

Field for Dissertations

The impact of parents and peers on the development of dysfunctional procrastination

State of research: Procrastination is commonly described as the purposively delay of highly valued decisions or actions which usually leads to a personal feeling of discomfort. Most people have experience with such kind of situations. For some of them the delay of actions and decisions may result in chronic behavior patterns. However, little information is available about the development of dysfunctional procrastination in adolescents. First studies link procrastination to an authoritarian educational style of the subject's father and to absence of familiar encouragement during life crisis (see Ferrari, 1998). Other potential developmental influences due to family (e.g. leisure and educational opportunities through parents, structuring of home context) and peers (e.g. procrastination style of peers, evaluation of procrastination style) have been neglected to this day in research.

Research questions: Which factors influence the development of dysfunctional procrastination? Does parent's procrastinational behavior influence the development of procrastination? To which extend do parents' and peers' images of procrastinational behavior impact procrastination (e.g. evaluating procrastinators as being "cool" or "lazy"). Can patterns in leisure activities serve as a predictor of dysfunctional procrastination (e.g. being overstrained through the quantity of leisure activities)?

Method: Cross-sectional questionnaire study on students, parents and peers; appropriate data from the longitudinal study of the RS (e.g. procrastinational tendencies of students, their peers and parents; precise behavioral patterns).