

Prediction of Procrastination Based on Religiosity in Work and Job Values in Teachers of Sib City

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ABSTRACT

Workplace religiosity can influence people's commitment, motivation, and job values, which may have an impact on procrastination, particularly in critical jobs like teaching. Although procrastination is generally associated with negative outcomes, its relationship with workplace religiosity and job values remains relatively underexplored. So, the main goal of this study is to investigate the role of work religiosity and job values in procrastination among teachers in Sib City. The statistical population of this study consists of a total of 280 teachers in Sib City during the 2021–2022 academic year. By applying the Cochran formula for convenience sampling, the sample size was estimated to be 165 participants. Data were collected using standardized measures of procrastination (Schwarzer et al., 2000), religiosity at work (Lynn et al., 2008), and occupational values (Alas, 2007). The results from one-tailed correlation analyses highlighted a significant negative correlation between work religiosity ($r = -0.130$, $p < 0.05$) and job values ($r = -0.107$, $p < 0.05$) with procrastination. Regression analysis underscored that work religiosity ($\beta = -0.139$, $p = 0.02$) and work values ($\beta = -0.118$, $p = 0.048$) together explained 3.1% of the variance in active procrastination.

The findings suggest that increasing work religiosity and job values can reduce procrastination among teachers. So, any attempt to improve work religiosity and job values may be useful to reduce procrastination..

Introduction

Procrastination is defined as the voluntary delay of necessary tasks despite expecting negative consequences (Steel, 2007). This matter remains a prevalent self-regulatory difficulty in organizational settings. Research consistently shows that workplace procrastination is associated with decreased performance, increased stress, and lower well-being (Metin et al., 2018; Sirois & Pychyl, 2013). For some professionals such as teachers, who have multiple responsibilities like lesson planning, grading, and teaching, procrastination can have more serious negative impacts. Studies indicate that teachers who struggle with procrastination often experience elevated workload stress and diminished instructional quality (Laybourn et al., 2019). Procrastination is associated with various factors such as self-regulation (Sirois & Pychyl, 2013); low sense of capability, poor self-control, and absence of enthusiasm (Grunschel et al., 2013), as well as insufficient time and effort management skills (Hailikari et al., 2021). Several studies suggest that procrastination comes from individual differences in self-control, motivation, and organizational skills (Rahimi & Hall, 2021; Wolters et al., 2017), fear of failure; self-handicapping strategies (Schwinger et al., 2014); psychological reactance (Malatincová, 2015), or decision hesitation



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(Shaffer & Kazerouni, 2021), Other studies discuss individual characteristics, such as perfectionism and personality traits (Lyons & Rice, 2014). In this regard people who procrastinate usually have trouble with planning and goal setting (Wang et al., 2021). In recent years, scholars have increasingly examined the concept and implications of procrastination behavior to better understand this notion and its influencing factors, such as individual traits and systemic values (B & X, 2022; Musteață et al., 2025).

An important area of research focuses on workplace religiosity. The impact of religion on various aspects of people's lives has been highlighted by several researcher (Glock, 1962; Habib et al., 2023; Kamarruddin & Islek, 2024; Koburtay et al., 2023; Unterrainer, 2023). Each religion, has a unique work ethic that influences production, economic achievements, the spiritual side of individuals, and their moral and social attitudes (Schwalm et al., 2022) as Protestant as mentioned Weber (2002) put value on hard work and careful management of resources (Schilpzand & de Jong, 2021; Weber, 2002), in Islam, Muslims have to meet the needs of themselves, their families, and society as a whole, and Islam views work as a form of worship (Ali, 1988; Ali et al., 2023) and value hard work (Akhmadi et al., 2023; Gürlek, 2022) and honesty in the workplace (Akhmadi et al., 2023), and the concept of karma in Hinduism views work as a duty, without attachment to its outcomes or achievements (Rastogi et al., 2020; Srinivasan, 1994). The concept of religiosity at work involves incorporating religious beliefs, practices, and moral values into a person's professional life (Musallam & Kamarudin, 2021; Syahir et al., 2025). These qualities may also work as protective factors against avoidance behaviors, such as procrastination. Jaismeen Kaur (2025), in her research, showed that workplace spirituality is linked to burnout among teachers (Kaur & Thomas, 2025), but its link to procrastination has received limited attention.

Another important factor related to work behaviors is job value. Job values are defined work-related standards that help people assess the importance of preferences (Dose, 1997) and refers to the principles that shape individuals' motivations and choices in their work (Chen & Kao, 2012; Schneider et al., 2025). Sortheix et al. (2013) highlighted the relationship between work values and work engagement that could have an effect on work productivity. In the domain of organizational psychology, it is noted that job values have a negligible influence on various aspects of the work environment. As suggested job values are a predicting factor of job satisfaction among teachers during the pandemic (Fute et al., 2022). In another study it is highlighted that high job values are linked to greater employee motivation and engagement in the workplace (Kim & Lee, 2021). However, job values differ across contexts and among individuals. The results of a study suggest that there are significant cross-cultural differences in the work environment (Kord Tamini et al., 2024). This highlights that the contributing factors to job values vary across different geographical contexts.

In general, job ethics and religion have significant impacts on how people behave at work and procrastination. The theoretical literature has shown the value of factors such as procrastination, workplace religion, and job values; but, the connection between these aspects has not been fully studied. Therefore, the present study seeks to examine the role of religiosity and job values on procrastination among teachers in the city of Sib.

Method

Sample and Sampling Method

This study is applied and uses a correlational design to examine relationships between variables. The statistical population of this study consists of 280 individuals from Sib City in the year 2022-2023 and they selected through convenience sampling. To estimate the sample size, Cochran's formula was used with a desired margin of error which set at 0.05 (5%). The sample size estimation indicated a total of 165 individuals and the questionnaires were distributed among the sample members, either online or in person.

Tools Used

The Standard Procrastination Questionnaire by Schwarzer, Schmeitzer, and Dihla (2000)

This scale is a self-report questionnaire consisting of 10 items. Participants respond to questions on a Likert scale with four options: "Completely false," "Rarely true," "Mostly true," and "Completely

true," which are scored as 1,2,3, and 4, respectively. Of these 10 items, questions 1, 4,6,9, and 10 are scored directly, while the other items are reverse-scored. The scale ranges from 10 to 40 and higher score is associated with higher procrastination.

Schwarzer and colleagues (2000) reported a correlation of 0.78 between the Procrastination Scale and the Self-Efficacy Expectancy Test, indicating strong convergent validity (Topal, 2011). They also applied Cronbach's alpha and the split-half method to assess reliability which reported 0.84 and 0.75, respectively. In the present study, the reliability of the Procrastination Scale was assessed with Cronbach's alpha and the split-half method. Cronbach's alpha for the scale was 0.81, and the split-half reliability was 0.78.

The Religiosity at Work questionnaire by Lynn et al. (2009)

This scale consists of 15 items, and for each question, participants respond based on their level of agreement using one of the following options: "Never," "Rarely," "Sometimes," "Often," or "Always." The total score ranges from 15 to 75, with a higher score associated with higher religiosity. This scale measures five dimensions: Faith in Relationships, which involves items 1 to 5; Meaning, with items 6 to 9; Community, which consists of items 10 to 12; Piety, with items 13 and 14; and Surrender, with items 15 and 16. The reliability of this scale was also assessed using Cronbach's alpha coefficient by Lynn et al. (2009) which was 0.77 that indicates high internal consistency (Lynn et al., 2009). Rasouli et al. (2013) also reported a Cronbach's alpha coefficient of 0.76. In the present study, we obtained a Cronbach's alpha of 0.79.

The Occupational Values questionnaire by Alas (2007)

Alas and colleagues (2007) created this questionnaire in 2007, which involved 27 items. This questionnaire is scored based on a Likert scale. The reliability of the questionnaire was assessed using Cronbach's alpha, which was 0.76.

For inferential analysis, stepwise regression was utilized and all analyses were conducted using SPSS software, version 22.

Results

In terms of demographic information, the majority of participants were male (59.6%), married (80.2%), and held a bachelor's degree (69.4%). Most were between 30-40 years old (49.7%), followed by 20-30 years old (28.8%).

Descriptive statistics for procrastination scores showed a mean of 19.77 with a standard deviation of 7.53. The mean score of religiosities in work was 64.80, with a standard deviation of 11.09. This score ranged from 15 to 75. For job value, the mean score was 101.53, with a standard deviation of 8.09, and this score ranged from 27 to 135. Additionally, the normal distribution assumption was tested through the Kolmogorov-Smirnov test, and the result showed that the distribution of scores for procrastination ($p = 0.001$), religiosity in work ($p = 0.02$), and job values ($p = 0.001$) was statistically significant. This result indicates that the distribution of data was not normal. However, due to the sufficiently large sample size, we overlook the non-normality of the variable distributions.

In order to examine the research hypothesis, which is: religiosity at work affects procrastination among teachers in the city of Sib, correlation and regression analyses were used. The results of these analyses are presented in the tables below.

Table – 1: Results of examining the linearity of the variables of religiosity at work and career values with teacher's procrastination

variable	Tolerance	VIF
Religiosity at work	1	1
Job Values	0.99	1.006

In order to examine the non-collinearity of independent variables, the VIF index is used. Given that the VIF values are less than 5, the assumption of non-collinearity of independent variables is valid. As

can be seen in the table above, these two indices meet the mentioned conditions and are in favorable conditions, so this multiple regression assumption is also valid.

Table -2:Descriptive statistics variables

Variable	Mean	Std. Deviation	N
Procrastination	19.77	7.53	165
Religiousness at work	64.8	11.09	165
Job values	101.53	8.09	165

The results of the table show that the highest mean is related to the job values variable, $M=101.53 \pm 8.09$.

Table- 3: Correlation coefficient of procrastination with religiousness and work and job values

		Procrastination	Religiousness at work	job values
Pearson correlation	Procrastination	1	-0.13	-0.107
	Religiousness at work	-0.13	1	-0.08
	job values	-0.107	-0.08	1
	Sig. (1-tailed)	.	0.015	0.037

The results of the Pearson correlation coefficients show that there is a significant negative relationship between procrastination with Religiousness at work and Job Values ($P < 0.05$). The negative correlation means that the higher the scores for Religiousness at work and Job Values teachers in Sib City, the lower the level of procrastination, and vice versa.

Table – 3: Results of Multivariate Tests of Wilks' Lambda between University Female Employees of Sistan and Baluchestan and Delhi on Quality of Work Life

Effect	Value	F	Df1	Df2	Sig.	η^2
Female Employees	.778	7.324	6	154	.0001	.222

Results of table – 3 reveal that there is a statistically significant difference between female employees of Sistan and Baluchestan University and female employees of Delhi University on the compounded dependent variable, $F(6, 154)=7.324$, $P=.0001$; Wilks' Lambda=.778; $\eta^2=.222$.

Table -4:Summary of regression model, analysis of variance, and characteristics of procrastination regression based on religiosity at work and career values

Model		Sum of squares	df	Mean square	F	Sig	R	R square	Adjusted R square
1	Regression	266.045	1	266.045	4.758	0.03	0.13	0.017	0.013
	Residual	15543.866	278	55.913					
2	Regression	484.197	2	242.099	4.376	0.013	0.175	0.031	0.024
	Residual	15325.714	277	55.327					

The results of the regression analysis showed that in the final step, the variables were able to predict the changes in teachers' procrastination separately. In order, religiosity at work and then career values are able to predict teachers' procrastination in a hierarchical manner significantly. Therefore, religiosity at work in the first stage predicts 1.7% and in the second stage, religiosity at work together with career values predict 3.1% of the changes in the criterion variable. Also, the F value observed for the predictor variables is significant at the 0.05 percent level. This finding shows that the variables are able to predict teachers' procrastination

Table – 5: Stepwise regression coefficients of teachers' procrastination on predictor variables

Mode	Variables	B	Std. error	Beta	t	Sig
1	Religiousness at work	-0.088	0.04	-0.13	-2.181	0.03
2	Religiousness at work	-0.094	0.04	-0.139	-2.345	0.02
	Job values	-0.11	0.055	-0.118	-1.986	0.048

According to the results of the table, the effect of religiosity on work and career values is $-.139 = \beta$ and $-.118 = \beta$, respectively, which means that all variables predict teachers' procrastination in a reverse way. That is, with increasing religiosity on work and career values, the teachers' procrastination index decreases.

Discussion

The present study was conducted with the aim of examining the effect of religiosity at work and job values in predicting active procrastination among teachers in the city of Sib. The results showed that procrastination is very pervasive and can be seen in many individuals, as researchers attribute this to an innate tendency in humans (Rothblum et al., 1986; Ferrari et al., 2005), which can mainly be shaped by cultural context (Van Wyk, 2004). This phenomenon is estimated to be seen among 15%–20% of adults from different backgrounds (Ferrari et al., 2005). In a study by Arenas et al. (2022), it was highlighted that more than 80% of workers in a 2,000-employee organization see themselves as procrastinators. As workplace procrastination could be costly, damaging, and reduce profits and performance (Metin et al., 2018), it is important to consider variables that impact procrastination and determine the contributing factors behind it. This challenge is even more significant among teachers, as the nature of their work is highly sensitive and vital.

According to studies conducted in this area, one of the factors influencing the level of procrastination is religiosity at work.

Religiosity in work is effective in predicting procrastination among teachers in Sib City, revealing a significant negative relationship between religiosity in work and procrastination. As religiosity in work increases, the level of procrastination among teachers decreases. Additionally, variance analysis confirms that religiosity in work can independently predict procrastination. Our findings are in line with previous research on religiosity at work. The findings of Adiyono et al. (2024) highlight that the main principles of the Islamic Work Ethic have a direct link to procrastination. Firnando (2024) emphasizes how the Islamic work ethic can boost staff motivation, lessen procrastination tendencies, and inspire workers to see their jobs as a kind of prayer. This study highlights how religious views may help people avoid procrastinating and delaying activities, whether through coping strategies against work-related stress, seeing work as a kind of worship, or developing self-control and self-regulation.

In addition to religiosity at work, another variable that influences active procrastination is job values. Job values are effective in predicting procrastination among teachers in Sib City and result showing a significant negative relationship between job values and procrastination. The results of the present study are consistent with the findings of Rahimi and Hall (2021). It can be stated that individuals with high job values accurately perceive the harms caused by procrastination. As a result, they exhibit less procrastination when dealing with organizational tasks.

In conclusion, the findings indicate that both religiosity at work and job values play a significant role in reducing procrastination among teachers in Sib City. High levels of these variables are associated with greater commitment and lower stress in organizational tasks, while lower levels contribute to higher anxiety and disengagement. This study has some limitations, including its cross-sectional design, focus on a specific region, and reliance on self-reported data.

Future research should investigate procrastination and the factors that influence it in various contexts. This should be done with a larger and more varied sample in order to increase the generalizability of the results. A more thorough and in-depth data set could also be obtained by employing a variety of research methods, including interviews.

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