

Impact of Self Efficacy of University Teachers on Their Performance

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ABSTRACT

Teachers' performance in higher education concerns with delivering competent and efficient education. Teachers need to acquire more experience and competence to meet the required expectations. Teachers' perceived self-efficacy is accepted as major influential factor that affects one's confidence to execute pattern of actions. In this regard, present study investigates the impact of teachers' perceived self-efficacy on their job performance. The research adopted quantitative method. For this study, 110 teachers and 560 students were selected randomly from public sector universities. A Teachers' Self-Efficacy Scale by Bandura (1997) comprising 30 items and self-made questionnaire regarding job performance comprising 25 items were used to collect data from participants. It was found that there is significant strong and positive relationship between teachers' self-efficacy and their job performance. Researchers concluded that teachers' self-efficacy belief has strong significant impact on their job performance. Teachers' perceived self-efficacy showed 84.3 percent variance with positive impact on teachers' job performance. The results showed that female teachers were more efficacious to perform their job in comparison to male teachers. However, students expressed less satisfaction with their teachers' performance, while teachers were found more satisfied than those of their students.

Keywords: *Self-Efficacy, Teachers' Self-efficacy, Job Performance, Higher education, Relationship, and Impact*

INTRODUCTION

Through last two decades, the effective teaching-learning relationship obtained importance in tertiary education. The state of productive mutual relationship between teachers and students is not only linked with students over all development and motivation, but it is also associated with teachers' academic performance (Tsigilis, Gregoriadis, Theodorakis, & Evaggelinou, 2017). However, teaching depends on knowledge, experience, motivation, capabilities, aptitude, and professionalism. Teachers' understanding of psychological factors that affect their performance have extensively been investigated by the researchers. The core elements of teaching are the amount of intensity to perform well in class within students' engagements to reach educational goal (Bal-Taştan et al., 2018). With reference to social cognitive theory, self-efficacy was originally presented by Albert Bandura (1977). Self-efficacy is ones' confidence to perform specified task for desired outcome (Avalos, 2017; Bandura, 1977). Self-efficacy directly relates to the domains of teaching-learning process. Teachers' self-efficacy is that belief of teachers which enhance their capabilities to execute patterns of actions to achieve the given tasks (Bandura, 1977). Basically, perceived self-efficacy is teachers' personnel evaluation of their capabilities that express in conventional manners. Bandura (1997) formulated four classifications of self-efficacy level as physiological and emotional state, social persuasion, vicarious experience, and enactive mastery experience (van Blankenstein et al., 2018). The levels of self-efficacy vary from person to person. There are number of factors that influence teachers' self-efficacy such as personal,

organizational, social, and remuneration (Alyami et al., 2017). The professional exposure through expertise of skills raises the level of self-efficacy. The lesser experiences found it difficult to sustain self-efficacy. However, Bandura and National Inst of Mental Health (1986) suggested that productive experiences can increase the potential of self-efficacy. High experience is a powerful source to develop higher level of self-efficacy (Schöber, Schütte, Köller, McElvany, & Gebauer, 2018). The organizational setting demonstrated that people with enactive mastery experience undertake proactive approaches to face stress and burnout and perform their role (Bal-Taştan et al., 2018). Previous literature revealed that self-efficacy was helpful to establish various patterns of action to achieve tasks. Furthermore, importance of support system and environment in education endeavor, directly and indirectly influence the academic outcomes (Avalos, 2017). The considerable sign of proficiency in academic life lies with self-efficacy. The working climate, job strain, and stress directly negatively influence teachers' self-efficacy. While, academic capacity building trainings and facilitative management intensify teachers' self-efficacy (Odanga, Raburu, & Aloka, 2018). It is found that teachers' self-efficacy and teaching skills swayed the students' academic performance (Bal-Taştan et al., 2018). Yet, the question is, to what extent teachers perceived self-efficacy belief impact the performance of teacher itself?

In general, this study defined teachers perceived self-efficacy as self-evaluation of their own capabilities to perform well to achieve desired learning outcomes and improve academic performance (Bal-Taştan et al., 2018; Tschannen-Moran & Hoy, 2001; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). Substantial studies have been conducted that establish hypothetical relationship between self-efficacy and academic attainments (Avalos, 2017; Schöber et al., 2018), self-efficacy and motivation (van Blankenstein et al., 2018), and students self-efficacy and academic performance (Tiyuri et al., 2018). Some studies have explored the barriers and factors that affect the teachers' perceived self-efficacy (Tiyuri et al., 2018). In Pakistan, few studies assessed the relationship between self-efficacy and performance. Considering self-efficacy as ability to enhance ones' capacity to perform with sense of competence and proficiency, the present examined the teachers' perceived self-efficacy within the context of their academic performance.

OBJECTIVES OF THE STUDY

The research was constructed on the following research objectives:

1. To identify the relationship between teachers' self-efficacy and their job performance.
2. To examine the extent of effect teachers' self-efficacy has on their performance.
3. To explore students' perception of their teachers' job performance in class.

RESEARCH QUESTIONS

The following questions guided the research to meet defined objectives:

1. What is the relationship between teachers' self-efficacy and their job performance?
2. To what extent teachers' self-efficacy affects their job performance?
3. What is the perception of students regarding teachers' job performance?

METHODOLOGY

The current study was quantitative in nature and followed descriptive methodology design. The total sample comprised of 670 participants from public universities in Faisalabad.

Sampling

The targeted population of this study comprised of only regular assistant professors (N = 153) and all the students (N = 42000) of government college university Faisalabad. For this, simple random sampling technique was adopted applying equation 1 (Cochran, 1977) formula, i.e.:

$$n_0 = \frac{z^2 pq}{e^2} \quad (\text{equation 1})$$

Here, n_0 denoted sample size, z is critical score of confidence margin, p stands for proportion of population, q derived from $p - 1$, and e is the level of precision. The required calculation for sample size was as follows:

$$\frac{(1.96)2(0.5)(0.5)}{(0.05)^2} = 384.16$$

A random selection of 384.16 from targeted population of students was enough with 95% confidence level. To represent the sample from the small targeted population of teachers, the researchers used the equation 2 (Cochran, 1977).

$$n_0 = \frac{n_0}{1 + \frac{n_0 - 1}{N}} \quad (\text{equation 2})$$

Here, n_0 was sample size calculated from equation 1, and N was targeted population size. The calculation of representative sample size for teachers was as under:

$$n_0 = \frac{384.16}{1 + \frac{384.16 - 1}{153}} = 109.6$$

The representative sample size for this study to select teachers was about 109.6.

Participants

The participants were associated to various departments. The researchers randomly selected 110 regular teachers and 560 students. From which, 61 teachers were male and 49 were female with the average age of 31. Among the teachers, 83 were married and 27 were unmarried. About 50 teachers had experience of above 5 years, 46 with 6 to 10 years' experience, and 14 were more than 10 years experienced.

On the other side, the students were enrolled in final semester of post graduate degree classes. There were 327 females (58.4 %) and 233 were male students (41.6%). The other detail is given in table 1.

Table 1

Detail Sample description

Faculty	Departments	Teachers	Students
Science and Technology	18	45	190
Arts and Social Sciences	12	37	143
Pharmaceutical Sciences	5	11	80
Management and Administrative Science	4	9	71
Islamic and Oriental Learning	4	8	76
Total	43	110	560

Research Instrument

The questionnaire was used to gather the data from participants. The Teachers' Self-Efficacy Scale by Bandura (1997) comprising 30-items was adopted to collect data from teachers. Teachers Self-Efficacy Scale included 6 subscales such as influence on decision making, resources, instructional efficacy, disciplinary efficacy, enlisting social involvement and creating a positive school climate.

A self-made questionnaire has also been used to collect the data from teachers and their students regarding perception about teachers' job performance. Twenty-five items were added in this questionnaire related to investigate teachers' job performance. These items were based on Teachers' Self-Efficacy scale by Schwarzer, Gerdamarie, and Gary (1999) with reference to the domains of improving performance, educational tasks accomplishment, skill development, social interaction, and coping with stress. The validity of both questionnaires was ensured through expert opinions. The final questionnaire to collect data from teachers and students comprised of 55 items and was found reliable with Cronbach alpha value of .921. The other detail of reliability is given below:

Table 2

Reliability of variables used to measure teachers perceived self-efficacy and its impact on their academic performance

Scales	variables	No. of items	α
Teachers Self-Efficacy Scale	Influence on decision making	2	.9
	Resources	1	
	Instructional efficacy	9	.6
	Disciplinary efficacy	3	.8
	Enlisting social involvement	3	.3
	Creating a positive school climate	8	.7
Total		.816	
Academic Performance	Improve performance	5	.6
	Educational tasks accomplishment	5	.7
	Skill development	5	.6
	Social interaction	5	.6
	Coping with stress	5	.9
Total		.872	

FINDINGS

The research analyzed the collected data through descriptive and inferential statistics as mean, standard deviation, correlations, *t*-test, and regression. The findings are displayed in tables and interpretations are discussed below:

Table 3

Relationship between Teachers' Self Efficacy and their Job Performance

Job Performance			
	N	<i>r</i>	<i>p</i>
Teachers' Self-efficacy	110	.918	.000*

**p* < .000

A positive strong and significant relationship was found between teachers' self-efficacy and job performance in higher education. It can be concluded that the teachers with high level of self-efficacy believe that they can perform their job significantly.

Table 4

The Impact of teachers' self-efficacy on their job performance

Model	R ²	R Adjusted	β (standard)	Std. Error (Estimate)	<i>t</i>	F (1,108)
Job Performance	.843	.841	.918	.23306	-3.502	578.945
					24.061	

a. Dependent Variable: Performance, b. Predictors: (Constant), Efficacy, *p* < .000^{ab}

It is demonstrated that the teachers' self-efficacy had significant positive impact on their job performance (*F* = 578.945). It is explored that the variance of teachers perceived self-efficacy greatly,

statistically, and significantly affects their performance ($t = 24.061$). The coefficient between variables (teachers' self-efficacy and job performance) indicated 84.3 percent of variance that explains great effect of teachers' self-efficacy on their job performance ($R^2 = .843$). High level of teachers' self-efficacy significantly predicted teachers' job performance positively with the value of β standard .918.

Table 5

Mean differences between male and female teachers belief of self-efficacy and job performance

	Gender	Mean	Std. Deviation	t^*
Teachers Self-efficacy	Male	2.9433	.44443	-3.60
	Female	2.9748	.46941	-.358
Job Performance	Male	2.9659	.56981	-.368
	Female	3.0073	.60870	-.365

* $p > .005$

There are insignificant differences between mean scores of male and female teachers regarding their self-efficacy belief and job performance in higher education. The mean score of male teachers ($M = 2.9433$) was slightly lower than the female teachers ($M = 2.9748$) about their self-efficacy. As, the mean score of male teachers ($M = 2.9659$) was lower than the female teachers ($M = 3.0073$) about their job performance. Insignificantly female teachers were found more efficacious and perform their job well than those of male teachers.

Table 6

Mean differences between students and teachers regarding teachers' job performance

Indicators		Mean	Std. Deviation
Improve performance	Students	2.1256	.59459
	Teachers	2.9932	.68189
Educational tasks accomplishment	Students	2.7864	.59919
	Teachers	2.9691	.99067
Skill development	Students	2.7043	1.12375
	Teachers	2.5327	.93231
Social interaction	Students	2.3832	.82184
	Teachers	3.4091	.56981
Coping with stress	Students	3.2628	.91582
	Teachers	3.0136	1.03608

There mean differences between students and teachers perception on each variable related to teachers' job performance. The mean scores of students were lower on teachers improved performance ($M = 2.1256$, $SD = .59459$), educational tasks accomplishment ($M = 2.7864$, $SD = .59919$), and teachers' social interaction ($M = 2.3832$, $SD = .82184$) than the mean scores of teachers. While, students found higher on their mean score of teachers' skill development ($M = 2.7043$) and coping with stress ($M = 3.2628$) in comparison to teachers mean scores with standard deviation values of 1.12375 and .91582 respectively.

Table 7

Overall Mean differences between students and teachers regarding teachers' job performance

	Mean	Std. Deviation	t^*	MD
Students	2.6982	.49584	-10.681	-.71086

Teachers	3.4091	1.11121	-6.582
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* $p < .000$

A significant difference was found between mean scores of students and teachers regarding teachers' job performance in higher education. The mean score of students ($M = 2.6982$) was lesser in comparison to mean score of teachers ($M = 3.4091$) with significant t values. There was significant mean difference ($MD = -.71086$) between the mean scores of students and teachers' perception about teachers' performance in class. Teachers believed that they perform efficaciously in classes while students were not satisfied with their teachers' performance.

DISCUSSION

The main aims of the present study were to investigate the impact of teachers perceived self-efficacy on their job performance in workaholic environment of higher education, as well as, the relationship between teachers' self-efficacy belief and job performance. The present study also identified the perception of students to examine the teachers' job performance. In collective, a significant positive and strong relationship was found between teachers' self-efficacy belief and their job performance (table 2). Teachers' self-efficacy is positively associated with their performance and capacities of an individual exert to motivate over self-belief in working place (Butts, 2016). Teachers attain more satisfaction towards their job performance positively in relation with their self-efficacy belief (Emin Türkoğlu, Cansoy, & Parlar, 2017).

Several studies investigated the impact of self-efficacy on students' relative performance (Bal-Taştan et al., 2018; Dogan, 2015; Manzano-Sanchez, Outley, Gonzalez, & Matarrita-Cascante, 2018; Tiyuri et al., 2018). In present study, the results clearly demonstrated that the teacher' self-efficacy strongly and significantly affects their job performance. The script of teachers' self-efficacy belief greatly impacts their job performance (table 4). A lower level of self-efficacy indicates weak performance. Whereas, the high level of self-efficacy belief increases its impact of teachers' job performance and teachers execute his/her best performance with confidence (Dogan, 2015; Emin Türkoğlu et al., 2017). The current study found that the teachers' self-efficacy is a significant predictor of their engagement in academic work with 84.3 % of variance of standard beta (table 4) (Song, Chai, Kim, & Bae, 2018). The views of male teachers regarding self-efficacy and its impact on their performance differed from the female teachers (table 4). The female teachers were considered more efficacious towards their job performance as compared to male teachers opposite to the study of Güngör and Özdemir (2017). Moreover, teachers and students significantly differed in their perception about teachers' performance. Teachers believed that they perform efficaciously in classes while students were not satisfied with their performance (table 6 & 7). Students are not much satisfied as their teachers contemplated that they perform well in classrooms. As, Bashir, Alias, Saleh, and Awang, (2017) investigated the same perspective. The views of students demonstrated that their teachers need more excellence to perform their job in higher education.

CONCLUSION

Self-efficacy is the behavior of an individual which is essential for competence and helps the individuals for the accomplishment of certain tasks. Self-efficacy is directly proportional to job performance. A higher level of self-efficacy ensures a higher level of performance. The current study concludes that the teachers' self-efficacy belief is significantly positively related to their job performance. A high level of self-efficacy belief increased satisfaction of teachers to execute their performance in higher education. Teachers' job performance can be utilized to raise the level of self-efficacy in terms of factors' influence and predictions, as it is examined in this study that self-efficacy greatly influences the teachers' job performance. Teachers' self-efficacy had significant impact on their academic works inside the universities. In addition, the students were less satisfied with the performance of their teachers in higher education. As well as, perception of students varies to the teachers' views about teacher competencies and commitment in classrooms. Conclusively, the results of this study from holistic views of participants made the researchers to conclude

that teachers perceived self-efficacy is the stronger predictor of their job performance. A good impartation of teachers' self-efficacy displayed positive and influential changes in their performance.

RECOMMENDATIONS

Researchers recommended that teachers' self-efficacy level is necessary to plan and organize professionally. Teachers in universities should be facilitated with a forum to build their level of efficacy through various ways such as, seminars and training programs. After training and some guidance, they will have experienced to enhance the level of efficacy, qualities of class management, class discipline, and teaching skills. A discussion to enhance positive mood as it promotes the belief of self-efficacy. The current study was carried out only in single district of Pakistan. Future researchers may extend the population and sample to other contexts. According to the variable and factors mentioned above, there are other variables and factors that may affect the teachers' self-efficacy regarding that impact teachers' performance.

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