



Effect of Eidetic Parents Test for Academic Procrastination among University Students: An Imagery-based Approach

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Abstract

Academic procrastination is one of the significant issues among students in universities. The study aimed to understand the Eidetic Parents Test (EPT) implementation and its effectiveness on Academic Procrastination among university students. Ten participants were selected and the Tuckman Procrastination Scale (Tuckman, 1991) was administered. The Eidetic Parents Test was conducted, and post-intervention scores for Academic Procrastination were taken on the Tuckman Procrastination Scale (Tuckman, 1991). Data was analyzed using a paired-sample t-test. The study's results revealed a significant difference between the levels of Academic Procrastination after ($M=59.60$, $SD=2.70$) and before the intervention ($M=38.00$, $SD=4.24$). Nonparametric analysis through Wilcoxon signed-rank test depicted a non-significant difference among males and females on the Academic Procrastination Scale. The Eidetic Parents Test (EPT) is an effective intervention in reducing the levels of Academic Procrastination among university students. Therefore, it has been suggested that EPT can be used as an intervention for Academic Procrastination.

Keywords: Procrastination, Academic Procrastination, Eidetic Parents Test, EPT

1. Introduction

Academic Procrastination is a common phenomenon among university students; however, it is the most neglected area despite its drastic and negative consequences on students' academic achievements. Procrastination originated from the Latin word "procrastinate," meaning to postpone, delay or extend a job or work students (Steel & Klingsieck, 2016). Academic Procrastination is delaying academic work while ignoring their academic responsibilities for a particular work or during the entire course of studies (Hussain & Sultan, 2010; Zhang et al., 2018). According to Karimi Moonaghi & Baloochi Beydokhti (2017), procrastination is an inherent tendency expressed due to various conditions that can be influenced by the culture and the surrounding of an individual. Academic Procrastination is one of the most commonly prevailing types of Procrastination as it is associated with students who voluntarily delete their academic tasks. Khan et al. (2014) associated the process of Procrastination with a sequence of delays or postponements that can lead the individual to develop behavioral issues and emotional upset. Academic Procrastination directly affects the student's achievements by lowering their performance. According to an estimation, about 70% of university students demonstrate Procrastination in their daily activities, resulting in delayed academic tasks, assignments, and projects (Schraw, Wadkins & Olafson, 2007). The negative outcomes of procrastination are not only associated with reduced academic performance but also disturbance in individuals' mental health, leading to stress and anxiety issues. The worry of completing their project at the last moment led to the development of anxiety and increased stress levels affecting the psychological well-being of the students. The students often fear losing, and the academic procrastination chain continues with them. The consequences of Procrastination not only affect the students but also prevail in their life, affecting their professional and personal life, which may lead to delays in fulfilling commitments leading to strained relationships (McCloskey, 2012).

1.1. Theoretical Framework

The Cognitive Behavioral Theory (CBT) is based on an individual's thoughts, sensations, behavior, and emotions that are interconnected with each other. These individual States significantly influence the thoughts and feelings of the individuals. CBT can efficiently explain procrastination because procrastination is involved in creating ways of thinking, whereas CBT highlights replacing irrational beliefs with rational ones. Procrastinating involves individuals thinking of being inadequate, inefficient, and incompetent. They often fear failure, which leads to automatic negative thoughts introducing procrastination. CBT is associated with core beliefs embedded in various situations of despair, introducing disbelief in individuals. The students showing rational academic beliefs usually show low academic Procrastination; however, the students depicting irrational beliefs have high academic procrastination, which can be defined in the context of CBT.

1.2. The Rationale of the Study

Academic Procrastination is a serious issue; however, it is often neglected despite its importance and increasing prevalence among students. Currently, there is a lack of research and study related to the increasing prevalence of Academic Procrastination among students in Pakistan and its treatment. The Eidetic Parents Test is an efficient

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approach for various psychological and mental issues. This research study has used the Eidetic Parents Test as an intervention against Academic Procrastination among students. This study can help the practitioners to identify academic Procrastination and the efficiency of the Eidetic Parents Test as a therapeutic intervention.

2. Literature Review

Academic procrastination is related to the development of negative behavior and consequences among individuals, especially students; however, it is not given appropriate attention. The habitual delay of tasks gives rise to chronic procrastination, which affects the individual's cognitive behavior, blurring the individual's ability to make decisions on time (Hen & Goroshit, 2020; Howell & Watson, 2007). Various reasons can be associated with academic procrastination; for example, fear of failure, lack of a version, rebellion against control, difficulty in decision-making, task aversiveness, low self-efficacy, and lack of confidence may contribute to the development of academic procrastination (Afzal & Jami, 2018). These reasons magnify the habit of academic procrastination leading to the development of worst outcomes. Procrastination is often ignored; it is academic procrastination, or it prevails in your organization. Procrastination not only disturbs the psychological well-being of an individual but also affects the surroundings and environment as it affects the organization's behavior patterns. The study conducted by Dautov (2020) depicted that 70 to 75% of students demonstrate procrastination and try to delete their academic tasks and the major precursor for procrastination is laziness.

Academic procrastination has negative repercussions, which delay activities and tasks and have various psychological and physical effects that contribute to increased stress and anxiety. To reduce its effect, the treatment against academic procrastination has become necessary because psychological interventions are considered to reduce the impacts and effects of procrastination among students. Various technological therapies can be used to overcome procrastination. Eidetic imagery therapy represents a conspicuous mental representation of an event. Eidetic therapy includes external stimuli, which are used to develop mental imagery. In Pakistan, Akhter Ashen introduced the concept of eidetic therapy. Ahsen's eidetic imagery differs from other forms of mental imagery as it is not related to daydreaming; instead, it is based on developmentally determining images that remain in the memories and fantasies of an individual (Panagiotis & Sheikh, 1974). These images can then be efficiently related and associated with the conflict situations arranged in a predetermined sequence (Ahsen, 1972). Mental imagery arises in any sensory format that may include gustatory, olfactory, visual, auditory, or bodily sensations. Mental images are strongly associated with emotions and demonstrate psychological reactions that are considered beyond the conscious control of the brain (Schwarz et al., 2020). Patients depicting various technological disruptions are being treated with imagery techniques, which are useful in comprehending emotional distress (Brewin et al., 2010).

The main concept of eidetic therapy depends on the treatment of trauma, where the images are established to be used as a connection between casual events and symptoms that can be interpreted to mitigate the problems (Kamran Ehsan & Rowland, 2021). The eidetic therapy of Ahsen is considered a composite imagery phenomenon, with a visual nucleus attached to an individual's somatic and affective components. These components tend to change when there is a difference and the changes observed in an individual. Ahsen explained that the images in eidetic therapy are compound images and can be called ISM (I= Image, S=somatic, and M= meaning). The ISM is the basic unit that is used to define personality formation. At first, the image might seem incomplete; however, after sufficient details and repeated trials, the images become clearer, more vivid, and precise (Panagiotou & Sheikh, 1974; Ahsen, 1972).

Ahsen (1972) explained that EPT is based on 30 situation images. These include (1) the situation in which the parents appear where the individual was raised; (2) the left-right positioning of the parental; (3) separation or union of the parents; (4) the active or passive relationship between the parents; (5) Which parent either father and mother runs faster in the image; (6) the purpose and pattern of the parent's running; (7) during running the freedom of parental limbs; (8) the comparative brilliance of the parental eyes; (9) the object orientation of the eyes; (10) the feeling given by eyes and the story told by eyes; (11) the comparative loudness of parental voices; (12) the degree of meaningfulness of the parental voices (13) the feeling given by parental voices and the story told by them; (14) The degree of hearing by the parental ears; (15) The extent of understanding by the parental ears when they hear the person talking to them; (16) the sniffing of the house atmosphere by the parents, which is an indication of their liking and disliking; (17) the sensation of personal warmed depicted by the parental bodies in the picture; (18) the feelings of acceptance and rejection regarding their skin; (19) the health status of parental skin; (20) the extent to which parents extend their arms to the person; (21) the extent to which the person extends the arms to receive from the parents; (22) the comparative strength of the parental hand grasp; (23) the way the parents swallow their food; (24) the way the parents drink fluid; (25) the pressure in the parental job while buying something; (26) the temperature of the parental brains; (27) the efficiency or inefficiency of the parental brains when visualize the thinking machines; (28) the heart beating of the parents seen through a window visualized through the image; (29) the appearance of the parental intestine

visualized through the image; (30) the temperature and appearance of the parental genitals and their reaction to their persons touching them in the image (Ahsen, 1972).

2.1. Objectives of Research

This research aims to investigate the effectiveness of Eidetic Psychotherapy on Academic Procrastination in the student population.

- To investigate the effectiveness of the Eidetic Parents Test as a treatment procedure for students with Academic Procrastination.
- To analyze the impact of Eidetic Parents Test on male and female participants.

2.2. Hypothesis

- Eidetic Parents Test will reduce the levels of Academic Procrastination in Students.
- Males and females will have differences in Academic Procrastination scores after Eidetic Parents Test

3. Methodology

The research utilized repeated measures design for the measurement of the efficiency of Eidetic Parents Test. The sample consisted of fifty university students (18 to 35 years) who were selected from Islamabad and its outskirts through convenience sampling. A total of ten participants, depicting high levels of Academic Procrastination on Tuckman Procrastination Scale (Tuckman, 1991), were incorporated for the intervention plan.

3.1. Tuckman Procrastination Scale (Tuckman, 1991)

Tuckman's Procrastination Scale is based on 16 items on a 4-point scale "That's me for sure, that's me, that's not me, that's not me for sure." The scale is based on 0.90 Cronbach alpha reliability where the score ranges from 35 to 64 within three divisions (high (57-64, moderate (50-56), and low (35-49)).¹⁷

3.2. Procedure

3.2.1. Pre-assessment Phase

Tuckman Procrastination Scale (Tuckman, 1991) was administered among 50 university students and a sample of 10 students with highest levels of Academic Procrastination were incorporated for the intervention.

3.2.2. Intervention Phase

Intervention phase lasted for eight sessions that was initiated with initial consent protocols, clinical interviews and psychodiagnostic assessment. These sessions included psychoeducation of the participants as per the necessary protocols of EPT. This included a brief test of participants' ability to form and recall images on memories. The rest of the sessions included EPT and focused on maneuvering triggering items. Oscillation and filtering was used for difficult or triggering images. These images were unique in accordance with the participants because of the different parental origins of the participants. These sessions were based on emotional and physical symptoms through repeated exposure that held in the resolution of the thought process that was associated with various triggering items during the intervention of EPT.

3.2.3. Post Assessment Phase

The levels of Academic Procrastination on completion of the intervention were taken on the Tuckman Procrastination Scale (Tuckman, 1991).

3.3. Sessions

The first session was based on a brief introduction with the participants to build rapport. During this brief, the participants' viewpoints regarding academic procrastination were undertaken. The participants were introduced to the methodologies and Eidetic Parents Test in the second session. In order to check the image blockage of the participants, they version-neutral images after the introduction. These images and their perceptions varied according to the visualization of the students. The participants depicted good visualization work weekend making images and were subjected to Eidetic Parents Tests two times. The conflicting images that were emotionally charged and depicted physical symptoms were maneuvered to encourage the participants to resolve the resolution of the images. Repetition of the image was necessary as it has a dark impact on the psyche and physiology of the participant to reduce their symptoms. During these sessions, the participants visualized both positive and negative images. The administration of EPT continued in the next session, where the participants were exposed to Different techniques to make them comply with EPT through their experiences in different situations. The participants' emotional states and reactions were observed in the visualization process. The filtration and oscillation technique with triggering images was also used. During the visualization process, the participants were focused on primary pictures and feelings and started to develop memories leading to the description of significant events and incidents. The majority of the emotionally charged images were negative; however, due to continuous administration of EPT, these images became more progressive by maneuvering images. In the last session, participants gave their feedback, which indicated a reduction in procrastination levels that was justified through the administration of the Tuckman Procrastination Scale (Tuckman,

1991). At the end of the session, the participants were told about different maneuvering techniques, and the scores were recorded through Tuckman Procrastination Scale (Tuckman, 1991).

Table 1: Summary of Session Structure

Session 1	Rapport building Psycho diagnostic Assessment (House tree person test, Mini mental status examination) Participants' views on academic procrastination Administration of intake form
Session 2	Introduction to EPT Psychoeducation on necessary EPT protocols Assessment of neutral images to assess image blockage Administration of EPT
Session 3-7	Feedback and debriefing about last sessions Administration of EPT Maneuvering of the images on triggering items in the test Assigning homework task in every session Use of oscillation and filtering techniques with triggering images
Session 8	Feedback of sessions Administration of Tuckman Procrastination Scale (Tuckman, 1991)

Note: information of session structure

3.4. Ethical Considerations

This study involves participants; therefore, consent forms were administered. The participants were informed about the nature of the research, its efficiency, and its implications.

4. Results

The results indicate a significant role of Eidetic Psychotherapy (Eidetic Parents Test) on levels of Academic Procrastination in the selected sample.

Table 3 shows non-significant difference among male and female participants in Academic Procrastination Scale after intervention.

Table 2: Demographic Characteristics of Sample (N=10)

Characteristics	f	%
Gender		
Males	5	50
Females	5	50
Age		
18-21	5	50
22-24	3	30
25-27	2	20
Qualification		
Undergraduate	8	80
Post-Graduate	2	20

Table 3: Mean Comparison of Male and Female Students on Study Variables (n=10)

Variables	Male (n=5)		Female (n=5)		t (9)	p	Cohen's d
	M	SD	M	SD			
Academic Procrastination Scale	42.80	4.32	37.60	4.22	1.92	.09	1.22

Note: M= Mean; SD = Standard Deviation

Table 4 shows a reduction in the post-test procrastination scores (M = 38.00, SD = 4.24) that is significantly less than pretest procrastination scores (M = 59.60, SD = 2.70, t (4) = 10.99, p < .001, d = 4.92). Current findings significantly support that Eidetic Parents Test have the tendency to reduce academic procrastination among the students.

Table 4: Mean Comparison of Pre and Post Test Scores on Academic Procrastination (N=10)

Measure	Pre Test		Post Test		<i>t</i> (9)	<i>p</i>	95 % CI	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>
Academic Procrastination	59.60	2.70	38.00	4.24	10.99	.00	16.14	27.05

Note: *M*= Mean; *SD* = Standard Deviation; *CI*= Confidence Interval; *LL*= Lower Limit *LL*; *UL*= Upper Limit.

The Wilcoxon signed-rank test, a non-parametric test, revealed significant results related to that Academic Procrastination scores after the intervention (*Md* = 38.50, *n* = 10) compared to before (*Md* = 59.00, *n* = 10), *z* = -2.80, *p* = .005, with a large effect size, *r* = 0.63.

5. Discussion

Current study was aimed at analyzing the efficacy of the Eidetic Parents Test on the academic procrastination of university students. The findings of the study states that the Eidetic Parents Test is significant in reducing academic procrastination. Different students who are suffering from academic procrastination can be significantly treated with the intervention of the Eidetic Parents Test. This treatment helps the students with anxieties that were previously related to their experiences. Eidetic Parents Test helped the students to connect to the right meanings and feelings to any given antecedent.

Academic procrastination is a common phenomenon especially among university and college students which has affected the students in different ways. Eidetic Parents Test can be considered an efficient intervention to reduce procrastination levels. The Eidetic Parents Test is significant in reducing depression levels. Syed et al. (2020) has stated that the Eidetic Parents Test positively affects people having different disabilities and interpersonal issues with special focus on behavior and role of emotions with the use of eidetic imagery make this therapy an efficient intervention. Swafford eidetic imagery is a strong, repeatable and vivid image that is helpful in changing the structure of the thinking process of the participants. These images are unable to change until the behavior of the individuals or the recipients changes. The EPT is an efficient process to change the perception of the students related to procrastination. Kamran Ehsan & Rowland (2021) has also observed the efficiency of EPT introducing long-term negative emotional patterns where EPT has been declared as an experience-based approach that can be beneficial to the patients. EPT is considered a simple and direct procedure for the therapist especially for the patients having different psychological disorders. It is also an efficient approach to deal with the trauma as eidetic imagery can be helpful in providing a significant connection between symptoms and events.

Rozental et al. (2015), procrastination can be related to different mental problems leading to personal distress and anxiety affecting and overall mental wellbeing of an individual. The stress and frustration developed during this results in anxiety, lowering the mood and leads to increased physical complaints making it a significant threat to the wellbeing of an individual. Therefore, procrastination should be treated with efficient psychological interventions where eidetic parents test is an efficient approach (Rozental et al. (2018).

6. Conclusion

EPT is an efficient intervention in reducing procrastination levels among university students. Previously there is no evidence regarding the use of Eidetic Parents Test as an intervention against procrastination therefore, this study is unique in outlining the efficacy of Eidetic Parents Test as a significant psychological intervention to reduce procrastination among students.

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