

A Relationship between On-The-Job Training Practices, Self-Efficacy, and Innovative Behavior

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Extensive Summary

Introduction

On-the-job training is practical aspects of vocational training and source of tacit knowledge that it has strategic nature. On-the-job training is a process that edified vocational knowledge and upskills by practicing required by the job. On-the job training has different methods, including job instruction technique, job rotation, coaching and most importantly apprenticeship training (Alipour et al., 2009: 65). It is a fact that the effort shown by practicing in a field develops learning, knowledge and ability, it is also known that self-efficacy and skill increases as this development is perceived by the learners (Gülbahar et al., 2012: 304).

Self-efficacy perception is defined as “the beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations” (Bandura, 1995: 2). When employees’ self-efficacy is high, these individuals may also make more efforts to overcome challenges (Hsu et al., 2011: 260). In addition, self-efficacy provides motivational support for working of individuals.

Innovative behavior is one of the most important factors in gaining competitive advantage. Carmeli et al. (2006: 78) defined innovative behavior as “*a multiple-stage process in which an individual recognizes a problem for which she or he generates new (novel or adopted) ideas and solutions, works to promote and build support for them, and produces an applicable prototype or model for the use and benefit of the organization or parts within it.*” Employees’ innovative behavior is an important human capital that contributes to a firm’s competitive advantage owing to the understanding that innovation and the successful implementation of generating innovative ideas at a workplace (Zhou and George, 2001: 682; Hsu et al., 2011: 258). Vocational adequacy, motivation, self-efficacy (Chang, 2016: 260; Mäkikangas ve Kinnunen 2003: 539) and innovation are the main factors to succeed in a profession (Hsu et al., 2011: 260). In other words, employees need knowledge and skill in the practice of the profession, self-

efficacy to overcome difficulties, innovative behavior for sustainable competitive advantage.

Method

Participants of the study consists of 454 women (48.4%) and 484 men (56.6%), 938 trainees/apprentices in total. In this study; Demographic Information Form (DIF), The Work Practice Questionnaire (WPQ), Generalized Self-Efficacy Scale (GSE), Employee Service Innovation Behavior (ESIB) were used to determine of variables levels. Data of this research were obtained by the researcher from the voluntary trainees who working in Istanbul (developed city), Kahramanmaraş (developing city) and Artvin (undeveloped city) during the period of March and October 2016. Confirmative factor, reliability, correlations analyses and two-step multiple linear regression analysis were performed for the self-efficacy and innovative behavior predictability of trainees by using SPSS 22 version on data analysis.

Findings (Results)

The data regarding the demographic results of the trainees were evaluated through frequency and percent values. Descriptive statistics based on the gender, age, education, how long time look for job, what kind of vocational training having, and duration of vocational training of the study sample. As a result, 47.3% of the participants are between 21 and 25 years old and 26.1% of the participants are between 26 and 30 years old. 29.1% of participants are high school graduates and 49.5% of the participants have associate and bachelor degree from universities. 54.4% of them participated in six-month courses, and 62.2% of participants looked for a job in less than six months. 62.2% of participants have trained to be call centre personnel.

Reliability and confirmatory factor analysis (CFA) were performed to test the internal consistency reliability and validity of the scales used in the study. Cronbach's alpha and factor loadings of variables were determined above the acceptable level. Then, correlation analysis was performed and the strongest correlation was determined between on-the-job training (overall) and vocational adequacy ($r = .810, p < .01$).

Self-efficacy was predicted significantly by the vocational adequacy, career motivation, trainer organization and perception of training which sub-dimensions of on-the-job training variable on the first step and 37,3% of variance was explained ($F= 144.144, p < .001; R^2=.375, \text{Adjusted } R^2=.373$). All of the sub-dimensions of on-the-job training variable have significantly and positively impact on self-efficacy ($\beta = .287, p < .01; \beta = .218, p < .01; \beta = .094, p < .01; \beta = .194, p < .01$, respectively).

On the second step, self-efficacy was added as independent variable to the sub-dimensions of on-the-job training. Innovative behavior was predicted as dependent variable and so explained total variance became 44,5% ($F= 151,075 p < .001; R^2=.448, \text{Adjusted } R^2=.445$). Sub-dimensions of on-the-job training (vocational adequacy, trainer organization, and perception of training), except career motivation, variable have significantly and positively impact on innovative behavior ($\beta = .243, p < .001; \beta = .062, p < .05; \beta = .097$, respectively). Also, self-efficacy has significantly and positively impact on innovative behavior ($\beta = .399, p < .001$). One of the sub-dimensions of on-the-job training, career motivation has not significantly impact on innovative behavior ($p > .05$).

Conclusion and Discussion

According to findings obtained by the research, it is accepted that sub-dimensions of on-the-job training, except career motivation, variable have significant relations with self-efficacy. Also, on-the-job training sub-dimensions and self-efficacy have significant relations with innovative behavior. Moreover, it is observed that sub-dimensions of on-the-job training (except career motivation) have significant contributions on explaining self-efficacy, at the same time each one of vocational adequacy, trainer organization and perception of training and self-efficacy have significant contributions on explaining innovative behavior. Considering these findings, it is observed that on-the-job training may be important factors for enhancing self-efficacy. Thereafter both on-the-job training and self-efficacy may have significant contributions to improve innovative behavior. An employee has vocational competency, positive perception of training and trainer organization, and self-efficacy provides more significant contributions to the company by acting more innovative, so they make more important contributions to the firm.