

Employees' Self-Efficacy and Service Quality in Telecommunication Firms in Rivers State

Njiowhor Mercy Njele

Doctorate Candidate, Department of Management,
Faculty of Management Sciences,
Rivers State University.Nkpolu-Oroworukwo
P.M.B 5080, Port Harcourt, Nigeria.
Email; njiowhornjele@yahoo.com

Abstract

This study examined the relationship between employees' self-efficacy and service quality of telecommunication firms in Rivers State. The purpose was to determine the influence of employees' self efficacy on telecommunication firms' service quality measured in terms of reliability and competence. A cross-sectional research designed was used with a sample of one hundred and thirty-six respondents drawn from an accessible population of two hundred and six (206) employees of five major telecommunication firms in Rivers State. However, only one hundred and ten (110) copies of the questionnaire were valid for the analysis done with the aid of the Spearman's Rank Order Correlation Coefficient. The results revealed that strong positive relationships exist between the dimensions of employees' self-efficacy and the measures of service quality. Based on the findings the researchers recommended that: management of the telecommunication firms should employ the necessary tools to maintain high social self-efficacy in the employees so as to retain high service quality; management of the telecommunication firms should employ the necessary tools to maintain high cognitive self-efficacy in the employees so as to retain high service reliability; the cognitive self-efficacy of employees in the telecommunication firms should be consistently appraised to ensure that those assigned to carry out sensitive tasks especially as regards meeting customers' needs are those with the required know how to accomplish such tasks;.

Keywords: *Social Self-efficacy, Cognitive Self-efficacy, Service Quality, Reliability, Competence.*

1.0 Introduction

1.1 Overview

Given the dynamic nature of our business environment, firms in the telecommunication industry are constantly challenged to employ all possible techniques to maintain a standard level of service quality so as to maintain a favourable competitive advantage in their immediate industry (Hax, 2010). Judge and Piccolo (2004) observed that service quality of any firm is dependent on the level of efficacy of her employees which in turn is dependent on the level of training and experience

which these employees have acquired in their professional fields of learning. Service quality refers to the extent to which a service meets expected standards and requirements (Palmer, 2005), that is, a positive gap between the perception and expectations of a service offer (Parasuraman, Zeithaml & Berry, 1985).

Self-efficacy can be conceptualized as a social learning construct of describing an individual's self-belief and confident in his or her ability to execute specific tasks. Bandura (2003) sees self-efficacy as an individual personal judgment of his/her physical ability to accomplish specific tasks. Thus the expectant belief of persons with high levels of self-efficacy influences their perceptions and attitudes towards other persons and this as such informs their high morale towards accomplishing tasks. Cherian and Jacob (2013) maintains that a strong self-efficacy exercised by employees, enhances their level of job accomplishment as well as their personal achievements in numerous ways. Thus workers that possess a strong sense of personal competence in their particular areas of professionalism, usually tackle challenging tasks in these areas and sees such as a challenge to be conquered rather than seeing such as a danger to be avoided.

Lunenburg (2011) on the other hand asserts that workers who exhibit a level of low self-efficacy usually believe that things are ordinarily more difficult than they are and such beliefs often encourages stress, depression, as well narrows the employees vision on how best to resolve a persisting problem. Thus, social and cognitive dimension of self-efficacy has not been extensively investigated. Also, there is evidence of scanty literature in the area of employee self-efficacy in developing countries, Nigeria to be specific as it relates to services quality particularly in the telecommunication industry. All these have thus informed the need to fill these existing gaps in literature, it is against these backdrops that the researchers' examined the effect of employee self-efficacy (social and cognitive) on the service quality (reliability and competence) of workers in the telecommunication firms in Rivers State.

1.2 Statement of the Problem

The importance of self-efficacy in the quality of services provided by service organizations is informed by the fact that self-efficacy is construed as one of the core constructs of positive organizational behaviour (Luthans, Youssef & Avolio, 2007). Service quality is further influenced by selective domains of self-efficacy which is multifaceted as we can identify several independent domains within the work context. It is pertinent to state that within the Nigerian work environment the nature of work for both the superiors and their subordinates for which high service quality is often expected involve tasks that required the complete exertion of cognitive abilities and the engagement of social interactions in several areas particularly the service sector (de Jonge, Le Blane, Peeters & Noordam, 2008).

Thus, it is reasonable to argue that employees' confidence in their capabilities within the social and cognitive domains in the workplace is vital in ensuring high service quality. Sadly, in Nigeria, little is known about the influence which employees social and cognitive dimensions of self-efficacy could have on their performance in general and their service quality in particular, therefore this creates a gap that needs to be filled, it is against this back drop therefore that the researcher

investigated employees self-efficacy with specific reference to the social and cognitive self-efficacy, and service quality in the telecommunication firms in Rivers State.

1.3 Objectives of the Study

The general objective of this study therefore, is to examine the influence of employee social self-efficacy on service quality in telecommunication firms in Rivers State. The specific objectives included the followings;

- (i) To examine the influence of employee social self-efficacy on service quality in telecommunication firms in Rivers State.
- (ii) To ascertain the influence of employee cognitive self-efficacy on service quality in telecommunication firms in Rivers State.

2.0 Review of Literature

2.1 Theoretical Framework

This study is based on the Social Cognitive Theory (Bandura, 2002). The Social Cognitive Theory introduces a model of individual behavior that has been widely accepted and empirically validated in various fields of research, and which focuses on learning experience. Social Cognitive Theory posits that individual behavior is part of an inseparable triadic structure in which behavior, personal factors and environmental factors constantly influence each other, reciprocally determining each other (Caprara&Steca, 2005). Based on this theory, human is an active creature which can self-discipline and regulate his behavior not a passive creature which is controlled by unknown environment forces or internal tensions. They participate actively in their transformation and can control events with their behavior. Bandura (2007) believes that self-efficacy stimulates motivation and cognitive resources and it is a factor for controlling certain event.

Social Cognitive Theory rotates around a central concept of self-efficacy which Bandura (2007) defines as "People's judgment of their capabilities to organize and execute courses of action required to attain designated types of performances. It is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses". In addition, Bandura (2003) posits that the importance of a second individual factor that is closely inter-related to self-efficacy: outcome expectations defined as the extent an individual will undertake a certain behavior only if he/she perceives that it will lead to some valued outcomes or else favorable consequences.

2.2 Conceptual Framework

2.2.1 Concept and Dimensions of Employee Self-Efficacy

Self-efficacy is defined as 'people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. It is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses' (Bandura, 1986). Bandura (1994) describes self-efficacy as an individual's personal judgments of his ability to accomplish a task and this usually supports the importance of a determinant for behavior

performance. There is a general view that people with high level of self-efficacy usually mold their perception about others based on their personal evaluation of their individual level of self-efficacy. Self-efficacy is the belief workers have in their ability to perform in a certain way or engage in a specific behaviour to achieve their desired goals. It is the belief that workers have that they are able to perform the actions required to manage difficult or novel tasks and to cope with the adversity associated with demanding situations (Bandura, 1997; Ivancevich, *et al.*, 2005; Kreitner & Kinicki, 2004; Kreitner, Kinicki & Buelens, 2002).

Strong self-efficacy beliefs enhance the features and quality of work employees produce and also enhance their accomplishment and personal well-being in many ways. Workers with a strong sense of personal competence in a domain approach difficult task in that domain as challenges to be mastered rather than as dangers to be avoided; have great intrinsic interest in activities, set challenging goals and maintain a strong commitment to them, heighten their efforts in the face of failure, more easily recover their confidence after failures or setbacks and attribute failure to insufficient effort or deficient knowledge and skills which they believe they are capable of acquiring. High self-efficacy helps create feelings of responsibility, purpose, and serenity in approaching difficult tasks and activities.

(1) Social Self-Efficacy

The degree of social interconnectedness in a workplace is another aspect of work that affects people's well-being. Career pursuits require more than the specialized knowledge and technical skills of one's trade, success on the job rests partly on self-efficacy in dealing with the social realities of work situations, which is often a crucial aspect of occupational roles. There is a general view of social self-efficacy as an integral part of self-efficacy belief of individual ability to organization, and implementation of the work necessary for the production of certain specific goals (Bandura, 1997; Wood & Olivier, 2006).

Social efficacy behaviours include the following: negotiation in the conflict between individuals, meeting and learning about new members, firmness in social attitudes, building emotional relationships, development of friendly relations and interaction with others (Sherer, Maddox, Mercandante, Prentice-Dunn, Jacobs & Rogers, 1982). Individuals with social self-efficacy will be able to communicate and develop new friendships (Gecas, 1989). Social self-efficacy is thus the belief in oneself about fulfilling certain tasks that are essential for particular performance objectives (Bandura, 1997). Recent studies on employees indicated that high level of social self-efficacy was related to fewer depressive symptoms (Huang, Sousa, Tu & Hwang, 2005), ability to cope better with life stressors (Antonovsky, 1990), better engagement in work, good self-control abilities (Kenneth & Keefer, 2006), effectiveness in dealing with job related stress (Akgun & Ciarrochi, 2003). These studies generally suggest that employees with high social self-efficacy, in contrast with others with low self-efficacy, have the ability to deal with threatening or challenging situations effectively, using a diverse range of coping skills.

(2) Cognitive Self-Efficacy

Cognitive self-efficacy is associated with an individual's ability to learn, process, apply knowledge, analyze, reason, evaluate and decide (Sims, 2007). They are generally based on abilities that seem to be in-born, in that some people can develop abilities that others cannot, at least not with similar effort. And yet cognitive skills must be developed and practiced to reach their full potential. In other words, it is possible to become more skilled, with a little work (Hunter & Schmidt, 2004).

According to Harder, Rash and Wagner (2014) Cognitive self-efficacy refers to an individual's basic capabilities in a variety of important areas. Thus employees with strong cognitive self-efficacy can learn quickly, handle multiple complex tasks simultaneously and be highly productive without needing much supervision. Groth-Marnat (2009) posited that employers generally want to hire individuals who will be productive and who will be able to keep the job in which they are placed, to progress in skill levels and to achieve the best results possible for the company. Daliling, Mellayand Thompson (2013) posits that mastery experiences of the workers help to build the employees sense of cognitive self-efficacy through attained successes in the phase of creeping challenges. Reque-Bagdan, Mingaman, Martin Lucas (2013) observed that mastery tasks are reasonably challenging and requires perseverance, they argued that those set of task requiring little efforts to achieve their success usually contribute to a weakened sense of cognitive self-efficacy since the individuals are usually quick to anticipate and expect quick success in their task performance.

2.2.2 Concept and Dimensions of Service Quality

Service quality is a concept of how to implant the quality at every phase of the implementation of services which involves all the personnel in the organization (Handriana, 1998). That is, identifying quality problems at the source and correcting them. Quality service is expressed by employees through their attitudes and behavior (Schneider & Bowen, 1985). Additionally, Beatson, Lings and Gudergan (2008) observed that factors such as employee satisfaction, employee loyalty, employee commitment had an impact on product quality or service quality.

Service quality describes the employee's capacity to function and act within the boundaries and at a level that is considered as being in line with expected standards and requirements (Smith, 1998; Parasuraman *et al.*, 1985). It was concluded that specific activities undertaken by the organization like the rate at which information is processed for the consumption of the customer has resulted in a happy customer. Also, an improvement in how reliable the equipment used has gone a long way by reducing the dissatisfaction of the customers (Johnston, 1997). The quality of service delivered in an organization has the capacity to give the organization competitive advantage over other competing industries. It also gives organizations lasting relationship with its market (Zeithmal *et al.*, 2000). Leeds (1992) stated that the quality of service delivered mostly depends on the individual employee who is delivering the service. For the purpose of this study, we concentrated on these two measures; reliability and competence.

(1) Reliability

Reliability is about the industry or service employee keeping its word; it is defined as the ability to perform the promised service dependably and accurately or the delivering of an organization on

its promises (Zeithamlet *al.*, 2006). The concept of reliability is closely associated with the ability of the service provider to live up to that which is expected of them or what has been fixed as the expected service standard. Erford (2012) posits that being reliable when it has to do with the nature of service quality, entails the firm's capability to maintain their service standards and as such engage their competitors effectively.

Har (2008) sees reliability as the ability of a business organization to perform the promised service dependably, accurately and consistently for a long period of time. Reliability has also been defined as the ability to perform the promised service dependably and accurately or delivering on its promises (Zeithamlet *al.*, 2006). Parasuraman *et al.* (1985) perceives reliability to include, consistency of performance and dependability, accuracy in billing, keeping records correctly, performing the service right at the designated time. In order to perform well, employees must perform their role in the service delivery efficiently and effectively (Bitner *et al.*, 1997). Therefore, the organization which are able to provide what they promise are more likely to be trusted than those which fail to provide the service they promise. Competitive advantage in service organization derives highly from the service provider's ability to deliver high quality service.

(2) Competence

Competence is the ability of an individual to do a job properly. Competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees (Raven & Stephenson, 2001). Some scholars see competence as a combination of practical and theoretical knowledge, cognitive skills, behavior and values used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role. Robinson, Sparrow, Clegg and Birdi, (2007) posits that competence provide industry with a way to define in behavioral terms what it is that people need to do to produce the results that the organization desires, in a way that is in line with its culture. By having competence defined in the organization, it allows employees to know what they need to be productive.

When properly defined, competencies, allows organizations to evaluate the extent to which employees behaviors are demonstrating and where they may be lacking. This will enable organizations to know the actual step they may need to help the employee learn and develop its competencies (Mulder, 2001). In view of set of competencies required in service-based industry, Ejler *et al.* (2011) stated that the commodity that are demanded, wanted and expected by clients or customers is premised on the competences of the employees employed by the service providers. Dickson *et. al* as quoted in Tome (2011) acknowledges several types of important competencies such as knowledge and skills about people, business, technology, and technical. Thus, they call for education providers such as universities and other higher learning institutions to focus on these aspects in order to equip the graduates with relevant skills and knowledge that serve service-based industry better.

2.2.3 Employee Self-efficacy and Service Quality

The success of any organization is most often laid to the self-efficacy of the employee as this in turn determines the quality of product or services produced by these set of individuals. Judge and Bono (2001) posit that high self-efficacy of employees is usually associated with a positive outcome which usually ranges from greater job satisfaction to higher quality of services delivery. Bandura (1997) also observed that higher self-efficacy usually culminates into an improved physical and mental health of the employees.

Employees with high self-efficacy have the ability to focus on questioning and listening and also help customers resolve their queries and problems quickly (Petitjohn & Taylor 1995). In the process of resolving such problems, they also show caring, courteous attitude and a sincere interest in helping customers. Since they have the required knowledge and skills, they will be able to respond fast and provide a reliable service to their customer especially when they promise, to show that they are capable of performing and displaying the qualities of responsiveness and reliability regarded by customers as being important (Wilson *et al.*, 2008).

(i) Social Self-Efficacy and Service Quality

The perceived expectation of social self-efficacy is different from the actual ones they possess. Such expectancies are domain specific and related to particular task or situations which can assume different considerations depending on the context within which they are approached. Social self-efficacy no doubt is most significant in measuring the quality of services rendered by an employee to his/her organization (Scott & Judge, 2009).

The social relations between employees in the workplace are instrumental in the quality of work life as well as the extent to which workers relate positively within the work environment. Smith and Betz (2000) observed that with respect to the social dimension of self-efficacy, it is only through the ability of social interest, social relations and social cohesion that an organization can guarantee its continuous survival since a positive social relations will enhance the quality of services and work rendered by workers and this enhancing the general service quality of the firm. Within the work place therefore, the role of social self-efficacy in relations to the values and standards of the firms, and the expectant quality of output expected of the employees is to establish a social security roots, keeping their personal dignity through positive affiliation with other workers and expectantly deliver quality services to meet the operating expectations of their employing firms (Lin & Betz, 2009). Based on the above therefore, we propose the following statements of association.

H₀₁: There is no significant relationship between social self-efficacy and employee service reliability in telecommunication firms in Rivers State.

H₀₂: There is no significant relationship between social self-efficacy and employee service competence in telecommunication firms in Rivers State.

(ii) Cognitive Self-Efficacy and Service Quality

The cognitive self-efficacy of employee is usually associated with the sense of agency which usually allows for increased interest and deeper investment in activities and thus creating stronger

commitment to task completion (Zhao, 2012). Erford (2012) states that tasks that requires little effort to achieve success contribute to a weakened sense of cognitive self-efficacy as the individuals often expects quick success and such may not necessarily support quality output expected from such category of workers.

McDaniel and Banks (2010) observed that the quality of services rendered by worker of the service related firms are usually informed by the strength of the cognitive self-efficacy of their employees which are put into active operations to roll out desired quality of services that will sustain their competitiveness. Thus cognitive self-efficacy is positively related to employee service quality. Based on the above therefore, we proposed the following statements of association.

H₀₃: There is no significant relationship between cognitive self-efficacy and employee service reliability in telecommunication firms in Rivers State.

H₀₄: There is no significant relationship between cognitive self-efficacy and employee service competence in telecommunication firms in Rivers State.

2.3 Operational Framework

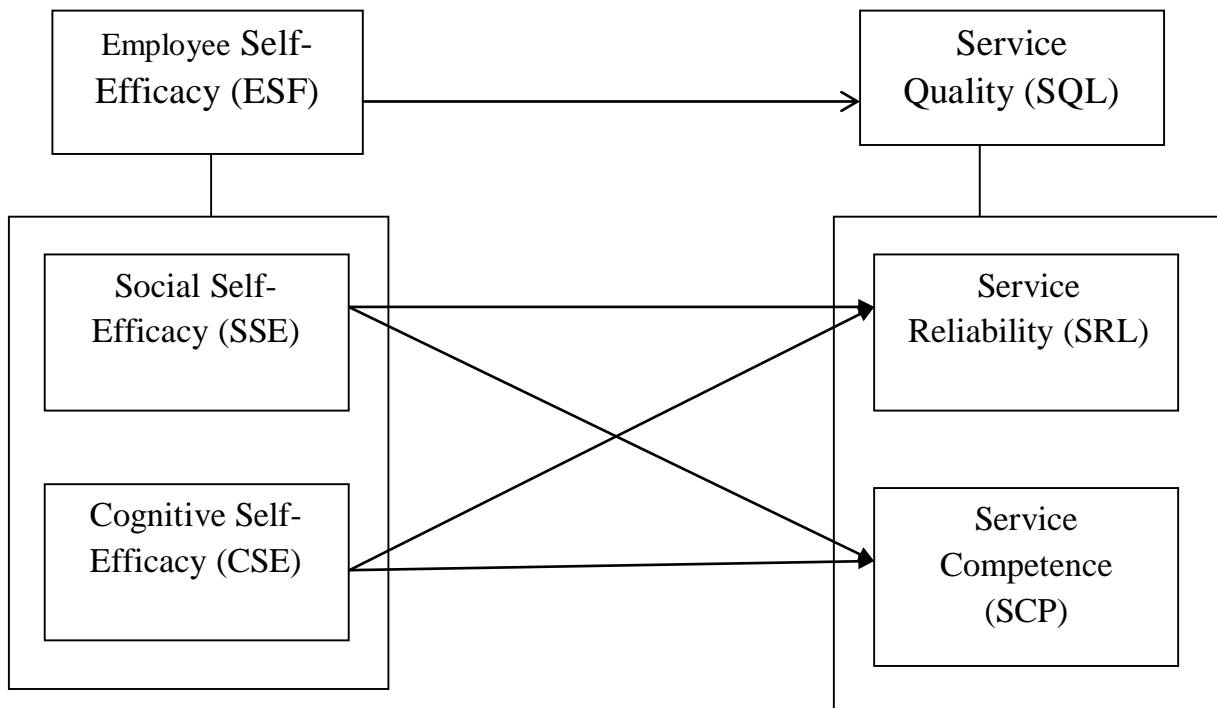


Figure 1: Operational Framework of Employee Self-Efficacy and Service Quality in Telecommunication Firms in Rivers State.

Source: Author's Desk Research, 2018.

3.0 Methodology

The researcher in this study adopted the cross-sectional survey study. The accessible population of the study was two hundred and six (206) employees of five major Telecommunication firms in Rivers State. A sample of one hundred and thirty six (136) respondents was derived using the Taro Yamane's formula for sample size determination. Descriptive statistics were adopted in presenting the data collected, while the Spearman's rank order correlation coefficient was employed in testing the proposed hypotheses with the aid of the Statistical Package for Social Sciences (SPSS).

4.0 Results and Discussions

Table 1, shows the results from the assessment of the relationship between employee social self-efficacy and the measures of service quality.

Table 1: Correlation Matrix for social self-efficacy and service quality

			Social	Reliable	Competence
Spearman's rho	Social	Correlation Coefficient	1.000	.782**	.663**
		Sig. (2-tailed)	.	.000	.000
		N	110	110	110
	Reliable	Correlation Coefficient	.782**	1.000	.618**
		Sig. (2-tailed)	.000	.	.000
		N	110	110	110
	Competence	Correlation Coefficient	.663**	.618**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	110	110	110

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

Source: SPSS Output, 2019

The correlation test analysis of social self-efficacy and service quality indicate a correlation (r) value of 0.782 and $P < 0.05$. The null hypothesis one is therefore rejected based on the significance of the relationship between the variables. Thus, there is a significant relationship between social self-efficacy and employee service reliability. For the relationship test in the case of null hypotheses two, a correlation (r) value of 0.663 and $P < 0.05$ was obtained from the test of the relationship between social self-efficacy and competence. The null hypothesis two was therefore rejected based on the significance of the relationship between the variables. Thus, there is a significant relationship between social self-efficacy and employee service competence.

Table 2, shows the results from the assessment of the relationship between employee cognitive self-efficacy and the measures of service quality.

Table 2: Correlation Matrix for cognitive self-efficacy and service quality

			Cognitive	Reliable	Competence
Spearman's rho	Cognitive	Correlation Coefficient	1.000	.662**	.565**
		Sig. (2-tailed)	.	.000	.000
		N	110	110	110
	Reliable	Correlation Coefficient	.662**	1.000	.618**
		Sig. (2-tailed)	.000	.	.000
		N	110	110	110
	Competence	Correlation Coefficient	.565**	.618**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	110	110	110

Source: SPSS Output, 2019

The correlation test analysis of cognitive self-efficacy and service quality indicate a correlation (r) value of 0.662 and $P < 0.05$. The null hypothesis three is therefore rejected based on the significance of the relationship between the variables. Thus, there is a significant relationship between cognitive self-efficacy and employee service reliability. For the relationship test in the case of null hypotheses four, we got a correlation (r) value of 0.565 and $P < 0.05$. The null hypothesis four is therefore rejected based on the significance of the relationship between the variables. Thus, there is a significant relationship between cognitive self-efficacy and employee service competence.

4.1 Discussion of Findings

The findings relating to the relationship between social self-efficacy and service quality showed a positive and significant relationship. It is evident in literature (Borgogniet *al.*, 2012; Miraglia, 2013), that social self-efficacy is an instrumental subset of employee self-efficacy which is seen as a vital instrument in the positive development of good social relations between an employee and other members of the work group within the working environment which gives credence to the development of employees' social self-efficacy in the business organizations.

Liu, Nauta, Spector and Li (2008), thus posited that social self-efficacy enables employees in business organizations to maintain and sustain positive social relations within their work group in particular and the organization at large which translates into the possession of good social self-efficacy of the employees in such business organizations. When the employees of telecommunication firms maintain high value social self-efficacy in their working environment, it is believed that their inter personal relationships will create the right quality of actions and reactions that will enhance their inputs at the work place and thus put their organization tops in the competitive business environment.

The findings of our investigation in this area thus relates to the position of Lin and Betz (2009), who argued that there is a positive relationship between social self-efficacy of employees and service quality. Therefore, our general resolve in this study based on our findings is that social self-efficacy as a dimension of employee self-efficacy influences service quality in the telecommunication firms.

The findings relating to the cognitive self-efficacy dimension of employee self-efficacy and service quality, shows a positive and significant influence or relationship. Based on the evidence from literature (Daliling, Mellay& Thompson, 2013; Zhao, 2012; Erford, 2012) it is revealed that cognitive self-efficacy is the most affluence dimension of employee self-efficacy as it bothers on the ability of employees to acquire and understand the basic knowledge required to perform effectively at the work place.

McDaniel and Banks (2010) also observed that cognitive self-efficacy is usually a technical and instrumental dimension of employee self-efficacy as it is not every employee that possess the requisite skills that equips them with extant knowledge required to live up to their cognitive capabilities expectations as regards their responsibilities to their work organizations.

Thus, the finding from this our present study conforms to the earlier findings of Zhao (2012), who in his findings discovered that there is a strong positive and significant association between cognitive self-efficacy and employees service quality in manufacturing organizations. From the foregoing the conclusion from our findings therefore, is that cognitive self-efficacy as a dimension of employee self-efficacy exerts considerable influence on employees' service quality in telecommunication firms.

5.0 Conclusion and Recommendation

5.1 Conclusion

The results and findings of this study reveal that there is a positive and significant relationship between employee social self-efficacy and service quality (reliability and competence). It is therefore concluded that employees who feel socially efficacious interact, maintain and develop interpersonal relationship at work which enhances quality of service particularly service reliability and competence in telecommunication firms in Rivers State. The theoretical implication therefore, shows that the service quality of the telecommunication firms in Rivers State depends to a great extent, on the social self-efficacy of the employees of these telecommunication firms. The practical implication reveals that, for the telecommunication firms in Rivers State to enhance and sustain

high quality of service to customers, they must ensure that their employees possess high features of social self-efficacy. The study therefore emphasizes that to enhance the quality of services offered to valued customers and reliability of such services, the telecommunication firms in Rivers State must strive to maintain employees with high social self-efficacy at all times.

Similarly, the results and findings of this study also reveal that there is a positive and significant relationship between employee cognitive self-efficacy and service quality (reliability and competence). It is therefore affirmed that employees with high level of cognitive self-efficacy use their own initiative to do the right thing, design work places, deal with customers' problems immediately and also know exactly what is needed to make products or services meet the desired quality specification thus enhancing service reliability and competence in telecommunication firms in Rivers State.

The theoretical implication therefore, shows that the service quality of the telecommunication firms in Rivers State depends to a great extent, on the cognitive self-efficacy of the employees of these telecommunication firms. The practical implication reveals that, for the telecommunication firms in Rivers State to enhance and sustain high quality of service to customers, they must ensure that their employees possess high features of cognitive self-efficacy. The study therefore emphasizes that to enhance the quality of services offered to valued customers and reliability of such services, the telecommunication firms in Rivers State must strive to maintain employees with high cognitive self-efficacy at all times.

5.2 Recommendations

In view of the finding in this study as it relates to employee self-efficacy and service quality in the telecommunication firms in Rivers State, the researcher thus recommends that; management of the telecommunication firms should employ the necessary tools to maintain high social self-efficacy in the employees so as to retain high service reliability; the cognitive self-efficacy of employees in the telecommunication firms should be consistently appraised to ensure that those assigned to carry out sensitive tasks especially as regards meeting customers' needs are those with the required know how to accomplish such tasks; the management of the telecommunication firms are advised to consider proactive measures to sustain positive cognitive self-efficacy on their employees as this is expected to make the workers more responsive in their service delivery.

References

- Akgun, S., & Ciarrochi, J. (2003). Learned resourcefulness moderates the relationship between academic stress and academic performance. *Educational Psychology, 23*, 287-294.
- Antonovsky, A. (1990). Personality and health: Testing the sense of coherence model.
- Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ: Prentice-Hall.

- Bandura, A. (1994). Self-efficacy. In V. S. Ramachandran (Ed.), *Encyclopedia of Human Behavior*, 4, 71-81. New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998).
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W.H. Freeman.
- Bandura, A. (2007). *Self-efficacy: The exercise of control*, New York: Freeman, pp. 604.
- Bandura, A., & Locke, E. A. (2003). Negative self-efficacy and goal effects revisited. *Journal of Applied Psychology*, 88(1), 87-99.
- Beatson, A., Lings, I., & Gudergan, S. (2008). Employee behavior and relationship quality: Impact on customers. *The Service Industries Journal*, 28 (2), 211-223.
- Bitner, M. J., Faranda, W. T., Hubbert, A. R., & Zeithaml, V. A. (1997). Customer contributions and roles in service delivery. *International Journal of Service Industry Management*, 8 (3), 193-205.
- Borgogni, L., Consiglio, C., Alessandri, G., & Schaufeli, W.B. (2012). Do not throw the baby out with the bathwater! Interpersonal strain at work and burnout. *European Journal of Work and Organizational Psychology*, 21(6), 875-898.
- Caprara, G. V., & Steca, P. (2005). Self-efficacy beliefs as determinants of prosocial behavior conducive to life satisfaction across ages. *Journal of Social and Clinical Psychology*, 24, 191-217.
- Cherian, J., & Jacob, J. (2013). The impact of self-efficacy on motivation and performance of employees. *International Journal of Business and Management*, 8(14)
- Daliling, J. J., Mellay, R., & Thompson, M. N. (2013). Financial strain and regional unemployment as barriers to job search self-efficacy: A test of social cognitive career theory. *Journal of Counseling Psychology*, 60(2), 210-218.
- De Jonge, J., Le Blanc, P. M., Peeters, M.C.W., & Noordam, H. (2008). Emotional job demands and the role of matching job resources: A cross-sectional survey study among health care workers. *International Journal of Nursing Studies*, 45, 1460-1469.
- Ejler, N., Poulfelt, F., & Czerniawska, F. (2011). *Managing the knowledge-intensive firm*. New York, USA: Routledge.
- Erford, B. (2012). *Assessment for counselors*. Cengage Learning.
- Gecas, V. (1989). The social psychology of self-efficacy. *Annual Review of Sociology*, 15, 291-316.
- Groth-Marnat, G. (2009). *Handbook of psychological assessment*. New Jersey: John Wiley & Sons.
- Handriana, T. (1998). Analisis perbedaan harapan kualitas jasa pada lembaga pendidikan tinggi di Surabaya, tesis S2.
- Har, K. K. L. (2008). Service dimensions of service quality impacting customer satisfaction of fine dining restaurants in Singapore, University of Nevada, Las Vegas.
- Harder, D. G., Rash, J., & Wagner, S. (2014). *Mental illness in the workplace: Psychological disability management*. Ashgate Publishing, Ltd.
- Hax, G. (2010). Self-efficacy and work-related performance: A meta-analysis. *Psychological Bulletin*, 124(2), 240-261

- Huang, C. Y., Sousa, V. D., Tu, S. Y., & Hwang, M.Y. (2005). Depressive symptoms and learned resourcefulness among Taiwanese female adolescents. *Archives of Psychiatric Nursing, 19*, 133-140.
- Hunter, J., & Schmidt, F. L. (2004). General mental ability in the world of work: Occupational attainment and job performance. *Journal of Personality & Social Psychology, 86*(1), 162-173.
- Ivancevich, J. M., Konopaske, R., & Matteson, M. T. (2005). *Organizational behaviour & management*. (7th ed.) New York: McGraw-Hill.
- Judge, T. A., & Bono, J. E. (2001). Relationship of core self-evaluations traits – self-esteem, generalized self-efficacy, locus of control, and emotional stability - with job satisfaction and job performance: A meta-analysis. *Journal of Applied Psychology, 86*(1), 80-92.
- Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology, 89* (5), 755 – 768.
- Kenneth, D., & Keefer, K. (2006). Impact of learned resourcefulness and theories of intelligence on achievement of university students: An integrated approach. *Educational Psychology, 26*, 441-457.
- Kreitner, R., Kinicki, A., & Buelens, M. (2002). *Organizational behaviour*. New York: McGraw-Hill Companies.
- Lin, S., & Betz, N. (2009). Factors related to the social self-efficacy of Chinese international students. *The Counseling Psychologist, 37*, 451-471.
- Liu, C., Nauta, M. M., Spector, P. E., & Li, C. (2008). Direct and indirect conflict at work in China and the US: A cross-cultural comparison. *Work & Stress, 22*, 295-313.
- Lunenburg, F. (2011). Self-efficacy in the workplace: Implications for motivation and performance. *International Journal of Management, Business, and Administration, 14*(1).
- Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). *Psychological capital: Developing the human competitive edge*. Oxford, UK: Oxford University Press.
- McDaniel, M. A., & Banks, G. C. (2010). General cognitive ability. In D. H. Reynolds, & J. C. Scott, *Handbook of workplace assessment* (pp.61-80). John Wiley & Sons.
- Mulder, M. (2001). Competence development – some background thoughts. *The Journal of Agricultural Education and Extension, 7*(4), 147–159.
- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A conceptual model of service quality and its implications for future research. *Journal of Marketing, 49*(4), 41-50.
- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A conceptual model of service quality and its implications for future research. *Journal of Marketing, 49*(4), 41-50.
- Pettijohn, C.E., Linda. S., & Taylor, A.J. (1995). The relationship between effective counselling and effective selling behaviors. *Journal of Consumer Marketing, 12*, (11), 5-15.
- Raque-Bogdan, T. L., Klingaman, E. A., Martin, H. M., & Lucas, M. S. (2013). Career-related parent support and career barriers: An investigation of contextual variables. *The Career Development Quarterly, 61*, 339-353.
- Raven, J., & Stephenson, J. (Eds.). (2001). *Competency in the learning society*. New York: Peter Lang.
- Robinson, M. A., Sparrow, P. R., Clegg, C., & Birdi, K. (2007). Forecasting future competency requirements: A three-phase methodology. *Personnel Review, 36*(1), 65–90.

- Schneider, B., & Bowen, D. (1985). Employee and customer perceptions of services in banks: Replication and extension. *Journal of Applied Psychology*, 70, 423-433.
- Scott, B.A., & Judge, T.A. (2009). The popularity contest at work: Who wins, why, and what do they receive? *Journal of Applied Psychology*, 94, 20-33.
- Sherer, M., Maddux, J.E., Mercandante, B., Prentice-Dunn, S., Jacobs, B., & Rogers, R.W. (1982). *The self-efficacy scale: Construction and validation. Psychological Reports*, 51, 663–671
- Sims, R. R. (2007). *Human resource management: Contemporary issues, challenges and opportunities*. IAP.
- Smith, H. M., & Betz, N. E. (2000). Development and validation of a scale of perceived social self-efficacy. *Journal of Career Assessment*, 8, 283-301.
- Tomé, E. (2011). Human resource development in the knowledge based and services driven economy: An introduction. *Journal of European Industrial Training*, 35(6), 524–539.
- Wilson A., Zeithaml V. A., Bitner M. J., & Gremler D. D. (2008). *Services marketing: integrating customer focus across the firm*. 1st European Edition. McGraw-Hill Education.
- Wood, L. A., & Olivier, M. (2006). A self-efficacy approach to holistic student development. *South African Journal of Education*, 24.
- Zeithaml, V. A., Bitner, M. J., & Gremler, D. D. (2006). *Services marketing: Integrating customer focus across the firm* (4th ed., 117). Singapore: McGraw-Hill.
- Zhao, L. (2012). Effects of social supports on the career choice consideration of Chinese farmers: A social cognitive perspective. *The Career Development Quarterly*, 60, 355-366.