

Academic Procrastination: The Relationship Between Academic Procrastination and  
Multidimension Perfectionism, Motivation and Self-Efficacy

Fina Year Project

Pedro Forjaz

X15481702

National College of Ireland

Year 3

Due Date 10/04/2018



**Submission of Thesis to Norma Smurfit Library, National College of Ireland**

Student name: \_\_\_\_\_ Student number: \_\_\_\_\_

School: \_\_\_\_\_ Course: \_\_\_\_\_

Degree to be awarded: \_\_\_\_\_

Title of Thesis: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

One hard bound copy of your thesis will be lodged in the Norma Smurfit Library and will be available for consultation. The electronic copy will be accessible in TRAP (<http://trap.ncirl.ie/>), the National College of Ireland's Institutional Repository. In accordance with normal academic library practice all theses lodged in the National College of Ireland Institutional Repository (TRAP) are made available on open access.

I agree to a hard bound copy of my thesis being available for consultation in the library. I also agree to an electronic copy of my thesis being made publicly available on the National College of Ireland's Institutional Repository TRAP.

Signature of Candidate: \_\_\_\_\_

For completion by the School:

The aforementioned thesis was received by \_\_\_\_\_ Date: \_\_\_\_\_

This signed form must be appended to all hard bound and electronic copies of your thesis submitted to your school

## Submission of Thesis and Dissertation

**National College of Ireland**  
**Research Students Declaration Form**  
*(Thesis/Author Declaration Form)*

**Name:** Pedro Forjaz\_\_\_\_\_

**Student Number:** x15481702\_\_\_\_\_

**Degree for which thesis is submitted:** BACHPSYCH\_\_\_\_\_

**Material submitted for award**

- (a) I declare that the work has been composed by myself.
- (b) I declare that all verbatim extracts contained in the thesis have been distinguished by quotation marks and the sources of information specifically acknowledged.
- (c) My thesis will be included in electronic format in the College Institutional Repository TRAP (thesis reports and projects)
- (d) ***Either*** \*I declare that no material contained in the thesis has been used in any other submission for an academic award.  
***Or*** \*I declare that the following material contained in the thesis formed part of a submission for the award of

---

*(State the award and the awarding body and list the material below)*

**Signature of research student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### Acknowledgements

I would like to thank those who helped me not just in the completion of this project, but who also helped me throughout my educational years. First, I would like to thank my supervisor Dr April Hargreaves, who at the beginning of this project assured me I was on the right track and offered critical feedback, also for her readiness to give up her time to help, without this vital push it is hard to imagine the completion of this project. I would also like to thank Dr Michelle Kelly for guiding every student through their thesis and making herself available for any query a student might have had outside of the class. I want to make clear that every Psychology lecturer this last year deserves my gratitude, for providing crucial information and tips during their lectures and the clear leniency shown in each continuous assessment during this busy and difficult year.

I would like to extend this gratitude to my friends and family for their constant support especially James O'Reilly who, at the end, just when I was about to concede to an unfinished project, pushed me, supported me and helped me in any way he could without hesitation and my mother whose unconditional love and support helped me throughout this process and whose unshakable strength inspired and keeps inspiring me in every aspect of my life.

Lastly, I want to thank every participant who took the time to be a part of this study, without them none of this would have been possible.

### Abstract

The purpose of this study was to explore the relationship between academic procrastination and constructs motivation (intrinsic motivation, extrinsic motivation and amotivation), multidimensional perfectionism and self-efficacy and to explore the prevalence of procrastination on certain academic tasks. Participants consisted of 77 college students, (females 62.3 and males 37.7) age ranged from 18 to 48 (SD= 5.02) acquired through convenience sampling. Participants completed a total of 4 self-report scales: Procrastination Assessment Scale for Students (PASS), Academic Motivation Scale (AMS-C 28), General Self-Efficacy Scale--Revised (GSES-R) and the Multidimensional Perfectionism Scale (MPS). Correlation analysis found no significant relationship between the three variables tested and academic procrastination. Results found that the tasks participants reported to procrastinate the most included "Writing a Term Paper" and "Reading Assignments". An overwhelming 63.7% of participants reported to "always" and "almost always" procrastinate on "Keeping up with Weekly Reading Assignments" and 62.4% of participants reported to "always" and "almost always" procrastinate on "Writing a Term Paper". Limitations and Implications are discussed.

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENTS.....</b>	<b>V</b>
<b>ABSTRACT.....</b>	<b>VI</b>
<b>INTRODUCTION.....</b>	<b>9</b>
Academic Procrastination.....	9
Multidimensional Perfectionism.....	10
Motivation.....	12
Self-Efficacy.....	13
Aims and Hypotheses.....	14
<b>METHODS.....</b>	<b>16</b>
Participants.....	16
Design.....	16
Measures.....	16
Procedure.....	18
<b>RESULTS.....</b>	<b>21</b>
<b>DISCUSSION.....</b>	<b>31</b>
<b>REFERENCES.....</b>	<b>36</b>
<b>QUESTIONNAIRS.....</b>	<b>41</b>
Appendix A.....	41
Appendix B.....	43
Appendix C.....	47

Appendix D..... 49



## Introduction

Procrastination is a term well known to most college students. The conscious postpone of tasks with a clear deadline is extremely common with this population, it has been estimated that a great majority of students engage in this behaviour (Ellis & Knaus, 1977). Academic Procrastination has been referred to a detrimental behaviour of “epidemic proportions” among college students, which emphasizes the importance of studying the components and the predictors of this behaviour (Balkis, 2013). Although there have been many different factors explored to try and explain Academic Procrastination three main factors have been continuously found across the literature to predict this behaviour: Academic Motivation, Self-Efficacy and Perfectionism (Brownlow & Reasinger, 2000; Flett, Hewitt & Martin, 1995; Haycock, McCarthy & Skay, 1998). The purpose of the following study is to find the correlation value of Academic Motivation, Self-Efficacy and Perfectionism with Academic Procrastination to determine the plausibility of a new model of Academic Procrastination.

### *Academic Procrastination*

Procrastination has been described as “the act of needlessly delaying tasks to the point of experiencing subjective discomfort” (Solomon & Rothblum, 1984). Even with the large interest in this area and the array of research, this behaviour does not seem to be deteriorating over the years, which raises the question of how much it is actually known about this detrimental behaviour (Harriott & Ferrari, 1996; Steel, 2007). Academic procrastination is used synonymously with general procrastination, the great majority of the studies found in the literature use the two terms interchangeably (Solomon, & Rothblum, 1984; Onwuegbuzie, 2004). The only difference between the two is that academic procrastination is only associated with academic tasks. The criteria for procrastination has remained relatively the

same with a few changes. In order for a behaviour to be categorised as procrastination, Steel (2007) argued that the two main components had to be irrationality and postponement. Schraw, Wadkins and Olafson, (2007) argued that for behaviour to be categorised as academic procrastination it must meet three criteria, it must be needless, delaying and counterproductive. Contrary to these proposed criteria, studies have claimed procrastination to be split into two different categories, active and passive procrastination. Passive procrastinators (negative) are the procrastinators that meet the criteria stated above, it is the traditional view of procrastination whereas the effects of it are negative (like failing to complete tasks on time), while active procrastinators (positive) rationally delay their tasks for various reasons, for example: they delay tasks because they feel better working under pressure or they delay the task due to possibility of gaining new information about the task (Chun Chu & Choi, 2005; Seo, 2013). The theory of passive and active procrastination contradicts Steel's argument that delaying a task with rational forethought does not constitute as procrastination. For the purpose of this study, procrastination will be evaluated as a negative behaviour in accordance to Steel's assumption.

### *Multidimensional Perfectionism*

Many studies have looked at the correlates of academic procrastination and there have been factors which constantly appear in the literature to explain this phenomenon and one such factor is Perfectionism. Perfectionism is referred to the tendency to set high performance standards for one's self, striving for perfection and being critical in the evaluation of one's performance (Flett, Hewitt & Dyck, 1989; Stoeber & Childs, 2010). Perfectionism has been extensively studied for the past 20 years reaching the understanding that this construct is multidimensional one with different facets (Stoeber & Childs, 2010). Hewitt and Flett (1991) created the 45 item Multidimensional Perfectionism Scale (MPS) to test the three different dimensions of Perfectionism; Self-Oriented Perfectionism, Other-Oriented Perfectionism and

socially prescribed perfectionism. Self-Oriented Perfectionism is the dimension of perfectionism that looks at an internal motivation to strive for perfection and to set unrealistic goals, Other-Oriented Perfectionism refers to the dimension where an individual has unrealistic expectations for others and Socially Prescribed Perfectionism refers to the idea an individual has that others expect nothing short of perfect from him/her (Hewitt & Flett 1991). The two constructs, perfectionism and procrastination share some similarities like irrational beliefs or expectations and the negative outcomes which follow it, the two constructs complement each other, the relationship between the two are almost undeniable (Flett, Blankstein, Hewitt & Koledin, 1992; Çapan, 2010). Not many studies have explored the difference in relationship between the different dimensions of perfectionism and procrastination. Frost and colleagues (1990) found academic procrastination to be significantly correlated with “parental expectations” and “high parental criticism” which shows the relationship with socially prescribed perfectionism. Flett et al., (1992) in a study found no significant relationship between self-oriented perfectionism and procrastination and although the authors stated that these findings might have been contradictory, they are consistent with a more recent finding, self-prescribed perfectionism with socially prescribed perfectionism differ in their association with maladaptive and adaptive constructs, furthermore, self-prescribed perfectionism isolated (without) socially prescribed perfectionism is an adaptive or a positive dimension of procrastination (Klibert, Langhinrichsen-Rohling & Saito, 2005). This has also been showed in relation to academic procrastination, self-oriented perfectionism has been shown to have a negative relationship while socially prescribed perfectionism has been showed to have a positive and significant relationship with academic procrastination (Narges, Salman & Baharak, 2014). In Flett and colleague’s study (1992), they also found socially prescribed perfectionism to have a significant relationship with procrastination for both males and females, however the effect

for males was larger than that of females. The following study will attempt to look at the different dimensions of perfectionism in relation to Academic Procrastination. Although many studies have looked at this relationship, few have explored it in contrast to other factors that have been shown to be highly correlated with academic procrastination.

### *Motivation*

Another factor that has appeared time and time again in the literature of procrastination is Motivation, its importance in education is unquestionable. For this study the construct that will be used is Academic Motivation which has been quite relevant in the field of education (Vallerand et al., 1992). In the approach that will be used in the following study academic motivation can be broken up into three specific motivational constructs in order to better understand student's behaviours; Intrinsic Motivation, Extrinsic Motivation and Amotivation (Deci & Ryan, 2000). Intrinsic Motivation refers to drive to perform an activity to get an intrinsic reward, the satisfaction one might attain without any extrinsic reward (Deci & Ryan, 1975). Extrinsic Motivation in contrast with Intrinsic Motivation, refers to the drive to engage in activities in order to get an external reward or a desired future outcome as Vallerand et al., (1992) described it, engaging in these behaviours a merely "a means to an end" and not for the pleasure derived from these behaviours (Ryan & Deci, 2000). The third construct of motivation is amotivation which refers to the absence of motivation, the inability to find a reason for participation (Vallerand et al., 1992). A study conducted by Brownlow, and Reasinger, (2000), looking at academic procrastination as a function of motivation found that students who tended to be procrastinators tend to attribute their academic success to factors outside of their control and also that these individuals reported doing little to contribute to their academic success, which shows a level of amotivation, furthermore, the study also found that individuals who tended to procrastinate less exhibited both extrinsic and intrinsic motivation. A study carried out on 101

undergraduate students got similar findings for non-procrastinators, they found intrinsic motivation and extrinsic motivation to negatively correlate with academic procrastination and amotivation to positively correlate with academic procrastination (Cerino, 2014). Although extrinsic motivation has been in both previous studies found to decrease procrastination, Vij and Lomash, (2014) in their study found extrinsic motivation to not change in high procrastinators or low procrastinators, perhaps extrinsic motivation is irrelevant in procrastinators but offers a sort of protection when pared with intrinsic motivation.

Motivation is known to be an important factor when studying academic procrastination, however, few studies offer a clear differentiation between the effects extrinsic and intrinsic motivation on academic procrastination (Katz, Eilot & Nevo, 2014). The following study will attempt to separate extrinsic and intrinsic motivation to better understand their individual relationship with academic procrastination.

### *Self-efficacy*

Another factor that has constantly appeared in the literature as a correlate of academic procrastination is Self-Efficacy. Self-efficacy can be described as how well individuals think they can perform in a certain situation (Bandura, 1986). These thoughts or cognitions have been seen to affect various aspects of our lives, from our health to our academic lives (Schwarzer & Luszczynska, 2005; Graham, 2011). Because self-efficacy is the belief that one can accomplish a task, it may have a negative or positive impact depending on the task at hand and one's ability. The perception that regardless of ability or knowledge one can accomplish a task can have a detrimental effect on performance. A study carried out on undergraduates found this effect to be present when students were presented with a simple analytic game that gradually increased their reported self-efficacy, they began to make mistakes due to what the researchers assumed was overconfidence (Vancouver, Thompson, Tischner & Putka, 2002). However, this effect has not been found in motivation to perform,

what has been found though is the positive relationship self-efficacy has with motivation. Pajares, (2003) found that students with writing self-efficacy increases their motivation. When it comes to academic procrastination, self-efficacy has been found to have a significant negative correlation with it (Haycock, McCarthy & Skay, 1998). The relationship between academic procrastination and self-efficacy is not a simple unidirectional one, a study found self-efficacy to completely mediate the relationship between self-oriented perfectionism and academic procrastination (Seo, 2008). These findings pose a question on the mediating effects self-efficacy may have on the other factors that will be studied in the following paper (Multidimensional perfectionism and motivation). There is a possible mediating effect between self-efficacy and motivation especially when taking into account the relationship between the two variables which has been established through various writing studies (Pajares, 2003; Schunk, 2003; Pajares & Johnson, 1994). The following study will attempt to explore the possible unique relationship between Multidimensional Perfectionism, Motivation and Self-efficacy with Academic Procrastination.

### *Aims and Hypotheses*

The goal of this research is to find out the strength of the relationship academic procrastination has with Perfectionism, Self-Efficacy and motivation. Although most researchers in this area agree that these variables have a close relationship with Academic Procrastination, it is rare or even impossible to find a study which compares all three of these in relation to Academic Procrastination. Finding an individual who does not procrastinate is difficult, finding a college student who does not procrastinate is next to impossible, according to Ellis & Knaus (1977) a great majority of college students engage in procrastination which makes this area of research an important one and perhaps by studying more closely the engines that might fuel Academic Procrastination one could in the future control this undesirable behaviour. The main purpose of this study is to add to our existing knowledge of

Academic procrastination. For the present study 4 hypothesis have been put forward. The first hypothesis is that each one of the factors (Motivation, Self-Oriented Perfectionism, Other-Oriented Perfectionism, Socially Prescribed Perfectionism and Self-Efficacy) will have a significant relationship with Academic Procrastination in accordance with previous research (Haycock, McCarthy & Skay, 1998; Cerino, 2014; Frost, Marten, Lahart & Rosenblate, 1990; Flett, Blankstein, Hewitt & Koledin, 1992). The second Hypothesis is that intrinsic motivation will have a significant negative correlation with academic procrastination while extrinsic motivation will have no significant relationship with academic procrastination (Cerino, 2014; Vij & Lomash, 2014). The third hypothesis is that self-oriented perfectionism will show a negative relationship with academic procrastination while socially prescribed perfectionism will show a positive relationship with academic procrastination (Klibert, Langhinrichsen-Rohling & Saito, 2005; Narges, Salman & Baharak, 2014). The fourth and last hypothesis is that participants will report higher levels of procrastination in “writing a term paper” relative to other tasks (e.g. “studying for exams”, “keeping up with reading assignments”, “academic administrative tasks”, “attendance tasks” and “college activities in general”) (Solomon and Rothblum, 1984).

## Methods

### Participants

Participants for this study included 77 college students, 37.7% were male and 62.3% were female. Participants age ranged from 18 to 48 (SD= 5.02). this sample was a convenience sample acquired through “www.facebook.com” and “www.reddit.com”. Before commencing participants had to consent to be part of the study through an informed consent form, participation was anonymous and voluntary. The criteria required to the part of the study was, individuals must be 18+ years and college students. College, course, age, place of residence and level of course were not controlled for.

### Design

The following study is a quantitative, observational study with a cross sectional design. The independent variables for this study are Self- Regulation, Academic Motivation, Dimensions of perfectionism like Self-Oriented Perfectionism, Other- Oriented Perfectionism & Socially Prescribed Perfectionism and Self-Efficacy. The dependent variable is Academic Procrastination.

### Measures

In this study all data was collected using only self- report scales. The data for this study was collected through <https://www.reddit.com> advertised through social media ([www.facebook.com](http://www.facebook.com)) specified for college students only. From reddit, participants were redirected to <https://docs.google.com/forms> where the information sheet, consent form and the questionnaires were available

The first scale used was the “Procrastination Assessment Scale for Students” (PASS) (see Appendix A) (Solomon & Rothblum, 1984; Mortazavi, Mortazavi & Khosrorad, 2015).



This scale is made up of 44 questions, but for the purpose of this study only 12 were used. In every two statements, a different heading was present, for example, the participant read the heading “Studying for exams”, in which he/she then had two questions, “to what degree do you procrastinate on this task” and “To what degree is procrastination on this task a problem for you” in which the participant had to answer on a Likert scale which best applies to them (“Never”, “Almost Never”, “Sometimes”, “Almost Always” and “Always”). The Cronbach’s alpha for the PASS was .72. Because there is no indication of where the cut-off point between high procrastination and low procrastination on this scale, it was deemed appropriate to use the indications from a previous study (Roig & DeTommaso 1995).

The second self-report questionnaire was Academic\_Motivation\_Scale (see appendix) (AMS, AMS-C 28, EME) (AMS-C 28) (see Appendix B) (Vallerand, Pelletier, Blais, Brière, Sénécal & Vallières, 1992; Utvær & Haugan, 2016). This scale consists of 28 questions all under an overarching question, “Why do I go to College?”, participants had to answer each statement from 1 to 7 (1= does not correspond & 7= corresponds exactly). This questionnaire tests 3 parts of motivation, Extrinsic Motivation, Intrinsic Motivation & Amotivation (example statements: “Because I experience pleasure and satisfaction while learning new things” = Intrinsic Motivation. “Honestly, I don't know; I really feel that I am wasting my time in school” = Amotivation. “Because eventually it will enable me to enter the job market in a field that I like” = Extrinsic Motivation). The Cronbach’s Alpha for the items of Intrinsic Motivation was .95, for items constituting Extrinsic Motivation was .85, for the items in Amotivation it was .89 and for Motivation as a whole the Cronbach’s Alpha was .90

The third self-report scale used was General Self-Efficacy Scale--Revised--English Version (see Appendix C) (Jerusalem & Schwarzer, 1995). This scale is made up of 10 statements, and participants were given a choice from 1 to 4 (1 being not at all true and 4 exactly true) and participants were asked to respond to what was true for them. One example

of the types of statements is “. I can always manage to solve difficult problems if I try hard enough” where the participants then answered from 1 to 4 depending on what is true for the individual. The Cronbach’s alpha for the items constituting General Self-Efficacy was .82

The last scale that was used was the Multidimensional Perfectionism Scale (see Appendix D) (Hewitt & Flett, 1991). This scale consists of 45 questions where participants had to answer from 1 to 7 (1= agree & 7= disagree). Each question falls into 1 of 3 dimensions of perfectionism (Self-Oriented, Other Oriented & Socially Prescribed Perfectionism). Example of questions are: “When I am working on something, I cannot relax until it is perfect” = Self-Oriented Perfectionism, “Everything that others do must be of top-notch quality” = Other-Oriented Perfectionism & “I feel that people are too demanding of me” = Socially Oriented Perfectionism. The Cronbach’s Alpha for the items of Self-Oriented Perfectionism was .90, for items of Other-Oriented Perfectionism was .53 and for Items of Socially Prescribed Perfectionism the Cronbach’s Alpha was .80.

### Procedure

The access to the questionnaires was publicly available through two major social media outlets (Facebook & Reddit). Links to the surveys were posted and shared on [www.reddit.com](http://www.reddit.com) and [www.facebook.com](http://www.facebook.com) where participants were directed to google forms where an information sheet was available, in the information sheet participants were reassured that should they wish to stop at any point they could, it was all up to the participants however, due to the anonymous nature of the study, once the response was submitted, individual data could not be excluded or destroyed. To start, participants had to first read and tick two blank boxes whose statements were “Ticking the box indicates that you are a college student, 18 years of age or older” and “I have read and understood the information provided and fully consent to take part in the study”. After completing the first

step, participants were then introduced by the demographics page in which they had to specify only age and sex. The first scale the participants completed was the Procrastination Assessment Scale for Students (PASS) where they had to realistically indicate to what extent does each of the 12 statements apply to them, for example; “Studying for exams”, “to which degree do you procrastinate on this task” where the participant had to tick the box that related to him/her from (1- “always procrastinate” to 5- “never procrastinate”). After answering every statement and pressing “enter” the next scale was made available. The second scale the participants completed was the Academic Motivation Scale AMS-C 28 where similarly participants had to tick the box that best described them, under the heading “Why do you go to college” participants had to answer the 28 statements, for example in the statement “To prove to myself that I am capable of completing my college degree” participants had to tick one of seven boxes (1- “does not correspond” to 7- “corresponds exactly”). After completing the AMS-C 28 and pressing enter to lock their answers, participants were introduced to the third scale, General Self-Efficacy Scale—Revised (GSES-R) where the participants had to read ten statements and tick the box that best corresponded to them, for example, “I can always manage to solve difficult problems if I try hard enough” (1- “Not true at all” to 4- “Exactly true”). After completing the GSES-R and pressing enter to lock their responses, participants were then introduced to the last scale, the Multidimensional Perfectionism Scale (MPS) where participants were presented to 45 statements and like in the three previous scales, participants had to tick the box that best described them, for example “When I am working on something I cannot relax until it is perfect” (1- “disagree” to 7- “agree”). After completing the last scale and pressing enter to lock their answers, participants were presented with an additional page which stated that all information provided was anonymous and should they wish to withdraw from the study, they should just exit out of the page at that given time because after pressing enter on this page, information could not be destroyed or

given back. The researcher's email was also provided in case any participant had any query about the study.

## Results

Participants were placed into two groups of Procrastinators, high procrastinators and low procrastinators. The Procrastination Assessment Scale-Students does not offer a cut-off point between high procrastination and low procrastination, due to this, it was deemed appropriate to select these from a previous study by Roig & DeTommaso, (1995) to get a clearer idea of the prevalence of procrastination in this population. The cut-off points are as followed; participants who score 30 or bellow on the PASS were categorised as low procrastinators, participants who scored higher than 35 were categorised as high procrastinators, the participants who fell between these two scores were categorised as moderate procrastinators (Roig & DeTommaso 1995).

Table. 1

*Descriptive Statistics (Categorical Variables)*

Variable	Frequency	Valid Percentage
<b>Gender</b>		
Male	29	37.7
Female	48	62.3
<b>Procrastination</b>		
Low Procrastination	14	18.2
Moderate Procrastination	7	9.1
High Procrastination	56	72.7

Table. 2

*Descriptive Statistics (Continuous Variables)*

	Mean (95% Confidence Intervals)	Std. Error Mean	Median	SD	Range
Age	23 (21.86-24.14)	.57	21	5.02	18-48
Procrastination	38.81 (37.03-40.58)	.89	40	7.83	19-56
Intrinsic Motivation	54.77 (50.58-58.96)	2.11	58	18.49	13-82
Extrinsic Motivation	66.03 (63.27-68.79)	1.39	68	12.16	29-84
Amotivation	9.25 (7.83-10.67)	.71	7	6.26	4-26
Self-Efficacy	29.39 (28.41-30.37)	.49	30	4.33	17-38
Self-Oriented Perfectionism	69.29 (65.53-73.04)	1.88	70	16.53	32- 103



---

4. Amotivation	.21	-.51**	-	1					
			.27***						
5. Self- efficacy	-.16	.08	-.03	-.15	1				
6. S.O. Perfectionism	-.19	.55**	.48**	-	.03	1			
				.38**					
7. O.O. Perfectionism	.11	.03	.14	.04	.03	.08	1		
8. S.P. Perfectionism	-.01	.26*	.26*	.03	-.17	.23*	.34**	1	
9. Age	-.22*	-.01	.03	.01	-.07	.03	-.14	-	1
									.17

---

Statistical significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

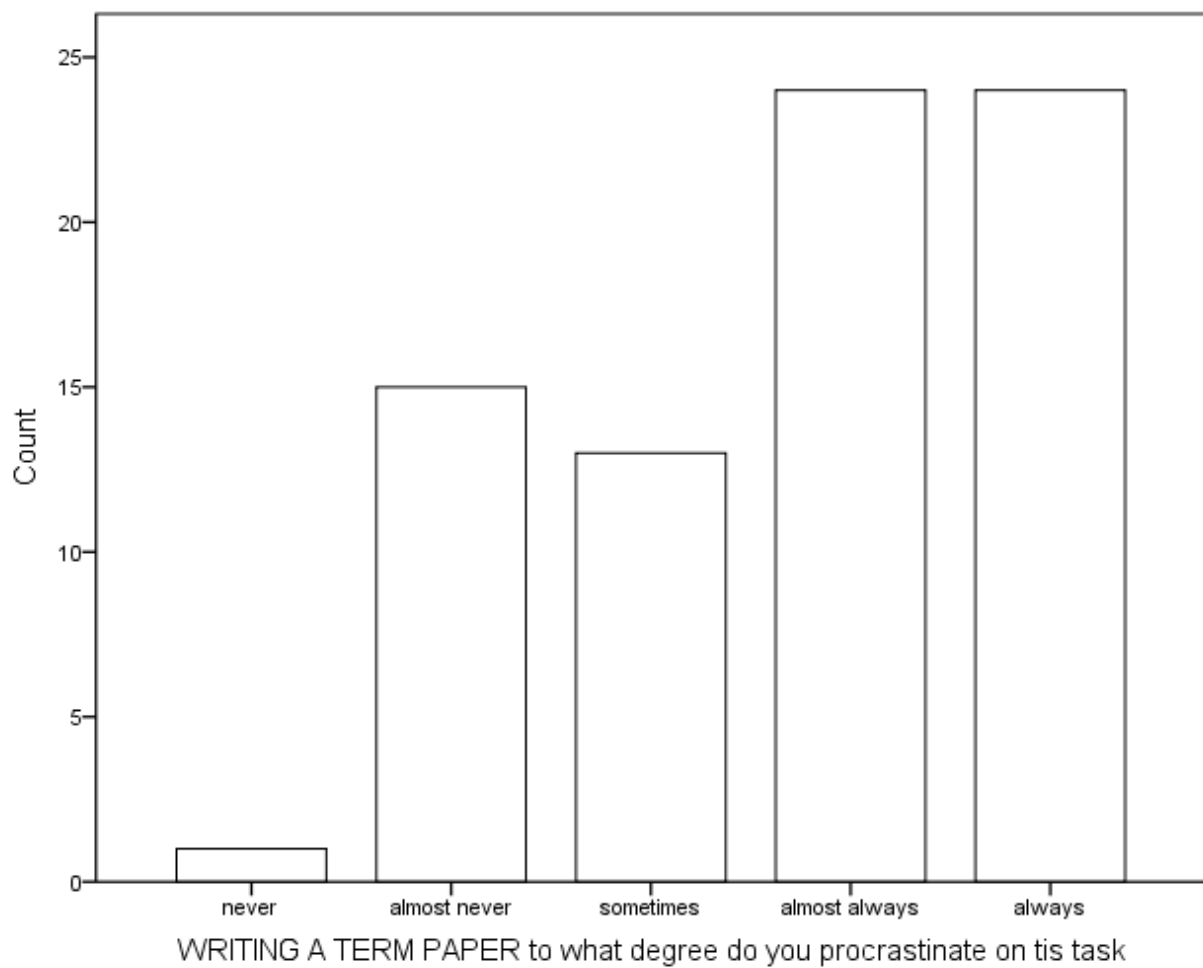
The relationship between Academic Procrastination and Intrinsic Motivation, Extrinsic Motivation, Amotivation, Self-Efficacy, Self-Oriented Perfectionism, Other-Oriented Perfectionism, Socially Prescribed perfectionism and Age was investigated using the Pearson product-moment correlation coefficient (see Table. 3). All variable's relationships with Academic procrastination were weak with no statistical significance apart for Age. There was a weak, significant correlation between age and academic procrastination ( $r = -.22$ ,  $p = .05$ ,  $N = 77$ ). Results show a weak relationship between Academic Procrastination and age.



Descriptive statistics for Procrastination on Writing a Term Paper was applied to get the frequency to which participants procrastinated on this task (see Graph. 1). Results showed that 31.2% of participants reported to always procrastinate on this task, 31.2% reported to almost always procrastinate on this task, 16.9% reported to sometimes procrastinate on this task, 19.5% reported to almost never procrastinate on this task and 1.3% reported to never procrastinate on this task.

Graph. 1

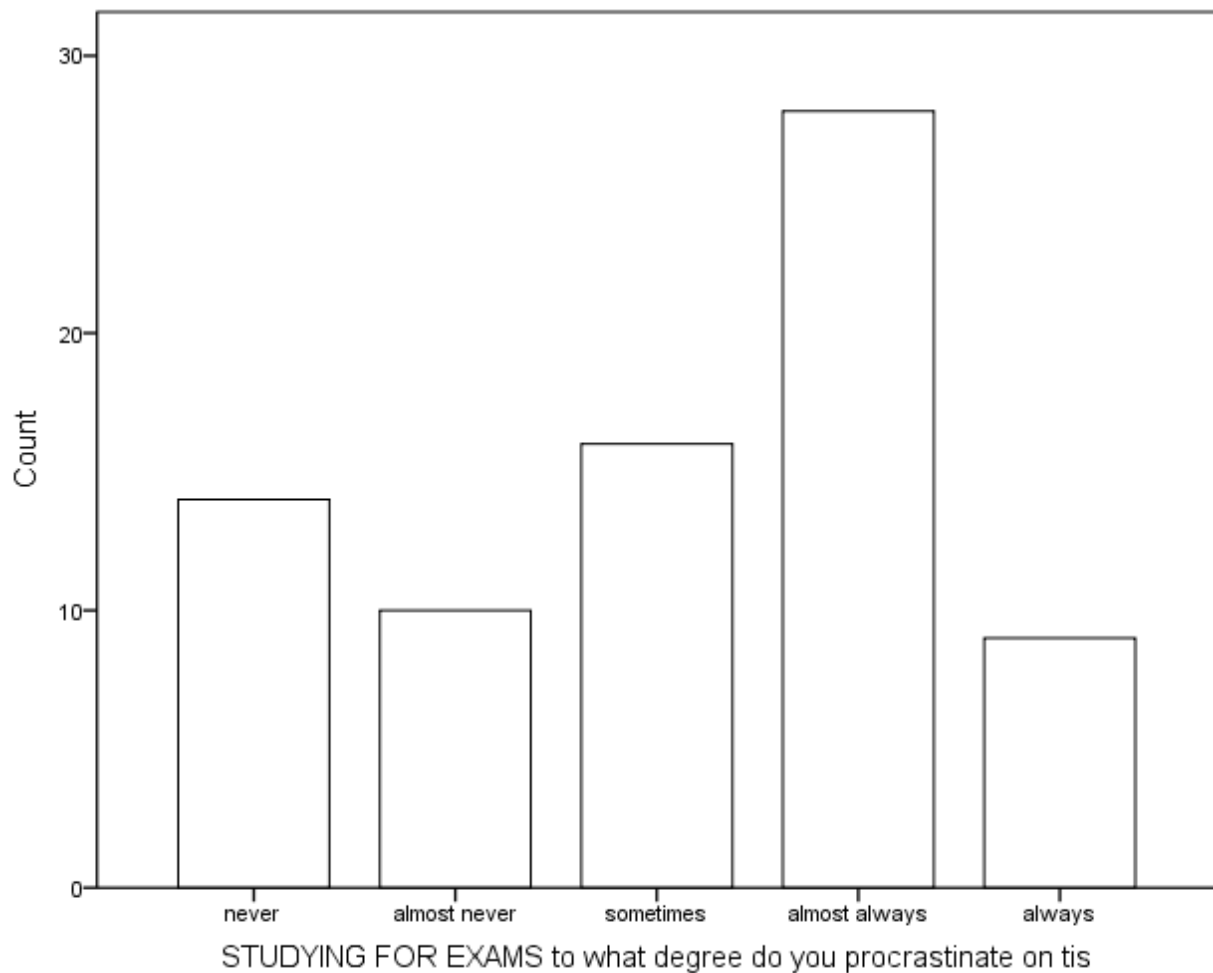
*Procrastination on Writing a Term Paper (N = 77)*



Descriptive statistics for Procrastination on Studying for Exams was applied to get the frequency to which participants procrastinated on this task (see Graph. 2). Results showed that 11.7% of participants reported to always procrastinate on this task, 36.4% reported to almost always procrastinate on this task, 20.8% reported to sometimes procrastinate on this task, 13% reported to almost never procrastinate on this task and 18.2% reported to never procrastinate on this task.

Graph. 2

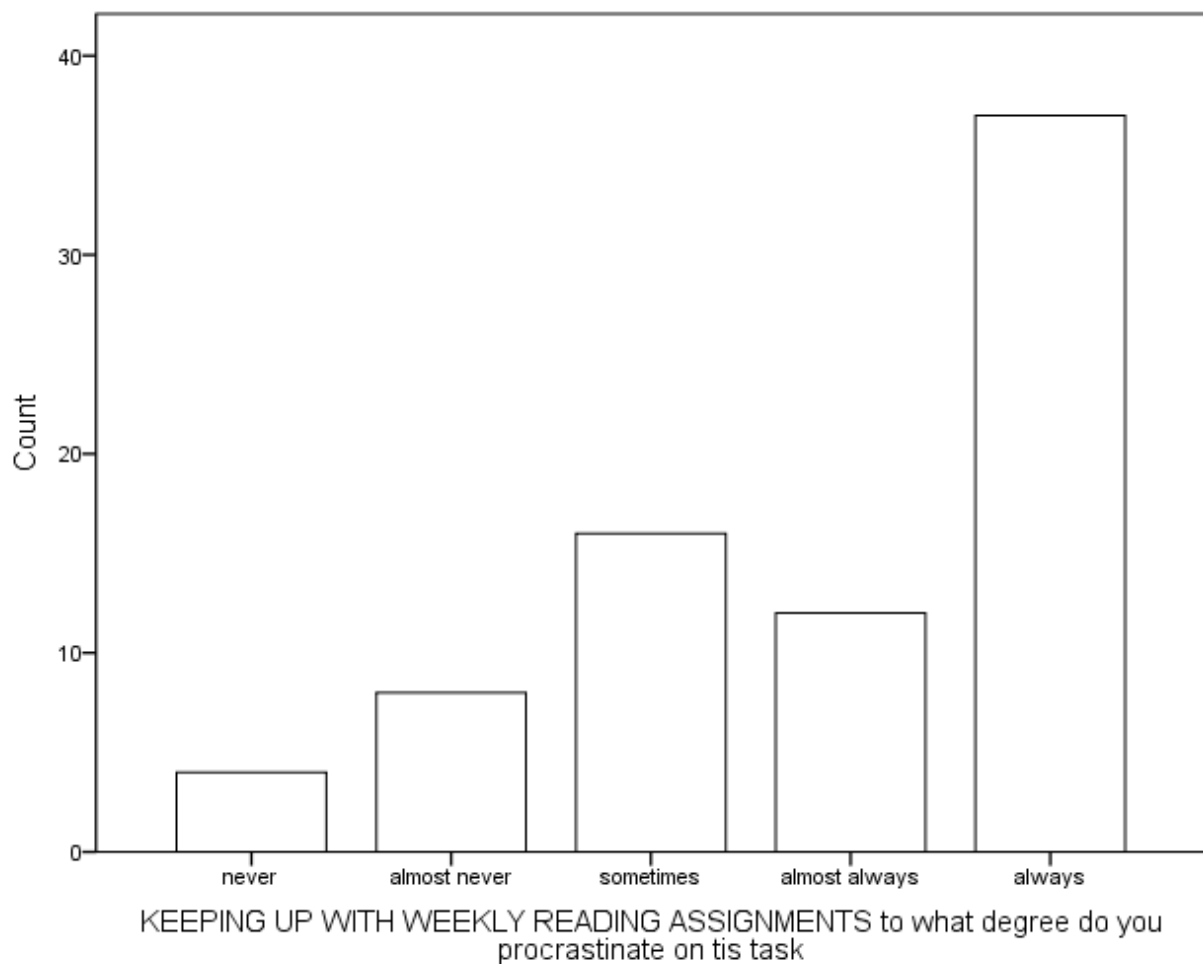
*Procrastination on Studying for Exams (N = 77)*



Descriptive statistics for Procrastination on Reading Assignments was applied to get the frequency to which participants procrastinated on this task (see Graph. 3). Results showed that 48.1% of participants reported to always procrastinate on this task, 15.6% reported to almost always procrastinate on this task, 20.8% reported to sometimes procrastinate on this task, 10.5% reported to almost never procrastinate on this task and 5.2% reported to never procrastinate on this task.

Graph. 3

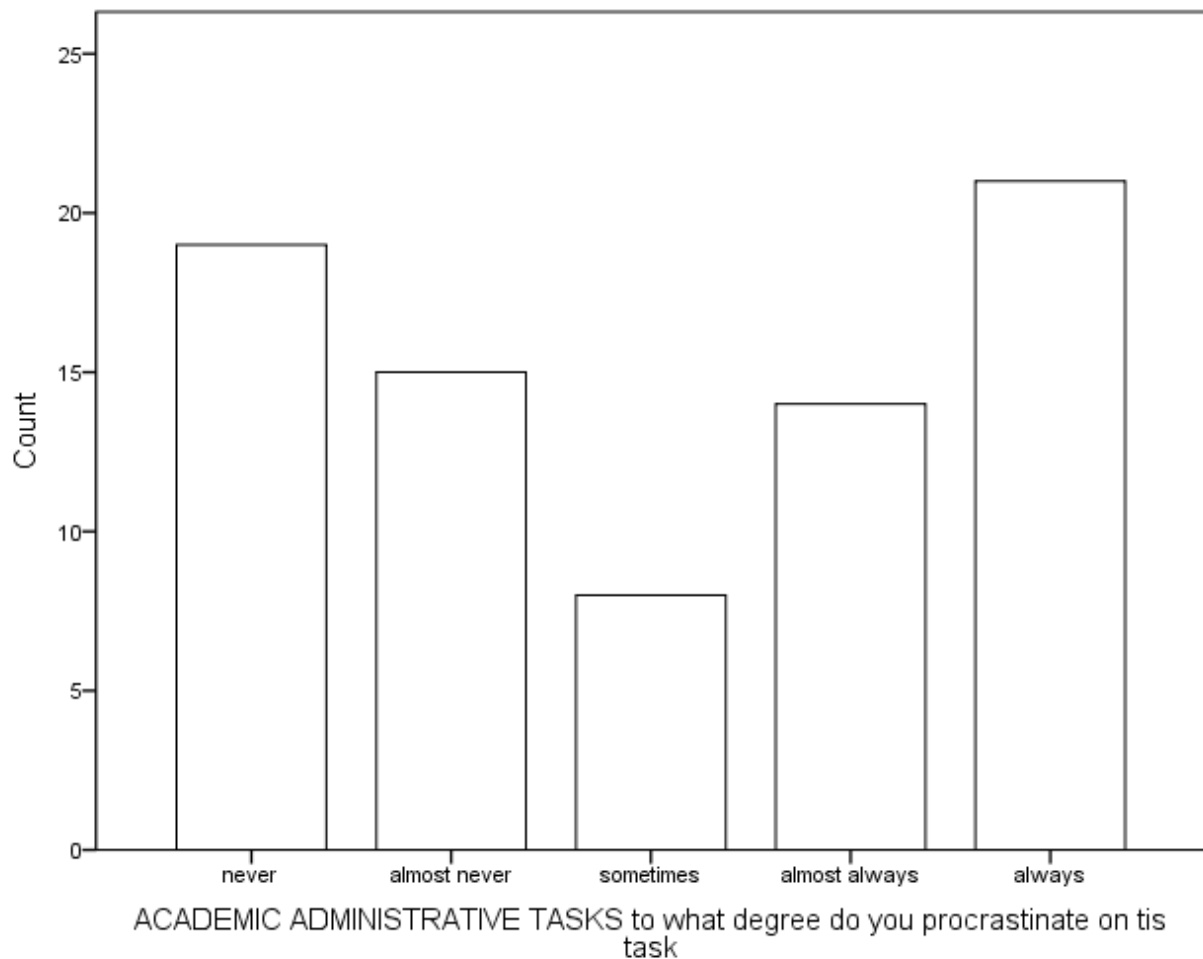
*Procrastination on Reading Assignments (N = 77)*



Descriptive statistics for Procrastination on Academic Administrative Tasks was applied to get the frequency to which participants procrastinated on this task (see Graph. 4). Results showed that 27.3% of participants reported to always procrastinate on this task, 18.2% reported to almost always procrastinate on this task, 10.4% reported to sometimes procrastinate on this task, 19.5% reported to almost never procrastinate on this task and 24.7% reported to never procrastinate on this task.

Graph. 4

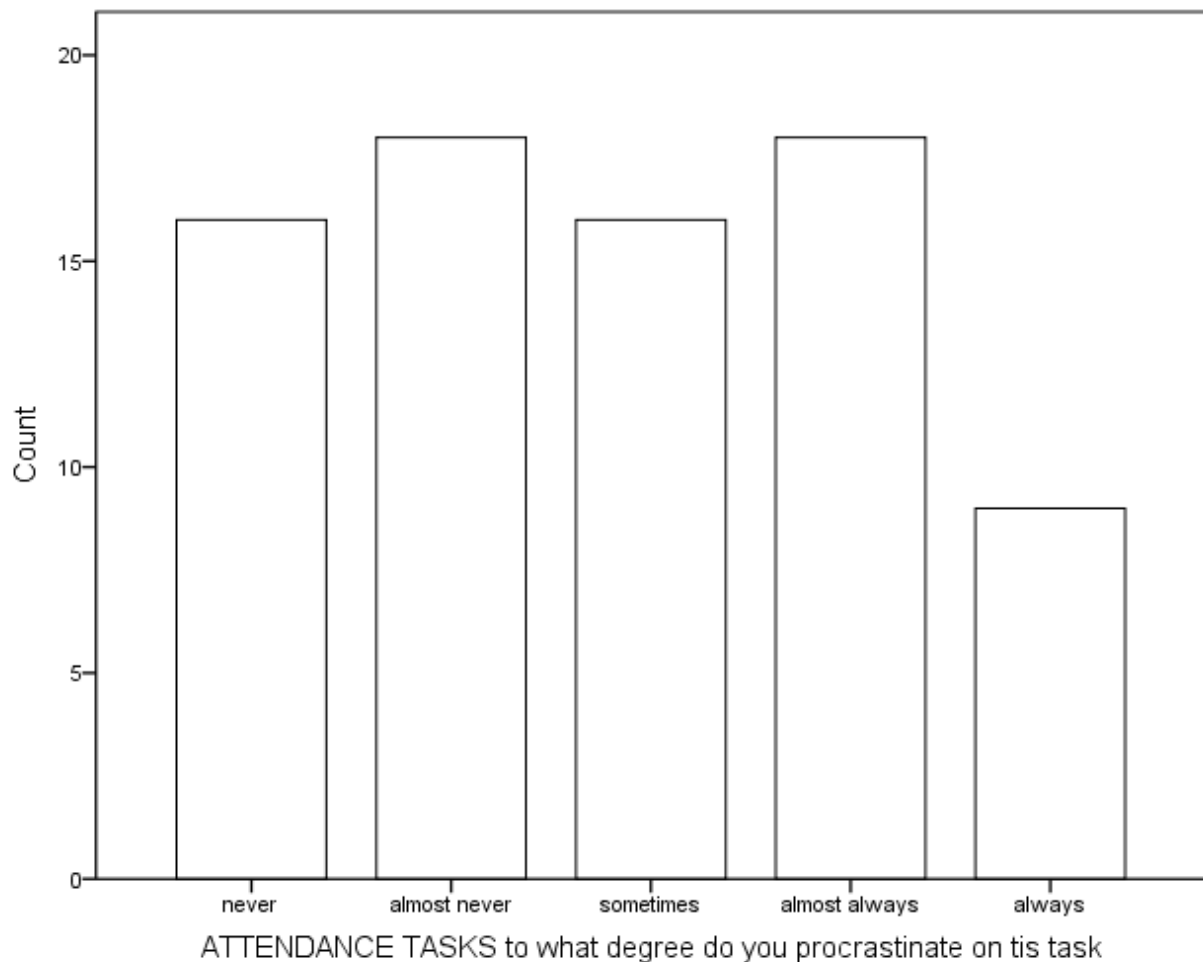
*Procrastination on Administrative Tasks (N = 77)*



Descriptive statistics for Procrastination on Attendance Tasks was applied to get the frequency to which participants procrastinated on this task (see Graph. 5). Results showed that 11.7% of participants reported to always procrastinate on this task, 23.4% reported to almost always procrastinate on this task, 20.8% reported to sometimes procrastinate on this task, 23.4% reported to almost never procrastinate on this task and 20.8% reported to never procrastinate on this task.

Graph. 5

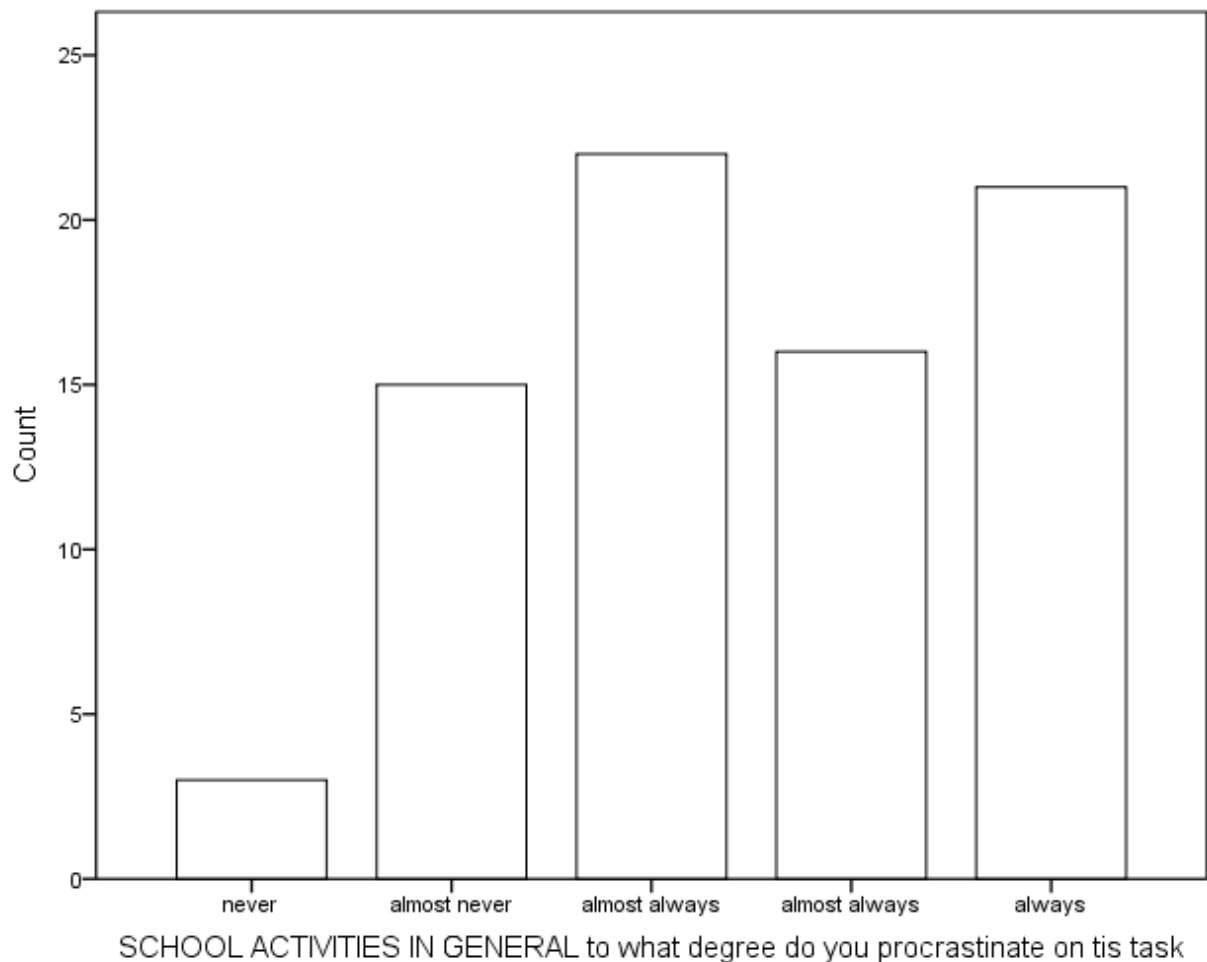
*Procrastination on Attendance Task (N = 77)*



Descriptive statistics for Procrastination on College Activities in General was applied to get the frequency to which participants procrastinated on this task (see Graph. 6). Results showed that 27.3% of participants reported to always procrastinate on this task, 20.8% reported to almost always procrastinate on this task, 28.6% reported to sometimes procrastinate on this task, 19.5% reported to almost never procrastinate on this task and 3.9% reported to never procrastinate on this task.

Graph. 6

*Procrastinating on College Activities in General (N = 77)*



### Discussion

The purpose of this study was to examine the previously found association between Academic Procrastination and Motivation, Self-Oriented Perfectionism, Other-Oriented Perfectionism, Socially Prescribed Perfectionism and Self-Efficacy as well as to see which academic task students tend to procrastinate the most. Results show no significant relationship was found between Academic Procrastination and any of the variables tested however the difference in procrastination within each academic task was apparent. Findings in this study did not support the first three hypotheses, the lack of significance in the relationship between academic procrastination and the variables explored is contradictory to the literature.

The first hypothesis stated that “each one of the factors (Motivation, Self-Oriented Perfectionism, Other-Oriented Perfectionism, Socially Prescribed Perfectionism and Self-Efficacy) will have a significant relationship with Academic Procrastination in accordance with the literature”. Previous studies have found a clear relationship between academic procrastination and motivation, multidimensional perfectionism and self-efficacy. Narges, Salman and Baharak, (2014) two dimensions of perfectionism to have a significant relationship with academic procrastination (Self-Oriented and Socially Prescribed Perfectionism) while in the present study none of the 3 dimensions were found to have any significant relationship with academic procrastination (Self-Oriented Perfectionism:  $r = -.19$ ,  $p = .09$ ,  $N = 77$ . Other-Oriented Perfectionism:  $r = .11$ ,  $p = .35$ ,  $N = 77$ . Socially Prescribed perfectionism:  $r = -.01$ ,  $p = .92$ ,  $N = 77$ . See Table. 3). Motivation like multidimensional perfectionism has been found in previous studies to be significantly correlated with academic procrastination, a finding relatively consistent in the literature (Brownlow & Reasinger, 2000; Senecal, Koestner & Vallerand, 1995; Rakes, & Dunn, 2010). The present study finds no

significant relationship between motivation and academic procrastination regardless of type on motivation which contradicts the findings found in the literature (Intrinsic Motivation:  $r = -.06$ ,  $p = .62$ ,  $N = 77$ . Extrinsic Motivation:  $r = -.10$ ,  $p = .38$ ,  $N = 77$ . Amotivation:  $r = .21$ ,  $p = .07$ ,  $N = 77$ . See Table. 3). Self-Efficacy, the last of the main variables to be tested, in the literature, has been found to have a significant relationship with academic procrastination (Haycock, McCarthy & Skay, 1998; Ferrari & Ware, 1992). The results from the present study contradict these findings, no significant relationship was found between academic procrastination and self-efficacy ( $r = -.16$ ,  $p = .17$ ,  $N = 77$ . See Table. 3). These findings reject the first hypothesis, no significant correlation was found in the present study between academic procrastination and the primary variables tested. Although not hypothesised, age was the only variable found to have a significant negative correlation with academic procrastination however weak, and this has been shown to be the case in a previous study which found age to be negatively correlated with academic procrastination, as age increases, academic procrastination decreases (Age:  $r = -.22$ ,  $p = .05$ ,  $N = 77$ . See Table. 3) (Balkis & Duru, 2009).

The second hypothesis states that “intrinsic motivation will have a significant negative correlation with academic procrastination while extrinsic motivation will have no significant relationship with academic procrastination”. Although no significant correlation was found between academic procrastination and extrinsic and intrinsic motivation, the direction of this non-significant weak correlation was negative (see Table. 3). The direction found in the present study is with accordance to the literature. Studies have found both intrinsic motivation and extrinsic motivation to have a negative relationship with academic procrastination, although some studies there are other studies that show extrinsic motivation to not be a contributor to the detriment of academic procrastination (Cerino, 2014; Vij & Lomash, 2014). Amotivation, although not part of the hypothesis shows a positive



relationship with academic procrastination, albeit weak and non-significant ( $r = .21$ ,  $p = .07$ . see Table. 3) (Brownlow, & Reasinger, 2000). These findings reject the second hypothesis but are loosely consistent with the literature.

The third hypothesis states that “self-oriented perfectionism will show a negative relationship with academic procrastination while socially prescribed perfectionism will show a positive relationship with academic procrastination”. The direction of the relationship between self-oriented perfectionism and academic procrastination found in this study is consistent with the literature. The findings show a weak non-significant negative relationship between the two constructs. Studies have found self-oriented perfectionism to be an adaptive construct with a negative relationship with academic procrastination (Klibert, Langhinrichsen-Rohling & Saito, 2005; Narges, Salman & Baharak, 2014). Socially prescribed perfectionism on the other hand, has been described as a maladaptive construct with a positive relationship with academic procrastination (Klibert, Langhinrichsen-Rohling & Saito, 2005; Narges, Salman & Baharak, 2014). Socially prescribed perfectionism, in the present study, was found to have a weak non-significant negative relationship with academic procrastination which contradicts previous findings. Results reject the third hypothesis.

The fourth and final hypothesis was that “participants will report higher levels of procrastination in writing a term paper relative to other tasks (e.g. studying for exams, keeping up with reading assignments, academic administrative tasks, attendance tasks and college activities in general)” in accordance Solomon and Rothblum, (1984) findings. Solomon and Rothlum (1984) in their study found that 46% of students reported always and almost always to procrastinate on Writing a Term Paper and 30.1% reported always and almost always to procrastinate on “Reading Weekly Assignments”, the two being the tasks most procrastinated to. The present study found higher percentages on the level of procrastination on each of the tasks. The task most procrastinated to was “Reading Weekly

Assignments” where 63.7% of participants reported to “always” and “almost always” procrastinate on this task (see Graph. 3). The second task most procrastinated to was “Writing a Term Paper” where 62.4% participants reported to “always” and “almost always” procrastinate on this task (see. Graph. 1). These results reject the fourth hypothesis.

The current findings should not be generalised to any population. Although the direction of the relationship between academic procrastination and the variables measured are loosely consistent with the literature, the weak non-significant correlations are not. Despite the non-significant correlations found in this study contradicting the literature, this study does offer important information. The prevalence of procrastination in college students is extremely high and was before described as a behaviour of “epidemic proportions”, the findings of the current study suggest that this statement holds true, with majority of participants reporting procrastinating on tasks like “Writing a Term Paper” and “Reading Weekly Assignments” and 1.3% of participants reporting to never procrastinate on “Writing a Term Paper” and 5.2% reporting to never procrastinate on “Reading Weekly Assignments” (Ellis & Knaus, 1977; Balkis, 2013).

Although direction of relationship was found with regards to academic procrastination and the variables measured, it is difficult or perhaps impossible to infer any associations based on the non-significant weak correlations found in the present study. The contradiction with the literature with regards to the strength of the relationships is likely due to the crippling limitations of the present study. The first and conceivably the clearest limitation of this study is the small sample size. In this study only 77 participants were tested which is an underwhelming sample size that might have masked the true significance and strength of the relationships between academic procrastination and motivation, self-oriented perfectionism, other-oriented perfectionism, socially prescribed perfectionism and self-efficacy. The second limitation, was the specificity of the population of interest. The sample did not differentiate

age of participation and type of degree (e.g. undergraduate and postgraduate), instead it tested college students in general. The lack of specification makes these results impossible to generalise to a distinct population. The third clear limitation was the sole use of self-report scales. Self-efficacy was the only variable in which the subjective perception of the participants was required and so a self-report scale was the ideal but for the other variables, an objective response for their inclination to a behaviour like procrastination or tendency toward levels of motivation and the dimensions of perfectionism would be preferred. This use of self-report measures made the possible misconception of procrastination as merely delaying tasks uncontrollable (Steel, 2007).

Despite of the limitations, this study offers a glimpse into the prevalence of academic procrastination in college students (see Graph.1, 2, 3, 4, 5 and 6). Although it does not provide a clear relationship between academic procrastination and motivation, self-oriented perfectionism, other-oriented perfectionism, socially prescribed perfectionism and self-efficacy, it provides a simple model that may account for a respectable amount of academic procrastination in the absence of said limitations. Due to the inconclusive findings of this study it is imperative that more research is done in the area, specifically the difference in relationship between academic procrastination and the dimensions of perfectionism and the difference in relationship between academic procrastination and the types of motivation.

## References

- Balkis, M. (2013). Academic procrastination, academic life satisfaction and academic achievement: the mediation role of rational beliefs about studying. *Journal of Cognitive & Behavioral Psychotherapies*, 13(1).
- Balkis, M., & Duru, E. (2009). Prevalence of academic procrastination behavior among pre-service teachers, and its relationship with demographics and individual preferences. *Journal of Theory & Practice in Education (JTPE)*, 5(1).
- Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. *Journal of social and clinical psychology*, 4(3), 359-373.
- Brownlow, S., & Reasinger, R. D. (2000). Putting off until tomorrow what is better done today: Academic procrastination as a function of motivation toward college work. *Journal of Social Behavior and Personality*, 15(5), 15.
- Çapan, B. E. (2010). Relationship among perfectionism, academic procrastination and life satisfaction of university students. *Procedia-Social and Behavioral Sciences*, 5, 1665-1671.
- Cerino, E. S. (2014). Relationships Between Academic Motivation, Self-Efficacy, and Academic Procrastination. *Psi Chi Journal of Psychological Research*, 19(4).
- Chun Chu, A. H., & Choi, J. N. (2005). Rethinking procrastination: Positive effects of "active" procrastination behavior on attitudes and performance. *The Journal of social psychology*, 145(3), 245-264.
- Deci, E. L., & Ryan, R. M. (1975). *Intrinsic motivation*. John Wiley & Sons, Inc..
- Ellis, A., & Knaus, W. J. (1977). Overcoming procrastination: How to think and act rationally in spite of life's inevitable hassles. *New York: Institute for Rational Living*.

- Ferrari, J. R., & Ware, C. B. (1992). Academic procrastination: personality. *Journal of social Behavior and personality*, 7(3), 495-502.
- Flett, G. L., Blankstein, K. R., Hewitt, P. L., & Koledin, S. (1992). Components of perfectionism and procrastination in college students. *Social Behavior and Personality: an international journal*, 20(2), 85-94.
- Flett, G. L., Hewitt, P. L., & Dyck, D. G. (1989). Self-oriented perfectionism, neuroticism and anxiety. *Personality and Individual Differences*, 10(7), 731-735.
- Flett, G. L., Hewitt, P. L., & Martin, T. R. (1995). Dimensions of perfectionism and procrastination. In *Procrastination and task avoidance* (pp. 113-136). Springer, Boston, MA.
- Frost, R. O., Marten, P., Lahart, C., & Rosenblate, R. (1990). The dimensions of perfectionism. *Cognitive therapy and research*, 14(5), 449-468.
- Graham, S. (2011). Self-efficacy and academic listening. *Journal of English for Academic Purposes*, 10(2), 113-117.
- Harriott, J., & Ferrari, J. R. (1996). Prevalence of procrastination among samples of adults. *Psychological Reports*, 78(2), 611-616.
- Haycock, L. A., McCarthy, P., & Skay, C. L. (1998). Procrastination in college students: The role of self-efficacy and anxiety. *Journal of counseling & development*, 76(3), 317-324.
- Hewitt, P. L., & Flett, G. L. (1991). Perfectionism in the self and social contexts: conceptualization, assessment, and association with psychopathology. *Journal of personality and social psychology*, 60(3), 456.

- Katz, I., Eilot, K., & Nevo, N. (2014). "I'll do it later": Type of motivation, self-efficacy and homework procrastination. *Motivation and Emotion*, 38(1), 111-119.
- Klibert, J. J., Langhinrichsen-Rohling, J., & Saito, M. (2005). Adaptive and maladaptive aspects of self-oriented versus socially prescribed perfectionism. *Journal of College Student Development*, 46(2), 141-156.
- Narges, R., Salman, Z., & Baharak, H. (2014). Self-efficacy, perfectionism and personality traits as predictors of academic procrastination among university students. *Journal of Applied Environmental Biological Science*, 4(8), 265-271.
- Onwuegbuzie, A. J. (2004). Academic procrastination and statistics anxiety. *Assessment & Evaluation in Higher Education*, 29(1), 3-19.
- Pajares, F. (2003). Self-efficacy beliefs, motivation, and achievement in writing: A review of the literature. *Reading & Writing Quarterly*, 19(2), 139-158.
- Pajares, F., & Johnson, M. J. (1994). Confidence and competence in writing: The role of self-efficacy, outcome expectancy, and apprehension. *Research in the Teaching of English*, 313-331.
- Rakes, G. C., & Dunn, K. E. (2010). The Impact of Online Graduate Students' Motivation and Self-Regulation on Academic Procrastination. *Journal of Interactive Online Learning*, 9(1).
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67.
- Roig, M., & DeTommaso, L. (1995). Are college cheating and plagiarism related to academic procrastination?. *Psychological reports*, 77(2), 691-698.

- Schraw, G., Wadkins, T., & Olafson, L. (2007). Doing the things we do: A grounded theory of academic procrastination. *Journal of Educational psychology, 99*(1), 12.
- Senecal, C., Koestner, R., & Vallerand, R. J. (1995). Self-regulation and academic procrastination. *The Journal of Social Psychology, 135*(5), 607-619.
- Seo, E. H. (2008). Self-efficacy as a mediator in the relationship between self-oriented perfectionism and academic procrastination. *Social Behavior and Personality: an international journal, 36*(6), 753-764.
- Seo, E. H. (2013). A comparison of active and passive procrastination in relation to academic motivation. *Social Behavior and Personality: an international journal, 41*(5), 777-786.
- Schunk, D. H. (2003). Self-efficacy for reading and writing: Influence of modeling, goal setting, and self-evaluation. *Reading & Writing Quarterly, 19*(2), 159-172.
- Schwarzer, R. A. L. F., & Luszczynska, A. (2005). Social cognitive theory. *Predicting health behaviour, 2*, 127-169.
- Solomon, L. J., & Rothblum, E. D. (1984). Academic procrastination: Frequency and cognitive-behavioral correlates. *Journal of counseling psychology, 31*(4), 503.
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological bulletin, 133*(1), 65.
- Stoeber, J., & Childs, J. H. (2010). The assessment of self-oriented and socially prescribed perfectionism: Subscales make a difference. *Journal of personality assessment, 92*(6), 577-585.

Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E. F.

(1992). The Academic Motivation Scale: A measure of intrinsic, extrinsic, and amotivation in education. *Educational and psychological measurement*, 52(4), 1003-1017.

Vancouver, J. B., Thompson, C. M., Tischner, E. C., & Putka, D. J. (2002). Two studies examining the negative effect of self-efficacy on performance. *Journal of applied psychology*, 87(3), 506.

Vij, J., & Lomash, H. (2014). Role of motivation in academic procrastination. *International Journal of Scientific & Engineering Research*, 5(8), 1065-1070.



## Appendix A

**Procrastination Assessment Scale for Students (PASS)****I. WRITING A TERM PAPER**

1. To what degree do you procrastinate on this task?

Never Procrastinate	Almost Never	Sometimes	Nearly Always	Always Procrastinate
a	b	c	d	e

2. To what degree is procrastination on this task a problem for you?

Not At All a Problem	Almost Never	Sometimes	Nearly Always	Always a Problem
a	b	c	d	e

**II. STUDYING FOR EXAMS**

4. To what degree do you procrastinate on this task?

Never Procrastinate	Almost Never	Sometimes	Nearly Always	Always Procrastinate
a	b	c	d	e

5. To what degree is procrastination on this task a problem for you?

Not At All a Problem	Almost Never	Sometimes	Nearly Always	Always a Problem
a	b	c	d	e

**III. KEEPING UP WITH WEEKLY READING ASSIGNMENTS**

7. To what degree do you procrastinate on this task?

Never Procrastinate	Almost Never	Sometimes	Nearly Always	Always Procrastinate
a	b	c	d	e

8. To what degree is procrastination on this task a problem for you?

Not At All a Problem	Almost Never	Sometimes	Nearly Always	Always a Problem
-------------------------	--------------	-----------	---------------	---------------------

a                      b                      c                      d                      e

#### **IV. ACADEMIC ADMINISTRATIVE TASKS: FILLING OUT FORMS, REGISTERING FOR CLASSES, GETTING ID CARD**

10. To what degree do you procrastinate on this task?

Never Procrastinate	Almost Never	Sometimes	Nearly Always	Always Procrastinate
a	b	c	d	e

11. To what degree is procrastination on this task a problem for you?

Not At All a Problem	Almost Never	Sometimes	Nearly Always	Always a Problem
a	b	c	d	e

#### **V. ATTENDANCE TASKS: MEETING WITH YOUR ADVISOR, MAKING AN APPOINTMENT WITH A PROFESSOR**

13. To what degree do you procrastinate on this task?

Never Procrastinate	Almost Never	Sometimes	Nearly Always	Always Procrastinate
a	b	c	d	e

14. To what degree is procrastination on this task a problem for you?

Not At All a Problem	Almost Never	Sometimes	Nearly Always	Always a Problem
a	b	c	d	e

#### **VI. SCHOOL ACTIVITIES IN GENERAL**

16. To what degree do you procrastinate on this task?

Never Procrastinate	Almost Never	Sometimes	Nearly Always	Always Procrastinate
a	b	c	d	e

17. To what degree is procrastination on this task a problem for you?

Not At All a Problem	Almost Never	Sometimes	Nearly Always	Always a Problem
a	b	c	d	e

## Appendix B

## ACADEMIC MOTIVATION SCALE (AMS-C 28)

## COLLEGE VERSION

**WHY DO YOU GO TO COLLEGE (CEGEP)?**

*Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to college (CEGEP).*

<b>Does not</b>									
<b>correspond</b>	<b>at all</b>	<b>a little</b>	<b>moderately</b>	<b>Corresponds</b>	<b>Corresponds</b>	<b>Corresponds</b>	<b>Corresponds</b>	<b>Corresponds</b>	<b>Corresponds</b>
<b>at all</b>		<b>a little moderately</b>		<b>a lot</b>		<b>exactly</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>			

*why do you go to COLLEGE (CEGEP)?*

---

1. Because with only a high-school degree I would not  
find a high-paying job later on.      1      2      3      4      5      6      7

2. Because I experience pleasure and satisfaction  
while learning new things.      1      2      3      4      5      6      7

3. Because I think that a college (CEGEP) education will help me  
better prepare for the career I have chosen.      1      2      3      4      5      6

7 4. For the intense feelings I experience when I am  
communicating my own ideas to others. 1 2 3 4 5 6

5. Honestly, I don't know; I really feel that I am wasting  
my time in school. 1 2 3 4 5 6 7

6. For the pleasure I experience while surpassing  
myself in my studies. 1 2 3 4 5 6 7

7. To prove to myself that I am capable of completing my  
college (CEGEP) degree. 1 2 3 4 5 6 7

6 7 8. In order to obtain a more prestigious job later on. 1 2 3 4 5

9. For the pleasure I experience when I discover  
new things never seen before. 1 2 3 4 5 6 7

10. Because eventually it will enable me to enter the  
job market in a field that I like. 1 2 3 4 5 6 7

11. For the pleasure that I experience when I read  
interesting authors. 1 2 3 4 5 6 7

6 7 12. I once had good reasons for going to college (CEGEP);  
however, now I wonder whether I should continue. 1 2 3 4 5

6 7 13. For the pleasure that I experience while I am surpassing  
myself in one of my personal accomplishments. 1 2 3 4 5

14. Because of the fact that when I succeed in college (CEGEP)  
I feel important.      1      2      3      4      5      6      7
15. Because I want to have "the good life" later on. 1      2      3      4      5  
6      7
- Does not  
correspond    Corresponds    Corresponds    Corresponds    Corresponds  
at all    a little    moderately    a lot    exactly  
1      2      3      4      5      6      7
16. For the pleasure that I experience in broadening my  
knowledge about subjects which appeal to me.      1      2      3      4      5  
6      7
17. Because this will help me make a better choice  
regarding my career orientation.      1      2      3      4      5      6      7
18. For the pleasure that I experience when I feel completely  
absorbed by what certain authors have written.      1      2      3      4      5  
6      7
19. I can't see why I go to college (CEGEP) and frankly,  
I couldn't care less.      1      2      3      4      5      6      7
20. For the satisfaction I feel when I am in the process of  
accomplishing difficult academic activities. 1      2      3      4      5      6  
7
21. To show myself that I am an intelligent person. 1      2      3      4      5  
6      7

7 22. In order to have a better salary later on. 1 2 3 4 5 6

23. Because my studies allow me to continue to learn about  
many things that interest me. 1 2 3 4 5 6 7

6 7 24. Because I believe that a few additional years of  
education will improve my competence as a worker. 1 2 3 4 5

25. For the "high" feeling that I experience while reading  
about various interesting subjects. 1 2 3 4 5 6 7

26. I don't know; I can't understand what I am  
doing in school. 1 2 3 4 5 6 7

27. Because college (CEGEP) allows me to experience a  
personal satisfaction in my quest for excellence  
in my studies. 1 2 3 4 5 6 7

28. Because I want to show myself that I can succeed  
in my studies. 1 2 3 4 5 6 7

## Appendix C

## General Self-Efficacy Scale (GSE)

1. I can always manage to solve difficult problems if I try hard enough

Not At all True  Hardly True  Moderately True  Exactly True

2. If someone opposes me, I can find the means and ways to get what I want.

Not At all True  Hardly True  Moderately True  Exactly True

3. It is easy for me to stick to my aims and accomplish my goals.

Not At all True  Hardly True  Moderately True  Exactly True

4. I am confident that I could deal efficiently with unexpected events.

Not At all True  Hardly True  Moderately True  Exactly True

5. Thanks to my resourcefulness, I know how to handle unforeseen situations.

Not At all True  Hardly True  Moderately True  Exactly True

6. I can solve most problems if I invest the necessary effort.

Not At all True  Hardly True  Moderately True  Exactly True

7. I can remain calm when facing difficulties because I can rely on my coping abilities.

Not At all True  Hardly True  Moderately True  Exactly True

8. When I am confronted with a problem, I can usually find several solutions.

Not At all True  Hardly True  Moderately True  Exactly True

9. If I am in trouble, I can usually think of a solution

Not At all True  Hardly True  Moderately True  Exactly True

10. I can usually handle whatever comes my way.

Not At all True  Hardly True  Moderately True  Exactly True



## Appendix D

## Multidimension Perfectionism Scale

Read each item and decide whether you agree or disagree & to what extent. **To score your responses, put the number of your response in the column that is highlighted next to this question.**

		Disagree						Agree	Self-Oriented	Other-Oriented	Socially-Prescribed
1.	When I am working on something, I cannot relax until it is perfect	1	2	3	4	5	6	7			
2.	I am not likely to criticize someone for giving up too easily	7	6	5	4	3	2	1			
3.	It is not important that people I am close to are successful	7	6	5	4	3	2	1			
4.	I seldom criticize my friends for accepting second best	7	6	5	4	3	2	1			
5.	I find it difficult to meet others' expectations of me	1	2	3	4	5	6	7			
6.	One of my goals is to be perfect in everything I do	1	2	3	4	5	6	7			
7.	Everything that others do must be of top-notch quality	1	2	3	4	5	6	7			
8.	I never aim for perfection on my work	7	6	5	4	3	2	1			
9.	Those around me readily accept that I can make mistakes too	7	6	5	4	3	2	1			
10.	It doesn't matter when someone close to me does not do their absolute best	7	6	5	4	3	2	1			
11.	The better I do, the better I am expected to do	1	2	3	4	5	6	7			
12.	I seldom feel the need to be perfect	7	6	5	4	3	2	1			
13.	Anything that I do that is less than excellent will be seen as poor work by those around me	1	2	3	4	5	6	7			
14.	I strive to be as perfect as I can be	1	2	3	4	5	6	7			
15.	It is very important that I am perfect in everything I attempt	1	2	3	4	5	6	7			
16.	I have high expectations for the people who are important to me	1	2	3	4	5	6	7			

17.	I strive to be the best at everything I do	1	2	3	4	5	6	7			
18.	The people around me expect me to succeed at everything I do	1	2	3	4	5	6	7			
19.	I do not have very high standards for those around me	7	6	5	4	3	2	1			
20.	I demand nothing less than perfection of myself	1	2	3	4	5	6	7			
21.	Others will like me even if I don't excel at everything	7	6	5	4	3	2	1			
22.	I can't be bothered with people who won't strive to better themselves	1	2	3	4	5	6	7			
23.	It makes me uneasy to see an error in my work	1	2	3	4	5	6	7			
24.	I do not expect a lot from my friends	7	6	5	4	3	2	1			
SUBTOTALS Page 1									SO =	OO=	SP=
Add up in each column the colored areas to create summary score for each dimension											
		Disagree						Agree	Self Oriented	Other Oriented	Socially Prescribed
25.	Success means that I must work even harder to please others	1	2	3	4	5	6	7			
26.	If I ask someone to do something, I expect it to be done flawlessly	1	2	3	4	5	6	7			
27.	I cannot stand to see people close to me make mistakes	1	2	3	4	5	6	7			
28.	I am perfectionistic in setting my goals	1	2	3	4	5	6	7			
29.	The people who matter to me should never let me down	1	2	3	4	5	6	7			
30.	Others think I am okay, even when I do not succeed	7	6	5	4	3	2	1			
31.	I feel that people are too demanding of me	1	2	3	4	5	6	7			
32.	I must work to my full potential at all times	1	2	3	4	5	6	7			
33.	Although they may not say it, other people get very upset with me when I slip up	1	2	3	4	5	6	7			
34.	I do not have to be the best at whatever I am doing	7	6	5	4	3	2	1			
35.	My family expects me to be perfect	1	2	3	4	5	6	7			
36.	I do not have very high goals for myself	7	6	5	4	3	2	1			

37.	My parent rarely expected me to excel in all aspects of my life	7	6	5	4	3	2	1			
38.	I respect people who are average	7	6	5	4	3	2	1			
39.	People expect nothing less than perfection from me	1	2	3	4	5	6	7			
40.	I set very high standards for myself	1	2	3	4	5	6	7			
41.	People expect more from me than I am capable of giving	1	2	3	4	5	6	7			
42.	I must always be successful at school or work	1	2	3	4	5	6	7			
43.	It does not matter to me when a close friend does not try their hardest	7	6	5	4	3	2	1			
44.	People around me think I am still competent even if I make a mistake	7	6	5	4	3	2	1			
45.	I seldom expect others to excel at whatever they do.	7	6	5	4	3	2	1			
SUBTOTALS Page 2											
Add up in each column the colored squares for each dimension											
SUBTOTALS from Page 1											
SUBSCALE TOTALS									SO =	OO=	SP=