

Abstract

Partial assignment completion effect refers to a person's preference for an interrupted task over a new assignment. Underlying factors that lead to one's desire to finish an interrupted task were examined, including the effect of memory, as well as the amount of involvement with time measure. The possible effect of the task presentation format is also examined. The study provides insight on one's preference for an incomplete task, implications for education are discussed.

Keywords: partial assignment completion effect, interrupted task, memory, time involvement, serial position effect.