

PSYCHOLOGICAL IMPLICATIONS IN HUMAN RESOURCES PERFORMANCE

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Abstract

With the theme of psychological implications on performance at work (level of involvement, attitude towards work and colleagues) this article is divided into two parts: state of knowledge and practical part. In the conceptual knowledge stage we use the literature. The practical part is based on a quantitative research conducted with the help of a survey among an organization's human resources.

The working hypothesis of the article was based on the fact that a person might not have a good opinion of himself, a person who is not satisfied with himself is unable to engage in activities in the workplace. To sustain our scientific approach some hypothesis testing was conducted both on absolute and relative frequencies and through parametric and nonparametric tests (correlation and hi square test). The most relevant conclusions drawn as a result of research carried out show that a person with low self-esteem does not obtain performance at work.

Keywords: human resources, psychology, self-esteem, performance

JEL: J24, J28

1. Psychology and performance at work

Performance management (Bailey E et al, 2000) has come to signify more than a list of practices with the singular aim to measure and adapt employees in the work place. It is seen as an integrated process in which managers work with their employees to agreed expectations, evaluating and reviewing results. Eckerson described the key performance indicators for an employee. According to his study he must meet the following (Eckerson W, 2009):

1. The fewer KPIs the better.
2. Human resources should understand what KPI means.
3. Users should know how to obtain results.

Hursman (2010) has defined the following five criteria for KPI (effective dependable performance features) (Hursman A, 2010):

- Specific,
- Measurable,
- Affordable,
- Relevant.
- Related to time

KPI may include remaining skills and leadership. Kaplan and Norton (2007) explained the difference between them. Leading indicator is a value that mainly relate to future developments. The second indicator relates primarily to past and outcomes / results, for example, reflects the history and results of actions and processes (Kaplan S, Norton D, 1996).

Waal (2007) suggests that the ability of an employee to see the connection between his work and his strategic objective of the organization is his positive behavior. This is achieved by the formulation and use of personal goals derived from strategy. Uncertainty about the evaluation criteria used for examination purposes diminishes rewarding because employees know in advance what criteria will be used. Identifying the objectives helps improve the

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quality of functional skills and competency profiles. This will result eventually in qualified personnel(Waal A, 2007).

Bohlander suggests the following steps in conducting a performance evaluation(Bohlander et all, 2001):

- 1.scheduling
- 2.preparing for review,
3. conducting the review.

(DDI, 2005) states that a manager must do five things to create a strong employee workforce(Markos S, 2010):

- Align efforts with Strategy Promote and encourage teamwork and collaboration
- Helps people grow and develop
- Provide support and recognition, as appropriate.

2. Psychological implications in human resources performance

2.1. The methodological framework of the research

Goal - the lack of concrete data of how self-esteem increase employee performance necessitated carrying out this research.

Type of research – quantitative

Method-survey

Tool - questionnaire consists of questions focused on knowing the impact of self - esteem on performance, profiling and contouring questions.

The sample consists of 34 people representing human resources within an organization.

The questionnaire comprises of 15 questions of which three of them serve to outline the profile of respondents. The items in the questionnaire present internal consistency, the Cronbach's alpha coefficient consistency has limited the minimum acceptable to 0.70. Data was processed in Excel and SPSS.

Research objectives

- Identifying the self-esteem level of employees,
- Knowledge of respondents attitude towards work,
- Observing the involvement of the employee's assigned by the manager.

Research hypotheses

- Over 50% of research participants are involved in all tasks at work,
- Self - confidence affects their performance of the tasks,
- Complacency occurs as a result of the respondents' knowledge of their qualities.

2.2. The results

We used in the questionnaire a method of scaling called Likert's where respondents were required to submit their agreement / disagreement with a series of statements in the questionnaire. In the table below you can see the score of each item and the overall score. Through the presentation of the results for each item we wanted to achieve all of the objectives in the research methodology.

Table 1. The average score and global items

Item	Score
I'm capable	4.32
I'm a valuable man	4.44
I know my qualities	3.79
I respect myself	4.06
I am a disappointment	2.38

Item	Score
I get involved	4.24
When I get to work I can't wait to go back home	2.68
I do my duties	3.71
I want to work as little as possible	2.12
Involvement	3.76
Satisfied with myself	4.15
I don't think I'm valuable	3
Total score	3.55

Overall score reflects an overall attitude of agreement of respondents, and to present what factors have led to this result we made an interpretation of each average scoring:

- Scoring for the I'm capable item reflects an attitude of agreement.
- Score for the item I'm valuable reflects an attitude of agreement,
- Item number three according to the result shows an attitude of almost agreement,
- Item I respect myself according to their score shows an attitude of agreement,
- Item I am a disappointment on the outcome score reflects an attitude of disagreement,
- Item on the involvement shows an attitude of agreement,
- Scoring item for when I get to work I cannot wait to go back home reflects an attitude of indifference,
- Scoring for the I fulfill my duties show an attitude of almost agreement
- Score for the item I want to work as little as possible is showing an attitude of disagreement,
- Score for involvement showing an attitude of agreement,
- The score for the item I'm satisfied with myself reflects an attitude of agreement,
- Score for the item I am not valuable reflects an attitude of indifference.

To present a more broad image of the psychological implications in obtaining performance in the workplace we calculate the score for psychology and the workplace score.

It can be seen in Table 2.

Table 2. Average score on fields

Item	Score
Self – esteem field	3.79
Work field	3.38

According to these results it appears that the self-esteem shows an attitude of close agreement of respondents while the work field shows an attitude of indifference. Hypothesis testing was done through SPSS. I especially chose the correlation testing method, and absolute and relative frequencies.

H1: Over 50% of research participants are involved in all tasks at work. See Table 3.

Tabelul 3. Involvement in all tasks

		Number	Percent	Valid percent	Cumulative Percent
Valid	indifference	10	29,4	29,4	29,4
	agreement	24	70,6	70,6	100
	Total	34	100	100	

According to the human resources responses: 70% agree with the involvement in activities at work and 30% have an attitude of indifference. The first hypothesis is verified.

- Self - confidence affects doing the tasks,

Table 4. Testing the hypothesis

		Satisfied with themselves	I don't think I'm valuable	I'm capable	I'm valuable	I know my qualities	I respect myself	I am disappointed	I get involved	When I get to work I can't wait to go back home	I do as little as possible	I want to work as little as possible	involve myself
I don't think I'm valuable	Pearson coefficient	-0,032	1	0,038	0,134	-0,525**	0,261	0,231	0,111	0,230	-0,680**	0,473**	-0,026
	Sig. (2-tailed)	0,857		0,830	0,451	0,001	0,137	0,189	0,531	0,191	0,000	0,005	0,884
	N	34	34	34	34	34	34	34	34	34	34	34	33

There is a significant correlation statistically between the independent variable I don't think I am valuable and dependent variables: I know my qualities, I do my duties and I want to work as little as possible. The test is significant for all cases because the amount does not exceed the level of statistical significance admitted. With the first two variables it is negatively correlated, meaning they are inversely proportional. Where the feeling of self-knowledge is declining there is a decline in the sense of knowledge of one's own qualities, and therefore work efficiency.

With the I want to work as little as possible variable it correlates positively and there is a relationship of direct proportionality. Thus, when self-esteem decreases the desire to work decreases, then there is the feeling of running away from tasks and responsibilities. Between low self-esteem and knowledge of qualities is a medium intensity connection, between low esteem and tasks there is still a medium intensity connection, and between low esteem and desire to flee employment is significant linked statistically, but of low intensity.

Pearson's correlation coefficient indicates that confidence has a strong effect on doing the tasks and so the assumption number two is checked.

- Complacency occurs as a result of the respondents' knowledge of their own qualities.

We also use correlation in this situation in order to test the hypothesis above. See Table 5.

Table 5. Testing the hypothesis

		Satisfied with themselves	I don't think I'm valuable	I am capable	I am valuable	I know my qualities
Satisfied with themselves	Pearson Correlation	1	-0,032	-,045	-0,018	0,618**
	Sig. (2-tailed)		0,857	0,799	0,921	0,000
	N	34	34	34	34	34

In this table we can see that the only statistically significant correlation is between complacency and knowledge about their own qualities. There is no correlation for the others because the value is exceeding 0.05. Complacency positively correlated with knowledge of

qualities, they are directly proportional (one increasing together with the other). Between the two variables there is a moderate link. Hypothesis number three is checked. Respondents profiles are shown in Tables 6 and 7.

Table 6. Structure of respondents by age and gender.

		Graduated education				Total
		High school	Post - secondary school	College graduate	Master's degree	
Respondent's age	between 30-39 years's old	1	0	5	4	10
	between 40-49	7	1	5	0	13
	between 50-59	2	2	5	1	10
	Between 60-69	0	0	0	1	1
Total		10	3	15	6	34

According to data in the age group 30-39 years there is a high school graduate, 5 college graduates and 4 with a master's degree. In the category of the 13 people with the age range 40-49 years: 7 have graduated from high school, 5 have completed college studies and one person graduated from post-secondary studies. To see if there is association between variables we used hi square test.

Table 7. Association test

	Value	df	Sig (2-sided)
Pearson	16,913 ^a	9	0,050
Likelihood Ratio	17,776	9	0,038
Linear-by-Linear Association	,546	1	0,460
N of Valid Cases	34		

There is significant association between the variables analyzed statistically and age has a weak influence on education.

3. Conclusion

A man with low self-esteem does not have self-confidence, always considers himself inferior to the people around him, running away from tasks. He believes that he is doing nothing well and gradually he no longer sees any quality in himself, but only flaws. This individual can cause damage both to the organization and to his work colleagues. A competent manager knows how to motivate employees and recognize their merits, and when he sees a change in the behavior of their employees he tries to prevent a crisis waiting to happen.

For an individual to reach the stage of being satisfied with oneself he should be helped by others, and he has to realize that he has strengths and is able to achieve what he wants. The main conclusions obtained from this research reflects the fact that an individual with low self - esteem is always trying to run away from tasks, seeking to let others carry out his duties. When self-esteem decreases the greater the desire not to get involved in the tasks given by the manager.

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