**Perceived Autonomy Support from Teachers Scale (PASS-T)**

**Please cite :**

Bureau, J. S., Gareau, A., Guay, F., & Mageau, G. A. (2021). Investigating how autonomy-supportive teaching moderates the relation between student honesty and premeditated cheating, *British Journal of Educational Psychology.* https://doi.org/10.1111/bjep.12444

**Your teacher**

Please answer the following questions by indicating the extent to which you agree with each of the following statements regarding your **teacher** for this course.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Do not agree at all**  **1** | **Hardly agree**  **2** | **Slightly agree**  **3** | **Somewhat agree**  **4** | **agree**  **5** | **Strongly agree**  **6** | **Very strongly agree**  **7** |

**My teacher…**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. … makes sure that I understand why he/she asks me to learn certain things. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. … considers my opinion when he/she makes important decisions concerning my group. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. … listens to my opinion and point of view even when I disagree with him/her. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. … makes me feel guilty if I do not understand the course content. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. … gives me many opportunities to make choices regarding assignments. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. … encourages me to be myself and to give my opinion. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. … hopes that I make choices based on my interests and preferences no matter what his/hers are. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. … is open to my thoughts (and my feelings) even when they differ from his/hers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. … is able to put himself/herself in my shoes and understand my feelings. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**En général…**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 10. Within certain limits, my teacher gives me choices in my assignments. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. I always have to do what my teacher wants, if not, he/she threatens to take away privileges (e.g., get me to leave class). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. As soon as things are not going exactly the way my teacher wants, he/she threatens to punish me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Do not agree at all**  **1** | **Hardly agree**  **2** | **Slightly agree**  **3** | **Somewhat agree**  **4** | **agree**  **5** | **Strongly agree**  **6** | **Very strongly agree**  **7** |

**When…**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 13. … my teacher teaches me something, he/she explains to me how this information could be useful. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. … my teacher wants me to do something, I have to obey or else I am punished. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. … my teacher wants me to do something differently, he/she makes me feel guilty. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. … I refuse to do something, my teacher threatens to take away certain privileges (e.g., get me to leave class). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. … I ask why I have to do, or not do, something, my teacher explains why it is important. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. … I do not want to do what my teacher asks, he/she makes me feel guilty in order to change my mind. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. … my teacher asks me to do something, he/she explains why it is important to do it. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. … my teacher wants me to act differently, he/she makes me feel ashamed to make me change. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Scoring key**

***Autonomy-support***

*Offering choice within certain limits*

4 items

2, 5, 7, 10

*Being aware of, accepting, and recognizing the student’s feelings*

4 items

3, 6, 8, 9

*Explaining the reasons behind the demands, rules, and limits*

4 items

1, 13, 17, 19

***Controlling behaviors***

*Inducing guilt*

4 items

4, 15, 18, 20

*Threatening to punish the student*

4 items

11, 12, 14, 16

*NOTA BENE*

*Because autonomy support and controlling behaviors are opposite poles of a same continuum, that of students’ perception of autonomy, it should be possible to recode the controlling behaviors items to create a single composite that represents autonomy support. However, because autonomy support and controlling behaviors form two factors, it is also possible to argue that they should not be combined. The trend is thus to investigate them separately.*