

..
“I’ll participate later”

How procrastination affects research outcomes

.....

Petrus te Braak – Researcher VUB-TOR

Index presentation

- 1 Introduction
- 2 Setup & fieldwork
- 3 Findings
- 4 Q&A

:

Introduction

A day in the life of a teacher

Starting point and research goal



The job of a teacher changed over the years

- ▶ More external pressure
- ▶ Changing society

Higher reported workload

- ▶ Responsibility
- ▶ Administrative tasks
- ▶ Variation in working tasks and time depending on day and week (vacation/non vacation)

Call for:

“Objective study, policy relevant and with a focus on time & context”

Steering group



Commissioner

- ▶ Minister of Education
- ▶ Department of Education

Members

- ▶ Flemish education umbrella organisations
- ▶ Labor Unions
- ▶ Academic experts

Goal:

“Setup, follow-up and dissemination of results”

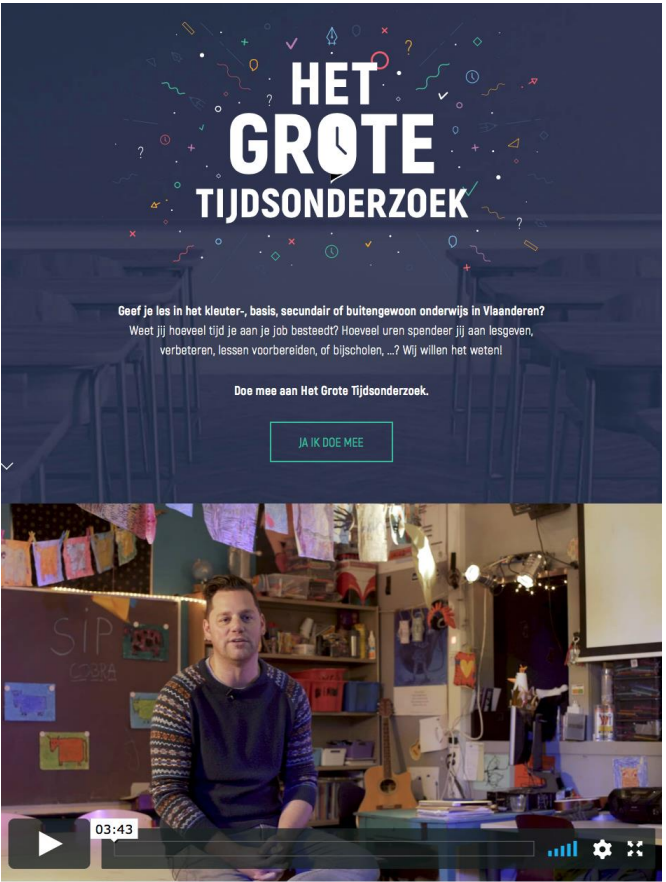
:

Setup & fieldwork

Het Grote Tijdsonderzoek

Setup: communication

www.hetgrotetijdsonderzoek.be



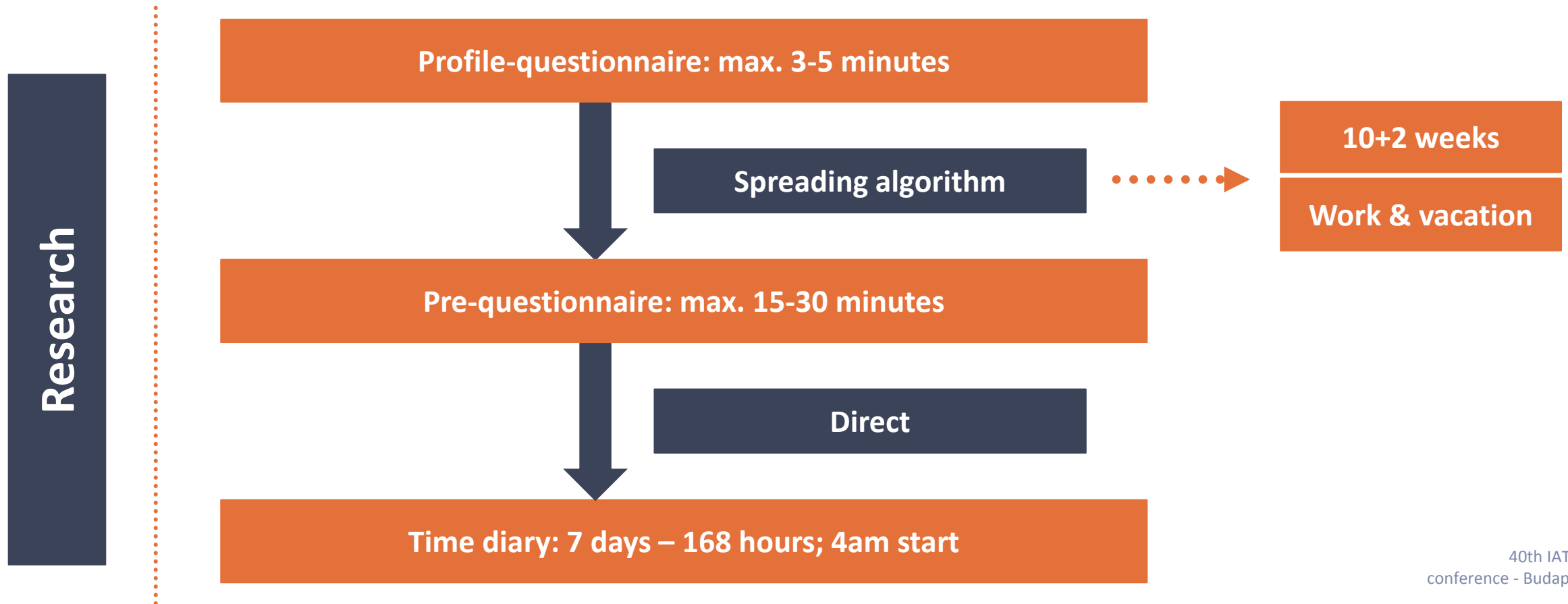
A-stream: invitation per mail via “KLASSE”

- Personal invitation
- Reminder

B-stream: invitation via media and other channels

- Informed mobilisation via printed and online communication (mail, facebook, posters, ...)
 - Via KLASSE
 - Via umbrella organisations
 - Via social partners
 - Via directors
 - Via study platforms

Fieldwork organization



Activity list: 51 work activities

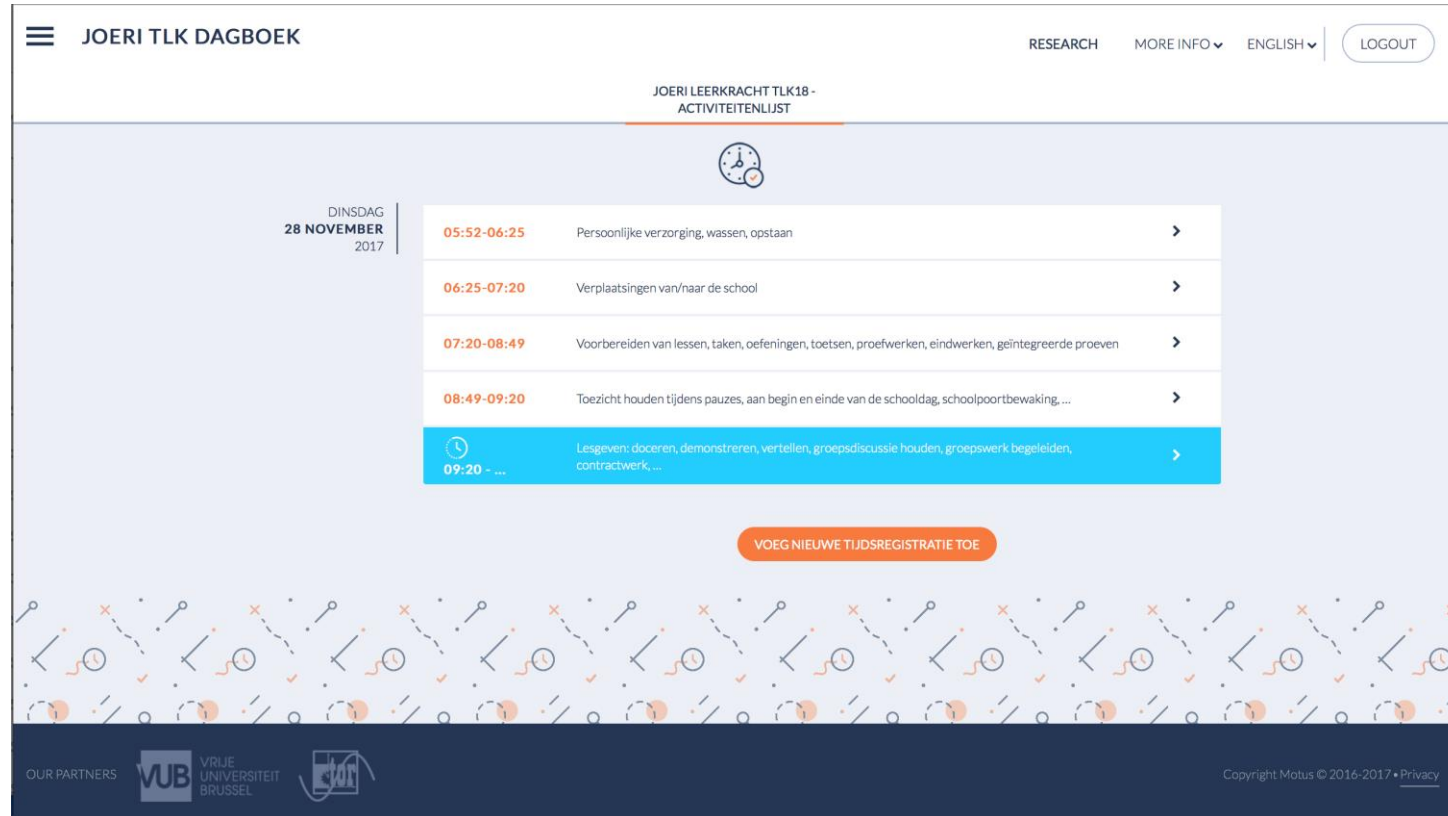
1. Lesson preparation and correction work
2. Teaching and teaching replacing activities
3. Student guidance, contact with parents
4. Professional consultation (internal/external)
5. Care and supervision
6. Class administration and management
7. School organization and policy support
8. Formation



24/7

**Combination
work & private**

Front office **web app**



JOERI TLK DAGBOEK

RESEARCH MORE INFO ENGLISH LOGOUT

JOERI LEERKRACHT TLK18 - ACTIVITEITENLIJST

DINSDAG
28 NOVEMBER
2017

05:52-06:25	Persoonlijke verzorging, wassen, opstaan	>
06:25-07:20	Verplaatsingen van/naar de school	>
07:20-08:49	Vorbereiden van lessen, taken, oefeningen, toetsen, proefwerken, eindwerken, geïntegreerde proeven	>
08:49-09:20	Toezicht houden tijdens pauzes, aan begin en einde van de schooldag, schoolpoortbewaking, ...	>
09:20 - ...	Lesgeven: doceren, demonstreren, vertellen, groepsdiscussie houden, groepswerk begeleiden, contractwerk, ...	>

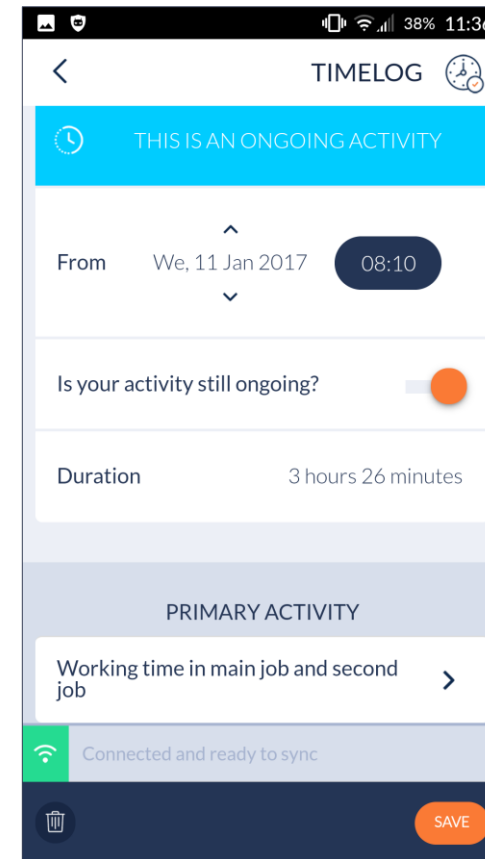
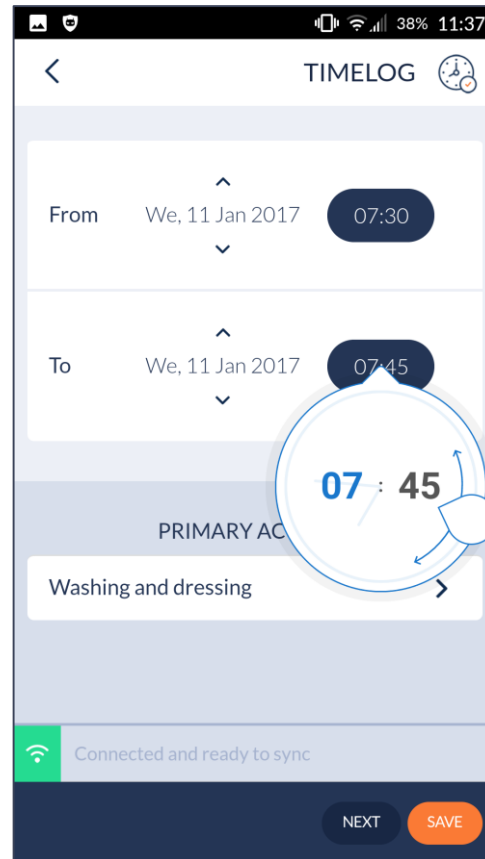
VOEG NIEUWE TIJDSREGISTRATIE TOE

OUR PARTNERS  VRIJE UNIVERSITEIT BRUSSEL 

Copyright Motus © 2016-2017 • [Privacy](#)

www.motusresearch.io

Front office **mobile app**



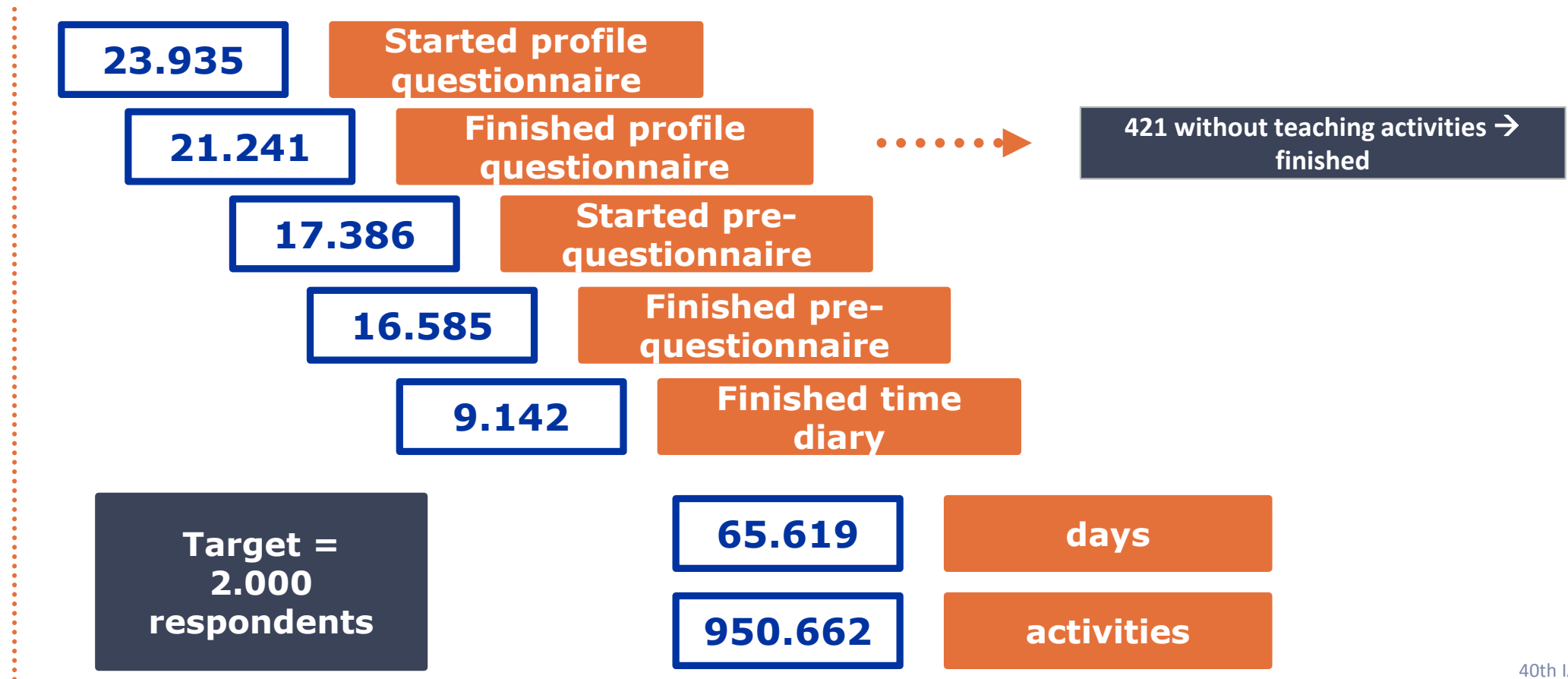
App stores: Android & iOS

:

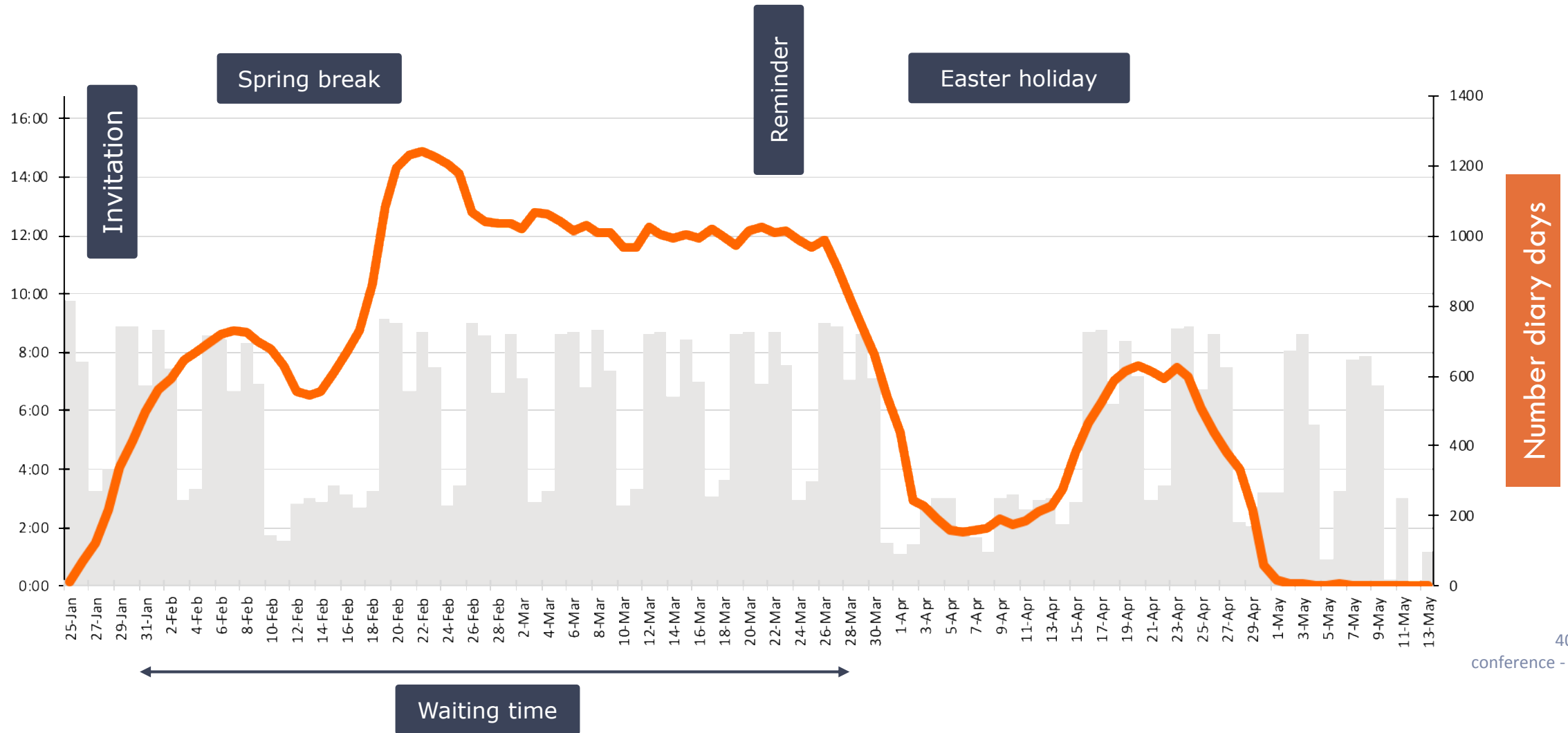
Analyses & results

Differences in response

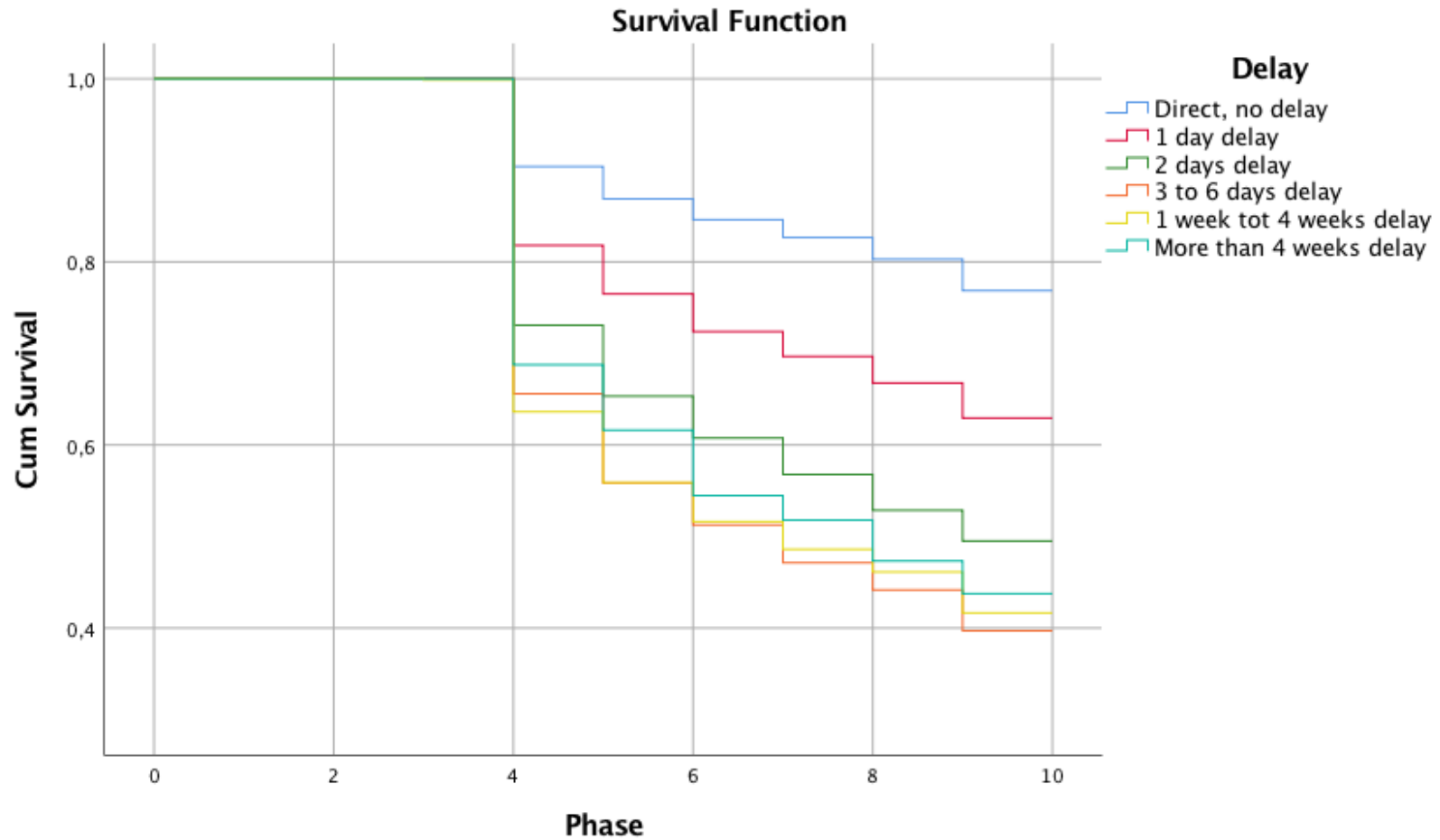
Response & datasets (before cleaning)



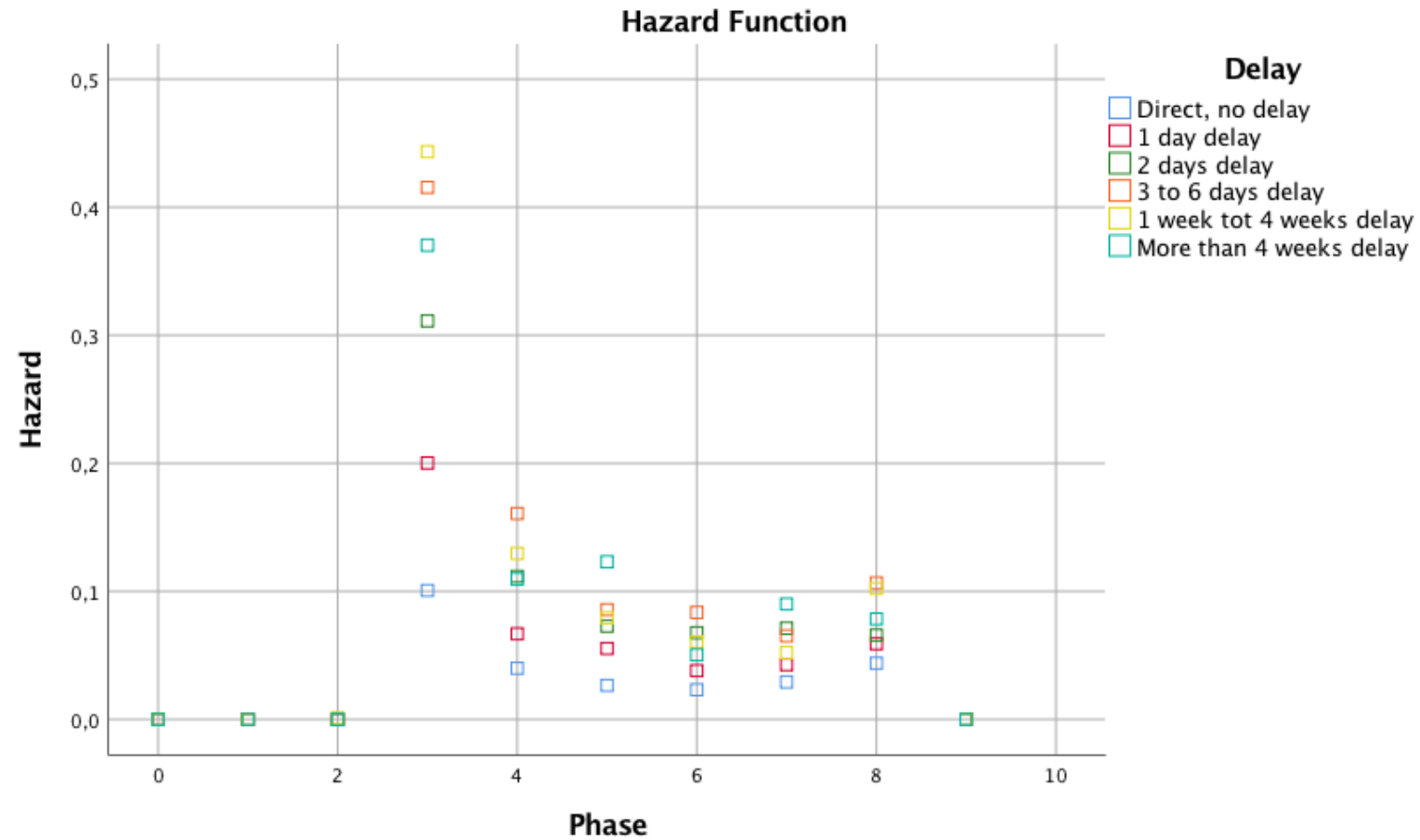
Response over time



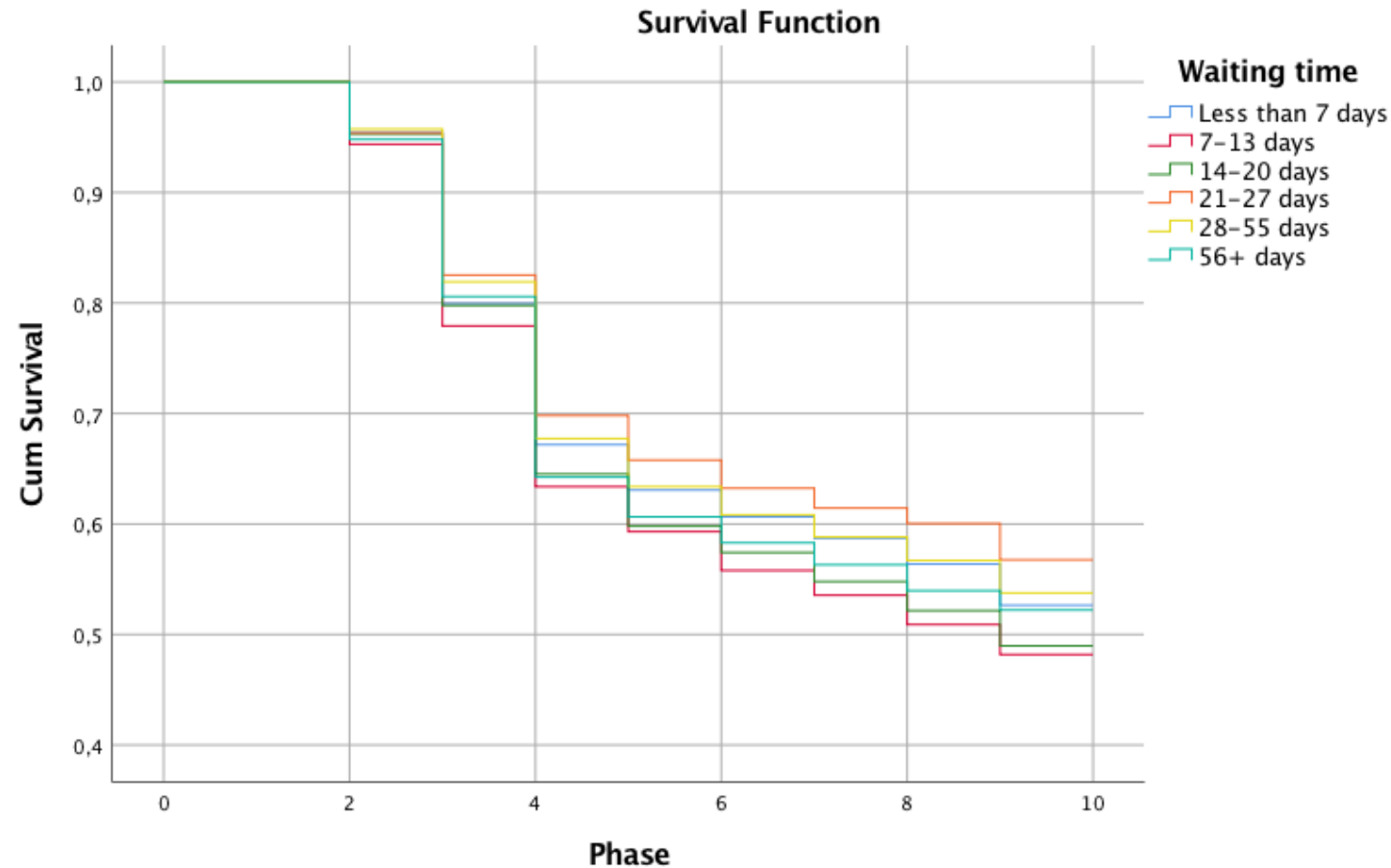
Results (1): Procrastination effect



Results (2): Procrastination effect



Results (3): Forced procrastination



No significant differences!

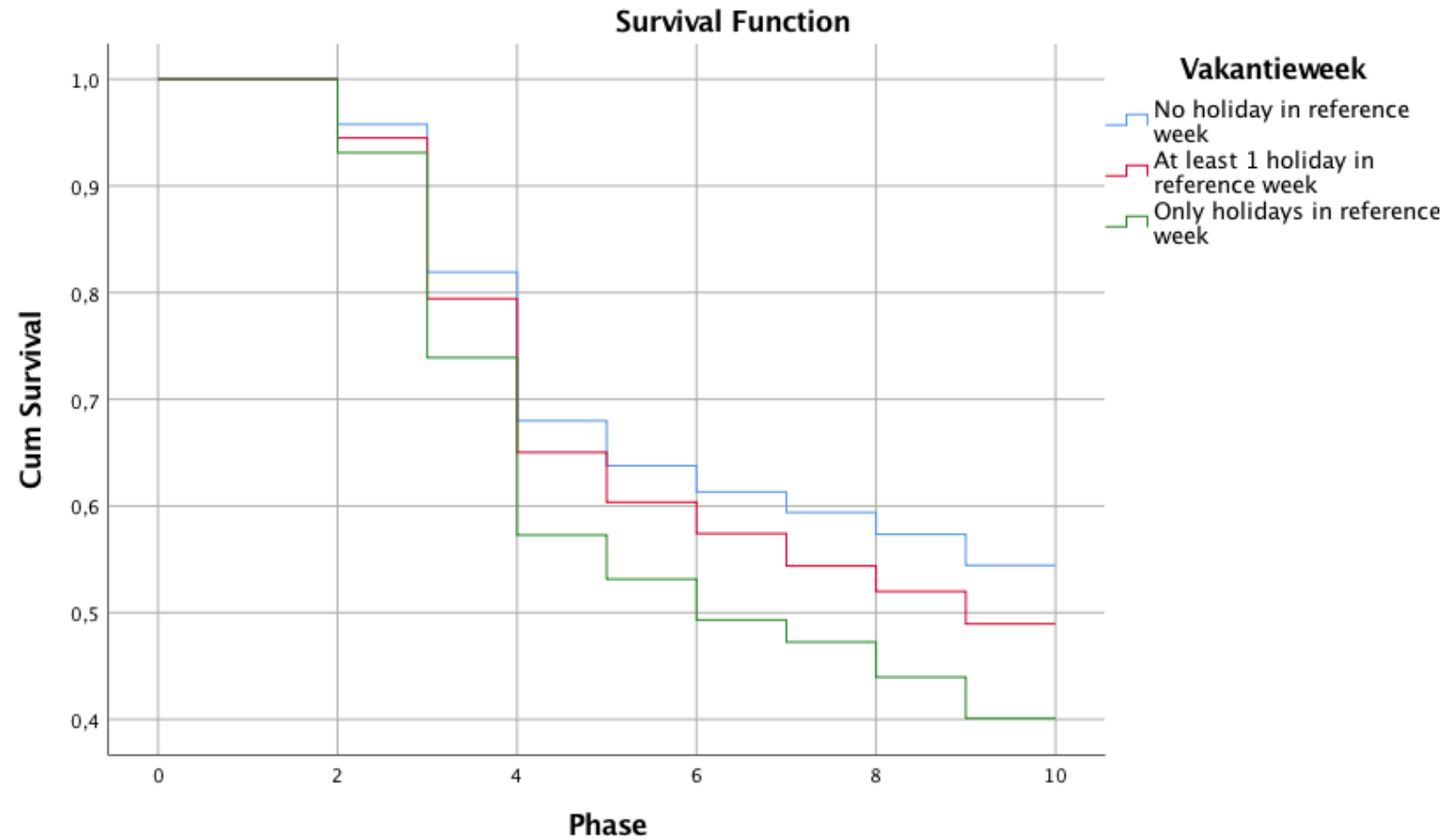
Results (4): Starting day

		Proportion Terminating	Proportion Surviving	Cumulative Proportion Surviving at End of Interval	Hazard Rate
Monday	Starting diary	0,20	0,80	0,65	0,22
	Finishing diary	0,00	1,00	0,50	0,00
Tuesday	Starting diary	0,20	0,80	0,65	0,22
	Finishing diary	0,00	1,00	0,51	0,00
Wednesday	Starting diary	0,16	0,84	0,68	0,17
	Finishing diary	0,00	1,00	0,52	0,00
Thursday	Starting diary	0,18	0,82	0,64	0,20
	Finishing diary	0,00	1,00	0,51	0,00
Friday	Starting diary	0,17	0,83	0,67	0,18
	Finishing diary	0,00	1,00	0,53	0,00
Saturday	Starting diary	0,15	0,85	0,70	0,16
	Finishing diary	0,00	1,00	0,56	0,00
Sunday	Starting diary	0,17	0,83	0,68	0,19
	Finishing diary	0,00	1,00	0,54	0,00

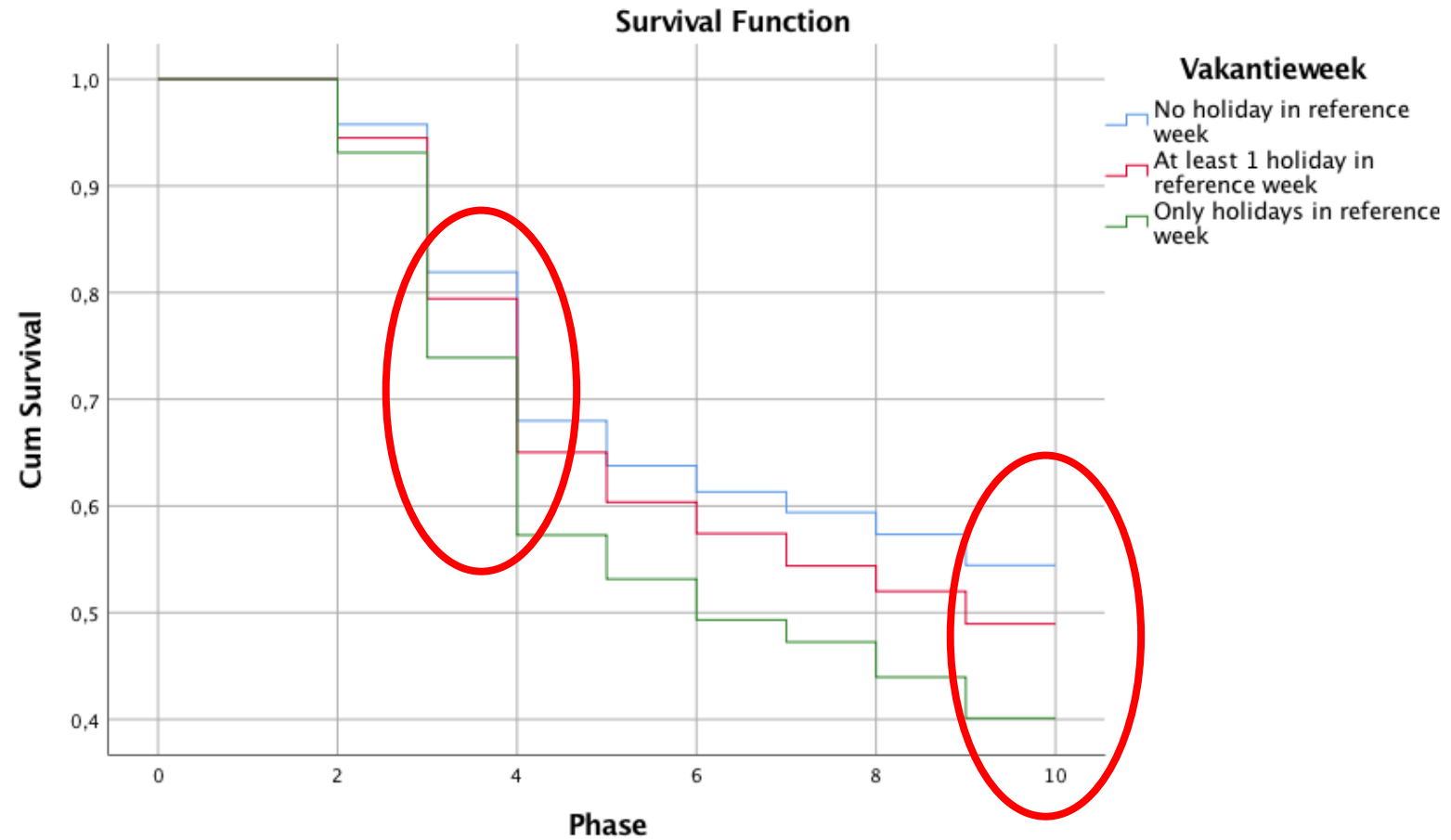
Results (4): Starting day

		Proportion Terminating	Proportion Surviving	Cumulative Proportion Surviving at End of Interval	Hazard Rate
Monday	Starting diary	0,20	0,80	0,65	0,22
	Finishing diary	0,00	1,00	0,50	0,00
Tuesday	Starting diary	0,20	0,80	0,65	0,22
	Finishing diary	0,00	1,00	0,51	0,00
Wednesday	Starting diary	0,16	0,84	0,68	0,17
	Finishing diary	0,00	1,00	0,52	0,00
Thursday	Starting diary	0,18	0,82	0,64	0,20
	Finishing diary	0,00	1,00	0,51	0,00
Friday	Starting diary	0,17	0,83	0,67	0,18
	Finishing diary	0,00	1,00	0,53	0,00
Saturday	Starting diary	0,15	0,85	0,70	0,16
	Finishing diary	0,00	1,00	0,56	0,00
Sunday	Starting diary	0,17	0,83	0,68	0,19
	Finishing diary	0,00	1,00	0,54	0,00

Results (5): Holidays in reference week



Results (6): Holidays in reference week



Results (7): Starting day

	Exp(B) Sig.
Holidays (ref.: none)	n.s.
°at least one holiday	1,12 *
°only holidays	1,09 n.s.
Starting day (ref. Monday)	***
°Tuesday	0,94 n.s.
°Wednesday	0,86 **
°Thursday	0,79 ***
°Friday	0,69 ***
°Saturday	0,71 ***
°Sunday	0,84 ***
Delay (ref.=none)	***
°1 day	1,77 ***
°2 days	2,70 ***
°3 to 6 days	3,36 ***
°1 to four weeks	3,09 ***
°more than four weeks	2,93 ***
Forced waiting time	n.s.
Gender	n.s.

Conclusion

Procrastination effects

Voluntary procrastination decreases response up to 45%!

Involuntary procrastination has no effect

Other effects on response

Starting day: Saturdays seem to be your best choice!

Holidays in a reference week have a negative effect on response

:

Contact details

.....



Petrus te Braak
Vrije Universiteit Brussel
Research Group TOR

+32(0)614 81 47
ptebraak@vub.be



Pleinlaan 2
1050 Brussel



www.vub.ac.be/TOR

40th IATUR
conference - Budapest
.....