

Received: December 2023 Accepted: January 2024

DOI: <https://doi.org/10.58262/ks.v12i2.303>

The Effect of Self-Efficacy and Teaching Methods on Academic Performance in Private Education Institutions in the State of Kuwait

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Abstract

This study aims to examine the effect of self-efficacy and teaching methods on the academic performance of students enrolled in private education institutions in the state of Kuwait. Self-efficacy refers to individuals' beliefs in their capabilities to accomplish specific tasks and overcome challenges. The required data was gathered by using a survey that targeted undergraduate college students. The targeted population involves undergraduate students at Algonquin College of Kuwait. Findings reveal a significant positive relationship between students' self-efficacy levels and their academic performance, highlighting the importance of fostering confidence and resilience in educational contexts. Moreover, the study identifies key teaching methods, such as active learning techniques and technology integration, that contribute to enhanced student engagement and comprehension. The interaction between self-efficacy and teaching methods underscores the need for educators to adopt evidence-based instructional practices that empower students and promote a growth mindset. The implications of these findings extend to educators, administrators, and policymakers seeking to optimize learning environments and facilitate student success in private education institutions. By prioritizing the development of students' self-efficacy beliefs and leveraging effective teaching strategies, educational stakeholders can cultivate a culture of academic excellence and student empowerment in Kuwait's private education sector.

Keywords: Self-Efficacy, Teaching Methods, Academic Performance, Education Institutions

1. Introduction

The level of academic success is important for every academic or educational institution as well as teachers, as academic performance is about the measurable behavior of a student. Such behaviors can be observed or measured by looking at the scores obtained from different tests (Yousef, 2012). Previously, Rivkin, Hanushek, and Kain (2005) further explained that academic performance at any point is a cumulative function of different factors like community, family, and experience at school. It was clarified by Duggal and Mehta (2015) that most researchers used the cumulative grade point average as a base when measuring the academic performance of students. Educators and researchers have always been interested in inspecting and exploring variables that can contribute effectively to the performance of learners (Farooq, Chaudhry, Shafiq, & Behranu, 2011). Moreover, academic success is affected by many various factors including social, and economic situations, psychological, environmental, and even personal factors.

A considerable number of researches have been introduced regarding the factors that can impact the levels of academic performance and achievement which are seen as a resultant variable of different environmental factors including socioeconomic factors (Mutairi, 2011) and

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hence, academic performance would differ across countries depending on those factors. In Kuwait, several empirical studies were conducted in governmental educational institutions that focused on the factors affecting students' performance have revealed some issues such as gender differences, previous GPAs, students' age and marital usage, and library usage (Al-Rashed, 2001; Mutairi, 2011). However, these findings may not apply to students of Kuwait due to the educational differences in terms of being a private college accepting non-Kuwaiti students and due to its new learning methods, which depend on students' bringing their mobile learning device that is considered new to a developing country like Kuwait.

The Kuwaiti government has recently been focusing on the importance of education to ensure that all students in the country receive a high level of education. However, it seems that the country suffers from a shortage of highly qualified and competent teachers (Abualrub, 2016). Furthermore, there appears to be a real crisis in education in Kuwait according to the report issued by the Supreme Planning Council (2014-2015) which included indicators indicating a decline in the quality of the elements of the educational system from the level of the student, teacher efficiency, school administration and curriculum (Salleh et al., 2020). On the other hand, the Ministry of Education is now paying a high level of attention towards increasing the performance of the education stating that the creation of a good educational environment will create a generation of educated people. Also, the new educational system in Kuwait is now encouraging students to employ several new methods to increase their success rate and enhance their academic performance such as providing interactive learning systems inside the classrooms (Alfathly, 2016). Therefore, this study aims to examine the effect of self-efficacy and teaching methods on academic performance in private education institutions in the state of Kuwait.

2. Literature Review

Academic performance encompasses a broad spectrum of indicators that reflect a student's level of achievement and competence in their educational pursuits. Verešová and Malá (2016) indicated that the term 'academic success' is often confused with the term 'academic achievement' and argued that GPAs and grades represent 'achievement' and not 'success'. On the other hand, other researchers viewed it differently as Yousef (2012) stated that academic performance is mainly about noticing the students' behaviors that are measurable. Such behaviors can be measured by examining the scores of various tests. This makes the terms 'academic success, performance, and achievement' ambiguous as they encompass a wide learning outcome ranging from the degree of academic achievement to the person's moral and even ethical development. Of course, the word 'academic' helped in making the term a little bit narrower as it is intended to be applied in the educational field only. Generally speaking, when it comes to studies that are concerned about deeply identifying the variables of academic success, such studies are usually associated with the overall assessments of students (Zamanan et al., 2020).

Determining and understanding the academic success and its likelihood is vital for all educational and academic institutions in addition to teachers. In fact, academic research has tried to clarify contrasts in academic performance. Actually, scientists such as Hanushek (2003) began to put such research in a worldwide setting with examinations of separating instructive hypotheses and individual academic outcomes. There are various speculations that are having an effect on everything when managing performance, whether it is academic and/or economic.

Studying and explaining the psychological parts of the learning process is usually complex but what makes studying that issue is even harder lies in the clear fact that the outcome of interest is not defined clearly.

York, Gibson, and Rankin (2015) directed a scientific and analytical review through the previous literature with the intent to deeply understand the utilization of academic success and achievements in academic institutions and the educational fields in general. Hence, the understanding of the tools that are usually used to measure academic success will be clearly presented as indicated in the model of academic success which summarizes all variables found in the investigated literature. York, Gibson, and Rankin (2015) determined that this particular term was mostly defined conceptually through the Astin's I-E-O model and that many measurements were empirically used across global studies to measure the term.

Astin's (1991) model is referred to as the Inputs-Environments-Outcomes (I-E-O) conceptual model which originated from Astin's (1991) investigation of graduates' ability to continue with post graduate's programs to reach PhDs. Therefore, Astin examined the extent of the programs' qualities and inputs. Astin was convinced that in order to accurately assess that, it requires him to analyze students' inputs and the educational environment in addition to student outcomes. After that, Terenzini and Reason (2005) commented on Astin's (1991) framework by clarifying that college outcomes are being examined in that model through several elements and these are: the programs' inputs, family backgrounds, demographic characteristics, and the students' social and academic experiences; environment which includes the people, programs, cultures, and policies that students would experience in college on campus and off campus; and outcomes which are about the students' knowledge, characteristics, beliefs and values in addition to behaviors that students acquire after their college experience.

Self-efficacy is seen as the individual's belief in his/her own ability to perform well in the academic life (Hong & O'Neil, 2001). In the same time, strong academic performance confirms self-efficacy, increases motivation, and reinforces effort and persistence toward academic tasks (Aldoghan, Aburumman, Omar & Abdulwahid, 2022). Similarly, Zajacova, Lynch, and Espenshade (2005) found that this variable has a strong significant impact on the grade point average (GPA). In the past, Lent, Brown, and Hackett (1994) derived Social Cognitive Career Theory (SCCT) in which they merged self-efficacy into a model that also include personal goals as a consequence of self-efficacy while explaining that goals represent the person's intention to engage in a specific activity (Lent, 2005). That same model illustrates that personal goals determine actions and such actions explain the eventual performance. This shows the importance of this variable that was chosen to be included in this particular study due to its importance in the students' academic lives.

Moreover, self-efficacy has been characterized as the "belief in one's capabilities to organize and execute the courses of action required to produce given attainments" (Gkorezis, Kostagiolas, & Niakas, 2017). According to the previous literature, self-efficacy is concerned about the individual's beliefs regarding his own capabilities are important in terms of learning and producing good performance (Zimmerman, 2000). Before that study, Bandura (1977) defined self-efficacy in his way and suggested that it involves the personal judgment and perception of his own capability to achieve desired goals through executing specific actions. Bandura (1977) gave a definition for self-efficacy saying that it is about the individuals' beliefs about their abilities to perform in a certain way of a certain practice can may have an impact on their personal lives. The belief of self-efficacy as indicated by Bandura, (1997) can determine the way different individuals think or feel.

Self-efficacy was remarkably, noticed to as a vital element in the environments of training and learning in general. In the educational context, Zimmerman (2000) illustrated the extent to which self-efficacy can positively impact the students' academic outcomes and performance. The author further explained that high self-efficacy makes students participate and work harder showing longer persistence and lower negative emotional responses when it comes to facing difficulties in their studies than those who have lower levels of self-efficacy as they distrust their own capabilities in pursuing the required academic work. Many empirical research have been done regarding this matter and verified the association between self-efficacy and performance in academia (Saram, Aburumman & Hasan, 2023; Zhu et al., 2011). Interestingly, although many studies explored the direct effect that self-efficacy has on performance, Zhu et al., (2011) revealed that self-efficacy can play as a mediator impacting academic performance and its relations to many attributes or factors.

Self-efficacy during any self-regulatory processes can increase the motivational levels of individuals (Hans & Gupta, 2018). Furthermore, another evidence on the presence of a positive correlation between self-efficacy of undergraduate students and their academic performance in higher education came from the study of Barrows, Dunn, and Lloyd (2013). The same study found that on the contrary, students who do not perceive themselves as competent will have a drop in their motivation to complete their heavy tasks and would only focus on having negative results (Barrows et al., 2013). It was stated by Gutman and Schoon (2013) that many experimental studies designated that self-efficacy is associated with better persistence and performance.

In the past, Lent et al. (1994) derived Social Cognitive Career Theory (SCCT) in which they merged self-efficacy into a model that also include personal goals as a consequence of self-efficacy while explaining that goals represent the person's intention to engage in a specific activity (Lent, 2005). That same model illustrates that personal goals determine actions and such actions explain the eventual performance. Rogers and Creed (2011) have also found the same conclusion and were able to confirm the path between goals and self-efficacy regardless of the type of self-efficacy that was studied, the sample that was examined in that study included students and job seekers.

Similarly, another study revealed that self-efficacy can strongly impact on the student's or individual's personal goals and that it is related significantly to that individual's abilities to perform certain types of activities in a positive way. That study was conducted by Sheu, Lent, Brown, Miller, Hennessy, and Duffy (2010). Moreover, Fort et al. (2011) have acknowledged that self-efficacy donates to goal setting which eventually contributes to performance. To be clearer about that concept, Bandura (1997) argued that goals need to crystal clear and specific in order to gain an effective motivating influence. Actually, it was found that high self-efficacy promotes personal cognitive development and boosts students to be involved in challenging work (Hans & Gupta, 2018). Furthermore, McCormick (2001) found that Self-efficacy is a vital cognitive element that is also regulates effectiveness and leadership behaviors. In the same manner, Judge and Bono, 2001 as cited by Fitzgerald and Schutte (2010), revealed that higher levels self-efficacy is associated with enhanced work performance.

Bandura (1997) has summarized all of the factors that can possibly determine one's level of self-efficacy, that summary was only provided by that author after deeply studying all the different factors influencing that belief. The summary recognized four main groups of factors as indicated and these are: personal mastery experiences, vicarious mastery experiences, verbal

persuasion and physiological and affective states. Of course, personal accomplishments mean getting good outcomes in the future. Bandura (1997) clarified that vicarious mastery experiences are about the observation of another similar person who is successful, that observation lead to expecting good future outcomes for the one. On the other hand, verbal persuasion is about the assurance that the person can achieve by others and this also can lead to a good future outcome. This is simply because that the physiological states like experiencing a negative mood can impact the perception of efficacy.

In education, and especially in the secondary school's context, teenagers experience different perceptions of self-efficacy amongst males and females. Hanum, Binti, Suraya, and Yunus (2017) found that female students looked and felt more optimistic in terms of facing any type of difficulty in their daily studies when compared to males who were less optimistic. These authors interpreted that this type of optimism can be due to the different nature of the student's gender itself. They further elaborated that this is especially significant since girls are naturally easier when it comes to trusting something than boys who are more skeptical, having some degree of trust issues. And hence, confidence can be developed easily by female students more than males in general. This was explained by saying that females can accept and absorb any motivational words that are said by their teachers or parents to them. Actually, in the past, a study done on undergraduate students in an American college found out that female students conveyed higher self-efficacy than male students (Betz & Hackett, 1981; as cited by Dixon, Worrell, Olszewski-Kubilius & Subotnik, 2016).

Teaching methods encompass a wide array of strategies, techniques, and approaches employed by educators to facilitate learning experiences for students. Effective teaching methods not only transmit knowledge but also foster critical thinking, problem-solving skills, and a deep understanding of the subject matter. Lecture-based teaching involves the instructor delivering information to students in a structured manner through verbal communication. While traditional, this method allows for the dissemination of large amounts of information efficiently. However, it can be passive for students and may not always engage them actively in the learning process. Active learning methods encourage students to participate actively in the learning process. This can include group discussions, problem-solving activities, and hands-on experiments. By engaging students directly, active learning methods promote deeper understanding and retention of knowledge while fostering critical thinking skills.

Experiential learning emphasizes learning through firsthand experiences. This can involve internships, field trips, simulations, and real-world projects. By immersing students in practical situations, experiential learning methods allow them to apply theoretical knowledge in real-life contexts, enhancing their understanding and skills. Project-based learning involves students working on extended projects that require them to investigate and solve complex problems. Project-based learning encourages collaboration, critical thinking, and creativity as students explore topics in depth and develop solutions independently or in groups. This method promotes student engagement and autonomy in learning. Moreover, the Socratic method involves asking students open-ended questions to stimulate critical thinking and encourage dialogue. By engaging students in questioning and discussion, instructors promote deeper understanding and analysis of the subject matter. The Socratic method encourages active participation and helps students develop reasoning and communication skills.

Differentiated instruction involves tailoring teaching methods and materials to meet the diverse needs and learning styles of students. This approach recognizes that students have unique strengths, interests, and abilities, and seeks to accommodate these differences through flexible

instruction, assessment, and support strategies. Technology-enhanced learning integrates digital tools and resources into the teaching and learning process. This can include interactive multimedia presentations, online discussions, educational games, and virtual reality simulations. Technology-enhanced learning can increase engagement, accessibility, and flexibility in education while providing opportunities for personalized learning experiences. Effective teaching methods encompass a range of approaches that cater to diverse learning styles and objectives. By employing a combination of traditional and innovative techniques, educators can create dynamic learning environments that inspire curiosity, foster critical thinking, and empower students to succeed academically and beyond.

This study uses the Educational Productivity Theory to assess the effect of self-efficacy and teaching methods on academic performance in private education institutions in the state of Kuwait. Educational Productivity Theory was one of the rarely examined theories empirically in the school learning context that was grounded on an extensive review of 3,000 work papers and studies (DiPerna, Volpe, & Elliott, 2002). Walberg et al. (1981) have recognized important antecedents that can strongly be responsible for students' outcomes in the learning context and these are students' abilities before achievement, age and developmental level, self-efficacy, the number and quality of instructions, home environment, and contact with the outside mass media, classroom climate, peer group (Walberg, Fraser, & Welch, 1986). However, when DiPerna et al. (2002) tested the theory, they found that ability, age, and self-efficacy are the most significant antecedents as they represent students' characteristics while the other determinants were less significant, and these are classroom climate, peer group, home environment, and media exposure (DiPerna et al., 2002). Following the literature review, this study suggests the following hypotheses:

H1: *Self-efficacy positively effect academic performance in private education institutions in the State of Kuwait.*

H2: *Self-efficacy positively effect teaching methods in private education institutions in the State of Kuwait.*

H3: *Teaching methods positively effect academic performance in private education institutions in the State of Kuwait.*

H4: *Teaching methods mediate the relationship between self-efficacy and academic performance in private education institutions in the State of Kuwait.*

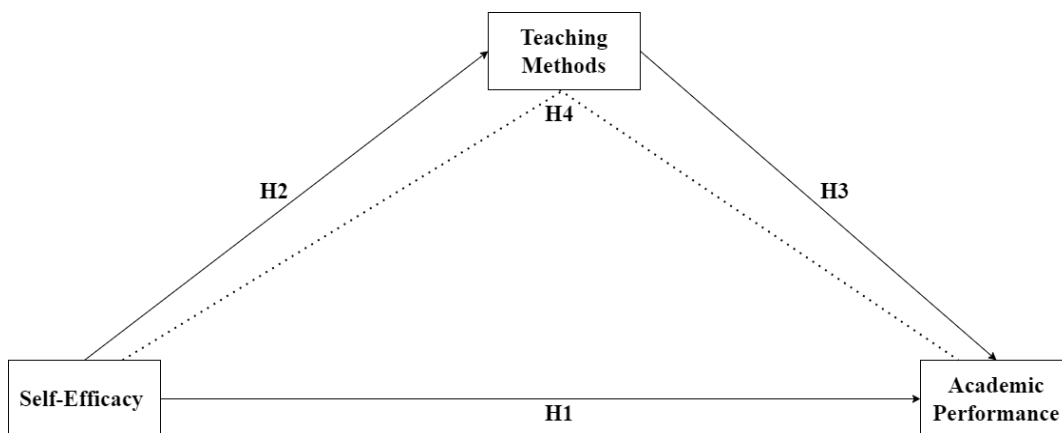


Figure 1: Theoretical Framework.

3. Methodology

The required data was gathered by using a survey that targeted undergraduate college students.

The targeted population involves undergraduate students at Algonquin College of Kuwait. The selection of the college depended on the author's accessibility and contacts as the author is a member of the faculty in the same college. So, logically, the sampling frame of the research in hand consists of the students' list that is available only in the college's registration office. For the research to collect representable data and provide a valuable result, there should be a minimum size of the collected sample of the population of interest for the quantitative research. Sozu, Sugimoto, Hamasaki, and Evans (2015) have presented an important formula to help researchers figure out the minimum sample size that is required to produce significant inferences statistically. This means that, for the study to gain and produce reliable results, the researcher needs to collect a minimum number of completed surveys to represent the study's population of interest effectively.

To calculate the sample size, 5% sampling error/margin of error was selected indicating that the results may deviate by $\pm 5\%$ from the correct or real value of the whole population of interest. Also, a level of confidence level has been set to express the degree of certainty implying that the sample collected is considered representative for the total population of interest which is in this case the undergraduate students of a private college in the state of Kuwait. For this particular research and following many published reliable and valid studies, a 95% confidence level was specifically chosen. This confidence level involves indicating that the total number of data from participants is enough and is representative of the target population with a certainty level of 95%. To clarify, Algonquin College of Kuwait is considered to be a newly developed college and hence the total number of students according to data in the registration office is 250 in the current academic year.

Based on the Central Limit Theorem, the distribution of the sample mean would be stated to have a normal type distribution when it has a sample size of 30 or more (Dudley, 2014). The sample size of this study is 152, therefore the obtained sample is considered to be normally distributed. Regarding measurements, academic performance (AP) has been measured through seven items that were developed by Abdu-Raheem (2015). Moreover, teaching methods (TM) have been measured through eight items that were developed by Schukajlow et al. (2012). Self-efficacy (SE) has been measured through six items that were developed by Panadero, Tapia, and Huertas (2012).

4. Data Analysis

The process of analyzing data using statistical and analytical methods in order to find relevant information and help resolve study-related problems is known as data analysis. The two primary components of the data analysis in this study were the measurement model assessment and the structural model utilizing SmartPLS (3.3.9). Maximizing the explained variance of the endogenous latent variables is the goal of the variance-based structural equation modeling technique known as Partial Least Squares (PLS-SEM) (Hair et al., 2016). The primary analysis method in the current study was the use of the program SmartPLS (version 3.3.9). One of the well-known PLS-SEM software programs is SmartPLS. Ringle, Wende, and Will were responsible for its development and design (2005). Since its release in 2005, the software has grown in popularity due to its user-friendly design, sophisticated reporting features, and availability for free to scholars and researchers.

The PLS technique was applied in this study according to the following reasons "(1) The PLS-SEM analysis can evaluate the theoretical structural model and measurement model at the same

time (Chin, Marcolin & Newsted, 2003); (2) The PLS-SEM analysis is a component-based approach, thus it has no strict requirements for sample size and residual distribution (Lohmöller, 1989); (3) The PLS-SEM analysis has become a popular technique as an alternative to SEM techniques such as LISREL, AMOS and other programs (Hair et al., 2016); (4) The PLS-SEM calculates measurement error and should provide more accurate estimates of interaction effects such as mediation (Chin, Marcolin & Newsted, 2003); (5) The PLS-SEM offers more meaningful and valid results, while other methods of analysis often result in less clear conclusions and would require several separate analyses (Aburumman et al., 2022); (6) The PLS-SEM path modeling is appropriate for complex models such as those with hierarchical constructs (with a complete disaggregation method), mediating, and moderating effects (Chin, Marcolin & Newsted, 2003)".

Assessment of measurement model included convergent validity and discriminant validity. Table 1 shows the results of convergent validity, where all the items have loadings ranged from 0.723 to 0.931. Regarding Cronbach's alpha and composite reliability, all variables achieved values more than 0.7. Meanwhile, all variables achieved values more than 0.5 regarding average variance extracted. Thus, all variables achieved values greater than the proposed threshold value by Hair et al. (2016).

Table 1: Convergent Validity.

Variable	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
Self-efficacy	SE1	0.776	0.871	0.911	0.720
	SE2	0.816			
	SE3	0.878			
	SE4	0.931			
	SE5	0.892			
	SE6	0.774			
Teaching Methods	TM1	0.861	0.842	0.905	0.760
	TM2	0.825			
	TM3	0.902			
	TM4	0.899			
	TM5	0.723			
	TM6	0.904			
	TM7	0.811			
	TM8	0.794			
Academic Performance	AP1	0.914	0.919	0.943	0.806
	AP2	0.897			
	AP3	0.736			
	AP4	0.859			
	AP5	0.854			
	AP6	0.745			
	AP7	0.902			

Discriminant validity was investigated based on Heterotrait-Monotrait Ratio (HTMT). Henseler et al (2016) indicated that "The new HTMT criteria, which are based on a comparison of the heterotrait-heteromethod correlations and the monotrait-heteromethod correlations,

identify a lack of discriminant validity effectively, as evidenced by their high sensitivity rates. The main difference between the HTMT criteria lies in their specificity. Of the three approaches, HTMT 0.85 is the most conservative criterion, as it achieves the lowest specificity rates of all the simulation conditions. This means that HTMT 0.85 can point to discriminant validity problems in research situations in which HTMT 0.90 and HTMT inference indicate that discriminant validity has been established". Table 2 shows HTMT values were all smaller than 0,85 for each construct and were within the range of 0.554 to 0.622 (Hair et al., 2016).

Table 2: Discriminant Validity Based on HTMT.

Variable	Self-efficacy	Teaching Methods	Academic Performance
Self-efficacy			
Teaching Methods	0.554		
Academic Performance	0.604	0.622	

In order to the hypotheses testing, the path coefficients were created using the PLS algorithm embedded with SmartPLS (3.3.9). After created the path coefficients, the next step was test the P-Values and T-Values for each path coefficient in order to conclude whether the hypotheses are statistically significant or insignificant using bootstrapping techniques embedded with SmartPLS (3.3.9). Table 3 shown the hypotheses test.

Table 3: Hypotheses Testing.

No.	Hypotheses	Path Coefficient	T-Value	P-value	Confidence Interval		Decision
					95% LL	95% UL	
H1	SE→AP	0.484	3.919	0.000	0.272	0.752	Supported**
H2	SE→TM	0.852	26.075	0.000	0.773	0.905	Supported**
H3	TM→AP	0.383	2.478	0.013	0.051	0.653	Supported*

Note: **: $p < 0.001$, *: $p < 0.05$.

As shown in Table 3, self-efficacy has a positive direct effect on academic performance in private education institutions in the State of Kuwait (Path Coefficient = 0.484; T-Value = 3.919; P-Value = 0.000; 95% LL= 0.272; 95% UL= 0.752), therefore H1 was supported. In contrast, self-efficacy has a positive direct effect on teaching methods in private education institutions in the State of Kuwait (Path Coefficient = 0.852; T-Value = 26.075; P-Value = 0.000; 95% LL= 0.773; 95% UL= 0.905), therefore H2 was supported. Moreover, teaching methods have a positive direct effect on academic performance in private education institutions in the State of Kuwait (Path Coefficient = 0.383; T-Value = 2.478; P-Value = 0.013; 95% LL= 0.051; 95% UL= 0.653), therefore H3 was supported. Regarding the mediating effect of teaching methods, as shown in Table 4, teaching methods mediated the relationship between self-efficacy and academic performance in private education institutions in the State of Kuwait (Indirect Effect = 0.326; T-Value = 2.473; P-Value = 0.013; 95% LL= 0.049; 95% UL= 0.565), therefore H4 was supported.

Table 4: Testing the Mediating Effect.

No.	Hypothesis	Indirect Effect	T-Value	P-value	Confidence Interval		Decision
					95% LL	95% UL	

H4	SE→ TM→AP	0.326	2.473	0.013	0.049	0.565	Supported*
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Note: *: $p < 0.05$.

5. Discussion and Conclusion

This study aims to examine the effect of self-efficacy and teaching methods on the academic performance of students enrolled in private education institutions in the state of Kuwait. The study explores how students' perceptions of their efficacy interact with various teaching methods to predict academic achievement. Drawing on a sample of students from private schools in Kuwait, data was collected using validated measures of self-efficacy and teaching methods, alongside academic performance indicators. The findings of this study highlight the significance of self-efficacy in the academic performance of students in private education institutions in Kuwait. Self-efficacy refers to an individual's belief in their ability to succeed in specific situations or accomplish a task. In the context of education, students with high levels of self-efficacy tend to exhibit greater motivation, persistence, and resilience in their academic pursuits. The results indicate that students who perceive themselves as capable of mastering academic tasks are more likely to perform better academically. This aligns with previous research demonstrating the positive relationship between self-efficacy and academic achievement across various educational settings. Moreover, the study also explored the impact of teaching methods on students' academic performance. The findings suggest that the effectiveness of teaching methods can significantly influence students' learning outcomes. Educators play a crucial role in shaping students' academic experiences and fostering an environment conducive to learning and growth.

The implementation of innovative teaching strategies, such as active learning techniques and technology integration, may enhance student engagement and promote deeper levels of understanding. Educators should strive to incorporate diverse instructional approaches that cater to the individual learning needs and preferences of students. Additionally, the study examined the interaction between self-efficacy and teaching methods in predicting academic performance. The results indicate that while self-efficacy plays a fundamental role in shaping students' academic outcomes, the choice of teaching methods can either enhance or hinder the development of self-efficacy beliefs. Educators must be cognizant of the reciprocal relationship between self-efficacy and teaching methods, as both factors contribute synergistically to students' academic success. By fostering a supportive and empowering learning environment, educators can empower students to develop confidence in their abilities and strive for academic excellence. Furthermore, the findings underscore the importance of promoting a growth mindset among students, wherein they perceive challenges as opportunities for growth and learning rather than insurmountable obstacles. Encouraging students to adopt a growth mindset can bolster their self-efficacy beliefs and cultivate a resilient attitude towards academic challenges.

It is essential for educators and educational institutions to recognize the diverse learning needs and preferences of students and tailor instructional practices accordingly. By adopting a student-centered approach to teaching and learning, educators can create inclusive classrooms where every student feels valued, supported, and capable of achieving their full potential. The findings of this study have practical implications for educators, administrators, and policymakers involved in curriculum development and educational reform initiatives. By

prioritizing the enhancement of students' self-efficacy beliefs and implementing evidence-based teaching methods, educational stakeholders can foster a culture of academic excellence and student empowerment. Moreover, the study underscores the need for ongoing professional development opportunities for educators to enhance their pedagogical knowledge and instructional skills. By staying abreast of emerging research findings and pedagogical best practices, educators can refine their teaching approaches and adapt to the evolving needs of their students.

The present study contributes to our understanding of the factors influencing academic performance in private education institutions in Kuwait. The findings highlight the pivotal role of self-efficacy and teaching methods in shaping students' learning experiences and academic outcomes. Students who possess high levels of self-efficacy are more likely to exhibit greater motivation, persistence, and academic achievement. Therefore, educators should implement strategies aimed at promoting students' self-efficacy beliefs and fostering a growth mindset conducive to learning and personal development. Additionally, the choice of teaching methods employed by educators can significantly impact students' engagement, comprehension, and retention of course material. By leveraging innovative teaching strategies and incorporating active learning techniques, educators can create dynamic and interactive learning environments that cater to diverse learning styles and preferences.

The interaction between self-efficacy and teaching methods underscores the importance of a holistic approach to education that considers the cognitive, affective, and socio-cultural dimensions of learning. By nurturing students' self-efficacy beliefs and leveraging effective teaching methods, educators can empower students to become active participants in their own learning journey. Moving forward, educational stakeholders must prioritize investments in teacher training, professional development, and instructional resources to support the implementation of evidence-based practices that promote student success. Furthermore, efforts should be made to cultivate a culture of collaboration and continuous improvement within educational institutions. It is imperative for educators, administrators, and policymakers to work collaboratively to address the multifaceted challenges facing the education sector and to foster environments that inspire curiosity, creativity, and lifelong learning.

Future research endeavors should seek to explore the longitudinal effects of self-efficacy and teaching methods on students' academic performance across diverse educational contexts. Long-term studies would provide valuable insights into the sustained impact of interventions aimed at enhancing students' self-efficacy beliefs and improving instructional practices. Additionally, comparative studies examining the effectiveness of different teaching methods in relation to students' self-efficacy levels could offer valuable insights into the optimal approaches for promoting academic success. In conclusion, by prioritizing the cultivation of students' self-efficacy beliefs and leveraging effective teaching methods, educators can empower students to realize their full potential and succeed academically in private education institutions in Kuwait and beyond. Ultimately, the pursuit of academic excellence requires a collective commitment to fostering environments that nurture students' intellectual curiosity, resilience, and passion for learning. Through collaborative efforts and evidence-based practices, we can empower the next generation of learners to thrive in an ever-changing world.

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