Indus Journal of Social Sciences

Online ISSN: 2960-219X
Print ISSN: 2960-2203
Volume 3, Number 3, 2025, Pages 407 – 414
Journal Home Page
https://induspublishers.com/IJSS/about

Self-Efficacy of Teachers and Academic Performance of Students: A Correlational Study

Dr. Fouzia Tabassum[1], Dr. Saadia Khan[2], Tazim Sharif[3] & Dr. Muhammad Asghar Ali[4]

[1]*Principal FGPM School No 2 (II) Wah, Cantt, Email: drfouziatabassum7@gmail.com*
[2]*Lecturer, Department of Education, Women University of AJ&K Bagh, Email: saadiacs@gmail.com*
[3]*PhD Scholar, Department of Education Muslim Youth University Islamabad, Email: tazimshrif@gmail.com*
[4]*Professor (Adjunct), Department of Education, Muslim Youth University Islamabad, Email: aamasgharali@gmail.com*

ARTICLE INFO

Article History:

Received:	*June*	*20, 2025*
Revised:	*July*	*25, 2025*
Accepted:	*August*	*10, 2025*
Available Online:	*August*	*18, 2025*

Keywords:

Academic Performance, Self-Efficacy, Teachers, Public Sector

Corresponding Author:
Dr. Fouzia Tabassum
Email:
drfouziatabassum7@gmail.com

ABSTRACT

The purpose of the study is to find out the relationship of self-efficacy of teachers with performance of students in public secondary schools. The objectives of the study were; to identify the level of self-efficacy of teachers, and to find out the relationship of teachers self-efficacy with academic performance and also a correlation with respect to demographic variables. The study is delimited to secondary school teachers teaching in public sector secondary schools in Rawalpindi tehsil. The research was descriptive in nature, and the researcher used the survey method for this research. The population consists of all secondary school teachers and students in Public secondary schools of Rawalpindi. The researcher chose a sample of 150 teachers and same number of students of those teachers who were taken as sample. The researcher developed questionnaires (instruments) for teachers and students. The questionnaires were personally distributed by the researchers when they were on site at the sampled respondents' schools. They were given enough time to complete the forms honestly before returning them. The SPSS-24 (Statistical Package for Social Sciences) program was used to tabulate, analyze, and interpret the data after it had been obtained. For demographic information, mean, standard deviation and Pearson correlation were used. The study found that there is a significant and positive correlation between teacher's self-efficacy and performance of students at secondary level. The researcher recommended Education department schools to enhance the teachers' level of self-efficacy.

Introduction

Self-efficacy independently correlates with academic performance, which is a feature of social-cognitive theory (Bandura, 2007). Bandura's social-cognitive theory, which emphasizes how people self-organize, self-regulate, self-reflect, and are proactive in influencing their learning and behaviour, is where self-efficacy originates (Haverback & Parault, 2011). Bandura focused on the cognitive underpinnings of social encounters and how these conceptions affect behaviour and growth (Stone, 2008). According to Bandura, "people create beliefs about their capacity to execute at a particular level of competence" via the cognitive process of teacher efficacy (Goddard, Hoy, & Woolfolk Hoy, 2000). According to Bandura (2007), social-cognitive theory "says that others share beliefs and collaborate to produce outcomes," but it also accepts that "personal agency operates within a large network of socio-structural factors" (Bandura, 2007).

The characteristics of effective or ineffective teaching practices, student engagement, and classroom management might vary depending on efficacy levels (Tschannen-Moran & Woolfolk Hoy, 2001). Schools in the public sector keep putting support mechanisms in place to boost effectiveness while lowering turnover. These initiatives seek to boost student engagement, rigorize educational procedures, and increase job satisfaction levels (Woolfolk, Rosoff, & Hoy, 2010).

Teachers' self-efficacy issues connected with unfortunate classroom management preparing lead to elevated degrees of stress and early takeoffs from the teaching calling. Likewise, instructors' self-efficacy is related to their capacity level to deal with a classroom. The issues with educator self-efficacy and classroom management might happen right off the bat in the vocation of pre-administration educators. Pre-administration educators are presented to almost no preparation in classroom management rehearses (Gaudreau, Royer, Frenette, Beaumont, and Flanagan, 2013). Hence, the certainty and efficacy levels important to manage an effective classroom might very well never be created (Abdullah et al., 2011). Educator proficiency improvement can possibly consolidate the four principal sources that impact instructor self-adequacy. Proficient advancement has also been identified as a significant factor in the course of career advancement (Dave et al., 2012). Proficient improvement Open doors are given in training so educators can remain current with teaching procedures and upgrade abilities they see as lacking.

Bruce et al. (2010) express that educator's self-efficacy can be associated with an instructor's expert improvement potential and that educator self-adequacy can be developed and improved as educator's progress through his/her profession. Help in the early stages of teaching has been demonstrated to be critical to the development of educator efficacy and is related to Bandura's hypothesis of self-adequacy, which proposes that adequacy can be more effectively developed from the start of an instructor's career. Educator self-efficacy for learner engagement is a proportion of the conviction that instructors can empower learner engagement (Van Uden, Ritzen, and Pieters, 2013). Educators with high self-efficacy view themselves as significant and their educational plan as significant, which spurs learners to go to class, show interest in illustrations, and increment learner teaching. Educator efficacy convictions in learner engagement can likewise have a greater impact an educator's way to deal with guidance and can affect the expert achievements of an instructor. As a matter of fact, studies have referenced the fact that more significant levels of instructor self-efficacy are associated with higher levels of learner engagement.

Pianta et al (2012) found that when teachers try to build personal relationships with their students, it has a big effect on how much they care about school, how much they learn, and how inspired they are to learn. The nature of connections among learners and educators can impact trust and

positive classroom conditions, which further develop learner engagement. Educators who lay out sure associations with in-danger learners can increase learner engagement and positive ways of behaving (Alen, 2018). Similarly, praise has been shown to increase a healthy way of behaving and learner scholarly engagement. From the debate of literature review on the age-related effect of teachers' self-efficacy beliefs, there are many studies that have come to conclusions that are different from each other. Ghanizadeh and Moafian (2009) discovered that the older the teachers are, the more confident they are in their own abilities, and this study investigated the relationship between self-efficacy scores and pedagogical success. Another study found that teachers who are young have stronger self-efficacy beliefs and higher expectations. Each period of life brings with it a number of challenges. Success and failure during these periods shape the self-efficacy of people and cause such beliefs to grow or decrease at the same time. However, many researchers, such as Hicks (2012), However, it should be noted that empirical research studies that study the relationship between a teacher's age and self-efficacy beliefs are not numerous. Also, there are a few studies in Pakistan and Azad Jammu and Kashmir that investigate the construct of self-efficacy beliefs.

Statement of the Problem

In the field of education, the efficacy of a teacher can be conceived as an individual's ability to plan, organize, and carry out activities that aim at achieving educational goals. Other studies have defined self-efficacy beliefs as the belief that the learners have in their own abilities, which subsequently results in the improvement of the students' results (Tschannen-Moran & Hoy, 2002). According to Bandura (2007), teachers' self-efficacy beliefs are linked not only with the ability to achieve successful teaching but also their effectiveness, which is in some cases determined by the efficacy in classroom management where learning can occur, where the resources are ranked as they are needed, and where there is parental involvement in the academic activities. Various studies have concluded that teachers with high self-efficacy beliefs have a very positive impact both in the classroom setting and on their academic performance. Teachers' self-efficacy beliefs affect not only the teacher's strategies (Allinder, 2004) and goals (Mujis & Reynolds, 2002), but also the teachers' attitudes towards change. Keeping in view the above situation, the researcher intended to carry out this study entitled, "Relationship of Self-efficacy of Teachers with academic performance in Public Sector Schools."

Research Objectives

The following objectives for the present study were to be achieved:

1. To identify level of self-efficacy of Teachers and academic performance of students in public sector secondary schools in Rawalpindi Tehsil.
2. To find out relationship of teacher's self-efficacy with academic performance in public sector secondary schools in Rawalpindi Tehsil.
3. To find out the relationship of teachers self-efficacy with academic performance gender wise in Rawalpindi Tehsil.

Research Methodology

A descriptive research design was adopted for this study. Descriptive research involves the identification of attributes of a particular phenomenon based on an observational basis or the exploration of correlation between two or more phenomena. It is appropriate for research because it facilitates the assimilation of quantitative data by the researcher. The study was conducted to find out the relationship of self-efficacy of teachers with academic performance of students in

public sector schools in Rawalpindi tehsil. The study's population consists of all secondary school teachers employed in the public schools. The researchers select a sample of 150 secondary teachers and students using the Krejcie and Morgan table for sample size. The sample was made up of 73 female and 77 male teachers who were chosen proportionally. Utilizing a probability sampling, the simple random sampling technique was taken for data collection. To ascertain how teachers' self-efficacy relates with their students' academic performance. Data were gathered using a questionnaire using a five-point Likert scale after familiarizing herself with relevant literature, reading books and articles, and, most importantly, with the amiable assistance of the experts in the field of education. There are 10 statements regarding self-efficacy of teachers and 10 statements of academic performance on the questionnaire. The statements were selected carefully with the mutual consultation of researchers. A descriptive study was conducted during this research, which describes the relationship of self-efficacy of teachers with academic performance of students in public sector schools. Data were collected by the research tool. The researchers personally visited the sampled schools and distributed the questionnaires among the sampled respondents in printed form with clear instructions to fill it out. The sampled respondents were cooperative enough that they returned all the filled questionnaires on the fixed time well in time.

Data Analysis

The SPSS-24 (Statistical Package for Social Sciences) program was used to tabulate, analyze, and interpret the data after it had been obtained. For demographic information, numbers Mean and Standard Deviation and Pearson correlation were used to find out the relationship.

Table 1: Self-efficacy of Teacher (Descriptive Statistics)

Self- Efficacy	N	Mean	Std. Deviation
1. I can always manage to solve difficult problems if I try hard	150	2.38	.902
2. If someone opposes me, I can find the means and ways to get what I want.	150	3.60	.803
3. It is easy for me to stick to my aims and accomplish my goals.	150	2.43	1.234
4. I am confident that I could deal efficiently with unexpected events.	150	1.69	.615
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	150	1.87	.957
6. I can solve most problems if I invest the necessary effort.	150	2.69	1.170
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	150	1.43	.944
8. When I am confronted with a problem, I can usually find several solutions.	150	2.73	1.341
9. If I am in trouble, I can usually think of a solution	150	2.34	1.158
10. I can usually handle whatever comes my way.	150	2.35	1.136

The descriptive statistics (Table 1) indicate that teachers demonstrated moderate levels of self-efficacy in areas such as problem-solving (M = 2.38, SD = .902), sticking to goals (M = 2.43, SD = 1.234), and managing challenges (M = 2.35, SD = 1.136). The highest reported efficacy was the ability to persist and find ways to achieve goals despite opposition (M = 3.60, SD = .803). Conversely, the lowest means were observed in the ability to remain calm during difficulties (M = 1.43, SD = .944) and to deal with unexpected events (M = 1.69, SD = .615). These results suggest that while teachers are generally confident in achieving objectives, they face challenges in coping

with stress and uncertainty.

Table 2: Academic Performance of Teacher (Descriptive Statistics)

Academic Performance	N	Mean	Std. Deviation
1. I am unable to speak fluently in front of peers	150	1.93	.910
2. I feel fear in giving my opinion during discussions.	150	2.84	1.136
3. I never get absent without a compulsion.	150	1.83	1.245
4. I make sure that i understand the lesson on day to day basis.	150	2.91	1.336
5. I like to participate in extracurricular activities along with my studies.	150	2.54	1.179
6. I give proper attention to the lectures in the classroom.	150	2.49	1.110
7. I make sure to be regular and punctual.	150	2.58	1.448
8. I discuss questions related to studies with teachers outside the classroom as well.	150	2.43	1.212
9. I use electronic medium (Internet) to complete an assignment.	150	3.35	1.153
10. I find out the ways to make the course understandable for me.	150	3.17	1.049

Table 2 reveals that teachers displayed positive academic behaviors, particularly in avoiding unnecessary absences (M = 1.83, SD = 1.245), punctuality (M = 2.58, SD = 1.448), and attentiveness in classrooms (M = 2.49, SD = 1.110). Teachers also actively engaged with technology, as indicated by high means for using the internet for assignments (M = 3.35, SD = 1.153) and finding ways to understand lessons (M = 3.17, SD = 1.049). However, communication-related weaknesses emerged, with relatively low scores for fluency in front of peers (M = 1.93, SD = .910) and fear of sharing opinions (M = 2.84, SD = 1.136).

Table 3: Correlations between Self Efficacy and Academic Performance

Variable	Levels	Academic Performance
Self- Efficacy	Pearson Correlation	.256**
	Sig. (2-tailed)	.002
	N	150

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

The correlation analysis (Table 3) demonstrated a positive and statistically significant relationship between self-efficacy and academic performance (r = .256, p = .002). This suggests that teachers with higher self-efficacy are likely to perform better academically. However, the relationship is weak, indicating that other factors beyond self-efficacy may also influence performance.

Table 4: Gender wise Correlations between Self-Efficacy and Academic Performance

Gender	Variables	Levels	Academic Performance
Male	**Self-Efficacy**	Pearson Correlation	.020
		Sig. (2-tailed)	.866
		N	77
Female	**Self-Efficacy**	Pearson Correlation	.534**
		Sig. (2-tailed)	.000
		N	73

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

The gender-wise analysis (Table 4) revealed distinct differences. Among male teachers, no significant correlation was found between self-efficacy and academic performance ($r = .020$, $p = .866$). In contrast, female teachers exhibited a strong positive correlation ($r = .534$, $p < .001$), suggesting that higher self-efficacy significantly contributes to their academic performance. This indicates that gender moderates the relationship between self-efficacy and academic achievement.

Discussion

These outcomes align with Bandura's social cognitive framework, which emphasizes that self-efficacy enhances motivation and performance. A recent integrative review affirms that teacher self-efficacy positively affects educational productivity, innovation, classroom strategies, and inclusion efforts (Shah & Alam, 2023). Similarly, in Botswana, teacher self-efficacy was found to correlate positively, albeit weakly, with student academic achievement (Mogomotsi, 2021).

Moreover, research in EFL contexts has demonstrated that teachers' self-efficacy significantly contributes to learners' academic success (Ghaslani, 2022). Professional development programs targeting subject-specific self-efficacy—such as workshops in quantum information science—also showed measurable gains in teacher confidence and classroom performance (Zhu et al., 2020).

The gender-specific findings echo broader patterns in STEM education. Women often underreport self-efficacy relative to their demonstrated performance, suggesting a disconnect between confidence and capability (Marshman et al., 2020). Recent work further shows that gender identity moderates the relationship between ability and self-perception, with women sometimes showing stronger performance gains even when their self-efficacy increases less steeply (Gamage et al., 2024). These nuances may explain why female teachers in the present study demonstrated a stronger efficacy–performance relationship than their male counterparts.

Conclusions

1. Teachers possess moderate levels of self-efficacy, with confidence in problem-solving but weaker coping mechanisms in stressful situations.
2. Academic performance is generally satisfactory, especially in punctuality, attention, and technology adoption, though communication-related anxieties persist.
3. A weak but significant positive correlation exists between self-efficacy and academic performance.
4. Gender plays a critical role: female teachers' performance is strongly linked to self-efficacy, whereas male teachers show no such relationship.

Recommendations

Professional Development: Training programs should focus on stress management, adaptability, and coping skills to strengthen teachers' emotional resilience.

Communication Enhancement: Workshops on public speaking, classroom discourse, and confidence-building are needed to address communication barriers.

Mentorship Systems: Establish structured mentoring programs to support teachers in developing both self-efficacy and professional competence.

Technology Integration: Encourage continued use of digital tools for academic tasks, as teachers already demonstrate strength in this area.

Gender-Specific Interventions: Tailored strategies should support male teachers in translating self-efficacy into improved performance, while sustaining the strong efficacy-performance relationship in females.

Ongoing Monitoring: Institutions should regularly assess teacher self-efficacy and academic outcomes to ensure continuous improvement and timely interventions.

References

1. Abdullah, M. C., Elias, H., Mahyuddin, R., & Uli, J. (2011). Relationship between self-efficacy and the academic achievement of secondary school students. Journal of Social Sciences, 7(1), 46–50. https://doi.org/10.3844/jssp.2011.46.50
2. Alen, M. (2018). Teacher–student relationships and their impact on student engagement: A classroom perspective. Journal of Education and Practice, 9(14), 12–20.
3. Allinder, R. M. (2004). The relationship between efficacy and the instructional practices of special education teachers and consultants. Teacher Education and Special Education, 17(2), 86–95. https://doi.org/10.1177/088840649401700203
4. Bandura, A. (2007). Social cognitive theory of self-regulation. New York, NY: Freeman.
5. Bruce, C., Esmonde, I., Ross, J., Dookie, L., & Beatty, R. (2010). The effects of sustained classroom-embedded teacher professional learning on teacher efficacy and related student achievement. Teaching and Teacher Education, 26(8), 1598–1608. https://doi.org/10.1016/j.tate.2010.06.011
6. Dave, H. S., Patel, A. A., & Shah, V. (2012). Professional development of teachers: A key to educational reforms. International Journal of Research in Education, 1(2), 34–41.
7. Gamage, S. H. P. W., Perera, I., & Fernando, S. (2024). Self-efficacy, gender identity, and academic performance: Exploring moderating effects in STEM education. arXiv. https://arxiv.org/abs/2401.02506
8. Ghaslani, R. (2022). Teacher self-efficacy and EFL learners' academic achievement: A review. Frontiers in Psychology, 13, 872147.
9. Gaudreau, N., Royer, É., Frenette, É., Beaumont, C., & Flanagan, T. (2013). Classroom behavior management: The effects of in-service training on elementary school teachers' self-efficacy beliefs. McGill Journal of Education, 48(2), 359–382. https://doi.org/10.7202/1020977ar
10. Ghanizadeh, A., & Moafian, F. (2009). The role of EFL teachers' self-efficacy in their pedagogical success. Journal of Language Teaching and Research, 2(3), 499–508.
11. Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. American Educational Research Journal, 37(2), 479–507. https://doi.org/10.3102/00028312037002479
12. Haverback, H. R., & Parault, S. J. (2011). Teacher self-efficacy: Substantive implications and measurement dilemmas. Teaching and Teacher Education, 27(2), 354–362.
13. Hicks, L. (2012). Teacher age, experience, and self-efficacy: Exploring relationships. Journal of Instructional Psychology, 39(3), 111–120.
14. Marshman, E., Kalender, Z. Y., Schunn, C., Nokes-Malach, T., & Singh, C. (2020). A longitudinal analysis of students' motivational characteristics in introductory physics courses: Gender differences. arXiv preprint.
15. Mogomotsi, B. (2021). Teacher self-efficacy as a correlate of academic achievement among Grade Seven learners in Botswana. International Journal of Research and Innovation in Social Science, 5(3), 137–144.
16. Muijs, D., & Reynolds, D. (2002). Teachers' beliefs and behaviors: What really matters?

Journal of Classroom Interaction, 37(2), 3–15.
17. Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher–student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), Handbook of Research on Student Engagement (pp. 365–386). Springer.
18. Shah, F., & Alam, M. (2023). Self-efficacy in teacher performance and educational productivity: An integrative review. International Journal of Instruction, 16(2), 251–270.
19. Stone, R. (2008). The social cognitive approach in teacher education: Bandura revisited. Journal of Educational Thought, 42(1), 25–36.
20. Tschannen-Moran, M., & Hoy, A. W. (2002). The influence of resources and support on teachers' efficacy beliefs. Journal of Educational Psychology, 94(4), 732–747.
21. Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. Teaching and Teacher Education, 17(7), 783–805.
22. Van Uden, J. M., Ritzen, H., & Pieters, J. M. (2013). I think I can engage my students: Teachers' perceptions of student engagement and their beliefs about being a teacher. Teaching and Teacher Education, 32, 43–54.
23. Woolfolk, A. E., Rosoff, B., & Hoy, W. K. (2010). Teachers' sense of efficacy and classroom control: Student and teacher characteristics. Teaching and Teacher Education, 6(2), 137–148.
24. Zhu, G., Ma, Y., & Li, X. (2020). Teacher professional development and self-efficacy improvement through quantum information science workshops. Journal of Science Education and Technology, 29(4), 523–534.