

# Self-Efficacy Of Employees In Libyan Educational Institutions: Foundations And Determinants

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## **ABSTRACT**

The study aims to identify the self-efficacy of employees in Libyan educational institutions. The problem of the study lies in the low self-efficacy of employees in Libyan educational institutions, which negatively affects the job performance of employees in these institutions. The study highlights the importance of highlighting the elements of self-efficacy to be used in all Libyan educational institutions. The study followed the descriptive analytical approach to describe and analyze the self-efficacy of employees in Libyan educational institutions. The study reached many results, including that self-efficacy has a prominent role in improving the job performance of employees in Libyan educational institutions. Also, the results of the study concluded that verbal persuasion can be used to highlight self-efficacy at work. The results of the study also showed that emotional influence is one of the most prominent determinants of self-efficacy, as well as previous experiences of the most prominent determinants of self-efficacy in Libyan educational institutions. The results also showed that employees and the organizational environment are among the most important pillars of self-efficacy in Libyan educational institutions. The study recommended the necessity of working to provide the employees with the opportunity to clarify their self-efficacy and work to improve the performance of Libyan educational institutions significantly.

**Keywords:** self-efficacy, determinants of self-efficacy, foundations of self-efficacy, Libyan educational institutions.

## **Introduction**

Many management scholars have been interested in the self-efficacy of employees, as self-efficacy is one of the most prominent administrative concepts at the present time. Institutions of all kinds cannot achieve any progress except through the presence of self-efficacy for their employees, and therefore the emergence of self-efficacy achieves the requirements of work and the requirements of the individual together. We will discuss the concept of self-efficacy and the challenges facing self-efficacy at the present time. Certainly, self-efficacy is the main factor that pushes employees to focus on completing

their job tasks significantly and doing what is necessary towards achieving the goals of educational institutions in a large way. Libyan educational institutions are making great efforts to enhance the self-efficacy of employees, as Libyan educational institutions provide the opportunity for many employees to practice what they have learned from their previous experiences in a practical way. It is clear and tangible, and the foundations of self-efficacy are among the most prominent administrative methods available to employees in organizations, as the presence of employees within the organizational environment will contribute to achieving the goals of

educational institutions significantly (Dahir, 2015).

### **Problem Statement**

Although there are many efforts made to improve the capabilities of educational institutions, there is a noticeable decline in the use of self-efficacy of employees within these institutions. As there is a clear neglect of the use of previous experiences of employees within educational institutions, and there is a clear decline in the use of persuasion methods Oral language in achieving the goals of Libyan educational institutions, and there is a noticeable absence of the use of emotional vulnerability methods in order to work to accomplish job tasks in Libyan educational institutions, and the administrative decision-makers no longer focus greatly on scientific expertise in the process of selecting employees within Libyan educational institutions, as The report of the Administrative Control Authority issued for the year 2019 confirmed that there is a noticeable decline in the self-efficacy of employees, which affects Libyan educational institutions (ACA report, 2019).

### **Research Questions**

1. What is self-efficacy and what is its importance and objectives in Libyan educational institutions?
2. What are the foundations of self-efficacy in Libyan educational institutions?
3. What are the determinants of self-efficacy in Libyan educational institutions?

### **Research Objectives**

1. Clarify self-efficacy and indicate its importance and objectives in Libyan educational institutions.
2. Exploring the foundations of self-efficacy in Libyan educational institutions.
3. Identifying the determinants of self-efficacy in Libyan educational institutions.

### **Research Methodology**

The study follows the descriptive analytical approach to describe and analyze self-efficacy in Libyan educational institutions. Ittithal (2013) confirmed that the descriptive-analytical approach is the approach that contributes to the analysis of phenomena in a statistical manner so that the results can be interpreted logically, and that the descriptive-analytical approach contributes to identifying the methods and techniques of scientific research in order to achieve the objectives of the study, and the descriptive-analytical approach also contributes In identifying the elements of self-efficacy and its ability to influence the Libyan educational institutions.

### **Significance of Study**

The importance of the study lies in highlighting the importance of self-efficacy and the extent of the ability of the determinants of self-efficacy to strive towards achieving the goals of Libyan educational institutions. The results of the study will contribute to highlighting the value of working individuals and their importance within the institutions to which they clearly belong. The results of the study will also be important for Libyan educational institutions that require the highest degree of self-efficacy.

### **Limitation of Study**

The limits of the study are based on three limits, including the spatial limits, which are the Libyan educational institutions. As for the objective limits, they are limited to the study of self-efficacy in Libyan educational institutions and its determinants and foundations. The main reason for studying self-efficacy is to emphasize the importance of using the determinants and foundations of self-efficacy in Libyan educational institutions. As for the temporal cheeks, they are limited to the time period required for hiring employees and highlighting their self-efficacy in the institutions.

## **Theoretical framework for self-efficacy**

### **The concept of self-efficacy**

Self-efficacy is defined as individuals performing job tasks with the highest degree of efficiency and effectiveness in the least possible time (Al-Haddad, 2016). Self-efficacy is also defined as the effort to be made in order to achieve the goals of the organization and employees alike. Al-Haddad (2016) indicated that self-efficacy is one of the most prominent methods used in achieving the goals of institutions. Heidi (2015) emphasized that self-efficacy is a work that has already been completed, provided that this work is in conformity with the standards that the organization is following. Zahir (2016) indicated that self-efficacy is the result of playing a major role in using the organization's resources and its material and technological capabilities in order to achieve the goals of the organization in the shortest possible time and the greatest possible efficiency. Although the previous concepts tried to clarify the concept of self-efficacy, they are general concepts. Faisal (2016) emphasized that self-efficacy is the result of achieving the goals of the institution and implementing administrative orders efficiently and effectively. The study considers that the concept of self-efficacy should be based on a set of pillars, including the importance of focusing on the skills of the individual and the results achieved and related to the efficient implementation of job tasks, and the concept of self-efficacy should be based on the employees' access to wages, salaries, skills and supplies that qualify them for job satisfaction. Sari (2016) considers that self-efficacy is a state of awareness that the individual is able to use his individual skills and abilities, focus and comprehend job tasks and perform them to the fullest and overcome organizational obstacles in order to achieve the goals of the organization in a timely manner. Sari (2016) sees that self-efficacy is the expectation that an individual will perform specific job tasks through which those tasks can

achieve achievement after overcoming certain situations at work. The previous concepts indicate that there are factors that integrate with each other to achieve the goals of the organization, these factors are called self-efficacy. The study considers that the concept of Al-Haddad (2016) regarding self-efficacy is a general concept that includes all institutions, and therefore did not distinguish educational institutions from other institutions, and the concept of Heidi (2015) confirmed that self-efficacy is what has been accomplished of work, ignoring the ability of the individual himself to do This work is done with the aim of looking at achieving that efficiency as a tangible achievement in the work, as the study sees that the concept of self-efficacy referred to by Dahir (2016) that self-efficacy is the use of the resources and capabilities of the institution without regard to the effort exerted by the employees.

### **Objectives and importance of self-efficacy**

The importance and goals of self-efficacy are highlighted by the contributions of management scholars in this regard, as the management literature has directly concerned itself with self-efficacy, as Heidi (2015) indicated that the human element is one of the most important elements that reside within the institution in a large way, without the human element there is no institution in the simple sense . Al-Haddad (2016) also indicated that the goals of self-efficacy are evident through the use of individuals' skills at work, the ability to use previous experiences, and the training obtained by employees during the work period. Heidi (2015) emphasized that institutions usually link incentives, gifts and gifts with the skills and abilities that employees achieve to directly implement the goals of the institution. Thus, the institution usually plays this role in order to increase competition among employees and highlight their skills for the benefit of work. Al-Haddad pointed out that the

goals of self-efficacy for employees in institutions are that individuals are participants in human development and in the management of institutions, and therefore self-efficacy achieves the continuity of the organization, and among the most prominent goals of self-efficacy is the ability of the organization to measure the pros and cons of employees by measuring their ability and skills and evaluated. It also highlights the goals of self-efficacy through the desire to raise the morale of the employees and to exploit their scientific potential, job skills and previous experiences in achieving the goals of the institution and raising job performance in the long term. Heidi (2015) pointed out that one of the most prominent goals of self-efficacy is the ability of institutions to explore the inherent capabilities of employees and to make good use of them and manage them for the benefit of the institution. The goals of self-efficacy is the ability of the organization to give the employees who made a mistake to realize the mistake and give them the full opportunity to correct those mistakes and rehabilitate them again in the institutions naturally. Despite the contributions of Al-Haddad (2016) and Heidi (2015) in emphasizing the goals of self-efficacy, these goals may be considered for the benefit of institutions alone, and they also neglected that there are many goals that have not been clarified, as Heidi (2015) overlooked the methods of measuring errors The employees and the criteria used in that, and since the institution has signed a penalty as a result of the presence of errors or not, and Heidi (2015) has overlooked the nature of the totalitarian institutions that categorically refuse employees to commit mistakes and that these institutions often punish employees, which reflects negatively on the employees' self-efficacy. Heidi (2015) also omitted that in the event that institutions do not give incentives to employees with self-efficacy, the productivity of employees will gradually decrease and employees will become just typical employees

without using experience and skills at work. Heidi (2015) has also overlooked the psychological and health conditions experienced by many employees and the human and social conditions experienced by employees within the institution, which may be negatively reflected on the achievement of self-efficacy of its objectives.

### **Self-efficacy Pillars**

Al Haddad (2016) noted that the foundations of self-efficacy stand out through what results are achieved by self-efficacy in institutions, so that institutions can know the value of self-effectiveness only after evaluating their activities. Self-efficacy pillars can be summarized in the following elements:

#### **1. Staff**

Through the employee, the organization can know his or her abilities and methods of work, as well as his or her ability to deal with various crises and situations and to use his or her knowledge experience gained during the study period and his or her previous experience gained during the work period through other institutions. This element could also be said to include information and data obtained by a staff member's skills, trends and values.

#### **2. Function**

are those functions established by the organization and required by the staff member to achieve the organization's long-term objectives. Through the job, employees' behaviours, reaction, ability and skills to adapt to their peers and achievements at work can be highly recognized. This phase includes the functions, roles and expertise required by the post. This phase also includes the technical skills and cognitive and professional experience acquired by employees through their jobs (Al Haddad, 2016)

#### **3. Regulatory environment**

It is the environment in which employees work and encompasses the internal and external working environment surrounding the enterprise. The organizational environment means the financial and administrative system enjoyed by employees within the enterprise. In addition, the organizational structure of the organization's working environment exists (Dahir, 2015).

The study considers that these elements are insufficient to shed light on self-efficacy, since the self-competency pillars are based on employees' and cognitive staff's skills, past experience and ability to convince others, contain and control problems. The study also considers that the pillars of self- efficiency have focused on the job, but that these pillars have not highlighted the negative aspects and positive effects that can be relied upon to achieve a good level of functioning (Dhar, 2015). It has been overlooked that many employees in government institutions are among the most important employees with innovation and creativity skills, but these institutions do not allow to depart from the idea of centralization in decision-making and also do not allow employees to make innovations outside the framework of the direct manager, which impedes the employees' self-efficiency. According to the study, Heidi (2015) referred to the amount of work assigned to employees, but he omitted that there is a serious injustice in the distribution of work, especially government institutions, where the most responsible employees are able to complete work without equitable distribution of work to others, which deepens the sense of job injustice, lack of coping and stability. Heidi (2015) has also overlooked the fact that employees' enterprises, who bear a large part of the work, have a great injustice to material aspects, incentives and compensation, which can lead many employees to leave their jobs even though they are self-efficient.

### **Self-efficacy determinants**

Surrey (2016) noted that the determinants of self-efficacy are the individual capabilities and characteristics enjoyed by employees within the institutions. Individual capabilities and characteristics are the main driving force behind the achievement of the organization's objectives. The objectives of the organization and the characteristics and capabilities of individuals are the main drivers on which self-efficiency depends for the achievement of the organization's objectives. Dhar (2015) emphasized that the regulatory climate is also one of the most important determinants of self-effectiveness. Through the regulatory environment, institutions' objectives and ways in which the enterprise is managed can be identified and self-effectiveness assessed in this regulatory climate. Mao (2019) noted that one of the most important determinants of self-efficacy is the ability of employees to perform private work, and therefore their abilities, experience and methods of work are recognized and the speed of their bias is one of the most important determinants of self-efficiency. Dhar (2015) noted that self-efficacy determinants can be divided into two internal determinants and Dhar determinants Internal determinants are the factors relating to an individual and his or her ability, skills and methods of delivering his or her work. External determinants can be identified as those factors and external determinants of the work environment and external effects surrounding the Organization as a whole. External determinants include all the financial and moral resources available to employees in order to achieve the Organization's objectives within the shortest possible period of time. It can also be argued that they are all the codes of conduct, values and ethics on which an enterprise relies to achieve its objectives and experiences. Sarri (2016) noted that there are many other factors that may affect the individual directly or indirectly, such as genetic factors. Many management scientists have demonstrated that genetic factors have a

significant interference in the individual's demand for termination of functions and the positive use of his or her skills in achieving the organization's objectives, as evidently pointed out. (2016) Environmental and cultural factors have become very intrusive in driving employees to directly achieve the organization's objectives.

### **1. Previous Experiences**

Haddad (2016) argues that past experiences are those experiences, skills and acquisitions acquired by employees during their time in other institutions, and that these past experiences have directly benefited the organization in terms of identifying the advantages and disadvantages of work and strengths and how past experiences can be used as one of the organization's most visible determinants of self-effectiveness. Heidi (2015) stressed that past experiences are one of the most important and prominent determinants of self-efficacy. Through previous experiences, an individual can compare problems in working in the new institution with experiences gained in previous institutions, as Heidi pointed out. (2015) The staff member can also, through previous experiences, avoid organizational errors in other organizations, as Heidi pointed out (2015) suggests that past experiences can be one of the most visible solutions to using staff members' cognitive and creative skills to play their part in achieving the Organization's goals as quickly as possible. The application of past experiences has also become required in all institutions. However, the study agrees with Haddad (2016) that past experiences have become the main factor in the development and development of self-efficiency. The study also agrees with Heidi (2015) that previous experiences can be used to compare negative conditions in institutions and how these negative situations have been eliminated.

### **2. Indirect experiences**

Indirect experience is arguably one of today's

most important determinants of self-efficacy. Haddad (2016) believes that indirect experience can be applied and relied on in indirect ways to take advantage of those experiences previously experienced by employees. Heidi stated (2015) that indirect experiments can be used within institutions to benefit from this experience on direct conditions in one of the departments or branches within the institution. Such indirect experiments cannot be carried out without the ability of the employees to apply the experiment and they conform to the standards of the institution and must identify the weaknesses and strengths of such indirect experiments to benefit from their application within the institutions.

The study agrees with Heidi (2015) and Jeddad (2016) that indirect experiences have become endorsed within institutions. Certain management methods can be tested through indirect experimentation and the impact of such experiments on the long-term achievement of the organization's objectives can be identified.

### **3. Verbal persuasion method**

It should be noted that the use of verbal persuasion is one of the most important determinants of enterprise self-effectiveness. Persuading employees or managers of the solutions to be followed is one of the most important methods that help to achieve the organization's goals and to complete the work in a short period of time. Verbal persuasion requires more capacity and effort to reach the required persuasion. Haddad (2016) noted that the use of verbal persuasion not only to solve problems within the organization but to explain ways of working and methods of addressing problems and persuade employees to use non-traditional solutions at work, which often improve performance and achieve the organization's long-term goals. The study considers that although the use of verbal persuasion is relatively recent, institutions directly rely on it to persuade employees to follow new information systems or

to process administrative or productive data in a particular manner.

#### **4. Emotional Influencing Method**

The use of emotional impacts is also one of the most important determinants of self-efficacy. It means that employees are able to use many emotional impacts methods in order to achieve institutions' goals for the shortest possible period of time. Al Haddad (2016) asserted that the use of emotional impacts should not be understood to use emotional effects in the event of work errors. s objectives in a timely manner and that there are no acceptable excuses for delaying the achievement of the Organization's objectives at the present time, Thus, institutions often use emotional impact to highlight and present the organization's objectives as one of the most prominent priorities that emotional impact can be used to achieve and implement the organization's objectives directly and in a timely manner.

#### **Types of efficacies**

Heidi (2015) noted that management scientists had indicated that there were many types of efficacies, and that such efficacies could serve as a model within institutions, especially educational institutions looking for a self-efficient management staff. Psychologists and management scientists jointly addressed the topic of types of efficacies, where the Abjath continued to identify the impact of such efficacies in practice. Management scientists classified these types in four types that can be summarized as follows:

Al Haddad (2016) noted that the first type of efficiency is called academic efficacies, many of which include cognitive competence. Cognitive efficacies is the organization's ability to have a staff specialized in certain aspects of knowledge such as accounting, economic analysis, human resources and educational aspects. Haddad (2016) also noted that academic efficacies require

efficiency in academic qualifications as it is the efficiency of employees to obtain the highest degrees as well as to increase proficiency and obtain high educational ratings, which some institutions may require if applying for a job. Haddad (2016) stressed that the first type of efficacy requires a focus of self-esteem and his ability to recognize his abilities and skills at work or in leadership, and pointed out Haddad (2016) That the first type of academic efficiency requires genius qualities where the creative person must possess the qualities of perseverance, flexibility, progress, risk-taking and entrepreneurial spirit. Finally, the first type of academic efficacy requires motivation as the availability of motivations contributes positively to the achievement of the organization's goals in the shortest possible period of time.

Although the study agrees with Haddad (2016), it considers that these academic competencies alone are not sufficient to judge the self-efficacy of employees, as there are many other reasons and motives that can be said to be consistent with the requirements of institutions. Heidi (2015) emphasized that the second type of competencies is known as the basic competencies, and according to this type, self-efficacy is subject to development and improvement within the organization, and therefore this type tries to develop employees and give them the necessary training and knowledge experience necessary in order to be able to achieve the goals of the organization in a way big. Despite the importance of this type of competencies, the study does not agree with Heidi (2015). Employees within the institutions are obligated to a work plan that cannot be postponed to obtain appropriate training. Educational institutions are bound by a study plan and fixed dates that cannot be exceeded in order to educate employees and burden their experiences and knowledge capabilities in order to achieve the goals of the institution Significantly. The third type of competencies refers to differential competencies,

as this type requires the importance of comparing high performers in the organization and those with low performers, and therefore this type may cause, from the study point of view, job instability and hatred between employees and their colleagues, and this type did not take into account Individual differences between employees and each other, and therefore the differential competencies can not be accepted in educational institutions. Heidi (2015) indicated that the fourth type of competencies is the type trying to compare the high performers with the average performance in the organization, this type is not much different from the previous type of competencies, as the study saw the same as in the differential competencies between high performance and low performance.

Although the study is consistent with Haddad (2016), it considers that these academic competencies alone are not sufficient to judge employees' self-sufficiency, there are many other reasons and motives that can be argued to be consistent with the requirements of institutions. Heidi (2015) stressed that the second type of efficiency is known as core competencies. According to this type of competence, self-efficacy is scalable and improved within the organization, and thus it tries to develop employees and give them the necessary training and knowledge expertise to be able to achieve the organization's objectives significantly. Despite the importance of this type of competence, the study does not agree with Heidi (2015). employees in institutions are bound by a plan of action that cannot be postponed to obtain appropriate training. Educational institutions are bound by a plan of study and fixed dates that cannot be exceeded in order to educate employees and their expertise and cognitive abilities in order to achieve the institution's objectives significantly employees the third type of efficiency refers to differential competencies, where this type requires the importance of comparing the organization's high performers

with low performers. Thus, from the study's point of view, this type may cause job instability and malice between employees and their colleagues. s individual differences, and therefore differential competencies cannot be accepted in educational institutions. Heidi (2015) noted that the fourth type of competency is the type of attempt to compare high performers and medium performers in an enterprise. This type is not much different from the previous type of competencies and the study's view is the same as in differential competencies between high performance and low performance.

### **I. Individual and collective efficiencies.**

Heidi (2015) noted that individual and collective efficiency requires many conditions for them to achieve the organization's long-term goals. One of the most prominent of these conditions is that employees have the ability to adapt to the internal and external variables surrounding the enterprise, be patient, persistent, determined and quickly pursue the organization's objectives. Haddad (2016) stressed that those who are individually or collectively competent must be quick to learn the organizational methods of the organization and must have the ability to make appropriate decisions. He assumes that he can take responsibility for leading and managing the subordinates very naturally. Heidi (2015) noted that individual efficiency creates an appropriate atmosphere to highlight the capabilities of organizational subordinates and make them better able to solve organizational problems. It should be noted that according to this type, the Department considers it necessary to work together and that collective efficiency can fulfil the required methods and frameworks and establish close relations between the employees. Individual employees can learn from their self-competent peers. It should be noted that employees with individual or collective efficiency must possess many qualities. One of the most prominent of these qualities is to be



friendly in dealing with their colleagues, to control the emotional fortitude and never to be angry and to be able to overcome the difficult problems that may confront those efficiencies. He must also be familiar with institutional strengths and weaknesses and try to separate his or her public and private life. Heidi (2015) emphasized that individual competencies can use technical and technical techniques to demonstrate their professional abilities. Collective efficiency highlights the organization's organizational strength and complementarities in achieving the organization's objectives. It is worth noting that these collective competencies through the activity and strength of individual competencies. Collective competencies work through many methods, including the ease of communicating with any member of these competencies. Choose the best way to maintain the spirit of homogeneity among the individuals of these efficiencies. s role and prestige by improving individual working methods to raise the level of teamwork.

The study considers that the method of working with self-efficiency and individual efficiency is appropriate for educational institutions, but this method uses several criteria to improve the functioning of employees Among these methods is the use of the strategy criterion where the role of efficiency is highlighted in highlighting the role of the responsible manager's strategic directions, The role of competitiveness between individuals also highlights each other within the organization and highlights the role of the scarcity criterion as this type of efficiency is difficult to obtain directly. Although the study supports the notion of individual competence, the use of the criterion of competitiveness among employees may bring many problems between employees and each other. The use of teamwork is supposed to improve the performance of employees, which is not available in the light of the director's strategic orientation only.

## **2. Special efficiency and general efficiency**

Heidi (2015) emphasized that special efficiency is that efficiency that specializes in a specific type of specialization and functions and is not aware of other tasks as it is concerned with only one type of specialization within the branches and departments of the organization. Overall efficiency is that efficiency that has general experience in all areas without going into all the details. Haddad (2016) noted that special efficiency is the most acceptable model in institutions as such efficiency acquires very great experience and skill in the field of specialization. Sarri (2016) stressed that general efficiency cannot replace special efficiency as general efficiency is only a general allocation and often has only administrative contribution without addressing other technical aspects. The study agrees with Surrey (2016), who considers that public competencies cannot replace special competencies and that private competencies are the most acceptable and acceptable in institutions. Institutions are always looking for specializations in all technical, administrative and financial fields, which is not available in public competencies. The study also considers that the general competent cannot head a section or branch with special competencies, which unfortunately is happening in most government institutions. The study also considers that educational institutions often want to recruit employees with special self-qualifications with specialization skills so that they can enroll in the educational institution and achieve that institution's objectives and raise the level of organizational performance in educational institutions.

## **3. Extended efficiency**

Heidi (2015) noted that institutions often seek to recruit extended competencies And extended competencies means an institution's ability to create competencies that can occupy a privileged position and be highly responsible and efficient in holding positions in more than one discipline

and extending those competencies within larger entities. For example, chemistry teachers can assume larger positions to become chemistry mentors and then obtain more expansive positions to become responsible for placing chemistry exams at the level of the Ministry of Higher Education. Extended efficiency can occupy a prestigious place in the institution. Haddad (2016) noted that extended efficiency is often specialized in a given field and graded in positions according to their contributions to the public office. The study agrees with Heidi's view (2015) that such extended efficiency can occupy a privileged place in society by providing an opportunity for natural advancement, which may not exist in educational institutions for a number of reasons.

#### **4. Organizational efficiency**

The idea of organizational efficiency is based on the sequencing method as it is the sequencing of employees in the organization that determines the way in which jobs are held, such as planning, implementation, management and oversight. Heidi (2015) emphasized that organizational efficiency is merely the purification or efficiency of management relations within the organization, the efficiency of the implementation of the organization's objectives or the efficiency of oversight, follow-up and evaluation processes. Haddad (2016) noted that organizational efficiency operates according to the Foundation's response, and thus Haddad (2016) has also referred to two types of responses, including the responsiveness of institutions to applicable rules, procedures and regulations that are centralized in decision-making, as well as the response of flexible institutions that are decentralized in decision-making. Although the study is consistent with Haddad (2016), the study considers that dealing with the reality of educational institutions, whether public or private, can be conceived as having organizational competence. inclusive

government institutions have organizational efficiency different from that of fully flexible institutions. Thus, the study considers that the concept of organizational efficiency in organizations with full flexibility in terms of responsibilities to outline management decisions and raise the level of performance tends to favour those private institutions. In the study's view, after reviewing the types of competencies, it can be said that each efficiency has a different method and performance but all agree to use skills, methods and techniques that differentiate employees and place them at the forefront of institutions, whether private or public. But the study considers that collective and individual efficiency is the closest model of application in educational institutions in the Sultanate of Oman, Educational institutions need this pattern that encourages the revival of the spirit of cooperation between each other's employees.

#### **Discussion of The Findings**

##### **Objective 1: Self-efficiency, relevance and objectives in Libyan educational institutions**

The results of the study showed that defining a concept of self-efficiency must take into account the enterprise's work and the efforts of individuals. Self-efficacy is the individual's first and last effort and not an effort attributable to the institution, nor is it. Accordingly, the concept of self-effectiveness is the performance and effort of the individual in the institution and the fullest achievement of the required standards in this work, which is the use of the individual's skills, abilities and past experience and the extent to which he or she is persuaded to fully carry out the functions required of him or her. The study considers that the concept of subjective efficiency in this form becomes an integrated concept, as it is a broad and inclusive concept for all institutions and focuses on the skills and abilities of the individual and the use of his past experience and knowledge tools to directly implement and achieve the institution's

objectives. In the study's view, the concept of subjective efficiency is highly related to the concept of ability to succeed, as the ability to succeed is the unanimity of will and challenge to learn about obstacles both scientifically and theoretically in order to achieve a certain achievement in a given activity. The concept of self-effectiveness is also linked to the idea of preparedness as those with skills and expertise are always prepared to face all organizational obstacles in order to always succeed, as evidenced by the previous concept that self-effectiveness is closely linked to the idea of functional achievements. It is also clear from the concept recognized in the study that the concept of subjective efficiency is characterized by an important behavioural norm: individuals or employees with subjective efficiency would be able to understand the organization's values and customs. Self-efficacy is not only skills and ability to achieve the Organization's objectives but is an integrated process whereby the values, methods and systems of work in that institution can be recognized.

Although the concept of self-efficiency indicates an understanding of technical, scientific and managerial skills, it is flexible and applies to all types of institutions, including productive and service institutions and educational institutions that look forward to having self-competent workers. The results of the study showed that self-efficiency is a clear indicator of achieving the objectives of the enterprise. Through the self-efficiency of employees, the functions and roles of employees can be determined. The study also considers that the goals of self-efficiency can be achieved through the good performance of workers and achieving a high degree of profitability, and the disclosure of workers' different abilities and skills. The study considers that educational institutions urgently need to have the most self-efficient workers and that they have the clear and specific objective of improving the educational process. Therefore, the presence of

highly self-competent workers will improve the performance required.

**Objective 2: To explore the foundations of Libyan educational institutions' self-efficiency.**

The results of the study indicated that the pillars of self-effectiveness can be determined in accordance with the nature of the enterprise's activity. It should be noted that these pillars of self-effectiveness include the skills and abilities an employee can possess to accomplish the objectives of the organization without making any mistakes. This limitation also includes how much work the employee is scheduled to perform and how quickly it will be done. The findings also concluded that the employee's values must not conflict with those of the institution in which he or she works. This element also includes an employee's ability to trust and deal with others, dedication to work, responsibility for work, fulfillment of work, ability to assume responsibilities and continuity of meetings. The results of the study also concluded that the pillars of self-efficacy focused on the regulatory environment, but that environment suffers from the traditional holistic approach that high command orders must be implemented without regard to the conditions of the internal and external environment. Although there are internal and external influences surrounding institutions, they may hinder the achievement of the Organization's objectives. The study also considers that the pillars of self-effectiveness have focused on the staff member's past knowledge and experience, but that many old staff members have become outdated and very low in knowledge experience, which has a negative impact on the functioning of the Organization as a whole. They also focused on the need for workers to have sufficient skills to be distinguished from others, but it was not clear what skills were required in those institutions.

**Objective 3: To identify the determinants of self- efficiency in Libyan educational institutions.**

The results of the study showed that self-efficacy determinants are one of the best determinants to be addressed in educational institutions as educational institutions need some kind of direct awareness of workers s self-sufficiency and the use of verbal persuasion is used in the event of confusion between senior management and lower departments or conflicts of opinion within the institution, The study also stresses the need to use emotional impacts to demonstrate that senior management must listen to workers' situations and obstacles to revitalizing performance Thus, the use of emotional impacts is one of the most prominent methods by which employees can convince many managers of the importance of problems and how to solve them and the methods and methods proposed to solve them. The method of indirect and commercial experience should also be used as one of the most important determinants of self-competence through which to apply what has been done in previous institutions before and to achieve the objectives of the institution as well as the method of indirect experience, especially in educational institutions where all deter inputs need to develop self-competence.

**Recommendations**

The study recommends that:

1. The need to take care of the self- efficacy of employees and to try to provide the opportunity to develop Libyan educational institutions through the previous experience of employees.
2. Work to sensitize young employees within educational institutions to do what is necessary to highlight their individual skills within the work.
3. The importance of hiring old staff within Libyan educational institutions to learn about

working methods and standards within Libyan educational institutions.

4. Sensitization of employees to deepen the sense of belonging to the achievement of the objectives of Libyan educational institutions.
5. The need to provide staff with the necessary training to develop the self-competence of workers in Libyan educational institutions.
6. Work to go deep into studying self-efficacy and try to mix quantitative and qualitative approaches in identifying self-efficacy.

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