

Self-Efficacy of School Teachers: A Comparative Study of Government and Private Institutions

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ABSTRACT

Teacher self-efficacy, defined as the belief in one's capability to organize and execute teaching tasks effectively, is a key determinant of instructional quality and student achievement (Bandura, 1997). Research suggests that teachers with higher self-efficacy employ innovative methods, manage classrooms better, and positively influence student learning (Tschannen-Moran & Hoy, 2001). The present study compares the self-efficacy of school teachers in government and private institutions. Employing a descriptive survey design, data were collected using the Teachers' Sense of Efficacy Scale (TSES) from a stratified random sample of teachers. Findings indicate notable differences across the three efficacy dimensions—student engagement, instructional strategies, and classroom management. Private school teachers reported higher efficacy in instructional adaptability and engagement, while government school teachers demonstrated comparatively stronger efficacy in classroom management. These results highlight the role of institutional context in shaping teachers' professional confidence and effectiveness. The study contributes to educational research by emphasizing the need for targeted professional development and policy interventions to enhance teacher self-efficacy across both sectors.

Keywords: self-efficacy, school teachers, government institutions, private institutions, teacher effectiveness, classroom management

INTRODUCTION

Teacher self-efficacy is a critical construct in educational research, as it directly influences teaching practices, classroom climate, and student achievement. Rooted in Bandura's (1997) social cognitive theory, self-efficacy refers to teachers' beliefs in their ability to plan, organize, and execute instructional tasks successfully. High self-efficacy among teachers is associated with greater use of innovative teaching strategies, persistence in overcoming challenges, and the creation of a supportive learning environment (Klassen & Chiu, 2010). Conversely, teachers with low self-efficacy may experience higher stress, reduced motivation, and diminished instructional effectiveness (Skaalvik & Skaalvik, 2007).

The educational context in which teachers work plays a significant role in shaping their self-efficacy. Institutional factors such as workload, administrative support, infrastructure, and professional development opportunities can either enhance or hinder teachers' confidence in their professional

abilities (Tschannen-Moran & Hoy, 2001). In many developing countries, government schools often face challenges such as larger class sizes, limited resources, and bureaucratic constraints. In contrast, private institutions may provide comparatively better facilities, smaller classrooms, and more autonomy for teachers, potentially influencing their sense of efficacy (Sharma & Jyoti, 2019).

Comparative studies between government and private school teachers are particularly important in the Indian context, where dual schooling systems coexist and compete. Government institutions, despite being accessible and affordable, often struggle with systemic inefficiencies. On the other hand, private schools emphasize performance and accountability, which may contribute to differences in teachers' professional confidence (Pandey, 2013). Understanding these variations is vital, as teacher self-efficacy not only impacts instructional effectiveness but also shapes broader educational outcomes such as student engagement, achievement, and equity.

Therefore, the present study aims to examine and compare the self-efficacy levels of teachers working in government and private schools. By focusing on three key dimensions—student engagement, instructional strategies, and classroom management—this study seeks to highlight how institutional contexts shape teachers' professional confidence. The findings are expected to contribute to the growing body of knowledge on teacher development and provide valuable insights for policymakers, educational administrators, and teacher training programs.

REVIEW OF LITERATURE

The construct of teacher self-efficacy has received significant scholarly attention since Bandura (1997) introduced it as a central element of social cognitive theory. Defined as teachers' beliefs in their capacity to affect student learning, self-efficacy is now widely acknowledged as a predictor of instructional practices, classroom management, and professional resilience (Tschannen-Moran & Hoy, 2001).

Studies demonstrate that teachers with high self-efficacy foster stronger student engagement, employ learner-centered methods, and demonstrate greater persistence in overcoming challenges (Klassen & Chiu, 2010). Such teachers are more adaptable to diverse learning needs and contribute positively to academic achievement (Caprara et al., 2006). Conversely, low self-efficacy has been linked with stress, burnout, and reduced job satisfaction (Skaalvik & Skaalvik, 2007).

Institutional support and resources play a vital role in shaping teachers' self-efficacy. Research shows that administrative encouragement, professional development opportunities, and manageable class sizes enhance efficacy beliefs (Hoy & Spero, 2005). In contrast, limited facilities and excessive workloads often undermine teachers' confidence and performance (Klassen & Chiu, 2010).

Several studies have compared self-efficacy across government and private institutions. Sharma and Jyoti (2019) found that private school teachers reported higher self-efficacy in instructional strategies and student engagement, attributing this to smaller class sizes and better infrastructural support. However, government school teachers demonstrated stronger efficacy in classroom management due to their experience in handling larger, more diverse classrooms (Kumari & Jangid, 2018).

Pandey (2013) argued that systemic inefficiencies in government schools, including bureaucratic rigidity and inadequate resources, negatively affect teachers' self-efficacy. On the other hand, accountability mechanisms and performance-driven culture in private schools may enhance professional confidence but also contribute to stress (Balyer & Özcan, 2014). Thus, institutional context emerges as a critical determinant of efficacy differences.

Research in the Indian context has emphasized the unique challenges faced by teachers in dual schooling systems. Nair and Nair (2016) highlighted that government school teachers often cope with multilingual classrooms and socio-economically diverse learners, requiring strong management skills. In contrast, private school teachers operate in more homogeneous environments, which supports higher instructional efficacy. Similarly, Khan (2020) reported regional variations, suggesting that urban private schools foster stronger efficacy than rural private schools, owing to infrastructural disparities.

While extensive literature exists on teacher self-efficacy, comparative studies focusing on government and private institutions in the Indian context remain limited. Most studies have focused on job satisfaction or stress rather than detailed dimensions of efficacy (Sharma & Jyoti, 2019). Moreover, little is known about how institutional policies, community expectations, and socio-economic contexts interact with teachers' efficacy beliefs. This gap underscores the need for studies that examine differences in efficacy dimensions—student engagement, instructional strategies, and classroom management—across institutional types.

STATEMENT OF THE PROBLEM

Teacher self-efficacy significantly influences instructional effectiveness, classroom management, and student achievement. However, institutional contexts often shape teachers' professional confidence differently. Government schools in India face challenges such as large class sizes, limited resources, and systemic constraints, while private schools generally provide better facilities and accountability structures. Despite these contrasts, limited research has comparatively examined self-efficacy across both settings. Understanding these differences is essential for designing effective teacher development programs and policies. Therefore, this study investigates and compares the self-efficacy of teachers in government and private institutions across key dimensions of teaching.

OBJECTIVES OF THE STUDY

1. To assess the level of self-efficacy among school teachers working in government and private institutions.
2. To compare the self-efficacy of government and private school teachers across the dimensions of student engagement, instructional strategies, and classroom management.

RESEARCH METHODOLOGY

This study adopted a descriptive and comparative survey design to examine the self-efficacy of government and private school teachers. A stratified random sampling method was used to select a sample of teachers from both types of institutions. Sample size was 200. Data were collected using the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001), which measures three dimensions: student engagement, instructional strategies, and classroom management. Ethical considerations such as confidentiality and informed consent were ensured. Data were analyzed using descriptive statistics, independent sample t-tests, and ANOVA to identify differences in self-efficacy across institutional contexts and selected demographic variables.

ANALYSIS AND DISCUSSION

LEVELS OF OVERALL SELF-EFFICACY AMONG GOVERNMENT AND PRIVATE SCHOOL TEACHERS

Institution Type	N	Mean (Overall SE)	SD	Low (%)	Moderate (%)	High (%)
Government	100	3.53	0.59	12 (12%)	72 (72%)	16 (16%)
Private	100	3.72	0.55	6 (6%)	68 (68%)	26 (26%)
Total	200	3.63	0.57	18 (9%)	140 (70%)	42 (21%)

The above table demonstrates that government and private school teachers had modest overall self-efficacy, with mean scores of 3.53 (SD = 0.59) for government teachers and 3.72 (SD = 0.55) for private teachers. Private school instructors had a higher overall level of self-efficacy, as seen by a bigger share in the high group (26%) than government teachers (16%). In contrast, government teachers (12%) had a higher rate of poor self-efficacy than private instructors (6%). Overall, the combined sample (N = 200) had a mean self-efficacy of 3.63 (SD = 0.57), with 70% of instructors classified as moderate and 21% as high.

COMPARISON OF SELF-EFFICACY BETWEEN GOVERNMENT AND PRIVATE SCHOOL TEACHERS

NULL HYPOTHESIS: There is no significant difference in self-efficacy between teachers in Government and Private schools.

Dimension	Institution Type	N	Mean	SD	t-value	P-value	Significance
Student Engagement	Government	100	3.45	0.58	3.21	0.002*	Significant
	Private	100	3.73	0.52			
Instructional Strategies	Government	100	3.38	0.6	2.95	0.004*	Significant
	Private	100	3.71	0.55			
Classroom Management	Government	100	3.8	0.57	1.45	0.149	Not Significant
	Private	100	3.69	0.6			
Overall Self-Efficacy	Government	100	3.54	0.59	2.38	0.018*	Significant
	Private	100	3.71	0.55			

The study looked at instructors' self-efficacy in both public and private institutions along four dimensions: student engagement, instructional tactics, classroom management, and overall self-efficacy. The findings show that private school instructors reported considerably stronger self-efficacy in student engagement (M = 3.73, t = 3.21, p = 0.002) and instructional techniques (M = 3.71, t = 2.95, p = 0.004) than their government colleagues. Private instructors exhibited stronger overall self-efficacy (M = 3.71, t = 2.38, p = 0.018), but there was no statistically significant difference in classroom management (M =

3.69, $t = 1.45$, $p = 0.149$). These findings imply that the kind of institution may impact certain characteristics of teacher self-efficacy, with private school instructors being more confident in engaging pupils and implementing instructional practices.

SUGGESTIONS

- Plan frequent training and seminars on student involvement and teaching practices.
- Set up mentorship programs between novice teachers and veteran instructors.
- Provide enough teaching and learning materials.
- Give instructors regular feedback and acknowledge their efforts.
- Provide classroom management training to all instructors.
- Encourage teachers to create professional learning communities.
- Encourage reflective methods to help instructors constantly improve.

CONCLUSION

According to the study on school teachers' self-efficacy, private school instructors are often more confident in their ability to teach than their government colleagues, particularly in terms of student involvement and instructional tactics. Although there was no significant difference in classroom management, private teachers had much higher total self-efficacy scores. These findings indicate that institutional variables such as resource availability, possibilities for professional growth, and supportive work settings may all lead to increased self-efficacy. Enhancing teacher self-efficacy, particularly in government schools, via training, mentoring, and resource supply, can have a favourable influence on effectiveness in teaching and student learning results.

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