

Research Paper

Exploring The Relationship Between Self-Efficacy and Well-Being Among Female Teachers

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ABSTRACT

Teaching as a profession can be both satisfying and challenging, with educators often facing several challenges that not only influence their psychological but also their emotional states. This research explored the relationship between self-efficacy and well-being among female teachers. The study examined how perceptions of one's skill, capabilities, and expertise in proficient tasks are related to overall mental and emotional health. A quantitative correlational design and purposive sampling method were used for the present research. A sample of 258 teachers from various educational and teaching institutions in and around Pune was collected. Standardized measures of self-efficacy- General Self-Efficacy Scale (GSE) and Well-being- Warwick-Edinburgh Mental Well-being Scale (WEMWBS) were used. The data was analyzed with Pearson's Correlation, and the results indicated that self-efficacy and well-being are positively correlated. This indicated that the higher the efficacy of teachers, the higher and greater their well-being. The research indicates the importance of catering to and nurturing the self-efficacy of teachers and/or educators so that they can be mentally robust. The study suggests that teacher training programs and workplace policies should be implemented. The limitations and recommendations for future research are discussed in the study.

Keywords: *Self-efficacy, Well-being, Teachers*

Teaching is the process that helps someone learn something. It is a group of activities that include explanation, questioning, motivating, guiding, acting as a role model for students, and helping them to be good citizens of the country. Teaching is a profession that can be satisfying and challenging. It plays a vital role in shaping individuals and, ultimately, transforming society. Traditionally, teaching was seen as the act of delivering instructions to students within a classroom setting. However, the modern view recognizes teaching as a dynamic process that actively engages learners, helping them acquire knowledge, develop skills, and grow intellectually and socially.

Teaching is a multifaceted process designed to promote socially desirable behavioral changes in individuals. Traditionally, teaching was viewed simply as the act of delivering instruction within a classroom setting. However, the modern perspective emphasizes

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Received: July 15, 2025; Revision Received: July 24, 2025; Accepted: July 29, 2025

Exploring The Relationship Between Self-Efficacy and Well-Being Among Female Teachers

facilitating learning, where the teacher's role is to help students acquire not only knowledge and skills but also the values and behaviors needed to live effectively in society. According to Gage (1963), "*Teaching is a form of interpersonal influence aimed at changing the behaviour potential another person.*" Therefore, teaching is a comprehensive and multifaceted process, far broader than just providing instruction within the classroom. Self-efficacy and well-being are essential components of a teacher's professional success and personal fulfillment. Teachers with high self-efficacy believe in their ability to manage classrooms effectively, engage students, and implement successful teaching strategies, which in turn enhances their instructional performance. A strong sense of efficacy also promotes persistence and adaptability, especially when facing classroom challenges. Likewise, teacher well-being, encompassing emotional, psychological, and physical health, plays a critical role in job satisfaction and resilience. As mentioned by Ortan, Simut, and Simut (2021), teacher self-efficacy and well-being play a crucial role in educational outcomes. High self-efficacy contributes to greater job satisfaction by fostering confidence, motivation, and effective classroom management. When teachers feel capable and supported, their well-being improves, leading to increased engagement and reduced burnout. A positive work environment that enhances self-efficacy helps maintain teacher well-being, which in turn supports student success and reduces teacher turnover.

Self-efficacy

Teaching involves addressing complex, ever-changing problems, making teacher effectiveness closely tied to personal agency. This includes how teachers interpret tasks, choose strategies, and assess their chances of success. Self-efficacy plays a key role here, as it reflects a teacher's ability to be self-organizing, reflective, proactive, and adaptive. A teacher's experiences and reflections shape their efficacy beliefs, guiding future decisions and actions (Bray-Clerk and Bates, 2003). Therefore, for effective teaching, one of the key components is the effectiveness of teachers. The efficacy of teachers in motivating students by boosting their self-confidence depends on the teachers' effectiveness (Karim et al., 2021). Teacher self-efficacy refers to a teacher's belief in their ability to engage and support student learning, even with unmotivated or challenging students. According to Bandura's social cognitive theory, research indicates that highly self-efficacious teachers are more adaptable, goal-oriented, and proactive in problem-solving and professional development. They experience less burnout, greater job satisfaction, and positively influence student motivation and achievement (Lazarides and Warner, 2020). Perceived self-efficacy refers to an individual's belief in their ability to plan and carry out actions necessary to achieve specific goals (Bandura, 1997). This concept was introduced by Albert Bandura (1986) as part of his social cognitive theory. It emphasizes that human success is shaped by the interaction of personal beliefs, behaviors, and environmental influences. It is essential to distinguish self-efficacy from outcome expectations, which involve a person's belief that a particular behavior will lead to specific outcomes (Bandura, 1977).

According to Hussain and Khan (2022), teachers' self-efficacy is crucial in shaping how educators approach goals, tasks, and instructional challenges. Individuals with low self-efficacy often avoid challenging tasks, perceive challenges negatively, and lack confidence. In contrast, teachers with high self-efficacy embrace challenges, show strong commitment, stay motivated, and recover quickly from setbacks. In teaching, unlike many other professions, a teacher's cognitive, emotional, and practical abilities significantly influence the knowledge, skills, values, and attitudes students develop (Orakçı, Göksu, and Karagöz, 2023). Teacher self-efficacy impacts performance by shaping how confidently teachers approach challenges, manage classrooms, and engage students. High self-efficacy leads to

Exploring The Relationship Between Self-Efficacy and Well-Being Among Female Teachers

greater motivation, persistence, and adaptability, resulting in more effective teaching practices and better student outcomes. In contrast, low self-efficacy can lead to avoidance of difficult tasks by decreased instructional quality. According to a study by Gamuza, Lachica, and Bautista (2025), a strong positive relationship between self-efficacy and performance indicates that higher teacher confidence improves classroom effectiveness. Alibakhshi, Nikdel, and Labbaf (2020) found that self-efficacy impacts teaching practices, student motivation and achievement, as well as teachers' burnout, psychological well-being, and job satisfaction. High self-efficacy positively influences these pedagogical, learner-related, and psychological outcomes.

Wellbeing

Yarnell, Barry, and Grunberg (2018) define well-being as involving physical, emotional, and psychological aspects of health. The World Health Organization (WHO) characterizes well-being as a state in which individuals recognize their potential, manage everyday stress effectively, engage in meaningful and productive activities, and contribute positively to their communities. Teacher well-being plays a critical role throughout all stages of education, from early childhood to adult learning, by enhancing teachers' abilities to build strong connections with students, deliver effective lessons, maintain classroom discipline, and foster academic achievement (Mawlood and Ameen, 2023). When teachers are mentally, emotionally, and physically healthy, they are better equipped to create supportive, motivating, and engaging learning environments. Their well-being significantly impacts student success, classroom behavior, and the overall school climate. Teachers with high well-being tend to demonstrate greater resilience, motivation, and creativity, which contribute to improved educational quality and reduced burnout and turnover. Mo (2024) highlights that teachers who maintain high levels of well-being can support their professional growth, promote students' academic progress and mental health, and build positive, encouraging school atmospheres. Several factors influence teacher well-being, including personal traits, professional habits, leadership quality, workload, support systems, and the broader work environment. According to Alterman et al. (2007), teacher well-being is essential for nurturing a healthy learning environment, supporting both academic and personal development of students, and effectively fulfilling teaching and related responsibilities, making it a vital component of educational success.

Several factors are associated with the well-being of teachers, including personal traits like age, experience, and education level; professional elements such as teaching practices, beliefs, and access to professional development; and organizational aspects like school climate, leadership style, workload, class size, and support from colleagues. Together, these factors influence how teachers feel, perform, and engage in their roles. Zhou, Slemp, and Vella-Brodrick (2024) found that the strongest positive predictors of overall teacher wellbeing were hope, autonomous motivation, psychological capital, and job competencies. Overall well-being was most positively linked to occupational commitment and burnout, and work engagement was found to be the most closely related factor associated with the overall well-being of teachers. Nwoko et al. (2023) found four key factors that influence teacher wellbeing: personal capabilities, socio-emotional competence, responses to work conditions, and professional relationships. High self-efficacy in instruction and behavior management is crucial, along with strong organizational support to help teachers manage challenges and perform effectively. Social-emotional skills enable teachers to foster positive classroom environments and healthy teacher-student relationships, which reduce stress and enhance well-being.

Teacher's Self-efficacy and Well-being

Teachers' well-being refers to a state where educators feel content with their work, experience more positive than negative emotions, and perform effectively not only in their professional roles but also in personal life areas such as parenting, relationships, and social connections. This well-being also includes having strong professional support networks, access to opportunities for growth, and a high level of self-efficacy (School Resources, 2019). The concept of teacher well-being is complex and linked closely to various educational outcomes. A critical component is cognitive well-being, which encompasses the skills and confidence teachers need to succeed in their roles, often reflected through their self-efficacy (Mawlood and Ameen, 2023). Self-efficacy serves as an important protective factor, fostering emotional resilience, job satisfaction, and commitment to the profession while helping to reduce stress and burnout risk. According to Bentea (2017), teachers with greater self-efficacy tend to enjoy better psychological well-being, demonstrated by higher feelings of accomplishment and lower exhaustion and depersonalization. Conversely, teachers experiencing low well-being, characterized by diminished autonomy, growth, and purpose. Those who often have lower self-efficacy and are more vulnerable to burnout and decreased motivation when confronted with difficulties.

METHODOLOGY

Objective

Strong teacher self-efficacy is a powerful protective factor that enhances positive emotions, reduces stress and burnout, and boosts psychological well-being. Therefore, the present study was conducted to find out the relationship between self-efficacy and well-being among female teachers.

Hypothesis

Self-efficacy is positively correlated with the well-being of teachers.

Sample

A quantitative correlational design and purposive sampling method were used for the present research. A sample of 258 teachers from various educational and teaching institutions in and around Pune was collected.

Inclusion And Exclusion Criteria

- **Inclusion:** Female teachers, married and with a minimum of 5 years of teaching experience, were included in the study sample.
- **Exclusion:** Male teachers. Teachers working on a contract basis or newly recruited, unmarried, divorced, or widowed, were excluded from the study sample.

Measures

- **General Self-Efficacy Scale (GSE):** The Generalized Self-Efficacy Scale (GSES) is a ten-item questionnaire originally developed by Schwarzer and Jerusalem (Schwarzer, 1992). It is a four-point scale, ranging from 1 to 4. The total score, obtained by summing all item responses, reflects the individual's overall level of generalized self-efficacy. The General Self-Efficacy Scale demonstrates good internal reliability, with Cronbach's alpha values ranging from .76 to .90. It is validly correlated with positive factors, such as emotion, optimism, and work satisfaction, and negatively correlated with depression, stress, health complaints, burnout, and anxiety (Schwarzer and Jerusalem, 1995).
- **Warwick-Edinburgh Mental Well-being Scale (WEMWBS):** This is a 14-item scale and is scored by adding up the responses to all 14 items, each rated on a scale

Exploring The Relationship Between Self-Efficacy and Well-Being Among Female Teachers

from 1 to 5. Total scores range from 14 to 70, with higher scores indicating a higher level of positive mental wellbeing. The WEMWBS demonstrates strong reliability, with Cronbach's alpha scores of 0.89 (student sample) and 0.91 (population sample), and a high test-retest reliability of 0.83 after one week. It shows good validity through strong correlations with other mental health and wellbeing measures, a near-normal distribution, and the ability to distinguish between population groups. Social desirability bias was low or comparable to similar scales (Tennant et al., 2007).

Procedure: The data was collected with a questionnaire. Informed consent was taken from the participants. Confidentiality of the responses and privacy of the names of the participants and schools were maintained. Permission from the school authority was taken for data collection. The study objective was explained to the participants. They were informed about their right to withdraw from the study. The data was collected without providing any monetary benefits to the participants or school authorities. Once the data was collected, it was entered into the Excel sheet for coding, and final analysis was done with the help of SPSS.

Data analysis: According to the objective of the study, the data were analyzed with Pearson's Correlation. Additionally, analysis was done based on the family structure of the teachers and years of experience. For comparison between these two groups, a t-test was used. The result tables are presented.

RESULTS

1. A table presents descriptive statistics for Self-Efficacy and Well-Being

	Mean	Std. Deviation	N
Self-efficacy	53.38	6.743	258
Well-being	32.47	3.542	258

Table no. 1 shows that participants reported an average self-efficacy score of $M = 53.38$, $SD = 6.74$. The well-being scores showed an average of $M = 32.47$, $SD = 3.54$.

2. A table presents the correlation between Self-efficacy and Well-being

		Well-being
Self-efficacy	Pearson Correlation	.402**
	Sig.	.000
	N	258

Table no. 2 showed a significant positive correlation, $r(256) = .40$, $p < .001$, between self-efficacy and well-being. This suggests that higher levels of self-efficacy are associated with higher levels of well-being. Therefore, the hypothesis is retained.

3. A table presents a comparison of Family Structure

	Family structure	N	Mean	Std. Deviation	t
Self-Efficacy	Joint	131	53.31	6.758	.189 (NS)
	Nuclear	127	53.46	6.754	
Well-Being	Joint	131	32.69	3.547	1.057 (NS)
	Nuclear	127	32.23	3.535	

NS: The Difference is not statistically significant.

Exploring The Relationship Between Self-Efficacy and Well-Being Among Female Teachers

Table no. 3 showed that teachers from joint and nuclear families do not differ in their self-efficacy, and teachers from joint and nuclear families do not differ in their well-being.

4. A table presents a comparison of years of experience

	Experience	N	Mean	Std. Deviation	t
Self-Efficacy	Less than 15	129	53.14	6.683	.581 (NS)
	More than 15	129	53.63	6.820	
Well-Being	Less than 15	129	32.48	3.394	.070 (NS)
	More than 15	129	32.45	3.697	

NS: The Difference is not statistically significant.

Table no. 4 showed that teachers with less than 15 years of teaching experience and those with more than 15 years of experience do not differ in their self-esteem. Teachers with less than 15 years of teaching experience and those with more than 15 years of experience do not differ in their well-being.

DISCUSSION

Self-efficacy and well-being are positively related, meaning that individuals who believe in their ability to manage challenges tend to experience greater overall well-being. High self-efficacy promotes positive coping, reduces stress and emotional exhaustion, and enhances life satisfaction. This sense of confidence and control supports emotional and psychological health. Milam et al. (2019) explained that higher self-efficacy was linked to lower emotional exhaustion and positively associated with greater personal accomplishment and overall well-being. Ryff (1989) defined psychological well-being as a set of traits essential for positive human functioning, including autonomy, environmental mastery, self-acceptance, purpose in life, positive relationships, and personal growth. These six dimensions reflect the challenges individuals face in striving for well-being, such as accepting personal limitations, building meaningful relationships, managing their environment, maintaining self-determination, finding purpose, and developing their potential (Ryff and Keyes, 1995). Similar views are presented by Natovová and Chýlová (2014), stating that individuals with greater confidence in their ability to handle everyday challenges are more likely to use positive coping strategies and less likely to rely on negative ones. This may explain the positive link between self-efficacy and subjective well-being, as people who view themselves as capable tend to experience greater life satisfaction. Matteucci et al. (2017) noted that teachers with high self-efficacy are more likely to experience greater job satisfaction, which positively contributes to their overall well-being. Cattellino et al. (2021) mentioned that self-efficacy plays a key role in managing negative emotions, helping individuals adopt positive coping strategies to deal with everyday challenges and unexpected life events.

The findings of this study highlight the importance of supporting teachers' self-efficacy to improve their well-being. The research indicates that nurturing teachers' self-efficacy is essential for their mental resilience.

Therefore, teacher training programs and workplace policies should be designed and implemented to build confidence and effective coping skills. Enhancing self-efficacy can lead to better job satisfaction, reduced stress, and lower burnout rates, ultimately benefiting both teachers and students by fostering a healthier, more effective learning environment.

CONCLUSION

Teaching involves the thoughtful and systematic organization of various elements, such as the learner, the teacher, the curriculum, and other influencing factors, in a psychologically sound manner to achieve specific educational goals. As an integral part of the broader teaching-learning process, teaching serves to shape individuals in alignment with the needs of their society and the environment in which they live. Teachers not only guide the learning process but also maintain a productive classroom environment and encourage active student participation. Teachers need high self-efficacy because it directly influences their effectiveness, motivation, and resilience in the classroom. When teachers believe in their ability to teach, manage students, and overcome challenges, they are more likely to use innovative strategies, persist through difficulties, and maintain a positive attitude. High self-efficacy also reduces stress and burnout, supports emotional well-being, and enhances job satisfaction. Ultimately, confident teachers create more engaging and supportive learning environments, leading to better outcomes for both themselves and their students.

This study has some limitations. It uses self-reported data, which may not always be accurate. The results are based on a specific group of teachers, so they might not apply to all teachers everywhere. The study looks at the relationship, it did not prove the cause and effect between self-efficacy and well-being. Other factors that affect well-being were not considered, which could influence the results.

Future research could use longitudinal designs to explore how self-efficacy and well-being change over time among teachers. It would also be helpful to include larger and more diverse samples to improve generalizability. Examining other factors like school support, leadership, and personal life stress could provide a deeper understanding of what influences teacher well-being. Additionally, intervention studies aimed at boosting self-efficacy could help determine effective ways to improve both teacher confidence and well-being.

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Exploring The Relationship Between Self-Efficacy and Well-Being Among Female Teachers

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Exploring The Relationship Between Self-Efficacy and Well-Being Among Female Teachers

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Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Naikare, A. & Kumar, A. (2025). Exploring The Relationship Between Self-Efficacy and Well-Being Among Female Teachers. *International Journal of Indian Psychology*, 13(3), 1038-1046. DIP:18.01.096.20251303, DOI:10.25215/1303.096