

Secondary School English Teachers' Self-Efficacy and Effectiveness: A Comparative Analysis by Gender, Location, and Teaching Experience

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Abstract

This study deals with teacher self-efficacy and effectiveness of English teachers at the secondary level of education with an emphasis on gender, geographical location, and teaching experience. The study has been designed on the basis of quantitative descriptive survey research methodology. The sample was drawn from North Bengal, which includes seven districts of West Bengal. A total of 508 respondents, i.e., teachers, who teach English at the secondary level in government and government-aided secondary schools, have been randomly selected through simple random sampling. Three instruments were used for data collection purposes, namely the Teacher Self-Efficacy (TSE) scale, Teacher Effectiveness Scale (Kulsum, 2011), and Professional Commitment Scale (Kaur et al., 2012). The results showed that most of the teachers have a moderate level of self-efficacy and teacher effectiveness, meaning they have moderate confidence and proficiency in their teaching methods. There were no significant differences between the self-efficacy of the teachers in terms of gender, locality, and teaching experience. On the other hand, there were no significant differences between teacher effectiveness in terms of locality and experience; however, there were significant differences in terms of gender, wherein female teachers were more effective than male teachers. Teaching experience does not have any significant impact on self-efficacy and teacher effectiveness. Although teachers show satisfactory confidence and effectiveness in their work, there is a need for ongoing professional development to improve the standard of teaching. This study has great significance for training and policies for teachers and learners.

Keywords: Teacher Self-Efficacy, Teacher Effectiveness, English Teachers, Gender, Teaching Experience, Secondary Education.

Introduction

The quality of education entirely depends upon the efficiency of the teachers, especially concerning creating productive learning experience for the learners. There are many psychological and professional factors affecting teachers; however, self-efficacy of a teacher is currently considered one of the main determinants of teaching efficiency. Derived from the social cognitive theory of Albert Bandura, self-efficacy of a teacher can be defined as an opinion about his/her personal capacity of planning, organizing, and conducting teaching activities aimed at promoting learning among the learners. There are a lot of

psychological and occupational elements impacting teachers. However, at present, the self-efficacy of a teacher is viewed as one of the most significant criteria for defining the efficacy of a teacher's activity. The self-efficacy of a teacher is connected to the social cognitive theory pioneered by Albert Bandura and may be regarded as one's judgment of his or her own ability to teach effectively. Teaching English at the secondary school level presents unique challenges and opportunities. English, being both a subject and a medium of communication, requires teachers to possess not only content knowledge but also strong pedagogical skills and confidence in their instructional abilities. In diverse contexts such as India, where linguistic, cultural, and socio-economic variations are prominent, the role of English teachers becomes even more complex. Teachers are often required to address varied learner needs, bridge language gaps, and create inclusive classroom environments. In such situations, self-efficacy plays a crucial role in enabling teachers to navigate these challenges effectively.

Previous studies have shown that teachers with high self-efficacy levels are more prone to employing new methods of teaching, classroom management skills, and engaging their learners in active participation activities. Such teachers have shown to be resilient when encountering challenges and are ready to explore novel ways of teaching. In contrast, teachers with low self-efficacy levels are bound to have self-doubts, lack motivation, and be unable to deal with classroom situations effectively. This might impact negatively on the learners' learning outcomes. Therefore, the need to examine the determinants of self-efficacy among teachers cannot be underestimated. Teacher efficacy is closely connected to another term known as teacher effectiveness. Teacher effectiveness is defined as the ability of teachers to make their students learn and help them achieve certain educational goals. There are many aspects to teacher effectiveness, including lesson planning, classroom management, subject matter expertise, communication skills, and professional attitudes. As teacher efficacy is linked to the internal beliefs of teachers, effectiveness involves their actual actions. It is important to understand that the link between teacher efficacy and effectiveness is complicated, since a teacher may be very confident about something, but he/she may not demonstrate it effectively.

Apart from psychological aspects, such factors as gender, geographical location, and experience were also discovered to play a key role in forming teachers' self-efficacy and behaviour. In particular, gender differences in the manner teachers perform in class and the way they approach their professional duties have long been considered. For instance, female teachers can demonstrate higher empathy toward their pupils. Furthermore, the geographic location of schools – whether they are situated in rural or urban areas – may affect significantly the number of resources available to teachers for their professional development. Rural teachers, as compared to others, can encounter such difficulties as the lack of proper facilities and training. Finally, experience is regarded as one of the key factors shaping teachers' professional skills and self-efficacy. Notwithstanding, according to some research, teachers' self-efficacy might decrease at various periods of their career development.

In light of the above context, this study entitled “Secondary School English Teachers' Self-Efficacy and Effectiveness: A Comparative Analysis Based on Gender, Location, and Teaching Experience” endeavours to investigate the extent of self-efficacy and effectiveness of secondary school English teachers and compare these measures based on certain critical demographic and professional dimensions. Through the employment of a quantitative research method and the use of appropriate measurement instruments, the proposed study hopes to shed light on the empirical aspects of the topic and generate useful information for educational interventions.

Literature Review

Teacher Self-Efficacy and Teacher Effectiveness

The concept of teacher self-efficacy, which stems from the social cognitive theory proposed by Albert Bandura, is vital in determining the instructional behaviour and teacher efficacy of teachers. Over time, studies have established that teachers who have faith in themselves perform better in classroom settings due to increased confidence and resilience. For example, Alibakhshi et al. (2020) demonstrated that teachers with high self-efficacy are competent in managing the classroom environment, engaging students, and implementing efficient instructional strategies. Also, Karim et al. (2021) and Chandrika et al. (2022) pointed out that high self-efficacy leads to enhanced pedagogical skills and professional dedication. Subject-wise, DIGAP (2016) noted that high self-efficacy and linguistic competence contribute to improved teacher effectiveness.

A more comprehensive insight into this concept can be gained from the study conducted by Hussain & Khan (2022) who argued that self-efficacy plays an important role in the persistence of teachers, their decision making and coping with the problems in class. This point of view has been reiterated in the systematic review by Gordon et al. (2023) where they have highlighted the importance of teacher self-efficacy for successful implementation of educational reforms. The incorporation of technology in light of the current requirements in education systems has emerged as one of the dimensions of teacher self-efficacy. As mentioned by Joshi (2023), the self-efficacy of teachers concerning the utilization of technology (via TPACK) affects their teaching styles. This research was taken forward by Bhattacharya et al. (2025), which showed how an AI-driven technique could help understand the impact of self-efficacy on teaching quality. Similarly, according to Campbell (2025), in a mixed-method approach, self-efficacy has been observed to influence teachers' life experiences, identity, and adaptability.

The teacher effectiveness is a multidimensional construct influenced by professional learning, teacher quality, self-efficacy, collaboration, leadership support, and contextual factors within schools. Effective teachers demonstrate strong instructional practices, continuous professional development, and confidence in their teaching abilities, which positively affect student achievement and overall school effectiveness. The literature further highlights that supportive leadership and collaborative work environments enhance teachers' professional growth and effectiveness, ultimately contributing to improved educational outcomes (Muijs et al., 2014; Ellett & Teddlie, 2003; Kumar & Wiseman, 2021; Sehgal et al., 2017; Kundu, 2025; Roy & Halder, 2018).

Teacher Self-Efficacy, Student Outcomes, and Influencing Factors

The influencing teaching practices, teacher self-efficacy plays a vital role in determining student achievement levels as well. According to Altaf et al. (2023), there exists a strong positive association between teacher self-efficacy and the academic performance of students. Likewise, Ashraf and Jamal (2025) stressed that teachers having self-efficacy, along with being committed to their profession, result in better learning outcomes for students. However, self-efficacy is different from one teacher to another due to certain demographic and contextual differences. For instance, according to Alvera and Ahmad (2024), the following variables influence teacher efficacy beliefs: gender, age, level of education, and years of teaching experience. Karmakar et al. (2025) also noted considerable differences between genders regarding teachers' sense of efficacy at secondary schools.

The professional and contextual elements play an essential role on shaping student outcome apart from demographic characteristics of secondary school teachers. For instance, according to Gao et al. (2021),

the significance of professional preparation and teacher's qualifications should be acknowledged. On the other hand, DIGAP (2016), highlighted the need for proficiency in teaching specific subjects. Additionally, as argued by Hussain and Khan (2022), institutional resources, work environment, and professional growth opportunities are crucial to self-belief in teachers. In addition, the broader context of education, including reform measures and technological advances, can affect teachers' confidence in their competence (Gordon et al., 2023; Joshi, 2023; Bhattacharya et al., 2025).

Research Gap

There is strong evidence in the literature regarding the significance of teachers' self-efficacy in enhancing their instructional effectiveness and learning outcomes, there are several limitations in the current state of research. Specifically, studies mostly concentrate on individual and demographic factors, with little emphasis on the institutional mechanisms, processes of leadership, and accountability practices. Furthermore, although the inclusion of technology and AI in the literature has become common in the recent past, their use in a variety of settings, particularly in developing nations, is yet another gap in the literature. Hence, it is important for the existing gaps to be addressed by conducting future studies from a more holistic perspective.

This study was conducted with the purpose of investigating the levels of teacher self-efficacy and teacher effectiveness of secondary school English teachers, as well as analysing the differences between these two variables based on their gender, location, and teaching experience. More specifically, this study sought to compare the teacher self-efficacy and teacher effectiveness of secondary school English teachers based on gender (male vs. female) and location (urban vs. rural), as well as to evaluate any differences in these variables based on different levels of teaching experience. To accomplish these research goals, the researcher formulated the following hypotheses for testing:

H₀₁: There is no significant difference in the level of teacher self-efficacy of secondary school English teachers based on gender, location, and teaching experience.

H₀₂: There is no significant difference in the level of teacher effectiveness of secondary school English teachers based on gender, location, and teaching experience.

Methodology

In this study, the quantitative method of research with a descriptive survey strategy was used in order to study the self-efficacy and effectiveness of secondary school teachers of English language. This was required because this type of research allows analysing information objectively, basing on some statistical differences and trends between various groups of respondents according to their sociological and professional criteria. North Bengal, situated within the State of West Bengal in India and consisting of seven districts – Darjeeling, Jalpaiguri, Cooch Behar, Alipurduar, Uttar Dinajpur, Dakshin Dinajpur, and Malda – was chosen as a geographic area for this research. North Bengal can be called an optimal area for conducting this study because of its heterogeneous socio-cultural background. Total number of respondents used for the study is 508 where simple random sampling technique was used to obtain the respondents in 163 government or government aided secondary schools. Total number of respondents initially obtained was 513, but five respondents were eliminated during the data screening stage. Total number of male respondents was 278, whereas 230 were female respondents. While on the other hand, total number of rural respondents was 249, and the total number of urban respondents was 259.

Data collection was done using the following three instruments; the Teacher Self-Efficacy (TSE) Scale which was developed by the researcher himself, the Teacher Effectiveness Scale (TES-KU) developed by Kulsum (2011), and the Professional Commitment Scale for Teachers (PCST) developed by Kaur et al. (2012). In the first place, the TSE Scale comprised of 37 items in Likert-type scale format. The scale was subjected to statistical standardization techniques. Six dimensions were derived from the exploratory factor analysis conducted using the Principal Component Analysis technique with Varimax rotation, whereby items with low or cross-loadings were excluded. The dimensions included the following; psychological stress in teaching, professional motivation and mentoring, professional expertise, professional recognition and motivation, instructional leadership and vicarious learning in professional practice. The data distribution was found to be normally distributed based on descriptive statistics. The Teacher Effectiveness Scale has 60 items which are categorized into five factors including planning and preparation, classroom management, subject matter knowledge, teacher attributes, and interpersonal skills. This is a reliable tool in the sense that its split-half and test-retest correlation coefficients are adequate. The tests took place through the administration of questionnaires. Data was analysed using SPSS version 27.0. Central tendency measures like mean, standard deviation, and percentiles were used in establishing the levels of self-efficacy and teacher effectiveness. Differences were established based on gender and location respectively by using t-test for independent samples and analysis of variance. Where necessary, Tukey’s HSD test was carried out. Ethical procedures were strictly followed throughout the research process. Informed consent from the respondents was obtained.

Results

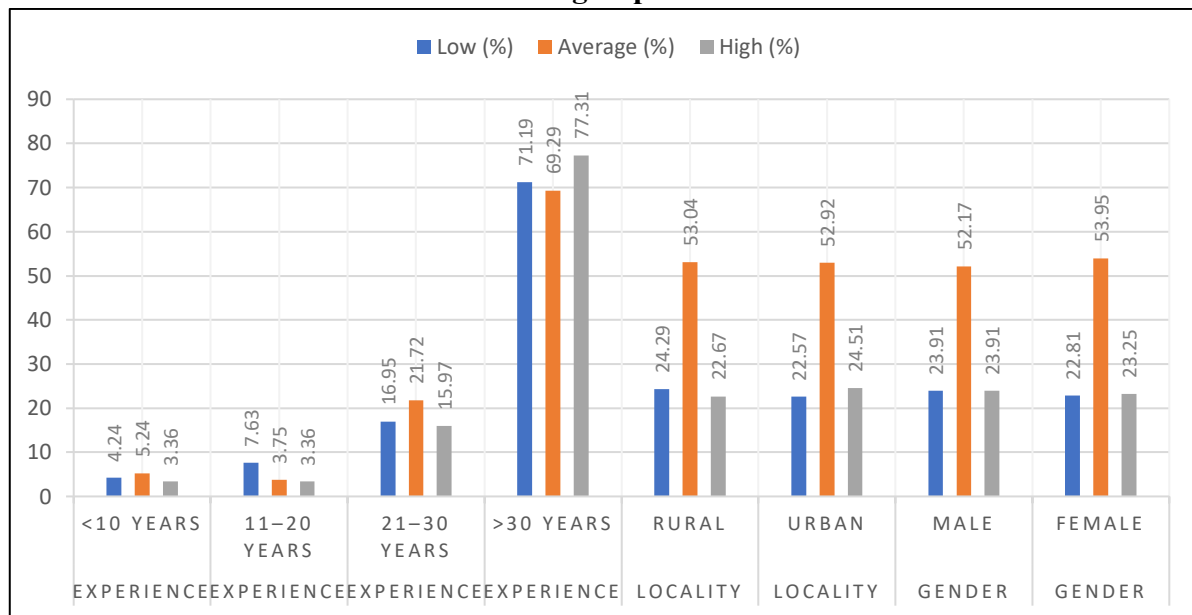
Table 1: Level of Self-efficacy of English Language Teacher

Percentile	Raw Score	Percentile Range	Score Range	No. of Teachers	%	Level
P25	132	Above P ₇₅	Below 132	118	23.41	low
P50	140	P ₂₅ to P ₇₅	132–150	267	52.98	Average
P75	151	Below P ₂₅	Above 151	119	23.61	high
P90	156		Total	504	100	

Source: Field Survey, 2025.

Table 1 highlighted the level of Self-efficacy among the English language teachers was evaluated using percentile scores. In relation to the results of the study, it was noted that the self-efficacy of English language teachers can be classified into three categories. These are low, average, and high. Out of the total number of 504 teachers, 118 teachers were found to have a low self-efficacy rating with a score less than 132. Hence, they were classified as teachers with low self-efficacy. However, the majority of the English language teachers, a total of 267, were considered to be teachers who have an average self-efficacy score since their scores fell within 132-150 range. Moreover, 119 teachers had high self-efficacy ratings, greater than 151. It was observed that the majority of the English language teachers possessed an average self-efficacy level in relation to their teaching skills and abilities. One-quarter of the teachers had high self-efficacy, and a similar proportion of teachers had low self-efficacy. It is evident from the study that even though most of the teachers had reasonable self-efficacy levels in teaching English, a few others might need some training and development.

Fig.1: Level of Self-efficacy of English language Teacher’s in relation to Gender, Location and Teaching Experience



The fig. 1 presents the distribution of teachers’ self-efficacy levels (Low, Average, and High) across different categories of teaching experience, locality, and gender. With respect to teaching experience, the highest proportion of teachers falls in the more than 30 years of experience category, accounting for 71.19% of low, 69.29% of average, and 77.31% of high self-efficacy respondents. Teachers with 21–30 years of experience constitute the second-largest group, representing 16.95%, 21.72%, and 15.97% of the low, average, and high self-efficacy categories, respectively. In contrast, teachers with less than 20 years of experience contribute only a small proportion to each self-efficacy level. This pattern indicates that the teaching workforce in the sample is predominantly composed of highly experienced teachers, and a substantial share of those reporting high self-efficacy have more than 30 years of teaching experience. Regarding locality, the distribution of self-efficacy levels is remarkably similar between rural and urban teachers. Among rural teachers, 24.29% reported low self-efficacy, 53.04% average self-efficacy, and 22.67% high self-efficacy. Similarly, urban teachers reported 22.57% low, 52.92% average, and 24.51% high self-efficacy. These findings suggest that locality has little influence on teachers’ self-efficacy, as both rural and urban teachers exhibit nearly identical patterns, with the majority falling within the average self-efficacy category. A comparable trend is observed across gender. Male teachers reported 23.91% low, 52.17% average, and 23.91% high self-efficacy, while female teachers reported 22.81% low, 53.95% average, and 23.25% high self-efficacy. The differences between male and female teachers are minimal, indicating that self-efficacy levels are relatively consistent across genders. Overall, the graph demonstrates that average self-efficacy is the most prevalent level among teachers regardless of locality or gender, while teachers with more than 30 years of experience constitute the largest proportion across all self-efficacy categories. This suggests that teaching experience is a more distinguishing characteristic of the sample than locality or gender in relation to teacher self-efficacy.

Table 2: Level of Teacher effectiveness Now of Secondary Level English Language Teachers’

Percentile	Raw Score	Percentile Range	Score Range	No. of Teachers	%	Level
P ₂₅	257	Above P ₇₅	Below 257	127	25.20	low
P ₅₀	273	P ₂₅ to P ₇₅	258–286	250	49.60	Average
P ₇₅	287	Below P ₂₅	Above 287	127	25.20	high
P ₉₀	296		Total	504	100	

Source: Field Survey, 2025

The level of teacher effectiveness of the secondary level English language teachers has been studied using the percentile score. As per the result obtained, the teachers can be classified into three different levels such as low, average, and high teacher effectiveness. Out of the total number of 504 teachers, 127 teachers have scored below 257 and thus fall into the category of low teacher effectiveness. It is evident from this result that these teachers are comparatively less effective in teaching practices. On the other hand, the majority of the teachers (250) have scores between 258 and 286, which indicates the average level of teacher effectiveness. These teachers have moderate level of teacher effectiveness in managing the process of teaching and learning in the classroom. At the same time, 127 teachers have scores above 287 and thus have high teacher effectiveness, which means they have higher teacher effectiveness in teaching and learning process in the classroom. From the results obtained, it can be concluded that most of the teachers (49.60%) at the secondary level have average level of teacher effectiveness. At the same time, 25.20% teachers have low and high level of teacher effectiveness respectively.

Fig.2: Level of Teacher Effectiveness Now of Secondary Level English Language Teachers in relation to Gender, Location, and Teaching Experience

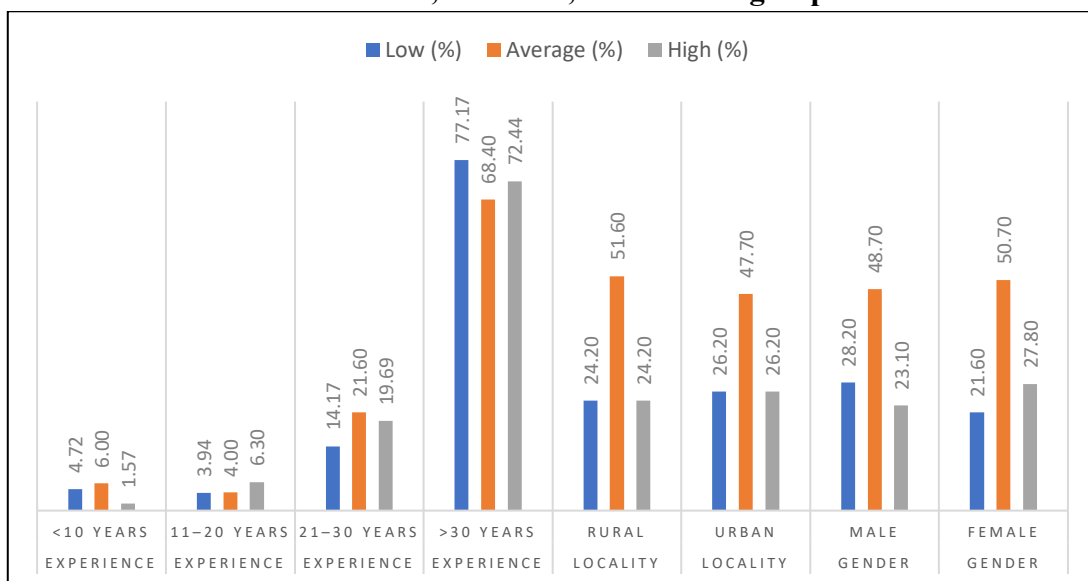


Figure 2 presents the distribution of secondary-level English language teachers across low, average, and high levels of teacher effectiveness based on teaching experience, locality, and gender. The findings reveal that teaching experience has a significant association with teacher effectiveness. Teachers with more than

30 years of experience constitute the largest proportion in all three effectiveness categories, accounting for 77.17% of the low, 68.40% of the average, and 72.44% of the high effectiveness groups. In contrast, teachers with less than 10 years and 11–20 years of experience represent comparatively smaller proportions. This indicates that greater teaching experience is generally associated with higher levels of effectiveness.

With regard to locality, rural teachers show a higher representation in the average effectiveness category (51.60%) compared to urban teachers (47.70%). However, urban teachers have a slightly greater proportion in the low and high effectiveness categories (26.20% each) than rural teachers (24.20% each). These differences are relatively small, suggesting that locality has only a marginal influence on teacher effectiveness.

In terms of gender, female teachers constitute a larger proportion of the average effectiveness category (50.70%) compared to male teachers (48.70%). Male teachers, however, show a slightly higher representation in the low effectiveness category (28.20%) than female teachers (21.60%). In the high effectiveness category, female teachers (27.80%) also exceed male teachers (23.10%). These findings suggest that female English language teachers tend to demonstrate somewhat higher levels of effectiveness than their male counterparts. In total, it indicates that teaching experience is the most influential factor associated with teacher effectiveness, while differences based on gender and locality are comparatively modest. The results suggest that experienced teachers, particularly those with more than three decades of service, are more likely to exhibit higher levels of teacher effectiveness in secondary-level English language teaching.

Descriptive Profile of Self-efficacy and Teacher Effectiveness of English language Teachers in relation to Gender, Location and Teaching Experience

The descriptive analysis of the teacher self-efficacy is done on the basis of mean and standard deviation values which indicates that the mean values for different categories are somewhat homogeneous in nature. In terms of gender, male teachers have a slightly greater mean value (Mean = 140.49, SD = 12.62) than their counterpart of female type category (M = 139.94, SD = 11.52), but still, they seem to have almost same level of self-efficacy. Similarly, in case of location, urban teachers (M = 140.50, SD = 11.86) have slightly higher mean than rural teachers (M = 139.96, SD = 12.42), although not much difference exists among the two. When teaching experience is taken into account, the mean value for self-efficacy of total respondents is found to be 140.24 (SD = 12.13). For the experienced more than 30 years, the mean value is 140.73 while for the rest group it remains quite similar, such as teachers with more than 10 years of experience (M = 139.65) and from 11 to 20 years (M = 138.61).

The descriptive profile of the TOTALTE of secondary school English teachers, it is clear that there is high consistency in the efficacy of the teachers within this category. From the gender profile of efficacy of teachers, it can be observed that female teachers have a slightly high level of efficacy (mean score of 272.20) compared to male teachers (mean score of 268.07). This means that female teachers are perceived as marginally more effective compared to the male counterpart. Both the female and male teachers have almost the same variance in terms of their efficacy scores. Concerning location, there is no noticeable variation in efficacy between the two categories of teachers, such as rural and urban teachers (mean scores of 270.17 and 269.70 respectively). In regard to the level of teaching experience, those who have taught from 11 to 20 years (mean score of 274.63) and 21 to 30 years (mean score of 272.09) have high efficacy

levels, while those with teaching experience of more than 10 years (mean score of 263.90) have low efficacy levels.

Table 3: t-Test for Secondary School Teacher Self-Efficacy and Teacher Effectiveness

Variable	Group Comparison	Levene's F	Sig.	df	Mean Difference	Std. Error Difference	t	Sig. (2-tailed)
Teacher Self-Efficacy	Male vs Female	1.932	.165	502	.547	1.086	.503	.615
Teacher Self-Efficacy	Rural vs Urban	.114	.736	502	-.538	1.081	-.498	.619
Teacher Effectiveness (English Teachers)	Male vs Female	1.782	.183	502	-4.122	1.887	-2.184	.029*
Teacher Effectiveness (English Teachers)	Rural vs Urban	1.267	.261	502	.465	1.887	.247	.805

Table 3 displays the results of an independent sample t-test conducted to determine whether there is any difference in self-efficacy and effectiveness of the teachers as per their gender and location. First, the results demonstrate that there is no significant difference in self-efficacy scores of the male and female teachers ($p = .615$). Despite males scoring slightly higher than females on average, this difference is statistically insignificant. This suggests that both genders perceive themselves equally effective at teaching. Furthermore, no significant difference exists in self-efficacy scores between rural and urban teachers ($p = .619$).

Nevertheless, with regard to the issue of teacher effectiveness in the context of English teachers, there emerges a completely different situation. As seen from the findings, there was a marked difference in the effectiveness of male and female English teachers ($p = .029$). Since the mean difference was negative and favoured the effectiveness of female English teachers, it could be assumed that there was a marked difference between the genders in the effectiveness of teachers. That is, it can be suggested that female English teachers are more efficient compared to their male counterparts in terms of classroom management, instruction, or students' performance. However, there was no marked difference between the effectiveness of urban and rural English teachers ($p = .805$). Therefore, it became interesting that despite the fact that teachers, irrespective of their gender or location, were equally self-confident, it seems that they differ in their effectiveness depending on their genders in the context of English teachers.

One-way ANOVA analysis was conducted to find out if there is any significant difference in the level of self-efficacy among teachers based on the various categories of teaching experience. In the data gathered, it was observed that there was no statistical significance in the differences in the levels of self-efficacy because the computed value or the F-value was very low at 0.209, while the value of p was significantly higher than 0.05 at 0.890.

Analysis of Variance of English Teacher Self-Efficacy for Teaching Experience

Table 4: Tukey HSD Multiple Comparisons of Teaching Experience Groups for Teacher Self-Efficacy

Dependent Variable: Teacher Self-Efficacy						
Tukey HSD						
(I) Teaching Experience	(J) Teaching Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
< 10 years	11 to 20 Years	1.04348	3.58496	.991	-8.1975	10.2844
	21 to 30 Years	-1.07978	2.81952	.981	-8.3476	6.1881
	< 30 years	-.59436	2.61446	.996	-7.3336	6.1449
11 to 20 Years	> 10 years	-1.04348	3.58496	.991	-10.2844	8.1975
	> 30 Years	-2.12326	2.81952	.875	-9.3911	5.1446
	> 30 years	-1.63784	2.61446	.924	-8.3771	5.1014
21 to 30 Years	<10 years	1.07978	2.81952	.981	-6.1881	8.3476
	11 to 20 Years	2.12326	2.81952	.875	-5.1446	9.3911
	> 30 years	.48542	1.39036	.985	-3.0985	4.0693
> 30 years	<10 years	.59436	2.61446	.996	-6.1449	7.3336
	11 to 20 Years	1.63784	2.61446	.924	-5.1014	8.3771
	> 30 Years	-.48542	1.39036	.985	-4.0693	3.0985

Source: Field Survey, 2025

Table 4 presents the results of the Tukey HSD post hoc test conducted to examine pairwise differences in teacher self-efficacy among English language teachers with different levels of teaching experience. The findings indicate that none of the comparisons between the teaching experience groups showed statistically significant differences in teacher self-efficacy, as all significance (p) values were greater than the accepted level of .05. Specifically, the mean difference between teachers with less than 10 years of experience and those with 11–20 years of experience was 1.04 (p = .991), while the difference between teachers with less than 10 years and those with 21–30 years of experience was –1.08 (p = .981). Similarly, the comparison between teachers with less than 10 years and more than 30 years of experience yielded a mean difference of –0.59 (p = .996). None of these differences were statistically significant. Likewise, comparisons involving teachers with 11–20 years of experience and those with 21–30 years or more than 30 years of experience also revealed non-significant differences, with p-values of .875 and .924 respectively. The smallest mean difference was observed between teachers with 21–30 years and more than 30 years of experience (Mean Difference = 0.49, p = .985), which was also not significant.

Furthermore, all 95% confidence intervals for the mean differences included zero, providing additional evidence that the observed differences among the experience groups were not statistically meaningful. These results suggest that teacher self-efficacy remains relatively consistent across different levels of teaching experience. Therefore, teaching experience does not appear to be a determining factor influencing the self-efficacy beliefs of secondary-level English language teachers in the present study.

Hypothesis Decision:

The one-way ANOVA test revealed that there was no statistically significant difference in teacher self-efficacy at different levels of teaching experience since $F(3, 500) = 0.209$ and $p = .890$. Since the p-value is more than .05, it is concluded that the null hypothesis is not rejected. It is concluded that teaching experience has no effect on teacher self-efficacy.

Analysis of Variance of English Teacher Effectiveness Now for Teaching Experience

A one-way ANOVA test was done to determine if there are any significant differences in total teacher efficacy (TOTALTE) among teachers with different levels of teaching experience. From the results, the sum of squares between the groups was found to be 1884.963, while the sum of squares within the group was significantly higher at 223311.998. This shows that the differences in TOTALTE are mostly due to the sum of squares within the group. The F-value was calculated to be 1.407 with a significance level or p-value of 0.240. Since the results are not statistically significant at a significance level or alpha value of 0.05, which is higher than the calculated p-value, the results are not statistically significant. This shows that there are no significant differences in total teacher efficacy among the different levels of teaching experience. This implies that although there are minor differences in the mean values of TOTALTE among the different experience levels, they are not significant enough to be considered statistically significant. This shows that teaching experience has no significant effect on total teacher efficacy.

Table 5: Tukey HSD Multiple Comparisons of Teaching Experience Groups for English Teacher Effectiveness Now

Dependent Variable: TOTALTE						
Tukey HSD						
(I) Teacher Experience	(J) Teacher Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
<10 years	11 to 20 Years	-10.72464	6.23192	.314	-26.7886	5.3393
	21 to 30 Years	-8.18826	4.90131	.340	-20.8223	4.4458
	> 30 years	-5.53091	4.54485	.616	-17.2461	6.1843
11 to 20 Years	< 10 years	10.72464	6.23192	.314	-5.3393	26.7886
	21 to 30 Years	2.53638	4.90131	.955	-10.0977	15.1704
	> 30 years	5.19373	4.54485	.663	-6.5215	16.9089
21 to 30 Years	< 10 years	8.18826	4.90131	.340	-4.4458	20.8223
	11 to 20 Years	-2.53638	4.90131	.955	-15.1704	10.0977
	> 30 years	2.65735	2.41693	.690	-3.5728	8.8875
> 30 years	< 10 years	5.53091	4.54485	.616	-6.1843	17.2461
	11 to 20 Years	-5.19373	4.54485	.663	-16.9089	6.5215
	21 to 30 Years	-2.65735	2.41693	.690	-8.8875	3.5728

Source: Field Survey, 2025

The Tukey HSD test was performed to compare the differences in total teacher efficacy (TOTALTE) between teachers with various teaching experience levels. The results revealed that none of the comparisons between teachers with various levels of teaching experience were statistically significant, as all p-values were greater than the level of significance, which is 0.05. For example, in comparing teachers

with over 10 years and those with 11 to 20 years of teaching experience, it is evident that the difference between them is -10.72, but it is not significant, as the p-value is 0.314. The same is true for other comparisons between teachers with over 10 years and those with 21 to 30 years ($p = 0.340$), and over 10 years and over 30 years ($p = 0.616$) of teaching experience. The same is true for all other comparisons, such as between teachers with 11 to 20 years and those with 21 to 30 years ($p = 0.955$), between teachers with 11 to 20 years and over 30 years ($p = 0.663$), and between teachers with 21 to 30 years and over 30 years ($p = 0.690$) of teaching experience. Moreover, all the 95% confidence intervals for the mean differences contain zero. This further supports the interpretation that there are no statistically significant differences between any of the pairs of the teaching experience levels. Although there are some changes in the level of the mean TOTALTE Now scores among the various levels of experience, they are not statistically significant. This is in agreement with the ANOVA result and further supports the conclusion that experience does not impact total teacher efficacy.

Discussion

The findings of the study reported that most of the English language teachers working in secondary schools have moderate levels of self-efficacy and teacher effectiveness. The result is supported by previous literature, which found similar trends in the self-efficacy levels of teachers. Most teachers operate at moderate efficacy levels rather than at the low or high ends (Chandrika et al., 2022; Subhamol & Shobhana, 2025). These results provide evidence that teacher self-efficacy is variable rather than static and plays a key role in the development of teacher effectiveness (Hussain & Khan, 2022; Karim et al., 2021; Alibakhshi et al., 2020). This finding is further supported by studies emphasizing that teacher effectiveness is closely associated with professional learning, teacher quality, instructional competence, and continuous professional development (Muijs et al., 2014; Ellett & Teddlie, 2003; Kumar & Wiseman, 2021). The similar trend found in teacher effectiveness also demonstrates the relationship between efficacy and effectiveness among teachers (Hidayah et al., 2023; Choi & Lee, 2018; Ashraf & Jamal, 2025). Furthermore, research has highlighted that self-efficacy, collaborative practices, and supportive leadership contribute significantly to teacher effectiveness and professional growth (Sehgal et al., 2017; Roy & Halder, 2018).

When it comes to gender, the results indicate no significant difference in teacher self-efficacy, which is consistent with the existing literature reporting little gender-related difference in efficacy perceptions (Alvera & Ahmad, 2024; Kaur et al., 2024). On the contrary, the study revealed a significant difference in teacher effectiveness, with one gender demonstrating higher effectiveness than the other. This result can be partially attributed to the available literature on gender-based differences associated with teaching practices (Karmakar et al., 2025; Pradhan, 2025). It is important to mention that this finding might imply some differences in how self-efficacy is manifested in classroom practice and teacher performance.

There were also no significant differences between the groups regarding self-efficacy and teacher effectiveness as a function of location, which corroborates previous studies showing that location does not always yield significant differences (Pradhan, 2025; Kaur et al., 2024). However, there were slight variations in the data, especially those pertaining to rural teachers, which can be explained by issues involving institutional support and working conditions (Shazadi et al., 2011). One of the most important findings of this study pertains to the lack of difference in self-efficacy and teacher effectiveness regardless of how many years teachers had spent in the classroom. Contrary to the common belief that teaching experience leads to higher levels of competence, researchers have found that this assumption may not

always hold true (Sekhon, 2025). Other research indicates that training and professional development opportunities have a greater impact on teacher competence and effectiveness than experience alone (Gao et al., 2021; Muijs et al., 2014).

Moreover, recent studies point out that the development of technological and professional skills is increasingly affecting teachers' self-efficacy. It has been noted that knowledge and innovation in digital technology improve the teaching-learning process (Joshi, 2023; Nancy & Muthupandi, 2025; Bhattacharya et al., 2025; Sellami et al., 2024). Additionally, personal experience, professional identity, subject competence, and teacher preparation influence efficacy and performance (Campbell, 2025; DIGAP, 2016). Comparative and policy-oriented studies have also emphasized that teacher quality, educational reforms, and professional learning systems are crucial determinants of teacher effectiveness and student outcomes (Kumar & Wiseman, 2021; Kundu, 2025; Gordon et al., 2023). Overall, the findings of the present study align with the broader literature, suggesting that teacher effectiveness is a multidimensional construct shaped by self-efficacy, professional learning, collaboration, leadership support, teacher quality, and contextual factors within the educational environment (Muijs et al., 2014; Ellett & Teddlie, 2003; Sehgal et al., 2017; Roy & Halder, 2018).

Conclusion

This research project demonstrates that English language teachers in secondary schools have an average self-efficacy and average teacher effectiveness, which implies a moderate level of confidence and competence among these teachers. Although most English language teachers have sufficient skills in handling classroom processes and instruction methods, it is imperative to note that there are a low group and a high group of teachers. Therefore, there is need for targeted professional development programs to address any deficiencies in classroom skills. In addition, it can be inferred from the study findings that there is no significant relationship between teacher self-efficacy and variables such as gender, location, and teaching experience. On the other hand, there is a significant relationship between teacher effectiveness and gender, whereby females are more effective than males. The same cannot be said of the variable of location and teaching experience. One of the significant conclusions drawn from the research is that being a teacher for an extended period of time may not have much impact on one's sense of self-efficacy or effectiveness, and hence continuous learning and training become necessary for teachers. The self-efficacy and effectiveness, although positively correlated, do not necessarily go hand in hand; therefore, having a high level of self-efficacy may not necessarily mean high teacher effectiveness in teaching. Therefore, it is vital to foster the growth of both self-efficacy and effectiveness among teachers through professional learning programs and supportive environments within institutions.

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