

## **Self-Efficacy Among Higher Secondary School Teachers with Respect to Gender and Institutional Management**

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**Abstract:** This study aims to investigate the self-efficacy of higher secondary school teachers based on gender and type of institution. Teacher self-efficacy refers to a teacher's belief in his or her ability to perform teaching tasks, such as planning and delivering lessons and interacting with students. The study used a descriptive research design. The study sample included 200 higher secondary school teachers. Data were analyzed using descriptive statistics and independent-samples t-tests. The findings revealed that most teachers (63.5%) had below-average self-efficacy. Female teachers (mean = 63.87) scored higher than male teachers (mean = 61.95) on measures of self-efficacy, though the differences were not statistically significant. Government school teachers and private school teachers had significantly different levels of self-efficacy, with private school teachers scoring higher. Recommendations include ways the school system can improve self-efficacy among teachers, such as professional development programs and other supports.

**KEYWORDS:** Self-efficacy, Gender, Government School, Private School, Higher Secondary School

### **INTRODUCTION**

Teaching at the higher secondary level involves difficult tasks related to subject knowledge and teaching, as well as self-efficacy, or confidence in one's ability to teach (Tschannen-Moran & Hoy, 2001). Higher secondary educators play an important role in shaping adolescents' educational and other outcomes (Roorda et al., 2011). Self-efficacy involves confidence in one's ability to perform tasks and interact effectively with situations (Bandura, 1997). Benefits of higher self-efficacy among higher secondary educators include increased effort and creativity (Skaalvik & Skaalvik, 2014) while costs or drawbacks of lower self-efficacy include avoiding challenging tasks and increased feelings of stress and burnout (Skaalvik & Skaalvik, 2010).

Self-efficacy, a social cognitive theory construct, refers to teachers' confidence in their ability to effectively perform behaviors that will help students achieve desired outcomes and accomplish other instructional tasks (Bandura, 1997). Self-efficacy is an important personal resource for teachers at all educational levels (Tschannen-Moran & Hoy, 2001). Secondary school teachers, who work with adolescent students choosing postsecondary and career paths, may especially benefit from high levels of self-efficacy because of how it affects instructional behaviors and responses to administrative pressure when working with these students (Bandura, 1997; Tschannen-Moran & Hoy, 2001).

Gender is a personal factor related to teacher self-efficacy beliefs and behaviors (Bandura, 1997). Men and women teachers experience differences in social and work-related opportunities and pressures. Studies of gender differences in teacher self-efficacy have produced mixed findings, including studies reporting no gender differences in teacher self-efficacy and studies identifying gender differences that favor men or women teachers under some conditions (Sarfo et al., 2015). Differences across studies suggest the influence of other local factors, such as school and subject taught, on the relationship between gender and teacher self-efficacy (Tschannen-Moran & Hoy, 2001). Consequently, research on teacher self-efficacy has increasingly examined how these beliefs vary across demographic factors, with gender being one of the most frequently investigated variables. These inconsistent results highlight the need for context-specific research that considers local educational systems, school types, subject areas, and cultural expectations associated with gender roles (Klassen & Chiu, 2010).

Understanding whether and how self-efficacy differs by gender among higher secondary school teachers can inform teacher education programs, professional development initiatives, and school-level support mechanisms aimed at strengthening all teachers' confidence and effectiveness in the classroom.

Institutional management is another necessary situational factor that may affect teachers' self-efficacy. In the present study, institutional management refers to the type of school administration, regarding government and private higher secondary schools. Teachers' beliefs about their professional capabilities may be influenced by the organizational environment, availability of teaching resources, administrative support and working conditions inside their institutions (Tschannen-Moran & Hoy, 2007). Moradkhani and Haghi (2017), in their comparative study of Iranian public school teachers and private institute teachers, found significantly higher self-efficacy among teachers working in private institutes than their counterparts in public schools. Their findings highlighted the influence of institutional context on teachers' efficacy beliefs. Therefore, the present study attempts to study whether teachers' self-efficacy differs according to institutional management, along with gender, among higher secondary school teachers.

### **Need and Significance of the Study**

Teachers at the higher secondary level play a pivotal role in preparing adolescents for higher education, employment, and responsible citizenship. Their effectiveness depends not only on content knowledge and teaching skills, but also on their belief in their own capability to handle classroom demands and influence student outcomes (Tschannen-Moran & Hoy, 2001). Self-efficacy, as a key psychological resource, affects how teachers plan lessons, manage behaviour, engage students, and cope with stress (Bandura, 1997). Understanding the level of self-efficacy among higher secondary teachers is therefore important for improving teaching quality and teacher well-being.

Gender is a significant demographic variable that may influence how teachers perceive their professional capabilities. Male and female teachers often experience different social expectations, workload distributions, leadership opportunities, and support systems. Examining self-efficacy with respect to gender

can reveal whether one group feels more or less confident in their teaching abilities, and whether targeted interventions are needed (Klassen & Chiu, 2010).

Since government and private higher secondary schools may differ in their administrative practices and organizational environments, examining teachers' self-efficacy across these two types of institutions becomes important.

The findings of this study can help teacher educators, school administrators, and policy makers design gender-sensitive professional development programmes, mentoring systems, and support mechanisms that strengthen all teachers' confidence and effectiveness.

### **Statement of the problem**

The present study is entitled "Self-Efficacy Among Higher Secondary School Teachers with Respect to Gender and Institutional Management." It seeks to investigate the level of self-efficacy among higher secondary school teachers and to find out whether there is a significant difference in self-efficacy between male and female teachers. The study also examines whether self-efficacy differs significantly between teachers working in government and private higher secondary schools. It focuses on understanding how gender and institutional management are associated with teachers' beliefs in their capability to perform teaching-related tasks effectively.

### **Objectives of the study**

The specific objectives of the study are:

1. To assess the level of self-efficacy among higher secondary school teachers.
2. To compare the self-efficacy of male and female higher secondary school teachers.
3. To compare the self-efficacy of government and private higher secondary school teachers.

### **Hypotheses of the study**

In line with the objectives, the following hypotheses are formulated:

H<sub>01</sub>: There is no significant difference in self-efficacy between male and female higher secondary school teachers.

H<sub>02</sub>: There is no significant difference in self-efficacy between government and private higher school teachers.

**Methodology:**

The present study employed a descriptive survey method to investigate self-efficacy among higher secondary school teachers with respect to gender and type of institution in Imphal West District, Manipur. The sample consisted of 200 teachers from government and private higher secondary schools. Data were collected using the Self-Efficacy Scale for Teachers developed by Susma Talesara and Farzana Irfan (2017), which consists of 26 items. The collected data were analysed using the Statistical Package for the Social Sciences (SPSS) v21. Frequency, percentage, mean, and standard deviation were used to analyse the data, while independent-samples t-tests were conducted to examine differences in self-efficacy between male and female teachers and between government and private school teachers. Statistical significance was assessed at the 0.05 level.

**Literature Review**

Kauts, Rather and Bala (2026) examined self-efficacy among senior secondary school teachers in Pathankot, Punjab, using the Generalized Self-Efficacy Scale (Schwarzer & Jerusalem, 17 items) with 80 teachers (40 male, 40 female), and found that there was no significant difference in self-efficacy between male and female teachers (male  $M = 12.47$ , female  $M = 11.82$ ;  $t = 1.62$ ,  $p > 0.05$ ).

Chandrika, Sandhu and Varma (2022) examined self-efficacy among higher secondary school teachers in Mathura, Uttar Pradesh, using a descriptive survey design with t-test and ANOVA, with 432 teachers (272 male, 160 female), and found that male teachers scored significantly higher on self-efficacy than female teachers ( $M = 71.04$  vs  $68.53$ ;  $CR = 2.61$ ,  $p < 0.05$ ).

Kumar and Ganesan (2023) examined soft skills and self-efficacy among higher secondary teachers in Nilgiri, Tamil Nadu, using the Self-Efficacy Scale (Singh & Narain, 2006) with 605 teachers (268 male, 337 female), and found that female teachers had significantly higher self-efficacy than male teachers ( $M = 78.64$  vs  $76.60$ ;  $t = 3.05$ ,  $p < 0.05$ ).

Lalkhawngaihi, Ralte and Zothanmawia (2023) examined teacher self-efficacy and job satisfaction among secondary school teachers in Mizoram using the Teacher Sense of Efficacy Scale – Short Form (TSES-SF; Tschannen-Moran & Hoy, 2001) with 705 teachers (406 male, 299 female), and found no significant difference in self-efficacy between male and female teachers ( $t = 0.002$ ,  $p = 0.96$ ).

Kavaya, Ankalesh and Irshad (2022) examined job satisfaction and self-efficacy among high school teachers during the pandemic (online classes) using the Self-Efficacy Scale (Sherer et al., 1982) with 80 teachers (40 male, 40 female), and found a significant gender difference, with female teachers showing higher self-efficacy than male teachers ( $M = 103.80$  vs  $97.03$ ;  $t = -2.029$ ,  $p = 0.047$ ).

Klassen and Chiu (2010) examined the effects of teacher gender, experience, and job stress on self-efficacy and job satisfaction among Canadian secondary teachers using multi-dimensional teacher self-efficacy measures, and found that male teachers reported higher classroom-management self-efficacy, while female teachers reported higher overall self-efficacy in some dimensions but also experienced higher stress.

Sarfo, Amankwah, Sam and Konin (2015) examined the relationship between gender and self-efficacy beliefs among senior high school teachers in Ghana using a self-efficacy beliefs scale covering instructional strategies, classroom management, and student engagement, and found that female teachers had stronger self-efficacy beliefs than male teachers across these domains.

Agormedah et al. (2022) examined teachers' experience and self-efficacy beliefs across gender in implementing the new standards-based curriculum in Ghana using an adapted version of the Teachers' Sense of Efficacy Scale (TSES; Tschannen-Moran & Hoy, 2001) with 693 basic school teachers (374 male, 319 female), and found no significant main effect of gender on self-efficacy dimensions, though gender moderated the relationship between teaching experience and self-efficacy, with different patterns for males and females.

Tariq et al. (2026) found a moderately high level of self-efficacy among both public and private school teachers. However, no statistically significant difference was found between the self-efficacy levels of public and private school teachers.

Zamir et al. (2017) found that private school teachers have higher level of self-efficacy than public school teachers. Findings of the study revealed that private school male teachers have higher level of self-efficacy than public school male teachers. Private school female teachers have higher level of self-efficacy as compare to public school female teachers, female teachers teaching at both private and public elementary schools showed higher level of self-efficacy than male teachers teaching at both private and public elementary schools. Therefore, it is concluded that private school teachers teaching at elementary level have higher self-efficacy than elementary teachers of public schools.

## Findings

**Table 1. Levels of Self-Efficacy**

| Levels         | Frequency | Percent | Cumulative percent |
|----------------|-----------|---------|--------------------|
| Extremely High | 1         | 0.5     | 0.5                |
| High           | 1         | 0.5     | 1.0                |
| Above Average  | 5         | 2.5     | 3.5                |
| Average        | 32        | 16.0    | 19.5               |
| Below Average  | 127       | 63.5    | 83.0               |
| Low            | 33        | 16.5    | 99.5               |
| Extremely Low  | 1         | 0.5     | 100.0              |
| Total          | 200       | 100.0   |                    |

The table 1. presents the levels of self-efficacy among 200 respondents. The findings reveal that the majority of the respondents, 127 (63.5%), had below-average self- efficacy, followed by 33 (16.5%) who had low self-efficacy and 32 (16.0%) who had average self-efficacy. Only 5 respondents (2.5%) had above-average self-efficacy, while 1 respondent each (0.5%) fell into the high and extremely high categories. Similarly, 1 respondent (0.5%) had extremely low self-efficacy.

Overall, the findings indicate that self-efficacy was predominantly below average among the respondents, with 80.0% falling within the below-average and low categories combined. Only a small proportion demonstrated above-average or higher levels of self-efficacy. This suggests that most respondents perceived their capabilities at a relatively low level. These findings highlight the importance of further examining factors that may be associated with self-efficacy among the respondents.

**Table 2. Independent sample t test of self-efficacy with respect to gender**

| Gender        |        | N   | Mean  | Std. Deviation | Std. Error Mean | t value | p value |
|---------------|--------|-----|-------|----------------|-----------------|---------|---------|
| Self Efficacy | Male   | 76  | 61.95 | 8.929          | 1.024           | -1.65   | 0.101   |
|               | Female | 124 | 63.87 | 7.383          | .663            |         |         |

An independent-samples t-test was conducted to examine whether a significant difference existed in self-efficacy between male and female respondents. The results showed that male respondents (N = 76) had a mean self-efficacy score of 61.95 (SD = 8.929), whereas female respondents (N = 124) had a higher mean score of 63.87 (SD = 7.383). Levene's test for equality of variances was not significant (F = 2.823), (p = 0.094). indicating that the equal variances assumed row could be used for interpretation.

The t-test results revealed that the difference in self-efficacy between male and female respondents was not statistically significant ( $t(198) = -1.650$ ), (p = 0.101). Although female respondents obtained a higher mean score than male respondents, the observed difference of 1.924 points was not statistically significant at the 0.05 level.

Therefore, the null hypothesis stating that there is no significant difference in self-efficacy between male and female respondents is not rejected. It may be concluded that, in the present sample, self-efficacy did not differ significantly by gender.

**Table 3. Independent sample t test of self-efficacy with respect to management of institution.**

| Management of Institution |            | N   | Mean  | Std. Deviation | Std. Error Mean | t value | p value |
|---------------------------|------------|-----|-------|----------------|-----------------|---------|---------|
| Self Efficacy             | Government | 80  | 61.21 | 8.000          | 0.894           | -2.817  | 0.005   |
|                           | Private    | 120 | 64.43 | 7.836          | 0.715           |         |         |

An independent-samples t-test was conducted to examine whether a significant difference existed in self-efficacy between teachers working in government and private higher secondary schools. The results showed that teachers from Government schools ( $N = 80$ ) obtained a mean self-efficacy score of 61.21 ( $SD = 8.000$ ), whereas teachers from private schools ( $N = 120$ ) obtained a higher mean score of 64.43 ( $SD = 7.836$ ). Levene's test for equality of variances was not significant ( $F = 0.082$ ,  $p = .775$ ); therefore, the equal variances assumed row was used for interpretation.

The t-test results revealed a statistically significant difference in self-efficacy between government and private school teachers, ( $t(198) = -2.817$ ), ( $p = 0.005$ ). The mean difference was  $(-3.213)$ , indicating that private school teachers scored approximately 3.21 points higher in self-efficacy than government school teachers. The 95% confidence interval for the mean difference ranged from  $(-5.462)$  to  $(-0.963)$ , which does not include zero.

Therefore, the null hypothesis stating that there is no significant difference in self-efficacy between government and private higher secondary school teachers is rejected. It may be concluded that private school teachers demonstrated significantly higher self-efficacy than government school teachers in the present sample.

## **Conclusion**

The purpose of this study was to examine higher secondary school teachers' self-efficacy by gender and school management. Most study participants had below-average self-efficacy. Among the 200 study participants, 127 (63.5%) had below-average self-efficacy, and 33 (16.5%) and 32 (16%) had low and average self-efficacy, respectively. Few study participants had above-average or high self-efficacy. Findings indicate that many of the teachers surveyed in this study have low self-efficacy and may benefit from interventions to improve their teaching practices.

Regarding gender, statistical analysis revealed a higher mean self-efficacy score for female higher secondary school teachers (63.87) than for male higher secondary school teachers (61.95). The difference between the two groups was not statistically significant at the 0.05 level. Therefore, the null hypothesis stating no significant difference in self-efficacy between male and female higher Secondary school teachers could not be rejected. Gender was not significantly associated with self-efficacy among respondents in the current study, despite mean differences. Regarding the type of institution, there was a statistically significant difference in self-efficacy between government and private higher secondary school teachers. The mean score for self-efficacy was higher for higher secondary school teachers in private institutions (64.43) than for government school teachers (61.21). There was a statistically significant difference at the 0.05 level.

In summary, the study found predominantly below-average self-efficacy among higher secondary school teachers in the study. There was no statistically significant difference in self-efficacy between male

and female teachers but a statistically significant difference between private and government school teachers, with private schoolteachers having higher self-efficacy. strategies to increase teacher self-efficacy, such as professional development and other training opportunities, may help teachers across all groups feel more confident about planning lessons and teaching students. Limitations of the study include the limited population sampled, and it would be inappropriate to generalize results to teachers not included in the study without further research

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