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SELF-EFFICACY IN RELATION TO JOB PERFORMANCE IN HIGHER EDUCATION SECTOR: A SYSTEMATIC REVIEW

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Abstract

The systematic review article on self-efficacy about the job performance of teachers aims to explore the performance of teachers belonging to higher education institutions. The quantitative study has selected 143 articles on self-efficacy and rest, these have been filtered and sorted out and the 10 most relevant articles were included in the review. Purposive sampling has been used to select the data from various databases including Pub Med, Google Scholar, MDPI, and Science Direct. The literature matrix has been made to display the findings of the review. Surveys, interviews, and questionnaires were used to collect data in the primary studies, there were qualitative, quantitative and mix-method studies that were originally included in the review. The objective of the study was to look at the outcome of findings based on the literature on performance by teachers. It is hypothesized to have a significant link between self-efficacy and performance. The inclusion and exclusion criteria have been used to sort out the studies after reviewing it has been seen that self-efficacy has a relationship with the job performance of the teachers. The current study has few monetary and sampling limitations which can be overcome in the future. It is recommended to conduct the review with only longitudinal research and it is advisable to take the primary or first-hand data for exploring the phenomena. The current study is significant because it helps us to know the importance of self-efficacy and creates new avenues for future research.

Keywords: Self-efficacy, Job Performance, University Teachers, Qualitative, Quantitative

Introduction

Human beings work in diverse environments and fulfil the needs of the demands posed by their occupation. Whether males or females everyone struggles hard to come up to the expectations of the organization. There has been a significant debate on boosting self-efficacy and enhancing one's confidence therefore there are several sources attached to it after viewing it from the literature, it includes our biological and emotional states, mastery experiences, the way we verbally communicate and indirect learning experiences (Pfizner Eden, 2016).

Problem Statement

Despite the significance of self-efficacy for job performance, there has been a lack of in-depth knowledge of the connections between self-efficacy and job performance, especially through a range of occupational settings and cultural contexts. To develop strategies and programs that will improve job performance and well-being, it is necessary to conduct a systematic review that will summarize the current knowledge on the significance of self-efficacy in job performance across various fields, populations, and measurement approaches.

Significance of Study

The study is significantly important to understand the relationship between self-efficacy and job performance. It provides insight into the measurement approaches used in previous research as well as the demand for the topic in the research field. It tells us about the factors necessary for building self-efficacy and boosting self-efficacy techniques and it helps us have an overview of the intervention techniques and strategies used.

Research Objectives

- To determine the relationship of self-efficacy with job performance.
- To obtain summarized outcomes of the results from the previous study.
- To look for the impact of self-efficacy on job performance.

Research Questions

Is there any relationship between self-efficacy and the job performance of university teachers?

Is there any role of Self-efficacy to measure the job performance of university teachers?

Hypothesis

There will be a significant positive relationship between self-efficacy and job performance,

The overall results summarize the positive outcomes of self-efficacy on job performance.

Self-efficacy will have an impact on job performance

Limitation

The study which is conducted here is by using secondary sources of data which is a primary limitation. The data in the review was having a diverse population from different cultures and countries which will not give us appropriate results as per our context. The monetary bond ages and academic nature of the research further limit the boundaries of this study. Many researchers in the future can overcome loopholes in the existing study.

LITERATURE REVIEW

Every individual has some characteristic set of beliefs symbolizing that the person can carry out the tasks and can efficiently perform and thus it is a confidence that a person can overcome everything and influence control over motivation, behaviour, surrounding environment and carry out a performance-based task such a belief is known as self – efficacy (Bandura, 1997). Self-efficacy can be seen under the Pygmalion effect when the higher authority sees the juniors as competent and able to carry out tasks well which in turn enhances the belief and results in enhanced efficacy (Towler, 2020).

Sources of Self-efficacy

There are four sources include mastery of experiences, social modelling, verbal persuasion and emotional and physiological states.

Mastery Experiences

These are the experiences according to (Bandura, 1986) in which a person has a belief that he has the experience of success and he believes he has the capability and self-confidence to solve tedious tasks and problem-solving (Yeh et al., 2019).

Social Modeling

Social modelling is a source of self-efficacy from which it is clearly described that the tasks we learn and things we perform are the result of the social interactions we have and things are acquired from meeting people around us (Penuel & Shepard, 2016).

Verbal Persuasion

They are mainly the verbal impact of someone and the effect of the words on someone's self-efficacy. Inducing and telling positive words to someone saying that the person is capable of doing things improves his self-efficacy leading to better performance in general (Ackerman, 2023).

Emotional and Physiological States

Along with the other social and verbal factors our perception of the things how we feel matters a lot in this regard. How we feel and react towards the situation or an event plays an integral role in this regard. This leaves an impact on our self-efficacy and our reaction to the situation at hand (Dbadmin, 2022).

The outcomes of high self-efficacy led to better job performance as it is directly linked to the achievements of the students and the competencies of the teachers themselves. Teachers' eagerness and good and humble behaviour lead to further enhancing performance (Merlo, 2023). Teachers' values and motivations also play an integral role in self-efficacy (Barni et al., 2019).

Theory of Self Efficacy

Self-efficacy is viewed in the light of social cognitive theory by Bandura (1986) in this self-efficacy theory human behaviour is a product of how the person perceives self-efficacy and the outcome expectancies (Sutton, 2001). It has been observed that the more self-efficacy more will be the job satisfaction and it is

considered a strong motivating force that helps and provides a drive to perform better (Barni et al., 2019). It has been viewed that the teacher's self-efficacy contributes to high achievement in students (Alibakhshi et al., 2020).

Efficacy has a direct link with the self-concept as it enhances effective teaching styles and further improved teaching behaviour (Lazarides & Warner, 2020). Pakistani teaching systems differ across private and public higher institutions. Therefore, the private sector teachers had high performance, enhanced efficacy and low level of stress than public sector teachers (Quaid-i-Azam University Islamabad, Pakistan, 2004).

Job Performance

Job performance signifies how well a person performs at his job. The goals one has along with the stated and pre-supposed outcomes. Job performance is a diverse concept including complex activities (Jacobs et al., 2013).

Theory of Job Performance

Campbell (1990) gave the theory of job performance that states the goals and motives of the organization determine the actions or steps one has to take therefore it determines job performance. This is separated from the wellness and appropriateness of the work. There are few exceptions to this which symbolize the performance as the behavioural construct and the outcomes are still unknown (Curral, 2014).

Elements of Managing Performance

There are distinct elements of managing performance which include planning the tasks at hand and then assuming the factors required for it. Secondly then comes the monitoring of the entire process after that looking for the factors that lead to the development and improvement of the task given or in the performance sector. Then comes the rating of successes and failures and lastly getting rewards for the effective work

done and compensation is provided on this basis (Graziano, 2020).

Multi-level Model of Teachers' Job Performance

There is a cross-level moderating effect for the performance with intelligence the reason being the reduced level of trust by the educational organization. The results are very not directly conforming to self-efficacy but through the emotional intelligence of teachers (Li et al., 2018).

Assessing Teachers Performance

There are ways teachers' performance can be assessed accordingly. One of the primary ways to check is the academic scores of the students and the marks obtained from them. Secondly, it can be assessed while doing the observation of the pedagogical practices occurring and lastly conducting surveys and asking students (Merlo, 2023).

Method

The purpose of the article is to check and evaluate the self-efficacy of teachers in exploring job performance. The study focuses on the secondary data collection techniques from the research previously available. Therefore, the data was collected from various reliable sources and databases in this regard journal articles were considered. So, Research Gate, Google Scholar, MDPI, Science Direct, PubMed, and ERIC have been used. The criteria for the age were set between 25 - 55 years working in various private and public sector institutes. The keyword searching strategy was used. The keywords used were self-efficacy, performance, teacher self-efficacy, teaching performance, and job performance.

Table: 1 Research Strategy

| | |
|------------------------|--|
| Databases | Google Scholar, Science Direct, ERIC, MDPI, PubMed |
| Search Keywords | self-efficacy, performance, teacher self-efficacy, teaching performance, job performance |

| | |
|-----------------------------|----------------------------------|
| Limits | Written in English Language only |
| Total Articles Found | 143 |
| Fully Read Articles | 10 |

Inclusion and Exclusion Criteria

The data directly relevant to our stated objectives were collected. The time frame of 5 years (2018-2023) was selected using a filter. Therefore, the following inclusion and exclusion criteria were mentioned.

Table: 2 Inclusion and Exclusion Criteria

| Inclusion | Exclusion |
|--|---|
| Only scientific studies have been included. | All other than scientific studies are excluded. |
| Articles selected from 2018-2023 are used. | Articles before 2018 are excluded. |
| Articles related to teachers and job performance are included. | Articles with all other occupations are excluded. |
| Both qualitative and quantitative studies are used. | Articles not directly focusing on self-efficacy and job performance are excluded. |
| English language articles are filtered. | Other languages are not considered. |
| Only valid sources are selected. | All those under publication, or rejected are not used. |

Research Methodology

The studies on self-efficacy and its impactions have been in debate for a long. The

sample of 21 Korean teachers has been selected from 481 surveys conducted. The structural equation modelling was carried out to analyse. The results were markedly amazing as self-efficacy directly has an effect on the performance and the time engaged in the work. The results obtained were statistically significant and the mediation of self-efficacy proved successful in learning culture and engaging in work and lastly on work performance (Song et al., 2018). In another study, the teachers teaching self-efficacy was checked using interviews and purposive sampling techniques including 20 teachers. The results obtained the psychological component played a significant role in the performance of the teachers. Self-efficacy plays a role in motivation and other related components when we explored the teachers of English, teaching it as a foreign language (Alibakhshi et al., 2020b).

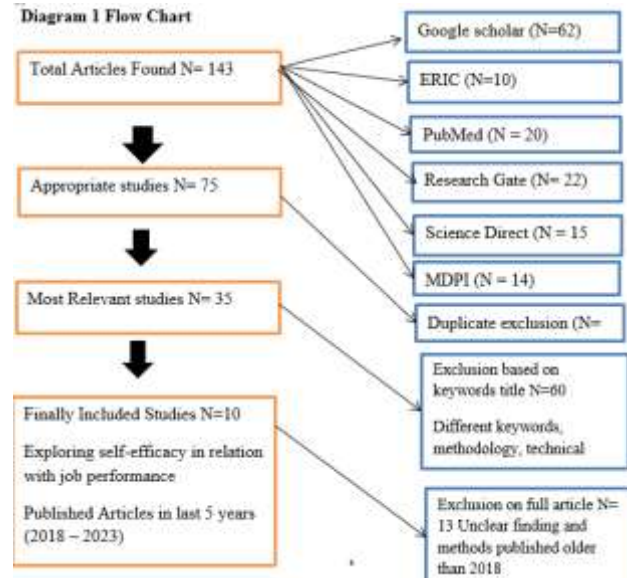
A study based on Bandura's (1986) concept signifies the role of self-efficacy in the performance of teachers. It highlights that individual and collective self-efficacy contributes not only to the teacher's performance but indirectly leads to the betterment towards the student's performance as well. There are various interventions and career development programs but the missing gap in the literature exists that there is still a need for longitudinal research to check the independent effect of each of the four sources (Lazarides, & Warner, 2020).

The study was conducted by witnessing the personality of the teachers. The association of self-efficacy with other factors including engagement in work, and satisfaction with a job is analyzed and the personality factors with each latent variable were checked the results obtained that the work performance and personality factors should be attributable to trait rather than the personality assumption on the whole (Perera et al., 2018).

To check self-efficacy and work performance 603 Romanian teachers were given an online survey, and the results were quantitatively analyzed. The study aimed to check their perceived self-efficacy and performance at work. The results showed high levels of work performance with a high level of efficacy therefore it is great for the educationist to have and follow such an approach for enhancing the performance (Misu et al., 2021).

The systematic review will therefore explore the self-efficacy of the university teachers on their job performance. The articles from the last five years are selected for reviewing phenomena confirming our requirement. Therefore, the tools used, inclusion criteria, sample and method of analysis are discussed in this article. The databases such as pub med, frontiers, jester, Google Scholar and others databases are searched and added in this article.

Diagram 1 Flow Chart



Results and Discussion

In this study, self-efficacy is checked about job performance among teachers of higher education institutions. There were 10 relevant studies we will not include all but will mention a few of them based on similar concepts. Few instruments have been used to assess self-efficacy mainly the generalized self-efficacy scale and the interviews were conducted to check the results in various studies. Surveys

were conducted; semi-structured interviews were present in some of the studies. The analyses were carried out using the questionnaires, therefore reviewing literature and analyzing it previous studies used some diverse methods to check the relationship of self-efficacy with job performance. The studies showed a significant effect on self-efficacy and job performance. The teachers with high self-efficacy showed high work performance in various settings and contributed to being more motivated and optimistic towards their work and more satisfied with their job in general. Teachers' emotional intelligence and self-efficacy were analyzed with a sample of 467 teachers. They were asked to fill out three questionnaires; the results showed a strong correlation between emotional intelligence and self-efficacy mediated by the role of job performance among teachers. There was a mediation between the genders and total working experience to summarize the finding teachers emotionally intelligent have high self-efficacy and thus better work performance (Wu et al., 2019). The results gave a significant positive relationship between self-efficacy and job performance. There will be an impact of self-efficacy on job performance results summarized positive outcomes of self-efficacy with job performance.

Table 3 Methods to Measure Self-efficacy

| Method | Total studies | Percentage |
|----------------|---------------|------------|
| Interview | 5 | 50% |
| Questionnaires | 5 | 50% |

There were two methods used to gather data and measure self-efficacy one of them is the interviews, there were a total of 5 studies out of all we sorted out which used the interview method and the rest 5 of them used the scale. The interviews conducted included some of them were semi-structured while others were structured. Surveys were also used in this regard. Thus, comparing questionnaires to interviews there was a

higher ratio of interviews 50% as compared to the questionnaires 50%.

Annexure A

Looking towards the literature matrix it has been obtained that the self-efficacy of the teachers has a relation with the job performance. We have not included all of the 10 studies but it is seen more that self-efficacy will be the performance expected except in one of the studies which gave us an opposite result. There were qualitative and quantitative and mixed-method studies in the matrix. The sampling methodology mostly observed was simply random, cluster and purposive sampling. Observation, interviews and questionnaires were used in them. This matrix is the summary of the studies used in the systematic analyses.

Recommendation

The current study focused on self-efficacy about job performance in teachers. There is a need for more studies with a longer period to be included. More studies can be added to make things clearer and there should be a systematic review of the longitudinal studies already carried out in this domain. The usage of primary sources of data can give more insight into the topic to be explored.

Conclusion

Self-efficacy has been seen in improving the job performance of teachers. The teachers having work motivation, personality, certain attitudes and the factors like job satisfaction and work engagement also have been seen in the studies explored above. The role of four sources of self-efficacy plays an important role in enhancing performance. The relationship in some research gave a positive correlation between job performance and self-efficacy. The boost in self-efficacy yields enhanced performance and better sustainability at work. In some of the settings, results were slightly unsatisfactory job performance was not been affected by self-efficacy therefore most of the research results supported the evidence leading to hypothesized assumptions.

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Annexure A**Table 4 Studies on Self-efficacy in Work Performance Matrix**

| Author | Sample | Research Design | Analysis Method | Main Findings |
|---------------------------|-----------|-----------------|--|---|
| (Misu et al., 2021) | 603 | Quantitative | Correlation | The findings showed that with high work performance and perceived self-efficacy will be high. |
| (Wu et al., 2019) | 467 | Quantitative | Mediation, Correlation | The teacher's performance was high with increased self-efficacy and the increased emotional intelligence |
| (Alibakhshi et al., 2020) | 20 | Qualitative | Thematic Analyses | The results showed that self-efficacy affects the worker's performance, burnout, psychological variables, and motivation. |
| (Song et al., 2018) | 21 | Quantitative | Structural equation modelling & Survey | The result showed a positive impact. |
| (Gale et al., 2021) | 179 10 | Mix method | Survey Interview | Positive experiences enhance self-efficacy and it is lowered with negative experiences at work. |
| (Nurindah et al., 2019) | 5 | Qualitative | Interview & Observation | The self-efficacy of the teachers is not been applicable in the classroom practice. And the high self-efficacy does not provide enough performance. |