

The Study on the Relationship between Employee Change Self-efficacy and Employee Performance.

Amalathas Sukirtharaj

suhir80@yahoo.com

Abstract

The construct of employee Self-efficacy has received increasing empirical attention in the organizational behaviours literature. People who think that they can better perform on a task do better than who think they will fail. Differences in employee self-efficacy are associated with the employee performance (Andrew,2015). After more than three decades of civil war in the north and eastern provinces, number of changes has been introduced by the government of Sri Lanka focusing on a fast and significant development in the education sector. Researchers and practitioners have both found employee change self-efficacy to be a critical factor in successful employee performance. This study was conducted with a main objective to examine the influence of employee change self-efficacy on employee performance, focusing on the government schools in the Eastern Province of Sri Lanka. The sample of this study was the teachers of government schools in the Eastern Province. Hence the primary data

was collected from 100 teachers from the study area by using a survey questionnaire. Further it was analyzed using the method of descriptive analysis to explore the nature of the sample group, and bivariate analysis was performed to assess the relationships between the study variables. The Results of this study revealed that the employee change self-efficacy was significantly and positively correlated with employee performance.

Key words: *organizational change, change self-efficacy, employee performance.*

1. Introduction

Self-efficacy is defined as an individual's judgment of his or her ability to perform certain tasks. Collective efficacy is a group's judgment of its ability to perform. It is important to note that both individual self-efficacy and collective efficacy has been shown to relate to the amount of effort and persistence employees are willing to put forth to reach particular outcomes (Bandura, 1982). In contextual terms, self-efficacy of change



efforts is the belief that we can do this Change agents need to assure employees that they have the ability to succeed in the change process. Self-perceptions of efficacy influence thought patterns, actions, behaviors, and emotional reactions during taxing situations, and research has shown efficacy to account for differences in coping mechanisms, stress reactions, and goal achievement (Bandura, 1982). Additionally, self-appraisal of efficacy influences individual judgments and behaviors in such a manner that individuals avoid activities perceived to exceed capabilities while choosing to engage in activities in which they are assured of being successful. Such findings suggest important implications for efficacy during times of change. Specifically, during stressful times, such as an organizational change, low self-efficacy presents a negative cyclical relationship in that individuals who judge themselves as incapable of coping with environmental demands will tend to dwell on personal deficiencies and magnify these verity and difficulty of the task/change at hand (Beck,1976;Meichenbaum,1977).Such self-doubt and worry elevate arousal, which in turn, creates stress and impairs performance by creating a pre occupation with personal

ineffectiveness(Bandura,1982).During times of change, focus is diverted away from ways to be successful, and doubt may consume the employee. In contrast, high self-efficacy will divert attention to the demands of the situation and incite greater effort to succeed. The foundation of Bandura's (1982) work lies within the general model of social learning theory. Social learning theory posits that employees' own past behavior and experiences cause them to develop expectations about their ability to perform a task prior to actually making an attempt, but social learning theory also suggests there is little reason to be fearful of events in which one has been successful in the past. Contextually, employees learn from outcomes of past change experiences, and this learning provides a feedback loop in which outcomes of past actions serve to revise beliefs and expectations of the future. Given success in the past, individuals can reasonably expect to succeed in similar endeavors. However, many change efforts present employees with situations and environments that are new and unfamiliar. Building efficacy in employees should help reduce this fear and build a mindset of success. Furthermore, if employees are lacking the confidence desired by

management, change agents can formulate realistic objectives and strategies for communicating how organizational members can improve chances of success. Building self-efficacy of change success may be the first step in creating a sense of organizational readiness.

1.2 Problem statement

Organizations today undergo continuous changes in order to remain competitive. A study by Beer and Nohria (2000) indicates that 70% of change initiatives fail because employees' resist change. While there is the need for change, there is also the need to examine the threats associated with change success. When both sides of the coin are considered, the importance of employees in the change process becomes more apparent. If organizational change is inevitable today, then to ensure that organizational change is met favorably, employees' self-efficacy towards organizational change need to be thoroughly understood and factors causing these level of self-efficacy also need to be examined.

1.3 Objective of the study

Based on the previous studies; employee change self-efficacy has the relationship with employee performance. The primary aim of this study is to identify and assess influence of employee change self-efficacy on employee performance in the government schools in the Eastern Province in Sri Lanka. This study has the following research objectives.

1. To identify the level of employee change self-efficacy in the government schools in the Eastern Province in Sri Lanka
2. To identify the level of employee performance in the government schools in the Eastern Province in Sri Lanka
3. To assess the relationship between employee change self-efficacy and employee performance in the government schools in the Eastern Province in Sri Lanka.

2. Review of Literature

2.1 Change in organization

The problems and challenges faced by the organization due to the dynamic nature in the organizational environment is handled and solved through change in the organization. As there is continuous change in the organizational environment, constant

changes in the organization becomes important and essential. Change is moving from an old status quo to a new position. According to Sachin (1996) the extent of change depends on the extent of change in the environment. It may be large or small, easy or difficult, simple or complex reflecting the thoughts, feelings and intentions. The successes of an organization give a better life to employees while a failure is a loss of life to those.

2.2 Change Self-efficacy

The perception of being in control of the situation is often referred to as self-efficacy (Bandura, 1997). Self-efficacy is defined as a self-evaluation of one's competence to successfully execute a course of action that is necessary to reach desired outcomes (Bandura, 1997). Some research has explored the development of individual self-efficacy. For example, self-efficacy is dependent on performance attainments, knowledge and skills, and comparison to relevant others (Kaufman, 2003). Due to high performance, self-efficacy increases. If someone is confident about one's knowledge and skills, self-efficacy increases as well. Also, self-efficacy is evaluated through comparison to others. If I perceive

myself handle changes easier than my peer, Self-efficacy will increase if changes are perceived easier handled than a peer handles the same changes.

In the development of the concept of self-efficacy, more research concerns about the function of this concept for individual's psychological perceptions and behaviors. Self-efficacy is proven to have an impact on the way people think, feel, and act. Persons with low self-efficacy have low self-esteem, and are pessimistic about their accomplishments. Low self-efficacy is associated with feelings of depression, anxiety and helplessness (Bandura, 1997). In relation to dealing with change, low self-esteem and pessimism as well as insecurity have been proposed to have a direct influence on psychological stress (Bandura, 1982; 1993; 1997). Therefore, it is suggested that self-efficacy is related to psychological job stress. Berneth (2004) identifies self-efficacy as an important factor for the success of change.

One of the properties of self-efficacy is that it is domain related. A person can have high self-efficacy on one domain, and low self-efficacy on another (Bandura, 1982). For example, one can have high self-efficacy on

carrying out academic tasks, but low self-efficacy of job skills (e.g. Zajacova et al., 2005). A relevant domain in this study concerns self-efficacy in terms of handling changes. That is, self-efficacy is the perception of one's capabilities to handle changes. In other words, self-efficacy is defined as the perceived ability to handle the rapidly changing situation due to a difficult situation. Self-efficacy will be referred to as self-efficacy of change.

2.3 Employee performance

Organizations achieve their objectives when competent and committed employees are engaged (Khan *et.al.*: 2013). Getting committed employees who are competent

Conceptual Framework

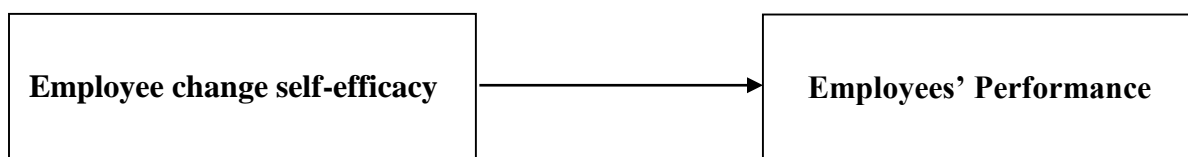


Figure:1 Conceptual Framework

3.2 Study Setting

This research was conducted in the government schools in the eastern provinces of Sri Lanka where changes have been introduced in the recent past to enhance the quality and relevance of the programmes

and ready to give in their best in the pursuit of the objectives of the organization has been one of the problems facing most organizations especially in the service industry.

3. Methodology

3.1 Conceptual Framework of the Study

The present study aimed to examine the influence of government schools employee change self-efficacy on employee performance in the in the Eastern Province in Sri Lanka.

Fig. 1 depicts the conceptual frame work developed for this study based on the extensive literature review.

conducted. Teaching staff members of these government schools are the key role players going through these changes. By applying the survey questionnaire, this study examined employee change self-efficacy on employee performance.

3.3 Sample Size

A sample of 100 teaching staff from the government schools in the Eastern Province were selected for this study.

3.4 Method of Measurement

Likert scale of 1-5 which ranges from “Strongly Disagree” to “Strongly Agree” will be applied in the questionnaire to evaluate responses. The numerical values will be given for the purpose of quantification of variable as follows:

1. Strongly disagree 2. Disagree 3. Neither Agree nor Disagree 4. Agree 5. Strongly agree

3.5 Data presentation, analysis and evaluation

Data will be presented using tables, bar charts and pie charts. Meanwhile Inferential and descriptive analysis will be used for data analysis. Hence under the descriptive analysis, mean and standard deviation will be derived from the analysis of samples. In inferential analysis, correlation and multiple linear regressions will be applied. Statistical package of SPSS 19.0 will be used for this purpose. Furthermore criteria shown in table will be adopted to evaluate mean values.

Table 3.1 Evaluation criteria for mean values

Range	Degree
$1 \leq X \leq 2.5$	Low level
$2.5 < X \leq 3.5$	Moderate level
$3.5 < X \leq 5.0$	High level

Source- formed for this research

4. Data presentation, analysis and Findings

Among the total respondents, 60% of respondents were found to female category, and remaining 40% represents are male category.

4.1 Personal Information

4.1.1 Gender perspective of staff

4.1.2 Age distribution of staff

Age distribution was categorized into three classes. Among the total respondents, 18 % of respondents were found in between to 25 - 35 years old, 33 % were founded in between 36 to 45 years of age, and remaining 49 % represents are above 46years.

4.1.3 Level of Educational Qualification of Staff

The educational level of respondents were classified by four categories from the questionnaire, 33% of the respondents had G.C.E Advanced level qualification, and 28% of the respondents had diploma qualification and remaining 32% of them were found with higher diploma and degree qualifications. This data reveals that 60% of the respondents had higher educational qualification.

4.1.4 Level of Work Experience of Staff

Experience has been divided into four categories and 18% of the respondents with 5 years working experience, 27% were 6 - 10 years working experience, 45 % were 11- 15 years working experience, 10% and were more than 15 years working experience.

This data reveals that 55% of the respondents had more than 10 years of work experience.

4.2 Descriptive statistics

This section presents mean and standard deviation for the variables of change self-efficacy and Employee performance. Mean values have been distributed based on Likert's scale of between 1-5 which represent "Strongly Disagree" to "Strongly Agree". Meanwhile mean values were evaluated based on already established evaluative criteria which range from "Low level" to "High level".

Table 1 Mean and standard deviation for the variables of self-efficacy

<i>Variables</i>	<i>Mean</i>	<i>Standard Deviation</i>
<i>Self-efficacy</i>	3.93	0.41

As presented in Table 1, change self-efficacy variable has taken mean values of more than 3.5 which fall under the evaluative category of high level. Ultimately construct of change self-efficacy is with the mean value of 3.93 that shows the high level of change self-efficacy.

Table 2: Mean and standard deviation for the variable of Employee performance.

<i>Variables</i>	<i>Mean</i>	<i>Standard Deviation</i>
<i>Employee performance</i>	3.93	0.41

As highlighted in Table 2, the variable of Employee performance has taken the mean values of more than 3.5 which fall in high level category. Total Employee performance construct has taken a mean value of 3.93 therefore it records high level.

This study reveals a high level of change self-efficacy, the reason might be that, the schools at present are facilitated with high technology networked working instruments and the more attractive working environment. According to Bandura (1997), one's self-efficacy is task and situation specific. That is to say, individuals' level of change self-efficacy differs depending on specific situations and the task itself.

The personal information of the respondents of the study reveals that 55% of them had more than 10 years of work experience and 49% were more than 46 years old, work experience and age could influence one's level of change self-efficacy. Bandura (1986) pointed out that belief in one's efficacy does not remain in a stagnant state; it demonstrates variability depending upon

experiences and age of the individual. Higher level of these rates could be a reason for higher self-efficacy.

The respondents considered for this study were the staff working in the banks at the middle level had the tendency to analyze situations with sense of control. Individuals having high sense of efficacy have tendency to analyze adverse situations with sense of control and providing more perseverant endeavor (Pajares, 2000). According to Bandura (1997), those people with high level of self-efficacy scrutinize their decisions through elaboration without deterring against the failures and obstacles in order to attain their set of goals. The staff who are serving in the banks might have been empowered to make appropriate decisions according to the situation and condition of the customer's loyalty.

High level of change self-efficacy in this study also could be revealed with the high targets assigned to the staff for which the attainment of such lead to high level of motivation and becomes a cyclical process.

Pajares (2002b) claimed that people possessing high self-efficacy belief have tendency to increase their performance with strengthening their belief and spirit by coping with stress while individuals who have low change self-efficacy are likely to assure failure with lowering their confidence and morale.

Table 3: Correlation between change self-efficacy and Employee Performance.

<i>Variables</i>	<i>Employee performance</i>
change self-efficacy	0.699*

* Correlation is significant at the 0.05 level (2-tailed)

As in table 3, the correlation value is positive and the value has been significant at 5% significant level ($P < 0.05$). This reveals that change self-efficacy variables are positively correlated with Employee Performance. Hence there is a positive relationship between change self-efficacy and Employee Performance.

The statistical mean of change self-efficacy scale showed self-confidence, higher qualification; work experience had enhanced the employee willingness and positive attitudes towards Employee Performance. Thus, the scale can be applied to ascertain employee change self-efficacy regarding Employee Performance. The results of this

5.2 Correlation analysis

Correlation values were found to determine relationship between variables of self-efficacy and Employee Readiness for Organizational Change. It has been presented in the table 3.

study also show that change self-efficacy scale is significantly and positively correlated with other scale of employee performance.

In addition, the statistical mean of change self-efficacy “r” scale also showed that employee of organizations can be ready and open to change. In this scale participant’s response to the factors are related to situational and individual. According to Judges et al. (1995); Goulet and Singh (2002) and Poon (2004) employee can develop positive attitudes and behaviours for an organization on the basis of the situational factor. In addition, the literature also shows that employee can develop

positive attitudes on the basis of individual willingness. This was confirmed in this study, which shows that self-efficacy has a positive relationship to employee readiness for organizational change.

6. Recommendation and Conclusion

6.1 Recommendations

Based on the findings, the following recommendations are proposed for the enhancement of employee self-efficacy and Employee readiness for organizational change.

1. Achievement of higher targets of tasks should be motivated timely and systematically.
2. The views of the employee should be taken into account when introducing Organizational changes for higher performance
3. The content and the process of the organizational change process should be relevant to the level of expectation of the employee
4. A systematic approach should be practiced to enhance the moral of employees

or whenever their Performance is being reviewed by reviewers.

6.2 Conclusion

Research on the relationship between change self-efficacy and employee performance was stimulated by new interest evidences due to recent change reforms in all types of organizations in Sri Lanka. Increased attention on competition, advanced technology, mergers, expansion, product quality maintenance, enhancing employee efficiency rapid growth, new business ventures, exciting opportunities, innovations, and new leadership and management approaches led to number of countries knowing employee attitudes and behaviours of organization change.

This study is concerned with examining employee change self-efficacy, attitudes, beliefs, and behaviours to employee performance. Change self-efficacy had a statistically significant and positive relationship with employee performance. This suggest that, other things being equal, the higher the employee change self-efficacy, the more employee performance towards organization.

Reference.



- [1]. Andrew, A. (2016), The influence of organization Structure for change on Employee Performance, Journal for Studies in Management and Planning e-ISSN: 2395-0463 Volume 02 Issue 5 May 2016.
- [2]. Andrew, A. & Mohan Kumar, S. (2016), Relationship between Job Satisfaction and Employee Readiness for Organizational Change, Journal for Studies in Management and Planning e-ISSN: 2395-0463 Volume 02 Issue 2 February 2016.
- [3]. Andrew, A. & Mohan Kumar, S. (2015), The Influence of Organization Culture on Employee Readiness for Organizational Change, International Journal of Research (IJR) e-ISSN: 2348-6848, p- ISSN: 2348-795X Volume 2, Issue 3, March 2015.
- [4]. Andrew, A. (2017), Relationship between Employee Readiness for Organizational Change and Employee Performance, Journal for Studies in Management and Planning, ISSN: 2395-0463 Volume 03 Issue 01 January 2017.
- [5]. Andrew, A. & Mohan Kumar, S. (2017), Relationship between Self-Efficacy and Employee Readiness for Organizational Change. International Journal of Engineering Research and General Science Volume 5, Issue 1, January-February, 2017- ISSN 2091-2730.
- [6]. Andrew, A. & Mohan Kumar, S. (2017), The Study on the Relationship between Change Leadership and Employee Commitment for Organizational Change, International Journal of Research p-ISSN: 2348-6848 e-ISSN: 2348-795X Volume 04 Issue 07 June 2017.
- [7]. Andrew, A. (2017), Influence of Employee Attitude on Employee Readiness for Organizational Change, Asian Journal of Economics, Business and Accounting. 5(1): 1-11, 2017; Article no.AJEBA.37126 ISSN: 2456-639X . 2017.
- [8]. Andrew, A. (2017), Employees' Commitment and Its Impact on Organizational Performance. Asian Journal of Economics, Business and Accounting. 5(2): 1-13, 2017; Article no.AJEBA.38396 ISSN: 2456-639X ,2017.
- [9]. Andrew, A. (2018), Factors Influencing Undergraduate Students' Academic Performance in Examination, International Journal of Research. e-ISSN: 2348-6848 p-ISSN: 2348-795X Volume 05 Issue-01 January 2018.
- [10]. Azharudeen, N.T. & Andrew, A. (2018), Emotional Exhaustion and



Employee Turnover Intention, International Journal of Research. e-ISSN: 2348-6848 p-ISSN: 2348-795X Volume 05 Issue-01 January 2018.

[11]. Melani, A. & Andrew, A. (2017), Social Media and Academic Performance of Undergraduate Students, International Journal of Research .e-ISSN: 2348-6848 p-ISSN: 2348-795X Volume 04 Issue 14, 2017.

[12]. Nakuleskumar, P. & Andrew, A. (2018), A Study on the Relationship between Job Satisfaction and Work Performance. International Journal of Research. e-ISSN: 2348-6848 p-ISSN: 2348-795X Volume 05 Issue-01 January 2018.

[13]. Rishanth, N. & Andrew, A. (2018), The Influence of Information Technology on Students' Academic Performances. International Journal of Research. e-ISSN: 2348-6848 p-ISSN: 2348-795X Volume 05 Issue-01 January 2018.

[14]. *Robertson P. and Seneviratne S. (1995)*, outcomes of planned organizational change in the public sector, Public Administration Review.

[15]. Sanjeeha, K. & Andrew, A. (2017), The Impact Of E-Learning On Academic Performance -Special Reference to Third

Year Management Students, of the Faculty of Commerce and Management, Eastern University, Sri Lanka, International Journal of Research .e-ISSN: 2348-6848 p-ISSN: 2348-795X Volume 04 Issue 14, 2017.

[16]. Seller, T. & Andrew, A. (2017), The Impact of Quality of Work Life on Job Involvement of Auto Mechanic Employees, International Journal of Research, p-ISSN: 2348-6848 e-ISSN: 2348-795X Volume 04 Issue 08 July 2017.

[17]. Sivarasa, T. & Andrew, A. (2015), Relationship between Employee Commitment and Employee Readiness for Organizational Change (Special reference to the Government schools in Batticaloa District), International Journal of Exclusive Management Research (IJEMR)— - Online - ISSN 2249–2585 Print - ISSN 2249-8672 - Vol 5 Issue 5 May 2015.

[18]. Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37, 122147.

[19]. Beck, A.T., (1976). *Cognitivetherapy and the emotional disorders*. New York: International Universities Press.

[20]. Khan H, Razi A, Ali SA, Asghar A. A Study on Relationship Between Organizational Job Commitment, and its



Determinants among CSRS and Managerial
Level Employees of Pakistan
(Telecommunication Sector),
Interdisciplinary J. Contemporary Res;
2013. 3(11): 269-284.

1. Meichenbaum, D.H. (1977). Cognitive
-behavior modification: An
integrative approach. New York:
Plenum Press.