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**THE INFLUENCE OF ACTIVE PROCRASTINATION AND PASSIVE
PROCRASTINATION ON UNIVERSITY STUDENTS' EDUCATION AND
SUCCESS IN COLLEGE**

by
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A Thesis

Submitted to the
Department of Special Educational Services/Instruction
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at
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Abstract

Frank S. Martini Jr.

The Influence of Active Procrastination and Passive Procrastination on University
Students' Education and Success in College

2012/13

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Master of Arts in School Psychology

The purpose of this research study was to explore the relationship between active procrastination, passive procrastination, and non-procrastination in regards to university students' education and success in college, in an attempt to identify possible benefits of procrastination. University students were distributed a survey that classified them either as an active procrastinator (one who makes deliberate decisions to procrastinate because they feel they work well under pressure), a passive procrastinator (one who finds themselves paralyzed by their indecision to act on a task within an appropriate timeframe), or a non-procrastinator (one who does not procrastinate on most assignments) and analyzed their GPA and success in college. It was hypothesized that those who identified as active procrastinators and non-procrastinators would have a higher GPA and be more successful college students than those identifying as passive procrastinators. Results indicated there was no significant influence of active procrastination, passive procrastination, or non-procrastination on university students' education or success in college. Implications for future research are discussed.

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Chapter 1

Introduction

Past research indicates that about 80 – 95% of college students engage in procrastination (Ang, R. P., Chong, W. H., Huan, V. S., Klassen, R. M., Tan, C. X., Wong, I. Y. F., & Yeo, L. S. 2008). In the school system, procrastination is typically viewed as being a negative behavior, with any possible benefits often overlooked or neglected. While the literature acknowledges possible benefits of procrastination, very little is expanded upon, with most studies contrasting procrastinators with non-procrastinators (Chu, A.H.C., & Choi, J.N., 2005).

In an attempt to explore the possibilities of positive benefits of procrastination, past research has found that there are two classifications of procrastination: active procrastination, when one makes deliberate decisions to procrastinate because they feel they work well under pressure, and passive procrastination, when one finds themselves paralyzed by their indecision to act on a task within an appropriate timeframe (Chu, A.H.C., & Choi, J.N., 2005). Students also classify into a third group, non-procrastination, in which individuals perform most tasks in a timely manner (Barnes, K. L., Ferrari, J. R., & Steel, P. 2009).

Results suggested that although active procrastinators procrastinate to the same degree as passive procrastinators, they are more similar to non-procrastinators than to passive procrastinators in terms of time, control of time, self-efficacy belief, coping styles, and outcomes including academic performance. These findings offer a new

perspective of procrastination, and indicate a need to reevaluate its implications for outcomes of individuals.

Need For Study

The findings of past research which identify two types of procrastination, active procrastination, a more positive type of procrastination, and passive procrastination, a more negative type of procrastination, suggest by definition that there may be some possible benefits of procrastination. The identification of a “positive” form of procrastination would suggest that this type of classification is beneficial, as individuals engage in active procrastination because they prefer to work under the pressure of an upcoming deadline. This research study attempts to determine whether or not this perceived benefit of active procrastination influences education and success in college, in the hopes of revealing possible misconceptions about procrastination and its supposed negative influences on education.

Purpose

The purpose of this research study was to examine the influence of active procrastination, passive procrastination, and non-procrastination on university students’ education and success in college. The current study compared active procrastinators and passive procrastinators with non-procrastinators in regards to their education and success in college, in order to determine whether or not procrastination has any potential overlooked benefits, or is rather truly detrimental to a student’s academic performance.

Hypothesis

It was hypothesized that university students identifying as active procrastinators and non-procrastinators will have a higher GPA and be more successful college students than those identifying as passive procrastinators. It was predicted that students identifying as non-procrastinators will show a similar level of education and success to that of students identifying as active procrastinators. This would indicate a potential benefit of procrastination on university students' education and success in college.

Definitions

Active procrastinator – individuals who prefer to work under pressure, making deliberate decisions to procrastinate (Chu, A.H.C., & Choi, J.N., 2005).

Passive procrastinator – individuals who are paralyzed by their indecision to act and fail to complete tasks within a desired time frame (Chu, A.H.C., & Choi, J.N., 2005).

Non-procrastinator – individuals who perform most tasks in a timely manner (Barnes, K. L., Ferrari, J. R., & Steel, P. 2009).

Assumptions

Data was recruited from subjects within various locations of the Rowan University campus in order to gather a diverse sample size representative of a larger population of university students. Before completing the survey, subjects read the alternate consent form, which informed them that there are no physical or psychological risks involved with participation in this study, their data will be kept anonymous and confidential, and their class standing will not be affected in any way based upon

participation in this study. The alternate consent form informed subjects that they may withdraw their participation in this study at any time without penalty. Precautions such as these helped to ensure that subjects provided honest answers when completing the survey.

Limitations

The use of a self-made survey proposes certain limitations within this research study. Due to the experimental nature of a survey that is self-made, it is difficult to determine survey reliability or validity without multiple retesting. Although students were classified into the category of active procrastinator, passive procrastinator, and non-procrastinator according to their definitions, there is no formal way of measuring “education” or “success” in college. Thus, the education variable was measured according to university students’ GPA, and the success variable was measured according to students’ GPA, whether or not the student believed he or she was a successful college student, and whether or not the student was on track to graduate within the typical four year period. Due to the subjective nature of these measurements, it is suggested that future studies develop a more precise or concrete way of measuring variables such as “education” or “success” in college students.

Summary

This research study seeks to examine the influence of two types of procrastination on university students’ education and success in college. Past research has found that there are two classifications of procrastination: active procrastination, when one makes deliberate decisions to procrastinate because they feel they work well under pressure, and

passive procrastination, when one finds themselves paralyzed by their indecision to act on a task within an appropriate timeframe (Chu, A.H.C., & Choi, J.N., 2005). Students also classify into a third group, non-procrastination, in which individuals perform most tasks in a timely manner (Barnes, K. L., Ferrari, J. R., & Steel, P. 2009). While procrastination is commonly believed to be harmful or lead to negative consequences, the findings of past research suggest that there may be possible benefits to procrastination that are often overlooked. The current research study explores the relationship between active procrastination, passive procrastination, and non-procrastination in regards to university students' education and success in college, in an attempt to identify possible benefits of procrastination.

Chapter 2

Literature Review

Introduction

Review of the literature first presents the contemporary definitions of procrastination, as well as the various “types” of procrastination, such as active procrastination and passive procrastination. Next, the impact of procrastination from a historical perspective is explored. Lastly, the types of procrastination, active and passive, are described in relation to students with a discussion of limitations of available research.

Definitions of Procrastination

Procrastination can be generally defined as purposefully delaying an intended course of action (Barnes, K. L., Ferrari, J. R., & Steel, P. 2009). It is important to note that the delay should be under the control of the individual, and the task should be one that needs to be completed. This is because procrastination involves an individual fully knowing that he or she needs to perform an activity or attend to a task, yet failing to motivate oneself to perform within the desired or expected time frame. This occurs despite whether or not the individual wanted to complete the task (Ackerman, D. S., & Gross, B. L. 2005).

Other definitions of procrastination focus on the behavioral aspect of task delay, defining procrastination as the lack or absence of self-regulated performance and the behavioral tendency to postpone that which is necessary to reach a goal (Chu, A.H.C., & Choi, J.N., 2005). Another definition focuses on the emotional discomfort procrastinators often experience when putting off tasks: Procrastination is delaying the

start of a task that one eventually tends to complete until he or she experiences emotional discomfort about having not performed the activity earlier (Beck, B.L., Koons, S.R., & Milgrim, D.L. 2000). Definitions such as these bring attention to various antecedents and consequences that may influence individuals to procrastinate.

Each definition focuses on the same general principle that those who procrastinate delay tasks necessary toward achieving goals. However, the definition of procrastination can be broken down further depending on the reasons for task delay. Individuals who find themselves paralyzed by their indecision to act and fail to complete tasks on time are known as passive procrastinators (Chu, A.H.C., & Choi, J.N., 2005). Passive procrastinators are procrastinators in the traditional sense of the definition. Active procrastinators, on the other hand, are a “positive” type of procrastinator. Active procrastinators are defined as those individuals who prefer to work under pressure, and thus make deliberate decisions to procrastinate (Chu, A.H.C., & Choi, J.N., 2005). Individuals who perform most tasks in a timely manner are defined as non-procrastinators (Barnes, K. L., Ferrari, J. R., & Steel, P. 2009).

Historical Perspective of Procrastination

Paralleling the evolution of human civilization, procrastination may have originated as early as 2.5 million years ago when our ancestors first grouped into small clans. As civilizations grew, opportunities for procrastination grew with demands of cultural agencies (Knaus, W. J. (2000). People typically view procrastination as a problematic behavior. Procrastinators are often thought to not care about the quality of their work, and are even thought to possibly have a lower cognitive ability than non-

procrastinators. Previous empirical research has often supported this viewpoint, suggesting that procrastination results in lost time, poorer health, decreased long-term learning, and lower self-esteem (Olafson, L., Schraw, G., & Wadkins, T. 2007). “Because procrastination involves withholding the start of a task such that no effort is made that could be improving one’s chances of success, procrastination seems to be a form of self-handicapping” (Ferrari, J. R., & Tice, D. M. (2000). Even the ancient Babylonian leader Hammurabi recognized the disadvantages of needless delays, penalizing procrastination through one of his 238 codes (Knaus, W. J. (2000).

In Western society, procrastination has become more and more visible since the Industrial Revolution, creating a constant strain on the relationship between an individual’s effective use of time and social value (Knaus, W. J. (2000). Today, the computer, the greatest informational tool, while often used for gain, is commonly used by others for endless dawdling, often through social interaction (Knaus, W. J. 2000). This is especially true for students who often use computers to complete academic assignments. While procrastination has become more and more prevalent in our modern society as people find new ways to occupy their time and interact with others, procrastination is still typically viewed by most people as a problematic behavior.

Procrastination in Students

As students often find themselves faced with upcoming deadlines, it is no surprise that the majority of the research focuses on procrastination in the school setting. Research shows that about 80-95% of college students engage in procrastination, and about 50% procrastinate in a problematic fashion (Ang, R. P., Chong, W. H., Huan, V. S.,

Klassen, R. M., Tan, C. X., Wong, I. Y. F., & Yeo, L. S. 2008). In the school system, procrastination is also typically viewed upon as being a negative behavior. Any possible benefits of procrastination are often overlooked or neglected. “Procrastination has been considered a self-handicapping behavior that leads to wasted time, poor performance, and increased stress” (Chu, A.H.C., & Choi, J.N., 2005). The literature suggests that students who procrastinate not only receive lower grades, but also have poorer health than non-procrastinators. “In contrast, non-procrastination has been associated with high efficiency, productivity, and superior performance, and non-procrastinators are often described as organized and highly motivated individuals” (Chu, A.H.C., & Choi, J.N., 2005).

While this research may seem logical, it should be noted that procrastinators suffer from stress later on, whereas non-procrastinators suffer early, so the total amount of suffering could be the same (Baumeister, R. F., & Tice, D. M. 1997). It may even be argued that procrastinators may experience less suffering, because they compress the period of stress into a short time (Baumeister, R. F., & Tice, D. M. 1997). However, the intensity of the stress may be more for the procrastinator because he or she is likely to be under more pressure than the non-procrastinator, despite the length of suffering.

Although the literature acknowledges some benefits of procrastination, very little is expanded upon (Chu, A.H.C., & Choi, J.N., 2005). The majority of existing research on procrastination has contrasted procrastinators with non-procrastinators (Chu, A.H.C., & Choi, J.N., 2005). Little research has been done to evaluate the possibilities of “positive” procrastination. The definition of active procrastination implies that there may be some benefits to certain types of procrastination, depending on the reason for task

delay (Knaus, W. J. 2000). Strategic task delays prove advantageous when gathering, sorting, and absorbing vital preparatory information (Knaus, W. J. 2000). Although procrastination is occasionally mentioned in a positive sense, such as a functional delay, or avoiding rush, subsequent historical analysis indicates the positive form of procrastination is secondary in usage (Steel, P. 2007).

Rather than continuing to examine the relationship between procrastinators and non-procrastinators as past studies have done, Chu & Choi (2005) explored the possibilities of positive benefits of procrastination in their research by attempting to differentiate the relationship between two types of procrastinators, active procrastinators and passive procrastinators. This research has been conducted to show that not all procrastination behaviors are harmful or lead to negative consequences, as most people believe. Results suggested that although active procrastinators procrastinate to the same degree as passive procrastinators, they are more similar to non-procrastinators than to passive procrastinators in terms of time, control of time, self-efficacy belief, coping styles, and outcomes including academic performance. Chu & Choi's (2005) findings offer a new perspective of procrastination and indicate a need to reevaluate its implications for outcomes of individuals.

Although Chu & Cho's (2005) findings confirm the existence of two types of procrastinators, there were several limitations that could have influenced results. First, the sample consisted of only university students who may possess different characteristics than other populations, such as those in the workplace. Thus, generalizability of results to populations engaging in other types of tasks is limited. Second, all variables in the study were self-reported at one point in time. This is a

relevant limitation considering the cross-sectional nature of the data, which was obtained from a single source. This increases the possibility of insensitivity to temporal changes of variables, ambiguous causal directions of the observed relationship, as well as boosted correlations among variables (Chu, A.H.C., & Choi, J.N., 2005).

In exploring the relations of different possible types of procrastination, it is important to consider the limitations of self-reported research (Chu, A.H.C., & Choi, J.N., 2005). Because the research is self-reported, there is always the possibility that individuals were not completely honest in reporting variables, or perhaps they were not clear on the instructions (Chu, A.H.C., & Choi, J.N., 2005). It should be acknowledged that students are able to handle different levels of stress, and what one person may consider a higher level of stress, another person may consider a lower level of stress. Because there is no concrete way to measure the levels of stress or other internal influences in student's lives, there is always the possibility of skewed results (Chu, A.H.C., & Choi, J.N., 2005).

There is often little attention devoted to identifying characteristics of factors that may influence procrastination behavior (Ackerman, D. S., & Gross, B. L. 2005). While an individual may identify as an "active" or "passive" procrastinator, there are a number of other detrimental or moderator factors that may unknowingly contribute to their decision to intentionally delay task completion (Chu, A.H.C., & Choi, J.N., 2005). For instance, active procrastinators may believe they are delaying task completion because they feel they work well under pressure, while perhaps they are actually influenced by social factors such as family and friends, social norms, or social support. Whether or not one was raised by a supportive, hard-working family, or surrounded by friends who have

set high goals and are always focused on schoolwork may influence one's decision to procrastinate (Chu, A.H.C., & Choi, J.N., 2005). Perhaps if given more social support the individual will be less likely to engage in procrastination, regardless of whether or not they work well under pressure. If an individual is surrounded by a weak support system, such as a family that rarely pushes them to work, or friends who do not put schoolwork first in their lives, than perhaps the individual will be more likely to engage in procrastination, regardless of whether it is active or passive, as it will be more socially acceptable (Chu, A.H.C., & Choi, J.N., 2005). One may believe that the better social support system an individual has, the less likely they will be to engage in passive procrastination. Similarly, whether one identifies as an introvert or extrovert may also contribute towards procrastinating behaviors (Chu, A.H.C., & Choi, J.N., 2005). Extroverts may not have time to complete work right away, as they have active social lives and may possibly put that before schoolwork. Perhaps introverts have more time on their hands to complete work and are thus less likely to procrastinate. While this may not be true for everyone, it is important to consider other factors that may contribute to procrastination behaviors (Chu, A.H.C., & Choi, J.N., 2005).

Similar to various social influences having an impact on one's decision to procrastinate, health factors may also contribute to one's procrastination behaviors (Chu, A.H.C., & Choi, J.N., 2005). Both physical and mental health, as well as temperament may contribute to procrastination behaviors. For instance, some people like to take risks, and may enjoy the feeling of putting off important tasks, as well as the sudden relief that comes once the task is completed (Chu, A.H.C., & Choi, J.N., 2005). Students with depression or anxiety may have little motivation to complete tasks, or they may find a

need to delay tasks that make them uncomfortable. Students who have ADD or ADHD may find it difficult to stay focused on a task which may lead to procrastination (Chu, A.H.C., & Choi, J.N., 2005). There are numerous other detrimental or moderator factors that have the ability to impact procrastinators that are not taken into consideration when considering the reasons behind procrastination behavior.

Another important factor that has an influence on an individual's tendency to procrastinate is task adversity. For instance, data collected on the frequency of procrastination for a variety of academic tasks revealed that 46% of subjects reported that they nearly always or always procrastinate on writing a term paper, 27.6% procrastinate on studying for exams, and 30.1% procrastinate on reading weekly assignments. It was found that to a lesser extent subjects procrastinate on administrative tasks, (10.6%), attendance tasks (23.0%), and school activities in general (10.2%) (Solomon, L.J., & Rothblum, E.D. 1984). The varying high and low percentages of these variables indicate a clear influence on procrastination depending on the type of task the student is completing. Tasks that are considered to be the most important or the most amount of work have the most number of procrastinators, which may indicate that most people tend to procrastinate in order to avoid work or perhaps to escape feelings of stress, or even to engage in risk taking behavior (Solomon, L.J., & Rothblum, E.D. 1984).

Chu & Cho's (2005) study offers insight on a new perspective of procrastination and how people manage their time. The findings indicate a need to reevaluate the longstanding view of previous studies that procrastination is an unhealthy or unproductive behavior, as active procrastination may be beneficial, or even necessary for individuals to work in highly demanding, unpredictable, and fast changing environments.

This viewpoint suggests that active procrastinators may actually function more efficiently than others, thus individuals may not report feelings of stress or dissatisfaction with the way they manage their time (Chu, A.H.C., & Choi, J.N., 2005).

Purpose

This study examined the possibility that not all procrastination behaviors are harmful or lead to negative consequences, despite previous research regarding procrastination as a self-handicapping behavior. More specifically, the study aimed to empirically test whether there are different types of procrastinators. The study did this by differentiating between two types of procrastinators, active procrastinators, and passive procrastinators. Active procrastinators, those who work well under pressure, were considered to be a “positive” form of procrastination, as they showed to possess desirable attitudinal and behavioral characteristics despite engaging in the same level of procrastination as traditional “negative,” or passive procrastinators. Active procrastinators, those who deliberately procrastinate because they work better under pressure, are more likely to accomplish tasks with satisfactory outcomes than compared with passive procrastinators who often find themselves paralyzed by their tendency to delay tasks. Future research studies may expand on the present findings and devote further clarification of the active procrastination construct (Chu, A.H.C., & Choi, J.N., 2005).

Chapter 3

Methodology

Participants

The participants in this research study were made up of 100 students from Rowan University. All subjects were recruited at random from various locations of the Rowan University campus. Those who were not Rowan University students and everyone under the age of 18 were excluded from participating in this study.

Materials

The materials used in this study were 100 surveys that were distributed to various Rowan University students (see Appendix A). The surveys included an alternate consent form, which indicated that only students of 18 years of age or older were allowed to participate in this study. The questionnaire portion was used to obtain information on students' tendencies to procrastinate, and assess how well students were doing in school. A debriefing form was also presented at the end of the experiment which further explained the study, the definitions of each type of procrastination, as well as the deception that was involved. The debriefing form also provided the subject with contact information in case he or she had any further inquiries.

Design

This research study used a within-subjects design. The variables of procrastination included the categories of active procrastination, passive procrastination, and non-procrastination. Students were placed into these categories based upon the corresponding definition of each classification. The survey first determined if the student was a non-procrastinator: "Do you put off most assignments?" If answered "No," the

student was classified as a non-procrastinator. The survey then determined if the student was an active procrastinator: “Do you delay assignments because you work better under pressure?” If answered “Yes,” the student was classified as an active procrastinator. The survey then determined if the student was a passive procrastinator: “When you delay assignments do you feel paralyzed by accumulated work?” / “Do you fail to turn in assignments on time?” If answered “Yes,” the student was classified as a passive procrastinator. The education variable was measured according to university students’ GPA, and the success variable was measured according to a combination of students’ GPA, whether or not the student believed he or she was a successful college student, and whether or not the student was on track to graduate within the typical four year period. Random survey questions were included to discourage biased answers.

Procedure

All subjects were recruited from various locations of the Rowan University campus, and asked their age before distribution of the survey. Those who were not Rowan University students and everyone under the age of 18 was not distributed a survey. Once the students received their survey, they read the alternate consent and continued to complete the questionnaire. After completing the survey, the packets were collected and students were presented with the debriefing form. Students were then thanked for their participation in this research study.

Chapter 4

Findings

The influence of active procrastination, passive procrastination, and non-procrastination on university students' education and success in college was tested. A nonparametric bivariate correlation, Kendall's tau-b, was run. The correlation was run with an alpha level of $p < 0.05$. Overall, the influence of active procrastination, passive procrastination, and non-procrastination on university students' education and success in college were not significant. I also found that the year of college, whether the student is a freshman, sophomore, junior, or senior, revealed no significant influence on GPA or success.

Although there was no significant influence between active procrastination, passive procrastination, and non-procrastination on university students' education and success in college, other variables showed to be significant. When compared among genders, there was a significant correlation between education and success: Gender – GPA, $p = 0.001$ & Success, $p = 0.001$. When compared among GPA, there was a significant correlation between gender and success: GPA – Gender, $p = 0.001$ & Success, $p = 0.000$. When compared among success, there was a significant correlation between gender and GPA: Success – Gender, $p = 0.001$ & GPA, $p = 0.000$.

Chapter 5

Summary, Conclusions, and Recommendations

The current study was designed to examine whether or not active procrastination, passive procrastination, and non-procrastination among university students influences education and success in college. The hypothesis was that active procrastinators and non-procrastinators will have a higher GPA and be more successful college students than passive procrastinators. This is because by definition, active procrastinators procrastinate because they feel they are able to focus better on their work due to the quickly-approaching time limit, non-procrastinators do not delay most assignments, and passive procrastinators find themselves paralyzed by the delay of accomplishing work. However, the results of this study did not support the hypothesis, indicating that there is no significant influence of active procrastination, passive procrastination, and non-procrastination on university students' education or success in college.

While results indicate no significant correlation between active procrastination, passive procrastination, and non-procrastination on university students' education or success in college, the current study did show some correlations between other factors. Results indicate that when compared among genders, there was a significant correlation between education and success, indicating that university students' gender has an influence on education and success in college. When compared among GPA, there was a significant correlation between gender and success, and when compared among success, there was a significant correlation between gender and GPA. These correlations were expected, as university students' success in college will likely influence their GPA.

The current study contained various limitations that could have influenced results. The use of a survey that was self-made makes it difficult to determine survey reliability or validity without multiple retesting. While students were classified into the categories of active procrastinator, passive procrastinator, and non-procrastinator according to their definitions, there is no specific way of measuring “education” or “success” in college. Thus, the education variable was measured according to university students’ GPA, and the success variable was measured according to students’ GPA, whether or not the student believed he or she was a successful college student, and whether or not the student was on track to graduate within the typical four year period. Due to the subjective nature of these measurements, I would suggest that future studies develop a more precise or concrete way of measuring variables such as “education” or “success” in college students.

Another possible limitation to the current study was limited sample size. Although a sample size of 100 university students was used, once the students were classified into the categories of active procrastination, passive procrastination, and non-procrastination, there were an uneven number of students in each group, with the least amount of students in the passive procrastination group. The lower number of students in the passive procrastination group compared to the active and non-procrastination groups suggest that the passive procrastination group may have been misrepresented. Future studies may wish to collect subjects until there is an even representation of all three procrastination groups in an attempt to produce more accurate results.

The results of this study examined the influence of active procrastination, passive procrastination, and non-procrastination on university students’ education and success in

college in the hopes of possibly identifying some potential benefits to procrastination. While the results indicate that there is no significant influence between active procrastination, passive procrastination, and non-procrastination on university students' education and success in college, the current study's findings offer a new insight to traditional research on procrastination, which typically focuses on comparing procrastinators with non-procrastinators. While past research typically views procrastination in a negative light, the identification of active procrastination, or "positive" procrastination, and passive procrastination, or "negative" procrastination implies some possible benefits of procrastination. Future studies may wish to further explore whether or not the perceived benefit of active procrastination has any significant influences on education and success in college, focusing on other possible ways of measuring "education" and "success" variables. Further research is encouraged in the hopes of revealing possible misconceptions about procrastination and its supposed negative influences on education.

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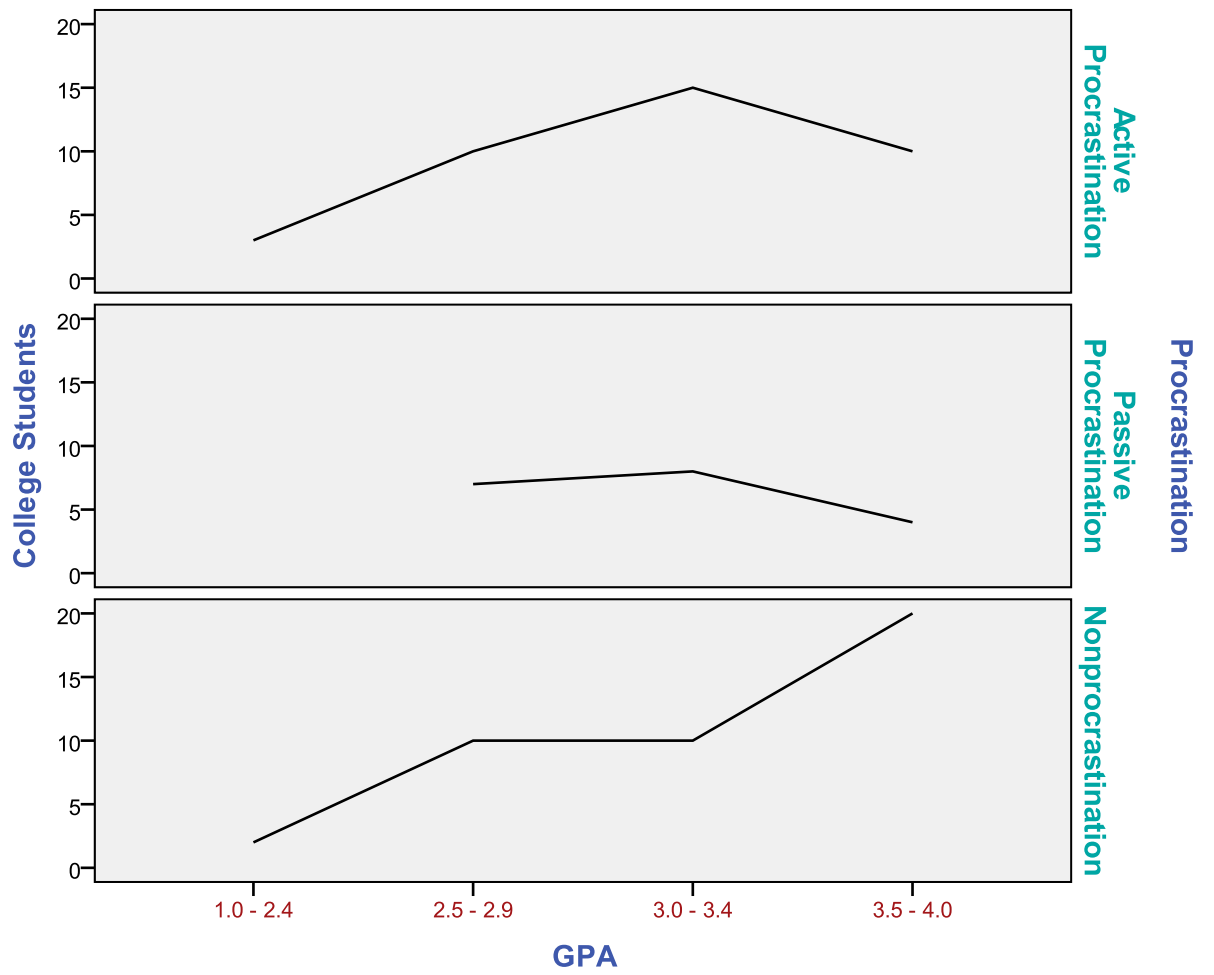


Figure 1. GPA

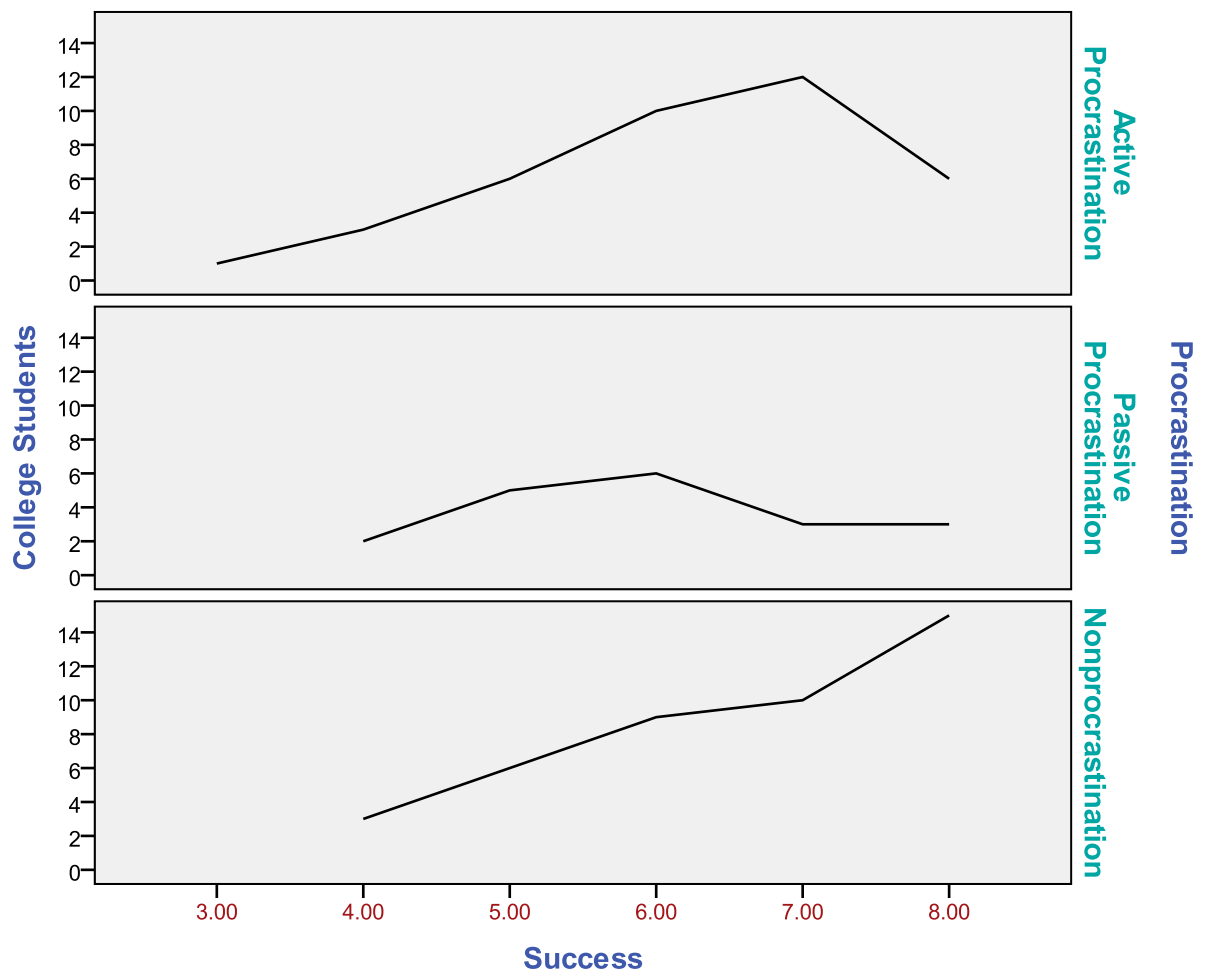


Figure 2. Success

Appendix A - Survey

The research study is being conducted by Frank Martini, a graduate student at Rowan University, in partial fulfillment of his M.A. degree in School Psychology. Only Rowan University students 18 years of age or older may participate in this study. All participation in this study is entirely voluntary. There are no physical or psychological risks involved in this study, and you are free to withdraw your participation at any time without penalty. Your responses will be anonymous and all the data gathered will be kept confidential. By taking this survey you agree that any information obtained from this study may be used in any way thought best for publication or education provided that you are in no way identified and your name is not used. Participation does not imply employment with the state of New Jersey, Rowan University, the principal investigator, or any other project facilitator. Your class standing will not be affected in any way based upon participation of this survey.

If you have any questions or problems concerning your participation in this study, please contact Frank Martini at (856) 466-6441 / martin5c@students.rowan.edu, or his faculty advisor, Dr. Roberta Dihoff at dihoff@rowan.edu.

1) Please circle one of the following:

Male Female

2) Year:

Freshman Sophomore Junior Senior

3) GPA Range:

1.0 – 2.4 2.5 – 2.9 3.0 – 3.4 3.5 – 4.0

4) Do you put off most assignments?

Yes No

5) Do you delay assignments because you work better under pressure?

Yes No

6) When you delay assignments do you feel paralyzed by accumulated work?

Yes No

7) Do you spend more than 10 hours a week watching television?

Yes No

8) Do you feel as though you are a successful college student?

Yes No

9) Do you eat three meals each day?

Yes No

10) Do you fail to turn in assignments on time?

Yes No

11) Do you enjoy the majority of your classes?

Yes No

12) Will it take you more than the standard four years to graduate?

Yes No

13) Are your parents paying for college?

Yes No

14) Do you find your classes difficult?

Yes No

15) Are you involved in a Rowan club or belong to a Rowan sports team?

Yes No

16) Do you exercise more than twice a week?

Yes No

17) Do you find studying makes the difference between a good and a bad grade?

Yes

No