

Appendix A:

Brief Demographic Information Questionnaire:

Age:

Gender:

Female Male

Marital status:

Single Married Divorced

Type of diploma:

Experimental science Mathematics Art, Sports, others

Residence:

Resident of Mashhad city because of university beforehand resident of Mashhad

Education level:

Basic sciences and physiopathology internship (stager) intern

Appendix B:

Student Deferred Assessment Schedule (PASS: Solomon, Rothblum, 1984) for each of the following activities please specifies the degree to which it is delayed. Choose from “a” to “e” depending on how long you waited until the last minute to do so. Then determine from “a” to “e” depending on how much problem the delay caused. Mark “a” to “e” to indicate how much you intend to reduce procrastination

I) If you are supposed to write a report, conference text, article, morning report, case report, proposal or thesis;

- How long would you like to procrastinate doing that?
a) Never b) almost never c) sometimes d) almost always e) always
- How much problem does that delay caused?
a) Never b) almost never c) sometimes d) almost always e) always
- How much do you intend to reduce procrastination?
a) Never b) almost never c) sometimes d) almost always e) always

II) Studying for exam;

- How long would you like to procrastinate doing that?
a) Never b) almost never c) sometimes d) almost always e) always
- How much problem does that delay caused?
a) Never b) almost never c) sometimes d) almost always e) always
- How much do you intend to reduce procrastination?
a) Never b) almost never c) sometimes d) almost always e) always

III) Doing your weekly homework;

- How long would you like to procrastinate doing that?
a) Never b) almost never c) sometimes d) almost always e) always
- How much problem does that delay caused?
a) Never b) almost never c) sometimes d) almost always e) always
- How much do you intend to reduce procrastination?
a) Never b) almost never c) sometimes d) almost always e) always

IV) Doing your academic admissions process such as filling out forms, enrolling in classes and getting an ID card and etc.;

- How long would you like to procrastinate doing that?
 a) Never b) almost never c) sometimes d) almost always e) always
- How much problem does that delay caused?
 a) Never b) almost never c) sometimes d) almost always e) always
- How much do you intend to reduce procrastination?
 a) Never b) almost never c) sometimes d) almost always e) always

V) Executive affairs; meeting with the professor, meeting with the tutor and etc;

- How long would you like to procrastinate doing that?
 a) Never b) almost never c) sometimes d) almost always e) always
- How much problem does that delay caused?
 a) Never b) almost never c) sometimes d) almost always e) always
- How much do you intend to reduce procrastination?
 a) Never b) almost never c) sometimes d) almost always e) always

VI) Academic activities in general;

- How long would you like to procrastinate doing that?
 a) Never b) almost never c) sometimes d) almost always e) always
- How much problem does that delay caused?
 a) Never b) almost never c) sometimes d) almost always e) always
- How much do you intend to reduce procrastination?
 a) Never b) almost never c) sometimes d) almost always e) always

Reasons for postponement; There are some reasons why you postponed the above activities. From each reason for procrastination in the table below, use a phrase that reflects the reason for procrastination of that activity, by Choosing from “a” to “e”;

- a) Does not fully reflect b) almost does not reflect c) is sometimes reflective d) almost reflects e) Perfectly reflects

Reasons for postponement	a) does not fully reflect	b) almost does not reflect	c) is sometimes reflective	d) almost reflects	e) Perfectly reflects
1. You were worried that professor may not approve your work.					
2. You waited for your classmate to complete his/her work and then help you complete your work.					
3. You did not have enough time to do the job					
4. You had a lot of work to do					
5. You needed information that you should have asked your professor, but you did not feel comfortable dealing with your professor.					

6. You were worried to get a bad grade.					
7. You had to do something for others that were left to you.					
8. You didn't know that you don't have enough information to do that.					
9. You really didn't want doing that.					
10. You felt uncomfortable about doing that.					
11. You had hard time asking others for information.					
12. You were looking for the excitement of doing this at the last minute.					
13. You could not choose a topic.					
14. You were worried that if you did well, your classmate would leave the job to you.					
15. You didn't have the confidence to do this.					
16. You didn't have enough energy to get started.					
17. You felt that it takes a long time to do that.					
18. You like to wait until the deadline.					
19. You knew that your classmate has not started, yet.					
20. You left it to others to set a deadline for you.					
21. You expected the deadline to be changed.					
22. You had very high standards in mind and were worried that you would not meet all those standards.					
23. Beginning to do is always hard for you.					
24. You were thinking about unique idea.					
25. you were too worried about your grade that you couldn't concentrate to your work.					

Appendix C:

Academic Self efficacy scale (ASES, Wood & Lock, 1987)

These questions are about understanding the ability to do a variety of academic things, such as reading, memorizing, and taking notes. For each case, you are asked if you can judge your ability to do things at different levels of difficulty.

I) **Focus on the class:** The part of the class when you feel you have the ability to focus fully on the material being covered.

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
I can concentrate at least 50% of the class time.					
I can concentrate at least 70% of the class time.					
I can concentrate at least 90% of the class time.					
I can focus 100% of the class time.					

II) **Memorizing:** Some of the events and perceptions that you feel you can remember and recall if needed.

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
I can remember 60% of events and imaginations.					
I can remember 70% of events and imaginations.					
I can remember 80% of events and imaginations.					
I can remember 90% of events and imaginations.					
I can remember 100% of events and imaginations.					

III) **Focus on the exam:** The part of the test time when you feel you have a complete focus on understanding and answering the test questions.

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
I was completely focused on the test 50% of the time.					
I spent 70% of the test time completely focused on the exam.					
I spent 90% of the test time completely focused on the exam.					
I was 100% fully focused on the exam time.					

IV) **Understanding:** Some of the events, ideas, and discussions that you feel are fully understood by you when being presented in a lecture, seminar, or class.

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
I understand 50% of the concepts when presenting.					
I understand 70% of the concepts when presenting.					
I understand 90% of the concepts when presenting.					
I understand 100% of the concepts when presenting.					

V) **Description of events:** Some of the events, ideas and topics (introduced in the conference, article, etc.) that you feel you have the ability to describe in full and accurately.

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
I can fully explain 40% of the events in my own words.					
I can fully explain 60% of the events in my own words.					
I can fully explain 80% of the events in my own words.					
I can fully explain 100% of the events in my own words.					

VI) **Distinction between events:** The degree to which you feel you can correctly distinguish between more important and less important events.

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
I have the ability to recognize the most important events and points in 50% of the time.					
I have the ability to recognize the most important events and points in 70% of the time.					
I have the ability to recognize the most important events and points 90% of the time.					
I have the ability to recognize the most important events and points 100% of the time.					

VII) Taking notes: The part of the time when you feel you have the ability to write down comprehensible points that emphasize, clarify events and topics.

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
I have the ability to take comprehensible notes of 50% of the content.					
I have the ability to take comprehensible notes of 70% of the content.					
I have the ability to take comprehensible notes of 90% of the content.					
I have the ability to take 100% comprehensible notes.					

VIII) Score: The degrees to which you feel you have the necessary skills to earn different grades in this course.

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
I can get a score of 17-20 out of 20 in this course.					
I can get at least a score of 14-16 out of 20 in this course.					
I can get at least a score of 12-13 out of 20 in this course.					
I can get at least a score of 10-11 out of 20 in this course.					