

The Relationship between Employee Self-efficacy and Employee Motivation

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Abstract

The purpose of this paper is to explore the relationship between employee self-efficacy and employee motivation. Employee self-efficacy refers to the assessment of an employee's confidence and ability to perform a specific task or achieve a specific goal, while employee motivation refers to the intrinsic or extrinsic factors that stimulate employee behaviour. By reviewing and analysing existing studies, this paper summarises the positive relationship between employee self-efficacy and employee motivation and provides some insights for practical suggestions.

Keywords

Employee Self-efficacy; Employee Motivation; Confidence Assessment; Competence Assessment.

1. Introduction

Employee self-efficacy and employee motivation are two important concepts in organisational management. Employee self-efficacy refers to an employee's confidence and competence assessment of his/her ability to achieve a specific goal or accomplish a specific task, while employee motivation refers to the intrinsic or extrinsic factors that stimulate employee behaviour. Research has shown that employee self-efficacy has a significant impact on their level of motivation. In this paper, we will explore the relationship between employee self-efficacy and employee motivation and discuss how to improve employee self-efficacy to enhance employee motivation.

2. Theoretical Basis of Employee Self-efficacy and Employee Motivation

2.1. Self-efficacy Theory

Self-efficacy theory is a psychological theory that focuses on the impact of human's confidence in their own abilities and self-evaluation when facing different challenges and tasks. In this theory, self-efficacy refers to the degree of confidence an individual has in his or her ability to perform a task, which in turn affects the individual's behaviour and performance.

The theory of self-efficacy was first proposed by the American psychologist Albert Bandura in 1977. According to Bandura, self-efficacy is a person's evaluation of their own abilities, which in turn affects their behaviour and performance in different situations.

Self-efficacy can be categorised into different types, for example: task self-efficacy: the degree of confidence an individual has in themselves to complete a specific task. Social self-efficacy: the degree to which individuals are confident in their performance in social situations. Psychological self-efficacy: the degree to which an individual is confident in his or her ability to control his or her feelings, emotions, and mental states.

Self-efficacy has a significant impact on an individual's behaviour and performance. When individuals have a strong sense of self-efficacy, they are more likely to face challenges and tasks and are more likely to achieve good outcomes. Conversely, when self-efficacy is weak,

individuals feel helpless and frustrated, making it more difficult to complete tasks. Individuals can increase their self-efficacy in a number of ways, such as: Learning new skills and knowledge: Through continuous learning and practice, individuals can increase their competence and confidence. Reviewing successes: Individuals can review their previous successes to increase their self-confidence and self-evaluation. Setting goals and plans: Individuals can set clear goals and plans to be more motivated and confident to complete tasks.

2.2. Motivation Theory

Motivation theory (also known as motivation theory) refers to theories about the emergence of motivation, its mechanisms, and its relationship to needs, behaviours and goals. Motivation is a concept in psychology that refers to the internal arousal state that causes and maintains human behaviour in a certain way, which is mainly manifested in the subjective desire or intention to pursue a certain goal, and is the conscious awareness of people in pursuit of a certain desired purpose. Motivation is generated by the need, when the need to reach a certain intensity, and the existence of the object to meet the need, the need can be transformed into motivation. Representative examples are: instinct theory, instinct and learning combined motivation theory, psychoanalytic theory, drive theory, the theory of instinct development, the habituation theory of instinct development, cognitive dissonance theory.

2.3. Social Cognitive Theory

Social cognitive theory is one of the main theories of social psychology. It originates from Gestalt psychology founded by German psychologists K. Kaufka, W. Koehler and M. Weitheimer in the 1920s and 1930s. Gestalt means form or figure, and in psychology usually refers to pattern or completion. The main idea of Gestalt psychology is that the whole is not determined by its individual elements, but that local processes are all determined by the intrinsic properties of the whole. Therefore, to understand the full nature of the whole, it is necessary to analyse "from the top down", from the structure of the whole to the properties of its individual components. In the 30's and 40's, K. Levin, who was a contemporary of Weitheimer and others, opened up a new field of Gestalt psychology. He focused on the study of volition and needs, and founded topological psychology. He proposed the behavioural formula $B = f(P, E)$, which emphasized that behaviour varies according to two factors, namely, the person and the environment. Contemporaries of Levin, such as F. Hyde, M. Sheriff, S.E. Asch, and T.M. Newcomb, also made breakthroughs in the fields of cognitive balance, social norm formation, and impression formation, thus gradually forming social cognition as a theoretical orientation. Starting from the late 50s, L. Festinger, H. Kelly and others made new developments to this theory, establishing theories such as cognitive dissonance, social comparison, attribution and so on.

3. The Relationship between Employee Self-efficacy and Employee Motivation

3.1. Self-enhancement Cycle

An employee's self-efficacy comes from the degree of confidence within him or her that what he or she is doing will be successful. When the employee himself feels that he cannot accomplish something, or that he cannot do something successfully, then he will be less motivated to do it. He would like to do it, but he is not confident enough and his self-efficacy is low, so he will be less motivated. On the contrary, if the employee is full of confidence and believes that he can do it successfully, then it will enhance his motivation to do it. So, the relationship between the two is one of mutual enhancement or mutual diminution. In short, it is a relationship of mutual positive influence.

3.2. Goal Setting and Achievement

When goals are set low, it is easier to get something done. Therefore, the following situation occurs: when employees set their goals low, the stronger their self-efficacy is, the stronger their motivation is, and the more they are able to achieve. On the contrary, when the goal is set high, due to the limitation of various reasons, it will reduce the self-efficacy of the employees, which will reduce the motivation of the employees, and thus the chances of doing it successfully will be greatly reduced.

3.3. Teamwork and Social Support

In today's world, no matter what you do, you need the strength of a team to get it done. No matter how strong an individual is, he or she can't do it without the help of a team. In addition to this, the support of the community is also needed. Every person and every enterprise survives in the social environment and needs the support of the society. When employees are full of confidence to do a thing, full of motivation to do a thing, suddenly around the staff opposition or team personnel drag their feet, the general environment of the community also does not support, then it will reduce the success rate.

4. Practical Insights on Employee Self-efficacy and Employee Motivation

4.1. Setting Challenging Goals

Each employee sets a specific, clear, and challenging goal. The reason why challenging is emphasised is that clear and challenging goals motivate employees more than unclear or unchallenging goals. Imagine, when faced with unchallenging goals, will employees do their best? No, they tend to relax their own requirements, perhaps slacking off at work and leaving early after work. A challenging goal requires the employee to do their best, and when the employee completes the goal, they have to put in more effort, stay focused, and stay efficient, otherwise, they may not complete the goal. And when they complete a challenging goal, they will feel proud of themselves, and this pride will motivate them to work more actively, so that the whole team can operate efficiently.

Challenging goals can create appropriate pressure on subordinates to mobilise their potential and enthusiasm for work, and can prompt them to improve their quality and not be satisfied with the status quo, so as to ultimately achieve the goal. When the goal is completed, they will have a strong sense of achievement, and the cohesion of the whole team will be further enhanced. Therefore, enterprises must set up a goal that employees can pursue with all their might.

4.2. Provide Appropriate Feedback

Organisations need to remind their employees of the importance of achieving both evolving and desired goals at the same time. Managers who want to improve their feedback skills must first change the way they think, so that they recognise that different team members require them to adopt different leadership styles, to choose the most appropriate language; to be clear about their own judgement, to be able to differentiate it from the demands of the job or the employee's own self-interests, and to always strive to improve the trust and working relationship with each other. Once this has been done, the manager is able to share tricky or difficult feedback with the employee as they have built up the employee's awareness, trust and respect for the relationship. If effective feedback is to take place, clear objectives need to be set. Guidance also needs to be given on how to give feedback, in addition to the type of feedback outcome that needs to be expected, managers need to be aware of a number of other feedback priorities and make sure that both you and the employee are clear and in agreement on the task objectives, work standards, role responsibilities and desired outcomes before giving feedback. Enterprises need

to focus on the meaning of feedback, feedback focuses on what to do next, feedback is not to discuss the past, but will be wrong to avoid happening in the future, if the past will be feedback, but the future will not happen, then such feedback is completely useless, and instead of destroying the trust between the two sides.

4.3. Fostering Teamwork

In a team, there are often some members who do not have the team spirit, for example, when other members are concentrating on their own goals, there are always people who do not have the right attitude to work, then the overall effectiveness of the team will be correspondingly low. There is a common saying that "a piece of mouse shit spoils a pot of porridge", many managers will be this "mouse shit" to eradicate, and finally found that it does not help. In fact, it's not the employee who has the problem, but the team's lack of team spirit, so how should team spirit be cultivated? Appreciation and trust between members, occasional healthy conflict, no lack of communication between team members. Reasonable incentives. Introduce healthy competition.

4.4. Establish A Positive Working Atmosphere.

Creating a positive working atmosphere is a challenge for every manager.

Clarify goals and expectations: Making the team clear about their goals and expectations will help them understand their roles and what they need to do to achieve success. It's also important to make sure they have the resources and support they need to achieve these goals.

Encourage communication: Encourage team members to communicate with each other to better understand each other and solve problems. Meetings and regular progress checks are an effective way to do this, but also make sure that team members have ready access to you so that they can ask questions and seek help whenever they need it.

Rewards and Recognition: Make sure that team members are rewarded and recognised in a timely manner when they do a great job. This helps to boost team members' morale and lets them know that their work is valued and appreciated.

Create a team culture: Build a positive, supportive and co-operative team culture. This can be achieved through regular team activities, training and social events. Make sure team members bond with each other and share experiences and knowledge.

Dealing with Conflict: Conflict is inevitable, but managers should learn to deal with and resolve it effectively. Understanding everyone's needs and concerns and finding a solution can lead to more unity and co-operation among team members.

5. Conclusion

There is a positive relationship between employee self-efficacy and employee motivation. Employee self-efficacy is seen as an important predictor of intrinsic motivation and effort. By creating a self-enhancement cycle, setting challenging goals, providing appropriate feedback, and fostering teamwork and social support, organisations can increase employee self-efficacy and fundamentally enhance employee motivation levels.

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