



Studying the Academic Procrastination Theme with Psychodrama: A Case Report

Nilüfer UYAR^{a*}, Bircan ŞİMŞEK KIRLANGIÇ^b, Ebru GÜÇ^c

a* Lecturer Dr., Anadolu University (<http://orcid.org/0000-0003-2653-5049>) * nilufercetin@anadolu.edu.tr

b Psychologist, "Dr. Abdulkadir Ozbek Psychodrama Institute (<http://orcid.org/0000-0003-3949-7029>)

c Res. Asst., Siirt University (<http://orcid.org/0000-0001-7396-9566>)

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ABSTRACT

In this study, a case report of the member who participated in the psychodrama experience group with the theme of academic procrastination with university students was presented and it was aimed to discuss the sharing and awareness of the case in the framework of the related literature on academic procrastination. The case is a 30-year-old male, married and living in Eskişehir with his family and is at the dissertation stage of his doctoral education. The psychodrama experience group was planned as 10 sessions of approximately two and a half hours a week and the intervention were carried out at Psychological Counseling and Guidance Center of Anadolu University in 2018-2019 Spring term. The sessions were aimed at increasing the awareness of the participants about themselves and gaining insight into their academic procrastination. The case joined the group in the second session and continued with the group until the end of the group process. In "seed planting" game held in the second session, the case has determined "achieving its professional goals" as its short-term goal and "reaching its ideals" as its long-term goal. During the psychodrama experience group process, it was observed that the case gained significant awareness about himself and his academic procrastination. In the light of the findings, it can be stated that the case made significant gains from this study and therefore psychodrama practice is an effective method for young adults to gain awareness about themselves and to gain insight about their academic procrastination.

Keywords: Psychodrama, young adulthood, academic procrastination.

Psikodramayla Akademik Erteleme Temasının Çalışılması: Bir Olgu Sunumu

ÖZ

Bu çalışmada üniversite öğrencileriyle gerçekleştirilen akademik erteleme temalı psikodrama yaşantı grubuna katılım gösteren üyenin olgu sunumu yapılmış ve olgunun süreç içerisindeki paylaşım ve farkındalıkları akademik erteleme ile ilgili alanyazını çerçevesinde tartışılması amaçlanmıştır. Olgu 30 yaşında, erkek, evli ve ailesiyle birlikte Eskişehir'de yaşamakta ve doktora eğitiminin tez aşamasındadır. Psikodrama yaşantı grubu haftada bir yaklaşık iki buçuk saatlik 10 oturum şeklinde planlanmış ve uygulama 2018-2019 Bahar döneminde Anadolu Üniversitesi Psikolojik Danışma ve Rehberlik Merkezi'nde gerçekleştirilmiştir. Oturumlarda üyelerin kendileriyle ilgili farkındalıklarının artırılması ve akademik ertelemeleriyle ilgili içgörü kazanmaları amaçlanmıştır. Olgu, gruba ikinci oturumda katılmış ve grup süreci bitimine kadar gruba devam etmiştir. İkinci oturumda gerçekleştirilen tohum ekme oyununda olgu "mesleki olarak hedeflerini gerçekleştirebilme" yi kısa vadeli hedefi, "ideallerine ulaşmayı" da uzun vadeli hedefi olarak belirlemiştir. Psikodrama yaşantı grubu sürecinde olgunun kendisiyle ve akademik ertelemeleriyle ilgili önemli farkındalıklar kazandığı görülmüştür. Bulgular ışığında olgunun bu çalışmadan anlamlı kazanımlar sağladığı ve dolayısıyla psikodrama uygulamasının genç yetişkinlerin kendileriyle ilgili farkındalık kazanımı ve akademik ertelemeleriyle ilgili içgörü edinebilmelerinde etkili bir yöntem olduğu ifade edilebilir.

Anahtar kelimeler: Anahtar Kelimeler. Psikodrama, genç yetişkinlik, akademik erteleme.

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1 | INTRODUCTION

Procrastination is defined as the delay of a planned task by an individual without intentional or rational reasons, regardless of the negative consequences (Neenan, 2008; Steel, 2007), or the unnecessary delay of things that are necessary to complete through action, and as a result, a tendency to complete the delayed task when one feels intense sadness (Solomon & Rothblum, 1984). In the relevant literature, procrastination is commonly classified into two distinct forms. Daily, habitual delay in starting or completing tasks in different aspects of life is defined as procrastination as a personality trait, while postponing only in a certain part of life is defined as situational procrastination (Ferrari et al., 2005). In addition, it has been suggested that academic procrastination is the most common type of situational procrastination (Senecal et al., 1997).

Academic procrastination, defined as students putting off studying for exams or completing weekly reading assignments, postponing the preparation of term papers until the last moment, missing deadlines for important projects, and delaying administrative duties related to academic life (such as returning library books or registering for an exam) (Rothblum et al., 1986; Solomon & Rothblum, 1984), leads to a variety of negative academic consequences (Balkıs, 2013; De Paola & Scoppa, 2014; Sharma & Kaur, 2011). Moreover, this problematic behavior causes mental health problems such as depression and anxiety (Eisenbeck et al., 2019; Stead et al., 2010; Tice & Baumeister, 1997).

Despite such negative effects in the academic field as well as mental life, this problematic behavior is common among university students (Burka & Yuen, 2008; Ulukaya & Bilge, 2014; Ferrari et al., 2009; Kachgal et al., 2001), which has led field researchers to investigate the motivations for such detrimental behavior. Studies conducted in this area have observed that the causes of procrastination vary (Çelik & Odacı, 2015; Rebetz et al., 2015), and that the patterns cannot be explained with a single variable. On the contrary, due to the inherent nature of procrastination, it can be more comprehensively explained through cognitive, affective and behavioral components (Çetin & Ceyhan, 2018; Uzun Özer, 2010; Uzun Özer et al., 2014). It is noteworthy that group interventions have been carried out to prevent or to cope with this phenomenon, and a variety therapeutic approaches have been employed in these studies (Çelik & Odacı, 2018; Gading, 2020; Glick & Orsillo, 2015; Puspita & Sugiharto, 2020; Toker & Avcı, 2015). One effective approach studied is psychodrama (Durmuş et al., 2021).

Psychodrama, which can be defined at its simplest as the rediscovery of reality through action, enables emotions to be expressed functionally—acting out—under control and verbal narration is replaced by action (Gençtan, 1976). Psychodrama is a process of self-discovery that enables individuals to realize their emotions, lifestyles, inner lives, conflicts, and motivations, and since the individual reaches this process while in action, Moreno (1946) termed it “action insight”. Action insight is the result of learning by action in a variety of forms. It is defined as a whole of emotional, cognitive, imaginative, behavioral, and interpersonal learning experiences (Kellermann, 2013).

The basic starting points in psychodrama are spontaneity, action, and creativity. Although "spontaneity" is defined as a positive reaction to new conditions or a new reaction to old conditions, the central idea is to isolate this skill and to identify it next to others in shaping and directing human life (Özbek & Leutz, 1987). It is also important to note that spontaneity is an ability that can be gained, and that it emerges warmly, considering that it functions only when it exists, and disappears but not loses its function after it fades away, like a light being turned off. (Altınay, 2015).

“Action” is said to have existed long before human beings and to be much older than speech. It is defined as a cosmic event and is identified as a sign of all types of vitality (Özbek & Leutz, 1987). Psychodrama, which is based on Moreno’s philosophy of being entirely distinctive and different, is essentially an action therapy. In this aspect, action in psychodrama paves the way for reality to be seen and solidified as it is, and at the same time enables any resistance to be resolved quickly (Altınay, 2015). When we think that there is no moment in our life without action, the structure of psychodrama creates opportunities for learning in action and change, is important in terms of allowing academic procrastination, an action often constructed with words and where cognitive explanations are frequently chosen, to be studied in a new and different way through the integrity of action.

The third basic concept in psychodrama philosophy is “Creativity”, described by Moreno as the living reality of the cosmos. It is stated that creativity appears wherever spontaneity and action are directed towards the aim and principle of shaping the existing (Özbek & Leutz, 1987). However, in Moreno's philosophy, creativity is unified with divinity and is described as the most fundamental purpose of human beings who are a part of nature that is God (Altınay, 2015). Considering these features, the most important role in the emergence of creativity in psychodrama belongs to spontaneity. As a catalyst in its relationship with creativity, spontaneity enables creative thoughts to come to life and be realized. In addition to spontaneity, action, and creativity, permanence is considered important in psychodrama and related to these three concepts. It is an indispensable concept connecting human generations to the past, increasing desire for the future, and positively affecting spontaneity and creativity, when past experiences, dreams, fantasies, and designs are given meaning in psychodrama. (Özbek & Leutz, 1987). This close relationship among the basic elements of psychodrama is important in understanding the function and structure of psychodrama and its power to make change real.

Psychodrama has quite important, corrective, and maturing effects in treating mental disorders and in handling and processing psychological issues within groups. It can highlight the importance of creativity by taking existential and phenomenological processes into account, emphasizing the importance of spontaneity and how it is developed, and enabling communication, feedback, and collective social change (Blatner, 2002). In light of all of this information, it can be stated that using psychodrama that treats action, spontaneity, creativity, and permanence in an interactive process can be effective providing help to individuals who have problems in academic procrastination, which presents a complex structure with its cognitive, affective, and behavioral dimensions (Çetin & Ceyhan, 2018; Uzun Özer, 2010; Uzun Özer et al., 2014).

In this study, a case report of participant in the psychodrama experience group related to academic procrastination in university students was presented and with the goal of discussing sharing and awareness of the issues in the framework of related literature on academic procrastination.

2 | METHOD

The model of this research is a case report structured in a qualitative design. Case report; is a detailed description of the problems experienced by a client for scientific or educational purposes (Riley et al., 2017). This research includes the case report of an individual who is seeking psychological help for academic procrastination and joins the psychodrama experience group.

DETAILS OF THE CASE

The case is a 30-year-old male, married and living in Eskişehir with his family. He is working as a research assistant at a public university and is at the dissertation stage of his doctoral education. He applied to the psychological counseling and guidance center to get individual support for his academic procrastination and decided to join the group after a pre-interview. The case began his own process with the second session of the group.

Considering differing demographics with the other members of the group, his awareness in the group process and his significant contributions to other members, it was deemed appropriate to choose this case.

PSYCHODRAMA INTERVENTION

The academic procrastination themed psychodrama experience group was applied in the Psychological Counseling and Guidance Center of Anadolu University in the spring term of the 2018-2019 Academic Year. During establishment of the group, announcement posters were placed and undergraduate and graduate students who sought support for academic procrastination made individual applications to the Psychological Counseling and Guidance Center of Anadolu University. Preliminary interviews lasting about half an hour were held with each applicant, accompanied by the group director and the assistant director. In these preliminary interviews, the nature of psychodrama was mentioned, information was given about the purpose of the group and the group process, and participant consent was obtained after declaring that data collected from the study could be used for research purposes and that the directors would be supervised throughout the study. After the application process

was completed, the group opened with 7 university students. In the second week, 3 new members were added to the group and the process was completed with 10 people; 3 men and 7 women.

Group sessions were planned to increase member awareness about themselves, to help them recognize intellectual, emotional, and behavioral patterns related to their academic procrastination by addressing past and current problems, and conflicts or expectations, anxieties, and difficulties for the future. An additional goal was to help them develop coping skills by improving spontaneity. The group work lasted 10 weeks between March and May 2019 with sessions were held once per week for approximately for two and a half hours. Each session consisted of a warm-up, individual or group games, and public sharing sections. Although the sessions were planned in line with the theme (academic procrastination) of the group, sessions were shaped according to the needs of the members that day. Since the students are individuals having difficulty with academic procrastination and seeking help, it can be said that the studies developed according to the current needs of the group did not stray from the theme.

The director and assistant director reached the advanced level training at Abdülkadir Özbek Psychodrama Institute, and through this study, realized the pilot implementation which is one of the requirements of the training. The assistant director joined the group circle during the group process, actively participated, and provided support, especially when the director needed it. The audio from each session was recorded and a report issued after the session. These reports were read by way of the “multiple mirror” method by the director of the psychodrama training group where the group director was attending, together with a different member from the training group, and regular supervision support was provided to the trainers every week. Additionally, group supervision support was also received from the psychodrama training group that met once a month. Members were also informed about this supervision process.

PSYCHODRAMA PROCESS

The first session: In this session, the aim was to introduce the members to each other, ensure the newly acquainted members continue the process as group members, and discuss the group rules, accompanied by psychodramatic games. The case was not present during this group process.

The second session: In this session, a “seed planting”¹ game was played to help the members realize their short and long-term goals. A blanket was laid in the middle of the group, representing fertile soil, and the members were encouraged to use objects and to plant seeds desired to grow in the short- and long-term on this fertile soil. Our case chose the “bicycle” to represent his seed that will grow in the short term and, the “candle holder” to represent long-term growth. He stated that the short-term seed represents professional goals. This symbol contained a more flexible, more dynamic, and more self-dependent meaning (spontaneity) and in this context, the more he pedals (the bicycle), the more likely this seed will grow. The seed for the long-term was his ideals and he chose the candle holder because they were stronger and more solid. For the rest of this session, the case picked the word “Ideal” as his nickname in the game “Journey to the Past”, which was played to determine nicknames to be used in the study reporting. Considering the case’s bicycle metaphor, which he explained as “*The faster I pedal, the quicker I proceed*”—especially in relation to professional goals, it can be stated that he joined the group with a concrete expectation, which could be related to his academic procrastination.

The “sculptor-clay” game was also played in this session. The case was the first to share his thoughts and said that he freely shaped the clay in the first part of the game but after a while, he had difficulty being creative because of the infinity of alternatives. In the second part of the game, he felt cramped when the clay moved against him and caused difficulties, however, over time, he turned the clay’s moves against him into an opportunity and became more creative, stating that he often acted similarly in daily life as well. One of the reasons for academic procrastination is complexity or difficulty of the task. The fact that an individual who feels anxious, worried or distressed (the emotional dimension of academic procrastination) continues to engage with the task even if under

¹ This game was developed by Bircan Kırılancı Şimşek, who is the second author of the article and the supervisor of this study.

compulsion (behavioral dimension of academic procrastination), decreases the possibility of procrastination. In light of this information, we can say that our case feels boxed in when faced with a complicated or challenging situation, but by staying in action, he can produce a product he is satisfied with.

The third session: In this session, a group member who claimed to have a lot of academic work to do but could not start due to a variety of excuses and was therefore feeling anxious, became the protagonist. The case was the first person to be given a role and he was chosen for the role of the “emptiness”. During the game, it was observed that what the protagonist defined as “emptiness” were moments of “being alone with himself/herself” so he/she tried to avoid such moments through various busy-work. After the game was completed, the case expressed that the “*moments of being alone with himself*”, which were defined as emptiness, were familiar to him, that he especially needed such moments and specifically created these occasions to get his strength back, develop his inner strength, and that his inner voice was often correct. Among the reasons for academic procrastination, there are irrational thoughts/beliefs that the individual has (cognitive dimension of academic procrastination), and in a sense, the statements which the individual makes to him/herself (internal voices) when he/she encounters a distressing situation can be determinant on whether they will procrastinate or not. In light of this information, it can be stated that the language used by our case during his relationship with himself is functional and constructive, considering its positive relation with academic procrastination.

The fourth session: At the beginning of this session, the “game of joining and splitting up” which facilitates group cohesion, was played as a warm-up and the director added instructions of several dimensions related to the group theme, such as “those missing planes, trains, buses/ those who go early and wait”, “those avoiding a stressful situation as if it was a plague/ those who handle stressful situations head-on”, and “those who are quite meticulous when starting a task/ those who decide quickly”. During the sharing section, when a person from the group of “those missing planes, trains, and buses” said they felt embarrassed, the case shared, “*I am proud because it is very exciting.*” The director then asked what excited him was and he replied, “*I get an egocentric pleasure by saying that I can catch it even at the last minute. When it comes to academic procrastination, I regret not having started before, but completing the task without missing the deadline gives me an egocentric pleasure*”. The fact that the individual continues engaging in problematic behavior even though it has some negative consequences, such as feeling intensely anxious and low performance, can be suggested to hold a mechanism that actually protects the individual’s self-esteem with the thought: “I fulfilled the task and created a product even though it was the last minute, I could have done better if I had started earlier” (Burka & Yuen, 2008). A similarity with the words that the case shared draws attention, as well.

In addition, the game “Own your dreams” was played in this session to enable the members to examine their future dreams and the life dynamics which will facilitate or complicate these dreams. In this game, two members chose Ideal (the case) for the role that facilitates achievement of their dreams (as belief or motivation). This can be explained by the fact that Ideal was a positive model for the other members since he was at peace with his inner voice and expressed in the previous session that he was approaching the events and circumstances with a more optimistic attitude.

The fifth session: In this session, a procrastination themed warm-up game was played. During the game, the members tried to keep a balloon in the air, first in groups and then in pairs using their bodies, like a volleyball game enhanced with new instructions. The aim of this game was to give members the opportunity to realize what it feels like to act together with another person while doing a task (keeping the balloon in the air), how different the emotions at the beginning are from the ones when executing and completing the task and finally, how flexible or strict they are during the task. During the sharing section, our case was the last person to speak and he stated that he felt more nervous when in the group and took more responsibility not to drop the balloon, but felt less nervous while trying to keep the balloon in the air with only a partner. Also, that he got in harmony with his partner in a short time and tried to make the others drop their balloons due to a competitive personality. Considering these statements, he became more active in order to keep the balloon in the air (I must be successful) when keeping it in the air was defined as the responsibility of many people. In a way, he attempted to control the process more and thus felt more nervous. On the other hand, “keeping the balloon in the air” became easier after finding harmony with his partner, but even in such a situation, he still sought to drop the balloons of others rather than letting himself be free in the game. All these reveal the sort of meaning which the case attributes to “seeing success as the only

option, fear of failure, and I must be successful”, which is thought to be related to academic procrastination, as well.

The case chose to be the last in the previous session's game “Own your dreams” and also in this session’s game “Let yourself free”, which was played to reveal and work on possible transference that might affect group work, though he did not get the chance to stage his own work as the group time was over. The case explained, “*I waited and chose to be the last one because I wanted to watch the others first; I actually would love to take the stage. If there had been enough time, I would have performed a game that I play with my brother*”. With common expressions like “*If I had started working earlier (if I had not postponed and had had time) I would have done better*”, individuals who procrastinate as a habit can be said to attempt to protect their self-esteem through procrastination. The fact that the case chose to watch and be the last in both individual-centered games although he had the opportunity can be identified as the behavior of self-inhibition, which is directly related to procrastination.

The sixth session: In this session, games were played with psycho-dramatic techniques to help members see how they respond to difficulties and also notice their procrastination cycles. In the first game, members paired up with one blindfolded and the other accompaniment. Each couple moved around the hall for about a minute trying to avoid obstacles created by the other members. Here, the goal is for the members to gain awareness about how they respond to difficulties (uncertainty, frustration, etc.) in relation to academic procrastination. In the second game, members were asked to think about their own procrastination cycles first and then visualize them with the help of objects. The case did not attend this session.

The seventh session: In this session, a group game was played to enable members to see and realize their level of tolerance and efforts of control towards mistakes or incompleteness, and how they are affected, as this is also related to procrastination. During the sharing section, the case mentioned that he was impressed by the game and said, “*I was very surprised that what I saw and what I interpreted were different. I see it, I examine it in all its details, I can confuse it with something else two seconds later, and I can forget it. I mean, when I looked from the outside, I said how much more this person could change it but I also did the same. I mean, I am very confident about many things, but when I took action, it became very different. I felt that I should not be so confident in myself, that is, because I always have this thing: I know what I see, I know what I hear. So, I realized that I should not trust that much*”. Then when the director asked “is what you mean the fact that I sometimes can be wrong, mistaken, or have missing parts?” the case replied “*Yes, what I see or what I hear may not be what I am sure about. I should not be so sure*”. This dialogue shows that the case, who defines himself as a perfectionist, realizes the flexibility in intellectual and actional terms.

The eighth session: In this session, games were played with psycho-dramatic techniques to enable members to realize their risk-taking behaviors as well as their strength in controlling what is happening. In the first game, members were asked to make a surprising move (it could be a sound or a movement) that they avoided at home or outside, which they found absurd, first by themselves and then by the group. In this game, it was aimed to raise awareness about the extent to which members can act by considering their needs or wishes in connection with internal control, which has a positive relationship with academic procrastination (Janssen & Carton, 1999). In the second game, members formed pairs and in these small groups, after one partner determined a safe space for themselves, he/she responded to each intervention of the other partner by first accepting, then rejecting, and finally being indifferent. The game ended after the opposite player went through similar processes. In this game, it was especially desired for members to review their reactions related to situations in the outside world when things did not go well, when the plan was broken, when they encountered a difficulty, etc., and on this occasion, they could gain awareness about their level of perfectionism, which has a strong relationship with academic procrastination (Akkaya, 2007). The case did not attend this session.

The ninth session: In this session, “the personality atom game” was played to contribute to the integrity of the members’ self-perception and to their awareness of their own personality traits. The case, who was often the last person in the previous sessions and sometimes could not perform due to lack of time, volunteered first this time, and during the sharing section, he said “*I was the first member to take the stage today and I did not know what to do, so I was quite nervous. I had previously wanted to do so but couldn’t because I was the last one. So, I wanted to be the first one this time. But I was a little surprised at this, normally my own life doesn't change that much, it*

doesn't fluctuate that much, it doesn't differ that much in a small period of time, I was surprised by this, too." and expressed that he was happy to give himself this opportunity without blocking himself and was also surprised at the change which he observed in himself in a short time (being the first, unlike before). The case also showed efficiency by providing space for *"his side that can ask for help"* during this stage, a side which he does not often use due to strong self-confidence, yet something he greatly needs. The fact that the case, who did not hide in the background but gave himself an opportunity for the first time and concretely asked for help, can be interpreted as a direct representation in his own game.

In this session, the game "I have the right" was played due to a need arising within the group and expressions such as "I have the right to make mistakes, I have the right to leave it incomplete, I have the right to fail, I have the right to be defective" etc., which can be related to academic procrastination, were used by the group members.

The tenth session: In this session, the game "Nicknames first...then" was played, and the case stated, *"Mine was Ideal, the nickname I first got, the reason is that it is a concept that shapes my life, both nourishing me and putting things in front of me as a dream, but also negative things that happen to me are because of my idealist character. So, I chose it. When I think about it today, I can change it to Tolerance, because in 10 weeks I have more realized some things here, and some things have positively and negatively changed in my life, and in this process, I have felt this: I mean, I cannot control everything in my life, I need to be more tolerant towards some things, there are things which are part of life in life and this is one of them, we don't always have everything, so I am more accepting compared to the day I first arrived, so I wanted to change my nickname to Tolerance."* And he changed his nickname to "Tolerance". This shows that through the group process, the case can gain the flexibility to act according to new conditions and situations, and can be more accepting of the conditions, regarding both himself and his environment. Also, considering that individuals who frequently engage in academic procrastination are more prescriptive, controlling, and perfectionist about themselves and their surroundings, it can be argued that through the group process, the case also experienced a significant change related to academic procrastination.

This session continued with an individual-centered group game that serves to help members examine what kind of awareness they have gained during their journey supported by group dynamics, what kind of changes have they experienced in their lives and feelings since the beginning, and what they will take with them and leave today. In this game, in which objects were also used, our case talked about what he experienced in his inner journey:

"I joined here in the second week, but I felt quite well as if I joined the first week, I felt myself belonging to this group. When I came, I actually had some problems related to academic procrastination and inner motivation at work and I wanted to solve them. There are actually two cars here; this one is actually the car that I used before, before I came here. There is a road I take and I was driving this car. When I came here, I wanted to go with this car (psychodrama), I wanted to go the same way in a different car, so I just wanted to change my car and see what happens. These represent that. Actually, I may have mentioned this road before, that is, I had some difficulties while writing my master's dissertation and now I am writing my doctoral dissertation. I said maybe I would not have these problems with this car."

This depth of sharing reveals that the case provided himself an opportunity for change by experiencing what he acquired through the group process. In addition to the above, the case also mentioned that he can now become a person who enjoys life more (flexibility), that he can see the limits of his awareness—although he had awareness before—and that he wants to leave with the youthful spirit (marbles) that he acquired through this process. During the section where they exchanged gifts, the group members presented him a light to illuminate the road while he drives the car, the power to protect his wisdom, a magic wand to show his soft side, the power to produce a valuable product, the power to protect his friendly and reassuring nature, and the energy to enjoy life, as well as seeing lots of opportunities to travel (plane), the power to ignore the small obstacles in front of him, the mirror to get strength from himself, a tourist hat to continue his travels by protecting his inner child, and a rosary that he could use to ignore sometimes or to hold onto for patience.

3 | FINDINGS

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In the study, a case report of one member who joined the psychodrama experience group to get help due to difficulties experienced in the field of academic procrastination was made. As mentioned in the psychodrama group process, it can be stated that the case has acquired meaningful awareness that may be connected to both himself and his academic procrastination, in order to ensure personal integrity.

Although the target audience of the academic procrastination themed psychodrama experience group consists of undergraduate and graduate students studying at Anadolu University, the case differed from the other group members in terms of both age and education. Due to this, it was observed that the case experienced difficulty working on himself or relaxing within the group for a certain period of time. During the fourth and fifth session's individual-centered group games in which volunteering was the basis, the case preferred to be the last person and mentioned that he was willing to work on his component and that he could have performed his work if there had been enough time. When the published literature on academic procrastination is examined, it is stated that under this problematic behavior, there is the fact that the individual delays to prevent the evaluation of his/her performance and to protect his/her self-esteem (Burka & Yuen, 2008; Ferrari, 1991a, 1991b). When the person who procrastinates as a habit evaluates his/her own self-values only on the basis of competence related to the task and defines their ability only with how well he/she performs the completed task, he/she inevitably engages in some delay. Procrastination employed in this process functions as a self-prevention strategy by the individual. In light of all this information, the fact that our case does not take the stage during the games where volunteering is the basis, even if he is willing to do so, suggests that he was preventing himself due to various concerns, in parallel with procrastination's function to protect self-esteem. In the ninth session, however, the case was the first member to take the stage in an individual-centered group game and work on himself, and during the sharing section he was quoted as saying, *"I was the first member to take the stage today and I did not know what to do, so I was quite nervous. I had previously wanted to do so but couldn't because I was the last one. So, I wanted to be the first one this time. But I was a little surprised at this, normally my own life doesn't change that much, it doesn't fluctuate that much, it doesn't differ that much in a small period of time, I was surprised by this, too."* He highlighted the flexibility, the courage to take risks (making mistakes, etc.), the ability to develop a tolerance for uncertainty, and the power to let himself free, which he acquired through the psychodrama process.

The case never became the protagonist during the psychodrama experience group. However, with the role of "emptiness" during the protagonist game played in the third session, he made significant contributions to both himself and the group regarding academic procrastination dynamics. According to Ellis & Knaus (1979), among the reasons for procrastination are the irrational thoughts of the individual. The authors consider procrastination as an emotional disorder caused by irrational thoughts, which also play an incentive role in delaying the start and completion of a task. Similarly, Burka & Yuen (2008) have stated that individuals maintain irrational beliefs about being successful, they experience an intense fear of failure related to the task, and engage in delay tactics because they are worried about being judged by others. In this context, the fact that the case stated during the sharing section that he could take strength from his own self and that his inner voice often would be correct in moments of being alone, which was represented as "emptiness", suggests that he can use a more functional and positive inner voice (thinking) in challenging moments related to academic tasks. In psychodrama experience groups, members make an impression on others through sharing after a certain period of time and make meaningful contributions to other members' development processes. In other words, each member of the group is a healer for the rest (Holmes, 2013). Within this framework, the fact that two group members chose Ideal for the role which facilitates reaching one's dreams (as belief for one and motivation for the other) during their stages at the game "Own your dreams" played in the fourth session, suggests that the case made meaningful contributions to the other members' development through sharing the "positive inner voice", which can also be related to academic procrastination.

Perfectionism, which is thought to have a strong connection with academic procrastination, can be defined as "the effort to reach standards without making any mistake" (Slade et al., 1991) or "the tendency to reach or maintain unreasonably high standards" (Hill et al., 1997). It has been observed in various group games that the case, who joined the group due to complaints about academic procrastination, is particularly prone to the idea of

“I have to do the best without any failure”, and he also mentioned that he has a perfectionist character. The director led the group play a group game in the seventh session in order to work on these rigid and compelling thoughts, which have a strong connection to procrastination, by taking advantage of the power of psychodrama to give individuals spontaneity and flexibility through action. During the sharing section, the case expressed with surprise how different his expectation (I saw, I should do the same) and what actually happened (taking action) were from each other, by saying that, “*What I see or what I hear may not be what I am sure about, I should not be so sure.*” This argues that the case acquired meaningful awareness about himself and realized flexibility in intellectual and actional terms.

In the last session of the psychodrama experience group, the aim was for members to see and realize their own awareness and development, and to end the group process with positive emotions. For this purpose, firstly the game "Nicknames first...then" was played, and the fact that the case changed his nickname from “Ideal”, which represented himself being strong and firm, to “Tolerance” suggests that he has acquired flexibility and can be more liberating (not blocking himself) in relation to himself and what is happening around him. In the individual-centered group game during the rest of the session, played in order to enable members to see and work on their awareness of the whole group process and end the process with positive emotions, the case related a positive contribution of the psychodrama experience group to his life, using a metaphorical language like “I want to go the same road (master’s dissertation process - doctoral dissertation process) in a different car (psychodrama)”. Also, it was observed that the case’s repertoire developed through the roles he took or he was given during the psychodrama sessions, and as the role repertoire developed, he began to establish bonds and connections with the other members.

In addition to the results obtained, this study also has several limitations. The theme of the group is academic procrastination and the preparation is done on in this regard, but the group process was shaped according to the current needs of the members. In this context, the absence of a theme-specific structured group process may have rendered the intervention insufficient towards academic procrastination, which has a multidimensional nature and exhibits a settled structure. The case could not attend two of the group game sessions on academic procrastination, and at the same time, the case’s awareness of procrastination was limited to the qualitative data in the group process. These factors limit our ability to make general statements from the research results.

4 | CONCLUSION AND RECOMMENDATION

It is possible to say that through psychodrama techniques, the case got the opportunity to express, see and work on, change and transform the characteristics that may be related to both himself and his academic procrastination, and in this context, he has gained meaningful awareness. Academic procrastination has a multidimensional (cognitive-affective-behavioral) nature, and was able to work together through the action-based insight feature of psychodrama. In this context, it can be stated that psychodrama, which offers the opportunity to experience skills such as spontaneity, flexibility, self-freedom and creativity through action in working with academic procrastination, is an effective and functional help delivery tool.

Based on the current studies, it would be appropriate to increase the number of sessions in further studies, considering the complex pattern of academic procrastination and its structure, which is resistant to change. Furthermore, it is considered important to include participant views in future studies to deeply evaluate the effect of psychodrama on the emotions, cognition, and behaviors of participants and its permanence. This is predicted to support qualitative data in the studies. Similarly, supporting qualitative data with quantitative data and diversifying the research design with follow-up measurements on control groups will be beneficial in the context of the ability to generalize the research results.

STATEMENTS OF PUBLICATION ETHICS

During the writing process of this study entitled “Studying Academic Procrastination with Psychodrama: A Case Report”, scientific, ethical and citation rules were followed. No falsification was made of the collected data and the study was not sent to any other academic media for evaluation.

RESEARCHERS' CONTRIBUTION RATE

Researchers' Contribution Rate							
Authors	Literature review	Method	Data Collection	Data Analysis	Results	Conclusion	(Supervision)
Nilüfer Uyar	☒	☒	☒	☒	☒	☒	☐
Bircan Şimşek Kırılancık	☒	☐	☐	☐	☒	☒	☒
Ebru Güç	☒	☒	☐	☒	☒	☒	☒

CONFLICT OF INTEREST

There is no conflict of interest among the authors regarding the publication of this article

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