



## Full length article

## The impact of self-efficacy on performance (An empirical study on business faculty members in Jordanian universities)



Shafiq I. Haddad\*, Rand Abu Taleb

King Talal Faculty of Business and Technology, Princess Sumaya University for Technology, Amman, Jordan

## ARTICLE INFO

## Article history:

Received 14 May 2015

Received in revised form

17 October 2015

Accepted 22 October 2015

Available online xxx

## Keywords:

Self-efficacy

Performance

Jordan

## ABSTRACT

The study seeks to identify the impact of self-efficacy on the performance of faculty members, and, if there are any differences in the impact of self-efficacy on the performance of faculty members due to demographic factors (age, income, and academic rank). Self-efficacy has been studied in a unique, different way as it's linked with teaching in business schools using different variables collected from previous studies. The population of the study is considered to be full professors, associate professors, assistant professors, and master's degree holders who teach in business schools in different Jordanian public and private universities in Amman. Likert five point scale was applied in asking the questionnaire questions and measuring the study variables. Simple and Hierarchical Regression were used to find the impact of the independent and moderate variables on the dependent variable and the differences. The findings showed a good impact of self-efficacy on the performance of faculty members. Self-efficacy has proven to have a noticeable impact on how Jordanian academics perform in their teaching process in all the variables except for the emotional cues variable. The recommendation showed that academics have to be more self-efficacious so that they would enhance the interactional educational process, and have to be more organized, better interactions and build good rapport with students to improve the teaching performance, and to practice coping with difficulties such as stress and anxiety and not letting these emotional variables affect their teaching performance.

© 2015 Elsevier Ltd. All rights reserved.

## 1. Introduction

Faculty members in any university represent the key facilitators of academic learning. Each university or college takes into consideration that it should hire an academic staff that possesses competencies in their performance that undoubtedly will be reflected on the students' learning and knowledge acquisition. The factor that its impact is going to be measured in this research is self-efficacy in an attempt to demonstrate the convergence of various variables that may constitute as predictors of the performance of faculty members.

The literature explaining the effects of self-efficacy on teaching performance is established on the grounds of the social cognitive theory (Bandura, 2001). Bandura (2001) concluded that the evidence across studies is consistent in showing that “perceived self-efficacy” contributes significantly to the level of motivation and performance accomplishments.

## 1.1. Statement of the problem

The problem of the weak performance of some faculty members has been noticed by observation in the last period of time, in which in some universities we found out that some faculty members are better in teaching and delivering value to the students than others which is apparent in the students' rush to register and take a subject with a specific doctor or faculty member. An important factor affecting it is self-efficacy, which is the research topic. This study seeks to answer the following questions –

- What is the impact of self-efficacy on the performance of faculty members?
- Are there any differences in the impact of self-efficacy on the performance of faculty members due to demographic factors (age, income and academic rank)?

## 1.2. Purpose of the study

The purpose of this study is to identify the impact of self-efficacy

\* Corresponding author.

E-mail address: [s.haddad@psut.edu.jo](mailto:s.haddad@psut.edu.jo) (S.I. Haddad).

on the performance of faculty members, and, if there are any differences in the impact of self-efficacy on the performance of faculty members due to demographic factors (age, income, and academic rank).

### 1.3. Importance of the study

This study will be valuable for managers and decision makers inside universities and educational institutions when they recruit and train their faculty members and to hire the best staff that would give the best outcome which will be absolutely apparent on the students' education and behavior. Students who care about their learning process want their teachers or professors to deliver the best value in the best way, and one of the most important factors for a faculty member to be productive is to possess a high level of self-efficacy which will be proven throughout this research (see Fig. 1).

### 1.4. Model of the study

### 1.5. Research hypotheses

Arising from the above statement of the problem and literature review, the following main and sub hypotheses were formulated.

**HO1 There is no statistical significant impact of Self-Efficacy on the Performance of Faculty Members.**

HO11 There is no statistical significant impact of Past Experience on the Performance of Faculty Members.

HO12 There is no statistical significant impact of Vicarious Experience on the Performance of Faculty Members.

HO13 There is no statistical significant impact of Verbal Persuasion on the Performance of Faculty Members.

HO14 There is no statistical significant impact of Emotional Cues on the Performance of Faculty Members.

**HO2 There are no differences in the statistical significant impact of Self-Efficacy on the Performance of Faculty Members due to demographic factors (Age, Income, and Academic Rank).**

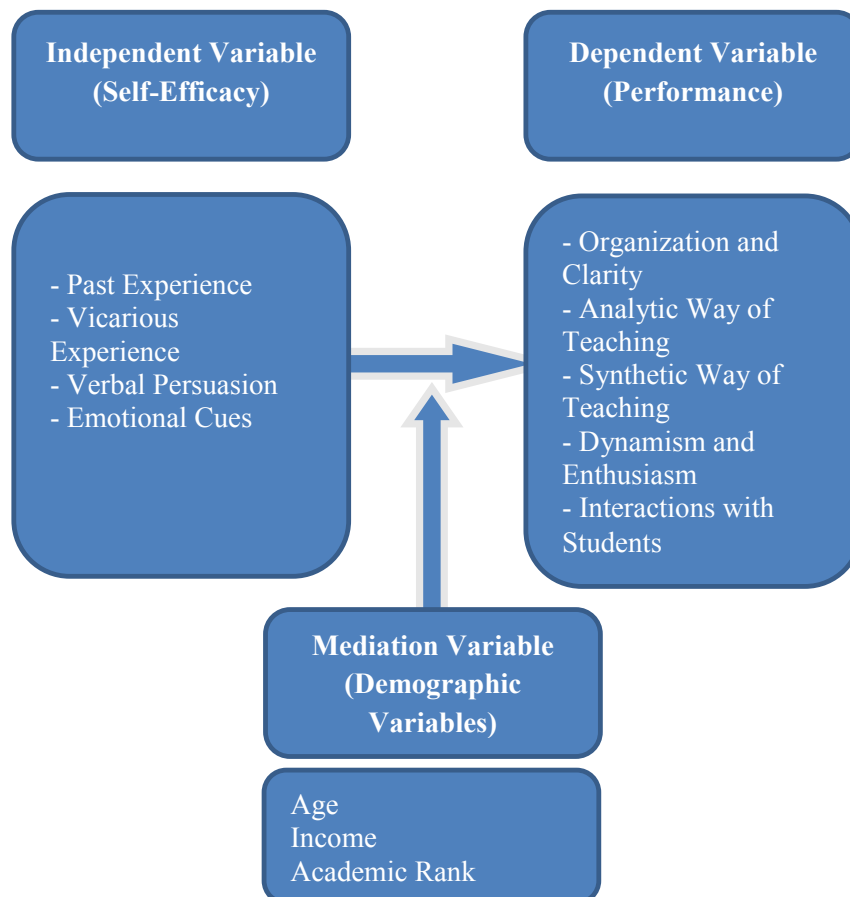
HO21 There are no differences in the statistical significant impact of Self-Efficacy on the Performance of Faculty Members due to demographic factor (Age).

HO22 There are no differences in the statistical significant impact of Self-Efficacy on the Performance of Faculty Members due to demographic factor (Income).

HO23 There are no differences in the statistical significant impact of Self-Efficacy on the Performance of Faculty Members due to demographic factor (Academic Rank).

### 1.6. Procedural definitions of terms

*Past Experience* is the academic's experience that raised him/her, with its good or bad, it will make an effect on their current performance and on their way of delivering knowledge.



**Fig. 1.** Model of the study. The model is developed by the researchers based on combining the independent variable (self-efficacy) factors as taken from Bandura (2001) and the dependent variable (performance) is based on a scheme originally developed by M. Hildebrand, 1971.

Download English Version:

<https://daneshyari.com/en/article/10312719>

Download Persian Version:

<https://daneshyari.com/article/10312719>

[Daneshyari.com](https://daneshyari.com)