

# Psycho-education for Doctoral Students in Coping with Procrastination in Academics towards Strengthening Career

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(1) Academic procrastination often found in doctoral students. Its existence impacts on institution quality, career advancement and also salary of income. Some negative things also impact on procrastination, loss of time and economic loss. By then, this study aims to answer some research questions about the causes of a person experiencing procrastination and how psych education can act as copying procrastination. (2) Methods: experimental design using single-case experimental designs with ABBBA design is implemented, and supported by interviews, documentation, using RSES measurement tools and Psycho education treatment to answer research questions. (3) Results: factors causing the academic procrastination of doctor programs which ideally should be completed in 3-5 years (6-10 semester), but for this single subject can finish in 18 semesters or (9-10 years) due to conflicts with dissertation examiners, poor time amnagement, psychological conditions in the form of low motivation supported by low self-esteem (RSES). Through psycho education, time management sessions, conflict management, and self-esteem improvement of some factors causing procrastination, which is subjected to a year, they can finish a doctoral degree and pass doctoral programs (4) Conclusion: Procrastinations is an academic disease in the world of students which has extraordinary long-term consequences because it is related to human capital investment both short and long term. Because graduation of a person in formal education S1, S2, S3 is very influential on economic sustainability and economic strengthening through employment opportunities and career advancement opportunities that affect the economy in a broad sense in the future. Bettering procrastination will assist people in getting a job and improve one's career, especially in education.



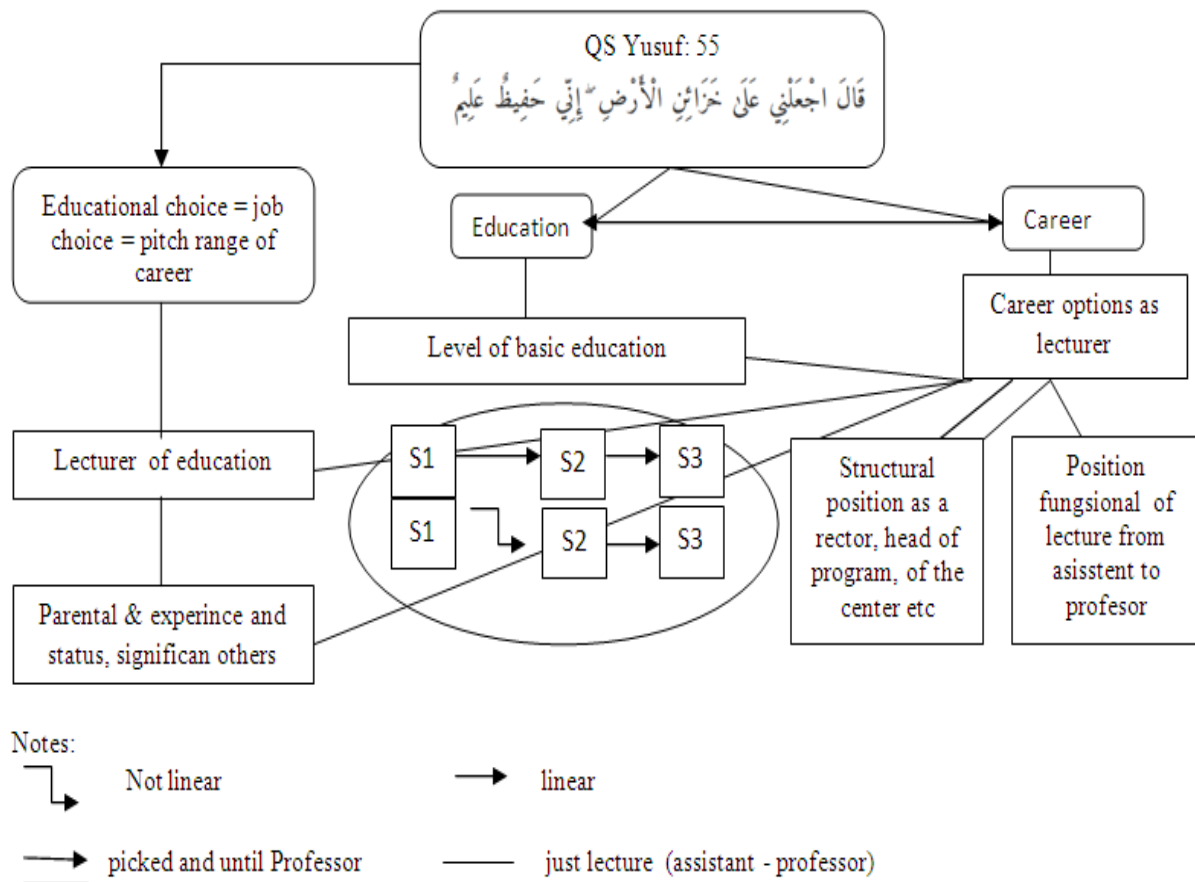
**Key words:** *Procrastination, psychoeducation, a doctoral student.*

## Introduction

In the context of educational psychology, researchers are expected to help in tracking down procrastination and evaluating a person's academics (Zu, et al. 2016). Some certain actions which can be done psychologically are, first, uncovering procrastination behaviour and second, recognising causes and effects by implementing some questionnaires and surveys to provide some help in avoiding and decide to stop procrastination. However, due to academic reasons, and it may include learning disabilities or non-academic reasons that could potentially drop out of school so that such a person cannot eschew from academic procrastination (Bäulke, 2018).

Furthermore, procrastination needs to be cut off, because it impacts one's career. Finishing the doctoral program can enhance the person's career and improve their economical income. Therefore, completing study is a key to boost a career for a bright future. Thus, procrastination is a threat to happiness. It needs a serious effort to stop academic procrastination. Besides, procrastination which is maintained for years, meaning those years are unused wisely and s/he lets other people hanging up the career level than her/him. Then the procrastination action also means that someone has allowed career opportunities for others so that people who can complete doctoral study earlier and greater get career opportunities than those who do not. In QS Yusuf: 55, it is mentioned that a person should improve a career which accordance with their expertise. Being a lecturer is a career choice, then, finishing a study to improve career level and improve self-expertise is to complete the level of education required to be a lecturer and at the same time become a doctoral student. Figure 1 is a description of the career and education of S3 students who also have a career as lecturers.

**Figure 1.** Higher education influences teaching careers



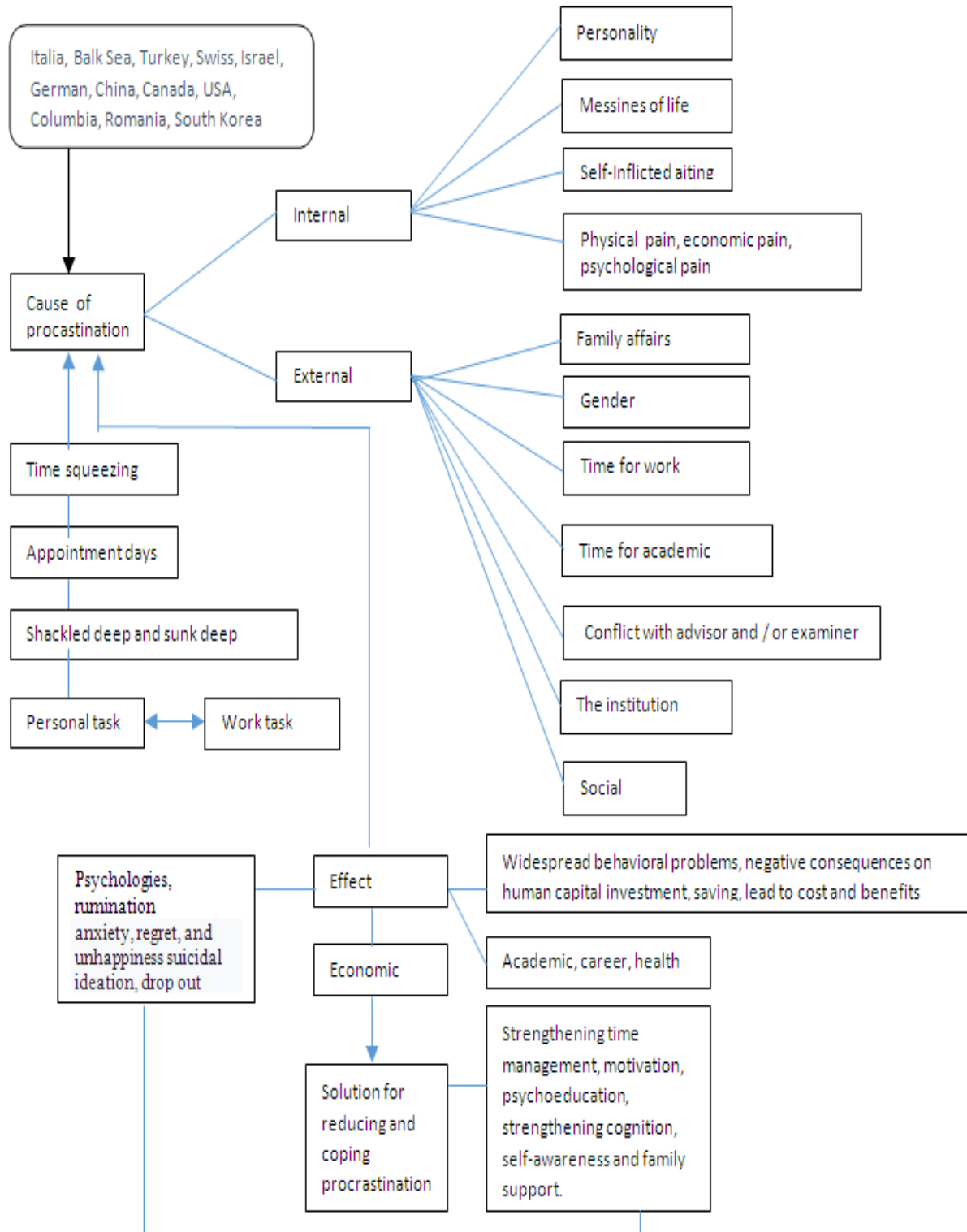
Based on Figure 1 the need for doctoral students to complete their S3 studies is a vital skill as a self and career development that requires the completion of learning including dealing with conflicts in learning (Hayden & Osborn, 2020). Career development is an important thing in someone's life because through a career a person can support himself, his family and even the community including the institution where someone works. But the fact is there are university students doing doctoral degree experiencing academic procrastination and one sign of that case is it needs a long time to finish the current study in a doctoral degree and moreover they cannot finish it properly, changing the subject of study, and changing semester which actually could be accomplished earlier. Some reasons gathered by the earliest survey, stated by some respondents are, position level of career, economic reasons, conflict within promoters', not linear subject are the most reasons of doctoral students who face procrastination. Doctoral students are the figures for his/her students and family and thus, finishing on time on the doctoral degree is a vital accomplishment to achieve and bypassing by from academic procrastination. Academic procrastination has some negative impacts, including the presence of a gap between goals and reality, inconveniences psychologically such as time management (Goroshit & Hen, 2019), depression, and anxiety. Thus, to reduce anxiety and depression, cutting procrastination may be helpful (Constantin et al, 2017). This research is aimed to

answers some research problems, what is the background of someone sustaining procrastination? How is the process of psych education to help in cutting the chain of somebody's procrastination?

It is known (Kim, et al. 2017) through a factor model of 178 students in Switzerland, procrastination is very closely related to neurotics, and when someone knows he is delayed completion of the task he becomes very anxious in that position, but he lets himself into that position There are latent factors that influence procrastination (Zu, et al 2018) where not only find physically visible factors, but there are factors behind other causative factors that should be done in procrastination research to break the chain of procrastination, and it has been carried out by many researchers. Procrastination can very much occur and has become research material in several countries including Italy, Israel, Germany, Romania, South Korea, and it can be concluded that procrastination occurs due to internal and external factors. Various efforts for cutting off procrastination through improved education such as providing material on academic performance, time management and psychological status, self-control, motivation, psychological education, strengthening of cognition, strengthening self-perception, exploration of a clearer mental self-image, exploration of future survival, support for family autonomy and others.

Even though procrastination occurs voluntarily, it always has a worse impact on life (Steel, 2007). Procrastination often portrays itself as a form of failure of self-regulation, as well as a form of inability to monitor, regulate and exercise control over thoughts, emotions, impulses, and task performance (Balkis dan Duru 2016; Wolters 2003). Prevalence rates for academic procrastination range from 13.8 to 49.9% for various academic assignments among students (Madhan et al. 2012; Mortazavi et al. 2015). Therefore almost all studies unite the opinion that academic procrastination can impact poor academic performance and negatively affect student satisfaction in academic life (Balkis and Duru 2016; Kim & Seo 2015). Besides, students with academic procrastination problems are more likely to suffer psychological problems (Onwuegbuzie 2004; Steel 2007). Even worse, such undergraduate students are vulnerable to depression and have a higher tendency to commit suicide (Flett et al. 2016; Klibert et al. 2011). Therefore retraining self-control of students who experienced academic procrastination, especially in completing the final task was needed. (Tuckman dan Kennedy 2011; Wang et al. 2015; Wäschle et al. 2014).

**Figure 2.** Theoretical conclusions of procrastination in several countries



Procrastination studies can be examined by studying the relationship of procrastination with academic performance (Kim & Seo, 2015; Arias-Chávez, et al, 2020) and repeat to take the course in the following year (Zang et.al 2018). Therefore, procrastination becomes a

reflection of academic performance, although in many cases students in that category make rational and logical reasons so that they can reveal why they experience procrastination and logically make sense. Some studies explained that procrastination was negatively correlated with academic achievement as measured using indicators prepared in the study. If someone is procrastinating, then they can say to him/herself that "I'll do it later; I'm not ready to finish; there is something more important that I have to do; I think continuously about my final task; I know I have wasted my own time; I know I'm losing time and money, but I cannot control myself." (Kármén, .et.al, 2015).

The cause of procrastination from some studies is the ability to manage time poorly (Won, & Yu, 2018). From studies to students and adolescents shows that often the delay comes from independent regulation in the learning perspective lies in poor academic time management. In the research model, it is known that there is an influence between time management, self-motivation, self-efficacy, parents' autonomous support and self-efficacy towards procrastination. Nearly 50% of the college population struggles with academic procrastination (Olano, & Parrado, 2017) and there are impulsive problems that often cause emotional difficulties and drop out of college (Gustavson & Miyake, 2017). The sample consisted of 323 (82.7% women) of French-Canadian students through multiple hierarchical regression. On the other hand, (Paola & Scoppa, 2014) procrastination has a detrimental effect on investment in human capital and learning activities.

Controlling (Closson & Boutilier, 2017) rewards for student status, moderating associations between perfectionism and academic involvement among undergraduate predicts academic involvement and procrastination, outside by influencing some conscience and neuroticism. Motivational regulation (Grunschel, 2016) in this study and strategies used have some effects on students' academic performance, both for affective and cognitive well-being that are directly related to procrastination (Codina et.al, 2018). Procrastination is prevalent among students and associated with negative results, including poor academic performance and psychological distress (Constantin et al, 2018), some differences in individual views, failed in managing time, they are all contributing to academic procrastination (Goroshit & Hen, 2019). Procrastination is considered as self-destructive behaviour because it is inferior to other desires, and is controlled to comply with other activities (Blouin-Hud & Pychyl, 2015) and showing a level of someone's academics (Secure, 2019), therefore someone who is experiencing procrastination needs to get help to end up her/his procrastination (Goroshit & Hen, 2019). Procrastination (Cremer, 2013) will cause higher stress and needs some help or can be solved by him/herself (Codina, et. al. 2018) but sometimes need else one to fix it. (Celic & Odaci, 2017).

## Methodology

Approach applied in this study is a single case experimental design (Barlow & Hersen, 1984), within-subjects amounts of 1 person. Meanwhile, the design chosen is the design of –A-B-B-B-A, where the first and final condition is measured by the appearance of behavioural change from not completing the doctoral study to finishing the doctoral study, by B in the form of treatment in managing time, psychological control, and conflict control.

Meanwhile, the research design is as follows:

A        |    B        |    B        |    B        |        A

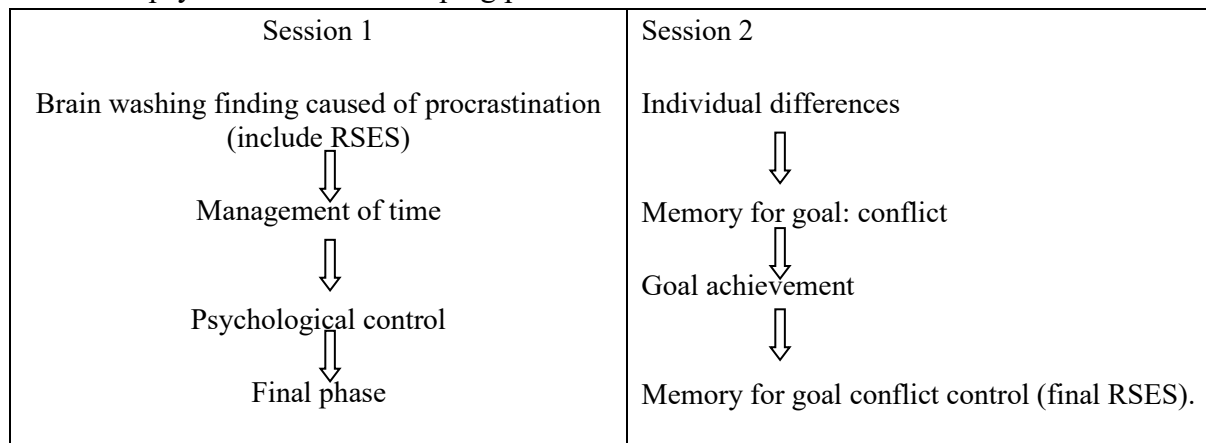
First conditions treatment1 treatment 2 treatment 3 final condition

(Adapted by Barlow & Hersen, 1984)

Subjects were taken by using purposive sampling technique, where the subjects were taken by the objectives of this study. That subject has a desire to finish his studies (Hen & Goroshit, 2018). The criteria of subjects was male, 57 years old, lecture, through a period of study beyond 18 semesters, needs help and asked to be motivated.

Coping of procrastination is carried out by providing interventions to research subjects, monitoring the implementation of the decision taken for coping with procrastination until the end of the final assignment marked by graduation (Ther, 2017) for 1 year or 2 semesters treatment in this research.

Treatment psych education for coping procrastination consists of two sessions.



Data analysis using Creswell (2013) theory through the data obtained, and researcher collects all data in the form of transcripts, field notes, and interpretations of researchers, then organised the data to analyse, read all data, makes some coding through the data, compile the data orderly based on the structure of research result, exploring data and presenting data,



writing the report, then providing an interpretation of all data collected in the context of the research, and give meaning on the context of a study conducted.

## The Results of Study and Discussion

Result 1. The background of procrastination answers research question number 1.

According to interview result, it was found that the main cause of the subject suffering procrastination is caused by a conflict he did within one of the advisors, then the subject did not fix the conflict and he chose to leave it until 10th semester and continued until the 18th semester in a single batch of students who had not yet passed the final task, among 17 students registered in one of the state university.

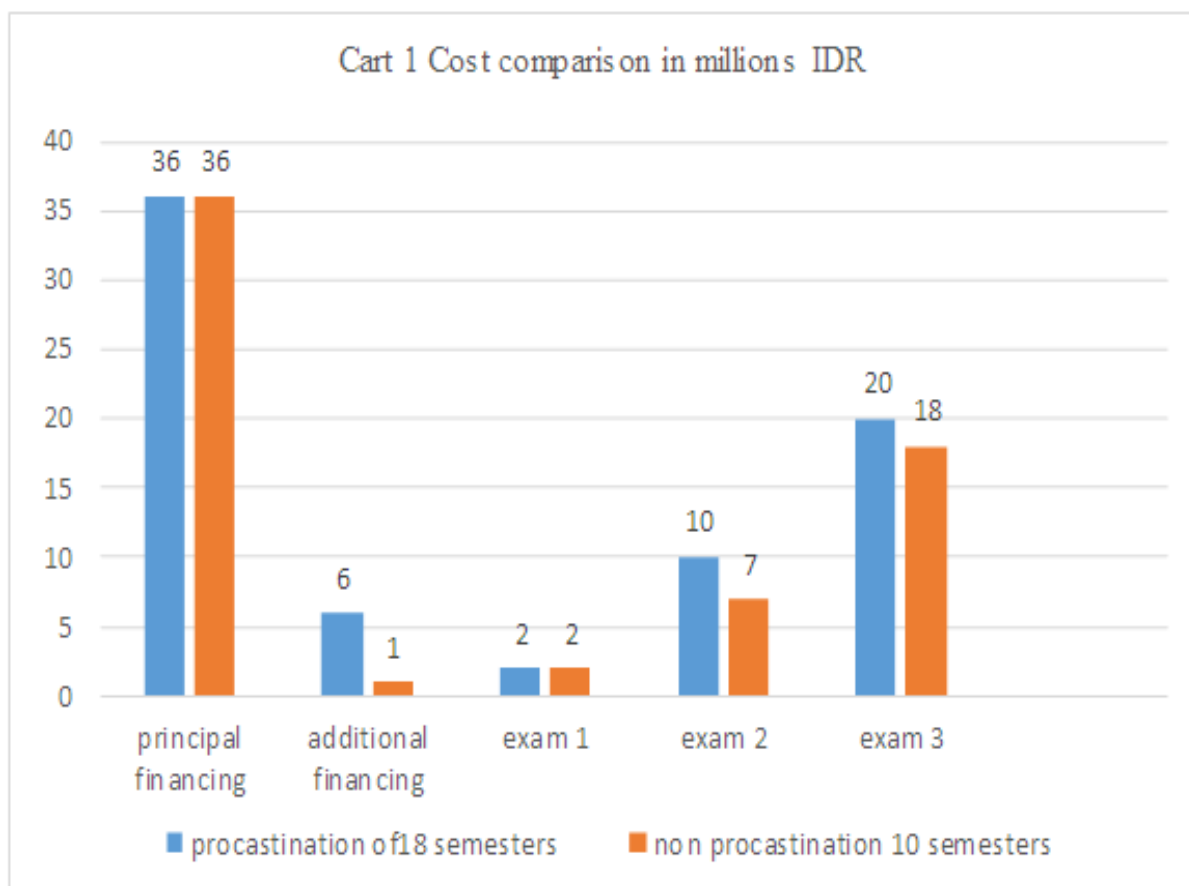
The conflict experienced by the subject is as follows.

*"One time when I presented my dissertation proposal, I was blamed by examiners in front of many students that my writing did not reflect doctoral student, and the research had to be carried out at three loci. I do not accept being treated like that, he is the same age as mine, I do not want to finish my research at 3 loci. I cannot. Then I left my dissertation proposal. I would not do it again if my wish was not fulfilled, namely only 2 research location. His words still rang in my ears. I feel humiliated in front of my college classmates, I still feel that until now I am old and don't need to be blasphemed like that. Never mind, it's okay. If I am just a magister, it is enough. The important thing is I am teaching in a bachelor, and it is enough".*

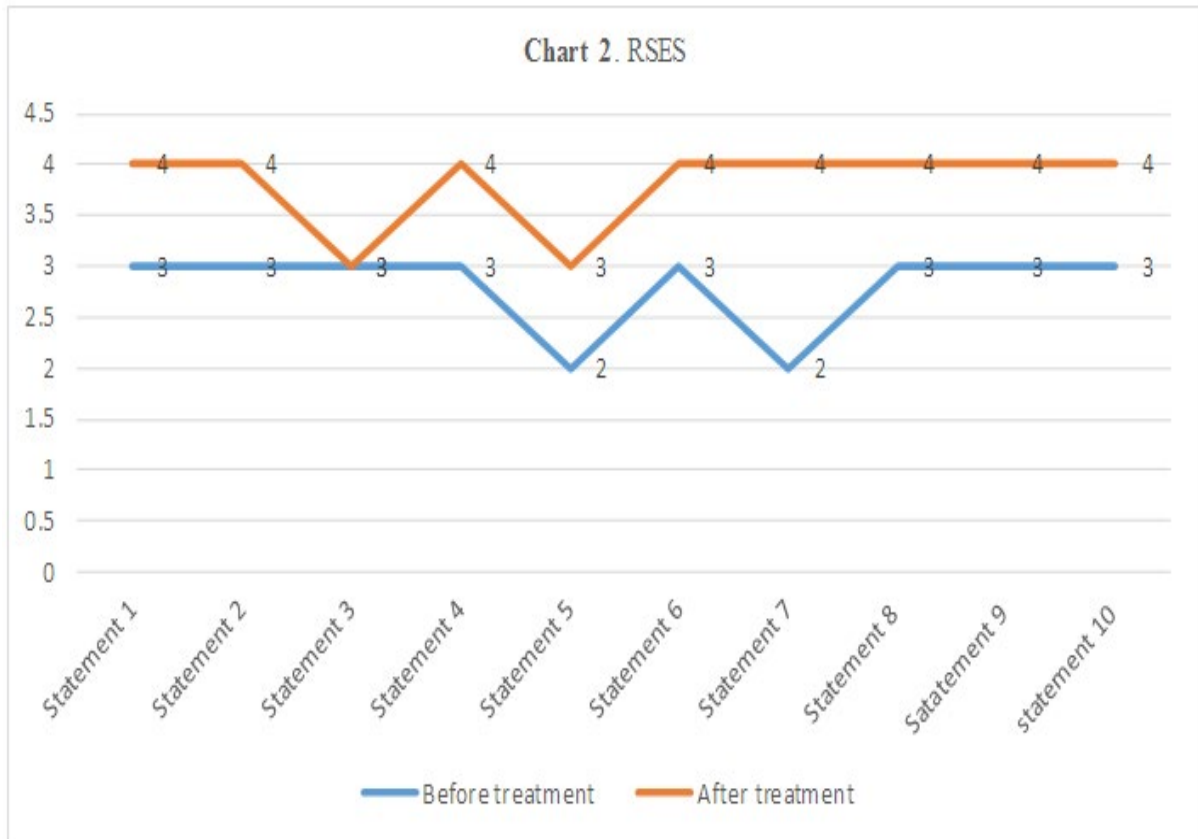
The cause of procrastination is a conflict with examiners and some unwillingness to face critics in front of other doctoral students and moreover, the age of other students are younger than him. The age of testers (58 years) and those tested (58 years) are the same. A psychologically, the instructor who often advises students is less accustomed and open when he switches to input from others especially the same age and in front of many people. Because this condition causes the subject to then leave the proposal to be for approximately 8 semesters. Psychologically, erasing the sense of being considered "unscientific writing" and "shame because in front of the crowd that is embedded in the mind of someone able to stop the academic activities of a student." Being shackled in one's mind into criticism turned out to make a person depressed and under pressure made the subject gave up his responsibility as a student who should be able to end the final task. Because of this shackles they need to be released in a brainstorm between researchers and research subjects and cut off all feelings that arise and finish by helping subjects decide to return to writing and completing a dissertation. And researchers instill the mind *"if the doctoral study is not completed, it impacts to a career position that is from educative staff to administrative staff based on applicable regulations"*.



Emotional management, mind management and rescheduling of dissertation writing activities needs to be returned to the subject "that being criticised is normal in s3 studies". Training the subject to deal with conflict and suppress all feelings needs to be done so that he can complete the task at the end. The final task is abandoned, the research proposal that has already been made is the capital to complete the dissertation needs to be motivated and increased the subject's consistency to return to complete the final task. Time lost by the subject has passed "it's gone, and let it go"; doctoral fees increased "it is a risk if you want to complete the final task", and economically the subject requires additional costs than other s3 students who have finished in semester 10. The comparison of s3 student fees who graduated in semester 10 and semester 18 are as Chat 1.



As for the value of RSES subjects before and after treatment, there was a slight increase as in Chat 2.



From RSES score (KMO test 0,824 and 0,816), it explains that when the subject is in procrastination, he is experiencing a decrease in self-esteem and once he passed the doctor's exam he experienced an increase in self-esteem score from 28 to 38 up 10 points.

## Result 2. Process coping procrastination answer research question number 2

The procrastination coping process is carried out providing the necessary psych education and organising activities to be completed while finishing the final task. It realises that the person concerned is in the position of procrastination and if the task is not completed in the end, he can be a "drop out" student. If he got drops out, it would affect his career. However, if it was completed, it would increase his career to become a professor, therefore, there will automatically be an increasing income. Based on grades 4 to 5 with a monthly income of 5.5 million base salaries plus 8 million performance allowance is 13.5 million will be 2x 5.5 million basic salaries equal to 11 million-plus 15 million performance allowance, and it equals to 26 million per month. This salary is a significant salary when completing a doctoral degree and he might improve education careers to become professors with monthly income rising 51%, considering his working period which has reached almost 25 years. However, if it is not doctoral, then it will not be able to increase the peak of the career of education to become a professor supported by bachelor's and master's degree education with subjects

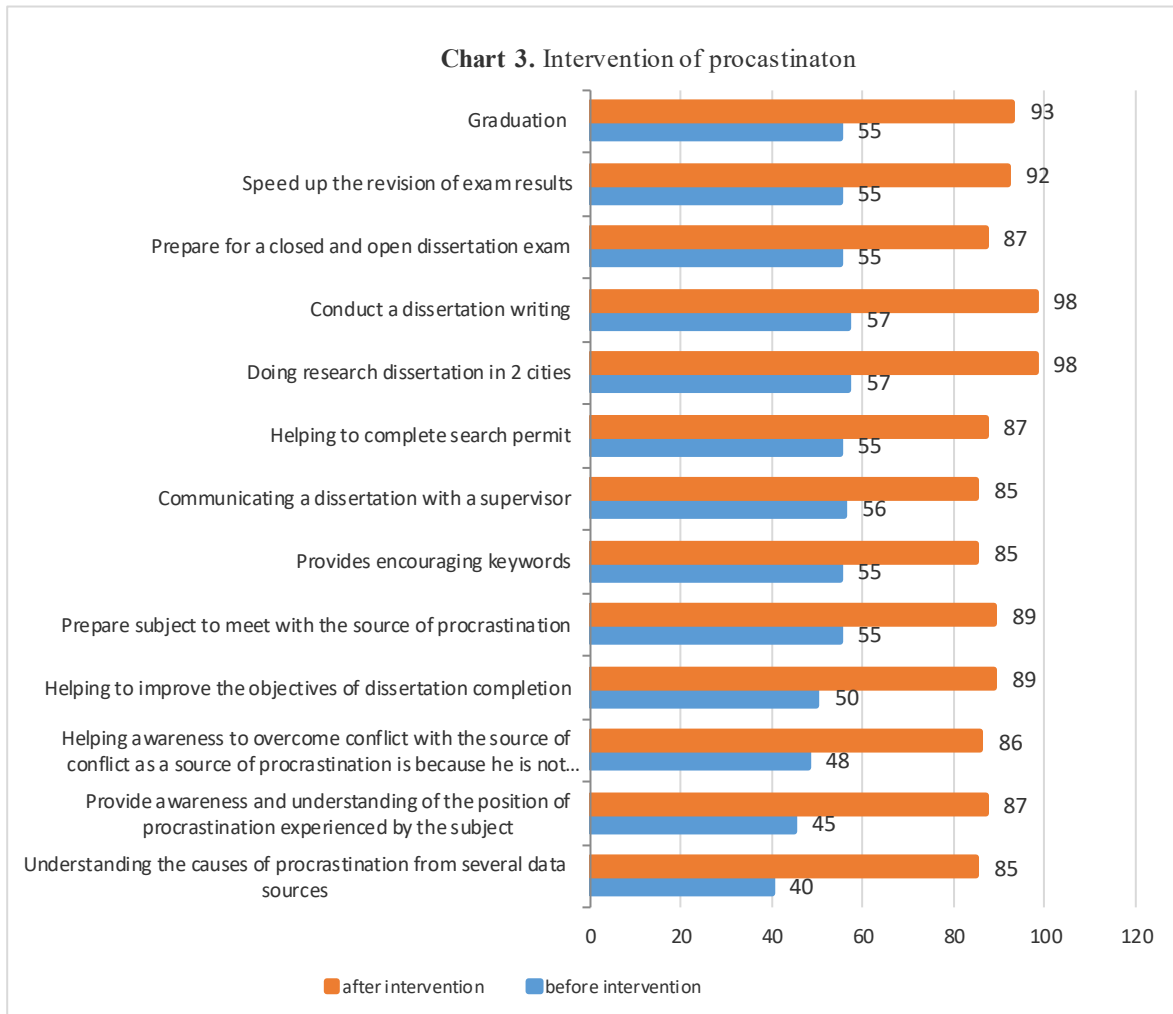


teaching subjects. Because of that, the hard work to finish a doctoral degree to the subjects with some supports of motivation, by a set of psych education is given to the subjects, therefore, they can complete the task at the end. The significance of doctoral completion towards a career can be described as follows.

$$GD + LES1S2 = CI = + 51\% ICM >$$

It explained that G (Graduated) S3, D (Doctor), LES (Linear education from S1 (bachelor) and S2 (magister)), CI (Career Increases) got 51% Income each month > from before (years of services more than 20 years). So that the completion of the dissertation will have a significant impact on monthly income for the subjects themselves. Another impact is if graduating from a doctoral degree, a person can be promoted to an associate professor to a professor with a minimum average monthly income comparison as follows. Income comparison before graduation doctoral and a career that can be achieved after finishing their doctoral. Treatment was done in two sessions and every part of the sessions contained discussions. The comparison of income after doctoral degree with 20 years of service is more significant if the doctor can be predicted to increase one's career but if it does not, according to the existing regulations, the person concerned may experience career stagnation, which will impact on his monthly income.

The process and results of psych education interventions can be seen in Chart 3.



The changes and implementation of psych education can be seen in Table 1.

**Table 1:** Result of psych education

No	Result of changing behavioural procrastination	Yes	No
1	The subjects were asked by researchers to describe the event of the cessation of writing a dissertation for 8 semesters or 4 years	√	
2	Realise the subject that he is already in procrastination, that he should get out of procreation, accepting the argument that only 3 out of 20 students who have experienced procrastination, then 3 who have experienced procrastination should also be able to graduate all students including themselves late subject	√	
3	Facing the subject to conflict opponents who trigger subjective anger to stop writing the dissertation "throwing away feelings of anger when criticised by his teacher" becomes "accepting criticism" and accepting	√	

	that the criticism of dissertation is to improve his dissertation		
4	Listening to all the suggestions of mentoring supervisors who encourage the subject matter so that they complete the dissertation "so that their grandchildren can be proud of because grandfather can graduate" ...	√	
5	Conditioning the subject to ignore subjective feelings when meeting with the source of procrastination "shame was criticised by his teacher s3" predicted so far the subject is rarely criticised because he is a lecturer "so ashamed to be criticised especially when given criticism when faced with many students while in college class	√	
6	Conditioning subjects to get key words of enthusiasm in their daily life... Reaffirming the importance of time as in the sound of the surah <i>adhuha</i> , <i>al waaqiah</i> , <i>al lail</i> , <i>al ashhr</i> and the like ... If you believe you can do it ...	√	
7	Condition the subject to contact the supervisors again and eliminate the shame of meeting after 4 years of not meeting them	√	
8	Conditioning the administration of s3 institutions to help subjects begin field research for dissertation writing	√	
9	The subject is motivated to research to the place that he likes	√	
10	Conditioned writing and passion for completing a dissertation	√	
11	The subject is conditioned to be mentally ready to receive input from the examiner and to encourage the subject's ability to answer the examiner's question	√	
12	Conditioning the completion of the test subjects quickly revise the exam	√	
13	Condition the subject to complete all examinations and the requirements for taking a diploma and graduation	√	

## Discussions

Psych education is a treatment or intervention that can reduce procrastination (Chen, 2017). Procrastination will be reduced if such a person is given a treatment that might lead someone to complete all academic tasks on campus, in this case, is a dissertation. Regular psych education interventions can help reduce procrastination. The psycho,education programs direct research subjects to the exclusion of all efforts that almost finishing the final task, it also investigates the effects of psych education program by not giving some opportunity to the subject that it would created by failing, yet making sure by optimising all energy owned by the subject that he can finish on time. The findings of this study are supported by previous research in which procrastination is an obstacle for a person who is learning knowledge that is not realised by the subject, thus, this matter cannot be resolved by him/herself and it

requires some help about motivation, time management and including potential management and all are directed to complete the final task (Cremer, 2013). Lack of knowledge about experiencing pressure from relationships or conflicts in the course of completing the final task and occurring on the subject of this study is a factor that triggers procrastination and is a consideration for career competency improvement. (Stebleton, et al. 2020).

Negative lifestyles (Deemer, Yough, & Morel, 2017) that cross real life outside the academic world, might occur in the subject matter and what also occurs in the subject of this study (Psychol, Ferrari, & Roster, 2017). The subject needs to be provided some assistance, to arranging and rescheduling activities. These matters are the same as those conducted in other procrastination research (Read & Bradley, 2015). The need for psych education to the subject is a series of interventions in this research, and it is to deliver the subject to procrastination coping. This research also involves psychological factors such as family members of the subject, environmental support, perception support, and the subject's willingness to respond to procrastination. The chain of procrastination (Yildiz, & Iskender. 2019), psychology education in this research has been able to make the subjects complete their final assignments (Constantin, et.al, 2017).

But if the conditions are created and confirmed the mental picture and make sure when they can finish final school work, they will be able to stop procrastination. (Marie, et al, 2015) as well as in this study where the subject harbored feelings of anger because of the conflict with the examiners who were taken for a long time and need help to release those feelings so that they can deliver optimally (Umerencova, et.al. 2018). To reduce procrastination, the intervention of a teacher who cares for students who are on strike is necessary, because in this position, the students are not aware of their position, as same as this study for 8 semesters less aware that he is in the preparation that requires assistance to complete the final task (Codina et al., 2018). Awareness of the subject that it is because it is different from other friends who have been able to graduate on time approximately 10 semesters at the fastest 6 semesters, procrastination does require special attention, especially building students, that is why they complete their final assignments or dissertation properly. Because of performance by personality (Ding, et al.2020) by vocational or educational choices and according to one's personality. But sometimes in undergoing career stages, there are obstacles that someone should be successful at if they want to reach the peak of a career.

By realising the priority of finishing the dissertation, it will help reduce procrastination and even help with procrastination coping. By completing the dissertation, he will be able to be a figure for his students because he is a teacher. The condition of the subject shows that his psychological inability to overcome the tension of himself with his examiner of the dissertation, and it impacts to trigger procrastination experienced by the subjects of his study (Umerencova, et. al, 2018). This case is very necessary to resolve the inequality of finishing

doctoral students who faced procrastination. The regulation states that if doctoral students do not have a doctoral education, s/he will be stopped teaching rations including welfare and therefore it is important to stop pre-training and finish doctoral studies. Procrastination is closely related to a person's decision-making, and when studying in a doctoral degree, it takes a very long time as well as making many decisions. Doctoral students act as the figure of decision-makers, that is why, what is done by a doctoral student who acts as a lecturer can affect a lot for their students (Cremer, 2013).

This study enhances our understanding of the role of smartphone problematic use concerning academic behaviour, mental health, and student welfare should be cut off because it leads to other problems (Yang, et al. 2018). That academic procrastination is associated with low self-esteem disorder in interventions, and it is necessary to measure self-esteem for doctoral students who are experiencing procrastination. Academic procrastination can spread to other activities such as borrowing books in a library, which also stretches back (Zhu, et al. 2016). Besides that, psychological differences and the need for physical, emotional and strategic control are directed towards cutting off someone's procrastination. Strengthening psychology comes from some factors because they included as an effort to help in stopping someone's procrastination. This study also uses a psychological approach according to the procrastination stage, explained in Chart 3. The use of concrete motivational strategies effectively inhibits the delay of irrational academic tasks in certain situations. Providing motivation will reduce procrastination (Baulke et.al 2018) and in handling procrastination it is also revealed what things affect a person experiencing procrastination (Chen, 2017). So this research tries to turn back a person to the goal he used to attend doctoral school and his current position, which will finish the doctoral study. Psych education for coping procrastination contains precognition, cognition and mind control which has already encountered procrastination to stop procrastination. Because the thoughts that enter someone's mind may cause procrastination, and it was created by himself. Then, because procrastination had already happened, he naturally became anxious about himself due to the procrastination experienced (Constantin, et al, 2017). Differences in perception of a thing will lead to conflict (Chotima & Pramanti, 2020). Likewise, in procrastination, when a student disagrees with an examiner or a supervisor it can lead to conflict and cause procrastination.

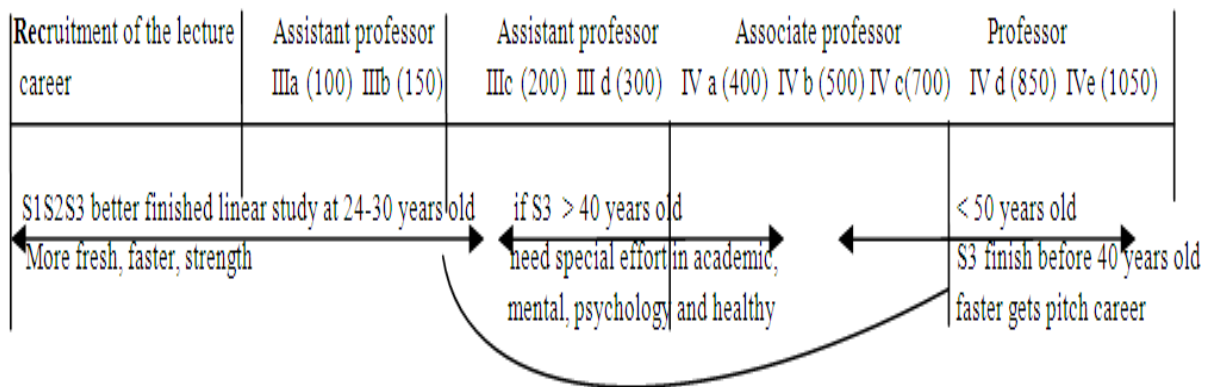
## **Conclusions**

The conclusion was: 1) Experiencing procrastination for someone comes from psychological factors, therefore, strengthening psych education is important to maximise the subject's self-potential. 2) The changes that happened after intervention or treatment were the subject could finish his final task. When the subject completes his final task, it will implicate for the next career advancement that will also impact on monthly income, according to the position they have and the duration of work they experience, which is more than 20 years. The theoretical



implication of this study is it is necessary to find a more effective psych education model for coping procrastination by analysing some factors that cause a person to experience procrastination. Meanwhile, the empirical implication for this study is, setting up a lifestyle for learning doctoral degree that generally should be accomplished for age approximately 35 or a maximum of 40 years, because of the development of era, thus, the sooner finishing studying a doctoral degree will impact better for a person's career. The novelty of this research is about the various reasons for procrastination, which is almost not always similar for every person, so individual treatment is different from one another. One should prepare for the chosen career since first choosing the job and study needed for career strengthening (Ding, et.al. 2020). Recommendation for lectures career as Figure 3.

**Figure 3:** Life span for lecture for get pitch career as research recommendation



Career advancement can be achieved by typed of education or training, and what skills are needed and supported by institutions providing and mapping the career advancement of all personnel. That is why, it requires different types for treatment, and this research has never been done to the subject so it is new to help to optimise some potential of the subject, for subject's urgency, career advancement, and its main institution in increasing human resources, which will improve the accreditation assessment of an institution. Procrastination is a negative habit and can be a chronic disease for the world of education so it is very important to be changed quickly. Even before procrastination occurs it needs to be tried as an incentive and made aware to all students at any school level because it affects the future (Ferrari & Roster, 2017). Someone who has a clear concept of learning will be able to guide someone to high achievement including completing the final task on time (Siyamta, et.al. 2020). Thus breaking the chain of academic procrastination indirectly increases academic achievement while increasing the ability to regulate itself to be better than before.



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