

PROCRASTINATION ASSESSMENT SCALE-STUDENTS (PASS)

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**PURPOSE:** To measure procrastination.

**DESCRIPTION:** The PASS is a 44-item instrument designed to measure the frequency of cognitive-behavioral antecedents of procrastination. The PASS was developed to measure three areas: (1) the prevalence of academic procrastination, (2) the reasons for academic procrastination, and (3) to compare scores on the PASS with behavioral indices of procrastination and other related constructs. The PASS is divided into two parts; the first part measures the prevalence of procrastination in six academic areas, and the second part assesses reasons for procrastination. The PASS is useful in both identifying potential focal areas for intervention, and in tracking changes in procrastination over time.

**NORMS:** The PASS was investigated with 323 university students (101 males, 222 females) enrolled in introductory psychology courses; 90% were between the ages of 18 to 21; 85% were freshmen, 13% sophomores, and the remaining subjects were juniors and seniors. Norms were reported in percentages: 46% always or nearly always procrastinate on a paper, 27.6% procrastinate on studying for exams, 30.1% procrastinate on reading weekly assignments, 10.6% procrastinate on administrative tasks, 23% on attendance tasks, and 10.2% on school activities in general. In addition, 23.7% reported that procrastination was always or nearly always a problem when writing a paper, 21.2% said it was a problem when studying for exams, and 23.7% said it was a problem when doing weekly readings. There were no significant sex differences in procrastination. Regarding reasons for procrastination, 49.5% of the variance reflects fear of failure, and 18% reflects aversiveness of the task and laziness. Females were more likely to fear failure than were males.

**SCORING:** Scores on the 5-point Likert-type scale ( $a = 1$  to  $e = 5$ ) are summed for each academic task (scores range from 2 to 10) and across the six areas of academic functioning (ranging from 12 to 60). Scores on reasons for procrastination and interest in changing are summed as separate subscales. A total score can be obtained by summing all subscale scores.

**RELIABILITY:** The most recent research shows low levels of internal consistency for the PASS with split-half correlations of .58 for men and .31 for women regarding procrastination frequency. The correlation for procrastination as a problem was .26 overall and for reasons for procrastination was .80. The stability of the PASS was fair with one-month test-retest correlations of .74 for prevalence and .56 for reasons for procrastination. For the total score, the test-retest correlation was .80.

VALIDITY: The PASS has very good concurrent validity, with significant correlations with the Beck Depression Inventory, Ellis Scale of Irrational Cognitions, Rosenberg Self-Esteem Scale, and the Delay Avoidance Scale. Significant correlations also were found between the number of self-paced quizzes and PASS scores and between the PASS and total grade point averages (higher PASS scores correlated with lower GPAs).

PRIMARY REFERENCE: Solomon, L. J. and Rothblum, E. D. (1984). Academic Procrastination: Frequency and cognitive behavioral correlates, *Journal of Counseling Psychology*, 31, 503-509.

AVAILABILITY: The Free Press.

## PASS

## AREAS OF PROCRASTINATION

For each of the following activities, please rate the degree to which you delay or procrastinate. Rate each item on an a to e scale according to how often you wait until the last minute to do the activity. Then, indicate on an a to e scale the degree to which you feel procrastination on that task is a problem. Finally, indicate on an a to e scale the degree to which you would like to decrease your tendency to procrastinate on each task. Mark your answers by circling the appropriate letter below each question.

I. *Writing a Term Paper*

1. To what degree do you procrastinate on this task?

Never procrastinate a	Almost never b	Sometimes c	Nearly always d	Always procrastinate e
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2. To what degree is procrastination on this task a problem for you?

Not at all a problem a	Almost never b	Sometimes c	Nearly always d	Always a problem e
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3. To what extent do you want to decrease your tendency to procrastinate on this task?

Do not want to decrease a	b	Somewhat c	d	Definitely want to decrease e
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II. *Studying for Exams*

4. To what degree do you procrastinate on this task?

Never procrastinate a	Almost never b	Sometimes c	Nearly always d	Always procrastinate e
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5. To what degree is procrastination on this task a problem for you?

Not at all a problem a	Almost never b	Sometimes c	Nearly always d	Always a problem e
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To what extent do you want to decrease your tendency to procrastinate on this task?

Do not want to decrease		Somewhat		Definitely want to decrease
a	b	c	d	e

III. *Keeping Up Weekly Reading Assignments*

To what degree do you procrastinate on this task?

Never procrastinate	Almost never	Sometimes	Nearly always	Always procrastinate
a	b	c	d	e

8. To what degree is procrastination on this task a problem for you?

Not at all a problem	Almost never	Sometimes	Nearly always	Always a problem
a	b	c	d	e

9. To what extent do you want to decrease your tendency to procrastinate on this task?

Do not want to decrease		Somewhat		Definitely want to decrease
a	b	c	d	e

IV. *Academic Administrative Tasks: Filling Out Forms, Registering for Classes, Getting ID Card, etc.*

10. To what degree do you procrastinate on this task?

Never procrastinate	Almost never	Sometimes	Nearly always	Always procrastinate
a	b	c	d	e

11. To what degree is procrastination on this task a problem for you?

Not at all a problem	Almost never	Sometimes	Nearly always	Always a problem
a	b	c	d	e

12. To what extent do you want to decrease your tendency to procrastinate on this task?

Do not want to decrease		Somewhat		Definitely want to decrease
a	b	c	d	e

- V. *Attendance Tasks: Meeting with Your Advisor, Making an Appointment with a Professor, etc.*

13. To what extent do you procrastinate on this task?

Never procrastinate	Almost never	Sometimes	Nearly always	Always procrastinate
a	b	c	d	e

- 1A. To what extent is procrastination on this task a problem for you?

Not at all a problem	Almost never	Sometimes	Nearly always	Always a problem
a	b	c	d	e

- 1S. To what extent do you want to decrease your tendency to procrastinate on this task?

Do not want to decrease		Somewhat		Definitely want to decrease
a	b	c	d	e

- VI. *School Activities in General*

16. To what extent do you procrastinate on these activities?

Never procrastinate	Almost never	Sometimes	Nearly always	Always procrastinate
a	b	c	d	e

17. To what extent is procrastination on these activities a problem for you?

Not at all a problem	Almost never	Sometimes	Nearly always	Always a problem
a	b	c	d	e

18. To what extent do you want to decrease your tendency to procrastinate on these activities?

Do not want to decrease		Somewhat		Definitely want to decrease
a	b	c	d	e

#### REASONS FOR PROCRASTINATION

Think of the last time the following situation occurred. It's near the end of the semester. The term paper you were assigned at the beginning of the semester is due very soon. You have not begun work on this paper. There are reasons why you have been procrastinating on this task.

Rate each of the following reasons on a 5-point scale according to how much it reflects why you procrastinated at the time. Mark your answers by writing the letter a to e in the space to the left of each statement.

Use the scale:

- |  |   |                      |   |  |
|--|---|----------------------|---|--|
| Not at all<br>reflects why I<br>procrastinated |   | Somewhat<br>reflects |   | Definitely<br>reflects why I<br>procrastinate; |
| a  | b | c                    | d | e  |
19. You were concerned the professor wouldn't like your work.
  20. You had a hard time knowing what to include and what not to include in your paper.
  21. You waited until a classmate did his/hers, so that he/she could give you some advice.
  22. You had too many other things to do.
  23. There's some information you needed to ask the professor, but you felt uncomfortable approaching him/her.
  - 24. You were worried you would get a bad grade.
  - 25. You resented having to do things assigned by others.
  - 26. You didn't think you knew enough to write the paper.
  - 27. You really disliked writing term papers.
  - 28. You felt overwhelmed by the task.
  29. You had difficulty requesting information from other people.
  30. You looked forward to the excitement of doing this task at the last minute.
  31. You couldn't choose among all the topics.
  32. You were concerned that if you did well, your classmates would resent you.
  33. You didn't trust yourself to do a good job.
  34. You didn't have enough energy to begin the task.
  35. You felt it just takes too long to write a term paper.
  36. You liked the challenge of waiting until the deadline.
  37. You knew that your classmates hadn't started the paper either.

- 38. You resented people setting deadlines for you.
- 39. *You were concerned you wouldn't meet your own expectations.*
- ~ 40. You were concerned that if you got a good grade, people would have higher expectations of you in the future.
- 41. You waited to see if the professor would give you some more information about the paper.
- 42. You set very high standards for yourself and you worried that you wouldn't be able to meet those standards.
- 43. You just felt too lazy to write a term paper.
- 44. Your friends were pressuring you to do other things.