the possible benefits of taking part? You might benefit from considering what impact procrastination will have on you or on the pupils you work with. What are the possible disadvantages and risks of taking part? It is possible that you struggle with procrastination and that reporting on it brings up painful memories. What will happen to the results of this study? The results of this study will be used as part of a doctoral thesis. Who has reviewed this study? This project has been reviewed by the Research Ethics Committee at the University of Exeter. Further information and contact details You can contact me, the researcher, at the following email address: Cm817@exeter.ac.uk My mobile number is available by request. If you are not happy with any

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Not sure
Students procrastinate because... they are in a distracting environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... they are the type of person who is easily distracted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... there has been a distracting event in their life e.g. a serious break-up or a family bereavement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate... even when they believe the task will help them achieve their long-term goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... the deadline is far away.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... it is too difficult to find a balance between the demands on their time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... it is their own time, they have a right to spend it however they want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... it is a useful strategy for them because they are more motivated close to the deadline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... they are in denial about how hard the task will be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... doing other chores makes them feel better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... the teacher has not built up their confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... the teacher has made the subject interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... the teacher has set distant deadlines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... they don't want to think about the task at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students procrastinate because... they want to feel better in the short-term.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4

Reducing Procrastination

The statements in sections 4, including parts 6 and 7, relate to your view of procrastination among post-16 students. These sections have been separated for formatting reasons only. When thinking about these statements,

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Not sure
Procrastinators would procrastinate less if they... felt less negative emotion before the task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastinators would procrastinate less if they... felt less negative emotion during the task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastinators would procrastinate less if they... felt less negative emotion after the task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastinators would procrastinate less but... it's hard to ask for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastinators would procrastinate less but... teachers can't be relied upon to help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastinators would procrastinate less but... friends can't be relied upon to help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastinators would procrastinate less but... how do you motivate yourself to motivate yourself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastinators would procrastinate less but... your phone is actually necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procrastinators would procrastinate less but... social engagements are too important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

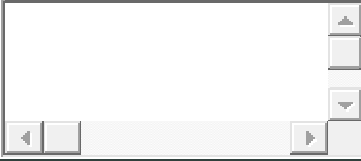
7

Through conversations with colleagues and young people, I have learned that the current worldwide pandemic has had an influence on students' procrastination behaviours. However, the students' response to lockdown has been mixed. Please indicate, with reference to your own professional opinion, how much you agree with each of the following statements.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Not sure
For post-16 students, the lockdown will have removed some sources of pressure and anxiety, such as exams. As such, students will be better able to relax and apply themselves to their studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) For post-16 students, the lockdown will have removed some sources of motivation, such as exams and face-to-face learning. As such, students are less likely to engage with studying and more inclined to procrastinate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8

If you feel that the pandemic will have resulted in any notable changes in the motivation and procrastination behaviours of post-16 students, please take this opportunity to outline them in the space below, along with any explanation that you think may be relevant.



9

Having completed the questionnaire, how confident are you in your views of procrastination among post-16 students?

- Extremely confident
- Somewhat confident
- Neutral
- Not so confident
- Not at all confident

Section 5



Thank You

Thank you for taking part. This project has been reviewed by the Research Ethics Committee at the University of Exeter. You can contact me, the researcher, at the following email address: cm817@exeter.ac.uk My mobile number is available by request. If you are not happy with any aspect of the project and wish to complain please contact my research tutor, Professor Brahm Norwich, at the following email address: b.norwich@exeter.ac.uk

Appendix G: Covid-19 Question Thematic Analysis

After consultation with my research tutors, it was felt that the Covid-19 pandemic and associated lockdown had introduced such a peculiar learning environment that my research would appear out of touch with the reality the participants faced each day. As such, I devised the following question, and added it to the survey:

“If you feel that the pandemic will have resulted in any notable changes in the motivation and procrastination behaviours of post-16 students, please take this opportunity to outline them in the space below, along with any explanation that you think may be relevant”.

The participants’ responses were analysed using a “theory driven” thematic analysis (Braun & Clarke, 2006, p. 84).

Six phases of thematic analysis (Braun & Clarke, 2006)

Stage	Description	This study
1) Familiarisation with the data.	The researcher must immerse themselves in, and become intimately familiar with, their data; reading and re-reading the data (and listening to audio-recorded data at least once, if relevant) and noting any initial analytic observations.	It should be noted that this analysis was carried out separately and <i>after</i> both Phases of the main study were carried out. The data for this part of the study was not transcribed. Instead, it existed in text form. I initially familiarised myself with the data by reading it through, with the intention of carrying out another template analysis.

Having read through all of the responses, I decided that template analysis would not be appropriate – although TMT remained in my mind as a coded the data.

2) Coding

A common element of many approaches to qualitative analysis (Braun & Clarke, 2012), this involves generating labels for important features of the data of relevance to the (broad) research question guiding the analysis. Coding is not simply a method of data reduction, it is also an analytic process, so codes capture both a semantic and conceptual reading of the data. The researcher codes every data item and ends this phase by collating all their codes and relevant data extracts.

Instead, my goal while coding was to organise the responses using a rather “surface level” approach whereby I simply organised the responses by the similarity of their content. Given that TMT was the lens through which I approached the main body of the research, I decided that I could use the text accompanying the themes to compare and contrast this theory with a more straightforward presentation of what the participants were trying to say.

3) Searching for themes

A theme is a coherent and meaningful pattern in the data relevant to the research question. If codes are the bricks and tiles in a brick and tile house, then themes are the walls and roof panels. Searching for themes is a bit like coding your codes to identify similarity in the data. This ‘searching’ is an active process; themes are not hidden in the data waiting to be discovered by the researcher, rather the

The overarching themes in the responses seemed quite clear – a large proportion of the responses reported that procrastination had increased, while a smaller proportion suggested that they had procrastinated less.

It then emerged that many of the responses in each category could be organised around specific events associated with lockdown, such as the cancellation of exams, the long break from school, and the online learning associated with this break. These events operated as the next level of my analysis.

researcher constructs themes. The researcher ends this phase by collating all the coded data relevant to each theme.

4) Reviewing themes: Involves checking that the themes 'work' in relation to both the coded extracts and the full data-set. The researcher should reflect on whether the themes tell a convincing and compelling story about the data, and begin to define the nature of each individual theme, and the relationship between the themes. It may be necessary to collapse two themes together or to split a theme into two or more themes, or to discard the candidate themes altogether and begin again the process of theme development.

5) Defining and naming themes: Requires the researcher to conduct and write a detailed analysis of each theme (the researcher should ask 'what story does this theme tell?' and 'how does this theme fit into the overall story about the data?'), identifying the 'essence' of each theme and constructing a concise, punchy and informative name for each

These themes were useful because both the students and the professionals' views could be arranged around them. As was the case during the TA process, there was considerable overlap between themes (for example, lack of routine and lack of structure were often paired together by participants). However, mindful that I did not want too many "levels" of analysis, I tried to keep to three levels of "depth" where possible, but also avoiding having too broad an array of themes. The reader will have to judge how successful I was in this endeavour.

Given the "surface" level of my analysis, I tried to be as straightforward as possible in the naming of my themes. Therefore the first overarching themes described what the responses were communicating in terms of the amount of procrastination. The second level communicated the events which had taken place due to the pandemic. Finally, themes at the third level of analysis represented topics around which the responses could be organised.

theme.

Writing is an integral element of the analytic process in TA (and most

6) Writing up

qualitative research). Writing-up involves weaving together the analytic narrative and (vivid) data extracts to tell the reader a coherent and persuasive story about the data, and contextualising it in relation to existing literature.

The remainder of this section concerns the write-up of the thematic analysis.

Comparisons and contrasts between the “surface-level” themes and the deeper, theoretical themes suggested by TMT are limited to the text itself.

Theme 1 – Increase in procrastination

Participants’ responses could be divided by whether they felt that the pandemic had increased procrastination, or whether they felt that the pandemic had decreased procrastination. It is possible that some respondents felt that the pandemic would have had no impact, but they did not communicate this view. Within the thematic analysis, references to increased procrastination outnumbered references to decreased procrastination by approximately 10:1. The subthemes underpinning the increase in procrastination behaviour are outlined in figure A1.

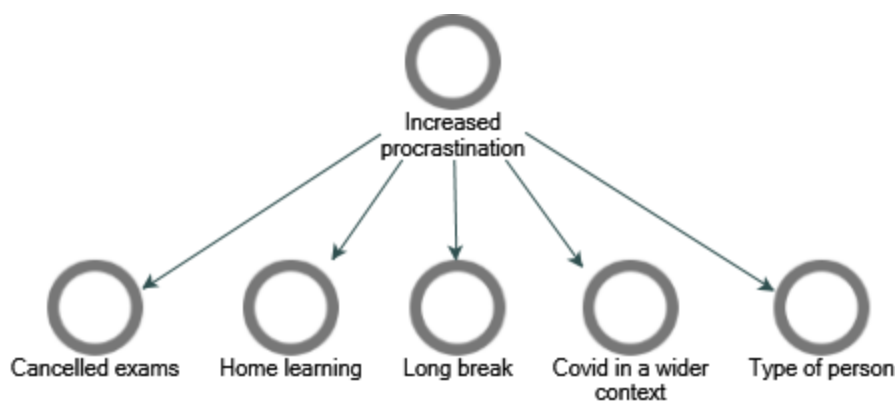


Figure A1. The subthemes underpinning the increase in procrastination behaviour.

One teacher provided a useful summary of how the pandemic impacted students and increased procrastination:

Students who have been forced to "self-isolate" or who have been affected by the lockdown, struggle to complete assignments and speak of the impact on their mental health due to working in a confined space and staring at a screen. They admit that their learning is negatively affected and state that it is hard to motivate themselves outside of the classroom. The uncertainty of the future that awaits them also clearly has a negative impact on their motivation and ambition.

In the next section I take each of the subthemes in turn, offering some quotes in support of the theme, alongside some commentary about how the theme relates to the main body of this research.

Cancelled exams

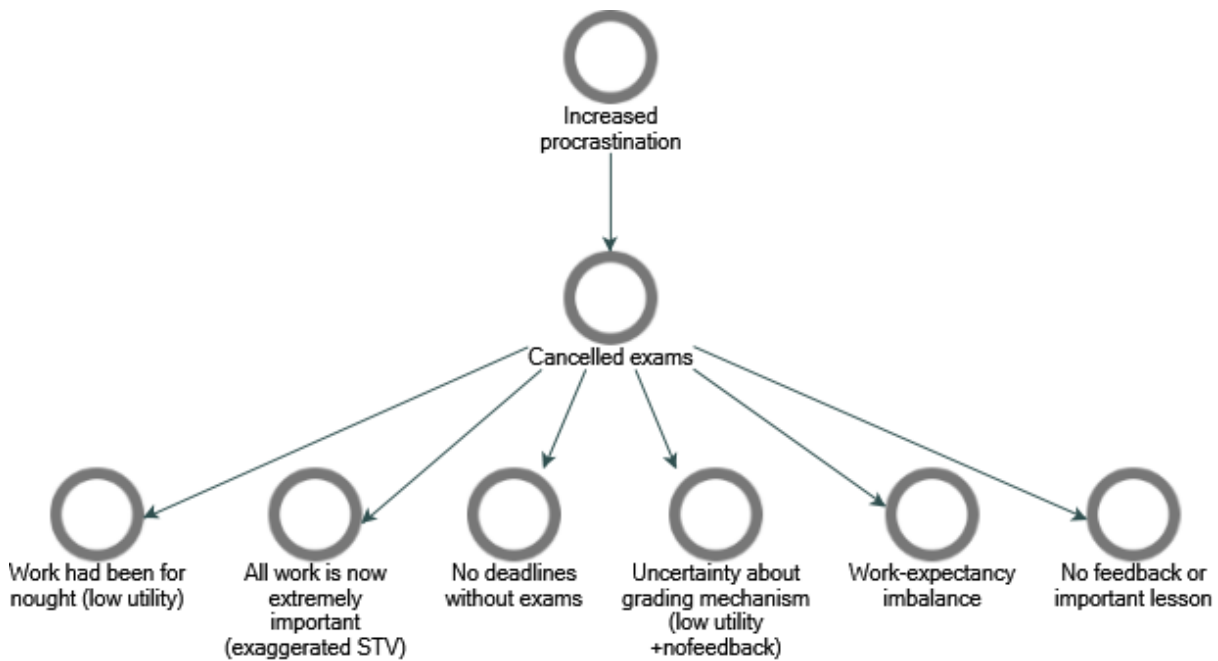


Figure A2. The “cancelled exams” subtheme, and the additional themes which explain why this theme increased procrastination.

Both teachers and students agreed that “cancelled exams” resulted in procrastination. The themes indicated why this was the case are outlined in figure A2.

Work had been for nought

For many students, exams appeared to represent the culmination of all their academic work.

Furthermore, doing well in exams was the overriding purpose behind their work:

Many people felt their work for GCSEs for the 5 years had come to nothing, lack of motivation since.

I had no motivation to revise the subjects like I would've when I was doing my GCSEs.

Indeed, this was an intensely emotional experience for some students:

I, along with many of my peers were devastated by the news of exam cancellations.

This finding suggests two things. First of all, exams imbue students' day-to-day learning with a large proportion of its utility value. Second of all, this means that many students seem to feel that the overriding purpose of being in school and studying is to succeed in exams. This was certainly the case when I was in school, both as a student as a teacher. It would seem that a culture of learning aimed at preparing students for exams is focused disproportionately on utility, which I have argued in section 6.2.1 is linked to external forms of motivation (Ryan & Moller, 2017). As such, when this utility motivator is taken away, many students struggled to find other ways to motivate themselves to learn. However, I will present some evidence that some students managed to find a way to motivate themselves through other means.

Several teachers agreed with the students' assessment that cancelling exams reduced motivation. This implies that relying on the utility value of exams leaves this form of motivation susceptible to disruptions:

For Year 11 and 13 last year, lack of exams had a very negative effect on motivation and procrastination.

Given how decidedly the post-16 education structure is shaped around exams, it is likely that alternative methods of learning and assessment would take considerable effort and support from all stakeholders if they were to be introduced.

Cancelling exams decreased the utility value of day-to-day study. Nevertheless, one teacher also indicated that cancelling exams removed an opportunity for students to learn that effort and hard work can be effective:

For students who did not take exams at 16 (GCSEs in the UK) they have not had the experience of the impact of hard work and how it feels to be successful or not as a result of the work you have done so they lack the drive...

This suggests that, for this teacher at least, cancelling the exams also prevented students from developing the competence self-perceptions and making the causal attributions necessary to develop high expectancy beliefs going forward.

All work is now extremely important

Another impact that cancelling exams had for some students was that it made, “all work extremely important”:

...while not having exams is good, the knowledge that all work that I hand in could be used to decide my A levels is really stressful so I procrastinate more.

I discussed in chapter 6.1 how low expectancy beliefs are especially prevalent when a task is conceived of as especially difficult or “costly”. This student appears to have increased the utility value of all work, but rather than becoming more motivated by this, the student has added a concomitant cost in terms of the psychological and emotional cost of failure, and perhaps the added cost of the effort that is now required to do work to a higher standard. As expected based on TMT, this increase in the costliness of the task has – for this student – resulted in procrastination.

No deadlines

It might also have been predicted based on TMT that, without exams, there were no longer deadlines, and this would have increased the amount of procrastination among students. While students did not overtly identify that a lack of deadlines increased procrastination, some teachers did:

I think many students will feel that there is no point in studying for exams that will not take place (or will be far ahead in the future).

With the removal of exams came the removal of the experience of working to firm set deadlines.

One student did make the point that the remote learning dynamic meant that, even when they were set, deadlines were somehow less motivating than normal:

Personally, I struggled immensely with remote learning. I found it extremely difficult to find any sort of motivation for anything, especially giving myself enough time to finish projects and work for their deadlines.

Uncertainty about grading mechanism

Given that exams are valued for their utility, it is unsurprising that students were preoccupied with how they would be graded. What's more, the ensuing uncertainty took an emotional toll:

The uncertainty of grading sent us all into a spell of anxiety and depression. Therefore, we lost hope and motivation.

I have become more prone to procrastinating when attempting to do tasks for my school work. I think this is because of how uncertain everything is right now in terms of how our grades will be given.

There is literature outlining a clear link between stress and uncertainty (de Berker et al., 2016), and it is suspected that the subjective unpleasantness of stress in the face of uncertainty is an adaptive response aimed at motivating an individual to reduce the uncertainty. Unfortunately, students who were stressed by this situation probably lacked the power to reduce this uncertainty. They therefore may have experienced additional stress. According to Pascoe, Hetrick & Parker (2020), stress among secondary school students can have a, “negative impact on students’ learning capacity, academic performance, education and employment attainment, sleep quality and quantity, physical health, mental health and substance use outcomes” (p. 109).

Teachers also recognised that the uncertainty around the grading mechanism was having a negative impact on students:

Students are worried about exams at the end of the year. Will they take place? Will they have enough time at school to complete the course to be able to do the exam? Will they miss time at school due to Covid closures?

One teacher also identified that this uncertainty could be resulting in procrastination specifically:

Uncertainty surrounding government decisions have left many students leaving things to the last minute.

This is an interesting observation, suggesting that the low utility value of studying for an exam that might not happen means that little or no studying takes place. Then, if exams are announced, students feel especially unprepared, as their expectancy beliefs are extremely low given the amount of course content they would need to cover in a short space of time. This circumstance itself might be expected to result in procrastination. Indeed, I outline a similar phenomenon in the “getting

caught up is overwhelming” section below.

Work – expectancy imbalance

In section 6.1 of the main body of the thesis I outlined how competence self-perceptions are informed by “previous achievement-related experiences” (Marsh et al., 2017). What a number of teachers and students identified during the Covid-19 pandemic is that some students received relatively high grades i.e., “expected grades”, without doing the work that would normally accompany such high grades. For some teachers, these students learned the “wrong” lesson, in the sense that they did not learn to associate good grades with hard work. For these teachers, the students were then placed at a disadvantage because they are no longer motivated to study for subsequent qualifications:

Witnessing the outcomes of the previous cohort during the pandemic (given estimated grades) has made some students believe that this will likely be what happens to them or that concessions will be made for them which has removed a level of healthy stress and motivation that would have previously been there.

Indeed, it is not just the teachers who identified that this phenomenon was taking place:

As I didn't have to sit my GCSE's it felt like I got away with not revising and I think I felt unmotivated after that as I got really high grades with minimal effort

No feedback/ important lesson left unlearned

However, the link between effort and success was not the only lesson that teachers felt was not learned because exams were cancelled. Exam skills which could be useful in the future were perhaps not as well developed – or the motivation to develop these skills further was not engendered by the experience of sitting the exams:

Low confidence in their exam skills e.g. time organisation, interpreting questions...
the consequences teachers give for procrastination are nothing compared to the consequences of procrastination pre-exams, this is a life lesson that students need to 'live' to fully appreciate.

...the year 12 group have missed out on the stresses and jubilation that comes with GCSEs and they are more interested in the social element of being back together.

Home learning

Home learning proved to be problematic for many teachers and students, and it therefore resulted in procrastination. The reasons why this was reported to be the case are outlined in figure A3.

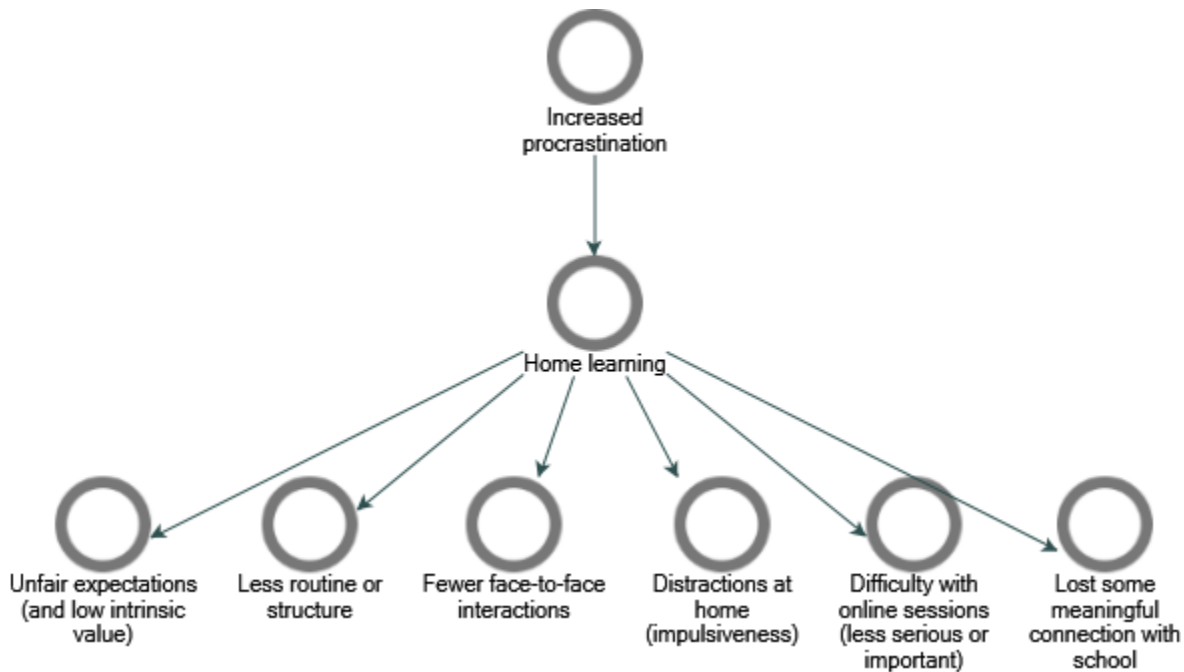


Figure A3. The “home learning” subtheme, and the additional themes which explain why this theme increased procrastination.

Unfair expectations

In section 6.1.3, I presented evidence which suggests that students and teachers made different estimations about the amount of time and effort a given task might take to complete (Urhahne & Wijnia, 2021). Students’ responses to this part of the survey indicate that this issue was exacerbated for some students during lockdown:

...we would get set unreasonable amounts of work and it would make us so tired that we couldn’t be bothered to join lessons anymore.

In some cases, the source of this misunderstanding was the teachers’ assumptions about how much time the students would have to study given that lockdown restricted the amount of time they could engage in other pastimes, such as seeing friends:

Students feel more pressure to do their work because they are not allowed to meet friends so obviously have more time. When they don't do work they feel [especially] bad because they have been told that they have all this [additional] time.

Another student felt that there were discrepancies between students' performance because different students were expected to stay in isolation for longer durations than others were:

It's unfair for some students because some have to isolate more than others therefore some students miss work but other students are more prepared.

Less routine or structure

Many teachers and students expressed concern about how the lack of structure, which is normally provided by school, resulted in procrastination. Teachers, for example, wrote:

It is easier for students not to engage during online teaching sessions. This can lead to students falling behind with their work and then putting off deadlines or claiming that they missed what was said in class regarding deadlines/not seeing an email concerning deadlines.

The usual structure and motivators have not been there consistently.

Lack of clear structure to their time with less face to face teaching with current restrictions

Lockdown posed many problems for students who relied on teaching and face-to-face learning, within a structured school setting.

Students, meanwhile, reported a similar phenomenon, indicating that working from home without the school structure reduced motivation:

However, I understand how others have been less motivated due to not being in a controlled, structured environment such as school for a prolonged period of time, which causes them to lose concentration and procrastinate.

Loss of structures = less of the things that kickstart you into actually doing something. Gets very easy to do nothing when you don't have anything giving you momentum.

As a post-16 student I know I procrastinate far too much and without a more rigid structure I kept putting things off under the notion of "I will get it done later" but never actually picking it up again.

What's more, students then got into "habits" or "routines" which meant that adjusting to the structure of school was challenging:

...when we came back to education, we weren't prepared because we forgot what it was like to have a proper routine.

When I started back in September, I struggled and found it difficult to get back into a routine that allowed me to manage my college work effectively while also having time to rest and ensure that I wasn't overworking myself.

The finding that students procrastinated without the "structure" provided by schools may reflect the fact that procrastination is often conceived of as a self-regulation failure. Structure suggests to me the imposition of regulations and motivations which are external to the person, without which students who are susceptible to self-regulation failure will find it difficult to complete aversive tasks. Nevertheless, these external forms of motivation are less subjectively pleasant (Ryan & Moller, 2017), and therefore it has required an adjustment for students to return to them after a long period off. It might be interesting to compare how this adjustment after Covid-19 compares with the adjustment period after the Summer break.

Fewer face-to-face interactions

Both the importance and potential unpleasantness of extrinsic motivation is reflected in the language used by some teachers when they explain what is lost by not being in school i.e., there is less "pressure" to do work:

No pressure to do work and so more likely to be distracted and now prefer more to do things like watch tv, social media and reluctant to engage.

However, face-to-face interactions were not only important because they allowed educators to put more pressure on students. It was also reported that the reduction in face-to-face teaching led to a reduction in the quality of the teaching – leaving students to grapple with difficult new ideas and concepts on their own. Furthermore, face-to-face teaching also allows for encouragement and motivation to be provided:

Certainly, most students would prefer face-to face teaching rather than remote learning. The latter causes increased procrastination, a fear of not being able to grasp concepts and content and not

having someone to encourage, explain and motivate. There's no immediate feedback, no individual help and a general feeling of abandonment.

Students... are more highly motivated to complete tasks and assignments when they can seek help immediately from the classroom teacher or learn from questions their peers have posed.

It is clear that immediate and meaningful feedback, whether good or bad, is a motivator for students – and it was lost for many during the pandemic due to a lack of face-to-face interactions. Indeed, students also reported that this was the case:

It's hard to get started on something when you have no-one to tell you to start it.

A lot of students I know stopped studying all together as no one was checking up on them.

The pandemic... has increased stress and anxiety due to the missed learning time and reduced positive input from teachers.

Distractions at home

In chapter 5 I presented evidence that distractions can lead to procrastination, and that certain environments are more distracting than others. One might assume that, given how many distractions exist in the home, distractions would have played a significant role in promoting procrastination while the lockdown restrictions were in place. For some students, specific distractions were harder to ignore, such as their smartphone or video games:

Lockdown has also left me bored so I've spent a lot of time on my phone which is now a hard habit to break apart from

Emphasise changed to gaming and self care, no goals like exams to work towards and too much spare time lead to bad habits.

However, for many more, the environment itself was highlighted as especially distracting:

Working in the same environment as you usually relax can make procrastination worse as your brain is used to it being your relaxation space and associates it with relaxation rather than work and concentration.

Motivation levels have dropped because of the pandemic. People are less likely to be motivated when at home because they are in a distracting environment and aren't prepared to learn.

Harder to get yourself in a school or study mindset in your bedroom and not in the school environment which we associate with learning.

Finally, one student also highlighted another common finding from the main text – the difficulty of starting in the first place:

Also, it's harder to start the task in the first place so it is put off more and more sometimes until it has to be done so it's stressful to finish in time.

Teachers, overall, agreed with the students' assessments. This response, which highlights how a number of factors interact, is instructive:

There are too many distractions when working from home especially for students who would tend to procrastinate, it usually takes a lot of face-to-face encouragement to motivate these students to get the work completed. Emails just don't have the same effect.

This teacher has identified how the lack of face-to-face interaction combines with the increased access to distractions. What's more, they have highlighted that there are individual differences in terms of students' ability to self-regulate, perhaps implying a role for trait impulsiveness.

Difficulty with online sessions

Although a lack of face-to-face interactions appears to have resulted in more procrastination, the online sessions which replaced these interactions also played a role. For teachers, the issue was that students were less motivated to engage. In some cases, they believed that the awkwardness of the technology allowed students who were not motivated to blame their lack of engagement on that same technology:

It is easier for students not to engage during online teaching sessions. This can lead to students falling behind with their work and then putting off deadlines or claiming that they missed what was said in class regarding deadlines/not seeing an email concerning deadlines.

Although there were no students who admitted to pretending not to receive emails, there were still many negative opinions shared about the online learning experience:

I had no motivation to get up and join zoom calls since they were all boring and the day would seem so repetitive. Also the fact that we would get set unreasonable amounts of work and it would make us so tired that we couldn't be bothered to join lessons anymore.

The idea that online learning has low intrinsic value comes through clearly here, which is reducing this student's motivation to engage. Repetitiveness can be thought of as recurring periods of time without meaningful change. The idea that students would find this boring makes sense given that humans are intrigued by unexpected and unexplained change (Loewenstein, 1994). Indeed, one teacher identified this problem as well, but in the context of the entire lockdown:

...an increase in procrastination, I think, is partly down to the 'Groundhog Day' mentality that the lockdown is never going to end. This state of mind, I believe, not only creates the illusion of time too spare but also overwhelms students meaning adjustment to having actual time constraints is difficult.

This supports the idea that extended periods of lockdown have resulted in a switch to a fast LH mindset. However, in this case it is not because the future is uncertain, and therefore making plans has little value. Instead, it is that making plans is reliably of little value because of the "Groundhog Day" lifestyle imposed by lockdown. It is probably beyond the purview of an already bloated study, but this did put me in mind of the contention that time was only been conceived of as linear following the Agricultural Revolution (Harari, 2015). I am aware that this is a contested idea (Pinker, 2007). However, it made me wonder whether a fast LH orientation to life was more sustainable during a time when time itself was experienced as *more* cyclical i.e. it was measured by the repetition of days, lunar months, seasons and years, rather than calendars.

Another student used a more ambiguous term, describing online learning as, "harder":

Online learning is harder to learn than face to face learning.

This is interesting because it could mean that online learning requires effort due to low expectancy beliefs, or it requires effort due to low STV and therefore self-regulation is more effortful to apply. It seems possible that conceiving of a task as, "hard" in the English language demonstrates an implicit understanding that engaging executive control – whether to tackle a challenging task or an unpleasant task – is an effortful endeavour.

Lost a meaningful connection with school

I have reviewed responses suggesting that a lack of face-to-face interaction can result in more procrastination. It should be noted, however, that teachers and students highlighted other meaningful (and motivating) experiences related to school which were missed out on and, ultimately, resulted in more procrastination. Indeed, for one teacher, the loss of these meaningful connections and experiences may have had negative mental health consequences:

The absence of personal contact with teachers, the school support network and fellow students caused increased problems with anxiety, self-esteem, motivation, physical and mental health issues.

Indeed, one teacher found the lack of connection to the school throughout the lockdown so serious that they did not think of this as a legitimate “school year” at all:

Now, many of us find it hard to label this year as a “school year” as there are no face-to-face interactions, and exams are once again uncertain.

Students highlighted other missed opportunities, such as trips and final year events, which represent a meaningful connection to school and – without which – it is harder to be motivated:

The uncertainty of the current situation, along with the removal of possibly enjoyable aspects of the school year (such as trips, final year events) possibly has had an effect on motivation for students also.

It seems plausible that these events and connections demonstrate the important way that schools meet students’ “relatedness needs” as suggested by SDT (Ryan & Deci, 2000). Furthermore, it could be that these important events give students a way to identify with the school – and its identity and values. This may increase the attainment value of other tasks such as studying which are consonant with the school’s values. Losing these events, then, reduces this sense of value and therefore increases procrastination.

Long break

Thus far I have outlined the effect that cancelling exams had on procrastination behaviours. I then explained how learning at home was felt to alter students’ motivation. However, it became clear reading through the responses that the length of the break from the norm also had an impact. The themes associated with this, “long break”, are outlined in figure A4.

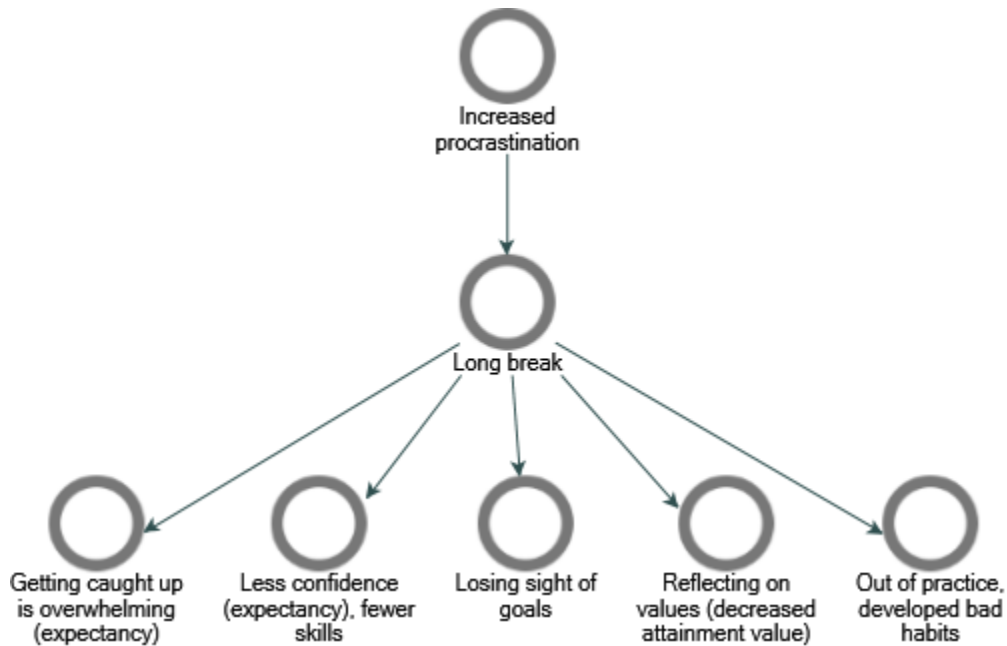


Figure A4. The subthemes associated with the, “long break” theme. These themes contributed to an increase in procrastination.

Getting caught up is overwhelming

One aspect of the long break appeared to be an acknowledgement that the amount of progress and learning that would be expected any other year would not have taken place. As such, there was a push in many cases to, “catch up”. There were two issues identified with this. First of all, students may have found it difficult to catch up because they were no longer in the school routine. One teacher noted:

Many students will now feel behind and out of the habit of studying - it may be hard to get back into a routine and a positive cycle of learning and achievement.

Students, meanwhile, evinced very low expectancy beliefs given the amount of work that they would be expected to complete:

Personally I have seen a lot of people my age losing motivation for exams because we see no point when we have missed so much valuable learning time.

Being in lockdown for 6 months made my anxiety spike because now we were given only 3 weeks extra to catch up over 6 months of content which is outrageous.

One student also believed that, had they not been in this situation, they would have felt more motivated:

Don't want to do any work or revision due to the fact I believe I will fail exams because of all the content I've missed/ not done properly with proper help for my A levels. If I didn't miss all that content then I would possibly feel more positive and do more work.

While another highlighted the affective component of low expectancy beliefs, as well as the link between low expectancy, negative affect, and the difficulty starting a task at all:

Lockdown has made students feel like they've fallen behind, which adds to the existing pressure of how/when to revise and exams coming up. We don't know where or how to start or when we're supposed to catch up and when we're supposed to revise. This added stress and pressure makes it even harder to get started and motivated.

An interesting observation was made by a student between low expectancy beliefs, the amount of work, and the amount of time left to do it:

I have personally been feeling this in the form of struggling to hand in homework on deadlines and finding it too overwhelming to face because I know I am under time pressure.

There is considerable evidence that a mismatch between the “size” or costliness of a task and an individual's expectancy beliefs results in negative emotions and procrastination. What is interesting here is that a task is not believed to be difficult in and of itself. Instead, a calculation is being made about how much work there is to do in a given time. It is this judgement – about how much time there is to do a task – that seems especially relevant when procrastination occurs.

Finally, another student noted that the process of learning would have less intrinsic value because of the pace that would now be expected in order to catch up:

They are less motivated as teaching over the lockdown period was limited and there is a lot of pressure to catch up and rush through the course that as a consequence lessons are less enjoyable.

Less confidence, fewer skills

I have already demonstrated that teachers expressed concern that students would lack skills because exams were cancelled and might find it harder to get caught up because they were out of the routine of learning in school. Another concern expressed by teachers was the impact the break would have on students' confidence:

Low confidence in their exam skills e.g. time organisation, interpreting questions etc.

Students, meanwhile, shared this concern about confidence. In fact, they were much more concerned about confidence than teachers were:

My confidence has declined so I'm more likely to procrastinate because I feel like I can't do it.

Confidence can be thought of as an aspect of competence self-perceptions (Marsh et al., 2017), and it is therefore linked conceptually to expectancy beliefs. It could be that the break away from education restricted the number of, "achievement related experiences" needed to build up accurate/positive competence self-perceptions, resulting in decreased expectancy and motivation. One student actually made this point explicitly, pointing out that getting high (but potentially undeserved) predicted grades resulted in low expectancy:

Lack of self-confidence that I am good enough to be taking these A level subjects because I didn't earn the GCSE grades I got to get into them because we didn't take the exams.

Another student again made the link between low expectancy and negative emotions, and also the "mood repair" that can then follow:

I also found that I had lost a lot of my confidence, particularly when it came to doing my exams, which would cause a lot of stress prior to these exams and I would usually try to distract myself with something else, leading to procrastination.

Losing sight of goals

It also seemed that the break away from school changed the way students thought about their goals. One teacher identified that students are more oriented towards the present because of the ongoing uncertainty:

However, they are procrastinating A LOT with their UCAS applications. I think this might have to do with uncertainty about the future and therefore them being more oriented towards the present.

This is a fascinating observation, as it ties into the life history (LH) research I discussed in chapter 3.3.4. According to LH theory, individuals face trade-offs between strategies which work best in a stable context; and strategies which work best in unpredictable circumstances (McDonald,

Donnellan & Navarrete, 2012). Furthermore, the behavioural responses to these trade-offs can be grouped and categorised into slow LH strategies, and fast LH strategies (Del Giudice & Belsky, 2010) – where fast LH strategies are more adaptive in unpredictable environments. It could be that fast LH behaviour can in some sense be, “switched on” in the face of uncertain life events, such as the pandemic. As such it is only those individuals on the more extreme “slow” end of the LH continuum who resist this situational factor. Indeed, this observation was made by some teachers under the “type of person” subtheme below.

Students also felt that working toward a goal became more difficult due to the break:

Motivation has been a huge loss due to the pandemic as people found it hard to work towards a goal.

Finally, in some cases, the reduction on goal-setting behaviour has, perhaps unsurprisingly, resulted in a concomitant decrease in the utility value of studying:

...knowing what your goals are is a hard thing to deal with as without understanding what you want to do in the future has heavily influenced my procrastination leaning me to put things off more because I don't know if they are useful.

Reflecting on values

Indeed, the additional time to reflect resulted in one student reconsidering what they valued. This meant that the utility value of conventional studying and the path that had been laid out for them was reduced. It would have been useful to ask some follow-up questions, but what this student said is as follows:

[I have a] lot less motivation for work because we have time to reflect on what we want to do later in life and how some subjects do not relate to it. [I have] less motivation because we have become used to relaxing everyday in lockdown without harder brain activity. [There is] more procrastination because we think more about the other dreams we have and other things we want to do.

Out of practice and bad habits

I have reviewed evidence that, “getting caught up” was considered a challenge, in part because students were, “out of practice”. Regardless of whether it impacted on catching up, a concern about the habits they were in was expressed by several students:

We had a long time off where we didn't do any work and were able to relax. As a result, people may have found it hard to get back into the swing of learning,

I can only concentrate for little to no time and it takes ages to complete the task. I think this is due to the 6 month break where we didn't have to do any work.

6 months of no work has decreased at least my work ethic.

Teachers, too, expressed this concern:

... it may be hard to get back into a routine and a positive cycle of learning and achievement.

It is interesting to consider this finding in the light of TMT. It seems that taking an extended break from an activity means that it takes more effort to begin again. This is obvious to any of us who have taken a break from exercise or from playing a musical instrument. However, it seems that this additional effort increases the demand to exert self-regulation at this stage – which in turn is experienced as subjectively unpleasant.

Covid-19 in a wider context:

If I'm in college I can concentrate a bit better, however being there causes a lot of anxiety regarding COVID which then reduces concentration again.

Thus far I have considered the impact of Covid-19 and the lockdown on school – in terms of exams, learning at home and taking an extended break. However, the pandemic had far-reaching, worldwide implications in almost every area of life. As such, students reported that these factors also increased their procrastination behaviours (figure A5).

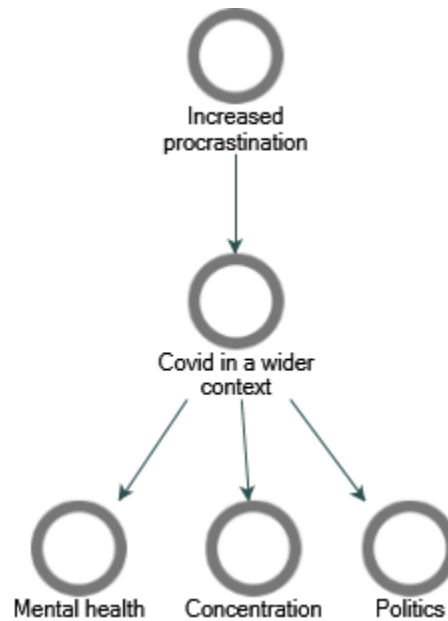


Figure A5. The “covid in a wider context” theme and the subthemes associated with it. These themes resulted in an increase in procrastination.

Mental health

Psychologists rarely responded to this question – perhaps because they did not feel qualified to do so, perhaps because they could not spare the time. Either way, one psychologist believed that the pandemic has resulted in uncertainty and anxiety for students:

I think the lack of certainty around the pandemic is a big factor and this interacts with anxiety.

This was a view shared by some teachers:

My students are more anxious and uncertain about the future.

Students are very anxious about the situation and it can be very hard to bring them back on topic when someone they know has been affected by covid.

I described the link between uncertainty and stress when it came to the grading mechanism. It might have been expected that broader, worldwide uncertainty about health, jobs and infrastructure might also have resulted in stress and anxiety among students. What’s more, these are variables that they are once again unlikely to have control over. The mental health impacts are eloquently described by students themselves. Two students highlighted the paralysis associated with the uncertainty:

...depression not necessarily due to the virus but certainly worsened by it, concentration, motivation and drive are all gone making it difficult to want to do anything.

I believe that the pandemic has created a sense of hopelessness and therefore resulted in many people unable to continue with everyday tasks.

Returning to TMT, it seems that uncertainty may have reduced the utility value of many tasks related to future goals, as the future itself had become so uncertain. This may have contributed to the compulsion to adopt “fast LH”, present-orientated behaviour, such as procrastination.

It was also noted that the lockdown restrictions had an impact on students’ opportunities to see others. This had a subsequent negative impact in mental health, perhaps because “relatedness needs” were not being met (Ryan & Deci, 2000):

But also because I’m not able to see any family and close friends who I look to cheer me up. I’ve noticed myself being frequently upset and unhealthy.

Finally, some students experienced bereavement directly:

Some post-16 students have lost family members due to covid 19, this has affected their mental health, making it harder to concentrate on college work.

The inability to see the relevance or importance of quotidian tasks following a bereavement is reported in the literature (Abdelnoor & Hollins, 2004). It has certainly been the case in my own life. While it could be argued that bereavement then reduces the utility value of a task, I suspect that the mental health consequences of serious grief are more radical than that. In my own experience it has felt more like my model of the world itself is undergoing a drawn out and painful readjustment. For a fuller account of the psychology involved here, I suspect it would be worth considering the literature on bereavement, attachment and internal working models (Fraley & Shaver, 2018), rather than the literature on motivation.

Concentration

One student also attributed a lack of concentration among students to the pandemic, stating:

Certain friends have found that they are now completely unable to entirely concentrate on something... knowing that lockdown can happen again.

Concentration can be thought of as, “an attentional process that involves the ability to focus on the task at hand while ignoring distractions” (p. 1) i.e., it requires executive control. In section 6.4.4 I

described how executive control is itself susceptible to attentional capture from task-irrelevant information i.e., distractions (Gazzaley & Nobre, 2012; Sawaki et al., 2012). It could be, then, that the pandemic is an event of such magnitude that it persists “in the back” of some students’ minds and thinking about it is itself a distraction that requires executive control to ignore. As such, thoughts about the pandemic reduce the ability to concentrate.

Politics

Finally, the impact on mental health and concentration and mental health, and the subsequent increase in procrastination, was given a political dimension by some teachers and students. One teacher wrote:

Uncertainty surrounding government decisions have left many students leaving things to the last minute. This is understandable, as I would also find it hard to motivate myself to prepare for an uncertain date/exam.

The current state of the world and the hostile political climate negatively impacting young people whilst removing their power has also resulting in a lack of motivation as they do not see a reason for their efforts in the long run.

It seems that a politically stable environment is one in which long-term goals can be set and long-term planning can follow. These plans are most likely made up of intermediate steps which are imbued with utility by the longer-term goal. The global pandemic, meanwhile, has been a time of such unprecedented political upheaval that long-term planning has itself lost its utility value due to the potential sunk costs. As such, the intermediate steps have also fallen by the wayside. For many, especially students without the autonomy or the life experience to adapt to these circumstances, this resulted in present-orientated, fast LH behaviour where short-term, intrinsically valued pastimes have been preferred. Finally, given the restrictions associated with lockdown (stay at home, do not meet in person) – many of the intrinsically valued activities such as seeing friends were also *verboten*. Students’ relatedness and autonomy needs could not, generally speaking, be met, resulting in a rise in mental health problems. Even students themselves expressed frustration with the political climate:

...I feel as if the government aren't helping A level students at all.

Finally, then, considering these circumstances, as well as the reduced risk of ill health for younger people who contract Covid-19 in comparison to their elders, it is perhaps less surprising that so many young people found it hard to adhere to the lockdown restrictions (e.g. Speare-Cole, 2020).

Type of person

And yet, some respondents suggested that, not only did many students procrastinate more, but also that some did not. Indeed, they thrived, precisely because of the type of student they are. For one teacher, the difference was one between the, “academically strong” and the, “academically weak”:

The academically strong students are possibly more motivated (and procrastinate less) than similar peers from previous cohorts; they participate fully in online classes, are logged on early, and submit online work before the deadlines. Students who are weaker academically definitely are more reluctant to engage in online learning within a shared space unless it is anonymous (e.g. polls/quizzes) and type very little into the chat - this shows lower motivation than would have been the case in face-to-face classes.

For another teacher, the pertinent quality was dedication:

Home study and the lack of a support network made/makes procrastination too easy for all but the most dedicated of students.

Finally, for another teacher, the difference was a matter of family values:

Difficult to generalise: Some students who are well motivated and have a background of high achievement in the family can organise their own time well and avoid procrastination while those in different circumstances can be listless, lack mental energy and look for distraction.

In all likelihood, each of these factors may have played a role. In the first instance, it is likely that “stronger” students are also those who exhibit better self-regulated learning skills (Greene, 2018). Dedication, meanwhile, sounds to me like it is a synonym for self-regulated learning. Lastly, in chapter 5.1.3, I described a student who noticed the difference between how her family and her boyfriend’s family viewed academic tasks. In her boyfriend’s case, both expectations and support were set at a high level, whereas in her case, her parents were more ambivalent about her academic progress – in part because of their own experiences. It seems plausible that the values and behaviours exhibited by parents should be exhibited by their children – whether this is because they are learned from a young age, or because there is a genetic component to them. Either way, it seems like school, which for better or worse, imposes its own expectations and values on students, has a

more egalitarian effect on students that home learning does. As such, differences in values and behaviour between homes and families are likely to have been more conspicuous due to the period of lockdown.

Theme 2 – Decrease in procrastination

Responses concerned with how the Covid-19 pandemic decreased procrastination were less frequent. Three subthemes which mirrored those of the “increase in procrastination” were identified: home learning; cancelled exams; and long break. Figure A6 shows the first of these, “home learning”, and the associated subthemes.

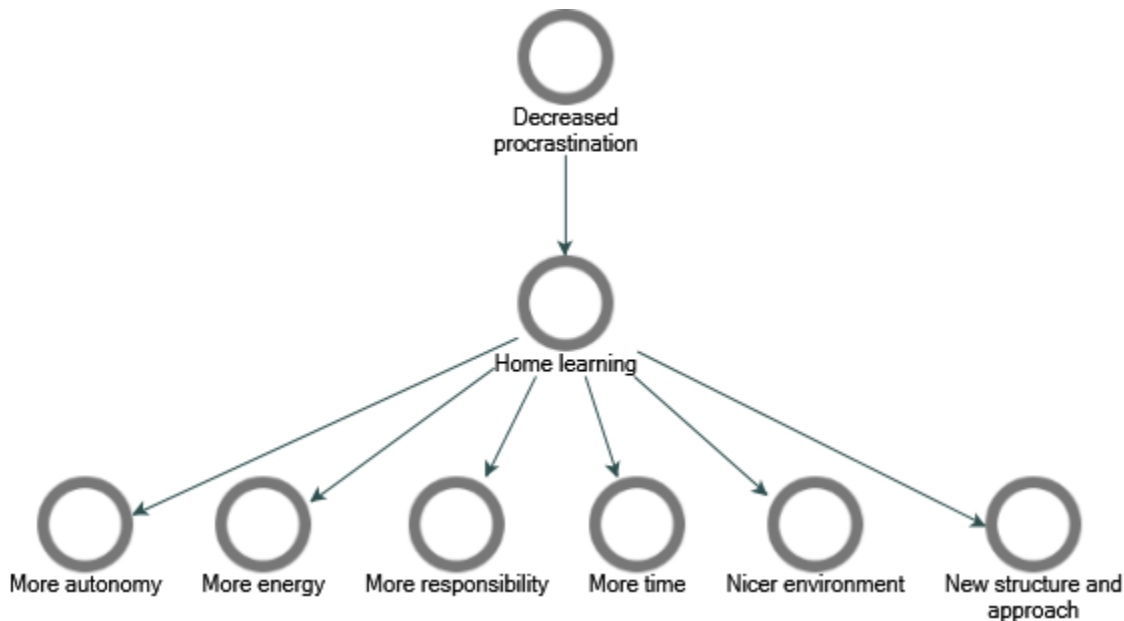


Figure A6 shows the, “home learning” themes and the associated subthemes. These subthemes were identified as leading to an decrease in procrastination.

Home learning

More autonomy

Some students identified that the increased autonomy afforded by home learning reduced the amount that they procrastinated:

No, I feel as though me and students I know are more determined as we have more control over our own learning.

Indeed, some of these students found that the extra responsibility they had to organise themselves was beneficial:

I enjoy learning independently and I have noticed that making my own routine everyday has made me more organised and confident in myself.

Lockdown allowed me to make my own timetable (outside of scheduled online lessons).

It would appear that, for some students at least, self-regulation is not an effortful endeavour, and therefore they are able to identify which activities they should do to achieve intermediate and long-term goals. Moreover, under these unique circumstances, these students' "autonomy needs" were also better met (Ryan & Deci, 2000). As such, the period of lockdown was a pleasant and productive one.

More responsibility

One student even felt more efficacious despite finding online learning ineffective:

During lockdown I felt a lot more motivated as it was more of my responsibility to make sure I understood the subject as online learning wasn't effective.

More energy

Some students reported a similarly beneficial experience. However, for them, the increased freedom had an energising effect. One student attributed this to more sleep:

Ever since Lockdown, I've notice that I've had a lot more energy than normal and hence procrastinate much less. Since Lockdown, I've been receiving 9 hours and sleep and therefore feel energized when ether I engage with a school activity.

Another suggested that having more time and working in a comfortable environment was helpful. However, this student also acknowledged that they were probable an exception:

I wouldn't say this is the case for everyone, but for me, the pandemic has caused my levels of procrastination to gradually decrease and my productivity to increase because I have more time and energy, and I'm in my own space to work comfortable.

More time

Students who experienced a long commute before lockdown felt especially grateful to get this time back. One student pointed out how several "pointless" aspects of the school day were no longer taking up their time, allowing them to focus on preferred activities:

Lockdown allowed me to make my own timetable (outside of scheduled online lessons). Without the travelling to and from school, the sitting in assemblies, the form times, the scheduled eating times, the more “pointless” aspects of the school day... I found I had the potential to make the day my own; to eat better and healthier, to go for a walk and take in my surroundings rather than mindlessly walk from A to B, to learn new skills such as cooking, painting and gardening.

Nicer environment

Although many students found being at home, “distracting”, a number of them used a different word to describe working from home, “comfortable”:

However, people are also able to get their work done in their own space and it may be less stressful than a classroom environment where they feel more comfortable to do the work.

For one student, getting out of the classroom was a relief due to previous negative experiences:

Due to past experiences, I struggle with being in a classroom environment, so studying in my own environment at home has had the complete opposite effect and therefore I am more motivated to be successful in my studies.

New structure and approach to learning

Finally, one student responded well to the online learning format, believing that:

On the flip side having more interactive, independent and chunked lessons has helped with engagement. This is easier remotely.

All in all, there was a proportion of students who responded positively to the demands of home learning. In these cases, the students appeared to show considerable resilience. On the one hand, this may be a consequence of individual differences between students in terms of the self-regulated learning variable. What’s more, some of these students appeared to benefit from access to comfortable environments which promoted learning. It would have been interesting to interview these students further, using Hart, Blincow & Thomas’ (2007) *Resilience Framework* to learn more about the factors which supported them to learn at home so successfully.

Cancelled exams

For those who reported a decrease in procrastination, the cancellation of exams also played a role. Figure A7 shows the subthemes associated with this theme.

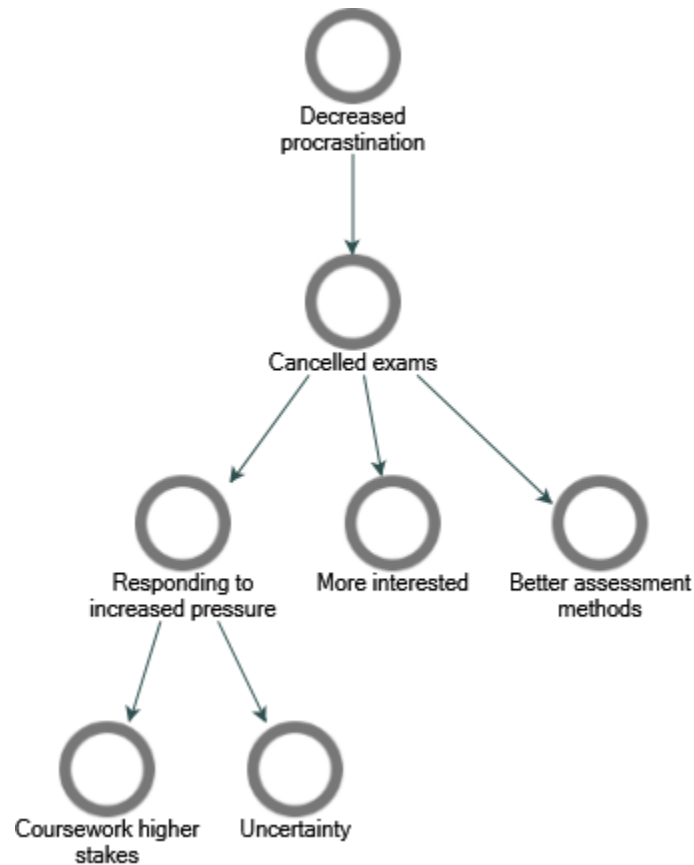


Figure A7. The subthemes associated with the “cancelled exams” theme. In this case, the subthemes resulted in a decrease in procrastination.

Responding to increased pressure – coursework is higher stakes

I noted above that the increased utility value of coursework resulted in increased pressure and cost, in part because of the fear of failure, and in part because of the additional effort the task would take. For one student, however, this situation was more motivating:

I feel motivated because every piece of work I submit counts 100% because if exams do not go ahead again and grades are predicted, they will be predicted off these submissions.

Responding to increased pressure – uncertainty

Another student responded well to the uncertainty brought about by the cancellation of exams. They are now motivated to complete all work to the best of their ability because they cannot predict how they will be graded – but they assume they will be graded somehow:

I am currently more motivated as I know that anything could now happen which could influence my education in a negative way. This helps me to focus more as I don’t want to be unsure of certain things, like I was when GCSEs were cancelled.

This is an interesting reversal of the position demonstrated by many students who felt that the uncertainty reduced the utility of their studies. Instead, this student is willing to inflate the utility of tasks – artificially and temporarily – in the face of uncertainty. If I could ask follow-up questions, I would be curious to understand why this student seems impervious to the cost of this approach, in terms of time, effort and inevitable sunk costs. I also suspect that this student’s locus of control is steadfastly internal.

More interested

For another student, the decreased utility value allowed them to revisit their academic studies in a different light:

However, as you mentioned, the lack of assessments did have a positive effect on the interest I showed to my studies and improved my mental health in general.

This student appeared to have moved their motivation along the *internalisation continuum* because the exams were no longer impacted on their mental health (Ryan & Moller, 2017). Much of this part of the study has been concerned either with students who procrastinated more without external motivators, such as school structure and exams/deadlines, or with students who managed to continue with their studies despite losing these forms of motivation. However, this student appears to have found a third way, whereby the lack of exams has allowed them to enjoy learning more for its own sake. I must add, however, that this student’s view was unique among the responses I received.

Better assessment methods

One teacher offered a similar opinion in relation to the cancellation of exams:

Pupils will always suffer less procrastination when they enjoy their subjects but I have observed that the pupils are much more engaged when they are assessed by their teachers and they know they are valued as young academic minds.

For this teacher it seems that it would be valuable to cancel exams across the board, and instead nurture pupils to learn and value learning. It is difficult to tell from this short response, but I wonder whether this educator feels like the lockdown measures represented a missed opportunity. After all, the cancellation of exams coincided with school closures, meaning that this educator never got to put their approach to teaching into practice in person. I agree it would have been interesting to learn how this approach fared with this teacher’s students.

Long break

The final theme associated with a decrease in procrastination is the “long break” theme. The subthemes are shown in figure A8.

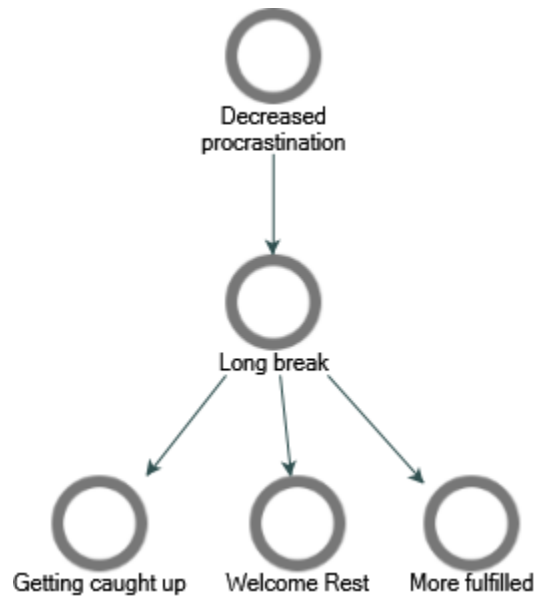


Figure A8. The “long break” theme and corresponding subthemes. These themes were identified as decreasing procrastination.

Getting caught up

Thus far I have presented evidence that, “getting caught up” has been a challenge for many student because they have not practiced skills for an extended period, and that the adjustment associated with a more structured environment may be subjectively unpleasant. Lastly, it was suggested that the amount of work these students have been expected to do to catch up has resulted in a decrease in expectancy beliefs and consequently a higher likelihood of procrastination.

This is not, however, a uniformly shared view. Indeed, one teacher has noticed that students are working harder because they have enjoyed certain aspects of the return to school, such as interacting face-to-face:

...they all are really keen to come in for practical classes as they can see people and engage person-to-person. This means that when actually in class I have noticed them working harder and less distractedly.

It could be that the relatedness needs of these students have been met by seeing one another face-to-face, and this has interacted positively with the increased feedback and encouragement that they may be receiving from their teacher. What’s more, a sense of belonging and identity i.e. attainment

value, may have been engendered by the return to school. It may then be easier to meet the expectations of the school in terms of structure and deadlines. Indeed, this point was made by another teacher:

Students are generally much more motivated to do their work now they are back. I think they value the routine, the support, the structure and the deadlines.

When it came to, “getting caught up”, some students identified the same increase in pressure and expectation that their peers did. And yet, they responded differently. Rather than demonstrating lower expectancy beliefs, they appeared to have high enough competence self-perceptions to focus on the high utility of the work during this “catching up” period:

More motivated as we fell behind in multiple subjects and there is now pressure to work much much faster than before.

The pandemic has increased my motivation to work hard for exams, however, it has increased stress and anxiety due to the missed learning time and reduced positive input from teachers.

Welcome rest

I noted above that one student was able to grow more interested in their studies because the exams were cancelled. In this student’s case, they changed the way they approached learning. Other students, however, seemed content to return to the mode of learning they were familiar with i.e. studying throughout the year for exams at the end. What these students valued was a break from this schedule, as they had not had to revise, “constantly”:

The pandemic has made me less stressed about exams because I’ve had a big break from revising constantly... I’m still motivated to do the work I need to do and balance it with more enjoyable things also.

I have been more motivated after the lockdown due to having a break from school pressure and exams.

The idea of taking, “a rest” is an interesting one. Research into job burnout suggests that burnout occurs when core SDT (Ryan & Deci, 2000) needs are not being met (Leiter & Maslach, 2017). These authors offer a two-process model of burnout which demonstrates that workload must be manageable (the energy process), and congruent with one’s values (the values process). If the workload is not manageable, this can lead to exhaustion. If the work is not value congruent, this can

lead to cynicism and inefficacy. Interventions aimed at reducing exhaustion have focused on, “changing the quantity or process of work assignments” and “improving coping, resilience or responsiveness” (p. 378). Interventions aimed at reducing cynicism have focused on the “alignment of the management environment with employees’ personal and professional values” (p. 379).

What these students’ desire for a rest implies to me is that their core needs are not being met by the *study-exam-repeat* model they have grown accustomed to. As such, while a rest seems to have been beneficial in this instance, it is unlikely that future generations will experience the same national lockdown and school closures. As such, future students will be placed at the same risk of burnout. It is likely that only changes to the curriculum (in terms of content, instruction and environment) will result in these students’ core needs being met and therefore a reduction of this risk.

More fulfilled

Finally, one student gave an evocative account of how the freedom afforded by school closures helped them to flourish, generally:

I felt that during the beginning of lockdown there was an eerie sense of peace, the world felt like my own and I grabbed that opportunity with both hands, focused on what I wanted to do and where I wanted to be in 3, 5 and even 10 years’ time and when I sat down to work there was no need to procrastinate as it was my own time I would be wasting! Overall, the freedom to use the time in my own way greatly increased my motivation and helped reduce procrastination.

Indeed, a psychologist contributed the following thought:

I think many young people who have had to engage in home learning with less oversight from schools will question why they need full time education when they have coped on their own for a considerable amount of time.

I think these participants have, in different ways, reached the crux of the issue: will lockdown and school closures change the way we think about the education system?

I have no doubt that there will be a sizeable proportion of young people who have grown more disillusioned with full-time education thanks to the national lockdown. However, I suspect that there has always been a significant proportion of young people who find the structures and expectations of the school system a poor fit. Some of these students will refuse to attend school, and some of them will persevere until they are finally allowed to move on. Judging by this small piece of research, the weight of opinion among teachers and students is in favour of the *status quo*, and

what we are likely to face over the coming months and years is a difficult adjustment back to that *status quo*. One of the ways that this adjustment is likely to be difficult is in motivating young people to self-regulate their learning. As such, it is hoped that this study provides a helpful tool to support young people, their families, and the professionals supporting them to feel more energised and motivated to learn in the future.

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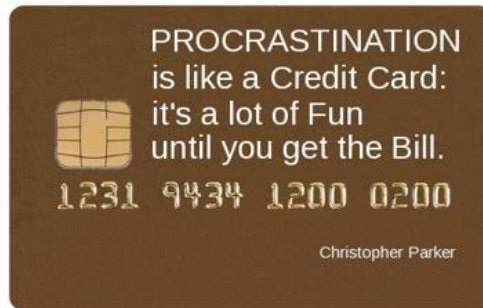
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Appendix H: A literature search in three stages

Stages of the literature search carried out for chapter 3

Literature search		
Stage	Databases searched	Search terms
One		Procrastination, academic procrastination, failure of motivation, intention-action gap approaches to procrastination, meta-analysis and procrastination, students and procrastination, procrastination in school, procrastination in the classroom.
Two	Exeter University library database, ScienceDirect, PsychInfo, Sage Journals, Wiley Online Library, ResearchGate, JSTOR, and ERIC.	Theories of motivation, motivation meta-analysis, psychology motivation review, self-determination theory, SDT, expectancy-value theory, EVT. Cross-referenced with school, classroom, students. Impulsiveness, impulsivity, cross-referenced with psychological theories of and school, academic, classroom.
Three		Procrastination intervention, therapy, treatment, training. Cross-referenced with school, classroom, students. Expectancy intervention, therapy, training, treatment. Cross-referenced with school, classroom, students. Subjective task value, utility value, attainment value, intrinsic value cross-referenced with intervention and training, plus school, classroom, students. Cost interventions, plus school, classroom, students.

Appendix I: Students' Recruitment Leaflet



Do you have experience of procrastination? Please turn over to read about my study...



My name is Caomhan McGlinchey, and I invite you to take part in Phase One of my research project:

Procrastination among post-16 exams students: how is it experienced and what can we do about? The views of teachers, educational psychologists and post-16 students.

My goal is to better understand what procrastination is like for post-16 students, and put together an intervention which helps them to tackle it.

This study is in Phase One, which will involve interviewing students in groups of 3-6 people. We will look at case studies of procrastination and talk about them together. Hopefully this will help increase our understanding. However, I am looking for students who fulfil the following criteria:

Are you in Year 12 or 13, and studying for an A level qualification?

Yes

No

Have you experienced procrastination in the lead up to previous exams (GCSEs)/ A levels?

Yes

No

UNIVERSITY OF
EXETER Research Opportunity

Background

As many as 70% of university students feel that they procrastinate, and about 50% feel like it is a problem. Procrastination causes negative consequences among students, like poor health and lower grades. Despite these findings, research about tackling procrastination is hard to come by.

I want to understand procrastination better and develop an intervention which helps tackle it. In this case an intervention means organising some group work which hopefully helps the members of the group procrastinate less.

Why have I been approached?

You have been approached because you are a post-16 student, a teacher of post-16 students, or an educational psychologist. I think you are a good candidate to describe what procrastination is like for this group and what might help them tackle it.

What are the possible benefits of taking part?

You might benefit from considering what impact procrastination will have on you.

What are the possible disadvantages and risks of taking part?

It is possible that you struggle with procrastination and that reporting on it brings up painful memories.

What will happen to the results of this study?

The results of this study will be used as part of a doctoral thesis.

UNIVERSITY OF
EXETER Research Opportunity

Who has reviewed this study?

This project has been reviewed by the Research Ethics Committee at the University of Exeter.

Further information and contact details

You can contact me, the researcher, at the following email address:

Cm817@exeter.ac.uk

My mobile number is available by request.

If you are not happy with any aspect of the project and wish to complain please contact my research tutor, Brahm Norwich, at the following email address: b.norwich@exeter.ac.uk



Appendix J: Phase One Ethics Approval Document



Ref (for office use only)

D1920-043

COLLEGE OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

All staff and students within SSIS should use this form; those in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology should return it to ssis-ethics@exeter.ac.uk. Staff and students in the Graduate School of Education should use ssis-gseethics@exeter.ac.uk. Before completing this form please read the Guidance document which can be found at <http://intranet.exeter.ac.uk/socialsciences/ethics/>

Applicant details		
Name	Caomhan McGlinchey	
Department	Graduate School of Education	
UoE email address	Cm817@exeter.ac.uk	
Duration for which permission is required		
Please check the meeting dates and decision information online before completing this form; your start date should be at least one month after the Committee meeting date at which your application will be considered. You should request approval for the entire period of your research activity. Students should use the anticipated date of completion of their course as the end date of their work. Please note that retrospective ethical approval will never be given.		
Start date:13/01/2020	End date:05/07/2021	Date submitted:20/12/2019
Students onl		
All students must discuss (face to face or via email) their research intentions with their supervisor/tutor prior to submitting an application for ethical approval. Your application must be approved by your first or second supervisor (or dissertation supervisor/tutor) prior to submission and you MUST submit evidence of their approval with your application, e.g. a copy of an email stating their approval.		
Student number	640037702	
Programme of study	Doctor of Educational Psychology (DEdPsych) n/a	
Name of Supervisor(s) or Dissertation Tutor	Professor Brahm Norwich, Margie Tunbridge	
Have you attended any ethics training that is available to students?	Yes, I have taken part in ethics training at the University of Exeter EG the Research Integrity Ethics and Governance: http://as.exeter.ac.uk/rdp/postgraduateresearchers OR Ethics training received on Masters courses. If yes, please specify and give the date of the training: Received by Dr Chris Boyle 13/11/2019	
Certification for all submissions		
I hereby certify that I will abide by the details given in this application and that I undertake in my research to respect the dignity and privacy of those participating in this research. I confirm that if my research should change significantly I will seek advice, request approval of an amendment or complete a new ethics proposal. Any document translations used have been provided by a competent person with no significant changes to the original meaning.		
Caomhán McGlinchey Double click this box to confirm certification <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> I confirm that if I travel outside the UK to conduct research I will: <ul style="list-style-type: none"> (a) Obtain International Travel Insurance from the University of Exeter. (b) Monitor Travel Advice from Worldaware and the Foreign & Commonwealth Office (FCO) and (c) Complete an International Travel Risk Assessment 		
<i>Submission of this ethics proposal form confirms your acceptance of the above.</i>		



TITLE OF YOUR PROJECT

The development and implementation of a procrastination intervention aimed at promoting more effective exam preparation among post-16 students.

ETHICAL REVIEW BY AN EXTERNAL COMMITTEE

No, my research is not funded by, or doesn't use data from, either the NHS or Ministry of Defence.

If you selected yes from the list above you should apply for ethics approval from the appropriate organisation (the NHS Health Research Authority or the Ministry of Defence Research Ethics Committee). You do not need to complete this form, but you must inform the [Ethics Secretary](#) of your project and your submission to an external committee.

MENTAL CAPACITY ACT 2005

No, my project does not involve participants aged 16 or over who are unable to give informed consent (e.g. people with learning disabilities)

If you selected yes from the list above you should apply for ethics approval from the NHS Health Research Authority. You do not need to complete this form, but you must inform the [Ethics Secretary](#) of your project and your submission to an external committee.

SYNOPSIS OF THE RESEARCH PROJECT

Maximum of 750 words.

This Ethics proposal relates to phase 1 of the project. I will revise the form to account for phase 2 of the project when I can offer the completed intervention schedules. This should arrive within the next two weeks. I have provided an overview of both phases below.

PHASE 1**Aim**

1. Increase understanding of how post-16 students' experience procrastination when preparing for exams, and what they might do to tackle it.

Objectives

1. Determine the importance of the following themes: expectancy, subjective task value, cost and impulsiveness/distraction for a group of post-16 students.
2. Determine whether other themes arise for these students.
3. Explore students' views about what would help them address procrastination when preparing for exams.

PHASE 2**Aim**

1. Design, deliver and evaluate an intervention which reduces post-16 students' self-reported procrastination when preparing for exams.

Objectives

1. Design an effective small-scale intervention aimed at reducing post-16 students' procrastination.
2. Compare post-16 students' level of expectancy, subjective task value, cost and procrastination before and after intervention.
3. Carry out semi-structured interviews to evaluate the effectiveness of the intervention.

Background

For Steel & Klingsieck (2013) academic procrastination can be defined as follows: “to voluntarily delay an intended course of study-related action despite expecting to be worse off for the delay” (p. 37).

Schouwenburg (2004) reports that up to 70% of university students consider themselves procrastinators, while Day, Mensink, & O'Sullivan (2000) have found that approximately 50% of university students procrastinate consistently and problematically. Despite these results, research concerning prevention and interventions for procrastination remains scarce (Zhao et al., 2019).

Temporal Motivation Theory (TMT) provides a potential way forward because it includes a variety of psychological perspectives. TMT can be expressed mathematically as $\text{motivation} = (\text{expectancy} \times \text{value}) / (\text{impulsiveness} \times \text{delay})$. The terms “expectancy” and “value” above relate to the expectancy-value theory of motivation (EVT, Eccles et al., 1983). Expectancy is an individual's specific belief regarding their likely success completing a future task (Eccles & Wigfield, 2002). Value, on the other hand, refers to subjective task value (STV). Eccles & Wigfield (2002), STVs can be subdivided into four categories: attainment value relates to how important the task is for one's sense of self; intrinsic value corresponds to one's enjoyment of the task; utility value relates to a task's usefulness; and cost relates to potential negative aspects of the task, such as the effort it will require. I have included it as a separate variable in my questionnaire in line with Flake et al. (2015) and Kosovich et al. (2014).

TMT is also a promising theory of procrastination because it helps explain why motivation grows exponentially as deadlines approach. Finally, TMT includes impulsiveness, which is commonly described as the inverse of self-control (Ainslie, 1975). Steel (2011) describes impulsiveness as the “key personality trait that predicts procrastination” (p. 16).

PHASE 1

I wish to complete a thematic analysis of x3 focus groups of 6 students each, as well as a Q-sort activity. I have attached the schedule for the focus group activity. TMT is my theoretical framework and this will be reflected in my analysis as I will code for statements relating to:

- Expectancy
- Subjective Task Value
- Cost
- Impulsiveness/distraction

However, I will also code for other themes which may emerge. These responses, along with the Q-sort responses, will inform the design of the Participatory Intervention Plans (PIPs) which shape Phase 2.

PHASE 2

In order to structure each session of the intervention, I will adapt the Participatory Action Plan format from the Participatory Action Research (PAR) Tradition (McNiff, 2017).

In order to evaluate the intervention statistically, 30 students will need to take part (Field, 2013). Each group will contain 8 students. There will be 4 groups engaging in 4 x 1-hour sessions each, for a total of 16 sessions across 8 weeks. Each session lasts for one hour. The sessions will tackle the following themes:

Session 1: What are expectancy beliefs and can we increase them using a mindset-based intervention? (plus pre-test measures of expectancy, subjective task value, cost and procrastination).

Session 2: What is subjective task value and how can we increase it? Session 3: What is distraction and how can we tackle it?

Session 4: What is cost? Can we reframe it? Also summary/ review OR what other themes have arisen and why do they matter? (plus post-test measures of expectancy, subjective task value, cost and procrastination).

Detailed accounts of these sessions will be included when I apply for ethical approval of Phase 2.

INTERNATIONAL RESEARCH

n/a

The following sections require an assessment of possible ethical consideration in your research project. If particular sections do not seem relevant to your project please indicate this and clarify why.

RESEARCH METHODS

I will carry out 3 focus group interviews with 6 people in each group.

Focus groups will be used because they allow a larger number of participants to share their unique subjective experiences in a smaller amount of time (Lichtman, 2013). A semi-structured approach will be used because the interview schedule should allow for "orientation to a particular field of focus" (Robson, 2002, p. 284). This is useful because TMT is the theoretical framework I am using.

The Phase 2 intervention relies heavily on one theoretical model, TMT. I have therefore included focus group discussions with a population similar to that being surveyed as Phase 1 of my project. These

discussions have two main objectives. The first is to discern how participants think about the construct in their own words. The second objective is to “ask more directed, probing questions to assess whether respondents agree with certain characteristics of the construct noted in the literature” (p. 382).

The interview schedule also shows some of the solutions to procrastination which have been suggested in the literature. I will make a list of these before the focus group sessions. This will provide top-down guidance which will inform the later intervention. However, I will also note down novel solutions that the pupils might suggest as we work. The last 10 minutes of the focus group will involve all six participants working in pairs to complete a Q-sort of the prewritten solutions and the spontaneously generated solutions.

I have chosen the Q-sort method for two reasons. First of all, a Q sort is a ranking of variables – typically presented as statements printed on small cards – according to a condition of instruction (Coogan & Herrington, 2011). The use of ranking, rather than asking subjects to rate their agreement with statements individually, should capture the idea that people think about ideas in relation to other ideas, rather than in isolation (Buckley et al., 2002). Ranking will also allow me to estimate which solutions the target group believe will be most effective. The intervention is limited to four sessions, and this method means I can tailor the intervention to the group’s concerns in order to make the most of these sessions.

Data collection and analysis

Transcripts of the data will be made using a voice recorder. Thematic analysis will be carried out using Braun and Clarke’s (2006) suggested method of thematic analysis. This method is outlined below:

PARTICIPANTS

My 18 focus group participants will be post-16 students at a local sixth form College, Tor Bridge High. I have selected Tor Bridge High because I have a pre-existing relationship with the school, and they have expressed an interest.

Places on the focus groups will be issued on a first-come-first-serve basis. However, interested students must be:

- In Year 12 but studying for an A level qualification (I have chosen not to involve Year students preparing for their final A level exams because I would like to complete follow-up interviews in Autumn 2020)
- Doing written mock exams in Summer 2020 as part of their

- Have some self-reported experience of procrastinating in the lead up to previous (GCSEs)/ been identified as procrastinators by form

Once a list of names has been drawn up, the students' teachers will ask them to complete a redrafted version of the Irrational Procrastination Scale (IPS) called the Student Procrastination Questionnaire (SPQ) - Post-16 UK. I have attached it to this application.

I have not taken account of the subjects studied by the potential participants when considering recruitment, although I do require the participants to be sitting an exam as deadlines are a crucial part of the TMT account of procrastination (Steel & Konig, 2006).

I will also ask students to think of a specific subject which they find it difficult motivating themselves to study for, and deliberately combine students focused on different subjects with one another.

THE VOLUNTARY NATURE OF PARTICIPATION

PHASE 1 of my research goes beyond the remit of normal teaching and it requires a pre-test using the Irrational Procrastination Scale (IPS). It therefore requires informed consent.

I plan to recruit the participants with the help of senior leaders at the school, particularly the assistant headteacher. The participants will be issued with a leaflet during morning tutorial to gauge their interest. The school have allowed that I can be there to explain the leaflet.

SPECIAL ARRANGEMENTS

As the research will take place in the pupils' own school, the standard access arrangements in terms of accessing the room and building apply.

Pupils with SEND are not explicitly being recruited, but they are also very welcome to take part. Recruitment is voluntary, and if students with SEND are recruited through this process then the Pupil Passport/ Individual Learning Plan for these pupils will be referred to.

Any necessary provisions suggested in this document will be made. This might include producing the semi-structured interview questions in braille or larger font if necessary.

THE INFORMED NATURE OF PARTICIPATION

According to the BPS (2018), "the consent of participants in research should always be sought" (p. 16).

Informed consent will be obtained in this proposal using information sheets attached to written consent forms. The information sheets will follow the criteria outlined by the BPS (2018, p. 18) and BERA (2018, pp. 9-16). All participants will be over the age of 16, which is regarded by many research organisations to be mature enough to give informed consent (BPS, 2014; BERA, 2018).

The information sheets are attached.

ASSESSMENT OF POSSIBLE HARM

The BPS argue that some research involves more than the minimal amount of risk (BPS, 2018). The proposal I have outlined avoids most of the potential risks suggested by the BPS. However, it is possible that discussing procrastination around exam preparation could “induce psychological stress, anxiety or humiliation” (BPS, 2018, p. 14). Indeed, some participants may be at risk of what the BPS calls, “labelling” i.e. thinking of themselves as “stupid” or in this case perhaps a “severe procrastinator” (BPS, 2018, p. 14).

Studies by Ferrari (1992) and Ferrari & Patel (2004) into the social perception of procrastinators have shown that others may see procrastinators in a negative light. In a more recent study, Ferrari & Pychyl (2012) suggest that this may be because of the higher propensity of social loafing among procrastinators. It will therefore be made clear on the information sheets that the students can withdraw at any time.

Each session will begin with a discussion about what constitutes a positive atmosphere during discussion. Participants who have experienced distress will be encouraged to speak to myself or a trusted member of staff. They will be reminded that they can withdraw immediately, and the contact details of the appropriate counselling service will be provided.

DATA PROTECTION AND STORAGE

BERA (2018) stress that “the confidential and anonymous treatment of participants’ data is considered the norm for the conduct of research” (p. 21). The focus group transcripts will therefore be anonymised and the data stored on a password protected computer. The audio files will be deleted once the transcripts have been made.

The school management acts as a gatekeeper to students, and is subject to ethical consideration (BERA, 2018, p. 10). The permission of management is therefore essential for the conduct of this study. As an additional measure, participating students will also be provided with a letter that they can take home to their parents. This will contain all of the information found on the participants’ information sheets.

To gain access to vulnerable groups a DBS check must be obtained. This has already been obtained.

DECLARATION OF INTERESTS

This research is being carried out as part of a doctoral thesis. The qualification will be a Doctorate in Educational, Child and Community Psychology. The results will be published as part of this thesis and added to the University of Exeter's archive. It is possible that publication in a reputable journal will be sought.

Contact with the participating school was initiated thanks to contacts made during the practicum component of this doctorate. Nevertheless, no funding is provided for this research, and no services are being provided to the school for allowing it to take place on their premises.

USER ENGAGEMENT AND FEEDBACK

User evaluation of the entire study will be sought following phase 2 of the study.

**INFORMATION
SHEET**

Participant Information Sheet

[Empty form area for Participant Information Sheet]

My name is Caomhan McGlinchey, and I invite you to take part in Phase 1 of my research project:

The development and implementation of a procrastination intervention aimed at promoting more effective exam preparation among post-16 students

My goal is to better understand what procrastination is like for post-16 students, and put together an intervention which helps them with it.

This will involve:

18 students completing a questionnaire about procrastination, then joining one of three groups of six students.

Each group of six students will look at case studies and answer questions about procrastination. We will rank the techniques which might best tackle procrastination. I will record the group's discussion using an audio recorder, then write down these discussions, looking for themes.

Background

As many as 70% of university students feel that they procrastinate, and about 50% feel like it is a problem. Procrastination causes negative consequences among students, like poor health and lower grades. Despite these results, research about tackling procrastination is hard to come by. I want to understand procrastination better and develop an intervention which helps tackle it. In this case an intervention means organising some group work which hopefully helps the members of the group procrastinate less.

Why have I been approached?

You have been approached because you are a post-16 student and you will be sitting written exams in the Summer of 2020. Based on my own experience as a student and teacher you will need to study and may procrastinate. I think you might be a good candidate to describe what procrastination is like for you.

What would taking part involve?

If you agree to take part you will fill out a 9-item questionnaire. You will join a group of six students and meet with me for a one-hour session during which you will be asked to consider some case studies.

What are the possible benefits of taking part?

You might benefit from considering what impact procrastination will have on your own studies. Hearing that other people also struggle with this may also help you feel less alone.

What are the possible disadvantages and risks of taking part?

It is possible that you struggle with procrastination and that discussing it brings up painful memories.

What will happen to the results of this study?

The results of this study will be used to inform a further intervention. It will also be used as part of a doctoral thesis.

Who has reviewed this study?

This project has been reviewed by the Research Ethics Committee at the University of Exeter.

Further information and contact details

You can contact me, the researcher, at the following email address:

Cm817@exeter.ac.uk

My mobile number is available by request.

If you are not happy with any aspect of the project and wish to complain please contact my research tutor, Brahm Norwich, at the following email address: b.norwich@exeter.ac.uk

Thank you for your interest in this project!

CONSENT FORM

CONSENT FORM

Title of Project: The development and implementation of a procrastination intervention aimed at promoting more effective exam preparation among post-16 students.

Name of Researcher: Caomhán McGlinchey

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1. I confirm that I have read the information sheet dated..... (version no.) for the above project. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that I am free to withdraw at any time

without giving any reason and without my legal rights being affected.

3. I understand that relevant sections of the data collected during the study, will be looked at by the researcher and individual tutors from the University of Exeter.

I understand that taking part involves anonymised interview transcripts and audio recordings

to be used for the purpose of thematic analysis from 24 months.

I understand that these anonymised interview transcripts and audio recordings may be shared with other researchers for use in future research projects.

I understand that these anonymised interview transcripts and audio recordings may be published in an academic publication, project website or media publication.

I understand that these anonymised interview transcripts and audio recordings may be used for teaching or training materials for use in University or public engagement activities.

4. I agree to take part in the above project.

Name of Participant Date Signature

Name of researcher Date Signature

taking consent

When completed: 1 copy for participant; 1 copy for researcher/project file

SUBMISSION PROCEDURE

Staff and students should follow the procedure below.

Post Graduate Taught Students (Graduate School of Education): Please submit your completed application to your first supervisor.

All other students should discuss their application with their supervisor(s) / dissertation tutor / tutor and gain their approval prior to submission. Students should submit evidence of approval with their application, e.g. a copy of the supervisors email approval.

All staff should submit their application to the appropriate email address below.

This application form and examples of your consent form, information sheet and translations of any documents which are not written in English should be submitted by email to the SSIS Ethics Secretary via one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk This email should be used by staff and students in the Graduate School of Education.

Appendix K: Phase Two Ethics Approval Document



D2021-003

COLLEGE OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

All staff and students within SSIS should use this form; those in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology should return it to ssis-ethics@exeter.ac.uk. Staff and students in the **Graduate School of Education** should use ssis-gseethics@exeter.ac.uk. Before completing this form please read the Guidance document which can be found at <http://intranet.exeter.ac.uk/socialsciences/ethics/>

Applicant details		
Name	Caomhan McGlinchey	
Department	Graduate School of Education	
UoE email address	Cm817@exeter.ac.uk	
Duration for which permission is required		
Please check the meeting dates and decision information online before completing this form; your start date should be at least one month after the Committee meeting date at which your application will be considered. You should request approval for the entire period of your research activity. Students should use the anticipated date of completion of their course as the end date of their work. Please note that retrospective ethical approval will never be given.		
Start date: 13/01/2020	End date: 05/07/2021	Date submitted: 01/10/2020
Students only		
All students must discuss (face to face or via email) their research intentions with their supervisor/tutor prior to submitting an application for ethical approval. Your application must be approved by your first or second supervisor (or dissertation supervisor/tutor) prior to submission and you MUST submit evidence of their approval with your application, e.g. a copy of an email stating their approval.		
Student number	640037702	
Programme of study	Doctor of Educational Psychology (DEdPsych) n/a	
Name of Supervisor(s) or Dissertation Tutor	Professor Brahm Norwich, Margie Tunbridge	
Have you attended any ethics training that is available to students?	Yes, I have taken part in ethics training at the University of Exeter EG the Research Integrity Ethics and Governance: http://as.exeter.ac.uk/rdp/postgraduateresearchers OR Ethics training received on Masters courses. If yes, please specify and give the date of the training: Received by Dr Chris Boyle 13/11/2019	
Certification for all submissions		

I hereby certify that I will abide by the details given in this application and that I undertake in my research to respect the dignity and privacy of those participating in this research.

I confirm that if my research should change significantly I will seek advice, request approval of an amendment or complete a new ethics proposal. Any document translations used have been provided by a competent person with no significant changes to the original meaning.

Caomhán McGlinchey

Double click this box to confirm certification

I confirm that if I travel outside the UK to conduct research I will:

- (a) Obtain **International Travel Insurance** from the University of Exeter. (b) Monitor Travel Advice from **Worldaware** and the **Foreign & Commonwealth Office (FCO)** and (c) Complete an **International Travel Risk Assessment**

Submission of this ethics proposal form confirms your acceptance of the above.

TITLE OF YOUR
PROJECT

Page 1 of 11

Procrastination among post-16 exams students: how is it experienced; why do teachers, educational psychologists and post-16 students think it occurs; and what do these groups think might help tackle it?

ETHICAL REVIEW BY AN EXTERNAL COMMITTEE

No, my research is not funded by, or doesn't use data from, either the NHS or Ministry of Defence.

If you selected yes from the list above you should apply for ethics approval from the appropriate organisation (the NHS Health Research Authority or the Ministry of Defence Research Ethics Committee). You do not need to complete this form, but you must inform the [Ethics Secretary](#) of your project and your submission to an external committee.

MENTAL CAPACITY ACT 2005

No, my project does not involve participants aged 16 or over who are unable to give informed consent (e.g. people with learning disabilities)

If you selected yes from the list above you should apply for ethics approval from the NHS Health Research Authority. You do not need to complete this form, but you must inform the [Ethics Secretary](#) of your project and your submission to an external committee.

SYNOPSIS OF THE RESEARCH PROJECT

Maximum of 750 words.

This Ethics proposal relates to Phase 2 of the project. I have provided an overview of both phases below.

PHASE 1

Aim

1. Increase my understanding of how post-16 students' experience procrastination, and what they might do to tackle it.

Objectives

1. Determine the importance of the following themes: expectancy, subjective task value, cost and impulsiveness/distraction for a group of post-16 students.
2. Determine whether other themes arise for these students.
3. Explore students' views about what would help them address procrastination when preparing for exams.

PHASE 2

Aim

1. Survey three groups of stakeholders to determine which factors they feel may increase the likelihood of procrastination. These groups are: post-16 students, teachers of post-16 students, and educational psychologists.
2. Survey three groups of stakeholders to determine which factors they feel may help alleviate procrastination. Again, these groups are: post-16 students, teachers of post-16 students, and educational psychologists.

Objectives

1. Use the Phase 1 results, as well as the existing literature, to design a questionnaire. This questionnaire will ask participants to rate the importance of different factors which might contribute to academic procrastination.
2. Use the Phase 1 results, as well as the existing literature, to design a questionnaire. This questionnaire will ask participants to rate the importance of different factors when it comes to alleviating academic procrastination.
3. Survey at least 30 post-16 students, 30 teachers of post-16 students, and 30 educational psychologists using each questionnaire.
4. Compare and contrast the results of each group with one another, as well as with the qualitative data from Phase 1.

Background

For Steel & Klingsieck (2013) academic procrastination can be defined as follows: “to voluntarily delay an intended course of study-related action despite expecting to be worse off for the delay” (p. 37).

Schouwenburg (2004) reports that up to 70% of university students consider themselves procrastinators, while Day, Mensink, & O’Sullivan (2000) have found that approximately 50% of university students procrastinate consistently and problematically. Despite these results, research concerning prevention and interventions for procrastination remains scarce (Zhao et al., 2019).

Temporal Motivation Theory (TMT) provides a potential way forward because it includes a variety of psychological perspectives. TMT can be expressed mathematically as $\text{motivation} = (\text{expectancy} \times \text{value}) / (\text{impulsiveness} \times \text{delay})$. The terms “expectancy” and “value” above relate to the expectancy-value

theory of motivation (EVT, Eccles et al., 1983). Expectancy is an individual’s specific belief regarding their likely success completing a future task (Eccles & Wigfield, 2002). Value, on the other hand, refers to subjective task value (STV). Eccles & Wigfield (2002), STVs can be subdivided into four categories: attainment value relates to how important the task is for one’s sense of self; intrinsic value corresponds to one’s enjoyment of the task; utility value relates to a task’s usefulness; and cost relates to potential negative aspects of the task, such as the effort it will require. I have included it as a separate variable in my questionnaire in line with Flake et al. (2015) and Kosovich et al. (2014).

TMT is also a promising theory of procrastination because it helps explain why motivation grows exponentially as deadlines approach. Finally, TMT includes impulsiveness, which is commonly described as the inverse of self-control (Ainslie, 1975). Steel (2011) describes impulsiveness as the “key personality trait that predicts procrastination” (p. 16).

PHASE 1

I wish to complete a thematic analysis of between ten and twenty interviews with groups of between one and four post-16 students. I can attach the schedule for this interview upon request, however, ethical approval has already been obtained. TMT is my theoretical framework and this will be reflected in my analysis as I will code for statements relating to:

- Expectancy
- Subjective Task Value
- Cost
- Impulsiveness/distraction

However, I will also code for other themes which may emerge. These responses will be ranked based on their importance i.e. how frequently different themes were reference, and how significant they appeared in context.

PHASE 2

In order to decide upon the items which will make up my questionnaires, I will need to take the themes which have emerged from Phase 1 of my study, as well as those that are outlined by TMT. I will then produce a series of items and place them on a six-point Likert scale. The questionnaires are attached below.

INTERNATIONAL RESEARCH

n/a

The following sections require an assessment of possible ethical consideration in your research project. If particular sections do not seem relevant to your project please indicate this and clarify why.

RESEARCH METHODS

PHASE 1

I wished to complete a thematic analysis of between ten and twenty interviews with groups of between one and four post-16 students.

Focus groups were originally intended because they allow a larger number of participants to share their unique subjective experiences in a smaller amount of time (Lichtman, 2013). However, due to the constraints which resulted following the public health crisis (Covid-19), the majority of the interviews were carried out with either one or two participants at a time. A semi-structured approach was used because the interview schedule needed to allow for “orientation to a particular field of focus” (Robson, 2002, p. 284). This is useful because TMT is the theoretical framework I am using.

PHASE 2

Data collection and analysis

In order to decide upon the items which will make up my questionnaires, I will need to take the themes which have emerged from Phase 1 of my study, as well as those that are outlined by TMT. I will then produce a series of items and place them on a six-point Likert scale.

The questionnaire will be produced in a digital format using Microsoft Forms, and links to it will be sent to the participants. Drafts of the questionnaires are available below. Educational psychologists will be recruited using a convenience sampling method. Email postings to Educational Psychology Services in the South West, as well as posts on the educational psychology forum – EPNet, will be used. They will be provided with links to the questionnaires and an invitation to participate anonymously online.

Teachers and pupils will also be recruited using a convenience sampling method. Four Heads of Sixth Form at four local schools in Plymouth will receive emails, inviting their post-16 teachers and pupils to take part. Posts on the Times Educational Supplement Forum will also be used to recruit teachers. Both teachers and students will be provided with links to the questionnaires and an invitation to participate anonymously online. Statistical analysis will be carried out using SPSS.

PARTICIPANTS

PHASE 1

My interview participants were post-16 students at two local sixth form Colleges: Tor Bridge High and Eggbuckland Community College; and one Sixth Form College in Belfast, Northern Ireland – St Louise’s College.

I selected St Louise's and Tor Bridge High because I had pre-existing relationships with the schools, and they had expressed an interest. In fact, Tor Bridge High helped me make contact with the Assistant Head of Sixth Form at nearby Eggbuckland Community College. As such, I combined opportunistic sampling with criterion sampling.

Participants were interviewed on a first-come-first-serve basis. However, interested students had to be:

- In Year 12 or 13, and studying for an A level qualification (I had originally chosen not to involve Year 13 students preparing for their final A level exams but the Covid-19 pandemic meant that exams were no longer a concern.
- Have some self-reported experience of procrastinating in the lead up to previous exams (GCSEs)/ been identified as procrastinators by form tutors.

PHASE 2

My survey participants will be recruited from three groups: post-16 students, teachers of post-16 students, and educational psychologists. The teachers and students will be recruited from the two local sixth form Colleges that took part in Phase 1: Tor Bridge High and Eggbuckland Community College. However, I will use contacts in other schools in the area (Ivybridge Community College and Stoke Damerel Community College) to try and recruit approximately ~50 teachers and ~50 post-16 students.

Again, I plan to combine opportunistic sampling with criterion sampling, as well as a form of snowball sampling in this case as the quantity of participants is important.

Educational psychologists will be recruited using email postings to Educational Psychology Services in the South West (Somerset, Cornwall, Plymouth, Dorset and Devon/Babcock). Posts on the educational psychology forum – EPNNet, will also be used. They will be provided with links to the questionnaires and an invitation to participate anonymously online. The goal is to recruit ~30 educational psychologists.

Interested students will be sorted using a modified version of the Irrational Procrastination Scale (IPS; Steel, 2010) so that the responses of high procrastinators, moderate and low procrastinators can be compared statistically.

Interested teachers will be sorted using questions at the top of the questionnaire to ensure that they have:

- Experience of teaching post-16 students.
- Experience of teaching procrastinating students.

Interested psychologists will be sorted using questions at the top of the questionnaire to ensure that they have:

- Experience of working with post-16 students.
- Experience of working with procrastinating students.

THE VOLUNTARY NATURE OF PARTICIPATION

PHASE 2 of my research requires informed consent.

Educational psychologists will be recruited using a convenience sampling method. Email postings to Educational Psychology Services in the South West, as well as posts on the educational psychology forum – EPNNet, will be used. They will be provided with links to the questionnaires and an invitation to participate anonymously online.

Teachers and pupils will also be recruited using a convenience sampling method. Four Heads of Sixth Form at four local schools in Plymouth will receive emails, inviting their post-16 teachers and pupils to take part. Posts on the Times Educational Supplement Forum will also be used to recruit teachers. Both

teachers and students will be provided with links to the questionnaires and an invitation to participate anonymously online.

Consent will be obtained on the first page of the questionnaire, which asks participants to consent to take part. Drafts of the questionnaires are available below.

SPECIAL ARRANGEMENTS

N/A

THE INFORMED NATURE OF PARTICIPATION

According to BERA (2018), “the consent of participants in research should always be sought” (p. 16). Informed consent will be obtained in this proposal using information pages on the website. The information sheets will follow the criteria outlined by the BPS (2018, p. 18) and BERA (2018, pp. 9-16). All participants will be over the age of 16, which is regarded by many research organisations to be mature enough to give informed consent (BPS, 2014; BERA, 2018).

Drafts of the questionnaires are available below.

ASSESSMENT OF POSSIBLE HARM

BERA (2018) argue that some research involves more than the minimal amount of risk (BERA, 2018). The proposal I have outlined avoids most of the potential risks suggested by BERA. However, it is possible that discussing procrastination could “induce psychological stress, anxiety or humiliation” (BERA, 2018, p. 14). Indeed, some participants may be at risk of what BERA calls, “labelling” i.e. thinking of themselves as “stupid” or in this case perhaps a “severe procrastinator” (BERA, 2018, p. 14).

Studies by Ferrari (1992) and Ferrari & Patel (2004) into the social perception of procrastinators have shown that others may see procrastinators in a negative light. In a more recent study, Ferrari & Pychyl (2012) suggest that this may be because of the higher propensity of social loafing among procrastinators.

It will therefore be made clear on the questionnaire that the participants’ responses will be completely anonymous.

DATA PROTECTION AND STORAGE

BERA (2018) stress that “the confidential and anonymous treatment of participants’ data is considered the norm for the conduct of research” (p. 21). In Phase 1, the focus group transcripts were anonymised and the data stored on a password protected computer. The audio files were deleted once the transcripts had been made.

The questionnaire responses will also be stored on a password protected computer, and the anonymous nature of the responses made clear to all potential participants.

The school management acts as a gatekeeper to students and teachers, and is subject to ethical consideration (BERA, 2018, p. 10). The permission of management is therefore essential for the conduct of this study.

DECLARATION OF INTERESTS

This research is being carried out as part of a doctoral thesis. The qualification will be a Doctorate in Educational, Child and Community Psychology. The results will be published as part of this thesis and

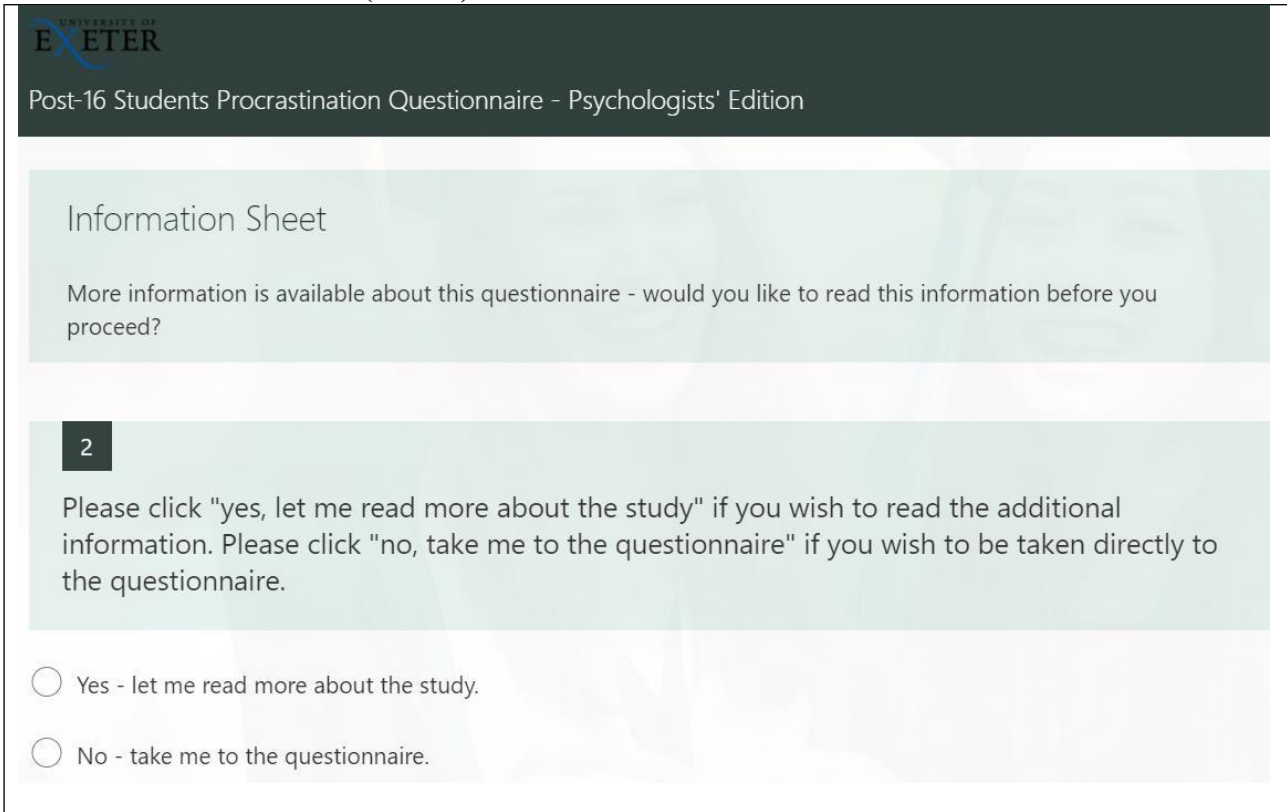
added to the University of Exeter's archive. It is possible that publication in a reputable journal will be sought.

Contact with the participating school was initiated thanks to contacts made during the practicum component of this doctorate. Nevertheless, no funding is provided for this research, and no services are being provided to the school for allowing it to take place on their premises.

USER ENGAGEMENT AND FEEDBACK

User evaluation of the entire study will be sought following phase 2 of the study.

INFORMATION SHEET (PAGE)



The image shows a screenshot of an information sheet for a questionnaire. At the top left, there is the University of Exeter logo. Below it, the text reads "Post-16 Students Procrastination Questionnaire - Psychologists' Edition". The main heading is "Information Sheet". Below this, a paragraph asks if the user would like to read more information before proceeding. A section with a dark background and the number "2" contains instructions: "Please click 'yes, let me read more about the study' if you wish to read the additional information. Please click 'no, take me to the questionnaire' if you wish to be taken directly to the questionnaire." At the bottom, there are two radio button options: "Yes - let me read more about the study." and "No - take me to the questionnaire."

UNIVERSITY OF
EXETER

Post-16 Students Procrastination Questionnaire - Psychologists' Edition

Information Sheet

More information is available about this questionnaire - would you like to read this information before you proceed?

2

Please click "yes, let me read more about the study" if you wish to read the additional information. Please click "no, take me to the questionnaire" if you wish to be taken directly to the questionnaire.

Yes - let me read more about the study.

No - take me to the questionnaire.

Information Sheet

My name is Caomhan McGlinchey, and I invite you to take part in Phase 2 of my research project:

Procrastination among post-16 exams students: how is it experienced; why do teachers, educational psychologists and post-16 students think it occurs; and what do these groups think might help tackle it?

My goal is to better understand what procrastination is like for post-16 students, and put together an intervention which helps them tackle it.

This study is now in Phase 2, which will involve:

Approximately 50 post-16 students, 50 teachers of post-16 students, and 30 educational psychologists completing a questionnaire about the causes of procrastination and the factors that might reduce it.

Background

As many as 70% of university students feel that they procrastinate, and about 50% feel like it is a problem. Procrastination causes negative consequences among students, like poor health and lower grades. Despite these findings, research about tackling procrastination is hard to come by.

I want to understand procrastination better and develop an intervention which helps tackle it. In this case an intervention means organising some group work which hopefully helps the members of the group procrastinate less.

Why have I been approached?

You have been approached because you are a post-16 student, a teacher of post-16 students, or an educational psychologist. I think you are a good candidate to describe what procrastination is like for this group and what might help them tackle it.

What would taking part involve?

If you agree to take part you will fill out a questionnaire that will take between 5 and 15 minutes to complete.

What are the possible benefits of taking part?

You might benefit from considering what impact procrastination will have on you or on the pupils you work with.

What are the possible disadvantages and risks of taking part?

It is possible that you struggle with procrastination and that reporting on it brings up painful memories.

What will happen to the results of this study?

The results of this study will be used as part of a doctoral thesis.

Who has reviewed this study?

This project has been reviewed by the Research Ethics Committee at the University of Exeter.

Further information and contact details

You can contact me, the researcher, at the following email address:

Cm817@exeter.ac.uk

My mobile number is available by request.

If you are not happy with any aspect of the project and wish to complain please contact my research tutor, Brahm Norwich, at the following email address: b.norwich@exeter.ac.uk

CONSENT FORM (PAGE)

Post-16 Students Procrastination Questionnaire - Psychologists' Edition

Thank you for agreeing to take the Post-16 Students Procrastination Questionnaire - Psychologists' Edition. On average, this questionnaire takes between 5 and 10 minutes to complete. The questionnaire is completely anonymous.

Consent

The following questionnaire is entirely anonymous. However, the data you provide will be used as part of my thesis, which is a necessary part of the University of Exeter's Doctorate in Educational Psychology. The data may be used in future publications or training.

Finally, if you do wish to withdraw, please email me at cm817@exeter.ac.uk with the date and time that you completed the questionnaire, and I will delete the completed form. Thank you!

1

Please only click "yes" if you consent to these conditions and wish to take part.

Yes

No

SUBMISSION PROCEDURE

Staff and students should follow the procedure below.

Post Graduate Taught Students (Graduate School of Education): Please submit your completed application to your first supervisor.

All other students should discuss their application with their supervisor(s) / dissertation tutor / tutor and gain their approval prior to submission. Students should submit evidence of approval with their application, e.g. a copy of the supervisors email approval.

All staff should submit their application to the appropriate email address below.

This application form and examples of your consent form, information sheet and translations of any documents which are not written in English should be submitted by email to the SSIS Ethics Secretary via one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthrop

ssis-gseethics@exeter.ac.uk This email should be used by staff and students in the Graduate School of Education. Please note that applicants will be required to submit a new application if ethics approval has not been

Appendix L: Templates corresponding to chapter 5.1

Table 0.1.

The original definitions template developed using Steel & Klingsieck's (2016) definition of academic procrastination.

Original Definition Template	
1. The nature of a procrastination task...	2.1. What is procrastination
1.1. What is procrastination	2.1.1. A voluntary response
1.1.1. Relating to an academic task	3. Procrastination comes at a cost
1.1.2. It has utility value	3.1. Procrastination results in inferior outcomes
2. The nature of the procrastination response	4. Procrastination relates to time
	4.1. Delay

(2016) definition of academic procrastination along with participants' responses.

Table 0.2.

The adapted definitions template developed using Steel & Klingsieck's

Adapted Procrastination Definition Template	
1. The nature of a procrastination task...	2.1.3.1. Not in the mood

<p>1.1. What is procrastination</p> <p>1.1.1. Obligatory</p> <p>1.1.2. Requiring of effort</p> <p>1.1.3. Relating to an academic task</p> <p>1.1.4. The procrastination task has utility value</p> <p>1.1.5. It is common</p> <p>1.2. What is not procrastination</p> <p>1.2.1. Comparatively low utility value</p> <p>2. The nature of your response...</p> <p>2.1. ...to the task</p> <p>2.1.1. You generally lack motivation</p> <p>2.1.2. You want to avoid the task</p> <p>2.1.3. Associated emotions and feelings</p>	<p>2.1.3.2. Tired or exhausted</p> <p>2.1.3.3. Stress and distress</p> <p>2.2. ...to alternatives</p> <p>2.2.1. Choosing or prioritising other tasks</p> <p>2.2.2. Distracting yourself or creating distractions.</p> <p>2.2.3. Tempted to do other things</p> <p>2.3. Is because of your personality</p> <p>3. TMT - Procrastination comes at a cost</p> <p>3.1 Delay means it is too late</p> <p>3.2. Procrastination results in inferior outcomes</p> <p>4. TMT - Procrastination relates to time</p> <p>4.1. Delay</p>	<p>Table 0.3.</p> <p><i>The original descriptions template developed using temporal motivation theory (TMT, Steel & König, 2006) and the first three interview transcripts.</i></p>
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Original Descriptions Template

<p>1. Low motivation to do the task</p> <p>1.1. Low expectancy to do task</p> <p>1.1.1. Beliefs about task</p> <p>1.1.2. Beliefs about self</p> <p>1.2. Low Subjective Task Value of task</p> <p>1.2.1. Low attainment value of task</p> <p>1.2.2. Low intrinsic value of task</p> <p>1.2.3. Low utility value of task</p> <p>1.3. High perceived cost of task</p> <p>1.3.1. Related to task</p> <p>1.3.2. Related to self</p>	<p>2. Increased motivation to do alternatives</p> <p>2.1. High expectancy of alternatives</p> <p>2.2. High Subjective Task Value of alternatives</p> <p>2.2.1. High attainment value of alternatives</p> <p>2.2.2. High intrinsic value of alternatives</p> <p>2.2.3. High utility value of task</p> <p>2.3. Distractions and distractibility</p> <p>2.3.1. Relating to the environment</p> <p>2.3.2. Relating to self</p> <p>2.4. Low perceived cost of alternatives</p> <p>3. The role of time and deadlines</p> <p>3.1. Motivation increases with short deadline</p> <p>3.2. Motivation decreases with distant deadline</p>
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Table 0.4.

The adapted descriptions template developed using temporal motivation theory (TMT, Steel & König, 2006) and all twelve interview transcripts.

Adapted Descriptions Template

1. Low motivation to do task

1.1 TMT - Low expectancy

- 1.1.1. Because of beliefs relating to task
- 1.1.1 The task is too difficult
- 1.1.2. Because of beliefs about self (Identity)
- 1.1.3. On account of effort
- 1.1.4. Because there is too much to do

1.2 TMT - Subjective Task Value

- 1.2.1. Low intrinsic value and boredom
- 1.2.2. Low utility value of task

1.3 TMT – Cost

- 1.3.1. Related to self
- 1.3.2. Related to task

1.4 Negative emotions and feelings

- 1.4.1 Before task
- 1.4.2 During task
- 1.4.3 Outcomes following task

- 1.4.4 The role of complacency

1.5. Feedback

- 1.5.1. Negative Feedback
- 1.5.2. No feedback

2. Increased motivation to do alternatives

2.1. TMT - High expectancy alternatives

- 2.1.1. Easy is appealing
- 2.1.2. Success feels good

2.2. TMT - High value of alternatives

3. Puzzle - high motivation but still delay

3.1. Expectancy and Value Overlap (plus delay)

3.2. High expectancy and delay

- 3.2.1. ...exacerbated by distant deadline
- 3.2.2. ...exacerbated by learned experience

3.3. High utility value and delay

4. The role of time and deadlines

4.1. ...as indicator of task unpleasantness

4.2. Deadlines

- 4.2.1. Description of experience
- 4.2.2. Distant deadline reduces motivation
- 4.2.3. Imminent deadlines increase motivation.

5. Compromise, balance and debate

5.1. Autonomy and the value of free time

5.2. Ordering priorities

5.3. Finding a balance

6. The role of active or strategic procrastination

6.1. Links to high expectancy

6.2. Links to value

- 6.2.1. Low task value
- 6.2.2. On account of valued alternatives

6.3. To improve task outcomes or performance

6.4. Futility of...

7. The role of teachers

7.1. TMT - Links to expectancy

- 7.1.1 Better relationships increase expectancy

- 2.2.1 Attainment Value and Identity
 - 2.2.1.1. Be who you are or follow dreams
 - 2.2.1.2. I am a social person
 - 2.2.1.3. Identity and academic subjects
- 2.2.2 Intrinsic Value of Alternatives
- 2.2.3 Utility Value
- 2.3. TMT - Distractions and distractibility**
 - 2.3.1. Short timeframe
 - 2.3.2. Intermediate timeframe
 - 2.3.3. Long timeframe
 - 2.3.4. Perennial timeframe i.e. trait or personality
- 2.4. Little cost**

- 7.1.2 Quality of teaching impacts expectancy
- 7.2. TMT - Links to value**
 - 7.2.1. Poor relationships reduced intrinsic value
 - 7.2.2. Teacher style impacts task value
- 7.3. TMT - Teacher reminded me of cost**
- 7.4. TMT - Links to deadlines**
- 8. Denial**
 - 8.1. Thoughts**
 - 8.1.1. Soothing by overplaying timeframe
 - 8.1.2 The reassuring safety of numbers
 - 8.1.3 Soothing by underplaying the task
 - 8.1.4. Soothing with plausible alternatives
 - 8.2. Feelings**
 - 8.2.1. Short-term feelings versus long-term goals
 - 8.3. Behaviours**
 - 8.4. Futility of denial
- 9. The Downward Spiral**

Table 5.4 is an outline of the adapted descriptions template.

Table 0.5.

The original interventions template developed using temporal motivation theory (TMT, Steel & König, 2006) and the first three interview transcripts.

Original Interventions Template

1. Increase your motivation to do the task

1.1. Increase your expectancy to do task

2.2.1. High attainment value of alternatives

2.2.2. High intrinsic value of alternatives

1.1.1. Change your beliefs about task	2.2.3. High utility value of task
1.1.2. Change your beliefs about self	2.3. Distractions and distractibility
1.2. Increase the Subjective Task Value of task	2.3.1. Relating to the environment
1.2.1. Increase the attainment value of task	2.3.2. Relating to self
1.2.2. Increase the intrinsic value of task	2.4. Low perceived cost of alternatives
1.2.3. Increase the utility value of task	3. Decrease the perceived cost of task
2. Decrease your motivation to do alternatives	3.1. Change the nature of the task
2.1. High expectancy of alternatives	3.2. Change your own approach
2.2. High Subjective Task Value of alternatives	4. Think about time and deadlines

Table 0.6.

The adapted interventions template developed using temporal motivation theory (TMT, Steel & König, 2006) and all twelve interview transcripts.

Table 5.6. Adapted Interventions Template

1. Increase your motivation to do task	5. Take stock of your emotions and feelings
1.1 TMT - Increase your expectancy	5.1. Before the task
1.1.1. Change your beliefs about the task	5.1.1. Self-motivation
1.1.2. Change your beliefs about yourself	5.1.2. Motivating others
1.2 TMT - Increase your STV	5.1.3. How others might motivate you
1.2.1. Increase the attainment value of the task	5.2. During the task
1.2.2. Increase the utility value of task	5.2.1. Self-motivation
1.2.3. Increase the intrinsic value of task	5.2.2. How others might motivate you
1.2.4. Set yourself meaningful goals	5.3. After the task
2. Decrease motivation to do alternatives	5.3.1. Self-motivation
2.1. TMT - Decrease expectancy of alternatives BLANK	5.3.2. Advice for others
2.2. TMT - Decrease Value of Alternatives	5.3.3. How others motivate you
2.2.1. Decrease Attainment Value	6. Acknowledge the pitfalls
2.2.2 Decrease Intrinsic Value of Alternatives – BLANK	6.1. Strategic procrastination

2.2.3. Decrease Utility Value of Alternatives

2.3. TMT - Reduce Distractions and distractibility

2.3.1 Get yourself away from distractions

2.3.2. Remove, turn off or silence the phone

3. TMT - Thinking about costs

3.1. Don't let costs overwhelm you

3.1.1. Take comfort, you're not alone

3.1.2. Go easy on yourself

3.1.3. Take a break, but a planned break!

3.2. Use costs to motivate you

3.2.1. Imagine you gave up!

3.2.2. Dig in - you'll enjoy other things when it's done

4. TMT - Think about time and deadlines

4.1. Time Management and Timetable

4.2. Note the distant deadline

4.2.1. Make lists

4.2.2. Make own deadlines and reminders

4.2.3. Choose a significant deadline

4.2.4. Do it immediately

4.3. Get into a routine

6.2. You just can't get the help these days

6.2.1. It's hard to ask for help

6.2.2. Teachers can't be relied upon

6.2.3. Friends can't be relied upon

6.3. Life gets in the way

6.4. It's easy for you to say...

6.4.1...find the motivation to find the motivation!

6.4.2... put your phone away when it's vital

6.4.3...say no to your friends

6.5. Big plans are dangerous

7. The Success Spiral

Appendix M: ANOVA tables, normality tests and post hoc tests for significant items and themes corresponding to chapter 5.2

Table 1

Why students procrastinate – items related to task

Item	Homogeneity of Variance			Analysis of Variance						Unequal Variance			
	Levene's Statistic	Sig.	Equal Variances Assumed?		Sum of Squares	df	Mean Square	F	Sig.	Brown-Forsythe F Ratio	df1	df2	Sig.
Cost: The task gets in the way of preferred alternatives	2.206	0.111	Yes	Between Groups	21.586	2	10.793	13.195	0.000				
				Within Groups	350.893	429	0.818						
				Total	372.479	431							
Value (intrinsic): The task is boring	4.815	0.009	No	Between Groups	30.359	2	15.179	13.404	0.000	10.457	2	97.772	0.000
				Within Groups	481.277	425	1.132						
				Total	511.636	427							
Cost: The task will take too much time or effort	12.358	0.000	No	Between Groups	16.863	2	8.432	9.166	0.000	5.880	2	96.011	0.004
				Within Groups	387.278	421	0.920						
				Total	404.142	423							
Expectancy: They have too much on their plate	2.249	0.107	Yes	Between Groups	34.431	2	17.216	13.006	0.000				
				Within Groups	562.559	425	1.324						
				Total	596.991	427							
Feedback: they received negative feedback beforehand	5.847	0.003	No	Between Groups	17.903	2	8.952	6.648	0.001	8.073	2	94.592	0.001
				Within Groups	564.211	419	1.347						
				Total	582.114	421							
Expectancy: To date they haven't put in enough effort	0.959	0.384	Yes	Between Groups	41.701	2	20.851	14.709	0.000				
				Within Groups	586.864	414	1.418						
				Total	628.566	416							

Emotion: the task makes them feel bad about themselves	2.484	0.085	Yes	Between Groups	15.852	2	7.926	4.467	0.012
				Within Groups	722.199	407	1.774		
				Total	738.051	409			

Table 2

Why do students procrastinate? – items related to task: post hoc tests

Dependent Variable	Test	(I) Cohort		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Cost: The task gets in the way of preferred alternatives	Hochberg	Students	Teachers	0.041	0.138	0.987	-0.29	0.37
			Psychologists	.775*	0.151	0.000	0.41	1.14
		Teachers	Psychologists	.734*	0.193	0.000	0.27	1.20
Value (intrinsic): The task is boring	Games-Howell	Students	Teachers	.684*	0.187	0.002	0.23	1.13
			Psychologists	.631*	0.202	0.009	0.14	1.12
		Teachers	Psychologists	-0.053	0.264	0.978	-0.68	0.58
Cost: The task will take too much time or effort	Games-Howell	Students	Teachers	0.319	0.188	0.217	-0.13	0.77
			Psychologists	.635*	0.195	0.006	0.16	1.11
		Teachers	Psychologists	0.316	0.263	0.456	-0.31	0.94
Expectancy: They have too much on their plate	Hochberg	Students	Teachers	.618*	0.176	0.001	0.20	1.04
			Psychologists	.792*	0.195	0.000	0.33	1.26
		Teachers	Psychologists	0.174	0.247	0.860	-0.42	0.77
Feedback: they received negative feedback beforehand	Games-Howell	Students	Teachers	.652*	0.197	0.004	0.18	1.12
			Psychologists	0.123	0.133	0.624	-0.19	0.44
		Teachers	Psychologists	-.529*	0.219	0.047	-1.05	-0.01
Expectancy: To date they haven't put in enough effort	Hochberg	Students	Teachers	-0.269	0.184	0.374	-0.71	0.17
			Psychologists	1.012*	0.202	0.000	0.53	1.50

		Teachers	Psychologists	1.280*	0.257	0.000	0.67	1.90
Emotion: the task makes them feel bad about themselves	Hochberg	Students	Teachers	0.446	0.208	0.094	-0.05	0.94
			Psychologists	-0.428	0.234	0.191	-0.99	0.13
		Teachers	Psychologists	-.874*	0.295	0.010	-1.58	-0.17

Table 3

Why students procrastinate – themes related to task

Homogeneity of Variance				Analysis of Variance						Unequal Variance			
Theme	Levene Statistic	Sig.	Equal Variance Assumed?		Sum of Squares	df	Mean Square	F	Sig.	Brown-Forsythe F Ratio	df1	df2	Sig.
Value (intrinsic)	4.815	0.009	No	Between Groups	30.359	2	15.179	13.404	0.000	10.457	2	97.772	0.000
				Within Groups	481.277	425	1.132						
				Total	511.636	427							
Cost	12.482	>.001	No	Between Groups	16.913	2	8.456	9.213	0.000	5.898	2	95.954	0.004
				Within Groups	387.323	422	0.918						
				Total	404.235	424							
Feedback	5.137	0.006	No	Between Groups	14.306	2	7.153	7.017	0.001	6.973	2	93.372	0.002
				Within Groups	439.362	431	1.019						

				Total	453.668	433				
Negative emotion	2.484	0.085	Yes	Between Groups	15.852	2	7.926	4.467	0.012	
				Within Groups	722.199	407	1.774			
				Total	738.051	409				

Table 4

Why do students procrastinate? – themes related to task: post hoc tests

Dependent Variable	Test	(I) Cohort		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Value (intrinsic)	Games-Howell	Students	Teachers	.684*	0.187	0.002	0.23	1.13
			Psychologists	.631*	0.202	0.009	0.14	1.12
		Teachers	Psychologists	-0.053	0.264	0.978	-0.68	0.58
Cost	Games-Howell	Students	Teachers	0.320	0.188	0.215	-0.13	0.77
			Psychologists	.635*	0.195	0.006	0.16	1.11
		Teachers	Psychologists	0.316	0.263	0.456	-0.31	0.94
Feedback	Games-Howell	Students	Teachers	.577*	0.186	0.008	0.13	1.02
			Psychologists	0.096	0.126	0.727	-0.21	0.40
		Teachers	Psychologists	-0.481	0.211	0.065	-0.99	0.02
Negative emotion	Hochberg	Students	Teachers	0.446	0.208	0.094	-0.05	0.94
			Psychologists	-0.428	0.234	0.191	-0.99	0.13
		Teachers	Psychologists	-.874*	0.295	0.010	-1.58	-0.17

Table 0.

Why students procrastinate – items related to alternatives

Homogeneity of Variance				Analysis of Variance						Unequal Variance			
Item	Levene Statistic	Sig.	Equal Variances Assumed?	Sum of Squares	df	Mean Square	F	Sig.	Brown-Forsythe F Ratio	df1	df2	Sig.	

Distraction: Get distracted before they begin	5.491	0.004	No	Between Groups	27.326	2	13.663	24.011	0.000	16.617	2	90.195	0.000
				Within Groups	242.408	426	0.569						
				Total	269.734	428							
Distraction: They get distracted during the task	1.353	0.260	Yes	Between Groups	16.486	2	8.243	11.650	0.000				
				Within Groups	300.001	424	0.708						
				Total	316.487	426							
Cost: There are other things to do which take no effort	6.740	0.001	No	Between Groups	22.315	2	11.157	12.962	0.000	8.941	2	93.306	0.000
				Within Groups	365.823	425	0.861						
				Total	388.138	427							
Value (intrinsic): There are more fun things to do	1.983	0.139	Yes	Between Groups	11.095	2	5.547	6.622	0.001				
				Within Groups	359.384	429	0.838						
				Total	370.479	431							
Distraction: The environment is distracting	3.979	0.019	No	Between Groups	17.688	2	8.844	9.820	0.000	7.970	2	91.545	0.001
				Within Groups	380.076	422	0.901						
				Total	397.765	424							
Distraction: Distracting life event	3.100	0.046	No	Between Groups	15.423	2	7.711	6.803	0.001	5.197	2	89.578	0.007

				Within Groups	462.504	408	1.134						
				Total	477.927	410							
Distraction: Type of person that is easily	7.714	0.001	No	Between Groups	87.142	2	43.571	43.448	0.000	28.371	2	94.092	0.000
				Within Groups	421.189	420	1.003						
				Total	508.331	422							
Value (utility): alternatives help achieve goals	1.715	0.181	Yes	Between Groups	34.724	2	17.362	15.894	0.000				
				Within Groups	454.436	416	1.092						
				Total	489.160	418							
Value (attainment): alternatives reflect the type of person they are	0.203	0.816	Yes	Between Groups	7.498	2	3.749	3.586	0.029				
				Within Groups	419.242	401	1.045						
				Total	426.740	403							

Table 6.

Why do students procrastinate? – items related to alternatives: post hoc tests

Item	Test	(I) Cohort		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Distraction: Get distracted before they begin	Games-Howell	Students	Teachers	0.024	0.125	0.980	-0.28	0.32
			Psychologists	.871*	0.165	0.000	0.47	1.27
		Teachers	Psychologists	.847*	0.199	0.000	0.37	1.32
Distraction: They get distracted during the task	Hochberg	Students	Teachers	0.041	0.129	0.985	-0.27	0.35
			Psychologists	.686*	0.142	0.000	0.34	1.03
		Teachers	Psychologists	.645*	0.181	0.001	0.21	1.08
Cost: There are other things to do which take no effort	Games-Howell	Students	Teachers	-0.080	0.159	0.871	-0.46	0.30
			Psychologists	.770*	0.197	0.001	0.29	1.25
		Teachers	Psychologists	.849*	0.245	0.002	0.26	1.43
Value (intrinsic): There are more fun things to do	Hochberg	Students	Teachers	-0.017	0.140	0.999	-0.35	0.32
			Psychologists	.550*	0.153	0.001	0.18	0.92
		Teachers	Psychologists	.568*	0.195	0.011	0.10	1.04
Distraction: The environment is distracting	Games-Howell	Students	Teachers	0.259	0.146	0.186	-0.09	0.61
			Psychologists	.680*	0.193	0.003	0.21	1.15
		Teachers	Psychologists	0.421	0.231	0.170	-0.13	0.97
Distraction: Distracting life event	Games-Howell	Students	Teachers	.652*	0.197	0.004	0.18	1.12
			Psychologists	0.123	0.133	0.624	-0.19	0.44
		Teachers	Psychologists	-.529*	0.219	0.047	-1.05	-0.01

Distraction: Type of person that is easily	Games-Howell	Students	Teachers	.887*	0.199	0.000	0.41	1.37
			Psychologists	1.361*	0.201	0.000	0.87	1.85
		Teachers	Psychologists	0.474	0.274	0.201	-0.18	1.13
Value (utility): alternatives help achieve goals	Hochberg	Students	Teachers	.554*	0.163	0.002	0.16	0.94
			Psychologists	.868*	0.179	0.000	0.44	1.30
		Teachers	Psychologists	0.314	0.228	0.427	-0.23	0.86
Value (attainment): alternatives reflect the type of person they are	Hochberg	Students	Teachers	0.076	0.166	0.956	-0.32	0.47
			Psychologists	.458*	0.171	0.023	0.05	0.87
		Teachers	Psychologists	0.383	0.225	0.244	-0.16	0.92

Table 7

Why students procrastinate – themes related to alternatives

Theme	Homogeneity of Variance			Analysis of Variance						Unequal Variance			
	Levene's Statistic	Sig.	Equal Variances Assumed?		Sum of Squares	df	Mean Square	F	Sig.	Brown-Forsythe F Ratio	df1	df2	Sig.
Cost	6.740	0.001	No	Between Groups	22.315	2	11.157	12.962	0.000	8.941	2	93.306	0.000
				Within Groups	365.823	425	0.861						
				Total	388.138	427							
Value (intrinsic)	1.983	0.139	Yes	Between Groups	11.095	2	5.547	6.622	0.001				
				Within Groups	359.384	429	0.838						
				Total	370.479	431							
Distractions	3.740	0.025	No	Between Groups	25.024	2	12.512	29.534	0.000	21.587	2	94.823	0.000
				Within Groups	183.012	432	0.424						

				Total	208.036	434			
Expectancy	2.470	0.086	Yes	Between Groups	5.985	2	2.992	3.495	0.031
				Within Groups	365.634	427	0.856		
				Total	371.619	429			
Value (utility)	1.715	0.181	Yes	Between Groups	34.724	2	17.362	15.894	0.000
				Within Groups	454.436	416	1.092		
				Total	489.160	418			
Value (attainment)	0.203	0.816	Yes	Between Groups	7.498	2	3.749	3.586	0.029
				Within Groups	419.242	401	1.045		
				Total	426.740	403			

Table 8

Why do students procrastinate? – themes related to alternatives: post hoc tests

Theme	Test	(I) Cohort		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Cost:	Games- Howell	Students	Teachers	-0.080	0.159	0.871	-0.46	0.30
			Psychologists	.770*	0.197	0.001	0.29	1.25
		Teachers	Psychologists	.849*	0.245	0.002	0.26	1.43
Value (intrinsic)	Hochberg	Students	Teachers	-0.017	0.140	0.999	-0.35	0.32
			Psychologists	.550*	0.153	0.001	0.18	0.92
		Teachers	Psychologists	.568*	0.195	0.011	0.10	1.04
Distractions	Games- Howell	Students	Teachers	.284*	0.109	0.031	0.02	0.55
			Psychologists	.806*	0.134	0.000	0.48	1.13
		Teachers	Psychologists	.522*	0.166	0.007	0.12	0.92
Expectancy	Hochberg	Students	Teachers	0.254	0.141	0.204	-0.09	0.59
			Psychologists	0.337	0.158	0.098	-0.04	0.72
		Teachers	Psychologists	0.083	0.200	0.966	-0.40	0.56
Value (utility)	Hochberg	Students	Teachers	.554*	0.163	0.002	0.16	0.94
			Psychologists	.868*	0.179	0.000	0.44	1.30
		Teachers	Psychologists	0.314	0.228	0.427	-0.23	0.86
Value (attainment)	Hochberg	Students	Teachers	0.076	0.166	0.956	-0.32	0.47
			Psychologists	.458*	0.171	0.023	0.05	0.87
		Teachers	Psychologists	0.383	0.225	0.244	-0.16	0.92

Table 9

Why students procrastinate – supplementary items

Homogeneity of Variance				Analysis of Variance						Unequal Variance			
Item	Levene Statistic	Sig.	Equal Variances Assumed?		Sum of Squares	df	Mean Square	F	Sig.	Brown-Forsythe F Ratio	df1	df2	Sig.
Emotion(denial): They don't want to think about the task at all	5.535	0.004	No	Between Groups	20.645	2	10.322	10.896	0.000	8.408	2	97.004	0.000
				Within Groups	399.793	422	0.947						
				Total	420.438	424							
Balance: It is too difficult to find a balance	2.511	0.082	Yes	Between Groups	7.879	2	3.940	4.560	0.011				
				Within Groups	358.513	415	0.864						
				Total	366.392	417							
Emotion (short-term): they want to feel better in the short-term	0.609	0.544	Yes	Between Groups	11.165	2	5.582	3.866	0.022				
				Within Groups	584.826	405	1.444						
				Total	595.990	407							
Teacher: has set distant deadlines	0.573	0.565	Yes	Between Groups	13.736	2	6.868	5.486	0.004				
				Within Groups	527.054	421	1.252						
				Total	540.790	423							
Emotion (denial): they are in denial about how hard the task is	0.007	0.993	Yes	Between Groups	13.906	2	6.953	6.127	0.002				
				Within Groups	455.052	401	1.135						
				Total	468.958	403							
Autonomy: it is their own time	3.150	0.044	No	Between Groups	14.723	2	7.362	5.077	0.007	4.690	2	105.562	0.011
				Within Groups	601.738	415	1.450						

Teacher: has not built up their confidence	6.188	0.002	No	Total	616.462	417							
				Between Groups	19.005	2	9.503	6.535	0.002	8.769	2	108.539	0.000
				Within Groups	591.797	407	1.454						
				Total	610.802	409							

Table 10

Why do students procrastinate? – supplementary items: post hoc tests

Dependent Variable	Test	(I) Cohort		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Emotion(denial): They don't want to think about the task at all	Games- Howell	Students	Teachers	.442*	0.165	0.026	0.04	0.84
			Psychologists	.645*	0.191	0.004	0.18	1.11
		Teachers	Psychologists	0.422	0.218	0.135	-0.10	0.94
Balance: It is too difficult to find a balance	Hochberg	Students	Teachers	0.053	0.142	0.975	-0.29	0.39
			Psychologists	.475*	0.157	0.008	0.10	0.85
		Teachers	Psychologists	0.422	0.199	0.101	-0.06	0.90
Emotion (short- term): they want to feel better in the short-term	Hochberg	Students	Teachers	.530*	0.191	0.017	0.07	0.99
			Psychologists	0.113	0.204	0.926	-0.38	0.60
		Teachers	Psychologists	-0.417	0.263	0.303	-1.05	0.21
Teacher: has set distant deadlines	Hochberg	Students	Teachers	.519*	0.171	0.008	0.11	0.93
			Psychologists	0.320	0.191	0.260	-0.14	0.78
		Teachers	Psychologists	-0.199	0.242	0.796	-0.78	0.38
Emotion (denial): they are in denial about how hard the task is	Hochberg	Students	Teachers	0.271	0.166	0.280	-0.13	0.67
			Psychologists	.597*	0.183	0.004	0.16	1.04
		Teachers	Psychologists	0.326	0.232	0.410	-0.23	0.88
Autonomy: it is their own time	Games- Howell	Students	Teachers	.556*	0.206	0.024	0.06	1.05

			Psychologists	0.278	0.192	0.327	-0.19	0.74
		Teachers	Psychologists	-0.279	0.266	0.551	-0.91	0.36
Teacher: has not built up their confidence	Games-Howell	Students	Teachers	.662*	0.187	0.002	0.21	1.11
			Psychologists	0.223	0.144	0.274	-0.12	0.57
		Teachers	Psychologists	-0.439	0.215	0.108	-0.95	0.07

Table 11.

How to tackle procrastination – items related to task

Homogeneity of Variance				Analysis of Variance						Unequal Variance			
Item	Levene Statistic	Sig.	Equal Variances Assumed?		Sum of Squares	df	Mean Square	F	Sig.	Brown-Forsythe F Ratio	df1	df2	Sig.
Expectancy: Break the task into smaller chunks	2.090	0.125	Yes	Between Groups	15.368	2	7.684	8.548	0.000				
				Within Groups	372.162	414	0.899						
				Total	387.530	416							
Value (attainment): Do a task that matches who you are	6.421	0.002	No	Between Groups	20.714	2	10.357	8.375	0.000	7.320	2	93.006	0.001
				Within Groups	493.396	399	1.237						
				Total	514.109	401							
Expectancy: Develop better exam technique	1.874	0.155	Yes	Between Groups	17.914	2	8.957	6.947	0.001				
				Within Groups	526.090	408	1.289						
				Total	544.005	410							
Value (utility): Reflect you might care more about this task in the future	0.184	0.832	Yes	Between Groups	27.078	2	13.539	10.925	0.000				
				Within Groups	492.000	397	1.239						
				Total	519.078	399							

Cost: Imagine how bad giving up would feel	0.326	0.722	Yes	Between Groups	19.107	2	9.553	6.444	0.002
				Within Groups	609.328	411	1.483		
				Total	628.435	413			
Value (utility): Think - doing harder tasks does more for them	1.508	0.223	Yes	Between Groups	11.419	2	5.710	4.003	0.019
				Within Groups	557.680	391	1.426		
				Total	569.099	393			

Table 12.

How to tackle procrastination – items related to task: post hoc tests

Dependent Variable	Test	(I) Cohort		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Expectancy: Break the task into chunks	Hochberg	Students	Teachers	-.578*	0.146	0.000	-0.93	-0.23
			Psychologists	-0.273	0.164	0.263	-0.67	0.12
			Teachers	Psychologists	-0.279	0.257	0.623	-0.89
Value (attainment): Do a task that matches who you are	Games-Howell	Students	Teachers	.541*	0.213	0.036	0.03	1.05
			Psychologists	.585*	0.174	0.004	0.16	1.01
			Teachers	Psychologists	0.044	0.261	0.984	-0.58
Expectancy: Develop better exam technique	Hochberg	Students	Teachers	0.259	0.175	0.365	-0.16	0.68
			Psychologists	.720*	0.202	0.001	0.24	1.20
			Teachers	Psychologists	0.461	0.252	0.192	-0.14
Value (utility): Reflect - you might care more about this in the future	Hochberg	Students	Teachers	-0.136	0.172	0.814	-0.55	0.28
			Psychologists	.902*	0.201	0.000	0.42	1.38
			Teachers	Psychologists	1.038*	0.250	0.000	0.44
Cost: Imagine how bad giving up would feel	Hochberg	Students	Teachers	-0.055	0.188	0.988	-0.51	0.40
			Psychologists	.735*	0.209	0.001	0.23	1.23
			Teachers	Psychologists	.789*	0.264	0.009	0.16
Value (utility): Think - doing harder tasks does more for you	Hochberg	Students	Teachers	-0.430	0.189	0.068	-0.88	0.02

	Psychologists	0.299	0.213	0.408	-0.21	0.81
Teachers	Psychologists	.729*	0.268	0.020	0.09	1.37

Table 13.

How to tackle procrastination – themes related to task

Homogeneity of Variance				Analysis of Variance						Unequal Variance			
Theme	Levene Statistic	Sig.	Equal Variances Assumed?		Sum of Squares	df	Mean Square	F	Sig.	Brown-Forsythe F Ratio	df1	df2	Sig.
Increase attainment value	6.421	0.002	No	Between Groups	20.714	2	10.357	8.375	0.000	7.320	2	93.006	0.001
				Within Groups	493.396	399	1.237						
				Total	514.109	401							
Increase utility value	1.262	0.284	Yes	Between Groups	7.611	2	3.805	5.270	0.005				
				Within Groups	303.273	420	0.722						
				Total	310.884	422							
Cost (of giving up)	0.326	0.722	Yes	Between Groups	19.107	2	9.553	6.444	0.002				
				Within Groups	609.328	411	1.483						
				Total	628.435	413							

Table 14.

How to tackle procrastination – themes related to task: post hoc tests

Dependent Variable	Test	(I) Cohort	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
Increase attainment value	Games-Howell	Students	Teachers	.541*	0.213	0.036	0.03	1.05
			Psychologists	.585*	0.174	0.004	0.16	1.01
		Teachers	Psychologists	0.044	0.261	0.984	-0.58	0.67
Increase utility value	Hochberg	Students	Teachers	-0.247	0.130	0.162	-0.56	0.06
			Psychologists	.353*	0.147	0.050	0.00	0.71
		Teachers	Psychologists	.601*	0.185	0.004	0.16	1.04
Cost (of giving up)	Hochberg	Students	Teachers	-0.055	0.188	0.988	-0.51	0.40
			Psychologists	.735*	0.209	0.001	0.23	1.23
		Teachers	Psychologists	.789*	0.264	0.009	0.16	1.42

Table 15.

How to tackle procrastination – supplementary and additional items

Homogeneity of Variance				Analysis of Variance						Unequal Variance			
Item	Levene Statistic	Sig.	Equal Variances Assumed?		Sum of Squares	df	Mean Square	F	Sig.	Brown-Forsythe F Ratio	df1	df2	Sig.
Get into a good routine	0.664	0.515	Yes	Between Groups	7.341	2	3.670	4.626	0.010				
				Within Groups	334.055	421	0.793						
				Total	341.396	423							
Remove yourself from a distracting environment	1.306	0.272	Yes	Between Groups	13.019	2	6.509	8.465	0.000				
				Within Groups	320.639	417	0.769						

				Total	333.657	419							
Turn off/silence phone	2.262	0.105	Yes	Between Groups	19.985	2	9.993	8.758	0.000				
				Within Groups	476.936	418	1.141						
				Total	496.922	420							
Make plans before distant deadline	3.362	0.036	No	Between Groups	15.796	2	7.898	7.807	0.000	8.774	2	97.424	0.000
				Within Groups	406.712	402	1.012						
				Total	422.509	404							
Take planned breaks	8.364	0.000	No	Between Groups	15.393	2	7.696	6.258	0.002	9.414	2	111.955	0.000
				Within Groups	516.565	420	1.230						
				Total	531.957	422							
Organise your time using a timetable	3.766	0.024	No	Between Groups	10.671	2	5.336	3.735	0.025	4.783	2	112.382	0.010
				Within Groups	598.487	419	1.428						
				Total	609.159	421							

Table 16.

How to tackle procrastination – items related to alternatives: post hoc tests

Dependent Variable	Test	(I) Cohort		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Get into a good routine	Hochberg	Students	Teachers	-.408*	0.136	0.009	-0.73	-0.08
			Psychologists	-0.129	0.154	0.788	-0.50	0.24
			Teachers	Psychologists	0.280	0.194	0.386	-0.19
Remove yourself from a distracting environment	Hochberg	Students	Teachers	-.333*	0.134	0.040	-0.65	-0.01
			Psychologists	.447*	0.150	0.009	0.09	0.81
			Teachers	Psychologists	.780*	0.190	0.000	0.33
Turn off/silence phone	Hochberg	Students	Teachers	-.684*	0.163	0.000	-1.08	-0.29
			Psychologists	-0.095	0.183	0.938	-0.53	0.34
			Teachers	Psychologists	.589*	0.231	0.033	0.04
Make plans before distant deadline	Games-Howell	Students	Teachers	-.609*	0.133	0.000	-0.93	-0.29
			Psychologists	-0.179	0.177	0.574	-0.61	0.25
			Teachers	Psychologists	0.430	0.206	0.100	-0.06
Take planned breaks	Games-Howell	Students	Teachers	-.575*	0.130	0.000	-0.89	-0.26
			Psychologists	-0.263	0.164	0.256	-0.66	0.13
			Teachers	Psychologists	0.313	0.190	0.232	-0.14
Organise your time using a timetable	Games-Howell	Students	Teachers	-.446*	0.172	0.031	-0.86	-0.03
			Psychologists	-0.314	0.171	0.169	-0.73	0.10
			Teachers	Psychologists	0.133	0.223	0.824	-0.40

Table 17.

How to tackle procrastination – supplementary and additional items

Homogeneity of Variance				Analysis of Variance					
Item	Levene's Statistic	Sig.	Equal Variances Assumed?		Sum of Squares	df	Mean Square	F	Sig.
Reduce distractions	1.306	0.272	Yes	Between Groups	13.583	2	6.792	10.040	0.000
				Within Groups	287.493	425	0.676		
				Total	301.077	427			
Make plans	2.262	0.105	Yes	Between Groups	9.967	2	4.983	8.463	0.000
				Within Groups	250.246	425	0.589		
				Total	260.213	427			

Table 18.

How to tackle procrastination – themes related to alternatives: post hoc tests

Dependent Variable	Test	(I) Cohort		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Reduce distractions	Hochberg	Students	Teachers	-.525*	0.126	0.000	-0.83	-0.22
			Psychologists	0.159	0.141	0.592	-0.18	0.50
		Teachers	Psychologists	.684*	0.178	0.000	0.26	1.11
Make plans	Hochberg	Students	Teachers	-.469*	0.117	0.000	-0.75	-0.19
			Psychologists	-0.183	0.131	0.416	-0.50	0.13
		Teachers	Psychologists	0.287	0.166	0.233	-0.11	0.68

Table 19.

How to tackle procrastination – potential issues

Homogeneity of Variance				Analysis of Variance						Unequal Variance			
Item	Levene Statistic	Sig.	Equal Variances Assumed?		Sum of Squares	df	Mean Square	F	Sig.	Brown-Forsythe F Ratio	df1	df2	Sig.
How do you motivate yourself to motivate yourself	2.948	0.054	Yes	Between Groups	12.825	2	6.413	5.740	0.004				
				Within Groups	422.309	378	1.117						
				Total	435.134	380							
It is hard to ask for help	2.586	0.077	Yes	Between Groups	14.414	2	7.207	5.539	0.004				
				Within Groups	530.846	408	1.301						
				Total	545.260	410							
Your phone is actually necessary	6.162	0.002	No	Between Groups	32.628	2	16.314	9.686	0.000	8.397	2	94.545	0.000
				Within Groups	683.842	406	1.684						
				Total	716.469	408							
Teachers cannot be relied upon to help	3.717	0.025	No	Between Groups	92.396	2	46.198	26.589	0.000	33.163	2	108.203	0.000
				Within Groups	703.682	405	1.737						
				Total	796.078	407							
Friends cannot be relied upon to help	12.048	0.000	No	Between Groups	31.712	2	15.856	9.704	0.000	16.091	2	115.494	0.000
				Within Groups	655.199	401	1.634						
				Total	686.911	403							

Table 20.

How to tackle procrastination – potential issues: post hoc tests

Dependent Variable	Test	(I) Cohort		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
How do you motivate yourself to motivate yourself	Hochberg	Students	Teachers	.442*	0.169	0.027	0.04	0.85
			Psychologists	.471*	0.194	0.046	0.01	0.94
		Teachers	Psychologists	0.028	0.242	0.999	-0.55	0.61
It is hard to ask for help	Hochberg	Students	Teachers	.537*	0.178	0.008	0.11	0.96
			Psychologists	0.346	0.200	0.233	-0.13	0.83
		Teachers	Psychologists	-0.191	0.253	0.833	-0.80	0.41
Your phone is actually necessary	Games-Howell	Students	Teachers	.801*	0.243	0.005	0.22	1.38
			Psychologists	.517*	0.211	0.048	0.00	1.03
		Teachers	Psychologists	-0.285	0.306	0.623	-1.02	0.45
Teachers cannot be relied upon to help	Games-Howell	Students	Teachers	1.391*	0.201	0.000	0.91	1.87
			Psychologists	.742*	0.185	0.001	0.30	1.19
		Teachers	Psychologists	-.649*	0.252	0.031	-1.25	-0.05
Friends cannot be relied upon to help	Games-Howell	Students	Teachers	.821*	0.178	0.000	0.39	1.25
			Psychologists	.457*	0.146	0.007	0.11	0.81
		Teachers	Psychologists	-0.365	0.204	0.182	-0.85	0.12

Table 21

Why do students procrastinate? – items related to task: normality tests

Dependent Variable	Test	Cohort		
		Students	Teachers	Psychologists
Cost: The task gets in the way of preferred alternatives	Skewness	-0.134	0.220	-0.565
	Kurtosis	0.044	-0.355	0.358
Value (intrinsic): The task is boring	Skewness	-0.746	0.184	.254
	Kurtosis	-0.380	0.390	-.566
Cost: The task will take too much time or effort	Skewness	-0.446	-0.155	-.084
	Kurtosis	-0.554	0.770	-.652
Expectancy: They have too much on their plate	Skewness	-0.676	0.686	-.286
	Kurtosis	-0.330	0.660	-.942
Feedback: they received negative feedback beforehand	Skewness	-0.488	-0.152	-.902
	Kurtosis	-0.554	0.770	-.652
Expectancy: To date they haven't put in enough effort	Skewness	-0.646	-0.184	-.584
	Kurtosis	-0.344	0.240	-.422
Emotion: the task makes them feel bad about themselves	Skewness	-0.444	0.442	-.266
	Kurtosis	-0.330	0.745	-.942

Table 22

Why do students procrastinate? – themes related to task: normality tests

Dependent Variable	Test	Cohort		
		Students	Teachers	Psychologists
Value (intrinsic)	Skewness	-0.342	0.669	-0.868
	Kurtosis	0.552	0.642	-0.662
Cost	Skewness	-0.886	-0.392	-.664

	Kurtosis	-0.344	0.930	-.442
Feedback	Skewness	-0.646	-0.182	-.686
	Kurtosis	-0.224	0.140	-.922
Negative emotion	Skewness	-0.676	0.084	-.284
	Kurtosis	-0.330	0.553	-.304

Table 23

Why do students procrastinate? – items related to alternatives: normality tests

Dependent Variable	Test	Cohort		
		Students	Teachers	Psychologists
Distraction: Get distracted before they begin	Skewness	0.903	0.242	0.776
	Kurtosis	-0.723	-0.785	-0.227
Distraction: They get distracted during the task	Skewness	-0.676	0.300	-.333
	Kurtosis	-0.330	0.556	-.933
Cost: There are other things to do which take no effort	Skewness	-0.886	0.403	-.334
	Kurtosis	-0.330	0.140	-.202
Value (intrinsic): There are more fun things to do	Skewness	-0.676	0.223	-.333
	Kurtosis	-0.330	0.556	-.933
Distraction: The environment is distracting	Skewness	-0.446	-0.152	-.084
	Kurtosis	-0.554	0.770	-.652
Distraction: Distracting life event	Skewness	-0.668	0.782	-.200
	Kurtosis	-0.880	0.140	-.942
Distraction: Type of person that is easily	Skewness	-0.866	-0.876	-.522
	Kurtosis	-0.684	0.140	-.926
Value (utility): alternatives help achieve goals	Skewness	-0.686	-0.976	-.664
	Kurtosis	-0.884	0.140	-.742

Value (attainment): alternatives reflect the type of person they are	Skewness	-0.876	0.122	-.284
	Kurtosis	-0.388	0.140	-.942

Table 24

Why do students procrastinate? – themes related to alternatives: normality tests

Dependent Variable	Test	Cohort		
		Students	Teachers	Psychologists
Cost:	Skewness	-0.441	-0.867	0.232
	Kurtosis	0.703	-0.200	-0.655
Value (intrinsic)	Skewness	-0.676	0.322	-.284
	Kurtosis	-0.390	0.140	-.942
Distractions	Skewness	-0.622	0.652	-.283
	Kurtosis	-0.630	0.109	-.900
Expectancy	Skewness	-0.446	0.661	.554
	Kurtosis	-0.380	0.203	-.542
Value (utility)	Skewness	-0.646	-0.116	-.583
	Kurtosis	-0.344	0.803	-.922
Value (attainment)	Skewness	-0.276	0.112	-.284
	Kurtosis	-0.330	0.652	-.942

Table 25

Why do students procrastinate? – supplementary items: normality tests

Dependent Variable	Test	Cohort		
		Students	Teachers	Psychologists
Emotion(denial): They don't want to think about the task at all	Skewness	-0.604	0.336	0.842
	Kurtosis	0.908	0.242	0.444
Balance: It is too difficult to find a balance	Skewness	-0.676	0.442	.774
	Kurtosis	-0.330	0.140	-.542
Emotion (short-term): they want to feel better in the short-term	Skewness	-0.101	0.782	-0.646

	Kurtosis	-0.202	0.775	-0.344
Teacher: has set distant deadlines	Skewness	.544	0.542	-0.676
	Kurtosis	-.452	0.840	-0.330
Emotion (denial): they are in denial about how hard the task is	Skewness	.554	.544	.222
	Kurtosis	-.542	-.452	-.512
Autonomy: it is their own time	Skewness	-0.646	.554	-.584
	Kurtosis	-0.344	-.334	-.922
Teacher: has not built up their confidence	Skewness	-0.676	0.309	-.284
	Kurtosis	-0.330	0.187	-.942

Table 26

Why do students procrastinate? – supplementary items: normality tests

Dependent Variable	Test	Cohort		
		Students	Teachers	Psychologists
Expectancy: Break the task into chunks	Skewness	0.422	0.662	0.888
	Kurtosis	-0.833	0.243	0.444
Value (attainment): Do a task that matches who you are	Skewness	-0.486	-0.765	.544
	Kurtosis	-0.880	0.140	-.452
Expectancy: Develop better exam technique	Skewness	-.204	0.908	.554
	Kurtosis	-.042	0.140	-.332
Value (utility): Reflect - you might care more about this in the future	Skewness	-.288	-0.809	-.584
	Kurtosis	-.382	0.111	-.922
Cost: Imagine how bad giving up would feel	Skewness	-.884	-0.177	-.289
	Kurtosis	-.862	0.174	-.942
Value (utility): Think - doing harder tasks does more for you	Skewness	-0.659	0.882	-.994
	Kurtosis	-0.395	0.940	-.882
Teacher: has not built up their confidence	Skewness	0.676	0.133	-0.809
	Kurtosis	-0.330	0.155	0.180

				-0.177
				0.140

Table 27

How to tackle procrastination – themes related to task: normality tests

Dependent Variable	Test	Cohort		
		Students	Teachers	Psychologists
Increase attainment value	Skewness	0.227	0.623	0.085
	Kurtosis	0.436	-0.262	0.350
Increase utility value	Skewness	-0.626	0.512	-.204
	Kurtosis	-0.377	0.551	-.987
Cost (of giving up)	Skewness	-0.627	0.151	-.874
	Kurtosis	-0.730	0.510	-.978

Table 28

How to tackle procrastination – items related to alternatives: normality tests

Dependent Variable	Test	Cohort		
		Students	Teachers	Psychologists
Get into a good routine	Skewness			
	Kurtosis			
Remove yourself from a distracting environment	Skewness	-0.676	0.142	-.204
	Kurtosis	-0.360	0.410	-.042
Turn off/silence phone	Skewness	-0.673	-.664	-.288
	Kurtosis	-0.101	-.642	-.382
Make plans before distant deadline	Skewness	-0.616	0.144	-.884
	Kurtosis	-0.330	0.100	-.862
Take planned breaks	Skewness	-0.116	0.482	-.384
	Kurtosis	-0.131	0.640	-.362

Organise your time using a timetable	Skewness	-0.616	0.651	-.346
	Kurtosis	-0.311	0.460	-.747

Table 29

How to tackle procrastination – supplementary and additional items

Dependent Variable	Test	Cohort		
		Students	Teachers	Psychologists
Reduce distractions	Skewness	-0.698	-0.886	0.633
	Kurtosis	-0.276	-0.686	0.376
Make plans	Skewness	-0.222	0.182	-.234
	Kurtosis	-0.332	0.806	-.943

Table 30

How to tackle procrastination – potential issues: normality tests

Dependent Variable	Test	Cohort		
		Students	Teachers	Psychologists
How do you motivate yourself to motivate yourself	Skewness	0.198	0.155	0.582
	Kurtosis	0.682	0.582	-0.155
It is hard to ask for help	Skewness	-.664	0.144	-.664
	Kurtosis	-.642	0.100	-.642
Your phone is actually necessary	Skewness	-.264	0.482	0.144
	Kurtosis	-.966	0.640	0.100
Teachers cannot be relied upon to help	Skewness	-.784	0.642	0.482
	Kurtosis	-.742	0.460	0.777
Friends cannot be relied upon to help	Skewness	-0.846	0.108	0.642
	Kurtosis	-0.863	0.364	0.401

Appendix N: ANOVA tables corresponding to chapter 5.2

Table 5.10A ANOVA: Why students procrastinate – all items related to task

		Sum of Squares	df	Mean Square	F	Sig.
TExp1thetas kishardtodo	Between Groups	0.645	2	0.323	0.255	0.775
	Within Groups	543.410	430	1.264		
	Total	544.055	432			
TExp2thetas kishardtound erstand	Between Groups	3.988	2	1.994	1.716	0.181
	Within Groups	497.501	428	1.162		
	Total	501.490	430			
TExp3theydo ntknowhowto start	Between Groups	1.881	2	0.941	1.116	0.329
	Within Groups	363.372	431	0.843		
	Total	365.253	433			
TExp4theydo ntexpecttodo well	Between Groups	3.396	2	1.698	1.065	0.346
	Within Groups	665.201	417	1.595		
	Total	668.598	419			
TExp5theyha vetoomuchon theirplate	Between Groups	34.431	2	17.216	13.006	0.000
	Within Groups	562.559	425	1.324		
	Total	596.991	427			
TExp6todatet heyhaventput inenougheffo rt	Between Groups	41.701	2	20.851	14.709	0.000
	Within Groups	586.864	414	1.418		
	Total	628.566	416			

TVAtt1theyd ontfeeltheyar ethetypeofper sonwhodoesw ellinthissubje ct	Between Groups	0.655	2	0.327	0.214	0.807
	Within Groups	648.521	424	1.530		
	Total	649.176	426			
TVIntrinsic1t heyfindthetas kboring	Between Groups	30.359	2	15.179	13.404	0.000
	Within Groups	481.277	425	1.132		
	Total	511.636	427			
TVUtility1Rt hetaskrelatest otheirgoals	Between Groups	7.403	2	3.701	2.550	0.079
	Within Groups	576.347	397	1.452		
	Total	583.750	399			
TCost1thetas kwilltaketo muchtimeore ffort	Between Groups	16.863	2	8.432	9.166	0.000
	Within Groups	387.278	421	0.920		
	Total	404.142	423			
TCost2thetas kgetsinthewa yofthingsthey wouldratherd o	Between Groups	21.586	2	10.793	13.195	0.000
	Within Groups	350.893	429	0.818		
	Total	372.479	431			
TEmotion1th etaskmakesth emfeelbadabo utthemselves	Between Groups	15.852	2	7.926	4.467	0.012
	Within Groups	722.199	407	1.774		
	Total	738.051	409			
TComplaincy 1Exptheyarev eryconfident theycandothet ask	Between Groups	5.619	2	2.810	1.561	0.211

	Within Groups	763.051	424	1.800		
	Total	768.670	426			
TComplacency 2 VItheythink theywillenjoy thetask	Between Groups	1.730	2	0.865	0.960	0.384
	Within Groups	377.542	419	0.901		
	Total	379.273	421			
TaskFeedback 1 theyhavereceivednofeedbackbeforehand	Between Groups	8.553	2	4.277	2.760	0.064
	Within Groups	619.705	400	1.549		
	Total	628.258	402			
TaskFeedback 2 theyhavereceivednegativefeedbackbeforehand	Between Groups	17.903	2	8.952	6.648	0.001
	Within Groups	564.211	419	1.347		
	Total	582.114	421			

Table 5.13A ANOVA: Why students procrastinate – all themes related to task

		Sum of Squares	df	Mean Square	F	Sig.
Value (intrinsic)	Between Groups	30.359	2	15.179	13.404	0.000
	Within Groups	481.277	425	1.132		
	Total	511.636	427			
Cost	Between Groups	16.913	2	8.456	9.213	0.000
	Within Groups	387.323	422	0.918		
	Total	404.235	424			

Feedback	Between Groups	14.306	2	7.153	7.017	0.001
	Within Groups	439.362	431	1.019		
	Total	453.668	433			
Negative Emotion	Between Groups	15.852	2	7.926	4.467	0.012
	Within Groups	722.199	407	1.774		
	Total	738.051	409			

Table 5.15A ANOVA: Why students procrastinate – all items related to alternatives

		Sum of Squares	df	Mean Square	F	Sig.
Value (attainment): alternatives reflect the type of person they are	Between Groups	7.498	2	3.749	3.586	0.029
	Within Groups	419.242	401	1.045		
	Total	426.740	403			
Value (intrinsic): There are more fun things to do	Between Groups	11.095	2	5.547	6.622	0.001
	Within Groups	359.384	429	0.838		
	Total	370.479	431			
Value (utility): alternatives help achieve goals	Between Groups	34.724	2	17.362	15.894	0.000
	Within Groups	454.436	416	1.092		
	Total	489.160	418			
Cost: There are other things to do which take no effort	Between Groups	22.315	2	11.157	12.962	0.000
	Within Groups	365.823	425	0.861		
	Total	388.138	427			

Distraction: Get distracted before they begin	Between Groups	27.326	2	13.663	24.011	0.000
	Within Groups	242.408	426	0.569		
	Total	269.734	428			
Distraction: They get distracted during the task	Between Groups	16.486	2	8.243	11.650	0.000
	Within Groups	300.001	424	0.708		
	Total	316.487	426			
Distraction: The environment is distracting	Between Groups	17.688	2	8.844	9.820	0.000
	Within Groups	380.076	422	0.901		
	Total	397.765	424			
Distraction: Type of person that is easily	Between Groups	87.142	2	43.571	43.448	0.000
	Within Groups	421.189	420	1.003		
	Total	508.331	422			
Distraction: Distracting life event	Between Groups	15.423	2	7.711	6.803	0.001
	Within Groups	462.504	408	1.134		
	Total	477.927	410			
Distraction: The environment is distracting	Between Groups	17.688	2	8.844	9.820	0.000
	Within Groups	380.076	422	0.901		
	Total	397.765	424			

Table 5.17A ANOVA: Why students procrastinate – all themes related to alternatives

		Sum of Squares	df	Mean Square	F	Sig.
Distractions	Between Groups	25.024	2	12.512	29.534	0.000
	Within Groups	183.012	432	0.424		
	Total	208.036	434			
Expectancy	Between Groups	5.985	2	2.992	3.495	0.031
	Within Groups	365.634	427	0.856		
	Total	371.619	429			
Value (Attainment)	Between Groups	7.498	2	3.749	3.586	0.029
	Within Groups	419.242	401	1.045		
	Total	426.740	403			
Value (Intrinsic)	Between Groups	11.095	2	5.547	6.622	0.001
	Within Groups	359.384	429	0.838		
	Total	370.479	431			
Value (Utility)	Between Groups	34.724	2	17.362	15.894	0.000
	Within Groups	454.436	416	1.092		
	Total	489.160	418			
Cost	Between Groups	22.315	2	11.157	12.962	0.000
	Within Groups	365.823	425	0.861		

	Total	388.138	427			
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Table 5.19A ANOVA: Why students procrastinate – all supplementary items

		Sum of Squares	df	Mean Square	F	Sig.
Balance: It is too difficult to find a balance	Between Groups	7.879	2	3.940	4.560	0.011
	Within Groups	358.513	415	0.864		
	Total	366.392	417			
Autonomy: it is their own time	Between Groups	14.723	2	7.362	5.077	0.007
	Within Groups	601.738	415	1.450		
	Total	616.462	417			
Emotion (denial): they are in denial about how hard the task is	Between Groups	13.906	2	6.953	6.127	0.002
	Within Groups	455.052	401	1.135		
	Total	468.958	403			
Teacher: has not built up their confidence	Between Groups	19.005	2	9.503	6.535	0.002
	Within Groups	591.797	407	1.454		
	Total	610.802	409			
Teacher: has set distant deadlines	Between Groups	13.736	2	6.868	5.486	0.004
	Within Groups	527.054	421	1.252		
	Total	540.790	423			

Emotion(denial): They don't want to think about the task at all	Between Groups	20.645	2	10.322	10.896	0.000
	Within Groups	399.793	422	0.947		
	Total	420.438	424			
Emotion (short- term): they want to feel better in the short-term	Between Groups	11.165	2	5.582	3.866	0.022
	Within Groups	584.826	405	1.444		
	Total	595.990	407			
Strategic procrastinators	Between Groups	1.739	2	.870	.510	.601
	Within Groups	701.478	411	1.707		
	Total	703.217	413			
Emotion (Relief) Doing other chores makes them feel better	Between Groups	2.109	2	1.054	.683	.505
	Within Groups	627.942	407	1.543		
	Total	630.051	409			
The teacher has made the subject interesting (R)	Between Groups	.272	2	.136	.115	.891
	Within Groups	494.678	419	1.181		
	Total	494.950	421			
Puzzle: procrastination despite long- term goals	Between Groups	.127	2	.064	.045	.956
	Within Groups	596.518	419	1.424		
	Total	596.645	421			
The deadline is far away	Between Groups	3.551	2	1.776	2.741	.066
	Within Groups	275.337	425	.648		
	Total	278.888	427			

Table 5.21A ANOVA: How to tackle procrastination – all items related to task

		Sum of Squares	df	Mean Square	F	Sig.
Expectancy: get help from a trusted source teacher	Between Groups	3.177	2	1.588	1.599	0.203

	Within Groups	413.243	416	0.993		
	Total	416.420	418			
Expectancy: develop a more effective study technique	Between Groups	2.062	2	1.031	1.103	0.333
	Within Groups	386.921	414	0.935		
	Total	388.983	416			
Expectancy: develop better exam technique	Between Groups	17.914	2	8.957	6.947	0.001
	Within Groups	526.090	408	1.289		
	Total	544.005	410			
Expectancy: find a reliable way to start the task	Between Groups	2.185	2	1.092	1.559	0.212
	Within Groups	291.543	416	0.701		
	Total	293.728	418			
Expectancy: break the task into smaller targets chunks	Between Groups	15.368	2	7.684	8.548	0.000
	Within Groups	372.162	414	0.899		
	Total	387.530	416			
Expectancy: achieve some wins	Between Groups	2.291	2	1.146	1.297	0.274
	Within Groups	367.489	416	0.883		
	Total	369.780	418			
Value (Attainment): do a task/ subject that matches who they are as a person	Between Groups	20.714	2	10.357	8.375	0.000
	Within Groups	493.396	399	1.237		
	Total	514.109	401			
Value (Attainment): remember that they made a commitment	Between Groups	7.902	2	3.951	2.585	0.077
	Within Groups	615.972	403	1.528		
	Total	623.874	405			

Value (Attainment): decide that they are not the type of person to procrastinate	Between Groups	7.459	2	3.730	1.686	0.187
	Within Groups	874.021	395	2.213		
	Total	881.480	397			
Value (Intrinsic): make the task more interesting or fun	Between Groups	4.783	2	2.392	3.006	0.051
	Within Groups	328.561	413	0.796		
	Total	333.344	415			
Value (Intrinsic): give themselves rewards while they worked	Between Groups	6.327	2	3.163	2.799	0.062
	Within Groups	467.836	414	1.130		
	Total	474.163	416			
Value (Attainment): might care more about this task/ subject in the future	Between Groups	27.078	2	13.539	10.925	0.000
	Within Groups	492.000	397	1.239		
	Total	519.078	399			
Value (Utility): think that doing harder tasks would do more for them	Between Groups	11.419	2	5.710	4.003	0.019
	Within Groups	557.680	391	1.426		
	Total	569.099	393			
Value (Utility): visualise how good it would feel to complete the task	Between Groups	4.258	2	2.129	1.497	0.225
	Within Groups	582.987	410	1.422		
	Total	587.245	412			
Value (Utility): reflect on their dream goals	Between Groups	7.158	2	3.579	2.430	0.089
	Within Groups	600.949	408	1.473		

	Total	608.107	410			
Feedback: get constructive feedback	Between Groups	3.826	2	1.913	1.586	0.206
	Within Groups	490.762	407	1.206		
	Total	494.588	409			
Cost: imagine how bad giving up would feel	Between Groups	19.107	2	9.553	6.444	0.002
	Within Groups	609.328	411	1.483		
	Total	628.435	413			
Emotion: receive a morale boost from a trusted source	Between Groups	3.421	2	1.711	1.667	0.190
	Within Groups	422.810	412	1.026		
	Total	426.231	414			
Relatedness: supporting others by doing the task	Between Groups	5.996	2	2.998	2.869	0.058
	Within Groups	426.339	408	1.045		
	Total	432.336	410			
Emotion: felt less negative emotion before the task	Between Groups	4.207	2	2.104	2.245	0.107
	Within Groups	382.294	408	0.937		
	Total	386.501	410			
Emotion: felt less negative emotion during the task	Between Groups	1.360	2	0.680	0.710	0.492
	Within Groups	394.760	412	0.958		
	Total	396.120	414			
Emotion: felt less negative emotion after the task	Between Groups	3.732	2	1.866	1.283	0.278
	Within Groups	587.423	404	1.454		

	Total	591.155	406			
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Table 5.26A ANOVA: How to tackle procrastination – all supplementary and additional items

		Sum of Squares	df	Mean Square	F	Sig.
Value (Intrinsic): make alternative tasks less enjoyable	Between Groups	6.623	2	3.311	1.839	0.160
	Within Groups	702.370	390	1.801		
	Total	708.992	392			
Value (Utility): Reflect on how alternative tasks undermine their goals	Between Groups	6.036	2	3.018	1.976	0.140
	Within Groups	586.476	384	1.527		
	Total	592.512	386			
Distractions: Remove yourself from a distracting environment	Between Groups	13.019	2	6.509	8.465	0.000
	Within Groups	320.639	417	0.769		
	Total	333.657	419			
Distractions: Turn off/ silence phone	Between Groups	19.985	2	9.993	8.758	0.000
	Within Groups	476.936	418	1.141		
	Total	496.922	420			

Plan: Take planned breaks	Between Groups	15.393	2	7.696	6.258	0.002
	Within Groups	516.565	420	1.230		
	Total	531.957	422			
Plan: Make plans before the distant deadline	Between Groups	15.796	2	7.898	7.807	0.000
	Within Groups	406.712	402	1.012		
	Total	422.509	404			
Plan: Organise your time using a timetable	Between Groups	10.671	2	5.336	3.735	0.025
	Within Groups	598.487	419	1.428		
	Total	609.159	421			
Plan: Get into a good routine	Between Groups	7.341	2	3.670	4.626	0.010
	Within Groups	334.055	421	0.793		
	Total	341.396	423			
Support Others: support others by doing the task	Between Groups	4.094	2	2.047	1.473	0.231
	Within Groups	565.750	407	1.390		
	Total	569.844	409			

Table 5.31A ANOVA: How to tackle procrastination – all potential issues

		Sum of Squares	df	Mean Square	F	Sig.
Issues: it's hard to ask for help	Between Groups	14.414	2	7.207	5.539	0.004
	Within Groups	530.846	408	1.301		
	Total	545.260	410			
Issues: teachers can't be relied upon to help	Between Groups	92.396	2	46.198	26.589	0.000
	Within Groups	703.682	405	1.737		
	Total	796.078	407			
Issues: friends can't be relied upon to help	Between Groups	31.712	2	15.856	9.704	0.000
	Within Groups	655.199	401	1.634		
	Total	686.911	403			
Issues: how do you motivate yourself to motivate yourself	Between Groups	12.825	2	6.413	5.740	0.004
	Within Groups	422.309	378	1.117		
	Total	435.134	380			
Issues: your phone is actually necessary	Between Groups	32.628	2	16.314	9.686	0.000
	Within Groups					

	Within Groups	683.842	406	1.684		
	Total	716.469	408			
Issues: social engagements are too important	Between Groups	7.179	2	3.590	2.166	0.116
	Within Groups	674.482	407	1.657		
	Total	681.661	409			

Appendix O: All items and correlation coefficients for those items which correlate with procrastination score

Table 5.34A: All items and correlation coefficients for those items which correlate with procrastination score			
	Procrastination Score		
	Pearson Correlation	Sig. (2-tailed)	N
Expectancy: the task is hard to do	0.042	0.434	345
Expectancy: the task is hard to understand	-0.025	0.639	343
Expectancy: they don't know how to start	0.103	0.056	346
Expectancy: they don't expect to do well	-0.028	0.603	338
Expectancy: they have too much on their plate	-0.030	0.579	341
Expectancy: to date they haven't put in enough effort	0.052	0.342	331
Value (Attainment): they don't feel they are the type of person who does well in this subject	0.021	0.695	341
Value (Intrinsic): they find the task boring	-0.074	0.175	341
Value (Utility): R the task relates to their goals	-0.070	0.213	317
Cost: the task will take too much time or effort	0.064	0.242	337
Cost: the task gets in the way of things they would rather do	0.075	0.164	344
Emotion: the task makes them feel bad about themselves	0.038	0.491	328
Complacency: they are very confident they can do the task	0.041	0.448	339
Complacency: they think they will enjoy the task	0.006	0.909	334
Feedback: they have received no feedback beforehand	-0.041	0.468	317
Feedback: they have received negative feedback beforehand	-0.016	0.767	337
Expectancy: there are other things to do which they are better at	0.015	0.783	344
Value (Attainment): there are things to do reflecting the type of person they are	-0.074	0.186	322
Value (Intrinsic): there are other things to do which are more fun	.106*	0.049	344

Value (Utility): there are other things help them achieve their goals	-0.030	0.585	335
Cost: there are other things to do which take no effort	.117*	0.031	340
Distractions: they get distracted by something else before they begin	0.064	0.239	341
Distractions: they get distracted by something else during the task	.127*	0.019	340
Distractions: they are in a distracting environment	0.016	0.770	338
Distractions: they are the type of person who is easily distracted	0.054	0.324	338
Distractions: there has been distracting event in their life	0.073	0.184	329
Puzzle: despite long-term goals	0.046	0.404	334
Deadlines: the deadline is faraway	0.096	0.078	341
Balance: it is too difficult to find a balance	0.084	0.128	331
Autonomy: it is their own time	0.026	0.634	330
Strategy: it is a useful strategy	0.070	0.207	329
Emotion (Denial): they are in denial about how hard the task will be	.117*	0.037	320
Emotion (Relief): doing other chores makes them feel better	0.020	0.722	325
Teacher: the teacher has not built up their confidence	-0.050	0.369	324
Teacher(R): the teacher has made the subject interesting	-0.020	0.709	337
Teacher: the teacher has set distant deadlines	-0.005	0.924	338
Emotion (Denial): they don't want to think about the task at all	0.014	0.801	338
Emotion (short-term): they want to feel better in the short-term	0.080	0.150	325
Expectancy: get help from a trusted source, teacher	-.149**	0.007	333
Expectancy: develop a more effective study technique	-0.008	0.883	333
Expectancy: develop a better exam technique	0.004	0.941	328
Expectancy: find a	0.005	0.922	333

reliable way to start the task			
Expectancy: break the task into smaller targets/chunks	-0.030	0.586	332
Expectancy: achieve some wins	-0.010	0.849	333
Value (Attainment): do a task subject that matches who they are as a person	-0.035	0.531	319
Value (Attainment): remember that they made a commitment	-0.006	0.911	323
Value (Attainment): decide that they are not the type of person to procrastinate	-0.034	0.549	317
Value (Intrinsic): make the task more interesting or fun	0.000	1.000	330
Value (Intrinsic): give themselves rewards while they worked	-0.028	0.611	332
Value (Utility): might care more about this task subject in the future	-0.029	0.604	318
Value (Utility): think that doing harder tasks would do more for them	-0.051	0.368	313
Value (Utility): visualise how good it would feel to complete the task	0.046	0.404	328
Value (Utility): reflect on their dream goals	-0.066	0.233	325
Feedback: get constructive feedback	-0.087	0.117	326
Cost: imagine how bad giving up would feel	-0.015	0.790	329
Emotion: receive a morale boost from a trusted source	0.021	0.703	331
Relatedness: supporting others by doing the task	0.039	0.482	326
Value (Intrinsic): made alternative tasks less enjoyable	0.096	0.090	312
Value Utility: reflect on how alternative tasks undermine their goals	0.028	0.621	303
Distractions: remove themselves from distracting environment	0.068	0.216	334
Distractions: turn off or silence the phone	-0.014	0.795	335
Plan: take planned breaks	0.067	0.219	337
Plan: make plans before the distant deadline	0.105	0.062	320
Plan: organise their time using a timetable	0.031	0.570	337

Plan: got into a good routine	-0.012	0.833	339
Emotion: feel less negative emotion before the task	0.087	0.116	330
Emotion: feel less negative emotion during the task	0.051	0.357	334
Emotion: feel less negative emotion after the task	0.033	0.552	327
Emotion: were kinder to themselves	0.047	0.395	329
Issues: it's hard to ask for help	0.023	0.679	329
Issues: teachers can't be relied upon to help	-0.018	0.747	325
Issues: friends can't be relied upon to help	-0.012	0.834	322
Issues: how do you motivate yourself to motivate yourself	0.084	0.142	304
Issues: your phone is actually necessary	0.032	0.569	327
Issues: social engagements are too important	0.059	0.284	329

Appendix P: All items and correlation coefficients for those items which correlate with teachers' confidence score

Table 5.35A: All items and correlation coefficients for those items which correlate significantly with teachers'

confidence scores			
	Confidence		
	Pearson Correlation	Sig. (2-tailed)	N
Expectancy: the task is hard to do	0.095	0.546	43
Expectancy: the task is hard to understand	0.181	0.247	43
Expectancy: they don't know how to start	0.000	0.999	43
Expectancy: they don't expect to do well	0.007	0.966	42
Expectancy: they have too much on their plate	.457**	0.002	43
Expectancy: to date they haven't put in enough effort	-0.124	0.429	43
Value (Attainment): they don't feel they are the type of person who does well in this subject	0.204	0.195	42
Value (Intrinsic): they find the task boring	-0.026	0.866	43
Value (Utility): R the task relates to their goals	0.024	0.879	43
Cost: the task will take too much time or effort	0.060	0.703	43
Cost: the task gets in the way of things they would rather do	-0.156	0.318	43
Emotion: the task makes them feel bad about themselves	-0.056	0.723	43
Complacency: they are very confident they can do the task	-0.037	0.812	43
Complacency: they think they will enjoy the task	0.155	0.322	43
Feedback: they have received no feedback beforehand	-0.175	0.263	43
Feedback: they have received negative feedback beforehand	-0.018	0.909	43
Expectancy: there are other things to do which they are better at	.318*	0.037	43
Value (Attainment): there are things to do reflecting the type of person they are	0.206	0.184	43
Value (Intrinsic): there are other things to do which are more fun	0.250	0.106	43
Value (Utility): there are other things help them achieve their goals	-0.019	0.902	43
Cost: there are other things to do which take no effort	0.207	0.183	43

Distractions: they get distracted by something else before they begin	0.062	0.693	43
Distractions: they get distracted by something else during the task	0.132	0.405	42
Distractions: they are in a distracting environment	0.226	0.145	43
Distractions: they are the type of person who is easily distracted	0.168	0.281	43
Distractions: there has been distracting event in their life	0.052	0.738	43
Puzzle: despite long-term goals	0.047	0.766	43
Deadlines: the deadline is faraway	0.199	0.206	42
Balance: it is too difficult to find a balance	.353*	0.020	43
Autonomy: it is their own time	0.148	0.345	43
Strategy: it is a useful strategy	0.156	0.322	42
Emotion (Denial): they are in denial about how hard the task will be	0.057	0.718	43
Emotion (Relief): doing other chores makes them feel better	0.161	0.303	43
Teacher: the teacher has not built up their confidence	.322*	0.035	43
Teacher(R): the teacher has made the subject interesting	. ^c		0
Teacher: the teacher has set distant deadlines	-0.169	0.277	43
Emotion (Denial): they don't want to think about the task at all	-0.065	0.679	43
Emotion (short-term): they want to feel better in the short-term	-0.174	0.265	43
Expectancy: get help from a trusted source, teacher	0.129	0.411	43
Expectancy: develop a more effective study technique	0.020	0.899	43
Expectancy: develop a better exam technique	0.053	0.740	42
Expectancy: find a reliable way to start the task	0.134	0.391	43
Expectancy: break the task into smaller targets/chunks	-0.104	0.505	43
Expectancy: achieve some	0.163	0.297	43

wins			
Value (Attainment): do a task subject that matches who they are as a person	0.090	0.568	43
Value (Attainment): remember that they made a commitment	0.132	0.400	43
Value (Attainment): decide that they are not the type of person to procrastinate	0.074	0.639	43
Value (Intrinsic): make the task more interesting or fun	-0.133	0.396	43
Value (Intrinsic): give themselves rewards while they worked	0.089	0.568	43
Value (Utility): might care more about this task subject in the future	0.050	0.750	43
Value (Utility): think that doing harder tasks would do more for them	0.111	0.477	43
Value (Utility): visualise how good it would feel to complete the task	-0.001	0.993	43
Value (Utility): reflect on their dream goals	-0.107	0.497	43
Feedback: get constructive feedback	-0.044	0.780	43
Cost: imagine how bad giving up would feel	0.132	0.400	43
Emotion: receive a morale boost from a trusted source	0.074	0.639	43
Relatedness: supporting others by doing the task	-0.133	0.396	43
Value (Intrinsic): made alternative tasks less enjoyable	0.089	0.568	43
Value Utility: reflect on how alternative tasks undermine their goals	0.050	0.750	43
Distractions: remove themselves from distracting environment	0.111	0.477	43
Distractions: turn off or silence the phone	-0.001	0.993	43
Plan: take planned breaks	-0.107	0.497	43
Plan: make plans before the distant deadline	-0.044	0.780	43
Plan: organise their time using a timetable	-0.090	0.705	43
Plan: got into a good routine	-0.125	0.599	43
Emotion: feel less negative emotion before the task	-0.123	0.605	43
Emotion: feel less	-0.128	0.592	43

negative emotion during the task			
Emotion: feel less negative emotion after the task	-0.121	0.610	43
Emotion: were kinder to themselves	0.383	0.095	43
Issues: it's hard to ask for help	0.087	0.716	43
Issues: teachers can't be relied upon to help	0.222	0.347	43
Issues: friends can't be relied upon to help	-0.200	0.398	43
Issues: how do you motivate yourself to motivate yourself	-0.086	0.720	43
Issues: your phone is actually necessary	0.116	0.625	43
Issues: social engagements are too important	-0.338	0.146	43

Appendix Q: All items and correlation coefficients for those items which correlate with psychologists' confidence score

Table 5.36A: Items and correlation coefficients for those items which correlate with psychologists' confidence scores			
	Confidence		
	Pearson Correlation	Sig. (2-tailed)	N
Expectancy: the task is hard to do	0.212	0.370	20
Expectancy: the task is hard to understand	0.162	0.495	20
Expectancy: they don't know how to start	0.105	0.658	20
Expectancy: they don't expect to do well	-0.102	0.669	20
Expectancy: they have too much on their plate	-0.011	0.963	20
Expectancy: to date they haven't put in enough effort	-0.131	0.583	20
Value (Attainment): they don't feel they are the type of person who does well in this subject	0.158	0.506	20
Value (Intrinsic): they find the task boring	0.106	0.658	20
Value (Utility): R the task relates to their goals	.610**	0.004	20
Cost: the task will take too much time or effort	0.270	0.250	20
Cost: the task gets in the way of things they would rather do	0.181	0.446	20
Emotion: the task makes them feel bad about themselves	0.388	0.091	20
Complacency: they are very confident they can do the task	.519*	0.019	20
Complacency: they think they will enjoy the task	0.194	0.414	20
Feedback: they have received no feedback beforehand	-0.059	0.806	20
Feedback: they have received negative feedback beforehand	0.331	0.154	20
Expectancy: there are other things to do which they are better at	0.004	0.987	20
Value (Attainment): there are things to do reflecting the type of person they are	.489*	0.029	20
Value (Intrinsic): there are other things to do which are more fun	0.111	0.641	20
Value (Utility): there are	0.007	0.978	20

other things help them achieve their goals			
Cost: there are other things to do which take no effort	-0.114	0.631	20
Distractions: they get distracted by something else before they begin	0.243	0.302	20
Distractions: they get distracted by something else during the task	-0.064	0.787	20
Distractions: they are in a distracting environment	0.335	0.148	20
Distractions: they are the type of person who is easily distracted	.484*	0.031	20
Distractions: there has been a distracting event in their life	0.300	0.198	20
Puzzle: despite long-term goals	0.033	0.889	20
Deadlines: the deadline is faraway	0.041	0.864	20
Balance: it is too difficult to find a balance	-0.057	0.811	20
Autonomy: it is their own time	0.032	0.894	20
Strategy: it is a useful strategy	0.246	0.297	20
Emotion (Denial): they are in denial about how hard the task will be	0.213	0.367	20
Emotion (Relief): doing other chores makes them feel better	0.422	0.064	20
Teacher: the teacher has not built up their confidence	0.022	0.927	20
Teacher(R): the teacher has made the subject interesting	0.020	0.934	20
Teacher: the teacher has set distant deadlines	0.059	0.804	20
Emotion (Denial): they don't want to think about the task at all	0.053	0.824	20
Emotion (short-term): they want to feel better in the short-term	0.076	0.751	20
Expectancy: get help from a trusted source, teacher	0.434	0.056	20
Expectancy: develop a more effective study technique	0.317	0.174	20
Expectancy: develop a better exam technique	0.127	0.593	20
Expectancy: find a reliable way to start the	.490*	0.028	20

task			
Expectancy: break the task into smaller targets/chunks	.621**	0.003	20
Expectancy: achieve some wins	. ^c		0
Value (Attainment): do a task subject that matches who they are as a person	0.014	0.952	20
Value (Attainment): remember that they made a commitment	-0.267	0.254	20
Value (Attainment): decide that they are not the type of person to procrastinate	-0.101	0.673	20
Value (Intrinsic): make the task more interesting or fun	0.076	0.751	20
Value (Intrinsic): give themselves rewards while they worked	0.014	0.954	20
Value (Utility): might care more about this task subject in the future	-0.048	0.842	20
Value (Utility): think that doing harder tasks would do more for them	-0.150	0.527	20
Value (Utility): visualise how good it would feel to complete the task	0.055	0.817	20
Value (Utility): reflect on their dream goals	-0.096	0.688	20
Feedback: get constructive feedback	-0.226	0.337	20
Cost: imagine how bad giving up would feel	-0.339	0.144	20
Emotion: receive a morale boost from a trusted source	-0.221	0.350	20
Relatedness: supporting others by doing the task	-0.162	0.495	20
Value (Intrinsic): made alternative tasks less enjoyable	-0.109	0.646	20
Value Utility: reflect on how alternative tasks undermine their goals	-0.049	0.837	20
Distractions: remove themselves from distracting environment	-0.131	0.583	20
Distractions: turn off or silence the phone	0.073	0.760	20
Plan: take planned breaks	0.247	0.294	20
Plan: make plans before the distant deadline	-0.081	0.735	20
Plan: organise their time using a timetable	-0.090	0.705	20

Plan: got into a good routine	-0.125	0.599	20
Emotion: feel less negative emotion before the task	-0.123	0.605	20
Emotion: feel less negative emotion during the task	-0.128	0.592	20
Emotion: feel less negative emotion after the task	-0.121	0.610	20
Emotion: were kinder to themselves	0.383	0.095	20
Issues: it's hard to ask for help	0.087	0.716	20
Issues: teachers can't be relied upon to help	0.222	0.347	20
Issues: friends can't be relied upon to help	-0.200	0.398	20
Issues: how do you motivate yourself to motivate yourself	-0.086	0.720	20
Issues: your phone is actually necessary	0.116	0.625	20
Issues: social engagements are too important	-0.338	0.146	20

Appendix R: Follow-up leaflet and e-mail as part of duty of care to participants

Appendix R

You may remember that you took part in a study exploring procrastination. This leaflet is designed as a sincere **thank you** for taking part in this study.



However, you may also remember that the information sheet outlined some of the potential drawbacks of taking part in this study.

I am contacting you as part of my duty of care to you, as a participant. This leaflet constitutes a polite request that you think about whether you have been harmed or distressed in any way during your participation in this research. Please take a moment to consider this carefully.



You were asked to think about occasions when you procrastinated. One thing you might want to consider, therefore, is whether you found doing so psychologically distressing?

You were also invited to think about yourself as someone who procrastinates, so you may have left the study labelling yourself as a “procrastinator” – and this too can bring about negative feelings for some participants.

If you **did not** find any aspect of your involvement challenging, then please once again accept my sincerest gratitude for taking part, and keep this leaflet in case you experience difficult feelings in the future.

If you **did** find any aspect of your involvement distressing, can I please ask that you consider the options over leaf.

The first thing you might like to do is **contact your school's pastoral team**. At your school, the person to contact is XXXX.

Alternatively, if you would like to **contact me** about the nature of the research, please e-mail me using this address: Caomhan.mcglinchey@plymouth.gov.uk – my business phone number is available upon request.

If you would like to **complain** about the research and would not like to contact me directly, please e-mail Professor ~~Brahm~~ Norwich at the following address: b.norwich@exeter.ac.uk

If you would like to speak with a **mental health professional**, you can contact your local Child and Adult Adolescent Mental Health Service here in Plymouth:

<https://www.plymouth.gov.uk/adultsandchildrensocialcare/childrensocialcare/academysocialworkplymouth/informationandresourcespractitioners/childrenandyoungpeoplesmentalhealth>

In Belfast, the appropriate contact details can be found here:

https://belfasttrust.hscni.net/wpfd_file/camhs-mind_matters_best_print/

Additional charities which can offer support include:

Mind

<https://www.mind.org.uk/>

0300 123 3393

Samaritans

call free on 116 123

Shout 85258

Shout 85258 offers confidential 24/7 crisis text support for times when you need immediate assistance:

text "SHOUT" to 85258

Young Minds

text YM to 85258 for free, 24/7 support.

<https://www.youngminds.org.uk/>

Draft of email sent to school Sixth Form Staff

Dear XXXX,

Good morning, it is Caomhán McGlinchey here.

I just wanted to contact you regarding my thesis research, which your school supported me with during the 2020/21 academic year.

The first thing I wanted to do was thank you kindly for your school's support with this piece of research. It has been immensely useful, and I will have a report to share with you in the coming weeks. In the meantime, there are two things I wanted to inform you about regarding the research.

The first is a follow-up leaflet I wanted to share with those who participated. It details some of the potential drawbacks associated with discussing procrastination, and outlines some of the support available for those who may have been negatively affected by the study. A digital copy of the leaflet

is attached to this e-mail. I am trying to avoid sending paper copies for environmental reasons, but I can do so upon request.

The second is a short interactive PowerPoint I have designed to advise those who struggle with procrastination. It is a very simplistic version of a larger digital project which I will update you about if you would be interested?

Thank you again for your time, and please do not hesitate to get in touch in the future.

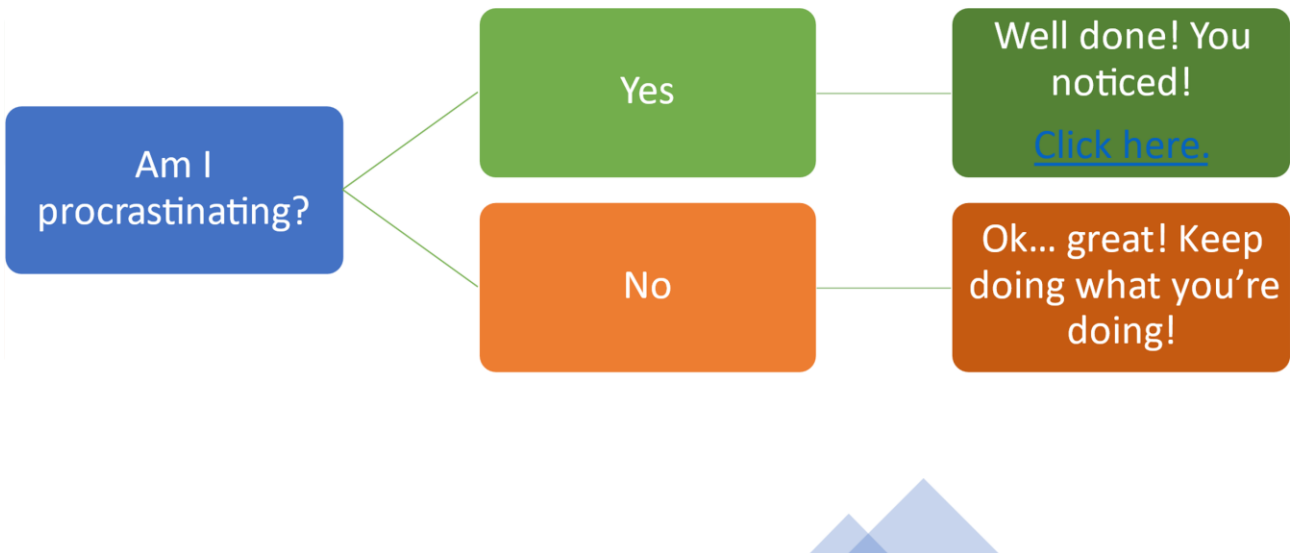
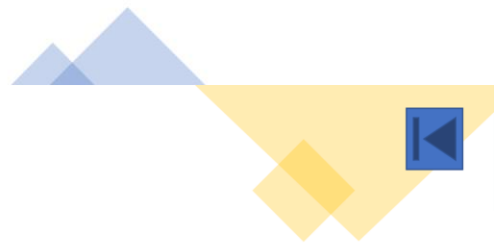
Best wishes,

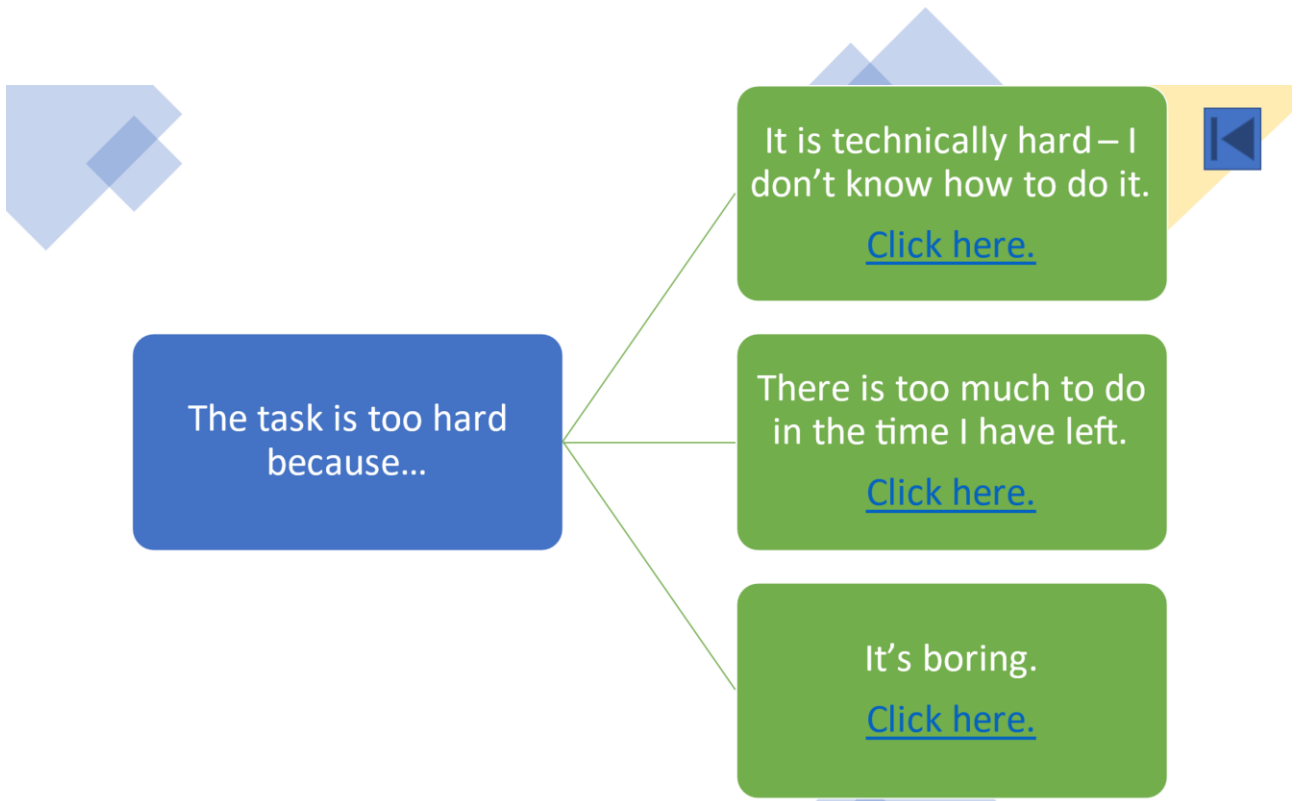
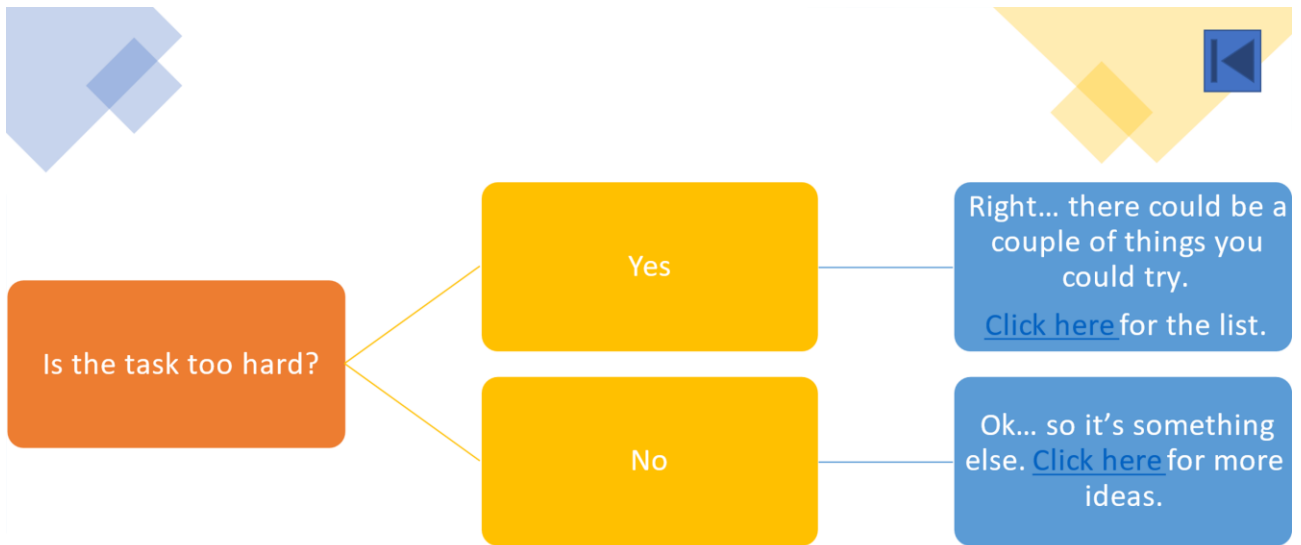
Caomhán McGlinchey

Appendix S: Follow-up interactive PowerPoint



Am I Procrastinating? –
the Flow Chart
[Click to start](#)





It is technically hard – I don't know how to do it: THINGS YOU CAN TRY

Think about your emotions – are they getting in the way? [Try these tips for difficult emotions.](#)
For example, do you not know how to do **any part** of the task?

Can you pinpoint where you need help?

Can you try the bits that you know how to do?

Do a very rough draft, then work at it to improve it. Do not fear the empty page!

Ask for help from a teacher or friend. You can bring your rough draft to help explain where your thinking is.

Try another source to help you learn. I often turn to YouTube for this exact reason.

Give yourself a time limit: 15 minutes genuinely trying to the task as best as you can. Is it as bad as you thought? If so, speak to a teacher or peer!

There is too much to do in the time I have left: THINGS YOU CAN TRY

Whoever it's due for will appreciate any effort than none, so there is always time, even if it's not going to be what you hoped it would be.

Break the task into its component parts, and try to do some of them.

Ask for an extension– you will probably find the person you ask is more understanding than you thought.

If you are anxious about asking for an extension, make a plan for how you will do the task and have this ready when you ask for the extension to show you have a plan.

Notice the role emotions are playing– is anxiety paralysing you? [If so, try these tips for difficult emotions.](#)

Do a very rough draft, then work at it to improve it. Do not fear the empty page!

Take a moment to reflect on how you feel and why. You can use this to support you next time.

It's boring: THINGS YOU CAN TRY



Use the Pomodoro technique— break the task into 25 minute chunks with 5 minute breaks. There are apps that can support you with this [here](#).

This is a tricky one, but have music or an equivalent in the background. Me? I put “Hogwarts Ambience” and “Bob Ross” videos on *YouTube* in the background while I’m working. I also like the sound of running water and spa music. Anything to make boring work feel a bit more relaxing.

In addition to your Pomodoro technique, add little rewards to your breaks. I like using hard boiled sweets as my reward because I can keep enjoying them even once I’m back to work! I also check WhatsApp or play Word with Friends, **but only in the breaks!**

Change the task to make it more interesting. This isn’t easy all the time, but I put this PowerPoint together in this format because it was more interesting than writing a long list of advice.

Visualise the result of your success.

Imagine someone you admire looking over your shoulder or reading the final piece. Think how good you’ll look to them when you’re done.

In addition to Pomodoro, I started adding little chores into the 5 minute gaps. I would cut the grass or put out the washing, which gave me a longer break than 5 minutes and meant that I had loads of useful stuff done by the end of the day



Is the task too easy?


Yes

Right... there could be a couple of things you could try.

[Click here](#) for the list.

No

Ok... so it’s something else. [Click here](#) for more ideas.



The task is too easy because...

It is technically easy – I know exactly how to do this and I'm bored.


[Click here.](#)

I am good at this subject and therefore I know it will get done.

[Click here.](#)

The deadline is far away, there is loads of time to do it.

[Click here.](#)



It is technically easy – I know exactly how to do this and I'm bored: THINGS YOU CAN TRY


Be careful here, you might be in denial here, and you'll suddenly find yourself with too much to do with the deadline very close.

If you have left it late, [check out this slide.](#)

Ok, if you really are bored because it's easy, you need to make it more exciting because it needs done no matter how easy it is right? [This slide might help.](#)

I would also recommend trying to learn additional skills while doing something easy. For example, I have been trying to learn to code while I put together advice about procrastination.

If you do get it done but you're still bored by the subject, [maybe check out this slide.](#)



I am good at this subject and therefore I know it will get done: THINGS YOU CAN TRY

Be careful here, you might be in denial here, and you'll suddenly find yourself with too much to do with the deadline very close.

If you have left it late, [check out this slide](#).

If you really are bored because it's easy, you need to make it more exciting- because it needs done no matter how easy it is right? [This slide might help](#).

I would also recommend trying to learn additional skills while doing something easy. For example, I have been trying to learn to code while I put together advice about procrastination.

One of the important aspects of boredom is not being challenged enough. It might be time for you to strive for excellence. [Check out Angela Duckworth's work on Grit to get a sense of how to fulfil your potential](#).

The deadline is far away, there is loads of time to do it: THINGS YOU CAN TRY

Be careful here, you might be in denial here, and you'll suddenly find yourself with too much to do with the deadline very close.

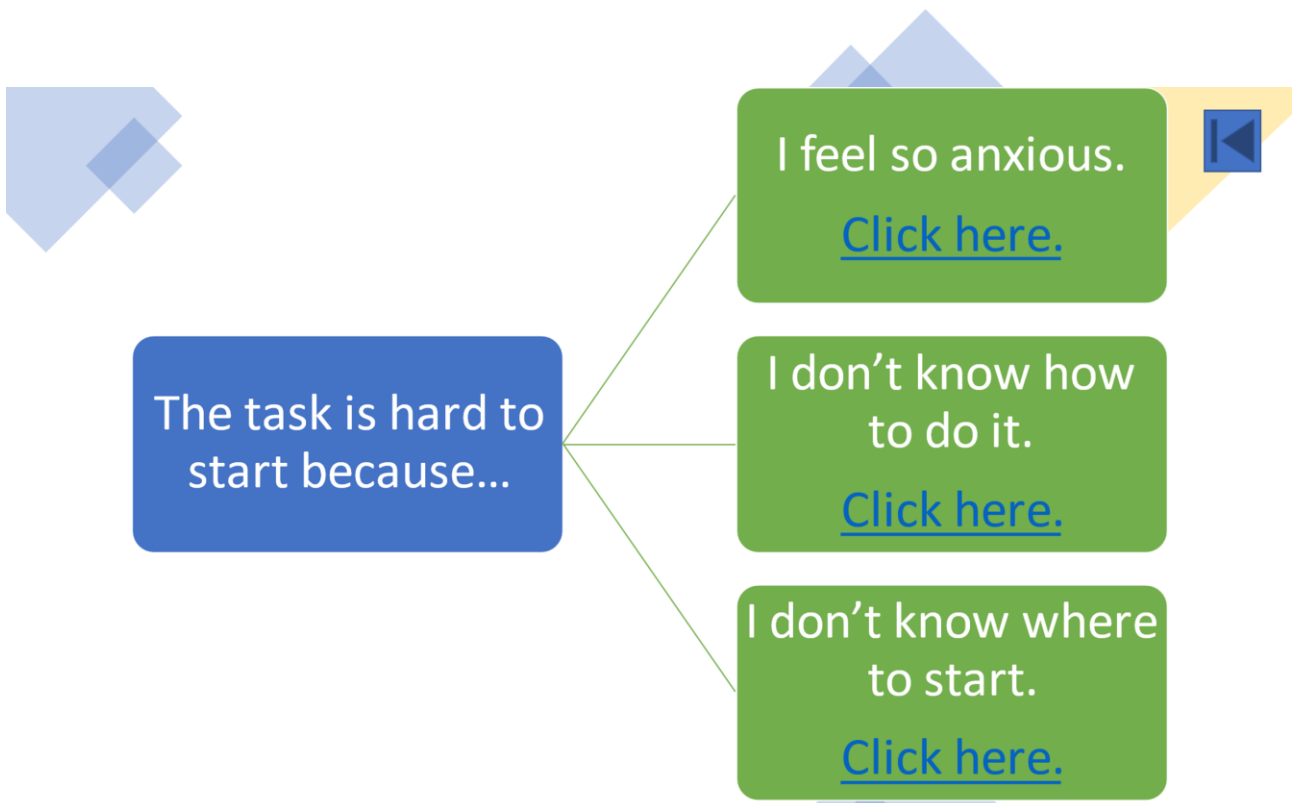
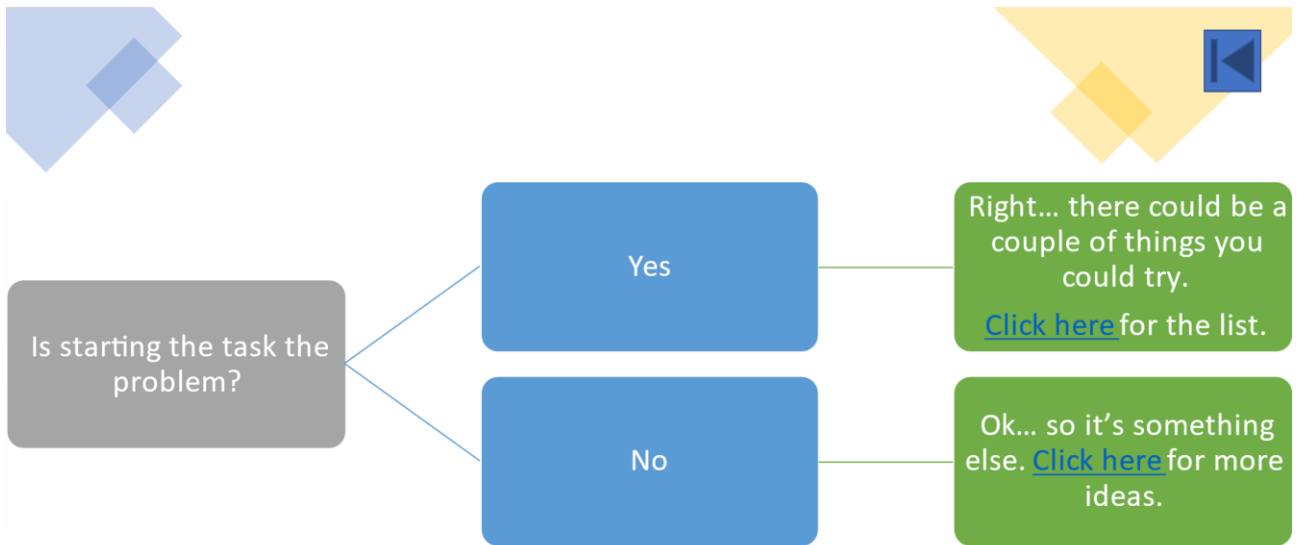
If you have left it late, [check out this slide](#).

Use the Pomodoro technique – break the task into 25 minute chunks with 5 minute breaks. There are apps that can support you with this [here](#).

Why, if the deadline is so far away? I hear you. The answer is that you will fulfil your potential this way. Use your time to delve deeper into the subject, push yourself to develop new skills while you work.

Alternatively, draw up a timetable to get the task done ASAP so that you can **really** enjoy time with friends or in leisure activities without the task hanging over you.

[Check out Angela Duckworth's work on Grit to get a sense of how to fulfil your potential](#).



I feel so anxious: THINGS YOU CAN TRY



Question your thought pattern

[Negative thoughts](#) can take root in your mind and distort the severity of the situation. One way is to challenge your fears, ask if they're true, and see where you can take back control.

Practice focused, deep breathing or mindfulness

Try breathing in for 4 counts and breathing out for 4 counts for 5 minutes total. By evening out your breath, you'll slow your heart rate which should help calm you down. The [4-7-8 technique](#) is also known to help anxiety.

Use aromatherapy

Whether they're in oil form, incense, or a candle, scents like lavender, chamomile, and sandalwood can be very soothing. [Aromatherapy](#) is thought to help activate certain receptors in your brain, potentially easing anxiety.

Go for a walk or do 15 minutes of yoga

Sometimes, the best way to stop anxious thoughts is to walk away from the situation. Taking some time to focus on your body and not your mind may help relieve your anxiety.

Write down your thoughts

Writing down what's making you anxious gets it out of your head and can make it less daunting. These relaxation tricks are particularly helpful for those who experience anxiety sporadically.

Check out the WOOP technique

This means deciding what you want to achieve, then deciding what obstacle might get in the way. After that, you can think of how you'll overcome that technique, which can be very helpful!

I don't know where to start: THINGS YOU CAN TRY



Break the task into its component parts, and try to do some of them.

You might need support doing this, so it's time to ask for help. Research shows many people find it hard to ask for help. I am definitely one of those people.

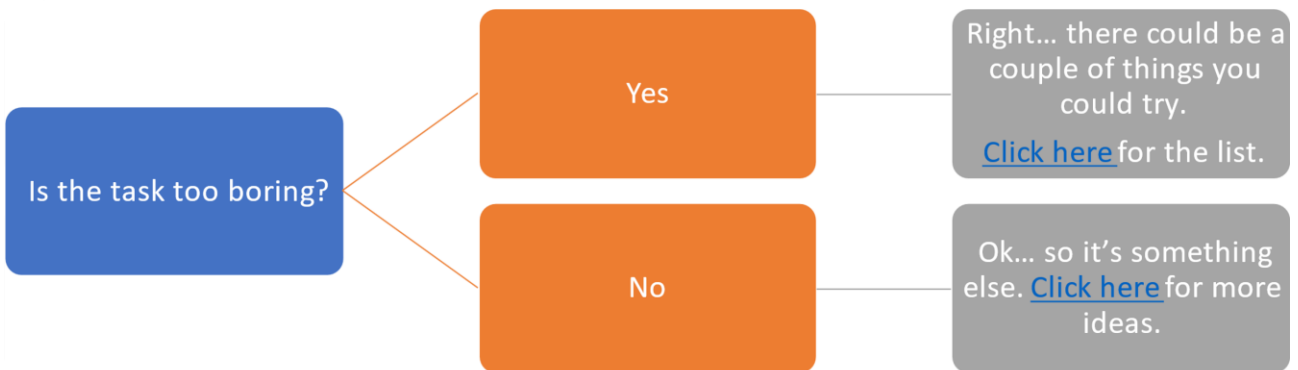
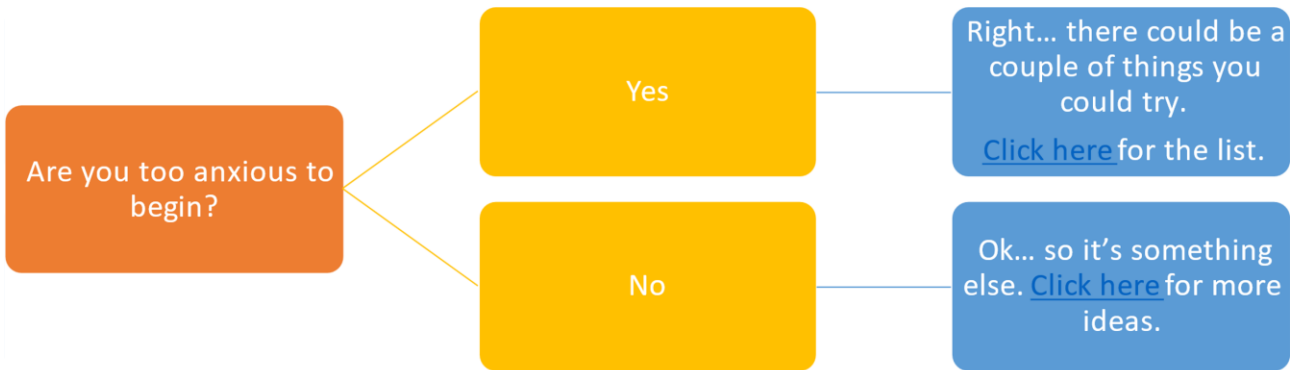
What has helped me is identifying someone I can rely on and that I'm not embarrassed asking. I've even practiced asking them and planned a time to ask when no one else would know about it. Do this if you need to.

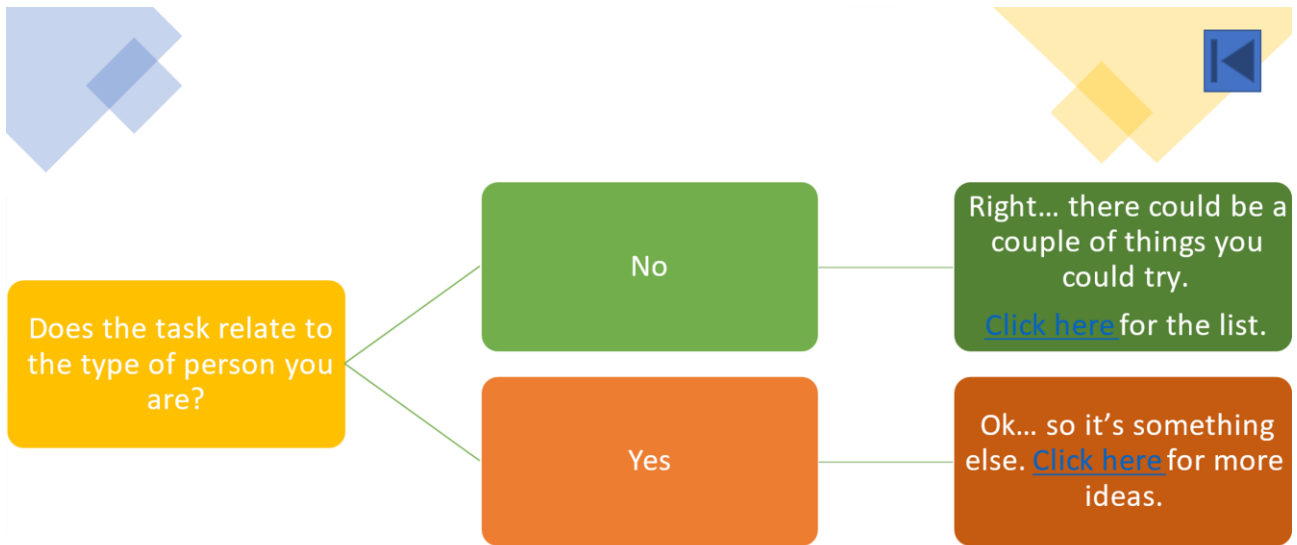
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If you are anxious about asking for an extension, make a plan for how you will do the task and have this ready when you ask for the extension to show you have a plan.

Notice the role emotions are playing— is anxiety paralysing you? [If so, try these tips for difficult emotions.](#)

Do a very rough draft, then work at it to improve it. Do not fear the empty page!





**The task does not relate to who I am:
THINGS YOU CAN TRY**

You may need to get through the task this time, [so try some of these techniques](#).

Once you have time, you may need to reflect on why you are studying something you do not identify with.

If you have to study the subject, make a note of all aspects of the subject, then note down all the different aspects of you and what your values are. If there is any overlap at all, focus on this.

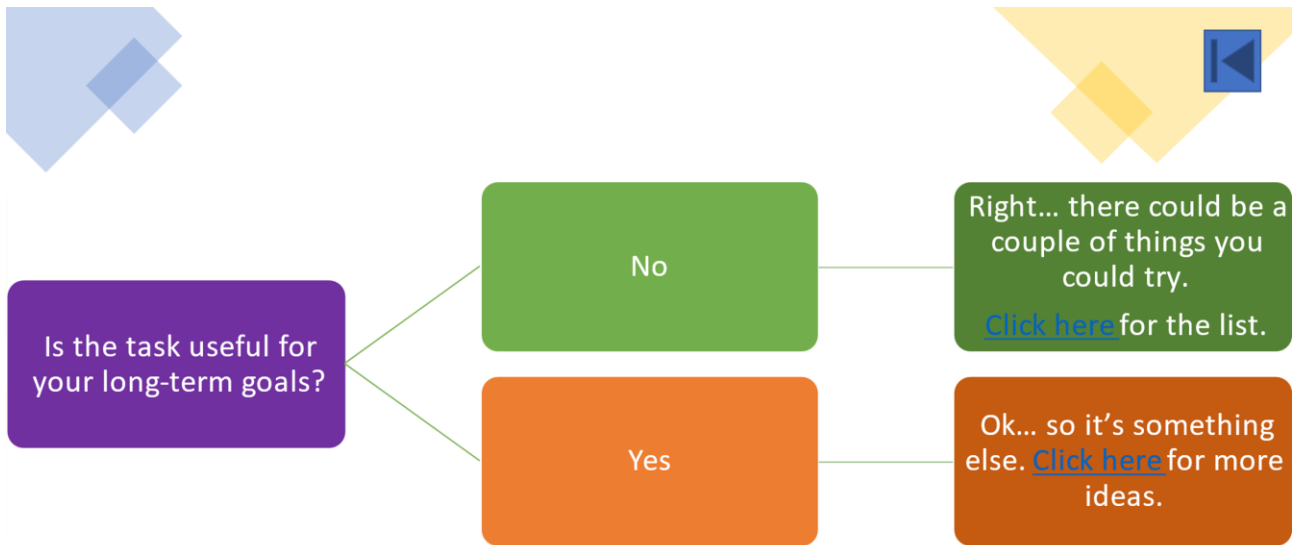
For example, one student realised she liked helping others, so she anonymously wrote encouraging quotes on the Sixth Form blackboard. She found that – just by helping others a bit – she felt more motivated to do her own work.

Ask other people why they are studying the subject. Find those who want to study it and figure out if you have anything in common.

If you can't find someone, ask the teacher what excites them about the subject.

If you have to, make a plan/deadline for when you can finish studying this subject. Break the time between now and this deadline into small chunks, and tick them off as you go.

Pick out any part of the subject that you enjoy or are good at. Do these parts as much as you can.



The task does not relate to my long -term goals: THINGS YOU CAN TRY



You may need to get through the task this time, [so try some of these techniques](#).

Once you have time, you may need to reflect on why you are studying something you do not think will matter for your future.

If you have to study the subject, make a note of all aspects of the subject, then note down all the different aspects of you and what your values are. If there is any overlap at all, focus on this.

Are there any aspects of your future career for which this subject might be useful– even if this just means the grade?

Ask other people why they are studying the subject. Find those who want to study it and figure out if you have anything in common.

If you can't find someone, ask the teacher why the subject is useful.

If you have to, make a plan/deadline for when you can finish studying this subject. Break the time between now and this deadline into small chunks, and tick them off as you go.

Pick out any part of the subject that you enjoy or are good at. Do these parts as much as you can.



Is the deadline far away?

Yes

Right... there could be a couple of things you could try.
[Click here](#) for the list.

No

Ok... so it's something else. [Click here](#) for more ideas.



Do you work best when the deadline is close?

Yes

Right... there could be a couple of things you could try.
[Click here](#) for the list.

No

Ok... so it's something else. [Click here](#) for more ideas.



Appendix T: Peer review manuscript from Appendix G

Title

THE IMPACT OF COVID-19 SCHOOL CLOSURES ON MOTIVATION AND
PROCRASTINATION AMONG POST-16 STUDENTS: THE VIEWS OF TEACHERS AND
STUDENTS

Author

Caomhán McGlinchey*

Graduate School of Education, University of Exeter, UK

Corresponding Author: Caomhán McGlinchey

cm817@exeter.ac.uk

Data Availability Statement:

The data that support the findings of this study are available from the corresponding author, CM, upon reasonable request.

Ethics:

Granted by the University of Exeter's College of Social Sciences and International Studies, Graduate School of Education – D2021-003

Abstract

Objective

This study gave post-16 students in the UK an opportunity to describe how school closures impacted on their general motivation to learn, as well as their tendency to procrastinate. Steel & König's temporal motivation theory (TMT) of motivation is used in this study to organise and explore students' responses.

Method

Online questionnaires were completed by 154 post-16 students and 26 teachers of post-16 students. Students and teachers needed to consent before accessing the questionnaire. Data was analysed using a "theory driven" thematic analysis, allowing for participants' responses to be considered in the context of a pre-existing theory.

Results

The majority of responses indicated that school closures increased procrastination. Contributing factors highlighted by teachers and students included the cancellation of exams, the home learning environment, and the extended break. However, some students felt that they were more motivated during the lockdown. Overall, TMT was a useful theoretical framework for exploring students' and teachers' responses.

Conclusions

A variety of political, social and individual factors contributed to the finding that the lockdown increased procrastination among post-16 students. Students and teachers reported that a return to the status quo might reduce procrastination, but a number of barriers will need to be overcome in order to facilitate this.

Key Words: Procrastination, Temporal Motivation Theory, Motivation, Students, Post-16, Lockdown, Covid-19

Key Points:

- Researchers are interested in how the Covid-19 pandemic and national lockdowns have impacted students' learning.
- Motivation is key in determining how young people learn.
- Temporal motivation theory (TMT) has been used to explore academic procrastination.

This topic adds:

- Teachers' and post-16 students' own views about how post-16 students' motivation has been impacted by the lockdown.
- A theoretical framework to organise and evaluate teachers and students' responses.
- Additional theoretical frameworks to further explore students and teachers' responses.

Introduction

Between March and September of 2020, schools in the UK went into national lockdown because of the worldwide Covid-19 pandemic. For most students, home learning became the norm, with instruction and assessment delivered remotely online (Bubb & Jones, 2020). For some researchers, a unique opportunity was presented to explore how students engage with remote learning on a grander scale (Daniels, Goegan, & Parker, 2021). Others were interested in how the lockdown and associated traumas impacted academic outcomes (Kuhfeld et al., 2020). However, the wider impact

of the lockdown on society was considered by researchers such as Andreescu (2021), who described the pandemic as a “social trauma” which has undermined the rhythms and certainties provided by a predictable and structured society. Instead, this study aimed to give post-16 students in the UK an opportunity to describe how school closures impacted their general motivation to learn, as well as their tendency to procrastinate.

Motivation and Procrastination

Steel & König's (2006) temporal motivation theory (TMT) of motivation is used in this study to organise and explore students' responses. TMT has been summarised mathematically as follows: $\text{motivation} = (\text{expectancy} \times \text{value}) / (\text{impulsiveness} \times \text{delay})$. This equation indicates that, the greater a person's expectancy beliefs and the greater their subjective task value (STV), the more motivated they will be. However, a person will also be more motivated if they are less impulsive, or when the deadline is closer.

Expectancy-value theory

Eccles and colleagues define expectancies for success as “individuals' beliefs about how well they will do on upcoming tasks” (Eccles & Wigfield, 2002, p. 118). “Subjective Task Value” (STV), meanwhile, refers to the component of motivation which allows an individual to decide why they want to do an activity. It can be subdivided into four categories: attainment value; intrinsic value; utility value; and cost (Eccles & Wigfield, 2002; Wigfield, Rozenzweig & Eccles, 2017).

Attainment value incorporates issues of identity, while intrinsic value refers to the “enjoyment one gains from doing a task” (Wigfield, Rosenzweig & Eccles, 2017, p. 119). It is therefore linked to “intrinsic motivation” (Ryan & Deci, 2000; Ryan & Moller, 2017). Utility value refers to “how a task fits into an individual's future plans” (Wigfield, Rosenzweig & Eccles, 2017, p. 119), and it has been likened to extrinsic motivation (Deci & Ryan, 2008; Ryan & Moller, 2017). Lastly, cost relates to the potential negative appraisal of a task and has an inverse relationship to STV (Eccles-Parsons et al., 1983; Eccles, 2005; Wigfield, Rozenzweig & Eccles, 2017).

Impulsiveness

For Steel (2007), impulsiveness is the key personality trait that predicts procrastination. Its role in TMT is that it mediates how much an individual will “discount the future” (p. 30). However, Steel (2007) has argued that impulsiveness manifests most often when procrastinators become distracted by their environment rather than focusing on the procrastination task. Another interesting perspective on impulsiveness is afforded by Life History (LH) theory, which states that individuals face trade-offs between strategies which work best in a stable context; and strategies which work

best in unpredictable circumstances (McDonald, Donnellan & Navarrete, 2012). Individuals' behaviours can be grouped and categorised into slow LH strategies, and fast LH strategies (Del Giudice, 2018; Del Giudice & Belsky, 2010) – where fast LH strategies such as impulsiveness are more adaptive in unpredictable environments.

Materials and Methods

Participants and Procedure

268 students and 39 teachers were recruited by contacting four schools in the UK. Online questionnaires were used to explore students' and teachers' views about procrastination. A final, open question on the questionnaire pertained to the current study (Appendix A). 154 (57.4%) students and 26 teachers gave meaningful responses (66.6%). Students and teachers needed to consent before accessing the questionnaire.

Two colleagues familiar with qualitative data analysis were asked to code sixteen quotes selected at random using the completed coding template. Their percentage agreement with the researcher's coding was 92% and 88%. The students' questionnaire was also piloted with a group of Key Stage 4 students from a school in Belfast, Northern Ireland (n=16).

Data Collection and Analysis

Data was collected digitally and analysed using a “theory driven” thematic analysis (Braun & Clarke, 2006, p. 84), allowing for participants' responses to be considered in the context of a pre-existing theory. A description of the six stages of the theory driven thematic analysis are presented in Appendix B.

Results

The Lockdown Increased Procrastination

References to increased procrastination outnumbered references to decreased procrastination by approximately 10:1. The subthemes underpinning the increase in procrastination behaviour are outlined in Figure 1.

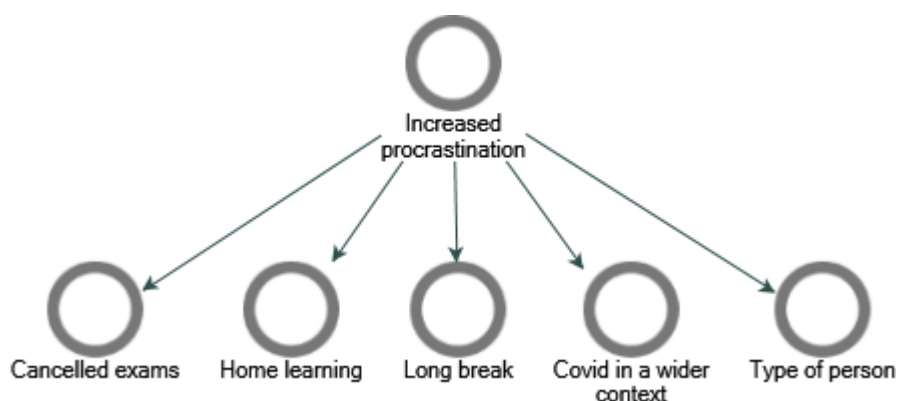


Figure 1. The subthemes underpinning the increase in procrastination behaviour.

Cancelled exams

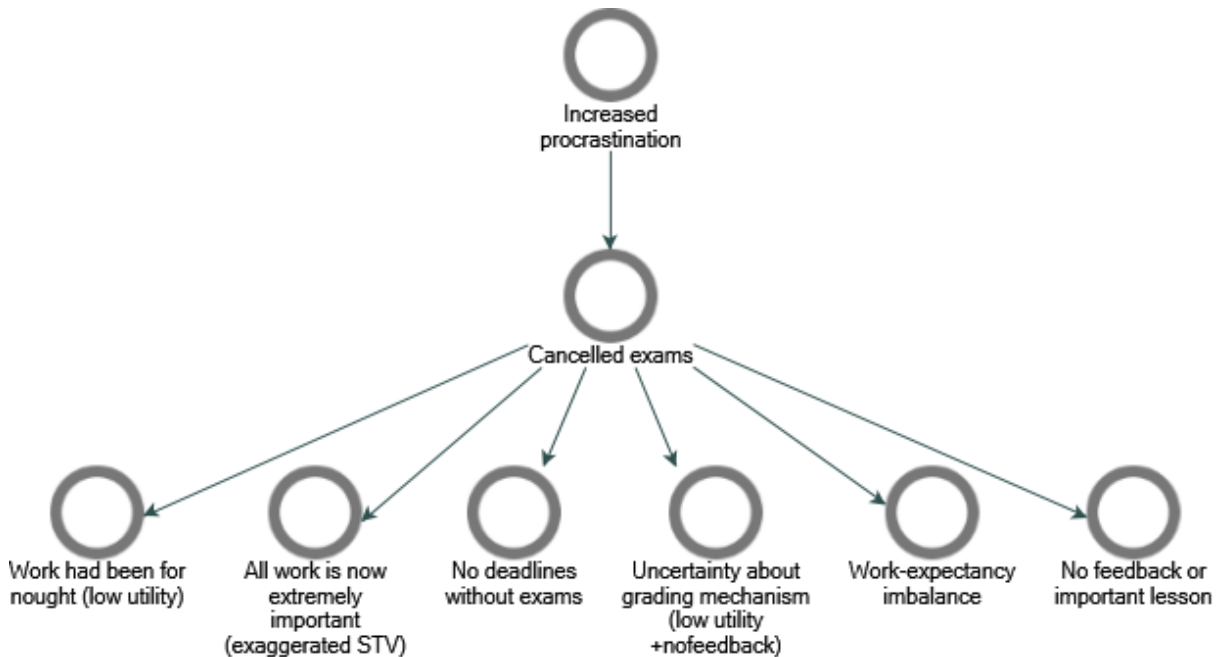


Figure 2. The “cancelled exams” subtheme.

Both teachers and students agreed that “cancelled exams” resulted in procrastination (Figure 2).

Work had been for nought

For many students, exams appeared to represent the culmination of all their academic work, and was the overriding purpose behind their work:

Many people felt their work for GCSEs for the 5 years had come to nothing.

One student described being “devastated” by the cancellation, while a teacher suggested that cancelling exams meant students would not learn the value of hard work:

For students who did not take exams, they have not had the experience of the impact of hard work.

All work is now extremely important

Some students became stressed because all of their work might contribute to their final grade:

...the knowledge that all work that I handed in could be used to decide my A levels was really stressful, so I procrastinated more.

No deadlines

Students did not explicitly identify that a lack of deadlines increased procrastination, but some teachers did.

Uncertainty about the grading mechanism

Students expressed concern because of uncertainty surrounding how they would be graded:

The uncertainty of grading sent us all into a spell of anxiety and depression. Therefore, we lost hope and motivation.

Work – expectancy imbalance

Some students received relatively high grades i.e. “expected grades”, but without doing the work that would normally accompany such high grades. For some teachers, and even some students, the “wrong” lesson was learned, in the sense that they did not learn to associate good grades with hard work.

No feedback/ important lesson left unlearned

According to some teachers, exam skills which could be useful in the future were also less well developed due to a lack of feedback.

Home learning

Home learning was highlighted as a problem by many teachers and students (Figure 3).

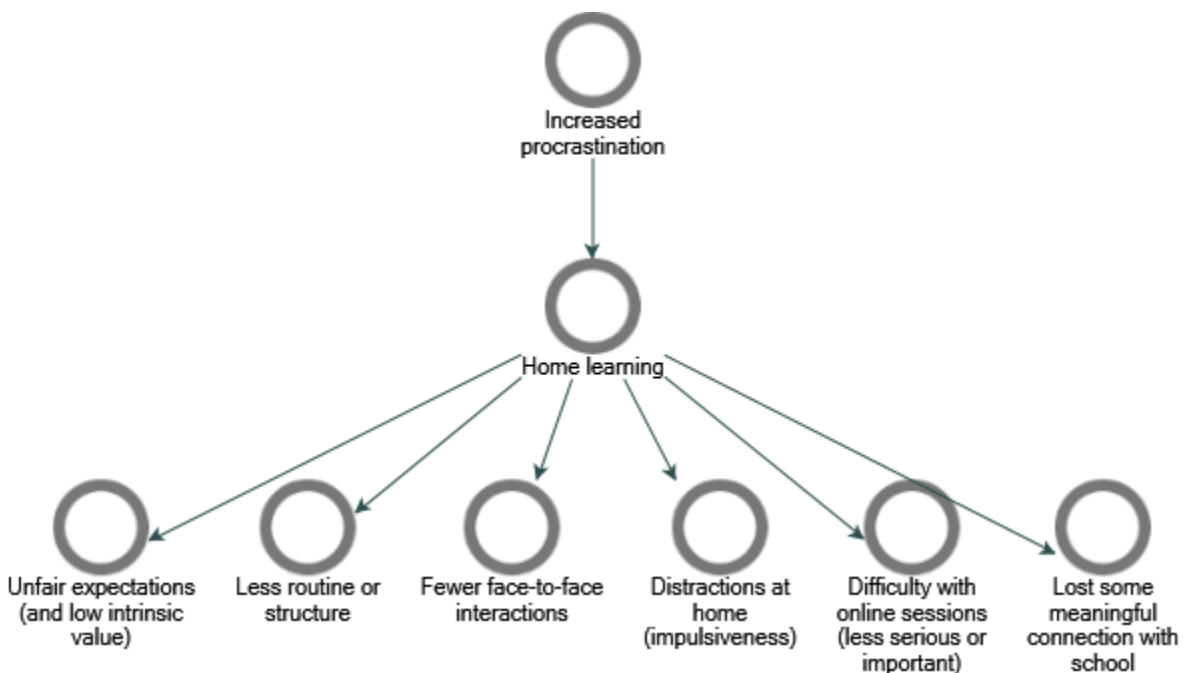


Figure 3. The “home learning” subtheme.

Unfair expectations

For some students, teachers made unrealistic assumptions about how much time the students would have to study during lockdown:

Students feel more pressure to do their work because they are not allowed to meet friends. Teachers believe they obviously have more time.

Less routine or structure

Many teachers and students felt that procrastination resulted when the structure provided by school was removed. However, students also reported getting into “habits” or “routines” at home which meant that adjusting to the structure of school was challenging:

...when we came back to education, we weren't prepared because we forgot what it was like to have a proper routine.

Fewer face-to-face interactions

The reduction in face-to-face teaching was believed to have resulted in a reduction in the quality of the teaching, with students left to grapple with difficult new ideas and concepts alone. The loss of immediate and meaningful feedback was also a problem. For teachers, there was also less “pressure” on students to engage in learning.

Distractions at home

While the home environment was often reported to be distracting, some distractions were harder to ignore than others, such as smartphones and video games. Students highlighted the difficulty of working in the same environment that you relax in, as well as the difficulty of starting tasks in the first place.

Difficulty with online sessions

Online sessions proved problematic for some. Students and teachers shared negative opinions about the repetitiveness of online learning, while some teachers suspected that the awkwardness of the technology offered demotivated students an excuse not to engage:

Some students have begun claiming that they missed what was said in class regarding deadlines/not seeing an email concerning deadlines.

Lost a meaningful connection with school

For one teacher, the loss of meaningful connections and experiences had negative mental health consequences for students:

The absence of personal contact with teachers, the school support network and fellow students caused increased problems with anxiety, self-esteem, motivation, physical and mental health issues.

Events such as trips and formals were also cancelled. Students believed that the loss of these opportunities to connect with school reduced motivation.

Long break

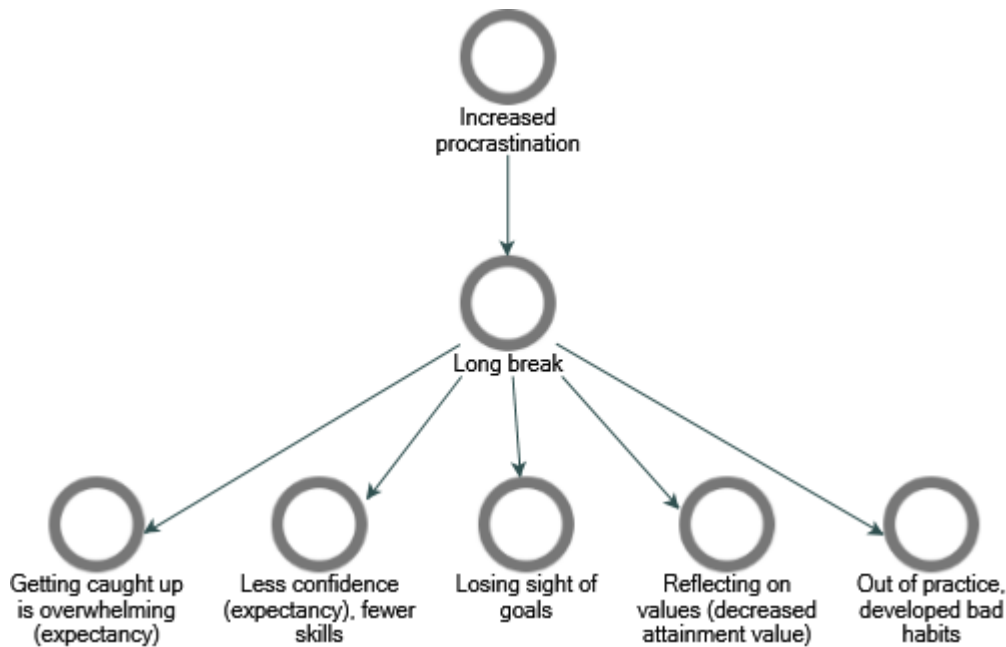


Figure 4. The subthemes associated with the “long break” theme.

Getting caught up is overwhelming

In some cases, returning students noted a desire to “catch up” among teachers. Catching up was made difficult because students were no longer in the school routine, or because the large amount of work resulted in low expectancy beliefs.

Less confidence, fewer skills

Another concern expressed by teachers and students was that the long break resulted in a paucity of feedback – decreasing students’ confidence.

Losing sight of goals

One teacher felt that the break away from school and associated uncertainty changed the way students thought about their goals:

Uncertainty about the future [means students are] more oriented towards the present.

Reflecting on values

The additional time to reflect also resulted in one student reconsidering what they valued:

[I have a] lot less motivation for work because we have time to reflect on what we want to do later in life and how some subjects do not relate to it... [There is] more procrastination because we think more about the other dreams we have and other things we want to do.

Out of practice and bad habits

A concern about bad habits developed during lockdown was expressed by several students and teachers.

Covid-19 in a wider context:

Students reported that far-reaching, global factors also increased procrastination (Figure 5).

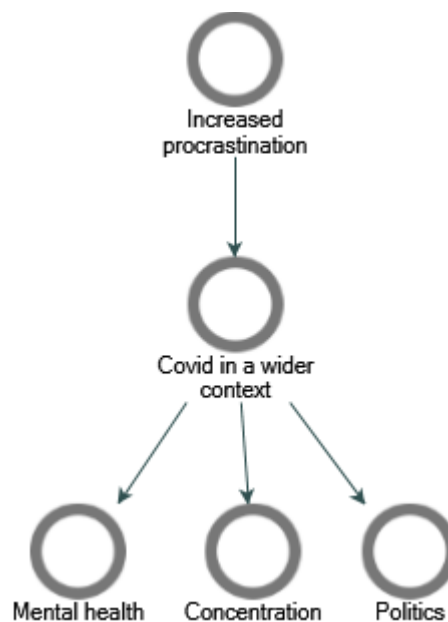


Figure 5. The “covid in a wider context” theme and subthemes.

Mental health

Several teachers shared a concern that the pandemic resulted in uncertainty and anxiety for students:

I think the lack of certainty around the pandemic is a big factor and this interacts with anxiety.

My students are more anxious and uncertain about the future.

While some students experienced bereavement directly, the lack of social contact brought about by the pandemic was highlighted by many more students:

I’m not able to see any family and close friends who I look to cheer me up. I’ve noticed myself being frequently upset and unhealthy.

Concentration

One student also attributed a lack of concentration among students to the pandemic, stating:

Certain friends are now completely unable to concentrate... knowing that lockdown can happen again.

Politics

Finally, the impact of the pandemic was given a political dimension by some teachers and students.

One teacher wrote:

Uncertainty surrounding government decisions have left many students leaving things to the last minute.

While a student added:

...I feel as if the government aren't helping A level students at all.

Type of person

Some teachers noted that some students struggled, while others thrived. One believed the difference was between the “academically strong” and the “academically weak”, while another felt the difference was “dedication”. Lastly, one teacher believed that the values and opportunities found within the student’s family home made a meaningful difference.

The Lockdown Decreased Procrastination

Responses detailing how the Covid-19 pandemic decreased procrastination could be separated into three themes.

Home learning

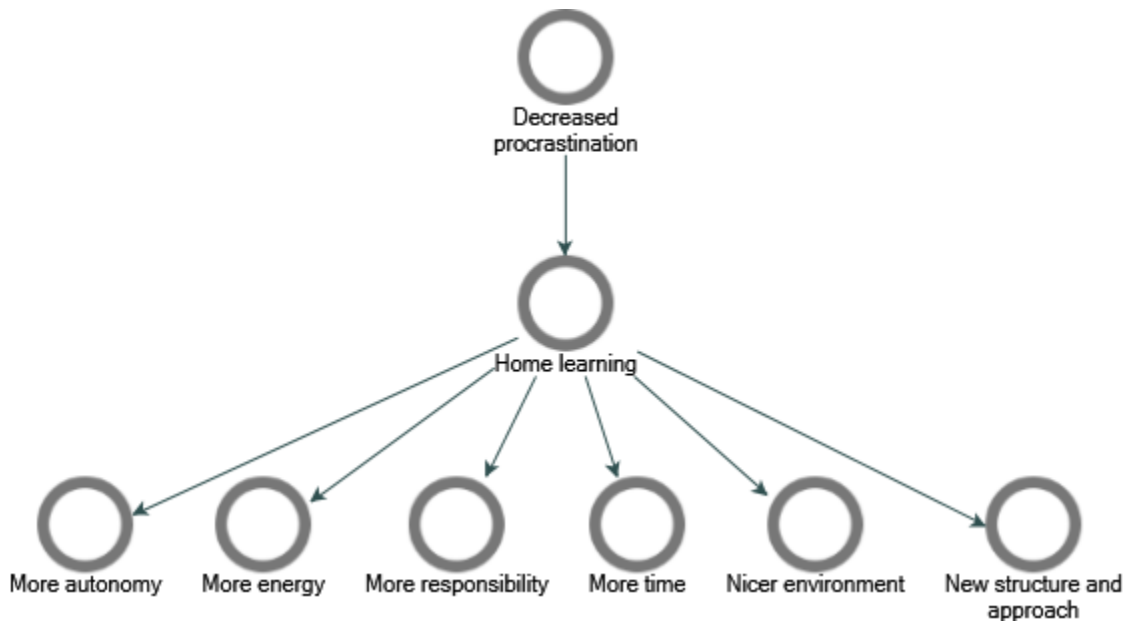


Figure 6 shows the “home learning” themes and the associated subthemes.

More autonomy and more responsibility

Some students identified that the increased autonomy afforded by home learning reduced the amount that they procrastinated. Some of these students were motivated by the extra responsibility they had to organise themselves:

I enjoy learning independently and I have noticed that making my own routine everyday has made me more organised and confident in myself.

One student even felt more efficacious despite finding online learning itself less effective.

More energy

Some students reported an energising effect of the lockdown, with one student attributing this to more sleep:

I've been receiving 9 hours of sleep... I feel energized when I engage with a school activity. Another suggested that having more time and working in a comfortable environment was helpful. However, this student also acknowledged that they were probable an exception.

More time

Students who experienced a long commute before lockdown felt especially grateful to get this time back. One student pointed out how several “pointless” aspects of the school day were no longer taking up their time, allowing them to focus on preferred activities.

Nicer environment

Some students felt that home was a more comfortable place to learn, including one student who was relieved to get out of the classroom due to previous negative experiences:

I struggle with being in a classroom environment, so studying in my own environment, I am more motivated to be successful in my studies.

New structure and approach to learning

Finally, one student responded well to the online learning format, believing that:

On the flip side having more interactive, independent and chunked lessons has helped with engagement. This is easier remotely.

Cancelled exams

For those who reported a decrease in procrastination, the cancellation of exams also played a role (Figure 7).

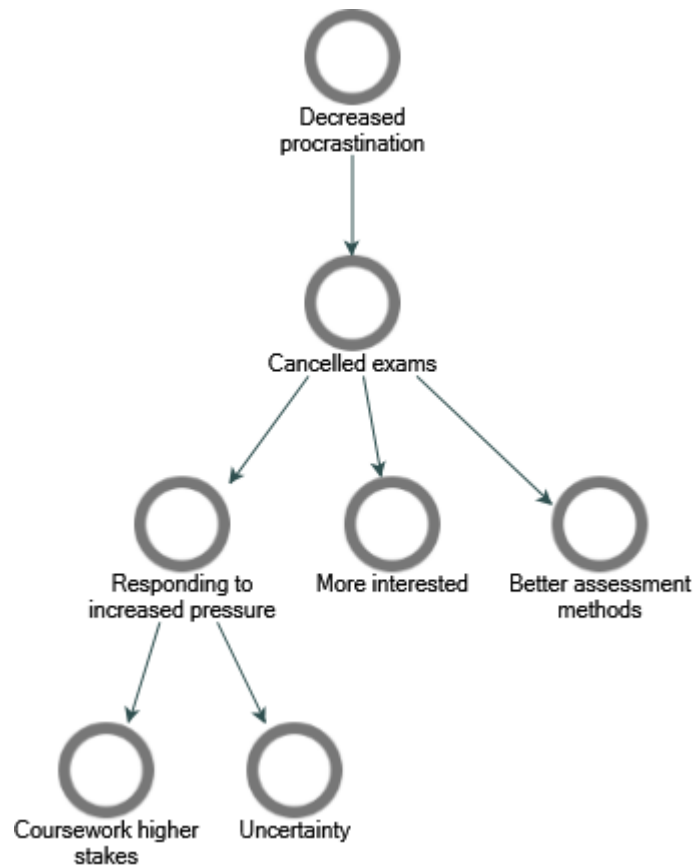


Figure 7. The subthemes associated with the “cancelled exams” theme.

Responding to increased pressure

For one student, the increased stakes associated with coursework was a motivating factor:

I feel motivated because every piece of work I submit counts 100%

Another student responded well to the uncertainty brought about by the cancellation of exams:

I am currently more motivated as I know that anything could now happen which could influence my education in a negative way.

More interested

For one student, decreased utility value allowed them to revisit their academic studies in a different light:

The lack of assessments did have a positive effect on the interest I showed to my studies and improved my mental health in general.

Better assessment methods

One teacher offered a similar opinion in relation to the cancellation of exams:

I have observed that the pupils are much more engaged when they are assessed formatively by their teachers so that they know they are valued as young academic minds.

Long break

The final theme associated with a decrease in procrastination was the “long break” theme (Figure 8).

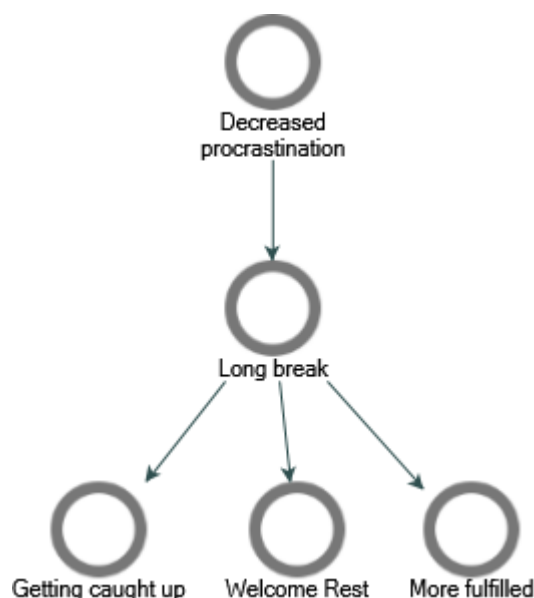


Figure A8. The “long break” theme and corresponding subthemes.

Getting caught up

Although “getting caught up” was a challenge for many students, one teacher noted that students worked harder when they were afforded opportunities to return to school. While these students identified the same increase in pressure and expectation that their peers did, they responded differently:

I am more motivated as we fell behind in multiple subjects and there is now pressure to work much faster than before.

Welcome rest

Some students valued a break from “revising constantly”.

More fulfilled

Finally, one student gave an evocative account of how the freedom afforded by school closures helped them to flourish more generally:

I felt that during the beginning of lockdown the world felt like my own. I could focus on what I wanted to do and where I wanted to be in 3, 5 and even 10 years' time. Overall, the freedom to use the time in my own way greatly increased my motivation and helped reduce procrastination.

Indeed, a teacher contributed the following thought:

I think many young people who have had to engage in home learning with less oversight from schools will question why they need full time education when they have coped on their own for a considerable amount of time.

Discussion

Cancelled exams

According to this research, exams imbue students' day-to-day learning with a large proportion of its utility value. For many students, this means that the overriding purpose of being in school and studying is succeeding in exams. It may be that a culture of learning aimed at preparing students for exams is focused disproportionately on utility, which is linked to external forms of motivation (Ryan & Moller, 2017). When this utility motivator was taken away, many students struggled to find other ways to motivate themselves to learn. The increased emphasis on coursework, meanwhile, increased the utility value of this work. However, rather than becoming more motivated by this, many students experienced this as an added cost in terms of the psychological and emotional cost of failure, as well as the cost in effort required to do all academic work to the highest standard. As might be expected based on TMT, this increase in cost resulted in procrastination for many.

Exams were also seen as useful because they offer both clear deadlines, and certainty about how students will be graded. An adaptive relationship between uncertainty and stress has been discussed in the literature (de Berker et al., 2016), and according to Pascoe, Hetrick & Parker (2020), stress among secondary school students can have a "negative impact on students' learning capacity, academic performance, education and employment attainment, sleep quality and quantity, physical health, mental health and substance use outcomes" (p. 109). Stress of this kind was reported by many students. Similarly, the pandemic resulted in worldwide uncertainty regarding health, jobs and infrastructure (Andreescu, 2021), which resulted in stress and anxiety among students.

This stress and anxiety may also have impacted on students' capacity to concentrate. Concentration can be thought of as "an attentional process that involves the ability to focus on the task at hand

while ignoring distractions” (Moran, 2012, p. 1). It therefore requires executive control, which is itself susceptible to attentional capture from task-irrelevant information i.e. from distractions (Gazzaley & Nobre, 2012; Sawaki et al., 2012). It could be, then, that the pandemic is an event of such magnitude that it persists “in the back” of some students’ minds. Thinking about the pandemic may itself have been a distraction which required executive control to ignore. As such, thoughts about the pandemic reduce the ability to concentrate.

Another source of stress was an imbalance between workload and the time allocated to do it. In cases where exams were reinstated at short notice, or even when teachers expected students to “get caught up” on their return, expectancy beliefs appeared to drop, leading to procrastination. Home learning presented a similar problem, where students felt that teachers overestimated the amount of time they would have to study as the lockdown prevented students from doing much else. Urhahne & Wijnia (2021) have reported that students and teachers give contrasting estimations about how much amount of time and effort a given academic task will take, with students evaluating tasks to be more effortful and time consuming. The lockdown may have exacerbated this discrepancy.

Cancelling exams appears to have impacted expectancy beliefs in other ways. Competence self-perceptions are informed by previous achievement-related experiences (Marsh et al., 2017), but some participants believed that students who received artificially high “expected” grades were not given an opportunity to calibrate their competence self-perceptions because they did not learn the connection between competence and hard work. As such, these students are more likely to procrastinate in the future due to low expectancy beliefs. Similarly, many students reported procrastinating due to a lack of feedback. This suggests that feedback is useful because it helps a learner to calibrate their expectancy beliefs ahead of the next task.

It should be noted, however, that cancelling exams did not increase procrastination in all cases. One student was able to embrace the uncertainty surrounding the grading mechanism by increasing the utility value of all her work. Somehow, this student also ignored the cost of this approach in terms of time, effort and inevitable sunk costs. Another student enjoyed learning more for its own sake because of the cancelled exams. In each case, these students appear to have increased the STV of academic tasks by either increasing its utility value or its intrinsic value. This finding, however, implies that they already benefitted from high expectancy beliefs, as research has demonstrated that low expectancy, when combined with high STV, results in self-handicapping, procrastination, and cheating (Lee, Bong & Kim, 2014).

Home learning

Many students struggled due to the many distractions available in the home. Similarly, they also reported procrastinating without the “structure” provided by schools. These findings may reflect the fact that procrastination is often conceived of as a self-regulation failure (Steel, 2007; Steel & Klingsieck, 2016). Structure implies the imposition of regulations and motivations which are external to the person, and students appear to have struggled with self-regulation failure when this external structure was taken away. Nevertheless, these external forms of motivation are less subjectively pleasant (Ryan & Moller, 2017). Returning to a structured environment has therefore been an adjustment for many of the students who have returned to school after the lockdown closures.

In terms of extrinsic motivation, face-to-face interactions were missed by some teachers because they could no longer “pressure” students to learn. However, it was also reported that the reduction in face-to-face teaching led to a reduction in the quality of the teaching, leaving students to grapple with difficult new ideas and concepts on their own; and reducing expectancy. Furthermore, face-to-face teaching was also lauded because of the encouragement and motivation it can provide. The lockdown therefore meant that students’ need for relatedness and need to belong were being met less effectively during lockdown (Allen et al., 2021), an observation supported by the fact that students and teachers lamented the loss of events which help students belong, such as school trips and formal dances.

The online learning sessions themselves proved difficult for some. The low intrinsic value of this environment came across clearly, which reduced students’ motivation to engage. The repetitiveness of the sessions was also highlighted. The idea that repetitiveness would result in low intrinsic value is unsurprising given that human attention is directed most towards unexpected and unexplained changes (Loewenstein, 1994).

Long break

Participants reported that confidence decreased following the long break. Given that confidence can be thought of as an aspect of competence self-perceptions (Marsh et al., 2017), it is possible that the

long break reduced the number of achievement-related experiences needed to build up accurate/positive competence self-perceptions, resulting in decreased expectancy and motivation.

One student also observed that they no longer saw merit in making plans and setting goals. This is an interesting observation, as it ties into Life History (LH) research, which suggests that fast LH behaviour – such as being more impulsive and forgoing long-term planning – is a response to uncertain life events (Del Giudice, 2014, 2018). However, for one teacher, the future was not uncertain during the lockdown. Instead, it was completely certain and predictable. This meant that making plans was of reliably little value because of the “Groundhog Day” lifestyle imposed by the pandemic. Either way, it may be that fast LH behaviours are in some sense “switched on” in the face of broader socio-political events.

It could be, then, that only those individuals on the more extreme “slow” end of the LH continuum were able to resist this situational factor. Support for this observation was made by those teachers who emphasised the individual differences between students who stayed motivated, and those who did not. They identified that more “able” and more “dedicated” students responded best to the pandemic and the associated uncertainty. It is possible that these students are those best able to deploy self-regulated learning skills (Greene, 2018), because self-regulation is a strategy associated with slow LH approaches. Finally, some participants reported that more effort was necessary to begin learning again following the extended break. It seems that the demand to exert self-regulation at this stage requires additional effort – which in turn is subjectively experienced as unpleasant.

Nevertheless, one benefit of the long break was the “rest” it afforded some students. Research into job burnout suggests that workers need a rest when they are close to burnout (Leiter & Maslach, 2017), while burnout itself occurs when core SDT (Ryan & Deci, 2000) needs are not being met. According to the *two-process model* of burnout, workload must be manageable (the energy process), and congruent with one’s values (the values process). If the workload is not manageable, this can lead to exhaustion. If the work is not value congruent, this can lead to cynicism and inefficiency. Interventions aimed at reducing exhaustion have focused on “changing the quantity or process of work assignments” (p. 378), while interventions aimed at reducing cynicism have focused on the “alignment of the management environment with employees’ personal and professional values” (p. 379).

By desiring a rest, these students may have implied that their core needs are not being met by the *study-exam-repeat* model they have grown accustomed to. As such, while a rest seems to have been beneficial in this instance, it is unlikely that future generations will experience the same national lockdown and school closures. As such, future students will be placed at the same risk of burnout. It is likely that only changes to the curriculum (in terms of content, instruction and environment) will result in these students' core needs being met, which would therefore reduce this risk.

Conclusion

This study surveyed post-16 students and their teachers in the UK about how the national lockdown has impacted students' motivation and procrastination behaviours. On balance, the lockdown increased procrastination for many students, but not all of them. A variety of political, social and individual factors contributed to this finding. For example, a politically unstable environment at the national and international level increased uncertainty and reduced the utility value of long-term planning. At the school level, cancelled exams, home learning and an extended break resulted in procrastination because deadlines evaporated, utility value decreased, and students' need to belong and relate to others was not met. Moreover, the home learning environment was widely reported as more distracting and less structured than school. Individual differences between students in terms of their LH strategy, impulsiveness, and self-regulated learning played a role in determining which students were most motivated during the lockdown. Lastly, the values and opportunities available at home played a role for many students. It is therefore likely that existing inequalities between families impacted on students' motivation. However, students who disliked various aspects of school also reported benefitting from the lockdown. Nevertheless, on balance, students and teachers reported that a return to the *status quo* would reduce procrastination, but this study provides tentative evidence that a number of barriers will need to be overcome in order to facilitate this.

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Appendix A

The question participants were asked:

If you feel that the pandemic will have resulted in any notable changes in the motivation and procrastination behaviours of post-16 students, please take this opportunity to outline them in the space below, along with any explanation that you think may be relevant.

Appendix B

Stages of thematic analysis used in this study.

Stage	This study
1) Familiarisation with the data.	The data for this part of the study was not transcribed. Instead, it existed in text form. Familiarisation took place by reading the participants' responses twice, before taking a week long break and reading them a third and final time.
2) Coding	Responses were organised using a “surface level” approach i.e. they organised based on the similarity of their content. The text accompanying the themes was then compared and contrasted with TMT theory, given that it is the theoretical perspective used in this study.
3) Searching for themes	The overarching themes in the responses were clear – a large proportion of the responses reported that procrastination had increased, while a smaller proportion suggested that they had procrastinated less. Many of the responses in each category were then organised around specific events associated with lockdown,

such as the cancellation of exams, the long break from school, and the online learning associated with this break.

4) Reviewing themes

There was considerable overlap between themes (for example, lack of routine and lack of structure were often paired together by participants). It was necessary at this stage to ensure each theme did not have too many “levels” of specificity. Where possible this number was kept to three. It was also necessary to avoid having too broad an array of themes.

5) Defining and naming themes

Given the “surface” level of the analysis, straightforward names were preferred for the themes. The first overarching themes described what the responses were communicating in terms of the amount of procrastination. The second level communicated the events which had taken place due to the pandemic. Finally, themes at the third level of analysis represented topics around which the responses could be organised.

6) Writing up

Comparisons and contrasts between the “surface-level” themes and the deeper, theoretical themes suggested by TMT are limited to the text itself.
