

## EFFECTS OF PERCEIVED ABUSIVE SUPERVISION PERCEIVED MORAL HYPOCRISY AND PROCRASTINATION ON RESEARCH OUTPUT

<sup>1</sup>Amir Waleed, <sup>2</sup>Dr. Muhammad Zafar Iqbal

<sup>1</sup>PhD Scholar, Department of Educational Leadership & Management, Faculty of Education, International Islamic University, Islamabad, Pakistan

<sup>2</sup> Assistant Professor, Department of Teacher Education, Faculty of Education, International Islamic University, Islamabad, Pakistan  
[amirwaleed55@gmail.com](mailto:amirwaleed55@gmail.com) [m.zafar@iiu.edu.pk](mailto:m.zafar@iiu.edu.pk)

This study examined how perceived abusive supervision, perceived moral hypocrisy, and procrastination affected doctoral research output. Focusing on the supervisor–supervisee relationship, it explored how negative supervisory behaviours and ethical inconsistencies shaped research productivity. A cross-sectional quantitative design was used, with data collected from 344 doctoral supervisees and 70 supervisors. The survey instrument was developed and refined through an earlier exploratory phase and validated through expert review and pilot testing. Data were analysed using descriptive and inferential statistics. The findings showed that abusive supervision, moral hypocrisy, and procrastination were significantly associated with lower research output. Regression analysis indicated that abusive supervision ( $\beta = -0.182$ ,  $p = .002$ ), moral hypocrisy ( $\beta = -0.213$ ,  $p = .001$ ), and procrastination ( $\beta = -0.156$ ,  $p = .011$ ) had significant negative effects on research productivity. Overall, the results suggest that unsupportive supervision and behavioural tendencies can hinder doctoral research progress.

**KeyWords:** Abusive Supervision, Moral Hypocrisy, Procrastination, Research Output, Supervisor–Supervisee Relationship.

### Article Details:

Received on 17 Jan 2026

Accepted on 16 Feb 2026

Published on 19 March 2026

Corresponding Authors\*:

**Amir Waleed**

## INTRODUCTION:

the supervisor–supervisee relationship lies at the core of doctoral education, shaping how students engage with research, sustain motivation, and progress through the demanding process of knowledge production. beyond providing academic direction, supervisors influence students’ psychological engagement, persistence, and ability to navigate research challenges. when this relationship is supportive, it strengthens confidence and promotes sustained scholarly effort; when it is strained, it often leads to reduced motivation, emotional distress, and delayed research progress.

evidence from organizational psychology has consistently shown that negative supervisory behaviours undermine performance and engagement. abusive supervision—characterised by sustained hostile verbal and non-verbal behaviours excluding physical contact—has been linked to reduced task performance, psychological withdrawal, and increased counterproductive behaviour (tepper, 2000, 2007; mitchell & ambrose, 2007; martinko et al., 2013). meta-analytic evidence further confirms that abusive supervision negatively affects employee outcomes across multiple contexts, including performance, commitment, and well-being (harris, harvey, & kacmar, 2011; tepper, 2007). while these findings are well established in organizational settings, their implications for doctoral education remain underexplored, despite the similarly hierarchical and dependency-based nature of supervision in academia.

alongside behavioural supervision, ethical consistency in leadership has been recognised as a key determinant of trust and engagement. ethical leadership literature suggests that when authority figures demonstrate fairness, integrity, and consistency, individuals exhibit higher levels of engagement and reduced avoidance behaviours (brown & treviño, 2006; treviño, den nieuwenboer, & kish-gephart, 2014). however, when a disconnect emerges between stated ethical standards and actual behaviour, perceived moral inconsistency can weaken trust and reduce commitment. in organizational psychology, such inconsistencies are associated with reduced psychological safety and disengagement, particularly when authority figures fail to model expected ethical conduct (treviño & nelson, 2011). despite this, limited empirical work has examined how perceived moral inconsistency within academic supervision relationships affects doctoral students’ research behaviour and productivity.

academic procrastination remains a persistent challenge in doctoral education. procrastination is not merely an individual trait but is influenced by contextual and environmental factors, including task structure, perceived support, and external guidance (steel, 2007; steel & klingsieck, 2016). within doctoral study, supervisors play a central role in shaping these conditions. however, existing research has largely treated

supervisory behaviour, ethical perceptions, and procrastination as separate domains, without integrating them into a single explanatory framework. this fragmentation is particularly problematic in hierarchical academic cultures, where students may be reluctant to question supervisory behaviour or report negative experiences. in such contexts, the combined influence of abusive supervision and perceived moral inconsistency may exert stronger effects on student psychology, increasing procrastination and ultimately reducing research productivity. however, empirical studies that jointly examine these factors within doctoral education remain limited.

therefore, the present study addressed this gap by examining how perceived abusive supervision and perceived moral hypocrisy influence procrastination and research output among doctoral students. by integrating supervisory behaviour, ethical perception, and behavioural response within a single framework, this study contributes to a more comprehensive understanding of doctoral research productivity and offers evidence to inform the development of more ethical, supportive, and effective supervisory practices in higher education.

## **literature review**

### **doctoral supervision and research productivity**

doctoral supervision is widely recognised as a central determinant of research success, shaping students' academic development, motivation, and scholarly productivity. rather than functioning as a purely administrative arrangement, supervision represents a complex pedagogical and relational process in which intellectual guidance, feedback quality, and interpersonal support collectively influence doctoral outcomes. empirical evidence consistently shows that effective supervision is strongly associated with timely completion, higher research quality, and greater academic engagement among doctoral candidates (ives & rowley, 2005; lee, 2008). in contrast, inadequate supervisory support has been linked to delayed progress and increased attrition.

lee (2008) conceptualises supervision as a form of pedagogy in which supervisors act as mentors and facilitators of scholarly identity formation. this perspective highlights the importance of balancing structure and autonomy, where excessive control may suppress creativity, while insufficient guidance may lead to confusion and disengagement. similarly, murphy, bain, and conrad (2007) emphasise that constructive supervision fosters resilience, academic confidence, and sustained research effort through timely feedback and intellectual support. collectively, these findings suggest that supervisory quality is not only a procedural necessity but also a critical psychological and developmental factor influencing research productivity.

### **abusive supervision and academic withdrawal**

a substantial body of organizational research has examined the detrimental effects of abusive supervision on individual and organizational outcomes. abusive supervision

refers to the sustained perception of hostile verbal or non-verbal behaviors by supervisors, excluding physical contact (tepper, 2000). such behaviors include public criticism, humiliation, and unfair treatment, which can significantly undermine psychological well-being and performance. tepper (2000, 2007) demonstrates that abusive supervision is associated with reduced job performance, increased emotional exhaustion, and higher turnover intentions. these findings are reinforced by mitchell and ambrose (2007), who report strong relationships between abusive supervision and workplace deviance, as well as greenbaum, mawritz, and eissa (2014), whose meta-analytic evidence confirms its broad negative effects across behavioral and attitudinal outcomes.

martinko et al. (2013) further argue that abusive supervision is a pervasive leadership issue that damages not only individual performance but also broader organizational functioning. when translated into academic contexts, these findings suggest that doctoral supervisees exposed to hostile supervisory behaviors are likely to experience reduced self-efficacy, psychological distress, and disengagement from research tasks. such conditions may ultimately manifest in delayed progress and diminished research productivity.

### **moral hypocrisy and trust in academic relationships**

ethical consistency in leadership plays a crucial role in shaping trust, motivation, and engagement within hierarchical relationships. moral hypocrisy—defined as the inconsistency between stated moral principles and actual behavior—represents a significant threat to relational trust in academic environments (batson et al., 1999).

batson et al. (1999) demonstrate that individuals often fail to act in accordance with their own moral standards when self-interest is involved, highlighting the psychological complexity of ethical behavior. in leadership contexts, brown and treviño (2006) show that ethical leadership is positively associated with follower trust, satisfaction, and performance, whereas inconsistency between espoused values and actual behavior undermines credibility and engagement. treviño and nelson (2011) further emphasise that ethical leadership requires alignment between words and actions, as perceived inconsistency leads to reduced trust and weakened relational commitment. within supervisory relationships, such moral inconsistency may be interpreted by doctoral students as unfairness or betrayal, potentially eroding motivation and academic engagement.

### **procrastination as a behavioral response in academic settings**

procrastination is widely recognised as a self-regulatory failure that negatively affects academic performance, particularly in long-term and autonomous tasks such as doctoral research. steel (2007) defines procrastination as the voluntary delay of intended tasks despite expecting negative consequences, and identifies it as a pervasive behavioral tendency rather than a simple time-management issue. meta-analytic evidence suggests

that procrastination is influenced by contextual, emotional, and motivational factors, including task aversiveness, perceived pressure, and environmental structure (steel, 2007). within academic research, procrastination is frequently associated with fear of failure, low self-efficacy, and avoidance of evaluation-related stress.

in doctoral education, supervisors play a critical role in structuring tasks, providing feedback, and regulating academic progress. when supervisory relationships are strained or perceived as unsupportive, procrastination becomes more likely as a coping mechanism to avoid negative evaluation or emotional discomfort. thus, procrastination should not be viewed solely as an individual trait but as a behavior shaped by relational and contextual academic conditions.

### **integrated perspective and research gap**

although existing literature has separately examined supervisory behavior, ethical leadership, and procrastination, there remains a lack of integrated frameworks that explain how these factors jointly influence doctoral research outcomes. abusive supervision (tepper, 2000; mitchell & ambrose, 2007), ethical inconsistency (batson et al., 1999; brown & treviño, 2006), and procrastination (steel, 2007) have largely been studied in isolation. this fragmented approach limits understanding of how supervisory behavior translates into behavioral outcomes such as procrastination and ultimately affects research productivity. moreover, most empirical evidence originates from organizational contexts, with relatively limited application to doctoral education, where supervisory dependence, hierarchical structures, and prolonged interaction intensify relational effects.

taken together, the literature suggests that supervisory behavior may influence research outcomes through both psychological and behavioral pathways. however, there is still insufficient empirical evidence explaining how perceived abusive supervision and moral inconsistency interact to shape procrastination and research output among doctoral students, particularly in developing academic contexts where hierarchical norms are strongly embedded.

### **gaps in existing literature**

despite extensive research in organizational behavior, educational psychology, and higher education management, notable gaps remain in understanding the dynamics of abusive supervision, moral hypocrisy, and procrastination within the context of research supervision. the majority of prior studies have treated these constructs in isolation, focusing either on the prevalence of abusive supervisory behaviors, the ethical dimensions of leadership, or the personal tendencies of supervisees toward procrastination. this segmented approach limits a comprehensive understanding of the interconnected mechanisms through which these factors jointly influence research outcomes. for instance, while abusive supervision has been linked to reduced motivation and job dissatisfaction in general organizational settings, its specific impact on academic research productivity—particularly in doctoral studies—has received only cursory



attention. similarly, moral hypocrisy has been explored primarily as a theoretical construct, with limited empirical investigation into how perceived inconsistencies between supervisors' stated values and actual behaviors affect supervisees' engagement and commitment to research tasks.

furthermore, there is a pronounced geographical and cultural gap in the literature. most studies have been conducted in western educational systems, where institutional support structures, supervision norms, and academic expectations differ considerably from south asian contexts. the unique socio-cultural dynamics of pakistan—such as hierarchical academic relationships, respect-driven power structures, and resource constraints—are largely absent from existing research. these contextual differences may moderate or amplify the effects of abusive supervision and perceived moral hypocrisy on doctoral scholars' procrastination and research productivity, yet current scholarship provides little guidance on these culturally specific interactions.

another limitation of the existing literature is methodological. many studies employ cross-sectional designs, capturing a snapshot of behavior or perception at a single point in time. such approaches fail to account for the longitudinal and evolving nature of supervisor–supervisee relationships, the cumulative impact of repeated instances of abusive behavior, or the progressive effects of perceived moral hypocrisy on motivation and output. the absence of longitudinal, mixed-methods, or contextually sensitive designs restricts the ability to draw robust causal inferences, leaving questions about the temporal sequence and interaction effects of these phenomena largely unanswered.

## **Research methodology**

### **1. research design**

this study employed a cross-sectional quantitative research design to examine the effects of perceived abusive supervision, perceived moral hypocrisy, and academic procrastination on doctoral research output. the study was situated within the broader framework of supervisor–supervisee relationships in higher education, focusing on how negative supervisory behaviours and perceived ethical inconsistencies influence research productivity. a quantitative approach was selected to allow for the statistical examination of relationships among the study variables and to test theoretically derived associations within a structured analytical framework.

the survey instrument used in this study was developed and refined in an earlier exploratory phase, which helped in identifying and operationalising relevant constructs within the doctoral education context. the final instrument was validated through expert review and pilot testing to ensure content validity, clarity, and contextual appropriateness before full-scale data collection.

data were collected through a structured questionnaire administered to doctoral supervisees and supervisors across public and private sector universities in pakistan. the collected data were analysed using spss (version 30), employing both descriptive statistics and inferential techniques, including correlation and multiple regression

analysis, to examine the relationships among study variables. this design enabled the empirical testing of hypothesised relationships between supervisory behaviour, moral inconsistency, procrastination, and research output within a real-world academic setting.

## population and sample

the target population of this study consisted of doctoral supervisors and phd scholars enrolled in public and private universities in district peshawar. this population was selected due to its direct relevance to the supervisor–supervisee relationship and its influence on doctoral research productivity.

the inclusion of supervisors and supervisees from public and private universities allowed for a detailed examination of the issues related to perceived abusive supervision, moral hypocrisy, and their impact on research output.

**table 1**

*population of the study*

| name                                                                          | no.<br>supervisors | of<br>number of supervisee | total |
|-------------------------------------------------------------------------------|--------------------|----------------------------|-------|
| university of peshawar (uop)                                                  | 209                | 1035                       | 1254  |
| the university of agriculture<br>peshawar (uoap)                              | 96                 | 490                        | 576   |
| abasyn university peshawar<br>(aup)                                           | 43                 | 210                        | 258   |
| sarhad university of science<br>and information technology<br>peshawar (suit) | 62                 | 315                        | 372   |
| total                                                                         | 410                | 2050                       | 2460  |

source: the data in table 1 regarding supervisors obtained via hec pakistan’s website. only phd scholars were considered as supervisee from whom the data were collected.

table 1 presents the total population of doctoral stakeholders across selected universities. the population comprised 410 supervisors (16.7%) and 2,050 supervisees (83.3%), with an overall population size of 2,460.

**table 2**

*distribution of quantitative sample by role*

| category    | population<br>(n) | population % | actual sample (n) | sample % |
|-------------|-------------------|--------------|-------------------|----------|
| supervisors | 410               | 16.7%        | 70                | 16.9%    |

| category    | population<br>(n) | population % | actual sample (n) | sample % |
|-------------|-------------------|--------------|-------------------|----------|
| supervisees | 2050              | 83.3%        | 344               | 83.1%    |
| total       | 2460              | 100%         | 414               | 100%     |

as shown in table 2, although the calculated minimum sample size was 333, a total of 414 responses were collected. this higher number was chosen to improve the reliability of the analysis and to account for the possibility of non-responses. a proportionate stratified sampling approach was used to ensure the sample reflected the actual composition of the population. specifically, the proportion of supervisors in the sample (16.9%) closely matched their actual share of the population (16.7%), as did the proportion of supervisees (83.1% in the sample compared to 83.3% in the population). to maintain clarity in the analysis, data from these two groups were examined separately.

for this study, a proportionate stratified sampling technique was employed to ensure representation of supervisors and supervisees in accordance with their actual population proportions. the total population was first divided into two strata: supervisors and supervisees. based on their respective proportions in the population, the required sample was allocated to each stratum. within each stratum, systematic random sampling was applied to select participants from the available sampling lists. systematic random sampling involves selecting every nth member from a list of the population after a random start, ensuring that each individual has an equal chance of being included in the sample. this method was chosen to provide a fair and unbiased representation of the population, as it reduces selection bias and enhances the generalizability of the findings. according to creswell (2013), systematic random sampling is both equitable and impartial, which aligns with the research's objective of obtaining a representative sample of supervisors and supervisees.

the choice of systematic random sampling was justified by its ability to provide a representative and unbiased sample, which is essential for making reliable inferences about the supervisor-supervisee relationship, moral hypocrisy, and procrastination in academic settings. the method's effectiveness in controlling for extraneous factors and its contribution to accurate data collection underscored for this research. by employing systematic random sampling, the study aimed to ensure that its findings are both valid and generalizable across the population of interest.

## Research tools

### instrument development

data were collected using a structured questionnaire designed to measure perceived abusive supervision, perceived moral hypocrisy, academic procrastination, and research output among doctoral students. the instrument was developed based on constructs identified in prior exploratory work and refined through an extensive review of relevant literature. item formulation was guided by established theoretical frameworks on



supervisory behaviour, ethical inconsistency, and academic procrastination. all items were measured using a five-point likert scale ranging from strongly disagree (1) to strongly agree (5), which is widely used in behavioural and social science research for capturing attitudinal and perceptual data (devellis, 2016).

the final instrument was reviewed by subject matter experts to ensure content validity, clarity, and conceptual alignment with the study variables. feedback from experts was incorporated to refine wording, eliminate ambiguity, and ensure that all items accurately reflected the intended constructs.

## validity of the instrument

content validity was established through expert evaluation by three senior academics in the field of education, who assessed the relevance, clarity, and representativeness of each item. their feedback was used to improve item structure and ensure alignment with the theoretical framework of the study. construct validity was ensured by grounding all measures in established literature on supervisory behaviour, ethical leadership, and academic procrastination (creswell, 2017). this ensured that the instrument adequately captured the conceptual dimensions of each variable under investigation.

## pilot testing

a pilot study was conducted prior to full-scale data collection to assess the clarity and functionality of the instrument. the questionnaire was administered to 30 doctoral students, who were not part of the final sample. based on feedback from the pilot study, minor revisions were made to improve readability and ensure smooth administration in the main survey. the pilot sample was excluded from the final dataset.

## Reliability of the instrument

reliability analysis was conducted to ensure the internal consistency and stability of the measurement instrument.

internal consistency reliability was assessed using standard reliability techniques (e.g., cronbach's alpha), ensuring that items within each construct measured the same underlying dimension. moreover, test-retest reliability was assessed using a subset of 35 respondents, who completed the questionnaire twice with a two-week interval. this interval was selected to minimise recall bias while maintaining construct stability over time (marx et al., 2003). the results confirmed that the instrument produced consistent responses across administrations, indicating satisfactory temporal stability and measurement reliability.

**table 3**

*test-retest reliability of the questionnaire (n = 35)*

| item / variable     | time 1 m | time 1 sd | time 2 m | time 2 sd | r (test-retest) |
|---------------------|----------|-----------|----------|-----------|-----------------|
| abusive supervision | 3.45     | 0.62      | 3.48     | 0.60      | 0.89**          |

|                           |      |      |      |      |        |
|---------------------------|------|------|------|------|--------|
| perceived moral hypocrisy | 2.91 | 0.70 | 2.95 | 0.68 | 0.87** |
| procrastination           | 3.12 | 0.65 | 3.14 | 0.63 | 0.85** |
| research output           | 3.75 | 0.58 | 3.77 | 0.55 | 0.88** |

note. m = mean; sd = standard deviation; r = pearson correlation coefficient.  $p < .01$ . as shown in table 3 the test-retest reliability analysis indicated that all questionnaire items were consistent over a two-week interval, with pearson correlations ranging from 0.85 to 0.89 ( $p < .01$ ), demonstrating that the instrument was reliable. these comprehensive steps in addressing validity and reliability were essential for enhancing the credibility of the research instruments. the use of expert reviews, pilot testing, and test-retest methods contributed to a systematic evaluation process that strengthened the overall quality of the study. by ensuring that the instruments were both valid and reliable, the study was better positioned to produce credible and actionable findings that accurately reflect the behavioral patterns of the supervisor-supervisee relationship, moral hypocrisy, and research output.

## Data collection

data were collected using a structured questionnaire administered through both in-person distribution and online survey (google forms) to ensure broader reach and improved response accessibility across public and private sector universities. the use of multiple distribution modes helped enhance response rates and ensured representation from diverse academic contexts. the questionnaire consisted of five-point likert-scale items designed to measure respondents' perceptions and experiences related to the study constructs. this format was selected due to its suitability for quantifying attitudes and enabling statistical comparison across variables (dillman, 2014).

participation was voluntary, and respondents were informed about the purpose of the study prior to data collection. ethical standards were strictly followed, including informed consent, anonymity, and confidentiality, ensuring that no personal identifiers were collected or disclosed at any stage of the research (sieber, 2009).

## Data analysis

the collected data were analysed using spss (version 30). prior to analysis, all responses were screened for completeness and accuracy, and the dataset was organised in a spreadsheet before being imported into spss for statistical processing. descriptive statistics, including means, standard deviations, and frequency distributions, were computed to summarise the central tendencies and dispersion of responses across study variables, including abusive supervision, moral hypocrisy, procrastination, and research output.

to examine the hypothesised relationships among variables, inferential statistical techniques, including correlation and multiple regression analysis, were applied. these analyses were used to assess the strength and direction of relationships and to

determine the predictive influence of independent variables on research output. all statistical procedures were conducted at an appropriate significance level, and results were interpreted in line with established conventions in behavioural research.

the demographic and descriptive analysis of the quantitative data, highlighting the characteristics of the sample, including gender, academic background, research stage, and other relevant variables.

## .table 4

*summary of gender of respondents*

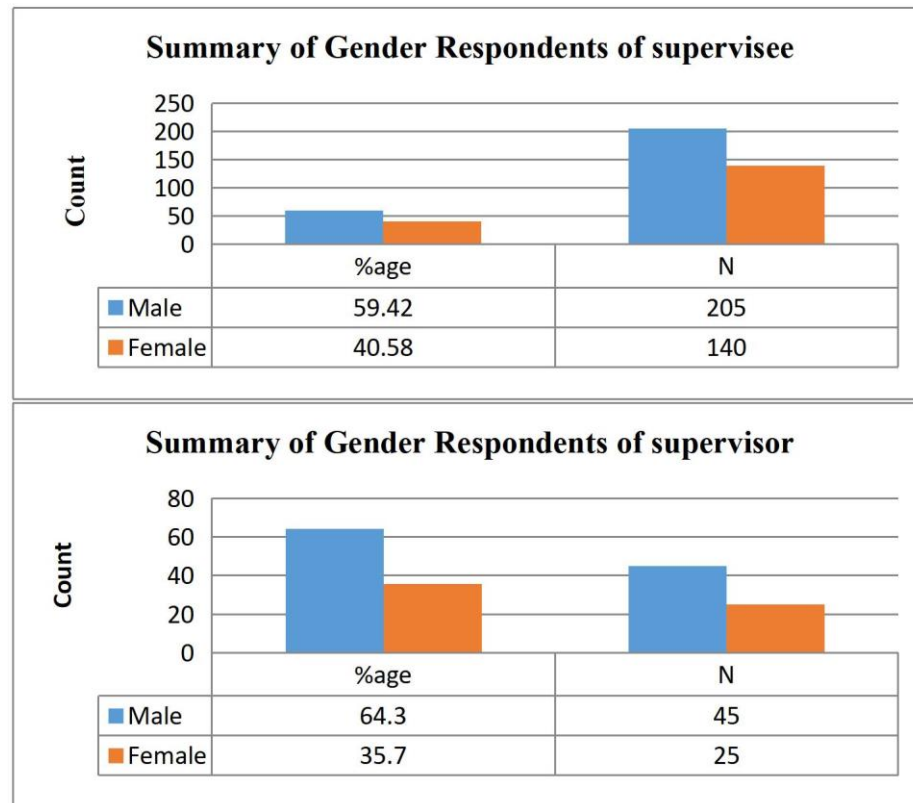
| supervisee |       |     | supervisors |      |    |
|------------|-------|-----|-------------|------|----|
| gender     | %age  | n   | gender      | %age | n  |
| male       | 59.42 | 204 | male        | 64.3 | 45 |
| female     | 40.58 | 140 | female      | 35.7 | 25 |

note: total n for supervisees = 344; total n for supervisors = 70. percentages represent the proportion within each group.

**table 4** presents the gender distribution of the study sample. among the 344 supervisee respondents, 59.42% (n = 204) were male, while 40.58% (n = 140) were female. in comparison, of the 70 supervisors, 64.3% (n = 45) were male and 35.7% (n = 25) were female. this distribution provides an overview of the demographic composition of both supervisees and supervisors included in the study. graphic representation of respondents of the study is as under:

## figure 1

*gender wise representation of respondents (supervisees and supervisors)*



**table 5**

*summary of age group of respondents (supervisees and supervisors)*

| supervisee |       |     | supervisors |      |    |
|------------|-------|-----|-------------|------|----|
| age group  | %age  | n   | age group   | %age | n  |
| 24-30      | 33.91 | 117 | 30-34       | 40.0 | 28 |
| 31-35      | 47.25 | 162 | 35-39       | 32.9 | 23 |
| 36-40      | 12.17 | 42  | 40-44       | 17.1 | 12 |
| 41-45      | 3.77  | 13  | 45-49       | 7.1  | 5  |
| 46-50      | 1.74  | 6   | 50+         | 2.9  | 2  |
| 51-55      | 1.16  | 4   |             |      |    |

note: total n for supervisees = 344; total n for supervisors = 70.

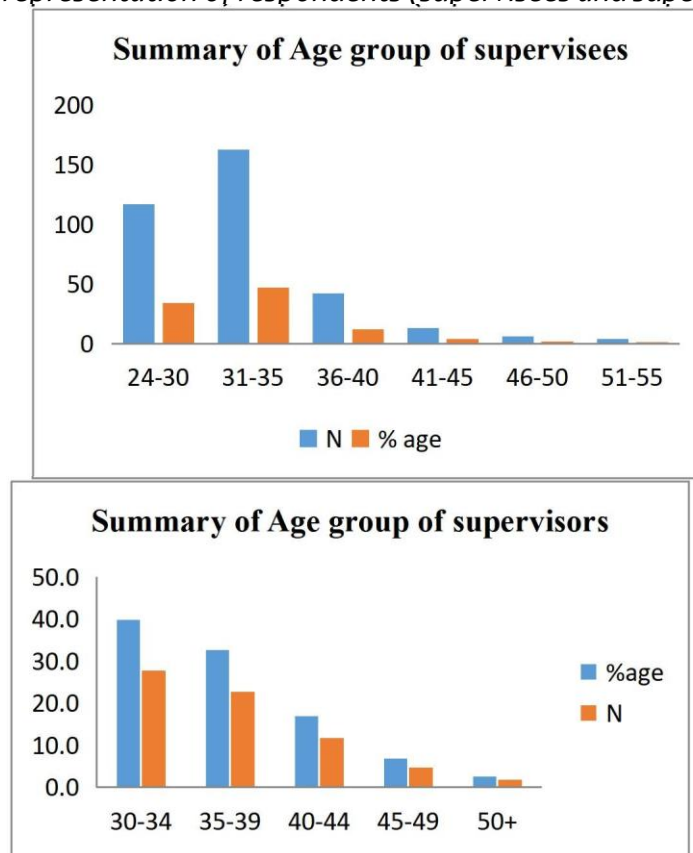
**table 5** summarizes the age distribution of the study participants. among the 344 supervisees, the majority were aged 31–35 years, representing 47.25% (n = 162) of the sample, followed by the 24–30 age group at 33.91% (n = 117). smaller proportions of supervisees were in the 36–40 age range (12.17%, n = 42) and 41–45 range (3.77%, n = 13). very few supervisees were aged 46 and above, with 1.74% (n = 6) in the 46–50 range and 1.16% (n = 4) in the 51–55 range.

among the 70 supervisors, the majority were aged 30–34 years (40.0%, n = 28), followed by 35–39 years (32.9%, n = 23), 40–44 years (17.1%, n = 12), 45–49 years (7.1%, n = 5), and

50+ years (2.9%, n = 2). overall, the distribution indicates that most participants, both supervisees and supervisors, were early- to mid-career researchers. graphic representation of respondents of the study is as under:

**figure 2**

*age wise representation of respondents (supervisees and supervisors)*



**table 6**

*summary of time required completing phd thesis*

| <b>supervisee</b>       |       |     |
|-------------------------|-------|-----|
| completion time (years) | %age  | n   |
| 3-4                     | 64.93 | 224 |
| 5                       | 9.86  | 34  |
| 6                       | 6.67  | 23  |
| 7                       | 2.90  | 10  |
| 8 and onwards           | 15.65 | 53  |

note: n = 344 for supervisees.

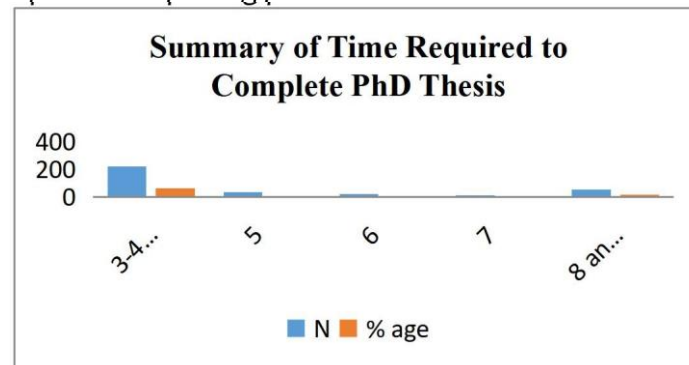
**table 6** presents the summary of the time required by supervisees to complete their phd thesis. the majority of respondents (64.93%, n = 224) reported completing their thesis



within 3–4 years, indicating that most supervisees progress within the expected timeframe. a smaller proportion (9.86%, n = 34) required 5 years, while 6.67% (n = 23) completed their thesis in 6 years. only 2.90% (n = 10) took 7 years to finish. notably, 15.65% (n = 54) reported needing 8 years or more, reflecting extended delays in completion for a considerable minority. overall, the data reveal that although most supervisees complete their phd work within a standard period, a significant portion experiences prolonged completion times, potentially due to supervisory, institutional, or personal factors. graphic representation of respondents of the study is as under:

**figure 3**

summary of time required completing phd thesis



## descriptive analysis of questionnaire responses from researchers

descriptive statistics, including frequencies, percentages, mean scores, and standard deviations, were used to summarize and interpret the data. an item-wise descriptive analysis of the quantitative data collected from prospective researchers regarding perceived abusive supervision, perceived moral hypocrisy, procrastination, and research output is presented below.

**table 7**

perceived abusive behavior by supervisor

| statement                                   | responses         | frequency | %age  | mean | sd   |
|---------------------------------------------|-------------------|-----------|-------|------|------|
| my supervisor behaves in an abusive manner. | strongly disagree | 64        | 18.60 | 2.83 | 1.26 |
|                                             | disagree          | 75        | 21.80 |      |      |
|                                             | neutral           | 101       | 29.36 |      |      |
|                                             | agree             | 63        | 18.31 |      |      |
|                                             | strongly agree    | 41        | 11.92 |      |      |

note: n = 344; percentages represent the proportion of supervisees in each response category.

**table 7** shows the analysis of supervisory perceptions reveals a divided landscape among researchers. with a mean score of 2.83, overall perceptions lean toward disagreement with characterizing supervision as abusive. however, the substantial standard deviation

of 1.26 indicates markedly varied experiences. while 40.4% of researchers rejected the notion of abusive supervision, a significant 30.23% affirmed such experiences. this polarization is further complicated by 29.36% expressing neutral. the confirmed prevalence of abusive supervision validates the research focus.

**table 8**

*effect of supervisor conflicts on research output*

| statement                                                  | responses         | frequency | %age  | mean | sd   |
|------------------------------------------------------------|-------------------|-----------|-------|------|------|
| conflicts with my supervisor hinder research productivity. | strongly disagree | 30        | 8.72  | 3.41 | 1.20 |
|                                                            | disagree          | 48        | 13.95 |      |      |
|                                                            | neutral           | 85        | 24.71 |      |      |
|                                                            | agree             | 113       | 32.85 |      |      |
|                                                            | strongly agree    | 68        | 19.77 |      |      |

*note: n = 344; percentages indicate the proportion of supervisees for each response category.*

the results in table 8 show a clear problem. a majority of researchers (52.62%) report that conflicts with their supervisor get in the way of their research productivity. the average score of 3.41 confirms that most people agree with this statement. this means that problems in the relationship with a supervisor are not just personal issues; they directly slow down or stop research work. this finding is a key part of understanding abusive supervision, as it shows one of its major negative effects. the fact that so many researchers face this issue highlights why it is important to study and improve supervisor-researcher relationships.

**table 9**

*effect of moral hypocrisy on research output*

| statement                                                               | responses         | frequency | %age  | mean | sd   |
|-------------------------------------------------------------------------|-------------------|-----------|-------|------|------|
| perceived moral hypocrisy in my institution impacts my research habits. | strongly disagree | 10        | 2.91  | 3.76 | 0.92 |
|                                                                         | disagree          | 23        | 6.69  |      |      |
|                                                                         | neutral           | 66        | 19.19 |      |      |
|                                                                         | agree             | 184       | 53.49 |      |      |
|                                                                         | strongly agree    | 61        | 17.73 |      |      |

*note: n = 344 and sd = standard deviation*

**table 9** shows a very large majority of researchers, 71.22% either agree or strongly agree that perceived moral hypocrisy in their institution affects their research habits. this means that when researchers feel their institution says one thing but does another, it directly changes how they work. only a small minority (9.6%) disagree with this idea. this finding was crucial as it provided that moral hypocrisy is not just a background issue; it is

a active factor that shapes researchers' daily behaviors, likely contributing to problems like procrastination and reduced output that you are investigating.

**table 10**

*prevalence of procrastination in research tasks*

| statement                                                    | responses         | frequency | %age  | mean | sd   |
|--------------------------------------------------------------|-------------------|-----------|-------|------|------|
| i frequently experience delays in completing research tasks. | strongly disagree | 12        | 3.49  | 3.76 | 1.08 |
|                                                              | disagree          | 37        | 10.76 |      |      |
|                                                              | neutral           | 67        | 19.48 |      |      |
|                                                              | agree             | 134       | 38.95 |      |      |
|                                                              | strongly agree    | 94        | 27.33 |      |      |

note: total n for supervisees = 344. percentages indicate the proportion of respondents in each response category. sd = standard deviation.

**table 10** shows that procrastination is a common and significant challenge for the researchers in this study. a substantial majority of 66.28% (38.95% + 27.33%) admit they frequently experience delays in completing their research tasks. the high mean score of 3.76 strongly confirms that the average respondent leans toward "agree" on this statement.

this is a crucial finding for this research study. it shows that task delay is not a rare issue but a widespread behavior. this high level of procrastination provides a clear link with study's model. it suggests that the negative experiences of abusive supervision and moral hypocrisy identified are likely manifesting as this specific, productivity-killing behavior, which in turn harms overall research output.

**table 11**

*personal habits and research procrastination*

| statement                                                 | responses         | frequency | %age  | mean | sd   |
|-----------------------------------------------------------|-------------------|-----------|-------|------|------|
| my habits contribute to procrastination in research work. | strongly disagree | 12        | 3.49  | 3.62 | 0.97 |
|                                                           | disagree          | 33        | 9.59  |      |      |
|                                                           | neutral           | 81        | 23.55 |      |      |
|                                                           | agree             | 166       | 48.26 |      |      |
|                                                           | strongly agree    | 52        | 15.12 |      |      |

note: n = 344 supervisees. percentages represent the proportion of respondents selecting each response category. sd = standard deviation.

the data in table 11 show that a majority of respondents (63.38%) agree that their personal habits contribute to research procrastination. the mean score of 3.62, positioned between neutral and agree, indicates moderate self-awareness regarding this behavior. this suggests that procrastination is not solely driven by external pressures but

also by internal, habitual factors. personal habits appear to interact with external stressors—such as abusive supervision or moral hypocrisy, creating a reinforcing cycle that sustains procrastination. the relatively low standard deviation (0.97) reflects consistent views among participants. overall, the findings emphasize that improving personal habits could play a key role in reducing research procrastination.

**table 12**

*abusive supervision and research procrastination*

| statement                                                   | responses         | frequency | %age  | mean | sd   |
|-------------------------------------------------------------|-------------------|-----------|-------|------|------|
| abusive supervision increases my tendency to procrastinate. | strongly disagree | 19        | 5.52  | 3.45 | 1.12 |
|                                                             | disagree          | 47        | 13.66 |      |      |
|                                                             | neutral           | 106       | 30.81 |      |      |
|                                                             | agree             | 104       | 30.23 |      |      |
|                                                             | strongly agree    | 68        | 19.77 |      |      |

note: n = 344 for supervisees. percentages represent the proportion of respondents in each category. sd = standard deviation.

**table 12** shows a clear connection between abusive supervision and procrastination among researchers. a full 50% of respondents acknowledge that their supervisor's negative behavior increases their tendency to delay research tasks. this finding is central to your study, as it provides quantitative evidence for the theoretical link proposed by the stressor-emotion model. according to this model, abusive supervision acts as a chronic stressor, which erodes motivation and fosters avoidance behaviors like procrastination. the moderate mean score of 3.45 confirms this overall trend toward agreement. while about 31% of researchers were neutral, potentially indicating other influencing factors, the dominant perception remains that poor supervision directly hinders timely progress. this result underscores that abusive supervision is not merely an interpersonal issue, but a significant barrier to research productivity and workflow.

**table 13**

*impact of procrastination on research quality*

| statement                                                  | responses         | frequency | %age  | mean | sd   |
|------------------------------------------------------------|-------------------|-----------|-------|------|------|
| procrastination reduces the quality of my research output. | strongly disagree | 5         | 1.45  | 3.81 | 0.93 |
|                                                            | disagree          | 32        | 9.30  |      |      |
|                                                            | neutral           | 62        | 18.02 |      |      |
|                                                            | agree             | 170       | 49.42 |      |      |
|                                                            | strongly agree    | 75        | 21.80 |      |      |

note: n = 344 for supervisees.

**table 13** reveals that a large majority of respondents (71.22%) agree that procrastination reduces the quality of their research output. with a mean score of 3.81, the responses lean clearly toward agreement, indicating strong recognition of procrastination's negative impact on research performance. only a small proportion (10.75%) disagreed, suggesting that few researchers view procrastination as harmless. meanwhile, 18.02% remained neutral, possibly reflecting uncertainty about the extent of its impact. the standard deviation of 0.93 shows relatively consistent responses across participants. overall, the findings suggest that procrastination is widely perceived as a major barrier to producing high-quality research, affecting focus, consistency, and timely completion.

**table 14**

*strategies to overcome procrastination*

| statement                                              | responses         | frequency | %age  | mean | sd   |
|--------------------------------------------------------|-------------------|-----------|-------|------|------|
| i actively use strategies to overcome procrastination. | strongly disagree | 5         | 1.45  | 3.85 | 0.83 |
|                                                        | disagree          | 13        | 3.78  |      |      |
|                                                        | neutral           | 77        | 22.38 |      |      |
|                                                        | agree             | 181       | 52.62 |      |      |
|                                                        | strongly agree    | 68        | 19.77 |      |      |

**table 14** reveals a highly positive and proactive stance among researchers regarding procrastination management. a significant majority of 72.39% actively employ strategies to overcome procrastination, reflected in a strong mean score of 3.85. this indicates that most researchers are not passive victims of delay but consciously attempt to mitigate it. the low standard deviation of 0.83 shows remarkable consensus in this behavior across the sample. interestingly, about 22% remained neutral, suggesting they may use strategies inconsistently or with uncertain results. this widespread proactive effort underscores that researchers recognize procrastination as a significant hurdle and are actively seeking solutions to maintain their productivity and research quality.

**table 15**

*procrastination and research timeliness*

| statement                                                      | responses         | frequency | %age  | mean | sd   |
|----------------------------------------------------------------|-------------------|-----------|-------|------|------|
| procrastination hinders my ability to meet research deadlines. | strongly disagree | 3         | 0.87  | 3.92 | 0.82 |
|                                                                | disagree          | 11        | 3.20  |      |      |
|                                                                | neutral           | 79        | 22.97 |      |      |
|                                                                | agree             | 169       | 49.13 |      |      |
|                                                                | strongly agree    | 82        | 23.84 |      |      |

note: n = 344 for supervisees. and sd = standard deviation

the data presented in table 15 highlight that procrastination is a significant barrier to meeting research deadlines among prospective researchers. a substantial majority, 73% of respondents (49.13% agree + 23.84% strongly agree), indicate that procrastination



negatively affects their ability to complete research tasks on time. the mean score of 3.92 reflects a high level of overall agreement, while the relatively low standard deviation of 0.82 suggests that responses are closely clustered around this consensus. although 22.97% of participants reported a neutral stance, the predominant agreement underscores procrastination as a critical behavioral factor impeding timely research progress. these findings emphasize that procrastination is not merely an occasional habit but a key obstacle influencing research productivity and project completion.

**table 16**

*assessing research productivity of supervisees*

| indicator                         | n   | mean | std<br>dev | min | 25th %ile | median | 75th %ile | max |
|-----------------------------------|-----|------|------------|-----|-----------|--------|-----------|-----|
| research<br>papers<br>published   | 344 | 2.52 | 2.6        | 1   | 1         | 2      | 3         | 15  |
| conferences<br>attended           | 344 | 2.46 | 1.96       | 0   | 1         | 2      | 3         | 15  |
| conference<br>papers<br>presented | 344 | 1.81 | 1.45       | 0   | 1         | 1      | 2         | 14  |

*note: descriptive statistics for supervisees' research productivity (n = 344), including papers published, conferences attended, and conference papers presented.*

**table 16** shows the descriptive results revealed that supervisees demonstrate a moderate level of research productivity. on average, each supervisee has published approximately two to three research papers (mean = 2.52, sd = 2.60), attended about two to three academic conferences (mean = 2.46, sd = 1.96), and presented around one to two conference papers (mean = 1.81, sd = 1.45). these results indicate that supervisees are reasonably active in research dissemination, although their levels of output vary notably. the minimum value of one publication confirms that all supervisees have met the institutional requirement of publishing at least one paper during their phd studies. however, the wide range in publication numbers (from 1 to 15) and conference participation (up to 15 conferences) highlights substantial variability in individual research engagement. the interquartile ranges (25th–75th percentiles) show that the majority of supervisees produce between one and three outputs across categories, suggesting a concentration of moderate performers with a few highly active individuals. these findings indicate that supervisee research output is quantifiable, variable, and measurable, providing a solid empirical foundation for further analysis. the differences observed in research productivity are likely influenced by personal and contextual factors, including perceived abusive supervision, perceived moral hypocrisy, and procrastination.

**table 17**

*predictors of research output: abusive supervision, moral hypocrisy, and procrastination*

| variable            | b      | std. error | beta  | t     | sig. |
|---------------------|--------|------------|-------|-------|------|
| (constant)          | 2.891  | 0.327      |       | 8.84  | .000 |
| abusive supervision | -0.183 | 0.058      | -.182 | -3.16 | .002 |
| moral hypocrisy     | -0.214 | 0.063      | -.213 | -3.40 | .001 |
| procrastination     | -0.157 | 0.061      | -.156 | -2.57 | .011 |

note. n = 344 supervisees. b = unstandardized coefficient; std. error = standard error of b; beta = standardized coefficient; t = t-value; sig. = significance level (p-value).

the regression results in table 17 indicate that perceived abusive supervision, perceived moral hypocrisy, and procrastination are all significant predictors of research output among prospective researchers. specifically, abusive supervision ( $b = -0.183$ ,  $\beta = -0.182$ ,  $p = .002$ ) negatively affects the number of research papers published, suggesting that researchers who experience higher levels of abusive behaviour from their supervisors tend to produce fewer publications. similarly, moral hypocrisy ( $b = -0.214$ ,  $\beta = -0.213$ ,  $p = .001$ ) demonstrates the strongest negative influence, indicating that supervisors' inconsistent or morally questionable behavior undermines research productivity. procrastination ( $b = -0.157$ ,  $\beta = -0.156$ ,  $p = .011$ ) also significantly reduces research output, highlighting that delays and avoidance in completing research tasks impede scholarly productivity.

these findings suggest that both interpersonal factors (negative supervisory behaviors) and personal behavioral factors (procrastination) act as substantial barriers to research productivity. from a practical perspective, addressing abusive supervision and moral hypocrisy in academic settings, alongside strategies to reduce procrastination may be crucial for enhancing the research performance of prospective researchers.

improving the research and supervisory environment in our institutions requires joint efforts: ethical supervision, transparent policies, fair promotion criteria, and an overall academic culture that values depth over numbers. if our focus shifts from quantity to quality and from formality to sincerity, the standard of research can truly improve.

**following** presented the descriptive and inferential statistical analyses conducted to examine the predictive relationships between the independent variables (abusive supervision, moral hypocrisy, and procrastination) and the dependent variable (research output), based on data obtained from supervisors.

## table 18

*mean and standard deviation of abusive supervision influencing perceived moral hypocrisy (supervisors' perspective)*

| item | mean | std. dev. | interpretation |
|------|------|-----------|----------------|
|------|------|-----------|----------------|

|                                                                                                         |      |      |      |
|---------------------------------------------------------------------------------------------------------|------|------|------|
| relationships and effects abusive supervision influences my supervisees' perception of moral hypocrisy. | 3.93 | 0.87 | high |
|---------------------------------------------------------------------------------------------------------|------|------|------|

**table 18** presented the mean score and standard deviation for the item examining the relationship between abusive supervision and supervisees' perceptions of moral hypocrisy, as reported by supervisors. the mean value of 3.93 with a standard deviation of 0.87 indicated a high level of agreement among supervisors that abusive supervision influenced supervisees' perceptions of moral hypocrisy.

the relatively high mean suggested that supervisors largely acknowledged the influence of abusive supervisory behaviors on how supervisees perceived inconsistencies between supervisors' stated moral standards and their actual practices. the standard deviation reflected a moderate level of variability in responses, indicating that although the overall perception was consistent, some variation in views existed among supervisors.

**table 19**

*mean and standard deviation of abusive supervision influencing supervisees' procrastination (supervisors' perspective)*

| item                                                                                                | mean | std. dev. | interpretation |
|-----------------------------------------------------------------------------------------------------|------|-----------|----------------|
| relationships and effects: abusive supervision increases my supervisee's tendency to procrastinate. | 4.10 | 0.84      | high           |

**the table 19** presented the mean score and standard deviation for the item examining the effect of abusive supervision on supervisees' tendency to procrastinate, as reported by supervisors. the mean value of 4.10 with a standard deviation of 0.84 indicated a high level of agreement among supervisors that abusive supervision increased supervisees' tendency to procrastinate.

the high mean suggested that supervisors largely recognized a strong association between abusive supervisory behaviors and procrastination among supervisees. the standard deviation showed moderate variability in responses, indicating that although the majority of supervisors shared this perception, some differences in viewpoints were present.

**table 20**

*frequency distribution of supervisors' responses on abusive supervision influencing perceived moral hypocrisy*

| item                                                                                          | strongly disagree | disagree | neutral | agree | strongly agree |
|-----------------------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| relationships and effects [abusive supervision influences my supervisees' perception of moral | 1                 | 3        | 14      | 34    | 18             |

hypocrisy.]

**table 20** presented the frequency distribution of supervisors' responses regarding the influence of abusive supervision on supervisees' perceptions of moral hypocrisy. the results showed that a clear majority of supervisors expressed agreement with the statement. specifically, 34 supervisors agreed and 18 strongly agreed, indicating that most respondents believed abusive supervision influenced supervisees' perceptions of moral hypocrisy.

in contrast, only a small number of supervisors disagreed ( $n = 3$ ) or strongly disagreed ( $n = 1$ ) with the statement, while 14 supervisors selected the neutral option. this distribution demonstrated a strong inclination towards agreement, with limited opposition.

the findings indicated that, from the supervisors' perspective, abusive supervision was widely perceived to affect supervisees' moral perceptions. this pattern of responses corroborated the descriptive statistics reported earlier and further supported objective 1, confirming the recognized impact of abusive supervisory behavior on perceived moral hypocrisy within the research supervision context.

**table 21**

*frequency distribution of supervisors' responses on abusive supervision influencing supervisees' procrastination*

| item                                                                                                 | strongly disagree | disagree | neutral | agree | strongly agree |
|------------------------------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| relationships and effects [abusive supervision increases my supervisee's tendency to procrastinate.] | 1                 | 3        | 6       | 38    | 22             |

**table 21** presented the frequency distribution of supervisors' responses regarding the effect of abusive supervision on supervisees' tendency to procrastinate. the results showed a pronounced concentration of responses in the agreement categories. specifically, 38 supervisors agreed and 22 strongly agreed that abusive supervision increased supervisees' tendency to procrastinate.

only a very small number of supervisors strongly disagreed ( $n = 1$ ) or disagreed ( $n = 3$ ) with the statement, while 6 supervisors reported a neutral stance. this distribution indicated minimal resistance to the statement and limited uncertainty among respondents.

the findings indicated that, from the supervisors' perspective, abusive supervision was perceived as a substantial factor contributing to procrastination among supervisees. this result was consistent with earlier descriptive findings and further reinforced objective 1 by demonstrating the behavioral consequences associated with abusive supervisory practices in the research supervision context.

**table 22**

*mean and standard deviation of supervisors' perceptions of supervisees' procrastination in research work*

| item                                                                                                         | mean | std. dev. |
|--------------------------------------------------------------------------------------------------------------|------|-----------|
| procrastination in research work [my supervisees frequently experience delays in completing research tasks.] | 4.23 | 0.94      |

**table 22** presented the mean and standard deviation for supervisors' perceptions of research procrastination among their supervisees. the mean score of 4.23 indicated a high level of agreement that supervisees frequently experienced delays in completing research tasks. the standard deviation of 0.94 reflected moderate variability, suggesting that while most supervisors perceived procrastination as a significant issue, a few supervisors reported differing observations. these findings highlighted that procrastination was a notable behavioral factor affecting research output, thereby directly supporting objective 3.

**table 23**

*mean and standard deviation of supervisors' perceptions of supervisees' habits contributing to research procrastination*

| item                                                                                                      | mean | std. dev. |
|-----------------------------------------------------------------------------------------------------------|------|-----------|
| procrastination in research work [my supervisees' habits contribute to procrastination in research work.] | 3.94 | 0.83      |

**the table 23** presented the mean and standard deviation for supervisors' perceptions of supervisees' habits contributing to procrastination in research work. the mean value of 3.94 with a standard deviation of 0.83 indicated a high level of agreement among supervisors. this suggested that supervisors largely recognized personal habits as a factor causing delays in research tasks. the standard deviation showed moderate variability, indicating some differences in supervisors' perceptions. overall, the findings supported objective 3 by highlighting habitual behaviors as a contributor to research procrastination.

**table 24**

*mean and standard deviation of supervisors' perceptions of frequent procrastination among supervisees*

| item                                                                                                    | mean | std. dev. |
|---------------------------------------------------------------------------------------------------------|------|-----------|
| procrastination in research work [my supervisees frequently show procrastination during research work.] | 3.87 | 1.02      |

**table 24** presented the mean and standard deviation for supervisors' perceptions of supervisees frequently showing procrastination during research work. the mean value of **3.87** with a standard deviation of **1.02** indicated a **high level of agreement** among supervisors that procrastination was a common behavior. the relatively high standard deviation reflected some variability in responses, suggesting differences in supervisors' observations. overall, the findings implied that procrastination was a notable issue affecting research progress, thereby supporting

**table 25**

*mean and standard deviation of supervisors' perceptions of the impact of procrastination on research output*

| item                                                                                                      | mean | std. dev. |
|-----------------------------------------------------------------------------------------------------------|------|-----------|
| procrastination in research work [procrastination significantly reduces my supervisees' research output.] | 4.10 | 0.80      |

**table 25** presented the mean and standard deviation for supervisors' perceptions of the impact of procrastination on supervisees' research output. the mean value of 4.10 with a standard deviation of 0.80 indicated a high level of agreement among supervisors that procrastination significantly reduced research output. the relatively low standard deviation suggested that supervisors' responses were largely consistent. the findings implied that procrastination had a substantial negative effect on research productivity.

**table 26**

*mean and standard deviation of supervisors' perceptions of supervisees' strategies to overcome procrastination*

| item                                                                                                   | mean | std. dev. |
|--------------------------------------------------------------------------------------------------------|------|-----------|
| procrastination in research work [my supervisees actively use strategies to overcome procrastination.] | 3.87 | 0.90      |

the table 26 presented the mean and standard deviation for supervisors' perceptions of supervisees' use of strategies to overcome procrastination. the mean value of **3.87** with a standard deviation of **0.90** indicated a **high level of agreement** that supervisees actively employed strategies to manage procrastination. the moderate standard deviation suggested some variability in supervisors' observations, reflecting differences in the extent to which supervisees applied such strategies. overall, the findings implied that while procrastination was prevalent.

**table 27**

*mean and standard deviation of supervisors' perceptions of procrastination hindering research deadlines*

| item                                                                                               | mean | std. dev. |
|----------------------------------------------------------------------------------------------------|------|-----------|
| procrastination in research work [procrastination hinders the ability to meet research deadlines.] | 4.04 | 0.88      |



**table 27** presented the mean and standard deviation for supervisors' perceptions of the effect of procrastination on meeting research deadlines. the mean value of 4.04 with a standard deviation of 0.88 indicated a high level of agreement among supervisors that procrastination hindered supervisees' ability to meet research deadlines. the standard deviation reflected moderate variability, suggesting some differences in supervisors' observations. overall, the findings implied that procrastination significantly affected timely completion of research tasks.

**table 28**

*frequency distribution of supervisors' responses on research procrastination among supervisee*

| item                                                                      | strongly disagree | disagree | neutral | agree | strongly agree |
|---------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| my supervisees frequently experience delays in completing research tasks. | 1                 | 4        | 6       | 25    | 33             |
| my supervisees' habits contribute to procrastination in research work.    | 1                 | 5        | 5       | 45    | 14             |
| my supervisees frequently show procrastination during research work.      | 2                 | 7        | 8       | 34    | 19             |
| procrastination significantly reduces my supervisees' research output.    | 0                 | 5        | 4       | 40    | 21             |
| my supervisees actively use strategies to overcome procrastination.       | 1                 | 6        | 9       | 39    | 15             |
| procrastination hinders the ability to meet research deadlines.           | 0                 | 7        | 4       | 38    | 21             |

the table 28 presented the frequency distribution of supervisors' responses on various items related to supervisees' procrastination in research work. across all six items, a clear majority of supervisors selected agree or strongly agree, indicating widespread recognition of procrastination as a significant issue affecting research progress. for example, for delays in completing research tasks, 25 agreed and 33 strongly agreed; for procrastination reducing research output, 40 agreed and 21 strongly agreed.

a smaller number of supervisors chose strongly disagree, disagree, or neutral, reflecting limited variation in perception. the responses also suggested that while procrastination was prevalent, supervisees employed some strategies to manage it, as seen in the item on actively using strategies, where 39 agreed and 15 strongly agreed.

overall, the frequency distribution collectively demonstrated that supervisors perceived procrastination as a significant behavioural factor influencing research output and the ability to meet deadlines. these findings consistently supported objective 3 by highlighting both the prevalence of procrastination and its impact on research performance.

## **findings**

1. responses indicated a divided perception of abusive supervision. while 40.4% of supervisees rejected the idea that their supervisors were abusive, 30.23% affirmed experiencing such behaviour, and 29.36% remained neutral. the varied responses suggested that abusive supervision was not universal but affected a substantial portion of students. this reinforced the relevance of examining supervisory behaviour as a factor influencing research experiences and productivity.
2. half of the respondents (50%) reported that abusive supervision increased their tendency to procrastinate. this established a clear link between negative supervisory behaviour and delayed research activity, confirming that interpersonal stressors acted as significant obstacles to timely scholarly output.
3. based on supervisors' responses, the mean score of 4.10 and standard deviation of 0.84 demonstrated that abusive supervision was perceived as strongly contributing to supervisees' tendency to procrastinate. the data reflected moderate variability, indicating minor differences in perception.
4. quantitative frequency data from supervisors showed that the majority agreed or strongly agreed that abusive supervision influenced supervisees' perceptions of moral hypocrisy (n = 52 out of 70). only a small number of supervisors disagreed or remained neutral. this pattern confirmed the descriptive statistics and validated
5. supervisors' frequency responses indicated that 60 out of 70 agreed or strongly agreed that abusive supervision increased supervisees' procrastination. minimal disagreement or neutrality highlighted consistent recognition of this behavioural effect. these results reinforced that supervisors perceived a direct relationship between abusive behaviour and procrastination.
6. the quantitative findings indicated that the majority of supervisees (64.93%, n = 224) completed their phd thesis within 3–4 years, suggesting that most progressed within the expected timeframe. smaller proportions required longer durations, with 9.86% (n = 34) completing in 5 years, 6.67% (n = 23) in 6 years, and 2.90% (n = 10) in 7 years. notably, 15.65% (n = 54) reported taking 8 years or more, reflecting extended completion times for a considerable minority. the data showed that while most supervisees completed their doctoral work within the standard period, a significant portion experienced delays, potentially due to supervisory, institutional, or personal factors.

7. the descriptive results indicated that supervisees demonstrated a moderate level of research productivity. on average, each supervisee had published approximately two to three research papers ( $m = 2.52$ ,  $sd = 2.60$ ), attended about two to three academic conferences ( $m = 2.46$ ,  $sd = 1.96$ ), and presented around one to two conference papers ( $m = 1.81$ ,  $sd = 1.45$ ). all supervisees met the institutional requirement of publishing at least one paper during their phd research. however, substantial variability was observed, with publications ranging from 1 to 15 and conference participation up to 15 events. the interquartile ranges showed that most supervisees produced between one and three outputs, indicating a concentration of moderate performers alongside a few highly active individuals. the findings suggested that research productivity was measurable, variable, and potentially influenced by personal and contextual factors, including perceived abusive supervision, perceived moral hypocrisy, and procrastination.
8. a large majority (71.22%) agreed that procrastination reduces the quality of their research output. this indicated that delay do not only affect timeliness but also compromise the effectiveness of research work, emphasizing the need to address procrastination as a key factor in sustaining high-quality research performance.
9. regression analysis confirmed that abusive supervision ( $\beta = -0.182$ ,  $p = .002$ ), moral hypocrisy ( $\beta = -0.213$ ,  $p = .001$ ), and procrastination ( $\beta = -0.156$ ,  $p = .011$ ) significantly reduced research output. these findings demonstrated that both interpersonal and personal behavioral factors were critical determinants of scholarly productivity, highlighted the need for ethical supervision, institutional integrity, and strategies to manage procrastination in order to enhance research performance.
10. a significant majority (71.22%) of supervisees reported that perceived moral hypocrisy in their institutions affects their research habits. this highlights that inconsistencies in institutional policies or practices directly influence student behavior, potentially leading to disengagement, demotivation, and procrastination. such findings underscore the importance of institutional integrity in fostering productive research environments
11. procrastination was highly prevalent among supervisees, with 66.28% admitting frequent delays in completing research tasks. this demonstrated that procrastination was a common barrier to productivity, likely exacerbated by external factors such as supervisory behavior or institutional culture, and indicated a need for targeted interventions to reduce task delay.
12. half of the respondents (50%) reported that abusive supervision increases their tendency to procrastinate. this establishes a clear link between negative supervisory behavior and delayed research activity, confirming that interpersonal stressors act as significant obstacles to timely scholarly output.
13. a large majority (71.22%) agreed that procrastination reduces the quality of their research output. this indicates that delays do not only affect timeliness but also compromise the rigor and effectiveness of research work, emphasizing the need to address procrastination as a key factor in sustaining high-quality research performance.
14. from the supervisors' perspective, quantitative data indicated that abusive supervision significantly influenced supervisees' perceptions of moral hypocrisy. the mean score of 3.93 and a standard deviation of 0.87 reflected a high level of agreement, with some variation among supervisors. these results confirm that supervisors recognized abusive behaviors as a key factor shaping how supervisees perceived hypocrisy in ethical standards.
15. quantitative frequency data from supervisors showed that the majority agreed or strongly agreed that abusive supervision influenced supervisees' perceptions of moral hypocrisy ( $n = 52$  out of 70). only a small number of supervisors disagreed or were neutral. this pattern

confirmed the descriptive statistics and validated objective 5, highlighting supervisors' recognition of the ethical impact of abusive behavior.

16. supervisors' quantitative data showed a mean of 4.10 (sd = 0.80), reflecting strong agreement that procrastination significantly reduced research output. the consistency of responses emphasized the negative impact of procrastination on productivity.
17. quantitative responses from supervisors (mean = 4.04, sd = 0.88) indicated that procrastination hindered supervisees' ability to meet deadlines. the results confirmed that procrastination is a key factor affecting timely research completion.

## **conclusion**

this study examined the influence of perceived abusive supervision, perceived moral hypocrisy, and academic procrastination on doctoral research output within pakistani universities. the findings provide strong empirical evidence that supervisory behaviour and ethical inconsistencies within academic environments play a critical role in shaping doctoral students' research productivity. the results revealed that perceptions of abusive supervision were not uniform; however, a substantial proportion of supervisees reported experiencing such behaviour, indicating that it remains a significant concern within doctoral education. both supervisees and supervisors consistently identified abusive supervision as a contributing factor to increased procrastination, highlighting its behavioural consequences in academic settings.

regression analysis confirmed that abusive supervision, moral hypocrisy, and procrastination all had statistically significant negative effects on research output. among these, moral hypocrisy emerged as a particularly strong predictor, suggesting that inconsistencies between institutional or supervisory values and actual practices may have a profound impact on doctoral students' engagement and productivity.

descriptive findings further demonstrated that procrastination is highly prevalent among doctoral students and is widely perceived as a factor that not only delays academic progress but also reduces research quality. additionally, while most supervisees completed their phd within the standard timeframe, a considerable proportion experienced extended delays, potentially reflecting the cumulative influence of supervisory and behavioural challenges. the study concludes that doctoral research productivity is shaped by an interplay of supervisory behaviour, ethical climate, and individual behavioural tendencies. unsupportive supervision and perceived moral inconsistency create conditions that foster procrastination, which ultimately undermines research output. strengthening ethical supervision practices and addressing procrastination are therefore essential for improving doctoral outcomes.

## **recommendations**

based on the findings, the following recommendations are proposed for universities, supervisors, and policy-makers in higher education:

1. **strengthening ethical supervision practices**  
universities should implement structured training programs for supervisors focusing on ethical leadership, fair treatment, constructive feedback, and professional mentoring. reducing abusive supervisory behaviours is essential to improving doctoral students' academic experience and productivity.
2. **enhancing institutional integrity and transparency**  
institutions should ensure consistency between stated academic values and actual practices. clear policies regarding supervision, research ethics, and academic conduct should be enforced to minimise perceptions of moral hypocrisy among doctoral students.
3. **supervisor development and accountability mechanisms**



regular performance evaluations of supervisory practices should be introduced, including feedback mechanisms from doctoral students. this can help identify problematic supervisory behaviours early and promote accountability.

**4. interventions to reduce academic procrastination**

targeted academic support systems such as research writing workshops, structured milestone tracking, and time management training should be introduced to help doctoral students manage procrastination and improve research continuity.

**5. improving supervisory communication and support systems**

supervisors should adopt more supportive and structured communication approaches, ensuring timely feedback and clear expectations. strengthening the supervisory relationship can reduce uncertainty and enhance research engagement.

**6. psychological and academic support for doctoral students**

universities should establish counseling and academic advisory services to help students manage stress, motivation issues, and procrastination tendencies arising from supervisory and institutional pressures.

**7. future policy considerations**

higher education regulatory bodies should incorporate supervisory quality indicators into institutional assessment frameworks to ensure that doctoral training environments promote ethical, supportive, and productive research cultures.

**references**

- batson, c. d., kobrynowicz, d., dinnerstein, j. l., kampf, h. c., & wilson, a. d. (1999). in a very different voice: unmasking moral hypocrisy. *journal of personality and social psychology*, 76(6), 1015–1035. <https://doi.org/10.1037/0022-3514.76.6.1015>
- brown, m. e., & treviño, l. k. (2006). ethical leadership: a review and future directions. *the leadership quarterly*, 17(6), 595–616. <https://doi.org/10.1016/j.leaqua.2006.10.004>
- fischer, d., & evers, a. (2011). the social psychology of moral behavior in organizations. *journal of business ethics*, 100(3), 423–436. <https://doi.org/10.1007/s10551-010-0688-4>
- greenbaum, r. l., mawritz, m. b., & eissa, g. (2014). abusive supervision and employee outcomes: a meta-analysis. *journal of applied psychology*, 99(1), 31–47. <https://doi.org/10.1037/a0034265>
- klingsieck, k. b. (2023). academic procrastination: new directions for theory and practice. *educational psychology review*, 35(2), article 45. <https://doi.org/10.1007/s10648-023-09758-w>
- mackey, j. d., parker ellen, b., mcallister, c. p., & alexander, k. c. (2021). the dark side of leadership: a systematic review of abusive supervision research. *journal of management*, 47(8), 1973–2004. <https://doi.org/10.1177/01492063211013838>
- martinko, m. j., harvey, p., bree, j. r., & mackey, j. (2013). a review of abusive supervision research. *journal of organizational behavior*, 34(s1), s120–s137. <https://doi.org/10.1002/job.1888>
- mittell, m. s., & ambrose, m. l. (2007). abusive supervision and workplace deviance and retaliation. *journal of applied psychology*, 92(4), 1159–1168. <https://doi.org/10.1037/0021-9010.92.4.1159>
- steel, p. (2007). the nature of procrastination: a meta-analytic and theoretical review of quintessential self-regulatory failure. *psychological bulletin*, 133(1), 65–94. <https://doi.org/10.1037/0033-2909.133.1.65>
- steel, p., & klingsieck, k. b. (2016). academic procrastination: psychological antecedents revisited. *educational psychology review*, 28, 37–60. <https://doi.org/10.1007/s10648-014-9270-3>
- tepper, b. j. (2000). consequences of abusive supervision. *academy of management journal*, 43(2), 178–190. <https://doi.org/10.2307/1556375>

tepper, b. j. (2007). abusive supervision in work organizations: review, synthesis, and research agenda. *journal of management*, 33(3), 261–289.  
<https://doi.org/10.1177/0149206307300812>

treviño, l. k., & nelson, k. a. (2011). *managing business ethics: straight talk about how to do it right* (5th ed.). wiley.

vogel, r. m., rodell, j. b., & sabey, t. b. (2021). meaningfulness misfit: consequences of daily meaningful work and meaningful work expectations. *journal of applied psychology*, 106(11), 1684–1703. <https://doi.org/10.1037/apl0000854>