

## A Comparative Study Of Self-Efficacy Among Government And Private School Teachers In Tenkasi District

J. Jeba Angel <sup>1</sup>, Dr.M.Rajee <sup>2</sup>, Dr. T. Jackuline Brindha<sup>3</sup>

<sup>1</sup>Reg. No. 23122101062007, Research Scholar, Kamaraj College, Thoothukudi. (Affiliated to Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli, Tamilnadu)

Email id: jjebaangel@gmail.com

<sup>2</sup> (Research Supervisor)Assistant Professor, Department of Business Administration, Kamaraj College, Thoothukudi.

(Affiliated to Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli, Tamilnadu)

Email id: laya.meera09@gmail.com

<sup>3</sup> (Research Co-Supervisor) Associate Professor & Head, Department of Economics, Center for Economics,

Kamaraj College, Thoothukudi (Affiliated to Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli, Tamilnadu)

Email id: jackulinebrindha@gmail.com .

**Cite this paper as:** J. Jeba Angel , Dr.M.Rajee , Dr. T. Jackuline Brindha (2025) A Comparative Study Of Self-Efficacy Among Government And Private School Teachers In Tenkasi District. Journal of Neonatal Surgery, 14, (29s) 1106-1110

### ABSTRACT

Teacher self-efficacy plays a crucial role in determining teaching effectiveness, student engagement, and overall educational outcomes. This study aims to compare the level of self-efficacy among government and private school teachers in Tenkasi District. A total of 197 teachers were selected using convenience sampling, and data were collected through a structured questionnaire. Statistical tools such as KMO and Bartlett's Test, factor analysis, and Structural Equation Modelling (AMOS) were applied. The findings indicate that dimensions such as classroom management, instructional strategies, student engagement, and institutional support significantly influence teacher self-efficacy. The study also reveals notable differences between government and private school teachers in terms of self-efficacy levels. The research concludes that strengthening institutional support and continuous professional development can enhance teacher self-efficacy across both sectors..

**Keywords:** *Teacher Self-Efficacy, Government Schools, Private Schools, Classroom Management, Instructional Strategies, Tenkasi District.*

### INTRODUCTION

In the field of education, teacher self-efficacy is considered a vital psychological construct that influences teaching performance, student motivation, and classroom outcomes. It refers to a teacher's belief in their ability to effectively plan, organize, and execute teaching tasks. Teachers with high self-efficacy are more likely to adopt innovative teaching methods, manage classrooms efficiently, and foster positive learning environments.

In India, the educational system comprises both government and private schools, each with distinct administrative structures, resources, and working conditions. Government schools often provide job security and standardized systems, while private schools may emphasize performance, accountability, and innovation. These differences may influence the self-efficacy levels of teachers.

Tenkasi District, with its mix of rural and semi-urban schools, provides an appropriate setting to examine these differences. Understanding how self-efficacy varies between government and private school teachers can help policymakers and educational institutions design better training and support systems.

### OBJECTIVES OF THE STUDY

1. To assess the level of self-efficacy among school teachers in Tenkasi District.
2. To compare self-efficacy between government and private school teachers..

3. To identify key factors influencing teacher self-efficacy.
4. To suggest measures to improve teacher self-efficacy.

**REVIEW OF LITERATURE**

Ahmad Bayiz Ahmad, Atif Saleem Butt, Dingxiang Chen, and Bangcheng Liu (2020) examined the impact of organizational culture on employees’ intentions to engage in change-supportive behaviors using the framework of the Theory of Planned Behavior (TPB). The study, based on data collected from 171 public school teachers in the Kurdistan Region of Iraq, analyzed how perceptions of organizational culture influence responses to change initiatives. The findings revealed that a developmental organizational culture has a direct and positive effect on employees’ change-supportive intentions, while also being indirectly influenced through mediating factors such as change-related attitude, subjective norms, and perceived behavioral control. In contrast, hierarchical culture was found to have only an indirect influence on change-supportive intentions, mediated mainly through attitudes and subjective norms. The study highlights that organizational culture acts as a significant internal driver of employee behavior during change processes and emphasizes the importance of fostering a supportive and development-oriented culture to encourage positive responses to organizational change.

Dan Berebitsky and Serena J. Salloum (2017) examined the relationship between collective efficacy and teachers’ social networks in urban middle schools, highlighting collective efficacy as a key organizational factor influencing student achievement. The study aimed to identify the antecedents of collective efficacy by analyzing teachers’ social network structures using social network and regression analysis across 20 middle school mathematics departments over a period of three years. The findings revealed that network density has a significant positive relationship with collective efficacy, indicating that stronger and more interconnected teacher relationships enhance shared beliefs in collective capability. However, network centralization was not found to have a significant effect when school demographic variables were controlled. The study emphasizes that fostering dense and collaborative professional networks among teachers can strengthen collective efficacy, thereby contributing to effective school improvement and better academic outcomes.

Merve Zayim and Yasar Kondakci (2014) explored the relationship between readiness for change and organizational trust among primary and secondary school teachers in Turkish public schools. The study emphasizes that readiness for change, comprising cognitive, emotional, and intentional dimensions, is essential for fostering positive attitudes and behaviors toward organizational transformation. Using data collected from 603 teachers and applying hierarchical regression analysis, the research examined the predictive role of organizational trust, particularly trust in colleagues and school principals. The findings revealed that higher levels of perceived trust significantly enhance teachers’ readiness for change across all three dimensions, even after controlling for school level and demographic factors. The study highlights that organizational trust acts as a crucial internal factor that reduces resistance, minimizes stress, and promotes supportive behavior during periods of change, thereby contributing to effective implementation of educational reforms.

**RESEARCH METHODOLOGY**

Research Design: Descriptive and comparative study

Area of Study: Tenkasi District

Sample Size: 197 teachers (Government and Private schools)

Sampling Technique: Convenience sampling

Data Collection: Primary data through structured questionnaire; secondary data from journals and reports

Tools Used: Percentage analysis, KMO and Bartlett’s Test, Factor Analysis, AMOS (SEM)

**Table 1: KMO AND BARTLETT’S TEST**

KMO and Bartlett's Test	Value
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.842
Bartlett’s Test Approx. Chi-Square	528.316
Df	28
Significance	0.000

Source: SPSS Output

The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett’s Test of Sphericity were applied to determine whether the data were suitable for factor analysis. The KMO value is 0.842, which is well above the acceptable threshold of 0.50, indicating that the sample size of 197 respondents is adequate and that the variables share sufficient common variance for factor extraction. In addition, Bartlett’s Test of Sphericity shows an approximate Chi-square value of 528.316 with 28 degrees of freedom, and the significance value is 0.000, which is less than 0.05. This result confirms that the correlation matrix is not an identity matrix and that there are significant relationships among the variables. Therefore, the results indicate that the dataset is appropriate for performing factor analysis to identify the underlying dimensions influencing teacher self-efficacy among government and private school teachers in Tenkasi District.

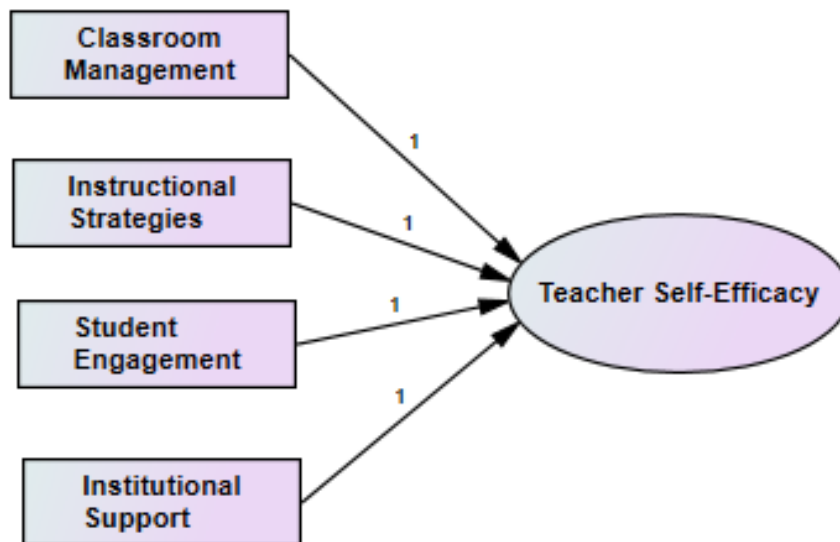
**Table 2: ROTATED COMPONENT MATRIX**

Variables	Classroom Management	Instructional Strategies	Student Engagement	Institutional Support
Managing student discipline	0.821			
Maintaining classroom control	0.804			
Use of effective teaching methods		0.792		
Lesson planning skills		0.768		
Motivating students			0.781	
Encouraging participation			0.756	
Support from school management				0.742
Availability of teaching resources				0.724

Source: SPSS Output

The Rotated Component Matrix reveals four significant factors influencing teachers’ self-efficacy in the study area. The first factor, Classroom Management, includes managing student discipline (0.821) and maintaining classroom control (0.804), indicating that effective control and discipline are essential for teacher confidence. The second factor, Instructional Strategies, comprises the use of effective teaching methods (0.792) and lesson planning skills (0.768), highlighting the importance of pedagogical competence in enhancing self-efficacy. The third factor, Student Engagement, includes motivating students (0.781) and encouraging participation (0.756), which emphasizes the role of interactive teaching in improving teacher effectiveness. The fourth factor, Institutional Support, consists of support from school management (0.742) and availability of teaching resources (0.724), showing that organizational backing and adequate resources significantly contribute to teachers’ self-belief. Overall, the factor analysis indicates that these four dimensions collectively play a vital role in shaping teachers’ self-efficacy.

Figure 1: TEACHER SELF-EFFICACY WITH CLASSROOM MANAGEMENT



### TEACHER SELF-EFFICACY WITH CLASSROOM MANAGEMENT

#### LIMITATIONS OF THE STUDY

The study is confined to Tenkasi District.  
Sample size is limited to 197 respondents.  
Data is based on self-reported responses.  
Time constraints restricted broader analysis.

#### SUGGESTIONS

Conduct regular training programs to enhance teaching competencies.  
Improve infrastructure and teaching resources in government schools.  
Encourage innovative teaching practices in both sectors.  
Provide motivational support and recognition for teachers.  
Promote collaborative learning among teachers.

#### CONCLUSION

The study concludes that teacher self-efficacy is significantly influenced by multiple factors such as classroom management, instructional strategies, student engagement, and institutional support. While both government and private school teachers demonstrate varying levels of self-efficacy, enhancing professional development and institutional support can bridge the gap. Strengthening these factors will ultimately lead to improved teaching effectiveness and better student outcomes in Tenkasi District..

#### REFERENCES

- [1] Ahmad, A. B., Butt, A. S., Chen, D., & Liu, B. (2023). A mediated model of the effect of organizational culture on the intentions to engage in change-supportive behaviors: Insights from the theory of planned behavior. *Journal of Management & Organization*, 29(2), 345-365.
- [2] Gutema, W., & Golga, D. N. (2022). THE SECONDARY SCHOOL TEACHERS' PERCEIVED SELF-EFFICACY IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN EAST HARARGHE ZONE, OROMIA REGIONAL STATE (Doctoral dissertation, Haramaya University).

- [3] Berebitsky, D., & Salloum, S. J. (2017). The relationship between collective efficacy and teachers' social networks in urban middle schools. *Aera Open*, 3(4), 2332858417743927.
- [4] Jesu Prakash, M., & Vasimalairaja, M. (2015). Self-awareness and Self-motivation Has Stimulus on the Academic Concert of XI Standard Pupils in Biology Subject. *Tamil nadu: International Journal of Scientific Engineering and Applied Science (IJSEAS)*, 1(9).
- [5] Zayim, M., & Kondakci, Y. (2015). An exploration of the relationship between readiness for change and organizational trust in Turkish public schools. *Educational Management Administration & Leadership*, 43(4), 610-625.