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The Effects of Employee Engagement and Self-efficacy On Job Performance: The case of Ethio-Telecom Head Office

**A Thesis Submitted to School of Graduate Studies of Addis Ababa University
for Partial Fulfillment of the Requirements of the Degree of Master in
Business Administration in Management (MBA)**

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Declaration

I, the undersigned, declare that this study entitled “The Effects of Employee Engagement and Self-efficacy On Job Performance: The case of Ethio-Telecom Head Office.” is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the study have been duly acknowledged.

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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

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On Job Performance: The case of Ethio-Telecom Head Office

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Abstract

Due to the challenging economic climate, organizations now more than ever are deciding to restructure and resize, which has resulted in organizations investigating new approaches to maintain and increase employees' job performance. This can be achieved by investigating what factors affect employees' job performance. Among these factors, self-efficacy and employee engagement are examined in this study. Therefore, the purpose of this study is to examine the effect of self-efficacy and employee engagement on job performance. The research design for this study was the Cross-sectional field survey method where the Questionnaire was used to collect data with questions for employee engagement adapted from The Gallup Q12 Survey (or the Gallup Workplace Audit) (1992-1999) and to measure self-efficacy the researcher used Generalized Self-Efficacy scale (GSE) was used. The target population of the study was Employees working in Ethio-telecom at head office and the population includes all professional employees working under different department levels. Simple random sampling technique was used to select sample respondents and the total sample size involved in the study was 154 (88%). Quantitative data are presented using tables. Descriptive statistics were performed on the demographic variables as a means of describing the respondents. In order to assess the effect of engagement and self-efficacy on job performance, a correlation and regression analysis were conducted. The study found that there is a positive relationship between self-efficacy and job performance as well as in between employee engagement and job performance. The finding implies that, in order to enhance job performance, management should give attention to the development of self-efficacy and employee engagement within HR activities. Recommendations were also given to Ethio-telecom head office to put certain strategies that make employees more accountable for discharging their responsibility and increase the level of employee's self-efficiency. The management body should employ certain leadership styles in order to increase employees performance and should give due attention to recognition for quality of work and good ideas, creating positive interaction between members of staff and making transparent system in the head office.

Key words: *Self-efficacy, Employee engagement and Job performance*

1. INTRODUCTION

1.1. Background of the Study

To maintain a competitive advantage in the marketplace, firms need to balance the resources available to the firm to achieve the desired results of profitability and survival (Kavanagh, Thite & Johnson 2013). These resources are generally categorized into three; physical, organizational, and human resources. Porter (1990) noted that management of the human resources is the most critical of the three to gain a competitive advantage in the global market. As the economic climate where this global market operates, is becoming more challenging, organizations now more than ever are deciding to restructure and resize, which in turn resulted in organizations investigating new approaches to maintain and increase employees' job performance.

On a typical day at work, employees often encounter obstacles and experience setbacks when trying to complete their duties and tasks. Some become discouraged, lose motivation and give up; others remain hopeful, create alternate plans, and persevere. Managers—who often aim to increase their employees' job performance—are likely interested in identifying which employees will strive toward task and goal completion and which will languish in the face of adversity (SUZANNE, 2008). Self-efficacy is the belief, or confidence, that one can successfully execute a behavior required to produce an outcome such that the higher the level of self-efficacy, the more an individual believes he or she can execute the behavior necessary to obtain a particular outcome (Bandura, 1997). This is therefore, one tends to avoid situations believed to exceed his or her abilities and get involved, without hesitation, in activities for which he or she feels capable. A central idea posed in social cognitive theory is that success experiences raise self-efficacy but repeated failures lower self-efficacy. Moreover, enhanced self-efficacy, secondary to repeated successes often generalizes to new situations (Bandura, 1997).

In an extensive literature review on self-efficacy, Albert Bandura and Edwin Locke (2003) concluded that self-efficacy is a powerful determinant of job performance (Lunenbug, 2011). According to Bandura self-efficacy is important because individuals with high self-efficacy tend to try to perform challenging tasks and experience more positive emotions relating to the task. Given that job performance is arguably one of the most important outcomes in Industrial and Organizational Psychology, it is crucial to also focus on the underlying mechanisms that may explain the self-efficacy – performance relationship (Stajkovic & Luthans, 1998).

It is said a company that unlocks the secrets of employee engagement is promised profits beyond its wildest dreams. The challenge today is not only just retaining talented people, but fully engaging them, capturing their minds and hearts at each stage of their work lives (Derara,2016). Employee engagement has been the focus of growing interest in recent years as research in positive organizational phenomena has expanded. Establishing an engaged workforce is now a high priority for many organizations in both the private and public sectors. Many employers feel that engaged employees outperform others by showing heightened interest in their work and being prepared to go the extra mile‘ for their organization.

According to the Social-cognitive theory of learning, a person’s self-efficacy depends on behavioral, environmental and cognitive factors (Bandura, 1986). Bandura and Wood (1989) supported the idea that a robust sense of personal efficacy to sustain the necessary attention on productivity and a constant effort to achieve goals is the key of success in many areas. Bandura (1986) was the first to define self-efficacy as a person’s sense and confidence in his/her abilities to achieve his/her goals. More specifically, the term “self-efficacy” refers to a person’s personal critique on his/her capabilities to organize and perform a specific behavior (Staple & Hulland 1999).

The issues raised in the earlier parts clearly depict that any defect in employees engagement and self-efficacy on job performance would result in poor performance and achievement on the part of the employees. Hence, this situation demands the student researcher to know the status of employment engagement together with self-efficiency on job performance at Ethio-telecom head office. Thus, it is where the conception of this research would enhance from.

1.2 Statement of the Problem

Due to the challenging economic climate, organizations now more than ever are deciding to restructure and resize, which has resulted in organizations investigating new approaches to maintain and increase employee job performance. In order to achieve this, organizations should examine what factors are affecting employee job performance at work places.

In Bandura's believe Self-efficacy has powerful effects on learning, motivation, and performance; because people try to learn and perform only those tasks that they believe they will be able to perform successfully. In the other hand, (Karatepe, Uludag, Menevis, Hadzimehmedagic & Baddar, (2006) believes that employees' self-efficacy, competitiveness and effort were also found to have a significant positive effect on the job performance of employees serving as front liners.

Jankingthong,R, (2012) also argued that engagement, as a motivational variable, should lead to high levels of job performance because Work engagement represents a commonality among physical, emotional, and cognitive energies that individuals bring to their work role. Bakker, 2015 mentioned that With respect to performance management it is explained that high levels of performance may best be achieved by facilitating the conditions that foster and support engagement.

The longitudinal field-based research study which was done by Carter, 2016 suggest that raising self-efficacy beliefs on challenging tasks and concurrently lifting employee engagement are both critical factors to be addressed when seeking to improve job performance. (Alessandri, Borgogni, Schaufeli,2015), explained that levels of self-efficacy beliefs appeared to determine the significance of the effects of both positive orientation (direct and indirect) and work engagement (direct) on job performance.

Many factors contribute to differences in levels of self-efficacy and employee engagement. These factors include changes in economic climate, increased workload, alternating shifts, and long, consecutive hours. Such factors have led to job-related stress, fatigue, burnout, and high turnover rates among professionals Bandura, (1997). Besides, Bandura identifies four factors affecting self-efficacy.

- I. **Experience, or "enactive attainment"** – The experience of mastery is the most important factor determining a person's self-efficacy. Success raises self-efficacy, while failure lowers it.

- II. **Modeling, or "vicarious experience"** – Modeling is experienced as, "If they can do it, I can do it as well". When we see someone succeeding, our own self-efficacy increases; where we see people failing, our self-efficacy decreases. This process is most effectual when we see ourselves as similar to the model. Although not as influential as direct experience, modeling is particularly useful for people who are particularly unsure of themselves.
- III. **Social persuasion** – Social persuasion generally manifests as direct encouragement or discouragement from another person. Discouragement is generally more effective at decreasing a person's self-efficacy than encouragement is at increasing it.
- IV. **Physiological factors** – In stressful situations, people commonly exhibit signs of distress: shakes, aches and pains, fatigue, fear, nausea, etc. Perceptions of these responses in one self can markedly alter self-efficacy.

From the above mentioned studies one can understand that both self-efficacy and employee engagement can play a key role in enhancing employee job performance. In Ethiopia even though there are few researchers that incorporate employee engagement in their study, it is difficult to find studies that combine both self-efficacy and employee engagement towards job performance. One plausible explanation for low practitioner interest is that self-efficacy research has been dominated by researchers using student participants in non-work-related settings (Saks, 2006). Therefore, the first aim of this research is to examine the effect of self-efficacy within an organizational context.

Also engaged workers are less likely to achieve success in their work if they feel they are not competent at doing so. Indeed, in the absence of a strong personal belief of efficacy, also the more well-minded efforts may remain useless. Thus, an adequate sense of personal efficacy is crucial to ensure the link between work engagement and job performance.

Therefore in this study the researcher tried to identify the effect of both self-efficacy and employee engagement on job performance.

1.3. Research Questions

The study has tried to answer the following questions

1. What is the relationship between self-efficacy and job performance?
2. What is the relationship between employee engagement and job performance?

1.4 Objectives of the Study

1.4.1. General Objective

The general objective of this study is to identify the effect of self-efficacy and employee engagement on job performance.

1.4.2. Specific Objectives

The specific objectives of this study are

1. To identify the relationship between self-efficacy on job performance
2. To identify the relationship between employee engagement and job performance

1.5. Significance of the Study

The researcher hopes that this material will be helpful in the implementation of Human Resource practices in the organization under discussion. It can also be used as a source in planning future strategies and the best plausible ways of attaining those strategies.

The research will help to create knowledge and information for academicians and other researchers on the effect of self-efficacy and employee engagement on job performance. The researcher is optimistic that this study will be used as a supplementary document for further study.

1.6. Scope of the Study

The researcher has found that it is very important to delimit the scope of the study to a manageable size in order to investigate the issue thoroughly. This research was confined only to Ethio-telecom particularly the head office for the sake of in-depth analysis with genuine investigation on the effect of employee engagement and self-efficacy on job performance.

Hence, it will be unrealistic and impractical to attempt to conduct the study within the given time limit in all branch offices of the Ethio-telecom and unfair to see all the concepts of employee engagement and self-efficacy on job performance with limited time and financial resource owned by

student researcher. This is, therefore, the study is delimited to assess the effect of employee engagement and self-efficacy on job performance: The case of Ethio-telecom head office.

1.7. Limitations of the Study

The sample of the study is limited only in Ethio-telecom; it would have been more complete if it had included other organizations. The other limitation was the staffs of Ethio telecom were usually very busy and therefore they required a lot of time to fill the questionnaires. However, despite the limitations mentioned, the researcher has mitigated the problems using different mechanisms in order to get information and managed the subject under study.

1.8 Organization of the Study

The paper is organized into five chapters .The first chapter presented the introduction part of study that includes background of the study, statement of the problem, objective of the study, significance of the study , scope of the study and limitations of the study. The second chapter contains review of related literature on the topic of the study. The third chapter is about methodology that highlight the methods used to conduct the research. In chapter four, data presentation, analysis and interpretation has been done. While in chapter five the conclusion and recommendations drawn from the study depending upon the finding of the study are presented.

1.9 Definition of Key Terms

Effect: *Effect* is the result of an action, as in those “cause and effect” papers you might write in English class. Your topic could be how your late-night tuba playing (cause) has driven your roommate insane (Encyclopedia 21 Latest Edition).

Employee engagement: An "engaged employee" is defined as one who is fully absorbed by and enthusiastic about their work and so takes positive action to further the organization's reputation and interests (Oxford Dictionary).

Self-efficiency: Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. (Encyclopedia Latest Edition).

Job Performance: The work related activities expected of an employee and how well those activities were executed. Many business personnel directors assess the job performance of each employee on an annual or quarterly basis in order to help them identify suggested areas for improvement(EncyclopediaLatestEdition).

CHAPTER TWO

2. LITRETURE REVIEW

The Concept of Self-efficacy

The concept of self-efficacy is grounded in Bandura's (1997) social learning theory. He defines perceived self-efficacy as "people's beliefs about their capabilities to produce efforts" and perceived self-efficacy, which he defines as a belief in one's own capability to organize and execute the course of action required to attain a goal. In essence, one is having strong self-efficacy experience increase in motivation, accomplishment, and personal well-being. Those with a low sense of self-efficacy, on the other hand, often suffer stress and depression; unbelieving of their capabilities and often succumbed to failure (Bandura, 1997). While previous research defines self-efficacy, personal self-efficacy and their relation to performance; Bakker, A. Devonport and Schaufeli W. (2008) explore factors such as coping-efficacy (an individual's confidence level in relation to outstanding tasks), and outcome-efficacy (task objectives) were noted to lay foundation for the research focus at hand.

2.1. Definition of Self-efficacy

Self-efficacy is a personal construct of Bandura's (1982) Social Cognitive Theory. The theory explains how behavior, cognitive and personal factors including self-efficacy, and environmental events interact and influence each other in a dynamic fashion. Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives Bandura, A. (1994). From this we can understand that Self-efficacy is the belief in one's own ability to successfully accomplish something. Self-efficacy theory tells us that people generally will only attempt things they believe they can accomplish and won't attempt things they believe they will fail (Brown, 2013). We rarely attempt to perform a task when we expect to be unsuccessful.

Wood and Bandura (1989a: 408) stated that "self-efficacy refers to beliefs in one's capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet given situational demands." (Gist & Mitchell, 1992) work has highlighted three aspects of this definition. First, self-efficacy is a comprehensive summary or judgment of perceived capability for performing a specific task. In an organizational context, information derived from the individual, the work task, and others in the work environment may contribute to the comprehensive assessment of capability. Second, self-efficacy is a dynamic construct. The efficacy judgment changes over time as new

information and experience are acquired (sometimes during actual task performance). Third, efficacy beliefs involve a mobilization component; self-efficacy reflects “a more complex and generative process involving the construction and orchestration of adaptive performance to fit changing circumstances” (Bandura, personal communication, 1989). Thus, people who have the same skills may perform differently based on their utilization, combination, and sequencing of these skills in an evolving context.

2.2 Sources of Self-Efficacy

People's beliefs about their efficacy can be developed by four main sources of influence. The most effective way of creating a strong sense of efficacy is through mastery experiences. Successes build a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established. If people experience only easy successes they come to expect quick results and are easily discouraged by failure. A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort. Some setbacks and difficulties in human pursuits serve a useful purpose in teaching that success usually requires sustained effort. After people become convinced they have what it takes to succeed, they persevere in the face of adversity and quickly rebound from setbacks. By sticking it out through tough times, they emerge stronger from adversity Bandura.A (1994).

The second way of creating and strengthening self-beliefs of efficacy is through the vicarious experiences provided by social models. Seeing people similar to one succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities required to succeed. By the same token, observing others' fail despite high effort lowers observers' judgments of their own efficacy and undermines their efforts. The impact of modeling on perceived self-efficacy is strongly influenced by perceived similarity to the models. The greater the assumed similarity the more persuasive are the models' successes and failures. If people see the models as very different from themselves their perceived self-efficacy is not much influenced by the models' behavior and the results its produces Bandura.A (1994).

It is more difficult to instill high beliefs of personal efficacy by social persuasion alone than to undermine it. Unrealistic boosts in efficacy are quickly disconfirmed by disappointing results of one's efforts. But people who have been persuaded that they lack capabilities tend to avoid challenging activities that cultivate potentialities and give up quickly in the face of difficulties. By

constricting activities and undermining motivation, disbelief in one's capabilities creates its own behavioral validation Bandura.A (1994). Accordingly, successful efficacy builders do more than convey positive appraisals. In addition to raising people's beliefs in their capabilities, they structure situations for them in ways that bring success and avoid placing people in situations prematurely where they are likely to fail often. They measure success in terms of self-improvement rather than by triumphs over others.

2.3. Dimensions of Self-efficacy

According to (Lunenburg, 2011) Self-efficacy has three dimensions:

- ❖ **Self-efficacy magnitude** the level of task difficulty a person believes he/she can attain. How difficult is my task? Are the quizzes easy or hard?

- ❖ **Self-efficacy strength** the conviction regarding magnitude as strong or weak). How confident am I that I can excel at my work tasks? How sure am I that I can climb the ladder of success?

- ❖ **Generality of self-efficacy** refers to the "degree to which the expectation is generalized across situations (Lunenburg, 2011). How sure am I that what I have learned will apply to my new tasks?

2.4. Measuring Self-Efficacy

There are many ways to measure self-efficacy. One such scale is the Skill Confidence Inventory scale (SCI). The SCI scale measures perceived confidence to successfully complete several tasks, activities, and coursework. The SCI scale measures self-efficacy in the vocational domain and is used in career counseling. The SCI is usually combined with the Strong Interest Inventory scale (SII). The SCI consists of six 10 item General Confidence Themes (GCT scales) (sixty items total). Each 10 item scale is scored by taking the mean of responses of each scale. GCT scales measure perceived level of confidence and range from 1 to 5; 1= No Confidence and 5= Complete Confidence. A score of 3.5 or higher implies a high skill confidence for that scale (Betz, Borgen, and Horman, 1996).

The SCI scale is written in an eighth grade reading level and can be administered to high school students, college students, or working professionals. The SCI is offered in pencil and paper format via mail in tests, and in the Entrepreneur Report. The SCI is also available via the internet through the Consulting Psychologists Press (Betz et al., 1996).

Self-efficacy is described as domain specific. Indeed the SCI measures self-efficacy for the vocational domain. Another such example of a scale that measures self-efficacy in a specific domain is the Mathematics Self-Efficacy Scale (MSES). The MSES measures self-efficacy in the domain of math. This is the most commonly used scale to measure self-efficacy in math related tasks. It was created by Betz and Hackett (1983). The scale ranges from 0 to 9; 0= Not at all difficult and 9= Extremely difficult.

Another interesting measurement of self-efficacy is the Generalized Self-Efficacy scale (GSE). One could say that it measures self-efficacy in adaptation, optimism, and coping in regards to facing adversity or everyday problems. The purpose of the GSE is to measure confidence in goal setting, effort, and persistence. The scale was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events (Schwarzer& Jerusalem, 1995). The scale is designed for the general adult population, including adolescents. Persons below the age of 12 should not be tested. The scale is usually self-administered, as part of a more comprehensive questionnaire. Preferably, the 10 items are mixed at random into a larger pool of items that have the same response format. It requires 4 minutes on average. Responses are made on a 4-point scale. Sum up the responses to all 10 items to yield the final composite score with a range from 10 to 40.

2.5 The Types of Efficacy-Activated Processes

Much research has been conducted on the four major psychological processes through which self-beliefs of efficacy affect human functioning Bandura. A. (1994).

A. Cognitive Processes

The effects of self-efficacy beliefs on cognitive processes take a variety of forms. Much human behavior, being purposive, is regulated by forethought embodying valued goals. Personal goal setting is influenced by self-appraisal of capabilities. The stronger the perceived self-efficacy, the

higher the goal challenges people set for themselves and the firmer is their commitment to them. It requires a strong sense of efficacy to remain task oriented in the face of pressing situational demands, failures and setbacks that have significant repercussions. Indeed, when people are faced with the tasks of managing difficult environmental demands under taxing circumstances, those who are beset by self-doubts about their efficacy become more and more erratic in their analytic thinking, lower their aspirations and the quality of their performance deteriorates. In contrast, those who maintain a resilient sense of efficacy set themselves challenging goals and use good analytic thinking which pays off in performance accomplishments Bandura.A (1994).

B. Motivational Processes

Self-beliefs of efficacy play a key role in the self-regulation of motivation. Most human motivation is cognitively generated. People motivate themselves and guide their actions anticipatorily by the exercise of forethought. They form beliefs about what they can do. They anticipate likely outcomes of prospective actions. They set goals for themselves and plan courses of action designed to realize valued futures. There are three different forms of cognitive motivators around which different theories have been built. They include **causal attributions, outcome expectancies, and cognized goals**. The corresponding theories are attribution theory, expectancy-value theory and goal theory, respectively. Self-efficacy beliefs operate in each of these types of cognitive motivation. Self-efficacy beliefs influence causal attributions. People who regard themselves as highly efficacious attribute their failures to insufficient effort, those who regard themselves as inefficacious attribute their failures to low ability. Causal attributions affect motivation, performance and affective reactions mainly through beliefs of self-efficacy.

C. Affective Processes

People's beliefs in their coping capabilities affect how much stress and depression they experience in threatening or difficult situations, as well as their level of motivation. Perceived self-efficacy to exercise control over stressors plays a central role in anxiety arousal. People who believe they can exercise control over threats do not conjure up disturbing thought patterns. But those who believe they cannot manage threats experience high anxiety arousal. They dwell on their coping deficiencies. They view many aspects of their environment as fraught with danger. They magnify the severity of possible threats and worry about things that rarely happen. Through such

inefficacious thinking they distress themselves and impair their level of functioning. Perceived coping self-efficacy regulates avoidance behavior as well as anxiety arousal. The stronger the sense of self-efficacy the bolder people are in taking on taxing and threatening activities.

D. Selection Processes

The discussion so far has centered on efficacy-activated processes that enable people to create beneficial environments and to exercise some control over those they encounter day in and day out. People are partly the product of their environment. Therefore, beliefs of personal efficacy can shape the course lives take by influencing their types of activities and environments people choose. People avoid activities and situations they believe exceed their coping capabilities. But they readily undertake challenging activities and select situations they judge themselves capable of handling. By the choices they make, people cultivate different competencies, interests and social networks that determine life courses. Any factor that influences choice behavior can profoundly affect the direction of personal development. This is because the social influences operating in selected environments continue to promote certain competencies, values, and interests long after the efficacy decisional determinant has rendered its inaugurating effect.

2.6 The Concept of Employee Engagement

The concept of employee engagement is most widely used and spoken about in all progressive organizations it is about how happy employees are with their jobs, the environment in which they work their colleagues and how their performance is aligned with the organizational outcomes. Jack Welch once said, three things any organization should focus on are employee engagement, customer satisfaction and cash flow. This is an effort to review the literature in the area of employee engagement and present the same in a meaningful and systematic manner. Largely possible we have comprehensively dealt with this subject and have structured what we have shared logically Kroth and Boverie (2003).

The concept of employee engagement really got popular after the work of William Kahn (1990) when he published his paper “Psychological conditions of personal engagement and disengagement at work” in Academy of Management Journal. Kahn took lead from Goffman to study why individuals invested a varying degree of themselves to their work-roles. Engagement is reflected by the investment of personal energies into their roles, physically, cognitively and emotionally. High energy means engagement and low energy means disengagement.

2.6.1 Evolution of Employee Engagement

The notion of employee engagement has attracted considerable interest from business and consultancy firms since the 1990s and has more recently begun to attract wider academic attention. Analysis of employee engagement literature has enabled the identification of stages in the evolution of the employee engagement concept, conceptualized here as a series of waves. The literature includes conceptual and empirical work Kahn, W (1990).

2.6.1.1 Employee Engagement during Pre-wave Era

The pre-wave era is characterized by recognition of the general need for employees to engage with their work and organizations. Besides, it encourages discussing employee behaviors needed to achieve organizational effectiveness, including to: “engage in occasional innovative and cooperative behavior beyond the requirements of the role but in the service of organizational objectives.” While they do not use the term employee engagement, their work recognizes the need for engagement and links it to organizational effectiveness.

2.6.1.2 Employee Engagement Wave 1 (1990-1999)

The 1990s begin with early ripples of scientific work on engagement and the decade closes with a flood of interest from practitioners. The wave begins in the 1990s with academic work on personal engagement (Kahn, 1990). Kahn can be considered an academic parent of the employee engagement movement, as his work has been influential, yet he does not use that term specifically and his qualitative research is concerned with personal engagement. Kahn (1990, p. 694) defined personal work engagement as: “the harnessing of organizational members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performance.” He argued that three psychological engagement conditions are necessary for an employee to bring themselves into their work role performance. These determinants are: meaningfulness (work elements), safety (social elements, including management style, process and organizational norms) and availability (individual distractions).

2.6.1.3 Employee Engagement Wave 2 (2000-2005)

The second wave is evident in work produced in the first half of the 2000s. This wave consisted of a surge of practitioner work, and a swell of interest from academics. Consultancy firms linked high engagement to high business performance (Hewitt Associates LLC, 2004). They define employee engagement as a combination of cognitive and emotional antecedent variables in the workplace. This omits Kahn's (1990) behavioral element represented by his physical engagement component. A key scientific development in this wave was the emergence of the positive psychology movement which switched focus from negative consequences of attitudes to work like job burnout, to positive drivers like engagement.

2.6.1.4 Employee Engagement Wave 3 (2006-2010)

The third wave evident in the second half of the decade, sees a surge of academic interest which crests with the publication of two handbooks in 2010. In the forefront of the third wave of employee engagement work, Saks (2006) considers the concept of employee engagement and notes that it has had more attention in practitioner literature than academic literature. Saks refers to Kahn's (1990) definition, and concurs with Kahn's view of employee engagement as consisting of cognitive, emotional, and behavioral components. He notes that engagement appears in the job burnout literature (Maslach et al., 2001) as the positive antithesis to burnout. Saks extended the employee engagement concept to encompass both job engagement and organization engagement. Saks's work is significant because it tackles the question of the status of the concept. His work addressed fears that the concept was more of a buzzword than a serious construct. Saks provides a convincing argument that positions engagement as a scientific concept thus removing impediments to scholarly work. His endorsement of the construct, and recognition of the surprising dearth of academic work on it, inspired subsequent scientific endeavors.

2.7. Definition of Employee Engagement

When it comes to studies of employee engagement, the same lack of rigorous individual studies applies, although several organizational-level studies link employee engagement to organizational performance, while its claimed benefits have been widely discussed in the business literature (Carter, 2016). Employee engagement is an attractive concept – we get excited by it, we get involved in it, we're willing to invest time and effort in it, and we get proactive about practicing it (Macey, 2009). Employee engagement has been defined differently by different researchers as well

as human resources practitioners and scholars. Consultancy firms have conceptualized engagement by combining and relabeling existing notions, such as commitment, satisfaction, involvement, motivation, and extra role performance (Schaufeli, 2013). Employee engagement takes place when people at work are interested in and are positive, even excited about their jobs and are prepared to go the extra mile to get them done to the best of their ability (Armstrong, 2009). Employee engagement is an individual's involvement with, satisfaction with, and enthusiasm for the work s/he does (Robinson, 2013). Engagement is defined as a blend of three existing concepts (1) job satisfaction; (2) commitment to the organization; and (3) extra-role behavior, i.e. discretionary effort to go beyond the job description. Active employee engagement shows up as a willingness to help others, to always try to do something extra to improve performance, and to speak positively about the organization (Schermerhorn, 2012). Development Dimensions International (DDI) also defines engagement as “the extent to which people enjoy and believe in what they do and feel valued for doing it.” The general thinking on the notion is that engaged employees give more of what they have to offer, sequentially, it is given that an engaged workforce is simply a more productive one (Macey, 2009).

2.7.1. The Fundamental Nature of Engagement

One communication-related aspect of the engagement debate concerns the fundamental nature of engagement and whether it can be considered an attitude, a psychological or motivational state, or a personality trait. Traits are relatively fixed, steady-state predisposed aspects of personality, while attitudes and psychological states are more fluid learned dispositions. The nature of engagement is a significant issue for corporate communicators since they are well-placed to influence workplace attitudes and stimulate employee motivation. While attitudes and states can be influenced by communication, traits are fixed in comparison and may be less open to communication interventions and influence. Nonetheless, they need to be understood by communicators concerned with serving diverse internal stakeholder groups as they indicate a range of different personality traits and communication preferences. Kahn (1990) presents engagement as a three-component construct influenced by three psychological states. Conversely, Saks (2006) argues that engagement is not an attitude but a psychological state.

2.7.2. The Feel of Engagement

According to (Macey, 2009) there are four important components to feeling engaged:

- 1 feelings of urgency;
- 2 feelings of being focused;
- 3 feelings of intensity; and
- 4 feelings of enthusiasm

As (Macey, 2009) explained the combination of these four elements is what makes engagement both distinct from other related concepts and simultaneously a powerful source of fulfillment for employees and competitive advantage for companies.

- *Feelings of urgency*

People don't just want energy but a purposeful energy or a force that impels them to action in order to achieve a particular end. The thought of urgency is similar to physical strength, emotional energy, and cognitive liveliness but with the added emphasis on goal attainment. (William H. Macey, 2009)

- *Feelings of being focused*

Engaged employees feel focused on their work. Under normal circumstances, they feel concentrated on what they are doing and aren't easily distracted by outside thoughts, or for that matter by things that aren't important to what's at hand.

- *Feelings of intensity*

Focus alone cannot capture all of what we mean by the feelings of being engaged. Intensity complements focus in that it conveys the *depth* of concentration. On this concept (William H. Macey, 2009) argued that the feeling of intensity is determined by the nature of the demands of the work and the employee's skill level. When the skill level of employees matches the demands of the task, they are inadvertently forced to devote both their attention and energy to the task to be successful. Conversely, when the skill level of employees greatly exceeds the demands of the task, people tend to be bored and their attention and energy can go elsewhere; intensity suffers.

- *Feelings of enthusiasm*

Enthusiasm is a psychological state that holds both a sense of happiness and energy at the same time. This feeling can be associated with Bandura's source of self-efficacy, arousal, the state of being 'psyched up'.

2.7.3. Measuring Engagement

The Gallup study highlights twelve key elements that form the foundation of strong engagement and believes these elements can be accessed through twelve questions (Dicke,2010). As it is explained by (Harter, Schmidt, Killham, Asplund, 2006) in designing the items included in the Q12, researchers took into account that, from an actionability standpoint, there are two broad categories of employee survey items: those that measure attitudinal outcomes (satisfaction, loyalty, pride, customer service intent, and intent to stay with the company) and those that measure actionable issues that drive the above outcomes. The Q12 measures the actionable issues for management — those predictive of attitudinal outcomes such as satisfaction, loyalty, pride, and so on.

Another measurement example comes from Development Dimensions International (DDI). DDI has their own measure, “E3,” which assess three key elements of engagement (individual value, focused work, and interpersonal support) as well as provides a standard measure for employee satisfaction, which they feel is a result or consequence of engaging employees (Dicke,2010).

2.8. HRM Practices and Employee Engagement

According to (Bakker, 2015) Selection, socialization, performance management, and training are HRM practices that are likely to be important for promoting employee engagement.

Today, it is widely understood that out of the three resources employed in an organization, the one that gains the competitive advantage is labor; while physical and technological resources can be easily imitated by competitors.

Employee selection is the first object of interest in assessing and controlling the behavior in an organization. The employees in an organization should be the best people on the labor market, the people that are best fitted to perform the job efficiently in accordance with the business strategy of the organization. By giving employees roles that they are skilled and talented at, performance can be enhanced. For those employees that are lacking in their performance, training and development schemes can be set up to opt their skill and confidence.

By continuously assessing the performances of employees, the organization ought to help them achieve their utmost potential through career management. Not only will this help the employees but also the organization by creating engaged employees.

2.9. Job Performance

2.9.1. Definitions

Job performance is one of the most important dependent variables and has been under study for a long decade (Jankingthong, Rurkkhum, 2012). According to the online dictionary of Wikipedia, Job performance is the quality and quantity expected in a particular job from an employee to perform their job well, which is most of the time determined, by motivation and the will and ability of the individual employee to do the job. (Motowidlo, Borman, Schmit, 1997) also define Job performance as the aggregated value to the organization of the discrete behavioral episodes that an individual performs over a standard interval of time.

According to Motowidlo, (2003) there are two important ideas in the above definition. The first one is that performance is a property of behavior. In particular, it is an aggregated property of multiple, discrete behaviors that occur over some span of time. The second important idea is that the property of behavior to which performance refers is its expected value to the organization. Thus Motowidlo concluded that the performance construct by this definition is a variable that distinguishes between sets of behaviors carried out by different individuals and between sets of behaviors carried out by the same individual at different time. The distinction is based on how much the sets of behaviors are likely to give to or take away from organizational effectiveness. On the other hand variance in performance is variance in the expected organizational value of behavior.

In fact, this is also the basis for the distinction between task performance and contextual performance Borman&Motowidlo, (1993). *Task performance* can be defined as the effectiveness with which job incumbents perform activities that contribute to the organization's technical core either directly by implementing a part of its technological process, or indirectly by providing it with needed materials or services Borman & Motowidlo, (1997). Contextual performance was defined as performance that is not formally required as part of the job but that helps shape the social and psychological context of the organization Borman and Motowidlo, (1993).

In order to explain how these two parts of the performance domain differ, Motowidlo (2003), suggested that the part that tended to be most frequently recognized and targeted by selection research and practice refers to activities like those that usually appear on formal job descriptions is called task performance and suggested that it might take either of two forms. One involves activities that directly transform raw materials into the goods and services that are the organization's products. They include activities such as selling merchandise in a retail store, operating a

production machine in a manufacturing plant, teaching in a school, performing surgery in a hospital, and cashing checks in a bank (Motowidlo, Borman, Schmit, 1997).

A second type of task performance consists of activities that service and maintain the technical core by replenishing its supply of raw materials; distributing its finished products; or providing important planning, coordination, supervising, or staff functions that enable it to function effectively and efficiently Motowidlo, (2003). Thus, task performance bears a direct relation to the organization's technical core, either by executing its technical processes or by maintaining and servicing its technical requirements. Motowidlo (2003) argued that Contextual performance is part of the performance domain that was relatively ignored in selection research is also organizationally valuable, but for reasons different from those that explain the organizational value of task performance. It is called contextual performance because it is defined in terms of behavior that contributes to organizational effectiveness through its effects on the psychological, social, and organizational context of work.

Contextual performance has been further suggested to have two facets: interpersonal facilitation and job dedication. (1) Interpersonal facilitation includes –cooperative, considerate, and helpful acts that assist co-workers‘ performance”. On the other hand, (2) *job dedication*, includes –self-disciplined, motivated acts such as working hard, taking initiative, and following rules to support organizational objectives” Jankingthong, Rurkkhum, (2012).

2.9.2 Factors Affecting Job Performance

According to Jankingthong, Rurkkhum, (2012) transformational leadership, organizational justice, and work engagement have direct effects on task, and contextual performance. Transformational leaders motivate their followers to perform beyond expectations by influencing them to pursue higher and convincing followers to replace their self-interests with organizational interests. Organizational justice refers to perceptions of fairness within an organizational setting (Greenberg, 1990). Adams‘ equity theory indicates that an individual can alter his quality and quantity of work to restore justice when he perceives the outcome/input ratio to be unjust. (Jankingthong, Rurkkhum, 2012) have argued that engagement, as a motivational variable, should lead to high levels of job performance because Work engagement represents a commonality among physical, emotional, and cognitive energies that individuals bring to their work role.

Campbell et al. (1993) argued that there are three direct determinants of job performance: declarative knowledge, procedural knowledge and skill, and motivation. Declarative knowledge is

knowledge of facts, principles, and procedures, knowledge that might be measured. Procedural knowledge and skill is skill in actually doing what should be done. It is the combination of knowing what to do and actually being able to do it. Motivation is the combination of choice to exert effort, choice of how much effort to exert, and choice of how long to continue to exert effort.

Motowidlo et al. (1997) presented a theory of individual differences in job performance. As mentioned earlier the theory divides job performance into task performance and contextual performance it also includes two categories of basic tendencies: cognitive ability and personality and predicts that cognitive ability is a better predictor of task performance, whereas personality variables such as extraversion, agreeableness, and conscientiousness are better predictors of contextual performance.

In Bandura's believe Self-efficacy has powerful effects on learning, motivation, and performance; because people try to learn and perform only those tasks that they believe they will be able to perform successfully. According to (Bandura, 1982) Self-efficacy affects learning and performance in three ways 1, Self-efficacy influences the goals that employees choose for themselves. 2. Self-efficacy influences learning as well as the effort that people exert on the job. 3. Self-efficacy influences the persistence with which people attempt new and difficult tasks.

In the other hand, (Karatepe et.al 2006) believes that employees' self-efficacy, competitiveness and effort were also found to have a significant positive effect on the job performance of employees serving as front liners.

(Munisamy, 2013) concludes that stress; work environment, workload and pay are the determinant of job performance. These factors were found significant in affecting the job performance among the employees working at oil palm plantation in rural area in Malaysia.

(Alessandri, Borgogni, Schaufeli, Caprara, Consiglio, 2014) mentioned in their study that workers' self-efficacy beliefs influence job performance by acting as a boundary condition for the predicted relationship occurring between work engagement and job performance. They further explained that lacking of the appropriate confidence in one's own abilities, also the more motivated and engaged workers are destined to failure.

2.9.3 Job Performance vs. Self-efficacy

Self-efficacy theory articulates that people generally will only attempt things they believe they can accomplish and won't attempt things they believe they will fail at (Brown, 2013). People rarely attempt to do things that they most likely will fail at. Self-efficacy has powerful effects on learning,

motivation, and performance; because people try to learn and perform only those tasks that they believe they will be able to perform successfully (Lunenburg, 2011). According to (Bandura, 1994) People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided and in contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. Bandura also advocates that Self-efficacy affects learning and performance in three ways

1. Self-efficacy influences the goals that employees choose for themselves. Employees with low levels of self-efficacy tend to set relatively low goals for themselves and vice versa.
2. Self-efficacy influences learning as well as the effort that people exert on the job. Employees with high self-efficacy generally work hard to learn how to perform new tasks, because they are confident that their efforts will be successful.
3. Self-efficacy influences the persistence with which people attempt new and difficult tasks. Employees with high self-efficacy are confident that they can learn and perform a specific task. Thus, they are likely to persist in their efforts even when problems surface.

Since self-efficacy can have powerful effects on organizations, it is important to identify its origin (Lunenburg, 2011). As Bandura proposes, people's beliefs about their efficacy can be developed by four main sources of influence.

1. Enactive mastery.
2. Vicarious modeling.
3. Verbal persuasion.
4. Arousal.

Bandura explains that the most important source of increasing self-efficacy is enactive mastery — that is, if a person accomplishes a task or a job successfully once, s/he is more confident when performing the task or job in the future. Managers or supervisors can boost self-efficacy through careful hiring, providing challenging assignments, professional development and coaching, goal setting, supportive leadership, and rewards for improvement (Lunenburg, 2011). Also (Brown, 2013) clarify that providing opportunities for people to gain mastery is the reason why workshops, training programs, internships, and clinical experiences are offered so that people can become proficient at new skills and increase self-efficacy. It would seem that mastering something new is relatively simple: all one has to do is practice. However this may not always work; (Brown, 2013) elucidates that if the new tasks are always easy and similar to ones already mastered, and difficult, unfamiliar ones are avoided, then a strong sense of efficacy doesn't develop.

The second source is vicarious modeling —becoming more confident because someone else is capable of performing the task. Vicarious experience is most effective when people see themselves as similar to the person they are modeling. Seeing a co-worker succeed at a particular task may boost self-efficacy. Brown, (2013) mentioned that not only do workshops and training sessions increase mastery, they can also provide vicarious experience in a way that watching others in a training session, a class or during role playing can provide observational experiences that enhance self-efficacy, especially if the person performing is similar to the observer.

The third source is verbal persuasion: becoming more confident because someone is persuaded that they have the necessary to be successful in their performance. The best way for a leader to use verbal persuasion is through the Pygmalion effect. The Pygmalion effect is a form of a self-fulfilling prophesy in which believing something to be true can make it true (Lunenburg, 2011). Research has indicated that when managers are confident that their subordinates can successfully perform a task, the subordinates perform at a higher level (Lunenburg, 2011).

Finally, Bandura argues that arousal increases self-efficacy. Arousal leads to an energized state, so the person gets “psyched up” and performs better. A person who expects to fail at some task or finds something too demanding is likely to experience certain physiological symptoms: a pounding heart, feeling flushed, sweaty palms, headaches, and so on. The symptoms vary from individual to individual, but if they persist, these may become associated with poor performance Lunenburg, (2011). According to this, the physical and emotional states that occur when someone contemplates doing something provide clues as to the likelihood of success or failure.

In summary according to self-efficacy theory enactive mastery, vicarious modeling, verbal persuasion and arousal affect self-efficacy and therefore performance. On this regard managers should find a way to increase the self-efficacy of their employees. According to Robinson, by bringing goal-setting theory and self-efficacy theory together managers can help their employees achieve high levels of self- efficacy. Goal-setting theory and self-efficacy theory don't compete; they complement each other (Robinson, 2013). When a leader sets difficult goals for employees, this leads employees to have a higher level of self-efficacy and also leads them to set higher goals for their own performance (Lunenburg, 2011). This happens because of setting difficult goals for subordinates communicate their manager's confidence in them. For example if a certain superior sets a high goal for a subordinate than s/he sets for fellow subordinates and as long as the subordinate doesn't feel like s/he is being picked on, the person would probably think that his/her supervisor believes in their capability of performing better than the others. This sets in motion a

psychological process in which the person has increased confidence in their ability (higher self-efficacy) and then sets a higher set of goals for which they perform better to achieve Lunenburg, (2011).

According to (Gist & Mitchell, 1992) Self-efficacy theory states that the combination between the four factors of developing self-efficacy and three assessment processes used to interpret self-efficacy will determine the level of self-efficacy which directly affects the performance outcomes. The three assessment processes for self-efficacy are first the analysis of task requirements which is an individual's determination of what it takes to perform a task. Thus a second form of analysis is Attributional analysis of experience which involves an individual's judgment about why a performance level occurred. (Gist & Mitchell, 1992) argue that as the assessment of task requirements and attributional analysis of experience processes appear to yield necessary but insufficient data in the formation of self-efficacy there should be an examination of self and setting by which the individual assesses the availability of specific resources and constraints for performing the task at various levels. This will lead us to the third form of analysis which is Assessment of personal and situational resources/constraints. It requires an individual's consideration of personal and situational factors. Personal factors could include such things as skill level and available effort. Situational factors could include factors such as competing demands (Gist & Mitchell, 1992).

2.10. Employee Engagement and Performance

Kahn (1990) was the first to suggest that employee engagement would positively impact on organizational level outcomes. The reasoning behind his contention was that because employees want to work for reasons other than “they get paid to do it”, they will work to pursue success for their organization. Kahn defined engagement as “the simultaneous employment and expression of a person’s “preferred self” in task behaviors that promote connections to work and to others, personal presence (physical, cognitive, emotional), and active, full role performances (Kahn, 1990).

Other important argument made for the contribution of employee engagement to performance is derived from Social Exchange Theory, which posits that “obligations are generated through a series of interactions between parties who are in a state of reciprocal interdependence” (Saks, 2006). The idea is that when employees are provided with opportunities for learning, social support, and feedback in their work roles, they seek to balance the exchange by responding with greater effort and focus (Carter, 2016).

2.11. Empirical Review

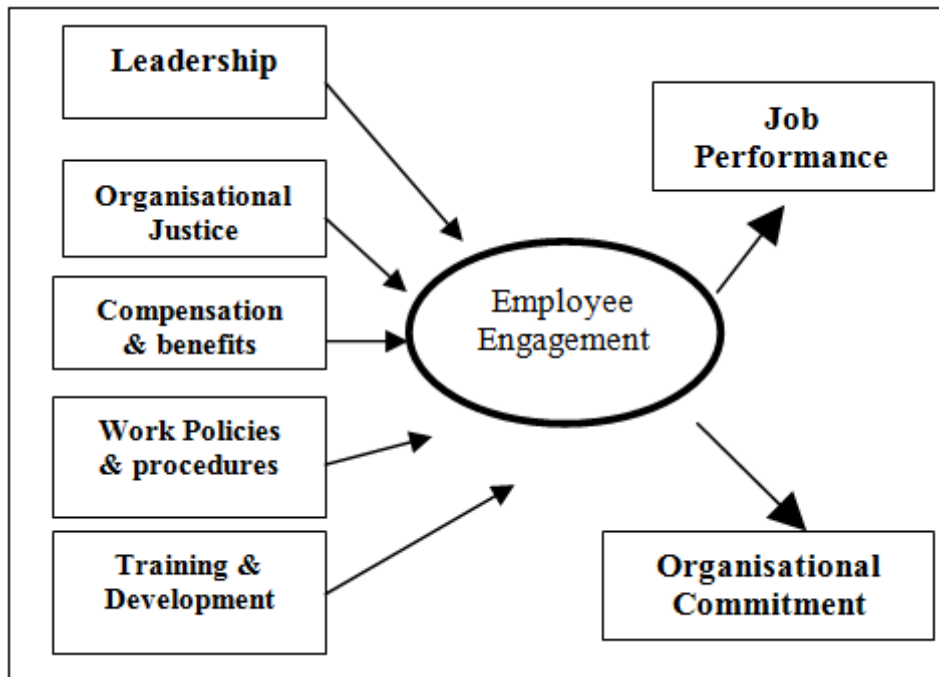
Discussed here below are concise presentations of some of the relevant findings of related empirical researches.

Author	Finding
(Carter, 2016)	This longitudinal field-based research study found a strong and positive relationship between both self-efficacy and employee engagement and job performance, as well as an independent influence of employee engagement above and beyond the effects of self-efficacy. In terms of the independent effect of employee engagement independent of self-efficacy, the study found that employee engagement contributed to the prediction of job performance over and above self-efficacy. These results suggest that raising self-efficacy beliefs on challenging tasks and concurrently lifting employee engagement are both critical factors to be addressed when seeking to improve job performance.
(Bakker, 2015)	This study emphasized that engagement needs to be integrated as a focus across all facets of the employer-employee relationship and across the employee lifecycle. To that end the researcher argued that engagement needs to be strategically embedded and supported across selection, socialization, performance management and training and development practices, processes and systems. With respect to performance management it is explained that high levels of performance may best be achieved by facilitating the conditions that foster and support engagement. The study recommends that performance management processes should focus on three primary elements: a performance agreement, engagement facilitation, and performance and engagement appraisal and feedback.
(Tims, Bakker, & Derks, 2013)	On this study employees' self-efficacy, work experiences, and behaviors were found to fluctuate on a daily basis, likely because of specific events that occur in their (work) environments. In this study, the author found

	<p>that higher levels of self-efficacy were associated with self-reported performance and more proactive work behaviors. The study also explains that it appears important to assign employees clear work goals and to assist them in how they may create or craft a work environment that contributes to their subjective well-being.</p>
<p>(Breevaart, Demerouti, 2015)</p>	<p>This study shows that employees are not just passive recipients of leadership but are active agents in the leadership process. And if employees can take the lead by using strategies such as consciously focusing on the rewarding aspects of a task and correcting themselves when performing poorly (i.e., self-leadership) they are more likely to become engaged in their work, and when employees are more engaged in their work, they perform their work better.</p>
<p>(Alessandri, Borgogni, Schaufeli, 2015)</p>	<p>In this study, levels of self-efficacy beliefs appeared to determine the significance of the effects of both positive orientation (direct and indirect) and work engagement (direct) on job performance. With regard to the relationship between work engagement and work self-efficacy beliefs, the researcher proposed that a strong sense of efficacy is a crucial motivational factor in ensuring the effectiveness of continued efforts and commitment to achieve a goal.</p>
<p>(Jackson, Scott, Shaw, Rich, 2007)</p>	<p>Results of this analysis suggest that, across studies, the incremental validity of self-efficacy on task and especially job performance was substantially reduced by the inclusion of important individual differences. Specifically, although self-efficacy is moderately correlated with performance, once the individual differences are taken into account, the predictive validity of self-efficacy shrinks dramatically. But When the distal variables are controlled self-efficacy significantly predicted work-related performance. Task complexity, time interval between the measurement of self-efficacy and Performance, whether goals self-set and/or assigned are some of distal variables that are mentioned in the study.</p>

(Cherian& Jacob, 2013)	<p>The result of this study forwards two conclusions. First performance of the employees is positively influenced by the overall self-efficacy. Second, complexity of the tasks as well as performance locus is found to moderate the link between self-efficacy and performance at workplace. As the researcher explained these two factors play an important role in organizational settings as they have a tendency to deteriorate the link between self-efficacy and performance.</p>
(Salanova, Agut, Peiro, 2005)	<p>The researchers try to show the link of Organizational Resources and Work Engagement to Employee Performance and Customer Loyalty. The result suggests that providing work units with organizational resources increases their collective engagement, which in turn helps to foster an excellent service climate. This service climate consequently increases customer appraisal of employee performance and, hence, customer loyalty.</p>

2.11.1 Conceptual Framework of the Study



CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Research Design

The research design applied in this study was field survey, i.e. the Cross-sectional field survey method, because data was collected at one point of time during a period of two months to assess the relationship between Independent variables (Self-efficacy and Employee Engagement) and dependent variable (Job performance) in Ethio-telecom. For the descriptive and regression analysis the software SPSS 20 was used.

3.2. Source of Data

This research project used primary data as the principal source of information. The primary data were collected through questionnaires from the employees of Ethio-telecom, which was distributed to the respondents.

3.3 Data Collection Instruments

For this study, survey research method was chosen where the questionnaire was used to collect the data. As the researcher was initially interested to collect original data from a population, however, the population was found to be very large to be observed or interviewed. Thus, a survey by means of a questionnaire was considered the most appropriate method for measuring the perceptions of the workers, while minimizing the possibility of researcher's bias and providing a greater degree of subjectivity because of the direct response and feedback from the respondents. And also it can be collected in short period of time and in an easier manner. For this research, the questions in the questionnaire are closed-ended or structured. The questions are designed in an easily understandable English format to reduce misunderstanding and uncertainties on the questions by the respondents. The questions for employee engagement were adapted from The Gallup Q12 Survey (or the Gallup Workplace Audit) (1992-1999). To measure self-efficacy the researcher used Generalized Self-Efficacy scale (GSE). The scale is usually self-administered, as part of a more comprehensive questionnaire.

3.3.1 Questionnaire

The questionnaire was used to collect data from employees of Ethio-telecom. The most basic form of measurement might be questionnaire because questionnaires are easily distributed, have less room for bias, have increased likelihood of confidentiality and require much less time and money (Bourdon, 2005). It is also more comfortable for some respondents who prefer to fill questionnaire than participate in the interview. When the researcher decided to make questionnaire as data gathering tool, the researcher was taking into consideration all the advantage of the tool and its easiness to manage with the short time that the researcher has to conduct this research. The questionnaire items was prepared in English and then translated in to Amharic language which is known to be the working language of the Addis Ababa city. Translation of language in to the working language helps to avoid communication and misunderstanding of the essence of the questions.

3.4. Sampling Design

3.4.1. Sampling Frame

The sampling frame of the study is employees working in Ethio-telecom at the head office. The sample respondents include all professional employees working under different departments.

3.4.2. Sampling Technique

For this study, it was assumed that the all branches of Ethio-telecom operate in a similar manner with respect to policies and practices despite the fact that they are located in different geographical areas. With this regard sample respondents were taken from only the headquarters. As there are different types of operating departments and a large number of employees in the head quarter, the researcher assumed that different ideas and attitudes could be reflected at the time of data collection. Bearing this in mind the researcher used simple random sampling technique giving an equal probability of being selected to all employees' under each and every department of Ethio-telecom head quarter office.

—This is the simplest of all probability sampling techniques; however, the simplicity is also the strength of this technique. Because the sampling frame is not subdivided or partitioned, the sample

is unbiased and the inferences are most generalizable amongst all probability sampling techniques.”
(Anol 2012)

3.4.3. Sample Size Determination

In order to determine the sample size and the respondents included in this study were employees working in Ethio-telecom at the head office. Accordingly, 175 questionnaire were distributed to professional employees in the head office but, 154 (88%) respondents properly completed and returned the questionnaire just in time and while 21 (12%) of them did not returned back for various reasons. This is, therefore, sample size the study was 154 employees of the Ethio-telecom at the head office.

3.5. Ethical Considerations

Above all the researcher was conducted the study based on professional as well as the basic principles of research. Ethical issues grouped into informed consent procedures, dishonesty, confidentiality towards participants or sponsors and protecting the anonymity and privacy of research participants Creswell, J. W. (2009). Based on the basic principles, the researcher was proposed a set of ethical and moral procedure and informed the participants just before filling out the questionnaire. The participants informed that information obtained from them remain confidential. Besides the respondents were further informed that their names will not be written or exposed on report and will ever be used in connection with any of the information they revealed.

The researcher was also conveying the purpose of the study to the proposed respondents as per standard research requirements. The researcher was avoid deceptive practices, and respect indigenous cultures as well as discloses sensitive information. The researcher was never practice any kind of practices that affect professional research undertakings. In sum, the researcher was tried to be honest, genuine and free from unnecessary bias as long as problem solving and relevant research is concerned.

3.6. Method of Data Analysis

In order to analyze the collected data through questionnaire was organized and structured. So that it would convenient to make the analysis. Thus, the data gathered through close-ended questions was organized and presented in tables using statistical techniques such as both un-standardized and standardized coefficient (B & Beta respectively), T-value, P-value, Model Summery(R, R Squire & Adjusted R Square) were intensively employed.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRITATION

For this research a sample of 175 was expected and questioners were distributed. Out of there 154 (88%) respondents have completed and returned back the questionnaire just in time while 21 (12%) of them did not returned back for various reasons. This is about 0.91% response rate. The researcher therefore performs the data analysis with a sample of 154 employees from head office of Ethio-telecom.

4.1 Demographic Background of the Respondents

The demographic profile of the respondents was presented in this section. The personal profiles of the respondents were analyzed as per their gender, age, levels of educational achievements, and years of service in the organization.

Table: 4.1. Characteristics of Respondents

Variables		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	76	49.4	49.4	49.4
	Female	78	50.6	50.6	100.0
	Total	154	100.0	100.0	
Age	20-30	25	16.2	16.2	16.2
	31-40	65	42.2	42.2	58.4
	41-50	56	36.4	36.4	94.8
	51-60	8	5.2	5.2	100.0
	Total	154	100.0	100.0	
	College Diploma	3	1.9	1.9	1.9

Educational Status	1st Degree	110	71.4	71.4	73.4
	MA or above	41	26.6	26.6	100.0
	Total	154	100.0	100.0	
Experience	< 3yrs	12	7.8	7.8	7.8
	3-5yrs	16	10.4	10.4	18.2
	6-10yrs	59	38.3	38.3	56.5
	> 10yrs	67	43.5	43.5	100.0
	Total	154	100.0	100.0	

Item one of table 4.1 shows that frequency distribution for respondent's gender. There are 76 males (49.4%) and 78 females (50.6%) in the sample giving a total of 154 respondents. The above data indicates that both sexes were well represented and almost near to be equal at Ethio-telecome. This is therefore; females participation at headquarter as well as professional level is reasonably improved comparing to the previous trend.

As can be observed from the above table of item two, the output shown below we come to know that 25 respondents (16.2%) were between 20 and 30 of age, 65 respondents (42.2%) were between 31 and 40, and 56 respondents (36.4%) were 41 to 50 and 8 respondents (5.2%) were 51 to 60. The above figure clearly shows that most of the employees were in the age of 31-40 and 41-50 years respectively. Moreover majority of Ethio-telecom employee's were relatively energetic, matured and fit to take responsibilities. Having reasonably matured age significantly impacts on employees performance and efficiency because these people are ready and fit to take responsibilities as per needed.

As to item 3 of the same table, the following frequency table for qualification of respondents indicates there are 41 employees (26.6%) holding master degree and above, 110 (71.4%) 1st degree holders and 3 employees (1.9%) holding college diploma. From this result one can realize that significant number of employees (98. %) have first degree and above. Thus, since a reasonable

proportion of the study participants fulfilled the minimum requirement of qualification needed at Ethio-telecome at least for professional level, at least first degree. The high level of employees in academic qualification yields good performance and efficiency for their respected organization.

As shown in the table above item 4 deals about the work experience of the sample respondents. The number of respondents whose experience below 3 years is 12 (7.8%), number respondents with 3 up to 5 yrs. of experience is 16(10.4) ,59(38.3%) respondents have 6 to 10 yrs. of experience and 67(43.5) respondents have above 10yrs of experience. Only 12 (7.8%) of employees were found to have less than 3 years of experience. In general, the data illustrates that most of the Ethio-telecom sample respondents (81.8%) have reasonably adequate experiences (more than six years) to carry out responsibility and to provide sufficient information about what is going on in their perspective organization and exert good performance as well.

4.2. Employee Engagement

In order to assess employees work engagement, twelve (12) questions were presented to respondents, who level their level of agreement in a scale of five. Then, the average (mean) rating for each statement is computed and tested for its significance using one-sample t-test statistical technique. The analysis result is as in table 4.5 below.

Table: 4.2 Employee Engagements

One-Sample Statistics				Test Value = 3					
				t-value	df	p-value	Mean Difference	95% Confidence Interval of the Difference	
Statements	N	Mean	Std. Deviation					Lower	Upper
I know what is expected of me at work	154	4.29	1.01	15.73	153	.000	1.29	1.12	1.45

I have the materials and equipment I need to do my work right.	154	4.08	0.89	15.08	153	.000	1.08	0.94	1.23
At work, I have the opportunity to do what I do best every day	154	3.65	1.09	7.41	153	.000	0.65	0.48	0.82
In the last seven days, I have received recognition or praise for doing good work.	154	2.64	1.32	-3.35	153	.001	-0.36	-0.57	-0.15
My supervisor, or someone at work, seems to care about me as a person.	154	3.40	1.26	3.90	153	.000	0.40	0.20	0.60
There is someone at work who encourages my	154	3.51	1.02	6.26	153	.000	0.51	0.35	0.68

development.									
At work, my opinions seem to count.	154	3.49	1.09	5.53	153	.000	0.49	0.31	0.66
The mission or purpose of my company makes me feel my job is important	154	3.64	0.93	8.45	153	.000	0.64	0.49	0.79
My associates or fellow employees are committed to doing quality work.	154	3.73	1.02	8.81	153	.000	0.73	0.56	0.89
I have a best friend at work.	154	4.01	0.82	15.25	153	.000	1.01	0.88	1.14
In the last six months, someone at work has talked to me about my progress.	154	3.36	1.15	3.84	153	.000	0.36	0.17	0.54
This last year, I have	154	3.34	1.23	3.41	153	.001	0.34	0.14	0.53

had opportunities at work to learn and grow.									
Engagement	154	3.59	0.67	10.95	153	.000	0.59	0.49	0.70

The overall engagement of employees, which is an aggregate of the twelve statements, is agreed to an average agreement rating of $M=3.59$. The one-sample t-test with $t\text{-value}=10.95$ and $p\text{-value}=0.000 < 0.05$ is found to be significantly above the moderate level agreement, i.e. test value=3. The mean difference, 0.59, with 95% CI of 0.49-0.70 tells the level of engagement of employees beyond the moderate level engagement. Hence, employees' engagement level is within the range of 3.49-3.70 at 95% confidence level.

Among the twelve employee engagement statements, employees are found to have low level agreement to statement 4 (In the last seven days, I have received recognition or praise for doing good work.) For this statement, the average agreement level $M=2.64$ is significantly, different from the moderate level ($p\text{-value}=0.001 < 0.05$). Which is significantly below the moderate level as the 95% CI for the difference (-0.57,-0.15) is completely below zero point. For the other eleven statements, employees agreed to each statement beyond the moderate level. Particularly for statements 1, (I know what is expected of me at work), 2(I have the materials and equipment I need to do my work right) and 10(I have a best friend at work.) employees have high level agreement that entail high level of employees' engagement.

4.3. Self-efficacy

The self-efficacy of employees at Ethio-telecom head office is assessed using 10 statements. These statements are adapted from Generalized Self-Efficacy scale (GSE).

Table: 4.3 Self-efficacy

One-Sample Statistics	Test Value = 3
------------------------------	----------------

				t- value	df	p- value	Mean Difference	95% Confidence Interval of the Difference	
Statements	N	Mean	Std. Deviation					Lower	Upper
I can always manage to solve difficult problems if I try hard enough.	154	3.94	0.76	15.36	153	.000	0.94	0.81	1.06
If someone opposes me, I can find the means and ways to get what I want.	154	3.75	0.91	10.28	153	.000	0.75	0.61	0.90
It is easy for me to stick to my aims and accomplish my goals.	154	3.63	0.88	8.90	153	.000	0.63	0.49	0.77
I am confident that I could deal efficiently with unexpected events.	154	3.64	0.82	9.69	153	.000	0.64	0.51	0.77
Thanks to my resourcefulness, I know how to	154	3.58	0.82	8.72	153	.000	0.58	0.45	0.71

handle unforeseen situations.									
I can solve most problems if I invest the necessary effort.	154	3.82	1.01	10.13	153	.000	0.82	0.66	0.99
I can remain calm when facing difficulties because I can rely on my coping abilities.	154	3.58	1.05	6.89	153	.000	0.58	0.42	0.75
When I am confronted with a problem, I can usually find several solutions.	154	3.88	0.68	16.01	153	.000	0.88	0.77	0.98
If I am in trouble, I can usually think of a solution.	154	3.79	0.83	11.72	153	.000	0.79	0.65	0.92
I can usually handle whatever comes my way.	154	4.00	0.72	17.16	153	.000	1.00	0.88	1.12
Self-efficacy	154	3.76	0.57	16.45	153	.000	0.76	0.67	0.85

Aggregating employees response to these statements, employees self-efficacy is computed to an average level of $M=3.76$. This level of self-efficacy is statistically for its significance beyond the moderated level ($t\text{-value}=16.45$, $p\text{-value}=0.000<0.05$). From the 95% CI of the mean difference, it is found that, with 95% confidence level, that the employees self-efficacy level is within the range of 3.67-3.85.

For all the ten self-efficacy measure statements, the t-tests with p-values below 0.05 significance level shows employees self-efficacy are beyond the moderate level. In particular to statements 13, (I can always manage to solve difficult problems if I try hard enough) and 22, (I can usually handle whatever comes my way.) with 3.94 and 4.00 average agreement, employees are found to have high level self-efficacy.

4.4 Job Performance

Employees were asked to rate their performance with eleven statements. The first four statements assess employees' task performance. The overall, task performance of employees is computed to an average level of $M=3.88$, which is a level of performance in the range of 3.77-3.98 with 95% confidence level.

The contextual performance, which is computed to an average level of 3.91, is a high level employees' performance within 95% confidence interval of 3.81-4.02.

Employees performance, an aggregate of the responses to the eleven statements, is computed to the level $M=3.90$, on average. From the one sample t-test result, the employees' performance at Ethio telecom head office is rated to an interval level 3.81-3.99, with 95% confidence level.

Table: 4.4 Performances

One-Sample Statistics				Test Value = 3					
Statements	N	Mean	Std. Deviation	t-value	Df	p-value	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper

I managed to plan my work so that it was done on time	154	3.97	0.80	14.94	153	.000	0.97	0.84	1.10
I kept in my mind the results that I had to achieve in my work	154	3.94	0.90	12.92	153	.000	0.94	0.79	1.08
I was able to separate main issues from side issues at work	154	3.75	0.91	10.17	153	.000	0.75	0.60	0.89
I was able to perform my work well with minimal time and effort	154	3.85	0.77	13.65	153	.000	0.85	0.73	0.97
Task Performance	154	3.88	0.63	17.21	153	.000	0.88	0.77	0.98
I took on extra responsibilities	154	3.90	0.83	13.49	153	.000	0.90	0.77	1.03
I took on challenge work tasks, when available	154	4.08	0.80	16.62	153	.000	1.08	0.95	1.21
I worked at keeping my knowledge up to date	154	4.03	0.75	17.01	153	.000	1.03	0.91	1.15
I worked keeping my skills up to date	154	3.99	0.90	13.64	153	.000	0.99	0.85	1.14
I came up with creative solutions to new problems	154	3.73	0.90	10.11	153	.000	0.73	0.59	0.88
I kept looking for new challenges in my job	154	3.76	0.81	11.66	153	.000	0.76	0.63	0.89
I actively participated in work meetings	154	3.86	0.98	10.97	153	.000	0.86	0.71	1.02
Contextual Performance	154	3.91	0.63	18.02	153	.000	0.91	0.81	1.01
Employee Performance	154	3.90	0.56	19.85	153	.000	0.90	0.81	0.99

4.5. Correlation of Job Performance with Employee Engagement and Self-Efficacy

In order to assess the relationship of engagement and self-efficacy to employees' job performance, a correlation analysis was conducted. The result of the analysis is shown in table 4.8 below.

Table: 4.5 Correlation of Performance with Engagement and Self-Efficacy

		Task Performance	Contextual Performance	Employee Performance
Engagement	Pearson Correlation (r)	.528**	.558**	.613**
	p-value	.000	.000	.000
	N	154	154	154
Self-Efficacy	Pearson Correlation (r)	.673**	.723**	.789**
	p-value	.000	.000	.000
	N	154	154	154

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation matrix shows the relationship (correlation) of engagement and self-efficacy with task, contextual and overall performance. The pearson moment correlation, r , are all significant as their respective p -values=0.000 are below 0.05 significance level (even below 0.01 level of significance). Hence it is with 99% confidence level that employees performance has significant correlation $r=0.789$ and $r=0.613$ with self-efficacy and engagement respectively. There positive correlations indicate that performance has a direct relationship with both engagement and self-efficacy. Meaning, employees with higher engagement and self-efficacy will have high level performance, and vice versa. Although both have direct relation with performance, the relation with self-efficacy ($r=0.789$) is relatively stronger than relation with engagement ($r=0.613$).

Contextual performance and task performance are both significantly positively correlated with both engagement and self-efficacy of employees. The relationships with contextual performance ($r=0.588$ and $r=0.723$) is relatively higher and stronger than the relationships with engagement ($r=0.528$ and $r=0.673$).

4.6. Regression Analysis of the Effect of Self-Efficacy and Employee Engagement to Job Performance

Table: 4.6. The Effect of Self-Efficacy and Employee Engagement on Job Performance

Model		Un-standardized Coefficients	Standardized Coefficients	t-value	p-value	Model summary		
		B	Beta			R	R Square	Adjusted R Square
1	(Constant)	.997		5.388	.000	0.789	.623	.621
	Self-Efficacy	.771	.789	15.855	.000			
2	(Constant)	.818		4.446	.000	0.809	.655	.650
	Self-Efficacy	.642	.658	11.060	.000			
	Engagement	.184	.222	3.726	.000			

Dependent Variable: Job Performance

From the correlation analysis, it is found that employees' job performance has related to employees engagement and self-efficacy. This entails that the performance of employees may have influenced by their engagement or efficacy levels. In order to assess the effect, a linear regression t was

conducted. To further identify the individual effect of each, the regression is conducted a stepwise analysis. The stepwise regression analysis result is presented in the above table. In the 1st step, the regression of employee performance using self-efficacy is conducted. The regression analysis, then, resulted with R-square=0.621. The R-square value, which is also called the coefficient of determination, tells the level of impact by the independent variable (self-efficacy) on the dependent variable (employee performance). This explains that, self-efficacy of employees have 62.1% influences on their performance.

In step 2, engagement (the 2nd related to performance), is included in the regression equation. As a result, the R-square value rises to 0.650. This indicates that about 2.9% increases in the coefficient of determination which is as a result of the inclusion of engagement in the regression analysis.

Overall, both self-efficacy and engagement have about 65% effect on employee performance. In other words it is found that 65% of the employees' performance is influenced by both self-efficacy and engagement. From the earlier analysis, the high level performance (M=3.90) achieved by employees is very well attributed to the relatively higher self-efficacy (M=3.76) and engagement (M=3.59) levels.

The coefficient Beta tells the improvement in performance for a one level increase in self-efficacy or engagement. That is, for a one level improvement in self-efficacy, performance will improve by the level 0.642. Improvement in engagement will raise employee performance by 0.184. Since R-square is above 60%, the regression equation $\text{performance} = 0.642(\text{efficacy}) + 0.184(\text{engagement}) + 0.818$ can be used as a model to predict employee performance at ethio-telecom knowing their level of engagement and efficacy.

CHAPTER FIVE

5. SUMMARY, CONCLUSION, AND RECOMMENDATION

The objective of the study is to assess the effect of self-efficacy and engagement on job performance in Ethio-telecom. In order to investigate the relationship the researcher used regression analysis. This chapter summarizes the main findings of the research, infers what the findings mean in the conclusion section, and forwards relevant recommendation.

5.1 Summary of the Findings

The finding of the research finally lead to answer the research question discussed in chapter one i.e. what is the relationship of employee engagement on job performance? What is the relationship of self-efficacy on job performance? The research purpose of the study was to investigate the relationship between independent variables (self-efficacy and employee engagement) and job performance. Two hypotheses were tested to answer the research question and fulfilled the research purpose i.e. there is a positive relationship between self-efficacy and job performance and there is a positive relationship between employee engagement and job performance.

The data was collected from Ethio-telecom in the form of questionnaires. The results of the findings suggested that, the overall engagement of employees, which is an aggregate of the twelve statements, is agreed to an average agreement rating of $M=3.59$ and also employees' self-efficacy is computed to an average level of $M=3.76$. The overall, task performance of employees is computed to an average level of $M=3.88$ and the contextual performance, is computed to an average level of 3.91. Employees performance, an aggregate of the responses to the eleven statements, is computed to the level $M=3.90$, on average.

In order to assess the relationship of engagement and self-efficacy to employees' performance, a correlation analysis was conducted. Hence it is with 99% confidence level that employees performance has significant correlation $r=0.789$ and $r=0.613$ with self-efficacy and engagement respectively. There positive correlations indicate that performance has a direct relationship with both engagement and self-efficacy. Meaning, employees with higher engagement and self-efficacy will have high level performance, and vice versa. Although both have direct relation with performance, the relation with self-efficacy ($r=0.789$) is relatively stronger than relation with engagement ($r=0.613$). To further identify the individual effect of each, the regression is conducted

a stepwise analysis. Overall, both self-efficacy and engagement have about 65% effect on employee performance. In other words it is found that 65% of the employees' performance is influenced by both self-efficacy and engagement.

5.2 Conclusion

The study explored a wide verity of issues related to the effect of self-efficacy and engagement on job performance in the case of Ethio-telecom Head office. Based on the analysis of the data and the findings discussed earlier, the following conclusions have been drawn;

Accordingly, it is possible to conclude that there is positive relationship between self-efficacy and job performance as well as in between employee engagement and job performance. Among the twelve employee engagement statements, employees are found to have low level agreement to statement four; in the last seven days I have received recognition or praise for doing good work. From the result we can understand that employees' of Ethio-telecom head quarter office are not felling they are fairly recognized.

According to Wagner & Harter (2006) employees who do not feel adequately recognized are twice as likely to say they will leave their company in the next year. They also believe that this element is responsible to 10 to 20 percent differences in productivity and revenue. In addition to this SAIC, 2011 argues that Workplaces that excelled in this question relied on forms of recognition that are specific, predictable, frequent, and instantaneous. They are known to promote a recognition-rich environment, with praise coming from every direction, and with everyone knowing how others like to be recognized.

For the other eleven statements, employees agreed to each statement beyond the moderate level. Particularly for statements 1, I know what is expected of me at work 2, I have the materials and equipment I need to do my work right and 10, I have a best friend at work employees have high level agreement. From questions one and two the employee is looking for the basic needs. Gallup's research shows that many great workplaces have defined the right outcomes; they set goals for their work groups or work with them to set their own goals. Getting people what they need to do their work is important in maximizing efficiency, in demonstrating to employees that their work is valued, and in showing that the company is supporting them in what they are asked to do. When looking at question 10, the best managers do not subscribe to the idea that there should be no close

friendships at work; instead, they free people to get to know one another, which is a basic human need. This, then, can influence communication, trust, and other outcomes.

For all the ten self-efficacy measure statements, the t-tests with p-values below 0.05 significance level shows employees self-efficacy are beyond the moderate level. In particular to statements 13, I can always manage to solve difficult problems if I try hard enough and 22, I can usually handle whatever comes my way with 3.94 and 4.00 average agreement, employees are found to have high level self-efficacy. According to this result employees' of ethio-telecom headquarter office has high level of confidence in their problem solving ability and with their ability to coping with daily hassles.

5.3 Recommendation

The findings of this study are believed to have some recommendations for practice. The implication might show areas of intervention to improve the most wanted employee's engagement and self-efficiency on job performance at Ethio-telecom head office. As we think of improving employee's engagement and self-efficiency at Ethio-telecom head office, we need to look in to the recommendations involved. Accordingly, the following recommendations are made on the basis of the research findings and the conclusion.

- ❖ The management of Ethio-telecom head quarter office should recognize its employee's good performance and facilitate incentives accordingly. In support of this, SAIC, (2011) underlined that many wonder how often people should be praised, but a good rule of thumb is about once a week. This is therefore; recognition does not get old if it is done right. Recognition must be timely, frequent and specific. Therefore, Ethio-telecom head office should give due attention to recognition.
- ❖ Frequent praise should be encouraged to the good performers in the organization and periodic salary increment need to be in place at Ethio-telecom head office.
- ❖ Although the government ought to be commended for trying to breach the gap between government and private institution employees, the problem these actions would implicate on the performances of employees of government institutions should not be overlooked.

- ❖ Furthermore, the application of employee engagement and the boosting of employees' self-efficacy must be gravely considered along with actions taken in attaining strategic goals.
- ❖ In order to enhance job performance more attention should be given to the assessment and development of self-efficacy and employee engagement within HR activities of the firm.
- ❖ The last but not the least, in order to compete in the global market and achieve organizational goals, Ethio-telecom should do more for an employee than the job requires which could lead to higher job performance. By understanding the determinant factors of job performance, appropriate action can be taken in order to manage and control job performance related event or acts.

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Appendix

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Dear respondents first I would like to give heartily thanks for your welcome cooperation and devotion of precious time to fill this questionnaire. The survey should take no longer than 10-15 minutes to complete.

This questionnaire is prepared for research purpose entitled *–The effects of employee engagement and self-efficacy on job performance: The Case of Ethio-Telecom–*. To this end, the research reliability and fruit fullness is highly depends on the information provided by you, to this understanding your honest full information is the foundation and pillar of the study. Some of the questions are sensitive but I can assure you that all replies will be kept under lock and key by me and I can guarantee that nobody other than me will have access. Once I am finished I will destroy the documentation and I am guaranteeing that no individual will be identifiable in any of the results. However, if you wish to put your name and e-mail at the end of the questionnaire I will forward you a personal copy of my findings. I would be most grateful if you could complete the questionnaire as soon as possible as I am working to a very tight deadline. I would like to thank in advance for your honest cooperation.

Section one; Demographic Information:

Gender: Male Female

Age: 20-30 31-40 41-50 51-60 >60

Service Year: < 3Years, 3-5 Years 6-10 Years >10 Years

Educational status: High school College diploma 1st degree Masters & above

Section Two:

Given below are list of questions. Please read each question carefully and record your answers by a tick in the appropriate column. The first answer that comes into your head is usually the most heartfelt and honest. All your responses will be kept confidential and it will be used for academic purpose only.

Response Code: SD -strongly disagree; D -disagree; N -neither agree nor disagree; A -agree; SA-
strongly agree

No	Questions	SD	D	N	A	SA
	Employee Engagement					
1	I know what is expected of me at work					
2	I have the materials and equipment I need to do my work right.					
3	At work, I have the opportunity to do what I do best every day					
4	In the last seven days, I have received recognition or praise for doing good work.					
5	My supervisor, or someone at work, seems to care about me as a person.					
6	There is someone at work who encourages my development.					
7	At work, my opinions seem to count.					
8	The mission or purpose of my company makes me feel my job is important					
9	My associates or fellow employees are committed to doing quality work.					
10	I have a best friend at work.					
11	In the last six months, someone at work has talked to me about my progress.					
12	This last year, I have had opportunities at work to learn and grow.					
	Self-efficacy scale					
13	I can always manage to solve difficult problems if I try hard enough.					
14	If someone opposes me, I can find the means and ways to get what I want.					
15	It is easy for me to stick to my aims and accomplish my goals.					
16	I am confident that I could deal efficiently with unexpected events.					

17	Thanks to my resourcefulness, I know how to handle unforeseen situations.					
18	I can solve most problems if I invest the necessary effort.					
19	I can remain calm when facing difficulties because I can rely on my coping abilities.					
20	When I am confronted with a problem, I can usually find several solutions.					
21	If I am in trouble, I can usually think of a solution.					
22	I can usually handle whatever comes my way.					
	Task Performance(TP) Scale					
23	I managed to plan my work so that it was done on time					
24	I kept in my mind the results that I had to achieve in my work					
25	I was able to separate main issues from side issues at work					
26	I was able to perform my work well with minimal time and effort					
	Contextual Performance(CP) Scale					
27	I took on extra responsibilities					
28	I took on challenge work tasks, when available					
29	I worked at keeping my knowledge up to date					
30	I worked keeping my skills up to date					
31	I came up with creative solutions to new problems					
32	I kept looking for new challenges in my job					
33	I actively participated in work meetings					

