

## Effects of Procrastination and Intrinsic Motivation on Academic Performance and Life Satisfaction in Upper Division Courses

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### Recommended Citation

Hines, Koby, "Effects of Procrastination and Intrinsic Motivation on Academic Performance and Life Satisfaction in Upper Division Courses" (2023). *2023 Symposium*. 19.  
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# Can Procrastination be Adaptive?

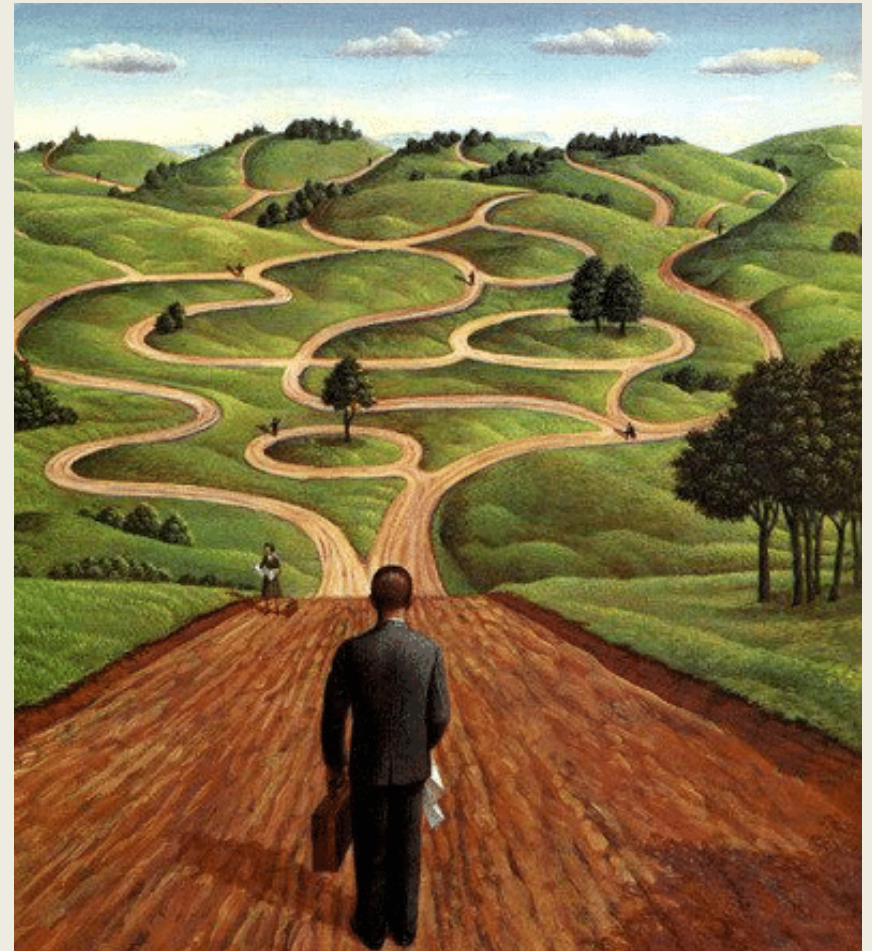
Effects of Procrastination and Intrinsic Motivation on Academic Performance and Life Satisfaction in Upper Division Courses

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# Purpose

Conflicting research has been found on Active Procrastination and academic outcomes (e.g., Kim et al., 2017; Pinxten et al., 2019).



# Background



Active Procrastination (AP) is deliberately procrastinating to increase motivation with time pressure, leading to the completion of tasks just before the deadline, while achieving satisfactory outcomes (Choi & Moran, 2009).

# Background

Traditional or Passive Procrastination (PP) has been defined (e.g., Lay & Schouwenburg, 1993) as an intentional delay in starting an act, which often leads to a negative outcome (e.g., Simpson & Pychyl, 2009).



# Literature Review

- Kim et al. (2017) found that AP predicted higher GPA and PP predicted lower GPA.
- However, Pinxten et al. (2019) found that AP had no relationship with student achievement.
- These results are conflicting.

# Measures: Academic Performance

## Diligence Tasks

- Low Stakes (Pass/Fail)
- Several Times Weekly

## Weekly Quiz

- Low Stakes (Multiple Choice)
- Once Weekly

## Journal Writings

- Higher Stakes (Subjective Writings)
- Biweekly

## Exams

- High Stakes (Multiple Choice)
- Twice a Quarter



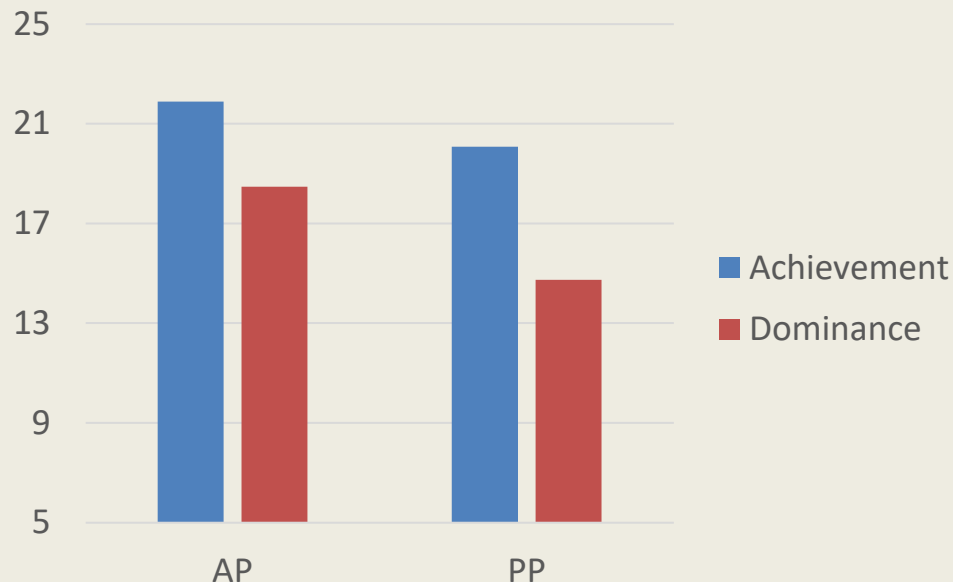
# Discussion

- Confounds
  - Sample size
  - Assessments for GPA may not have been sensitive enough



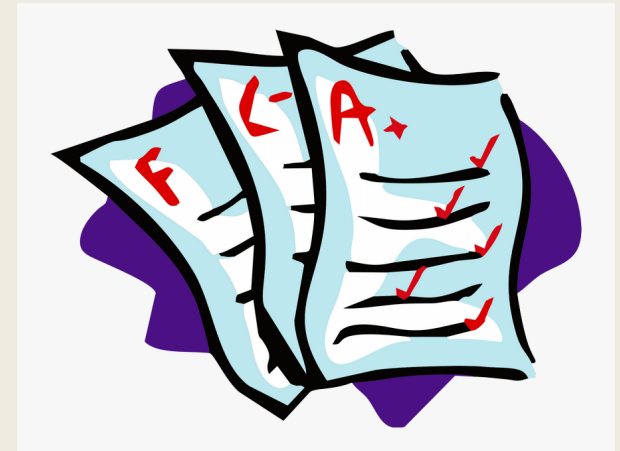
# Results

Only one of the hypotheses was supported. That being that those higher in AP than PP would score higher in needs for achievement ( $F(1, 40)=4.05, \eta_p^2=.09, p = .051$ ) and dominance ( $F(1, 40)=11.58, \eta_p^2=.23, p = .002$ ) than those higher in PP than AP.



# Introduction

The focus of the current study is the comparison of the effects of AP, PP, and intrinsic motivation on academic outcomes and Life Satisfaction (LS).



# Method

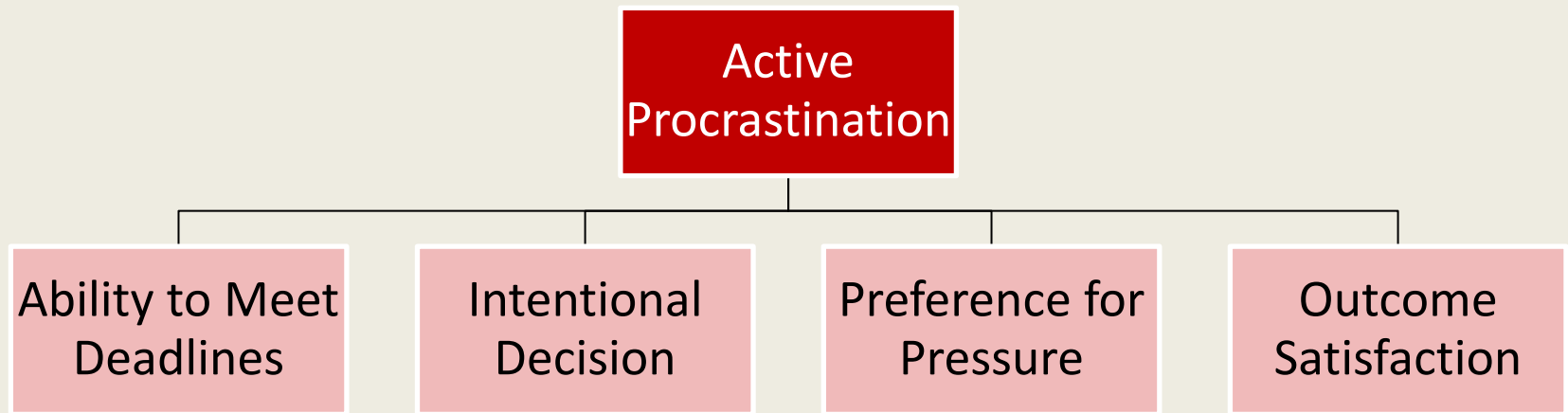
- Sample
  - 82 undergraduate students enrolled in upper-division psychology classes
- Procedure
  - Participants completed surveys via SurveyMonkey
  - Consented to the access of their course grades by their professor



# Measures:

## Active Procrastination Scale

- Contains 16 items assessing the four areas of AP (Choi & Moran, 2009)



# Measures:

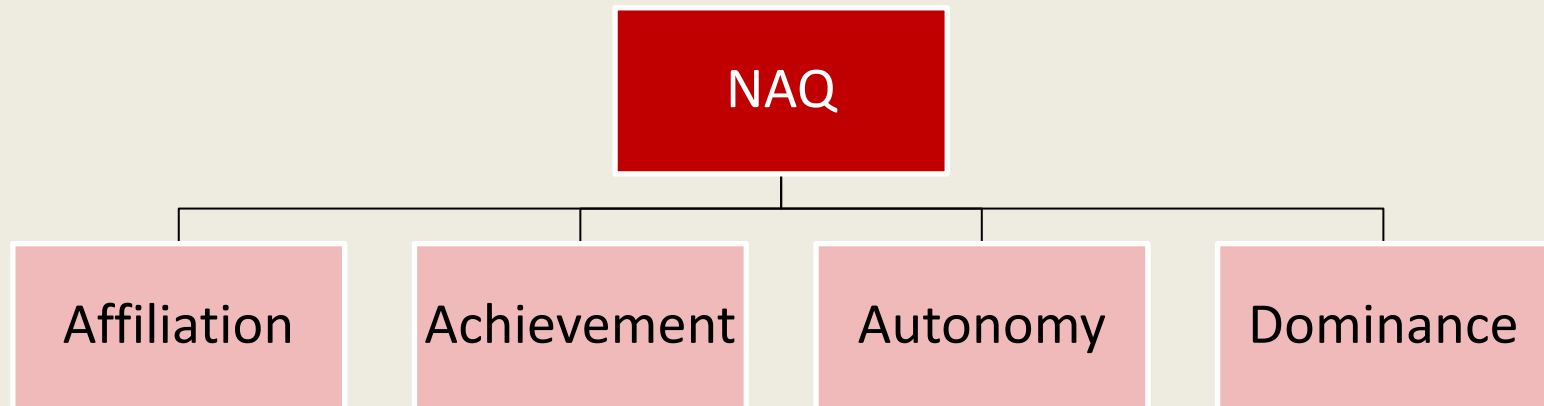
## Passive Procrastination Assessment

- Contains 5 procrastination items from Mann et al. (1997) existing scale.

# Measures:

## Needs Assessment Questionnaire

- Contains 20 items assessing the four different needs and motivation for behavior (Heckert et al., 2000)



# Measures:

## Riverside Life Satisfaction Scale

- Contains 6 items from Margolis et al. (2019)

# Measures: GPA

Term  
Paper

- Quarter Long Assignment
- High Stakes



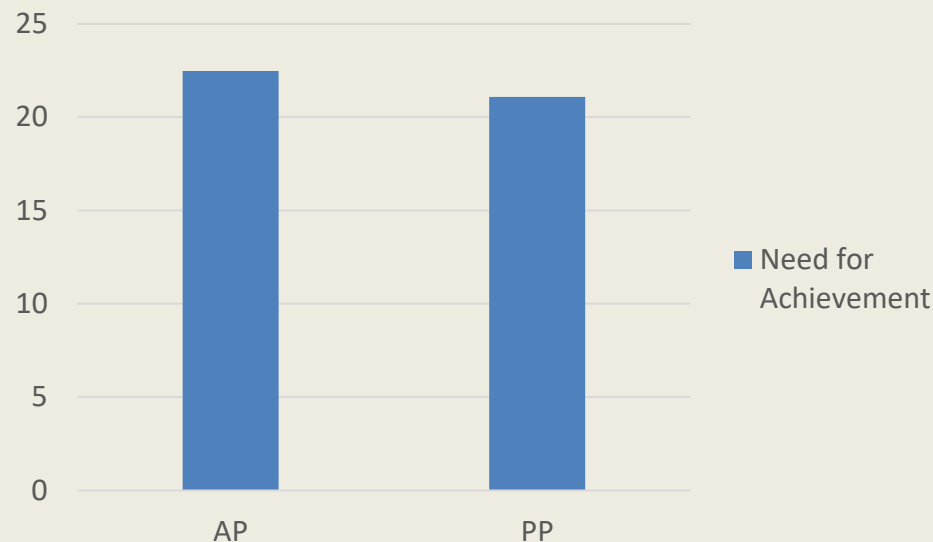


# Hypotheses

- Higher AP related to higher GPA and LS
- Higher AP related to higher needs for Achievement and Dominance
- Higher PP related to higher need for autonomy

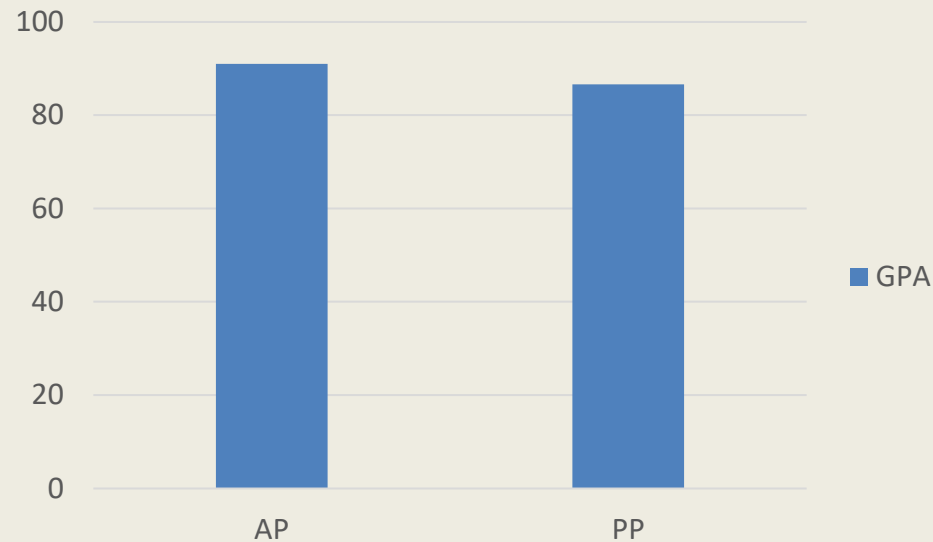
# Results

Our hypothesis that those higher in AP than PP would score higher on their term paper ( $F(1, 63)=5.34, \eta_p^2=.078, p = .024$ ) was supported.



# Results

Our hypothesis that those higher in AP than PP would score higher in need for achievement ( $F(1, 63)=4.50, \eta_p^2=.067, p = .038$ ) was supported.



# Results

- All results at  $p < .01$  level.

## Fall 22

- PP was negatively correlated with AP
- $(r(45) = -.38)$

## Winter 23

- PP was positively correlated with AP
- $(r(65) = .43)$

# Discussion

- These findings may support findings that active procrastination may not be a significantly different construct than traditional procrastination and may be a reversed scoring of traditional procrastination considering the correlation with one another (Wolters et al., 2017; Pinxten et al., 2019).

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