Supplementary Material

**Full Coding Guideline**

**Do teachers know the term procrastination?**

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| **Category Definition** | **Anchor Examples** | **Coding Rules** |
| B1: ApprovalPositive answer regarding the question; the participant knows the term | Yes | Clear assignment; Responses mutually exclusive |
| B2: RejectionNegative answer regarding the question; the participant does not know the term | No | Clear assignment; Responses mutually exclusive |

**On which professional tasks do teachers procrastinate?**

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| **Category Definition** | **Anchor Examples** | **Coding Rules** |
| C1: Correcting Students’ Work(such as homework or written exams) | Correcting exams | Clear assignment; Multiple responses allowed |
| C2: Administration & organization | Checking first aid boxes; filing exercise sheets; Organizing outings;Making calls; Entering grades in to the system | Clear assignment; Multiple responses allowed |
| C3: Preparing LessonsPreliminary work for lessons and courses | Making „Reading Houses“ for the students | Clear assignment; Multiple responses allowed |
| C4: Evaluating Students on their General Work and Performance | Observing students and putting that to paper, which can be quite a big task;Writing report cards | Clear assignment; Multiple responses allowed |
| C5: Developing Exams | Sometimes developing exams | Clear assignment; Multiple responses allowed |

**What reasons do teachers state for procrastinating on certain professional tasks?**

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| **Category Definition** | **Anchor Examples** | **Coding Rules** |
| D1: Perceived Task AversivenessTask is perceived as unpleasant, boring, effortful | Because it’s time consuming;And it is just cumbersome somehow;Because it’s a horrible task, it isn’t any fun | Clear assignment; Multiple responses allowed |
| D2: Fear of FailureFear/ Concern about not being good enough; about poor performance; cannot meet own or other’s expectations | But maybe you put yourself under pressure because you want to do it really well | Clear assignment; Multiple responses allowed |
| D3: Extrinsic MotivationExternal pressure, no/ hardly any autonomy, one does the task because it is expected from one, because one has to do it | Tasks don’t make sense, a total scheme aimed at creating work | Clear assignment; Multiple responses allowed |
| D4: Hedonistic ReasonsNot capable of delaying gratification | But you start doing fun things first. | Clear assignment; Multiple responses allowed |
| D5: Poor Competence beliefsLow self -esteem, no confidence, low self-efficacy | It’s the fear of not being competent enough | Clear assignment; Multiple responses allowed |
| D6: Working conditionsToo many tasks, no individual working places at school | When I want to work on my work schedule I need my PC, in turn this means I need to work from home; Because you always have so many things to do | Clear assignment; Multiple responses allowed |

**How do teachers generally feel when procrastinating?**

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| **Category Definition** | **Anchor Examples** | **Coding Rules** |
| E1: PositiveGeneral feeling is good/ positive | Initially I would say happy | Clear assignment; Responses mutually exclusive |
| E2: NegativeGeneral feeling is bad/ negative | It’s like your stomach is scrunching up;Your unhappy with yourself;It’s not nice having that at the back of your mind | Clear assignment; Responses mutually exclusive |
| E3: Neutral |  | Neither positive nor negative; Clear assignment; Responses mutually exclusive |

**What discrete emotions do teachers feel in the moment of procrastination behavior?**

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| **Category Definition** | **Anchor Examples** | **Coding Rules** |
| F1: Anxiety | There’s a little anxiety there | Clear assignment; Multiple responses allowed |
| F2: Guilt | I feel guilty | Clear assignment; Multiple responses allowed |
| F3: Depression | I really feel depressed | Clear assignment; Multiple responses allowed |
| F4: Anger | Annoyed at oneself;Your unhappy and angry on an evening;I’m angry at myself and at the bulk, because we have large classes | Clear assignment; Multiple responses allowed |
| F5: Joy |  | Clear assignment; Multiple responses allowed |
| F6: Happiness |  | Clear assignment; Multiple responses allowed |
| F7: Unhappiness |  | Clear assignment; Multiple responses allowed |
| F8: Contentment |  | Clear assignment; Multiple responses allowed |
| F10: Shame | And on the other hand I feel a little ashamed | Clear assignment; Multiple responses allowed |
| F9: Disappointment (emerged from interviews) | On the one hand it’s disappointing;Disappointment because you didn’t do it | Clear assignment; Multiple responses allowed |
| F11: Frustration (emerged from interviews) | Yes, I would call it frustration | Clear assignment; Multiple responses allowed |
| F12: Undefined negative emotion (emerged from interviews) | It’s constricting, it’s like your stomach is scrunching up;Bad; You always have something at the back of your mind | When participant cannot state clear negative emotions but reports feeling negatively; Multiple responses allowed |
| F13: Defiance (emerged from interviews) | And on the other hand you feel a little defiant | Clear assignment; Multiple responses allowed |

**What consequences do teachers think their procrastination behavior has for them personally and professionally?**

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| **Category Definition** | **Anchor Examples** | **Coding Rules** |
| G1: Positive Consequence | A positive one;I’m learning to accept it | General meaning, tends to be overall positive; personally or professionally; Responses mutually exclusive |
| G3: Negative Consequence | I lose the feeling of security;I don’t feel well;I have to neglect other things because I initially put it off | General meaning, tends to be overall negative; personally or professionally; Responses mutually exclusive |
| G4: No Consequence | There are no consequencesI didn’t learn from it | Clear statement, no personal AND no professional consequences (positive or negative); Responses mutually exclusive |