THE RELATIONSHIP BETWEEN SELF-EFFICACY WITH POSITIVE AND NEGATIVE FEEDBACK AMONG SALESPEOPLE

THE GRADUATE SCHOOL OF SOCIAL SCIENCES

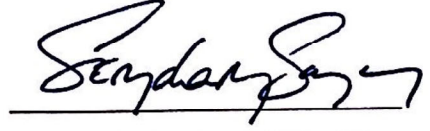TOBB UNIVERSITY OF ECONOMICS AND TECHNOLOGY

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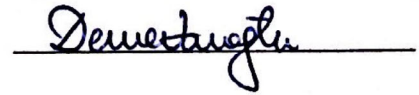
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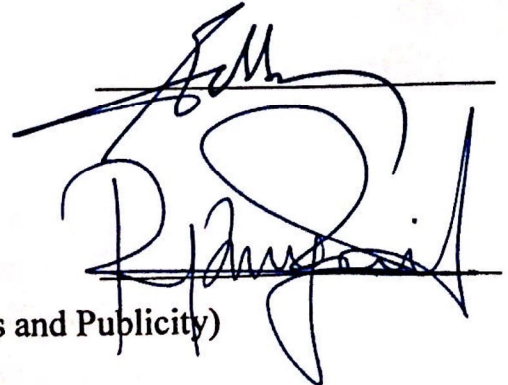
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ABSTRACT

THE RELATIONSHIP BETWEEN SELF-EFFICACY WITH POSITIVE AND
NEGATIVE FEEDBACK AMONG SALESPEOPLE

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This thesis studies the relationship between self-efficacy perception and positive and negative feedback among salespeople. Although self-efficacy is especially known for its motivating effect on people, it also affects people's behavior and attitudes. Like self-efficacy, feedback has a crucial effect on shaping salespeople's behaviors. Because of this similarity in their nature, their relations with each other were investigated. This research also revealed the effect of the feedback sign and acceptance of negative feedback for salespeople.

The sample of the study consisted of 175 salespeople who were working in large-sized enterprises operating in different sectors in Turkey. In this research, self-efficacy scale which is adapted by Sujan, Weitz & Kumar (1994) was used for measuring self-efficacy of salespeople. Positive and negative feedback from salespeople were measured by using the scale which is also adapted by Sujan, Weitz & Kumar (1994). For feedback acceptance, "Feedback Acceptance Scale" (Tonidandel, Quinones & Adams, 2002) was used. This study demonstrated that there is a positive significant relationship between self-efficacy and positive / negative feedback, and no significant relationship was found between self-efficacy and negative feedback acceptance. The possible reasons for the absence of that relationship were discussed in conclusion

Keywords: Self-Efficacy, Positive Performance Feedback, Negative Performance Feedback, Feedback Acceptance

ÖZ

SATIŞ PERSONELİNİN ÖZ-YETERLİLİK ALGISI İLE OLUMLU VE OLUMSUZ GERİ BİLDİRİM ARASINDAKİ İLİŞKİ ÜZERİNE BİR ARAŞTIRMA

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Bu çalışma, satış personeli arasında öz-yeterlilik algısı ile olumlu ve olumsuz geri bildirim almaları arasındaki ilişkiyi incelemek amacıyla yürütülmüştür. Öz-yeterliliğin insanlar üzerinde motive eden bir etkisi olmakla beraber, kişilerin davranış ve tutumlarını da etkilemektedir. Öz-yeterlilik gibi geri bildirim de satış personelinin davranışlarını şekillendirmelerinde etkili bir faktördür. Bu araştırma, geri bildirim işaretinin ve olumsuz geri bildirim kabulünün de satış personeli üzerindeki etkisini ortaya koymuştur.

Çalışmanın örneklemini Türkiye'de farklı sektörlerde faaliyet gösteren büyük ölçekli işletmelerde çalışan 175 satış personeli oluşturmuştur. Çalışmada, satış personelinin öz-yeterliliği, Sujan, Weitz & Kumar (1994) tarafından uyarlanan öz-yeterlilik ölçeği ile ölçülmüştür. Satış personelinin, olumlu ve olumsuz geri bildirim alımı da her biri sekiz maddeden oluşan, Sujan, Weitz & Kumar (1994) tarafından uyarlanan ölçeği kullanılarak ölçülmüştür. Geri bildirim kabulü için ise, Tonidandel, Quinones, and Adams'ın (2002) Geri Bildirim Kabulü Ölçeği kullanılmıştır. Çalışma sonuçları öz-yeterlilik ve olumlu/olumsuz geri bildirim arasında pozitif yönlü bir ilişki bulunmuş, öz-yeterlilik ve olumsuz geri bildirim kabulü arasında ilişki saptanamamıştır. Araştırma sonunda saptanamayan ilişkinin nedenleri tartışılmıştır.

Anahtar Kelimeler: Öz-yeterlilik, Olumlu Performans Geri Bildirimi, Olumsuz Performans Geri Bildirimi, Geri Bildirim Kabulü

To My Parents…

ACKNOWLEDGMENTS

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ABBREVIATION LIST

SE   : Self-Efficacy

PFB   : Positive Feedback

NFB   : Negative Feedback

ANFBM   : Acceptance of Negative Feedback from Manager

ANFBC   : Acceptance of Negative Feedback from Customer

CHAPTER I

INTRODUCTION

The concept of self-efficacy is based on Albert Bandura's Social Cognitive Theory in 1977 (Gist & Mithcell, 1992). The self-efficacy is not an old concept for literature. However, there are limited sources about self-efficacy in Turkish literature. There are similar concepts to self-efficacy; for instance, self-concept, self-esteem and self-confidence. Sense of self-efficacy of a person means that s/he is capable to accomplish a given task. Self-efficacy motivates people and it influences their attitudes and behaviors. Self-efficacy and feedback are both provide a social support to people. Due to this similarity in their nature, this study investigated their relationship with each other in different aspects. The sales business is one of the most competitive proffession and it requires being strong mentally to deal with selling situations. In Turkish literature there is a gap for direct research for sense of self-efficacy among salespeople. To fill this gap, sense of self-efficacy and feedback associated with salespeople in this study. The subject of the study is important because it affects salespeople's goals, the amount of efforts to achieve them and the salespeople's job performance. The purpose of this study is determining and examine a model that measures effects of self-efficacy on positive feedback, negative feedback, acceptance of negative feedback from manager, acceptance of negative feedback from customers among salespeople. Although the previous researches have also investigated the relationship between these variables and self-efficacy; it is the first resarch to explore the effects of these variables on salespeople in Turkish literature.

The study composed of four chapters and it starts with introduction chapter. In the second chapter, the theoretical framework has been discussed extensively. In this respect, the issue of self-fficacy and feedback in business life has been covered. Within the scope of literature review, various studies and definitions of self-efficacy and feedback of authors and researchers have been included. Self-efficacy has been discussed with its sources and its related concepts have been tried to be explained with performance feedback and acceptance of feedback. Then, perceived self-efficacy for salespeople was covered. Essentially, the relationship between self-efficacy and feedback among salespeople was studied. The impacts of self-efficacy in the sales framework such as competitiveness, work related performance, sales quota, goal orientation, motivation, new product sellling have been explained together with previous researches. Then, the concept, the importance and purpose of feedback, and also the acceptance of feedback for salespeople are explained under separate headings. The literature research section is ended by explaining the studies related to the relationship between self-efficacy and feedback. The researches about the relationship between self-efficacy and feedback were examined theoretically within the framework of the literature and the literature research section was ended.

In the third part of the study, the research method was explained in detail. Firstly, the purpose of the study was briefly explained. After, the research questions were presented, sample and research model of the study was explained. Information was given about the participants that constitute the target group of the research. Aftrwards, information about the method of collecting the data required for carrying out the research was given. For analyzing data set, SPSS 24.0 software was used, and the instruments used in the analysis were introduced. Data collection process was explained step by step. Studies on translating the scales from the original English

into Turkish and the reverse translation from Turkish to English have been completed and found to be very close to the original. Finally, data analysis procedure was defined.

In the forth part, the scope of and limitations of the research were mentioned. The results of the analysis were tried to be interpreted by taking into consideration the relevant literature, related variables and demographic data of participants. The study is evaluated in terms of contribution to the literature and suggestions for future studies.

CHAPTER II

LITERATURE REVIEW

This research investigates the relation between sense of self-efficacy and feedback for salespeople within industrial scope. Self-efficacy and its sources, also the related terms will be explained in the present chapter. Then, other variables that positive and negative performance feedback and acceptance of feedback will be described. After the explanation of relation between self-efficacy and salespeople, the relation between performance feedback and sense of self-efficacy of salespeople will also be explained. Finally, the approaches related to the self-efficacy and feedback will be discussed.

2.1. Self-Efficacy

Self-efficacy is described as "one's beliefs on their capability to create assigned levels of performance that exercise control over events that affect their lives" (Bandura, 1997). Self-efficacy is effective in selecting individuals' goals, expressing their feelings and their capacity to resist when they face obstacles. High sense of efficacy develops people's achievement and personal welfare in the various sense. The individuals who have high reliance on their capabilities perceive critical assignments as challenges professionally instead of avoiding. Efficacious perspective encourages fundamental motivation and remarkable engrossment in actions. People set themselves difficult goals and maintain a powerful dependence on them. In the face of defeat, they are rising and sustaining their efforts. They will promptly restore their sense of self-efficacy when they face with failure (Bandura, 1994).

Bandura & Wood (1989) emphasize three viewpoints of self-efficacy definition. First, self-effiacy is an extensive review of judgement or sense of the potential to perform a task. In the framework of an organization, information gained from a person, given task at work and colleagues in workplace atmosphere may promote to the comprehensive capability decision. Second, structure of self-efficacy can change with interactions. The efficacy evaluation differs in time with the acquisition of new knowledge and experiences. Thirdly, efficacy beliefs have a component of mobilization; self-efficacy indicates "a more complex and generative process involving the construction and orchestration of adaptive performance to fit changing circumstances" (Bandura, 1989). Individuals with the same capabilities can therefore act differently in a changing setting, depending on their use, combination and sequence of these capabilities (Gist & Mitchell, 1992).

Self-efficacy is not the main indicator of behavior. Even if an individual has strong sense of self-efficacy, a professional result cannot achieve without knowledge and skills. In order to inspire and enhance the abilities of individuals besides the self-efficacy profesional training is beneficial for individuals.

Figure 2.1. "Model of Achievement Behavior Emphasizing the Role of Self-Efficacy" (Schunk, 1995)
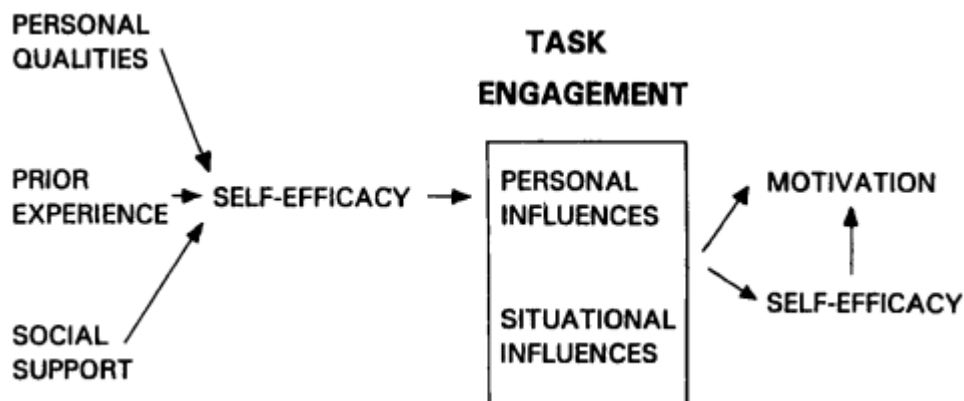
Figure 2.1 shows the role of self-efficacy in behavioral change. Individuals' self-efficacy levels vary in terms of learning and performing activities. Their prior

experiences at the same or closely related practice, skills and attitudes as personal qualities lead to this difference (Schunk, 1995). Like Bandura said also Schunk (Ibid) stated that self-efficacy is also affected by receiving support from environment.

Self-efficacy is in general considered as unique to the mission or field. Some scholars, however, "have also conceptualized a generalized sense of self-efficacy that refers to a global dependency on individuals' ability to overcome a wide range of challenging or odd situations" (Schwarzer & Jerusalem, 1995; Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs, & Rogers, 1982; ited by Luszczynska et al, 2005).

2.1.a. Sources of Self-Efficacy

The sources of self-efficacy beliefs were stated by Bandura (1994, 1997). These sources are "mastery experiences, vicarious experiences, social persuasion and psychological states" (Ibid) that affect forming of self-efficacy. They play a crucial role on determination of individuals' choices, their expending efforts to reaching goals and keeping on finishing of these goals (Zarch and Kadivar, 2006).

Because of providing the most reliable evidence, "enactive mastery experiences are the strongest source of sense of self-efficacy" (Bandura, 1994, 1997). Success constructs a strong belief in individiuals' personal efficacy. On the contrary to success, failure reduces it when failure happens prior to sense of self-efficacy is constantly constituted. The strong sense of self-efficacy needs experience in coping with difficulties with a persistant effort. When individuals have experiences in only easy success, they have an expectation for immediate results. So, it leads to easy demoralization by failure. The sense of succeeded performance increases the belief

in efficacy that provide a contribution to the anticipation that next performances will be beneficial. The belief that one's performance was a disappointment decreases the confidence in efficacy which leads to the perception that upcoming results are also insufficient. The degree of excitement, whether it is fear or enthusiasm, increases the sense of superiority or failure. Attributions have a role, as well that if achievement is a result of internal or controllable factors like capability and hard work, self-efficacy will be increased. However, if achievement is a result of chance or another people's interference, the self-efficacy will not improve (Bandura, 1993; Pintrich & Schunk, 1996; Woolfolk, 2000).

Vicarious experiences' contribution by social models is the second way of strengthening and establishing of sense of self-efficacy. Observing other people while performing a task influences their sense of efficacy judgment. Thus, people have an opportunity to evaluate their capability in a similar circumstance. Seeing another people who perform a similar task and observing their success with a resilient behavior increases individuals' belief about possessing the same capabilities to perform a similar assignment. Vicarious experiences influence the sense of efficacy through the transition of knowledge and comparison with other people's abilities. Observing other people's failure despite of their high performance can be leads to reducing observers' self-efficacy beliefs. The higher the perceived similarity between observer and observed people, the more convincing the accomplishment and failure of the observed people are. When individuals see other people, who is quite different from themselves about capabilities, their self-efficacy belief is not much affected by the behaviors of the others and the results they show. Self-efficacy belief is not affected by the behaviors of someone and the outcomes they achieve. (Bandura 1994, 1997).

The third way of encouraging sense of self-effiacy that reaches to success is social persuation. It is related to increasing individuals' beliefs about their operative capabilities (Bandura, 1983). Fundamentally it includes convincing people that they have capability to achived at a given task (Lunenburg, 2011). While, someone trying to cope with difficulties, if other people around his/her express their faith realistically about him/her capability than conveying doubts can provide maintainance of sense of self-efficacy. People who are convinced verbally about their belief about overcoming a given task, expend more effort and maintain this effort when problems come out. Given unrealistic supports by persuaders about efficacy beliefs are resulted in failures and disappointments. Recipients' beliefs in their abilities were reduced (Bandura, 1997).

Psychological states are the forth factor that influences self-efficacy. The level of stress or anxiety of an individuals effect their self-efficacy perception. Individuals who feel mentally comportable have high expectation of self-efficacy to complete given task successfully. Therefore, while positive mood strengthens the belief of self-efficacy, negative feelings such as depression or demoralization lead to reduce the belief in individuals'capability. If people are possessed by fear or negative thoughts during the performing an activity, these affective states lead to decreasing of their self-efficacy beliefs and negative consequences (Pajares, 2002; Bandura, 1980; Akt., Kaya, 2012; Tepe, 2011; cited in Arseven, 2016).

2.1.b. Self-Efficacy and Related Concepts

Self-concept, self-esteem, self-confidence are closest terms to self-efficacy, however they refer to different conceptions (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998; cited in Zulkosky 2009).

Self-concept includes various forms of self-knowledge and self-assessment which means it is more general self-descriptive construct (Marsh & Shavelson, 1985; cited in Zimmerman, 2000).

"Self-esteem usually is considered as a trait reflecting an individual's characteristic, affective evaluation of the self (e.g., feelings of selfworth or self-liking)" (Gist & Mitchell, 1992). Although self-esteem is about general self-evaluation viewpoint, self-efficacy often represents the judgment of individuals on a specific task. (Zimmerman, 2000).

Zulkosky (2009) stated that confidence as described by Bandura (1982) is a belief of individual is competent and able to fulfill expectations, such as the ability to fulfill expectations of a specific role. Self-confidence is a perception that "one knows how to do something and has the ability to make things happen" (Ferguson, 1996, cited in Zulkosky, 2009).

2.1.c. Perceived Self-Efficacy of Salespeople

Albert Bandura explained the self-efficacy belief as a person has the ability that he or she needs to do a specific task (Bandura, 1997). Within the scope of sales, self-efficacy is the perception that salespeople have the capability that he or she complete the given sales-related tasks successfully (Krishnan, Netemeyer and Boles, 2002). Competitiveness has been associated with self-efficacy by Brown, Cron and Scolum (1998). According to them; self-efficacy has big influence on performance. When the impacts of self-efficacy are controlled, "the direct effect of competitiveness on performance is not clear" (Ibid). Competitiveness and self-efficacy are associated with performance by the level of determined targets. It was observed that the salespeople with high self-efficacy determine higher targets and performed better and

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possibility of reaching these targets are more than the salespeople with low self-efficacy. Encouraging healthy competition among salespeople have positive relationship with their sales performance (Brown, Cron and Scolum, 1998; VandeWalle et al., 1999; Krishnan, Netemeyer and Boles, 2002).

Effort in selling is one of the factors that encourages ability to accomplish the given task (VandeWalle et al., 1999). According to Krishnan, Netemeyer and Boles (2002) self-efficacy has indirect impact on increased performance effort, it may have not direct impact on performance. Salespeople, who believe themselves about the ability to show their performance, associates their failure with lack of effort. They assume the increased level of effort increases their performance. Salespeople with low self-efficacy have a tendency to give up in failure situations because they relate their faiure with lack of skills. Therefore, self-efficacy is a factor that reduces demoralizing impacts of sales failure and it provides persistance in a selling task.

Stajkovic and Luthans (1998) states that, salespeople who has higher self-efficacy beliefs inclined to make effort to build strong customer relationships and perform better with respect to salespeople with lower self-efficacy (Yang, Kim & McFarland, 2013).

According to Bandura (1997) and Gist & Mitchell (1992); selling task effort, persistence in a selling task and effective problem-solving related behaviors are shaped by individual difference of self-efficacy. Therefore, self-efficacy affects as a failure reaction both the individual perception of failure and behavioral preferences. The relationship between level of sales quota and the expectancy of task success was studies by Chowdhury (1993). The graph representation of the relationship is shown by AD, EF, GH curves in Figure 2.2. According to graph, sales quota level and expectancy of task success has a reverse relationship with each other. Increasing

sales quota level leads to decrease of expectancy. Salespeople with high self-efficacy drop their expectancy of task success at higher sales quota levels with regards to salespeople with low self-efficacy. In the graph, AD curve represents the relationship of sales quota and expectancy for people who have low self-efficacy and EF curve represents people with high self-efficacy. So, for the given sales quota level, self-efficacy and expectancy have a positive relationship.

Figure 2.2. The Relation Between the Sales Quota Rate and the Anticipated Success of the Assignment, Chowdhury (1993)
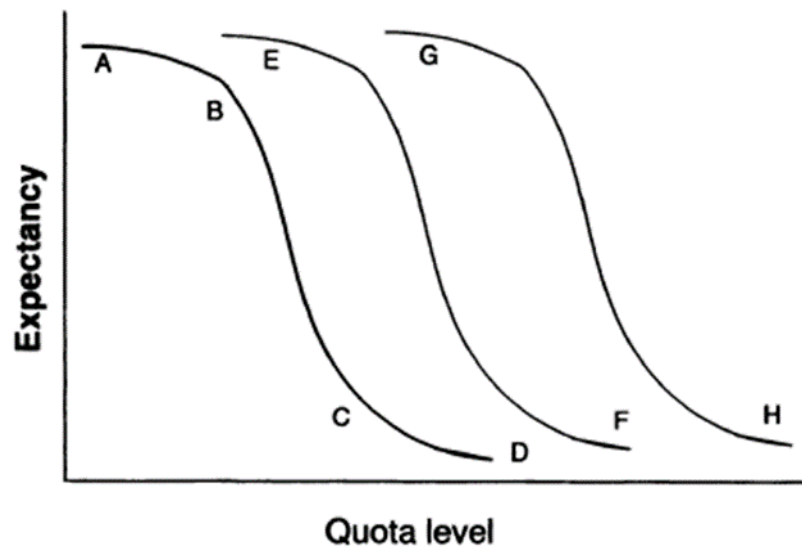
Chowdhury (1993) states that informing salespeople about the possibility of success in their assigned task has an impact on their expectance in both positive and negative way. In this situation, the quality of given information is also important. The information that provided to salespeople should be expressed clearly. Especially, these informations have characteristics of feedback for beginner salespeople and it affects their self-efficacy in a long term.

Locke (2001) emphasized that setting goals has an influence on self-efficacy because setting challenging goals is a trust statement that convinces the salespeople to believe in his or her abilities. When salespeople feel confidence about their ability

for successful closing a sale for a new product, they tend to form their future possible success. Thus, they set higher personal goals for themselves. Personal goals have an important role for new product selling and This mediates the impact on new product sales of self-efficacy (Frank, Keith and Jones, 2009).

Training in sales is a significant factor for self-efficacy. The research that was conducted by Gist & Mitchell (1992), Eden & Aviram (1993) and Saks (1995) showed self-efficacy can be achieved by socialization of the sales force that express the process of acquiring the knowledge, skills and values necessary for people to do their jobs. Dixon and Schertzer (2005) also support this idea with emphasizing willingness to learn and mastery orientation. Having successful experiences, pattern oneself after accomplished performances and verbal persuasion have an important impact on improvement of self-efficacy (Brown, Cron & Scolum, 1998). Dividing sales processes into subparts also improves self-efficacy with building mastery and trust (Vallacher & Wegner, 1985). Building processes in training that increase confidence and self-efficacy of new salespeople may lead the way for learning profitable sales strategies and being in intrreaction with potential customers. For instance, self-efficacy increasing effect of role-playing technique in training is emphasized by Gist and Mitchell (1992). This training technique encourages employee to serve customers' needs and enhances effective communication with customers (Krishnan, Netemeyer and Boles, 2002).

2.2. Performance Feedback

2.2.a. The Concept of Feedback

Feedback is considered as one of the main factors of motivation, performance, satisfaction and training topics that typically used term in management (Herold &

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Greller, 1977). Individuals expend an effort to adapt their environment by organizing their experiences and behaviors. Within organizational framework, individuals try to respond to the various expectations of the organization and try to activate the adaptation process. In this context, the success of the adaptation process depends on reaching the correct and enough information. That information meets organization's expectations and provides behaviour to an individual that attains personal goals which is called as feedback (Ashford, 1986). According to Reid & Shoemaker (1984), performance feedback is described as providing the employee's guidance for assigned tasks with information on perspectives. Feedback provides effective performance and decreases ineffective performance under certain circumstances. It should have specific and clearly understood content that is related to critical performance standarts (London, 2003). Because of referring personal issues, feedback has an inherent effect on individuals (Morrison & Cummings, 1992).

"Feedback seeking behavior" is asserted by Ashford and Cummings (1983). It is defined as developing correct and appropriate behaviors on the purpose of reaching value creating outcomes (Ashford, 1986). According to the authors (Ibid), people who are in "feedback seeking behavior" (1983), considers feedback as an important resource of information. It is useful because of reducing unclarity about whether one's performance is high or low, determining performance mistakes and allows to self-evaluation (Morrison and Cummings, 1992).

2.2.b. Importance and Purpose of Feedback

Feedback directs people to form their behaviors. Individuals always receive feedback as formally or informally in their lives. Each person has a goal to be successful and meet expectations of others or organizations. However, people should

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understand what these expectations are. The measurement of how people are doing to reach their goals with professional and personal aspects is called feedback (Garber, 2004).

Maitland (1998) and Palmer (1993) state that providing feedback is also an important part of performance evaluation to analyzing whether employees approach the standarts for their identified job describtion. This feedback is quite beneficial for employees who have a positive approach and are supported by education and training. Most people like to get constructive and self-confidence enhancing feedback. Palmer and Winters (1993) assert that feedback has also motivational impact on employees. Receiving feedback during performance evaluation provides an opportunity to compare the performance results expected from the person with the actual success and leads to initiate commutication process between evaluator and evaluated people (Helvacı, 2002).

The valence of feedback is also essential whether positive or negative that perceived by recipient. Positive feedback indicates that an individual has achived the succesfull performance level or the individual has displayed a behavior to reach their goals (Kocel, 2011). Positive feedback is provided for regarding to domain that employees are relatively succesfull. It mostly aims providing self-improvement for individuals with motivation and rewarding. It usually involves appreciative, complimentary and positive statements which are related to technical and behavioral aspects. Negative feedback focuses on poorly performanced areas of individuals. It aims eliminating insufficiencies in these areas and provides improvement about technical and behavioral issues. The concept of negative feedback refers critical but constructive information (Kaymaz, 2007).

DeNisi and Kluger (1996) conducted a meta analysis to examine the effectiveness of feedback interventions. Results revealed (Ibid) more than one-third of situations, feedback consequences to negative effects on following performances. They asserted that the impact of feedback on performance is not improved consistently (DeNisi & Kluger, 2000).

2.2.c. Feedback Acceptance

Although the main purpose is to be able to give objective messages about both behavior and appreciating accomplished job, feedback may be perceived as judgement for individuals that make someone's worry about perceiving negative thoughts (Harris, 2012). When the response is good, it is acknowledged more often compared to the negative feedback, so people can better interpret the feedback as it is expressed. (Halperin, Snyder, Shenkel, & Houston, 1976; Shrauger and Rosenberg, 1970; cited in Kampkuiper,2015). Negative feedback is usually considered less reliable and therefore less tolerated than positive feedback by receivers (Fedor et al., 1989; Ilgen et al., 1979; cited in Steelman and Rutkowski, 2004). The importance of given messages during feedback process is emphasized by Audia and Locke (2003) and they point out the significance of accepting negative feedback as useful information. According to them, negative feedback acceptability relies on feedback providers' profession about domain, honesty of feedback provider, observing or following closely the related performance, evaluating employees' performance as objectively, considering the factors that employee cannot control, involving clear and unambiguous information.

According to London and Smither (2002), because of having psychological and sociological reflections of feedback, it is quite difficult to use this information to

good account. For example, lack of morale and motivation, disappointment, stress and tarnished image. Perceiving negative evaluations like an achievement and using this information in useful way without personalization is difficult under mental and social pressure that mentioned above (Kaymaz, 2007).

2.2.d. Performance Feedback for Salespeople

Jaworski and Kohli (1991) generally describe feedback as providing praise or awareness to a subsalespeople who performs below or above the expectations of the sales manager. Performance of salespeople is strongly shaped by feedback (Jaworski and Kohli, 1991). Providing feedback is one of the fetatures of sales coaching and other dimensions are role modelling and confience in sales manager. The feedback received from the manager impacts the potential of the salespeople in a significant way. Like everyone else, it is also important to be appreciated for salespeople. Therefore, when the salespeople do something right, it should be praised by the manager. This phraising leads to repetition of right behavior of salespeople (Rich, 1998).

Informative and motivative effects of feedback enhances sales performance (Jaworski and Kohli, 1991). Jaworski and Kohli (1991) emphasized that positive output feedback had an increasing influence on performance and positive behavioral feedback had a strong effect on job satisfaction. Moreover, when salespeople understood managers' expectations, they concentrate on their efforts and reached superior performance. Futrell et al. (1976) emphasized that effeciveness of salesforce is enhanced with a clear understanding of the reward system for salespeople. Sujan (1986) stated that sales personnel tend to work more intelligently, given that an unsuccessful sales effort depends on a strategy error. If the source of failure is the

lack of effort, it is likely that a salesperson will work harder rather than acting smarter. In this case, providing feedback for correcting salespeople behavior and increasing their performance are responsibilities of sales manager (Harmon et. al., 2002).

Podsakoff ve MacKenzie (1994) stated that because sales managers rely on performance evaluations to make promotional, reward and training decisions, these concepts that drive feedback are important to both salespeople and the organization. Salespeople can challenge, misinterpret or deny evaluations and feedback from sales managers based on their own personal biases and self-assessments (Jaworski and Kohli 1991). Therefore, the fundamentals of a sales manager's assessment and the underlying processes can assign the acceptance of feedback from the manager. The high level of acceptance of a salesperson's feedback increases the motivational impact on salespeople. The relationship between feedback and performance will be managed by salespeople's rate of accepting feedback (Jaworski and Kohli 1991).

2.2.e. Self-Efficacy & Performance Feedback Relationship

Self-efficacy impacts many variables associated to job performance. As cited in Sigri, Tabak, Gungor (2010), these include life insurance sales (Barling and Beattie, 1983), faculty research efficiency (Taylor et al., 1984), overcoming challenges (Stumpf et al., 1987), career choice (Lent et al., 1987), learning and achievement (Campbell and Hackett, 1986; Wood and Locke, 1987), technology compliance (Hill et al., 1987). Judge and Bono (2001) showed that there was a relationship between general self-efficacy and job satisfaction, and Bozeman et al. (2001) and Tracey et al. (2001) found that self-efficacy affected organizational commitment. In addition, self-efficacy was associated with performance (Sadri and Robertson, 1993; Stajkovic and

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Luthans, 1998), organizational commitment (Bozeman et al, 2001; Tracey et al, 2001) and job satisfaction (Judge and Bono, 2001; Judge et al, 2000) in past studies (cited in Sigri, Tabak, Gungor, 2010, p.53).

Self-efficacy and feedback's relation is developed in the social cognitive theory of Bandura (1977). As explained before, according to social cognitive theory there are four factors that form sense of self-efficacy are mastery experiences (success or failure), vicarious experiences (witnessing success and failures of others), social persuasion (by family, friends, colleagues) and psychological states (experiencing intense emotions such as excitement, fear, etc.) (Cassidy and Eachus, 2002). Schunk & Zimmerman (2012) emphasized that repeatition of failure experiences may cause the reduction of self-efficacy level of individuals. Social persuasion is also important for performance evaluation that includes suggestions, recommentations and warnings from important people around individuals. Social persuasion was recognized as a factor that improves self-efficacy, unless it correlates with successful experiences inferences. It has shown by Bandura and Cervone (1986) note that in the case of a difference between performance and a personal norm or target, awareness of feedback may affect self-efficacy. Feedback providers' credibility, reliability, expertise and prestige about related domain impact the effectiveness level of social persuasion (Bandura, 1977). A study about the impact of feedback on research assistants' self-efficacy emphasized that the feedback provided by more experienced faculty member will provide a significant resource for enhanced self-efficacy in research assistants who can be considered as at the beginning of their career (Cankir, 2016). Feedback which provided as unclear and inccurate in way may degrade self-efficacy and performance relationship (Gist & Mitchell, 1992).

A research which was conducted by Bandura and Cervone (1983) showed that goals increased performance under circumstances entegrating a personal standart and performance feedback of progress toward it. Goal systems attains motivational impacts by the help of self-efficacy mechanisms. Self-efficacy impresses individuals' responses to feedback. People with higher self-efficacy show greater performance. Self-evaluative mechanisms and self-efficacy mechanism are two regulators that effect individuals' reactions to performance feedback according to social learning theory. Firstly, self-evaluative mechanisms allow people to compare performance feedback and their internal performance standarts. Secondly, "self-efficacy mechanism is the regulator that individual's judgement about their capabilities to accomplish given specific tasks. Related study showed that sense of self-efficacy is a considerable factor of performance" (Locke, Frederick, Lee & Bobko, 1984; cited in Podsakoff, Fahr, 1989). Schunk (1981, 1982) displayed that self-efficacy beliefs are increased by attributional feedback while Deci and Ryan (1985) concluded that informative feedback increases essential motivation to the significant degree that it increases qualification of individuals. Based on cognitive evaluation theory (Tuckman, 1992), by the help of feedback, people generate an idea about their performance level. Individual's perception of performing skillfully and coming more competent, increases their motivation and self-efficacy. When people believe themselves about their increasing performance with changing their behavior by greater effort or the use of successful assignment techniques, their self-efficacy and motivation will not reduce when they face with failure or slow processes (Schunk, 1995). A research that carried out by Johnson, Perlow and Pieper (1993) showed that strong self-efficacy people getting performance-oriented feedback performed better

with regards to mistakes than individual who have lower self-efficacy that the results are consistant with Bandura (1986) (Johnson, Perlow & Pieper, 1993).

The valence of feedback is one of the factors that affecting level of self-efficacy. Earley (1986) stated feedback sign-performance relationship might be mediated with self-efficacy (Johnson, Perlow, Pieper, 1993). Positive feedback is more efficient than negative feedback in terms of increasing self-efficacy of recipients about their work performance (Holroyd, Penzien, Hursey, Tobin, Rogers, Holm, Marcille, Hall & Chila, 1984; cited in Karl, O'Leary-Kelly & Martocchio, 1993). The research was conducted by Nease, Mudgett, and Quiñones (1999) revealed people who have high self-efficacy reduced their tolerance of frequent negative feedback, while the acceptance rate of people with low self-esteem remained constant over time. (Güngör, 2015). "People with high self-efficacy reacts to the negative feedback with higher effort as against people with lower self-efficacy" (Locke and Latham, 1990). As DeNisi and Kluger (1996) stated in feedback intervention theory, self-level is directly attentioned by feedback. According to Nease et al. (1999) future self-efficacy level of individuals is also affected by the feedback sign. Future self-efficacy decreases by negative feedback and increases by positive feedback.

In literature, self-efficacy associated with different variables. In this study, self-effcacy is the dependent variable, positive feedback, negative feedback and acceptance of negative feedback from manager and customers are the independent variables. Their relationship with self-efficacy is the main purpose of the research.

In the light of given information above, following statements were hypotesised;

H$_0$.1 = There is no significant relationship between sense of self-efficacy of salespeople and positive performance feedback.

H$_1$ = There is a significant relationship between sense of self-efficacy of salespeople and positive performance feedback.

H$_0$.2 = There is no is a significant relationship between sense of self-efficacy of salespeople and negative performance feedback.

H$_2$ = There is a significant relationship between sense of self-efficacy of salespeople and negative performance feedback.

H$_0$.3 = There is no significant relationship between sense of self-efficacy of salespeople and acceptance of negative feedback from manager.

H$_3$ = There is a significant relationship between sense of self-efficacy of salespeople and acceptance of negative feedback from manager.

H$_0$.4 = There is no significant relationship between sense of self-efficacy of salespeople and acceptance of negative feedback from customers.

H$_4$ = There is a significant relationship between sense of self-efficacy of salespeople and acceptance of negative feedback from customers.

In the next chapter, methodology of the research will be introduced.

CHAPTER III

METHODOLOGY

In this thesis, the relationship between perception of self-efficacy with positive and negative feedback among sales personnel will be discussed. Although self-efficacy has a motivating effect on people, it also affects people's behavior and attitudes. Like self-efficacy, feedback is an effective element for shaping behaviors of salespeople. Due to this similarity in their nature, the relationship with each other will be investigated. This research will also reveal the effect of the feedback sign on the salespeople. This chapter includes research questions, research design of the study, data analysis and findings.

4.1. Research Design

The research questions that will be tried to be answered in accordance with the research model developed are as follows:

1. How does receiving positive performance feedback affect salespeople's self-efficacy perception?

2. How does receiving negative performance feedback affect sales people's self-efficacy perception?

3. Is there a significant relationship between the sense of self-efficacy of salespeople and their acceptance of negative feedback from their managers?

4. Is there a significant relationship between the sense of self-efficacy of salespeople and their acceptance of negative feedback from their customers?

Research model of the study is demonstrated in Figure 3.1.

Figure 3.1. Research Model of the Reseach
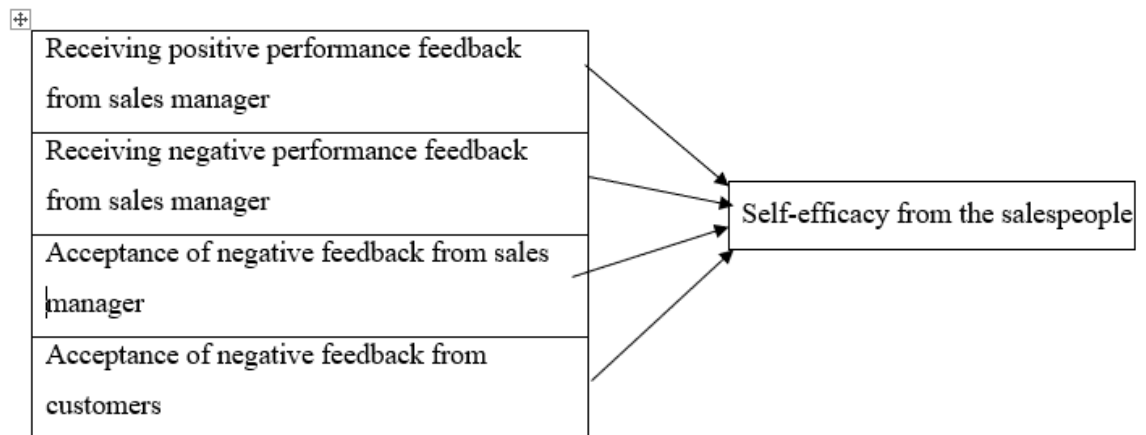
As a research method in the study, quantitative research techniques were used. Target population of the study consists of the salespeople of large scaled enterprises in different sectors.

In sales context, the participants of the thesis will be composed of 175 salespeople who works in a largescale enterprise operating in different industries in Turkey. Participants evaluated the statements with the "5-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly Agree)" (Gürbüz & Sahin, 2017). Before the Likert type statements, participants answered demographic questions. These questions were about gender, age, highest educational degree earned, year of experience in sales and about the sector in which they work.

Participants will receive a cover letter that indicates the survey's aim. It likewise will have guaranteed them that individual reactions would not be revealed, and just

totaled information would be accounted. A survey was carried out for collecting data and the evaluation of data is completed by SPSS 24.0 program.

3.2.   Participants

The target group of the research consists of salespeople who have direct contact with the customer and receive feedback from the manager in Turkish industries. Within the scope of the research, 205 salespeople were reached in approximately 20 different sectors that were randomly selected according to their accessibility from large scaled companies and 175 of them fully participated in the survey. Participants work in the field of sales in sectors such fast moving consumer goods, pharmaceutical industry, machine and equipment, tobacco industry and others.

4.3.   Data Collection

In the thesis, the relationship between self-efficacy and positive / negative performance feedback and feedback acceptance will be investigated. The questionnaire was reached to the participants who were actively involved as salesperson in the business life, and the participants were able to respond online. The measurement of sense of self-efficacy of a salesperson has done by modifiying Chowdhury's (1993) scale. The scale was modified for measuring salespeople's sense of self-efficacy by Sujan et.al. (1994). Reliability of self-efficacy variable was calculated as 0.77 in Sujan et al (1994). Positive and negative feedback will be measured by using Jaworski and Kohli's (1991) scales for both of them. This scale was obtained from Sujan et.al. Reliability of positive and negative feedback variables were calculated as 0.94 and 0.89 respectively in Sujan et al (1994). Feedback

acceptance will be measured by using "Feedback Acceptance Scale" (Tonidandel, Quinones & Adams, 2002). This scale is based on negative feedback from customers. In addition to the negative feedback from customers, the negative feedback from the sales manager was also measured by adapting to the feedback acceptance scale of Tonidandel, et al., (2002). Therefore, participants were asked to answer these questions considering that they received negative feedback. There are four items for each feedback acceptance scale. Modified feedback acceptance scale from Tonidandel, et al., (2002) was used in Rife (2016) Doctor of Philosophy thesis. Distribution of the survey statements were shown in Table 3.1.

Self-Efficacy	1,2,3,4*,5*,6,7
Positive Feedback	8,9,10,11,12,13,14,15
Negative Feedback	16,17,18,19,20,21,22,23
Feedback Acceptance (from manager)	24*,25,26*,27*
Feedback Acceptance (from customer)	28*,29,30*,31*

*Reverse scored questions

Table 4.1. The Distribution of the Survey Statements

Before the data collection step, the following steps are completed. Firstly, because the research will be carried out in Turkish companies, the questionnaire was translated from English to Turkish by group of people that consists of academic staff. It was seen that all the questionnaires translated into Turkish by the group were translated in a similar. Then a Turkish questionnaire was formed at the common point. To evaluate the success of the Turkish translation, reverse translation technique was used, and separate group of people translate again the questionnaire from Turkish to English. The comparison of the original questionnaire and the translated English questionnaire revealed that the statements were very similar to the original one. All self-efficacy scale, positive/negative feedback scale and feedback

acceptance scales were combined for providing convenience to participants. Turkish questionnaire was attached to Appendix-A.

Following check of the success of Turkish translation with reverse translation, the informed consent form was added to the beginning of survey. This form provides some information about participating this research such as voluntary participation, privacy and confidentiality. Before proceeding to the step of data collection, the necessary application was made to TOBB ETU Human Research Evaluation Board to get approval for starting this research. Approval document was attached to Appendix-B.

After the forming of survey, pilot study was conducted for checking the survey itself for any uncertainty of statements and clarification of the collected data. Pilot study was conducted to 20 participants. The data were collected by way of an online survey (Survey Monkey). The feedback obtained from the pilot study demonstrated that there was no problem in understanding the statements clearly. Therefore, pilot study data were also included in the study.

4.4. Analysis and Results

In this study, data analysis was performed through SPSS 24.0 software program. Firstly, descriptive statistics were used for analyzing first part of the survey. Frequencies and percentages of items were shared. Then reliability analysis has been completed. "To measure internal consistency, Cronbach's Alpha Coefficient is used" (Gürbüz & Sahin, 2017). Afterward, normality test was used for checking variables distribution. Correlation and regression analysis are completed.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, results of the data analysis and discussions will be presented. Then hypothis of the research will be discussed.

5.1. Descriptive Statistics

According to the gender of the participants, it was seen that 39 of them (22.3%) were female and 136 (77.7%) were male. Table 4.1. demonstrates a summary of frequency and percetages for gender.

Gender	Frequency	Percent	Cumulative Percent
Female	39	22,3%	22,3%
Male	136	77,7%	100%

Table 4.1. Descriptive Statistics for Gender

When the age distribution of the participants was examined, it was seen that 45 people (25.7%) were between the ages of 20-29, 92 (52.6%) were between the ages of 30-39, 28 (16.0%) were between the ages of 40-49 and 8 were between the ages of 50-59 (4,6%) and 2 of them (1.1%) are ages of 60 and over. Accordingly, the 30-39 age group with 92 people is the most crowded group. The summary of frequency and percentages or age groups displayed in Table 4.2.

Age Groups	Frequency	Percent	Cumulative Percent
20 ≤ Age ≤ 29	45	25,7%	25,7%
30 ≤ Age ≤ 39	92	52,6%	78,3%
40 ≤ Age ≤ 49	28	16,0%	94,3%
50 ≤ Age ≤ 59	8	4,6%	98,9%
60 ≥ Age	2	1,1%	100,0%

Table 4.2. Descriptive Statistics for Age Groups

According to educational status of participants, 17 (9,7%) participants' educational status were under high school, 9 (5,1%) participants have associate degree, 121 (69,1%) participants have undergraduate degree, 26 (14,9%) participants have master's degree and 2 (1,1%) participants have doctorate degree. Descriptive statistics of educational status was summarized in Table 4.3.

Educational Status	Frequency	Percent	Cumulative Percent
Under high school	17	9,7%	9,7%
Associate degree	9	5,1%	14,9%
Undergraduate degree	121	69,1%	84,0%
Master's degree	26	14,9%	98,9%
Doctorate degree	2	1,1%	100%

Table 4.3. Descriptive Statistics of Educational Status

When the years of experience in sales for participants were examined, 8 of them have 0-1 years (4.6%), 19 of them have 1-2 years (10.9%), 39 of them have 3-5 (22.3%) years, 49 of them have 5-10 years (28.0%) and 60 people have 10 years and more experience (34.3%). Summary table of the years of experience in sales for participants was shown in Table 4.4.

Years of Experience in Sales	Frequency	Percent	Cumulative Percent
0-1 years	8	4,6%	4,6%
1-2 years	19	10,9%	15,4%
3-5 years	39	22,3%	37,7%
5-10 years	49	28,0%	65,7%
10 years and more	60	34,3%	100,0%

Table 4.4. Descriptive Statistics for Years of Experience in Sales

The distribution of the sectors in which the participants worked in the sales area is shown in the Table 4.5. It is seen that 82 people (46.9%) work in machinery and equipment sector, 15 people (8.6%) in tobacco industry sector, 9 people (5.1%) in fast moving consumer goods sector, 9 people (5.1%) in pharmaceutical industry sector and 60 people (34.3%) work in other sectors.

Sector	Frequency	Percent	Cumulative Percent
Machinery and Equipment	82	46,9%	46,9%
Tobacco Industry	15	8,6%	55,4%
Fast Moving Consumer Goods	9	5,1%	60,6%
Pharmaceutical industry	9	5,1%	65,7%
Other	60	34,3%	100,0%

Table 4.5. Sector Distribution of Participants

When the responses of the participants to the questionnaire are examined, it is seen that the salespeople participating in the survey have high sense of self-efficacy. Statistical data's summary table for variables was shown in following Table 4.6.

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Variables	Mean	Std. Deviation	Variance	Minimum	Maximum
Self-Efficacy	3,9551	,34447	,119	3,14	4,86
Positive Feedback	3,8114	,80530	,649	1,00	5,00
Negative Feedback	3,9957	,61368	,377	1,50	5,00
Acceptance of Negative Feedback from Manager	3,5271	,67032	,449	1,00	5,00
Acceptance of Negative Feedback from Customer	3,5200	,65623	,431	1,00	5,00

Table 4.6. Summary Data of Variables

5.2. Reliability Analysis and Results

This thesis aimed to investigate the relationship between sense of self-efficacy and performance feedback among salespeople. For this purpose, sense of self-efficacy level 7, positive feedback effect level 8, negative feedback effect level 8, level of acceptance of negative feedback from the manager 4 and level of acceptance of negative feedback from the customer were measured with a total of 31 items.

The scale's reliability was tested by calculating "Cronbach's alpha coefficient" (Gurbuz & Sahin, 2017). Internal consistency of variables was examined. "Cronbach's alpha coefficient" (Ibid) is frequently used method for reliability analysis. "Cronbach's alpha coefficient has a range between 0 and 1. For a reliable scale, Cronbach's alpha coefficient should be equal or higher than 0.7 at the end of reliability analysis" (Gurbuz & Sahin, 2017). The results associated to the reliability of the scale were summarized in the Table 4.7.

Variables	Number of items that form variables	Cronbach's Alpha Coefficient
Self-Efficacy	7	0,925
Positive Feedback	8	0,946
Negative Feedback	8	0,899
Acceptance of Negative Feedback from Manager	4	0,775
Acceptance of Negative Feedback from Customer	4	0,761

Table 4.7. Cronbach's Alpha Coefficient of Variables

Table 4.7 shows "Cronbach's Alpha Coefficient" (Gurbuz & Sahin, 2017) of 31 items is over 0.70 that indicates the scale is reliable.

5.3. Normality Test

Before testing research hypotheses, a normality test was conducted to determine if the data has normal distribution or not. The results determined the type of correlation analysis while testing research hypothesis. Results of normality test was summarized below in Table 4.8.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
se_ort	,115	175	**,000**	,974	175	,003
pfb_ort	,141	175	**,000**	,922	175	,000
nfb_ort	,166	175	**,000**	,937	175	,000
anfbm_ort	,116	175	**,000**	,964	175	,000
anfbc_ort	,124	175	**,000**	,960	175	,000

a. Lilliefors Significance Correction

Table 4.8. Results of Normality Test

Normality test results displayed that self-efficacy, positive feedback, negative feedback, feedback acceptance (from manager), feedback acceptance (from customers) were not normally distributed. In this case, non-parametric Spearman correlation analysis will be conducted for correlation analysis.

5.4.   Correlation Analysis

"Correlation analysis was performed to determine the significance level and direction between two quantitive variables" (Gurbuz & Sahin, 2017). In this thesis, correlation analysis was used to test whether there is a significant relationship between self-efficacy, which is a dependent variable, and positive feedback, negative feedback, acceptance of negative feedback from the manager and acceptance of negative feedback from customers as independent variables. The correlation coefficient was calculated when examining each relationship to demonstrate the strength of this relationship among variables. When coefficient is between 0 and 0,3, it is interpreted as weak, if it is between 0,3 and 0,7, it is moderate, and if it is between 0,7 and 1 the relationship is interpreted as strong (Gurbuz & Sahin, 2017). Correlation analysis was tested at 0,05 significance level.

For the relationship between sense of self-efficacy of salespeople and positive performance feedback;

H_0 = There is no significant relationship between sense of self-efficacy of salespeople and positive performance feedback.

H_1 = There is a significant relationship between sense of self-efficacy of salespeople and positive performance feedback.

The correlation between two variables that is given above was presented following Table 4.9.

Correlations

			se_ort	pfb_ort
Spearman's rho	se_ort	Correlation Coefficient	1,000	**,186***
		Sig. (2-tailed)	.	,014
		N	175	175
	pfb_ort	Correlation Coefficient	,186*	1,000
		Sig. (2-tailed)	,014	.
		N	175	175

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.9. Correlation Between Sense of Self-Efficacy of Salespeople and Positive Feedback

According to the results of the analysis, the correlation coefficient was found as 0,186 at 0,05 significance level and p=0,014 that is lower than 0,05. In this case, H_0 is rejected and H_1 is accepted. Results demonstrated there is a weak but positive relationship between salespeople's sense of self-efficacy and positive performance feedback.

For the relationship between sense of self-efficacy of salespeople and negative performance feedback;

$H_0.2$ = There is no significant relationship between sense of self-efficacy of salespeople and negative performance feedback.

H_2 = There is a significant relationship between sense of self-efficacy of salespeople and negative performance feedback.

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The correlation between two variables that given above was shown in Table 4.10.

Correlations

			se_ort	nfb_ort
Spearman's rho	se_ort	Correlation Coefficient	1,000	**,249**[**]
		Sig. (2-tailed)	.	,001
		N	175	175
	nfb_ort	Correlation Coefficient	,249[**]	1,000
		Sig. (2-tailed)	,001	.
		N	175	175

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

Table 4.10. Correlation Between Sense of Self-Efficacy of Salespeople and Negative Feedback

According to the results of the analysis, the correlation value was found as 0,249 at 0,01 significance level. In this case, $H_0.2$ is rejected and H_2 is accepted. Results demonstrated there is a weak but positive relationship between salespeople's sense of self-efficacy and negative performance feedback.

For the relationship between sense of self-efficacy of salespeople and acceptance of negative feedback from manager correlation was shown in Table 4.11;

$H_0.3$ = There is no significant relationship between sense of self-efficacy of salespeople and acceptance of negative feedback from manager.

H_3 = There is a significant relationship between sense of self-efficacy of salespeople and acceptance of negative feedback from manager.

Correlations

			se_ort	anfbm_ort
Spearman's rho	se_ort	Correlation Coefficient	1,000	**,073**
		Sig. (2-tailed)	.	**,339**
		N	175	175
	anfbm_ort	Correlation Coefficient	,073	1,000
		Sig. (2-tailed)	,339	.
		N	175	175

Table 4.11. Relationship Between Sense of Self-Efficacy and Acceptance of Negative Feedback from Manager

According to the results of the analysis, the correlation coefficient was found to be 0,073 at 0,05 significance level. P value was calculated as 0,339 that is higher than 0,05. These findings indicate that $H_0.3$ hypothesis will be accepted while H_3 is rejected. So, it can be interpreted as there is no significant relationship between sales people's sense of self-efficacy and their acceptance of negative feedback from their managers.

The relationship between sense of self-efficacy of salespeople and acceptance of negative feedback from customers correlation was shown in Table 4.12;

$H_0.4$ = There is no significant relationship between sense of self-efficacy of salespeople and acceptance of negative feedback from customers.

H_4 = There is a significant relationship between sense of self-efficacy of salespeople and acceptance of negative feedback from customers.

Correlations

			se_ort	anfbc_ort
Spearman's rho	se_ort	Correlation Coefficient	1,000	**,125**
		Sig. (2-tailed)	.	**,100**
		N	175	175
	anfbc_ort	Correlation Coefficient	,125	1,000
		Sig. (2-tailed)	,100	.
		N	175	175

Table 4.12. Relationship Between Sense of Self-Efficacy and Acceptance of Negative Feedback from Customers

According to the results of the analysis, the correlation coefficient was calculated as 0,125 at 0,05 significance level. P was found as 0,1 that is higher than 0,05. These results show that $H_0.4$ hypothesis will be accepted and H_4 is rejected. Thus, it can be interpreted as there is no significant relationship between salespeople's sense of self-efficacy and their acceptance of negative feedback from their customers.

The summary of hypothesis results was shown in Table 4.13.

Hypothesis	Relationship Between Variables	Correlation Coefficient	Significance Level	Accepted Results
1	Self-efficacy and positive performance feedback	**,186**	0,014	**H_1**
2	Self-efficacy and negative performance feedback	**,249**	0,01	**H_2**
3	Self-efficacy and acceptance of negative feedback from manager	**,073**	0,339	**$H_{0.3}$**
4	Self-efficacy and acceptance of negative feedback from customers	**,125**	0,100	**$H_{0.4}$**

Table 4.13. Hypothesis Results

The correlation matrix showing the relationship between the variables is shown in the Table 4.14 below.

	se_ort	pfb_ort	nfb_ort	anfbc_ort	anfbm_ort
se_ort	1	,186[*]	,249[**]	0,125	0,073
pfb_ort		1	,443[**]	-0,087	,431[**]
nfb_ort			1	0,011	,214[**]
anfbc_ort				1	,169[*]
anfbm_ort					1

*. Correlation is significant at the 0.05 level (2-tailed).

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

Table 4.14. Correlation Matrix

5.5. Regression Analysis

The theoretical standpoint of thesis was established that some independent variables influenced dependent variables. So, "hierarchical regression analysis was performed to control the effect of independent variables on dependent variables" (Gurbuz & Sahin, 2017).

Self-efficacy was included as dependent variable, positive feedback and negative feedback were included as independent variables. When findings of analysis were examined, impact of positive feedback on self-efficacy perception is examined in Model 1. In Model 2, a new independent variable, negative feedback, was added to the model to investigate the impact of positive and negative feedback on self-efficacy. According to R^2 value, the first model explains 5.3% of the variance, while 6.7% of the variance is explained by adding the negative feedback effect. So, negative feedback explains 1,4% of the variance. Adjusted R^2 represents the generalizability of the model. So, if the model includes whole population instead of the sample, it would explain 5,6% of the total variance. Model summary was shown in following Table 4.15.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	,229a	**,053**	,047	,33626	,053	9,608	1	173	,002
2	,259b	**,067**	,056	,33465	,014	2,665	1	172	,104

a. Predictors: (Constant), pfb_ort

b. Predictors: (Constant), pfb_ort, nfb_ort

Table 4.15. Summary of the Regression Model

Partial regression plot was shown in Figure 4.1. and Figure 4.2. They indicate that variables have nonlinear relationship.

Figure 4.1. Partial Regression Plot, Dependent Variable: se, Independent Variable: pfb

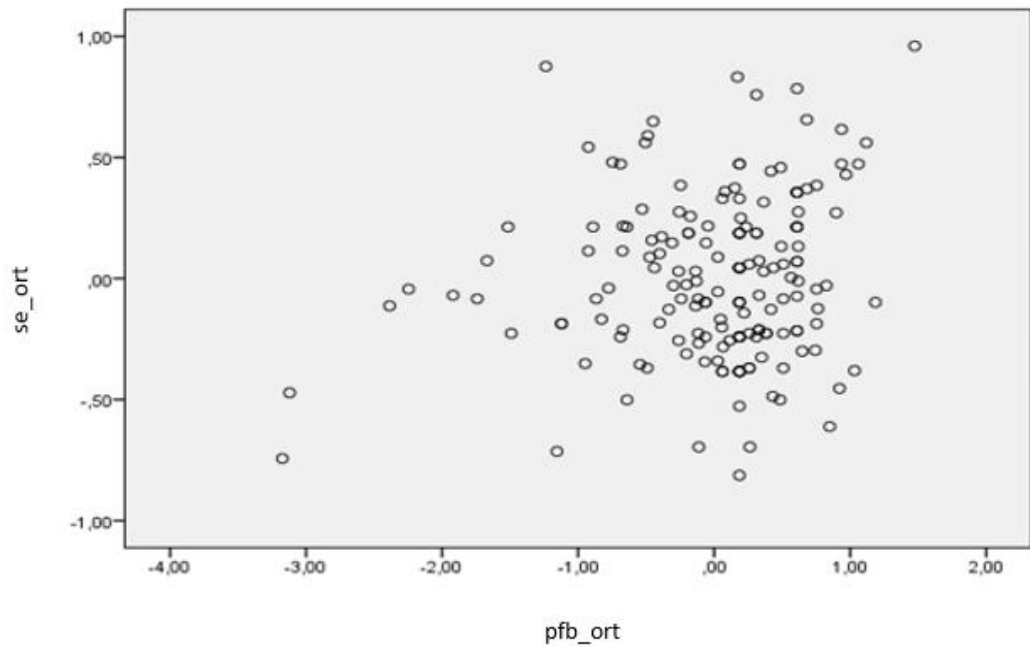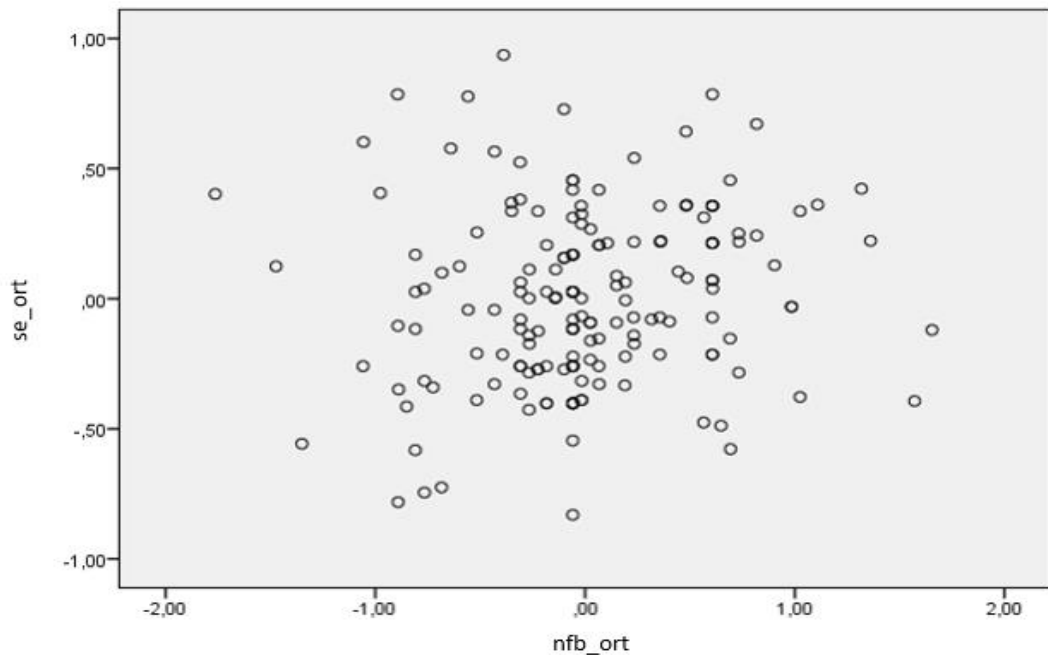**Figure 4.2.** Partial Regression Plot, Dependent Variable: se, Independent Variable: nfb

Table 4.16. shows ANOVA findings showing significance of models in hierarchical regression analysis. The significancy of the model shows how well the variance of the dependent variable (self-efficacy) is explained by the model. The smaller the significance value (Sig.) in the table, the better the regression model

explains the variance in the dependent variable (Gurbuz & Sahin, 2017). Since the significance is less than 0.05 for both models, these models are statistically significant.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1,086	1	1,086	9,608	**,002[b]**
	Residual	19,561	173	,113		
	Total	20,647	174			
2	Regression	1,385	2	,692	6,183	**,003[c]**
	Residual	19,262	172	,112		
	Total	20,647	174			

a. Dependent Variable: se_ort

b. Predictors: (Constant), pfb_ort

c. Predictors: (Constant), pfb_ort, nfb_ort

Table 4.16. The Significancy Results of Hierarchical Regression Analysis

Coefficients of hierarchical regression model were shown in Table 4.17.

Standardized coefficients show the independent variables in the multiple regression model that play a role in explaining the dependent variable. The collinearity statistics section provides information about the significance of coefficients. In the first model, positive feedback as an independent variable (β = 0.229, p <0.05) has a significant effect on self-efficacy perception. In the second model, positive feedback (β = 0,171, p <0.05) and negative feedback (β = 0,134, p <0.05) as independent variables had a significant effect on self-efficacy perception.

In the first model, it is estimated that to get a score of 100 in self-efficacy perception scale, approximately 22,9 positive feedback score is needed. To calculate this regression formula is:

$$SE\ Perception = 3,581 + (0,229\ x\ PFB)$$

In the second model it is estimated that to get a score of 100 in self-efficacy perception scale, approximately 17,1 positive feedback score and 13,4 negative

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feedback score is needed. To calculate this regression formula for the second model
is:

$$SE\ Perception = 3{,}397 + (0{,}171\ x\ PFB) + (0{,}134\ x\ NFB)$$

So, increasing positive feedback leads to increasing self-efficacy perception.
Likewise, increasing negative feedback leads to increasing self-efficacy perception.

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	Zero-order	Correlations Partial	Part	Collinearity Statistics Tolerance	VIF
1	(Constant)	**3,581**	,123		29,044	,000					
	pfb_ort	**,098**	,032	**,229**	3,100	**,002**	,229	,229	,229	1,000	1,000
2	(Constant)	**3,377**	,175		19,267	,000					
	pfb_ort	**,073**	,035	**,171**	2,080	**,039**	,229	,157	,153	,807	1,239
	nfb_ort	**,075**	,046	**,134**	1,632	**,104**	,209	,124	,120	,807	1,239

a. Dependent Variable: se_ort

Table 4.17. Coefficients of Hierarchical Regression Model

Collinearity values of the variables that had included to regression analysis were
calculated for seeing whether there was a high level of relationship between these
variables. Condition index value of the model was calculated as 16,16 in Table 4.18.
It indicates that might be an intermediate level of multicollinearity problem. So, it
might influence the R^2 value.

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions (Constant)	pfb_ort	nfb_ort
1	1	1,979	1,000	,01	,01	
	2	,021	9,597	,99	,99	
2	1	2,965	1,000	,00	,00	,00
	2	,023	11,273	,21	,97	,08
	3	,011	**16,160**	,78	,03	,92

a. Dependent Variable: se_ort

Table 4.18. Collinearity Diagnostics

CHAPTER V

CONCLUSION

In the research, the relationship between sense of self-efficacy of salespeople and receiving positive / negative feedback was investigated. The relationship between level of sense of self-efficacy and feedback acceptance of salespeople from their manager and customers, also, explored. The research has answered following questions;

1. How does receiving positive performance feedback affect salespeople's self-efficacy perception?

2. How does receiving negative performance feedback affect sales people's self-efficacy perception?

3. Is there a significant relationship between the sense of self-efficacy of salespeople and their acceptance of negative feedback from their managers?

4. Is there a significant relationship between the sense of self-efficacy of salespeople and their acceptance of negative feedback from their customers?

In this study, a positive and statistically significant relationship was found between self-efficacy and positive performance feedback and negative performance feedback that consistant with past studies

Considering the previous studies, the expectation was there is a significant relationship between self-efficacy perception and negative feedback acceptance. However, contrary to expectations, the correlation analysis revealed that significant

relationship between these variables for both acceptance of negative feedback from manager and customers is absent. There might be a few reasons why the results do not coresponded to expectations. Kampkuiper (2015) emphasized that for accepting feedback, the feedback source must be trustworthy thereby the feedback is accepted by receiver. So, addition of different variables, such as missing trust in manager and customer, may lead to reach expected results. Asking more detailed questions about which negative feedback content was accepted and which content was not accepted may provide more detailed information for salespeople. The used feedback acceptance scale (Tonidandel, 2002) was previously used for testing the relationship between actual performance and feedback acceptance. Actual performance could also examined for testing acceptance of feedback. On the other hand, in addition to a quantitative study, a qualitative study could be conducted by interviewing the participants to obtain more information about acceptance of feedback in detail.

Because there was no significant relationship between self-efficacy perception of salespeople and negative feedback acceptance in correlation analysis, these independent variables were not included in the regression analysis. So, regression analysis formed with two models. The findings of regression analysis indicate calculated R^2 value is 0,067 for Model 2 that includes both positive and negative independent variables. This R^2 value is very low for explaining self-efficacy as dependent variable. However, this result is understandable because explaining the concept of self-efficacy with only two variables does not adequate.

In this study, because all the salespeople participating in the survey have high self-efficacy perception, attitudes of salespeople with high sense of self-efficacy and salespeople with low sense of self-efficacy could not compared. It can be argued employees who have high self-efficacy perception is preferred as salespeople while

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recruiting to the company. The study was limited to 175 salespeople from different sectors. Although there were an adequate number of participants, for generalizations researching with more salespeople might be needed. Participants were selected according to their accessibility. So, participants' gender and sector that they are working could not be examined proportionally. However, proportional sampling might be led to reaching expected results. According to TUIK (2019), the employment rate of people aged 15 to 64 in Turkey are expressed in 32.4% for women and 69.5% for men. This ratio was also reflected to the ratio of salespeople participating in the survey. So, if this study had been conducted with an equal number of men and women, responses evaluated with an equal number of salespeople from each sector and company different results could have been achieved.

Further studies might be conducted this research with not only quantitive data but also qualitative data such as making interviews with salespeople. Analysis of the data will be more meaningful when studied in a larger sample. Characteristic features of salespeople might be also investigated for exploring the relationship between self-efficacy and acceptance of negative feedback. They might compare the acceptance of negative feedback from customers and acceptance of negative feedback from managers. In future studies, feedback acceptance may be considered as mediating or moderating variable in research. Finally, instead of asking general in content questions, collecting data through feedback given over a period of time can achive more effective results.

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APPENDICES

APPENDIX-A

RESEARCH SURVEY

Sayın Katılımcı,

Satış temsilcilerinin öz-yeterlilik algıları ve aldıkları geribildirim hakkındaki düşünceleri üzerine bir araştırma yapmaktayız.

Bu araştırma TOBB ETÜ Sosyal Bilimler Enstitüsü bünyesinde bir yüksek lisans tez çalışmasının parçasıdır. Bu çalışma aşağıda isimleri belirtilen İşletme Bölümü öğretim üyesi ve yüksek lisans öğrencisi tarafından yürütülecektir. Katılımcı olarak sizden talep edilen bilgilerin doğru, tarafsız ve eksiksiz bir şekilde tarafınızca sağlanması araştırmamıza değerli katkılar sağlayacaktır. Anketin katılımcısı olarak, müşterilerle doğrudan iletişim kuran satış personeli hedeflenmiştir. Anket, toplam 4 bölümden oluşmakta ve toplam 36 soru içermektedir. Anketi baştan aşağıya cevaplandırmak yaklaşık olarak 5 dakikanızı alacaktır. Ankette; katılımcının adı-soyadı talep edilmemektedir, dolayısıyla, isminizi belirtmenize gerek yoktur. Katılımcılardan elde edilecek olan veriler kişi bazında değil, toplu olarak değerlendirilecektir. Verilecek olan tüm cevaplar yalnızca bu çalışma için kullanılacak olup, tüm bilgiler gizli tutulacaktır. Bu çalışmaya katılmanız için sizden herhangi bir ücret istenmeyecektir. Çalışmaya katıldığınız için size ek bir ödeme de yapılmayacaktır. Bu çalışmaya katılmayı reddedebilirsiniz. Bu araştırmaya katılmak tamamen isteğe bağlıdır. Çalışmanın herhangi bir aşamasında onayınızı çekme hakkına da sahipsiniz.

Bu bilgileri okuyup anladıktan sonra araştırmaya katılmak isterseniz bu sayfanın sonundaki "devam et" ibaresini tıklayarak anketi cevaplamaya başlayabilirsiniz.

Katılımcının Beyanı:

Prof. Dr. Demet Varoğlu (Tez Danışmanı) ve Damla Yıldız (Tez Öğrencisi) tarafından TOBB ETÜ Sosyal Bilimler Enstitüsü, İşletme Anabilim Dalı'nda bir araştırma yapılacağı belirtilerek bu araştırma ile ilgili yukarıdaki bilgiler bana

aktarıldı. Bu bilgilerden sonra böyle bir araştırmaya "katılımcı" olarak davet edildim. Eğer bu araştırmaya katılırsam, araştırmacı ile aramda kalması gereken bana ait bilgilerin gizli tutulacağına, araştırma sonuçlarının eğitim ve bilimsel amaçlarla kullanımı sırasında kişisel bilgilerimin özenle korunacağına dair bana yeterli güven verildi. Bu araştırmaya katılmak zorunda olmadığımın ve katılmayabileceğimin bilincindeyim. Araştırmaya katılmam konusunda zorlayıcı bir davranışla karşılaşmış değilim. Araştırmanın yürütülmesi sırasında herhangi bir sebep göstermeden çekilebilirim. Ancak araştırmacıları zor durumda bırakmamak için araştırmadan çekileceğimi önceden bildirmemin uygun olacağının farkındayım. Araştırma için yapılacak harcamalarla ilgili herhangi bir maddi sorumluluk altına girmiyorum. Bana bir ödeme yapılmayacağını biliyorum. Araştırma uygulamasından kaynaklanan nedenlerle herhangi bir sorunun ortaya çıkması halinde, sorunun çözülmesi ile ilgili gerekli müdahalenin yapılacağı konusunda bana güvence verilmiştir. Araştırma ile ilgili bir sorum olduğunda, Damla Yıldız'a aşağıdaki e-posta adresinden ulaşabileceğimi biliyorum. Bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Kendi başıma belli bir düşünme süresi sonunda adı geçen bu araştırma projesinde "katılımcı" olarak yer alma kararını aldım. Bu konuda yapılan daveti büyük bir memnuniyet ve gönüllülük içerisinde kabul ediyorum.

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BÖLÜM I

1. Cinsiyetiniz?

☐ Kadın

☐ Erkek

2. Yaşınız? (Birini işaretleyiniz)

☐ 20'den az   ☐ 40-49

☐ 20-29   ☐ 50-59

☐ 30-39   ☐ 60 veya daha fazla

3. En son tamamladığınız öğrenim dereceniz? (Birini işaretleyiniz)

☐ İlköğretim   ☐ Lisans

☐ Lise   ☐ Yüksek lisans

☐ Ön lisans   ☐ Doktora

4. Ne zamandır satış alanında çalışıyorsunuz? (Birini işaretleyiniz)

☐ 0-6 ay   ☐ 3-5 yıl

☐ 6 ay-1 yıl   ☐ 5-10 yıl

☐ 1-2 yıl   ☐ 10 yıl ve daha fazla

5. Hangi sektörde satış alanında çalışıyorsunuz? (Birini işaretleyiniz)

☐ Akaryakıt-Petrol	☐ Akü-Pil-Batarya	☐ Alkollü İçecek	☐ Ambalaj	☐ Aydınlatma
☐ Bankacılık	☐ Beyaz Eşya	☐ Bilişim Teknolojileri	☐ Boya Sanayi	☐ Cam Sanayi
☐ Doğalgaz	☐ Elektrik Üretim ve Dağıtımı	☐ Ev Eşyaları	☐ Gıda	☐ Hızlı Tüketim Malları
☐ Isıtma Havalandırma Klima	☐ İlaç Sanayi	☐ İş Makinesi ve ekipmanı	☐ İnşaat Malzemeleri	☐ Jeneratör
☐ Lojistik	☐ Maden-Metalurji	☐ Otomotiv	☐ Oyuncak	☐ Spor Malzemeleri
☐ Telekomünikasyon	☐ Turizm	☐ Tütün Sanayi		
☐ Diğer Lütfen hangi sektör olduğunu belirtiniz: ……………………………………………………………				

BÖLÜM 2

Aşağıdaki ifadelerin her birine ne ölçüde katıldığınızı size sunulan ölçek yardımıyla her bir ifade satırında sadece bir işaretleme yaparak belirtiniz.

Yanıt Ölçeği: 1 = Hiç katılmıyorum, 2 = Katılmıyorum, 3 = Ne katılıyorum ne katılmıyorum, 4 = Katılıyorum, 5 = Tümüyle katılıyorum

		Hiç katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Tümüyle katılıyorum
1	Satış konusunda iyiyimdir.	1	2	3	4	5
2	Müşteri üzerinde baskı kurmak benim için zordur.	1	2	3	4	5
3	Satış sırasında yapılması gerekenleri bilirim.	1	2	3	4	5
4	Benimkinden farklı bir bakış açısı olan bir müşteriyi ikna etmekte zorlanırım.	1	2	3	4	5
5	Mizacım satış için uygun değil.	1	2	3	4	5
6	Müşterilerin ne istediğini anlama konusunda iyiyim.	1	2	3	4	5
7	Müşterilerin bakış açımı görmelerini sağlamak benim için kolay.	1	2	3	4	5
8	Yöneticim performansımın iyi olduğunu düşündüğünde bana olumlu geri bildirim verir.	1	2	3	4	5
9	Yöneticim, zamanımı iyi yönettiğimi düşündüğünde bunu bana söyler.	1	2	3	4	5
10	Yöneticim, "doğru" satış tekniklerini kullandığımı düşündüğü zaman beni takdir eder.	1	2	3	4	5
11	Yöneticim, iyi sonuçlar elde ettiğimi düşündüğü zaman bunu bana bildirir.	1	2	3	4	5
12	Önemli bir satış yaptığım zaman yöneticim bana bundan bahseder.	1	2	3	4	5
13	Müşterilerle uygun bir şekilde ilgilendiğim zaman yöneticim bunu bana belirtir.	1	2	3	4	5

14	Yöneticim, işimi onun beklediği gibi yaptığımı gördüğünde bunu onayladığını bana belirtir.	1	2	3	4	5
15	Yöneticim, satışlarım itibariyle elde ettiğim sonuçlardan memnun olduğunda, bunun üzerine yorum yapar.	1	2	3	4	5
16	Yöneticim, performans sonuçlarımdan memnun kalmadığında bunu bilmemi sağlar.	1	2	3	4	5
17	Yöneticim, yanlış bir şey yaptığımı düşündüğünde, bunu bilmemi sağlar.	1	2	3	4	5
18	Yöneticim, doğru satış tekniklerini kullanmadığımı düşündüğü zaman bunu bana belirtir.	1	2	3	4	5
19	Elde ettiğim sonuçlar onun beklentilerini karşılamadığında, yöneticim bunu bana çabucak belirtir.	1	2	3	4	5
20	Müşterilerimle yöneticimin onaylamadığı bir şekilde ilgilendiğimde, yöneticim bunu bilmemi sağlar.	1	2	3	4	5
21	Yeni bir ürün veya hizmeti uygun bir şekilde sunmazsam, yöneticim bunu bilmemi sağlar.	1	2	3	4	5
22	Satış beklentilerini yerine getirmediğimde yöneticim memnuniyetsizliğini gösterir.	1	2	3	4	5
23	Yöneticim, onun beklediği şekilde çalışmadığımı gördüğünde, bunu bilmemi sağlar.	1	2	3	4	5
24, 25, 26 ve 27. sorularda lütfen yalnızca <u>müşterilerden</u> aldığınız olumsuz geri bildirimleri dikkate alınız;						
24	<u>Müşteriler</u> tarafından verilen <u>olumsuz</u> geri bildirimin gerçeği yansıttığına inanmam.	1	2	3	4	5
25	<u>Müşterilerden</u> almış olduğum <u>olumsuz</u> geri bildirimin doğru bir değerlendirme olduğuna hükmederim.	1	2	3	4	5
26	<u>Müşterilerin</u> bana sunduğu <u>olumsuz</u> geribildirime katılmam.	1	2	3	4	5
27	<u>Müşteriler</u> tarafından verilen <u>olumsuz</u> geri bildirimi ciddiye almak zordur.	1	2	3	4	5

	28, 29, 30 ve 31. sorularda lütfen yalnızca <u>yöneticinizden</u> aldığınız olumsuz geri bildirimleri dikkate alınız;					
28	<u>Yöneticim</u> tarafından verilen <u>olumsuz</u> geri bildirimin gerçeği yansıttığına inanmam.	1	2	3	4	5
29	<u>Yöneticimden</u> almış olduğum <u>olumsuz</u> geri bildirimin doğru bir değerlendirme olduğuna hükmederim.	1	2	3	4	5
30	<u>Yöneticimin</u> bana sunduğu <u>olumsuz</u> geribildirime katılmam.	1	2	3	4	5
31	<u>Yöneticim</u> tarafından verilen <u>olumsuz</u> geri bildirimi ciddiye almak zordur.	1	2	3	4	5

Anket sona ermiştir. Katılımınız için teşekkür ederiz.

APPENDIX-B

TOBB ETU HUMAN RESEARCH EVALUATION BOARD APPROVAL

Tarih: 21.10.2019
Toplantı No: 2019 Kasım /01
Karar No: 2019 Kasım /01-1

Sayın Prof. Dr. Demet VAROĞLU

TOBB Ekonomi ve Teknoloji Üniversitesi
İktisadi ve İdari Bilimler Fakültesi
İşletme Bölümü

İnsan Araştırmaları Değerlendirme Kurulu'na etik yönden değerlendirilmek üzere sunmuş olduğunuz 2019-01 kayıt nolu "The Relationship Between Self-Efficacy with Positive and Negative Feedback Among Salespoeple" başlığını taşıyan projeniz etik yönden uygun görülerek onaylanmasına karar verilmiştir.

Bilgilerinizi rica ederiz.

TOBB Ekonomi ve Teknoloji Üniversitesi
İnsan Araştırmaları Değerlendirme Kurulu

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