

Development of Selrahc Academic Procrastination Scale

Charles Ngozi Ugwuegbulam^{[a],*}; Friday Chijioke Mkpume^[a]; Duru Ngozi Damasius^[a]; Martins Eleliachi Ebuzoaju^[b]; Ihekwoaba Vivian^[c]

^[a] Department of Counsellor Education, Faculty of Education, Alvan Ikoku Federal University of Education, Owerri, Imo State, Nigeria.

^[b] Redeeming Time Pilgrims Mission Inc., Abo Mbaise, Imo State, Nigeria.

^[c] School of Post Graduate Studies, Imo State University, Owerri, Imo State, Nigeria.

*Corresponding author.

Received 13 August 2025; accepted 2 September 2025
Published online 26 October 2025

Abstract

The prevalence of academic procrastination among learners is high and a truism. The effects on the learner as well as his academic activities are grave and tacitly demanding a way out to get into academic achievement arena. To achieve this, a student has to be established as an academic procrastinator and this can be done by administering this scale before and after intervention. In addition, the sources of the possible causes of academic procrastination can also be identified and consequently tackled. Selrahc Academic Procrastination Scale has the properties and are easy to administer.

Key words: Academic Procrastination; Scale Development; Psychometric Properties; Student Assessment; Factor Analysis; Educational Intervention; Counseling Tool

Ugwuegbulam, C. N., Mkpume, F. C., Damasius, D. N., Ebuzoaju, M. E., & Vivian, I. (2025). Development of Selrahc Academic Procrastination Scale. *Canadian Social Science*, 21(5), 60-66. Available from: <http://www.cscanada.net/index.php/css/article/view/13840>
DOI: <http://dx.doi.org/10.3968/13840>

INTRODUCTION

Procrastination is a human phenomenon. Human beings procrastinate at one time or the other in their lives. Learners go to school to learn in order to be better and

productive Nigeria citizens. In the schools, the teachers teach learners in order to achieve the goals and realities of education for self and country. In the process of teaching, teachers give learners academic tasks with a view of assisting them to achieve the purpose of education, however, some of the learners throw caution to the wind and fail to carry out assigned academic tasks which do not affect them positively especially in the face of continuous assessment and skills acquisition.

CONCEPT OF PROCRASTINATION

The concept of procrastination has been variously defined based on the theoretical orientations and perspectives of individuals. Traditionally, procrastination has been defined as postponing taking actions on something in favour of doing something else (Zahariades, 2017). This definition seems not to enjoy universal acceptability because it has been critiqued as being non-comprehensive and insufficient. The definition failed to take into cognizance circumstances in which putting task off to do another is sensible and pragmatic. (Zahariades, 2017). Procrastination is commonly viewed as a tendency to delay required task or assignment despite the possible effects, especially the negative effects of the postponed assignment or task on the individual, society and organization. (Steel, 2007). It is an area of concern but there seems to be fewer works done on it especially in developing world (Steel, 2010); irrespective of the fact that it's a phenomenon that exists everywhere. In addition, procrastination is defined as a tendency to delay initiation or conclusion of important task (Lay, Kirish and Zanata, 1992) while Solomon and Rothblum (1984) defined procrastination as the act of delaying task to the point of discomfort. Furthermore, procrastination is a dysfunctional, self-effacing behaviour that leads to undesirable outcomes of varying degrees (Ellis and Knaus, 1977). It is conceptualized as involving arousal,

avoidance and decisional delays (Rosental, Benneth, Forsstrom, Ebert, Anderson and Carlbing, 2018) which can be regarded as dysfunctional delay in carrying out an assignment (Steel, 2010). Earlier Steel (2007) posited that procrastination is an intentional delay of an intended course of action despite expecting to be worst.

MEANING OF ACADEMIC PROCRASTINATION

Academic procrastination is an offshoot of procrastination carried out in learning situations. It can be said to be a voluntary and irrational delay of taking actions on academic tasks despite expecting negative consequences of the delay (Steel, 2007). This means that academic procrastination is a deliberate and irrational delay by learners in carrying out assigned academic tasks even the learner knows that his/her deliberate and irrational delay in not executing the assigned tasks have attendant negative consequences on self, academic procrastinator's studies and maybe society.

For the purpose of this paper, academic procrastination should not be seen as being "beyond postponing until later" but as intentional delay in taking parts in and finishing academic activities that are important irrespective of the negative outcomes which tend to potentially outweigh the positives.

SOME EMPIRICAL STUDIES ON THE PREVALENCE OF ACADEMIC PROCRASTINATION

Procrastination is a phenomenon that is manifested by human beings in different situations and to varying degrees. The degree of prevalence and activities involved differ from person to person and place to place and in varying degrees. There are evidences that procrastination and specifically academic procrastination is not just being present among learners but to a high degree. In a study that investigated academic procrastination and statistics anxiety, it was found out that there existed issues of academic anxiety among undergraduate students in the areas of writing term papers, studying for exams, completing weekly reading assignments etc. and that academic procrastination results from fear of failure and task aversion (Onwuegbuzie, 2004). Ozer (2011) acknowledged that learners do demonstrate the propensity of engaging in dilatory behaviours and this propensity is one of the biggest threats underlying academic performance. It has been documented that 70% of college students do procrastinate on their academic works from time to time (Ellis and Knaus, 1997) and that 50% of college students reported that they procrastinate half of their time (Solomon and Rothblum, 1984; Ellis and

Knaus, 1997). Specifically, they also reported that 46% of students procrastinate when writing their term papers; 30% when reading weekly assignments and 28% when preparing for examinations.

In addition to the above evidences of the prevalence of academic procrastination among learners, Ozer (2011), in a study found out that 27% and 38% of high school students and undergraduates procrastinate when faced with writing term papers while 47% and 56% of high school students and undergraduates demonstrate procrastination when studying for examinations. In terms of reading assignments, 40% and 39% of high school students and undergraduates respectively do procrastinate (Ozer, 2011), and that academic procrastination tendencies feature significantly among both gender. From the foregoing, academic procrastination tendencies cited above are high enough to be of grave concern in consideration of academic performance of students in Nigeria.

In trying to quantify academic procrastination amongst the students, Steel (2010) noted that 80% to 95% of students engage in academic procrastination while Ozer et al (2009) and Solomon and Rothblum (1984) submitted that at least half of all students engage in academic procrastination while the steady growth of academic procrastination among students was earlier noted by Steel (2007). These prevalence rates are high and calls for remediation which should kick start with identification of academic procrastinators and the causes. Hence, the development of this Selrahc Academic Procrastination is apt.

JUSTIFICATION FOR THE DEVELOPMENT OF SELRAHC ACADEMIC PROCRASTINATION SCALE

An academic procrastination scale is being developed because of the high prevalence rate and effects of academic procrastination on the learners and their academic achievements. On the learner, academic procrastination affects the emotional well-being of a learner in terms of guilt, shame, sadness, depression and possible induced suicide; as well as exhaustion, lack of sleep, negative stress (Ugwuegbulam et al, 2024).

In terms of academic achievement, its effect in low quality academic works, worse exam grades, increase course/subjects failure, academic misconduct and dishonesty; and possibly withdrawal from school (Ugwuegbulam, et al, 2024). This scale has the potency of identifying academic procrastinators, causes of academic procrastination, and position procrastinators on the platform of being assisted to overcome the trait and reduce its possible effects on the academic procrastinator.

The development of Selrahc Academic Procrastination Scale is filling a temporal gap in knowledge as there are no such scale existing in Nigeria.

In addition, with the development and use of this scale, it will reduce academic procrastination tendencies in students, and put them on the pedestal of being happy and successful students academically when they are identified, their academic procrastination tendencies addressed and possibly reduced.

DESCRIPTION OF SELRAHC ACADEMIC PROCRASTINATION SCALE (SAPS)

Selrahc Academic Procrastination Scale (SAPS) is a scale which will provide the opportunity to assess empirically the causes and extent of learners procrastination behaviours on academic tasks /assignments. The scale consists of items which students are required to respond to on a 4 point likert type scale. The scale has three parts, parts A, B and part C. Part A seeks to harvest the personal bio-data of respondents while part B of the scale consists of 26 items on what students do that make them to procrastinate on their academic tasks and assignments. This section will help to determine students level of academic procrastination. Section C part of the scale consists of 16 items which seeks to identify possible causes of academic procrastination among learners. The scale will be administered to suspected academic procrastinators for them to respond to sincerely. The items were designed to obtained information on students' academic procrastinating tendencies.

Section B

S/N	Questionnaire Items	Very Often 4	Often 3	Seldom 2	Not True at All 1
1	I delay starting writing of my essays				
2	I delay studying for class examinations.				
3	I put off preparing for class tests to a later date.				
4	I put off preparing for class examinations to dates closer to the start of examinations.				
5	I feel overwhelmed preparing for quizzes and put them off to a closer date when the quizze will be taken.				
6	I delay completing reading assignments given to us as class assignment to a later date.				
7	I lack interest to do any academic task given to me as homework.				
8	I delay my academic tasks beyond what is reasonable.				
9	Not carrying out my academic tasks until last minute makes me feel uncomfortable.				
10	I don't do my academic assignments on time.				
11	I invest a lot of time on trivial things at the expense of my academic work.				
12	I put off doing my academic works to later date when it would be late to be done.				
13	When carrying out my academic tasks, I find myself doing other things.				
14	I find it easy to prioritize my academic tasks and end up putting it off to a later date.				
15	I experience challenges staying focused on academic tasks, as a result, I put it off to a later date.				

THE SELRAHC ACADEMIC PROCRASTINATION SCALE

Section A

Personal Data

Name:

Class:

Sex:

Date of Birth:

School:

Type of School: All boys, All girls co-educational
(Underline one location of school: Rural, urban, Semi-urban/rural (Circle One)

Information about Parents:

Father's Information:

Level of Education:

Occupation:

Religion:

Mother's Information:

Level of Education:

Occupation:

Religion:

Home Condition:

Family: Monogamous, Polygamous (Circle One)

Number of Children in family - Boys - Girls

Ordinal Position in the family

Residence: (1) Self contained house (2) Block of room
(3) self contained flats (4) Block of flats (5) Traditional compound (Underline One).

S/N	Questionnaire Items	Very Often 4	Often 3	Seldom 2	Not True at All 1
16	I put off doing academic tasks that demand a lot of my time.				
17	I don't start doing my academic tasks until it starts getting late to carry out the task.				
18	I put off academic tasks that demand a lot of my time.				
19	I put off academic tasks that I am not interested in.				
20	I often waste time completing my academic tasks.				
21	I get distracted when carrying out academic tasks that I am not interested in.				
22	I usually tell myself that there is time to complete an academic task as a result I put it off.				
23	I often find myself putting off academic tasks that I had intended to do some days earlier.				
24	I delay doing my assigned academic work.				
25	Thinking of the outcome of the academic assignment makes me to put it off to a later date.				
26	When I don't like the assigned academic task, I put it off.				
Total Score for Section B					

Section C

S/N	Questionnaire Items	Very Often 4	Often 3	Seldom 2	Not True at All 1
I	Fear of failure				
1	Afraid of doing my academic assignments hence I delay it to later date.				
2	I put off doing my academic assignment because I think I will score poorly or even fail.				
3	I delay doing my academic assignment because I wait for a perfect time to do it.				
4	I put off doing my assigned academic work because am afraid of making mistakes.				
Total Score for C(i)					
ii	Task Aversion				
5	I put off my assigned academic assignments because I see them as boring.				
6	I put off my academic assignment because I see them as being too difficult to do.				
7	Academic assignment I view as not interesting don't enjoy my attention.				
8	I put off assigned academic tasks when I view them as being complex to do.				
Total Score for C(ii)					
iii	Time Management				
9	Academic assignments are difficult task for me to prioritize				
10	I get busy with a lot of things, as a result, I put off my assigned academic tasks.				
11	I am always interested in doing more than one academic task at a time				
12	It's usually difficult for me to stick to scheduled assigned academic tasks.				
Total Score for C(iii)					
iv	Motivation				
13	I put off assigned academic tasks because I don't feel motivated to do it.				
14	I put off assigned academic work when I don't know what to do.				
15	When I don't understand what is required in the assigned academic work, I put it off.				
16	When I can't figure out any benefit of an assigned academic task, I delay doing it.				
Total Score for (iv)					

DEVELOPMENT OF SELRAHC ACADEMIC PROCRASTINATION SCALE (SAPS)

Items for the scale were obtained from review of relevant and related literature like Torrance (2012); Zahariades (2017), pure procrastination scale (Steel and steel, 2011) other online sources on the subject matter.

Additional items were obtained by interviewing identified academic procrastinators, their counsellors and teachers; furthermore lots of items were generated by the authors. The items generated are envisaged to be large. In view of this therefore, the items obtained from all the above mentioned sources were screened in order to remove ambiguity and repetition.

Attempts were made that the following principles are adhered to:

- The language of the items of the scale were simple for comprehension by students/learners.
- The scale were made to be relatively but comprehensively short. This is to eschew boredom, disinterestedness or random marking/picking of responses that may arise from excessive length of the items on the scale.
- The items were stated in brief self-sufficient phrases.
- The items represent procrastination behaviours, causes/reasons why learners procrastinate academically.

All these were ensured during the establishment of both face and content validities of the instrument as well as other psychometric properties like reliability and usability.

PSYCHOMETRIC PROPERTIES OF THE INSTRUMENT

Items that constitute the scale were generated from the behaviours depicting academic procrastination, causes of academic procrastination as gotten from review of related literature and interviews with academic procrastinators. Hair et al (2011) submits that for any items to be included in an assessment tool, the validity and reliability of the instrument should be ensured.

VALIDITY OF THE SCALE

The validity of the Selrahc Academic Procrastination Scale was ensured. Validity deals with accurate capturing of a construct by a measuring instrument (Lee and Lings, 2008). Validity refers to the extent or degree to which an assessment instrument measures what it is designed to measure accurately (Onyeka and Onuekwusi, 2019). An assessment instrument must be reliable for it to be valid (Onyeka and Onuekwusi, 2019). To achieve this for this scale both face and content validities were ensured. Ogoamaka (2005) clarified that face validity refers to the

extent to which an instrument for assessment appears to measure the variables that it is designed to measure which in this case is academic procrastination. It refers to the relevance of an instrument as seen and expressed by the user (Onyeka and Onuekwusi, 2019). Face validity is not statistically determined. Besides, to ensure face validity, Saunders and Lewis (2018) recommendation which was adopted in this work include the following:

- a. there should be clarity of the title of the instrument,
- c. the printing of the items should be on a large font size,
- c. the introductory part of the instrument should not be too lengthy,
- d. the items of the instrument should be clearly displayed on each page of the instrument,
- e. the introductory part of an instrument should clearly state what is expected of the respondents to do,
- f. an assessment instrument should spell out how the instrument should be returned, and,
- g. the assessment instrument should be printed on paper that is of good quality. These guides were followed in developing this scale.

In consideration of content validity, Iwuji (1999), Ogoamaka (2007) and Hair et al (2011) were of the view that content validity deals with the quality of items in an assessment instrument with regards to asking focused questions on the subject matter that is being assessed.

The draft instrument was given to three Professors in counselling and another three Professors in psychometrics to check if the instrument addresses the subject matter of investigation. Their observations were incooperated into the final format of the scale.

The measurement goal, target population, clear framework, definition and items selected were presented to the panel. The panel calculated the content validity index (CVI) using a 4 point likert scale (1 = not relevant, 2 = somewhat relevant, 3= quite relevant and 4= highly relevant). The CVI was calculated by dividing the numbers of items rated 3 or 4 by the total number of experts. The panel met four times. The original items were evaluated and irrelevant or repetitive items were removed.

In the views of Polit and Beck (1998) content validity index (CVI) is based on subjective or professional judgment and must include at least 6 experts. The items content validity index (CVI) must be at least 83 for a sample of six experts. This prescription was adhered to and the content validity index obtained was 87.

RELIABILITY OF THE SCALE

Reliability of an instrument for data collection refers to the consistency of the results of an instrument (Lee and Lings, 2008). In developing this scale, the reliability was determined by using test-retest approach. Copies of the draft instrument were produced and administered on

thirty students nominated by their teachers as academic procrastinators. Copies of the draft instrument were re-administered to the same set of subjects after a two weeks interval and correlation coefficient was found to be 0.79. In addition, attempts were made to establish concurrent validity of this present instrument. In doing this, Steel's (2010) Pure Procrastination Scale (PPS) was correlated with the Selrahc Academic Procrastination Scale and it yielded a co-efficient value of 0.88.

ADMINISTRATION OF SELRAHC ACADEMIC PROCRASTINATION SCALE (SAPS)

The scale can be administered to learners individually or in a group. The scale can be administered by either counsellors, psychologists, teachers, social workers, or mental health practitioners with minimal training in administration of psychological assessment instrument.

The scale has no time limit for the respondents to complete it, however, it is expected that an average respondent require not more than 30 minutes to finish responding to the scale. There are some principles that govern the administration of the Selrahc Academic Procrastination Scale. These include but not limited to:

- a. The venue for the administration of the scale should be well lighted, well ventilated and free from physical distractions and noise.
- b. The test taker or person responding to the scale should be seated on a conducive seat if it is being administered to one person, but if it is being administered to a group, the respondents should seat about 4 feet apart to reduce possible contacts/communication while responding to the items on the scale.
- c. The person responding to the items on the scale should be provided with writing materials like pencil, pen, eraser, etc.
- d. The administrator of the scale should create potent rapport with the testees to make him/her relaxed before responding to the scale.
- e. Explain the importance and procedure of administering the scale and what and how the result can be used for the interest of the test taker.
- f. Make some important and necessary announcements with regards to making the test taking exercise smooth.
- g. After the scale must have been administered to the learner(s)/testee(s), the following tension relieving remarks should be made (Olanike, 2011: 4).

This is not a test and there are no rights or wrong answers. We only want to know how you feel about certain things so that we can assist.

After each participant has received a copy of the instrument, then the administrator of the scale should say:

"You now have before you a copy of Selrahc Academic Procrastination Scale (APS) in the space provided on

the cover, print your name and all other information requested".

When this has been completed then says:

"Read the directions silently while I read them aloud"

Read the directions, pausing briefly to demonstrate the tick on the chalkboard. After reading the directions, then add:

"Remember there are no rights or wrong answers. Your answers will be treated as completely confidential, so try to answer the questions as honesty as possible. Now start responding to the scale".

The directions on the front page of the instrument may be repeated as many times as the administrator deems fit.

Respondents should be given time to complete responding to the items on the instrument as there is no time limit.

SCORING AND INTERPRETATIONS

Section A

The scoring of the Selrahc Academic Procrastination Scale is based on the premise that for each item on the scale there is a response which depicts the level of a students' academic procrastination on the particular item. Each item is scored as follows:

- 4 = Very often
- 3 = often
- 2 = Seldom true
- 1 = Not true at all

The scores for each section should be added up to give a students' score for the section or sub-section as in the case of Section B.

Specifically, with regards to section B of the scale, the total score will be by adding up all the score of the clients responses. It will give only one score. The score should be interpreted as follows:

- | Range of score | Interpretation |
|----------------|---|
| 26 – 44 | Low academic procrastination tendency |
| 45 – 63 | Moderate academic procrastination tendency |
| 64 – 82 | High academic procrastination tendency |
| 83 – 104 | Very high academic procrastination tendency |

A student having low academic procrastination tendency, means he/she do stay on top of his/her academic tasks and keeps to deadlines.

A student having scores labeled as having moderate academic procrastination tendency means that such student do put off academic task but shares his academic time fairly well.

A student said to be having high academic procrastination tendency means that such student often delay carrying out his/her academic tasks which may impact on his/her academic performances.

A student designated as having very high academic procrastination tendency exhibit very frequent struggle with academic procrastination and has the negative effects

of academic procrastination as his/her earnings and needs assistance of immediate urgency.

For scoring in section C, it should be noted that it has sub-sections, each with its total score. For the interpretation of scores in section C, the following pertains;

Range of Score

- 4 – 6 Casual cause of academic procrastination
- 7 – 9 Minor cause of academic procrastination
- 10 – 12 Major cause of academic procrastination

The above interpretation is for all the sub-sections in section C. the areas a student score reflect minor or major cause of academic procrastination should be areas of focus and concern when working with students.

SUGGESTED USES OF SELRAHC ACADEMIC PROCRASTINATION SCALE (SAPC)

The Selrahc Academic Procrastination Scale can be used in various settings like education, counselling and for research purposes. It can be administered on learners at any level of education in so far as the person can read and write English language. In this context, it may be used in the following ways:

- To quicken early and easy identification of learners who have debilitating tendency to procrastinate academically.
- To assists in inquiring into possible causes of learners academic procrastination.
- Using the results from the scale, it can be used as a basis for establishing rapport in a counselling interview.
- The scale can be used as screening devices to identify students/learners having academic procrastination tendencies so that adequate remediation/assistance could be proffered to them.
- The scale is a research tool, with language simple enough for researchers to carry out relevant studies on academic procrastination using validated and reliable assessment instrument.
- This instrument when used to identify the causes of academic procrastination, the counsellor, or educator can use the results and students responses to design and develop effective intervention strategies that can be employed to curb or eradicate academic procrastination behaviours.
- In addition, when interventions are provided to academic procrastinators, the instrument can be used to determine the level of reduction or elimination of academic procrastination tendencies.
- The instrument can be useful to students to self assess themselves. This may depend on the maturity level of such students and how determined and focused they are in walking self out of the effects of academic procrastination domain.

REFERENCES

- Ellis, A., & Knaus, W. J. (1977). *Overcoming procrastination*. Institute for Rational Living.
- Hair, J. F., Celsi, M. W., Money, A. H., Samouel, P., & Page, M. J. (2011). *Essentials of business research methods*(2nd ed.). M. E. Sharpe.
- Iwuji, B. C. (1991). *Measurement and evaluation for undergraduates*. Joemankpa Publishers.
- Lee, N., & Lings, I. (2008). *Doing business research: A guide to theory and practice*. Sage Publications.
- Onwuegbuzie, A. J. (2004). Academic procrastination and statistics anxiety. *Assessment & Evaluation in Higher Education*, 29(1), 3–19. <https://doi.org/10.1080/0260293042000160384>
- Onyeka, J. N., & Onuekwusi, C. N. (2019). *Fundamentals of research methods in education and social sciences*. Supreme Publishers.
- Ozer, B. U. (2011). A cross sectional study on procrastination: Who procrastinates more? In *Proceedings of the 2011 International Conference on Education and Educational Psychology (ICEEPSY 2011)*. Elsevier.
- Patrzek, J., Sattler, S., Van Veen, F., Grunschel, C., & Fries, S. (2015). Investigating the effect of academic procrastination on the frequency and variety of academic misconduct: A panel study. *Studies in Higher Education*, 40(6), 1014–1029. <https://doi.org/10.1080/03075079.2013.854765>
- Rosenthal, A., Beneth, S., Forastrom, D., Ebert, D. D., Andersson, G., & Carlbring, P. (2018). Targeting procrastination using psychological treatments: A systematic review and meta-analysis. *Frontiers in Psychology*, 9, 1588. <https://doi.org/10.3389/fpsyg.2018.01588>
- Saunders, M., & Lewis, P. (2012). *Doing research in business and management: An essential guide to planning your research project*. Pearson.
- Solomon, L. J., & Rothblum, E. D. (1984). Academic procrastination: Frequency and cognitive-behavioral correlates. *Journal of Counseling Psychology*, 31(4), 503–509. <https://doi.org/10.1037/0022-0167.31.4.503>
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65–94. <https://doi.org/10.1037/0033-2909.133.1.65>
- Steel, P. (2010). A meta-analysis of the antecedents and consequences of procrastination. *Psychological Bulletin*, 136(1), 65–94. <https://doi.org/10.1037/a0017176>
- Torrance, J. (2020). *Supercharge productivity habits*. Amazon.
- Ugwuegbulam, C. N., Ibrahim, N., Nwadinobi, V. N., & Best-Njoku, M. (2014). Academic procrastination – a neglected issue in Nigerian secondary schools. *Higher Education in Social Sciences*, 22(1).
- Zahariades, D. (2017). *The procrastination cure*. Art of Productivity. Retrieved November 3, 2025, from <http://www.artofproductivity.com>