

IMPACT OF PSYCHOLOGICAL FACTORS ON WORK PERFORMANCE



MBA THESIS

Submitted By

Habiba Butt

NUST – MBA 2k2 (B) - 123

**NUST Institute of Management Sciences
National University of Science & Technology
Rawalpindi.**

2004



**NUST INSTITUTE OF MANAGEMENT
SCIENCES (NIMS)**

MBA2k2

FINAL THESIS 2004

**“IMPACT OF PSYCHOLOGICAL FACTORS ON
WORK PERFORMANCE ”**

Research Adviser: Mr. Naukhez Sarwar

**Submitted By: Habiba Butt
NUST – MBA 2k2 (B) - 123**

DEDICATION

*THIS DISSERTATION IS DEDICATED TO HUMANITY
WHERE TODAY INDIVIDUALS HAVE LOST RESPECT
FOR 'LIFE'*

ACKNOWLEDGEMENTS

It is with the greatness of Almighty Allah that today I'm able to submit this dissertation, a topic very close to my heart. Right from the start, when I began to study employee psychology for myself as a part of my specialization, Mr. Naukhez Sarwar, my thesis advisor, was supportive of my cause and has guided me and helped me throughout. Without whose guidance this would not have been possible. I'm also immensely grateful to Mian Ahmed Salman and Brig. Muhammad Tasleem, my co-advisors, who were always available for help. Gratitude is due for all the respondents who have patiently responded to my questions. I offer tremendous thanks to them, who being busy professionals took out some precious time so that we could come to a conclusion.

My thanks are due to my family especially my parents and friends, who bore long hours of toil with me. It now remains of me to wish that I can make some difference to the lives of the people so that we can make a start in the positive way.

“LIFE IS SHORT AND TIME IS FLEETING”

Habiba Butt
NUST – MBA 2k2 (B) - 123

Executive Summary

During the first decade of the 21st century, the study of the human mind, its complexities of everyday life and work reach the 100-year-old mark. But in Pakistan little help is available for the same. Hence, it was appropriate to study and understand the link between the psychological state of mind and work performance. Business guru, Peter Drucker (1993) has illustrated how every few hundred years the world undergoes a very sharp, discontinuous, and dramatic transformation that completely changes the fundamental state of humankind. The next century will be one of unprecedented change, but one that can be partially predicted by examining current trends. Perhaps Paul Muchinsky (2000) said it best when he stated, "The axiom that 'the best predictor of the future is the past' may have to be modified in the next century, at least as it applies to the psychology of mankind.

In order to establish this link, three industries, namely the Banking Industry, The Telecom Industry and The Oil and Gas Industry were studied. The results established a link between the behaviors and the psychological state of mind that was enlightening.

The different thinking process, the environmental impacts that affected an individual and how they reacted were studied so as to understand its importance and how we can play a better role by changing something which may put us in better control of ourselves.

It was found that more than 66% of the people were stressed out and were on the verge of a job burnout. The reasons cited for the stress in most cases were official.

Employee morale has become increasingly important. It has been found that frustration, stress and other variables affect an individual's state of mind, official and personal relationships are being affected and as a result can cause long-term damage to an individual's emotional and physical self.

TABLE OF CONTENTS

Chapter 1	Introduction	5
1.1	Broad Problem Area	5
1.2	Rationale of the study	6
1.3	Research Question	6
1.4	Hypothesis	6
1.5	Objective of my Study	7
1.6	Research Design	8
1.6.1	Field Analysis	9
1.6.2	Sample	9
1.6.2.1	Telecom Industry	9
1.6.2.2	Oil & Gas Industry	10
1.6.2.3	Banking & finance Industry	10
1.7	Scope of the Study	11
1.8	Significance of the study	11
Chapter 2	Literature Review	15
2.1	Dispositional and Situational Explanations of Behavior	16
2.2	Structure and development of self-concept	17
2.2.1	The Perceived Self	18
2.2.2	Personal Attribution for Self-concept	19
2.2.3	The Ideal Self	21
2.2.4	Social Identities	22
2.3	Self Esteem as a component of Self Concept	24
2.3.1	Types of Self Esteem	25
2.3.2	Self Concept Influencing Behavior In Organizations	26
2.3.3	Managerial implications: self-concept and inducement systems	28
2.3.4	The Reward Inducement System.	29
2.3.5	Task Inducement System.	29
2.3.6	The Managerial Inducement System.	30
2.3.7	Social Inducement System	30
2.4	Relationships of the Personality Traits With Job Satisfaction	31
2.4.1	Neuroticism	31
2.4.2	Extraversion	31
2.4.3	Openness to Experience	32
2.4.4	Agreeableness	32
2.4.5	Conscientiousness	33
2.4.6	Moderators of the Personality-Job Satisfaction Relationship	33
2.4.7	Intrinsic/ Extrinsic or Personal Factor affecting performance	34
2.4.8	Intrinsic factors for teachers: An Example	36
2.5	Stress As A Major Problem For Psychological Issues At Work	37
2.5.1	Typical Causes of Stress at Work	40

2.5.2	Factors influencing susceptibility to Stress-----	41
2.5.3	Symptoms and Signs of Stress -----	41
2.5.4	Stress, Health and Productivity -----	42
2.5.5	Stress And Defensive Reactions -----	43
2.5.6	Stress and Motivation-----	43
2.5.7	Aggressive Reactions -----	44
2.5.8	Rationalization-----	44
2.5.9	Projection-----	44
2.5.10	Neurotic anxiety -----	45
2.5.11	Hypochondria -----	45
2.5.12	Fatigue Syndrome -----	46
2.5.13	The Phobias -----	46
2.5.14	Compulsions -----	47
2.5.15	The Hysterias -----	47
2.5.16	Alcoholic Addiction -----	48
2.5.17	The Anxiety State -----	48
2.6	Extrinsic and Intrinsic factors affecting compensation of Employees-----	49
2.6.1	Recent research and the controversy -----	50
2.6.2	Why and how external rewards sometimes can reduce intrinsic satisfaction? 51	
2.6.3	Rewards and intrinsic satisfaction in conflict--a rare but real event -----	53
2.7	Self-Involvement -----	55
2.7.1	Predictable Behavior Linked with Rewards -----	56
2.7.2	Enjoying work and "getting into the flow" of the work -----	57
2.8	Attitude-Behavior Relationship -----	58
2.8.1	Attitude's Link with Job Satisfaction -----	59
2.8.2	Role Of Attitudes-----	59
2.8.3	The Dissatisfied Worker -----	59
2.8.4	Occupation Level: Attitudes affecting work productivity-----	60
2.8.5	Aspiration and Productivity -----	61
2.8.6	Unconscious motives and payoffs -----	61
2.9	Procrastination affecting Work Performance -----	63
2.9.1	Types of procrastinators-----	65
2.10	Personal Problems affecting Job Performance and Vice Versa -----	67
2.10.1	Types of relationship -----	68
2.10.2	Issues related to workplace relationships -----	70
2.10.3	Benefits to the workplace of workers having good personal relationships ---	70
2.10.4	Negative impacts on the workplace of workers having poor personal relationships-----	71
2.11	Job Burn Out-----	71
2.12	The Psychological Climate For Work-----	72
2.12.1	Informal Group Structures -----	72
2.12.2	Kinds of Informal Organizations-----	73
2.12.3	Organizations and Morale-----	73
2.12.4	Satisfaction of Individual Needs -----	73
2.12.5	Importance of Groups at Work-----	74
2.12.6	Group Behavior-----	74

2.12.7	Resistance to Change -----	75
Chapter 3 _ Findings and Results-----		76
3.1	Introduction to the Survey -----	76
3.2	Job Satisfaction Dimension-----	76
3.3	Employee- Employer Dimension -----	77
3.4	Psychological Demands and Stressors -----	77
3.5	Findings-----	79
3.5.1	Key to the Table of Results -----	79
3.5.2	Life Stress Indicators -----	95
3.5.3	Belief Inventory -----	95
Chapter 4 _ Analysis-----		98
4.1	Job Satisfaction Dimension-----	98
4.2	Final Word -----	110
Chapter 5 _ Conclusion & Recommendations -----		113
5.1	Conclusion -----	113
References-----		117

TABLE OF FIGURES

Fig. 2.1.	Self-concept Model	25
Fig 2.2	Inducement Systems and Sources of Motivation.....	31
Fig. 2.3.	Stress Cycle.....	40
Fig.4.1.	Stress Level of Middle Level Managers	99
Fig.4.2.	Stress Level Managers	99
Fig 4.3.	Results of frequency of Stress.....	100
Fig.4.4.	Reasons for Stress	101
Fig. 4.5.	Top-level Managers	102
Fig. 4.6.	Reasons for Stress	102
Fig. 4.7	Affects on Work.....	103
Fig. 4.8.	Economic Status and Psychological Warfare	104
Fig. 4.9.	Economic Status and Psychological Warfare	105
Fig. 4.10.	Compensations affecting Motivation.....	105
Fig: 4.11.	Compensation Affecting work motivation (2).....	106
Fig. 4.12.	Experienced Meaningfulness of Work.....	107
Fig. 4.13.	Experienced Meaningfulness of Work (2).....	107
Fig. 4.14.	Personal Attitude towards change.....	108
Fig. 4.15.	Overall Job Satisfaction	109
Fig. 4.16.	Work load.....	110

Chapter 1

1. Introduction

1.1 Broad Problem Area

Performance problems may be the result of vague expectations, medical issues, personal problems or job dissatisfaction. Determining the origins of unacceptable performance is the first step toward making necessary improvement. But in many circumstances it might be the case that every resource and facility is available, all the related trainings are also being provided but the performance is not improving. Then the attitude and psychological factors can be analyzed. There are some typical factors that contribute to performance problems, options and resources. Cognitive Psychology affects the thought processes and how they are mediated by both external events as well as through conscious individual effort. Now, when we want to promote human learning from a cognitive perspective, we attend to both external factors as well as internal thinking processes. Robert Gagne, a very well known and respected psychologist, refers to these as the Events of Instruction--links between external and internal events deemed requisite conditions of learning. Variations on cognitive views of learning and instruction have evolved over the years, but the foundations detailed by Gagne and others are still widely acceptable.

Organizational researchers have failed to take the components of attitudes in account and the relationship between attitude and behavior, when analyzing job satisfaction- job performance. Problems of the relationship between attitude and behavior can be applied to job performance and job satisfaction. Performance is measured at one point in time, by one method and then correlated with a satisfaction measures. Fisher, (1980) sum up this point; he said that there is no reason to expect a single measure of performance to be related to overall satisfaction. What should be strongly related to job satisfaction is a multiple-act, multiple-observation measure of variety of work behaviors" (1980:609) and should be aware of the need to have an appropriate fit between attitude measures specificity and behavioral criteria to obtain maximum predictability.

1.2 Rationale of the study

Upon transitioning to cognitive psychology, the interest in the utility of other epistemological perspectives such as constructivism has been widespread. There is no shortage of published opinions, research, and theory; and more are emerging into the next millennium. Epistemological warfare has raged during the past decade; all sides have reported victories and casualties.

Our way of thinking the way we are feeling can affect the way we think and the way we make things happen around us. We do not realize the fact that the more we achieve the more dissatisfied we tend to get.

Psychology is the study of behavior, it being both covert and overt. It is relatively easy to investigate overt behaviors accurately, reliably, and to employ independent verification of phenomena, but when it comes to covert behaviors, such as thoughts and emotional interpretations, the ability to independently verify phenomena is usually thwarted. However, it is still possible to affect covert behaviors without actually observing them. While it remains possible to manipulate external events and observe behavioral outcomes, functional relationships between environmental psychological factors and performances can be described. It is not scientifically appropriate to attribute outcomes to intermediary events such as thoughts and perceptions when they have not been directly observed.

1.3 Research Question

How does the intrinsic/personal/psychological factor affect the performance level of managers across different organizations in different industries?

1.4 Hypothesis

Cognitive evaluation theory and its hypothetical construct of Psychological warfare and intrinsic motivation have far off affects on performance. As a consequence, intensifying skepticism towards performance incentives and agency theory is postulated. According to cognitive evaluation theory, it is argued that performance pay may crowd-out an agent's

intrinsic motivation. In contradiction to agency theory, the principal might be worse off when providing an incentive contract to the agent than without doing so. Since a vast body of empirical evidence substantiates the contention, it seems worrying enough for further investigation. Restricting attention to performance pay in business corporations, the project focuses on evaluating whether agency theory really faces an urgent need to incorporate the construct of employee psychology attitudes, other intrinsic factors and its hidden costs of rewards as postulated by supporters of the concept.

When conducting the study on the dimensions of the psychological and other personal factors affecting the executives, it has been kept in mind that personalities and situations are different for each person. Apart from that it has also been observed that the general work environment of the different industries create separate fields of experiences which has to be awarded due consideration.

1.5 Objective of my Study

Merton addressed this problem and analyzed why certain bureaucratic characteristics stifle individual initiative and foster ritualistic over conformity. Merton found unanticipated consequences of bureaucratic features for individual performance.

Structural characteristics of organizations are related to variations in job attitudes and behavior such as job satisfaction, productivity, and turnover. Being a professional myself, I feel that in Pakistan people don't realize the importance of this factor. Research has shown that the more roles people fill, the more sources of self-esteem they have. Meaningful work has long been one of the important ways to feel good about oneself.

But where work has traditionally been a source of self-esteem, that link is now endangered. The one thing that is most likely to suffer damage in today's workplace is precisely what most of us hope to get there--self-esteem. The modern workplace presents some formidable psychological hazards.

There are many ways self-esteem now gets battered at work. The pace of work demands is so fast that no one stops to acknowledge even excellent performance. The demand for productivity has grown so significantly that no one feels they are doing enough; everyone looks at the undone workload and feels inadequate. We work an unprecedented number

of hours. That encroaches on our downtime and deprives us of the most restorative of experiences--connecting with self, friends and family.

The added pressures have contributed to a genuine rise in aggression and rudeness in the workplace. Rudeness anywhere makes people feel devalued. In part rudeness is the behavioral fallout of the widespread loss of loyalty of employers to employees and vice versa that has accompanied rapidly changing market conditions. Also, many younger workers, not trained in social and communication skills, challenge authority inappropriately and assume an entitlement which remains unfulfilled against the demands for increased productivity.

Job security is at an all-time low, compounding the fragility of self-esteem. The upshot is the workplace is no longer an arena in which people can count on fortifying their sense of self. Instead it has become a major source of stress and depression.

Maintaining self-esteem is a lifelong psychological process. Self-esteem is like a mental muscle that must be developed and maintained through regular psychological workouts--or you will be vulnerable to depression and anxiety. It must be renegotiated at each stage of life and in each domain of experience. When we build up the self-esteem muscle deep inside us, we learn to like and respect as to who we are, no matter what is happening around us.

While working myself I have realized that little help or assistance is available to cater to this problem where employees are stressed out because of work or home problems or intrinsically not satisfied. I believe that this link has to be established to understand the psychological pressures, which are building up at work.

By establishing this link we can realize how far this aspect can be utilized to enhance performance and individual productivity, which is important both to the employee and the employer.

1.6 Research Design

Both laboratory and field analysis has been carried regarding the variable and a conclusion shall be made on the empirical data.

The topic has been under study mainly in the last two or three decades. The data that is available provides an understanding of the some of the factors, which can affect the effectiveness of an employee. But in Pakistan, even at the higher-level management, the links between the particular states of mind are not understood. This psychological warfare within a person can reduce an individual's level of concentration thus affecting the job performance. But the more damaging thing is the long lasting negative affect it can have on a person. Almost always people adopt an attitude by flight or fight. Or rather the game is never properly understood.

1.6.1 Field Analysis

Dimensions of this psychological warfare are very vast and when analyzed can some time lead to contradictory results. But the role they play has been analyzed by taking a sample of twelve people where two managers from each company have been selected to understand this concept. For the field analysis two tiers have been selected in each company, one interviewee at the higher management level and other at the middle level management.

As mentioned in the hypothesis, three industries have been taken where the external and internal environments are entirely different for each industry where the companies in the same industry also have different competitive environments.

1.6.2 Sample

The three industries and the companies, which were selected, are as follows.

1.6.2.1 Telecom Industry

Pakistan has tremendous growth potential in telecom sector with great opportunities for investment in this growing lucrative industry. The low tele-density in Pakistan in comparison to other Asian economies; government policies and current leadership are other encouraging factors. As this is one of the fastest growing sector in Pakistan, pressures, challenges and competition is much more. This type of work environment both has its positive and negative impact on the individuals. As mentioned the cellular telephony sector of Pakistan is one of the fastest growing high-tech areas of our times. Right now in Pakistan the investment in this industry is around a billion dollars with

more than 3 million subscribers to expand their infrastructure and subscriber base, it is safely assumed that by the end of the year 2004, the cellular subscriber base in number terms would leave fixed telephony line subscriber base way behind. With this kind of challenge it becomes more important to understand all dimensions of behavior on work performance.

1.6.2.2 Oil & Gas Industry

Pakistan has been identified as a low priority market for the oil and gas sector. This priority is a result of the uncertain level of investment partly reflecting national political and economic uncertainties although there is potential business particularly for new gas field developments, infrastructure and downstream plant.

The country has historic UK connections and the recent discoveries and potential reserves of gas provide a business opportunity at some stage in the future. And as a result, the growth opportunity is very slow in the industry. But all the multinational and foreign companies play a major role investing in the country and as such this presents a very good opportunity of employment but as mentioned before the growth is very slow in this sector. As such this presents the employees with different field of experiences are different and thus psychological factors have different affects on the performance of the employees.

1.6.2.3 Banking & finance Industry

Banking sector has enjoyed a very popular industry where it is also growing day by day where many new banks are coming up. This is industry has been always growing in the country and is still growing but not at the rate at which the telecom industry is growing.

Banking is one of the most sensitive businesses all over the world. Banks play very important role in the economy of a country and Pakistan is no exemption. Banks are custodian to the assets of the general masses. The banking sector influences and facilitates many different but integrated economic activities like mobilization 9of resources), poverty elimination, collection and distribution of public finance.

Pakistan has a well-developed banking system, which consists of a wide variety of institutions ranging from a central bank to commercial banks and to specialized agencies to cater for special requirements of specific sectors. The country started without any worthwhile banking network in 1947 but witnessed phenomenal growth in the first two decades. By 1970, it had acquired a flourishing banking sector.

1.7 Scope of the Study

- To establish a link between psychological/personal factor and an employee's performance.
- What kind of an impact it can have on the performance of an employee?
- To discuss in brief some of the steps that can be taken to understand the cohesive whole of employee assistance.

1.8 Significance of the study

One of the toughest tasks for any manager or supervisor is to determine the cause of a performance problem. Since decisions to remediate the problem will depend on the diagnosis, accurate assessment is crucial. Work performance is influenced by a number of factors. When performance is excellent, it is a result of a number of circumstances that work together to make this excellence possible. So, stellar performance requires that all relevant influences on behavior be in place.

Sadly, poor performance can result from a single factor or influence that drastically reduces effectiveness. Frequently, a performance problem that is allowed to continue unchecked will expand as other influences turn from positive to negative.

As discussed before there are number of factors that can influence the work performance. If there is a deficit in any one of these factors, performance will suffer. For example aptitude refers to a person's native ability to perform the task or tasks. Each of us has

strengths and weaknesses that determine if we can learn or perform a task. Poor aptitude for a task could mean that the person could never learn how to do it, even with all the supports in the world. Assessing aptitude is very difficult. Similarly, even the simplest responsibilities require skills. Skills differ from aptitudes in that they can be learned, up to the limits imposed by aptitude. To assess whether a performance deficit is a result of lack of skill, ask the questions, "If his/her life depended on it, could the person do the task?" If the answer is no, then it could be a skill problem. Understanding the nature of the task is important. If clear communication is lacking, no amount of skill or motivation will bring about effective performance. Performance management is the common means for conveying understanding of the task. The best way to assess an employee's understanding is to ask questions within a coaching environment. But individual's own initiative and the choice to Expend Effort also plays an important role and can effect the cognitive processes. If a person has the aptitude, skills and understanding of the task required, it may be that there are factors causing the person to "not make the effort". These may be personal or related to the work environment. Assessing whether there is a motivational problem is difficult, and examining other indicator behaviors such as absenteeism do best, lack of participation in meetings, or other factors that suggest a motivational and psychological problem. Similarly personal effort is not an on/off thing. An employee may be putting in a limited amount of effort and therefore producing inferior results. Personal drive that is also affected by psychological dimensions commands an individual's choice to persist. Performance requires that effort be initiated and sustained over time. This factor may result in projects started but never completed. If an employee is not persisting in tasks, it can indicate boredom, fear of failure, or may relate to a lack of skills. Careful, diplomatic discussion is required to uncover if and why this may be occurring. Environmental and outside factors can also reduce performance considerably. And as such performance can be reduced due to factors beyond the control of the individual. The organization itself may be setting barriers to performance, or uncooperative co-workers and managers may contribute. If these outside factors are allowed to continue, unacknowledged, motivational levels will drop, complicating the issue and creating a chronic under-performer. Thinking processes play a major role

where it all relates together and form a chain to establish a link between the state of mind

<u>Psychological Factors</u>	<u>Effects on Job Performance</u>
Cognition	Intelligence, memory, academic skills, and the ability to use these skills.
Pace	The ability to perform tasks at a reasonable speed.
Persistence	The ability to stay with a task until it is complete.
Reliability	Coming to work every day in spite of personal or emotional problems.
Conscientiousness and motivation	Wanting and trying to do a good job; persisting until it is accomplished.
Interpersonal functioning	The ability to accept supervision, to get along with coworkers or the public.
Honesty, trustworthiness	The ability to be truthful, direct, and straightforward, to refrain from such things as lying and theft at work.
Stress tolerance	The ability to withstand job pressures such as deadlines or working with difficult people.
Job-specific requirements	e.g., typing speed, conflict resolution skills, “people skills.”

and the performance of an individual.

Table 1. Essential Psychological Factors in Job Performance

Research suggests that interpersonal functioning, severity and type of psychiatric problem, job satisfaction, work history, cognitive functioning, family support, substance abuse, level of motivation, and dependability, are all linked to satisfactory employment outcomes for people.

Chapter 2

2. Literature Review

Research on the topic shows that this has been developed into a proper specialization known as the organizational and industrial psychology. “During the first decade of the 21st century, Industrial/Organizational Psychology (I/O, for short) will reach the 100-year-old mark. Hence, it is appropriate to reflect on the many changes that have, and will, come to pass in I/O Psychology's next century. It is clear to see that trying to adapt to the current work world and apply psychological concepts is a demanding and fast-changing task for researchers, practitioners, consultants, and academicians alike. The next century will be one of unprecedented change, but one that can be partially predicted by examining current trends. Perhaps Paul Muchinsky (2000) said it best when he stated, "The axiom that 'the best predictor of the future is the past' may have to be modified in the next century, at least as it applies to I/O Psychology. A few caveats or modifiers may be in order, such as 'the best predictor of the future is the *very recent* past'" (pg. 503). In the following pages we explore the current hot topics and future trends and where they may take I/O Psychology in the next quarter-century.” Brian Schrader, Emporia State University. The field of I/O Psychology can be roughly divided into seven primary areas of research: personnel selection, training, performance appraisal, leadership, work motivation, work attitudes, and organizational issues. The first three areas are traditionally considered the "I" or Industrial Psychology aspects, the latter four are the "O" or Organizational Psychology areas. Although there are a variety of other pertinent I/O areas that fall beyond these primary seven (e.g., environmental issues, human factors, unions, compensation systems), these seven main areas effectively make up the bulk of what I/O psychologists study. We explore some of the current research issues germane to each of these areas.

2.1 Dispositional and Situational Explanations of Behavior

Psychologists have long postulated that individual dispositions or personalities are significant determinants of behavior. The assumptions underlying this approach are:

- There are individual differences in ways of behaving
- Individual behavior is somewhat stable over time
- Individual behavior is somewhat consistent across situations (Pervin, 1975).

At the other extreme is the view that behavior is determined by situational factors and that similarity in behavior results from similarity of situational circumstances. Supporting this latter view, Mischel (1968) argued that personality traits have accounted for little variance in behavior across situations. Recently, some researchers have begun to provide new evidence for the dispositional view. For example, Staw and Ross (1985) found in a longitudinal study, that job attitudes were significantly stable over a five-year period and that there was significant cross-situational consistency when individuals changed occupations and/or employers. Gerhardt (1987) replicated these findings using a younger sample of both men and women and a more sophisticated methodology that controlled for job complexity. Arvey, Bouchard, Segal, and Abraham (1989) have even provided evidence for a genetic disposition in the determination of job satisfaction.

Today, most researchers have taken an interactionist view that states that behavior is a function of both environment and personality (Mitchell & James, 1989; Pervin, 1989). Specifically, these researchers are suggesting that a dynamic reciprocal interaction occurs between the person and the situation. It has been a challenge for the industrial psychologists since long to develop ways as to how people can shift from situation to situation, often exhibiting different patterns of behavior, while still retaining a recognizable personality structure.

To understand all of the factors relating to an individual's performance we have to understand the structure and development of self-concept first.

2.2 Structure and development of self-concept

In a recent review, Markus & Wurf (1987) state that the most dramatic advances in the last decade of research on the self-concept can be found in work on its structure and content. Historically, one of the major stumbling blocks to linking the self-concept to behavior has been the view of the self-concept as a stable, generalized, or average view of the self. More recent research in social psychology (Greenwald & Pratkanis, 1984; Schlenker, 1980) has resolved this problem by conceptualizing of the self-concept as a multifaceted phenomenon composed of a set of images, schemas and prototypes (Markus & Wurf, 1987). There has been a similar movement in sociology where the self is defined in terms of multiple identities (Schlenker, 1985; Stryker, 1980). Identities include personal characteristics, features and experiences, as well as roles and social statuses. In both streams of research, authors define the self-concept in terms of various self-representations. Their work indicates that some self-representations are more important than others (Schlenker, 1980, 1984); some are representations of what the self is perceived to be, versus what the self would like to be (Markus & Wurf, 1987); some are core conceptions (Gergen, 1968) or salient identities (Stryker, 1980, 1986) while others are more peripheral; and some are relatively stable (Sullivan, 1989) while others are dynamic (Markus & Wurf, 1987). In the self-concept-based model of motivation, personal factors and intrinsic satisfaction can be of four interrelated perceptions:

1. The perceived self
2. The ideal self
3. One's self esteem
4. A set of social identities.

Each of these elements plays a crucial role in understanding how the self-concept relates to energizing, directing and sustaining organizational behavior. Each of these self-representations will be described and their interrelationships discussed.

2.2.1 The Perceived Self

Most models and descriptions of the self involve elements of self-perceptions; however, most are unclear as to what aspects of the self the individual holds perceptions of. One of the earliest theorists writing on the nature of the self was William James (1890). He saw the self as consisting of whatever the individual views as belonging to himself or herself, which includes a material, a social, and a spiritual self. The perceptions of the material self are those of one's own body, family, and possessions. The social self includes the views others have of the individual, and the spiritual includes perceptions of one's emotions and desires. Kihlstrom, Cantor, and their associates suggest that individuals hold perceptions of themselves in terms of traits and values (Kihlstrom & Cantor, 1984), their attributes, experiences, thoughts and actions (Cantor & Kihlstrom, 1985; 1987), and their physical appearance, demographic attributes and dispositions of various sorts (Kihlstrom, Cantor, Albright, Chew, Klein & Niedenthal, 1988). Gecas (1982) asserts that the content of the self-concept consists of perceptions of social and personal identities, traits, attributes, and possessions.

Traits are labels for broad reaction tendencies and express relatively permanent patterns of behavior (Cattell, 1965). Fundamental to this definition is the assumption that people make internal attributions to individuals who demonstrate a particular behavior pattern in different situations or at different times without apparent external reasons. The more cross-situational consistency one observes, and the more external causes of behavior seem to be lacking, the more likely one would make an internal or dispositional attribution (Harvey, Kelley, & Shapiro, 1957). It is not important at this point to understand what really motivates aggressive behavior. What is important is that individuals hold a set of self-perceptions regarding many different traits.

A second element in the perceived self is *competencies*. Individuals hold perceptions of what skills, abilities, talents, and knowledge they possess. These can range from very specific skills, such as the ability to run a turret lathe, to more general competencies, such as the leadership skills to create and manage change.

Values are defined as concepts and beliefs about desirable end states or behaviors that transcend specific situations, guide selection or evaluation of behavior and events, and are ordered by relative importance (Schwartz & Bilsky, 1990). Individuals demonstrate

certain values through their speech and actions. This element of the perceived self is concerned with the set of values that the individual believes guides his or her decisions and actions.

An individual's perception of his/her attributes (i.e., traits, competencies, and values), can be describe in terms of two separate dimensions, *level* and *strength*. Level of self-perception refers to the degree to which the individual perceives he/she possesses this attribute. Does the individual see himself or herself as highly introverted (trait), or a very good tennis player (competency), or a hard worker (value)? This dimension deals with the issue of where individuals see themselves, relative to their ideal selves, and is directly related to the issue of high and low self-esteem.

2.2.2 Personal Attribution for Self-concept

When determining the level of an attribute, individuals use two types of evaluative frames of reference. An *ordinal* standard or frame of reference is used when the individual rates or compares him or herself to others (i.e., how good is he or she relative to others). To be first or the best is the ultimate criterion when using this type of standard. An individual may also use a *fixed* standard, whereby he/she rates or evaluates attributes against a goal or predetermined metric or criterion (i.e., to earn a bachelors' degree). This may take the form of reaching a set of internalized goals or timetables.

The second dimension of the perceived self is the *strength* of the perception, and refers to how strongly the individual holds the perception of attribute level. Individuals with strong perceived selves are relatively firm in their perceptions of an attribute level. These strong perceptions of self are a result of consistent and clear feedback regarding the attribute. A weak perceived self is reflected in individuals who are relatively unsure of an attribute level, often resulting from conflicting or ambiguous feedback regarding the attribute. How these self-perceptions develop is explained next.

Development of Perceived Self. Self-perceptions are determined through interaction with one's environment. Processes of attitude formation, attitude change, (Ajzen & Fishbein, 1980) and self attribution (Jones, 1990) all contribute to the development of a set of self

perceptions. As indicated above, when feedback is unambiguous, plentiful, and consistent, a set of strongly held self perceptions is formed. Ambiguous, lacking, or inconsistent feedback results in weakly held self perceptions.

Two primary forms of information one receives about the self from the environment come in the form of *task feedback* and *social feedback*. Task feedback comes directly from observation of the results of one's efforts on different task activities. Completion of a project, accomplishment of a goal, and winning a competition are all forms of task feedback. Social feedback is probably the most prevalent type of feedback one receives regarding his or her traits, competencies, and values. It is the feedback one derives from the behavior and communication, verbal and non-verbal, of others.

The link between social feedback and the perceived self is grounded in the process of attribution. As people seek to understand the behavior of a particular individual, they make certain attributions as to the causes of patterns of behavior they observe in that individual (Jones & Nisbitt, 1971; Kelley, 1971). Under certain conditions, observers make internal or dispositional attributions, mostly in the form of traits, competencies, or values, and these internal attributions become the basis for self perceptions. These attributions are communicated to the person in a number of ways, both directly and indirectly. Attributions may be communicated directly in the form of written or oral evaluation, praise, reprimand, or recognition. For example, direct feedback may be regarding a trait (you're too aggressive), a competency (you're an excellent teacher), or a value (you're an honest person). In addition, attributions are communicated indirectly in a number of ways. An evaluative statement regarding a project or task for which the individual feels responsible is an example of indirect social feedback. Other types of indirect social feedback come in the form of inclusion or non-inclusion of the individual by group members in their activities, the bestowing of positions of status on the individual, and when others accept or fail to accept an individual's influence by acting or failing to act on his or her advice, recommendations, or orders. It is important to note that the feedback provider does not have to intend to provide feedback for the feedback receiver to interpret an action as social feedback.

2.2.3 The Ideal Self

While the perceived self describes the set of perceptions individuals hold of their actual traits, competencies, and values, the ideal self represents the set of traits, competencies and values an individual would like to possess (Rogers, 1959). By possess we mean that the individual desires to believe that he/she actually has a particular trait, competency, or value, or wants others to believe that the individual has the trait, competency, or value. This view of ideal self is similar to Schlenker's (1985) "idealized image" (i.e., the ultimate person one would like to be).

Development of the Ideal Self. In the early stages of interaction with a reference group, whether the reference group is the primary group (i.e., the family for a young child) or a secondary group (i.e., one's peers or co-workers), choices and decisions are channeled through the existing social system. As an individual interacts with the reference group, he/she receives feedback from reference group members. If the feedback is positive and unconditional, the individual will internalize the traits, competencies and values that are important to that reference group. In this case, the individual becomes *inner-directed*, using the internalized traits, competencies and values as a measure of his/her own successes/failures. Internalized competencies and values have been suggested as the basis of the ideal self (Higgins, Klein & Strauman, 1987) and as an internal standard for behavior (Bandura, 1986). If the individual receives negative feedback or positive but conditional feedback, the individual may not internalize or only partially internalize the traits, competencies and values of the reference group. This type of individual becomes *other-directed* and will either withdraw from the group or seek constant feedback from group members.

Thus, the establishment of the ideal self is determined through a mix of external, or other-directed standards, and internal, or inner-directed standards, depending on one's orientation to the world (Reisman, 1961). The ideal self of the other-directed individual is developed largely through the established norms and role expectations of reference group members. The audience for one's actions becomes the reference group, in that it is important that reference group members see the individual as possessing accepted attributes. For the inner-directed individual, the ideal self is determined largely through

the development of a set of internalized goals and standards, and the individual becomes his or her own audience. Gottfredson's (1981) perspective on individual and social achievement motivation is similar to this conceptualization. This latter author asserts that in individually oriented achievement motivation, the individual strives to achieve some internalized standards of excellence. In contrast, socially oriented achievement motivation reflects an individual's perseverance to fulfill the expectations of significant others.

2.2.4 Social Identities

According to Ashforth and Mael (1989), social identification is a process by which individuals classify themselves and others into different social categories, such as "woman," "Catholic," and "nurse." This classification process serves the functions of segmenting and ordering the social environment and enabling the individual to locate or define him- or herself in that social environment. Thus, social identification provides a partial answer to the question, "Who am I?" Social identities are thus those aspects of an individual's self-concept that derive from the social categories to which he or she perceives him- or herself as belonging (Tajfel & Turner, 1985).

Development of Social Identities. Individuals establish social identities through involvement with reference groups in social situations. Reference groups provide three major functions with respect to social identities:

- The determination of the profile of traits, competencies, and values for a particular social identity
- The establishment and communication of the relative value and status of various social roles or identities are the basis of social feedback regarding one's level of these traits, competencies, and values.

Specifically, social identities link individuals to reference groups. These groups establish a set of role expectations and norms, which guide the individual's behavior within each of the social identities.

For example, the identity of an accountant may be associated with reserve and self control (traits), analytical ability and good memory (competencies), and honesty and free

enterprise (values). Individuals who desire to be identified with the reference group will attempt to demonstrate the traits, competencies, and values associated with that identity. These aspired-to traits, competencies, and values serve as the basis for the ideal self. Once established, the attributes then reinforce the identity. The determination of the relevant set of attributes that comprise the identity is not fixed, but rather is the result of an interaction process between individuals and subgroups and members of the relevant reference group. This definition and redefinition of the identity is a constant process (Bandura, 1986; Markus & Wurf, 1987).

Individuals establish at least two types of social identities: a *global identity* and *role-specific identities*. The global identity is the identity one wishes to portray across all situations, across various roles, and to various reference groups. The global identity exists independently of any specific social identity. The reference group for the global identity includes those members of one's primary group, and the traits, competencies and values which are relevant to the individual are those which are reinforced by the individual's culture. The global identity is formed early in life, and one's family, functioning as a primary reference group, performs the three functions mentioned above.

The global identity provides a starting point for role-specific identities. As the individual matures, the control of the primary group lessens and the individual begins to establish certain role-specific social identities. Role-specific social identities are those identities established for a specific reference group or a specific social role. It is this process of selecting and "earning" the identity that acts to define one's self to various reference groups. By "earning" the identity, we are describing the process whereby the individual meets basic expectations of the reference group (either formal or informal credentialing) necessary to carry out the role.

As an individual begins to interact with reference group members in a role-specific identity, the global identity provides input to this specific identity. However, as an individual remains in a role-specific identity and receives positive feedback from group members, the role-specific identity begins to provide input to the global identity. The reference groups in these social situations (e.g., one's co-workers, friends, etc.) begin to perform the functions that were previously performed by the primary reference group. The individual is now exposed to the traits, competencies, and values which are valued

by each new reference group. The identity-specific reference groups also provide the social feedback important in the development of the perceived self.

Thus, identities may be thought to exist in a hierarchy, starting with the global identity and working through role-specific identities. As reference groups become more specific, the identity becomes more specific, and thus the attributes associated with the identity become more specific. For example, an individual may identify him/herself as an academic at one level, a member of the business administration faculty at another, and a finance professor at yet another level of specificity (Stryker & Serpe, 1982). Roberts and Donahue (1994) provide empirical evidence that individuals do see themselves differently in each of their roles and, in particular, they rate the trait attributes of some roles more highly than the trait attributes of others. They also found that general self perceptions (i.e., global identity) are related to the role-specific self perceptions.

As participation in a social identity continues over time, the reference group itself becomes the basis of identification, and the success or failure of the reference group as a whole becomes a source of feedback for the individual. As defined by social identity theory (Ashforth & Mael, 1989; Tajfel & Turner, 1985), social identification is the perception of oneness with or belonging-ness to a reference group. When an individual identifies with a social referenced group, he/she perceives the fate of the group as his/her own (Foote, 1951; Tolman, 1943). The more an individual identifies with a social identity, the more the individual vests his/her self-concept in the identity.

2.3 Self Esteem as a component of Self Concept

The self-esteem is the evaluative component of the self-concept (Gergen, 1971; Rosenberg, 1965). It is a function of the distance between the ideal self and the perceived self. When the perceived self matches the ideal self, self-esteem is relatively high. Low self-esteem occurs when the perceived self is significantly lower than the ideal self. Since the distance between the ideal and perceived self constantly varies depending on task and social feedback, self-esteem is a dynamic component of the self-concept and it is always in a state of change and development.

2.3.1 Types of Self Esteem

Korman (1970) suggests three types of self esteem:

- **Chronic self esteem**, which is defined as a relatively persistent personality trait or dispositional state that occurs consistently across various situations;
- **Task-specific self esteem**, which is one's self perception of his/her competence concerning a particular task or job;
- **Socially-influenced self esteem**, which is a function of the expectations of others. Chronic self-esteem is the result of past experience and focuses on one's competencies.

An individual's confidence in his/her competencies directs the individual into situations, which will require the use of those competencies. Task-specific self-esteem is the result of feedback that comes directly from observation of the results of one's efforts. Lastly, socially-influenced self esteem results from communication or feedback from reference group members or society as a whole, concerning the value of an identity.

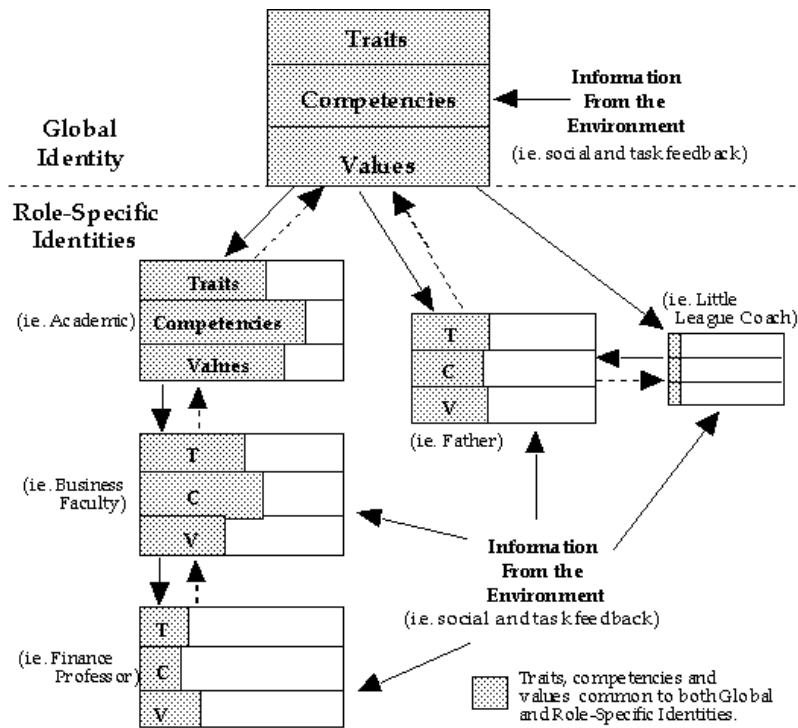


Fig. 2.1. Self-concept Model

2.3.2 Self Concept Influencing Behavior In Organizations

The structure of the self-concept may be thought of as a relatively stable set of cognitions that provide the basis for the expectancies, instrumentalities, and valences in instrumental or calculative motivation. However, there is also an expressive component of the self-concept, which refers to how an individual processes information (feedback, observations, etc.) and uses the structure of the self-concept to filter incoming information and translate this information into action. Much of the work in motivation relies heavily on cognitive models of behavior, and while many behaviors are the result of thought processes that are open to the individual's conscious inspection, other behaviors are the result of a process that is not entirely understood or conscious to the individual. These can be referred to as the *cognitive processes*, the expressive component of the self-concept. Both the expressive or cognitive processes, as well as the cognitive processes, are important in understanding the link between the self-concept and behavior. It is proposed that self-perceptions of one's traits, competencies and values exist as knowledge structures that serve to monitor and control current experience, thought and actions. Some knowledge structures are cognitive in nature and provide data for information processing in a given social situation. These knowledge structures lead to behavioral patterns that appear stable across situations. Other knowledge structures, under certain conditions, may be inaccessible to retrieval and conscious introspection. Kihlstrom et al. (1988) call these aspects of the self, preconscious or subconscious. These acognitive knowledge structures account for individual behavior, which seems to counter individual goals, or behavior which deviates from the individual's intentions and causes the individual to behave in ways that appear variable across situations. Expressive motivation is best explained by these cognitive knowledge structures.

Nisbitt and Wilson (1977) argue that people have access to (know) the products of cognitive processes but cannot access the actual workings of those processes. When applied to the self, this would suggest that people utilize the knowledge structures, which are cognitive in nature to determine motivation at a calculative level, while motivation, which results from a cognitive knowledge, structures must be inferred indirectly on the basis of behavior. Both cognitive knowledge structures and cognitive structures are often

termed schema, or schemata, and provide a framework that helps the individual organize his or her world and provide meaning and structure to incoming information (Graesser, Woll, Kowalski & Smith, 1980). Schlenker (1985) refers to these self-schemata as "identities" and defines an identity as a theory or schema of an individual that describes, interrelates, and explains his or her relevant features, characteristics, and experiences. Thus, an individual's identity specifies the contents of what he/she is like, and secondly, it guides and regulates his/her subsequent experience by affecting thoughts, feelings, behaviors, and outcomes.

The major purpose of developing a model of the self-concept is to provide a unitary construct that is able to explain both cognitive and cognitive motivational processes. Before linking self-concept-based ideas to such motivational processes, we must first discuss what we can call the *sources of motivation*: instrumental, intrinsic process, goal internalization, and internal and external self-concept-based motivation.

The structure of the self-concept may be thought of as a relatively stable set of cognitions that provide the basis for the expectancies, instrumentalities, and valences in instrumental or calculative motivation. However, there is also an expressive component of the self-concept, which refers to how an individual processes information (feedback, observations, etc.) and uses the structure of the self-concept to filter incoming information and translate this information into action. Much of the work in motivation relies heavily on cognitive models of behavior, and while many behaviors are the result of thought processes that are open to the individual's conscious inspection, other behaviors are the result of a process that is not entirely understood or conscious to the individual. We will refer to these *cognitive processes*, as the expressive component of the self-concept. The expressive or cognitive processes, as well as the cognitive processes, are important in understanding the link between the self-concept and behavior.

It is proposed that self-perceptions of one's traits, competencies and values exist as knowledge structures, which serve to monitor and control current experience, thought and actions. Some knowledge structures are cognitive in nature and provide data for information processing in a given social situation. These knowledge structures lead to behavioral patterns that appear stable across situations. Other knowledge structures, under certain conditions, may be inaccessible to retrieval and conscious introspection.

Kihlstrom et al. (1988) call these aspects of the self, preconscious or subconscious. These cognitive knowledge structures account for individual behavior, which seems to counter individual goals, or behavior which deviates from the individual's intentions and causes the individual to behave in ways that appear variable across situations. Expressive motivation is best explained by these cognitive knowledge structures.

Nisbitt and Wilson (1977) argue that people have access to (know) the products of cognitive processes but cannot access the actual workings of those processes. When applied to the self, this would suggest that people utilize the knowledge structures which are cognitive in nature to determine motivation at a calculative level, while motivation which results from cognitive knowledge structures must be inferred indirectly on the basis of behavior. Both cognitive knowledge structures and cognitive structures are often termed schema, or schemata, and provide a framework that helps the individual organize his or her world and provide meaning and structure to incoming information (Graesser, Woll, Kowalski & Smith, 1980). Schlenker (1985) refers to these self-schemata as "identities" and defines an identity as a theory or schema of an individual that describes, interrelates, and explains his or her relevant features, characteristics, and experiences. Thus, an individual's identity specifies the contents of what he/she is like, and secondly, it guides and regulates his/her subsequent experience by affecting thoughts, feelings, behaviors, and outcomes.

2.3.3 Managerial implications: self-concept and inducement systems

Inducement systems are those design aspects of an organization that act to energize, direct, or sustain behavior within the organization. The most commonly studied inducements systems are the reward, task, managerial, and social inducement systems. The reward system involves the design and implementation of formal reward systems in the organization, such as the compensation system and the promotional system. The task inducement system is involved with the motivational aspects of job and task design. The managerial inducement system derives its motivational properties from aspects of leadership style. Finally, the motivational impact of the work group or the organization as a social system defines the social inducement system.

2.3.4 The Reward Inducement System.

The impact of reward systems on motivation has been analyzed mainly from a cognitive /instrumental perspective (Lawler, 1971). The motivational properties of pay systems have thus been tied to the expectation that increased effort will lead to greater pay and the instrumental value of pay to the individual. Thus, instrumental motivation is the primary source of motivation that the reward system attempts to induce. From a self-concept perspective, pay provides a very potent form of social feedback. It tends to reinforce one's perception of competencies and provides an important source of status. Therefore, maintenance of the external self-concept is an alternative source of motivation induced by the reward system. For example, a pay raise may be a form of pure instrumental motivation, or it may provide the basis upon which the individual's self perceptions are reinforced or enhanced.

2.3.5 Task Inducement System.

The task design literature points to autonomy, task significance, feedback, task identity, and skill variety as attributes of the task that impact motivation (Hackman & Oldham, 1976). These authors claim that work redesign provides a strategy for enhancing internal work motivation (i.e., the individual does the work because it interests or challenges him/her). In terms of the self-concept, the degree of autonomy would affect an individual's opportunity to attribute outcomes to his/her traits, competencies and values. The significance of a task, and one's contribution to the success of the task, would determine how important the feedback (task for inner-directed and social for other-directed) is to traits, competencies and values that comprise a role-specific identity that may be crucial to an individual's self-concept. Task feedback is a necessary ingredient in reinforcement or affirmation of self perception, and one's ability to identify with a task would affect how important that feedback is to an individual's self-concept. Skill variety would provide information regarding a number of traits, competencies and values that

comprise different role specific identities. Goal internalization is the motivating source when the successful completion of a task helps fulfill important organizational goals that the individual has internalized into his/her own value system. Therefore, the task system induces motivation from all four of these sources (i.e., intrinsic process, internal and external self-concept, and goal internalization) in significant ways.

2.3.6 The Managerial Inducement System.

This inducement system also energizes, directs, and sustains behavior through a number of sources. Transactional leadership style is based on exchange relationships and is best utilized with individuals who are primarily instrumentally motivated. Socio-emotional leadership style provides an important source of social feedback, and is especially effective with other-directed individuals. Task leadership style provides inner-directed individuals with important task feedback regarding traits, competencies, and values. Leadership style, in terms of conditional /unconditional feedback, impacts one's self-perception as well as one's self esteem. It is affected by the employee's ability to attribute task results to him/herself, depending on whether the leader is autocratic or participative. Lastly, transformational leadership style motivates by appealing to values and interests of the organization that have been internalized by the employees.

2.3.7 Social Inducement System

Under this inducement system, instrumentally-motivated individuals respond to norms and sanctions enforced by the work group or organization. These norms and sanctions provide both rewards and punishments that direct and sustain behavior. With regard to the self-concept, individuals are motivated to demonstrate the traits, competencies, and values that are important to the work group. Thus, the social system provides the social feedback regarding one's level of these attributes.

Figure 2.2 presents a matrix of the five sources of motivation and the four inducement systems, illustrating how these sources are linked to each system as described above.

Sources of Motivation	Inducement Systems			
	Reward System	Task System	Managerial System	Social System
Extrinsic/Instrumental	X		X	X
Intrinsic/Process		X		X
Value Based/Goal Internalization		X	X	
Self Concept-Based Internal		X	X	
Self Concept-Based External		X	X	X

Fig 2.2 Inducement Systems and Sources of Motivation

2.4 Relationships of the Personality Traits With Job Satisfaction

2.4.1 Neuroticism

Due to the essential negative nature, neurotic individuals experience more negative life events than other individuals (Magnus, Diener, Fujita, & Pavot, 1993) in part, because they select themselves into situations that foster negative affect (Emmons, Diener, & Larsen, 1985). To the extent that such situations occur on or with respect to the job, they would lead to diminished levels of job satisfaction.

2.4.2 Extraversion

Whereas Neuroticism is related to the experience of negative life events, extraverts are predisposed to experience positive emotions (Costa & McCrae, 1992), and positive emotionality likely generalizes to job satisfaction, as demonstrated by Connolly and Viswesvaran's (2000) meta-analysis of PA-job satisfaction relationships. Evidence also indicates that extraverts have more friends and spend more time in social situations than

do introverts and, because of their social facility, are likely to find interpersonal interactions (such as those that occur at work) more rewarding (D. Watson & Clark, 1997).

2.4.3 Openness to Experience

Openness to Experience is related to scientific and artistic creativity (Feist, 1998), divergent thinking, low religiosity, and political liberalism (see McCrae, 1996 , for a review). None of these psychological states seem to be closely related to job satisfaction. Furthermore, DeNeve and Cooper (1998) noted that "Openness to Experience is a 'double-edged sword' that predisposes individuals to feel both the good and the bad more deeply" (p. 199), rendering its directional influence on affective reactions like subjective well-being or job satisfaction unclear.

2.4.4 Agreeableness

McCrae and Costa (1991) argued that Agreeableness should be related to happiness because agreeable individuals have greater motivation to achieve interpersonal intimacy, which should lead to greater levels of well-being. Indeed, they found that Agreeableness was positively related to life satisfaction, although at a relatively low level (mean $r = .16$). Assuming these same communal motivations exist on the job, then the same process should operate with respect to job satisfaction. Organ and Lingl (1995) apparently agreed, commenting that Agreeableness "involves getting along with others in pleasant, satisfying relationships" (p. 340).

2.4.5 Conscientiousness

Organ and Lingl (1995) argued that Conscientiousness should be related to job satisfaction because it represents a general work-involvement tendency and thus leads to a greater likelihood of obtaining satisfying work rewards, both formal (e.g., pay, promotions) and informal (e.g., recognition, respect, feelings of personal accomplishment). Indirectly, the subjective well-being literature also suggests a positive relationship between Conscientiousness and job satisfaction (DeNeve & Cooper, 1998).

2.4.6 Moderators of the Personality-Job Satisfaction Relationship

Although there is good reason to believe that four of the Big Five traits are related to job satisfaction across studies (the exception being Openness), several possible moderators of the relationship exist. First, because the personality-job satisfaction relationship might be stronger in cross-sectional studies, we investigated whether the relationship varied according to cross-sectional versus longitudinal research designs. Second, with few exceptions (e.g., Eysenck's measures of Neuroticism and Extraversion; Eysenck & Eysenck, 1968), there were no direct measures of the Big Five traits before the revision of the NEO Personality Inventory (Costa & McCrae, 1992). Accordingly, we analyzed whether the personality-job satisfaction correlation varied depending on whether a direct or indirect measure (using Barrick & Mount's, 1991 , coding scheme; see Method section) of the Big Five traits was used. Finally, because the nature of job satisfaction measures has been argued to affect their relationships with other variables (Brief & Roberson, 1989), on an exploratory basis, we also estimated the magnitude of the personality-job satisfaction correlation by job satisfaction measure.

2.4.7 Intrinsic/ Extrinsic or Personal Factor affecting performance

Some of the factors which can be personal intrinsic or can be extrinsic but cause intrinsic problems can affect job performance. Many psychologists have considered dominance or assertiveness to be an important personality characteristic (McDougall 1932, Guilford 1958, Cattell 1965). Moreover the importance of this trait is clearly supported by our everyday experience. We have all made the observation that some people find it much easier to assert themselves, and get what they want, than others. For some their lack of assertiveness may be such a problem that it will cause them to comply with others, even if this runs counter to their own needs, simply because they are unable to say no. Furthermore, our everyday experience also indicates the importance of assertiveness at work. In organizational settings a high level of assertiveness will form the basis of an authoritarian, task-orientated leadership style, with low levels of assertiveness forming the basis of a democratic, person-centered style. These are the two leadership styles, which were first identified by Bales (1958) and have since formed the basis of most leadership. This personality dimension is clearly important for many occupations.

Its clear importance as a personality dimension is demonstrated by the number of psychologists who have constructed scales to measure this factor, amongst them Eysenck (Eysenck & Eysenck, 1969), Cattell (1965) and Thurstone (1950). It clearly indicates how people deal with stress, and for their likely degree of emotional resilience, hypotheses, demonstrating that gregariousness, one of the most important and stable aspects of the human character.

Organizational researchers have generally believed that it's important "to be able to choose situations in your job in order to be more effective and to use your skills," since "having control reduces the stress you experience," says Schaubroeck.

But Schaubroeck and his colleagues' findings reveal that there is a subpopulation to be considered--those who may prefer not to have control. According to this research, these people tend to consistently view negative work outcomes as being their fault. For these

employees, "control can actually exacerbate the unhealthful effects of stress," write the authors.

Schaubroeck and his colleagues found that efficacy--in this study, how employees feel about their ability to do their work--is an important determinant of how one uses control at work.

"A lot of people with error-prone attributional styles--the way people assign blame or credit to themselves--tend to have low self-esteem," says Schaubroeck. He points out that it could be useful for organizations to "train in terms of attribution style."

Within the last 35 years, many laboratory studies demonstrated that people who have the resources they require to resolve difficulties tend to suffer fewer physiological and psychological consequences following exposure to stressors (Ganster & Fusilier, 1989). Several studies have attempted to extend these findings to organizational settings involving chronic stressors. Karasek (1979) developed the very influential job demands-control model, also known as the decision latitude model. The model posits that control buffers workers from unhealthful effects of demanding jobs. It predicts that jobs combining high demands and high control enhances opportunities for problem-focused coping. As a result, incumbents of these jobs are predicted to suffer fewer health consequences than those who encounter high job demands but have little control. Although the main prediction contained in this model is a multiplicative interaction between job demands and control, tests of the model have often focused on the main effects of demands and control. Very few studies that have explicitly tested the demands-control interaction have supported the model. There are number of factors which can cause low performance for example stress which is cause by many other factors in return. It is important to understand this component in detail as it has been identified as a major source of individual productivity and work performance.

In all of the above circumstances, the body reacts to a danger situation with adrenal changes. When faced with armed robbers, the mind knows that they may use their weapons, a classic example of an uncertain resolution that is quite important since it represents life or death.

These scenarios are easy to understand in the light of the fight/flight response. However, in this modern day, the typical response is not appropriate in most situations. In a work

setting where the supervisor is negative toward you, fighting may exacerbate the negativity. Since households are becoming more and more dependent on two incomes, quitting the job may not be an option. So the effects of the daily stress accumulate and contribute to health problems such as cancer, heart disease, high blood pressure, etc.

There are a few general facts that research has proven about stress. Every person responds differently to stress. Some people can tolerate high levels of stress on a regular basis; other people react negatively. Positive situations such as a pending job promotion, a new house, a new love relationship, etc., can also be stressful. This is contrary to the common way we think of stress. Everyone has a breaking point, a time when no additional stress can be tolerated.

2.4.8 Intrinsic factors for teachers: An Example

Many current research efforts attempt to relate job satisfaction to extrinsic factors such as increased salaries, investment in the profession, and improved teaching status. The most common hypothesis being tested is that such factors have a direct impact on the job satisfaction of the teacher, which indirectly leads to a more effective educator. Satisfaction derived from teaching, marital status, and teaching fulfillment are defined as personal intrinsic factors. These factors are rarely considered as important elements affecting a teacher's professional role enactment (Pajak & Blase, 1989).

Additional research by Rusbult and Farrell (1983) suggested that job commitment is a multi-faceted phenomenon too complex to be explained by knowing only an individual's level of job satisfaction. According to Pittman and Orthner (1983), the potential for conflict between work and family roles is great among employed persons. Conflict arises when individuals seek to differentiate between personal and professional roles. Unresolved intrinsic and extrinsic factors lead to job dissatisfaction.

Pajak and Blase (1989) found that teachers perceived aspects of their personal lives to positively influence their professional lives. Teachers indicated that personal life factors tended to have beneficial effects on their ability to relate and change student behavior.

Teachers perceived that aspects of interpersonal relationships such as parenting and marriage had both positive and negative effects on their professional role enactment. These interpersonal relationships lead to feelings of guilt, fatigue, and frustration by some teachers, while some teachers as important attributes of marriage and parenting viewed feelings of caring, compassion, and dedication. Ultimately, teachers perceived that a multidimensional definition of “self enriched their performance on the job (Pajak & Blase, 1989).

Everyone wishes there was a magic way to motivate people. "Push a button and people perform the way you want them to." Unfortunately, it doesn't work that way in the real world. The factors that motivate people differ greatly from one individual to another.

2.5 Stress As A Major Problem For Psychological Issues At Work

Some of the personal causes can become the reason for some of the stressors of job, which can badly affect performance. The first is *pressure*. Pressure can be at the job or can be personal or purely psychological. As the stress article indicates, a certain amount of pressure improves job performance. Having to meet an end-of-the-month deadline, knowing that a certain number of insurance forms have to be completed or processing an unusual number of new patients in one day are all pressure situations that may increase job performance. It is said that performance declines once a certain level of pressure is reached. As an office manager, knowing your employees' individual stress tolerance is a must; otherwise, excessive pressure may make an employee ineffective.

A second contributor to stress is *loss of control*. When people can control their environment, they feel secure. An authoritarian manager who keeps tight reins on everybody allows employees to exercise very little control over their environment. Learning to use a participative style where employees participate in decision-making can increase greatly their control.

A final stressor is *repetition*. One of the side effects of automation has been the creation of repetitive and boring jobs. People who work on an assembly line and put the same part on hundreds of cars each week are subject to the stressful effects of repetition. In a

chiropractic office, certain jobs such as insurance billing can become quite repetitive in nature. If the same person has been billing Medicare for three years, this can lead to stress. To avoid stress from repetition, some offices rotate the responsibilities. A new person will take over Medicare allowing the other employee to learn x-rays or work the front desk for a while. Any job, which someone has to repeat on a daily basis, can be stressful and lack challenge.

Stress is found in all workplaces, and can have both good and bad effects on individuals, their work performance and their health and well-being. So as such we see that the efforts to control or manage stress levels when it is causing problems in the workplace should focus on changing the work environment or providing affected employees with help to reduce high levels of stress.

There are a range of physical, psychological and behavioral symptoms you can experience if you are faced with high levels of stress. Some of these indicators of stress problems are listed below.

Physical effects include:

1. Increased blood pressure;
2. Increased heart rate;
3. Increased muscle tension;
4. Headaches

Psychological effects include:

1. Increased anxiety;
2. Depression;
3. Aggression;
4. Confusion.

Behavioral effects include:

1. Increased smoking;
2. Increased drinking;
3. Irritability;
4. Obsessive concern with trivial issues;
5. Poor work performance.

Individuals and work groups can both show they are experiencing unmanageable levels of stress through a range of symptoms. Work group indicators of stress problems can include absenteeism, high or increased accident rates, poor or reduced work output and poor interpersonal relations in the workplace.

Physical causes of stress can include:

1. Lack of control over workloads, over-demanding workloads or schedules;
2. Lack of clear direction from management;
3. Lack of information on work role and objectives, career opportunities or job security;
4. Conflict between individuals or areas, either section rivalry or personal discrimination or harassment; poor physical working conditions, e.g. extreme changes in temperature, or working conditions that are too cold or too hot, or excessive noise or vibration levels; concerns about exposure to hazardous chemicals or situations.

As a manager, one cannot control the stress that an employee is exposed to at home. But a hear to heart talk can alleviate it to an extent (Ahmed, Immam, 2004). On the basis of experience and research, some people favor the view that working conditions play a primary role in causing job stress. However, the role of individual factors is not ignored. Exposure to stressful working conditions (called job stressors) can have a direct influence on worker safety and health. But as shown below, individual and other situational factors can intervene to strengthen or weaken this influence. Examples of individual and situational factors that can help to reduce the effects of stressful working conditions include the following:

1. Balance between work and family or personal life
2. A support network of friends and coworkers
3. A relaxed and positive outlook

These other factors that play an important role in the stress cycle are depicted in the following figure as follows:

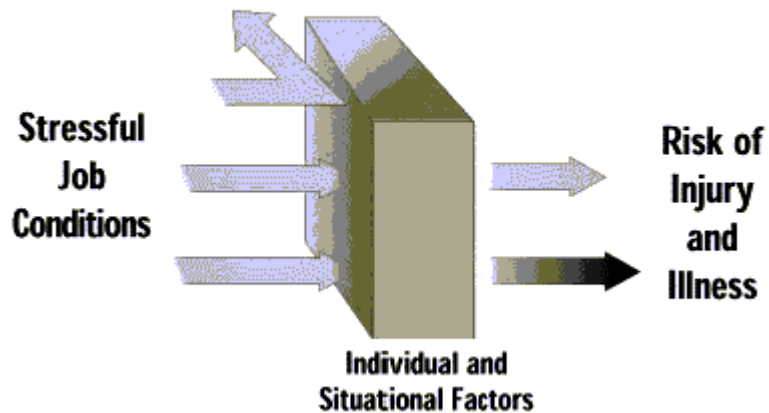


Fig. 2.3. Stress Cycle

2.5.1 Typical Causes of Stress at Work

Some of the typical causes of stress at work can include the following:

- Bullying or harassment, by anyone, not necessarily a person's manager
- Feeling powerless and uninvolved in determining one's own responsibilities
- Continuous unreasonable performance demands
- Lack of effective communication and conflict resolution
- Lack of job security
- Long working hours
- Excessive time away from home and family
- Office politics and conflict among staff
- A feeling that one's reward is not commensurate with one's responsibility.

2.5.2 Factors influencing susceptibility to Stress

A person's susceptibility to stress can be affected by any or all of these factors, which means that everyone has a different tolerance to stressors. And in respect of certain of these factors, stress susceptibility is not fixed, so each person's stress tolerance level changes over time:

- Childhood experience (abuse can increase stress susceptibility)
- Personality (certain personalities are more stress-prone than others)
- Genetics (particularly inherited 'relaxation response', connected with the brain's 'well-being chemical')
- Immunity abnormality (as might cause certain diseases such as arthritis and eczema, which weaken stress resilience)
- Lifestyle (principally poor diet and lack of exercise)
- Duration and intensity of stressors.

2.5.3 Symptoms and Signs of Stress

Some of the signs that can indicate stress are as follows, but it is not necessary that if an individual is having this problem, it is due to stress. These can help to investigate the matter further.

- Sleep difficulties
- Loss of appetite
- Poor concentration or poor memory retention
- Performance dip
- Uncharacteristic errors or missed deadlines
- Anger or tantrums
- Violent or anti-social behavior
- Emotional outbursts
- Alcohol or drug abuse

- Nervous habits

2.5.4 Stress, Health and Productivity

Stress is proven beyond doubt to make people ill, and evidence is increasing as to number of ailments and diseases caused by stress. Stress is now known to contribute to heart disease; it causes hypertension and high blood pressure, and impairs the immune system. Stress is also linked to strokes, IBS (irritable bowel syndrome), ulcers, diabetes, muscle and joint pain, miscarriage during pregnancy, allergies, alopecia and even premature tooth loss.

Various studies have demonstrated that removing stress improves specific aspects of health: stress management was shown to be capable of reducing the risk of heart attack by up to 75% in people with heart disease; stress management techniques, along with methods for coping with anger, contributed to a reduction of high blood pressure, and; for chronic tension headache sufferers it was found that stress management techniques increased the effectiveness of prescribed drugs, and after six months actually equalled the effectiveness of anti-depressants. The clear implication for these ailments is that stress makes them worse.

Stress significantly reduces brain functions such as memory, concentration, and learning, all of which are central to effective performance at work. Certain tests have shown up to 50% loss of performance in cognitive tests performed by stress sufferers. Some health effects caused by stress are reversible and the body and mind reverts to normal when the stress is relieved. Other health effects caused by stress are so serious that they are irreversible, and at worse are terminal.

Stress is said by some to be a good thing, for themselves or others, that it promotes excitement and positive feelings. If these are the effects then it's not stress as defined here. It's the excitement and stimulus derived (by one who wants these feelings and can handle them) from working hard in a controlled and manageable way towards an achievable and realistic aim, which for sure can be very exciting, but it ain't stress. Stress is bad for people and organizations, it's a threat and a health risk, and it needs to be

recognized and dealt with, not dismissed as something good, or welcomed as a badge of machismo - you might as well stick pins in your eyes.

Managers must take actions that will motivate the employee to want to change his behavior. They can't risk using an authoritative approach that will change the individual into a resentful employee who will get even by doing the bare minimum.

2.5.5 Stress And Defensive Reactions

Stress, as has been described earlier, is the condition that accompanies frustration and conflict. When an individual is motivated toward a certain end, but meets an obstacle, which stops or delays him, he is frustrated and there is a certain amount of stress. We come to a description of the varieties of behavior that individuals use to handle the frustration and reduce the stress.

2.5.6 Stress and Motivation

The condition of stress is highly motivating in itself. Because it is unpleasant, the individual is stimulated to look for some behavior which will lead to a reduction of stress. He develops adjustment techniques which help him to overcome, avoid, circumvent, escape from, or ignore the frustration or conflict which is stressful. Usually these adjustment techniques become habitual and he resorts to them whenever there is stress. But occasions do arise when old adjustment patterns no longer remove the frustration or conflict and he must develop new adjustment patterns.

There are, of course, tremendous differences in the adjustment patterns which different individuals use. The adjustment patterns which individuals commonly use to defend themselves against the stress which accompanies frustration and conflict are usually called defense mechanisms. They can be classified in various ways, but will be referred to here in a non technical way as aggressive reactions, withdrawal reactions, and the like.

2.5.7 Aggressive Reactions

The simplest kind of reaction to frustration is the direct attack. It is a very effective adjustment technique used by most individuals throughout their lives. The housewife uses it when she is tired. The bully on the playground uses it very effectively in reducing uncertainty. Maybe he has always felt physically inferior may be the first to become physically aggressive in an argument. He is, in effect, trying to cover up his own shortcomings and avoid criticisms for an area of weakness. Many a man who boasts about his amorous adventures really doubts his own masculinity. In a sense he is substituting his tall stories for the behavior he would like, but has never achieved. At the same time he is trying to keep others from sensing what he believes to be a shortcoming.

2.5.8 Rationalization

Rationalization is an adjustment technique whereby an individual reduces tension by accounting for his behavior by a socially approved reason rather than by the real reason. One rationalizes when he gives a good reason rather than the true reason for his behavior. We do not have to look very far to see the motive that would lead to the use of rationalization. Just watch any employee try to explain why he made a mistake! Or why he was late to work! The motive to avoid criticism and disapproval is quite strong in most people.

2.5.9 Projection

Still another adjustive technique by which individuals attempt to cover up weaknesses is projection. One really does not have to be troubled about a weakness that everyone else has; if you can project that weakness onto other people, you do not have to worry about it in yourself. The man on the drill press who slows down because "no one else is beating his heart out for the company" is projecting his feelings onto others. The dishonest employee eases his guilt by saying that "everyone has his price" and would take what he could get away with under certain conditions. The department head who does not feel

that he is getting due recognition for his efforts may project his feelings against the system

It is not uncommon for people to refer to an abnormal reaction as a "nervous breakdown" or to say that so-and-so is "all on edge." Psychologists and psychiatrists prefer to call these behaviors "neurotic reactions". They take several forms. When the stress from a frustration or conflict is intense, the individual

feels that the very essence of his personality is threatened. His intense reaction is an emotional one, and it thus involves the whole body. Intense and emotional reactions to frustrations and conflict produce a state of anxiety.

2.5.10 Neurotic anxiety

Neurotic anxiety is usually brought on by a conflict of long standing, and the individual is not aware of its exact nature. The industrial environment may not be responsible for the origin of these anxiety states, but it often provides the setting within which many of them develop. Industry cannot ignore the disruption which anxiety states create. Workers and managers who cannot stand competition, who are fearful that they cannot produce what is expected of them, who are angry whenever they receive orders from a superior, may develop such a severe state of anxiety that they have to defend themselves in some way. It is this attempt to defend oneself against anxiety which may lead a person to any one or combination of several of the following neurotic patterns.

2.5.11 Hypochondria

This is one of the most obvious adjustments an individual can make in response to anxiety. Anxiety involves the emotions and the emotions are accompanied by physiological reactions. The hypochondriac focuses his complaint on one or several of the organs that are influenced. He may think something is wrong with the heart, lungs, stomach, intestines, kidneys, genital organs, nervous system, or muscles. He worries about his digestion and constantly watches his diet. The hypochondriac worries about his heart and tries to avoid the kind of exertion which might cause it to start beating

vigorously again. He might better worry about the conflict or frustration which caused the anxiety and emotional reaction in the first place.

It should be fairly obvious that the hypochondriac with his overconcern about some part of his body is going to haunt the medical office of the plant. He is all set to catch the least sign that there is anything wrong, and just as he sees it, he will either begin to doctor himself or run to the infirmary. All of this means time away from the job, and often special problems for the supervisor.

2.5.12 Fatigue Syndrome

This maladjustment, sometimes referred to as "neurasthenia," is another frequent adjustment by which the anxious person shrinks his problem to a level where he can cope with it. Prolonged tension and the aches and pains that accompany it can be very fatiguing. It can, as a matter of fact, interfere with sleep and leave the individual prone to rest a good bit in the daytime. This in turn increases the chance that he will not sleep well at night. He becomes discouraged, perhaps apathetic, and restricts his activities to those involving the least possible exertion. This way of living may further block the satisfaction of the motive that produced the conflict and anxiety in the first place and thus may tend to perpetuate the pattern. Decrease in productivity adds to the complications.

Individuals with hypochondriacal or fatigue complaints usually talk freely about their troubles and frequently demand attention and sympathy. They arouse the anger of their fellow workers by their complaining and their frequent absences

2.5.13 The Phobias

Here the individual focuses all his anxiety on one specific object even though he cannot account for the tremendous effect that object has on him. Theoretically, any object or situation can become the focal point for the phobia, but the most common ones are animals, germs, small rooms, elevators, trains, closed-in places, wide-open places, high places, and the dark. The individual does not react to his anxiety in general and is not aware of the conflict that is troubling him. Instead he blames something in particular, such as cats. He is thrown into a panic by the presence of a cat, and perhaps by the picture of a cat or even the spoken word "cat." He realizes that his behavior is silly and illogical but he cannot avoid reacting. The choice of the object usually goes back to a

time when the object or situation was present, quite incidentally, when anxiety was rather extreme.

2.5.14 Compulsions

These behaviors help an individual reduce the effects of his anxiety. The individual who uses compulsive patterns is in effect distracting himself from the real conflict by focusing his attention on the irresistible urge to do, say, or think something in a particular way. Repetitive acts, such as hand washing, are probably among the most dramatic of the compulsions. Every few minutes the individual feels that he must wash his hands. He knows the act is silly, tries to resist it, feels increasingly uncomfortable, and finally gets relief by giving in once again. One individual who worked in an accounting department would check the safe, time and time again, before leaving the office. This type of behavior often goes unnoticed as being abnormal.

Excessive orderliness or rigidity is a less dramatic compulsive pattern, but probably a far more common one. Orderliness is usually considered to be a desirable trait, but excessive orderliness can dominate an individual's entire life. It may mean that all his possessions must be in exactly the right place. It may lead to a kind of cleanliness to which one becomes a slave. Or it may lead to a rigid pattern of thinking. The individual surrounds himself with rules to govern all his actions and goes to any length to avoid doubt and uncertainty. Office procedures must be exact and unvaried. The individual cannot accept new plans until he is certain that they will succeed.

2.5.15 The Hysterias

Here we find a group of disorders in which a part of the body or a function of the body is either inactivated or involuntarily activated. When inactivation is involved, the individual loses the ability to feel or use a part of the body. He may be unable to walk or see or hear or speak. Amnesia is a hysterical disorder in which the individual has a partial or complete loss of memory.

Occasionally a part of the body is activated and seemingly inexplicable behavior occurs. There may be muscular tremors of the head or hands, muscular cramps which may affect the hand just when the individual wants to write, tics which involve repetitive movements of some part of the body such as the shoulders. Some individuals, usually children, are activated to walk in their sleep.

Most, if not all, of the hysterical disorders can also occur as a result of organ or tissue pathology. They are diagnosed as hysterical only where there is no evidence that anything is wrong with the organs or tissues involved.

2.5.16 Alcoholic Addiction

Nearly any individual who uses a little alcohol becomes more relaxed. He talks more fluently and is less inhibited in his actions. Excessive use of alcohol leads to a more severe disturbance and withdrawal becomes increasingly difficult. One physician of our acquaintance says that one of his biggest concerns about some of his highpressure industrial patients is the fear of their turning to excessive use of alcohol.

It is easy to see why the anxious person might seek the relaxation that comes with alcohol. As we have seen, the anxiety itself is frequently a result of the individual's fears, and the alcohol provides him with a period during which he is not afraid.

2.5.17 The Anxiety State

When no other neurotic pattern develops for handling anxiety, the individual is left in an anxiety state. Anxiety is first of all a feeling of vague apprehension accompanied by visceral and muscular changes in the body. This condition stimulates the individual to develop one of the neurotic adjustment patterns--hypochondria, fatigue, compulsions, hysteria, or drug and alcohol addiction--to reduce the anxiety to a level where he can face and handle it. But if he does not develop one of these patterns, or if no one of them works adequately for the chronically anxious person makes the usual complaints regarding headaches, backaches, or upsets involving any of the visceral organs. He usually states that he can't think clearly or concentrate. Unexpected noises bother him. He is tired all

the time. There is a feeling of general apprehension and dread and yet he does not know what it is that he is afraid of.

2.6 Extrinsic and Intrinsic factors affecting compensation of Employees

There are many activities that are intrinsically satisfying to some people but not to other people. Consider how differently people feel about studying for class, reading scientific information, playing competitive games, watching sports, dancing, cleaning house, taking risks, and so on. This diversity certainly suggests that our past experiences can have a powerful influence on determining what is intrinsically satisfying to an individual. In many activities, intrinsically satisfying aspects combine with extrinsic pay offs, e.g. we intrinsically enjoy conversing and, at the same time, we get attention, praise, support and useful information. Or, if we are very lucky, we get great satisfaction out of our work *and we get paid*. In these cases where intrinsic and extrinsic motivations are mixed, one might suppose that over a period of time the accompanying extrinsic reinforcements gradually increase our intrinsic enjoyment of the activity... and perhaps vice versa. That is, a high salary may, in time, make the work seem more enjoyable. And highly satisfying work may help one feel okay about a low salary or even proud of doing important work for little pay.

It would be ideal, perhaps, if we intrinsically enjoyed all the activities we need to do, like study, work, clean out the garage, accurately keep our check book balance, etc. Achievement and mastery give most of us a good feeling. Loving and being loved are usually great joys. Believing that a powerful God is closely attending to us and will protect us might well be quite gratifying and reassuring. We don't have to set up these particular behavior-reinforcement contingencies; they are mostly pre-arranged by nature or our culture. It seems likely, since we aren't born with a need to clean house or a resentment of that chore, that intrinsic satisfaction can be increased or decreased by our learning experiences, thought processes, and other reinforcers in the environment. Changing intrinsic satisfaction is very unexplored territory, even though there has been a

big 20-year controversy about whether or not giving extrinsic rewards, like money, reduces a person's interest in doing tasks that are already quite interesting.

The loudest voices during this argument have contended in many articles and books that providing a lucrative or intense incentive program to encourage high productivity is likely to actually reduce the employees' intrinsic interest in their work and, thus, would be, in the long run, counterproductive. Or, the classic contention in education is that giving extrinsic rewards, like money for "A's," for doing something that could or should be quite pleasurable, like studying, would reduce the intrinsic satisfaction obtained from studying and be problematic in the course of a life-time of learning. Intuitively, that notion sounded believable...and some research supported it... but the crux of that argument was that rewarding behavior makes the behavior less likely to occur. That is counter to the basic laws of learning.

2.6.1 Recent research and the controversy

Cameron, Banko and Pierce (2001), spokespersons for one side of the debate, recently reviewed over 100 studies assessing the relationship between receiving rewards for some behavior and the subsequent intrinsic interest in that behavior and concluded:

- Considering the overall results, receiving rewards does *not*, under all conditions, reduce one's intrinsic motivation to carry out the task (later without a reward).
- Rewarding persons for carrying out tasks of low interest tends to increase the intrinsic pleasure one gets from doing the task. So, rewards are important in increasing intrinsic satisfaction with or motivation to do low-interest activities.
- Receiving verbal praise and positive feedback increases the intrinsic satisfaction derived from that activity. This is true while doing both high-interest and low-interest tasks.
- The effects of receiving tangible rewards while doing high interest activities depends on the specific conditions under which the rewards are given. If the rewards are tangible, announced ahead of time, and explicitly offered for

completing a task or for doing well on the task, the intrinsic interest in doing these tasks is less during a later free-choice time period. (In other words, make the task like "work for pay" or like a job you are directed to do and people will lose some interest.) Likewise, rewarding each unit successfully completed or solved ("piece work") also reduced intrinsic interest (while often increasing productivity!). Moreover, not surprisingly, if the reward is dispensed in such a way as to imply that the performance was poor, that will also reduce intrinsic interest in the task. (People don't like to be pushed, controlled, or told they are failing.)

- On the other hand, when rewards, such as praise, are based on performance standards that imply one is doing well and performing competently, then the intrinsic interest increases. (People like to be told they are doing well.) Indeed, in real life studies, Flora and Flora (1999) have reported that even paying or otherwise rewarding children for reading books did not have a negative effect on their reading or their intrinsic interest in reading in college.
- In certain ways, both the Behaviorists (who lecture to us about the use of non-technical terms, such as rewards) and the Cognitive Evaluation theorists (who contend that giving extrinsic rewards to students kills their love of learning) seem to be right part of the time. Rewards sometimes reduce our interest in an activity and sometimes they stimulate our interest. You need to know when rewards help and when they harm. Some guidelines for deciding when and how to best use rewards are given above, but these decisions are often rather difficult. Let's see if we can understand the effects of rewards better.

2.6.2 Why and how external rewards sometimes can reduce intrinsic satisfaction?

Experiencing intrinsic satisfaction is something that rather automatically occurs inside us, it doesn't depend on conscious intention, anyone else doing anything, or even on the existence of a tangible reward. It is a feeling, not necessarily an action; it may not be detectable by others. We probably feel vaguely responsible for liking to read or paint or garden... but we may not be able to explain it. Ask someone why he/she likes to read

history or work on cars, and they will say, "Oh, I just like to do it" or "I just find it interesting." It is a free, naturally occurring, and dependable pay off. Getting it arranged in the first place may be difficult.

On the other hand, extrinsic pay offs are pretty obvious--we get a pay check, grades, compliments, etc. Usually, there isn't anything subtle or vague about the connection between our behavior and the reinforcement; we know what the behavior leads to what consequences. It is quite clear that only a few rewards are arranged by us for us, i.e. for self-control, but most rewards come from others, including our economic and social systems. Indeed, many of us are well aware of life-long experiences with people--parents, caretakers, teachers, bosses, friends, spouses--trying to use extrinsic motivators to get us to do a million things that we don't really want to do. They try to motivate us with rewards, including money, criticism, grades and evaluations, promises or bribes, sweet talk and praise, pleas, threats of rejection or resentment, etc.--all are extrinsic motivators, several involve the use of power. Partly as a result of these experiences, most of us, since about age 3, harbor some resistance to external control. We would like to feel free and competent and "in control" or "I'm doing it my way." Of course, getting a reward which signifies that we are doing something valuable and/r doing it exceptionally well is certainly different from getting the same reward for "doing what I asked you to do" or for "living up to my standards." So, it is not surprising that many of us resist external pressure (and, thus, some aspects of extrinsic motivation).

If an extrinsic reward system has been designed to control one's actions and quickly produce some product or accomplish a very precise outcome, the required actions will very likely focus one's attention on each small precise step and on speed, like a robot. This concentration on efficiency results in little time to think about how to make improvements in the process, little motivation to be creative, and little intrinsic satisfaction in the activity. This concentration on performing well is also often true when we are competing and trying to win. In a similar way, when we strive to gain someone's praise or approval, that effort is likely to detract us from actually enjoying accomplishing the task (but we like the attention, if we get it). For a variety of reasons it frequently feels better doing what we want, how we want to do it, and at our own pace. Autonomy and freedom from demands is the preferred state for many of us...but without explicit

directions and guidance will students learn what others think they should learn? Some will, some won't. Without clear guidelines and rewards for carrying out one's work will we be as efficient as others want us to be? Probably not, so some tension between "freedom" (intrinsic motivation) and control by others (extrinsic), often using rewards, continues. This isn't just a conflict within a person; it is a group or social argument. Since the joy of learning and of enjoying your skills at work are highly valuable reactions to have, teachers and employers naturally became concerned about the provision of incentive programs based on certain kinds of extrinsic rewards given under overly controlling conditions.

It seems that rewards, in general, are highly beneficial and appropriate to use, except when people are engaged in activities that are already high-interest (and probably don't need additional motivation) or could be. This conflict between intrinsic and extrinsic motivation is important to understand both when we are simply trying to understand behavior and when we are trying to arrange optimal conditions for encouraging desired behaviors. Therefore, I will discuss several more situations that hopefully will shed more light on this unique behavior management problem.

2.6.3 Rewards and intrinsic satisfaction in conflict--a rare but real event

Sometimes, rewarding a behavior makes it less likely to occur in the future (Kohn, 1993; Cameron, Banko, & Pierce, 2001). But that would seem strange to anybody. It is contrary to everything else I'm telling you in this book.

Overly glowing praise can sometimes imply that you have limited ability, such as when people say to you, "It's great you did so well!" and it is clear that they didn't expect you to do nearly so well. If the basic message is that they think you have little ability that is not rewarding. As the research shows, rewards may sometimes reduce the intrinsic satisfaction we get from an enjoyable activity. There is a wonderful baseball story that may illustrate this outcome, called the "overjustification effect." An old man was bothered by kids playing ball and yelling every day in an empty lot next to his house. He knew he couldn't just chase them away. So, he offered each one of them 25 cents (this

was years ago) to play and yell real loud. They always played there anyway and the addition of money was great, so they did. He did the same thing the next day and the day after that, urging them to make a lot of noise. The kids were delighted. On the fourth day, however, the old man told them he was sorry but he could only pay them 15 cents. They grumbled but did it anyhow. The fifth day, he told them he could only pay 5 cents. The kids left and never came back! The old man had changed the kids' thinking from "I love to play ball here" to "I'm just playing here for the money (an overjustification--an over emphasis on the money)." In this way, a little "reward" seemed to *reduce* the overall satisfaction the kids got from playing. Of course, the kids may still love playing somewhere else, just not for the old man. However, haven't you heard people say, "I just work for the money" or "I just study for the grade?" They are overjustifying too and are depriving themselves of many satisfactions. It's not surprising that people lose interest in things they have been bribed to do (Kohn, 1993).

On the other hand, if the old man had wanted to *increase* the playing and noise level, he could have given them the money each day and never reduced or stopped it. I don't know this for sure but their love of the game would probably have increased with the addition of monetary rewards for just showing up (without the demands for more noise), especially among the kids who only marginally liked playing ball. So, it was likely the manipulative taking away of the money and the demands that caused the kids to stop playing, not the giving of extrinsic rewards.

Others believe there are other kinds of risks in using rewards. Adlerian psychologists oppose rewards because they emphasize the controlling or superior position of the rewarder and the dependent, inferior position of the rewardee. As mentioned above, many people resent reward systems; they feel they are being treated like a child or in a mechanical, impersonal, manipulative manner. Conversely, people in power sometimes oppose giving rewards, e.g. to disadvantaged students for studying because "that is what students should be doing anyhow." (No one ever says, "Don't pay leaders or professors... that is what they should be doing anyhow.") In fact, 150 years ago New York City schools established a reward system (like today's "token economies") paying students for doing well. A few years later the experiment, which had been successful, was terminated because it "encouraged a mercenary spirit." All this opposition to rewards makes it hard

to establish effective systems. By recognizing and balancing both extrinsic and intrinsic reinforcement perhaps we can get our motivational systems to work better.

Some rewards are used as bribes. This means they are usually offered after the other person has been resisting or procrastinating. Thus, the reward may reinforce resisting again in the future rather than doing the task without being reminded. Example: Suppose a 13-year-old has put off the chore of mowing the lawn for 3 or 4 days but you want it done before company comes this evening. So, you say, can ask your kid that besides getting the usual \$20, the child can also spend the night at a friend's. Does that reinforce mowing the lawn or procrastination? Clearly, procrastination... or maybe both (but what else can you do, if you want the lawn mowed!).

2.7 Self-Involvement

To the extent we do anything--work or play--for an external payoff, even for praise and admiration, we may start to feel controlled by the payoffs. For instance, focusing on what is called "ego involvement," such as "am I doing better than others?" or "are they watching and thinking I'm doing a great job?", seems to reduce our "task involvement" and intrinsic satisfaction in actually performing the task. Thus, we might start to believe that the task isn't worth doing unless others are impressed or unless someone is paying us to do the task.

Both behavioral and cognitive-oriented researchers have reported that extrinsic rewards, like money or an award, may under several specific conditions harm the performance on interesting, creative tasks. Kohn (1993) documents this harm done by rewards in many instances. It is a serious concern. Here are a couple of examples of studies: young children lost some interest in their favorite artwork if they were asked to "do good work for 2 weeks" to get a reward. Similar children just left alone did not lose interest. Of course, rewards are necessary with *uninteresting* tasks, like most service jobs and factory work. However, paying persons for doing interesting, satisfying tasks, such as tutoring young children, led to a poorer performance, less satisfaction, and more irritability.

Offering \$20.00 to give blood discourages some people from giving. John Condry called rewards "the enemy of exploration."

2.7.1 Predictable Behavior Linked with Rewards

In many of the experiments in this area, the behavior linked with extrinsic rewards became somewhat (not radically) less likely to occur after the rewards ("bribes") are withdrawn. Perhaps, as in the case of the old man paying the boys playing ball, it is the withdrawal of former rewards that is problematic. The most believable explanation for these results, however, is that being paid off for doing something makes it seem more like work than fun. Interestingly, rewards in the form of praise for doing good work (and being able) seldom reduce interest and usually increase it.

Almost all these "problems" with rewards occur only when the reinforcement is controlled *or* manipulated by someone *else*. Self-reinforcement (and even self-punishment) may be less problematic. When a person feels in control and doing something intrinsically satisfying, they feel positive, self-directed, and competent. The implications are that living according to your values is important (see chapter 3) and that one should find interest and satisfaction in his/her work and studies. It is a tragedy that learning in school is potentially fascinating but becomes dull and stressful, a place where we are controlled, threatened with bad grades, and forced to do meaningless assignments. Work, making something valuable for another human being, becomes boring and selfish, i.e. done only for the money.

But it is a proven fact that rewards are important for living and not all of them are bad or ineffective. Rewards are vitally important, especially in self-control and with important tasks that are not highly interesting to us. Rewards given in an undemanding, encouraging, complimentary way even increase our intrinsic satisfaction doing tasks we have always liked to do. Rewards used wisely may be our most powerful tool for changing and maintaining behavior. But it may be a serious concern that our society is becoming so focused on the extrinsic and materialistic payoffs that, like the kids playing

ball, we, as a society, are in danger of overlooking the many important intrinsic satisfactions in life. Intrinsic motivation can be engrossing for some people but for many of us it can easily be overpowered by commercialism and self-centered greed for trinkets and luxury. Our culture's increasing concentration on materialism, especially how much money we make, detracts us from the intrinsic pleasures of being caring, giving, just and fair, and just living morally with every living thing.

The conflict between intrinsic and extrinsic motives, viewed in a broad sense, seems to me to be neglected. How both kinds of motivations are wisely used by a rational society is crucial to building a good life or a wise, empathic world community. Intrinsic interests can even improve one's self-care and health. Researchers are also finding that intrinsic satisfaction in performing meaningful, important tasks is not only related to how much we *achieve*, but also to having high *self-esteem*, to *self-efficacy* or believing we are competent to handle work and problems, and to thinking of ourselves as being *self-directed*--in control of our lives.

2.7.2 Enjoying work and "getting into the flow" of the work

By exploring these areas we can discover the connection between the work psychology and performance and productivity. One of life's biggest decisions is what career to pursue. Learning to enjoy our work is a complex matter: intrinsic motivation to learn is complexly related to achievement. Examples: Intrinsic motivation, of course, leads to achievement, but achievement leads to more intrinsic motivation too. Why wouldn't a confident, contented, self-satisfied, self-motivated, self-controlled student or worker enjoy his/her studies and work more? But *intrinsically motivated* gifted students may see grades, college admission, and teacher evaluations, even praise, as unpleasant unwanted controls and pressures. These external pressures may be considered unimportant or be resented and resisted. On the other hand, certain *extrinsically oriented* students may need parent, peer, and teacher evaluations, especially praise, but, at the same time, see little connection between their efforts and their grades; thus, average grades may be less threatening to their ego. Other extrinsically motivated students are in a panic about their

grades. Life's joys are largely intrinsic; lots of material things don't always make us happy.

Intrinsic satisfaction in our work is critically important. We spend 40 years at work--almost 100,000 hours. Csikszentmihalyi (1990) describes a welder in Chicago who was the "master mechanic" in his shop. Yet, he refused promotions to management; he didn't want to be "the boss." Joe worked in the same shop for over 30 years; he knew every piece of equipment and was fascinated with how it worked. When there was a problem, Joe could fix it. Most surprisingly, he loved his work; he enjoyed any job assigned to him; each job was an interesting challenge. After work, Joe didn't go to a bar with buddies to "forget about work," he went home and worked in a beautiful garden. With this attitude, it isn't surprising that Joe was liked and admired by everyone. Csikszentmihalyi calls this "flow"--fascination, concentration, and contentment with the task at hand. But a few lucky people figure it out for themselves. It involves a positive attitude.

2.8 Attitude-Behavior Relationship

The word *attitude* comes from the Latin *aptus* meaning fit, connoting a readiness for action. Many definitions of attitude have been offered, Alport cited in 1935 sixteen definitions of attitude, he defined attitude as:

"An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with it is related" (Alport, 1935:810)

This definition contains five parts:

- (1) It is a mental and neural state,
- (2) Of readiness to respond,
- (3) Organized,

(4) Through experience and exerting a directive and/or dynamic influence on behavior {as quoted in McGuire, 1968:142}.

2.8.1 Attitude's Link with Job Satisfaction

The terms "employee attitude," "job satisfaction," and "industrial morale" are in many instances used interchangeably. Blum [3], however, has made the point that they are not synonymous. An attitude may contribute to job satisfaction since the latter is comprised of a number of attitudes. Similarly, job satisfaction is not the same as industrial morale, although it may contribute to morale.

Job attitude is the feeling the employee has about his job, his readiness to react in one way or another to specific factors related to a job. *Job satisfaction* or *dissatisfaction* is the result of various attitudes the person holds toward his job, toward related factors, and toward life in general. *Industrial morale* is generated by the group. For the individual it is a feeling of being accepted by and belonging to a group of employees through adherence to common goals. In a company, industrial morale is the composite expression of the attitudes of the various individuals in the company.

2.8.2 Role Of Attitudes

We all have attitudes, which govern our tendencies to react positively or negatively to people, to things, to situations. We like, or dislike, our work in different ways and in different degrees. Our morale may be good or bad depending on the adequacy with which a group functions in carrying out its purposes. Management has several ways of getting information about employee attitudes.

2.8.3 The Dissatisfied Worker

There is considerable evidence that job dissatisfaction is often associated with generalized maladjustment of some kind. People who are dissatisfied with their jobs are

less outgoing and friendly, are more emotionally unbalanced, and show more boredom, daydreaming, and general discontent than do their satisfied coworkers.

The dissatisfied worker finds it difficult to adjust to arbitrary standards of work or to rigid requirements of the employer. For example, in one study of nearly 1,400 workers, in seven different occupations, it was found that people dissatisfied with their jobs had levels of aspiration far exceeding their levels of ability and opportunity.

2.8.4 Occupation Level: Attitudes affecting work productivity

The literature review of almost two thousand articles about the fact whether attitudes affect the amount and quality of work production? This is an involved question. What are the facts? In 1957, twenty-six studies were cited in which some quantitative relationship between productivity and job attitudes in a variety of jobs had been measured, Fourteen of these studies found that workers with positive job attitudes showed higher productivity than those negative attitudes: for nine studies, there was no relationship: and in three studies, workers with positive job attitudes actually showed poorer production records than those with negative attitudes. The contradictions in these studies may be due in part to differences in the research methods involved, or in the workers surveyed, or in their work situations. One basic consideration is that high productivity accompanies high morale only when the attitudes of the work group maximum output. This is particularly true when the work group is very cohesive, when the atmosphere is friendly, and when belonging to that specific work group is highly desirable to its members. A group of this kind can either restrict or raise output independently of the degree to which its members are satisfied with their jobs.

The findings of studies relating attitudes to job turnover and absenteeism are in general in agreement. Twenty-one of twenty-four studies cited in the literature report that workers with positive job attitudes have less turnover and absenteeism than workers with negative attitudes.

Two studies report no effects, and one study showed workers with positive job attitudes as having more turnovers. Wickert has shed some light on the problem in his

investigation of telephone company employees. He found that those who quit their jobs felt they are less personally involved in these jobs than those who stayed: they left, in part, because they had had no chance to help make decisions, and they felt they had not contributed to the success of the company. Another investigator found virtually the same thing with bricklayers and carpenters who were less likely to leave their jobs when they were given some say-so in the composition of their work groups.

It has been found that the critical employee is not always a poorer producer than the uncritical one, but the preponderance of evidence adds up to the position that workers with positive job attitudes out produce workers with negative job attitudes when the psychological climates favor high production, where there is good supervision, and where the employee really wants to produce and get ahead.

2.8.5 Aspiration and Productivity

Morse has made the point that employee satisfaction is a function not only of how much a person receives from the job situation, but also of where he stands with respect to his With satisfaction seen then as a function of both the strength of needs in a particular area and the amount of "environmental return," we can see how education increases the strength of needs for pay and for job status. This factor is of vital consideration to the college student in planning his career. As the person grows older, the need for pay and job status increases. This can lead to job dissatisfaction when the discrepancy between levels of aspiration and possibilities of attainment gets too great.

2.8.6 Unconscious motives and payoffs

If, as we have seen, we are unaware of motives, payoffs, and blocks in our behavior, naturally we won't understand ourselves, not entirely. Chapter 15 will deal with unconscious processes in great detail, but here let's clarify the notion of the unconscious. There are probably thousands of neural processes constantly going on in our heads. Our brain is not built in such a way that we know about most of these processes; we are only aware of the final product. Examples: We remember our high school but we don't know

the process by which the brain remembers it. We get jealous but we don't know the mental-emotional process that generates the feeling. We come up with a good idea but we don't know the process by which the idea was created, it just occurred to us. Thus, this is one kind of unconscious--necessary mental processing you have no natural means of knowing about.

Another kind of unconscious, sometimes called "preconscious," is when you do something automatically, without thinking. We brush all our teeth without thinking about each detail. We walk, dress, eat, smile, and even ride a bike or drive a car without much conscious thought. We could tune into these events and some of the thought processes involved *if* we chose to do so. This is mostly a beneficial unconscious process.

A third semi-conscious process involves the defenses, wishful thinking, and excuses used to allay our own guilt and anxiety. Often we quickly "go for" the immediate reward and overlook the long-range consequences--we eat the fatty meat and forget our health. Or we overlook problems in our marriage until our spouse files for divorce. Or our motives are so numerous (and rationalized) that we deny some of them--we have several reasons for accepting a certain job but neglect our attraction to someone we will be working with. Or we are convinced we must have a new car and don't even consider the economic advantages of an older, smaller car. Gaining self-awareness, which isn't too hard in some of these cases, involves getting a clearer view of these motives and payoffs. Perhaps some distortions of reality help us cope, e.g. avoiding thinking about our unavoidable death or thinking of heaven may be helpful.

Lastly, some psychologists believe that the unconscious primarily contains repressed urges and thoughts. Repression supposedly occurs because the thought is too awful, too serious (not just an excuse to buy a new car), too psychologically painful, to admit to ourselves consciously. If an idea were not shame or guilt producing, you could supposedly think of it consciously with a little effort. Some ideas are very hard to face; in suicide people kill themselves to avoid painful ideas. According to the Freudians, we are selfish and driven by personal and aggressive urges that we can not stand to think about, things like the desire for forbidden sexual activity, the urge to harm ourselves or others, the wish to dominate others, and so on. It would be possible for unseen parts of our brain to have these urges, other parts could detect these urges and develop some defenses

against the urges, defenses that seem irrational and look neurotic or psychotic. Experts disagree about how much these "terrible" repressed motives affect our daily lives. You can decide for yourself, but surely these unacceptable thoughts and feelings are inside us sometimes and they would surely affect our behavior.

Experts also disagree about the importance of understanding your history and internal dynamics in order to figure out how to change. Behaviorists contend that this information isn't necessary; they think all one needs is a change in the environment so that the desired behavior is more reinforced than the unwanted behavior. Most other psychologists would disagree. I agree with the behaviorist in the sense that simple behavioral self-help (or therapy) methods may change very complex, poorly understood aspects of our lives, but we can't count on these simple methods always working. However, if I had my choice, I'd rather that we all were omnipotent and understood all our life history, the laws of behavior (conscious and unconscious), the dynamics and methods of changing everything!

A little experience with self-help shows the importance of keeping an open mind about causes and methods. Several years ago a bright student in my class was having difficulty studying because she wanted to party, relax, and socialize. She diligently tried rewarding studying by socializing afterwards (which works for many students). It didn't work for her; she partied all the time. In the meantime, she became interested in Transactional Analysis as a means of gaining self-understanding. After recognizing her "child's" need to play and socialize, she started to have fun first (satisfying the "child"), then she could study (satisfying the "adult"). For most students it works better to say, "work first, then play." For this unique student, and contrary to learning theory (on the surface), it needed to be turned around--play first, then work. Or another way to say it is that she needed to attend more to her emotions (levels II and V) than to her behavior. Or, Maslow would say she needed to take care of her social needs before self-actualizing as a student. Few of our behaviors are simple.

2.9 Procrastination affecting Work Performance

A common problem--procrastination, i.e. putting off doing something important. Solomon and Rothblum (1984) found that 65% of college students want to learn to stop putting off writing term papers, 62% feel the need to study for exams more promptly, and 55% hope to read their assignments earlier. What are other signs of procrastination besides waiting until the last minute to do something? Try these on for size: being reluctant to take risks or try something new, staying at home or in the same old job, getting sick when faced with an unpleasant job, avoiding confrontations or decisions, blaming others or the situation ("it's boring") for your unhappiness or to avoid doing something, making big plans but never carrying them out, and/or having such a busy social-recreational calendar that it is hard to get important work done.

This list of symptoms suggests that procrastination, which at first sounds like a simple behavior is, in fact, quite complex. It involves emotions, skills, thoughts or attitudes, and factors we are unaware of. Furthermore, the causes and dynamics of putting off an important but unpleasant task vary from person to person and from task to task for the same person. Hopefully, understanding how and why we procrastinate will help us change it. We may even learn more about what is commonly called "will power."

Procrastination is a strange phenomenon. Its purpose seems to be to make our life more pleasant but instead it almost always adds stress, disorganization, and frequently failure. Ellis and Knaus (1977) and Burka and Yuen (1983) describe the process: (1) You want to achieve some outcome, usually something you and others value and respect--"I've got to start." (2) You delay, briefly thinking of real and imagined advantages of starting to change later--"I'll do it tomorrow when I don't have much to do." (3) You delay more, becoming self-critical--"I should have started sooner"--and/or self-excusing--"I really couldn't have left the party early last night, my best friends were there." You may hide or pretend to be busy; you may even lie about having other obligations. (4) You delay still more, until finally the task has to be done, usually hastily--"Just get it done any old way"--or you just don't have time--"I can't do this!" (5) You berate yourself--"There is something wrong with me"--and swear never to procrastinate again and/or you discount the importance of the task--"It doesn't matter." (6) You repeat the process almost immediately on other important tasks, as if it were an addiction or compulsion.

In recent years, most psychologists have come to believe that identifying the emotions associated with or underlying the behavior can best understand the act of procrastinating. Actually, procrastination is an attempt to cope with our emotional reactions. What are these emotions? Fear of failure or success is the most likely emotion (this includes panic when we set impossible goals). Anger is another possible emotion (this includes rebellion against control). Dislike of the work that needs to be done is another. Obviously, depression can slow us down (and failing due to procrastination can depress us). This is a vicious cycle that affects work performance and our work and ourselves. Seeking pleasure is another disruptive motive.

2.9.1 Types of procrastinators

There are two fundamental kinds of procrastinators: one tense and the other relaxed.

- **The tense type** often feels both an intense pressure to succeed and a fear of failure;
- **The relaxed type** often feels negatively toward his/her work and blows it off--forgets it--by playing (Solomon and Rothblum, 1984).
- **The tense-afraid type** of procrastinator is described by Fiore (1989) as feeling overwhelmed by pressures, unrealistic about time, uncertain about goals, dissatisfied with accomplishments, indecisive, blaming of others or circumstances for his/her failures, lacking in confidence and, sometimes, perfectionistic.

Thus, the underlying fears are of failing, lacking ability, being imperfect, and falling short of overly demanding goals. This type thinks his/her worth is determined by what he/she does, which reflects his/her level of ability. He/she is afraid of being judged and found wanting. Thus, this kind of procrastinator will get over-stressed and over-worked until he/she escapes the pressure temporarily by trying to relax but any enjoyment gives rise to guilt and more apprehension.

Knaus (1979) describes three kinds of common diversions, i.e. ways of avoiding the tasks that need to be done:

Action cop-outs. This is doing something that isn't a priority. Examples: Watching TV, eating, playing, sleeping, or even cleaning. Once we are engrossed in the diversion, we block out the anxiety, self-doubts, anger, or boredom associated with the work we are putting off but should be doing.

Mental excuses. There are three main types: (a) "I'll do it tomorrow" or "I do my best work late at night, I'll do it then." Since you have promised yourself that you will be good, you can escape work and enjoy guilt-free play. (b) "I'll go shopping now so I can study all evening" or "I'll call them just as soon as I think of something clever to say" or "I'll fix up my apartment, then I'll make friends." Some unimportant activity takes priority over the main but unpleasant or scary event. (c) "I want an 'A' in statistics but Dr. Mean would never give me one" or "I want to go out with Brian/Barb (who is handsome/beautiful) but he/she would never look twice at me." This is a Catch 22 situation. It's impossible, so why should I try? In fact, a person with this defeatist attitude might never take any action.

Emotional diversions. Taking drugs, listening to music, reading novels, and even getting involved in friendships, love, flirtations, or religion could, at times, serve as an escape from unpleasant but important tasks. Sometimes *worrying* about a speech or some other activity is an excuse ("I worried so much about it!") and a poor substitute for working on the important task.

All of these symptoms affect work productivity and affect work behavior, which in results in problems for the employees and the employers. Contrary to popular belief it is observed that people suffering from procrastination or other work problems are adversely affected in the sense that are not affected by it. But they suffer immeasurably because of it and are unable to do anything about it. It is noted that people suffering from procrastination share quite a few personality characteristics and need to develop

behaviors and attitudes in conformance with the correct work behaviors, which are required for a productive work behavior.

2.10 Personal Problems affecting Job Performance and Vice Versa

Work can have both positive and negative effects on personal relationships and personal relationships can have both positive and negative effects on the workplace. Workplaces can take steps to minimise the negative impacts and enhance the benefits of good personal relationships.

Different workplace issues affect personal relationships depending on:

- The types work
- The types of relationship
- The types of people

These issues can affect both the establishment and the maintenance of relationships.

1. Types of work and issues that affect relationships

Issues for those in higher paid and professional-type roles:

- Long work hours, which may be part of the workplace cultural norm or to meet discretionary goals
- Deadline pressure/intensity of work
- Travel - either frequent short-term travel or long-term commuting
- Relocation through transfer or for career progression
- A workplace culture where work has priority over the rest of life
- Intrusion of work on personal time through cell phones, email, on-call.

Issues for lower paid, manual, or blue collar workers:

- Long hours to meet basic income needs, often through multiple part-time jobs
- Shift work, irregular or unpredictable hours
- The need to relocate to find work while the partner stays behind.

Issues for casual and part-time employees:

- Not being eligible for work-life policies only available to full-time permanent workers.

2.10.1 Types of relationship

Issues for marital/partner type relationships

- Counsellors report that paid work is increasingly an issue in relationship problems
- Work issues are an issue for relationships if they are an issue for one partner, even if the other partner is happy about the work/life balance
- Relationship quality is dependent on time together free of work interruptions or preoccupations
- Conflict between work and home life can result in divorce/separation

Shift Workers

- Difficult to have time with partner - many low income couples with children work opposite shifts so one is always available to cover childcare
- Can't participate in many social and family activities
- Have higher divorce rates than regular day workers
- Lower socio-economic group/blue collar type workers

- Casual on-call work makes planning and keeping relationship and social commitments difficult
- One partner may need to relocate to find employment

Women

- Women with work/life imbalance in favour of work are less likely than men to attract a partner prepared to tolerate or support such a lifestyle

Men

- Men who work long hours or whose work intrudes on personal time may be putting their relationships at risk if it affects couple time or the distribution of household labour, even if they don't mind the hours/intrusions themselves

Young people

- Long hours make maintaining a relationship difficult - when one or both partners work long hours, they often don't have enough time to spend together
- The insecurity of work can make maintaining a relationship to the point of establishing a family difficult

Unemployed

- Lack of work and income affects self esteem and financial status and consequently ability to form and sustain intimate relationships
- There is a correlation between men not being in full-time work and not being married/having children

Issues for friendships and social contacts

- Social life and friends are the first to go when there is work overload
- Friendships are an important precursor to marital type relationships
- Friends often fill the role of partners or family for single people but may not be invited to workplace social events or be recognized in bereavement leave policies

Young people

- Combining study and part-time work can reduce time available for meeting people and developing friendships

2.10.2 Issues related to workplace relationships

Relationships between workmates/colleagues can suffer when work pressure creates friction. The workplace has become an important meeting place that can lead to romantic relationships; this can have negative outcomes (bias, harassment, confidentiality) and some workplaces have policies limiting romantic relationships between workers.

Long work hours where workmates spend more time together and have more in common than marriage partners can result in "the office affair".

People in non-standard work, shift work, casual work find it difficult to develop workplace relationships and may be excluded from workplace social activities and functions.

2.10.3 Benefits to the workplace of workers having good personal relationships

There is a positive spillover into the workplace from people having good relationships outside work:

- Important interpersonal skills are often learnt from relationships outside the workplace
- Relationship counseling may provide skills which are needed in the workplace - communication, conflict resolution, negotiation, role modeling, positive reinforcement
- Good supportive relationships have a positive impact of well-being and health, which in turn positively impact on productivity

Friendships

- Friendships between women which provide networks of resource and responsibility exchange could have a positive spill-over into the workplace
- Friends are major providers of emotional support, especially for women - social support is a stress buffer for the workplace
- Friends are a major source of reciprocal childcare provision
- Friendships contribute to personal well-being

2.10.4 Negative impacts on the workplace of workers having poor personal relationships

- Loss of productivity as a result of stress, preoccupation and reduced sleep
- Negative impact on workplace safety because of reduced sleep and preoccupation with relationship problems
- Increased absenteeism
- Increased staff turnover - as employees seek work that has less impact on their relationships

It is said that the effects of a shaky marriage on the couple itself are often obvious. Less noticeable are the economic reverberations. Stressful conflict between husband and wife may suppress the Immune system, Markman contends, leading to illness and sick days. Then there's the more subtle loss of productivity that occurs when workers dwell on problems at home instead of thinking about their job.

2.11 Job Burn Out

It is defined in Merriam-Webster's Collegiate Dictionary as "exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration." Massive layoffs are making workers very nervous. Many are afraid of losing their jobs and are therefore working harder and longer hours to prove their worth. Survivors of layoffs have to work harder to fill the gaps left by their departed colleagues.

Then there are those who work hard and don't receive the gratitude they feel they deserve from their bosses. They go to work everyday, work hard, and don't feel they are rewarded properly. Raises aren't forthcoming, and promotions aren't either. People, who seem to work less, but have more political clout, seem to do better. Being in the wrong career is also very stressful and can be frustrating. Many people are in the wrong career. They either tire of a career they once liked or they chose poorly in the first place. Others are in

the right career but in the wrong job. Either way a change may be in order. It may involve a career change or simply a change in where you work. Stress that causes one to experience job burnout has to be terribly obvious. Work may be going along smoothly. There are no apparent problems — no issues to resolve. You get along well with your boss, co-workers, and clients. Then suddenly one day you feel a little knot in your stomach when you think about going to work. Or, you can't come up with any fresh ideas. You let your inbox fill up. You cringe when your phone rings. You just can't figure it out. Yesterday you loved your job and today you hate it. Many of us work long hours because we actually like our jobs. We have work that needs to get done, and we choose to spend ten hours a day doing it. Then one day we realize that many months have passed since we had a vacation, a full weekend off, or even a relaxing evening at home. There's an old saying that goes "On their death bed, no one ever said, 'I wish I had spent more time in the office.'" As an aside, the man who coined the term "burnout" was a psychologist named Herbert Freudenthal. Dr. Freudenthal, himself, had a reputation for working extremely long hours but did not experience burnout.

This burnout obviously affects the employee and the employers both

2.12 The Psychological Climate For Work

The social aspects of the job-work groups, leadership, and organization of the company all add up to a psychological climate for the person to work. It is known, for example, that work groups which are cohesive, which have a sort of pride in the group, have higher morale than those which are not cohesive. However, it appears to be substantiated that high morale is not always associated with high productivity. In part, we will get an answer to this question as we take a look at the complexities of how people work together or fail to work together.

2.12.1 Informal Group Structures

Logically, we may think that all people are ambitious, but they are not. We may think that people are motivated to keep accidents from happening; statistics show otherwise. We may think that the work groups will accept work, which is planned for convenience and efficiency, but experience sometimes proves otherwise.

Formal structures are, of course, the official way a company is organized. Informal organizations, on the other hand, result from friendships, car pools, nearness of workplaces, community interests, union associations, and the like.

2.12.2 Kinds of Informal Organizations

Brown, writing on the social psychology of industry, describes three kinds of informal organizations. First, we find the formation of groups based on some issue. For example, a revolt in the ranks of the United Steel Workers lined up people for and against existing policy-making groups. Second, we have the clique, which, for example, may be based on a common workplace or on the sharing of some common task. The formation of a group consisting of intimate friends constitutes a third kind of informal organization. How these groups interact determines the morale of an organization to a large extent and often serves as the key element in productivity. Many informal groups have leaders who may actually set production norms. The real power of these informal groups was first adequately observed in the Hawthorne studies.

2.12.3 Organizations and Morale

The manipulation of the affecting morale in a "live" business organization has certain limitations as to experimental control. Even in these experimental situations, devoid of much reality, the persons occupying central positions expressed greater job satisfaction and were seen as having higher status than the occupants of middle positions. The latter, in turn, expressed more satisfaction than the occupants of the peripheral positions.

2.12.4 Satisfaction of Individual Needs

The descriptions above represent only a few of the experiments on this problem. As far as job satisfaction is concerned, they add up to the following conclusions:

- A central position in a communication net usually has associated with it a larger amount of autonomy.
- Its occupant can decide for himself what to do next.
- The person on the periphery has to be told what to do.
- In our culture, at least, being able to decide for oneself what to do is more satisfying than having to be told.
- Being autonomous has more effect on satisfaction than does merely being central.
- In positions where the person is in a position of being both central and autonomous, satisfaction is highest.
- Members of the groups whose personalities (measured before the experiment) showed strong psychological needs to be independent were more dissatisfied with positions of low autonomy than were members who had weaker independence needs.

2.12.5 Importance of Groups at Work

Groups let an individual find a climate suitable to his individual needs where other members of the group help him satisfy his desires for recognition and status, his feelings of being wanted, and most of all, his feelings of security. When these needs in the individual members of the group are satisfied, group cohesiveness produces high morale, and, in turn, high productivity, especially where leadership and company loyalty are also a positive part of the psychological climate. When there is good reason for suspicion, the group can sometimes limit production and get by with doing so. A good example of this can be found in the Hawthorne series of studies.

2.12.6 Group Behavior

In the Bank Wiring Observation Room study, an observer was placed in the room to record as much as possible of the group's behavior as the people worked at wiring, soldering, and inspecting switchboard banks. In due course of time it became apparent

that the men had become distrustful of the observer. The informal structure of the group began to operate. They set a low standard of output, which was rigorously enforced by group pressures. The men worked hard in the morning and early afternoon until they had reached their "informal quota." From then on, the day was filled in with trivial work, helping the slower fellow worker. Social pressure was exerted on the chiselers to maintain their quota by stepping up their work; it was exerted on the rate busters to slow it down.

2.12.7 Resistance to Change

There is some tendency, both within and without industry, for people to resist change even though the change may be best for the individual or for the group.

situation as introducing safety devices on machines to prevent accidents has even caused strikes among workers where the devices necessitated changes in work habits.

Chapter 3

3. Findings and Results

3.1 Introduction to the Survey

The literature review helps us to understand the factors affecting Job Performance. Psychological testing is not a well-researched area in Pakistan where while conducting my research I have found that different kind of problems exist for different people across the industry. Where little help is available and most of the people are just suffering unaware of the dimensions of the issues pertaining to the psychology of human mind.

In order to understand some of these aspects in our industries across the managerial levels I have chosen a few particular dimensions in the questionnaire that pertain to my search.

As indicated in the literature review, stress is one of the major causes of affecting work performances and much less understood in our country.

3.2 Job Satisfaction Dimension

The first part of the study deals with the causes of stress, whether it's official or personal. Also what are the effects it is having on individual's performance? And what other implications psychologically the subject is suffering from. Similarly, in the questionnaire, the interviewee has been directly asked as to whether what he thinks is the percentage of intrusion of external events in his job performance and whether his hob performance. It has also been put under test as to what reasons could be responsible causing job satisfaction in some areas of work and not in others. The interviewee in this section also explains whether his compensation plan and extrinsic reward enough him or whether it demeans an individual's intrinsic satisfaction. Life and work Stressors are also given due importance in this part where as discussed before in the literature review that it can has long lasting impact on the individual and the performance can suffer. It also analyses that

what and how personal factors hinder the work performance of the individual. So if experienced meaningfulness is there a person would continue to feel satisfied.

3.3 Employee- Employer Dimension

What role is the company playing for the individuals has emerged as an extremely important indicator of performance for individuals I have interviewed. The future and growth of the company is becoming important for the individuals in this fast tech environment. It is noted that the Brand Image of the companies plays a role of major ego booster for the individuals. But the career congruence with companies is a necessity for individuals especially at the managerial levels where the questionnaire directly focuses on this aspect as well.

Fairness and Equal Opportunity Programs are important to the sense of rightness of the individuals that also has been tested in the survey. Those aspects and areas, which are important to understand the work goals, have also to be noted to check the element of frustration that may build for the individuals. This part of the survey also covers the areas as to what role the company is playing in looking after the employee both in terms of professional growth and personal support. It goes without saying that growth is necessary for augmenting the changes that environment is bringing upon people. And the links between intrinsic and extrinsic motivators are high, which has to do a lot with personal initiative of the individual.

3.4 Psychological Demands and Stressors

This dimension of the survey brings to light the amount of workload and what implications this can have on individual's life. It also brings to light as to how much skill discretion individuals have so as to stifle or encourage productivity at work. Similarly, The degree of decision authority can make a great difference at the managerial level. Then it goes on to question what effects this can have on control level of the individuals and what kind of support is available to them in this kind of problems personally or

professionally. It also investigates recent life and mental stress indicators, which is in turn responsible for many factors affecting work and performance problems which in turn might cause problems.

Lastly a belief inventory of 100 statements has been added into the survey so that personal attitude and behavior of the employee could be understood. It analyses the individual on ten dimensions and scores those dimensions according to the belief inventory survey. The scoring has been done by assigning a set of similar questions that might contradict or supplement the statement of the individuals on one dimension.

For example, 1, 11, 21, 31, 41, 51, 61, 71, 81 and 91 has been assigned to A. Dimension A is related to the fact as to how necessary for an adult to have love and approval from peers, family and friends.

Dimension B has been scored for 2, 12, 22, 32, 42, 52, 62, 72, 82, and 92. Dimension B test the perception of unfailing competence.

Dimension C has been scored for 3, 13, 23, 33, 43, 53, 63, 73, 83, and 93. The dimension represents the belief on wickedness and evil things.

Dimension D has been scored for 4, 14, 24, 34, 44, 54, 64, 74, 84 and 94. Where it represents beliefs where people are horrible.

Dimension E is scored on a similar pattern of odd numbers of 5, 15, 25, 35, 45, 55, 65, 75, 85 and 95 where it is representing where people believe that external events cause most human misery.

Dimension F is scored on 6, 16, 26, 36, 46, 56, 66, 76, 86 and 96. where it is analyzing the fear of the unknown and uncertainty.

Dimension G is being scored on 7, 17, 27, 37, 47, 57, 67, 77, 87 and 97. It

3.5 Findings

The questionnaire, which was developed to conduct the interviews in order to understand the underlying performance factors, had four basic parts and where as it was further divided into sub parts so that the information could be easily analyzed.

The Part-1 as mentioned before dealt with Job Stress and Job satisfaction. The key Part 1-A is as follows:

3.5.1 Key to the Table of Results

3.5.1.1 Questions

1. How often do you think in a month you are totally stressed out?
2. Is the reason more often than not personal or official?
3. To what extent does the negative work outcomes affect the optimal performance level of your work?
4. Does your economic status in any ways affect your work outcomes or presents within you a psychological warfare?
5. Do you think with passing years and age your Job satisfaction is decreasing?
6. What percentage would you give to external events that result in particular performances?
7. Think about any area of work you engage in, from academic work to employed work. Why is it that you feel motivated to complete some tasks and not others?

The following table shows the responses of the interviewees in detail and has formed the basis of the evaluation of the study.

Questionnaire		Part I-A	1	2	3	4
INDUSTRY	COMPANY	INTERVIEWEE				
Banking	Citibank N.A	Middle Level manager	Very Often	Official	Not much	Yes
		Top Level Manager	Very often	Official	Health, not much	No
Banking	United Bank Ltd.	Middle Level manager	not often	both	much	yes
		Top Level Manager	Often	Both	Not Much	No
Telecom	Al-Warid	Middle Level manager	Often	Both	Much	Yes
		Top Level Manager	Often	Both	Not much	No
Telecom	Mobilink	Middle Level manager	Very Often	Both	Much	Yes
		Top Level Manager	Often	Official	McuH	Yes
O & G	OMV	Middle Level manager	Often	Persoanal	Much	Yes
		Top Level Manager	Not often	Official	Mot Much	No
O & G	Shell	Middle Level manager	Often	Official	Not Much	Yes
		Top Level Manager	Often	Both	Not Much	Yes

Table 3.1

The above table clearly shows what the respondents thought about the stress levels in their life and what was the main cause of it whether it was personal or official. And how their job satisfaction levels. I got many different and surprising answers from people and one problem I do feel which existed while conducting the interviews was that people tend to give those responses which they thought were right rather than giving the actual facts despite the reiteration of the fact that the names of the interviewees would be kept anonymous.

Table 3.1 on the left side shows the industries and the companies and the companies from which the managers were interviewed for the study. On the very top of the table question numbers are given which can be tallied with the key of the questionnaires and below that are the appropriate answers, which were received from the respondents.

Carrying on with the same dimension of Job satisfaction the key to the questions of Part1-b is as follows.

1. Do you think the current work environment and the salary packages demean your intrinsic motivation in any way?
2. Name one lifetime incentive at your job?
3. Are you easily affected by life stresses?
4. Will you use this information to improve your performance in these tasks?
5. What personal factors can/ does hinder your daily work sometimes? Can you name some variables?
6. Currently does your work provide you with experienced meaningfulness for the work that you want to do?

Similarly table 3.2 also follows the same pattern for exhibiting findings that are as follows:

Questions	Part 1-B	8	9	10	11		
INDUSTRY	COMPANY	INTERVIEWEE					
Banking	Citibank N.A	Middle Level manager	Yes	learning	no	yes	Per Rel
		Top Level Manager	Yes	Brand	no	No	To Co
Banking	United Bank Ltd.	Middle Level manager	No	Cultural change	no	-	Per Att
		Top Level Manager	Yes	Career	No	evaluation	—
Telecom	Al-Warid	Middle Level manager	No	Growth	No	Yes	Far
		Top Level Manager	No	Status	No	Yes	No
Telecom	Mobilink	Middle Level manager	Yes	Brand	Neutral	Yes	Per
		Top Level Manager	Yes	Career	No	Yes	Far
O & G	OMV	Middle Level manager	no	MNC Enviornment	Depends	Yes	Pe
		Top Level Manager	no	Work Environment	no	Definitely	Co
O & G	Shell	Middle Level manager	no	Growth	Yes	Yes	Fri Far
		Top Level Manager	Yes	Career	no	Yes	Far

Table 3.2

The Part 2 of the questionnaire deals with rewards and what affects the company policies, position in the market might have on the employee. This part contains twenty-five questions dealing with company's policies and how the individual responds to them. This part has been particularly added so as to gain an insight into the factors which play becomes a vital part of the psychological dimensions. So it is important to understand the causes that might be responsible apart from these other problems to cause performance issues.

The key of Part 2-A is as follows which are mostly statement facts about an individual's feelings towards and at work.

1. I am optimistic about the future of the company.
2. I am optimistic about my future success with the company.
3. I am proud to work for the company.
4. I feel more committed to a career with the company this year than I did a year ago.
5. I feel that the company cares about its people.
6. I feel that working for the company will lead to the kind of future I want.
7. I feel that people get ahead primarily on the merits of their work.

The responses to these statements are depicted in the table 3.3. This was a close-ended part of the questionnaire where interviewees only had five options by strongly disagreeing to a statement to strongly agreeing about it, whereas agreeing, and not agreeing or being neutral were the middle categories.

Questionnaire		Part 2-A	1	2	3	4	
INDUSTRY	COMPANY	INTERVIEWEE					
Banking	Citibank N.A	Middle Level manager	Strongly Agree	Strongly Agree	Strongly Agree	neutral	Strongly Agree
		Top Level Manager	Agree	Agree	Agree	Agree	Neutral
Banking	United Bank Ltd.	Middle Level manager	Agree	Strongly Agree	Strongly Agree	Agree	Neutral
		Top Level Manager	Agree	Agree		Strongly Agree	Agree
Telecom	Al-Warid	Middle Level manager	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree
		Top Level Manager	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Neutral
Telecom	Mobilink	Middle Level manager	Agree	Disagree	Neutral	Disagree	Neutral
		Top Level Manager	Agree	Agree	Agree	Neutral	Agree
O & G	OMV	Middle Level manager	Agree	Strongly Agree	Agree	Agree	Agree
		Top Level Manager	Agree	Strongly Agree	Agree	Strongly Agree	Agree
O & G	Shell	Middle Level manager	Agree	Agree	Agree	Neutral	Neutral
		Top Level Manager	Agree	Strongly Agree	Agree	Agree	Agree

Table 3.3

General ethics and work rules are the part of a work environment, which is never a cause of Job satisfaction but always a cause of job satisfaction if it does not come up to the standard. In order to understand job dissatisfaction and psychological problems related to it, it is also important to understand how some of the general work laws and rules affect the work performance or how it becomes a part of the whole cognitive process.

Company's Strategy and the positioning of the company also affects an individual whether it's a perception or reality.

1. I feel men and women are provided with equal opportunities to fulfill their career potential within the company.
2. I am satisfied with my understanding of the direction and goals of the company.
3. I have a clear understanding of how the company's strategy differentiates us from the competition.
4. I am satisfied with my understanding of how my goals are linked to the goals of the company
5. The company is a leader in the industry in important ways.
6. The company is a strong competitor in key growth areas.
7. The company's leadership has a clear vision of the future.
8. Company leadership has made changes that are positive for the company.
9. Company leadership has made changes that are positive for me.
10. Company leadership is responding to the important external issues.
11. Company leadership is responding to the important internal issues.
12. Considering the changes underway in the company, which of the following best describes your attitude?
13. Overall, how do you rate your job satisfaction today?
14. Compared with a year ago, how would you describe your overall job satisfaction today?
15. Which of the following best describes your desire to stay with the company?
16. What do you find most satisfying about working at the company?

All these questions develop a specific link to the egoistical self and play an important role in developing the self-concept, and thus it established the link with the intrinsic part of the individual, which may add or subtract

The five variations of agree, disagree have been used as an option for the answers for the above questions. Following answers were received from the respondents on the above questions.

Questionnaire		Part 2-B	8	9	10	11	
INDUSTRY	COMPANY	INTERVIEWEE					
Banking	Citibank N.A	Middle Level manager	Strongly Disagree	Agree	Strongly Agree	Strongly Agree	Strongly Agree
		Top Level Manager	Agree	Neutral	Agree	Agree	Agree
Banking	United Bank Ltd.	Middle Level manager	Agree	Agree	Agree	Agree	Strongly Agree
		Top Level Manager	Agree	Agree	Agree	Agree	Agree
Telecom	Al-Warid	Middle Level manager	Strongly Agree	Agree	Agree	Agree	Strongly Agree
		Top Level Manager	Strongly Agree	Strongly Agree	Agree	Agree	Strongly Agree
Telecom	Mobilink	Middle Level manager	Agree	Neutral	Agree	Neutral	Agree
		Top Level Manager	Disagree	Agree	Agree	Agree	Agree
O & G	OMV	Middle Level manager	Neutral	Agree	Agree	Agree	Strongly Agree
		Top Level Manager	Agree	Strongly Agree	Agree	Agree	Strongly Agree
O & G	Shell	Middle Level manager	Agree	Agree	Agree	Neutral	Agree
		Top Level Manager	Agree	Strongly Agree	Agree	Agree	Agree

Table 3.4

Questionnaire		Part 2-C	15	16	17	18	
INDUSTRY	COMPANY	INTERVIEWEE					
Banking	Citibank N.A	Middle Level manager	Strongly Agree	Strongly Agree	Strongly Agree	Neutral	Ent
		Top Level Manager	neutral	Agree	Disagree	Disagree	Wil
Banking	United Bank Ltd.	Middle Level manager	Strongly Agree	Agree	Agree	Agree	Ent
		Top Level Manager	Agree	Agree	Agree	Agree	Ent
Telecom	Al-Warid	Middle Level manager	Agree	Strongly Agree	Strongly Agree	Agree	Ent
		Top Level Manager	Strongly Agree	Strongly Agree	Agree	Agree	Ent
Telecom	Mobilink	Middle Level manager	Agree	Agree	Neutral	Disagree	Wil
		Top Level Manager	Strongly Agree	Agree	Agree	Neutral	Ent
O & G	OMV	Middle Level manager	Neutral	Agree	Agree	Agree	Ent
		Top Level Manager	Agree	Agree	Agree	Agree	Ent
O & G	Shell	Middle Level manager	Agree	Neutral	Agree	Disagree	Wil
		Top Level Manager	Agree	Agree	Agree	Agree	Ent

Table 3.5

In all the psychological dimension as seen in the literature review another very important fact that contributes to the work performance are the work stressors.

The findings were based on the following questions:

1. How hectic is your job? If this measure leaves a psychological satisfaction within you as a person:
2. What is the degree of freedom from conflicting demands made by others?
3. What is the degree of skill discretion (learning new things, level of skill and doing things over and over”)?
4. What is the degree of decision authority (freedom to decide how to do the job and how much say a worker has about what happens in the job, impediments from different stakeholders?
5. In your opinion what is the degree of your lack of control?
6. In your opinion what is the degree of your lack of work support?

Part 3		1	2	3	4	5	
COMPANY	INTERVIEWEE						
Citibank N.A	Middle Level manager	Very Hectic	ok	Little	Much	Ok	Little
	Top Level Manager	Neutral	ok	Ok	Much	Very Little	Very Little
United Bank Ltd.	Middle Level manager	Neutral	Ok	Very Much	Much	Little	little
	Top Level Manager		Much	Much	Much	Ok	little
Al-Warid	Middle Level manager	Hectic	ok	Very Much	Much	Ok	Little
	Top Level Manager	Very Hectic	Much	Much	Much	Little	Very Little
Mobilink	Middle Level manager	Neutral	Ok	Ok	Ok	Ok	Ok
	Top Level Manager	Hectic	Much	Ok	Much	Very Little	Ok
OMV	Middle Level manager	Hectic	Much	Much	Ok	Ok	Little
	Top Level Manager	Neutral	Much	Much	Much	Little	Very Little
Shell	Middle Level manager	Neutral	Much	ok	ok	Little	ok
	Top Level Manager	Neutral	Much	Much	Very Much	Very Little	Little

Table. 3.6

The Self Esteem tool that was utilize over here has global acceptability and has been developed by Morris Rosenberg. The reliability of the test has been established through internal consistency. According to the English version, Cronbach Alpha = .78 .

The assessment has been done according to the following criteria:

Scale Item I: Two or three positive responses are considered positive.

I feel that I am a person of worth, at least on an equal basis with others. R

I feel that I have a number of good qualities. R

All in all, I am inclined to feel that I am a failure.

Scale Item II: One or two positive responses is considered positive.

I am able to do things as well as most other people. R

I feel I do not have much to be proud of.

Scale Item III:

I take a positive attitude toward myself. R

Scale Item IV:

On the whole, I am satisfied with myself. R

Scale Item V:

I wish I could have more respect for myself.

Scale Item VI:

One or two positive responses is considered positive.

I certainly feel useless at times.

At times I think I am no good at all.

Following Response Categories Have Been Used

Strongly agree

Agree

Disagree

Strongly disagree

In this scale, a response of Agree or Strongly Agree has been considered positive, unless an R, in which case a response of Disagree or Strongly Disagree is scored as positive, follows the item.

1. I feel I'm a person of worth, at least on equal basis with others.
2. I feel that I have a number of good qualities.
3. All in all, I'm inclined to feel that I'm a failure.
4. I'm able to do things as well as most other people.
5. I feel I don not have much to be proud of
6. I take a positive attitude towards myself
7. On the whole I'm satisfied with myself
8. I wish I could have more respect for myself.

Questionnaire		Part 4	1	2	3	4	
INDUSTRY	COMPANY	INTERVIEWEE					
Banking	Citibank N.A	Middle Level manager	Stongly Agree	Strongly Agree	Strongly Disagree	Strongly Agree	Str
		Top Level Manager	Agree	Agree	Strongly Disagree	Strongly Agree	Str
Banking	United Bank Ltd.	Middle Level manager	Agree	Agree	Disagree	Agree	Dis
		Top Level Manager	Agree	Agree	Disagree	Agree	Dis
Telecom	Al-Warid	Middle Level manager	Strongly Agree	Agree	Strongly Disagree	Agree	Dis
		Top Level Manager	Strongly Agree	Strongly Agree	Disagree	Agree	Dis
Telecom	Mobilink	Middle Level manager	Agree	Agree	Disagree	Agree	Dis
		Top Level Manager	Agree	Agree	Disagree	Strongly Agree	Dis
O & G	OMV	Middle Level manager	Strongly Agree	Strongly Agree	Strongly Disagree	Strongly Agree	Dis
		Top Level Manager	Strongly Agree	Strongly Agree	Strongly Disagree	Agree	
O & G	Shell	Middle Level manager	Agree	Agree	Strongly Disagree	Agree	Dis
		Top Level Manager	Strongly Agree	Agree	Strongly Disagree	Agree	Dis

Table 3.7

Questionnaire Part 4			8
INDUSTRY	COMPANY	INTERVIEWEE	
Banking	Citibank N.A	Middle Level manager	Strongly Disagree
		Top Level Manager	Strongly Disagree
Banking	United Bank Ltd.	Middle Level manager	Disagree
		Top Level Manager	Disagree
Telecom	Al-Warid	Middle Level manager	Strongly Disagree
		Top Level Manager	Strongly Disagree
Telecom	Mobilink	Middle Level manager	Disagree
		Top Level Manager	Strongly Disagree
O & G	OMV	Middle Level manager	Disagree
		Top Level Manager	Disagree
O & G	Shell	Middle Level manager	Disagree
		Top Level Manager	Disagree

Table 3.8

3.5.2 Life Stress Indicators

About 30% of the respondents indicated recent life crisis where no growth in their organizations was putting them under a lot of stress, which has been identified as one of the major causes of poor work performance.

3.5.3 Belief Inventory

The belief inventory tested the personalities and beliefs of the respondents so as to validate the responses. The problem of should and do is very relevant over here, where people might give responses which they should do rather than answer what they do actually. The belief inventory is quick questionnaires that establishes and links beliefs of the respondents.

- (A) It is an absolute necessity for an adult to have love and approval from peers, family and friends. In fact, it is impossible to please all the people in your life. Even those who basically like and approve of you will be turned off by some behaviors and qualities. This irrational belief is probably the single greatest cause of unhappiness.
- (B) You must be unfailingly competent and almost perfect in all you undertake. The result of believing you must behave perfectly are self blame and inevitable failure, lowered self esteem, perfectionist standards applied to mate and friends, and paralysis and fear at attempting anything.
- (C) Certain people are evil, wicked, and villainous, and should be punished. A more realistic position is that they are behaving in ways, which are anti-social or inappropriate. They are perhaps stupid, ignorant or neurotic, and it would be well if their behavior could be changed.
- (D) It is horrible when people and things are not the way you would like them to be. This might be described as the spoiled child syndrome. As soon as the tire goes flat the self-tank starts: “why does this happen to me? Damn, I can’t take this. It’s awful. I’ll get all filthy”. Any inconvenience,

problem or failure to get your way is likely to be met with such awfulizing self-statements.

- (E) External events cause most human misery-people simply react as events trigger their emotions. A logical extension of this belief is that you must control the external events in order to create happiness and avoid sorrow. Since such control has limitations and we are at a loss to completely manipulate the wills of others, there results a sense of helplessness and chronic anxiety ascribing unhappiness. While you may have only limited control over others, you have enormous control over your emotions.
- (F) You should feel fear or anxiety about anything that is unknown , uncertain or potentially dangerous. May describe this as, “a little bell that goes off and I think ought to start worrying”. They begin to rehearse their scenarios of catastrophe. Increasing the fear or anxiety in the face of uncertainty makes copes more difficult and adds to stress. Saving the fear response for actual, perceived danger allows you to enjoy uncertainty as a novel and exciting experience.
- (G) It is easier to avoid than to face life difficulties and responsibilities. There are many ways of ducking responsibilities: I’m no longer interested – but not tonight.. I’d like to get another job, but I’m just too tired on my days off to look... A leaky faucet won’t hurt anything. We could shop today, but the car is making a sort of funny sound.
- (H) You need something other or stronger or greater than yourself to rely on. This belief becomes a psychological trap in which your independent judgment and the awareness of your particular needs are undermined by a reliance on higher authority.
- (I) The past has a lot to do with determining the present. Just because of you were once strongly affected by something that does not mean that you must continue the habits you formed to cope the original situation. Those old patterns and ways of responding are just decisions made so many times they have become nearly automatic. You can identify those old

decisions and start changing them *right* now. You can learn from past experience, but you don't have to be overly attached to it.

- (J) Happiness can be achieved by inaction, passivity and endless leisure. This is called the Elysian Fields syndrome. There is more to happiness than perfect relaxation.

The scoring has been done on a scale from 1-10, where a respondent getting more points has tendency towards that particular attribute.

Chapter 4

4. Analysis

The importance of work was never understood and how it affects life has been proved by many studies, where individuals are facing double the stress today as compared to years before. The relationship of work to personal identity, self esteem and function is well understood now. This link does not have to have a totally positive or a totally negative relationship rather the affects can be small, but the repercussions can sometimes leave ever lasting marks. High work/life conflicts can have affects on performance, especially those of the managerial level, which may not be as vivid as something like absenteeism. But substance abuse and other related problems which maybe hidden from the world but can cause immense personal warfare within one's self. In all the results we have seen that the affects may be minute but daily these small things are giving them problems through out.

In order to understand this impact the responses, which have been gathered, would be studied separately and then its impact would be analyzed.

4.1 Job Satisfaction Dimension

If we consider the stress levels across all the industries, results have brought to light many interesting developments in the business world of Pakistan. It has been observed that in different industries problems and their causes are entirely different but the symptoms of the work/life psychological problems have been the same.

Before we study these stress levels industry wise we see the general levels of stress for the middle level managers and the top-level managers.

The Stress levels across middle level managers showed that about 33% are very often stressed out. About 50% of them are often stressed out where as the results show that 17% of them are not affected by stress much.

Level	Often	Very Often	Not Often
Top Level Manager	4	1	1
Middle Level Manager	3	2	1

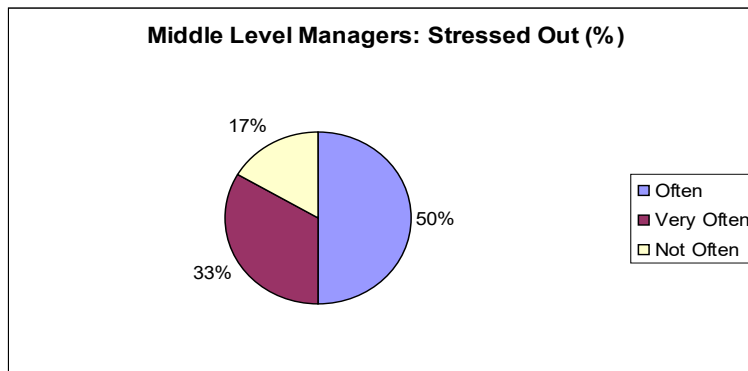


Fig.4.1. Stress Level of Middle Level Managers

In the top management strata we see that there are only about 17% of the managers who are very stressed often but about 65% of respondents answered that they are only often stressed all the time during the month.

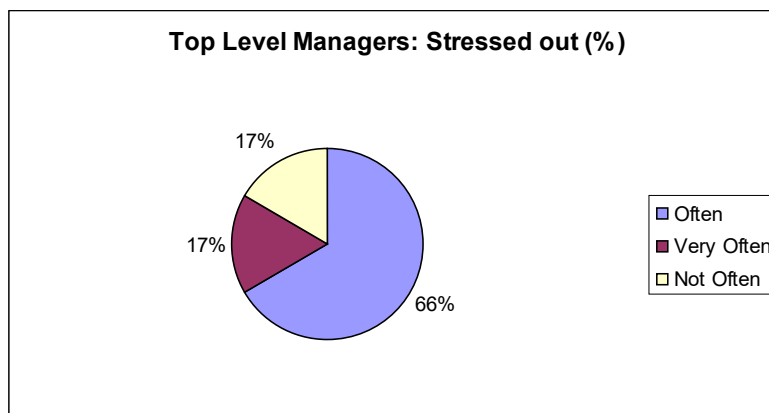


Fig.4.2. Stress Level Managers

In the banking sector for the middle management we can conclude that results came out as 50%. Whereas we see that in the areas where the growth is very new, stress is considered a challenge. In the Oil& Gas industry it has been observed that stress is more

passive. Same is the case with the Top-level management, but more or less they are more satisfied than the middle management.

In the banking sector, either the top level managers responded that they were often stressed out or very often stressed out. But stress is always there which is pushing them off the limits all the time.



Fig 4.3. Results of frequency of Stress

The graph clearly shows that stress levels are extremely high in the telecommunication industry also although managers in the telecom industry have also responded that this stress recently has played a positive role for them. The surprising thing was that people are not all that stressed and the reasons, which are being cited for this is the fact that Oil & Gas industry has a very stable environment.

At the middle level management, one of the managers in the banking responded that he was not under stress often, which we can attribute to his personality and self identity which would be linked further in the analysis of the individual later. The other individual responded that he was under stress often. But in the case of the telecommunication

industry the middle level managers are either stressed or very stressed out. Although this is a growing industry but due to heavy work load and job demands, stress is becoming a constant for them as well. In the Oil & Gas industry again in the middle level has been cited as often where the expectation should have been low.

This is quite contradictory and we have to analyze the other factors, which are a cause of this stress.

But the reasons for this high level of stress can either be personal or professional. The findings show that most there is a combination of both the personal and official stress, which in turn affects their work/life balance and their work performances.

Reasons for Stress			
Level	Personal	Official	Both
Top Level Manager	0	3	3
Middle Level Manager	1	2	3

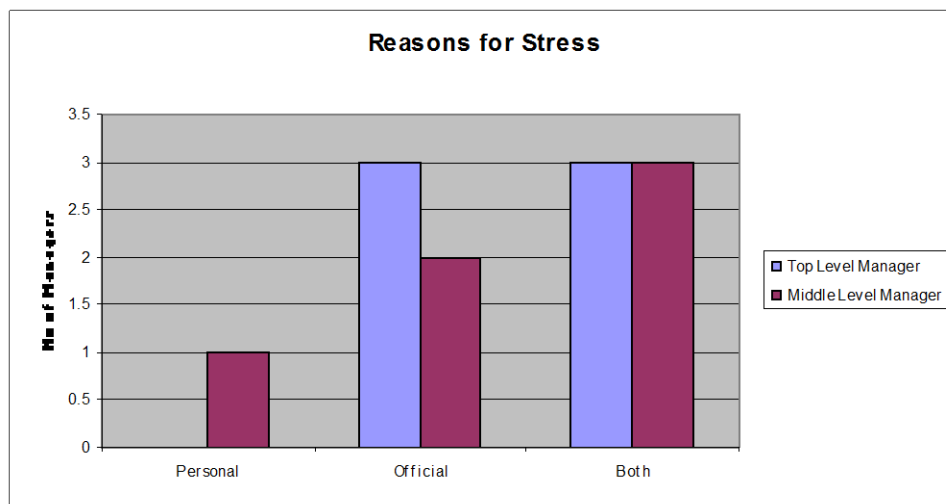


Fig.4.4. Reasons for Stress

Across the board in all the industries it has been observed that the stress level has been very high where official and personal reasons both are responsible for this level of stress. About 40% of the respondents replied that both reasons are responsible for this high level of stress and the other 40% of them responded that stress was due to the official reason. Whatever the cause this is becoming a part of everyday routine, which is very frustrating for many people until they learn to deal with it.

Analyzing the reasons Industry wise for the top managers the following graph gives us a clear picture.

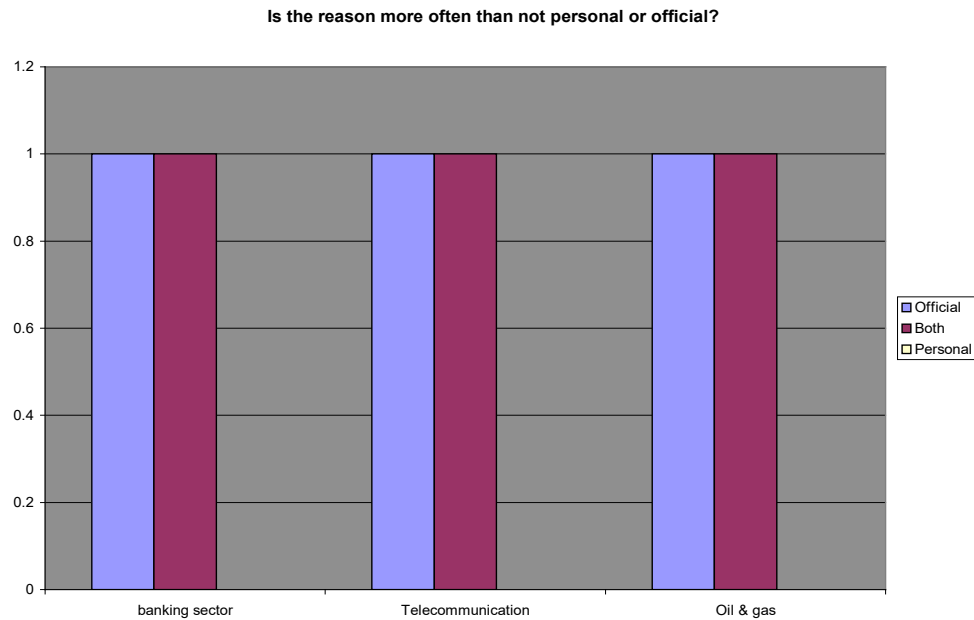


Fig. 4.5. Top-level Managers

In the top-level management in every industry 50% of the people have responded that the reasons are both personal and official and exact 50% have responded that reasons are official alone. This presents the first support to the theory as to how much affect work is having on our lives.

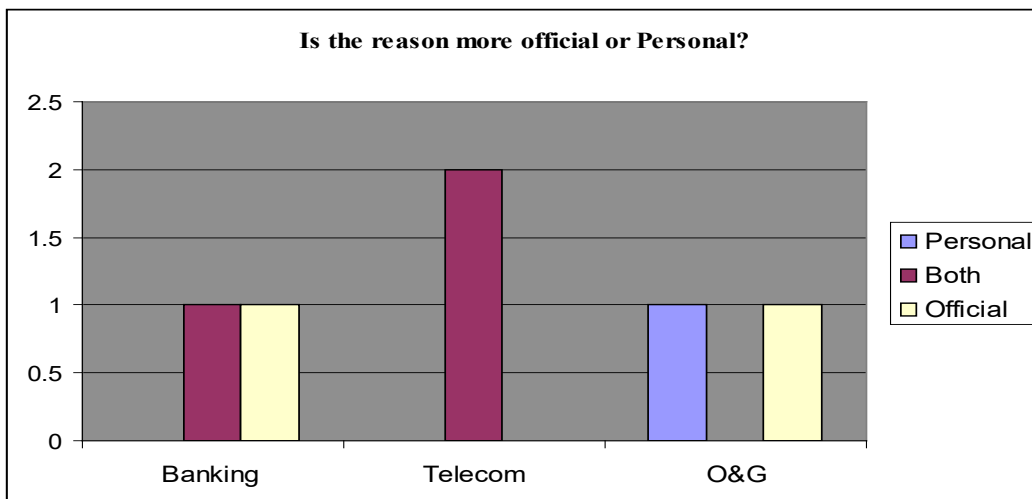


Fig. 4.6. Reasons for Stress

The affect of the stress or negative work outcomes on an individual's performance was also studied.

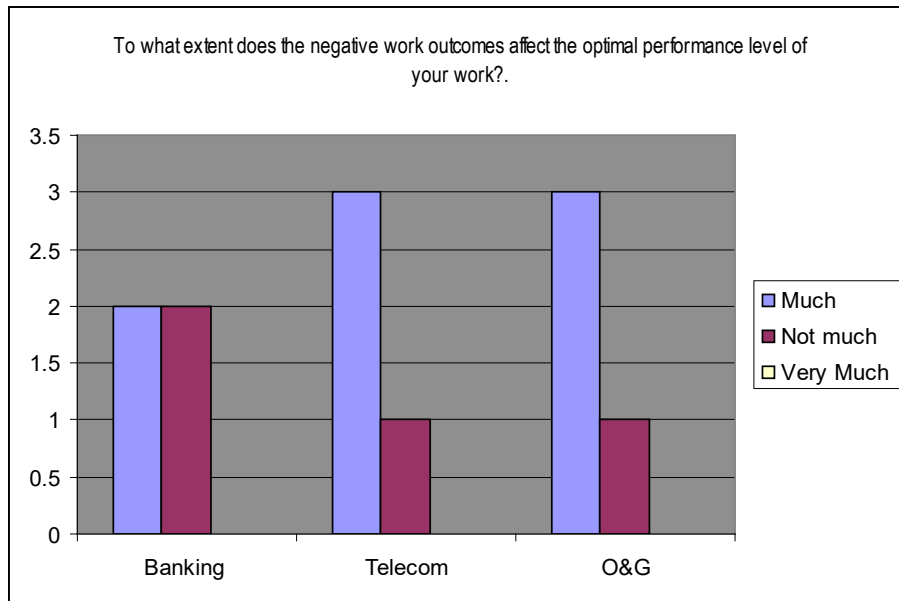


Fig. 4.7 Affects on Work

The above graph shows that most of these managers tried their best not to let their work be affected by these stresses or any negative work outcomes. But most of them agreed they couldn't separate their disappointments from themselves and continue to work whole-heartedly. Their work performance was not itself an issue but the psychological warfare is high and concentration becomes difficult, which obviously is very stressful for any individual. In the banking sector the results turned out to be 50% where half of them said that no matter how upset they are or disappointed, they do not let their work be affected but the other half responded that their work either gets late or the quality of work might suffer. But surprisingly telecom industry has shown that the disappointments are high where the highs of winning are also very high. About 75% of them responded that their work quality suffered because of stress or any negative work outcome. Same is the case with Oil & Gas Industry.

Social status and quality of lives have become very important to people. Some people are trying to come up to a certain level of living and if not achieved can present within them a psychological warfare which may not be good for them mentally or physically both. The same was evaluated and the results can be very clear across different industries across the board.

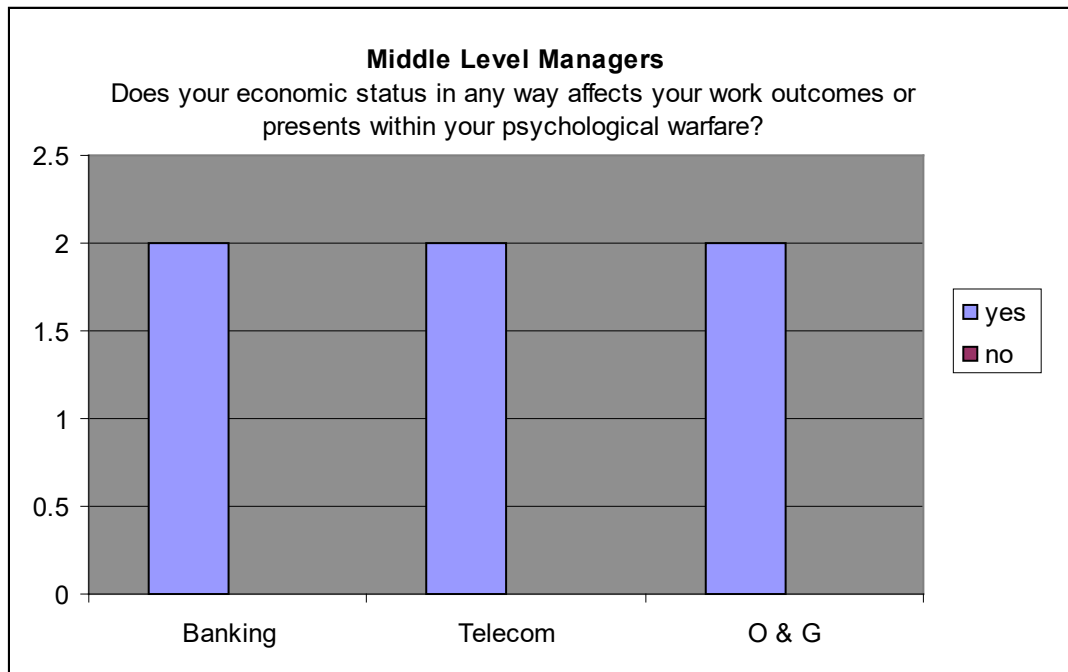


Fig. 4.8. Economic Status and Psychological Warfare

In all the three industries, we can see that the results were 100%. People are never satisfied at whatever they have which is termed both good and bad. It has been generally seen that the middle level management all the industries want more growth. Where 50% responded that they were not rewarded fairly both in terms of status growth and pays. The middle level management in the Oil & Gas industry attributed their frustrations more to a passive environment. And the management of the telecom industry was challenging, but there is lot of middle level management rivalry especially at Warid telecom where as at Mobilink it has been felt that the company as a whole is not compensating them according to the industry standards. In the banking sector, pays are much less

comparatively where its difficult to make the ends meet and this is becoming a major dissatisfaction.

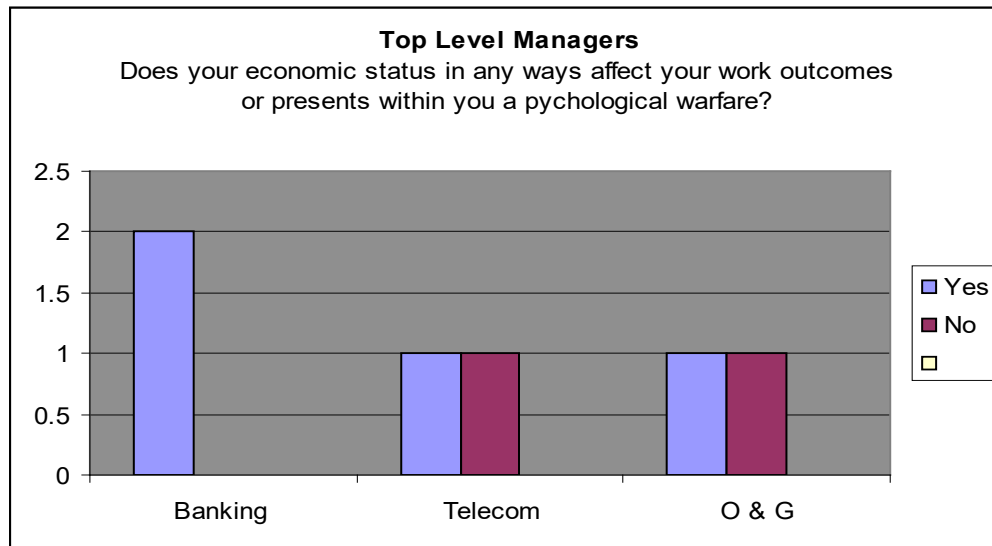


Fig. 4.9. Economic Status and Psychological Warfare

As the case for the middle level management in the telecom industry, the results show that in the banking sector, psychological warfare is high despite the fact due to a growing industry where challenge is high to rejuvenate a maturing industry.

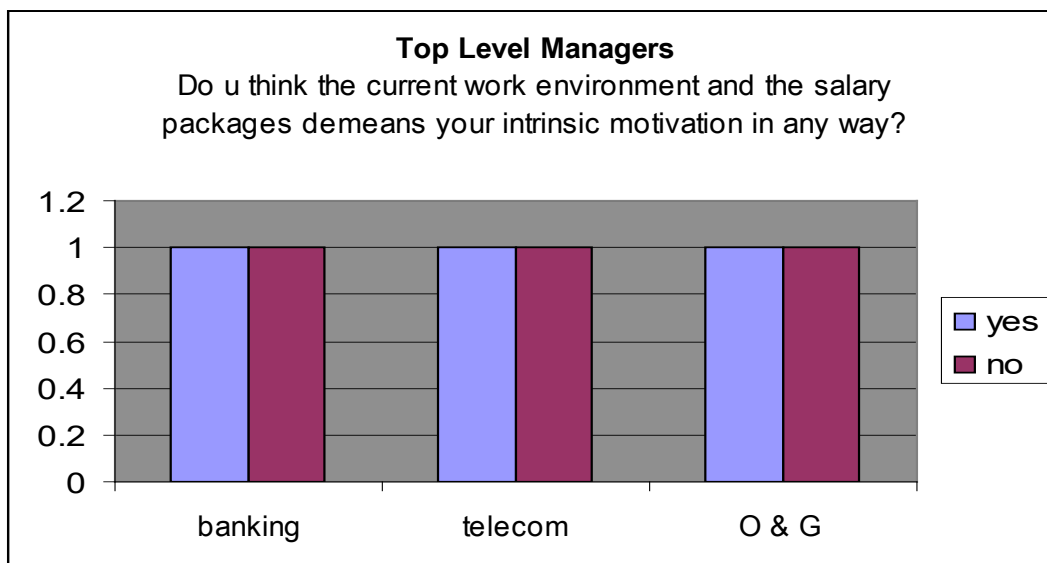


Fig. 4.10. Compensations affecting Motivation

In order to develop understand the link between job frustration and human psychological factors it was important to know whether the current pay scales or the over all compensation package demeans the individual in any way. People are more or less satisfied in the top strata where the challenges are much more.

The psychological warfare and intrinsic motivation is at an all time low in the banking industry as per the top-level managers of the two of the leading banks of Pakistan. The reason is the same that people feel that they are not duly rewarded for their work. Results were 50% for the other two industries and reasons can be an exception or personal in these 50% cases.

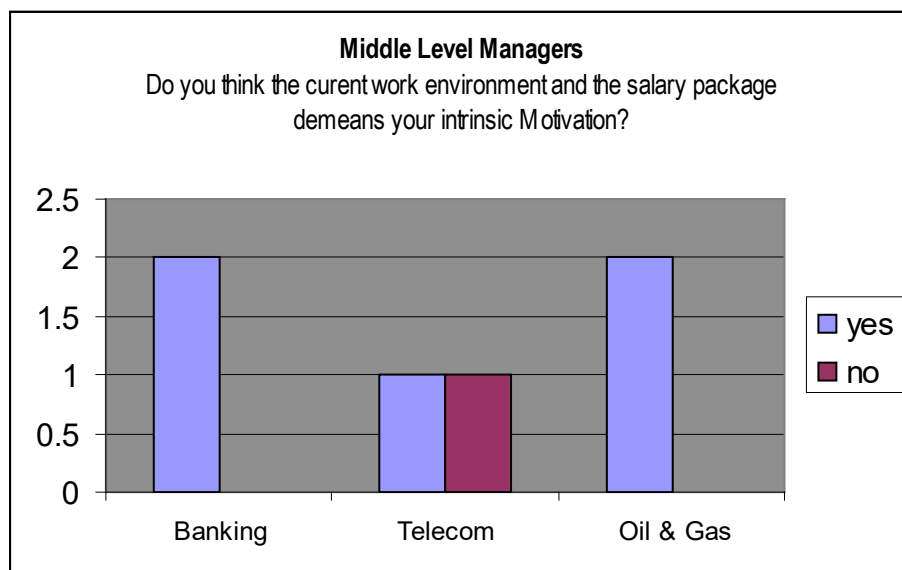


Fig: 4.11. Compensation Affecting work motivation (2)

The results show that the top-level managers are more satisfied than the middle level managers where all the middle level managers for banking and Oil & Gas responded that they are not happy or satisfied with their current work environment.

It was important to understand that whether the current work was providing the people with the experienced meaningfulness for what they want to do in life.

The following graph shows that the middle level management shows that the banking industry is very challenging and is stimulating and motivating people although much is dependent on the individual himself.

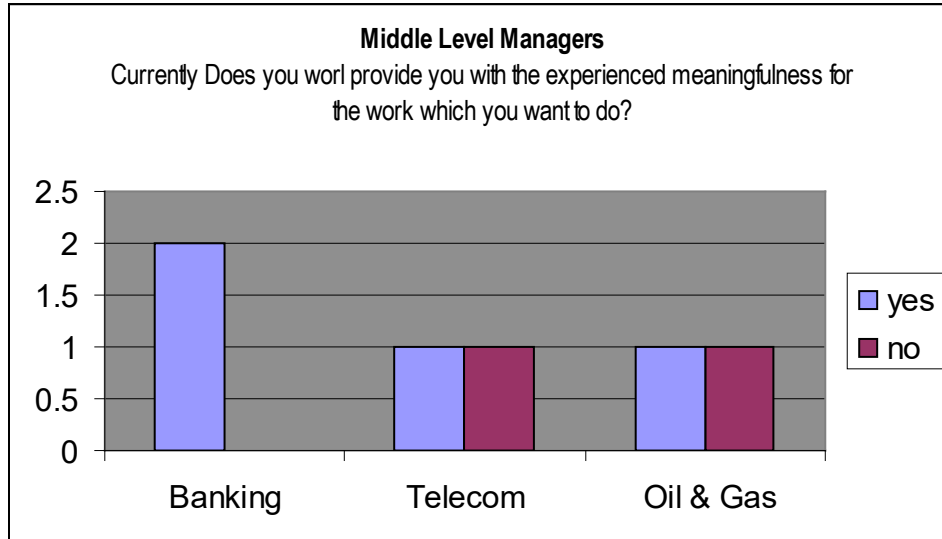


Fig. 4.12. Experienced Meaningfulness of Work

But in the telecom industry, a company is facing a lot of attrition and competition because of the addition of new multinationals in the industry. Despite the fact that the packages are not all that bad but the new competition is coming up more attractive packages and is creating insecurity in the employees as a result is causing stress for the employees which falls under the official category.

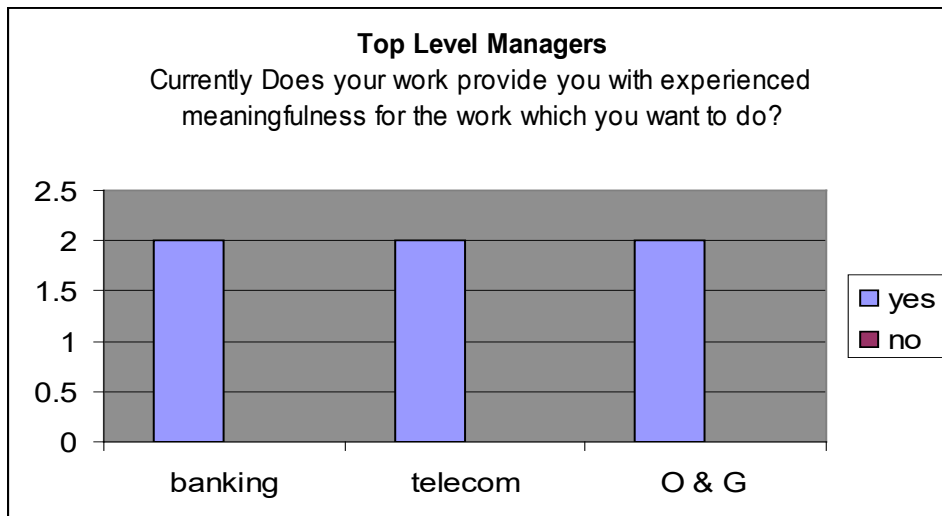


Fig. 4.13. Experienced Meaningfulness of Work (2)

Here the top managers are again more satisfied as compared to the middle level managers in all the three industries. The reason for this is that in top level management individuals have met their self esteem needs and are in a better position to work and make decisions according to their own choices and as a result satisfaction in this way is high but challenges and stresses due to growing demands and low work life balances affect the state of minds which as proven by research can cause burnout and other hysterias in individuals which is harmful for human life.

As 50% to 75% individuals have responded that the stress they are going through is either due to totally official reasons or due to both personal and official reasons. In order to understand the root cause the organizational factors that affect human behavior have to be understood as well. Most of the individuals across all the industries responded that they are optimistic about the future of the company, but about 30% of the managers in the middle level category responded that they were only neutral about staying with the company any more, whereas only 10% of them responded that they weren't committed to stay with the company anymore.

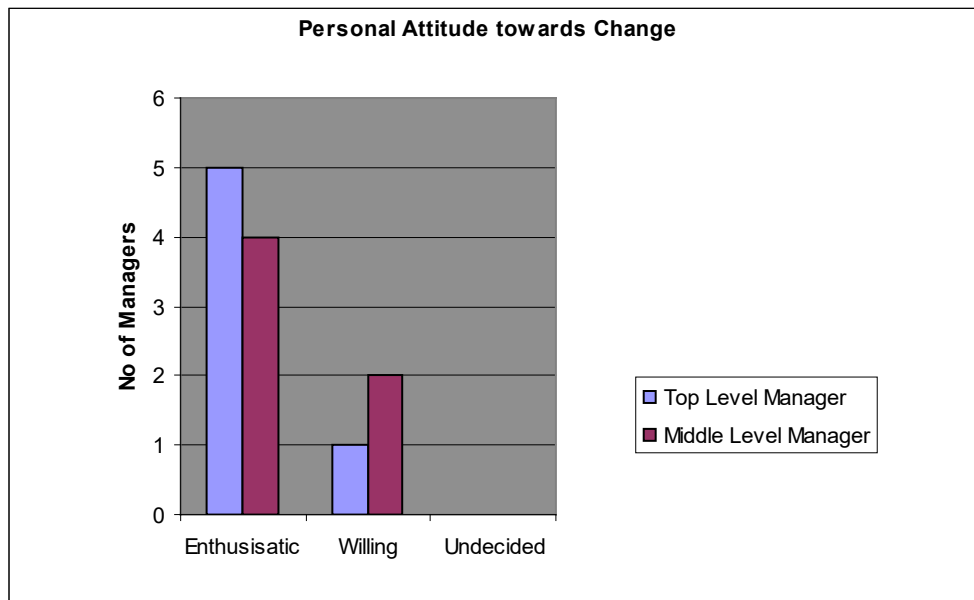


Fig. 4.14. Personal Attitude towards change

It can be assumed from the results that the individuals in the banking sector are enthusiastic about staying in their companies, provided the right career progression is provided to them. Same is the case in the other companies and sectors. In the telecom

sector, Warid Telecom is a new company so the morale is high and challenges are high too. Mobilink has recently under gone recent organizational development where the career progression plans have improved for the company overall.

In the Oil & Gas sector, Cross Functional Growth is high in the management level and as a result satisfaction rates are a little better overall, ignoring the exceptions.

The over all job satisfaction results were as follows:

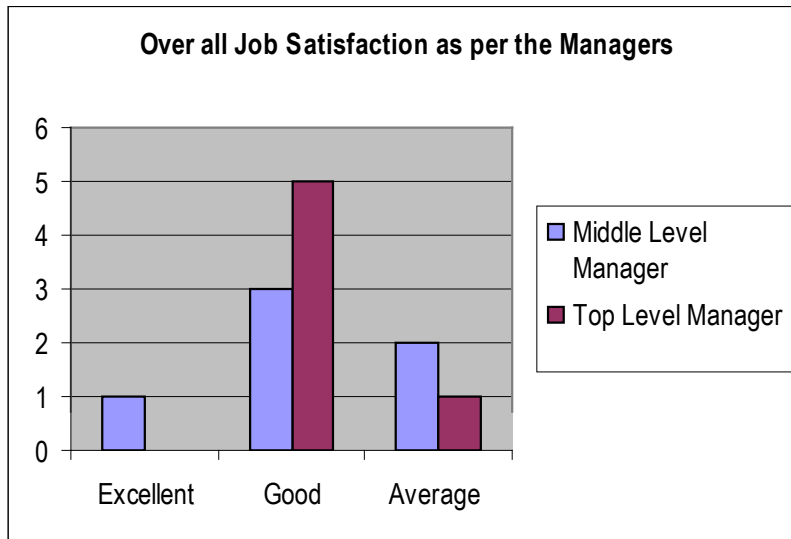


Fig. 4.15. Overall Job Satisfaction

The results show that only one individual that the middle-level manager of Warid Telecom who rated his job satisfaction as excellent and no other. Whereas the results for other top managers were divided. The interesting note over here is that one middle level manager of the telecom industry for one company is rating his job satisfaction as excellent whereas other middle level manger of the other company in the telecom industry is rating it only average and not even good. To understand this further questions were asked as the later company is more established as per now. What has happened over here is typical example of new competition entry the market where employees working in the old companies are feeling demoralized. Now is the crucial time to retain good human resource for the company other wise Mobilink might loose their competitive advantage to Warid Telecom and Telenor.

When we look at the results and measures we see that the workload seems to be quite hectic in the banking sector.

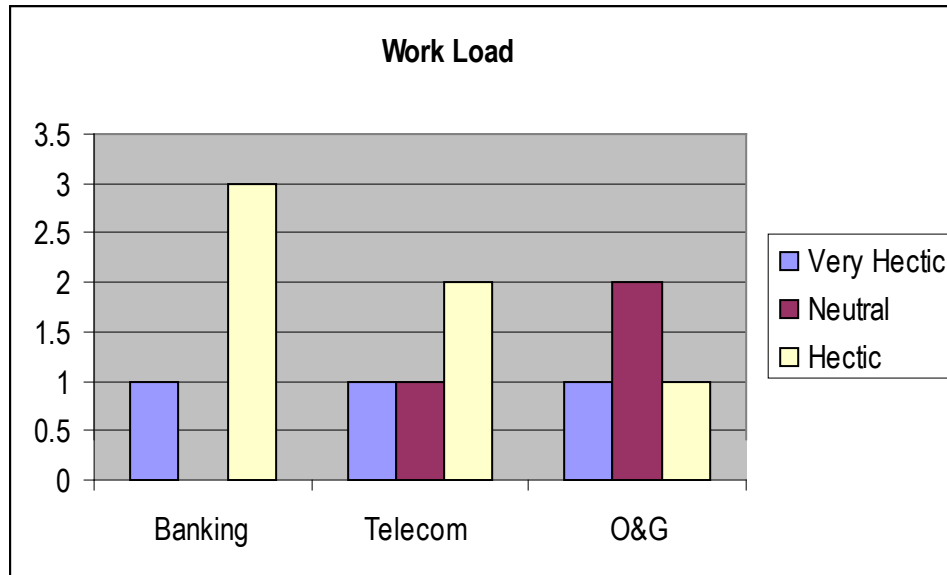


Fig. 4.16. Work load

If we look at the graph we find that the workload is the heaviest in Banking and Telecom. Reason is obvious enough that the growth and challenges are enormous. But the interesting that was found especially in the banking sector was that it has become more of a culture. People, especially the top-level management works for 16 hours a day. It has rather become a norm to keep meetings late at night for the recent figures to come in which is affecting the work life balance of every one, now matter how enthusiastic they are about their jobs, and this is definitely pushing them towards the edge. Same is the case with the telecom industry, where it has become a culture to sit late and work and thus all the scheduling is done accordingly.

If we look at the other work stress measure, discretion to take decisions and the ability and environment for learning makes a huge difference to the employee productivity.

4.2 Final Word

The other tests and results indicated that about 50% of the people did indulge in some of kind of substance abuse like over eating and heavy smoking, especially people in the banking and the telecom sector. The personality test according to the belief inventory showed that people who were high on score A, that is the need for approval from peers and family were easily pressured and stressed out. People who thought that they were

very competent and were still having problems in their performance, when tested through the belief inventory came out only moderate in the competency level that was proved through the 100 statements of fact, which were put to test.

In almost 80% of the cases as the results showed that personalities showed a distinctive role in the responses to the different situations and handling of the external matters were intrinsic to different individuals as well.

All in all, it has been noticed that the affects are subtle, but self esteem, stress indicators, and the environmental changes affect morale, health, mental concentration that may directly not affect the performance at that point in time, but can cause psychological warfare within any individual. These affects produce negative emotions such as fear, anxiety, and prejudice as well, which in turn affects individual's work motivation. The results of the dimension 'F' of the inventory belief show that 66% of the people were moderate to high on the fear of the uncertainty that is currently prevailing in their work life balances.

As the results for the substance abuse show that most of these people are not happy and aware of these habits but are helpless to do anything about it as they feel that they have other problems on their head. This problem for some people may lay dormant all their lives as in case of cigarette smoking, which was one of the major substance dependence for most of the respondents. But for some it can have a far reaching affects, some people if unable to control it feel that they lack control and might stop believing in themselves as productive individuals. In addition to affecting, physical, emotional, social well being, these people have started to have increasing relation problems. The link shows that whoever said that they have this substance abuse problem have over the years become a little short tempered and have a few problems in their relationships which were not all that big.

Right now, as mentioned before the psychological warfare makes life difficult for individuals and the dissatisfaction at work cause job stress which is high in our case, job burnout and work quality levels directly whereas emotional and physical well being is affected later, if somebody does not come out of it. If we look at the results collectively we see that the frustration is high in the banking sector especially at the middle level management and we see that it is more prominent in Citibank. Whereas in UBL, the case

is opposite where the middle level management due to the recent organizational development has been rewarded then the senior people who were already there. Same is the case with the telecom industry that although compensations are very good heavy work load is becoming stressful for many employees and their work life balances are being affected especially in the new companies where there is lot of work. In the well established company of the telecom industry there is too much uncertainty and people are being affected that and till now the company's management is not doing anything to elevate it which might eventually result in the downfall of the company.

In the Oil and Gas sector, the company's role in employee satisfaction and morale is much better because of a stable environment.

As mentioned in the above findings that individual personalities have a cause and affect relationship while interacting with the environment, which is much independent on any individual himself. About 20% of the people have different personalities as to that of their professions and due to their own lack of initiative or lack of cognitive understanding cause themselves stress and are unable to come to terms with the changing environment.

Chapter 5

5. Conclusion & Recommendations

5.1 Conclusion

What ever I have learnt till now, I have come to one conclusion and that is the first step is always the personal initiative and then only others can help. In Pakistan, we do not have any platform where companies run programs and trainings to deal with such work life balance problems and stresses. Although it was enlightening to know that OMV does conduct such trainings for its employees and has assigned this role to the immediate supervisors to ensure that an employee's emotional compatibility and mental health is being looked after.

But no other company may it be a top bank or any other company has any specific plans to look after the emotional well being of the employees. Whatever is being done is the initiative of the managers or the people themselves.

In some companies like UBL, Mobilink where the company has recently made permanent many of its contractual staff, there are many documented plans for sabbaticals and other such programs but only few are being implemented. In the Oil and Gas Sector, although they have the benefit of a stable environment, OMV is making a pro-active effort to look after its employees. Even mature individuals of our society need support, other wise they fight their battles, alone, which have ever lasting repercussions for them.

The worst part of the whole story is that individuals especially in Pakistan are not forthcoming about their problems. As such there are no official programs available. Although people do realize its importance especially in the growing sectors. In a recent conference in Karachi it was highly stressed that qualified industrial psychology experts could help industrial units, banking and corporate sector organizations in recruitment, resolving problems of their employees, enhancing productivity and understanding consumers' behavior.

The Karachi University Psychology department, at its arts auditorium, where

academicians, psychologists, representatives of industry, banking and corporate sectors spoke on various related themes, organized the seminar on “Role of Psychology in Industry, Organizations and Consumers Behavior”.

Ms Saima Qamar, on the occasion said that several problems relating to behaviour of industrial employees and consumers could be resolved through hiring industrial psychologists, who could also enhance productivity of the workers.

However, she opined that use of industrial psychology and its tools could also bring good results with respect to production and make products more acceptable to consumers by bringing them in consonance with their desires.

Zaheer Baig, Director, Human Resource, at a local textile mill, in his presentation stressed the need for more interaction between varities and industry, saying without coordinating and interacting with each other, academic sector could not benefit the other with its expertise and excellence.

If steps in the right direction are taken then there can be some help available for the individuals where special one-on-one sessions, trainings and workshops can also resolve this problem. Apart from that it is all interlinked, as mentioned before if we can come up with the right planning we can help individuals and performance and productivity can be improved.

In short we can say that we should use psychology to improve our work performance to a much greater extent. As mentioned before we do not realize the effects of psychological problems that can lead to both physical and mental problems.

In this way, we know how to produce results through other is observing behavior. The process divides people into four social styles, which represent patterns of observable behavior. Each style reflects our normal ways of interacting with each other, but does not

limit our behavior. The key is that this is not about the inner self; a social style is simply what a person says or does, so it should be possible, with practice, to identify patterns of behavior in others and ourselves. The way we act with others (our social style) sends a message and this affects how others will respond to us.

“You are what you pretend to be.” Kurt Vonnegut or more correctly, we are what others perceive us to be, especially in a business situation.

While several methodological and conceptual issues make a clear interpretation of the contradictory conclusions reached in studies of debriefing effectiveness more difficult, current conceptualization of recovery resources and the context within which it occurs may be over simplistic. Recovery should be defined as a process, which takes place over time against a backdrop of social and organisational characteristics, and demands which will affect the nature and rate of adaptation and recovery.

Resources designed to assist recovery should be made available over a prolonged period. Moreover, support needs may change in a qualitative manner as survivors work through their reactions in the context of a dynamic recovery environment. Intervention development must accommodate the interaction between the survivor, their experience, and the social-organizational context within which recovery takes place. Support resources should thus be capable of ensuring support availability in a contingent manner over the course of the recovery period. The provision of an isolated intervention is likely to be less effective than previously anticipated.

While the issues discussed above have been implicated as determinants of trauma reactivity and as influencing the quality of recovery, more systematic research is required to clarify the nature of these relationships and their implications for the effectiveness of recovery interventions. Because several of these reflect conditions pertaining within an organization, and which develop over time, a need for organizational level intervention, both with respect to the reduction of problems and the management of reactions, is also indicated.

More research into the nature of the longer-term recovery process is required, as is investigation of the relationship between support needs, support providers, and the nature

and content of support interventions. A need to develop support resources in a manner that facilitates self-help and that sustains or promotes positive perceptions of the experience is also suggested by the literature.

The important issue here is developing a realistic and comprehensive understanding of work-related trauma reactivity and recovery processes. As this knowledge is accumulated organizations and interventions can evolve in a manner capable of minimizing the development of reactions and assisting recovery and adaptation to diverse demands within complex and dynamic operational and recovery environments.

This significant change in the workplace in recent decades has led to an evolution of the nature and character of work. Our work has identified a six-factor model that revolves around the purpose of work, its moral correctness, autonomy, pleasure at work, recognition and positive relationships. These six factors are correlated with psychological state indicators. However, the factors that best explain psychological well-being are not the same as those that explain psychological distress. Although more research is required in this area before drawing a conclusion, it may be possible that promoting psychological well being at work indicates different interventions from those which aim to prevent mental health disorders.

With respect to organizational effectiveness, this is a concept that is too often restricted to the pursuit of financial success at all costs; generating disastrous consequences for the meaning of work and human existence we assume that a wider representation of organizational performance would authorize managers to set the proper conditions for work to be meaningful. As such, the organizational effectiveness model presents four dimensions that provide a broader measure of organizational effectiveness.

In order to closely understand the perspective we see that there is a lot of work to be done in Pakistan in this field. If we can work for the betterment of our workplace then there is a wider chance that we can produce a much better quality work place.

References

Organizational and Industrial Psychology, Research and Practice, Paul E Spector, University of Florida.

Michael Hannafin, Professor of Instructional Technology Director, Learning and Performance Support Laboratory Research paper on Media learning, University of Georgia.

Kunz, A./Pfaff, D./Pfeiffer, Th. (2000): Balanced Scorecard als Bemessungsgrundlage finanzieller Anreizsysteme: Eine theorie- und empiriegeleitete Analyse der resultierenden Grundprobleme, in: Betriebswirtschaftliche Forschung und Praxis, 52. Jg., Heft 1, S. 36-55.

Kunz, A./Pfaff, D./Pfeiffer, Th. (2000): Zu Risiko und Nebenwirkungen eines Ausbaus der Balanced Scorecard vom Planungs- zum Anreizinstrument, in: krp-Sonderheft 2, S. 129-132.

Kunz, A. H./Pfaff, D. (2002): Agency Theory, Performance Evaluation, and the Hypothetical Construct of Intrinsic Motivation, in: Accounting, Organizations and Society, Vol. 27, S. 275-295.

Jzen, I., & Fishbein, M. (1980). Understanding attitudes and predicting social behavior. Englewood Cliffs, NJ: PrenticeHall.

Arvey, R.D., Bouchard, T.J., Jr., Segal, N.L. & Abraham, L.M. (1989). Job satisfaction: Environmental and genetic components. Journal of Applied Psychology, 74, 187-192.

Ashford, B.E. & Mael, F. (1989). Social identity theory and the organization. Academy of Management Review, 14(1), 20-39.

Atkinson, J.W. & Birch, D. (1970). The dynamics of action. New York: Wiley.

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37, 122-147.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.

Barnard, C. (1938). *The functions of the executive*. Cambridge, MA: Harvard University Press.

Beach, L.R. & Mitchell, T.R. (1990). Image theory: A behavioral theory of decision making in organizations. In B. Staw & L.L. Cummings (Eds.), *Research in Organizational Behavior*. JAI Press, Inc.

Becker, T.E. (1992). Foci and bases of commitment: Are they distinctions worth making? *Academy of Management Journal*, 35, 232-244.

Brief, A.P. & Aldag, R.J. (1981). The self in organizations: A conceptual review. *Academy of Management Review*, 6, 75-88.

Bowers, K. S. (1973). Situationism in psychology: An analysis and a critique. *Psychological Review*, 80, 307-336.

Cantor, N. & Kihlstrom, J.F. (1985). Social intelligence: The cognitive basis of personality. *Review of Personality and Social Psychology*, 6, 15-33.

Cantor, N. & Kihlstrom, J.F. (1987). *Personality and social intelligence*. Englewood Cliffs, NJ: Prentice-Hall.

Cattell, R.B. (1965). *The scientific analysis of personality*. Baltimore, MD: Penguin.

deCharms, R. (1968). *Personal causation: The internal affective determinants of behavior*. New York: Academic Press.

Deci, E.L. (1975). *Intrinsic motivation*. New York: Plenum.

Etzioni, A. (1975). *Comparative analysis of complex organizations*. New York: MacMillan Publishing Co.

Etzioni, A. (1988). *The moral dimension: Toward a new economics*. New York: Free Press.

Festinger, L. (1957) *A theory of cognitive dissonance*. Stanford, CA: Stanford University Press.

Foot, E. (1951). Identification as the basis for a theory of motivation. *American Sociological Review*, 16, 14-21.

Gecas, V. (1982). The self-concept. *Annual Review of Sociology*, 8, 1-33.

Gecas, V. (1986). The motivational significance of self-concept for socialization theory. In E.J. Lawler (Ed.), *Advances in Group Processes*: 131-156.

Gerhardt, B. (1987). How important are dispositional factors as determinants of job satisfaction -- Implications for job design and other personnel programs. *Journal of Applied Psychology*, 72, 366-373.

Gottfredson, L.S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counseling Psychology*, 28, 545-579.

Graesser, A.C., Woll, S.B., Kowalski, D.J. & Smith, D.A. (1980). Memory for typical and atypical actions in scripted activities. *Journal of Experimental Psychology*, 6, 503-515.

Greenwald, A.G. & Pratkanis, A.R. (1984) The self. In R.S. Wyer & T.S. Srull (Eds), *Handbook of social cognition*. Hillsdale, NH: Earlbaum.

Hackman, J.R. & Oldham, G.R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16, 250-279.

Harvey, O.J., Kelley, H.H., Shapiro, M.M. (1957). Reactions to unfavorable evaluations of the self made by other persons. *Journal of Personality*, 25, 393-411.

Higgins, E.T., Klein, R.L., & Strauman, T.J. (1987). Self-discrepancies: Distinguishing among self-states, self-state conflicts, and emotional vulnerabilities. In K. Yardley & T. Hones (Eds.), *Self and identity: Psychosocial contributions*: 173-186. New York: Wiley.

James, W. (1890). *The principles of psychology*. New York: Holt.

Jones, E.E. (1990). *Interpersonal perception*. New York: W.H. Freeman.

Jones, E. E., & Nisbitt, R. E. (1971). *The actor and the observer, divergent perceptions of the causes of behavior*. Morristown, NJ: General Learning Press.

Kanfer, R. (1990). Motivation and individual differences in learning: An integration of developmental, differential, and cognitive perspectives. *Learning and Individual Differences*, 2, 219-237.

Katz, D., & Kahn, R.L. (1978) *The social psychology of organizations*. New York: Wiley.

Kelly, H.H. (1971). *Attribution in social interaction*. Morristown, NJ: General Learning Press.

Kelman, H. (1958). The induction of action and attitude change. In G. Nielson (Ed.), *Proceedings of the XIV International Congress of Applied Psychology*: 81-110.

Kihlstrom, J.F. and Cantor, N. (1984). Mental representations of the self. *Advances in Experimental Social Psychology*, 17: 147.

Kihlstrom, J.F., Albright, J.S., Klein, S.B., Cantor, N., Chew, B.R., & Niedenthal, P.M. (1988). Information processing and the study of the self. *Advances in Experimental Social Psychology*, 21: 145-180.

- Korman, A.K. (1970). Toward a hypothesis of work behavior. *Journal of Applied Psychology*, 56, 31-41.
- Lawler, E.E. (1971). *Pay and organizational effectiveness: A psychological view*. New York: McGraw-Hill.
- Locke, E.A. & Henne, D. (1986). Work motivation theories. In C.L. Cooper & I. Robertson (Eds.), *International Review of Industrial and Organizational Psychology*: 1-35. Chichester, England: Wiley.
- March, J. & Simon, H. (1958). *Organizations*. New York: Wiley.
- Markus, H. & Wurf, E. (1987). The dynamic self-concept: A social psychological perspective. *Annual Review of Psychology*, 38, 299-337.
- McClelland, D.C. (1961). *The achieving society*. Princeton, NJ: Van Nostrand Reinhold.
- Mischel, W. (1968). *Personality and assessment*. New York: Wiley.
- Mitchell, T.R. & James, L.R. (1989). Conclusions and future directions. *Academy of Management Review*, 14, 401-407.
- Nisbitt, R.E., & Wilson, T.D. (1977). Telling more than we can know: Verbal reports on mental processes. *Psychological Review*, 84, 231-259.
- O'Reilly, C., III, & Chatman, J. (1986). Organizational commitment and psychological attachment: The effects of compliance, identification, and internalization of prosocial behavior. *Journal of Applied Psychology*, 71, 492-499.
- Pervin, L. A. (1975). *Personality: Theory, assessment & research*. New York: Wiley.
- Pervin, L. A. (1989) *Persons, situations, inter-actions: The history of a controversy and a discussion of theoretical models*. *Academy of Management Review*, 14, 3, 350-360.
- Reisman, David (1961). *The lonely crowd*. New Haven CT: Yale University Press.

Roberts, B.W. & Donahue, E.M. (1994). One personality, multiple selves: Integrating personality and social roles. *Journal of Personality*, 62:2, 199-218.

Rogers, C.R. (1959). A theory of therapy, personality, and interpersonal relationships as developed in the client-centered framework. In S. Koch (Ed.), *Psychology: A study of a science*: 184-256. New York: McGraw-Hill.

Rynes, S., & Lawler, J. (1983). A policy-capturing investigation of the role of expectancies in decisions to pursue job alternatives. *Journal of Applied Psychology*, 68, 620-631.

Schlenker, B.R. (1980). *Impression management: The self-concept, social identity, and interpersonal relations* Monterey, CA: Brooks/Cole.

Schlenker, B.R. (1984). Identities, identification, and relationships. In V. Derlega (Ed.), *Communication, intimacy, and close relationships*. New York: Academic Press.

Schlenker, B. R. (1985) Identity and selfidentification, In *The self and social life*. B.R. Schlenker (ed.), 1599. New York: McGraw Hill.

Schwartz, S.H. & Bilsky, W. (1990). Toward a theory of the universal content and structure of values: Extensions and cross-cultural replications. *Journal of Personality and Social Psychology*, 58, 878-891.

Shamir, Boas (1990). Calculations, values and identities: The sources of collective work motivation. *Human Relations*, 43, 313-332.

Shamir, B. (1991). Meaning, self and motivation in organizations. *Organizational Studies*, 12:3, 405-424.

Snyder, R.A. & Williams, R.R. (1982). Self theory: An integrative theory of work motivation. *Journal of Occupational Psychology*, 55, 257-267.

Staw, B. & Ross, J. (1985) Stability in the midst of change: A dispositional approach to job attitudes. *Journal of Applied Psychology*, 70, 469-480.

Stryker, S. (1980). *Symbolic interactionism: A social structural version*. Menlo Park, CA: Benjamin/Cummings.

Stryker, S. (1986). Identity theory: Developments and extensions. In K. Yardley & T. Honess (Eds.), *Self and Identity*. New York: Wiley.

Stryker, S. & Serpe R. (1982). Commitment, identity salience, and role behavior: Theory and research example. In W. Ickes & E. Knowles (Eds.), *Personality, roles and social behavior*: 119-218. New York: Springer-Verlag.

Sullivan, J.J. (1989). Self theories and employee motivation. *Journal of Management*, 15, 2, 345-363.

Tajfel, H. & Turner, J.C. (1985). The social identity theory of intergroup behavior. In S. Worchel & W.G. Austin (Eds.), *Psychology of intergroup relations*: 7-24. Chicago: Nelson-Hall.

Thorndike, E.L. (1911). *Individuality*. Boston, MA: Houghton, Mifflin.

Tolman, E.C. (1943). Identification and the post-war world. *Journal of Abnormal and Social Psychology*, 38, 141-148.

Beliefs Inventory

Results and findings

Danish Hashym

A	2	low on Peer approval
B	5	mediocre as competent
C	8	high on belief that wicked people
D	8	High on people are things are not the way y
E	4	External events cause human misuse
F	4	fear of the unknown
G	2	very low on procrastination
H	5	moderate for self-reliance
I	0	you believe
J	2	Happiness cannot be achieved

Beliefs Inventory

Results and findings

Amir Chughtai

A	5	
B	7	
C	7	
D	4	
E	1	
F	7	
G	4	
H	6	
I	3	
J	1	

How do you feel about the following statements about the company?

1. I am optimistic about the future of the company.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

2. I am optimistic about my future success with the company.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

3. I am proud to work for the company.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

4. I feel more committed to a career with the company this year than I did a year ago.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

5. I feel that the company cares about its people.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

6. I feel that working for the company will lead to the kind of future I want.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

7. I feel that people get ahead primarily on the merits of their work.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

8. I feel men and women are provided with equal opportunities to fulfill their career potential within the company.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

9. I am satisfied with my understanding of the direction and goals of the company.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

10. I have a clear understanding of how the company's strategy differentiates us from the competition.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

11. I am satisfied with my understanding of how my goals are linked to the goals of the company.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

12. The company is a leader in the industry in important ways.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

13. The company is a strong competitor in key growth areas.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

14. The company's leadership has a clear vision of the future.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

15. Company leadership has made changes that are positive for the company.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

16. Company leadership has made changes which are positive for me.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

17. Company leadership is responding to the important external issues.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

18. Company leadership is responding to the important internal issues.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

19. Considering the changes underway in the company, which of the following best describes your attitude?

- a. I am enthusiastic and personally committed to the changes.
- b. I am willing to go along with the changes.
- c. I am undecided at this time.
- d. I am not in favor of the changes.

20. Overall, how do you rate your job satisfaction today?

- a. Excellent
- b. Good
- c. Average
- d. Fair
- e. Poor

21. Compared with a year ago, how would you describe your overall job satisfaction today?

- a. Much more satisfied
- b. Somewhat more satisfied
- c. Same level of satisfaction as last year
- d. Somewhat less satisfied
- e. Much less satisfied

22. Which of the following best describes your desire to stay with the company?

- a. Strong desire
- b. Moderate desire
- c. Not sure
- d. Weak desire
- e. No desire

23. What do you find most satisfying about working at the company?

24. What do you find least satisfying about working at the company?

25. What could the company do to enhance your satisfaction as a company employee?

Measures

Work Stressors

Psychological Demands

1. How hectic is your job? If this measure leaves a psychological satisfaction within you as a person, please explain.

- a. Very hectic
- b. Hectic
- c. Neutral
- d. Not very hectic

2. What is the degree of freedom from conflicting demands made by others?

- a. Very Much
- b. Much
- c. Ok
- d. Little
- e. Very little

3. What is the degree of skill discretion (learning new things, level of skill and doing things over and over)?

- a. Very much
- b. Much
- c. Ok
- d. Little
- e. Very little

4. What is the degree of decision authority (freedom to decide how to do the job and how much say a worker has about what happens in the job, impediments from different stakeholders)?

- a. Very much
- b. Much
- c. Ok
- d. Little
- e. Very little

5. In your opinion what is the degree of your lack of control?

- a. Very much
- b. Much
- c. Ok
- d. Little
- e. Very little

- 6. In your opinion what is the degree of your lack of work support?**
- a. Very much
 - b. Much
 - c. Ok
 - d. Little
 - e. Very little

Personal Self-Esteem

- 1. I feel I'm a person of worth, at least on equal basis with others.**
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
- 2. I feel that I have a number of good qualities.**
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
- 3. All in all, I'm inclined to feel that I'm a failure.**
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
- 4. I'm able to do things as well as most other people.**
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
- 5. I feel I don not have much to be proud of**
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
- 6. I take a positive attitude towards myself**
- a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

7. On the whole I'm satisfied with myself

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

8. I wish I could have more respect for myself.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

Life Stress Indicators

Please tick any recent life changes if they have occurred

Financial Crisis

Change of Job

No growth in job

Cut in Pay

Increased complication in personal/ professional relations

Mental Stress Indicators

1. Do you as a habit switch to dependence substances if you face these stresses.

2. How Successful are in controlling them? .

- a. Very Successful
- b. Successful
- c. Not successful
- d. Failure

3. How do you suggest that life work balance can be enhanced either by personal initiative or outside help?

TITLE: PERFORMANCE AND PSYCHOLOGY
Questionnaire Part 1

Industry
Functional Position
Age
Marital Status
Education
Household Income
Gender

1. How often do you think in a month you are totally stressed out ?
 - Not often
 - Often
 - Very Often

2. Is the reason more often than not personal or official?

3. To what extent does the negative work outcomes affect the optimal performance level of your work?
 - Much
 - Not much
 - Very Much
 - Others _____

4. Does your economic status in any ways affect your work outcomes or presents within you a psychological warfare?
 - Yes
 - No
5. Do you think with passing years and age your Job satisfaction is decreasing?
 - Yes
 - No
6. What percentage would you give to external events that result in particular performances?

7. Think about any area of work you engage in, from academic work to employed work. Why is it that you feel motivated to complete some tasks and not others?

8. Do you think the current work environment and the salary packages demeans your intrinsic motivation in any way?

9. Name one life time incentive at your job?

10. Are you easily affected by life stresses?

11. How could you use this information to improve your **performance** in these tasks?

12. What personal factors can/ does hinder your daily work sometimes? Can you name some variables?

13. Currently does your work provide you with experienced meaningfulness for the work which you want to do?
