

A STUDY ON THE ROLE EFFICACY OF EMPLOYEES IN A DYE CASTING COMPANY – EMPIRICAL EVIDENCE

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Abstract: At workplace, efficacy related to the role performed by the employee in the organization is one of the important determinants of successful adjustment and subsequent performance of an employee. Unless a person has the requisite knowledge, technical competence and the skills required for the role, he cannot be effective. If the role does not allow the person to use his competence, and if he constantly feels frustrated in the role, his effectiveness is likely to be low. An individual in an organization works effectively only when he or she is able to understand and relate to others in a particular context.

Role efficacy is considered from a generic point of view and relates employees at a level at which employees are successful at producing outputs. Role efficacy is defined as the integration of individuals and their roles that ensure effectiveness in the organization.

Keywords: Role Efficacy – Organization

1. INTRODUCTION

Human Resource is a basic need of any work to be done. According to Arthur Lewis, “There are great differences in development between countries which seem to have roughly equal resources, so it is necessary to enquire into the difference in human behaviours”. This paper is all about role efficacy process that’s an important part of any organization.

A person behaves according to how he/she is supposed to act in a given situation. It is the perception of the individual that guides his/her behavior. The expectations of the concerned groups and societies also determine role holder output. So, it may be assumed that a role emphasizes the relationship of role perception and role expectation. Thus, the scope of role goes beyond individuals and also involves the other significant stakeholders in defining the expected outcomes of any role. Additionally the knowledge, experience, skills and abilities of role holder also decides his output. The amalgamation of role and role holder comes when both are compatible with each other and meet role expectations and perceptions. The integration of above discussed factors is called role efficacy. This integration of role and individual competencies ensures effectiveness of role occupier and they must go hand in hand to increase employee efficiency. The foregoing argument leads to the conclusion that role efficacy predicts performance and effectiveness of employees. This fact posits the requisite of higher role efficacy at employees ends for better performance. Hence, also motivates to explore the

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role efficacy perception of Indian executives by taking into account their categorical difference.

Organizations are complex these days, and employees perform complex, multiple tasks which bear inter-related effects on each other's job to a greater extent. Changes happening in the environment impact organizations at such a growing pace and set changing organizational profiles and contexts of jobs. This calls for adequate orientation to the changes and facilitating the transition with the necessary support to individuals to excel in their roles so as to facilitate organizational excellence in an interdependent context.

2. IMPORTANCE OF THE STUDY

At workplace, efficacy related to the role performed by the employee in the organization is one of the important determinants of successful adjustment and subsequent performance of an employee. One of the pioneers of research on organizational role efficacy, Pareek (1993) has restates that the performance of a role in an organization has built in potential for conflict due to which efficacy may start rearing its head. Such efficacy can contribute to various dysfunctional outcomes for the organization like job related tensions, job dissatisfaction, lower performance, etc. (Behrman and Perrault, 1984; Singh, 1992; Shahu & Gole, 2008). In such circumstances, efforts to sustain a high level of work performance over time can be a tedious task for organizations as well as employees. Considering role efficacy as a debilitating syndrome, this study has been undertaken with an aim to systematically investigate the factors causing role efficacy among the employees working in the production. To explain the causes of role efficacy is important not only for its potential implications for enhancing an understanding of strategic human resource management. With this aim, the study makes an effort to identify the sources of role efficacy experienced by the employees of production sector.

3. OBJECTIVE & SCOPE OF THE STUDY

This research work includes the following objectives.

- To find out the demographic details of the employee in the organizations.
- To identify the perception of the employees on the various constructs of role efficacy.
- To find out the relationship between the constructs of role efficacy through t-test.
- To find the analysis of variance for the various constructs.

3.1. Collection of Data

Primary data is collected through a well structured questionnaire. In order to identify the sources of role efficacy experienced by the employees in the company, a pre-tested questionnaire has been used.

3.2. Data Collection Tool

The development of the research instrument was based on the existing measurement scale. ROLE EFFICACY developed by Pareek (Pareek, 2005) has been used as the reference for development of the research instrument. However, to take into consideration the local requirements of employees, ROEL EFFICACY SCALE of Pareek was taken as base.

3.3. Sampling Methods

Convenient sampling technique has been used in the selection of the employees. The statistical tools are used to analyse the data are; Percentage Analysis, Correlation Test and One-Way ANOVA.

3.4. Research Design

The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic. Descriptive statistics tell what is, while inferential statistics try to determine cause and effect.

Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection. It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution. Descriptive research is unique in the number of variables employed. Like other types of research, descriptive research can include multiple variables for analysis.

4. REVIEW OF LITERATURE

The study conducted by Gareth (1986), primarily concentrated on the relationship between the socialization tactics employed by the organization and the series of role and personal outcomes. These results suggest that each pattern of socialization leads to a different form of new comer adjustment to organizations. When new comers possess low levels of self efficacy it's the socialization tactics which gives a stronger custodial role orientation.

Kelly *et al.* (2001) studied the collective efficacy has an impact on some of the individual outcomes beyond that of even self-efficacy and even collective efficacy moderated influence between role conflict and several outcomes. When individuals find their group to be highly efficacious, the individual role conflict can be eliminated.

Simon and Gerard (2003) explained a model of leader role efficacy and staff role efficacy. The leader role efficacy and staff role efficacy exhibited the relationship between specific-role efficacy and collective efficacy and this both combined together led to high collective efficacy.

Ankje *et al.* (2009) conducted a study on Dutch employees related to worker's employability orientation and turnover intention. The employability culture is

positively related to orientation of the employees but its negative with the intentions of turnover and also there should be push motives for those who go for turnover. Organizations should adapt to changing environments and implement strong employability culture, because this kind of strong culture will influence towards employability orientations among the employees will simultaneously decreasing turnover ratios.

Mahadevi *et al.* (2012) argued that employers need reliable, responsible skills and attitude to work together with other workers, especially in service interactions the management of service employee's emotion through emotional labour. With intensified competition the way in which a service is delivered has come to be perceived as central to organizational survival and success.

Rajesh Kumar and Roshan Lal (2006) distinguishes between the two components of self-efficacy: an efficacy expectation and an outcome expectation. An outcome expectation refers to a person's belief that a given behaviour will lead to a particular outcome. An efficacy expectation is the conviction that the person himself/herself can successfully produce the behaviour required to generate the outcome.

According to Yung-Tai Tang* and Chen-Hua Chang, (2010), both self-efficacy and job satisfaction serve as partial mediators between role conflict and creativity. However, only job satisfaction (and not self-efficacy) is a partial mediator between role ambiguity and creativity.

Jan Douglas in his study states that collective efficacy / confidence is about team members' belief that they can successfully organize, as a team, and execute the courses of action required to accomplish given goals. Having a high sense of collective efficacy / confidence enhances problem solving, decision making and a variety of performance-relevant outcomes including judgements, creativity, helping behaviour and risk taking.

The study by Türker Kurt *et al.* (2011), identifies any significant relationships between principal leadership and student achievement has proved concerns about the assumed value and legitimacy of principal leadership. The purpose of this paper is to contribute to the current literature by empirically testing the relationships between the principal leadership and the teacher self-efficacy, a construct which has a proven impact on student achievement. The role of collective efficacy on the relationship between transformational leadership of principals and self-efficacy of teachers was a special focus for the study. The study demonstrated that collective efficacy and transformation leadership jointly shape teachers' self-efficacy. There was a significant relationship between principal's transformational leadership and teacher's self-efficacy beliefs. The study showed that while transformational leadership had modest but direct positive effect on teacher self-efficacy, there was not any significant relationship between principal transactional leadership and teachers' self-efficacy. This finding is consistent with the relevant research.

The study by Katrina *et al.* (2007) examines the role of personality and self efficacy in predicting academic performance and attrition in nursing students. A longitudinal design was adopted. Occupational self-efficacy was revealed to be a statistically significant predictor of final mark obtained, in that those with higher self-efficacy beliefs were more likely to achieve better final marks. Extraversion was also shown to negatively predict academic performance in that those with higher extraversion scores were more likely to achieve lower marks. Results suggest that Psychological prowling may have an important contribution to make. Further research is needed to build up a knowledgebase about the selection and recruitment of nursing students if we are to succeed in ensuring that those most likely to complete education programme are recruited. A questionnaire, which included measures of personality and occupational and academic self-efficacy, was administered to 384 students early in the first year of the study. At the end of the programme, final marks and attrition rates were obtained from university records for a total of 350 students. The data were collected from 1999 to 2002.

Claire *et al.* (2012) in his paper explores the impacts of communication strategy on shaping employee involvement at Rovers Long bridge plant, between 1997 to 1999. At this time the firm was experiencing severe difficulties. The triggered period of transformational changes within the company. The findings from this research uncovered a number of interesting developments with regards to existing EI theory. Finally the study concluded within unionized environment, it is important not to overlook the need to keep employee representatives fully briefed about developments. This involvement should facilitate the building of “trust” relationship so quickly eroded during times of crisis.

Thomas (1987) conducted two studies on efficacy. The primary purpose of Study 1 was to investigate the relation between people’s expectations of being able to control computers (i.e., computer efficacy beliefs) and their decision to use them. We predicted that the more controllable computers are believed to be, the more likely people are to use them. This hypothesis was tested in two samples of male and female college students via linear structural equation modelling procedures. They investigated the relation between sense of efficacy regarding computers and people’s readiness to use them. They showed the hypothesized relation between efficacy beliefs with respect to computers and the likelihood of using computers (as measured by subsequent enrolment in computer-related courses) in two independent samples. The study has demonstrated that beliefs of efficacy regarding computers exert an influence on the decision to use computers that is independent of people’s beliefs about the instrumental value of doing so. In Study 2 they extended this finding by showing that, consistent with Bandura’s research on the personal efficacy construct, previous experience with computers is related to beliefs of efficacy with respect to computers, but that it does not exert a direct independent influence

on the decision to use computers. Furthermore, a significant relation was found in Study 2 between general beliefs of personal efficacy and use of other electronic devices. These studies demonstrate the importance of efficacy beliefs in the decision to adopt an innovation.

Albert Bandura and Nancy E. Adams (1977) in their article report the findings of two experimental tests of self-efficacy theory of behavioral change. The first study investigated the hypothesis that systematic desensitization effects changes in avoidance behavior by creating and strengthening expectations of personal efficacy. The second experiment investigated the process of efficacy and behavioral change during the course of treatment by participant modeling. According to social learning theory (Bandura, 1977a), changes in defensive behavior produced by different methods of treatment derive from a common cognitive mechanism. This study concludes that there are various reasons for a standardized procedure with high experimental control, measuring the relative power of alternative modes of influences for producing efficacy and behavioral changes (Bandura, 1978). In extending self-efficacy theory to other forms of behavior, investigators will have to give greater consideration to precise assessment of gradations in behavior, to confounding extra treatment influences, and to the time elapsing between measurement of self efficacy and behavior.

Nelia Hurter, (2008) in her study deals with the role of self efficacy in the commitment of employees. It also includes investigating the construct commitment, investigating the impact of self efficacy on employee commitment and the possible intervention required to enhance perceived self-efficacy. The study generated several application oriented suggestion for future studies. The study recommended that the perceived levels of self efficacy may be regarded as a health related variable falling within the view of positive psychology and it recommended the other psycho-logical constructs namely: sense of coherence, locus of control, hardiness, potency and learned resourcefulness should be considered to determine the degree in which this information can contribute to a holistic approach towards the employee commitments.

Olusegun Agboola Sogunro's (2003) study deals with the need are predominant for today's leaders to make speedy and perfect decisions, they need to learn critical thinking and interpersonal skills as quickly as they can. The traditional educational techniques of training lack the potentiality to make these happen. Not only are they rigorous, and less dynamic, but also they are less learner-centred, less experiential, and often predispose learners to evaluation anxiety situations. The method of role-playing differs in many unique ways. Its ability to induce participants to quick understanding notwithstanding, it also has the potential to transform theoretical concepts into an experiential format.

Rosa Grau *et al.* (2001) in their paper analyse self-efficacy as a moderator in the occupational stress process. The results of hierarchical multiple regression analyses

show that general and professional self-efficacy is complementary as moderators in stress processes, depending on the specific strain studied. However, it was found that professional self-efficacy has more interaction effects. Specifically, we found that individuals with low levels of generalized self-efficacy show more emotional exhaustion when their job autonomy is higher, while those with low levels of professional self-efficacy show greater cynicism when routine and role conflict are high, and have low levels of organizational commitment when the level of role conflict is high. The increase in stressors is not associated with strain for workers with high levels of self-efficacy .

The article by DM Pestonjee and Aniruddh Pandey(1996) emphasizes the need for conducting role efficacy interventions to Strengthen and reinforce positive behaviors and weaken negative behaviors. The study, as is evident, deals with the larger issue of role-efficacy. The assumption is that role-efficacy has linkages with organizational performance. Hence, enhancing the efficacy will lead to improvement in performance; in this context, it implies better 'track' record. The paper includes suggestions for improving the role-perceptions in terms of the ten dimensions of role efficacy. It is believed that role-efficacy improvement interventions will strengthen and reinforce the positive behaviours and minimize and weaken negative behaviours.

4.1. Role Efficacy

The performance of a person working in an organization depends on his own potential effectiveness, technical competence, managerial experience as well as the design of the role that he performs in the organization. It is the integration of the two that ensures a person's effectiveness in the organization. Unless a person has the requisite knowledge, technical competence and the skills required for the role, he cannot be effective. If the role does not allow the person to use his competence, and if he constantly feels frustrated in the role, his effectiveness is likely to be low. The integration of a person and the role comes about when the role is able to fulfil the needs of the individual, and when the individual in turn is able to contribute to the evolution of the role. The more we move from role taking to role making, the more the role is likely to be effective. Effectiveness of a person in a role in an organization will depend on his own potential effectiveness the potential effectiveness of the role, and the organizational climate. People with high role efficacy seem to experience less role stress and work-related tension. They rely on their own strengths to cope with problems, use more focused behaviour, interact with people and the environment, persist in solving problems (mostly by themselves), and show commitment to their work.

“Role efficacy would mean potential effectiveness of an individual occupying a particular role in an organization. Role efficacy is the potential effectiveness of a role”.

4.2. Concept of Role Efficacy

An individual in an organization works effectively only when he or she is able to understand and relate to others in a particular context. When a person relates to another role set member, his or her effectiveness depends on his own potential effectiveness, technical competence, managerial experience, etc., as well as the design of the role he / she performs in an organization.

It is thus required that an individual is well integrated to the role in the organization. Design of the role and the performance on the role then become the integral components of the effectiveness of the role in an organization. Pareek (2003) defines role efficacy as the potential effectiveness of a person in personal and interpersonal effectiveness, while occupying a particular role in an organization and is seen as the psychological factor underlying role effectiveness. Good understanding of role efficacy and its relationship between role efficacy, role ambiguity and role conflict would help to identify means to improve organizational climate, synergy and effectiveness. When change manifests organizations in a rapid fashion, in order to improve the productivity of organizations, it is essential to improve the role efficacy of individuals. Role efficacy is concerned with the level of employee performance in daily job related performance.

Role efficacy is considered from a generic point of view and relates employees at a level at which employees are successful at producing outputs. Role efficacy is defined as the integration of individuals and their roles that ensure effectiveness in the organization.

4.3. Importance of Role Efficacy

Efficacy theory purports that roles are interdependent and are dynamic in nature. In order to make roles effective, all the role set members have to contribute equally to make their roles effective. In this context, it is mandatory that in a hierarchical relationship, both the roles of superior and subordinate be effective to make the role set effective. Thus leader role efficacy and staff efficacy are interdependent and should complement each other.

Leader efficacy and staff efficacy contribute to collective efficacy and may lead to effective team performance. It is found that if leaders have a strong belief in their capacity to lead and if the staff efficacy for demonstrating appropriate team playing behaviours is comparatively high, then teams, as a whole, are likely to have a relatively high sense of collective efficacy; and if leader and staff role relevant behaviours are influenced by their respective role efficacies and are used by individuals on the team as indicators of collective resources, then role specific behaviours mediate collective efficacy relationship.

It is highlighted that an employee (staff)'s behaviour is based on interpersonal knowledge, skills and attitudes (comprising of conflict management, collaborative

problem solving and communication behaviours) and self management know ledge, skills and attitudes (comprising goal setting and performance management and planning and task coordination behaviours). These KSAs of employees clubbed with leaders' efficacies, dependent on emergent behaviours and situational styles promote free flow of ideas between each other and at the same time aid in the maintenance of good group relationship.

5. ANALYSIS AND INTERPRETATIONS

5.1. Demographics Details

(a) Gender Classification of the Respondents

Of the 171 respondents 36.84% of the respondents are male and 63.16% of the respondents are female.

(b) Age Wise Classification of the Respondents

45.62% of the respondents are less than the age of 25, 36.84% of the respondents are at the age of 25-30 and 17.54% of the respondents are at the age of more than 30.

(c) Experience of the Respondents

42.11% of the respondents work experience is less than six months, 31.58% of the respondents work experience is six months to one year, and 14.04% of the respondents work experience is one year to two year, 3.77% of the respondents work experience is two to three year and 3.5% of the respondents work experience is more than three years.

(d) Job Profile of the Respondents

12.3% of the respondents are from recruitment executive, 8.8% of the respondents are respectively from TME, Software engineer, CAD designer. 7% of the respondents are from ADMIN department, 5.3% of the respondents are respectively from Team Leader and Finance department. 3.5% of the respondents are from Senior recruitment and BDM. And the rest 1.8% of the respondents are respectively from Graphics designer, content writer, testing engineer etc.

5.2. Interpretation of Role Efficacy Constructs

(a) Centrality

- (a) My role is very important in this organization; I feel central here (High (2))
- (b) I am doing a useful and fairly important work (Medium (1))
- (c) Very little importance is given to my role in this organization; I feel peripheral here (Low (-1))

This dimension measures the perception of the importance of the role. On this dimension, only 28.07% per cent of the participants had positive perception. And 70.18% per cent of the participants had moderate perception and 1.75% had negative perception.

(b) Self Role Integration

- (a) My training and expertise are not fully utilized in my present role (Medium (1))
- (b) My training and knowledge are not used in my present role (Low (-1))
- (c) I am able to use my knowledge and training very well here (High(2))

This dimension measures the perception of Self Role Integration. On this dimension, only 82.46% per cent of the participants had positive perception. And 7.02% per cent of the participants had moderate perception and 10.52% had negative perception.

(c) Proactivity

- (a) I have little freedom in my role; I am only an errand boy (Low (-1))
- (b) I operate according to the direction given to me (Medium (1))
- (c) I can take initiative and act on my own in my role (High (2))

This dimension measures the perception of taking initiative. Only 43.86% per cent of the participants had positive perception about proactivity and 56.14% per cent of participants had only marginal distortion and 0%for negative proactivity.

(d) Creativity

- (a) I am doing usual, routine work in my role (Medium (1))
- (b) In my role I am able o use my creativity and do something new (High (2))
- (c) I have no time for creative work in my role (Low (-1))

This dimension measures the perception that something new or innovative is being done by the individual. Only 57.89% per cent of the participants had positive perception and 43.82 per cent had marginal distortion only a small proportion of the participants 8.78% had negative perception.

(e) Inter-role Linkage

- (a) No one in the organization responds to my ideas and suggestions (Low (-1))
- (b) I work in close collaboration with some other colleagues (High (2))
- (c) I am alone and have almost no one to consult in my role (Medium (1))

This dimension measures the perception of interdependence with other roles. It was found that 94.73% per cent had positive perception and Only a small proportion of the participants 1.75% had marginal distortion and 3.52% of participants had negative perception.

(f) Helping Relationship

- (a) When I need some help no one is available (Medium (1))
- (b) Whenever I have a problem, others help me (High (2))
- (c) I get very hostile responses when I ask for help (Low (-1))

This dimension measures the feelings of participants with regard to helping others and taking help from others. It was found that 85.97% of the respondents had positive perceptions and that 5.26% of the subjects had marginal distortion in their perception, and 8.77% of the participants had negative distortion.

(g) Super Ordination

- (a) I regret that I do not have the opportunity to contribute to society in my role (Low (-1))
- (b) What I am doing in my role is likely to help other organizations or society (High (2))
- (c) I have the opportunity to have some effect on the larger society in my role (Medium (1))

This dimension measures the perception that something beyond the regular call of duty is being contributed to the larger society and the nation. The percentage of persons having positive perception was 50.88% and the percentage of persons having marginal distortion was 45.62% and the percentage of persons having 3.50% was negative perception.

(h) Influence

- (a) I contribute to some decisions (Medium (1))
- (b) I have no power here (Low (-1))
- (c) My advice is accepted by my seniors (High (2))

This dimension measures the perception of the individual towards one's own capacity in making an impact on others. On this dimension, 18.15 per cent participants had positive perception and 45.25 per cent persons had marginal perception and 14.03% of participants had negative perception.

(i) Growth

- (a) Some of what I do contribute to my learning (Medium (1))
- (b) I am slowly forgetting all that I learnt (my professional knowledge) (Low (-1))
- (c) I have tremendous opportunities for professional growth in my role (High (2))

Interpretation: This dimension measures the perception about opportunities to learn new things for personal growth. 63.16% per cent persons were found to have positive perception and 26.32% per cent of persons had marginal distortion and 10.52% of participants had negative perception.

(j) Confrontation

- (a) I dislike being bothered with problems (Low (-1))
- (b) When a subordinate brings a problem to me, I help to find a solution (High (2))
- (c) I refer the problem to my boss or to some other person (Medium (1))

This dimension measures the perception about the capacity of the individual to solve problems. On this dimension, 75.44% per cent had positive perception and 17.54% per cent had marginal distortion and 7.02% of participants had negative distortion.

5.3. Correlation Analysis

Null and Alternative Hypothesis

H_0 : The constructs of role efficacy have no correlation.

H_1 : The constructs of role efficacy have significant correlation.

(a) Centrality

Centrality and Inter Role Linkage:

The constructs centrality and inter role linkage are negatively correlated at .01 level of significance ($r = -0.247$).

Centrality and Confrontation:

The constructs centrality and confrontation are positively correlated at .01 level of significance ($r = 0.217$).

(b) Self Role Integration

Self Role Integration and Inter Role Linkage:

The constructs self role integration and inter role linkage are positively correlated at .01 level of significance ($r = 0.244$).

Self Role Integration and Super Ordination:

The constructs self role integration and Super Ordination are positively correlated at .01 level of significance ($r = 0.297$).

Self Role Integration and Influence:

The constructs self role integration and influence are positively correlated at .01 level of significance ($r = 0.347$).

Self Role Integration and Confrontation:

The constructs self role integration and confrontation are positively correlated at .01 level of significance ($r = 0.151$).

(c) Proactivity

Proactivity and Creativity

The constructs proactivity and creativity are positively correlated at .01 level of significance ($r = 0.441$).

Proactivity and Growth

The constructs proactivity and growth are positively correlated at .01 level of significance ($r = 0.207$).

Proactivity and Confrontation

The constructs proactivity and confrontation are positively correlated at .01 level of significance ($r = 0.159$).

(d) Creativity

Creativity and Inter Role Linkage:

The constructs creativity and inter role linkage are positively correlated at .01 level of significance ($r = 0.278$).

Creativity and Helping Relationship:

The constructs creativity and helping relationship are positively correlated at .01 level of significance ($r = 0.169$).

Creativity and Growth:

The constructs creativity and growth are positively correlated at .01 level of significance ($r = 0.349$).

(E) Inter Role Linkage

Inter Role Linkage and Growth:

The constructs inter role linkage and growth are positively correlated at .01 level of significance ($r = 0.464$).

(f) Helping Relationship

Helping Relationship and Super Ordination:

The constructs helping relationship and super ordination are positively correlated at .01 level of significance ($r = 0.238$).

Helping Relationship and Confrontation:

The constructs helping relationship and confrontation are positively correlated at .01 level of significance ($r = 0.202$).

(g) Super Ordination

Super Ordination and Growth:

The constructs super ordination and growth are negatively correlated at .01 level of significance ($r = -0.181$).

Super Ordination and Confrontation

The constructs super ordination and confrontation are positively correlated at .01 level of significance ($r = 0.405$).

(h) Influence

Influence and Growth

The constructs influence and growth are negatively correlated at .01 level of significance ($r = 0.492$).

Influence and Confrontation

The constructs influence and confrontation are positively correlated at .01 level of significance ($r = 0.187$).

5.4. T-Statistic

Independent Two Sample Z-test

T-Statistic

(a) Centrality

H_0 : The centrality score does not varies across the gender.

H_1 : The centrality score varies across the gender.

Level of significance $\alpha = 0.05$ (5%)

Calculation

$F = 0.616$, sig = .434 i.e. $>.05$ (5%)

We consider that equal variance is associated. Sig (2) tail for the centrality is $>.05$.

There is no evidence to reject H_0 , concluded that the centrality score does not varies across the gender.

(b) Integration

H_0 : The integration score does not vary across the gender.

H_1 : The integration score varies across the gender.

Level of significance $\alpha = 0.05$ (5%)

Calculation

$F = 26.377$, sig = .000 i.e. $<.05$ (5%)

We consider those equal variances are not associated. Sig (2) tail for the integration is $<.05$.

We reject the H_0 ; concluded that the integration score varies across the gender. From the group statistics table the mean score for female is more than the male.

(c) Proactivity

H₀: The proactivity score does not vary across the gender.

H₁: The proactivity score varies across the gender.

Level of significance $\alpha = 0.05$ (5%)

Calculation

F = 2.420, sig = .007 i.e. >.05 (5%)

We consider those equal variances are not associated. Sig (2) tail for the centrality is < .05.

We reject the H₀; concluded that the integration score varies across the gender. From the group statistics table the mean score for male is more than the female.

(d) Creativity

H₀: The creativity score varies across the gender.

H₁: The creativity score does not vary across the gender.

Level of significance $\alpha = 0.05$ (5%)

Calculation

F = 0.001, sig = .975 i.e. >.05 (5%)

We consider that equal variance is associated. Sig (2) tail for the creativity is > .05.

We accept the H₀, concluded that the centrality score does not varies across the gender.

(e) Inter Role Linkage

H₀: The inter role linkage score varies across the gender.

H₁: The inter role linkage score does not vary across the gender.

Level of significance $\alpha = 0.05$ (5%)

Calculation

F = 5.139, sig = .975 i.e. >.05 (5%)

We consider that equal variance is associated. Sig (2) tail for the inter role linkage is > .05.

We accept the H₀, concluded that the inter role linkage score does not varies across the gender.

(f) Helping Relation Ship

H₀: The helping relationship score does not vary across the. gender.

H₁: The helping relationship score varies across the gender.

Level of significance $\alpha = 0.05$ (5%)

Calculation

$F = 19.078$, sig = .000 i.e. $<.05$ (5%)

We consider those equal variances are not associated. Sig (2) tail for the integration is $<.05$.

We reject the H_0 ; concluded that the helping relationship score varies across the gender. From the group statistics table the mean score for female is more than the male.

(g) Super Ordination

H_0 : The super ordination score varies across the gender.

H_1 : The super ordination score does not vary across the gender.

Level of significance $\alpha = 0.05$ (5%)

Calculation

$F = .317$, sig = .574 i.e. $>.05$ (5%)

We consider that equal variance is associated. Sig (2) tail for the super ordination is $>.05$.

There is no evidence to reject H_0 , concluded that the super ordination score does not varies across the gender.

(h) Influence

H_0 : The influence score does not vary across the gender.

H_1 : The influence score varies across the gender.

Level of significance $\alpha = 0.05$ (5%)

Calculation

$F = 9.540$, sig = .002 i.e. $>.05$ (5%)

We consider those equal variances are not associated. Sig (2) tail for the influence is $<.05$.

We reject the H_0 ; concluded that the influence score varies across the gender. From the group statistics table the mean score for male is more than the female.

(i) Growth

H_0 : The growth score does not vary across the gender.

H_1 : The growth score varies across the gender.

Level of significance $\alpha = 0.05$ (5%)

Calculation

$F = 10.081$, sig = .002 i.e. $<.05$ (5%)

We consider those equal variances are not associated. Sig (2) tail for the growth is $< .05$.

We reject the H_0 ; concluded that the growth score varies across the gender. From the group statistics table the mean score for female is more than the male.

(j) Confrontation

H_0 : The confrontation score varies across the gender.

H_1 : The confrontation score does not vary across the gender.

Level of significance $\alpha = 0.05$ (5%)

Calculation

$F = 4.402$, sig = .046 i.e. $> .05$ (5%)

We consider that equal variance is associated. Sig (2) tail for the confrontation is $> .05$.

There is no evidence to reject H_0 , concluded that the confrontation score does not varies across the gender.

5.5. One Way Anova (Experience)

(a) Centrality

H_0 : The mean score of the centrality does not vary with experience of the employees in the organisation

H_1 : The mean score of the centrality varies with experience of the employees in the organisation

$P = 0.091$. At 5% level of significance, there is no evidence to reject H_0 . The centrality does not vary across the experience group of employees working in the organization.

(b) Integration

H_0 : The mean score of the integration varies with experience of the employees in the organisation

H_1 : The mean score of the integration does not varies with experience of the employees in the organisation

$P = 0.000$. Reject H_0 at 5% level of significance. Tukey's posthoc test reveals, the integration varies the work experience of the people working in the organisation above three years. There is no significant difference in the scores among the other experience group of people.

(c) Proactivity

H_0 : The mean score of the proactivity does not vary with experience of the employees in the organisation

H_1 : The mean score of the proactivity varies with experience of the employees in the organisation.

$P = 0.080$. At 5% level of significance, there is no evidence to reject H_0 . The proactivity does not vary across the experience group of employees working in the organization.

(d) Creativity

H_0 : The mean score of the creativity does not vary with experience of the employees in the organisation.

H_1 : The mean score of the creativity varies with experience of the employees in the organisation.

$P = 0.171$. At 5% level of significance, there is no evidence to reject H_0 . The creativity does not vary across the experience group of employees working in the organization.

(e) Inter Role Linkage

H_0 : The mean score of the inter role linkage does not vary with experience of the employees in the organisation.

H_1 : The mean score of the inter role linkage varies with experience of the employees in the organisation.

$P = 0.307$. At 5% level of significance, there is no evidence to reject H_0 . The inter role linkage does not vary across the experience group of employees working in the organization.

(f) Helping Relationship

H_0 : The mean score of the helping relationship does not vary with experience of the employees in the organisation.

H_1 : The mean score of the helping relationship varies with experience of the employees in the organisation.

$P = 0.077$. At 5% level of significance, there is no evidence to reject H_0 . The helping relationship does not vary across the experience group of employees working in the organization.

(g) Super Ordination

H_0 : The mean score of the super ordination varies with experience of the employees in the organisation

H_1 : The mean score of the super ordination does not varies with experience of the employees in the organisation.

$P = 0.000$. Reject H_0 at 5% level of significance. Tukey's posthoc test reveals, the super ordination varies at the work experience of the people working in the

organisation between 6 months to 1 year and 2 years to 3 year. There is no significant difference in the scores among the other experience group of people.

(h) Influence

H_0 : The mean score of the influence varies with experience of the employees in the organisation.

H_1 : The mean score of the influence does not vary with experience of the employees in the organisation.

$P = 0.004$. Reject H_0 at 5% level of significance. Tukey's posthoc test reveals, the influence varies at the work experience of the people working in the organisation between 6 months to 1 year and 1 year to 2 year. There is no significant difference in the scores among the other experience group of people.

(i) Growth

H_0 : The mean score of the growth does not vary with experience of the employees in the organisation

H_1 : The mean score of the growth varies with experience of the employees in the organisation

$P = 0.401$. At 5% level of significance, there is no evidence to reject H_0 . The growth does not vary across the experience group of employees working in the organization.

(j) Confrontation

H_0 : The mean score of the confrontation does not vary with experience of the employees in the organisation.

H_1 : The mean score of the confrontation varies with experience of the employees in the organisation.

$P = 0.133$. At 5% level of significance, there is no evidence to reject H_0 . The confrontation does not vary across the experience group of employees working in the organization.

5.6. One-way ANOVA (Age)

(a) Centrality

H_0 : There is no significance difference in the centrality score across the age group of people working in the organization.

H_1 : There is significance difference in the centrality score across the age group of people working in the organization.

$P = 0.497$. At 5% level of significance, there is no evidence to reject H_0 . The centrality does not vary across the age group of employees working in the organization.

(b) Integration

H_0 : There is significance difference in the integration score across the age group of people working in the organization

H_1 : There is no significance difference in the integration score across the age group of people working in the organization.

$P = 0.025$. Reject H_0 at 5% level of significance. Tukey's posthoc test reveals, the integration score varies across the age group of <25 years and >30 years old employees working in the organization. There is no significant difference in the scores among the other age groups.

(c) Proactivity

H_0 : There is significance difference in the proactivity score across the age group of people working in the organization

H_1 : There is no significance difference in the proactivity score across the age group of people working in the organization.

$P = 0.000$. Reject H_0 at 5% level of significance. Tukey's posthoc test reveals, the proactivity varies across the age group of <25 years and 25 - 30 years old employees working in the organization. Also proactivity varies across < 25 to > 30 years old employees working in the organization. There is no significant difference in the scores among the other age groups.

(d) Creativity

H_0 : There is significance difference in the creativity score across the age group of people working in the organization.

H_1 : There is no significance difference in the creativity score across the age group of people working in the organization.

$P = 0.012$. Reject H_0 at 5% level of significance. Tukey's posthoc test reveals, the creativity varies across the age group of <25 years and 25 - 30 years old employees working in the organization. There is no significant difference in the scores among the other age groups.

(e) Inter Role Linkage

H_0 : There is significance difference in the inter role linkage score across the age group of people working in the organization

H_1 : There is no significance difference in the inter role linkage score across the age group of people working in the organization.

$P = 0.006$. Reject H_0 at 5% level of significance. Tukey's posthoc test reveals the inter role linkage varies across the age group of <25 years and > 30 years old employees working in the organization. Also proactivity varies across 25 – 30 to >

30 years old employees working in the organization. There is no significant difference in the scores among the other age groups.

(f) Helping Relationship

H₀: There is no significance difference in the helping relationship score across the age group of people working in the organization.

H₁: There is significance difference in the helping relationship score across the age group of people working in the organization.

P = 0.351. At 5% level of significance, there is no evidence to reject H₀. The centrality does not vary across the age group of employees working in the organization.

(g) Super Ordination

H₀: There is no significance difference in the super ordination score across the age group of people working in the organization.

H₁: There is significance difference in the super ordination score across the age group of people working in the organization.

P = 0.862. At 5% level of significance, there is no evidence to reject H₀. The super ordination does not vary across the age group of employees working in the organization.

(h) Influence

H₀: There is no significance difference in the influence score across the age group of people working in the organization.

H₁: There is significance difference in the influence score across the age group of people working in the organization.

P = 0.265. At 5% level of significance, there is no evidence to reject H₀. The influence does not vary across the age group of employees working in the organization.

(i) Growth

H₀: There is significance difference in the growth score across the age group of people working in the organization

H₁: There is no significance difference in the growth score across the age group of people working in the organization.

P = 0.000. Reject H₀ at 5% level of significance. Tukey's posthoc test reveals, the growth varies across the age group of <25 years and 25 - 30 years old employees working in the organization. Also proactivity varies across 25 – 30 to > 30 years old employees working in the organization. There is no significant difference in the scores among the other age groups.

(j) Confrontation

H₀: There is no significance difference in the confrontation score across the age group of people working in the organization.

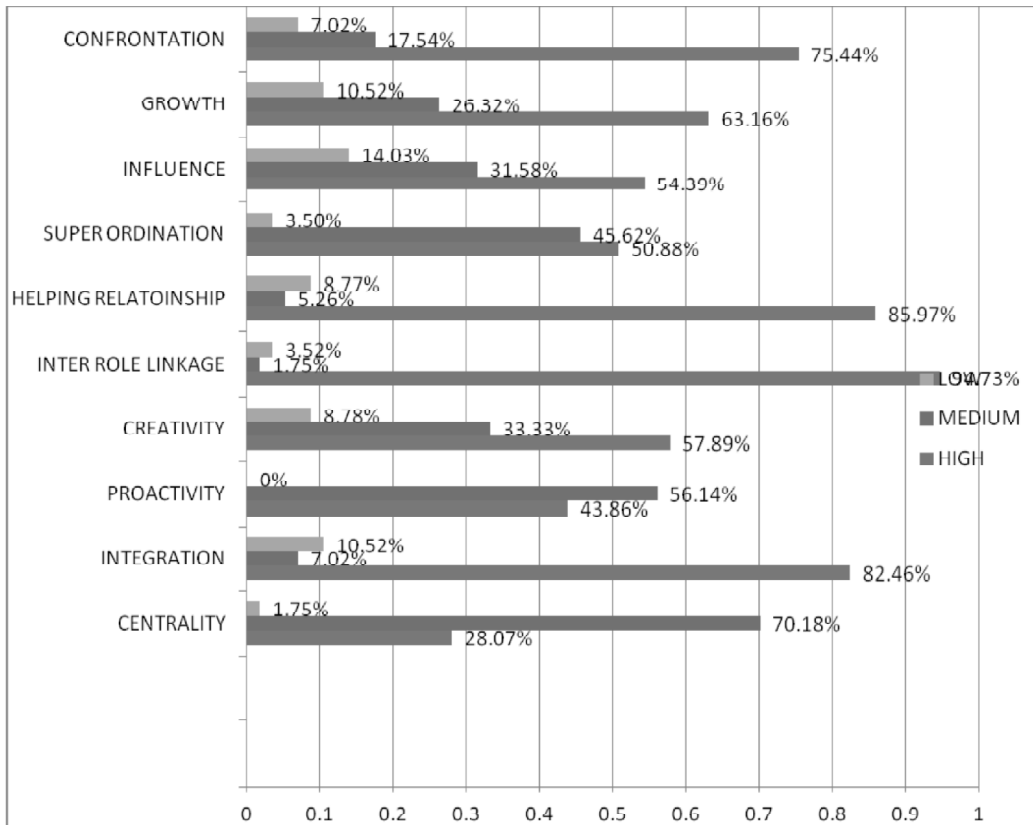
H₁: There I significance difference in the confrontation score across the age group of people working in the organization.

P = 0.072. At 5% level of significance, there is no evidence to reject H₀. The confrontation does not vary across the age group of employees working in the organization.

6. FINDINGS

As stated earlier, ideas were generated from the participants in group settings for increasing their role efficacy. On each of the ten dimensions, group counselling sessions were organized, goals were mutually set, and action plans were prepared to substitute the negative perceptions by positive perceptions. Actions to be taken by the role-occupants were decided. The summaries of such decisions are given here under each dimension.

Chart 11: Role Efficacy Constructs



1. 63.16% of respondents working in the organisation are female. This shows that female is working more than the male.
2. 45.61% of respondents working in the organisation are less than the age of 25.
3. 42.10% of respondents working in the organisation are below six months.
4. 12.3% of the respondents are working in the recruitment department.
5. The reason for a 1.75% percentage of respondents having distortion was due to lack of power and inexperience in some cases.
6. The 10.52% respondents gone for negative perception that indicates lack of interest, involvement of the role occupant or perception that his talents are not utilized at all in his role.
7. Almost 56.14% of the individuals were found to have only the marginal distortion and hence their perceptions about proactivity could be changed by utilization of their initiative.
8. 8.78% occupants were found that they has no opportunity to do creative work factors such as inadequate level of education were found to have contributed to such distortions
9. 3.52% of their responses revealed that lack of adequate education and lack of sufficient experience had contributed for such a state of affairs.
10. 8.77% of participants had negative perception in their role. This is due perhaps to the cultural ethos prevailing in our country..
11. 3.50%of participants had negative perception they had to inculcate safety consciousness through developing such perceptions among the staff, this was an alarming finding.
12. 7.02% per cent of participants had difficulties; it indicates that role occupant feels deprived of contributing to a larger goal.
13. 14.03% of participants had negative perception since they have less experience in their job.
14. Centrality has negative correlation with inter role linkage and positive correlation with confrontation
15. Self role integration has positive correlation with inter role linkage, super ordination, influence and confrontation.
16. Proactivity has positive correlation with creativity, growth and confrontation. At 0.01 level of significance.
17. Creativity has positive correlation with inter role linkage, helping relationship and growth.
18. Inter role linkage has positive correlation with growth

19. Helping relationship has positive correlation with super ordination and confrontation.
20. Influence has negative correlation with growth.
21. In t-test, integration of female respondents are working more than the male respondents.
22. In t-test, proactivity of male respondents are more than the female respondents
23. In t-test, female respondents will be having more helping mind than the male respondents.
24. In t-test, female respondents will be having more influence than the male respondents.
25. In t-test, female respondents will be having opportunities in the growth than the male.
26. The integration varies the work experience of the people working in the organisation above three years
27. The super ordination varies the work experience of the people working in the organisation above six months to one year and two years to three years.
28. The influence varies the work experience of the people working in the organisation above six months to one year.
29. The integration score varies across the age group of <25 years and >30 years old employees working in the organization.
30. The proactivity varies across the age group of <25 years and 25 - 30 years old employees working in the organization. Also proactivity varies across < 25 to > 30 years old employees working in the organization.
31. The creativity varies across the age group of <25 years and 25 - 30 years old employees working in the organization.
32. The inter role linkage varies across the age group of <25 years and > 30 years old employees working in the organization. Also proactivity varies across 25 – 30 to > 30 years old employees working in the organization.
33. The growth varies across the age group of <25 years and 25 - 30 years old employees working in the organization. Also proactivity varies across 25 – 30 to > 30 years old employees working in the organization.

7. SUGGESTIONS

On the basis of the data analysis we can provide the following suggestions for improving the efficacy among employees of the company. These suggestions are separately spelt out for each dimension. Through training and counselling, it is possible to bring about the required change in role perceptions. Improvement in

the quality of performance is not merely a function of the 'hardware' improvement but depends to a large extent on the human-side of organizations.

It is believed that role-efficacy improvement interventions will strengthen and reinforce the positive behaviours and minimize and weaken negative behaviours.

This study helps to develop the communication throughout the work place which not only increase the efficacy at work but also helps the employee to prioritize the tasks for better management of work.

8. CONCLUSION

This presents the summary of the study and survey done in relation to the Role Efficacy in the company. The conclusion is drawn from the study and survey of the company regarding the Role Efficacy process carried out there.

The preceding argument confirmed the significance of role efficacy in individual and organizational success. Role efficacy enhances the performance and effectiveness of role occupier by enriching him/her understanding about task responsibilities. Further role efficacy perception of employees excels their relationship pattern with other roles in the organizational context and environment context. In view of this present study was conducted to see whether the role efficacy perception of the employees varies gender wise, organization wise and managerial levels wise. And the results confirmed that different category of managers have resembling role efficacy.

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