

17.2.3

INTERNATIONAL COLLABORATION IN DATA GATHERING

Partner Agency	Title of Research	Evidence
<p>Universitas Nahdlatul Ulama Surabaya Fakultas Keperawatan Dan Kebidanan</p>	<p>Paradigm Shift in Classroom Management of COVID -19 Pandemic Period: The Impact of online education of 4 Countries in South East Asia.</p>	<ul style="list-style-type: none"> ○ Invitation letter from UNUSA to UNP ○ Draft of Chapter 1 & 3 of the research Paradigm Shift in Classroom Management of COVID -19 Pandemic Period: The Impact of online education of 4 Countries in South East Asia. ○ Link for the Teacher Questionnaire https://docs.google.com/forms/d/e/1FAIpQLSfMLpbxTmS-qwG_ZsoJSc5oI06LyQUq9Fvlj_YuJtKWblKYLE/viewform ○ Link for the Student Questionnaire https://docs.google.com/forms/d/e/1FAIpQLSf4dbyIDZJs8rwnC2k0vPGJ9E91lmyv2-Yp2Ra9cBiuNIYIXg/viewform

		<ul style="list-style-type: none">○ Link to the additional questionnaire for 2 key informants of UNP https://docs.google.com/forms/d/e/1FAIpQLSfJNugu3ubRJvPiSiNNiKmTbuiToV5_V-KTPPOcfUjsTovtHg/viewform○ UNP Responses (Questionnaire for Teachers)○ Procrastination Assessment Scale for Students (PASS)
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Evidence 1

Invitation letter from UNUSA to UNP



UNIVERSITAS NAHDLATUL ULAMA SURABAYA

FAKULTAS KEPERAWATAN DAN KEBIDANAN

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Website : www.unusa.ac.id Email : info@unusa.ac.id

Surabaya, February 4th 2021

Dear Dr. Julieta T Guinid.

Dean of College Nursing

University of Northern Philippines Vigan City, Ilocos Sur

Regarding to our agreement and collaboration, It is with great pleasure that we would like to invite you to make join research. Maybe your lecturer can join us at our research program, the topic is about students during pandemic and pregnancy women at the third trimester. We will take the research data or research sample in here, Indonesia and there, Philippines.

Thank you and we hope you are able to accept this invitation.

God Bless

Kind Regards

Khamida, S.Kep.Ns.,M.Kep

Dean of Nursing and Midwifery Faculty.

Evidence 2

Draft of Chapter 1 & 3 of the research

Paradigm Shift in Classroom Management of COVID -19 Pandemic Period: The Impact of online education of 4 Countries in South East Asia

Paradigm Shift in Classroom Management of COVID -19 Pandemic Period: The Impact of online education of 4 Countries in South East Asia.

Unit 1

Introduction

1.1 Back ground of the Study

For more 3 years ago, the pandemic of COVID-19 spread around the world. This problem still remain reflex all of sectors globally, not only in the public health, but also the education sectors. This pandemic is one of the few events of this century that has affected education across the globe.

An uncanny suspect called SARS-CoV-2 had caused a serious venture of time from its origin to the current conditions all over the world. The COVID-19 ultimately jostled our day-to-day lifestyle and led to a new custom of life within the curbs to cease the spread of this virus as it is seriously contagious. According to UNESCO, by the end of April 2020, 186 countries have implemented nationwide closures, affecting about 73.3 % of the total enrolled learners (Education: From disruption to recovery, 2020).

The World Bank (2022) reports that the COVID-19 pandemic has disrupted education in over 150 countries and affected 1.6 billion students. In response, many countries implemented some form of remote learning. The education response during the early phase of COVID-19 focused on implementing remote learning modalities as an emergency response.

Although, this includes the academic world that consists of more than millions of enrolled students and energetic teachers who previously had regular classes in their institutions, they tried to continue their ability as well, but due to the pandemic, got stuck them at the home.

Moreover, the complete lockdown has led the educational institutions changed their paradigm of educational management in absolutely. So, many methods of teaching were invited and allowed to come inside the classroom as soon as possible, particularly to resort to online methods in quick action to ensure continuity of learning in students as traditional face-to-face learning was not possible in this unprecedented situation.

In developing countries area, like South East Asia. The traditional learning methods, especially, the inside classroom contexts teaching was widely recognized and used before the arrival and spreading of COVID 19. It cannot deny that in which classroom management can help to shape and expand opportunities for young people across the globe.

However, the shutting down of educational institutes cannot abandon their immense duties. To arranged and adapted the curriculum in a specified time frame were designated for this regular time with the emergency remote education.

To continue the education process, the online class was introduced in most of the countries, including the South East Asian' country. both teaching and learning happen through electronic devices which are relatively new to the entire teaching-learning community.

The higher education institutions all around this region decided to move traditional teaching from onsite (classroom) to distance teaching due to the ongoing Coronavirus pandemic.

Online learning has been introduced by educators using a number of activities running synchronously and using a variety of applications and networks, based on College's policy, ranging from management system, Moodle, run by the University to external facilities. Nonetheless, many problems have emerged from the students, the instructors, the college and the parents of the students, along with rational reasons. Consequently, online learning is not performing as expected because it lacks awareness, applicable policies, preparation and planning. Complexities are explored in online learning. To promote the facilitation of the online education process, future possible research is being driven and observed. (Selvaraj and College, 2021)

During the COVID-19 pandemic, universities across the world have transitioned to distance education, most of which, is planned for online delivery. Health professional courses may use variable tools of blended learning for this process, which may include synchronous online tutorials, E-learning in simulation sessions, asynchronous activity in moderated discussion forums, formative quizzes and other teacher-directed or self-directed learning activities. Engaging with these learning methods may be perceived differently from conventional classroom-based teaching. Online learning has required adjustment by both teachers and learners to adapt to new learning styles with focus on active learning and technological support required for delivery of teaching. (Kumar, A and College, 2022).

All of these causes, the paradigm of teaching absolutely shifts in the opinion of the education sector. This study is the first of its kind which reflects the advantage and disadvantages of the new-normal online education from home in the amassed voice of higher education's teachers and learners' group in South East Asia.

This investigation aimed to examine how online teaching has been carried out during pandemic and the difficulties and barriers they have, and how online classes had fared for the teachers and students in South East Asia countries. In addition, it tried to understand the users' experience and the unique set of challenges that this mode of education brings to them. Moreover, the student habits that either supported the online teaching methods, or made it difficult or partially impossible to study using internet sources at that home. Finally, the 6 questions inquired about numerous features of online classes that impact to the higher education sector such as 1) access to digital learning opportunities 2) attendance, engagement, knowledge transfer and academic learning, 3) social emotional development 4) instructional stresses 5) equity gaps and 6) future aspect. Besides, this investigation gives an appropriate framework to modify, adjust or generate educational plans, strategies, regulations, and schemes to obtain equal access to resources for all. untried in South East Asia.

1.2 Objectives

1. To investigate the opinion of the higher education sector about the paradigm and the impact of online education of 4 countries in South East Asia, based on 6 questions.
2. To compare the opinion about the online education of 4 countries in South East Asia.

1.3 Research Questions

- 1.3.1 How the education sector access to digital learning opportunities in equal?
- 1.3.2 What are the impact factors of online education for higher education's teachers and Students in 4 countries of South East Asia?

1.4 Research Terminology

- 1.4.1 Paradigm Shift refers to the fundamental change in the basic concepts and

experimental practices of a scientific discipline. Even though restricted the use of the term to the natural sciences, the concept of a paradigm shift has also been used in numerous non-scientific contexts to describe a profound change in a fundamental model or perception of events. Paradigm shifts arise when the dominant paradigm under which normal science operates is rendered incompatible with new phenomena, facilitating the adoption of a new theory or paradigm.

1.4.2 Classroom management can be defined as the actions teachers take to establish and sustain an environment that fosters students' academic achievement as well as their social, emotional, and moral growth. In other words, the goal of classroom management is not order for order's sake, but order for the sake of learning.

1.4.3 COVID -19 refers to a species of enveloped, spherical or pleomorphic, kidney-shaped or rod-shaped viruses in the Coronaviridae family and Coronavirus genus. The genome is composed of linear, single-stranded, positive-sense RNA. SARS coronaviruses are found in humans and cause severe acute respiratory syndrome (SARS). SARS coronaviruses are transmitted via direct person-to-person contact with infected secretions or excretions, and aerosols of respiratory droplets.

1.4.4 Distance education, also known as distance learning refers to the education of students who may not always be physically present at a school. Traditionally, this usually involved correspondence courses wherein the student corresponded with the school via mail. Today, it usually involves online education. A distance learning program can be completely distance learning, or a combination of distance learning and traditional classroom instruction (called hybrid or blended). Massive open online courses (MOOCs), offering large-scale interactive participation and open access through the World Wide Web or other network technologies, are recent educational modes in distance education. A number of other terms (distributed learning, e-learning, m-learning, online learning, virtual classroom etc.) are used roughly synonymously with distance education. E-learning has shown to be a useful educational tool. E-learning should be an interactive process with multiple learning modes for all learners at various levels of learning. The distance learning environment is an exciting place to learn new things, collaborate with others, and retain self-discipline

1.4.5 South East Asia refers to a political and economic union of 10 member states in Southeast Asia, which promotes intergovernmental cooperation and facilitates economic, political, security, military, educational, and sociocultural integration between its members

and other countries in Asia. ASEAN's primary objective was to accelerate economic growth and through that social progress and cultural development. A secondary objective was to promote regional peace and stability based on the rule of law and the principle of United Nations charter. With some of the fastest growing economies in the world, ASEAN has broadened its objective beyond the economic and social spheres.

1.4.4 New Normal Education refers to a current situation, social custom, etc., that is different from what has been experienced or done before but is expected to become usual or typical, from this research means the online education at home.

1.5 Scope of the Research

1.5.1 Scope of population and sampling group

The population and the sampling group of the research are the higher education teachers and students from 4 countries in South East Asia, The Philippines, Laos, Vietnam and Thailand totally 400 persons.

1.5.2 Scop of Areas

The area of the study based on 5 Universities, The University of the Northern Philippines, The University of the Southern Philippines, Don Kham Xamg Teacher College, Tran Tao Uiversity and Suan Dusit University.

1.5.3 Scope of Contents

This research investigates of 6 aspects of contents in online education such as, 1) access to digital learning opportunities 2) attendance, engagement, knowledge transfer and academic learning, 3) social emotional development 4) instructional stresses 5) equity gaps and 6) future aspect.

1.5.4 Scope of Time

In the year of 2021-2022

Benefit of the Study

1. To know the opinion of the higher education teachers and students with online education

in the period of COVID 19 pandemic.

2. Can be adapt and improve the online education in progress prepare for the crisis situation in globe as the COVID-19 pandemic in 2019 until the present.

3. Gives an appropriate framework to modify, adjust or generate educational plans, strategies, regulations, and schemes to obtain equal access to resources for all, untried in South East Asia.

Unit 3

Research Methodology

The research on the title of Paradigm Shift in Classroom Management of COVID -19 Pandemic Period: The Impact of online education of 4 Countries in South East Asia used a Mixed Research Method between the Quantitative Research method by the following explanations;

3.1 Quantitative Research

3.1.1 The Identifying population and Sample

The population of this research is based on the higher education teachers and students from 5 universities in the Philippines (the University of Northern Philippines, the Southeastern University of Philippines), Laos (Don Kham Chang Teacher College), Vietnam (Tran Tao University) and Thailand (Suan Dusit University). Although, the number of population groups is unknown, but the purposive sampling methods invited in this research, totally 400 persons, that can be seen by the following tables.

Table no. 1 The Sampling Group

University (Name)	Teachers (n)	Students (n)	Total
University of Northern Philippines	40	40	80
Southeastern University of Philippines	40	40	80
Dong Kham Chang Teacher College	40	40	80
Tran Tao University	40	40	80
Suan Dusit University	40	40	80
Total	200	200	400

3.1.2 Tools of the Research

The questionnaire is the tools of the research by the following details;

1. Study, collect, and search the related document with the variable that correlated with the research conceptual framework, especially, the Paradigm Shift in Classroom Management and The Impact of online education in glob.

2. Then, classify and designed the questions that used in the research into the 6 aspects, 1) access to digital learning opportunities 2) attendance, engagement, knowledge transfer and academic learning, 3) social emotional development 4) instructional stresses 5) equity gaps and 6) future aspect.

3. After that, examine the Content Validity by 3 experts in Education such as; the teachers, who expertise in classroom management 2 persons, and the expertise in online education 1 person. They examined the language (wording) and clarity of questions by the IOC (Index of item-objective Congruence) technique from $IOC = \sum R/N > 0.5$.

4. Testing the Reliability by Try-Out the 30 questionnaires with nearby sample, that the reliability is 0.95.

3.1.3 The collecting of the data

The completely questionnaires were separated to 5 universities by the google form, that concern with the 2 groups of the sampling as, the 200 university's teachers and 200 university's students, totally 400 persons.

3.1.4 The data analysis and presentation

1. The statistical in term of the percentage, mean, standard deviation were participated to analyze the demographic of the sampling group.

2. The Independent-Samples t-test and One-Way ANOVA were used to analyze and compare the data of the 2 sampling groups that correlated with the research hypothesis.

3. All the data were presented in the table form with the narrative styles.

3.2 Qualitative research method

3.2.1 the research method

The focus group was invited for this step of the research by 10 key informants of 5 universities, especially the person, who was related in education management of the university.

That can be seen by the following details;

1. The University of Northern Philippines	3	persons
2. The Southeastern University of Philippines	2	persons
3. Don Kham Chang Teacher College (Laos)	2	persons
4. Tran Tao University (Vietnam)	2	persons
5. Suan Dusit University (Thailand)	3	persons

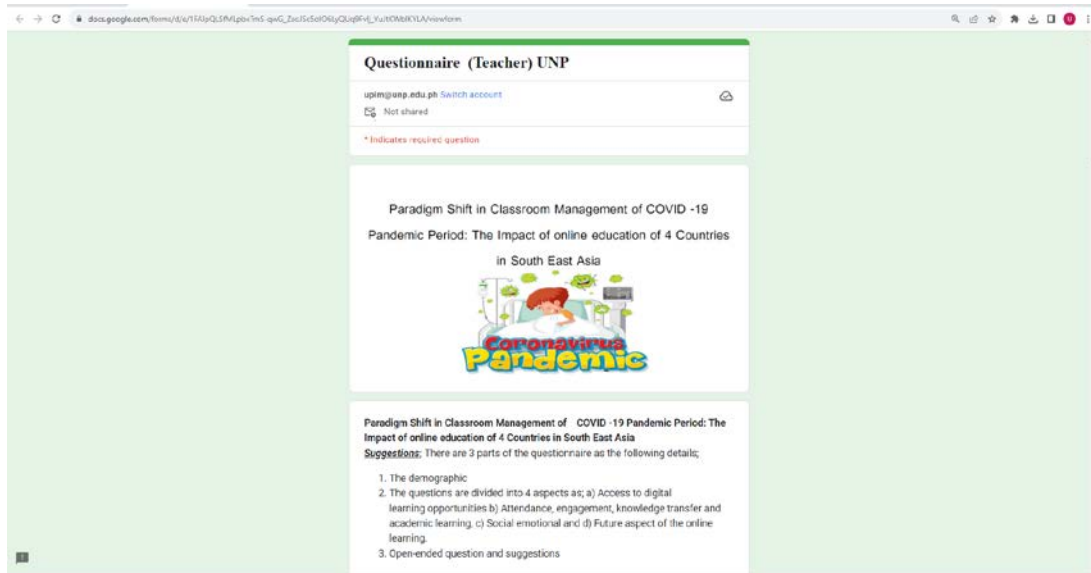
The focus group topic was based on the Paradigm Shift in Classroom Management and The Impact of online education in glob, particularly in 6 aspects as 1) access to digital learning opportunities 2) attendance, engagement, knowledge transfer and academic learning, 3) social emotional development 4) instructional stresses 5) equity gaps and 6) future aspect. Then the data presented in narrative styles that relevance to the quantitative data.

3.2.2 the place

The focus group hold on.....from 9.00 am – 4.00 pm. at the Graduate School of Suan Dusit University, Bangkok Thailand.

Evidence 3

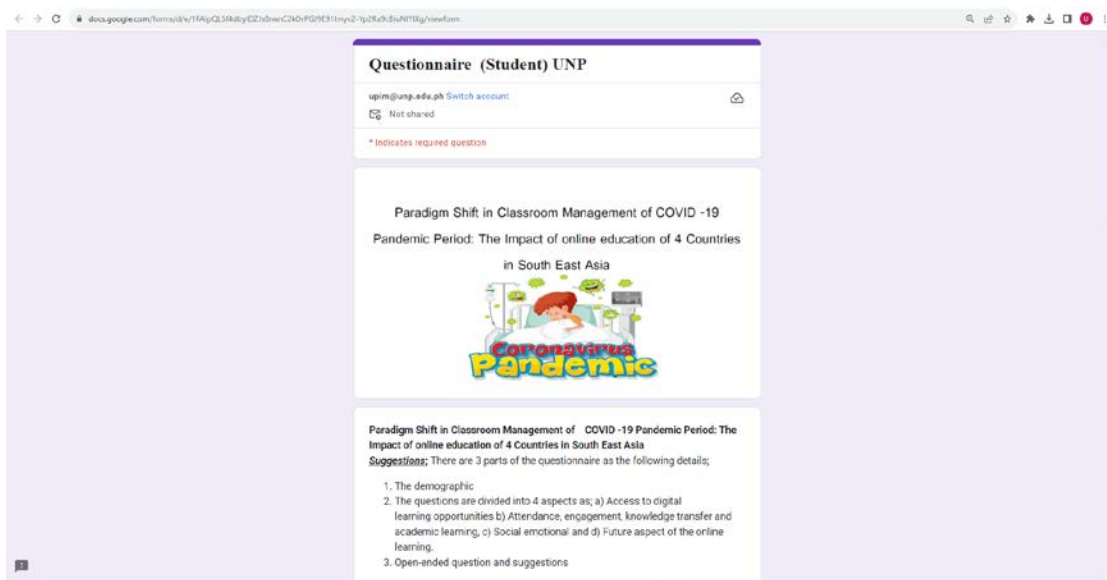
Link for the Teacher Questionnaire



The screenshot shows a Google Forms interface for a questionnaire titled "Questionnaire (Teacher) UNP". The form is shared with the user "upim@unp.edu.ph" and is not shared. The main content of the form includes the title "Paradigm Shift in Classroom Management of COVID -19", the subtitle "Pandemic Period: The Impact of online education of 4 Countries in South East Asia", and a central graphic with the text "Coronavirus Pandemic". Below the graphic, there are "Suggestions" for the questionnaire, which are divided into three parts: 1. The demographic, 2. The questions are divided into 4 aspects (a) Access to digital learning opportunities, (b) Attendance, engagement, knowledge transfer and academic learning, (c) Social emotional and (d) Future aspect of the online learning, and 3. Open-ended question and suggestions.

Evidence 4

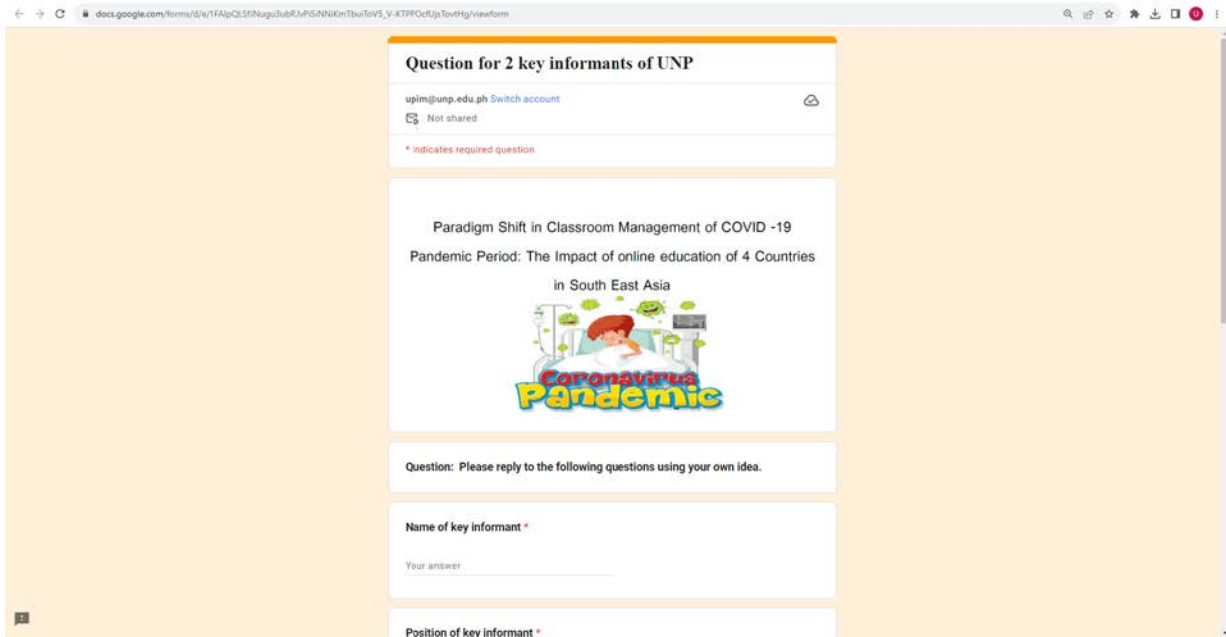
Link for the Student Questionnaire



The screenshot shows a Google Forms interface for a questionnaire titled "Questionnaire (Student) UNP". The form is shared with the user "upim@unp.edu.ph" and is not shared. The main content of the form includes the title "Paradigm Shift in Classroom Management of COVID -19", the subtitle "Pandemic Period: The Impact of online education of 4 Countries in South East Asia", and a central graphic with the text "Coronavirus Pandemic". Below the graphic, there are "Suggestions" for the questionnaire, which are divided into three parts: 1. The demographic, 2. The questions are divided into 4 aspects (a) Access to digital learning opportunities, (b) Attendance, engagement, knowledge transfer and academic learning, (c) Social emotional and (d) Future aspect of the online learning, and 3. Open-ended question and suggestions.

Evidence 5

Link to the additional questionnaire for 2 key informants of UNP



Question for 2 key informants of UNP

upim@unp.edu.ph [Switch account](#)

Not shared

* indicates required question

Paradigm Shift in Classroom Management of COVID -19

Pandemic Period: The Impact of online education of 4 Countries in South East Asia

Coronavirus Pandemic

Question: Please reply to the following questions using your own idea.

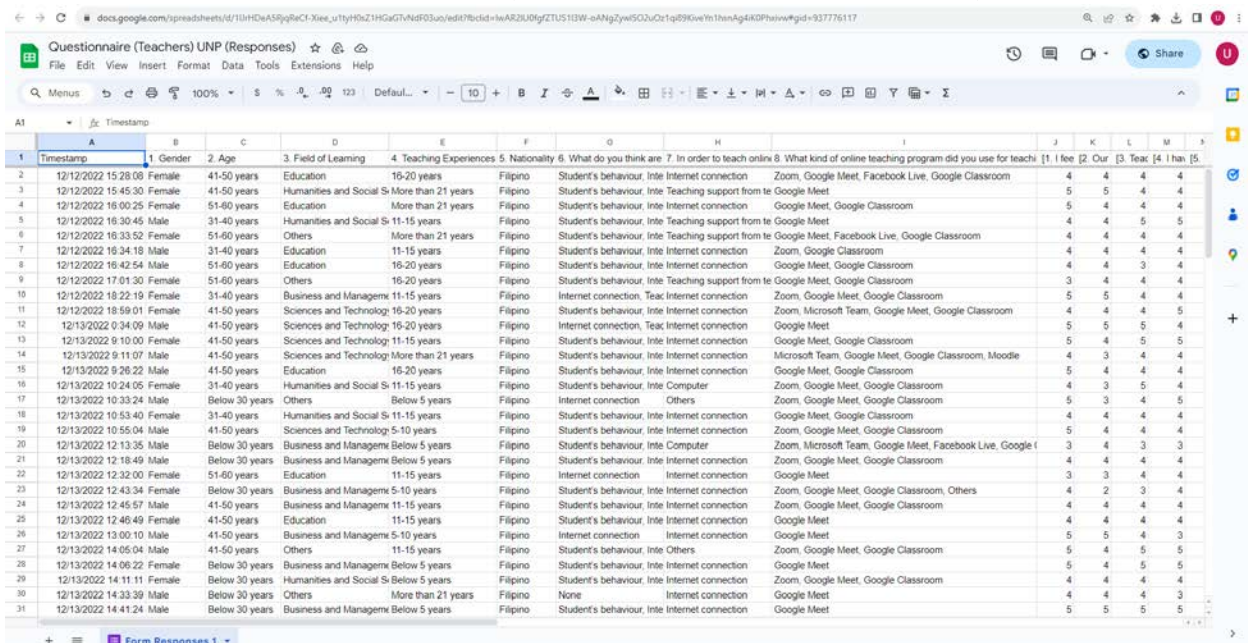
Name of key informant *

Your answer

Position of key informant *

Evidence 6

UNP Responses (Questionnaire for Teachers)



A1	Timestamp	1. Gender	2. Age	3. Field of Learning	4. Teaching Experiences	5. Nationality	6. What do you think are	7. In order to teach online	8. What kind of online teaching program did you use for teaching	9. 1. Fee	10. 2. Our	11. 3. Tear	12. 4. I hav	13. 5.
2	12/12/2022 15:28:08	Female	41-50 years	Education	16-20 years	Filipino	Student's behaviour, Inte	Internet connection	Zoom, Google Meet, Facebook Live, Google Classroom	4	4	4	4	4
3	12/12/2022 15:45:30	Female	41-50 years	Humanities and Social Si	More than 21 years	Filipino	Student's behaviour, Inte	Teaching support from te	Google Meet	5	5	4	4	4
4	12/12/2022 16:00:25	Female	51-60 years	Education	More than 21 years	Filipino	Student's behaviour, Inte	Internet connection	Google Meet, Google Classroom	5	4	4	4	4
5	12/12/2022 16:30:45	Male	31-40 years	Humanities and Social Si	11-15 years	Filipino	Student's behaviour, Inte	Teaching support from te	Google Meet	4	4	5	5	5
6	12/12/2022 16:33:52	Female	51-60 years	Others	More than 21 years	Filipino	Student's behaviour, Inte	Teaching support from te	Google Meet, Facebook Live, Google Classroom	4	4	4	4	4
7	12/12/2022 16:34:18	Male	31-40 years	Education	11-15 years	Filipino	Student's behaviour, Inte	Internet connection	Zoom, Google Classroom	4	4	4	4	4
8	12/12/2022 16:42:54	Male	51-60 years	Education	16-20 years	Filipino	Student's behaviour, Inte	Internet connection	Google Meet, Google Classroom	4	4	3	4	4
9	12/12/2022 17:01:30	Female	51-60 years	Others	16-20 years	Filipino	Student's behaviour, Inte	Teaching support from te	Google Meet, Google Classroom	3	4	4	4	4
10	12/12/2022 18:22:16	Female	31-40 years	Business and Managem	11-15 years	Filipino	Internet connection, Teac	Internet connection	Zoom, Google Meet, Google Classroom	5	5	4	4	4
11	12/12/2022 18:59:01	Female	41-50 years	Sciences and Technol	16-20 years	Filipino	Student's behaviour, Inte	Internet connection	Zoom, Microsoft Team, Google Meet, Google Classroom	4	4	4	5	5
12	12/13/2022 9:04:09	Male	41-50 years	Sciences and Technol	16-20 years	Filipino	Internet connection, Teac	Internet connection	Google Meet	5	5	5	4	4
13	12/13/2022 9:10:00	Female	41-50 years	Sciences and Technol	11-15 years	Filipino	Student's behaviour, Inte	Internet connection	Google Meet, Google Classroom	5	4	5	5	5
14	12/13/2022 9:11:07	Male	41-50 years	Sciences and Technol	More than 21 years	Filipino	Student's behaviour, Inte	Internet connection	Microsoft Team, Google Meet, Google Classroom, Moodle	4	3	4	4	4
15	12/13/2022 9:26:22	Male	41-50 years	Education	16-20 years	Filipino	Student's behaviour, Inte	Internet connection	Google Meet, Google Classroom	5	4	4	4	4
16	12/13/2022 10:24:05	Female	31-40 years	Humanities and Social Si	11-15 years	Filipino	Student's behaviour, Inte	Computer	Zoom, Google Meet, Google Classroom	4	3	5	4	4
17	12/13/2022 10:33:24	Male	Below 30 years	Others	Below 5 years	Filipino	Internet connection	Others	Zoom, Google Meet, Google Classroom	5	3	4	5	5
18	12/13/2022 10:53:40	Female	31-40 years	Humanities and Social Si	11-15 years	Filipino	Student's behaviour, Inte	Internet connection	Google Meet, Google Classroom	4	4	4	4	4
19	12/13/2022 10:55:04	Male	41-50 years	Sciences and Technol	5-10 years	Filipino	Student's behaviour, Inte	Internet connection	Zoom, Google Meet, Google Classroom	5	4	4	4	4
20	12/13/2022 12:13:35	Male	Below 30 years	Business and Managem	Below 5 years	Filipino	Student's behaviour, Inte	Computer	Zoom, Microsoft Team, Google Meet, Facebook Live, Google i	3	4	3	3	3
21	12/13/2022 12:18:49	Male	Below 30 years	Business and Managem	Below 5 years	Filipino	Student's behaviour, Inte	Internet connection	Zoom, Google Meet, Google Classroom	4	4	4	4	4
22	12/13/2022 12:32:00	Female	51-60 years	Education	11-15 years	Filipino	Internet connection	Internet connection	Google Meet	3	3	4	4	4
23	12/13/2022 12:43:34	Female	Below 30 years	Business and Managem	5-10 years	Filipino	Student's behaviour, Inte	Internet connection	Zoom, Google Meet, Google Classroom, Others	4	2	3	4	4
24	12/13/2022 12:45:57	Male	41-50 years	Business and Managem	11-15 years	Filipino	Student's behaviour, Inte	Internet connection	Zoom, Google Meet, Google Classroom	4	4	4	4	4
25	12/13/2022 12:46:49	Female	41-50 years	Education	11-15 years	Filipino	Student's behaviour, Inte	Internet connection	Google Meet	4	4	4	4	4
26	12/13/2022 13:00:10	Male	41-50 years	Business and Managem	5-10 years	Filipino	Internet connection	Internet connection	Google Meet	5	5	4	3	3
27	12/13/2022 14:05:04	Male	41-50 years	Others	11-15 years	Filipino	Student's behaviour, Inte	Others	Zoom, Google Meet, Google Classroom	5	4	5	5	5
28	12/13/2022 14:06:22	Female	Below 30 years	Business and Managem	Below 5 years	Filipino	Student's behaviour, Inte	Internet connection	Google Meet	5	4	5	5	5
29	12/13/2022 14:11:11	Female	Below 30 years	Humanities and Social Si	Below 5 years	Filipino	Student's behaviour, Inte	Internet connection	Zoom, Google Meet, Google Classroom	4	4	4	4	4
30	12/13/2022 14:33:39	Male	Below 30 years	Others	More than 21 years	Filipino	None	Internet connection	Google Meet	4	4	4	3	3
31	12/13/2022 14:41:24	Male	Below 30 years	Business and Managem	Below 5 years	Filipino	Student's behaviour, Inte	Internet connection	Google Meet	5	5	5	5	5

Evidence 7

Procrastination Assessment Scale for Students (PASS)

Procrastination Assessment Scale for Students (PASS)

Areas of Procrastination

For each of the following activities, please rate the degree to which you delay or procrastinate. Rate each item on an “a” to “e” scale according to how often you wait until the last minute to do the activity. Then indicate on an “a” to “e” scale the degree to which you feel procrastination on that task is a problem. Finally, indicate on an “a” to “e” scale the degree to which you would like to decrease your tendency to procrastinate on each task.

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

3. To what extent do you want to decrease your tendency to procrastinate on this task?

Do Not Want to Decrease		Somewhat		Definitely Want to Decrease
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

6. To what extent do you want to decrease your tendency to procrastinate on this task?

Do Not Want
to Decrease

a

b

Somewhat

c

d

Definitely
Want to Decrease

e

III. KEEPING UP WITH WEEKLY READING ASSIGNMENTS

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

Never
Procrastinate

a

Almost Never

b

Sometimes

c

Nearly Always

d

Always
Procrastinate

e

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

Not At All
a Problem

a

Almost Never

b

Sometimes

c

Nearly Always

d

Always
a Problem

e

9. To what extent do you want to decrease your tendency to procrastinate on this task?

Do Not Want
to Decrease

a

b

Somewhat

c

d

Definitely
Want to Decrease

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

a

Almost Never

b

Sometimes

c

Nearly Always

d

Always
Procrastinate

e

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

Not At All
a Problem

a

Almost Never

b

Sometimes

c

Nearly Always

d

Always
a Problem

e

12. To what extent do you want to decrease your tendency to procrastinate on this task?

Do Not Want to Decrease		Somewhat		Definitely Want to Decrease
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

15. To what extent do you want to decrease your tendency to procrastinate on this task?

Do Not Want to Decrease		Somewhat		Definitely Want to Decrease
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

18. To what extent do you want to decrease your tendency to procrastinate on this task?

Do Not Want
to Decrease

a

b

Somewhat

c

d

Definitely
Want to Decrease

e

Reasons for Procrastination

Think of the last time the following situation occurred. It's near the end of the semester. The term paper you were assigned at the beginning of the semester is due very soon. You have not begun work on this paper. There are reasons why you have been procrastinating on this task.

Rate each of the following reasons on a 5-point scale according to how much it reflects why you procrastinated at the time. Mark your answers on your answer sheet.

Use the scale:

Not At All Reflects
Why I Procrastinated

a

b

Somewhat
Reflects

c

d

Definitely Reflects
Why I Procrastinated

e

19. You were concerned the professor wouldn't like your work.
20. You waited until a classmate did his or hers, so that he/she could give you some advice.
21. You had a hard time knowing what to include and what not to include in your paper.
22. You had too many other things to do.
23. There's some information you needed to ask the professor, but you felt uncomfortable approaching him/her.
24. You were worried you would get a bad grade.
25. You resented having to do things assigned by others.
26. You didn't think you knew enough to write the paper.
27. You really disliked writing term papers.
28. You felt overwhelmed by the task.
29. You had difficulty requesting information from other people.

30. You looked forward to the excitement of doing this task at the last minute.
31. You couldn't choose among all the topics.
32. You were concerned that if you did well, your classmates would resent you.
33. You didn't trust yourself to do a good job.
34. You didn't have enough energy to begin the task.
35. You felt it just takes too long to write a term paper.
36. You liked the challenge of waiting until the deadline.
37. You knew that your classmates hadn't started the paper either.
38. You resented people setting deadlines for you.
39. You were concerned you wouldn't meet your own expectations.
40. You were concerned that if you got a good grade, people would have higher expectations of you in the future.
41. You waited to see if the professor would give you some more information about the paper.
42. You set very high standards for yourself and you worried that you wouldn't be able to meet those standards.
43. You just felt too lazy to write a term paper.
44. Your friends were pressuring you to do other things.