

**WORKPLACE FRIENDSHIP AS PREDICTOR OF
EMPLOYEES' SELF-EFFICACY IN NON-GOVERNMENTAL
ORGANIZATIONS IN HARARI REGIONAL STATE OF
ETHIOPIA**

MA THESIS

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DEDICATION

I dedicated this thesis to Ejigayehu Fikre my mother, Gashaw Dejene my father, and my beloved friend Biniyam Girma for their extraordinary scarifies and partnership in the success of my life.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis, and compilation of this thesis. Any scholarly matter that is included in the thesis has been given recognition through citation.

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ABBREVIATIONS AND ACRONYMS

SET	Social Exchange Theory
WF	Workplace Friendship
WSE	Work Self-Efficacy Inventory
FOD	Workplace Friendship Opportunity
FPD	Workplace Friendship Prevalence

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Friendship as Predictor of Employees' Self-efficacy in Non-governmental organization in Harari Regional State of Ethiopia

Fitsum Gashaw

ABSTRACT

The purpose of this study was to assess workplace friendship as a predictor of self-efficacy of employee in non-governmental organization in Harari regional state. This study employed a descriptive survey design. The participants of the study were 177 employees of NGOs. Simple random and proportional stratified sampling was administered to select NGOs and employees respectively. The data were collected using a questionnaire, which combined open-ended and close-ended questions. The data were analyzed using mean, standard deviation, linear regression, t-test, ANOVA, and thematic narration. The study revealed that 8.1 % of the variance in self-efficacy of an employee, because of workplace friendship $F(2,168) = 7.433, p < .001, R^2 = .081$. It was found out that the friendship prevalence and opportunity of a male employee is higher than that of female employee; also, the study shows that employees with 1–10 years' experience had a lower number of friendships at the workplace compared to groups with 11–20 and 31–40 years' experience.; it also found that degree holders had a greater prevalence of friendships at the workplace over the diploma and master degree holders. Furthermore, it was found that Employees in the age of 20 to 30 years had fewer opportunities for friendships in the workplace than employee in the age of 31–40, 41-50, and 50 years and above. Based on the findings, relevant recommendations were forwarded.

1. INTRODUCTION

This part of the thesis presents the introduction, which comprises the background of the study, statements of the problem, research questions, and objective of the study, the significance of the study, delimitation of the study, limitation of the study, and operational definition of key terms.

1.1. Background of the Study

When you work close to other people in an organization, friendships inevitably begin to develop. Morrison and Terry (2007) wrote, “People are motivated to make friends for the rewards they provide, be they social or more tangible and functional. Thus within the workplace too, it is reasonable to assume that some people make friends enhance their working conditions” (p. 39). Workplace friendship involves a workplace coworker that we believe we would be friends with even if we did not work together, that we consider the person more than they consider just a coworker, and that we feel that we know each other well (Morrison & Terry, 2007).

Moreover, in a work context, employees are often in a position to work with, help, or be helped by, their colleagues (Halbesleben & Wheeler, 2011); instrumentality, reciprocity, and cooperation are all factors that can lead to friendships developing. Aspects of the workplace such as the physical layout, schedules, job routines, and task interdependence influence how frequently people interact and thus play a part in the formation of friendships. Besides, the culture or climate of an organization and the behavioral norms of other employees will have a profound influence on whether or not employees have the opportunity to make friends (Nielsen ., Nielsen, I. K., Jex, S. M., & Adams, G. A. 2000).

Workplace friendship is an interpersonal relationship that includes shared interests and values, mutual commitment, and trust between employees at a workplace (Berman, West, & Richter, 2002; Nielsen et al., 2000). The opportunity for and prevalence of positive workplace friendship has a supportive function in helping employees advance in their careers through network connections, adjust to changing workplace conditions, and is a source of information including the provision of work-related resources that help employees perform better (Jiang, 2017; Mao & Hsieh, 2012).

Self-efficacy refers to individuals’ perceptions of their ability to behave or perform in a certain manner to attain a specific set of goals (Bandura, 2000). Efficacy beliefs determine how

individuals respond to specific situations in different areas of everyday life. Those who believe that they are capable of handling a situation at work successfully are more likely to show initiative, will put more effort in the situation and will sustain their behavior in the face of failure or barriers. Verbal persuasion is one part of construct principal related types of social influences that indicate one possesses certain capabilities. Social impact from other individuals' assessment of self-efficacy is also shaped by the social influence of others (Bandura, 1997).

Employees may need work-related knowledge, information, and skills to accomplish their Missions and goals or emotional support which workplace friendship can provide both instrumental support (Berman et al., 2002) and emotional support (Kram and Isabella, 1985; Berman E.M., West, J.P., Maurice, W., & Richter, N. 2002). Moreover, People may gain help, assistance, guidance, advice, feedback, recommendations, or information from workplace friends on a variety of work-related matters such as completing jobs, performing tasks, and handling issues with co-workers, subordinates, supervisors, and/or clients (Hamilton, 2007).

The messages and information individuals receive from a friend at the workplace likely influence how capable one feels in his/her job in other words self-efficacy of an employee in the workplace, influenced by feedback and support from their friends while they engaged in different work-related activities. Nevertheless, it is essential to have some trustworthy friends at the workplace who appreciate us when we do some good work and help us to build our confidence to accomplish work-related tasks. One needs to have people at the workplace who are more like a friend than just like a co-worker.

Furthermore, empirical support for the link between workplace friendship and self-efficacy of an employee is lacking, empirical research. Therefore, conducting this study in the local context becomes meaningful and identified as a research gap in this thesis. The main aim of this study was to assess workplace friendship as a predictor of the self-efficacy of employees in selected nongovernmental organization Harari Region State of Ethiopia.

1.2. Statement of the Problem

As a social system, organizations are naturally made up of people (Uslu, 2015). Therefore, it produces some sort of social relationship network (Morrison and Nolan, 2007). Because of several factors such as personal interests, similarities in lifestyle and culture, friendship at work goes beyond the social network identified informal structures of the organization. Thus, friendship at work is a natural occurrence in the workplace (Asgharian, R., Yusoff, R., YaserMazhari, M., Mardani, A. and E. Kish HazratSoltan 2013). That is why an examination of the opportunity and existence of friendship in the workplace is a critical issue for organizations (Sias, 2009; Ong, 2013).

On average, individuals are spending approximately 50 hr per week in the workplace (Stokes, Henley, & Herget, 2006). Because people spend a large portion of their lives at work, individuals are blending their work and social relationships. The result is workplace friendships. Friendships are formed among employees because of the long work hours' individuals spend together, the close proximity among employees, and the need to depend on each other to get work done (Martin & Rubin, 1998).

Although many benefits of workplace friendship had for both organizations and employees, not all organizations support friendship at the workplace. Some managers believe that workplace friendship only results in sexual harassment, romantic relationship, loss of productivity, conflict of interest, office romance, and office gossips (Milam, 2012). Even though several organizations have established workplaces that are naturally conducive to friendship, but some conventional organizations resist the notion of workplace friendships for fear that friendships will create unnecessary problems in the organization's work environment (Berman et al. 2002). nevertheless, Friendships at the workplace play key roles in hindering or facilitating the effectiveness of an organization but it is still less clear for organizations, whether they should facilitate or even condone workplace friendship. Therefore, it is important to examine comprehensively the nature of friendships as they occur in the context of the workplace.

Moreover, various studies carried out in different countries imply that in different countries around the world study of workplace friendships is now well-established (Bader, Hashim&Rahamin, 2013; Berman, West & Richter, 2002; Chen, Mao, Hsieh, Liu & Yen, 2013; Riordan &Griffeth, 1995; Song, 2006). But much of this literature focuses on how workplace friendships can be linked to improving organizational outcomes such as productivity and performance (Berman et al., 2002; Song, 2006; Song &Olshfski, 2008), reducing employee turnover (Feeley, Hwang & Barnett, 2008) and helping employees subscribe to new organizational values (Gibbons, 2004). However, previous research has shown that self-efficacy is one of the most important personal resources in the work context (Heuven, Bakker, Schaufeli, &Huisman, 2006) and is viewed as one of the core constructs of positive organizational behavior (Luthans, Youssef, &Avolio, 2007). This line of reasoning leads to the conclusion that there is a need to widen the field of self-efficacy within the work context.

Therefore, this study is trying to assess workplace friendship as predictor of self-efficacy that the previous study did not give more emphasis on.Hence the current study differs from that of the previously conducted in other countries because its aim of the study, area of the study, population and samples and included self-efficacy that the previous study did not give more emphasis on.

In trying to understand the nature of friendships in the workplace, it is also important to understand the key points of individual cultures play a role in how the demographic background of a person may have a bearing on how workplace friendships are perceived. This study explores this aspect by examining how the employee of different gender, ages, education levels, and work experience report different levels of workplace friendships. Therefore, this research tries to see the prediction of workplace friendship on self-efficacy that these scholars did not give much emphasis in their researches from the context of a Non-governmental organization that has a different work environment and service. Thus, since little or no research attention has been paid in in general and specifically in Ethiopian context, the present study deems it imperative to assess the extent to which workplace friendship as predict self-efficacy of employee in non-governmental organization in Harari regional sate.

1.3. Research Question

This study focused on the contribution of workplace friendship on the self-efficacy of an employee. Therefore, this research was attempted to answer the following basic research questions:

1. What is the status of an employees' workplace friendship in some selected non-governmental organization?
2. Is the workplace friendship predicting the self-efficacy of an employee?
3. Is there any difference regarding work experience, age, educational level, and sex of employee regarding workplace friendship?

1.4. Objective of the Study

1.4.1. General objective

The general objective of this study was to assess workplace friendship as a predictor of self-efficacy of employee in a nongovernmental organization in Harari Regional State of Ethiopia.

1.4.2. Specific objectives

The specific objective of this study was to:

- To describe the status of an employees' workplace friendship on selected non-governmental organization?
- To see the prediction of workplace friendship on the self-efficacy of an employee
- To explain work experience, age, educational level, and sex difference of employee in terms of workplace friendship.

1.5. Significance of the Study

As the objective of the present study is to assess the workplace friendship as predictor of self-efficacy of an employee in a nongovernmental organization. In general, this study will be used as the base for future research the literature by pointing out the significance of workplace friendship and its contribution to the self-efficacy of employees. Therefore, this research will contribute to the three following aspects.

First, as to the researcher's knowledge, there is no any prior local study on workplace friendship as a predictor of self-efficacy of employee in non-governmental organization. Hence, findings of the study may serve as a scientific evidence in the Ethiopian context. The concerned body in the selected organization will get information on the contribution of workplace friendship to employee self-efficacy in their respective organization. It will be the input to design plans and strategies that promote friendship to increase the self-efficacy of the employee.

Secondly, the findings of the present study will benefit researchers in drawing clear insights about the prediction of workplace friendship on the self-efficacy of the employee because it is still not clear whether workplace friendship predict self-efficacy of employees. It also encourages other researchers to investigate the areas of workplace friendship and self-efficacy of an employee in comprehensive scope in non-government, governmental, and other sectors.

Thirdly, the study will provide information on the importance of friendship with employees in general and encourage the employee to have a friend in the workplace.

1.6. Delimitation of the Study

This study only assesses the prevalence and existence of workplace friendship, the of workplace friendship on self-efficacy and work experience, age, educational level and sex difference in terms of workplace friendship. Other workplace relationships (superior-subordinate, a co-worker relationship, and workplace romantic relationship) was not be included in this research paper. The scope of this study is limited to Harari regional state; more specifically focused on eight NGOs to obtain an understanding of key issues related to workplace friendship.

The findings presented here are not representative of all NGOs and hence would not allow for generalization.

Methodologically, the researcher included both quantitative and qualitative types of data with primary sources. In terms of data analysis, the questionnaire was analyzed quantitatively with linear regression, t-test, ANOVA, and descriptive analysis such as, mean and standard. The open-ended analyzed qualitatively through means of thematic narration.

1.7. Limitation of the Study

Despite the notable findings of the study, some limitations are worth considering.

Due to the lack of adequate inquiry on the topic in the context of Ethiopia, this study might have its own limitations of basing its research findings on previous knowledge. There is not enough literature that are conducted on workplace friendship in Ethiopian context; hence, the researcher limited from lack of recently working published materials on the workplace friendship as a predictor of self-efficacy of employee specifically at NGOs context in general.

As a part-time student who needed to balance the studies with full-time employment, the researcher was limited by inadequate time to undertake extensive and exhaustive research limiting the researcher to a small sample and less research time. The researcher was a self-sponsored student relying on savings to progress his studies and therefore limited by financial resources.

1.7. Operational definition of Key Terms

For this study, different terms need to be defined to understand and recognize these terms in the review of the literature.

Work Self-efficacy: employee is beliefs about whether he or she can accomplish a specific task (Bandura 1997).

Workplace friendship: refers in this study friendship among employee that involves mutual trust, commitment, reciprocal liking, shared interest and values in which employee engages as they perform their job.

2. REVIEW OF RELATED LITERATURE

The purpose of this chapter is to assess related researches concerning workplace friendship and self-efficacy. Research and materials review contributed to building a foundation for the current study and to identify the gap. The review focused on the theoretical explanation of workplace Friendship and self-efficacy.

2.1. The Concept of workplace Friendship

According to Fehr (1996), friendship is "a voluntary, personal relationship typically providing intimacy and assistance" (p. 20). The definitions of WF, however, are distinct from general types of friendship because workplace friendship is focused on friendship occurred in the workplace (Song, 2005). Berman et al. (2002) define workplace friendship as "non-exclusive voluntary workplace relations that involve mutual trust, commitment, reciprocal linking, and shared interests and values" (p. 218). WF is a phenomenon that is beyond mere behaviors engaged in friendly ways among people in an organization; there should be "trust, liking, and shared interests or values" rather than being only mutual acquaintances (Berman et al., 2002, p. 218).

Friendship is a voluntary tie between two people for mutual benefits. The benefits might contain almost any aspect of the bond, from self-interest, through emotional satisfaction to philanthropy; all of these both gain and cost, and this relation changes throughout the friendship's lifetime. (See Oxford Dictionary) To study the beginning of a friendship, we must look at the reasons, why people would even be attracted to each other to start a bond. Lickerman (2013) lists four main reasons which draw people together as friends:

(i) Common interest – Sharing an idea, opinion or hobby is most likely the main reason to start a bond, potentially developing into a friendship. It gives people emotional security feel and feel of belonging. (ii) History – When two people were together through something, the probability of them becoming friends increases significantly. Common experience again forms the basis of the bond. Childhood is the best example of this kind of basis. Good childhood friends tend to stay together even if they do not share interests or values up to the normally required extent.

(iii) Common values – This aspect usually brings together people of the same group, where they do not necessarily know each other too much, for example in the too big group. As an example, there could be a religion. Different religious groups might be too large to bond everyone with everyone; however, they can form a basis for friendship over shared values. iv) Equality – Friendship based on mutual respect and social belongings proving to each other their current role in society.

2.2. Functions of Workplace Friendship

Workplace friendship has been considered valuable for both individuals and organizations. According to Fine (1986), WF increases support and resources that help individuals to accomplish their job, reduce work stress, and provide increased communication, cooperation, and energy. Hamilton (2007) also suggested that when in a friendship at work, people might feel comfortable with their workplace friends and reduce feelings of insecurity and uncertainty. They also share more information with workplace friends about work-related problems and concerns. Jehn and Shah (1997) further argued that employees in a friendship exchange words of encouragement, confidence, trust, respect, and critical feedback, which may increase enthusiasm and a positive attitude.

2.4. Friendships at Workplace

Workplace friendships develop based on rewards and obligations. As individuals repay obligations and debts, trust increases between them and leads to more exchanges. The level of desired, expected, and received exchanges differentiates levels of peer friendship relationships in the workplace. Friendships between coworkers may develop because of out-of-work activities, the use of humor, and working on projects together (Sias & Cahill, 1998). Also, proximity increases the possibility of interaction among individuals increases the likelihood that friendships will develop. Social relationships build trust aiding in information sharing, organizational flexibility, and increased problem solving (Brass, 1984; Uzi, 1997; Zaheer, McEvily, & Perrone, 1998). Workplace friendships develop coworker support, create a positive environment, and help to provide better communication among coworkers to complete assigned tasks. The strengthening of

friendships creates concern for the other's welfare and increases the support systems within an organization. This support leads to less job-related stress (Berman et al., 2002).

In addition, friendship is associated with a greater willingness to work cooperatively and exchange a great variety of resources (Berg, Piner, & Frank, 1993; Jehn & Shah, 1996; Pruitt & Rubin, 1986). Workplace friendships are associated with higher levels of trust, less concern over equality in any exchange, and help to facilitate agreement when negotiating (Olk & Elvira, 2001). Friendships also strengthen organizations in other ways. Specifically, workplace friendships can simplify the decision-making process for coworkers, lead to organizational commitment, and help increase workplace morale (Sias & Cahill, 1998). The quality of friendships within the workplace is positively related to job satisfaction (Markiewicz, Devine, & Kausilas, 2000).

However, friendship relationships in an organization can both support and impede organizational processes. Workplace relationships often involve people of unequal age, status, and power in an organization. Supervisor and subordinate friendships can lead to alliances and self-interest that may create a climate of favoritism. Workplace friendships may affect individual judgment and have the potential for influencing decisions and actions (Berman et al., 2002; Rogers & Kincaid, 1980). Other managerial concerns of workplace friendships are gossip, office romances, distractions from work-related activities, and uses of friendship relationships to condone or excuse inappropriate conduct (Berman et al., 2002). When friendships deteriorate, other consequences are affecting the workplace such as turnover, emotional stress, and a reduced ability to perform tasks (Sias, Heath, Perry, Silva, & Fix, 2004).

Clearly, workplace friendships affect organizational life. One way to understand the role of friendship relationships in an organization is through the examination of peer relationships. Peer relationships allow for the distinction among friendship levels to better understand the effect of friendships within an organization. These relationships provide instrumental and emotional support for individuals and the organizational outcomes may depend on the level of peer relationship. There are three levels of peer relationships in the workplace: information, collegial, and special (Meyers, Knox, Pawlowski, & Ropog, 1999).

The first-level peer relationship is the informational peer who shares information relating to the organization with the coworker. The second level is the collegial peer who supports their coworker on work and family issues and by providing feedback pertaining to the job. The third level of peer relationship is the special peer. The main purpose of special peer relationships is to be there for a coworker as a friend by providing emotional support.

2.5. Friendship and self –efficacy

Lansford, Antonucci, Akiyama, and Takahashi (2005) researched the impact that social relationships have on an individual's psychological well-being in both Japan and the United States. Their definition of psychological well-being included the characteristics of self-esteem and self-efficacy. In Japan, 1641 participants were surveyed in comparison with 1498 participants in the U.S. Both samples were obtained from the general population. Lansford et al. (2005) found that not only did having a best friend relate to high self-esteem, but it also accounted for high levels of self-efficacy in both countries. This point is significant in showing that the presence of friendship can often co-occur with the presence of high levels of self-esteem and self-efficacy. Lanford et al. (2005) also concluded that high levels of positive characteristics in friendships were related to high levels of self-efficacy. These findings highlight the importance of self-efficacy and how it may be related to the existence of friendship.

2.7. Concept and Definition of Self-Efficacy

Self-efficacy, as defined by Bandura (1986), is "people's judgment of their capabilities to organize and execute courses of action required attaining designated types of performance" (p. 391). Bandura (1986) clarified that self-efficacy "is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses" (p.391). Perceived self-efficacy beliefs may impact a person either in a positive, empowering way or in a negative, demoralizing way.

How an individual believes s/he is able to carry out the necessary actions to achieve the desired result determines the course of action (Bandura, 1977): individuals who believe in their ability to perform a specific task will work harder and persist in order to successfully reach the goal than

those who do not believe in their abilities. It is also important to note that efficacy levels are context and task-specific, meaning the efficacy level for a proposed task may change within different contexts.

Self-efficacy is one of the focal concepts in contemporary psychology research (Judge et al. 2007). It is defined as people's judgment of their capabilities to accomplish a certain level of performance (Bandura 1986). Thus, self-efficacy does not reflect the skills one has but the judgment of what one can do with whatever skills one possesses (Bandura 1986). Gist and Mitchell (1992) stress that self-efficacy is task-specific. It is a conditional state (Judge et al. 2007), that is proximal to behavior (Chen et al. 2000), i.e., it directly influences behavior. In contrast to more distal traits (i.e., relatively enduring personal characteristics) that are not specific to a certain task or situation and are stable over time, state-like individual differences are specific to certain tasks or situations and tend to be malleable over time (Chen et al. 2000). This means that task-specific self-efficacy judgments can change over time as individuals derive new information and experiences (Gist and Mitchell, 1992). Self-efficacy represents a proximal determinant of human behavior (Bandura 1986).

Particularly, it has important effects on a person's choice of activities, the degree of persistence that individuals deploy when they encounter difficulties in the pursuit of accomplishing a task, and their thought patterns and emotional reactions (Bandura 1986). More precisely, the social cognitive theory assumes the following (Bandura, 1986): People who believe that specific tasks or situations exceed their capabilities tend to avoid them, but if they perceive high self-efficacy, they believe that they can succeed and, consequently, tend to take on a task. When facing difficulties, people with strong efficacy beliefs tend to increase their level of effort to master the challenge. On the contrary, people who are in doubt about their capabilities tend to decrease their efforts or give up early and fail at the task. Additionally, people who perceive low self-efficacy tend to believe that tasks are more difficult than they actually are and focus their thoughts on their lacking capabilities. People with strong efficacy beliefs, on the contrary, direct their attention to the task and are incited by challenges to make a greater effort.

2.8. Sources of Self-efficacy

Many researchers in the field follow Bandura's view that self-efficacy concerns a state rather than a fixed trait, although general or global self-efficacy is more stable than the domain or task-specific. Thus, the self-efficacy theory is open to development.

Self-efficacy beliefs are constructed from four principal sources of information which forms the basis of guidelines for enhancement of efficacy beliefs (Bandura, 1997): Enactive mastery experiences that function as indicators of capability; vicarious experiences that alter efficacy beliefs through the transmission of competencies and comparisons with the achievements of others; verbal persuasion and related types of social influences that indicate one possesses certain capabilities; and psychological and affective states from which individuals partly judge their capability, strength, and vulnerability to dysfunction. Any given influence, depending on its form, may operate through one or more of these sources of efficacy information (Bandura, 1986, 1997). Self-efficacy can be both weakened and strengthened based on the interpretation of these sources.

2.8.1. Mastery experience

Interpretations of past performance According to Bandura (1997), the most influential source of information for forming self-efficacy beliefs consists of interpretations of past performance. This is because past performance provides the most authentic evidence of whether one can mobilize what it takes to succeed. These interpretations are used to assess one's capability to engage in future similar activities and whether one will act in agreement with this assessment. Successes build a robust belief in one's efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established. Low self-efficacy individuals also tend to prefer to dismiss successful exploits than to bolster their sense of self-efficacy (Stajkovic and Luthans, 1998). However, if individuals only experience easy successes, they may come to expect quick results and become easily discouraged by failure.

A sustainable sense of efficacy requires experiences in overcoming obstacles through persistent efforts. Thus, difficulties provide opportunities to learn how to turn failure into success by honing one's capabilities to exercise better control of events (Bandura, 1997). Empirically the power of mastery experiences to create and strengthen efficacy beliefs has been compared with other modes of influences such as modeling of strategies, cognitive stimulation of successful performances, and tutorial instructions. These studies show that enactive mastery produces stronger and more

generalized efficacy beliefs than do modes of influence that rely solely on vicarious experiences, cognitive simulations, or verbal instructions (Bandura, 1977).

2.8.2. Vicarious experience

Observing the actions of others another source of information for forming self-efficacy beliefs includes when individuals observe the actions of others (modeling) and then see what impact these actions have (Bandura, 1997). When individuals are unsure of their capacity, or when they have limited experience, they are more sensitive to vicarious experience, which can either decrease or increase their self-efficacy. Vicarious experience is also more powerful when an observer perceives similarities between a model and themselves in relation to any attribute, and as a result, infers that the model's performance is predictive of their own capacity. When individuals perceive a model to be different from them, the influence of vicarious experience is minimal (Pajares, 2001). Mastery modeling is being widely applied with positive results to develop intellectual, social, emotional, and behavioral competencies (Bandura, 1986).

2.8.3. Social persuasion

Social impact from other Individuals' assessment of self-efficacy is also shaped by the social influence of others (Bandura, 1997). This is closely linked to social support and feedback processes. Persuasive efficacy information is often embedded. In the evaluative feedback given to performers, and it can be presented in ways that either undermine a sense of efficacy or bolster it. Research by Eden (2003) has indicated that when leaders are confident that their followers can successfully perform a task, the followers perform at a higher level. Nevertheless, the power of persuasion is contingent on the leader's credibility, previous relationship with the followers, and the leader's influence in the organization (2003). In order to have an impact, the feedback must be perceived as authentic. It also has a stronger effect if the support comes from a significant other.

The combination of receiving verbal reinforcement and passing a task that has increased in complexity can enhance self-efficacy. An employee can also be convinced that success is fully achievable if the employee has not encountered situations where the employee is unlikely to succeed (Malone, 2001). In addition to mastery and vicarious experiences, social or verbal persuasion also affects levels of self-efficacy. The persuasive messages individuals receive from

others, such as; evaluative feedback from students, colleagues, administrators, and parents, likely influence how capable one feels in his job.

2.8.4. Somatic indicators

Physiological and emotional states in judging their capabilities, people also rely on somatic information conveyed by psychological and emotional states. Somatic indicators of personal efficacy are especially relevant in domains that involve physical accomplishments, health functioning, and coping with stressors (Bandura, 1997).

Thus, studies reveal that the fourth major way of altering efficacy beliefs is to enhance the physical status, reduce stress levels and negative emotional tendencies, and correct misinterpretations of bodily states. For example, negative thoughts and fears about ability can itself lower self-efficacy. Transferred to a work context, employees who are stressed and anxious may tend to attribute these conditions to the task they have at hand. This can lead to a sense of failure that results in a decrease in their confidence in their ability. Yet, because individuals have the capacity to change their way of thinking and feeling, a heightened self-efficacy, conversely, can powerfully influence their physiological states. Another way to increase self-efficacy is to improve the physical and emotional well-being of an individual and to mitigate their negative emotional states (Bandura, 1997).

2.9. Self-efficacy at Work

Research demonstrates that efficacy beliefs influence the courses of actions that people choose to pursue, the goals and commitment they set for themselves, how much effort they invest in their activities, the outcomes they expect their efforts to produce, and their resilience to adversity. The higher the self-efficacy, the greater the effort, persistence, and resilience. Efficacy beliefs also influence the quality of an individual's emotional life - for example, it may influence how much stress and anxiety individuals experience when they engage in a specific activity (Pajares and Miller, 1994).

Individuals with high self-efficacy often perceive troubles as challenges to overcome, display commitment to the activities they carry out, invest more time and effort in their daily activities, think strategically to solve difficulties, recover more easily from failure, feel they are in control of

the majority of stressors and feel they are less vulnerable to stress and depression (Bandura, 1992). However, in recent years researchers have begun to pay more attention to a dark side of self-efficacy, for example, overconfidence. This will be highlighted at the end of this conceptual framework. In the work context, self-efficacy is an important antecedent of motivation because studies show that individuals high in self-efficacy are more optimistic and certain about being able to reach goals by applying their knowledge to specific tasks (Bandura, 1986).

Stajkovic and Luthans (1998), conducted a meta-analysis of 114 studies and 29 found that high self-efficacy was related to high levels of work-related performance ($r = 0.38$). Indeed, according to Bandura (1997) self-efficacy is positively related to important organizational outcomes since efficacy beliefs influence the employees' choices of goals and goal-directed activities, emotional reactions, and persistence in the face of challenges and obstacles. This means that self-efficacy determines the employees' selection of activities or challenges that they believe they can successfully accomplish. Typically, employees will choose to enter into a situation in which their performance expectation is high and avoid a situation in which they anticipate the demand will exceed their capability. When goals are self-set, individuals with high self-efficacy set higher goals than individuals with low self-efficacy (Locke and Latham, 2002).

Employees low in self-efficacy will also often have low aspirations and weak commitments to the goals they choose to pursue (Bandura, 1997). Locke and Latham (2002), suggest that goal setting and self-efficacy complement each other in the work context. When a leader sets difficult goals for followers, this leads followers to have a higher level of self-efficacy and also leads them to set higher goals for their own performance.

Work-life is increasingly diversified and challenging and, through self-management, more often affords greater personal control. Some employees change their work roles through promotion to progressively higher job assignments. Still, most of the work that employees do requires some degree of cooperation and communications with others, some kind of team-work. When there is little prospect of upward mobility, work enrichment by job rotation provides variety and new challenges that can be used as a means to sustain the interest and involvement of employees in their work. A team-work approach is often employed for this purpose. Rather than segmenting a job into detached parts that become the sole work assignment for individuals' day in and day out, the entire job is performed by self-managed team members. In team-oriented projects and

production systems, each member learns every aspect of the job and rotates among the different subtasks (Brav, Andersson, and Lantz, 2009).

A team-work approach is also used in many other areas, such as in organizations where the complexity of new products and reduced life cycle of new products makes team-work a necessity. This type of organizational structure creates an enabling work environment that is well suited for producing a highly skilled flexible workforce (Levi and Slem, 1995). Within the work domain, tasks such as engaging in social interactions and handling emotionally demanding situations are numerous. Accordingly, it is reasonable to expect that believing in one's own capability to deal with these social and emotional situations at work becomes vital and has an impact on health and well-being.

In organizational research general self-efficacy has been shown to directly relate to job satisfaction (Judge & Bono, 2001) and performance (Judge and Bono, 2001; Stajkovic and Luthans, 1998). The concept of occupational self-efficacy deals with self-efficacy as a domain-specific assessment on an intermediate level and refers to the competence that employees feel concerning their capability to successfully complete their work tasks. Social self-efficacy at work is not entirely a private matter. It is an interdependent activity that structures a good portion of people's social relations. 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. Technical skills can be learned readily, but psychosocial skills are more difficult to develop and often even more difficult to modify if they are dysfunctional (Bandura, 1997). Social relationship quality has been shown to play an important role in determining employees' work experiences (Scott & Judge, 2009), and there are increasing social interaction demands in workplaces. For example, to perform effectively employees often need to present thoughts and results to others, participate in social groups, or seek or offer help (Fan, et al., 2012).

Social self-efficacy at work is an employees' confidence in their capacity to engage in the social interactional tasks necessary to initiate and maintain interpersonal relationships (Smith and Betz,

2000). Employees with high social self-efficacy are apt to develop and maintain good relationships with others in the organization. They are likely to be liked and accepted by their co-workers, and their co-workers are less likely to mistreat them, and more likely to help them at work (Fan et al., 2012). In maneuvering through intensely emotionally arousing situations, people have to take charge of their inner emotional life by regulating their expressive behavior and strategically managing their means of coping. Earlier studies have shown that those who believe they can exercise some measure of control over their emotional life are more successful in their self-regulatory efforts than individuals who believe they are at the mercy of their emotional states (Bandura, 1997).

Emotional self-efficacy is an individual's belief in his or her capability to understand and use emotional information (Bandura, 1997). Furnham and Petrides (2003) argued that people with strong emotional self-efficacy are in touch with their feelings to a greater extent than are others. A strong belief in one's own capability to adequately respond to others' feelings and needs, as well as to cope with interpersonal relationships, has been proved to be critical for promoting successful adaptation and well-being (Di Giunta, et al., 2010).

High emotional and empathic self-efficacy has been shown to make it easier to engage oneself empathically with others' emotional experiences and resist social pressure to engage in antisocial activities (Bandura et al., 2003).

2.10. Summary and Implication

Human being lives in societies composed of family and friends and workplace friendship. All of these relationships involve different level of intimacy. So far we have been discussing the importance of friendship and self-efficacy particular in the context of workplace. now different researchers confirm that workplace friendship can become a part of an employee's daily work activities

In general literatures have shown that at Workplace friendship has been considered valuable for both individuals and organizations. According to Fine workplace friendship increases support and resources that help individuals to accomplish their job, reduce work stress, and provide increased communication, cooperation, and energy.

Friendship is one of the most essential and rewarding forms of interaction in life. Intimate friends are more important than ever. Sharing an idea, opinion or hobby is most likely the main reason to start a bond, potentially developing into a friendship. It gives people emotional security feel and feel of belonging. When two people were together through something, the probability of them becoming friends increases significantly. Common experience again forms the basis of the bond.

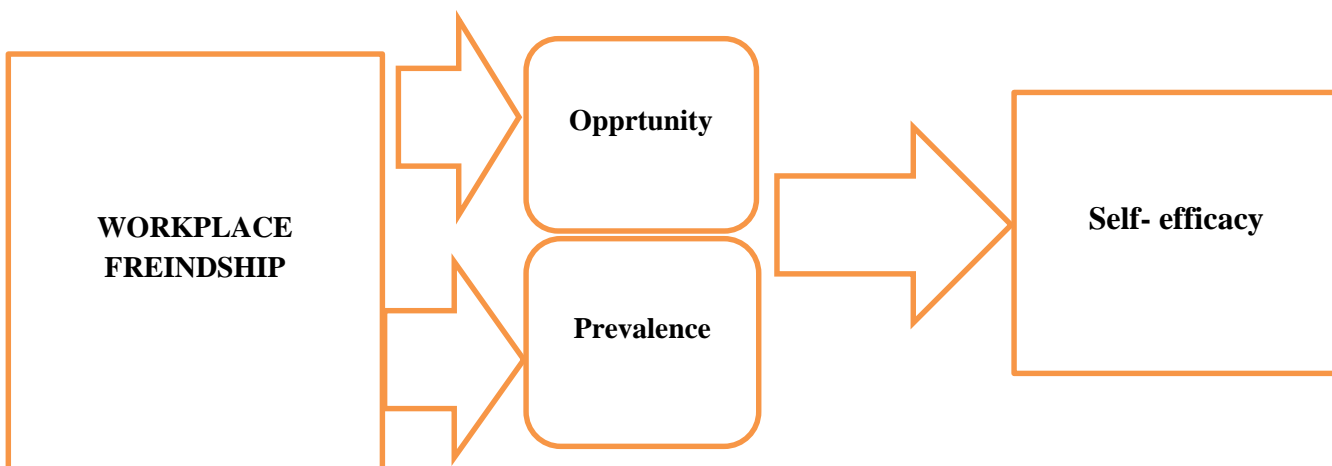
Research shows that also high levels of positive characteristics in friendships were related to high levels of self-efficacy. These findings highlight the importance of self-efficacy and how it may be related to the existence of friendship. Similarly, according to Bandura individuals who believe in their ability to perform a specific task will work harder and persist in order to successfully reach the goal than those who do not believe in their abilities.

Thus, looking on the prediction of workplace friendship on self-efficacy of employee from the context of a Non-governmental organization help full for both employee and organization.

2.11. Conceptual Frame Work of the Study

As being identified in the previous reviewed literatures different studies has been made worldwide portraying the the imortanace of of workplace friendship on different variable. Then the conceptual framework of the study that emphasize on worrkaplace friendship as predictor of self efficacy of employe. The variables that considered as apredictor of self efficacay of employee have listed below.

Figure 2; Conceptual Frame Work



3. RESEARCH DESIGN AND METHODOLOGY

This part of the thesis mainly deals with the following components of the research design and methodology such as research design, description of the study area, a source of data, population sample size and sampling techniques, data collection instruments, data collection procedures, methods of data analysis and ethical considerations. This chapter provides descriptions of the research methods used in the current study. It revealed that to answer the question, where, when, and how the data collected and the method used and how-to analysis is briefly discussed. In addition to that, which tools were used to measure predictors and descriptive discussed.

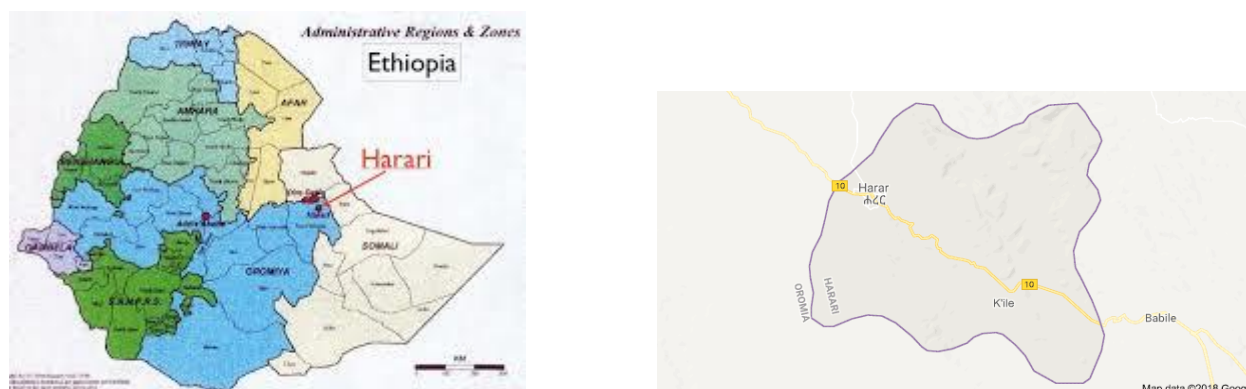
3.1. Research Design

The purpose of the present study was to assess the Workplace friendship as Predictor of Employees' Self-efficacy in Non-governmental organization in Harari Regional State of Ethiopia. Descriptive survey design was employed in this study in order to undertake this study, a mixed methods research design (qualitative and quantitative analysis), was employed. A quantitative approach used to assess the key variables in numerical forms to quantifying questionnaire consisting of mostly close-ended Likert scales.

A quantitative approach was designated to best reflect an individuals' level of attitudes and intention towards workplace friendship in the context of how people feel, opinions, and attitudes, behavioral self-reports, and relationships through questionnaire in every day experience. It also allows the researcher to use qualitative methods to add richness and detail to the results obtained from the use of quantitative methods which were uncover on quantitative instrument.

3.2. Description of the Research Area

Figure: Map of the Study Area



Harari Region is located in the eastern part of Ethiopia about 510 km from Addis Ababa and. Harari region is located between the geographical coordinates of $42^{\circ}03$ to $42^{\circ}16$ North and $9^{\circ}11$ to $9^{\circ}.24$ East and has a total area of 334 km^2 . The region shares common boundaries with the Easter zone of Oromia wored as Jarssowareda in the north and Babile woreda in the east; FedisWareda in the south and Haromayawareda in the west (Harari People Regional State Programme of Plan on Adoption to Climate Change, 2011).

Administratively, the Harari people's regional state is divided into six urban and three rural administrative woredas (main kebeles). These administrative kebeles are further divided into 19 sub-kebeles (in urbane) and 17 sub-kebeles (in rural). According to CSA (2007), 183,415 people live in Harari among which 92,316 are male and 91,099 females. The size of urban dwellers is 99,368 and 84,047 are rural respectively. The region is mainly categorized into two agro-ecological zones. Ninety percent of the land area of the region is estimated to be mid-high land (weynadega), between 1400 – 2200 meters above sea level, while the remaining 10% is kola (approximately found below 1500 meters above sea level).

In the Harari region, the mean annual temperature varies from 10 in the high lands and 26 in the low lands. The last four years' record of rainfall shows that it was in the range of 700m.m in the southeast to over 900 mm in the western part of the region. Trade is a particular economic activity

and way of life for the majority of urban people, and agriculture is the most important economic activity and way of life for rural smallholder farmers. The existing farming system is animal rearing, subsistence crop production, and mixed farming (crop-livestock). The main crops grown in the area are sorghum, maize, cash crops (chat and coffee), fruits and vegetables. Currently, twenty-one non-governmental organizations (NGOs) are operating in the region which work on vulnerable children, education, women's and children, disability, HIV, reproductive health, and water.

3.3. Sources of Data

In this study, most of the data are primary that was collected from participant directly through questioners. To get important and valid data information; the researcher was used as a primary source of data by using a questionnaire.

3.4. Population, Sample Size, and Sampling Techniques

3.4.1. Population

The target population of this study was employees who were working in the selected nongovernmental organization of Harari regional state in 2020. According to the data, the researcher got from the Harari region bureau of finance and economic development (BOFED) in February 2020, 21 NGOs (8 international and 13 local) with 368 employees are working in the region and among them 84 was females and 368 was males. To respond to resource and time constraints and to manage data properly, 8 non-governmental organizations out of the total of 21 were selected randomly. The total number of an employee of selected eight NGOs were 318.

3.4.2 sample size

In order to determine the sample size of this population, sample size determination procedures are followed. According to different literature, three criteria specified to determine the appropriate sample size in addition to the purpose of the study and population size: the level of precision, the level of confidence/risk level, and the degree of variability in the attributes being measured (Miaoulis and Michener, 1976). Considering all the above factors the sample size. The sample

size is determined based on a formula provided by Yamane (1967) to determine the required sample size at 95% confidence level, 0.5 degrees of variability.

The formula will indicate below:

$$n = \frac{N}{1 + N(e)^2}$$

Where,

n = actual sample size,

N is the population size – total number of an employee from selected nongovernmental organization 318

e is the level of precision.

Thus,

$$n = \frac{318}{1 + 318 (0.0025)}$$

$$n = 177$$

Accordingly, the size in this research was a minimum of 177 respondents, which is 55 percent of the sample population.

3.4.3. Sampling technique

Sekeran (2001) stated as a sample is a portion of the population that has attributes as the entire population to obtain the required number of raters from each non-governmental organization

proportional stratified sampling was applied. Because it gives proportional representative sample sizes and reduces sampling bias. Thereafter, at baseline, using proportionate stratified random sampling technique NGOs were categorized into strata based on their background (local or international) thereby ensuring that each NGO was represented with a number proportional to their population. Therefore, to allocate a sample size of n to a different stratum proportional allocation method was used which Bowley (1926) originally proposes.

The required sample of study subjects was calculated using proportional sampling to size allocation technique from both local and international NGOs stratum by using the calculated sample ($n=177$), which is presented in the table below. Sample size of each stratum (n_i) should be $n_i = (n)N_i/N$

Where, n = sample size

N_i = population size of the i^{th} stratum

N = Population size

Table-1 Sample Size Determination and Distribution (proportion allocation of raters)

Background of NGOs	Name of NGOs	Total population	Sample size distribution	Sampling techniques
Local	Ethiopia Family Guidance Association	35	20	>>
	Harar Lutheran church children development	4	2	>>
	Harar Emanuel united church	4	2	>>
	Ethiopian woman health association	3	2	>>
	Harari region HIV positive people charitable association network	6	4	>>
International	Menschen fur Menschen	140	77	>>
	SOS Children village Ethiopia Harar program location	115	64	>>
	Cheshire service Ethiopia	11	6	>>
Total	Eight	318	177	

Source: sampling size

3.5. Data Gathering Tools

Data for the study were obtained from a self-report questionnaire administered to the selected sample employee in order to achieve both general and specific objectives of the study.

3.5.1. Questionnaire

The researchers have used the questionnaire to elicit information from the respondents. They divided the questionnaire into three parts. The first part required information about demographic data like age, gender, education qualifications, as well as work experience in the organization. The second part focused on measures of variables of interest. The researcher adapts and uses the Workplace friendship scale, which was developed by Nielsen et al. (2000), and the work Self-efficacy inventory for the study adopted from Raelin, (2010).

1. Workplace friendship scale

Workplace friendship was measured using the Workplace Friendship Scale (WFS) developed by Nielsen et al. (2000) that has 12 items and consists of two dimensions, namely opportunity for Friendship (FOD) and prevalence of friendship (FPD) with six items each. For measurement, 6-Point Likert-type scales ranging from (1) strongly disagree to (6) strongly agree were used. Nielsen et al. (2000) assessed the internal consistency reliability of the scores of the two six-item sub-scales of the Workplace Friendship Scale (i.e., "prevalence of friendship" and "opportunities for friendship"). The internal consistency reliability estimates (Cronbach's alpha) for the scores were .84 and .89 for the 'opportunities for friendship' and 'prevalence of friendship' sub-scales respectively.

2. Work self-efficacy inventory

Questions deal with work self-efficacy adopted from Raelin, (2010). The WS-Ei is a 30-item survey that measures the participant's work self-efficacy (WSE) it takes approximately 10 minutes to complete. The WS-Ei is a self-assessment that allows participants to reflect on their confidence in their ability to perform a variety of workplace activities (Raelin, 2010). The WS-Ei is organized into seven dimensions (Learning, Problem Solving, Pressure, Role Expectations, Teamwork, Sensitivity, and Work Politics) with individual scores and one overall composite index. Questioners related to work self-efficacy were used the following responses: (1) not at all confident, (2) a little bit confident, (3) moderately confident, (4) very confident, and (5) completely confident. Work self-efficacy inventory reliability. Raelin (2010) reports two studies to support the reliability of and a strong Cronbach's alpha of 0.97, which is also above the recommended 0.70, was calculated (Raelin, 2010).

3. Open-ended questions

Three open-ended questions were used to allow respondents to have say on workplace friendships and its prediction on self-efficacy, to provides the researcher with a source of qualitative data to provide further insight to quantitative findings.

3.5.2. Pilot Testing

A pilot study was conducted to check the reliability of the instruments. Thirty governmental organization employees were selected randomly to participate in the pilot study. The main purpose of the pilot test was to determine the reliability of the self-efficacy inventor and workplace friendship scale. Accordingly, after administering the instrument for the pilot samples, the responses were scored and assessed for its reliability by using Cronbach Alpha. The reliability coefficients for each instrument, based on the pilot study, work self-efficacy inventory that was originally having the reliability of 0.97 and the pilot test result also 0.87, had been found different but it is acceptable.

Further in this study, the researchers used the Workplace Friendship Scale (WFS). The WFS was developed by Nielsen et al. (2000) and has 12 items and two subscales: Opportunities for Friendships and Prevalence of Friendships. Each subscale has six items. On the original scale, the reliability of the six items in each subscale regarding the internal consistency with Cronbach's alpha results was .84 and .89 for the friendship "opportunities" and "prevalence" subscales, respectively (Dickie, 2009; Morrison, 2004, 2006). In the current study for reliability, the analysis of the total items of WFS was extracted using an internal consistency of Cronbach's alpha. The rate revealed .82 for the entire sample. It can be concluded that the reliability of WFS was high.

However, the inter-item correlation matrix between all the items, and especially item 12 (*"I do not feel that anyone I work with is a true friend"*), disclosed a negative correlation and, therefore, is no significant. Because of this, the researchers removed it from the questionnaire. Hence, the rate of Cronbach's alpha after exception, item number 12, showed .87 for the entire sample. Cronbach's alpha for each subscale of WFS, before and after item number 12 was removed, and the researchers

noted that the reliability was high in the Friendship Opportunity Dimension (FOD) by a rate of .80 in the entire sample. On the other hand, there was a low Friendship Prevalence Dimension (FPD) rate of .60. This rate increased after the removal of item number 12 and actually displayed a high rate of 0.78 for the entire sample.

3.6. Data Collection Procedure

The questionnaire was covered socio-demographic factors, workplace friendship scale, and work self-efficacy inventory. In addition to the direction given on the questionnaire, the researcher and the research assistants explained to the employee orally the purpose of the study and the instructions. The questionnaires were distributed to 177 respondents to be filled individually in 30 minutes. The questionnaires were administered to the respondents (during their Regular working time) by the researcher and research assistants. Only questionnaires were found to be complete and represented a response used for further analysis and questioner, which is incomplete, was being discarded.

3.7. Method of Analysis

Once the data is collected, it is necessary to use statistical techniques to analyze the information. As this study is quantitative, the analysis of the quantitative data was carried out by using Statistical Packages for Social Science (SPSS). Both descriptive and inferential statistics were used to analyze the data. The study used Descriptive statistical analysis of mean, standard deviation, the distribution used to analyze the socio-demographic profile of the participants. Besides that, the descriptive statics of mean and standard deviation used also to analyze the first research question, which states about the notable workplace friendship status of the employee. By using descriptive statistics research objective one which states about the sataus of workplace friendship of employee answered.

To identify whether workplace friendship significantly predict self efficacy of employe linear regression used. By using linear regression research objective two which states about workplace friendship as predictor of self-efficacy of employee answered.

Moreover, in order to see the variance within demographic variable t-test and ANOVA was used, in this case, the researcher planned to see variance among demographic variable (gender, age, work experience and educational level) related with workplace friendship. The test answered research question three. Alpha (α) will pre-set at 0.05 for all statistical tests. Additional thematic narration was used to analyze open-ended questions.

3.8. Ethical Consideration

Ethical issues were carefully considered throughout the study so as not to compromise the confidence of participants vested in the researchers. Thus, participants were informed about the purpose and significance of the study. After briefing the purpose of the study, participants were consulted if and only if they are willing to participate in the study. The study was carried out after getting ethical clearance from Haramaya university college of Education and behavioral science and the postgraduate program directorate.

Permission was obtained from the authorities of each nongovernmental organization. The protocol and importance of the study were explained to the participants before recruitment into the study. All information that was gained from the participant's s remained confidential. Coding and aggregate reporting was used to eliminate names and other personal identification of respondents throughout the study process to ensure anonymity.

4. RESULTS AND DISCUSSIONS

This chapter reports the findings of the workplace friendship as predictor of self-efficacy. The first section presents descriptive statistics including participants' demographic characteristics. The second section reports the status of workplace friendship. The third part of the data analysis covers regression results of the prediction of workplace friendship on self-efficacy and the fourth section reports the demographic deference among employee in workplace friendship.

4.1. Demographic Characteristics of participant

One hundred seventy-seven questionnaires were distributed to the employee in the eight non-governmental organizations considered for the study. Out of these, one hundred seventy-ones were filled in and returned. The rate of return of the questionnaire was 81.81 and this was regarded as high for a survey study of this kind.

Table 2: Demographic characteristics of the employee

Variable		Frequency (n=171)	Percent (%)
Gender	Female	63	36.8
	Male	108	63.2
	Total	171	100
Age of respondent	20-30	47	27.5
	31-40	43	25.1
	41-50	60	35.1
	above 50	21	12.3
	Total	171	100
Work experience of employee	1-10	59	34.5
	11-20	49	28.7
	21-30	42	24.6
	31-40	21	12.3
	Total	171	100
Educational Qualification	Diploma	14	8.2
	Degree	112	65.5
	master degree	45	26.3

Total	171	100
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Male respondents were much higher (n=108), which is 63.2% of the sample than the female respondents (n=63, 36.8 % of the sample). Regarding to age distribution, the majority of the respondents were between 41-50 years followed by 20-30, which is comprise of 35.1% (n=60) 27.5 % (n=47) respectively. And the rest, 37.1% of the respondents, were found between the age of 31-40 and above 50 years. As indicated in table 2, the majority (34.5%) of respondents were having between 1-10 years of work experience and 49 28.9 %) of staff were having 11-20 years of work experiences, whereas 63 (36.9%) staff were had between 21-30 and 31-40 of work experience in the current position. Concerning educational level majority of respondents (n=112, 65.5%) held a first degree and following by a master's degree holder n=45 or 26.3 % and the remaining small number of respondents (n=14, 8.2%) had diploma.

4.2. Opportunity and prevalence of Workplace friendship

Before investigating the possible contribution of friendships in the workplace, it is first necessary to know the status of workplace friendship in the organization. To do this, the Workplace Friendship Scale (Nielsen et al. 2000) was incorporated into the final questionnaire.

Table 3. The Mean and Standard Deviation of Items of Workplace Friendship Scale

Subscale	M	SD
FOD (6 items)	4.51	.59
FPD (5 items)	4.2	.61

Table 3 shows the mean and SD of items in the workplace friendship scale. The highest mean was the mean of friendship opportunity 4.51 (SD =. 59) and followed by the mean of friendship prevalence scale is with a mean of 4.2 (SD =.61).

Further, the result from the open open-ended question indicates that one of the ways that the organization facilitated the friendships for example the majority of respondent outline that the organization facilitates friendship by creating a working environment in which they can able talk

and socialize with each other, by taking a break together, working together with teamwork and sharing the same office respectively were listed by the employee.

4.3. The prediction of workplace friendship on the self-efficacy of employee

To examine the contribution of the predictor variables workplace friendship and its subscale, friendship opportunity, and prevalence, linear regression analysis was conducted. The result in Table 4 shows that the correlation coefficient obtained was 0.285. This means that there exists a significant positive relationship between the predictors and the dependent variable. The table also shows that the coefficient of determination (R^2) associated with the correlation coefficient was 0.081. This coefficient of determination (R^2) indicates that 8.1% of workplace friendship accounted for the work self-efficacy of the employee.

Table 4: Model summary

But, to know the relative prediction of the two subscales of workplace friendship opportunity and prevalence variables, it was important to test each of the variables independently.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of Estimate	Change in R Square	F Change	Sig. F Change
1	.285 ^a	.081	.070	.52125	.081	7.433	.001

a. Predictor (constant), workplace friendship prevalence, workplace friendship opportunity

b. Dependent variable: self-efficacy of employee

The two subscales of workplace friendship, friendship opportunity, and prevalence accounted for 8.1 % of the variance in self-efficacy of the employee, $F(2,168) = 7.433$, $p < .001$, $R^2 = .081$ (see Table 4). Results from open-ended questions also support the idea that workplace friendship predicts the self-efficacy of the employee. The respondents raised different ideas in relation to

workplace friendship contribution. As most of the respondents mentioned friendship in the workplace help them to feel confident in accomplishing a task through sharing information, professional support, appreciation, sharing task, and reduce stress. Furthermore, the respondents describe that workplace friendship benefited them by improving communication, social support, improve confidence in workability, and professional support.

4.3. Demographic background difference in terms of workplace friendship of employee

Under this section present and analyze workplace friendship and it is subscale at the different demographic backgrounds (Sex, Age, Educational Qualification and work experience) descriptive statistics t-test and analysis of variance ANOVA were employed at a different level of the demographic characteristic of the employee.

4.3.1. Gender differences in dimensions of workplace opportunity and prevalence

Table 6: Independent samples t-test group statistics for workplace opportunity and prevalence

SCALE	Subscale	Sex	N	Mean	Std – Deviation	t	Df	p	Mean difference	η^2
WFS	FOD	M	108	4.31	.65	3.756	149.783	.000	.34656	0.08
		F	63	3.96	.53					
	FPD	M	108	4.26	.55	2.298	116.839	.023	.22090	0.03
		F	63	4.04	.63					

From Table 6 the researchers found that in the FOD subscale, there was a significant difference in scores for males ($M = 4.31$, $SD = .65$) and females ($M = 3.96$, $SD = .55714$) ($t(150) = 3.756$, $p < .000$). The obtained Eta square statistic ($\eta^2 .08$) indicates a medium effect size (Buyukozturk, 2005). According to this, it can be said that about 8% of the variance observed in points of workplace friendship opportunity depends on gender.

As in FPD, the subscale revealed a significant difference in scores for males ($M = 4.26$, $SD = .55$) and females ($M = 4.04$, $SD = .63$) ($t(117) = 2.298$, $p = .023$). The magnitude of the differences in

the means was, again, a very small effect ($= 0.03$). According to this, it can be said that about 3% of the variance observed in points of workplace friendship prevalence depends on the gender which is small compare to workplace opportunity.

Despite reaching statistical significance, it appears that the real difference between the average scores of the groups is quite small Hence; the result was statistically significant in favor of males over females in the opportunity for friendships at the workplace and the presence of workplace friendships.

4.3.2. Work experience Differences in dimensions of workplace opportunity and prevalence

Table 7: Descriptive of Subscales of Workplace Friendship Scale with work experience

N: 171

Scale	Subscale	Work experience	N	M	SD	
WFS	FOD	1-10		59	3.88	.78
		11-20		49	4.10	.82
		21-30		42	4.26	.62
		31-40		21	4.28	.64
		Total		171	4.08	.75
	FPD	1-10		59	3.91	.77
		11-20		49	4.29	.57
		21-30		42	4.09	.61
		31-40		21	4.14	.47
		Total		171	4.09	.66

Table7 shows that the participant was divided into four groups according to their work experience: Group 1: 1-10 (n = 59); Group 2: 11-20 (n = 49) and Group 3: 21-30 (n = 42) Group 4: 31-40 (21). There is a significant difference among the mean of years from the 1–10 group 1 with the means of the 31-40year group 4 ($M = 4.2857, p = .044$), and the mean of 21-30year group 3 ($M = 4.2619$,

$p = .044$). Employees with experience from 1 to 10 years had fewer opportunities for friendships at their workplaces than groups with experience of 31–40 and 21–30 years. There was also a significant difference among the means of the 1–10-year group with the means of the 11–20-year group 2, ($M = 4.2857$, $p = .005$), and the 31–40-year group 4, ($M = 4.1429$, $p = .002$). In addition, employees with 1–10 years' experience had a lower number of friendships at the workplace compared to groups with 11–20 and 31–40 years' experience.

Table 8: Analysis of Variance (ANOVA) of Subscales of Workplace Friendship Scale with work experience

Subscale		Sum of Squares	df	Mean Square	F	Sig.	η^2
workplace friendship opportunity	Between Groups	4.620	3	1.540	2.764	.044	0.047
	Within Groups	93.064	167	.557			
	Total	97.684	170				
workplace friendship prevalence	Between Groups	3.736	3	1.540	2.939	.035	0.05
	Within Groups	70.767	167	.557			
	Total	74.503	170				

Analysis result in table 8 implies that there were significant differences in work experience regarding two subscales of WFS. The opportunities for friendships at the workplace subscale, $F(3,167) = 2.764$, $p = .044$, $\eta^2 = .047$, and the presence of friendships at the workplace subscale, $F(3,167) = 2.939$, $p = .035$, $\eta^2 = .05$. According to this, it can be said that about 4.7 % and 5% of the variance observed in points of workplace friendship opportunity and prevalence respectively depends on the work experience.

4.4.3. Educational background difference in dimensions of workplace opportunity and prevalence among employees.

Table 9: Descriptive of Subscales of the Workplace Friendship Scale with Different Education Level. N: 171

Scale	Sub-scale	Educational level	N	M	SD
WFS	FOD	diploma	14	4.50	.52
		degree	112	4.04	.73
		master degree	45	4.24	.64
		Total	171	4.13	.70
	FPD	diploma	14	3.92	.83
		degree	112	4.18	.56
		master degree	45	3.91	.79
		Total	171	4.09	.66

In Table 9 the participant are divided into three groups according to their educational background: Group 1: diploma (n = 14); Group 2: degree level (n = 112) and Group 4: MA level (n = 45)..Despite reaching statistical significance, the actual difference in mean scores between the groups was quite small, the mean score for Group 1 diploma ($M=4.5000.$, $SD=.52$) did not differ significantly from between Group 2degree ($M=4.0446$, $SD=.72768$) and Group 3 master ($M=4.2444$, $SD=.70254$) in workplace friendship opportunity. Also the mean score for from Group 2 degree ($M=4.1875$, $SD=.56203$) was significantly different from Group 1 diploma ($M=3.9286$, $SD=.82874$ and Group 3 master ($M=3.9$, $SD=.79264$) in the prevalence of friendship. never less Group 1 diploma ($M=3.9286$, $SD=.83$) did not differ significantly from Group 3 master, in the prevalence of workplace friendship.

Table 10: Results of One-way ANOVA for Friendship Opportunity and Friendship Prevalence between Different educational level Groups

Subscale		Sum of Squares	Df	Mean Square	F	Sig.	η^2
workplace friendship opportunity	Between Groups	3.319	2	1.659	3.459	.034	0.04
	Within Groups	80.588	168	.480			
		Total	170				
workplace friendship prevalence	Between Groups	2.867	2	1.434	3.362	.037	0.038
	Within Groups	71.636	168	.426			
		Total	170				

Table 10 indicated that There were significant effects of education levels on two subscales of WFS. The opportunities for friendships at the workplace subscale, $F(2,168) = 3.459, p = .034, \eta^2 = .04$, and the presence of friendships at the workplace subscale, $F(2,168) = 3.362, p = .037, \eta^2 = .038$. The effect size, calculated using eta squared, was .04 and .038 small effect respectively for FOD and FPD. According to this, it can be said about 4 % and 3.8% of the variance observed in points of workplace friendship opportunity and prevalence respectively depends on the educational level.

4.4.4. Age Differences in dimensions of workplace opportunity and prevalence

Table 11: Descriptive of Subscales of Workplace Friendship scale with age

Scale	Subscale	Age	N	M	SD
WFS	FOD	20-30	47	3.80	.85
		31-40	43	3.83	.90
		41-50	60	4.20	.68
		above 50	21	4.14	.73
	Total	Total	171	3.99	.81
	FPD	20-30	47	4.00	.86
		31-40	43	3.88	.58
		41-50	60	4.25	.54
		above 50	21	4.28	.46
		Total	Total	171	4.09

Tables 11 indicate, the participant was divided into four groups according to their age: Group 1: 20-30 (n = 47); Group 2: 31-40 (n = 43) and Group 3: 41-50 (n = 60) Group 4: above 50 (21). There was a significant difference among the mean of years from the age 20–30 group 1 ($M=3.8085$, $P=.032$) with the means of the 41-50 year group ($M=4.2000$, $p=.032$), and the mean of above 50-year groups 3 ($M=4.1429$, $p=.032$) in the opportunity of friendship. Employees with the age from 20 to 30 years had fewer opportunities for friendships at their workplaces than groups with experience of 31–40 and 21–30 years. There was also a significant difference among the means of the 31–40-year group 2 (3.8837 , $p=.014$) with the means of the above 50-year group 4, ($M=4.2857$, $p=.014$), and the 41–50-year group 3, ($M=4.2500$, $p=.014$). Also, employees with 31–40 years' experience had a lower number of friendships at the workplace compared to groups with above 50, 41–50 years' and 20-30 age of the group.

Table 12: Results of One-way ANOVA for Friendship Opportunity and Friendship Prevalence between Different Age Groups

Subscale		Sum of Squares	Mean				
			df	Square	F	Sig.	η^2
workplace friendship opportunity	Between Groups	5.686	3	1.895			
	Within Groups	105.308	167	.631	3.005	.032	0.053
	Total	110.994	170				
workplace friendship prevalence	Between Groups	4.549	3	1.516			
	Within Groups	69.954	167	.419	3.620	.014	0.065
	Total	74.503	170				

The analysis result implies that there were significant effects of age on workplace friendship. The opportunities for friendships at the workplace subscale, $F(3,167) = 3.3005, p = .032, \eta^2 = .053$, and the prevalence of friendships at the workplace subscale, $F(3,167) = 3.620, p = .014, \eta^2 = .065$. The effect size, calculated using eta squared, was .053 and .065 small and medium effect respectively for FOD and FPD (Buyukozturk, 2005). According to this, it can be said that about 5.3% and 6.5 % of the variance observed in points of workplace friendship opportunity and prevalence respectively depends on the age.

4.2. DISCUSSION

This part of the thesis mainly deals with the discussion of the finding. The discussion is organized under three themes such as the status of workplace friendship, prediction of workplace friendship on self-efficacy, and the demographic difference in workplace friendship, which are discussed in detail below.

4.2.1. Status of workplace friendship

This study demonstrated that there are opportunities and prevalence of friendships at the workplace of a non-governmental organization. Schutz (1976), in his theory of The Fundamental Interpersonal Relations Orientation, interpersonal relations and friendships at work help people to know how they can work better with others. Societies are consisting of organizations raised by people. No matter what kind of organization; communication, interaction, thoughts, and ideas of the people within the organization caused the friendship of the workplace. Because most human beings pass more than half of their lives in the work environment this period is so long that inevitably leads to friendship at the workplace. When looked at the descriptive statistics of employee response ' workplace friendship, employees say, *"I have the opportunity to get to know my friend"* "The average expression has the highest average. The item that has the lowest mean is" *"Communication among employees is encouraged by my organization"* similarly Yavuzkurt's (2017) study found that the item is *"I have the opportunity to get to know my coworkers."* was found to have the highest mean.

According to Nielsen, et al., (2000), if there are better opportunities for friendship, the prevalence of friendships should also increase, or opportunities for friendship maybe a basic condition for actual friendships.

When looking at the other sub-dimensions of the workplace friendship scale, *"I have formed strong friendships at work."* "In the dimension of *"friendship prevalence"* is ranked first in the highest average. Moreover, the result is consistent with the idea of As Maslow's famous hierarchy of needs delineated, humans have a strong need for friendship (Maslow, 1954).

The item that has the lowest mean is *"I feel I can trust many co- workers a great deal."*Nielsen et al. (2000) found the same item as the highest mean item in their work. On the findings of the

"Friendship Prevalence" dimension, "I have formed strong friendships." while in the highest order with the highest average, "I feel I can trust many co-workers a great deal." the item is at the bottom of the list. From these two items, it can be understood that the employees are willing to make friends with each other at work, but they do not trust their friendships enough. Ong (2013) stated in his research that workplace friendship was positively correlated with trust in colleagues.

The result from open-ended question also indicated shows majority of respondent outline that the organization facilitates friendship by creating a working environment in which they can able talk and socialize each other, by taking a break together, working together with teamwork and sharing the same office respectively were listed by the employee. Research shows that increasing chance encounters allows social interaction, which fosters friendship formation (Easterbrook & Vignoles, 2014).

Similarly, Friendships between coworkers may develop because of and working on projects together (Sias & Cahill, 1998) as well, proximity increases the possibility of interaction among individuals increases the likelihood that friendships will develop. As the result-indicted proximity is an important friendship formation; it is useful to consider the physical layout of work. It is also important to set norms for social interactions if those higher up in the organization are seen going for coffee or lunch with colleagues, or stopping by people's desks to have conversations.

4.2.2. prediction of workplace friendship on self-efficacy.

Regarding the contribution of workplace friendship on self-efficacy, the finding reveals that there was a significant contribution of the workplace on self-efficacy of employee $F(2,168) = 7.433, p < .001, R^2 = .081$. As the finding shows Results of multiple regression analysis indicated that, the subscale of WFS, friendship opportunity, and friendship prevalence combined have significantly contributed 8.1 percent of the variance to self-efficacy of employee's high score on workplace friendship indicate increasing self-efficacy this result implies that employee who had a higher score in workplace friendship had higher self-efficacy.

This study provided evidence, which is consistent with the result of Lansford et al. (2005), which found that not only did having a best friend relate to high self-esteem, but it also accounted for high levels of self-efficacy. This point is significant in showing that the presence of friendship can

often co-occur with the presence of high levels of self-efficacy. Lanford et al. (2005) also concluded that high levels of positive characteristics in friendships were relating to high levels of self-efficacy. Furthermore, this result is supported by the work of, Lansford, Antonucci, Akiyama, & Takahashi (2005) stated that many external factors such as the environment, family, social upbringing, and friendship can play a part in the development of a person's self-efficacy.

Moreover, the open-ended question revealed that the majority of employees list that sharing information, professional support, appreciation, sharing tasks and advice is what friendship in the workplace contributes to their confidence in accomplishing a task. This finding supported by the work of Jehn and Shah (1997) further argued that employees in friendliness exchange words of encouragement, confidence, trust, respect, and critical feedback, which may increase enthusiasm and a positive attitude. Furthermore, People may gain help, assistance, guidance, advice, feedback, recommendations, or information from workplace friends on a variety of work-related matters such as completing jobs, performing tasks, and handling issues with co-workers, subordinates, supervisors, and/or clients (Hamilton, 2007).

Chan (2002) stated that Self-efficacy manipulated by verbal persuasion (i.e., support). Consequently, employees who feel supported by friends in the workplace possess greater levels of self-efficacy. From the researcher's point of view, the persuasive messages like encouragement or praise, advice, and assistance individuals receive from a friend at the workplace likely influence how capable one feels in his/her job. Likewise, the self-efficacy of an employee is cultivated by feedback and support from their friends while they engaged in different work-related activities.

In addition to these results, open-ended questions show that majority of the respondent describes that workplace friendship benefited them by improving communication, social support, improve confidence in the ability and professional help and support respectively. From the researcher's point of view, this closely links to social support and feedback given by friends in the workplace, as the result indicated employee get different support from their friends in workplace translated to a work context, friendship strengthen employee's beliefs that they possess the capabilities to achieve what they seek. Similarly, Bandura (1997) stated that Social impact from other individuals' assessment of self-efficacy is also shaped by the social influence of others. The result

also consistent with the work of, Kram and Isabella, 1985; Berman et al., (2002) found that Employees need work-related knowledge, information, and skills to accomplish their Missions and goals and emotional support to relieve work stress, and workplace friendship can provide both instrumental support and emotional support.

4.2.3. Demographic deference regarding workplace friendship

4.2.3.1 Gender deference regarding workplace friendship

Unlike other friendships that are more likely to occur between people of similar backgrounds, workplace friendships may occur among workers of different ages, gender, status, and work levels. More friendships may be likely to occur between younger and older employees, female and male employees, single and married employees, and employers/managers, as well as other employees (Berman et al., 2002; Lee & Ok, 2011).

Results of the present study indicated that there were significant differences between males and females in their workplace friendship. The finding of the study reveals that Male employees rated higher than female employees in the opportunity for friendships at the workplace and in the presence of workplace friendships. The researchers found that in the FOD subscale, there was a significant difference in scores for males ($M = 4.3148$, $SD = .65064$) and females ($M = 3.9683$, $SD = .55714$) ($t(150) = 3.756$, $p < .000$). This finding is in accord with those research findings of Markiewicz et al. (2000) found that women had a smaller number of friends at their workplace compared to men; and they had a smaller number of male friends in the workplace. In addition, Forret and Dougherty (2004) found that males acquire more friendships than females in their workplace. It may be compared to females receiving less return on their investments than males, in spite of obtaining similar levels of education and work experience. Males, more than females, receive more benefits from supportive interpersonal relationships at the workplace.

This finding also in line with a number of studies undertaken on gender difference, such as Carmeli et al. (2009), Morrison (2009), Odden and Sias (1997), and Tse et al. (2008) found significant relationships between gender and workplace friendships. Similarly, Song (2006) also found that men had a higher sense of workplace friendship than women in their work on government employees. On the other hand this finding is contrary to that with the study of Yavuzkurt (2017)

found that there was a meaningful difference only in the dimension of friendship opportunity compared to the gender variable in the study, and emphasized that the level of perception of friendship among women are higher than that of men. And also Berman et al. (2002) and Lynie (2007) found that there were no significant differences among male and female employees when seeking interpersonal relationships and friendship at their workplace.

4.2.3.2. Deference in educational level regarding workplace friendship

The finding of the study revealed that there was significant difference among employee on education levels on two subscales of WFS. The opportunities for friendships at the workplace subscale, $F(2,168) = 3.459, p = .034, \eta^2 = .04$, and the presence of friendships at the workplace subscale, $F(2,168) = 3.362, p = .037, \eta^2 = .038$. This study provided evidence that degree holders had greater prevalence for friendships at the workplace over the diploma and master degree holders. From the researcher's perspective, although non-governmental organization employee, generally may have a flair for interpersonal relationships and positive interactions with others of different educational qualifications inside their workplace, it is usually workers who hold a degree education qualification who are more popular and more likely to get to know others and seek to get friends and take opportunities for friendships at the workplace compared to workers with a diploma and master level of education. This finding also in line with the study Forret and Dougherty (2004), which recorded a correlation among employees who hold a bachelor's degree with their networking relationships at their workplace.

4.2.3.3. Age Deference regarding workplace friendship

The current result indicated that there were significant effects of age on opportunities of friendships and the prevalence of friendships. The finding of the study shows that Employees in the age group from 20 to 30 years had fewer opportunities for friendships in the workplace than age groups 31–40, 41-50 and 50 years and above. The current result support by the work of Markiewicz et al. (2000), and Tse et al. (2008), found that there was notable difference in the relationships concerning employees' ages and their friendships. From the researcher point of view, employee

above a age of 31 have shown to be more socially conservative than the rest of employees, in the fabric that is more compatible with the culture and the nature of non-governmental organization. The finding also consistence with the study of Berman et al. (2002) concurred in finding that employees over 45 years old were more likely than their younger counterparts to strongly approve of friendships and interpersonal relationships at the workplace. Also, McPherson (2004) found that older workers were more likely to be involved in fun activities at the workplace and this promoted good workplace relationships and a likeliness to support good communication skills. This finding also in accord with those research findings of, Markiewicz et al. (2000) found that a higher number of older males had more significant friendships in the workplace than older women.

4.2.3.4. Work experience difference regarding workplace friendship

The finding reveled that Employees with experience from 1 to 10 years had fewer opportunities for friendships and lower number of friendships at the workplace compared at their workplaces than with the groups of 11-20, 21–30 and 31–40 years of work experience. This may be because more experienced employees experienced more friendships with coworkers than new or less experienced employees. This finding resembles the results of Ragins (1997), who indicated that employees with more experience and knowledge contributed more to workplace relationships than employees with less experience and less knowledge. Studies of Carmeli et al. (2009) and Tse et al. (2008) as well shown that experience at work are positively related to the psychological safety and quality of friendships at the workplace.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary, conclusion, and recommendations. In the first part of this section summary of the study and major findings is explained. Secondly, the conclusion of the finding was drawn. Lastly, some possible recommendations were made based on the finding.

5.1. Summary

The main purpose of this study was to examine the Contribution of workplace friendship on the self-efficacy of the employee in non-governmental organizations in Harari regional state. To achieve this purpose, a basic question was raised, the general and specific objectives were identified and significance of the study, delimitation of the study, the population involved in the study and methods of data analyses used in this study were identified. Therefore, the study tried to answer the following basic research questions.

1. What is the status of an employees' workplace friendship in some selected non-governmental organization?
2. Is the workplace friendship predicting the self-efficacy of an employee?
3. Is there any work experience, age, educational level, and sex difference regarding workplace friendship among employees?

To answer the above questions, the following procedural steps are undertaken. Review related literature to frame the background of the study, formulating a basic question, developing an instrument for data collection, selecting methods of identification of respondents, complete analysis of the study, and finally writing the report. A descriptive survey research design was adopted to carry out the study. The subjects of the study were an employee of selected non-governmental organizations.

To conduct this study, a descriptive survey method was employed. A total of 177-respondents. The participant of the study selected from eight non-governmental organizations from Harari regional state. The data gathered through questioner. Data gathered through questioner analysed using Frequency, Percentile means, standard deviation, t-test, NOVA, and leaner regression.

Based on the analysed data, the following finding was obtained.

The study shows that majority of the respondent indicated that there is an opportunity and prevalence of friendship in their organization. Furthermore, the result reveals that most of the respondents indicated they have the opportunity to get to know their co-workers and they can form a strong friendship at the workplace. Regarding the prediction of workplace friendship, the study reveals that of the workplace friendship predict self-efficacy of employee. The further open-ended question revealed that the majority of employee indicated that sharing information; professional support, appreciation, sharing task and advice are what friends in the workplace contribute to their self-efficacy. Concerning the demographic variable of the employee in workplace friendship, the finding shows that there was a significant difference in sex, age, educational level and work experience regarding workplace friendship among employee.

5.2. Conclusion

Based on the findings of the present study, the researcher has made the following conclusions.

The result of the study showed that a significant number of employees perceived the presence of workplace friendship, mainly opportunities in the organizations, this implies employees have the opportunity to get to know each other and they can form a strong friendship in the workplace in their organization.

Workplace friendships have significantly predicted the self-efficacy of employee's. As well result from open-ended questions also showed that a significant number of employee indicted that, friendship in the workplace contribute to their self-efficacy. This implies having friends at the workplace positively influences the self-efficacy of an employee.

Concerning demographic differences, the finding indicated that male employees relatively rated higher than female employees in the opportunity and prevalence of friendships at the workplace this indicated that male employees have more friends than female in selected NGOs in this study. This study also provided evidence that degree holders employee has more opportunity to make friends in the workplace. This because a number of degree holders in the selected organization is

more than master and diploma. Furthermore, young age employee between age of 20-30 years had fewer opportunities for friendships in the workplace than other age groups in this study. Additionally, the finding indicated that Employees with experience from 1 to 10 years had fewer opportunities for friendships and a lower number of friendships at the workplace compared to other age groups.

5.3. Recommendation

Based on the major findings of the study, the following recommendations have been suggested.

1. Organizations have to try to purposefully created opportunities for staff to establish and strengthen co-worker relationships and to transform relationships into friendships.
2. Workplace friendship was found to significantly predict the self-efficacy of employees. Therefore, organizations need to have effective strategies that can provide team-building days, work picnics, after-work sports activities, and staff get-together that promote friendship.
3. Findings of the present study also indicated that women, young and less experienced employees have scored low in friendship opportunities and prevalence in their organization. It is therefore imperative to suggest that NGOs need to create platform and activities that assist women, young and less experienced employee to make a friend.
4. The researchers suggest further study needs to be conducted on the formation, types and quality of friendship among employees in non –governmental organizations eastern part of Ethiopia.

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APPENDIX I
QUESTIONNAIRE

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

Questionnaire to be filled by employee of selected Non-governmental organization

Dear respondents

I am a postgraduate student in the department of Psychology, Haramaya University, conducting my thesis research on the topic entitled by “Contribution of workplace Friendship on self-efficacy of employee in nongovernmental organization in Harari Regional State. Hence, you are kindly requested to read all questions and provide your genuine response. Your responses will only be used for research purpose and your identity will be kept strictly confidential.

Please note the following points before you start filling the questionnaires

1. You do not need to write your name on the questionnaires;
2. Read all the instructions before attempting to answer the questions; no need to consult others;

Thanks for your cooperation in advance!

Part 1: General Information and Personal Data

1. Indicate your response either by using a tick mark (✓) or by giving short answers on the space provided.

1. Organization _____

2. Gender. Male Female

3. Age: Below 21 years old 21-25 26-30 31-35 36-40 41-45 46-50 above 50 years old

4. Work experience 1-10 11-20 21-30 21-25 31-40 41 above year's

5. Educational background: Certificate (TTI) Diploma BA/BSC/BED MA/MSC/MED
Other Specify

Part 2: The Workplace Friendship Scale

Instruction: Listed below are a series of statements that represent opinions people might have about friendships in their organization. Indicate the extent to which you agree with the statements about the organization where you are now working (by circling the numbers), using the scale at the top of the Table.

Strongly disagree	Disagree	Slightly agree	Agree	Strongly agree
1	2	3	4	5

No	Items Friendship Dimension measuring opportunity					
1	I have the opportunity to get to know my friend	1	2	3	4	5
2	I am able to work with my coworkers to collectively solve problems	1	2	3	4	5
3	I have the opportunity to develop close friendships at my workplace	1	2	3	4	5
4	Informal talk is tolerated by my organization as long as the work is completed	1	2	3	4	5
5	In my organization, I have the chance to talk informally and visit with others	1	2	3	4	5
6	Communication among employees is encouraged by my organization	1	2	3	4	5

No	Items Friendship Dimension measuring the Prevalence					
1	I can confide in people at work	1	2	3	4	5
2	I have formed strong friendships at work	1	2	3	4	5
3	I socialize with co-workers outside the workplace	1	2	3	4	5
4	I feel I can trust many co- workers a great deal	1	2	3	4	5
5	Being able to see my co-workers is one reason I look forward to my job	1	2	3	4	5

Part 3: The Work self-efficacy inventory survey

Instruction: there are 30 statements in this inventory that reflect your confidence your ability to perform a variety of workplace activities. Using the scale indicated, circle the number that most applies to you. The survey should take no more than ten to fifteen minute of your time.

Thinking about your most recent work experience ,how confident are you in your ability to:	Not at all	A little	A moderate amount	A lot	Completely
1 Know what is expected of you as a worker.	1	2	3	4	5

2	Help build a team as a working unit.	1	2	3	4	5
3	Determine what is expected of you on the job.	1	2	3	4	5
4	Know how things “really work” inside an organization	1	2	3	4	5
5	Be clear when presenting your ideas	1	2	3	4	5
6	Work under pressure	1	2	3	4	5
7	Master an organization’s slang and special jargons	1	2	3	4	5
8	Manage conflict among group members	1	2	3	4	5
9	Understand what all of the duties of your role entail	1	2	3	4	5
10	Solve new and difficult problem	1	2	3	4	5
11	Work under extremes circumstance	1	2	3	4	5
12	Understand politics in the organization	1	2	3	4	5
13	Continue to learn once you are in the job	1	2	3	4	5
14	Develop cooperative working relationship with others	1	2	3	4	5
15	Invent new ways of doing things.	1	2	3	4	5
16	Solve most problems even though no solution is immediately apparent.	1	2	3	4	5
17	Find out exactly what a problem is when first becoming aware of it.	1	2	3	4	5

18	Listen effectively to gain information.	1	2	3	4	5
19	Know an organization's long held traditions.	1	2	3	4	5
20	Work well in situations that other people consider stressful.	1	2	3	4	5
21	Understand the behavior appropriate to your role.	1	2	3	4	5
22	Challenge things that are done by the book.	1	2	3	4	5
23	Learn from your mistake.	1	2	3	4	5
24	Solve problem no matter how complex.	1	2	3	4	5
25	Coordinate task within your work group.	1	2	3	4	5
26	Learn to improve on your past performance.	1	2	3	4	5
27	Be sensitive to others' feeling and attitudes.	1	2	3	4	5
28	Function well at work even when faced with personal difficulties.	1	2	3	4	5
29	Concentrate on what someone is saying to you even though other things could distract you.	1	2	3	4	5
30	Listen effectively to understand opposing points of view.	1	2	3	4	5

Part 4: Open ended Questions

Three open-ended questions was used to give respondents an Opportunity to comment on workplace friendships and its contribution on self-efficacy, with the aim of providing the researcher with a source of qualitative data to provide further insight to quantitative findings.

1. Please briefly outline how your organization has facilitated or in some way enriched workplace friendship.

2. Please briefly outline ways in which friendships with one or more people with whom you work(ed) have benefited you in the workplace.

3. Please briefly outline ways in which friendships with one or more people with whom you work(ed) have helped you to feel confident in your ability to accomplish task in workplace.
