Survey of Relationship between Procrastination Behavior and Organizational-Based Self-Esteem of Academic Members in Islamic Azad University 7th Zone

Malikeh Beheshtifar, Reza Azadi

Management Department, Islamic Azad University, Rafsanjan Branch, Iran

ABSTRACT

Within the last years, an additional form, "organizational-based self-esteem", has appeared in the literature. Organizational-based self-esteem reflects the degree to which employees self-perceive themselves as important, meaningful, effectual, and worthwhile within the organizational setting. Studies show that organizational-based self-esteem has the positive outcomes within organization. Therefore, to identification the factors that contribute to organizational-based self-esteem are necessary. One of them which have a negative effect is procrastination behavior. Procrastinators have low self confidence and self-esteem. Therefore, the aim of this research is study of relationship between procrastination behavior and organizational-based self-esteem of academic members in Islamic Azad University 7th Zone. The statistical population in this research contains all academic members in Islamic Azad University 7th Zone who are 1121, and the sample population is determined equal to 287. The tools which are used to collect data were two questionnaires: procrastinations behavior and organizational-based self-esteem, which their validity obtained 0.967 and 0.959, and their reliability obtained 0.939 and 0.901, respectively. The result shows that there is a reverse relationship between procrastinations behavior and organizational-based self-esteem. Also, there is a reverse relationship between fear of failure, aversiveness of task, difficulty making decisions, dependency, lack of assertion, risk-taking, and rebellion against control with organizational-based self-esteem. It can be concluded that organizational-based self-esteem plays a critical role in the motivation of human behaviors. Organizational policies, programs, and procedures that lead to the development of employee self-esteem in a healthy way will be very useful both for the organization and the individuals. Procrastination behavior is one of these programs. It is imperative for managers to identify the various causes and reasons for procrastination and plan to overcome them by disciplining themselves on how best to use time wisely, set priorities and perform their duties according to schedule so as to always meet deadlines. These could cause to promote organizational-based self-esteem. So, it is suggestion the managers have the mission to improve their employees' self-esteem in order to contribute to the achievement of organizational goals and as well as the personal goals of the members.

KEYWORDS: Procrastination behavior; organizational-based self-esteem; aversiveness of task; risk-taking; rebellion.

1. INTRODUCTION

In recent decades, self-esteem and its effects are considered in the organizations and it is one of the main issues of organizational behavior. Self-esteem is consisting of self-perceive evaluators related to the personality of a person and play effective outcomes in the organizations.

Recently, an additional form, "organizational-based self-esteem", has appeared (Ukar&Otken, 2010). For the first time Pierce, Gardner, Cummings & Dunham (1989) introduced the concept of organizational-based self-esteem (Pierce& Gardner, 2004) and this concept is applied for the job of a person (Ferris et al.2005). Organizational-based self-esteem shows specific concept in the organization. The employees with high organization self-esteem perceive themselves as important, meaningful, effectual, and worthwhile (Vatanen, 2003). Studies show that organizational-based self-esteem has the positive outcomes within organization. The messages that a person receive of important people in work environment and society affect his self-esteem, his feelings about the effectiveness and personal capability. The organizational-based self-esteem can be identified as evaluating a person about his competency, value and adaptability as the member of an organization (Odete, 2010). Self-esteem is based on three different principles:

- The definite signals sent by organizational structures
- The messages that people send in social environment (interpersonal relations and organizational culture)
- Adequacy and capability arising from personal experiences (Pierce and Gardner, 2004).

In addition, Korman (1970) proposed that organizational self-esteem is affected by some organizational factors: self-perceived competency and self-evaluation that are assumed to be dependent upon social learning experience and the value of a person is a subject of his interaction with others. Thus, the organizations,

---

*Corresponding Author: Malikeh Beheshtifar, Management Department, Islamic Azad University, Rafsanjan Branch, Iran. m.beheshtifar@yahoo.com

organizational environment and its actors are considered based on the self-evaluations of total environment (Fan, 2008). Normally, the people in organizations considering self-esteem considered themselves important and effective people in the organization setting. When the staffs find that their employers consider their welfare, their self-esteem is increased (Critner and Kiniki, Farhangi and Safarzadeh translation, 2005). Indeed, organizational-based self-esteem creates good outcomes for the organization including the increase of effectiveness and efficiency, high job involvement, increasing job satisfaction and organization commitment and reducing the transfer, absence, etc.

In most recent organizational-based self-esteem model of Byrne (1996), it is attempted to investigate about the effectiveness and their personal capability as a member of the organization. According to Byrne, four main components can evaluate the organizational-based self-esteem including autonomy, individual value, adaptation and competencies (Odete, 2010). The concept of organizational-based self-esteem is interesting as this concept is based on the assumption that self-esteem of a person forming around the organizational work and experiences have important role in creating the motivation, attitudes and task-based behaviors. According to Korman (1970), the staffs with high self-esteem are more inclined to positive attitudes in their work environment and better performance to their co-workers with low self-esteem (Ukar& Otken,2010) and with high organization commitment (Fun, 2008). The important point about organizational-based self-esteem is that most of the staffs of the organizations don't have the required freedom or autonomy in some affairs and they are less adapted with the environment. The organizations consider the value of the staffs as important member in the organization success less. On the other hand, educating the capabilities of the staffs is less considered by the managers. Indeed, these conditions cause that the staffs don't have positive attitude to their job and organization and they don't feel valuable as a member of the organization. The managers are obliged to consider organizational self-esteem and its improvement and attempt to achieve the factors to improve them. One of the important and forgotten factors is the effect of procrastination behavior on organizational-based self-esteem among the staffs.

Most of the people assume procrastination cause as laziness but this can have various forms such as procrastination in taking decision with definite time for decision or task aversion increasing stress and take decision about it (Milgram&Tenne, 2000). Procrastination is avoiding the duties and not doing a task or duty and it avoids by ignoring the task (Zimberoff& Hartman, 2001).

Ellis and Knaus (2002) considered procrastination as inclination to avert from an activity, doing it with delay and apology for justification of delay and avoiding blame. Popoola (2005) raised procrastination as a specific attribute consisting of cognitive, motivation and behavior components (Akinsola et al., 2007). Blunt and Pychyl(1998) found that procrastination is a common phenomenon and affects chronically a great part of adults and students. Most of the existing literature about procrastination is compared procrastinators and non-procrastinators. Procrastinators show a weak behavior leading into the waste of time, weak performance and increase of stress. Some researchers as Ferari (2001) showed that procrastinators were lazy people without self-discipline capability. However, non- procrastinators with high effectiveness had high efficiency and performance and are described as organized and highly motivated people (Cho, Chubi, 2005). Most of the researchers believed that procrastination is an adverse personality attribute causing communication problems among people, delay in duties and not achieving required goals (Van Wyk, 2004). Ajayi (2007) believed that procrastination can lead into the lack of concentration, fear and concern, communication problems and weak performance (Ekondive, et al. 2010. Milgram (1991) described procrastination behavior as a behavior sequence of delay leading into non-standard behavior and it is consisting of a behavior to do the perceived procrastination and it leads into a kind of emotional pain.

Effert& Ferrari (1989) showed that procrastinators don't have self-sufficiency and self-esteem and they have high self-awareness and self-criticism. These researchers added that they have perfect expectations. They show illogical fear of success or failure. They have failure and concerning feeling with less need to cognitive complexity and attribute the success to external and instable factors (Akinsola et al., 2007).

The results of this study are important in organizations from various aspects. The emphasize on organizational-based self-esteem increase the freedom and autonomy of people, more adaptation with the environment and improving the capabilities and qualification. Indeed, these conditions cause that people have positive attitude to their job and feel valuable as a member of the organization. The people with high organizational-based self-esteem are effective in increasing the effectiveness, efficiency, and job involvement and organization commitment. It is obvious that by reduction of procrastination behavior, organizational-based self-esteem is increase among the staffs and organizational success is increased also. It seems that after the investigation of this study, we can find the relations between procrastination behavior among faculty members of University and their organizational-based self-esteem. The condition of faculty members in academic units with high self-esteem is investigated.

Although there are a few investigations about the relationship between procrastination and self-esteem behavior, there is no study about the relationship between procrastination behavior and organizational-based self-esteem. Thus, considering procrastination outcomes as a negative factor in reducing organizational-based

self-esteem, the managers should increase organizational-based self-esteem by reducing procrastination factors. Considering the subject of the research, the main hypothesis is designed as:

There is an association between procrastination behavior of faculty members and their organizational-based self-esteem in Azad universities of zone 7. The sub-hypotheses are:

1.   There is an association between fear of failure of faculty members and their organizational-based self-esteem in Azad universities of zone 7.
2.   There is an association between Aversiveness of task of faculty members and their organizational-based self-esteem in Azad universities of zone 7.
3.   There is an association between difficulty decision making of faculty members and their organizational-based self-esteem in Azad universities of zone 7.
4.   There is an association between dependency of faculty members and their organizational-based self-esteem in Azad universities of zone 7.
5.   There is an association between risk taking of faculty members and their organizational-based self-esteem in Azad universities of zone 7.
6.   There is an association between rebellion behavior of faculty members and their organizational-based self-esteem in Azad universities of zone 7.
7.   There is an association between procrastination behavior of faculty members and their organizational-based self-esteem in Azad universities of zone 7 based on mediator variables of age, gender, work experience and education.

Theoretical framework of research

In this study, procrastination behavior is investigated as predictive or independent variable and organizational-based self-esteem was criterion or dependent variable.

Knaus (2000) believed that procrastination is identified as the lack of discipline performance and behavior inclination for procrastinating the necessary things for the aim (Chan& Choy, 2005).Although procrastination is not problematic always, via avoiding the progress, it had adverse outcomes. Some of these outcomes are found in low self-esteem, fear of negative evaluation, anxiety, task aversion, low self-confidence and low tolerance (Jokar and Delavarpur, 2007). Solomon &Rothblum for the first time in 1984 studied procrastination with 13 factors and finally six components were introduced as procrastination aspects. These six aspects of procrastination aspects are predictive variable as:

1.   **Fear of failure:** This kind of fear can be the result of personality interaction and the method that co-workers criticize each other (Andriessen, 2006). According to Yaakub (2000), a person experiencing the fear of failure spends his time on concern about finishing the plans and projects, instead of completing them (Van Wyk, 2004). The people with fear of failure are concerned to be blamed by others and they don't give any comments about the problems. As fear of failure increases mental and physical degradation, delegating some tasks to others beyond their capacity is not good and in each case, the work, expectation and capacity of a person should be considered (Farhadi, 2005).
2.   **Aversiveness of task:** Solomon and Rothblum (1984) believed that Aversiveness of task is the main factor of a procrastinator (Fischer, 2000). Aversiveness of task is consisted of some aspects reflecting the lack of energy and Aversiveness of task (Onwuegbuzie& Jiao, 2000). Aversiveness of task shows the fatigue and hard work (Blunt, 1998). Silver believed that the nature of Aversiveness of task can depend upon the limitation of internal satisfaction of a job and arising from the beliefs of the expected results of a job (Blunt, 1998).
3.   **Difficulty decision making:** It means that a person is weak in taking decision (Grobe, 2008) namely in decisions of job in the organization.
4.   **Dependency:** Dependency can depict a positive or negative concept in the mind. Dependency as one of the aspects of procrastination is related to weakness, self-selfishness and childish behavior. Dependency is sometimes equal to the lack of autonomy, passive behavior (Steele, et al. 2001). Dependency means that a person could not do his duties independently.
5.   **Risk taking:** Risk taking is tolerating the ambiguity in work place (Dutcher, 1997) and it means accepting hard and dangerous conditions and be successful from the start to the end of the way. Indeed, the people with risk taking behavior can save an organization and they are more successful than risk escapers and they can create a victory from the failure (Nouri Shams Abadi, 1999). March and Shapira (1998) considered the value of risk as dual. Although most of the organizations believe that risk taking is an important component of their success, there are some assumptions showing its negative concept (Hogg &Huberman, 2006). Risk taking is not good when it is with negative outcomes. The organizations emphasizing on wrong risks, lose their money and time (Funston, 2007). Normally the people being involved in task activities, negative behaviors of risk taking are less in them (Pender&McCart, 2007). In brief, the procrastinators with this characteristic accept some conditions that are not good for the organization.
6.   **Rebellion against control:** Rebellion means that a person due to the concern about his duties or the duties imposed on him delayed the beginning of the works (Binder, 2000). These people get angry rapidly and

are weak in achieving the goals (Desai, 2010). On the other hand, the organization is considered as an important source for the staffs and evaluation of the organization reflects the perception of the staffs of organization supports can have important role in improving the feeling of people to organizational-based self-esteem. High feeling of organizational-based self-esteem makes the staffs satisfied. When this mental satisfaction is related to the organization, it is expected that organizational-based self-esteem can increase the commitment of the staffs to the organization (Ukar&Otken, 2010).

To investigate organizational-based self-esteem, Biren model (1996) was used. In this model, it is assumed to investigate the feeling of people about effectiveness and their personal competency as a member of the organization (Odete, 2010). Biren believed that four main components can evaluate organizational-based self-esteem as:

1.   Autonomy: Autonomy is the degree given to the people for their freedom in some affairs as task planning and procedures (Langfred&Moye, 2004). According to the theory of job characteristics, autonomy leads into more responsibility feeling (Zare et al., 2010). Sometimes the organizations give this opportunity to the staffs that people are free in selecting their job and job flow (Zare et al., 2010). With the ratio of more freedom, the staffs imagine the work outcomes as the result of attempt, innovations and decisions to get the guidance of the managers or instructions with their freedom against the success or failures of work and this makes them satisfied(Dorani and Mohammadi, 2005) and these conditions lead into the improvement of personal and organization performance.

2.   Individual value in the organization: In the organizations based on the current science, the value of people is more than any other factor and we can use human capital to describe the individual value. To maximize human capital via attracting and developing people is an important priority for all the managers. Among all the organization layers, the leaders had given more importance to their people. It is interesting to say that great consideration is given to the wage of people and designing some plans for attracting people (Mayo, translated by Misaq translators, 2006). Viewing 1950s to 1960s showed that the value of staffs is evaluated based on reliability, physical competence, experience and loyalty. But today, the value of the staffs is evaluated based on innovation, accepting responsibility and considering the customer having great changes with the changes of roles and expectations of the staffs and this can be said that normal staffs are valuable source of business (YariAhmadiKhorasani, 2008). The organizations giving value to their staffs believe that such valuable factor requires good behavior (Torabi et al., 2007). Recently, a framework to help the managers in effective and efficient use of human resources is presented and this framework is related to the thought of attracting, educating and attributing human resources as designed strategies to give value to the value of people (Torabi et al., 2010). When the organization considers its staffs as valuable, the staffs trust the organization and they will be more loyal to the organization. Thus, human resources increase their attempts to achieve the organization expectations. Thus, a person as a human being has some positive values and capabilities in the organizations and the value of the staffs is provided via various ways such as improving the staffs and job.

3.   Individual adaptation: Adaptation is including adaptation capacity by which the ability of people, groups or organizations are increased to be adjusted with the environment and is including adaptive decisions (Adger et al., 2005). In a model individual adaptation is summarized in self-confidence, self-value, personal freedom, belonging or dependency and rejected nervous inclinations (Bernafer and Shafie Sarvestani,2010). Adaptation is identified as sustainability, growth, re-production, skill, personal and environmental change (Fawcett,2005). But in Bar-on model (1990) considered adaptation component in flexibility and problem solving and realistic issues (Siaruchi et al., translated by NouriEmamzadei and Nasiri, 2004).

4.   Personal competences: Competency is a characteristic referring to a kind of human capital or human resources causing efficiency (Virtanen, 2000). Competence is a personal characteristic distinguishing the best staffs from normal staffs. Competence can be described as a set of behavior models and create a condition to perform the duties with best results (Bartram, 2005). The investigations showed that people competencies are different in organizations and there is not unique competence model for the organizations (Ati, 1999). The competencies of the staffs are perception skills, personality factors, decision making skill and communication skills (Pourkiani et al., 2010).

The recent studies showed that organizational-based self-esteem has some important organization outcomes. The staffs with high organizational-based self-esteem are more effective averagely than the staffs with less organizational-based self-esteem as they work better and they have good attitude about their employer and they less think about leaving their work (Saadat, 2010). Based on research variables, the conceptual model of the study is designed (Fig.1).
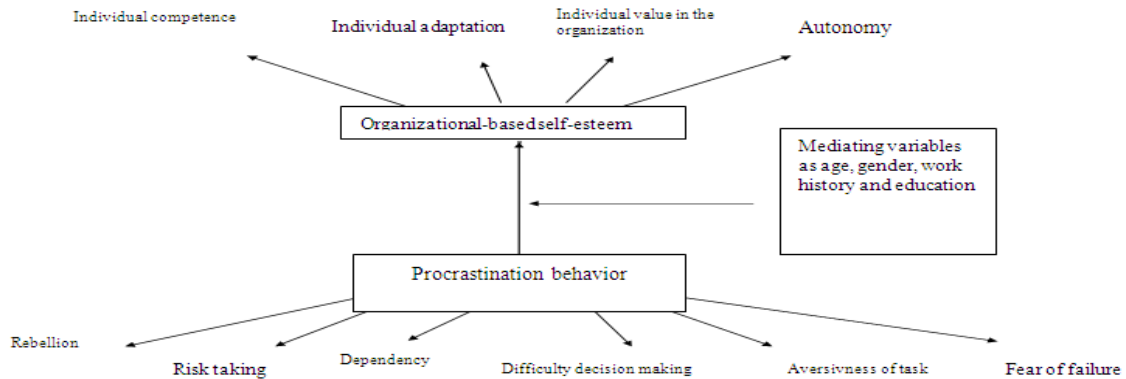
Fig. 1 Conceptual model of the study

The investigations proved the relationship between procrastination of people and its influence on reducing self-esteem. Although no investigation was done regarding organizational-based self-esteem, it is expected that similar results are obtained concentrating on self-esteem. The results of this association are summarized as these items:

Chronic procrastination related to some attributes as low self-confidence and self-esteem, high depression, social concerns, the lack of organization and lack of energy (Ferrari & Diaz-Morales, 2007). The results of Saleem showed that there is a negative association between procrastination and self-esteem among the students. According to Burka & Yuen (1983) procrastination is a method avoiding the improvement of self-esteem (Darpy, 2000). The procrastination in the affairs related to cognitive, emotional and behavioral factors such as low self-esteem, concern and perfection (Mzoughi et al. 2007). Ferrari (1992) in his study found that procrastination is associated with low self-esteem and low self-confidence (Paulitzki, 2010).

RESEARCH METHOD

This study was descriptive of correlation type study and was applied in terms of aim and the data were collected by field method. Data collection tools were two questionnaires: a. procrastination questionnaire is a researcher-built questionnaire and there are six aspects according to Salmon Rotblum:1- Fear of failure, 2- Task of aversivness,3- Difficulty decision making, 4- Dependency, 5-Risk taking and 6- Rebellion against control. The response of each of the questions is evaluated in a 5-choice item with 24 questions. B. Organizational-based self-esteem questionnaire is a researcher-built questionnaire and its components has four components as: 1- Autonomy, 2- Individual value, 3- Adaptability,4- competence. Responding each of the questions is evaluated in a 5-item questionnaire with 18 questions.

The study population of the study was all the faculty members of Islamic Azad University of zone 7 as 1121 people. Region 7 units of Islamic Azad University were located in Kerman and Yazd provinces. According to the short-term education of zone 7 in 2011 in Kerman, 11 academic units and 8 academic units are active in Yazd province and total faculty members of the units were 402 people. Sciences and research units of both provinces didn't have full-time faculty member. To determine the sample size by Cochran's formula, 287 people were selected. Then, by Stratified sampling the sample size of each university was estimated. In this study, for data analysis, SPSS software was used.

RESULTS

The findings of demographic characteristics showed that among the subjects, 207 people (72.1%) were men and 80 people (27.9%) were women. Among the subjects, 45 people (15.7%) were single and 242 people (84.3%) were married. Among the subjects, 46 people (16.0%), they were less than 30, 169 people (58.9%) were 31-40 and 72 people (25.1%) were above 41 years. Among the subjects 153 people (53.3%) had the experience of less than 10 years, 113 people (39.4%) were between 10-19 and21 people (7.3%) had higher than 20 years history of working. Among the subjects, the education of 4 people (1.4%) were BA, 218 people (76.0%) MA and 65 people (22.6%) had Phd.

The results showed that Pearson correlation test between two variables of procrastination behavior of faculty members and organizational-based self-esteem was 0.590 and significance level of zero was less than

significance level of $\alpha = 0.05$. By increasing the scores of procrastination behavior of faculty members, the scores of organization self-esteem reduced and it showed an inverse relationship between two variables. Other studies showed that Pearson correlation coefficients showed inverse relationship between procrastination behavior of faculty members and all factors of organizational-based self-esteem (Table 1).

Table 1: Pearson correlation statistics of the relationship between procrastination behavior and its components with organization based-self esteem

		Procrastination behavior	Fear of failure	aversiveness of task	Difficulty decision making	Dependency	Risk-taking	Rebellion
Organizational-based self-esteem	Pearson correlation coefficient	-.590(**)	-.389(**)	-.476(**)	-.460(**)	-.494(**)	-.414(**)	-.448(**)
	Significance	.000	.000	.000	.000	.000	.000	.000
	Number	287	287	287	287	287	287	287

The results of regression showed that fear of failure, aversiveness of task, dependency, risk taking and rebellion, respectively had the maximum influence on organizational-based self-esteem (Table 2).

Table 2: Regression coefficient of model 2

Model 2	Normal coefficients		Standardized coefficients	T-statistics	p-value (significance level)
	B	Std.Error	Beta		
Constant	90.118	1.981		45.482	.000
Fear of failure	-.376	.153	-.139	-2.460	.014
Aversiveness of task	-.338	.150	-.148	-2.258	.025
dependency	-.879	.242	-.225	-3.629	.000
Risk-taking	-.569	.247	-.138	-2.304	.022
Rebellion	-.501	.231	-.137	-2.169	.031

Dependent variable= Organizational-based self-esteem

Based on linear log analysis, to investigate the influence of age, gender, service years, education, it was defined hat none of the variables as intervention variable can not influence the association between procrastination behavior of faculty members and organizational-based self-esteem in Islamic Azad University zone 7.

DISCUSSION AND CONCLUSION

Organizational-based self-esteem is a degree that staffs consider themselves as important, effective person in the organization (Ukar&Otken, 2010). Organizational-based self-esteem is a reflection of value of a person as a member of an organization (Gardner et al, 2004) and the degree that organization members believe they can fulfill their needs with participation in intra-organization roles (Xanthopoulou et al., 2007). Thus, the interaction of people with the environment and their self-evaluation reflects their personal success and competence (Odete, 2010). Considering the little studies about organizational-based self-esteem, the results of the study proved the positive role of organizational-based self-esteem. For example, Fun (2008) investigated the mediator role of organizational-based self-esteem in education and organization commitment. He found that organizational-based self-esteem positively associated with education variables and organization commitment.

On the other hand, procrastination behavior as important factor in reducing organizational-based self-esteem is considered less by the managers. Here Davenport & Beck (2001) found that the most rare source in the modern organizations is "consideration". The people by increasing the information and consideration in work setting are faced with failure. When people are obliged to take decision based on their priority and they procrastinate some of the duties reasonably (Gafni&Ger, 2010). According to Horowitz, having relationship with procrastinators is a public management challenge. Procrastination has negative effect on efficiency, effectiveness and morale of others (Van Wyk, 2004).

The results of the main hypothesis showed that there is an inverse relationship between procrastination behavior and organizational-based self-esteem. Ferrari and Emmons (1995) believed that procrastinators have low self-esteem and they procrastinate their duties because they believe that they don't have the required ability for successful performance of their duties. Popoola (2005) believed that a person procrastinates some works that make him distressed or they lose their position among the friends.

The investigations showed that procrastination have many negative outcomes such as losing time, increasing stress and low self-esteem (Hoover, 2005). The results of another study showed that procrastination is associated with perfection, low self-esteem, fear of failure, health problems and depression (Iskender, 2011). It is obvious that negative outcomes of procrastination have negative effect on whole organization. It seems that by reduction of procrastination behavior among faculty members, their organization-base self-esteem is increased.

The other results showed that there is an inverse relation between fear of failure and organizational-based self-esteem. McCarthy & Goffin (2005) considered fear of failure as concern and emotion of a person about the results of a work that is with stress, physical signs and some reasons about duty. Dattner (2004) believed that fear of failure can be due to the lack of self-confidence, or the lack of inclination to work. It is obvious that the staffs with to excitement to work and low self-confidence do not consider themselves important in the organization and their organizational-based self-esteem is low.

The other results showed that there is an inverse relation between aversiveness of task and organizational-based self-esteem. Blunt (1998) believed that aversiveness of task is displeasing feeling of doing a work for a person. Novil (2007) showed that aversiveness of task means that a person avoids a displeasing or problematic work.

When a job is unpleasant for a person, thus he will have weak performance in some duties. These conditions have negative effect in his attitude as positive member in the organization and it is expected that by reducing aversiveness of task, the staffs feel valuable in the organization.

The other results showed that there is an inverse association between difficulty decision making and organization self-esteem. According to Grope (2008) a procrastinator is weak in his job decision makings and prefers others take decision for him.

This inability in decision making is not compatible with organization self-esteem characteristics. In other words, the staffs with this characteristic don't consider themselves as important.

The other results showed that there is an inverse relationship between dependency and organizational-based self-esteem. The dependency of the staffs is that a person could not independently work in an organization and is dependent upon another person. The researches of experts showed this association. Van Wyk (2004) believed that the lack of required skill and dependency to others is one of the most important reasons for procrastination.

It is obvious that dependency is sometimes equal to the lack of autonomy, passive behavior. These characteristics have negative effect on organizational-based self-esteem among the members.

The other results showed that there is an inverse association between risk taking and organizational-based self-esteem. Although some organizations consider that risk taking is an important factor in their success, there are some assumptions showing its negative concept (Hogg &Huberman, 2006). When risk-taking has some negative outcomes, it is not good. The organizations relying on wrong risks (Funston, 2007) are failed by achieving organizational goals.

The investigations showed that the staffs being involved in their works, the negative risk taking is less in them (Pender&McCart, 2007). The staffs who are involved less in the duties, have more negative risk taking. It is obvious that this characteristic in procrastinators is more evident due to procrastination in their duties. As the procrastinators are faced with negative outcomes of risk taking, this condition reduces their organizational-based self-esteem. It is expected that the less the negative risk taking, the more their organizational-based self-esteem.

The other results showed that there is an inverse relationship between rebellion and organizational-based self-esteem. Normally, rebellion can have positive aspect (guiding the organization to learning and innovation) and negative aspect (organization resistance). Here we can concentrate on negative aspect of rebellion, resisting against organization changes and organization expectations of a person and threatening the values and organization norms. According to Van Wyk(2004), procrastination tactics can be a form of rebellion against time plans, standards and expectations.

The people who resist against organization changes and organization expectations or disobey the superior orders, have low value.

In general conclusion, we can say that the staffs with high organization self-esteem believe that they are valuable for their organizations. Thus, it can be concluded that organization –based self-esteem has important role on motivation of personal behaviors. Organization policies, plans and procedures leading into the development of self-esteem among the staffs are useful both for organization and people. To improve organizational-based self-esteem organization attempt is required to overcome procrastination behavior.

However, procrastination behavior had different effects on personal and organization effectiveness. The managers should identity the reasons of this behavior and attempt to reduce this adverse behavior among the staffs. Saltz (2004) proposed some ideas about coping with procrastination such as determining the priorities, determining the goals, self-discipline, changing the old habits and showing a positive model (Van Wyk, 2004). Thus, it is required for the managers to identify the reasons of procrastination and attempt to cope with it. Also, the managers should improve the self-esteem of their staffs for participating in achieving organization goals and personal goals of organization members.

REFERENCES

1. Bernafer, F.; ShafiiSarvestani, M. 2010. The investigation of personal adaptability with self-selfish personality type in students of ShahidChamran of Ahvaz. Educational sciences and Psychology University. Ahvaz University.
2. Torabi, H.; Mali, M.; Dianat, M. 2007. Accounting of invisible aspects of organization assets. QeshmPayam-e Noor University. P. 17,3.
3. Jokar, Bahram; Delavarpour, Mohammad Aqa.2007. The relationship between educational procrastination and progress aims. New educational thoughts journal. Period 3. No. 3&4. P. 61, 62.
4. Dorani, K.; Mohammadi, T. 2005. The investigation of the association between job characteristics of Hakman and Oldham model and job satisfaction of the staffs of Kermanshah province prisons, educational sciences and psychology. NO. 43.
5. Siaruchi, J; Forgas, J. Mayer, J. 2004. Emotional intelligence in routine life. Translated by NouriEmamzadehi, A. Nasiri, H. Neveshteh publications. First edition. P.31.
6. Saadat, S. 2010. Improving attitude and organizational-based self-esteem. Khabarnameh journal. Year 5, No. 52. P. 1.
7. Farhadi, Y. 2005. Stress. Well-being and empowerment sciences University publications.
8. Kritner, R. Kiniki, A. 2005. Organization behavior management. Farhangi translation. A. Safarzadeh, H. Puyesh publications. First edition. P.168.
9. Mayo, A. 2006. Human being values for organizations. Translated by Misaq translators. No. 19.
10. NouriShamsabadi, Mahmood.2008. Innovation in attraction human resources. Tadbir journal. Mordad. P.87.
11. YariAhmadiKhorasani, M. 2008. Gathering the thoughts and participation of staffs by using the proposal systems and management site.
12. Adger, W.N., Arnell, N.W. & Tompkins, E.L., 2005, Successful adaptation to climate change across scales, Global Environmental Change, Vol.15 P. 78.
13. Akinsola, M.K., Tella. A. &Tella. A., 2007, Correlates of Academic Procrastination and Mathematics Achievement of University Undergraduate Students, Eurasia Journal of Mathematics, Science & Technology Education, Vol.3 No.4 P.364
14. Andriessen, J.H., 2006, To share or not to share, that is the question. Conditions for the willingness to share knowledge, Delft Innovation System Papers, P. 29
15. Athey, T.R.,1999, Emerging Competency Methods for the Future, Human Resource Management, Vol 38, No.3 P. 231
16. Bartram, D., 2005, The Great Eight Competencies: A Criterion-Centric Approach to Validation, Journal of Applied Psychology, Vol. 90 No. 6 P. 108
17. Blunt, A., 1998, Task Aversiveness and Procrastination: A Multi-Dimensional Approach to Task Aversiveness Across Stages of Persona1 Projects, Carleton University, oNfaCtioannaald Lai brary, PP. 2-6
18. Chu, C. & Choi, J.N., 2005, Rethinking Procrastination: Positive Effects of "Active" Procrastination Behavior on Attitudes and Performance, The Journal of Social Psychology, Vol.145 No.3 PP. 245-247
19. Darpy, D., 2000, Consumer Procrastination and Purchase Delay, Maître de Conférences, Université Paris Dauphine, P. 4.
20. Dattner, B., 2004, Narcissism at Work, Dattner Consulting LLC. www. Dattnerconsulting.com. P. 15
21. Desai, T., 2010, 1857 Organization of Indian Rebels, WMHSMUN XXIV, 12 – 14 November, P. 3
22. Dutcher, A.J., 1997, Understanding the Relationship of Vision to Creative Climate and Leadership Practice, State University of Newyork, P. 96
23. Ekundayo, H.T., konwea, P.E. &Yusuf, M.A., 2010, Towards Effective Time Management among Lecturers in Nigerian Universities, Journal of Emerging Trends in Educational Research and Policy Studies, Vol.1 No.1 P. 23-24
24. Fan, T.L., 2008, The Mediating Role of Organizational-Based Self-Esteem in Training-Commitment Relationship, Hong Kong Baptist University, April, PP: 5,24
25. Fawcett, J., 2005, Roy's Adaptation Model. In Contemporary nursing knowledge: evaluation of nursing models and theories (pp. 364 – 437). Philadelphia, PA: F. A. Davis.
26. Ferrari, J.R. & Diaz-Morales, J.F., 2007, Perceptions of Self Concept ana Self Presentation by Procrastinators: Future Evidence, The Spanish Journal of Psychology, Vol.10 No.1 P.92
27. Fischer, C., 2000, Procrastination with Time-Consistent Preferences, Resources for the Future, 1616 P St. NW, Washington, DC 20036, USA, P. 8
28. Funston, R., 2007, Good Risk- Bad Risk, Deloitte Consulting LLP, P. 1
29. Gafni, R. &Ger, N., 2010, Time Management: Procrastination Tendency in Individual and Collaborative Tasks, Interdisciplinary Journal of Information, Knowledge, and Management, Vol.5 P.116-123

30. Gardner, D.G., Dyne, L.V. & Pierce, J.L., 2007, The effects of pay level on organization-based self-esteem and performance: A field study, Journal of Occupational and Organizational Psychology, Vol.77 PP: 310, 599-600

31. Grobe, A.G. , 2008, HOW WILL THE NEW ADA AMENDMENTS AFFECT YOU?Liebmann, Conway, Olejniczak& Jerry S.C. P. 2

32. Hogg, T. &Huberman, B.A., 2006, Taking risk away from risk taking: decision insurance in organizations, Palo Alto, CA 94304, P. 2

33. Hoover, E. (2005, December 9). Tomorrow I Love Ya!. Chronicle of Higher Education, 52(16),A30-A32. Retrieved December 9, 2008, from Academic Search Complete database.

34. Iskender, M., 2011, The influence of self-compassion on academic procrastination and dysfunctional attitudes, Educational Research and Reviews Vol. 6 No.2 P.231

35. Langfred, C.W. &Moye, N.A., 2004, Effects of Task Autonomy on Performance: An Extended Model Considering Motivational, Informational, and Structural Mechanisms, Journal of Applied Psychology, Vol. 89 No. 6 P. 935.

36. McCarthy, J.M. &Goffin, R.D. , 2005, Selection Test Anxiety: Exploring Tension and Fear of Failure Across the Sexes in Simulated Selection Scenarios, International Journal of Selection and Assessment, Vol.13 No.4 P. 283

37. Milgram, N. (1991). Procrastination. In R. Dulbecco (Ed.), Encyclopedia of human biology ,New York: Academic Press, Vol. 6, pp. 149-155.

38. Milgram, N. &Tenne, R. (2000). Personality correlates of decisional and task avoidant procrastination. European Journal of Personality, Vol.14 P. 141

39. Mzoughi, N., Garrouch, K., Bouhle, O. &Negra, A., 2007, Online Procrastination: A Predictive Model, Journal of Internet Business, issue:4 P. 6.

40. Odete, M., 2010, Moderator and Mediator Effects of Organizational and Demographic Variables on connexion: Quality Management Perception - Quality of Work Life, Polytechnic Institute of Setúbal, Campus do IPS, Estefanilha, 2914-503 Setúbal;PP:2-4

41. Onwuegbuzie, A.J. & Jiao, Q.G., 2000, I'll Go to the Library Later: The Relationship between Academic Procrastination and Library Anxiety, College & Research Libraries, P. 46

42. Paulitzki, J.R., 2010, Procrastination as Self-Regulatory Failure, University of Waterloo, Ontario, Canada, P. 7.

43. Pender, M. &McCart, S., 2007, Youth Engagement and Youth at Risk, A Literature Review, http//www.engagementcentre.ca

44. Pierce, J.L. & Gardner, D.G., 2004, Self-Esteem within the Work and Organizational Context: A Review of the Organization-Based Self-Esteem Literature, Journal of Management, Vol.30 No. 5 PP: 593-600.

45. Porkiani, M., Beheshtifar, M. &Nekoie-Moghadam, M., 2010, Succession Planning In Iranian Governmental Agencies, Journal of American Science, Vol.6 No.12 P. 739

46. Saleem, M., 2008, Procrastination and Self-esteem in University Students, Department of Applies Psychology, University of Panjab, Pakistan, P. 20

47. Steele, M.N., Onno H. &Nijenhuis, R.S., 2001, Dependency in the Treatment of Complex Posttraumatic Stress Disorder and Dissociative Disorders, journal of Trauma and Dissociation, Vol. 2 No. 4 P. 80

48. Ukar, D. &Otken, A.B., 2010, Perceived Organizational Support and Organizational Commitment: The Mediating Role of Organization Based, 90

49. Van Wyk, L. 2004, The relationship between procrastination and Stress in the Life of the High School Teacher, University of Pretoria, P. 3- 84

50. Vatanen, A., 2003, Leader-Follower Relations in an Intercultural Chinese Context, Depertment of Management and Organization, Helsinki, Finland, P. 107

51. Virtanen, T., 2000, Changing Competencies of Public Managers: Tensions in Commitment, The International Journal of Public Sector Management, Vol. 13 No. 4 P. 334

52. Xanthopoulou, D., Bakker, A.B., Demerouti,E. &Schaufeli, W.B., 2007, The Role of Personal Resources in the Job Demands-Resources Model, International Journal of Stress Management, Vol. 14 No. 2 P: 121-149

53. Zare, R., Jajarmizadeh, M. &Abbasi, N., 2010, Relation Between Job Characteristics Model (JCM) and Learning Organization (LO), World Applied Sciences Journal, Vol. 8 No.10 PP.1255-1258

54. Zimberoff, D. & Hartman, D., 2001, Four Primary Existential Themes In Heart-Centered Therapies, Journal of Heart-Centered Therapies, Vol.4 No.2 P. 15.