

IMPACT OF EDUCATION ON THE RELATIONSHIP BETWEEN SELF-ACTUALISATION AND JOB- PERFORMANCE

*B.P. SINGH
GAURI SHANKAR*

Introduction

It is felt, in general, in all types of organisations and, in particular, in industrial organisations that there is a critical need to understand better how, why and when some employees perform well, others marginally and still others unsatisfactorily. Every year, lakhs of rupees are spent on training and developing employees to be more productive and to accept and handle greater responsibilities. Yet, despite the efforts of employers, there has been little progress in understanding the relationship between an individual motivational needs and his demonstrated ability to perform on the job. This study is an humble attempt in this direction.

If such predictive relationships could be established even within the most generally accepted guidelines, it would not only help the organisations in their financial performance, but would also serve to reward the individual as well. More specific implications focus on procurement practices, promotional evaluations and training programmes.

Concept of Self-Actualisation

The Maslowian concept of self-actualisation implies that such an individual is free to do what he feels he must do. Considering the primary characteristics of the self-actualising person, it would appear that he is positioned, better than his fellow employees, to enjoy work, to perform without worry about mistakes and without apprehensions about the future.

Underlying Maslow's description of self-actualising people, these are the premises:

- (i) Basic needs (the need hierarchy culminating in self-actualisation) are operative throughout society and may be found in man regardless of his occupation, station in life, or ethnic and cultural background.
- (ii) Man seeks to satisfy his basic needs continuously, and, therefore, these can be measured at any point in time.
- (iii) Man expresses these needs not only in the choice of his occupation but in his desire or lack of desire to grow and succeed within his occupational environment.

Objective of the Study

The purpose of this study is to examine the impact of education on the primary relationship between self-actualisation and job-performance.

SAMPLE

The sample consisted of 433 middle and lower level managers in 10 selected organisations located in and around Delhi. All those managers who fall below the line of top executives, i.e., Directors and General Managers were included in this study. All the selected organisations were engaged in manufacturing activities and had been in business for the last 18 to 48 years.

The total number of individuals, who were distributed the set of the instruments was 587. Of this total, 154 were eliminated for one or the other reason: either the individual did not respond to the questionnaires at all or having responded, the data on their questionnaires were either unintelligible or incomplete. Thus, the total usable sample amounted to 433 participants, or a testable response rate of 74%.

For testing whether the educational qualifications have a meaningful impact on the relationship between self-actualisation and job-performance, all the respondents were divided on the basis of educational qualifications in the following three groups:

Group No.	Educational Qualifications	N
I	Non-Graduate	76
II	Graduate	203
III	Post-Graduate	154

TOOLS

1. **Personal Orientation Inventory (POI)**: Shostrom's POI consists of 150 paired opposing statements in forced choice format. The items are scored twice first for the two basic scales of personal orientation, namely inner-directed support (127 items) and time competence (23 items) and second for the ten subscales, each of which measures a conceptually important element of self-actualisation. A simple combination of Inner-directed and Time competence raw scores was also calculated which serves the best "single" predictor of an overall measure of the POI.

2. **The WPS Supervisor-Executive Evaluation Scales (WPS-ES)**: Through WPS-ES, a supervisor or an executive was evaluated twice by himself and his superior. Both used the same 110 WPS-ES statement. The 110 WPS-ES items or statements are grouped into eleven areas related to effective supervision. Each of the eleven areas has 10 statements; thus, there are 110 statements in WPS-ES.

Results

Correlation technique was used for the analysis of the data.

Considering the POI: composite as the primary independent variable and using the WPS-ES: Self Rating: Composite dependent variable, self-actualisation was found significantly correlated with job performance for group III; Post-Graduate. (Table No. 1).

Similarly, for the group II: Graduate, self-actualisation was found significantly correlated with job performance. The correlation coefficients were found significant at the .05 level of significance. For group I: Non-Graduate, there was no meaningful relationship between self-actualisation and job performance. (Table No. 1).

The results indicate that education-level plays an important role in determining the degree of relationship between self-actualisation and job-performance. Higher the educational level, higher is the degree of relationship between job performance and self-actualisation in the positive direction.

A possible interpretation of this conclusion may be that with educational level one becomes more mature in outlook and is in a position to see the things in proper prospective. Such a person wants to use one's broadened outlook

and potentialities to the fullest extent, and these reflect on higher degree of relationship between self-actualisation and job-performance.

Additionally, as per results of this study, three variables educational level, self-actualisation and job-performance vary positively. That is, higher the educational level higher is the self-actualisation level and higher is the job-performance.

The results suggest that, other things remaining the same, for higher job-performance, employees' level of education should be raised to make their score higher on self-actualisation which is likely to have a positive impact on their job-performance.

References :

1. Buros, O.K. (Ed.) : *The Seventh Mental Measurements Yearbook*, Highland Park, N.J. : Gryphon Press, 1972, p. 406.
2. Maslow, Abraham H. : *Motivation and Personality*, 2nd Ed., New York : Harper and Row, 1970.
3. Shostrom, E.L. : "A Inventory for the Measurement of Self-Actualisation", *Educational and Psychological Measurement*, XXIV (1964), pp. 207-218.

Table No. 1

Self-Actualisation Vs. Job Performance

POI : "Overall Measures" Vs. WPS-ES/Self Ratings : Composite & Supervisor-Rating : Composite
 Dependent Variables are : WPS-ES/Self-Rating : Composite & Supervisor-Rating : Composite

	Correlated with : POI : "Overall Measures" :								
	Time Competence			Inner-Directed			Composite		
	r	r ²	t	r	r ²	t	r	r ²	t
Group I (N = 76) :									
Self-Rating	.11	.01	.91	.09	.01	.76	.10	.01	.89
Supervisor-Rating	-.02	.00	.21	.08	.01	.59	.07	.00	.58
Group II (N = 203) :									
Self-Rating	.06	.00	.81	.14	.02	2.04 ⁺	.14	.02	1.98 ⁺
Supervisor-Rating	.01	.00	.26	.02	.00	.22	.02	.00	.26
Group III (N = 154) :									
Self-Rating	.20	.04	2.57 ⁺	.34	.12	4.48 [*]	.34	.11	4.42 [*]
Supervisor-Rating	.09	.01	1.07	.24	.06	3.03 [*]	.22	.05	2.79 [*]

*Significant at the .01 level.

+Significant at the .05 level

N = 433