

THE EFFECT OF DEADLINES ON GROUP WORK PROJECTS AMONGST STUDENTS AT THE NORTH-WEST UNIVERSITY

BY

MZIWAMADODA DAVID MAKAPELA

Submitted in partial fulfilment for the degree of Master of Business Administration (MBA) at the Graduate School of Business and Government Leadership in the Faculty of Commerce and Administration, North-West University, Mafikeng Campus.

SUPERVISOR : Prof S. LUBBE

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DECLARATION

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ABSTRACT

This study was undertaken to investigate The Effect of Deadlines on Group Work Projects Amongst Students at the North-West University. Furthermore purposive and convenience sampling methods were used in obtaining more data on the subject matter. A sample of 92 respondents was selected, which is perceived to be representative of the entire population as per the sampling guidelines. Data analysis was presented in the form of frequency tables and graphs and the former and latter were interpreted as indicated in the footnotes to each. Some of the findings of this study indicate that visible forms of group work differences increase the impact on deadlines and the eventual completion of the product and as a result dampening the group performance and the deadline. These findings are not peculiar to the North-West University only but also occur at other institutions based on the literature reviewed. This study can safely declare that there is both a positive and a negative effect in respect of individual perceptions of deadlines on group performance among students at the North-West University.

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1. Introduction

This research explored concomitants in respect of students failing to complete their course at the set time due to group dynamics. The main focus of the research will explore The Effect of Deadlines on Group Work Projects Amongst Students at the North-West University for the year 2011.

The research reviewed literature on the application of deadlines on group work as a form of assessment in tertiary institutions. It outlines the advantages of group work but also its associated deadlines problems. In discussing the problems, the study will consider issues associated with conflicting demands between deadlines and self-interest.

The research will then outline several models of effective group work and make suggestions for implementing group work tasks. The research will look at the key assessment tasks commonly employed by lecturers. This chapter explicitly outlines the problem to be researched and what activities will be undertaken to answer the question. It will detail the context within which the study belongs, what the study is all about, literature used in this chapter and the layout of the chapter. The overview of the study will also provide the reader with the objectives regarding what the study intends to achieve. It will also explore the research design to be used, the plan of the study and the conclusion to Chapter 1, which will immediately link the subject matter to Chapter 2.

1.2. Background to the problem statement

Kerr and Bruun (1983) and Morgan (2002) as cited by Davies (2009) states that one of the requirements for the students to complete their Masters degree should be their active role in group participation. Tertiary institutions have an obligation to ensure that students participate in groups so that their participation should enhance the skills of individual students to complete assignments and meet deadlines.

Kerr and Bruun (1983) and Morgan (2002), as cited by Davies (2009), note that the motivation of participants has been one of the serious problems encountered in group work, because group members may be reluctant participants in assessment tasks (and the assignment deadlines). Examples of issues associated with group work are social loafing and free-riding and the resultant impact on deadlines. Students reduce their input into a given task when they experience the nonparticipation of other students impacting again on the deadlines. An additional problem is the social dilemma of maximising advantages of completing an assignment of the group while being principally concerned with maximising the advantages to oneself as an individual (Davies, 2009).

The typical examples by Morris and Hayes (1997), Watkins (2004), Brooks and Ammons (2003) and Strong and Anderson (1990) cited by Davies (2009) describe how the problems can manifest in a given group of students by not meeting deadlines.

The free-rider problem

Free-riding has been defined as the problem of the non-performing group member, who reaps the benefits of the accomplishments of the remaining group members with little or no cost to him/herself by meeting deadlines (Davies, 2009). Free-riding has been distinguished in the literature from “social loafing” (Davies, 2009). The difference is that social loafing is a reduction in effort due to not being noticed or lack of identification in a group task. Free-riding is actively obtaining reward for no effort. Thus, social loafing can lead to free-riding. In other papers, the terms are used interchangeably (Davies, 2009).

One way of solving the problem of social loafing and free-riding is to carefully consider the nature of the task given to students and to reward the effort of

groups, as well as to reward the work of individuals by being on time with an assignment as an example. Tasks need to be designed to maximise students' contributions and to recognise and notice their efforts as part of the effort to meet the deadline.

The sucker-effect problem

The sucker effect refers to individuals responding to others free-riding upon their efforts by free-riding themselves and evading the issue of deadlines (Davies, 2009). It appears that competent students try to avoid being "suckers". They make a calculation of whether or not they are the subject of free-riding by others in the group. If they are, and they feel it unjustifiable, they try to avoid being a "sucker" by reducing their own input to the task. Kerr has shown that students will even choose to fail as a group rather than be a "sucker" (Davies, 2009). It is suggested that the sucker-effect problem is the cause of procrastination in many group work activities. Conscientious students find it hard to get the attention and compliance of free-riders and decide not to proceed alone until a deadline is imminent (Davies, 2009).

Watkins (2004), as cited by Davies (2009), describes the situation as more complex than it appears. Watkins claims that competent students are less likely to think of themselves as suckers if they genuinely feel that they are covering for a member of the group who is unlikely to succeed on his/her own. Thus, one way of minimising the sucker effect is to allow members of groups to get to know each other better to help the group meet the deadlines. If this happens, competent students may be less inclined to feel like "suckers" and are less likely to free-ride (Davies, 2009). In an ad hoc situation, short term groups where group members do not socialise as readily, this way of overcoming the problem of not meeting deadlines for example might be less effective. However, this is only part of a solution, of course. A better solution will reduce free-riding and maximise the contributions of all students in group work activities ensuring that the deadline is met.

1.3. Problem statement

Given the abovementioned background, students working hard end up being part of the other team members' non-performance where deadlines are not met, this leads to low morale, drop-outs and eventual conflict. The research therefore explored key concomitants and/or reasons for students failing to complete their assignments at a set time due to group dynamics. The main focus of the research will explore the effect of deadlines on group work projects amongst students at the North-West University for the year 2011.

Adding to the previous description of the given background, Shreiner (2011) outlines key challenges and problems with regards to group work and they have been classified according to the following sub-topics:

The practice of group work is quite common in elementary schools. Through this practice, students are given the opportunity to work together toward accomplishing an academic goal. The idea behind group work is that by allowing students to work together to solve problems, the lecturer facilitates the development of cooperation and teamwork skills. There are those, however, who question the effectiveness of group work. Although the practice does provide some benefits, there are some potential pitfalls that can derail group work efforts and make the learning less effective such as not meeting the deadlines (Schreiner, 2011).

Some students delight in putting an effort into schoolwork. Others want to take as quick and easy a route as possible towards completing the work. For students who lack the motivation to put effort into their schoolwork, group work time can be the opportunity they need to catch a free ride and not meeting the deadlines. These students do not actively participate in the learning process but instead just wait for others to arrive at answers and copy the work. This practice does not teach these students anything and just allows for their grade to be inflated by submitting work that they played no part in completing (Schreiner, 2011).

Often when elementary lecturers assign group work, they fail to set group roles. Instead lecturers simply put students into groups and ask them to complete an assignment. In the absence of group roles, such as discussion leader and secretary, students struggle to complete their assignment on time and in an organised manner. This absence of roles can create a power struggle in which

students are more concerned with leading the group than actually engaging in learning activities. This lack of a role structure can cause group work to be ineffective and lead to student conflicts instead of academic enrichment when deadlines are not met (Schreiner, 2011).

1.4. Objectives

Main objective

To measure the perception of deadlines by different students and the impact of it.

- 1.4.1. to understand the mechanism students use to meet deadlines;
- 1.4.2. to explore the extent to which students work to meet deadlines; and
- 1.4.3. to explore ways in which students avoid a deadline creep.

1.5. Research design

The study will use the quantitative research design in getting to the bottom of the problem as per the definitions below:

Leedy and Ormrod (2001) as cited by Williams (2007) define research methodology as the general approach the researcher takes in carrying out the research project. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refuse alternate knowledge claims. Williams (2007) further asserts that quantitative research originated in the physical sciences. It includes three historical trends that are research design, test and measurement procedures.

Qualitative research is a way of gaining insight through discovering meaning. It is a way of exploring the depth, richness and complexity inherent in the phenomenon. Quantitative research attempts to gather data by objective methods to provide information about relations, comparisons and predictions and attempts to remove the investigator from the investigation.

For the successful completion of this study, data will be collected by means of questionnaires. The data collection tool will allow the collection of quantifiable data and allow for the analysis of this data to determine patterns and relationships regarding difficulties in meeting deadlines. The questionnaires will be designed in

a Word document and participants will be asked to complete the questionnaire during interaction with the researcher.

1.6. Plan of the study

The researcher will use two types of data collection methods, namely primary data collection that is data collected for the first time and secondary data collection that is data that has been collected and analysed by other researchers such as that in journals and articles.

In primary data collection, a questionnaire will be used, which in many cases, tends to be very flexible and can be used to collect large quantities of information.

In this study, thorough consideration will be taken to ensure that the sample size is representative of the student population. The collected data will then be analysed using relevant tools and/or software to consolidate the report, which will then be used as a guideline in compiling the recommendations.

1.7. Conclusion

Based on the above related facts and challenges, it is of vital importance that this study should explore all the possibilities of developing solutions to the problem. It is stated explicitly that this study and topic have never been researched at the North-West University and therefore thorough and intensive research to explore key challenges among the individual students towards group performance and recommendations in that regard is inevitable.

Based on all the challenges highlighted in this chapter and the explicit nature of this particular study, there is a need to review available literature on what was studied before in order to come up with fair inferences. The literature review in the next chapter will guide this process in order to explore if the envisaged study is relevant to the given problem.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

The misconceptions regarding deadlines among students have prompted the desire to conduct this study. Informal discussions and feedback on deadline problems amongst students and continuous interactions is the only off the record information available. Many students hinted at their dissatisfaction and others' satisfaction at how groups operate to ensure they meet deadlines. Kerr and Bruun (1983) and Morgan (2002), as cited by Davies (2009), note that the motivation of participants has been one of the serious problems in group work because group members may be reluctant participants in assessment tasks (and in the subject for that matter and thereby not meeting deadlines). The literature in this chapter will assist the researcher in understanding students' perceptions on deadlines.

The researcher used the following keywords to search for articles: Definition of deadlines, Forms of deadlines, Procrastination, Impact of deadlines, Possible Influence of deadlines, Human Reaction, Uses of deadlines, Group work, Finance and Negative Effects on Deadlines. The Google Scholar search engine was employed.

This chapter will review relevant data available on the subject matter particularly recent data. It will explore what has been researched locally, regionally and internationally by key researchers and relate that to the North- West University students' response to group work and performance. It will try as much as possible to relate students' performance to that of other teams, such as the general project teams that one may find in any given task-oriented group.

2.2. Forms of deadlines

The following examples will be used but where not be limited to the forms of deadlines:

Temporal planning

Marks *et al.* (2001) describe temporal planning to a regulatory mechanism by means of which groups decide on a principal course of action for goal accomplishment. It includes discussing expectations and task-related information, and assigning roles and responsibilities to team members, while taking into account the situational and time constraints, team resources, member expertise and the changing nature of the environment.

Temporal reminders

According to Gevers *et al.* (2001) a second regulatory activity by means of which members may build or strengthen temporal consensus during task execution is through the exchange of temporal reminders. It involves reminding each other of approaching deadlines and urging one another to stick to schedules and to make sure that sub-tasks are completed on time.

Temporal reflexivity

West (1996) as cited by Gevers *et al.* (2001) refers to the term reflexivity as the extent to which team members collectively reflect upon the team's objectives, strategies and internal processes and how the team adapts to current and anticipated endogenous or environmental circumstances. This can impact negatively or positively on deadlines.

2.3. Procrastination

Ozer and Sackes (2011) define procrastination as a tendency to postpone what is necessary to reach a goal. Knaus (2002) cited by Ozer and Sackes (2011), also confirms that the idea underlying procrastination is that later is better and it is also a common illusion behind the tomorrow outlook. He also perceives procrastination as a 'tomorrow syndrome'. They also imply that fear of failure and task aversions are two distinct reasons for procrastination. They have also agreed that being

distracted by too many things to do is the most frequently stated reason for academic procrastination and failure to meet deadlines.

Gevers *et al.* (2009) confirm that a lack of consensus about the use of time in task execution (i.e. temporal consensus) inhibits the ability of teams to finish work on time. Gevers *et al.* (2009) reason that in many projects, schedules and deadlines are used as objective temporal reference points to reduce ambiguity and to increase the likelihood that the appropriate person or group executes the intended action in timeously .

Burka and Yuen (1983), cited by Michinov *et al.* (2011), agree that procrastination is a problem confronting many adults on a daily basis, particularly the tasks that have to be completed by a specific deadline, and it is common among students, particularly at college and university levels. Steel (2007), cited by Michinov *et al.* (2011), reported findings that 80%-95% of college students procrastinate and that 50% procrastinate consistently.

A study conducted by Leroy (2009) has linked non-attainment of goals to the persistence of related cognitions; especially ruminations originally argued that once a person begins work on a task, s/he has a drive to finish it. The drive persists as long as a goal is unattained or a task is left unfinished, even if people are not working toward reaching that goal or finishing that task. Because attention is driven by motivation, unattained goals attract attention and thus stay active on people's minds (Johnson *et al.*, 2006) even in the absence of external cues. However, existing research is not clear on whether the activation of a task goal that is left unmet is likely to persist in the presence of a subsequent task and whether such activation is likely to lead to attention residue after people transition to another task. Engaging in a new task may then serve as distraction away from the prior task and thus facilitate the suppression of unwanted thoughts while providing an incentive for disengagement.

2.4. Impact of deadlines

Gevers *et al.* (2009) point out that a lack of temporal consensus in a team means that team members have no common perspective on the available time resources and how they should be used. This could mean that team members accept the

same deadline, but attach different values to meeting it. Also, team members may have entirely different schedules in mind, disagreeing not only about when to start the work on the project as a whole, but potentially also about when to start and finish the work on specific subtasks.

Tschan (2002), as cited in Gevers *et al.* (2009), found that temporal planning, temporal reminders and temporal reflexivity are means through which teams may provide explicit attention to time in the preparation, execution and evaluation of their task process. Moreover, engagement in these activities will contribute to the alignment of members' views on time.

Michinov *et al.* (2011) state that procrastination has a direct and indirect effect on performance. High procrastination directly predicted poor performance. They added that indirect effect also demonstrated that low participation was in turn a predictor of poor performance.

A study conducted by Michinov *et al.* (2011) demonstrated that a negative relationship exists between procrastination and performance, mediated by the level of learner participation in discussion forums.

They found that it appears that if high procrastinators are less successful than low procrastinators, it is partly because they participate less in discussion forums during the learning process. Akinsola *et al.* (2007) as cited by Michinov *et al.* (2011) demonstrated that learners who are most likely to procrastinate are those with the poorest performance. They further explored the impact of deadlines that can be used for project scheduling and risk management. The deadlines can be used from the project conception phases to assist with the project launch decision. It allows for the estimate to be made of the overall risk level and gives a vision of the possible scenarios; from the least to the most probable and from the most disastrous to the most optimistic situation. Burt *et al.* (2009) stated that employees who are predisposed towards time management, and who are knowledgeable or trained in time management processes, may have considerable difficulty applying these practices if the organisational environment is not facilitating and supportive.

During their analysis of a descriptive analysis of students working on a collaborative task over a period of 60 days, Nicolas and Michinov (2007), as cited by Michinov *et al.* (2011), found that there is a decrease in the number of

interactions (general, cognitive and group process) observed around day 30 and a sharp increase in interactions related to managing the group and coordinating the project immediately after this period. It is understood that most groups form with specific goals in mind, and meeting those goals often involves imposing a deadline for their completion. Kelly and Loving (2004), mentioned that time pressure alters the type of information that is included in group discussions and the exact point at which that alteration happens can be well known.

Kelly and Loving (2004), describes the effects of time limits and/or deadlines on group interaction and performance. They found that time limits associated with a task may affect the elements that a group attends to in its task environment. To be specific, shorter time limits for a task cause environmental features that seem more central to completing the task to increase in relative salience, whereas features that seem less relevant to task completion decrease in salience. In a study conducted on coping with deadlines in inter-firm supply chain relationships, it was found that time pressure has a potential impact on supply chains. Time pressure is a common situational variable that has been shown to impact on a number of areas, such as individual behaviour, decision making and small group interactions (Thomas *et al.*, 2010).

2.5. Possible influence of deadlines

Various authors have suggested that effective team performance requires team members to hold similar or compatible knowledge, which allows them to adapt their behaviour to the demands of the task and the team (Gevers *et al.*, 2009). Tschan (1995, 2002), cited by Gevers *et al.* (2009), states that in order for the groups to achieve a goal, they have to orientate on the task and formulate plans to prepare for action in the execution these plans. It has to be carried out and monitored during execution and finally, action execution needs to be evaluated. In groups, communication is regarded as the central means for action regulation and hence, for the development of a shared understanding of the task, also with regard to its temporal aspects (Gevers *et al.*, 2009).

Rotestein *et al.* (2009) established that there is a negative correlation between academic procrastination and academic performance. He found it possible that

better students do better academically and also do not procrastinate, while weaker students do worse academically and also procrastinate. Harrison *et al.* (1998) as cited by Van Emmerik *et al.* (2011) asserted that in organisations, employees assess people's age, gender, race and/or ethnic background and estimate similarity or dissimilarity to themselves and others in some kind of social classification. Antoni and Hertel (2009) stated that team self-regulation is a very important factor for team effectiveness and team development at the individual and/or team level, especially in terms of deadlines.

One aspect of self-leadership is the ability to identify and change dysfunctional beliefs and thought patterns. Complaining circles identified within a group can be perceived as a collective dysfunctional thought and behaviour pattern. Attempts by team members to stop such complaining circles with structural statements might be both an indication of self-leadership and team self-regulation (Antoni and Hertel, 2009).

In a study conducted among students in a tertiary institution, Bercovitz and Feldman (2011) found that the inclusion of students from other institutions has a relatively small positive effect on the results. The findings further suggest that in certain circumstances team members from other universities may bring particularly valuable knowledge assets to the team to ensure compliance with a deadline. Additional work to examine how these external members are identified and recruited by institutions is needed to clarify this relationship.

Akerlof (1991), cited by Ariely and Wertenbroch (2002), described one of the causes for influencing deadlines as the changes in the saliency of the costs and benefits of the activity in question. However, the results indicate that people are willing to self-impose deadlines to overcome procrastination, even when these deadlines are costly. The students could have chosen less binding private deadlines, but instead chose deadlines that involved more commitment and greater potential cost which can pose a grade penalty for late submission of assignments.

2.6. Human reaction

2.6.1 Failure and goal attainment

Tuckel and Rom (1998), as cited by Gevers *et al.* (2009), state that for employees, frustration associated with failure of goal attainment may adversely affect their psychological well-being or their morale for future teamwork in terms of deadlines. Gevers *et al.* (2009) noted that temporal consensus is not a matter of all or nothing; the degree of consensus may change over the course of team interaction; it may increase or decrease over time. A team of initially highly disagreeing individuals may talk through their differences and establish a plan that satisfies everyone's needs to ensure the deadline is met. Similarly, a team that initially agrees on its work schedule, may experience some setback or may be confronted with unexpected external demands and come to fight over the way schedules should be adapted to these circumstances, or whether they should still aim to meet deadlines at all.

Michinov *et al.* (2011) maintain that performance, participation and procrastination are interwoven. Their study results showed that procrastination was negatively related to participation and performance, suggesting that the higher the tendency to procrastinate, the lower the participation in discussion forums and performance. However, they further argued that participation was also positively related to performance, suggesting that the more learners participate in discussion forums, the better their performance.

2.6.2 Avoidance and arousal

Ferrari (1991), as cited by Ferrari and Diaz-Morales (2007), also discussed two motives for procrastinations, which are avoidance and arousal.

Ferrari referred to avoidance as a tendency by individuals to postpone activities perceived as unpleasant in order to prevent negative information about self-worth and/or personal performance. Contrary to this, Ferrari (2001), as cited by Ferrari and Diaz-Morales (2007), describes the arousal motives of individuals to procrastinate in order to experience the pleasurable arousal of rushing to meet deadlines. Avoidant motivation is therefore related to need for cognition and self-esteem, while arousal motivation is associated with sensation seeking.

Burt *et al.* (2010) stated that time is increasingly recognised as a potential source of stress. They further argue that an individual is likely to be stressed if his/her organisation's time management environment does not facilitate his/her use of time management behaviours. In a study conducted by Johnson *et al.* (2006), which researched a functional perspective on group membership, particularly on the three groups, that is the intimacy group, task group and social category. They identified the intimacy group, which most of the time consists of a small group, as the team that has high levels of interaction, similarity, entity and importance to its members. This group is impermeable and characterised by shared goals and outcomes. Examples of this group are families, friends, street gangs and fraternities. The second one is the task group such as the labour union, members of a jury, co-workers and student study groups. It also has been found to be a small group with high interaction, importance and similarity. It also shares common goals and objectives. The third one is the cluster of groups consisting of social categories such as women, Blacks and Jews. Unlike intimacy and task groups, social categories are rated as being rather low in interaction, importance to members, and similarity to members, and they are perceived as lower in entity than intimacy or task groups. In this study, they found that intimacy groups were rated as more likely to fulfil affiliation needs than were task groups or social categories. Task groups were seen as more likely to fulfil achievement needs than were the intimacy groups or social categories. Social categories were rated as more likely to fulfil identity needs (but only relative to the other need fulfilments) than the intimacy groups or task groups (Johnson *et al.*, 2006).

2.6.3 Benefits of adhering to deadlines

Johnson *et al.* (2006) stated that people enjoy various benefits from the groups to which they belong and that membership in different groups helps to satisfy a variety of psychological needs. A study conducted by Mackie and Smith (1998), as cited by Johnson *et al.* (2006), found that there is a drive toward connectedness or a feeling of belonging with others including emotional attachment and support.

The second motive is the striving for mastery and reality testing sufficient to result in securing rewards, generating another fundamental class of psychological needs, namely goal or achievement-related needs, such as mastery, success and

competence. Group membership certainly helps members fulfil such goal-related needs (Johnson *et al.*, 2006).

A defined goal in a project may also be expected to reduce the experience of negative time pressure in a project team because it both promotes the ability to control and direct actions for goal attainment and breaks down the work into sub-goals for which specific tasks are determined (Nordqvist *et al.*, 2004). The research further added that cooperation and interaction among team members promote emotional ties, which in turn have a positive impact on effectiveness and job satisfaction.

2.6.4 Adaptive Performance in Teams

There are other studies that have been conducted on adaptive performance in teams, which is conceptualised as a change in team performance, in response to a salient cue or cue stream that leads to a functional outcome of the entire team (Rosen *et al.*, 2011). They found that integrating several perspectives from the organisational, behavioural, cognitive sciences, multidisciplinary, multilevel and multiphasic model provides an account of the process involved in team adaptation. Therefore team adaptation can serve as the best tool in ensuring that team members adapt to working together if this particular model is used.

In another study, a gender issue was discovered, which studied a component on gender responsiveness to meeting deadlines. Liu *et al.* (2009) found that in gender differences, females scored higher on time management factors, with a large effect size for planning and a moderate size for meeting deadlines. Females have also been found to score higher on conscientiousness, agreeableness, and neuroticism. Although this particular study is not concerned with gender differences, one can make an assumption that groups consisting of more women can make a better working team. With respect to differences between male and female applicants, most studies, particularly more current studies, find that gender is an insignificant factor in predicting graduate success (Fish and Wilson, 2009). However, in another older study, which evaluated the results from the University of Western Australia's MBA programme, women performed significantly poorer than men in graduate programmes.

As potential verification that the 'glass ceiling' exists, another study found a significant effect favouring males over females for years of experience (Fish and Wilson, 2009).

Time management should be done according to group categories, for example one cannot conduct a study on time management for all the groups without classifying them. The study has to be specific if it is for tertiary students or high and/or middle school students as the variables are not the same. The study conducted by Liu *et al.* (2009) established that for middle school students compared to adult students, samples suggest that the structure of time management behaviours may vary with developmental trends.

They added that as students' lives become more complex and multi-faceted (e.g. increasingly diversified subjects in high school, part-time work) the structure of time management may also become more complex, reflecting the greater dimensionality evident in adults.

Bercovitz and Fieldman (2011) added that when team members have similar backgrounds and are in the same academic department, their performance as a team may be dampened by a tendency to search for solutions along the existing technology trajectory using a discipline-specific frame. They mentioned that a team with individuals who represent somewhat different perspectives that reflect different domains of knowledge can produce a more significant advance and/or results.

It is argued that when building teams locally, there could be some negative effect on that (Bercovitz and Feldman, 2011). They argued that potential partners may be identified through chance interactions and, because of the anticipated ease of future interactions, partnerships may be formed without thorough consideration of project promise. Due to lower costs of participating in a team, there may be a greater number of lower qualities on the task to be done, that is to say, the lower the quality, the lower the costs. In conclusion to this study, they found that ideas gained from proximate relationships are likely to be informal and more open ended, in contrast to the more task-oriented formation team.

Other studies explored the impact of task completion in this particular area. Leroy (2009) points out that time pressure has an important post-completion effect. It

triggers cognitive processes that elevate people's confidence in having met the goal of the task they just finished. It is this confidence, which allows people to stop thinking about the completed task fully and to increase their performance on the next task. In other words, while most research focuses on the negative effects of time pressure, the present findings reveal that time pressure on a completed task can be beneficial; it facilitates the process of transitioning to another task and thus contributes to higher subsequent task performance.

2.7. Uses of deadlines

Gevers *et al.* (2009) found that temporal consensus facilitates meeting deadlines through improved coordinated action. Gersick (1988, 1989) and Waller *et al.*, (1999, 2002) as cited by Gevers *et al.* 2009, pointed out that attention to time is identified as a crucial factor in effective group pacing behaviour.

Ferrari and Tice (2000) and Nicholson and Scharff (2007) cited by Rotestein *et al.* (2009), argued that students who had higher levels of participation were reported to have higher levels of procrastination and were reported to have higher life satisfaction more than did the participants who had lower procrastination scores.

Capretz (2003), cited by Rotestein *et al.* (2009), argues that deadlines can cause both functional and dysfunctional consequences to the individual, where people dislike pressure created by deadlines, but some like to work under deadlines, where they can utilise their full ability within fixed time limits and thereby play a significant role in work settings, particularly in the software industry. Rotestein *et al.*(2009) further add that the air of feverish excitement and pressure that results when a deadline looms can, arguably, enhance performance.

Relating to academic procrastination, Ellis and Knauss (1977), cited by Rotestein *et al.* (2009), pointed out that there are incentives to students that are generated through the use of technology-based assignments with strict deadlines. Deadlines can also be used for a periodic and periodic tasks based on the given environment. Andersson and Ekelin (2007), cited by Rotestein *et al.* (2009), highlighted the main difference between the utilisation of periodic and a periodic tasks. For the periodic tasks, the utilisation represents the exact amount of requested capacity, while for the aperiodic tasks the capacity is overestimated.

Deadlines can, however, be influenced by other factors, such as electronic communication technology, that is electronic mail and chatting on the Internet. Venkatesh and Johnson (2002), cited by Van der Kleij *et al.* (2005), argue that the more the presence of technology, the better the group performance on the given task. They added further that higher telepresence leads to higher telecommuter motivation and higher sustained use of the system. Nguyen *et al.* (2010) mentioned that more companies use project management tools and methods for managing their innovations to ensure better product quality, better deadlines and lower costs. They argued further that in a project context, the manager has to take risks into consideration in two main situations. Firstly, when faced with a risky situation, the manager has to choose a strategy, which keeps the project on budget and on time. According to the study conducted by Nguyen *et al.* (2010), project managers need to analyse two situations, which can require analysis and where such support would be helpful. If the manager is in the project conception phase, she/he has to provide target costs and deadlines.

Knowing the different risks, he/she has to estimate the chances of success, as well as of meeting the budget and contractual commitments (Van der Kleij *et al.*, 2005). These risks are associated with high stress and strain, emotional exhaustion and health problems. Antoni *et al.* (2011) maintained that self-regulation and self-leadership over time allows individual and team learning depending on different types of goal, task and reward interdependencies. Lam *et al.* (2004) argue that deadlines are firm in the sense that completing a job after its deadline gives a zero value or no results at all.

In a study conducted by Michinov and Michinov (2008) on an online collaboration versus face-to-face meeting, they argued that a successful blending of the two can make the best learning model, particularly for students. It is widely accepted that a successful blended learning model consists of an initial face-to-face meeting followed by synchronous or asynchronous discussions, and ending with a final face-to-face meeting in which assessments take place. Gibson and Cohen (2003), cited by Michinov and Michinov (2008), state that groups whose members have few opportunities to meet face-to-face are highly vulnerable to process losses and performance problems. Kirkman *et al.* (2004) cited by Michinov and Michinov

(2008), further state that periodic face-to-face contact helps improve collaboration and performance.

2.8. Group work and deadlines

Gevers *et al.* (2009) affirmed that in teams, the problem of discrepancies between the objective and the subjective task is complicated by the fact that team members may arrive at different redefinitions of the task, also concerning its temporal requirements. In multifunctional teams, which are often used in innovative projects, differences in the temporal routines and habits associated with functional backgrounds are likely to cause problems.

Erickson and Dyer (2004) cited by De Lichtenburg and London (2008), suggested that a group needs the right talent, sufficient time (with group members willing to devote the time needed for group success), and a clear, well-structured task so that group members know their roles and goals.

Gully *et al.* (2002) cited by Goncalo *et al.* (2010), maintained that collective efficacy as a group's shared belief can help execute the task successfully and it is fundamental to group motivation, performance and effectiveness. Their study has found that with a sense of collective efficacy, groups set more challenging goals, persist in the face of difficulty and are ultimately more likely to succeed.

However, Whyte's (1998) theory of collective efficacy as mentioned by Goncalo *et al.* (2010), proposed that high levels of collective efficacy may lead to certain forms of conflict that are beneficial for group performance. Jehn and Mannix (2001), cited by Goncalo *et al.* (2010), maintained that there was not enough research conducted on process conflict and relatively little is known about antecedents and consequences over time and the impact on deadlines. They suggested that reduced process conflict might be particularly problematic in the early stages of a group project at which time consequential, long-term, strategic decisions are made regarding the division of labour, task deadlines and other issues related to the process of working as a group.

In other studies conducted on social capital, team efficacy and team potency, Emmerik *et al.* (2010) contended that interpersonal processes relate positively to

group performance. McGrath (1984) cited by Liu *et al.* (2010), added that teams that engage in learning behaviours and learn as a team are likely to achieve higher levels of team efficacy and team potency than teams that do so less often. Team learning behaviours are process focused and consequently, effective team learning behaviours should give rise to an enhanced collective assessment of team efficacy and team potency to complete the project on time. Bandura (1997), cited by Liu *et al.* (2010), argued further that efficacy judgements will be influenced by past experiences of the team. Adler and Kwon (2002), cited by Liu *et al.* (2010), justified that stronger personal networks in terms of similarity within the groups can be expected to enhance the team's collective capability to organise and execute the intended action, which leads to team efficacy and also to contribute to generalised beliefs about the capabilities of the team leading to team potency to ensure completion of tasks. Therefore, social capital involved as personal networks is expected to directly relate to team efficacy and potency; also indirectly through its effect on team completing its tasks on time.

Prichard *et al.* (2011) further added that team work intervention can further promote group and individual learning outcomes and increase effective outcomes, such as finishing tasks on time. Prichard *et al.* (2011), however, distinguished between the two elements of group activity, i.e. team work and task work. Morgan *et al.* (1986) cited by Prichard *et al.* (2011) defined task work as being group members' interactions with the task itself, including all of those things usually associated with individual workload. Team work relates to those interactions that arise out of the necessity to work with others in order to communicate and coordinate the group effort to ensure completion on time.

On the study conducted on face-to-face interaction, Sullivan (2001) argues that students enjoy working in groups than as individuals because it provides a platform to clarify issues thereby facilitating meeting deadlines.

Bowers *et al.* (1997), cited by Prichard *et al.* (2010), proposed that in contrast to individual workload, the workload experienced when working in a group or team (teamwork) consists not only of workload demands associated with "task work", but also of workload associated with "team work" plus the requirements to time-share task performance with group interactions. Young and Standton (2000), cited by Prichard *et al.* (2011), further add that if task demand exceeds an individual

capacity, then task performance will suffer. It would also be important to look at how groups interact, that is using electronic media and face-to-face contact to ensure tasks are completed on time. Straus (1997), cited by Van der Kleij *et al.* (2005), reported a positive effect of social interaction on group cohesion, as shown in the amount of non-task communication. She found that computer-mediated groups developed lower cohesion than did face-to-face groups.

In a study conducted on another group setting, Van der Kleij *et al.* (2005) stated that initial differences between groups on cooperative task performance in favour of the face-to-face teams can disappear over time or just towards the end of the assignment. They further describe that the differences are explained in terms of a technological adaptation effect, which often occurs when people learn how to use technological tools available despite technological limitations to ensure completion on time. They further argue that satisfaction can increase over time for the groups as a team can gain experience with fellow team members and the task at hand. Hollingshead and McGrath (1995) cited by Van der Kleij *et al.* (2005) further describe that the integration of computers and communication technologies has made new forms of team work possible, other than traditional face-to-face meetings and meeting deadlines.

Van der Kleij *et al.* (2009) elaborate further on the issue of technology, namely that it has helped in facilitating collaborative work, such as communication, coordination, decision making and the sharing of information across time and space. They also mentioned that technology assists teams in communicating and coordinating their activities, and makes collaboration between distributed team members more convenient and less time consuming than travelling to meet face-to-face. They have also discovered that compared with face-to-face groups, computer-mediated communication decreased group decision-making effectiveness; increased time required to reach a decision and decreased group member satisfaction.

However, when various moderators were considered, it was found that virtual teams could be just as effective as face-to-face decision-making teams. Van der Kleij *et al.* (2009) mentioned that it was found that high levels of perceived collective efficacy buffered the negative effects of time pressure to ensure completion on time. Groups high on collective efficacy suffered less from time

pressure than groups low on collective efficacy (Van der Kleij *et al.*, 2005). Burt *et al.* (2010) stated that engaging in time management, particularly planning behaviours, can also contribute positively to group performance. Antoni and Hertel (2009) found that among potential group processes, team communication, within team cooperation and intra-team conflict are important elements of team interaction. Similarly, team reflexivity, team climate, group cohesion, group potency and efficacy, shared mental models, and group emotional tone have been proposed as both mediating and process variables.

Antoni and Hertel (2009) further argue that there is widespread agreement that the structure and characteristics of team tasks are key factors for the development of a team and of team processes to ensure completion of tasks. However, team task structure should not only be perceived as input variable but also as a moderator of team processes on team effectiveness. In fact, the effects of certain group behaviour on team effectiveness depend to a substantial extent on the nature of the task, the availability of adequate material resources, such as technical equipment or quality of supplies, and on other contextual variables. In a study conducted on time pressures and group performance, it was found that group members become more concerned with reaching consensus or making a decision quickly, and less concerned with other goals, such as meeting deadlines (Kelly *et al.*, 2004).

As a result, group members discuss mostly task-relevant information during their interaction and process such information less systematically. The study argues that, on many tasks, these interaction and information processing strategies produce less creative, less adequate, and less carefully reasoned decisions. Steiner (1972), cited by Kelly *et al.* (2004), points out that deadlines are likely to help group performance on maximising tasks, where quality is less important than quantity, but it may harm performance on optimising tasks, where quality is more important than quantity. Thus, deadlines will not always result in poorer decisions. When deadlines lead groups to focus on an appropriate amount of information, and information that is truly diagnostic, their decisions might actually improve.

In contrast, when there is little time pressure (or even too much time) for a task, group members may adopt a non-task focus in which attention is more variable and less likely to concern task attributes. Thus, decreases in time pressure lead

group members to consider a wider range of cues and to process task-relevant information systematically, which often results in better decisions (Kelly *et al.*, 2004). Kelly *et al.* (2004) found that groups working under a subjective deadline used certain modes of influence that also indicated a focus on task completion and consensus. Specifically, deadline groups used more normative influence and less information influence than did the groups without subjective time pressure. Thus, time pressure decreases the systematic processing of task information, leading to faster decisions. Karau and Kelly (1992), cited by Kelly *et al.* (2004), found that the task-oriented style of groups working under time scarcity conditions led to products that were shorter, less creative, and lower quality than those of groups working under optimal time or time abundance conditions. Kelly *et al.* (2004) argues further that groups working under time pressure were more likely to list time as a concern, and tended to list concerns about meeting deadlines.

The literature on localised knowledge among teams suggests that teams in close geographic proximity are likely to be more productive than those that are more geographically dispersed (Bercovitz and Feldman, 2011). They added that, if team members are in close proximity, the costs of communication and knowledge transmission are reduced and the difficulty of arranging direct meetings will generally be lower to ensure completion of task on time. Proximity is expected to result in greater frequency of interactions between internal and external team members.

2.9. Finance and deadlines

Lientz and Rea (2001), cited by Saez-Marti and Sjogren (2008), who indicated that half of all system and technology implementation projects overrun their budgets and schedules by 200% or more. They pointed out that, for clients, each day an intended deadline is exceeded may bring financial loss. Saez-Marti and Sjogren (2008) also found that agents who discount future rewards and costs would tend to work overtime as much as possible to finish the given task on time. However, should they anticipate getting distracted along the way, they trade off their aversion to work early against the desire to avoid failing to meet the deadline because of distractions.

Examples such as grant and/or applications, submission of term and conference papers, reaching of sales targets to get bonus payments or a contract to deliver services at a specific date are a few of such deadlines. In all these examples, the tasks sometimes require repeated efforts over time and there is a risk of being only half way through when the deadline expires (Saez-Marti and Sjogren, 2008).

Deadlines differ in so many ways and others are justifiable to be extended based on the financial implications that the extension may bring, such as the opportunity costs. Saez-Marti and Sjogren (2008) justify a reason for extending certain deadlines based on opportunities available. One may set a deadline that is one period shorter, while retaining the option to extend it for one more period with positive (but less than unit) probability. Those deadlines are being referred to as "tight deadlines". They also argue that in some cases, the agents never work on the task with a deadline when the opportunity cost of time is high. Conversely, the project is worth completing when the agents are not distracted on time.

Saez-Marti and Sjogren (2008) then addressed the probabilities of setting scholastic deadlines. They state that imposing a scholastic deadline, may imply that there is a possibility that the agent will in effect have less time at his disposal than if the deadline were deterministic. They stated that the threat of a deadline makes the agent more willing to complete the task ahead of time, for the same reason that agents are more willing to complete the task as the deadline gets closer. Nguyen *et al.* (2010) argue that making decisions on the choice of a risk treatment strategy for a project is a multi-criteria problem. When the project manager has to take the decision, the number of criteria used to measure the impact of the proposal is most often reduced to the main ones: the probability of the scenario, the cost, which is a sensitive and finite resource and the delay, which is a contractual matter commitment.

Burt *et al.* (2010) stated that effective time management is clearly a factor in job performance and thus can contribute to an organisation's profitability. Research conducted in other business-related areas such as negotiations, consumer behaviour, small group interactions and accounting, reveals key themes regarding the adverse effects of time pressure and/or deadlines (Thomas *et al.*, 2011). Firstly the use and flow of information are often reduced in time-pressured environments.

Secondly, time pressure can evoke negative effect, stress, and emotional consequences.

Thirdly, the quality of human performance frequently deteriorates in the presence of time pressure. In the field of consumer behaviour, research has shown that time pressure impacts on individual shopping behaviour. Consumers operating under time pressure tend to purchase less than originally planned, spend less time shopping and make fewer impulse purchases. Time pressure reduces a consumer's ability to process in-store displays of product information and impacts on consumer choice deferral. In the accounting literature, time pressure is cited as an important element of many auditing engagements (Thomas *et al.*, 2011). The research suggested that time pressure can impact auditor behaviour, audit quality and turnover. It can have an impact on auditor behaviour because it motivates auditors to prematurely sign-off on steps or to accept sub-standard audit evidence. There is also a common perception that time pressure is a major cause of sub-standard work that detracts from the quality of an audit. Alderman and Deitrick (1982) cited by Thomas *et al.* (2010), found that a number of accountants perceive time pressure as a primary cause of senior and staff employee turnover. Thomas (2008), cited by Thomas *et al.* (2010), argues that in business-to-business context, negative consequences associated with time pressure can lead to coping response. In his findings, he maintained that some managers felt that time pressure was a common aspect of many supply chain relationships. In a firm, the magnitude of time pressure is important because it is a key driver of how a firm responds to time pressure. Other managers argued that time pressures can really be unreasonable, for example when asked to do a three-month project in two weeks' time. Therefore, it depends on what kind of pressure it is. This in itself can impact negatively on business behaviour. In a positive sense, the imposition of time pressure can lead a firm to pursue utilising-oriented strategies that enhance or further develop a supply chain relationship (Thomas *et al.*, 2010).

They further argue that based on a time pressure coping strategy model that emerged through grounded theory analysis, it appears that low levels of time pressure frequency and magnitude, as well as uncomfortable source attribution can potentially help supply chain members form or enhance a collaborative relationship. On the negative side, time pressure can also lead a firm to pursue

disengagement-oriented strategies that deteriorate a supply chain relationship. They further refer to this as avoidance-behavioural coping, where the focus is on being removed from a threatening environment. In this instance, the costs of time pressure are simply too high and take a toll on an inter-firm relationship (Thomas *et al.*, 2009).

The study conducted by Bercovitz and Feldman (2011) added that while organisations have an interest in finding team configurations that increase the probability that scientific and economic value result, the relationship between combinations of individual expertise, expertise diversity and team performance to finalise a project is difficult.

2.10. Negative effects of deadlines

Gevers *et al.* (2009) state that many teams working on innovative projects have a hard time meeting deadlines and despite hard work and good intentions, deadlines are often exceeded. Tuckel and Rom (1998) cited by Gevers *et al.* (2009), found that missing deadlines may have far-reaching negative consequences for all parties involved. Different literature, Ferrari and Tice (2000), cited by Gevers *et al.* (2009), described procrastination as a form of self-handicapping or it might be engaged in to protect the threatened self-esteem. Hence, particularly the university population frequently seeks help from counsellors and they complain about how badly this habit makes them feel and how it might bring about a lower level of life satisfaction. Tice and Baumeister (1997), cited by Gevers *et al.* (2009), strongly suggest that literature related to procrastination suggests some implication for further research. In conclusion, Clayton (2000), cited by Gevers *et al.* (2009), asserted that procrastination seems to make one's life more pleasant but it nearly always adds the stress, disorganisation and failure.

Goncalo *et al.* (2010) elaborated more on the five hypotheses, that is surface level diversity, which negatively associates with early collective efficacy, early collective efficacy, which is negatively related to subsequent group performance, early collective efficacy, which is negatively associated with early process conflict, early process conflict, which is positively associated with group performance and late collective efficacy, which is positively associated with group performance.

However, the analysis will only focus on the first two hypotheses, as they impact negatively on group performance.

Moreland (1999), cited by Prichard *et al.* (2011), supported the idea that grouping negatively influences group work and weakens performance, which comes from the transactive memory literature. Moreland (1999), cited by Prichard *et al.* (2011), further described transactive memory as a distributed knowledge-sharing system in groups that consists of a task-related knowledge possessed by a group, plus an awareness of the location of that knowledge across different group members.

2.11. Research Questions

The literature covered most of the relevant problem statement questions that this study intends to answer as described in Chapter 1. However, the following questions remain regarding the students' perception on deadlines:

1. What are the mechanisms that students use in meeting deadlines?
2. To what extent would students work to meet deadlines?
3. What are the means that students implement to avoid a deadline creep?

2.12. Conclusion

Although this research focuses on tertiary institution students, literature used in this chapter was derived from different sources, including tertiary and middle school learning institutions, as well as businesses where employees were also involved. The completion of this literature review has created a foundation to formulate some questionnaires that will enable the researcher to solicit information from the university students to make informed inferences. However, the reaction to meeting deadlines seemed to be the same as the topic was seeking to study the behaviours of individuals as they relate to time management.

The next chapter will focus mainly on developing a research methodology on how the researcher is going to collect and collate data. It will take into consideration issues relating to the method to be used for data collection as it guides the researcher not to lose focus. The sample population to be used will be specified so as to provide a representative sample. The researcher will also address the issues

relating to doing no harm to the selected sample, such as the ethical considerations and limitations. The systems to be used to process and analyse data will be explicitly specified to ensure consistency in the analysed data. All this information will be tabled under Chapter 3, which discusses all that needs to be done in order to collect data.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction This chapter seeks to discuss the methodology to be used in conducting a study on the effect of deadlines on group work projects amongst students at the North-West University. Research methodology can be defined as the section of a research proposal in which the methods to be used are described. The research methodology, the population to be studied, and the research instruments, or tools, to be used are discussed in the methodology. (Mosby's Medical Dictionary 2009, 8th edition, Elsevier). In this context, the research is specifically seeking to understand the effect of deadlines on group work projects amongst students at the North-West University (NWU).

This chapter will set out the key activities to ensure that data is collected and also detail the data collection methodology. As this study involves people, the researcher will detail the sampling to be used and its methodology. After a successful collection of data from the selected sample population, the next step will be to conduct data interpretation and analysis and it is of important that the researcher chooses the correct method to analyse data. The fact that there is a need for ethical considerations and that there are limitations in conducting research, therefore, all the said aspects will be taken into account in this chapter.

3.2 Data collection and method

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. The data collection component of research is common to all fields of study including physical and social sciences, humanities and business. While methods vary by discipline, the emphasis on ensuring accurate and honest collection remains the same (Knatterud *et al.*, 1998). Inaccurate data collection can impact on the results of a study and ultimately lead to invalid results. Data collection methods for impact evaluation vary along a continuum. At the one end of this continuum are

quantitative methods and at the other end of the continuum are qualitative methods for data collection.

This study will use primary and secondary data collection methods. The methods will include distribution primary data collection in the form of questionnaires and secondary data collection methods in the form of information that has been previously gathered by someone else for some other purpose relevant to this study. The secondary sources to be used will include books, journal articles and reports, among other things.

In order to maximise the number of responses and increase the response rate, the questionnaire will be limited to no more than 20 questions. The questionnaire consisted of four sections (refer to the List of Tables). The first section of the questionnaire aimed at gathering biographical data on the respondents including age, gender, length of time spent at the university, involvement in deadlines and the level of decisions that are normally made by the respondents. The second section focussed on the tools to be used in meeting deadlines including the understanding of the importance of deadlines. The third section focussed on getting to know the extent to which the students work to meet deadlines, including avoiding procrastination, the involvement in projects and the positions they occupy at work, while the last section focussed on strategies to avert a deadline creep including their beliefs in preserving the deadline creep and organising time effectively. Since it was difficult to meet full groups, students were approached in single units.

Table 3.1. The table below refers to the questionnaire outline.

A short disclaimer describing the purpose of the study – Refer to Table 3

- Section 1** Gathered biographical data on the respondents including age, gender, length of time spent at the university, involvement in deadlines and the level of decisions that are normally made by the respondents.
- Section 2** Described the tools to be used in meeting deadlines including the understanding of the importance of deadlines.
- Section 3** Focussed on the extent to which the students work to meet deadlines, including avoiding procrastination, the involvement in projects and the positions they occupy at work.
- Section 4** Focussed on strategies to avert a deadline creep including their beliefs in preserving the deadline creep and organising time effectively.

3.3 Sampling method to be used



A sample is a small part of anything taken as being a representative of a whole. Onwuegbuzie and Leech (2007) further defines sampling as an act or a process of taking a small portion, piece or segment that is representative of a whole. Researchers rarely survey the entire population because the cost of a census is too high. The three main advantages of sampling are that the cost is lower, data collection is faster, and since the data set is smaller it is possible to ensure homogeneity and to improve the accuracy and quality of the data.

In this context, the sample to be selected will be the students from the North-West University (NWU) to establish their different individual perceptions of deadlines on group performance and its impact. It is therefore expected that a random sampling method will be used. An average population of students in a particular course in a year is estimated between 800-1000; therefore, a 10% sample size will be reasonably sufficient to have a representative population (+/- 90 students).

3.4 Processing and data analysis

Data analysis is a representation of facts, concepts, or instructions in a formalised manner suitable for communication, interpretation, or processing by humans or by automatic means. Data analysis is the most complex and mysterious of all of the phases of a qualitative project, and the one that receives the least thoughtful discussion in the literature. Processing and analysing data will involve a number of closely related operations, which are performed with the purpose of summarising the collected data and organising this data in such a manner that the research questions are answered (objectives). Data processing and analysis will be conducted by using the Statistical Package for the Social Sciences (SPSS) method.

3.5 Ethical Considerations

Any research must not only generate or refine knowledge, but also ensure that the development and implementation of research is ethically acceptable to the population under study and other stakeholders. Ethical issues are present in any kind of research. Jones (2000) stresses the importance of raising awareness of ethical issues when conducting research. She further states that ethical considerations are an integral part of the research planning and implementation process and should not be viewed as an afterthought or a burden. The research process often creates tension between the aims of the research to make generalisations for the good of others, and the rights of participants to maintain privacy. Ethics pertains to doing good and avoiding harm. Harm can be prevented or reduced through the application of appropriate ethical principles. Thus, the protection of human subjects or participants in any research study is imperative. In most of the research conducted, students were expected to fill in a consent form that will protect their rights should any information that was not supposed to be divulged be shared with unintended recipients.

3.6 Limitations

Every study, no matter how well it is conducted, has some limitations. This is why it does not seem reasonable to use the words "prove" and "disprove" with respect to research findings. It is always possible that future research may cast doubt on the validity of any hypothesis or the conclusions from a study. The limitations of a study are those characteristics that limit the scope of the inquiry as determined by the conscious exclusionary and inclusionary decisions that were made throughout the development of the proposal. The research process often creates tension between the aims of the research to make generalisations for the good of others, and the rights of participants to maintain privacy. Among these are the choice of objectives and questions, variables of interest, and alternative theoretical perspectives that could have been adopted.

In this context, the researcher does not anticipate limitations in this study; however, proper measures will be applied to ensure that the study becomes a success.

3.7 Conclusion

This chapter intended to provide the research methodology, which is at the core of this particular study. It defined and elaborated how the whole process will unfold, including the data collection methods, sampling methods, data analysis and processing, ethical considerations and limitations to the study. The next chapter will focus more on developing the questionnaire that should be more relevant to the targeted population, namely the current and former students, Graduate School administrative personnel and current and former lecturers. The questionnaire will also be supported by the table of construction that will guide the whole process of data collection. It is expected that the interviewer will visit the university very often to have the questionnaires completed by the current students, administrative personnel and current and/or former lecturers and will also use the data base of all these people. Finally, the next chapter will also work towards analysing and ensuring that interpretation is done by using the previously mentioned tool, namely the Statistical Package for the Social Sciences (SPSS). Furthermore, it is expected that the researcher will interpret data that has been produced by the system and make inferences from that.

CHAPTER FOUR

DATA DISCUSSION OF RESULTS

4.1 Introduction

This chapter discusses the findings from the questionnaires received and provides interpretations of data generated. As stated before in the initial chapters, this study envisages to identify dynamics of group work in relation to individual contributions in meeting deadlines, particularly for tertiary students at the North-West University (NWU).

The layout of this chapter will discuss data that has been received from the respondents in order to make an inference to the study. It will discuss the response rate demographics

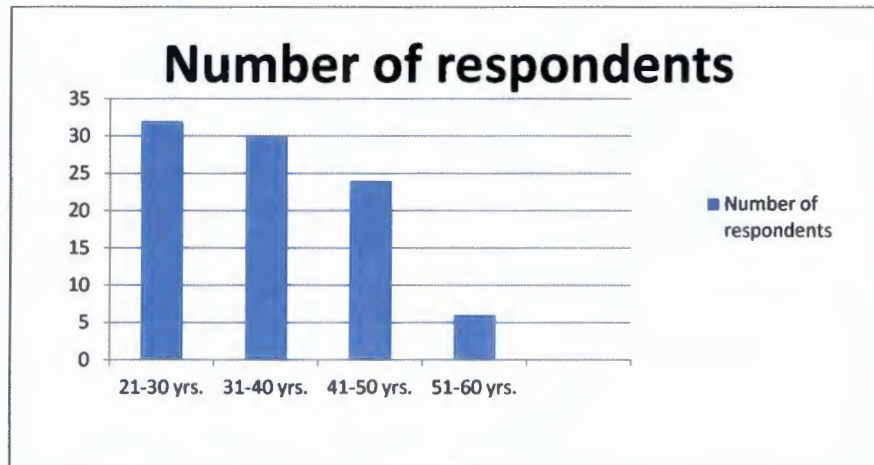
4.2 Response rate

The researcher had a 76 % response rate from the respondents who answered a questionnaire that was circulated, which was a considerable representation of the total population. All names were allocated a number and numbers were drawn to specifically differentiate each and every respondent. If somebody did not complete a questionnaire, the next number was drawn and the next person was used. In this way the sample could be regarded as being representative of the total population. It is also acknowledged that, should somebody else want to use the results, they should first test the results before it could be used to confirm the results.

4.3 Demographic Statistics

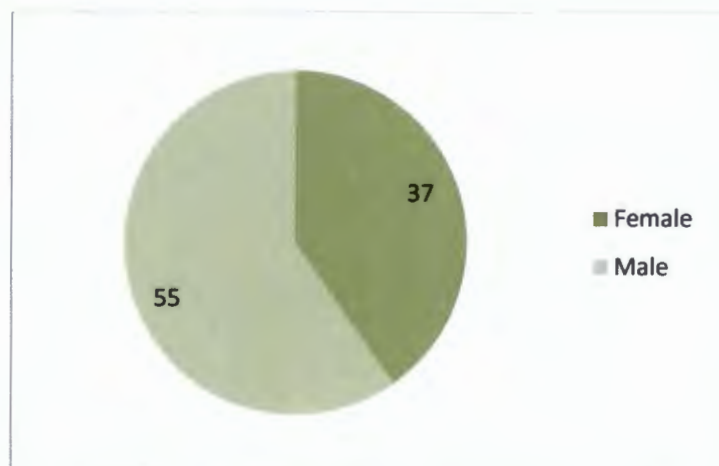
This section is specifically designed to give a background of the students that the study is dealing with. This is to show the demographics of the sample that the questionnaire was targeting. The demographics included the age and gender of the respondents, the duration that this sample had worked with or at the institution and the positions they occupied. The demographics provide a good foundation, as they give a reader a sense of the sample the study is dealing with, for example the age can show how different people handle deadlines.

Figure 1. Age of Respondents



The data extrapolated from the graph indicates that 35% of young people (21-30 yrs.) are registered for the MBA Programme and are working at the North-West University. This shows that the younger age group is keen to study as compared to the older group in which the data shows a decline in the interest as one ages. It could also mean that they are likely to miss deadlines as demonstrated by Gevers et al., (2009). The number of young people also shows that they may not be as stable to comply with the deadlines' requirements as compared to the middle to late stage of adulthood.

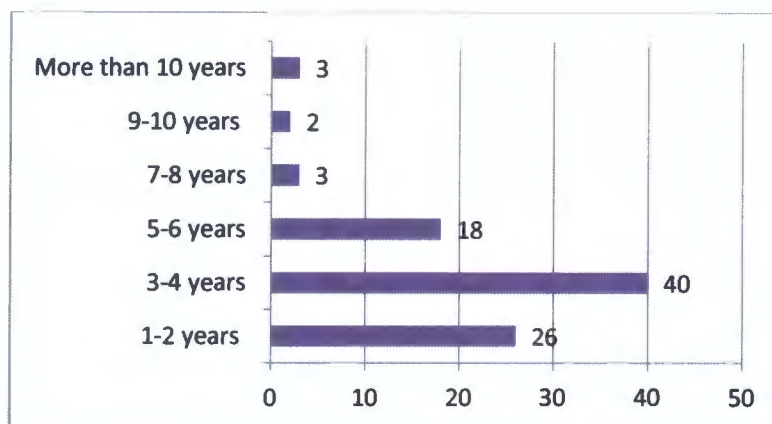
Figure 2. Gender of Respondents



The graph shows more male respondents as compared to the females. The rationale for this could be due to males being independent from raising children and females might still stay at home to look after their family as it is in the African

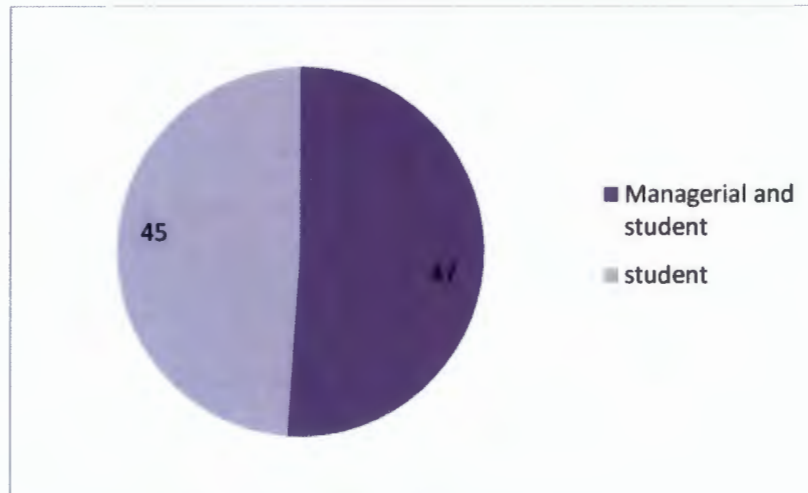
tradition. The likelihood to fail in meeting deadlines leading to poor performance could be attributed to many other tasks culturally assigned to men as heads of the families. In black culture, males are more financially, socially and physically responsible as compared to their female counterparts. Harrison *et al.* (1998) as cited by Van Emmerik *et al.* (2011) asserted that in organisations, employees assess people's gender, race and/or ethnic background and estimate similarity or dissimilarity to themselves and others in some kind of social classification.

Figure 3. How long have you been studying?



The data indicates that the average number of years of study is six years and possibly more than 10 years. The graphs do not necessarily mean the student may have registered for the 10 years in succession. The presentation shows that people study longer than the normal period of two years and it might be because they are procrastinating due to other commitments outside their studies. Difficulty in meeting task or assignment deadlines could also be another reason for the late completion of the course. The numbers of students decreases as the length of study increases, meaning people are aging as the years goes by leading to non-performance and not meeting the deadline requirements as per the graduate school. Knaus (2002) as cited by Ozer and Sackes (2011), also confirmed that the idea underlying procrastination is that later is better and it is also a common illusion behind the tomorrow outlook.

Figure 4. What position do you occupy?

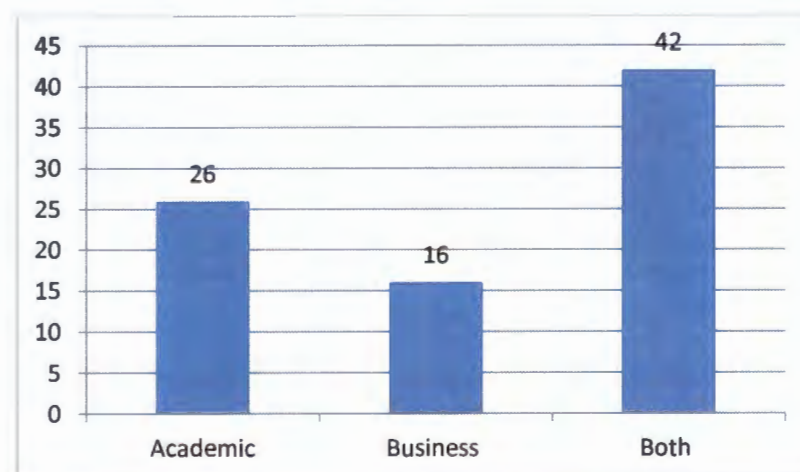


The questionnaire was specifically designed to elicit the respondents' exposure to deadlines, particularly those who are in managerial positions and comparing that to the experience of students. The data shows 51% of respondents being at the managerial level. Thomas *et al.* (2010) found that some managers felt that time pressure was a common practice of many supply chain relationships, hence there was no need to panic or rush with the time and deadlines are ignored.

4.4 Results of Investigation

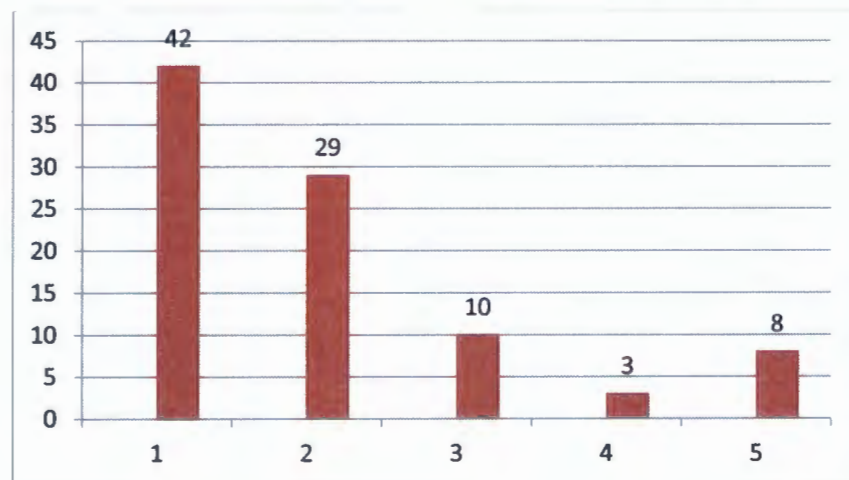
The section below will provide the reader with the results of the questionnaire. The data below is presented in graphs to make it easier to interpret them.

Figure 5. What is your involvement in deadlines?



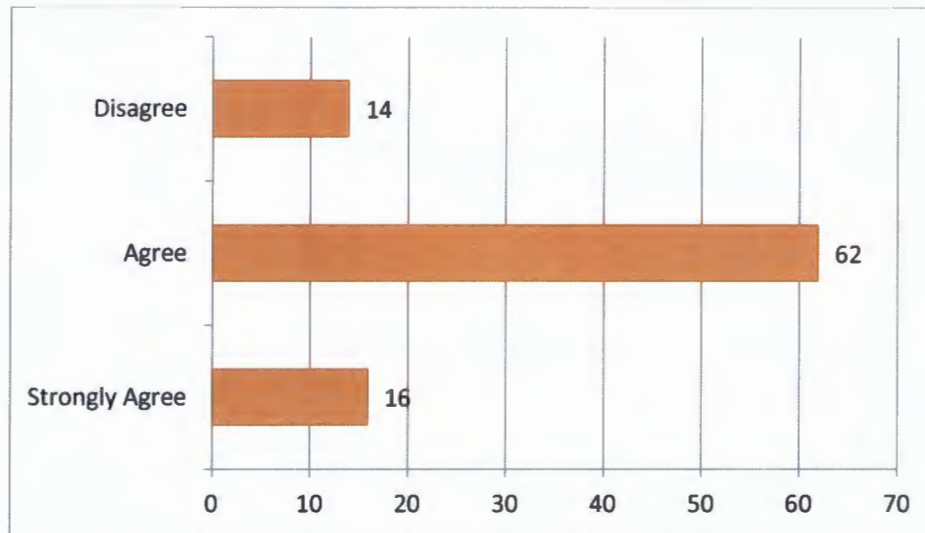
The graph portrays that some people were involved in deadlines as students and later on as business people. They stated their involvement in working on deadlines both in business and as a student. The results show that one person can be more involved with more than one deadline and this could also be risky for a student as she/he may not meet the deadlines' demands. Bercovitz and Feldman (2011) argue that teams can produce widely varying outcomes even when working on one outcome; the difference is the configuration of individuals on the team, specifically the blending of their expertise and experience in meeting the deadline.

Figure 6. How many deadlines have you been involved in overall?



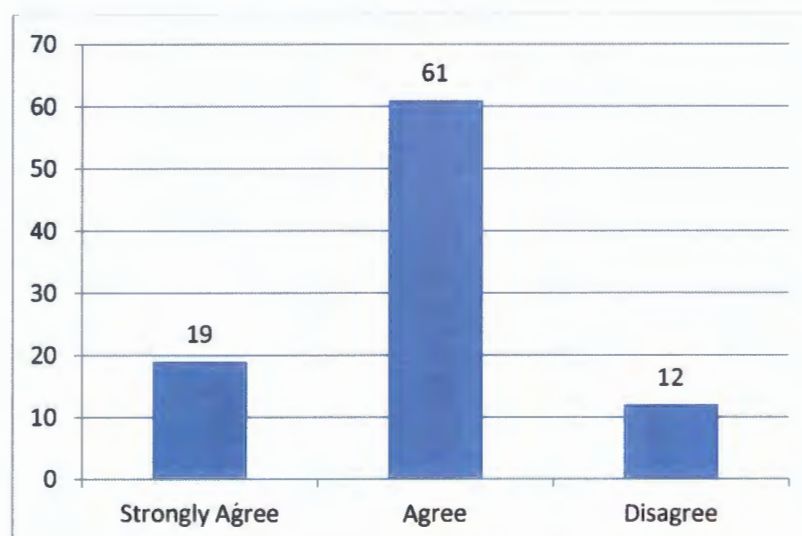
Not many of the respondents were involved in working with more than three tasks to do and with strict deadlines. However, the majority work with one task and deadline at a time. The people should be trained to recognise if they are involved in more than one deadline to ensure better management in meeting deadlines. Bercovitz and Feldman (2011) argue that experience plays a major role in any given activity and having different deadlines.

Figure 7. Do you understand the importance of deadlines?



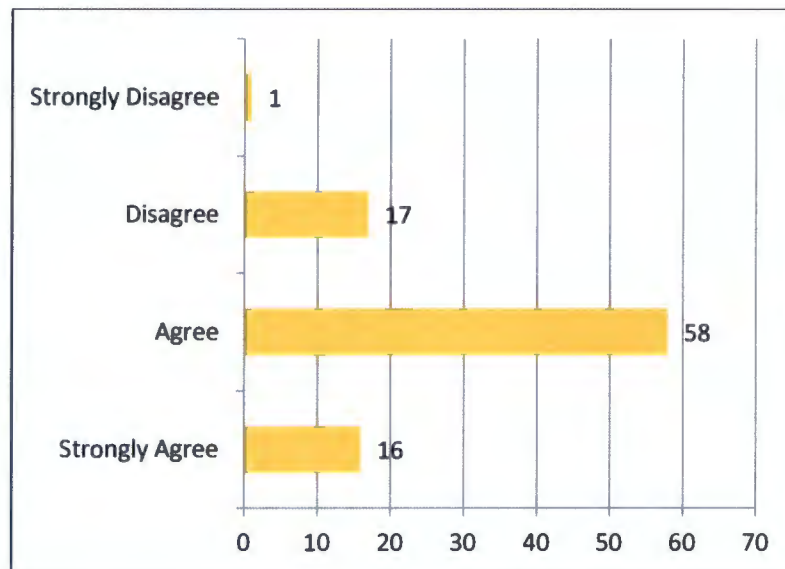
Most of the respondents agreed that they understand the importance of deadlines. It is, however, questionable as many people still miss meeting those deadlines. Burka and Yuen (1983), cited by Michinov *et al.* (2011) agree that procrastination is a problem confronting many people on a daily basis, particularly the tasks which have to be completed by a specific deadline. It is common among students at university levels. It would be much better if emphasis was placed on to learn about the importance of deadlines and how to do proper time management.

Figure 8. Do you understand the impact of deadlines?



The result is almost the same as the previous figure. However, this question was asked in order to understand if people understand the importance of the impact their actions will have if they do not meet their deadlines. Most of the students do not necessarily understand the impact of deadlines as they keep on procrastinating. Ferrari (1991), cited by Ferrari and Diaz-Morales (2007), also expressed two motives for procrastination as avoidance and arousal. They keep on avoiding and deferring assignments that will impact negatively on their performance. This may be perceived to be normal behaviour but it is not in an academic setting, as it affects their productivity leading to ultimate failure.

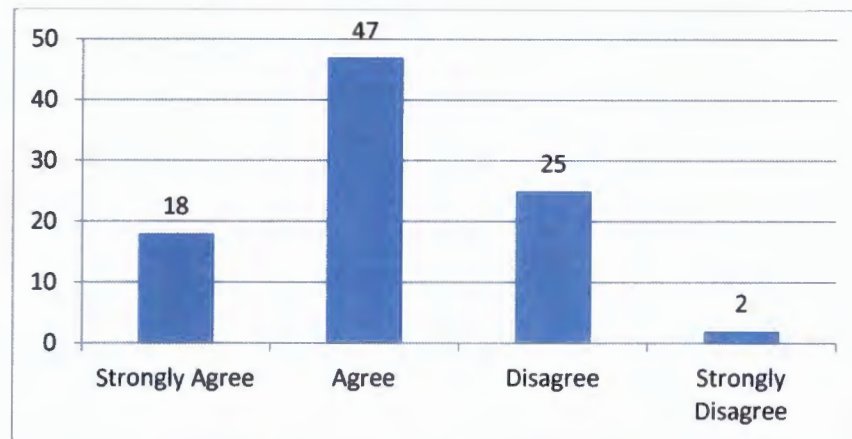
Figure 9. Do you use a to-do list?



Most of the respondents agree that they understand the use of a to-do list. There are many people who do not make a to-do list but know what it is. They might also not know how to use a to-do list that can help them meet the deadline for a project. There is a need for training on how to use a to-do list, particularly for the people and students who think they know to ensure meeting the deadlines.

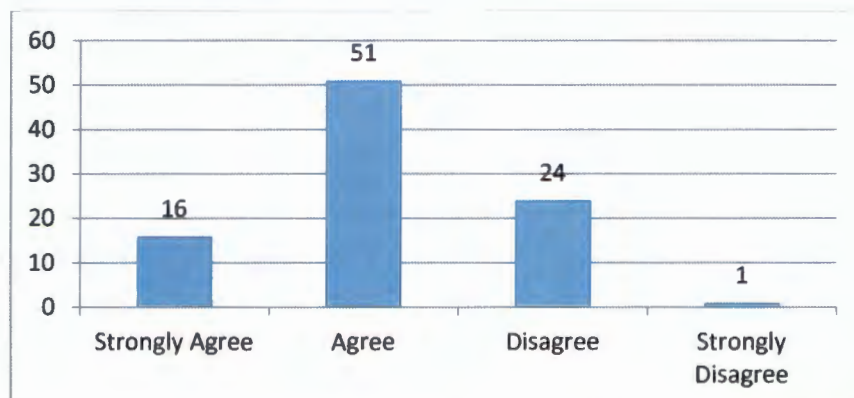
Rothblum *et al.* (1986), cited by Gevers *et al.* (2009), have also agreed that being distracted by too many things to do is the most frequently stated reason for academic procrastination and failure to meet deadlines. Gevers *et al.* (2009) confirmed that a lack of consensus about the use of time in task execution (i.e. temporal consensus) inhibits the ability of teams to finish work on time.

Figure 10. Do you do action planning?



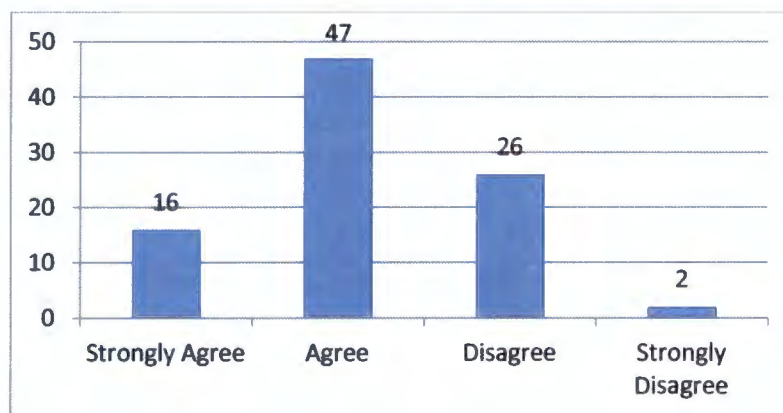
Action planning is working on a plan to prepare on how to execute your tasks, including meeting deadlines. Based on the results above, it is only 19% of the respondents who strongly agree on doing action planning, that could give the appropriate results. This relates to few students completing their assignment on time. It is imperative that people are taught about the importance of action planning to meet the set deadlines. Action planning includes discussing expectations and task-related information, and assigning roles and responsibilities to team members. It also take into account the situational and time constraints, team resources, member expertise and changing nature of the environment. This can also help to avert risks associated with failure to deliver as expected on time. Nguyen *et al.*, (2010) maintained that it is feasible to estimate a project scenario or planning that may bring the implementers closer to reality, which leads to reduced risks and submitting on time.

Figure 11. Do you set goals as part of deadlines?



The question aimed to understand the respondents' understanding of setting goals, which are the desired results an individual or teams plans and commits to achieve. A total of 27% of the respondents know how to prioritise setting goals to meet the required deadlines. It should be emphasised during the lecture sessions when planning for a given assignment that teams and individuals should come up with clear goals on when assignments must be handed in. A clearly set deadline in a project may also be expected to reduce the experience of negative time pressure in a project team because it both promotes the ability to control and direct actions for goal attainment and breaks down the work into sub-goals for which specific tasks are determined (Nordqvist *et al.*, 2004).

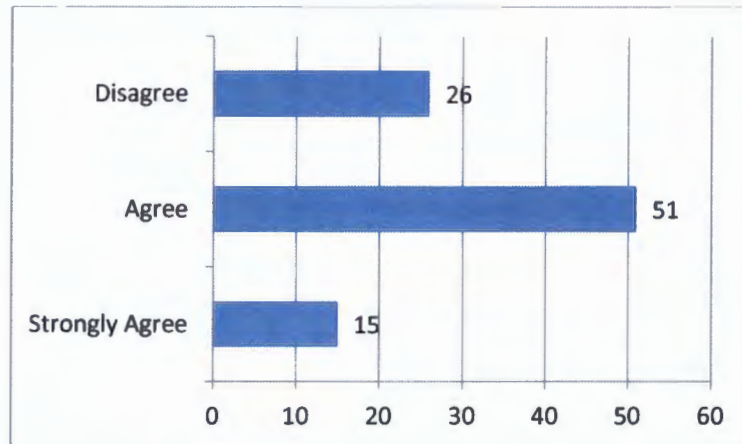
Figure 12. Do you think prioritising will help meet deadlines?



Prioritisation is a process whereby an individual or group places a number of items in rank order based on their perceived or measured importance or significance. People may find themselves not prioritising what is supposed to be done and by when and missing the deadline.

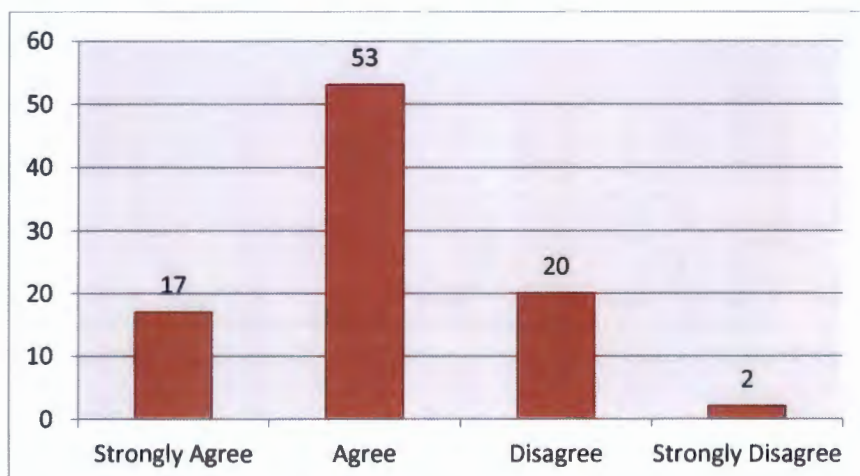
Gevers *et al.* (2009) found that temporal planning, temporal reminders and temporal reflexivity are means through which teams may provide explicit attention to time in the preparation, execution and handing in of assignments. Moreover, engagement in these activities will contribute to the alignment of members' views on time and prioritisation to ensure meeting deadlines.

Figure 13. Do you avoid procrastination to help meet deadlines?



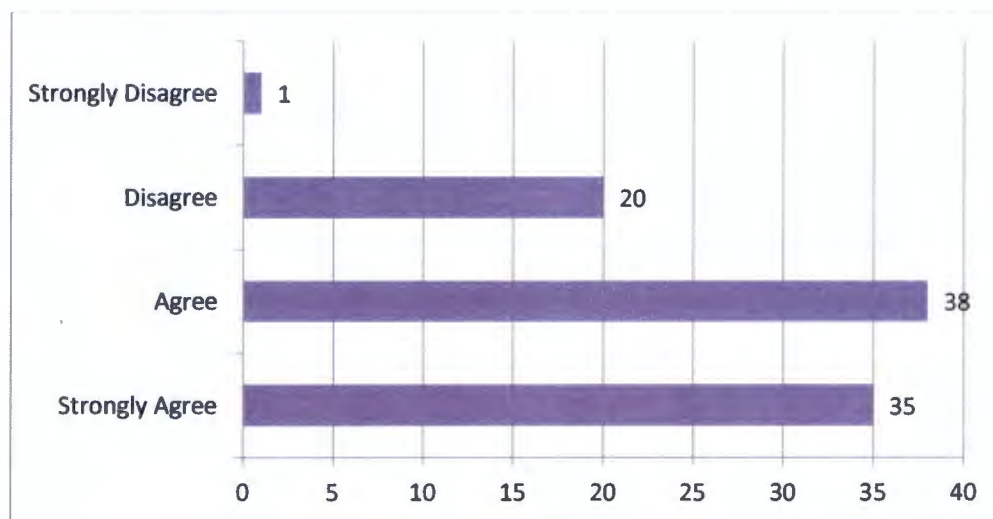
Bilge *et al.* (2010) defined procrastination in Chapter two as a tendency to postpone what is necessary to reach a goal. It is quite important that people should not avoid procrastination but they need to plan better to meet the desired deadlines. Procrastination should not form part of their thinking, as they need to move with time. The 66 respondents who agree should be persuaded to ensure that they do not avoid procrastination but they should ensure that they meet deadlines. People need to plan accordingly to avert procrastination to ensure that deadlines are met. The theory states that a negative relationship exists between procrastination and performance, mediated by the level of learner participation in discussion forums (Michinov *et al.*, 2011). They found that it appears that if high procrastinators are less successful than low procrastinators, it is partly because they do not deliver their assignments on time.

Figure 14. Do you always view the project as a unit to meet deadlines?



A total of 76% of the respondents agree and/or strongly agree that having a project as a group helps in meeting deadlines. The reality is that the 24% of the respondents may not want to work with groups but may be effective in functioning as individuals. It is important for the institution to focus on teaching the students about project planning, particularly when it comes to projects. Nguyen *et al.* (2010) further explored the impact of deadlines that can be used for project scheduling and risk management. The deadlines can be used from the project conception phases to assist with the project launch decision. It allows for the estimate to be made of the overall risk level and gives a vision of the possible scenarios; from the least to the most probable and from the most disastrous to the most optimistic situation.

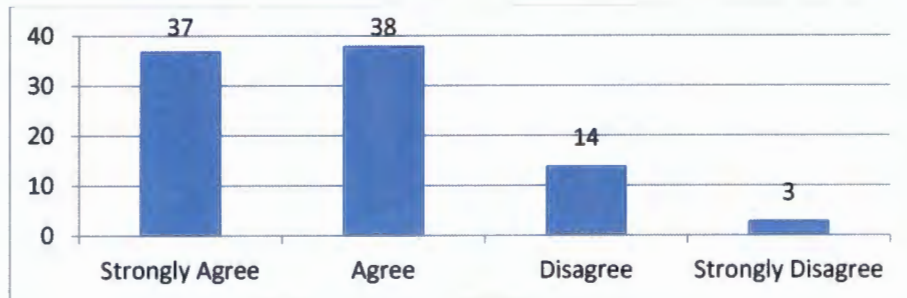
Figure 15. Do you differentiate between urgent and important tasks to meet deadlines?



There are people who cannot differentiate between important and/or urgent tasks and the normal tasks. Although there might be a slight difference, urgent tasks are those activities that require immediate action and attention whereas important tasks are those activities that are of great consequence both having deadlines. Students therefore need to use the two by prioritising the urgency on the given task and deeming it important to ensure completion of tasks. In applying theory to the above graph that presents 79% of respondents who agree/strongly agree that they can differentiate between the two concepts, it says that people who are predisposed towards time management (deadlines), and who are knowledgeable

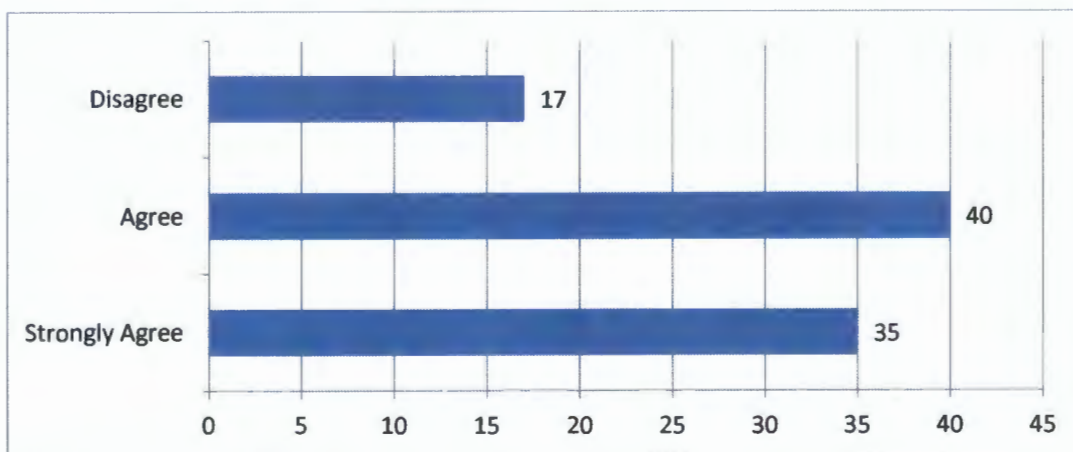
or trained in time management processes, may have not have difficulty applying deadlines (Burt *et al.*, 2010).

Figure 16. Do you believe preserve can prevent deadline creep?



The graph depicts that many of the respondents can be vigilant in preventing deadline creep. However, 17 of the respondents disagree with preserving, which can cause problems in completing the assigned tasks on time. People need to be made aware of the risks of not being vigilant as it may lead to the non-accomplishment of their intended results leading to missing a deadline. Vigilance in groups from different perspectives may be enhanced by a common understanding of a desired goal, the deadlines. A team with individuals who represent somewhat different perspectives that reflect different domains of knowledge can produce a more significant advance and/or results thereby reaching the deadline (Bercovitz and Feldman, 2011).

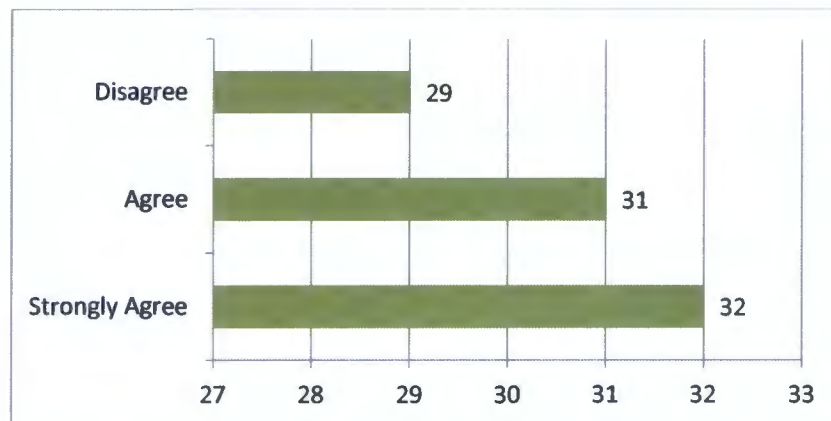
Figure 17. Do you always revise your plans?



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The graph represents 81% of the respondents agreeing and/or strongly agreeing to revising their plans to ensure meeting the deadlines, which shows a lack of proper initial planning. Although they agree that it is good to plan, it seems they do not plan properly for deadlines. Revising plans can only be done when things do not work out in a given task rather than revising the plan to chase time to ensure completion. In contrast, when there is time pressure for a task, an individual or group may adopt a non-task focus in which attention is more variable and less likely to concern task attributes. Thus, decreases in time pressure lead individuals and group members to consider a wider range of cues and to process task-relevant information systematically, which often produces meeting deadlines (Kelly and Loving, 2004).

Figure 18. Do you measure your time management using an in-tray exercise?



The 32% of respondents who do not apply time management poses a serious risk for the institution, which can contribute to non-completion of the given tasks. Therefore, it is essential that people should be taught how to manage their time by using an in-tray exercise. According to Gevers *et al.* (2006), a second regulatory activity by which members may build or strengthen temporal consensus during task execution is through the exchange of temporal reminders to ensure they are on time. It involves reminding each other of approaching deadlines and urging one another to stick to the schedules and to make sure that sub-tasks are completed on time.

4.5 Measures of association

Thus far, the discussion of this topic has focused on the values of a single variable of interest obtained from a sample questioned. However, it is possible to consider more than one variable associated with a given population, for example two variables from the same population that might be considered are age and gender. Another example is academic performance and status.

4.5.1 Nonparametric Statistics: Rank Correlation

When recording data at the ordinal scale of measurement or reducing numerical data to the ordinal scale by transforming them to ranks, one can perform the computational procedures of correlation on the ranks. The resulting coefficient, is given the symbol r and called Spearman's rank correlation in recognition of the psychologist C.E. Spearman, who popularised the procedure (Hauke and Kossowski, 2011). It provides a measure of linear association between the ranks of the x variable and those of the y variable. The bounds on the coefficient are the same: $-1 < r < 1$. If r is fairly large and positive, then there is close positive agreement between the ranks of the two variables. If r is close to -1 , then, when one variable has a high rank, its companion tends to have a low rank, and vice versa. Also, when r is near zero, the ranks of the x and y variables are nearly independent.

4.5.2 Results

Inter-correlations among the variables in the model are shown in the correlation table. Correlations analyses were used to test the model and are presented in the correlation table in the Appendix. The results presented in the previous chapters were supported. As age increases the issue of gender becomes irrelevant to the performance of the group as there is a negative relationship between academic performance and gender making it difficult to meet deadlines if you are younger. Furthermore, the individual visible demographic dissimilarity positively affects relationship conflict making it difficult to work together and meeting deadlines. This was found to be true in the case of sex/gender; groups that were more homogeneously male or female had less relationship conflict hence increasing the

need to do planning in every group work. The strong negative correlation between gender and a to-do list, $r = -0.930$, supports the same point. The data supported the negative effects of individual perceptions, which states that greater individual informational demographic dissimilarity will positively affect the possibility to meet deadlines. A strong positive correlation between gender and academic standing suggests this.

The relationship between planning by group members was found to be strongly positively related to age, a coefficient (r) of $+0.815$. This suggests that as people grow older, they tend to be responsible and organised. An enhanced group performance can result from mature members as a group needs the right talent, sufficient time and a clear, well-structured task so that group members know their roles and goals and will meet deadlines.

Question 14, viewing the project as a unit to meet deadlines, was found to be strongly positively related to age providing support for maturity of members. Furthermore, the analysis found a strong negative relationship of $r = -0.834$, which further supports the case of sex and/or gender and groups that were more homogeneously male or female had less relationship conflict resulting in enhanced performance and will meet deadlines. Many of the respondents agreed to view the project as a unit to meet deadlines that will assist them in meeting deadlines but does not enhance their academic performance. A strong negative correlation coefficient of $r = -0.869$ between the question of viewing the project as a unit and academic performance suggests this.

4.5.3 Discussion

Organisations today exist in environments steeped in speed. The speed of product development, response to customers, and problem solving can all have dramatic effects on both organisation and team performance levels. Many key functions in flattened organisational hierarchies exist in teams of individuals, and team members, particularly those dispersed geographically, must seamlessly coordinate their activities over time in order to deliver their work when it is needed. However,

the perception and importance of what “on time” means and how to achieve such delivery may differ among team members.

The results of this study indicate that visible forms of group work differences (e.g. sex) increase relationship conflict, hence enhancing group performance, while differences regarding informational demographics (e.g. education) increase task-focused conflict and as a resulting dampening the group performance and impacting on deadlines. The researcher also found that the similarity of values among members regarding group processes decreased both task and relationship conflict and also further enhanced the group performance and impacting on deadlines. Firstly, the study suggests that team processes may be infused with unnoticed differences in individuals' perceptions of deadlines, and that these differences may affect the ability of teams to meet a given deadline. Secondly, similar to previous work on the congruence of individual, team, task, and environmental characteristics suggests that different patterns of deadline perception and differences in teams may or may not lead to finishing work on time.

Differences in information did not negatively affect the group performance. The lack of findings for the differences in information could be due to the sample. The MBA syndicate groups were comprised of individuals who were for the most part, of roughly the same background, for example they are all from the North-West University (NWU). As was seen in the questionnaires' feedback, most people are conscious of what is expected of them but they choose to ignore it for reasons known only to them.

The study tried to support the statement that the impact of procrastination on deadlines would have a negative effect on the group performance. Procrastination has the effect of distracting students with too many things, which may result in failure to meet deadlines. Furthermore, the procrastination may lead to lack of consensus about the use of time in task execution (Gevers *et al.*, 2001). Procrastination has been seen in the correlation result to have a strongly negative relationship with academic performance. Therefore that lack in consensus and the conflicts within groups will result in groups failing to meet deadlines, hence failure by groups due to the individual perceptions.

The study also found that pre-planning influences the ability of group members meeting deadlines. A strong positive relationship between setting goals as part of deadlines and action planning suggest that a group will perform better if used hand in hand, hence the close association. However, individuals believed that they had to de-emphasise outcomes and stress decisiveness, stability, and aggressiveness, while bridling conflict, especially relationship conflict, in order to perform well, all of which concern group processes. In part, this may reflect the availability of feedback: Chances to evaluate group processes come regularly, but content-related feedback before the termination of the project was rare, and did not formally occur until after this data was collected. It may also reflect the respondents' implicit preferences for seeing themselves as aggressive, stable, and decisive.

4.6 Conclusion



In summary, finishing work on time is critical to the success of teams in many organisational settings, and deadlines are a fact of life for most organisational participants. Understanding individual and team behaviours that lead to higher or lower performance in teams working under deadlines has been the goal of much team-level research, and this research has contributed a great deal to the understanding of team processes and outcomes under these conditions. This understanding can be sharpened and extended by future research that examines deadline perception as an embedded antecedent to many time-oriented behaviours at both the individual and team levels of analysis.

In the next chapter, the reviewed evidence from the literature and quantitative analysis by the researcher will be used to list recommendations to enhance the effectiveness of individuals involved in meeting deadlines. Gaps for future research will be highlighted as well. The conclusion in Chapter 5 will also form the basis of the discussion, including conclusions of the research findings and the recommendations therefrom.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study has reviewed some of the key literature on The Effect of Deadlines on Group Work Projects Amongst Students at the North-West University (NWU). The focus has been on some of the problems and issues associated with group work in relation to individual group members' perception of deadlines. This chapter will set out the findings of what has been studied and provide recommendations to the students, lecturers, Graduate School Administrative Staff and Management, including all beneficiaries who would be interested in this study. It will also provide a short description on what needs to be done with future research on this matter and lastly, give a short overview of the whole study process.

5.2 Summary of the study

The research aimed to uncover the reasons why students fail to complete their group work within set deadlines efficiently. Steps were taken to find out why this is so with the North-West University students. Past literature was reviewed to find out what other researchers have uncovered. The researcher found out that much group work was flawed because of the following reasons:

Procrastination

Bilge *et al.* (2011) agreed that students allow themselves to be distracted by too many things and as a result this affects the group performance and causes them not to meet deadlines. This is due mainly to lack of consensus about the use of time in task execution (Gevers *et al.*, 2009). The researcher found out from the questionnaire response that most students agreed to the fact that avoiding procrastination leads to completion of group work. Furthermore, it was found that there is a negative correlation between procrastination and academic performance. Michinov *et al.* (2011) stated that procrastination has a direct and indirect effect on deadlines. This is in line with what the researcher has established. It serves as evidence that as the individual members allow their negative perceptions into the groups' functioning, the performance of the group will

be affected negatively. And there is evidence from the past literature and what the researcher uncovered by the quantitative methods used, that procrastination is amongst other variables that affect a group's successful performance.

Poor Planning

Gevers *et al.* (2009) agreed that in order for the group to achieve a goal with a deadline, they first have to be orientated on the task and formulate plans to prepare for action execution. The researcher established that there is a strong positive correlation between academic performance and a to-do list (planning) amongst the North-West University students. This is in line with what the earlier researchers uncovered for group work and deadlines, such as other academic institutions and areas of work in the corporate world. As a result of the findings the researcher concluded that proper planning amongst group members ensures that the members hold similar or compatible knowledge, hence allowing them to adapt their behaviour to the demands of the task and the team and to meet the deadlines.

Demographic dissimilarity

Bercovitz and Feldman (2011) established that the inclusion of students from other institutions has a relatively small positive effect on deadlines. In addition, they also suggested that in certain circumstances team members from other universities may bring particularly valuable knowledge assets to the team to help reach deadlines. Strong negative correlation was found between age and academic performance, which suggests that as age increases, academic performance decreases but responsibility helps to meet deadlines. On the other hand the ageing mind has experience, hence a mixture of the two will result in a high breed performance as alluded to by Bercovitz and Fed (2011). Demographic dissimilarity was also supported by the positive correlation between gender and academic performance. The researcher concluded that there is a need to mix people from different backgrounds, as this will yield meeting of deadlines, which will result in an enhanced group performance because of the diversity. Liu *et al.* (2009) found that on gender differences, females scored higher on time management factors, with a large effect size for planning and a moderate size for meeting deadlines.

Intrinsic and extrinsic motivation

Gully *et al.* (2002), as cited by Gonzalo *et al.* (2010), maintained that collective efficacy as a group's shared belief can help execute a task successfully and it is fundamental to completing an assignment on time. Intrinsic motivation refers to motivation that comes from inside an individual, whilst extrinsic motivation comes from the outside. Therefore, there is a need to understand each individual's perceptions and to establish ways in which they can be best aligned to ensure that assignments are completed on time.

Interdependence

Team work intervention may promote group and individual learning outcomes and increase effective outcomes such as completion on time (Prichard *et al.*, 2011). Van Emmerik *et al.* (2011) contended that interpersonal processes relate positively to group performance. The more group members interact, the more they get to tolerate each other and develop a positive constructive working relationship to ensure the assignment will be completed on time.

OTHER FINDINGS

The researcher realised that the following also contribute to the deadlines:

- types of tasks vary and can contribute positively or negatively to group assignment completion;
- task complexity differs, meaning some tasks can be easily performed and others may be difficult also impact on an assignment deadline; and
- incentives and penalties can also impact on deadlines.

5.3 Answers to the Research questions

The following research questions were asked regarding what this research was seeking to establish and it resulted in the following findings:

5.3.1 What are the mechanisms that students use in meeting deadlines?

What the research wanted to establish regarding the tools, was whether the respondents understood the importance of the use of tools for meeting deadlines, the use of a to-do list and setting goals as part of meeting deadlines. In most of the completed questionnaires, the respondents have shown that they do not understand the tools that they can use to meet deadlines. Most of the respondents agreed that they understand the importance of deadlines. It is, however, questionable, as many people still miss meeting deadlines. They also agree that they need to understand the use of a to-do list. However, there are many people who do not draw up a to-do list. A section of the respondents know how to prioritise setting goals to meet the required deadlines. There is a need for training on how to utilise the tools that are of importance in meeting deadlines. It should be emphasised during the lecture sessions, when planning for a given assignment, that teams and individuals should come up with clear goals on what they need and how they will achieve the deadlines.

5.3.2 To what extent would students work to meet deadlines?

The findings show that the respondents are quite aware of the risks associated with procrastination. They will always try to avoid it to meet deadlines. The respondents have also agreed that working in groups can help in meeting deadlines. However, the respondents cannot differentiate between important and/or urgent tasks and the normal tasks. The results show that many students still lack planning skills and they need to be more informed on the risks associated with procrastination. The literature has also established that a relationship exists between procrastination and performance, mediated by the level of learner participation in discussion forums (Michinov *et al.*, 2011). Prioritisation has been proven to be a challenge for most of the respondents, as they cannot differentiate between important and/or urgent tasks and the normal tasks.

5.3.3 What are the means that students implement to avoid a deadline creep?

The findings have shown that respondents disagree on preserving deadlines as they know that that can cause them serious problems. The data collected indicates that most of the students cannot plan properly when it comes to the assigned tasks and they fail to meet deadlines. Very few respondents have expressed that they know how to work on an action plan, how to work on a to-do list and how to set time frames to help them meet deadlines. The majority seem not to be using the strategies, and thus their failure to meet deadlines. In general, most of the respondents seem not to have a strategy they can implement and this may result in non-achievement of the required results. In the reviewed literature, it stipulates that an action planning includes discussing expectations and task-related information, and assigning roles and responsibilities to team members. This also takes into account the situational and time constraints, team resources, member expertise and changing nature of the environment (Marks *et al.*, 2001).

5.4 Recommendations

The following recommendations are provided to assist in implementing group work as a form of assessment and dealing with deadlines. The recommendations will be discussed below:

5.4.1 Lecturers should keep in mind the purpose(s) they intend group work to serve. Is the function to provide a learning support network through the study period or to complete a set task? These are not identical requirements.

- If the former, the groups should be of longer duration to allow for sense of group solidarity to ensure completion of assignments.
- If the latter, the groups should be carefully constructed to maximise the advantages and minimise the disadvantages of group work to ensure deadlines are met.

Many students will not have had experience in group work previously, therefore lecturers may need to set explicit ground rules. Consequently, lecturers may need

to assist students in deciding on a well-defined task, they may need to give them guidelines for member participation, and importantly they may need to make them aware of sharing the risks attributed to failure to participate. It is also of importance that a stringent discipline other than leaving students to fail to hand in an assignment on time should be instituted.

5.4.2 Lecturers might also develop a formative group work checklist. This can be used in consultation meetings with the lecturer and can be adapted as required. This can help students to meet deadlines.

5.4.3 When assigning groups there should be an appropriate ethnic mix to ensure all cultures understand deadlines.

NWU students should, of course, have a role to play in writing assignments. In practice, however, it should be recognised that they will naturally defer to the local students for help. This can be acknowledged and even formalised in the assignment task, for example lecturers might insist on reviewing each stage of the written assignment: initial draft, second draft, final draft. This will ensure that all students have contributed fairly ensuring they meet the deadlines.

The above strategy might not be acceptable in all cases, of course. This is especially true when it is vital that the same learning objectives are met by all students. However, an initial task segregation strategy might overcome perceived ethnic inequities in assigning group work tasks in large, non-diverse cohorts. Over time, by means of a number of formative tasks, students who are weak in one skill (e.g. academic written English) might obtain more confidence by being exposed to the skills of others in their group(s) but help to complete the work on time. One of the advantages of group work is that it provides a mechanism for collaborative learning and skill modelling.

5.4.4 It is also important to institute a policy of anonymous feedback on group members and to ensure that desirable models of outcomes expected are made clear to students. It may be thought that anonymous feedback via web-based tools may explain how important the deadline is.

5.4.5 Managing intrinsic and extrinsic motivation is best done by allowing long-term commitment to a group to occur. Long-term commitment would be more likely to result in a sense of common purpose and ensure deadlines are met (Watkins, 2004). This happens partly because better communication is formed between members of the group. Some studies have found that open communication between group members will increase the probability that individuals will sacrifice self-interest for the interests of the group ensuring completion on time.

5.4.6 Consider a system of common incentives for groups (as opposed to individuals), for example, staged evaluation results for group progress in an activity to ensure they will complete all assignments on time. This can be done by noting and recognising individuals within groups (for example, by allowing group members themselves to rate each member's contributions anonymously).

5.4.7 Ensure tasks are "additive" and "conjunctive" in nature rather than "disjunctive" or "discretionary" to ensure deadlines are taken into consideration.

5.4.8 Where possible, ensure group work task objectives are "maximising" rather than "optimising" (i.e. that there is little or no ambiguity in task objectives). Where tasks are by nature complex and optimising in nature, provide "models" of desired outcomes along with a grading schema showing how the models meet the criteria to complete on time.

5.4.9 Work out ways to recognise, monitor and reward the individual effort of group members where they helped to ensure the work is done on time.

5.4.10 Consider interim grades and, if appropriate, penalty options such as “divorce” of group members and recombining of groups during a group work exercise where the deadlines counts as mark for the work done on time.

5.5 Future research

Finishing work on time is critical to the success of teams in many organisational settings, and deadlines are a fact of life for most organisational participants. Understanding the individual and team behaviours that lead to higher or lower performance in teams working under deadlines has been the goal of much team-level research, and this research has contributed a great deal to our understanding of team processes and outcomes under these conditions. This understanding can be sharpened and extended by future research that examines deadline perception as an embedded antecedent to many time-oriented behaviours at both the individual and team levels of analysis.

5.6 Conclusion

The researcher has reviewed literature on the effect of individual perceptions of deadlines on group performance. The focus has been on the factors and/or variables that affect the proper functioning of group work in academic institutions of higher learning. The North-West University was the main focus and all findings and conclusions were mainly driven by the processes at this institution. This has been one of the major weaknesses of the research as it is biased and results might be different if maybe a bigger sample was used.

Nevertheless, it is clear from the research findings that different individual perceptions contribute to the performance of group work. Several factors were identified through qualitative and quantitative measures, which negatively affected the performance of these groups and include procrastination, demographic dissimilarities and many others. Furthermore, the researcher managed to develop some tools to be used in meeting deadlines and also enhancing the performance of groups at NWU through recommendations stated in the previous paragraphs.

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	Research Question	Survey Question	Variable(s) and/or relationship measured	Question Type	Data type
1	Demographics	1.1 Please tick your age group in the appropriate block:	Demographic question	21-30, 31-40, 41-50, 51-60, 60+ (multiple choice)	Discrete
		1.2 What is your gender?	Demographic question	Male - Female (dichotomous category)	Dichotomous
		1.3 What is your age?	Demographic question	1-2, 3-4, 5-6, 7-8, 9-10, 10+ (multiple choice)	Discrete
		1.4 What is your involvement in deadlines?	Demographic question	Business / academic / Both (dichotomous category)	Dichotomous
		1.5 What position do you have?	Demographic question	Managerial, Non-Managerial (dichotomous category)	Discrete

	Research Question		Survey Question	Variable(s) and/or relationship measured	Question Type	Data type
2	What are the mechanisms that students use in meeting deadlines?	2.1	Do you understand the Tools importance of deadlines?	Tools.	Strongly Agree -Agree-Undecided -Disagree-Strongly Disagree (Likert Scale)	Ordinal
		2.2	Do you use a to-do list?	Tools.	Strongly Agree -Agree-Undecided -Disagree-Strongly Disagree (Likert Scale)	Ordinal
		2.3	Do you think there are advantages and disadvantages for both methods?	Tools.	Strongly Agree -Agree-Undecided -Disagree-Strongly Disagree (Likert Scale)	Ordinal
		2.4	Do you think prioritising will help meet deadlines?	Tools.	Strongly Agree -Agree-Undecided -Disagree-Strongly Disagree (Likert Scale)	Ordinal

	Research Question		Survey Question	Variable(s) and/or relationship measured	Question Type	Data type
3	To what extent would students work to meet deadlines?	3.1	Do you avoid procrastination to help to meet deadlines?	Procrastination.	Strongly Agree -Agree- Undecided -Disagree- Strongly Disagree (Likert Scale)	Ordinal
		3.2	Do you always view the project as a unit to meet deadlines?	Procrastination.	Yes - No (dichotomous category)	Ordinal
		3.3	Do you differentiate between urgent and important tasks to meet deadlines?	Procrastination.	Yes - No (dichotomous category)	Ordinal

	Research Question	Survey Question	Variable(s) and/or relationship measured	Question Type	Data type
4	What are the means that students implement to avoid a deadline creep?	4.1 Do you believe preserving can prevent deadline creep?	Creep.	Yes - No (dichotomous category)	Dichotomous
		4.2 Do you think that organising time can prevent deadline creep?	Creep.	Strongly Agree -Agree-Undecided -Disagree-Strongly Disagree (Likert Scale)	Ordinal
		4.3 Do you always revise your plans?	Creep.	Strongly Agree -Agree-Undecided -Disagree-Strongly Disagree (Likert Scale)	Ordinal
		4.4 Do you use a time log?	Creep.	Strongly Agree -Agree-Undecided -Disagree-Strongly Disagree (Likert Scale)	
		4.5 Do you do action planning?	Creep.	Strongly Agree -Agree-Undecided -Disagree-Strongly Disagree (Likert Scale)	

	Research Question		Survey Question	Variable(s) and/or relationship measured	Question Type	Data type
4	What are the means that students implement to avoid a deadline creep?	4.6	Do you measure your time management via an in-tray exercise?		Strongly Agree -Agree- Undecided -Disagree- Strongly Disagree (Likert Scale)	

Definition	Forms of Deadlines	Procrastination	Impact of Deadlines	Possible Influence of Deadlines	Human Reaction	Uses of Deadlines	Group Work and Deadlines	Finance and Deadlines	Negative Effects of Deadlines
Team self-regulation and meeting deadlines in project teams: Antecedents 1	•	•	•	•	•	•	•	•	•
Effects of Academic Procrastination on College Students' 2	•	•	•	•	•	•	•	•	•
Perceived Work Deadlines 3	•	•	•	•	•	•	•	•	•
Deadlines and distractions 4	•	•	•	•	•	•	•	•	•
Procrastinations, participation, and performance in online learning environments 5	•	•	•	•	•	•	•	•	•
Evaluating Group Interventions 6	•	•	•	•	•	•	•	•	•
Can confidence come too soon? 7	•	•	•	•	•	•	•	•	•
Early Birds vs. Just-in-Timers 8	•	•	•	•	•	•	•	•	•
Academic procrastination: The pattern 9	•	•	•	•	•	•	•	•	•
The deadline crunch 10	•	•	•	•	•	•	•	•	•
Social capital, team efficacy and team potency 11	•	•	•	•	•	•	•	•	•
Dynamic Nature of Conflict 12	•	•	•	•	•	•	•	•	•
Academic Buoyancy 13	•	•	•	•	•	•	•	•	•
Mapping curricula 14	•	•	•	•	•	•	•	•	•
Development of Cross-Faculty 15	•	•	•	•	•	•	•	•	•
Managing Consulting 16	•	•	•	•	•	•	•	•	•
The effects of individual time urgency on group polychronicity 17	•	•	•	•	•	•	•	•	•
Cause Sustainability 18	•	•	•	•	•	•	•	•	•
Watching the clock 19	•	•	•	•	•	•	•	•	•
Evaluating the effects of team-skills training 20	•	•	•	•	•	•	•	•	•
On the passage of time 21	•	•	•	•	•	•	•	•	•
A decision-making tool to maximise chances 22	•	•	•	•	•	•	•	•	•
Effects of time pressure and communication 23	•	•	•	•	•	•	•	•	•
The assessment of time management in middle-school students 24	•	•	•	•	•	•	•	•	•
Teaching and assessment for workforce capacity building 25	•	•	•	•	•	•	•	•	•
Development of the time management scale 26	•	•	•	•	•	•	•	•	•
A survey of scheduling problems with late criteria 27	•	•	•	•	•	•	•	•	•
Team process: types of teamwork 28	•	•	•	•	•	•	•	•	•
Aggressive online deadline schedule 29	•	•	•	•	•	•	•	•	•
A functional perspective on group memberships 30	•	•	•	•	•	•	•	•	•
Face-to-face contact 31	•	•	•	•	•	•	•	•	•
Time pressure 32	•	•	•	•	•	•	•	•	•
Coping with time pressure 33	•	•	•	•	•	•	•	•	•
Perceived time pressure 34	•	•	•	•	•	•	•	•	•
Managing adaptive performance in teams 35	•	•	•	•	•	•	•	•	•
Personality and individual differences 36	•	•	•	•	•	•	•	•	•
The mechanisms of collaboration in inventive teams 37	•	•	•	•	•	•	•	•	•
Why is it so hard to do my work? 38	•	•	•	•	•	•	•	•	•
The impact of teamwork in peer assessment 39	•	•	•	•	•	•	•	•	•
Time pressure and group performance 40	•	•	•	•	•	•	•	•	•

QUESTIONNAIRE

FOR OFFICE USE ONLY: Respondent Code: _____

VOLUNTARY QUESTIONNAIRE FOR RESEARCH PURPOSES

“To establish individual perceptions of deadlines on group performance among students at the NWU”

Graduate School, NWU

University of South Africa

Researcher: Mr David Makapela

Supervisor: Prof S. Lubbe

Note to the respondent

We need your help to understand how you perceive deadlines particularly given for group assignments and/or projects provided by the graduate school administration in relation to your individual contribution.

Although we would like you to help us, you are not coerced to take part in this survey.

If you do not want to take part, just hand in the blank questionnaire at the end of the survey session.

What you say in this questionnaire will remain private and confidential. No one will be able to trace your opinions back to you as a person.

The questionnaire has four parts:

Part 1 asks permission to use your responses for academic research.

Part 2 asks general personal particulars like your age, gender and home language.

Part 3 asks about self-plagiarism.

How to complete the questionnaire

1. Please answer the questions as truthfully as you can. Also, please be sure to read and follow the directions for each part. If you do not follow the directions, it will make it harder for us to do our project.

2. We are only asking you about things that you and your fellow researchers should feel comfortable telling us about. If you don't feel comfortable answering a question, you can indicate that you do not want to answer it. For those questions that you do answer, your responses will be kept confidential.

3. You can mark each response by making a tick or a cross, or encircling each appropriate response with a PEN (not a pencil), or by filling in the required words or numbers.

Thank you very much for filling in this questionnaire.

Part 1: Permission to use my responses for academic research

I hereby give permission that my responses may be used for research purposes provided that my identity is not revealed in the published records of the research.

Initials and surname _____

Postal address: _____

Postal code: _____

Contact numbers: Home: _____ Cell: _____

No.	PART 1: GENERAL PERSONAL PARTICULARS Please tell us a little about yourself Please mark only ONE option per question below.	10.	Do you set goals as part of deadlines? ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
1.	I am within this age group ☐ 21-30 yrs. ☐ 31-40 yrs. ☐ 41-50 yrs. ☐ 51-60yrs ☐ Over 60 yrs.	11.	Do you think prioritising will help meet deadlines? ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
2.	I am a:		PART 3: To what extent will people work to

	Female ☐ Male		meet deadlines? Please mark only ONE option per question below
3.	How long have you been a student at the NWU? ☐ 1-2 years ☐ 3-4 years ☐ 5-6 years ☐ 7-8 years ☐ 9-10 years ☐ More than 10 years	12	Do you avoid procrastination to help you to meet deadlines? ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
4.	What is your involvement in deadlines? ☐ Academic ☐ Business ☐ Both	13.	Do you always view the project and/or assignment as a unit to meet deadlines? ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
5.	How many project implementations (such as assignments) have you been involved in? ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ +5	14.	Do you differentiate between urgent and important tasks to meet deadlines? ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
6.	In your work environment, what position do you occupy? ☐ Managerial ☐ Non- Managerial		PART 4: How can deadline creep be avoided? Please mark only ONE option per question below

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	PART 2: Tools to be used during deadlines. Please mark only ONE option per question below	15.	Do you believe preserving can prevent deadline creep? ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
7.	Do you understand the importance of deadlines? ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree	16.	Do you think that organising time can prevent deadline creep? ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
8.	Do you understand the Tools importance of deadlines? ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree	17.	Do you always revise your plans? ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
9.	Do you use a to do list? ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree	18.	Do you use a time log? ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree
19.	Do you do action planning? ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree	20.	Do you measure your time management appropriately? ☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

Correlations

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[DataSet1]

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		Age	Gender	Years	Academic	ERP Involvement	Status	Qu1	Qu2	Qu3
Age	Pearson Correlation	1	-.833**	-.392**	-.830**	.711**	-.783**	-.021	.619**	.075
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.840	.000	.482
	N	91	91	91	91	91	91	91	91	91
Gender	Pearson Correlation	-.833**	1	.437**	.896**	-.774**	.709**	-.113	-.545**	-.221*
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.285	.000	.036
	N	91	91	91	91	91	91	91	91	91
Years	Pearson Correlation	-.392**	.437**	1	.443**	-.514**	.263*	-.300**	-.564**	-.427**
	Sig. (2-tailed)	.000	.000		.000	.000	.012	.004	.000	.000
	N	91	91	91	91	91	91	91	91	91
Academic	Pearson Correlation	-.830**	.896**	.443**	1	-.849**	.829**	-.213*	-.607**	-.279**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.043	.000	.007
	N	91	91	91	91	91	91	91	91	91
ERP Involvement	Pearson Correlation	.711**	-.774**	-.514**	-.849**	1	-.731**	.392**	.729**	.440**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000

	N	91	91	91	91	91	91	91	91	91
Status	Pearson Correlation	-.783**	.709**	.263*	.829**	-.731**	1	-.080	-.571**	-.052
	Sig. (2-tailed)	.000	.000	.012	.000	.000		.449	.000	.622
	N	91	91	91	91	91	91	91	91	91
Qu1	Pearson Correlation	-.021	-.113	-.300**	-.213	.392**	-.080	1	.372**	.776**
	Sig. (2-tailed)	.840	.285	.004	.043	.000	.449		.000	.000
	N	91	91	91	91	91	91	91	91	91
Qu2	Pearson Correlation	.619**	-.545**	-.564**	-.607**	.729**	-.571**	.372**	1	.351**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.001
	N	91	91	91	91	91	91	91	91	91
Qu3	Pearson Correlation	.075	-.221*	-.427**	-.279**	.440**	-.052	.776**	.351**	1
	Sig. (2-tailed)	.482	.036	.000	.007	.000	.622	.000	.001	
	N	91	91	91	91	91	91	91	91	91
Qu4	Pearson Correlation	.499**	-.656**	-.496**	-.564**	.524**	-.129	.220*	.309**	.469**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.223	.036	.003	.000
	N	91	91	91	91	91	91	91	91	91
Qu5	Pearson Correlation	.330**	-.503**	-.555**	-.470**	.529**	-.114	.369**	.309**	.600**
	Sig. (2-tailed)	.001	.000	.000	.000	.000	.283	.000	.003	.000
	N	91	91	91	91	91	91	91	91	91
Qu6	Pearson Correlation	.602**	-.706**	-.427**	-.554**	.496**	-.183	.095	.303**	.346**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.083	.372	.003	.001
	N	91	91	91	91	91	91	91	91	91
Qu7	Pearson Correlation	.770**	-.760**	-.699**	-.825**	.768**	-.664**	.234*	.791**	.339**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.026	.000	.001
	N	91	91	91	91	91	91	91	91	91

Qu8	Pearson Correlation	-.017	.087	-.359**	.102	-.101	.123	-.010	.386**	-.006
	Sig. (2-tailed)	.874	.410	.000	.335	.340	.244	.926	.000	.952
	N	91	91	91	91	91	91	91	91	91
Qu9	Pearson Correlation	.815**	-.930**	-.380**	-.900**	.757**	-.763**	.105	.545**	.105
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.320	.000	.324
	N	91	91	91	91	91	91	91	91	91
Qu10	Pearson Correlation	.770**	-.727**	-.476**	-.810**	.808**	-.765**	.491**	.672**	.443**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	91	91	91	91	91	91	91	91	91
Qu11	Pearson Correlation	.734**	-.723**	-.650**	-.792**	.810**	-.679**	.322**	.844**	.406**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.002	.000	.000
	N	91	91	91	91	91	91	91	91	91
Qu12	Pearson Correlation	-.050	-.227*	-.305**	-.194	.288**	.142	.751**	.220*	.719**
	Sig. (2-tailed)	.638	.030	.003	.066	.006	.178	.000	.036	.000
	N	91	91	91	91	91	91	91	91	91
Qu13	Pearson Correlation	-.047	.232	-.338**	.237	-.127	.126	-.026	.343**	-.017
	Sig. (2-tailed)	.661	.027	.001	.023	.231	.235	.805	.001	.872
	N	91	91	91	91	91	91	91	91	91
Qu14	Pearson Correlation	.960**	-.834**	-.487**	-.869**	.808**	-.806**	.129	.702**	.218*
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.222	.000	.038
	N	91	91	91	91	91	91	91	91	91

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Correlations										
		Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu10	Qu11	Qu12
Age	Pearson Correlation	.499**	.330**	.602**	.770**	-.017	.815**	.770**	.734**	-.050
	Sig. (2-tailed)	.000	.001	.000	.000	.874	.000	.000	.000	.638
	N	91	91	91	91	91	91	91	91	91
Gender	Pearson Correlation	-.656**	-.503**	-.706**	-.760**	.087	-.930**	-.727**	-.723**	-.227*
	Sig. (2-tailed)	.000	.000	.000	.000	.410	.000	.000	.000	.030
	N	91	91	91	91	91	91	91	91	91
Years	Pearson Correlation	-.496**	-.555**	-.427**	-.699**	-.359**	-.380**	-.476**	-.650**	-.305**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.003
	N	91	91	91	91	91	91	91	91	91
Academic	Pearson Correlation	-.564**	-.470**	-.554**	-.825**	.102	-.900**	-.810**	-.792**	-.194
	Sig. (2-tailed)	.000	.000	.000	.000	.335	.000	.000	.000	.066
	N	91	91	91	91	91	91	91	91	91
ERP Involvement	Pearson Correlation	.524**	.529**	.496**	.768**	-.101	.757**	.808**	.810**	.288**
	Sig. (2-tailed)	.000	.000	.000	.000	.340	.000	.000	.000	.006
	N	91	91	91	91	91	91	91	91	91
Status	Pearson Correlation	-.129	-.114	-.183	-.664**	.123	-.763**	-.765**	-.679**	.142
	Sig. (2-tailed)	.223	.283	.083	.000	.244	.000	.000	.000	.178
	N	91	91	91	91	91	91	91	91	91
Qu1	Pearson Correlation	.220*	.369**	.095	.234*	-.010	.105	.491**	.322**	.175
	Sig. (2-tailed)	.036	.000	.372	.026	.926	.320	.000	.002	.000
	N	91	91	91	91	91	91	91	91	91
Qu2	Pearson Correlation	.309**	.309**	.303**	.791**	.386**	.545**	.672**	.844**	.220
	Sig. (2-tailed)	.003	.003	.003	.000	.000	.000	.000	.000	.036
	N	91	91	91	91	91	91	91	91	91

Qu3	Pearson Correlation	.469**	.600**	.346**	.339**	-.006	.105	.443**	.406**	.719**
	Sig. (2-tailed)	.000	.000	.001	.001	.952	.324	.000	.000	.000
	N	91	91	91	91	91	91	91	91	91
Qu4	Pearson Correlation	1	.802**	.894**	.571**	-.016	.533**	.409**	.492**	.533**
	Sig. (2-tailed)		.000	.000	.000	.881	.000	.000	.000	.000
	N	91	91	91	91	91	91	91	91	91
Qu5	Pearson Correlation	.802**	1	.663**	.555**	-.014	.384**	.409**	.497**	.556**
	Sig. (2-tailed)	.000		.000	.000	.895	.000	.000	.000	.000
	N	91	91	91	91	91	91	91	91	91
Qu6	Pearson Correlation	.894**	.663**	1	.531**	-.023	.584**	.402**	.466**	.439**
	Sig. (2-tailed)	.000	.000		.000	.832	.000	.000	.000	.000
	N	91	91	91	91	91	91	91	91	91
Qu7	Pearson Correlation	.571**	.555**	.531**	1	.342**	.732**	.758**	.900**	.193
	Sig. (2-tailed)	.000	.000	.000		.001	.000	.000	.000	.067
	N	91	91	91	91	91	91	91	91	91
Qu8	Pearson Correlation	-.016	-.014	-.023	.342**	1	-.094	-.066	.252*	.040
	Sig. (2-tailed)	.881	.895	.832	.001		.376	.532	.016	.704
	N	91	91	91	91	91	91	91	91	91
Qu9	Pearson Correlation	.533**	.384**	.584**	.732**	-.094	1	.728**	.707**	.148
	Sig. (2-tailed)	.000	.000	.000	.000	.376		.000	.000	.161
	N	91	91	91	91	91	91	91	91	91
Qu10	Pearson Correlation	.409**	.409**	.402**	.758**	-.066	.728**	1	.807**	.209*
	Sig. (2-tailed)	.000	.000	.000	.000	.532	.000		.000	.047
	N	91	91	91	91	91	91	91	91	91
Qu11	Pearson Correlation	.492**	.497**	.466**	.900**	.252*	.707**	.807**	1	.204

	Sig. (2-tailed)	.000	.000	.000	.000	.016	.000	.000		.052
	N	91	91	91	91	91	91	91	91	91
Qu12	Pearson Correlation	.533**	.556**	.439**	.193	.040	.148	.209*	.204	1
	Sig. (2-tailed)	.000	.000	.000	.067	.704	.161	.047	.052	
	N	91	91	91	91	91	91	91	91	91
Qu13	Pearson Correlation	-.167	-.079	-.178	.283**	.794**	-.249*	-.044	.190	-.155
	Sig. (2-tailed)	.113	.455	.091	.007	.000	.017	.679	.071	.142
	N	91	91	91	91	91	91	91	91	91
Qu14	Pearson Correlation	.505**	.408**	.556**	.835**	.009	.820**	.854**	.846**	.035
	Sig. (2-tailed)	.000	.000	.000	.000	.936	.000	.000	.000	.739
	N	91	91	91	91	91	91	91	91	91
**. Correlation is significant at the 0.01 level (2-tailed).										
*. Correlation is significant at the 0.05 level (2-tailed).										

Correlations			
		Qu13	Qu14
Age	Pearson Correlation	-.047	.960**
	Sig. (2-tailed)	.661	.000
	N	91	91
Gender	Pearson Correlation	.232*	-.834**
	Sig. (2-tailed)	.027	.000
	N	91	91
Years	Pearson Correlation	-.338**	-.487**
	Sig. (2-tailed)	.001	.000
	N	91	91
Academic	Pearson Correlation	.237*	-.869**
	Sig. (2-tailed)	.023	.000
	N	91	91
ERP Involvement	Pearson Correlation	-.127	.808**

	Sig. (2-tailed)	.231	.000
	N	91	91
Status	Pearson Correlation	.126	-.806**
	Sig. (2-tailed)	.235	.000
	N	91	91
Qu1	Pearson Correlation	-.026	.129
	Sig. (2-tailed)	.805	.222
	N	91	91
Qu2	Pearson Correlation	.343**	.702**
	Sig. (2-tailed)	.001	.000
	N	91	91
Qu3	Pearson Correlation	-.017	.218*
	Sig. (2-tailed)	.872	.038
	N	91	91
Qu4	Pearson Correlation	-.167	.505**
	Sig. (2-tailed)	.113	.000
	N	91	91
Qu5	Pearson Correlation	-.079	.408**
	Sig. (2-tailed)	.455	.000
	N	91	91
Qu6	Pearson Correlation	-.178	.556**
	Sig. (2-tailed)	.091	.000
	N	91	91
Qu7	Pearson Correlation	.283**	.835**
	Sig. (2-tailed)	.007	.000
	N	91	91
Qu8	Pearson Correlation	.794**	.009
	Sig. (2-tailed)	.000	.936
	N	91	91
Qu9	Pearson Correlation	-.249*	.820**
	Sig. (2-tailed)	.017	.000

	N	91	91
Qu10	Pearson Correlation	-.044	.854**
	Sig. (2-tailed)	.679	.000
	N	91	91
Qu11	Pearson Correlation	.190	.846**
	Sig. (2-tailed)	.071	.000
	N	91	91
Qu12	Pearson Correlation	-.155	.035
	Sig. (2-tailed)	.142	.739
	N	91	91
Qu13	Pearson Correlation	1	-.013
	Sig. (2-tailed)		.901
	N	91	91
Qu14	Pearson Correlation	-.013	1
	Sig. (2-tailed)	.901	
	N	91	91
**. Correlation is significant at the 0.01 level (2-tailed).			
*. Correlation is significant at the 0.05 level (2-tailed).			

Regression

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN (.05) POUT (.10)

/NOORIGIN

/DEPENDENT Status

/METHOD=ENTER Qu1 Qu2 Qu3 Qu4 Qu5 Qu6 Qu7 Qu8 Qu9 Qu10 Qu11 Qu12 Qu13 Qu14.

Regression

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	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN (.05) POUT (.10) /NOORIGIN /DEPENDENT Status /METHOD=ENTER Qu1 Qu2 Qu3 Qu4 Qu5 Qu6 Qu7 Qu8 Qu9 Qu10 Qu11 Qu12 Qu13 Qu14.
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[DataSet1]

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	Qu14, Qu8, Qu12, Qu5, Qu6, Qu3, Qu13, Qu2, Qu9, Qu1, Qu4, Qu11, Qu10, Qu7 ^a		Enter
a. All requested variables entered.			
b. Dependent Variable: Status			

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.940 ^a	.883	.861	.187
a. Predictors: (Constant), Qu14, Qu8, Qu12, Qu5, Qu6, Qu3, Qu13, Qu2, Qu9, Qu1, Qu4, Qu11, Qu10, Qu7				

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.083	14	1.434	40.920	.000 ^a
	Residual	2.664	76	.035		
	Total	22.747	90			
a. Predictors: (Constant), Qu14, Qu8, Qu12, Qu5, Qu6, Qu3, Qu13, Qu2, Qu9, Qu1, Qu4, Qu11, Qu10, Qu7						
b. Dependent Variable: Status						

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	1.769	.177		.000

Qu1	.155	.117	.172	1.330	.188
Qu2	-.026	.081	-.029	-.324	.747
Qu3	-.079	.066	-.101	-1.192	.237
Qu4	.275	.086	.380	3.217	.002
Qu5	.069	.059	.094	1.172	.245
Qu6	.110	.073	.161	1.511	.135
Qu7	-.418	.113	-.542	-3.706	.000
Qu8	.090	.057	.127	1.592	.116
Qu9	-.276	.110	-.266	-2.517	.014
Qu10	-.120	.090	-.193	-1.341	.184
Qu11	.039	.090	.054	.437	.663
Qu12	-.017	.078	-.024	-.216	.830
Qu13	.129	.056	.197	2.287	.025
Qu14	-.195	.088	-.314	-2.231	.029
a. Dependent Variable: Status					