Permissiveness, guiltiness, anxiety: A qualitative study on symbolic meanings regarding task procrastination reported by occupational therapy students from Southeastern Brazil

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Introduction: Studies on procrastination are increasing, especially on students, as it is the population that most procrastinates their daily activities, especially academic activities. Most of the proposed studies do not investigate psychodynamic and symbolic issues studies on the subject, thus suggesting futures with a qualitative approach, where the researcher is closer to the phenomenon. In addition, no research was carried out on the topic with Occupational Therapy students.

Objective: To explore and research the explanations related to occupational therapy students self-reported as procrastinators at a private university in southeastern Brazil about the behavior of procrastinating their schoolwork

Methods: Clinical-qualitative design; data through semi-structured interviews with in-depth open questions the data interviews, that is, the transcribed interviews, were analyzed in the light of the psychodynamic framework according to the Clinical-Qualitative Content Analysis

Results: seven Occupational Therapy students were sought and, according to the results of the analysis, the following categories were extracted:

1) Anxiety that produces the vicious cycle of procrastination; 2) 'the little devil's fault': threatening responsibility and threatened responsibility; 3) Procrastination: an account of demotivation and failed strategies

Table I - Sample Characterization

Repondents	Age	Gender	School Year
1	27	F	3°
2	32	F	2°
3		F	3°
4	20	F	3°
5	20	F	2°
6	22	F	3°
7		F	3°

1) Anxiety that produces the vicious cycle of procrastination

Reports gained emphasis on anxiety as an emotional experience that makes students trapped in a vicious cycle. They feel prevented from leaving due to the distance of desire and the execution of tasks. Otherwise anxiety seems like a common feeling that is linked to productivity. However, in the speech it presents itself in a disabling and suffering-producing way.

I don't know if everyone who procrastinates a lot has anxiety, but my theory is that yes, because for example, [...], in my case it's like this, I get

very anxious to do something, and the more anxious the less I have the ability to do that thing

2)) 'the little devil's fault': threatening responsibility and threatened responsibility

The transition of the subject to the university routine requires responsibilities and decision-making that confront the ego. External causes are observed in explanations, moving away from internal issues that influence decision making. As we can see in the story below:

It's like the little devil in your head like [...] "don't attend class, go do something else", then you do something else, then you get lost in class, because you went to do something else

3)) Procrastination: an account of demotivation and failed strategies

Methods were tried by the students to try to avoid procrastination, but without resolving the psychodynamic inner conflicts related to the activity. Because it is unbearable for the ego to deal with this new habit, strategies to avoid procrastination are postponed

I tried to make a reward system for myself [...], but I'm always in that dilemma "oh for later, leave it for later" so for sure this reward system doesn't work for me, maybe if it was better structured, but no I know, maybe it wouldn't work because I would find a way to circumvent this system

Conclusions: Students' procrastination ambivalently affects their daily lives, both positively and negatively, although everyone reported the phenomenon as negative. These studies can contribute to thinking about the clinic in the context of health and education. Therefore, we suggest studies that explore meanings brought by students and even other categories for comparative purposes. reinteracting, the content displayed here must not be reproduced or copied

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Explanations of schoolwork procrastination reported by undergraduate occupational therapy students: a qualitative study

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