

# A STUDY ON FOOTPRINTS OF SELF-EFFICACY ON ORGANIZATIONAL EFFECTIVENESS WITH REFERENCE TO HIGHER EDUCATIONAL INSTITUTIONS IN THURAIYUR TALUK

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**Abstract:** *Self-efficacy is having faith in one's own potential to organize and implement the modus operandi to manage prospective situations. It has merited flourishing temptation in psychology as well as management research and invested its potential to appetite prominent outcomes in many institutions. There is limited assimilation in individual and contextual factors that promote self-efficacy behaviors of employees. This quantitative research examines the degree of self-efficacy and sources and indicators of them among the teaching faculties. It ascertains the effects of self-efficacy on organizational effectiveness as well. The samples are selected by simple random sampling method. The respondents are 150 teaching faculty members of higher educational institutions in Thuraiyur.*

**Index Terms -** *Self-efficacy, Personal efficacy, Teachers efficacy, Quantitative research, Organizational effectiveness.*

## I. INTRODUCTION

In this millennium, the prominence of higher education in India can be well understood by the number of institutions that offer higher education. According to the statistics of 2017, there are 37,204 colleges, 789 universities, 11,443 stand-alone institutes in India ("Universities in India", 2017).

As per the census of 2011, There are 42, 19, 59,000 youths are the residents of India. Due to the cut throat competition in getting jobs, the students of the higher educational institutions have to be highly skilled. Making the students suitable for getting the job is the prominent outcome may be the goal of these institutions (Anil swarup, 2016). In educational settings, self-efficacy has been awarded as an important factor that contributes not only students' achievement, but also teachers' performance (Zhu Chen and Alexander S. Yeung, 2015). The increase in researches in the self-efficacy on teachers suggests that, the teachers with high self- efficacy will contribute more in achieving the goals of the educational institutions.

### 1.1 Source of self-efficacy

According to Albert Bandura, the father of Self-efficacy, the predominant sources of self-efficacy are past performance, vicarious experience, verbal persuasion, and emotional cues.

**Vicarious experience:** Experience of the success of co-worker at a particular task accomplishment will induce the self-efficacy of an individual.

**Verbal Persuasion:** Persuading people that they have potential to accomplish the goal will magnify the self-efficacy of a person.

**Past experience:** Success of a person in a particular task will improve his self-efficacy to get succeed in the similar tasks in future.

**Physiological Factors:** Overcoming the stressors will increase the self-efficacy of a particular person in the workplace (Fred C. Lunenburg, 2011).

### 1.2 Characteristics of self-efficacy

The teachers with high self-efficacy will have the characteristics like enthusiasm, commitment, openness to new ideas, innovating teaching practices, experiencing less stress and burn-out, more autonomous in their job, paying attention towards students with lack of abilities, ability to stay current in their subject and being loud in the subject knowledge, etc. (Peter Gavora, 2010).

### 1.3 Effects of self-efficacy

**Undertaking responsibilities:** People with high self-efficacy will undertake the responsibility of challenging tasks. But, the people with self-efficacy more than the actual ability will find obstacles in reaching their goals.

**Motivation:** Self-efficacy does motivate the pupil in both positive and negative manner. Person with high self-efficacy will put more efforts for a long time to get the job done. But, the person with high self-efficacy can be over confident in their potential and put fewer efforts for attaining their goal.

**Thought patterns & responses:** Lack of self-efficacy will magnify the degree of difficulty in completing the tasks. People with low self-efficacy will feel uncertain in their achieving goals. High self-efficacy will broaden the perception of a person to determine the best plan. People with high self-efficacy will be more enthusiastic.

**Health Behaviors:** Based on self-efficacy the health behaviors will vary. People with lack of self-efficacy will be victim of smoking, anger, emotional instability, stress, burnout and obesity. These habits will be results in their actual behavior of a human being.

**Productivity:** People with high self-efficacy will perform better than those who are having less self-efficacy.

**Decision making:** Self-efficacy will decide the perception of the perceiver, towards the control of their live. People with high self-efficacy will think in the way that, they can control their own live. So, they depend on their own for the decisions (Bandura, A, 1994).

### 1.4 Organizational effectiveness

Organizational effectiveness is a measure of the effectiveness of an organization in achieving its goal. In this study the impact of self-efficacy on effectiveness of the higher educational institutions is measured. There are four types of approaches in measuring the organizational effectiveness. They are goal attainment approach, systems approach, strategic constituencies approach and competing values approach. In this study goal attainment approach and competing values approach are taken into account. Under the goals attainment approach, the study examines the items like number of students placed and interdepartmental relationship. In the other hand, it examines number of articles published by employees and number of doctorate employees in the institutions, for measuring organizational effectiveness in higher educational institutions (K. Karupiah, 2015).

## II. LITERATURE REVIEW

Self-efficacy determines the ability of a person to stick on to the task. Intrinsic motivation stimulates a person to pursue his desire for self-satisfaction to perform a task (Deepali Dabas and Neelam Pandey, 2015).

Self-efficacy has a direct relationship between psychological well-being which leads to quality of life. It affects the level of motivation. It also influences on the degree of efforts taken and stress experienced. Self-efficacy will be derived from past performance and experience, social support (Amtmann, et al., 2012).

The study conducted by the researchers analyses the impact of self-efficacy on employee engagement. 78 middle and senior level executives of Indian organizations were taken as respondents. The result shows that adaptability, confidentiality, individuality, dedication and personal effectiveness are the six factors that affect the self-efficacy. Finally, confidence was the major factor that contributes the self-efficacy (Richa chaudhary, Santhosh Rangnekar and Mukesh kumar barua, 2012).

According to Anita and Cuthbert's model of organizational effectiveness, role effectiveness, efficiency, potential capability for the future activity are the dimensions under which the effectiveness of any organization can be measured. This model determines the organizational effectiveness with nine factors like social tune, corporate reputation, etc. (Giti Ashraf and Suhaida bte Abd Kadir, 2012)

Based on 6 components and 21 indicators the authors measured the organizational effectiveness of the higher educational institutions under the ministry of Tourism and Sports. Data were collected from 41 respondents through interview, schedule, observation and documentary study (Chanita Kraipetch, Sirichai Kanjanawasee and Apipa Prachyapruit, 2009).

There is relationship between the sense of self-efficacy, organizational socialization and organizational performance. The data were collected from 44 employees of housing foundation in Ardebil. Self-efficacy contributes the efforts, persistence and choices in the case of adversity (Ali Joudi, and Habib Ebrahimpour, 2014).

## III. RESEARCH DESIGN

The research is interested in knowing the characteristics of teaching faculties regarding self-efficacy. So, this study comes under descriptive research.

### 3.1 Sample design

Population is **faculties of higher educational institutions in Thuraiyur**. A sampling technique used in this project is **random sampling** in which every unit of population has given equal chance to get participated in the study. Sample size considered for this study is **150** teaching faculty members of higher educational institutions in Thuraiyur.

### 3.2 Objectives of the study

1. To explore the impacts of self-efficacy on Organizational effectiveness.
2. To study the level of self-efficacy among college faculties at different situations.
3. To analyse the prominent source of self-efficacy.

### 3.3 Hypothesis

**H01:** There is no significant relationship between opportunities provided by the faculties and number of students placed.

**H02:** There is no significant relationship between degrees of autonomous and number of articles published.

### 3.4 Limitations of study

- **Access:** This study depends on having access to the teaching faculties of higher educational institutions, due to some reasons, access is denied from the management.
- In some cases, willingness of the respondents was low.

### 3.5 Data collection tool

The survey method is found to be the best suited for this study. So, data were collected from the respondents through questionnaires.

**Table 3.1 Variables under consideration**

Independent variables	Dependent variables	Extraneous variables
<b>Self-efficacy</b> <ul style="list-style-type: none"> <li>• Tone of voice</li> <li>• Autonomous in tasks</li> <li>• Ability to stay current in subject knowledge</li> <li>• Lecturing unfamiliar subjects</li> <li>• Stress and anxiety</li> <li>• Providing opportunities to students</li> </ul>	<b>Organizational effectiveness</b> <ul style="list-style-type: none"> <li>• Number of articles published</li> <li>• Number of students placed</li> <li>• Interdepartmental relationship</li> <li>• Number of employees got doctorate</li> </ul>	<b>Employee tiredness</b> <b>Job satisfaction</b> <b>Workload</b>

Source: Questionnaire

## IV. RESULTS AND DISCUSSIONS

Table 4.1 Description of employees' demographic characteristics

Demographic variables	Gender		Marital status		Age (Years)			Experience (Years)		
	Male	Female	Married	Unmarried	20-30	31-40	Above 40	Below 2	2-5	Above 5
<b>Options</b>										
<b>Frequency</b>	73	77	87	63	42	69	39	35	85	30
<b>Percentage</b>	48.6	51.4	58	42	28	46	26	23.3	56.7	20

Source: Primary Data

Most of the respondents of this study are unmarried women with 2 to 5 years of experience and they belong to the age segment of 31 to 40 years.

Table 4.2 Source of self-efficacy

S.no	Particulars	Respondents	Percentage
1	Vicarious experience	12	8
2	Past performance	82	54
3	Verbal persuasion	12	8
4	Self-emotional cues	28	19
5	Trust by others	16	11
<b>Total</b>		<b>150</b>	<b>100</b>

Source: Primary Data

From the above table, the respondents have the stem of self-efficacy through their **past performance**. Thereby success of a person in the past will induce his self-efficacy to get succeed in the similar tasks in future.

Table 4.3 Chi-square analysis

Hypothesis	Variables under consideration		Calculated value	Tabulated value	Result
	Dependent variable	Independent variable			
H01	Number of students got placed.	Opportunities provided by the faculties	37.516	15.07	<b>Rejected</b>
H02	Number of articles published	Autonomous in performing tasks	23.971	38.14	<b>Accepted</b>

Source: Primary Data

As per the results obtained from the study, providing opportunities to the students by the faculties may improve their skills and that impact on student's placement scenario. People those who are autonomous in performing their tasks were not published more papers when compared to others. In the perception of the respondents, being autonomous in completing the tasks will not elevate the performance.

## V. FINDINGS AND SUGGESTIONS

It is inferred that 59% of respondents has loud and strong tone of voice during lectures. Loud and strong tone of voice indicates their high self-efficacy in taking their academic lectures. At the same time 11% of respondents not at all noticed their tone of voice during their lectures. Identifying and analyzing the reason for their tone of voice will be supportive for their betterment. 38% of respondents found much more autonomous in their tasks. Being autonomous in the job is the sign of high self-efficacy. People with these qualities perform better in reaching the organizational goals. 59% of respondents are very confident in their updated subject knowledge. Due to the impact of frequent changes in this digital world, education methods and practices have to be upgraded. 59% of respondents have considerable level of self-efficacy in handling the unfamiliar subjects. Challenging tasks can be undertaken by the people with high self-efficacy. So, developing the self-efficacy will boost their speed of moving their career to the desired destination. 38% of respondents seem to be having more level of stress and anxiety during the inclusion of less ability students in their class. It is the symbol of low self-efficacy. It will be a hurdle in achieving the organizational goal. So, making themselves ready for the uncomfortable situations may be helpful for them to sustain in this career. In the competitive world students have to be highly skilled. To foster their skills, providing opportunities that foster awareness and appreciation of cultural differences is necessary. 35% of respondents only use this strategy to uplift the skills of their students. Others can also make this opportunity to their students for their skill development.

## VI. CONCLUSION

From this research, it can be concluded that self-efficacy is the powerful resource that delegate both individuals and organization to realize several benefits such as revamping individual efficiency and enacting the aspirations of the organization. Teacher self-efficacy had an irrefutable footprint on the academic outcomes of students. It is mandatory for any organization to compete against its rivals. So, It will be more constructive for the organizations to train their employees with the consequences of the optimum self-efficacy. But, the outcome extreme level of self-efficacy over the actual capability is questionable.

**Scope for further studies**

This study focused on footprints of self-efficacy on organizational effectiveness with reference to higher educational institutions in Thuraiyur. This concept has a great potential to be applied in other sectors also. It is advisable to the further researchers to consider the employees of other organizations or more samples or other statistical tools to analyze the self-efficacy of employees and its impacts.

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