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RELATIONSHIP BETWEEN SELF-ESTEEM WITH PROCRASTINATION AND SELF-EFFICACY AMONG EMPLOYERS OF PROFESSIONAL AND TECHNICAL ORGANIZATION OF ZAHEDAN

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ABSTRACT
This article had been done by the purpose of investigating the relationship between self-esteem with procrastination and self-efficacy among employers of Professional and technical Organization of Zahedan. This study is a description of correlation which statistical society of this research include all the employers of Professional and technical Organization of Zahedan and the Sample volume was selected to be 217 persons on the basis of Morgan table by the method of random sampling for collecting data, the self-esteem, procrastination, self- efficacy beliefs were used. For analyzing data, the pearson correlation factor, step by step regression test used. The result of Pearson correlation factor showed that there is a negative and meaningful correlation between total grades of self-esteem and self-control, organization, advance motivations and total grades of procrastination, but there was a positive and meaningful correlation between self-esteem grades and distraction. But there was not meaningful correlation between impulsivity and self-esteem. Also the correlation between self-esteem and self – efficacy was positive and meaningful. The result of step by step regression showed that self-control subscale amounts to 20.1%, distraction subscale amounting to 3.8% and total grades of procrastination amounting to 2.2% distinguished the variances for self-esteem grades. If the rest of subscales of procrastination do not have conditions for entering the regression equation and deleted from equation. The result of simple linear regression showed that self-efficacy grades amounting to 34.7% distinguished the variance for self-esteem.

Keywords: Self-esteem – procrastination - Self – efficacy

INTRODUCTION
Today, in the industrialized world, due to the wide variety of environments and constant change, organizational and individual effective management has been facing enormous challenges and the affairs are done difficulty; in these circumstances speed, proper use of time and performing the tasks within deadline play a decisive role in organizational and individual efficacy and effectiveness (Fayazi, 1388). Also individual and organizational productivity is one of the major concerns. On the other hand, organizations staff self-esteem has a considerable impact on organization performance and productivity. Self-esteem is defined as the individuals' assessment of their own values; people who have high level of self-esteem are self-acceptance and self- worth. Social psychologists know self-esteem as one's positive and negative assessment of oneself; so that it is assumed that self-esteem is somewhat stable and they believe that self-esteem is one of the key components of everyone's character (Shaterlu, 1386). Surely self-esteem can affect other personal aspects of human and shortage or lack of it leads to lack of growth in other personality aspects or inconsistency and may even be the foundation of mental diseases such as depression, timidity, fear and etc. (Biyabangard, 1373). Self-esteem is one of the humans' behavior characteristics that plays an important role in staff's motivating and progress, so that can be resulting humans' dynamics, learning and evolving.
Self-esteem is influenced by two related processes. First, people compare their social identities, ideas and abilities with others to the extent that they feel they are inferior to those with whom they interact; their self-esteem is affected negatively by this notion. Second, people assess themselves through interaction

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with others. People learn to see themselves according to others' judgments. If others have no excellent judgment about them they will think of themselves as worthless. This refers to people's reflection assessment of their worthiness (Mcmulina, 2004; Gholami, 1389). In some cases, values that people have determined for themselves have many fluctuations that they are not able to hinder them lonely. The causes of these fluctuations are:

1- Psychological factors such as fatigue, emotions, diseases that will make people to be vigilant about their limits and thus makes them immersed in insecurity.

2- Economic factors such as destitution, unemployment.

3- Social factors such as class, socio- professional status, minority issues and etc.

4- Factors related to the new situation, entering to other environments, new duties and responsibilities, increasing expectations (Izadipoor, 1390).

Self-esteem Dimensions

Self-esteem can be identified and evaluated in five areas: family, social, education, physical and general.

Family Self-esteem

Family is the most basic and the most important environment in shaping children's personality. The extent to which children are accepted in the family, the extent to which children's feels are respected and how reciprocal relationships are with family members, all play fundamental role in creating a positive self-esteem in children.

Social Self-esteem

Children can know themselves in other children and whether their opinions are appreciated in group, whether they are participated in activities and finally, whether the children are satisfied from this intergroup communication or not are effective on their self-esteem. Therefore the children who their social needs are fulfilled and are popular in groups, will have a feeling of pleasure.

Educational Self-esteem

This self-esteem aspect is a reflection of children's evaluation of themselves as a student. In this regard, as they respond positively to educational achievement standards and demands, their educational self-esteem will be positive.

Physical Idea

Someone's idea of his/her body is a combination of physical appearances and physical abilities; self-esteem, in this area, is based on the satisfaction achieved through physical activities and actions; accordingly the physical defects or inability to perform activities, skills and functions affects negatively on self-esteem.

General Self-esteem

Approving one's general acceptance or rejection, the basis of one's assessment, is specified in this area. The positive general self-esteem can be reflected in interpretations such as "I'm a good person or I love most of things about myself"; this aspect of self-esteem gives unity to other aspects of self-esteem (Islaminasab, 1373). Self-esteem as a key component of mental health impacts on various aspects of human life. Self-esteem has been known through its positive effects on a variety of successful behaviors (Levya, 2005; Gholami, 1389). The need for self-esteem is a great power and makes men to do extraordinary things (Gholami, 1389; Heydari, 1377). Researches on self-esteem confirms the idea that anyone has an idea of oneself and an idealistic idea that the convergence between two ideas is an indicator for self-esteem and is one of the important features of personality that affects on various aspects of life such as people's success and progress (Gholami, 1389; Ranjbariyan, 1387). One of the important factors associated with self-esteem is procrastination.

From a psychology point of view, procrastination is postponing the tasks decided to perform; this behavior is unacceptable and reprehensible that gradually remains to be a habit in humans (Alice, 1996; quot. Khosravi, 1388). Procrastination is one of many problems that organizations are dealing with them, problems such as staff relocation, procrastination, lack of lack of organizational affiliation, low motivation and finally leaving the organization by employees. These problems associated with high costs for organizations, which can cited to descending work efficiency, empowerment, employment and also

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loss of organizational knowledge. As regards, in recent years, a significant number of researches have been studied employees relocation and procrastination and these problems; however, yet there is no full understanding of aspects of these issues; and on the other hand, due to the fact that people have different personal characteristics and educational organizations staff are no exception and they just like other people have some differences in temperament, emotions, motivation and willingness. Obviously such differences will affect on their procedure and behavior and finally will be effective in their organizational behavior.

Wohl, Pychyl and Bennett specify two basic elements in definition of procrastination:

1- Procrastination is a syndrome that leads to individual's physical and mental damages.

2- People avoid performing specific tasks illogically and irrationally.

The signs and symptoms that can be considered to explain the procrastination:

-Time wasting and temporizing behavior

-Feeling of being overwhelmed by duties and responsibilities

-Feeling of inability to achieve the important goals of life

-Doing things quickly at the last minutes

-Imagination and desiring instead of doing things

-Lack of proper planning for life

-Slogans which would not be practical (Atashpoor and Amiri, 1378; Fayazi, 1388)

Behaviorists have examined procrastination based on the basic principles of their vision. According to the reward and punishment principles, if there is no immediate consequence for people's activities and tasks so they will delay carrying out the activity. Also, according to this approach, since delaying the tasks has more reinforcing affects rather than doing them, so people procrastinate.

Social-cognitive theory explains this phenomenon as follows that procrastination is rooted in people's beliefs, cognitive and irrational thought.

This approach seeks to recognize fundamental problems in beliefs and people's cognitive processes to understand the procrastination reasons.

Psychodynamic and psychoanalysis approaches have their own perspective on this phenomenon. Accordingly procrastination is known as a process of going back to the child mental-sex courses (Schwartz, 2007). On the other hand, this approach specifies procrastination as a problematic behavior that expresses infrastructural mental emotions.

Procrastination reasons are unknown. In this regard, sometimes the findings have been contradictory. Specialists have identified various causes for it including the following:

-Fear of success

-Fear of failure

-Self- destructive (conscious and unconscious behaviors that lead to failure/ individuals' self- harm)

-Avoiding doing things that people are unwilling to do

-Lack of motivation for doing things (reward)

-Stress of doing things at the last minutes (some people operate better under stress and have a better performance)

-Difficulty of works in lack of knowledge and skills needed (Durbin, 2004)

-Lethargy and inactivity

-Unfavorable physical conditions

And furthermore, perfectionism, low tolerance for problems and feeling of inferiority are known as the procrastination origins (Alice and Chanos, 2004: quot. Kazemi *et al.,* 1389).

How people are in a specific situation depends on interaction of environmental conditions and cognitive conditions, especially the cognitive factors relative to their beliefs about whether they can or cannot perform the required behaviors to give desired results in any specific situation. Bandura calls these expectations as self-efficacy. Bendura believes "people's belief impacts on their personal performance in an action which they choose to follow, the amount of their effort, the time to persevere in dealing with obstacles and experiences and improvement after mishap"(Seyedmohammadi, 1388).

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One other important factor associated with self-esteem is self-efficacy. Bandura (1997) believed that self-efficacy was one of the factors that regulate people's behaviors. People's inefficacy judgments, ina situation, create stress more than the situation features by which people transform and assess their ideas and behaviors. These self-assessments include self-efficacy perceptions, that is individuals' capabilities beliefs to organize and implement actions needed to regulate future situations. Bandura considers self-reflection as the most unique ability of human. According to psychology views, self-efficacy is an important prerequisite to predict behaviors in stressful situations. Also self-efficacy is defined as the equivalent for self-esteem and refers to people's confidence in their abilities to act in a way that will lead to desired result. The extent to which people estimate their behaviors correctly, determines people's self-efficacy. In Bandera's system, personal self-efficacy is the feelings of competence, adequacy and ability of dealing with life. Meeting and maintaining the performance standards increase self-efficacy. Failure to meet and maintain the standards decrease self-efficacy.

Self-efficacy or conviction refers to how people can successfully act through behaviors required to meet the desired outcomes. Researchers suggest that self-efficacy affects various processes of people's actions and behaviors. These actions include cognitive, motivational and emotional processes and the process of selecting the environment (Pearson, 2003).

People with low self-efficacy believe about their abilities pessimistically. As a result, these people sometimes avoid the situation that they feel it is beyond their abilities (Karademas and Kalantzy, 2004; Sarvghad *et al.,* 1389). They also feel helpless and incapable of exercising control over life events, these people believe that any attempt to do is futile and when they face obstacles they will become frustrated quickly and will not attempt to overcome these problems and consider it as a farce. Low self-efficacy can reduce the motivation and desire and affects physical health adversely.

But on the contrary, people with high level of self-efficacy are interested to perform difficult tasks and consider these tasks as challenges to be overcome. If there are problems, they will maintain their trying (Karademas and Kalatzy, 2004; quot.Sarvghad *et al.,* 1389). On the other hand, these people believe that they control events well. They expect to succeed in dealing with problems and show a lot of efforts and perseverance in hard tasks. They operate at high level (Karimi, 1381).

Bandura believes that four sources or compounds lead to increase or decrease of self-efficacy:

Skills experience: is the most influential source of self-efficacy and refers to the previous successful performances that increase efficacy experiences and decrease the failure in previous efficiency performances.

Social paradigm: which its supplier is others. When people observe someone else's successes with equal competence, their self-efficacy are increased; but when they observe someone else's failure, their self-efficacy are decreased.

Social compelling: noting that convincing others and motivation, encouragement and criticism from others can affect people's self-efficacy.

Physical and emotional states: refers to intense emotional states that are effective in personal self-efficacy and reduce self-efficacy (Seyedmohammady 1388).

Therefore and according to Bandura's view, self-efficacy affects behaviors and predicts personal behaviors. Bandura believes that the controlling source is not in environment but is in interaction of environment, behavior and individual; one of these important personal variables is self-efficacy. When self-efficacy associates with specific purposes and knowledge of the performance, it can be an important contribution to future behaviors (Seyedmohammadi, 1388)

Different Aspects of Self-efficacy

1. Social self-efficacy: is defined as one's perception of one's abilities to achieve the social standards and social relations.

2. Academic self-efficacy: means one's perception of his abilities to learn, solve academic problems and achieve academic success.

3. Emotional self-efficacy: means one's perception of his abilities to control and manage emotions and negative thoughts.

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4. Physical self-efficacy: is defined as the perception of physical ability, confidence of performing activities and physical skills and also, ensuring to make the positive physical impact on other people (Richardson, 1991; quot. Tahmasiyan, 1388).

Background Research

Data from several studies indicates a relationship between self-esteem and procrastination. This relationship is considered significantly. Low self-esteem relates to the concept related to mental and also to procrastination (Alice and Chanos, 1977). Many people suffer from feelings of inferiority and they may believe that any failure to carry out their activities is due to their incompetence. As a result, it is possible in certain circumstance to protect their self-esteem and avoid unpleasant feelings, they engage in self-destructive behaviors. Procrastination is a kind of self-destructive behaviors. Behavioral procrastination is defined as a desire to delay things to avoid self-esteem threats, fear of failure and lack of attention to the tasks (Ferrari and Emmons, 1995). Also, Ferrari and Emmons believe that procrastinators probably suffer from low self-esteem and they lack the ability to achieve success in their works, so this belief leads to the delay in carrying out their works. Martin *et al.,* (1995) explained that procrastinators are people with low self-esteem which can cause behaviors such delay or avoidance of obligations to protect self-esteem by providing an excuse for inadequate performance and negative results. According to Rothbum's findings (1986), there is a meaningful relationship between self-esteem and procrastination. The probability that people will attribute their success to external conditions are more in people who display high level of procrastination rather than the people who procrastinate less. Also, in another research conducted by Rothblum *et al.,* (1984), the results were reported that procrastination in education relates significantly to depression, irrational cognition and low self-esteem. They concluded that students who delay in their own educational practices are the students with poor self-esteem.

Vascounsloz (1984) also, in this area, conducted a research to assess perfectionism and self-esteem as a basis for procrastination and concluded that there was a meaningful relationship between self-esteem, perfectionism and procrastination. The results showed that people who display high level of procrastination is more likely to report high perfectionism and low self-esteem. In addition, the probability that older people will report high level of procrastination and low self-esteem is low.

Ferrari (1994) conducted a research titled inefficacy procrastination and its relationship with self-esteem, interpersonal dependency and self-destructive behaviors. According to this research, the results obtained are as follow that both types of procrastination (behavioral and decision) meaningfully relates to low self-esteem, dependence on others and self-destructive behaviors. Also, in this research, low self-esteem was mentioned as a meaningful predictor for procrastination. In another study, Ferrari concluded that procrastinators reported experiences of low self-esteem and high social anxiety and female procrastinators reported their self-esteem meaningfully low.

A research, titled causes and consequences of behavioral procrastination, academic procrastination and its impact on self-esteem and self-awareness, was conducted by Bech and Chanos (2000). The results showed that high self-esteem led to delay in preparing for the exams. Vallerand (1995) did a research on self-regulation and educational procrastination. In this study, the role of self-regulation as the prediction for educational procrastination was investigated. In the study, academic motivation scale and academic procrastination scale were used. Also, students' anxiety, self-esteem and depression were assessed. The correlation results showed that the students with intrinsic motivation to pursue academic assignments displayed less procrastination than the students with external motivation. Regression results were interpreted that the scores of depression, self-esteem and anxiety predicted 14% of variance for procrastination. This research shows that there is a meaningful relationship between academic procrastination with anxiety, depression and low self-esteem. Sadeghi (2011) studied the relationship between met cognitive beliefs and procrastination among the students of Tabriz University and the University of Mohaghegh Ardabili. The results were reported that cognitive self-esteem, the need for controlling positive beliefs and thoughts about anxiety and worry, of subcategories of met cognitive beliefs, had a negative and meaningful relationship with procrastination. According to multiple regression results, cognitive self-esteem and inability to control thoughts was a strong predictor for procrastination.

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According to the study titled academic procrastination correlated, conducted by Milgram (1993), 113 students from Israel were surveyed. The results showed that the reasons applied by people to explain about their procrastination, were in a way to damage their self-esteem less.

Bilge and Mesut (2001) conducted a research to evaluate the effects of academic procrastination in students' life satisfaction. In this research Tuckman procrastination scale and satisfaction with life scale were conducted among 314 students. Analyzing results showed that 38% of students claimed that they procrastinate most of the time. ANOVAs results showed a meaningful difference between academic procrastination levels and satisfaction with life scores. Specifically, procrastinators' scores on life satisfaction were reported lower than non-procrastinators.

A study titled procrastination in workplace was conducted by Ferrari (1992). The results showed that procrastinators attributed their failures responsibilities to the organization but non-procrastinators less attributed their failures to organization.

Dave *et al.,* (2008), in a study, showed that either self-esteem or self-efficacy had a positive meaningful relationship with spontaneity. They also showed that self-efficacy was the best predictor for spontaneity. Their study showed that self-esteem related positively to self- efficacy. However, they suggested that spontaneity relationship with self-efficacy is stronger than its relationship with self-esteem. They pointed out the fundamental cognitions such as emotions and behavioral judgments in self-efficacy rather than self-esteem to justify the findings.

MATERIALS AND METHODS
Research Methodology
This research with a view to the purpose is in the applied research category and with a view to data collection process is a correlation descriptive research. The population of this research consists of all staff of Technical and Vocational Training Organization, is 500 people. To select the sample group, 217 people were selected using Morgan table and simple random sampling method. To collect the data 3 types of inventories were used:

1- Coopersmith Self-Esteem Inventory
This inventory was designed by coopersmith (1979). This inventory contains 35 sentences or statements that the testers should determine their real feelings about each statements by checking one of 4 options (strongly agree- agree- disagree- strongly disagree). This inventory is used to determine self-assessment. In general, by this method of data collecting, various aspects of self-esteem are measured. Cronbach's alpha of the inventory, in this research, was reported 0.72.

2- The Inventory of Procrastination
Procrastination scale used in this research was prepared by Steel in 2007, in which 7 important characteristics related a lot to procrastination were considered. These characteristics include: 1- irritant activities, 2- putting tasks off, 3- self-efficacy, 4- acting impulsively, 5- self-control, 6- distractibility, 7- regulation and progress motivation. This inventory includes 20 questions; each question includes 5 items using Likert method that its range is grading from strongly disagree (1) to strongly agree (5). Obtained overall alpha of 0.77 has been reported for this scale and the Cronbach's alpha of investigated factors was reported as follows: self-control: 0.82, acting impulsively: 0.747, regulation: 0.707, distractibility: 0.622, progress motivations: 0.566. Alpha level obtained from the inventory, in this research, was reported 0.68.

3-The Inventory of General Self-Efficacy Beliefs
In 1979s, general self-efficacy beliefs scale was created by Schwarzer and Jerusalem (1995). This scale consisted of 20 items with 2 separate subscales of general self-efficacy and social self-efficacy that, in 1981, was reduced to a 10 items scale. Grading method is that, this scale has 10 four option items in the range of 1 to 4 with the minimum and maximum of 10 to 40. In this research Cronbach's alpha of 0.85 was obtained.

Analysis Method
Pearson's correlation coefficient (to investigate the relationship between variables) and stepwise regression (to predict the dependent variable) were used to analyze this research data.

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RESULTS AND DISCUSSION
Results

Table 1: Correlation coefficient results between self-esteem, procrastination and the subscales

Variable	1	2	3	4	5	6	7
1-self-esteem	1						
2- self-control	0.488 0.000 **	1					
3-impulsivity	0.013 0.853	-0.293 0.000 **	1				
4-organizing	-0.297 0.000 **	0.479 0.000 **	-0.136 0.046 *	1			
5- distractibility	0.211 0.002 **	-0.172 0.011 *	0.315 0.000 **	-0.067 0.324	1		
6- progress motivations	-0.309 0.000	0.384 0.000 **	0.035 0.612	0.428 0.000 **	-0.126 0.064	1	
7- overall score	-0.188 0.005 **	0.383 0.000 **	0.420 0.000 **	0.513 0.000 **	0.645 0.000 **	0.468 0.000 **	**1**

Pearson's correlation coefficient results showed that there was a negative and meaningful correlation between self-esteem overall scores with self-control (p= 0.000, R= 0.488), organizing (P= 0.000, R= 0.297), progress motivations (P= 0.000, R= 0.309), and procrastination (R= -0.188, P= 0.005) but self-esteem scores had a positive and meaningful correlation with distractibility (P= 0.002, R= 0.211). but impulsivity has no meaningful correlation with self-esteem.

Table 2: Correlation coefficient results between the scores of self-esteem and self-efficacy

Variable	Self-efficacy	Significant level
Self-esteem	0.589 **	**0.00**

**P<0.01

Pearson's correlation coefficient results showed that there is a positive and meaningful correlation between self-esteem and self- efficacy (R= 0.589, P= 0.000).

Table 3: Stepwise regression results of self-esteem from procrastination and its subscales

Model	R	R2	R2 CHANGE	B	Standard error	Beta	T	Significant Level
1-self-control	0.488	0.201	0.201	-0.901	0.303	-0.239	-2.977	0.003
2-distractibility	0.489	0.239	0.038	0.791	0.190	0.408 **	4.167	0.000
3-procrastination overall scores	0.511	0.261	0.022	-0.465	0.133	-0.364	-3.485	0.001

**P<0.01

Stepwise regression results showed that in the first step, self-control subscale was entered into the regression equation and 20.1% of variance was explained for self-esteem scores. In the second step the

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distractibility subscale was entered into the regression equation and 3.8% of variance was explained for self-esteem scores and finally, in the last step, procrastination overall scores were entered into the regression equation and 2.2% of variance was explained for self-esteem scores. While other procrastination subscales were not entered into the regression equation and were removed from the equation. There was a negative and meaningful relationship between self-control subscale (beta= -0.239, p= 0.003) and procrastination overall scores (beta= -0.364, p= 0.000) with self-esteem and they were a negative predictors while distractive subscale had a positive and meaningful relationship (beta= 0.408, p= 0.001) with self-esteem and it was a positive predictor. Despite the fact that procrastination was the main variable, but procrastination subscales were a stronger predictor for self-esteem.

Table 4: Results of simple liner regression of self-esteem from self- efficacy

Variable	R	R2	B	Standard error	Beta	T	Significant level
1-self-efficacy	0.589	0.347	1.186	0.111	0.589**	10.689	0.000

**P<0.01

The simple liner regression results showed that self-efficacy scores determined 34.7% of variance for self-esteem and had a positive (beta=0.589, P=0.000) and meaningful relationship with self-esteem and was a positive predictor. Sadeghi (2011) studied the relationship between met cognitive beliefs and procrastination among the students of Tabriz University and the University of MohagheghArdabili. The results were reported that cognitive self-esteem, the need for controlling positive beliefs and thoughts about anxiety and worry, of subcategories of met cognitive beliefs, had a negative and meaningful relationship with procrastination. According to multiple regression results, cognitive self-esteem and inability to control thoughts was a strong predictor for procrastination.

Discussion and Conclusion
The results showed that there was a negative and meaningful correlation between self-esteem overall scores with self-control, organizing, progress and procrastination overall scores. But self-esteem scores had a positive and significant correlation with distractibility. However, there was no meaningful correlation between impulsivity and self-esteem. The results obtained in this research were consistent with Rothblum, Solomon and Esther's findings (1984). According to the results of their research, they reported that there was a meaningful relationship between procrastination in education with depression, irrational cognition and low self-esteem. Vascounsloz (1984) also, in this area, conducted a research to assess perfectionism and self-esteem as a basis for procrastination and concluded that there was a meaningful relationship between self-esteem, perfectionism and procrastination. The results showed that people who display high level of procrastination is more likely to report high perfectionism and low self-esteem. Hereof, Ferrari (1994) conducted a research titled inefficacy procrastination and its relationship with self-esteem, interpersonal dependency and self-destructive behaviors. The results obtained are as follow that both types of procrastination (behavioral and decision) meaningfully relates to low self-esteem, dependence on others and self-destructive behaviors. Also, in another study, Ferrari concluded that procrastinators reported experiences of low self-esteem and high social anxiety. To explain the results obtained in this research, it could be interpreted that people with low self-esteem are vulnerable to stressors and stress. Thus they procrastinate to avoid dealing with complex tasks which are not in accordance with their interests and thoughts and cause stress in them. On the other hand, due to the people with low self-esteem experience fear of failure constantly and also, according to their own self-assessment, they do not see their abilities to do specific activities. Therefore they delay these activities to protect their vulnerable self-esteem voluntarily.

Moreover, Pearson's correlation coefficient results showed that there was a positive and meaningful correlation between self-esteem and self-efficacy. This means that with an increase in self-esteem scores, people's self-efficacy scores will be increased. The findings of this research are consistent with the following researches, Dave *et al.,* (2008), showed in a study that self-esteem related to self-efficacy

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positively. Sadeghiazar and Vasudeva (2006), in their research concluded that there was a positive and meaningful relationship between self-esteem with self-efficacy in female employees. To explain the results obtained, it could be ratiocinated that due to, the people with high self-efficacy are more successful in adopting the strategies and effective actions for coordination with circumstance than other people; as a result, it is likely that these people will experience more achievements and will achieve more success, similarly their self-esteem will increase.

Other finding of this research, as seen in the table 3-1-4, were that in the first step, self-control subscale was entered into the regression equation and 20.1% of variance was explained for self-esteem scores. In the second step the distractibility subscale was entered into the regression equation and 3.8% of variance was explained for self-esteem scores and finally, in the last step, procrastination overall scores were entered into the regression equation and 2.2% of variance was explained for self-esteem scores. According to the study, conducted by Ferrari (1994), titled inefficacy procrastination and its relationship with self-esteem, interpersonal dependency and self-destructive behaviors, the results were reported that in this study low self-esteem was mentioned as a meaningful predictor for behavioral procrastination. In addition, the simple regression results showed that self-efficacy scores determined 34.7% of variance for self-esteem and had a positive and meaningful relationship with self-esteem and was a positive predictor. These results corresponded with Dave *et al.,* (2008). In the research conducted by them, they concluded that self-esteem related to self-efficacy positively. In another research conducted by Kaprara *et al.,* (2013), they concluded that self-esteem was the predictor for levels of self-efficacy in managing negative emotions and expression of positive emotions.

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