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## RELATIONSHIP OF SELF-EFFICACY AND INSTRUCTIONAL COMPETENCES OF TEACHERS AT UNIVERSITY LEVEL

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**ABSTRACT**

*Self-efficacy indicates a person trust on their ability to perform a behavior when it essential to complete a task and the term "self-efficacy" describes a teacher's confidence in their ability to successfully meet obstacles and complete assignments. Additionally, academic competencies, subject matter expertise, and instructional competency all reflect a teacher's assessment and classroom management skills. Self-efficacy and instructional competences truly effect teaching and learning activities. Meanwhile, for university teachers it is vital to have self-efficacy and instructional competences. However, the purpose of the study was to find out the relationship of self-efficacy and instructional competences of teachers. Objectives of study were: to determine the level of self-efficacy of university teachers and to find out relationship between self-efficacy and instructional competences of teachers. Study population were teachers of International Islamic University Islamabad and Sample size was seventy. Moreover, questionnaires were used for data collection, had been developed on the basis of literature review. For analysis of data, Pearson r product moment technique was used. Findings of the study shown that self-efficacy as well as instructional competences of university teachers is vital to the teaching and learning process for educators. Therefore, it was recommended that effective workshops and*

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*trainings should be conduct to enhance teacher's self-efficacy and instructional competences.*

## **KEYWORDS**

*Self-Efficacy, Instructional Competence, University Teachers*

## **INTRODUCTION**

In the realm of education, the effectiveness of teaching is a vital component influencing student learning consequences. Central to this effectiveness are own beliefs as well as proficient capabilities of educators, particularly their self-efficacy and instructional competences. Self-efficacy, as conceptualized by Nawab (2012) refers to a person's confidence in their capacity to complete particular activities and objectives in given situations. On the other hand, instructional competence encompasses the knowledge, skills and strategies that educators employ to facilitate learning in their classrooms.

The interplay between self-efficacy and instructional competence among teachers has garnered significant attention in educational research. Understanding how these factors influence each other can offer valuable insights into improving teaching practices and enhancing student achievement. Educators with elevated state of self-efficacy are more likely to set ambitious goals, persist in the face of challenges, and adapt their instructional strategies to meet the diverse requires of their learners (Tschannen et al., 2007). Conversely, deficiencies in instructional competence may undermine teachers' self-assurance in their skills, leading to feelings of inadequacy and reduced motivation to engage in effective instructional practices (Mansour 2009).

According to Kuzborska (2011) within the field of higher learning the effectiveness of university teaching is a critical determinant of student learning outcomes and academic success. Central to effective teaching are instructors' beliefs about their capabilities (self-efficacy) and their competences in designing and delivering instruction. While considerable research has explored the impact of self-efficacy and instructional competences on teaching effectiveness in primary and secondary education, less attention has been given to these constructs within the context of university-level teaching. Furthermore, the relationship between self-efficacy and instructional competence is dynamic and multifaceted. While self-efficacy assessments can affect the adoption and implementation of instructional strategies, experiences gained through effective teaching practices can also bolster teachers' confidence in their abilities (Guskey, 1988). Moreover, external aspects like specialized progress opportunities, school culture, and support systems can play pivotal roles in shaping teachers' insights of self-efficacy & their instructional competences (Henson, 2001).

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Understanding the relationship between self-efficacy beliefs and instructional competences among university teachers is paramount for advancing teaching practices and promoting student success in higher education. This research seeks to fill this gap by investigating how self-efficacy beliefs and instructional competences intersect and influence each other among university educators. By exploring this relationship, the study aims to provide valuable insights into the factors that underpin effective teaching in higher education and inform evidence-based strategies for faculty professional development and instructional improvement.

Given the significance of these constructs in educational settings, exploring the relationship between self-efficacy and instructional competence among teachers is essential for informing educational policies, teacher training programs, and professional development initiatives. This research aims to contribute to the existing literature by examining the aspects that impact educators' views about their instructional abilities and their implications for classroom practice and student learning outcomes. While literature has extensively examined the individual influences of self-efficacy and instructional competences on teaching effectiveness and student outcomes among educators across various educational levels, there is a noticeable dearth of research specifically focusing on the interrelationship between these constructs within the context of university-level teaching. Despite the recognized importance of both self-efficacy beliefs and instructional competences in shaping effective pedagogy and student learning experiences, the specific ways in which these constructs interact and mutually influence each other among university faculty remain largely unexplored. This gap in the literature limits our understanding of the underlying mechanisms that contribute to effective teaching among university educators, hindering the development of comprehensive models and interventions aimed at enhancing instructional quality and faculty development in higher education settings.

Therefore, the need arises for empirical research that systematically investigates the relationship between self-efficacy and instructional competence among teachers, taking into account individual differences, contextual factors and potential moderating variables. By identifying the factors that influence teachers' beliefs about their instructional abilities and their implications for classroom practice and student learning outcomes, this study aims to provide actionable insights for informing educational policies and interventions aimed at enhancing teaching effectiveness and promoting student success. However, Teachers themselves stand to benefited from research by gaining insights into their own teaching practices and professional development needs. Teachers may improve teaching and effective learning experiences, that may enhance student engagement, motivation and academic achievement. Students may also benefit from faculty members who are better

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equipped to support their diverse learning needs and foster a positive learning environment. Research findings may inform future studies, theoretical frameworks, and practical interventions aimed at improving teaching effectiveness and student learning outcomes.

## LITERATURE REVIEW

### Teacher Self-Efficacy

According to Lavin (2019) self-efficacy is one of self-system of human being in which all kind of skill like ability, attitude and cognition is comprehended, this prevailing skill strengthens persons perception quality to deal with challenges and difficult situation. Khanshan and Yousefi (2020) mentioned in their research that teacher's efficacy means teachers belief of their skill and ability to create encourage and motivate students to tackle the education related issue and emerge learning environment for them. Researchers further highlighted two dimensions of teacher efficacy; the internal and the external efficacy.

According to Khanshan and Yousefi (2020) internal efficacy is also known as personal teaching which describe teachers' belief in their capacity to advance a skillful knowledge environment for the pupils on the hand external efficacy as opposite to the internal which is kind of general teaching, it signifies teachers to deal with financial status, family circumstantial and parental effect. However, Khanshan and Yousefi (2020) also explored the connection between teachers' opinions of their own efficacy and their methods of instruction. The key goal of this study was to examine the institutional characteristics of the teachers by evaluating the nature of perception self-efficacy and instructional practices. Researchers target papulation were 70 teachers including English, soft science, and hard science and mixed method were applied to maintain the qualitative and quantitative nature of the research. According to Bentahar (2015) those research that contains mixed method design are significant in both ways first qualitative approaches allow research to have deep observation and findings of qualitative nature on the other hand quantitative methods helps research to have scientific and statistical prove which have less chances to be further rejected. Researchers used different tools like questionnaire, observation and semi structural interview to measure data collection of teacher's efficacy and teaching practice. However, result of Pearson correlation coefficient shows that teachers of soft science and hard science seems to have a correlated discipline in teaching practice and teacher's efficacy, while teachers of English language teaching (ELT) correlation are not that much appreciable to fulfill the statistical significance. The result from observation and interviews of teachers shows that teachers face multiple challenges to run activities in the classroom practice.

According to Amy et al., (2008) teachers' self-efficacy is kind of realization to

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encourage students during classroom activates and bringing out the best of their capabilities. They further mentioned that this self-efficacy is not only for students' positive change, but also to bring out positive side of contextual teachers whose belongs matters for student learning environment. Amy et al., (2008) also mentioned self-efficacy is a an encourage act and it must be supported because in this process teachers not only motivate students for positive change, but also helps out student to know their uniqueness and inner talent.

### **Teachers' Instructional Competences**

Teachers' instructional competencies refer to teaching competencies which includes flexibility in teaching like if a teacher is flexible, he/she will never deny new changes and they are up to date and always ready to learn new thing. Teachers' instructional competencies also refer teachers' communication, interpersonal skills, classroom managements, organization, planning's, collaboration, teamwork and many more. According to Roshandel et al., (2018) every individual has some particular type of uniqueness in their personalities, their aptitudes level, their skills, their capacities to deal with discipline selection differ from one individual to other. For example, an individual with taste of hard science discipline may shows their interest towards reading novels, more shape imaginative thoughts and qualitative nature of observing thing and those who shows their interest towards soft sciences are most if the time seem good in their numerical and statistical formulas, they seem to be more conventional towards quantitative and practical work.

Khanshan and Yousefi (2020) research result shown that those individuals who are exposed towards encouragement and motivation seems more effective learner then those who are not given that kind of observation and motivation. Schunk and Meece (2006) mentioned it is also possible for those individuals who are struggling and trying to achieve their learning goal, should not be discouraged in their learning activities. According to Pritchard and Honeycutt (2007) those students who are already suffering from anxiety and stress should not be discouraged but its teachers' efficacy to stimulate and motivate them for positive result. Bishop and Berryman (2009) mentioned that the relationship and interaction between teachers and student is one of most valuable things to bring out a positive teaching environment in classroom.

Moreover, Khanshan and Yousefi (2020) also explain that along with teachers' self-efficacy, teachers' perception is also one the self-ability to identify the power of critical thinking of students analyzing students' pedogeological practice. Khanshan and Yousefi (2020) result also shown that it is responsibility of teachers' self-efficacy to give students a satisfactory teaching practice. Researchers further suggested that those students who have greater perception of English learning are worth to have well understands of teachers' lecture. Moreover, another study took place in China

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regarding ‘why do Chinese university instructors (not) feel as though they are qualified to teach? The connections between self-efficacy and perceived stress among faculty members.

In this Yin et al., (2020) worked on research on why Chinese university teachers and their anxiety level while teaching and also highlighted how teachers stress perception is linked to self-efficacy. Researchers choose data sampling method, in which sample of 2758 teachers from 25 different higher education institutions in China were given chance to participated in this research. According to Yin et al., (2020) stress is of human is a common mental fear that always indicates oneself the negative aspects of outcome of any action. The stress level of faculty members in educational institution from different countries is one the key elements to be controlled by teachers to achieve better performance, emotional exhaustion, and classroom activities. Yin et al., (2020) further added that the issue of teachers lack of confidence in China, is essential problem to be raised all over the country, this research might help to sort out this issue and bring out the best quality of teaching in educational institutions. According to researchers “the biggest task of university of any university teachers to deal with their stress level. Multiple researches were conducted to bring reform in Chinese institution. Employment reforms in Chines University, with research to control the anxiety level teachers in teaching (Tian & Lu, 2017).

In 2007, the Chinese government decided to implement double first-class teachers and discipline from world class university to initiative numerous best teaching method by the end of 2050 (Peters & Besley, 2018). According to Yin et al., (2020) the study tries highlights those miserable issues of teachers-oriented stress and their self-efficacy in different Chinese Higher Education Institutions (HEIs). Bandura’s (1997) mentioned that self-efficacy is one of the self-feelings, in which individual tries to motivate the environment for the positive outcome. According to Klassen et al., (2014) self-efficacy plays a remarkable role in teachers’ confidence building a learning environment for students in classroom. Further self-efficacy in educational institutions, refers to teachers own capabilities representation to encourage students to towards learning with passion.

### **Factors Cause Low Self-Efficacy and Instructional Competence for Teachers**

Yin et al., (2020) research was analyzed through result of the research that the factors that create a stress environment for university teachers, is lack of communication between administrative. It is proved that the factors that affect educators, self-efficacy such as table talk, open communication between decision maker, free exchange of ideas, feedback from teachers and leaders, joint decision making by superiors and employs will create trustable atmosphere. The result shows that in one-way self-efficacy belief is allied with negative image for the reason of increasing

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stress level in organizational competence and new challenges, on the other side, it is positively linked with strain from fiscal competence as well as disagreeable learners value. The results also highlighted that from the response of multi-culture investigation that, there is significant differences with relationship to the self-efficacy beliefs and educators' apparent strain between educators from diverse HEIs in China. The result suggested that there should be structural model to fit for the teachers from different Higher Education Institutions (HEIs). Yin et al., (2020) further added that teachers perceived stress in teaching and self-efficacy will only be possible in a research-oriented universities. Research gave a detail information regarding teachers' apparent stress and self-efficacy of university teachers and suggested that both settled over time. After going through different articles regarding teachers' self-efficacy and instructional competences it can be conclude that there are different factors, mentioned above that effect low self-efficacy for teachers and that cause their instructional competences.

### **RESEARCH OBJECTIVES**

1. To identify the level self-efficacy of university teacher.
2. To find out relationship between self-efficacy and instructional competence of teachers.

### **RESEARCH HYPOTHESIS**

1. There is no relationship between self-efficacy and instructional competences of university teachers.

### **RESEARCH QUESTION**

1. What is the level of self-efficacy among university teachers?

### **RESEARCH METHODOLOGY**

The study was conducted to explore the relationship between self-efficacy and instructional competences of university teachers. This section discusses the study design, population, sample size, instrument, data collection method and data analysis. This study comes under positivism paradigm. Quantitative approach was used and the nature of the study was correlational design. The researcher collected authentic data directly from respondents. Population of the study were the teachers of International Islamic University Islamabad Female Campus. The population of female teachers were selected from Faculty of Social Science. However, Faculty of Social Science was consisted of eight departments and overall strength of permanent female teachers of these departments were eighty-five. Keeping in mind the population of study, sample of study were selected from Faculty of Social Sciences teachers through Random Sample Technique. According to Sample size table of L.R Gay (2012) 70 is the sample size of study population. Questionnaires were used to collect data from teachers. Close

ended questionnaires were used to collect data. Questionnaires were made on the basis of literature. Data were collected by the personal visit of researcher. Researcher personally distribute the questionnaires to all teachers from the eight departments of Faculty of Social Science. After data collection from teachers, Pearson r Product Moment was used to analyze the collective quantitative data. The result was drawn accordingly on the basis of data evidences, the findings, conclusions and recommendation were formulated.

**DATA ANALYSIS**

Data were analyzed through Pearson r Product Moment in order to find out the relationship between self-efficacy and instructional competences of university teachers. A null hypothesis was formulated that there is no significance relationship between self-efficacy and instructional competences of university teachers. Since there was relationship between two variables so, Pearson r, is most appropriate to correlate both variables.

**H1: There is no relationship between self-efficacy and instructional competences of university teachers.**

**Objective 1: To determine the level of self-efficacy (Persistence, adaptability, seeking challenges, taking initiative and persistence) among university teachers regarding.**

**Table 1: Self-Efficacy of University Teachers**

Level of self-efficacy	Frequency	Percentage
1. High	56	80%
2. Moderate	14	20%
3. Low	0	0%

Table shows that the frequency of high level of self-efficacy was 56 and the percentage was 80%. Frequency of moderate level of self-efficacy was 14 and the percentage was 20%. Frequency of low level of self-efficacy was 0. This table show that majority of English language teachers have a high level of self-efficacy. (80%).

**Objective 2: Relationship between self-efficacy and instructional competences of university teachers.**

**Table 2: There is no relationship between teacher self-efficacy and instructional competences at university level.**

Variables	No. of Participants (N)	Mean	df	t-value	p-value
SE	70	2.74	215	355	.723
IC	70	2.70			

This table shows that relationship between teachers' self-efficacy and instructional



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competences was found to be significance at .767 and this was significance at 0.05 level. So, findings shows that there is a significant relationship between teachers' self-efficacy and instructional competences at university level.

## DISCUSSION

Bandura's Theory of Self-Efficacy serves as a fundamental framework in this field. The results of existing study are probably consistent with Bandura's (1997) theory that self-efficacy and performance in a variety of tasks, including teaching, are positively correlated. This study results are in line with Bandura's (1997) theory of self-efficacy, which contends that people who have higher levels of self-efficacy are more likely to accept and successfully complete difficult tasks. Meanwhile, findings support this idea in the context of university teaching, demonstrating a positive relationship between instructors' instructional competencies and their self-efficacy. According to this, university instructors who have greater faith in their capacity to instruct students tend to demonstrate better instructional skills, which is consistent with Bandura's theory of mastery experiences and self-regulation.

However, some research on self-efficacy in K–12 education, such as Maddux (2016) shown that novice teachers' self-efficacy can vary depending on their first teaching experiences. But since this research focuses on university instructors, it provides insights into a distinct educational setting where peer collaboration and research experience, for example, may have a greater influence or self-efficacy may be steadier. Additionally, this research closes a gap by examining this dynamic at the university level. Previous research, like that of Maddux (2016) concentrated on self-efficacy among novice teachers within primary and secondary education. The stability of university professors' self-efficacy, which may be influenced by their years of experience and academic accomplishments, emphasizes the need for more investigation into the interactions between these variables in higher education settings.

Moreover, studies like Pellerone (2021) which demonstrated that teachers with higher self-efficacy were more effective in managing classrooms and delivering instruction, have previously suggested that raising teachers' self-efficacy through targeted professional development can enhance their instructional competences. These findings also support this theory. As per the results of Pellerone (2021) research on self-efficacy and classroom management, this study implies that professional development initiatives that target raising the self-efficacy of university teachers result in better instructional competencies. This could have significant effects on teacher preparation programs, highlighting the necessity of helping educators develop their confidence through collaborative practices, feedback, and mastery experiences. It is crucial to emphasize that this study is correlational, even though it provides insightful information about the relationship between instructional skills and self-efficacy

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among university professors. This research offers a snapshot of the current relationship; in contrast, longitudinal studies, like those done by Elstad & Christophersen (2017) follow changes in self-efficacy over time. This suggests that future research may examine how this dynamic develops throughout the course of a teacher's career.

### RECOMMENDATIONS

1. It is recommended that teachers achievements should be encourage and appreciate publicly because that leave a positive impact teachers' self-efficacy and help other teachers to work to enhance their self-efficacy and instructional competences.
2. It is recommended that university administrators annual or after every six months should conduct a training workshop and informative session where teacher gain knowledge about the importance of teacher's self-efficacy and instructional competences and they can evaluate themselves to enhance their self-efficacy and instructional competences.
3. It is recommended that teacher's self-efficacy and instructional competences should be equally require as teachers' qualification in teaching at university level.
4. It is also recommended that every teacher at university level should do self-evaluation so that if they lack something then they should work on it because it will them to enhance their self-efficacy and instructional competences.

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