

## **Translation, Adaptation and Cross Language Validation of New Active Procrastination Scale and Passive Procrastination Scale**

### ***Abstract***

*The present study was carried out with an objective to translate and validate New Active Procrastination Scale (NAPS) and Passive Procrastination Scale (PPS) into Urdu as both the constructs are slightly new and there were no translated measures available that had been validated upon indigenous population. For the said purpose Brislin's translation guidelines were followed and forward and back translation method was adopted. The study was completed in two phases; try out ( $n = 20$ ) and translation, adaptation and cross language validation. Each phase was completed with independent sample for both forward ( $n = 15$ ) and back translation ( $n = 13$ ) to translate the scale from source to target and target to source language. Committee approach ( $n = 5$ ) was used to select and scrutinize the most suitable and accurate translations. Cross language validation ( $n = 40$ ) further authenticated the test re-test reliability of NAPS*

*( $r = .90$ ,  $p < .05$ ) and PPS ( $r = .86$ ,  $p < .05$ ). Results of the study revealed that translated versions of both scales are reliable and adequate for indigenous use. Limitations of the study are highlighted and future suggestions are also discussed.*

**Keywords:** Translation, active procrastination, Passive procrastination, cross language validation

## **INTRODUCTION**

Procrastination has existed throughout the history of mankind. Some people suspend their routine tasks until the last minute while others are waiting for the right moment to accomplish their goals. Researchers consider the earlier one as inability to manage timely pursuits and the latter one as a wise course of inaction. Procrastination effects not only the general population but also students and employees that in turn lead to negative outcomes. DeSimone (as cited in Ferrari et al., 1995) indicated that term

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procrastinate comes from the Latin word ‘procrastinare’ and means to put off, or to postpone until another day whereas Knaus (2010) and Ackerman and Gross (2005) viewed procrastination as an automatic problem habit marked with putting off an important and timely task to another time, and that has probable consequences too. Earlier it was assumed that procrastination is a dilemma of developed countries where people have to meet a number of milestones in a stipulated time frame that lead to procrastination (Ferrari, 1995) but now the studies conducted in Asian settings and in developing countries have changed this view and highlighted that they are also facing the predicament of procrastination. Underlying reasons and cultural factors might be different across Eastern and Western settings but the effects are the same.

In a recent study by Shahnawaz (2016) gender was found to be a significant predictor of procrastination. Most of the previous studies in Asian settings explored procrastination in negative perspective. An alternative view of procrastination forwarded and illustrated by Chu and Choi (2005) is contrary to popular notion that not all types of procrastination behaviors are damaging and lead to negative consequences. There are people who do not procrastinate and try to manage their tasks in timely and befitting manner. Chu and Choi (2005) proposed two other types of procrastinators. Passive procrastinators are traditional procrastinators who put off their tasks until the last minute because of being incapable to make timely decisions and to act accordingly. Cognitively, they do not intend to procrastinate, but they often end up postponing tasks due to their inability to make timely decisions and thereby act on them quickly. While active procrastinators make intentional decisions to procrastinate due to their strong motivation to work under time pressures, they are capable of completing projects before deadlines and achieve satisfactory results. Active procrastinators plan their tasks/activities in an organized way but on emergent basis.

Students and adolescents are the most vulnerable population as they are more confused, misaligned and not mature enough to take decisions on their own. This state of quandary leads to procrastination as they are not sure about the outcome of their behavior. This may end in wastage of their energies, time, and money. Procrastination is a complex phenomenon as it involves cognitive, effective, and behavioral components therefore dealing with procrastination tendencies is not easy. If one procrastinates, for the time being feels relief from that pressure and tension but in the long run it has negative effect on physical and psychological health. One problem faced by the research in measuring procrastination is lack of universal definition because perception of time is truly subjective, influenced by ones personality, cognitions, and culture. With reference to Pakistan, the phenomenon of procrastination has not been widely explored and whatever researches have been carried out viewed procrastination in a negative connotation. Thus, there was a need

to explore the constructs indigenously to see whether there is some adaptive/functional form of delay known as active procrastination that has positive outcome. To measure any variable, one must have a reliable and valid instrument to explore the existence of construct. The literature review revealed that in the local context there is no instrument that measures the construct of active procrastination. Keeping in view this fact, it was planned to explore a reliable measure that can assess both types of procrastination in indigenous setting and if required to get it translated through sound translation procedures.

## RESEARCH METHODOLOGY

The present research was carried out to see the applicability of New Active Procrastination Scale (Choi & Moran, 2009) and Passive Procrastination Scale (Chu & Choi, 2005) in Pakistani context. The objective was achieved in two Phases; phase I was tryout and phase II was about translation and cross language validation. Each phase was carried out with an independent sample. To meet the objective of the study, a tryout was done to identify difficulties in understanding the language and content of scales and to decide whether to use the scales in its original form or to translate. To achieve the maximum level of conceptual and construct equivalence, the process of decentring and guidelines of translation by Grooves (2007) were followed. Forward and back translation, and cross language validation of the scales were also carried out to enhance the potential validity of the instruments.

### Description of the Scales

**New Active Procrastination Scale (NAPS).** New Active Procrastination Scale is a 16-item scale developed by Choi and Moran (2009) on the basis of Chu and Choi's (2005) Active Procrastination Scale, based on cognitive, affective, and behavioral components that are underlying dimensions of active procrastination construct. The new version comprised of 40 items related to four dimensions (i.e., intentional decision to procrastinate, preference for time pressure, ability to meet deadlines, and outcome satisfaction). Every dimension was assessed by 10 items. After pilot-testing of the questionnaire, the 40-item scale was reduced to 16 items by discarding overlapping items. Exploratory Factor Analysis (EFA) was done on the original version of New Active Procrastination Scale due to the multidimensional nature of the construct that resulted in four dimensions of the scale which was further substantiated by confirmatory factor analysis (CFA). It is a 7-point Likert-type scale with a response format ranging from 1 (*not at all true*) to 7 (*very true*). The score ranges from 16 to 112. There are four items which are positively phrased and are positively scored whereas twelve items are negatively worded and require reverse scoring. Cronbach's alpha of NAPS for four dimensions of the scale lies between .70 and .83, providing evidence for satisfactory internal consistency of the scale (Choi & Moran, 2009).

**Passive Procrastination Scale (PPS).** To assess the degree of traditional/passive procrastination Chu and Choi (2005) adopted six items from two already existing measures of procrastination which were Mann's (1982) Decisional Procrastination Scale (as cited in Ferrari et al., 1995; Schouwenburg & Lay, 1995) and "Academic Procrastination: Theoretical Notions, Measurement, and Research," (as cited in Ferrari, Johnson, & McCown 1995). The alpha reliability of the scale was found to be .82 (Chu & Choi, 2005). The scale is in the form of 7-point Likert-type format with a response ranging from 1 (*not at all true*) to 7 (*very true*). Score range for PPS is 6 to 42.

### Phase I: Tryout ( $N = 20$ )

Before going for translation and adaptation process, a try out was done. The underlying purpose behind this phase was to check the face validity, content comprehension, and to obtain feedback of the respondents regarding the scale.

### Sample

Sample of this phase was selected through convenience sampling and comprised of twenty adolescents ( $M_{\text{age}} = 15.5$  years; age range = 14-18 years). The education level of respondents was Matriculation..

### Procedure

Respondents were individually approached and were requested to participate in this phase. Their participation was entirely voluntary. They were told about the objective of this phase. New Active Procrastination Scale (NAPS) and Passive Procrastination Scale (PPS) were given to them individually by the researcher. They were asked to mention words or statements in the scale which they did not understand accurately or wherein they found some ambiguity in comprehension.

### Results

It was noted from their comments that overall there were five statements from both the scales that were either not fully comprehended or some part of them was found as ambiguous. On query, respondents explained that due to language barrier they were unable to understand the following statements accurately.

S. No	Statements	<i>f</i>	%
1.	Since I often start working on things at the last moment, I have trouble finishing assigned tasks most of the time.	4	20
2.	It is hard to keep myself motivated while working against impending deadline.	5	25
3.	I am more focused and motivated while I am working against the impending deadline.	5	25
4.	I find the return for working under deadline is great.	5	25
5.	I prepare to study at some point of time but don't get any further.	4	20

On the basis of comments it was decided to translate the whole scales and then to check the reliability and cross language validity, so the sound comprehension of these measures may be ensured, instead of discarding/deleting the statements. To meet this objective phase II was carried out.

### **Phase II**

Phase II aimed at translation of NAPS and PPS to facilitate the respondents in comprehension regarding the content of the scales and to provide an instrument which would be conceptually equivalent in the targeted language/culture. In addition it may assist respondents to perform equally well on the basis of their command on the language irrespective of the language of the scales. The process of decentering was used which is marked by drafting a questionnaire in the source language to produce final questionnaire in both source and target language via paraphrase and translation. In this technique each item is translated into target language with the objective to produce as many paraphrases as possible, then the set of paraphrases for each item/sentence are compared and the one that seems to be closest across the two languages are selected (Werner & Campbell, 1970). This phase was completed in three steps and in each step an independent sample was employed. To meet the objectives of Phase II, the following steps were adopted:

Step I: Forward Translation (Translation of NAPS and PPS into Urdu language,  $N = 15$ )

Step II: Back Translation (Translating Urdu version of NAPS and PPS back into English,  $N = 13$ )

Step III: Cross language validation of NAPS and PPS ( $N = 40$ )

**Step I: Forward translation.** To meet the above mentioned objectives it was assured that the translators must be proficient in both languages, have familiarity with both cultures, and expertise in subject matter being tested. As an ultimate criterion their mother tongue should be the primary language of the target culture (i.e., Urdu). Brislin's (1976) method for scale translation and adaptation were used while translating the scale.

**Bilingual Experts.** Overall fifteen bilingual experts were chosen on the basis of the criterion of clarity, understanding, and proficiency of the source and target language to produce the best level of translation which respondents can easily understand. These bilinguals were affiliated with different academic disciplines. Out of fifteen experts, five were doing PhD in Psychology, five were students of MPhil Urdu from International Islamic University who were also well versed in English, three of them had done their Masters in English from National University of Modern Languages and two were those who had done their Masters both in Urdu and English.



**Procedure.** Bilinguals were individually approached for translation by the researcher and were briefed about the nature and purpose of the research. They were also explained the peripheral issues of translation as guided by Groves (2007) such as: to look for conceptual equivalence of the word, not the literal verbatim translation, and to keep the translation as simple, clear, and concise as possible. The translation should aim for common audience, avoiding the use of jargons, technical terms, colloquialism, idiomatic phrases, and gender and applicability issues. After being through the first step and having independent translations of NAPS and PPS from fifteen bilinguals. The translations were analyzed in terms of content by the researcher, overlapping translations were discarded and only those were retained which were most relevant to the content and conveyed the meaning closest to the original one.

**Committee Analysis.** A team consisting of five members was assembled for the purpose of item analysis. Of the committee members three researchers belonged to a renowned research organization and had at least five years of work experience in the area of research. The other two members of the committee were PhD psychology scholars. All the committee members had competency in source as well as target language. They were requested to analyze and scrutinize the translated items and to identify the inadequate expressions/words. After analyzing all the translations provided by the respondents for each statement in the scales, committee members reconciled the discrepancies in translations and selected the best translation for inclusion in Urdu version of the scales. The best translation was closest in terms of equivalence across the two languages with reference to the context, grammar, and wording.

**Step II: Back translation.** The process of back translation pertains to translating the document that has already been translated in target language, back into the original language. Back translation helps the researcher to evaluate the equivalence of translations in different languages, identify the inconsistencies, loss of word, and change in meaning and compare the target text to the source text (McGorry, 2000). Back translation also rectifies the reliability and validity of the research in different languages by verifying the quality of translation through an independent translator. Back translation is not very common due to its high cost, but it is considered well worth investment (Brislin, 1976). Keeping in view the added worth of back translation, the same methodological approach was adopted for back translation as was done in forward translation. Considering the guidelines provided for translation in this step, the primary focus was on conceptual and cultural equivalence of the content instead of equivalence of language.

**Bilingual Experts.** Overall thirteen bilinguals who were proficient in both languages and were unfamiliar with the original version of the scales were approached individually. Out of thirteen bilinguals seven had done their masters in different subjects, two had done their masters in English, whereas four were PhD scholars in psychology. They were provided with the Urdu translation of the scales and were asked to translate the scale into English language with a request to provide as accurate a translation as was possible.

**Procedure.** Keeping in view the guidelines, bilinguals who were not familiar with the source language of the scale provided the best possible translations. After getting the independent translations from bilinguals a committee approach was carried out.

**Experts Evaluation.** A committee comprising of three members was convened. The members of the committee had MPhil/PhD degrees and had an expertise in the area of research, and scale development and translation. The committee scrutinized the translations and compared it with the original versions to get accurate translation. The maximally closest translation that conveyed the meaning in a real sense was selected. The selected back translation was checked by the author ( Chu & Choi, 2005 ) of the scales and with his due permission scales were used for cross language validation. To further examine the translated versions of NAPS and PPS Step III was carried out.

**Step III: Cross Language Validation of NAPS and PPS.** This part of the research was aimed to check the Urdu version of NAPS and PPS. In order to strengthen the effectiveness, ensuring the equivalence and to see whether original and translated versions convey the same meaning in both languages, cross language validity was established in two subsequent phases of data collection.

**Sample.** To meet the objectives of step III, a target sample of 45 adolescents was selected through convenience sampling (50% boys and 50% girls:  $M_{\text{age}} = 15$  years old: age range = 13-16 years). Inclusion criteria followed was participants falling within the age range of 13 to 17 years and having good command of both languages (i.e., English and Urdu), whereas exclusion criteria was adolescents beyond this age range. Out of 45 respondents, the researcher got response from 40 respondents. This may be due to the information provided to them related to responding on same measures after some time. These students were approached in their respective institutions (such as, F. G. Girls High School NHC, Islamabad; F.G. Boys High School Chak Shahzad, Islamabad) and following procedure was carried out:

**Procedure.** The sample was divided into four equal groups. After division, two groups with ten adolescents in each group were given original New Active Procrastination Scale and Passive Procrastination Scale. The remaining two groups

were given the translated Urdu version of NAPS and PPS. They were informed about the purpose of the research and briefed how to attempt the questionnaires and that the researcher was interested to know about their study and work styles. Measures were given in counter balanced order to the respondents. After twenty days lapse the same respondents were contacted and were requested to respond to the questionnaires again. Adolescents in the first group were given the original questionnaire again while those in the second group were given the Urdu translated scale. Similarly those in the third group were given the same Urdu version of scales whereas adolescents of the fourth group received the original questionnaire (i.e., English version). Respondents were given the same instructions for attempting the questionnaires. The underlying purpose of this activity was to mark the equivalence and discrepancies of both text languages (i.e., English and Urdu) in questionnaires.

## RESULTS & DISCUSSION

To establish the cross language validity, test-retest reliability of the New Active Procrastination Scale, and Passive Procrastination scales was analyzed by computing the correlation-coefficients of the respondents' scores across two different administrations. Results shown in Table 1 indicate the test-retest reliabilities of NAPS across two administrations of four groups. It was found that there were positive correlations between two administrations of measure. The correlation between scores across Urdu-English versions ranged from .75 to .90. The highest correlation (.90) was observed between scores of translated version (i.e., Urdu) of the scale across two independent administrations which can be attributed to familiarity effect as well as an adequate understanding of the content in local language. The minimum correlation (.75) was found between two administrations of the original scale despite of having good command in English. This may be justified as even though respondents had good command in English but still they may find some ambiguity in comprehension regarding content of the scale. This may provide further evidence to the findings of try out phase, in which it was observed that in spite of simple wording of the scale, the deep underlying meaning of the content was not uniformly perceived by the respondents which set the ground for translating the scale into local language (i.e., Urdu).

**Table 1**

*Retest-Reliabilities of English and Urdu Version of New Active Procrastination Scale (N = 40)*

NAPS	<i>n</i>	<i>r</i>
NAPS-English-English	10	.75*
NAPS-English-Urdu	10	.86*
NAPS-Urdu-Urdu	10	.90*



NAPS-Urdu-English	10	.84*
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*Note.* NAPS = New Active Procrastination Scale.

\* $p < .05$ .

**Table 2**

*Retest-Reliabilities of English and Urdu Version of Passive Procrastination Scale (N = 40)*

PPS	<i>n</i>	<i>r</i>
PPS-English-English	10	.62*
PPS-English-Urdu	10	.79*
PPS-Urdu-Urdu	10	.86*
PPS-Urdu-English	10	.68*

*Note.* PPS = Passive Procrastination Scale.

\* $p < .05$ .

The findings of Table 2 indicate the correlation coefficients between scores on Passive Procrastination Scale observed during two administrations of language validation process. The correlation ranged from .62 to .86. The highest correlation was between two administrations of the translated scale (i.e., .86). Results not only show sound test-retest reliability but also provide empirical evidence for cross language validity of the scales and equivalence of the content in measuring the same construct through original and translated versions.

Procrastination has existed throughout history and affects a large section of the population. Initially it was considered as concern of technologically advanced societies who have to meet a number of deadlines but now many studies in Asian settings indicate that agrarian societies and developing countries are equally facing this menace. Current life style puts people under a great deal of time pressure to meet milestones that on one hand lead to dilatory behavior and on the other hand promote multitasking. Individual's capacity to do multitasking, his personality characteristics, cognitions, time management ability and self-confidence determines that whether he/she is going to procrastinate or to do multitasking. Traditionally procrastination has been viewed in a negative connotation but an alternative view highlighted that not all types of procrastination is damaging. Chu and Choi (2005) forwarded the perspective of active vs. passive procrastination which highlighted that active procrastinators intentionally put off certain tasks for either being not so urgent or not so important, and manage to perform them timely. They are confident and like to face challenging situations, as compared to passive procrastinators who are unable to meet their targets and procrastinate due to poor time management and fear of failure. Up till now no such measure exists that has been translated in Urdu to assess

active and passive procrastination. The present study was an endeavor to find a suitable measure of this construct which is quite nascent so two measures of active and passive procrastination were chosen for the said purpose. Study was completed in two phases. After initial try out that revealed few statements which were not accurately perceived by the respondents, it was decided to translate the measures in Urdu. Sound translating procedures were adopted. After forward and backward translation through bilinguals, a committee analysis was carried out to carefully scrutinize the translations. In order to authenticate the quality of translations cross language validation was carried out. Though it is a lengthy and laborious procedure, it authenticates the results. Findings of cross language validation revealed that translated versions of both scales had highest test-retest reliability that further justifies the rationale behind the translation of instruments. The study proficiently achieved its objective and offered reliable and valid measure of active and passive procrastination for use in indigenous setting. In future these translated measures can be helpful in assessing the level of procrastination among adolescents, students, adults, and workers/employees. Merely identifying the procrastination tendencies does not provide any information regarding the nature and reason of procrastination. The translated instruments show whether someone is procrastinating due to inability to manage things timely or intentionally postponing certain tasks due to being not urgent and unimportant. Chase (2003) also refused to accept the traditional negative view of procrastination and considered it as impractical. He advocated that putting off doing something because it is not important at the moment, is a desirable time management skill in today's world. Ferrari (2009) also took a stance that for the past 30 years, researchers had their focus only on studying the causes and outcomes of procrastination and viewed procrastination through the wrong lens and it was time that a paradigm shift was made to adopt strength based approach borrowed from positive psychology rather than highlighting the negative views about procrastination.

### **Limitations of the study**

Despite having reliable findings this study has limitations:

The study adopted cross language validation procedure to check the test-retest reliability to substantiate the proficiency of translations which is difficult to conduct on large sample size and also leads to subject's attrition. The nature of sample of adolescents may also limit the generalizability of the instruments to measure procrastination in adult population. Moreover study did not explore the relationship of constructs with other related variables such as self-efficacy, self-regulation, perfectionism, fear of failure and some other constructs. As a suggestion, future studies may use different samples to see the soundness of measures in assessing the procrastination, explore the construct validity of translated scales with other related variables, and also ascertain four underlying dimensions of NAPS through CFA with large sample.

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