

# THE IMPACT OF SELF-EFFICACY ON EMPLOYEE PERFORMANCE AT A SOUTH AFRICAN UNIVERSITY

Bonginkosi Siyethemba Zwane, Tshwane University of Technology,  
Pretoria

## ABSTRACT

**Background:** Performance has a significant impact on the success of an organisation, and managing performance is a major duty of human resources Management. However, with the gradual decrease in employee performance in Higher Education and Training numerous scholars argue that faculty and staff development programs should focus on boosting self-efficacy to increase employee performance. Therefore, this study aims to investigate the impact of self-efficacy on employee performance at a South African University.

**Purpose:** This study aimed to investigate the impact of self-efficacy on employee performance at a South African University.

**Method:** Structured interviews were used to collect data from eight employees at a South African University for the qualitative, explanatory study. Using ATLAS.ti and thematic analyses, the collected data were analysed.

**Results:** The results of this study suggest that self-efficacy has a favourable effect on workers' performance. It permits growth, promotes extrinsic motivation, helps employees manage stress, enhances the standard of their work, improves their physical and mental health, enhances their abilities, educational and achievement gains, and ability to withstand adversities. As a result, self-efficacy is important for employee performance. Additionally, the institution must do better at fostering employee self-efficacy to support employee performance, as most participants reported that they did not perceive the organization as one that valued their work.

**Conclusion:** By creating employee self-efficacy strategies like paying and recognizing employees, setting up training and professional development, and being fair in the hiring process, employers may show their appreciation for and commitment to their employees' work. This study urges further research on the obstacles to self-efficacy, with a particular emphasis on the elements influencing self-efficacy growth in the workplace. To allow for generalisability, a similar study can be carried out utilising a quantitative methodology

**Contribution:** To encourage and enhance employee self-efficacy as a means of reaching work performance goals, this study advocated more effective performance efforts. It also helped to understand the self-efficacy antecedents.

**Keywords:** Employee Performance, Self-efficacy, Human Resources Department, Higher Education & Training.

## INTRODUCTION

Performance has a significant impact on the success of an organization, and managing performance is a major duty of the HRM department (Abun et al. 2021). Through Key Performance Indicators (KPIs), the organization must assess if an employee's performance is

in line with the organization's fundamental values to ensure that its key objectives are met (Rahayu et al. 2018). As a result, performance has been defined as the outcome that people achieve in their work by standards that are relevant to a position (Burhan, 2019).

However, (Putri et al. (2019) argue that employees with low self-efficacy are more likely to give up quickly, whereas those with strong self-efficacy will work harder to overcome the difficulties. Self-efficacy is thought to affect people's decisions about how they relate to their activities, their performance levels, the tasks they choose, the amount of effort they put into completing the tasks, and the cognitive, motivational, affective, and selective processes (Razek & Coyney 2014). Therefore, self-efficacy has a favourable impact on employees performance (Tannady et al. 2019; Rahayu et al., 2018; Carter, et al. 2016; Cherian & Jacobs, 2013).

While the impact of self-efficacy on performance is clear and relates to a person's ability to complete a certain task in each context while adapting to environmental changes (Cetin & Asku 2018). There are very few comprehensive studies on the relationship between self-efficacy and impartially evaluating everyone's work performance in an organisational context. The South African University's fundamental issue is that, despite the staff's best attempts to achieve the goals by boosting their level of performance, the management does not recognize or reward their efforts, which has an adverse effect on their confidence. And it's true that it's very likely that employees with poor confidence will not use their skills to carry out their job (Demir, 2020). Therefore, these results in most employees not performing their tasks as expected due to them not being awarded for their work. Based on these findings, it is necessary to investigate the impact of employee self-efficacy and how it affects their ability to do their jobs (Braun & Clarke 2006).

## **Purpose of the study**

The study, therefore, investigates the impact of self-efficacy on employee performance at a South African University by answering the following questions:

1. To determine the importance of self-efficacy on employee performance at a South African University.
2. To investigate the impact of self-efficacy on employee performance at a South African University.
3. To recommend strategies that can be implemented to develop their employee's self-efficacy to enable them to perform better in their jobs at a South African University.

Following this introduction, the paper will present a review of the literature, followed by (Nawi & Ismail 2021) the theoretical framework upon which the research question hinges, this will be followed by the research methods that were used to collect and analyse the data, will be followed by a presentation of the results, followed by a discussion of the results and how they link to the literature, and finally, we shall present a conclusion drawn from the results and areas for further research (Alharahsheh & Pius, 2022).

## **LITERATURE REVIEW**

### **Defining Self-efficacy**

Self-efficacy is the belief an individual has in their ability to do a task and realize their goals (Udemba, 2021). Self-efficacy is a term used to describe how people perceive their capacity to plan and carry out the necessary actions to achieve specific types of performance (Cherian & Jacob, 2013). People's perceptions of their capacities to develop the motivation, cognitive resources, and action plans required to satisfy specific situational demands are also associated with self-efficacy (Carter, Nesbit, Badham, Parker & Sung, 2016). Self-efficacy is

essential for bridging the gap between ideas and behaviour and assisting people in changing their behavior (Iroage, 2015).

Self-efficacy enables workers to enhance their skills in accordance with the job description provided by their superiors for the organization's optimal operation and employee performance (Siti, et al, 2021). There are three dimensions of self-efficacy, namely level or magnitude (belief in one's ability to complete tasks/work at various levels of difficulty), strength (belief in one's ability to complete a task/job without tiring), and generally (belief in one's ability to complete tasks/work under various circumstances (Firmansyah, Komala, and Rusdi, 2018).

### **The Importance of Employee Performance In Higher Education & Training Institutions**

An employee's job performance is the amount of work completed in carrying out the duties allocated to them to meet their work goals (Khalik, 2018). To promote the achievement of higher education's aims and objectives, leaders must constantly be prepared to set an example, inspire their staff with a positive work ethic, and be aware that everything they do has an impact on the wellbeing of their team (Adewale & Ghavifekr, 2019). Contradictory to that, numerous studies have revealed that leaders' leadership styles have a significant impact on their teams' success at higher education institutions (Osman, 2020). Consequently, the effectiveness of higher education institution staff becomes crucial, and this subject requires more attention (Osman, 2020). This means that an employee's performance ought to be measurable, transparent, fair, and attainable (Wang et al., 2021:3). High-performing individuals boost their sense of self-efficacy, job satisfaction, and motivation (Udemba, 2021).

### **The Impact of Self-Efficacy on Employee Performance In Higher Education & Training Institutions**

The success of higher education institutions and citizen education depends on the effectiveness of the faculty (Jamali et al. 2020). This is due to the particular significance of higher education employee performance for a nation's knowledge economy, which is still not given sufficient attention by the actors for the survival of higher education institutions' (HEIs) quality and research (Wang et al. 2021). This indicates that having a strong culture is very helpful for increasing employee performance in the workplace, which will help the firm reach its goals and perform better overall (Jamali, et al., 2022). Employees that have a high level of self-efficacy are therefore assured and driven to perform well in their varied tasks within these organisations (Na-Nan & Snamthong, 2020). This demonstrates how losing motivation due to bad emotions would lower commitment to achieving the desired goals and, as a result, lower performance (Taufiq-Haul et al., 2021).

Improving a job's quality, chances for advancement and promotion, working circumstances, interpersonal interactions, and organizational environment all depend on self-efficacy (Udemna, 2021). Important outcomes for organizations, such service and job performance, have been linked to employee self-efficacy (Sousa et al. 2012). Employee performance will therefore suffer from a lack of self-efficacy (Peterson & Arnn, 2005). Employees with higher levels of self-efficacy also attach greater importance to their abilities to overcome difficulties than do those with lower levels of self-efficacy (Demir, 2020). As a result, management is required to increase self-efficacy by offering workers jobs that range in difficulty, enhancing their performance in other areas, making workers pleased with tough work, and fostering a sense of comfort in the workplace (Lastariningsih et al. 2021).

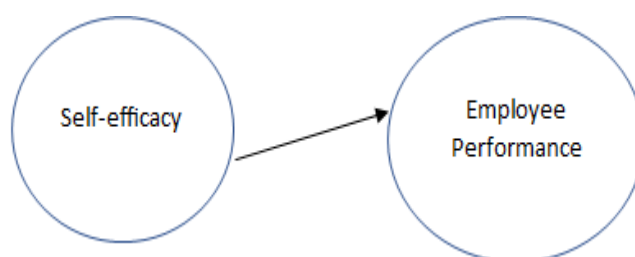
## Strategies Implanted To Develop Self-Efficacy In Employee Performance

According to Cherian and Jacob (2013), various strategies that organisations can be used to develop self-efficacy in employees' performance include: providing employees with relevant details of the tasks assigned to them; exact definitions and explanations of the tasks and context would help them to deal with complex tasks; keeping the working environment away from physical distracts that are found to induce negative thoughts, psychological stress and reduce team spirit among the employees; improve the self-efficacy of employees through effective training initiatives and make them successfully perform the complex tasks, and improve the cognitive skills and support employees taking up challenging tasks (Afshar, S.H. and Yar 2019). Consequently, managers should offer opportunities and tools to support employees' learning and competence development in addition to just arming them with knowledge on how to respond to work situations and how to best serve customers (Sousa et al., 2012). Leaders in higher education institutions must also take action to develop plans to improve employee performance by merging their leadership philosophies and workers' self-efficacy (Osman, 2020). Given that values appear to influence employees' self-efficacy, managers should take employee values into mind (Sousa et al., 2012).

### Theoretical Framework- Bandura's Self-Cognitive Theory (SCT)

According to Bandura (1997), self-efficacy is a widely recognized theoretical framework with a substantial body of research and a track record of successful implementation in the workplace (Lunenburg, 2011). The theory of self-efficacy, according to Bandura (1994), defines self-efficacy as an individual's assessment of his or her capacity to carry out or complete an action and supports the significance of determinants for behavioural performance (Iroegbu 2015). It is believed that those with high levels of self-efficacy have an impact on how they perceive themselves and others, which motivates them to take appropriate action (Iroega, 2015). According to the hypothesis, self-efficacy is high and has an impact on task and context-specific work performance, but it is unrelated to unproductive conduct (Abun, et al. 2021).

Figure 1 shows the framework that will be used for the study which was adopted from the literature review and Bandura's (1977) Self Cognitive Theory (SCT). The independent variable is employee job performance; the dependent variable consists of self-efficacy (Graham, S. (2022).



**FIGURE 1**  
**BANDURA (1977) SELF-COGNITIVE THEORY**

### METHODOLOGY

Qualitative methods have been used to identify, for instance, potential issues with putting a proposed trial of elective single embryo transfer into practice (Saunders et al. 2019). For this study, the qualitative inquiry was aimed at describing the phenomena from the

perspective of the informants, unearthing multiple realities and creates a comprehensive understanding of the phenomena within a specific context (Zwane, 2023).

## Research Design

Additionally, according to Zwane (2023), an explanatory research design seeks out causes and reasons as well as evidence that either supports or contradicts an explanation or prediction. This study, therefore adopted an explanatory research design to study a situation or issue to understand the relationship between the identified factors in influencing sport management students' entrepreneurial intention (Saunders et al., 2019).

## Research Approach

A case study approach was used in this study as it may be used when there may be a complex cause-and-effect relationship between real-life events, and their outcomes are unclear, or it may be used to assess an evaluation study (Saunders *et al.*, 2019).

## Sampling

To collect data from the 8 employees at a South African University. A non-probability, purposive sampling strategy was used as the study only focused on seeking participants who could contribute to the subject area (Zwane, 2023). Structured interviews were conducted according to maintaining the interview's strict focus on the intended subject and for ensuring interviewee comparability (Saunders et al., 2019).

## Data Analysis

Data was analysed using thematic analysis through Atlas ti version 8 software.

# RESULTS AND DISCUSSION

## The Importance of Self-Efficacy on Employee Performance At A South African University

People may be an organisations most important resource, but performance is critical to the organisation's survival and ultimate growth (Peterson & Arnn, 2005). However, the question remains, what produces employee performance (Peterson & Arnn, 2005). Prior research has shown the relevance of self-efficacy for organisational outcomes as goal orientation and performance (Sousa, 2012). As evident in this study participants have identified self-efficacy as one of the determinants of their performance as it allows them to manage stress, improve the quality of their work, improve their physical and mental health, improve skills, educational and achievement gains, ability to withstand challenges, lowers their anxiety levels, allows setting of goals, enables growth, and builds extrinsic motives. Therefore, self-efficacy plays a crucial role in employee performance. Below are participants inputs on the importance of self-efficacy on employee performance:

**P3:** *"Self-efficacy encourages me to set higher expectations for future performance."*

**P4:** *"It encourages and motivates the employees to finish what he/she started."*

**P5:** *“Self-efficacy encourages me to set higher expectations for future performances. When I perform well, the organisation also performs well, performing means that I am growing as an individual.”*

**P6:** *“It is important in a way that as an employee, you take on challenges in exchange for work experience that will boost the employee’s performance and knowledge of certain tasks.”*

### **Challenges Faced By Employees That Affect Employee Self-Efficacy At A South African University**

To confront challenges in employee performance, the organisation needs to attract employees by introducing training and development programs to enhance their self-efficacy, providing work-life balance to reduce stress, opportunities for promotion, giving recognition of achievement for career satisfaction, and balancing organisation commitment to engage them to be committed to their careers (Ahmad, 2019). However, the results from this study have shown that the College of Cape Town needs improvement in terms of developing employee self-efficacy to enable employee performance, as most participants showed not to view it as an organisation that values their work (Boru, 2018). Therefore, the institution needs to value and invest in their employee’s work through developing employee self-efficacy strategies such as acknowledging and rewarding employees, organising training and professional development, and fairness in the recruitment process. Below are challenges that affect employee’s self-efficacy:

**P6:** *“A hard-working employee can work 10 times harder than before in the belief they will be recognised and rewarded for their hard effort but that ends up not being the case.”*

**P5:** *“No, the staff morale is low since the managers hardly recognise those that are doing well.”*

**P8:** *“No, there is no room for growth and career development, there is a staff shortage.”*

**P2:** *“No, the short development programmes offered do not meet my needs.”*

**P3:** *“No, the staff morale is low because the managers hardly recognise those that are doing well.”*

### **Strategies To Improve Self-Efficacy On Employee Performance At A South African University**

This section is a summary of strategies identified from the challenges affecting employees’ self-efficacy which then decrease their performance on their work by determining recommendations and strategies that need to develop three themes were identified in the data collected, namely: Acknowledge and reward employees, organise training and professional development, and fairness in the recruitment process (Alosaini, D. 2021).

#### **Acknowledge and Reward Employees**

Understanding employees’ abilities to meet their performance requirements even in the presence of such unfavourable conditions thus is an important pursuit (De Clercq et al., 2018:891). As evident in this study, the result shows that participants recommend that their employers recognise their effort and reward them fairly. Therefore, employees need to be rewarded for the achievements they have made, so that all their needs are met then job satisfaction is achieved, and performance increases (Muliati et al., 2022).

**P6:** *“They can improve by appreciating employees who go the extra mile.”*

**P7:** *“They must have policies linked to staff wellness and not only see people as numbers.”*

#### **Organise Training and Professional Developments**

Under this theme, participants recommend that the institution invests in training and development programs to properly nurture employee skills. These training programs take

place, are structured on-the-job training efforts, or informal learning, all of which constitute valuable sources (De Clercq et al., 2018). For example:

**P1:** *“Organise training and professional developments.”*

**P2:** *“The College of Cape Town needs to ensure that skills and development programmes are aligned with employee’s needs.”*

### **Fairness in the Recruitment Process**

HR personnel should identify the employee need based on their appraisal to attain good talent (Ahmed, 2019). As evident, in this study participants’ advice for fair recruitment processes such as hiring internally and aligning ones’ skills and qualifications to the job. For example (Schunk, D.H. 1995):

**P8:** *“Ensure job demands are appropriate.”*

**P4:** *“Placing people according to their skills and qualifications.”*

### **Recommendations**

In addition to meeting objectives, answering the key research questions, and making original empirical and theoretical contributions, the study aimed at making recommendations for the employees, the college, and future research (Kiger, M.E. and Varpio, L. 2020).

#### **Recommendation to Employees**

1. Employees need to invest in continuous learning programs to help build their confidence and mostly on how to address workplace stress.
2. Considering that most organisations are adopting a micro-management leadership style, employees need to do research on the organisation before applying it. This will help eliminate working in an environment where they will not be able to grow and exercise their skills.
3. self-reflection is important in determining one performance, each employee must know and understand the value that they add to the organisations mission and vision. This is because for one to expect value from the institution they must understand their importance in the organisation.
4. Voicing out your view as an employee about ill-treatment at work is important because most employees do not consider grievances. The risk of not voicing out how one feels affects one’s performance which can lead to being fired.

#### **Recommendations to the college/higher education institutions**

Employers within the institution or Human Resources Management (HRM) department are suggested to consider the following in order to understand their employees’ attitudes (Zaki,W., 2019) feelings, and experiences relating to their initiatives to develop self-efficacy to enable them to perform their tasks:

1. Conduct one-on-one meetings with staff to understand how they feel about the work environment and their job.
2. Pay attention to the culture of work looking at whether it allows every employee to exercise their skills.
3. Develop wellness programs such as team building aimed at facilitating unity within the departments.
4. Create an open-door policy to allow grievances from employees.
5. Initiate daily huddles to help address matters of the day.
6. Communicate change with employees in time and get to understand their perception before initiating it.

#### **Recommendation for future research**

1. Future studies must consider an in-depth study on the barriers to self-efficacy, looking at what might be the factors that affect self-efficacy in the work environment.
2. Future studies might repeat a similar study using a larger population to be able to generalise and provide rich data.

## CONCLUSION AND IMPLICATIONS

Self-efficacy is a key factor in how well employees perform. One must mentally prepare themselves before starting a task for it to be successful. The study has discovered that even when a person's environment or surroundings may have a high efficacy, they can still affect their degree of confidence or capacity to do the activities. especially at a workplace where everyone's efforts contribute to the organization's success. Therefore, investing in programs that increase staff efficacy might provide the company a competitive edge over the competition. Employers and managers must create training that effectively addresses concerns with self-efficacy and identify ways to maintain employee motivation. Employees that are neglected do not complete their responsibilities to the best of their abilities, as this study demonstrated. For employees to love their jobs and perform well, it is crucial to ensure that they are treated as the company's most asset. Therefore, an employee's performance on tasks affects the success of the company.

## REFERENCES

- Abun, D., Nicolas, M.T., Apollo, E.P., Magallanes, T. and Encarnacion, M.J. (2021). Employees' self-efficacy and work performance of employees as mediated by the work environment. *Research in business and social sciences*, 10(7) 01-15.
- Afshar, S.H. and Yar, H.S. (2019). Investigating the relationship between attitude towards professional development, reflective teaching, self-efficacy, and job performance of Iranian English as a foreign language teacher. *Teaching the English Language*, 13(2) 147-179.
- Ahmed, N.O.A. (2019). Career commitment: in the role of self-efficacy, career satisfaction, and organisational commitment. *World Journal of Entrepreneurship, Management, and Sustainable Development*, 1(1) 1-27.
- Alharahsheh, H. H., & Pius, A. (2022). Role of Educational Institutions in Embedding Employability Skills. In *Employability and Skills Development in the Sports, Events, and Hospitality Industry* (pp. 182-195). IGI Global.
- Alosaimi, D. (2021). Learning self-efficacy as predictor of nursing students' performance of clinical skills. *Kuram ve Uygulamada Egitim Bilimleri*, 21(3), 120-131.
- Asbari, M., Hidayat, D. D., & Purwanto, A. (2021). Managing employee performance: From leadership to readiness for change. *International Journal of Social and Management Studies*, 2(1), 74-85.
- Bandura, A. (Ed.). (1997). *Self-efficacy in changing societies*. Cambridge university press.
- Boru, T. (2018). Chapter five Research Design and Methodology. *Research Methodology*.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Burhan, U. (2019). Self efficacy, self actualization, job satisfaction, organization citizenship behavior (OCB), effect on employee performance. *Ekulilibrium: Jurnal Ilmiah Bidang Ilmu Ekonomi*, 14(1), 44-55.
- Carter, W. R., Nesbit, P. L., Badham, R. J., Parker, S. K., & Sung, L. K. (2018). The effects of employee engagement and self-efficacy on job performance: a longitudinal field study. *The international journal of human resource management*, 29(17), 2483-2502.
- Cetin, F. and Asku, D. (2018). The effect of occupational self-efficacy on work performance through intrinsic work motivation. *Management Research Review*, 41(2) 186-201.
- Cherian, J. and Jacob, J. (2013). Impact of self-efficacy on motivation and performance of employees. *International Journal Business and Management*, 8(14) 80-88.
- Demir, S. (2020). The role of self-efficacy in Job satisfaction, organizational commitment, motivation, and job involvement. *Eurasian Journal of educational research*, 85(1) 205-224.
- Firmansyah, F., Komala, R. & Rusdi. (2018). Self-efficacy and motivation: improving biology learning outcomes of senior high school students. *Indonesian Journal of Biology Education*, 4(3) 203-208.
- Graham, S. (2022). Self-efficacy and language learning—what it is and what it isn't. *The Language Learning Journal*, 50(2), 186-207.



- Iroegbu, M.N. (2015). Self-efficacy and Work performance: a theoretical framework of Albert Bandura's Model, Review of findings. *Implications and directions for future research psychology and behaviour sciences*, 4(4) 170-173.
- Ismail, N., Kinchin, G. and Edwards, J.A. (2018). Pilot study, Does it really matter? Learning lessons from conducting a pilot study for a qualitative PhD thesis. *International Journal of Social Science Research*, 6(1) 1-17.
- Jamali, A.R., Alizadeh Zarei, M., Sanjari, M.A., AkbarFahimi, M. and Saneii, S.H. (2022). Randomized controlled trial of occupation performance coaching for families of children with autism spectrum disorder by means of telerehabilitation. *British Journal of Occupational Therapy*, 85(5) 308-315.
- Johnson, J. L., Adkins, D., & Chauvin, S. (2020). A review of the quality indicators of rigor in qualitative research. *American journal of pharmaceutical education*, 84(1), 7120.
- Kiger, M. E., & Varpio, L. (2020). Thematic analysis of qualitative data: AMEE Guide No. 131. *Medical teacher*, 42(8), 846-854.
- Lestariningsih, M., Goenadhi, L., Mohyi, A., Jihadi, M., Musaini, Desmaryani, S. and Wijoye, H. (2021). The effects of self-efficacy, work motivation on job satisfaction and employee performance: an empirical study on Palm Coil Company. *National Volatiles and Essential oils*, 8(4) 10544-10559.
- Lin, S., Dongul, E.S., Uygun, S.V., Ozturk, M.B., Huy, D.T.N. & Van Tuan, P. (2022). Exploring the relationship between abusive management, self-efficacy, and organizational performance in the context of human-machine interaction Technology and Artificial Intelligence with the effect of economics. *Sustainability*, 14(1) 1949.
- Muliati, L., Asbari, M., Nadeak, M., Noviksari, D. & Purwanto, A. (2022). Elementary School teachers' performance: how the role of transformation leadership, competency, and self-efficacy. *International Journal of Social and Management Studies*, 3(1) 158-166.
- Nawi, M.M. and Ismail, F. (2021). The effect of performance appraisal towards employee performance and employee satisfaction among employees at University Hospital X. *Research in Management of Technology and Business*, 2(1) 184-200.
- Osman, Z. (2020). Indirect relationship among leadership styles, self-efficacy, and academic employees' performance in Malaysian online distance learning higher education institution. *International Journal of Academic Research in Business and Social Sciences*, 10(8) 1093-1104.
- Putri, K.D.C., Sari, M.M.R., Ramantha, I.W. and Budiasih, I.G.A.N. (2019). Effects of self-efficacy, competence, and compensation in performance of financial manager on motivation as moderation. *International Research Management and Social Sciences*, 6(3) 83-93.
- Razek, N., & Coyner, S. C. (2014). Impact of self-efficacy on Saudi students' college performance. *Academy of Educational Leadership Journal*, 18(4).
- Schunk, D.H. (1995). Self-efficacy, Motivation, and performance. *Journal of applied sport psychology*, 7(2) 112-137.
- Siti, M., Diagra, L., Eny, R., Dio, C.D., Heni, R.R. (2021). Self-efficacy, organizational commitment, and employee performance from public office. *Cactus Tourism Journal*, 1(3) 6-15.
- Syabarrudin, A., Eliyana, A., & Naimah, J. (2020). Does employees' self-efficacy drive their organizational commitment?. *Systematic Reviews in Pharmacy*, 11(4).
- Taufiq, M., & Indrayeni, I. (2022). Pengaruh E-Commerce, Self Efficacy Dan Sistem Informasi Akuntansi Dalam Pengambilan Keputusan Berwirausaha. *Journal Penelitian dan Pengkajian Ilmiah Sosial Budaya*, 1(1), 187-195.
- Udemba, D. N. (2021). Relationship Between Self Efficacy and Job Performance and Satisfaction of Secondary School Teachers In Anambra State. *International Journal of Multidisciplinary Research and Analysis*, 4(05), 537-542.
- Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing & health sciences*, 15(3), 398-405.
- Zaki, W., Ali, A., Baker, A. and Sarwar, B. (2019). Role of self-efficacy in the relationship of training and employee performance. *Paradigms*, 13(1) 67-74.
- Zwane, B. S. (2023). The Factors influencing entrepreneurial intentions amongst sport management students. *IJEBD (International Journal of Entrepreneurship and Business Development)*, 6(6), 1036-1045.

**Received:** 19-Oct-2024, Manuscript No. AJEE-24-15359; **Editor assigned:** 01-Nov-2024, PreQC No. AJEE-24-15359(PQ); **Reviewed:** 08-Nov-2024, QC No. AJEE-24-15359; **Revised:** 18-Nov-2024, Manuscript No. AJEE-24-15359(R); **Published:** 25-Nov-2024