



Relationship between Self-efficacy and Work Performance: An Analytical Study

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ABSTARCT

Self-efficacy has gained popularity in psychological research. Psychologist Dr. A. Bandura first introduced the concept of Self efficacy in the year 1977. Self-efficacy is defined by him as how much a person considers himself capable of performing a certain job in a specific situation. Self-Efficacy of worker is a highly influential predictor of learning and motivation to work. In the last 40 years there has been immense use of self-efficacy in the paradigm of Human Resource Development. Several research works have been carried out to prove the positive relation between occupational self-efficacy and work performance in different industries. The present paper is an analytical survey of those research works covering mainly three industries, education, medical and knowledge sharing, from which, the present workers in this field can have an idea of self-efficacy on work performance.

Keywords – self-efficacy, motivation, work performance, Organization Structure

1. INTRODUCTION

Sustainability of an organization is dependent on the performance of its Workers. From different studies it has been found that structure of the organization influence self-efficacy and self-efficacy affects the performance. The concept of self-efficacy was first introduced in Albert Bandura's article entitled 'Self-Efficacy: Toward a Unifying Theory of Behavioral Change,'[1] . Since then researchers in the arena of social and behavioral sciences have been using the concept of self-efficacy to analyze various facets of human functioning. In last 43 years, the concept of self efficacy has not only been used in psychology but also in diverse areas like education, health, medicine, international relations and businesses. [2]. Research on student self-efficacy and its effect on their performance have gained significant attention in the last couple of years. Moreover, researchers have tried to positively correlate self efficacy and work performance in different other industries like medical and knowledge sharing. The present article proposes to describe self efficacy in the light of social

cognitive theory and also to analytically survey the relationship between self-efficacy and work performance in three main industries like education, medical occupation and knowledge sharing. In the organization there is a relationship between organization structure and employee performance.

The concept of self-efficacy

Albert Bandura in his book [3] summarized self-efficacy as follows –

‘People make causal contributions to their own psychosocial functioning through mechanisms of personal agency. Among the mechanisms of agency, none is more central or pervasive than beliefs of personal efficacy. Unless people believe they can produce desired effects by their actions, they have little incentive to act. Efficacy belief, therefore, is a major basis of action. People guide their lives by their beliefs of personal efficacy.’

According to Bandura [3], human functioning is controlled and guided by self efficacy. Requisite knowledge is not sufficient for anybody perform a task. He or she must possess the conviction to successfully perform the required activities under typical and as in most of the cases, challenging work environments, circumstances. Naturally, required skills and self efficacy beliefs are two key components of effective functioning. Moreover, these two components hold a reciprocal relationship among them, i.e. the functioning of one component is somewhat dependent on the effectiveness of the second component. Bandura [3] has coined the term ‘reciprocal causation,’ to represent this phenomenon.

According to Bandura, self-efficacy is:

‘People’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances.’ [1]. This definition proposes further explanation of two facts. Primarily, self efficacy of an individual is task specific and also environment specific. The self-concept and self-perceptions concepts come in contrast to this aspect of self-efficacy [2]. Secondly, self-efficacy is a belief about one’s capability, which in most cases is not his or her domain specific actual capability. In contrast, self efficacies in most cases are over rated than actual capabilities. Research findings have also confirmed this with respect to academic capabilities. Though, it is also asserted by Bandura, persistence of individual increase in tough times due to this slight overestimation. High self efficacy enables a person to exert more effort and is the key to personal success. As against this, low self efficacy causes a process of self limiting oneself [1, 3].

Self-efficacy- major sources

Bandura [1] and Maddux and Gosselin [4] are of the view that there are at least five primary and identifiable independent sources of self efficacy that may change at different phases of life for the same individual.

- (i) Enactive mastery experiences – Successful previous years experience in a particular job will definitely improve self efficacy and vice versa. Since this source is provided the most authentic evidence that an individual can collect all the personal resources that he needs to succeed [1, 3]. Furthermore it is also found that successful completion of work through hardship even increases the durability of enhanced self efficacy and ‘after strong

efficacy expectations are developed through repeated success, the negative impact of occasional failures is likely to be reduced' [1].

(ii) Vicarious experience –The experience that one attains indirectly through observing successful performance by his role model like parents, teachers or even project leader is known as vicarious experience. Though, estimation of vicarious experience is, till date a challenge to researchers. However, since social comparisons and modeling, are sources of self efficacy in this case this is expected to be weaker and is more prone to change. [1].

(iii) Social persuasion - Persuasion, mainly verbal, given by parents, teachers or mentors are good source of this factor. Skill training for successful performance and realization of desirable outcome are results of this factor. This source is mainly used as modest persuasion in case of students to develop their confidence to cope with challenging situations. But over persuasion may even reduce self efficacy of the individual fails to succeed [3].

(iv) Physical and emotional states –Several issues like physical and mental readiness to action, getting fatigued and determination to continue with a decision or give it up reflect different physical and emotional states. Since young workers are bestowed with more physical energy and higher emotional accessibility this factor can be correlated with workers age.

(v) Imaginal experience –Imaginal practice of skill often results in improvement of coping strategies and can thus enhance self efficacy [4]. Systematic desensitization and covert modeling are examples of imaginal experience.

2. LITERATURE SURVEY

The present section depicts significant research works carried out in education, medical and knowledge sharing industries, which prove that work performance of individual is positively correlated with his self efficacy.

2.1 Education industry

Coban and Atasoy in 2019 carried out experiment to examine the relation between teachers' perception on ICT (Information and Communication Technology) and their willingness to use ICT classroom and the effect of this on their self efficacy. Two scales namely: 'Teachers' Self-efficacy Perception on ICT Scale' and the 'Teachers' Attitude towards ICT Usage Scale' were prepared for this experiment. A sample of size 42,307 numbers was created for this study. Statistical tools like Mean, standard deviation, Pearson correlation and linear regression analyses were used to analyze the collected data. It was found, that teachers' with high self-efficacy level uses ICT in the learning process efficiently and can develop themselves through the process. Naturally overall class management is also improved.

Ozden et. al. (2019) carried out experiment to develop a valid and reliable assessment and evaluation instrument of self efficacy of technology and design course students of seventh grade studying in State secondary schools

in Northern Cyprus. A scale with 38 items and seven factors was determined through an exploratory factor analysis. The scale consisted of synthesis, basic application, evaluation, formal analysis, further analysis, advanced application and comprehension dimensions. A confirmatory factor analysis was also carried out where it was found that the variables had acceptable goodness of fit values. A valid and reliable technology and design course self-efficacy scale was developed at the end of the study.

Ahmad and Safaria (2013) carried out an experiment on fifteen 5th grade students in Pakistani high school with an aim to identify how self-efficacy developed and how it helped in their performance in mathematics. Hague's (1990) Urdu Self-efficacy scale was used for this experiment. Students were given 50 mathematical sums to answer. It was found with content analysis that high self efficacy resulted in better performance and vice versa. Moreover students with high self-efficacy planned to study complex subjects in future.

JiHoon et. al. (2018) conducted an experiment to study the structural relationships between self-efficacy and work engagement of teachers at 21 Korean workforce-education schools and its effect on learning-organization culture and teachers' work performance. Structural equation modeling (SEM) and the Sobel test were primarily implemented on a total of 481 valid surveys to examine research hypotheses. The results showed that teachers' self-efficacy positively affected their work performance, and the relationship between work engagement and job performance was statistically significant. Moreover a positive relationship between the learning-organization culture of workforce-education schools and the teacher's job performance was also identified.

Combs, and Luthansin (2007) developed a questionnaire to measure individual's self efficacy to successfully cope with widely recognized diversity initiatives. A data set of 276 samples was created from the trainee level workers to conduct this study. The study was aimed at examining the effect of self-efficacy-based diversity training on the trainees' diversity self-efficacy (DSE). The results showed self efficacy to cope with diverse initiatives and DSE to be positively correlated. Moreover DSE was found to act like a mediator in training and intentions.

Mohanraj and Panchanatham (2017), in their study, conducted a survey among 150 bank employees (i.e. 30 employees from each bank) from five different selected private banks such as HDFC bank, Yes bank, Kotak Mahindra bank, KarurVysya Bank, and RBL bank located at Chennai. The experiment used Structural Equation Modeling (SEM) to analyze the data. The results showed a positive relation between perception of self efficacy and proper training.

Adedeji et al. (2009) conducted a study to examine the relationship between self-efficacy and academic achievement of Junior Secondary School Students where locus of control and interest in schooling as predictors. The sample was collected of 500 students comprising 300 boys and 200 girls from twenty-five secondary schools through stratified modeling. An ex-post facto research design was adopted. random techniques. Two research questions were developed and answered. The results indicate that self efficacy contribute significantly to the prediction of academic achievement of the Junior Secondary School Students.

Noor (2015) in his study examined the relationship between transfer of training and the factors like self-efficacy, supervisor support, and transfer climate at a public organization in Kedah DarulAman. A cross-sectional study was chosen for this study. Data was collected from 142 support staff through questionnaire. This study applied factor analysis, descriptive statistics, reliability analysis and inferential analysis on the data. Multiple regressions were also conducted on the data. The result showed that there is a positive correlation between self efficacy and transfer of training and explained 22.7% the total variance. The result also showed that self-efficacy, supervisor support, transfer climate has significant relationship with transfer of training.

Büyüköztürk et al. (2011) conducted a study to prepare a scale, namely Research Self-Efficacy Scale (RSS), to measure the research domain specific self-efficacies of university students. Data was collected from 310 studying at Near East University (NEU). Exploratory factor analysis (EFA) was adopted on the said data. As a result, a structure with a single factor composed of 18 items and explaining 31% of the variation has been identified. Analysis results have shown a higher Scale point in favor of those who have taken research methods modules as opposed to those who have not. The analysis for concurrent validity produced a significant negative correlation between the Scale scores and the scores of the research anxiety scale.

Kalkan et al. (2011) conducted a study to investigate the relation between self-efficacy and factors like coping with stress, and goal-orientation among nurse managers. The results indicated primarily that the self-efficacy scores were positively correlated with learning goal-orientation ($r=.37$, $p<.01$) in nurse managers. Significantly negative correlations were found between self-efficacy scores and Coping Styles with Stress Scale ($r= -.30$, $p< 0.01$). This study showed a positive meaningful relationship between nurse managers' self-efficacy levels and learning goal orientation and performance-proving orientation. The study provided information related to the variables with self-efficacy of nurse managers.

Shaari et. al., (2014) have conducted a study to analyze the relation between self-efficacy and knowledge sharing among academics in public universities in Malaysia. Data was collected from 725 academics participants from 20 public universities. The aim of the paper was to find the effect of demographic factors like designation, gender, working experience and academic fields on knowledge sharing. The One-Way Analysis of Variance (ANOVA) was adapted on the dataset. The level of awareness to share knowledge was at moderate level. The study revealed that there were significant differences on the knowledge sharing awareness across designation, working experience and academic field.

Niezink and Trainin (2020) came up with a concept called empathic intervision. An organized peer-to-peer conversation in a structured manner to cope with the work environment challenges is known as intervision. Empathic intervision helps further in this process through layered empathic capacities to strengthen knowledge sharing and engagement within work groups.

Çetin and Aşkun (2018) carried out an experiment to find a relation between occupational self-efficacy on work performance. On the very outcome of their experiment they have accepted that self-efficacy has an influential role in work performance. They have created a dataset of 76 employees from diverse industrial organizations in Turkey. Participants filled in a weekly questionnaire during ten consecutive weeks. For this analysis they have used the technique of longitudinal analysis. The result conformed to the hypotheses that self efficacy is positively correlated with work performance in diverse organizations.

3. CONCLUSIONS

Nowadays, self-efficacy is considered as key factor to improve work performance. This survey paper shows some important research works, already carried out in this field in the span of more than 13 years (2007-2020), in three different industries namely education, medical and knowledge sharing industry. The detailed study of relevant literature conforms that occupational self efficacy and work performance are positively correlated in diverse organizations. Though self efficacy is a concept of psychology, now a days, Human Resource Management and Development workers are using this factor to increase work performance of workers especially in challenging situations through proper training programs that not only increases the skill of workers but also increase their level of occupational self-efficacy. Self-Efficacy beliefs are shaped by four main sources:

- 1) Mastery experiences provide direct evidence that one has been capable of performing a certain task.
- 2) Observation of others provides indirect learning.
- 3) Social persuasion can strengthen efficacy beliefs and persuade people that a task can be successfully completed
- 4) Analysis of one's psychological and emotional state.

The detailed review found that self-efficacy beliefs can powerfully predict performance across cultures, they work differently in different cultural contexts.

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