A STUDY ON THE CORRELATION BETWEEN TEACHERS' PERCEIVED LEVEL OF LEADERSHIP COMPETENCE AND TEACHERS' SELF-EFFICACY AT CHONGQING NORMAL UNIVERSITY

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Abstract: This study aims to understand the leadership ability levels and Teacher Self-Efficacy of teachers at Chongqing Normal University and to explore the impact of different demographic characteristics on these variables. Additionally, it investigates the relationship between Teacher Leadership Ability Level and Teacher Self-Efficacy at Chongqing Normal University. Researchers employed the Teacher Leadership Ability Level Scale and Teacher Self-Efficacy Scale as survey tools to conduct a questionnaire survey among teachers at Chongqing Normal University, obtaining valid responses. The study utilized descriptive statistical analysis, difference analysis, independent samples t-tests, and Pearson correlation analysis to examine the current status and influencing factors of Teacher Leadership Ability Level and Teacher Self-Efficacy at Chongqing Normal University. The findings are as follows: (1) Teacher Leadership Ability Level at Chongqing Normal University exhibits partial demographic differences. Specifically, no significant differences were found based on gender, while significant differences were observed based on teaching experience, professional title, and educational background. (2) Teacher Self-Efficacy at Chongqing Normal University shows demographic differences. (3) There is a significant correlation between Teacher Leadership Ability Level and Teacher Self-Efficacy at Chongqing Normal University.

Keywords: Teacher Leadership Ability Level, Teacher Self-Efficacy, University Teachers

Introduction

1. Research Background

Education progresses with society, economy, and technological advancements. In the era of big data, universities, as crucial components of society, are expected to make greater contributions to talent cultivation, scientific research, social services, cultural inheritance and innovation, and international

exchanges and cooperation. In this transformative era, education should prepare for and help create history (Han & Zhang, 2021). High-quality education should return to the essence of universities, focusing on "student-centered" and "teaching-centered" approaches to cultivate high-caliber talents through high-quality teaching (Nerrolyn R. et al., 2024). Teacher Self-Efficacy, defined as teachers' beliefs in their teaching abilities and influence, also plays a significant role in enhancing educational quality. Research indicates a significant positive correlation between Teacher Self-Efficacy and leadership ability (Qanay et al., 2021). This study investigates the Teacher Leadership Ability Level at Chongqing Normal University from the teachers' perspective, using self-assessment to explore the impact of demographic characteristics on their perception of the Teacher Leadership Ability Level.

2. Research Problems

What is the current status of the Teacher Leadership Ability Level at Chongqing Normal University?

What is the current status of Teacher Self-Efficacy at Chongqing Normal University?

Are there differences in Teacher Leadership Ability Levels at Chongqing Normal University based on different demographic backgrounds?

Are there differences in Teacher Self-Efficacy at Chongqing Normal University based on different demographic variables?

Is there a correlation between Teacher Leadership Ability Level and Teacher Self-Efficacy at Chongqing Normal University?

3. Research Significance

This study, based on teachers' self-evaluation data, explores the relationship between demographic characteristics and Teacher Leadership Ability Level, helping to reveal the internal composition and dynamic evolution of teacher leadership. Examining the relationship between the two, uncovers teachers' psychological mechanisms and behavioral patterns in complex environments such as educational reforms, interdisciplinary collaborations, and resource integration, further enriching and improving existing theories on educational leadership and self-efficacy. This study provides a new perspective and analytical framework for exploring how teachers' subjective initiative and external support factors jointly influence the enhancement of teacher leadership, thereby promoting the in-depth development of teacher professional development theory. By analyzing specific issues in teachers' self-evaluations, it identifies current shortcomings in interdisciplinary collaboration, team decision-making, and innovative teaching methods, revealing the practical dilemma of insufficient Teacher Self-Efficacy. The research findings offer scientific evidence for universities during educational reforms. By constructing a more comprehensive teacher evaluation system and training mechanism, universities can encourage teachers to exert their initiative and innovation, forming a virtuous development cycle.

Research Objectives

1. Analyze the current status of the Teacher Leadership Ability Level at Chongqing Normal University.

2. Analyze the current status of Teacher Self-Efficacy at Chongqing Normal University.

3. Analyze the differences in Teacher Leadership Ability Levels at Chongqing Normal University based on different background variables.

4. Analyze the differences in Teacher Self-Efficacy at Chongqing Normal University based on different background variables.

5. Determine the relationship between Teacher Leadership Ability Level and Teacher Self-Efficacy at Chongqing Normal University.

Literatures Review

1. Social Cognitive Theory

Social Cognitive Theory (SCT), proposed by psychologist Albert Bandura in the late 20th century, is a key theoretical framework for explaining human learning, motivation, and behavior. The theory introduces the concept of Triadic Reciprocal Determinism, which posits a dynamic bidirectional interaction among individual behavior (B), cognitive and emotional factors (P), and the external environment (E) (Bandura, 1986). Observational Learning, a core mechanism, emphasizes that individuals can acquire new behaviors through observing the actions and consequences of others (vicarious reinforcement) without direct experience (Bandura, 1977). Outcome Expectations, involving beliefs about the consequences of behaviors, complement Observational Learning and jointly drive behavioral choices. SCT highlights the central role of self-regulation, including goal setting, behavior monitoring, and strategy adjustment, emphasizing individuals' proactive agency (Bandura, 1991; Zimmerman, 2000). The theory is widely applied in education, health, and organizational management. In education, teacher modeling (Observational Learning) and enhancement of academic self-efficacy significantly influence learning motivation and achievement (Schunk & DiBenedetto, 2020).

2. Distributed Leadership Theory

Distributed Leadership Theory fundamentally reconceptualizes traditional vertical leadership models, asserting that leadership functions are not confined to a single leader but are dynamically distributed among organizational members through collaborative interactions, jointly assuming decision-making and responsibilities. This theory critiques the "heroic leadership" paradigm centered on individuals and emphasizes leadership practices as a networked activity system involving multiple participants. The effectiveness of Distributed Leadership Theory relies on knowledge complementarity, trust-building, and goal alignment among members. By decentralizing leadership authority, it creates a network of multiple participants, facilitating greater organizational innovation. Distributed Leadership Theory enables organizations to respond to task demands in complex environments, ensuring precise

matching of professional capabilities with decision-making authority, thereby enhancing execution efficiency and adaptability.

3. Teacher Leadership Ability Level

The concept of the Teacher Leadership Ability Level has gradually evolved in educational theory and practice. Systematic discussions and research on Teacher Leadership Ability Level began in the 1950s (Katzenmeyer & Moller, 2001). Teacher leadership is based on teachers' personal qualities and rooted in their professional development, not requiring additional empowerment to enhance the Teacher Leadership Ability Level (Harris, 2003). Teacher leadership encompasses three roles: leadership by students or other teachers, operational task leadership, and leadership through partnerships or decision-making (McKay et al., 2018). Teacher Leadership Ability Level is a capability for teachers to exert practical influence in teaching, management, and educational innovation to promote student development and achieve school educational goals. Its core is professional influence (Jones, 2007). This study defines the Teacher Leadership Ability Level as teachers' comprehensive capabilities in teaching, management, and educational innovation, including Vision, Reflection and Innovation, Collaborative Management, and Monitoring and Responding to Student Performance.

4. Vision

Vision plays a crucial role in the Teacher Leadership Ability Level. It is teachers' clear and firm vision or expectation for the future direction of education. In the educational field, teachers with high leadership abilities often articulate and communicate their Vision for education, encompassing expectations for individual student growth, as well as long-term plans for classes, schools, and the entire educational system. Xie et al. (2020) emphasize the importance of Vision as a core element of leadership. This Vision guides teachers' teaching practices and influences students' learning attitudes and behaviors, forming a powerful synergy in the educational process to enhance educational quality. Therefore, Vision is an indispensable part of the Teacher Leadership Ability Level, inspiring teachers to progress and leading education toward a better future.

5. Reflection and Innovation

Reflection and Innovation are closely interconnected elements of the Teacher Leadership Ability Level. Reflection involves teachers' in-depth thinking and analysis of their teaching practices, educational philosophies, and educational environments, enabling them to identify deficiencies and clarify directions for improvement. Innovation, based on reflection, involves teachers' courage to experiment with new teaching methods, educational philosophies, or educational technologies to seek more efficient and student-centered educational approaches. Gray (2016) notes that teachers with high leadership abilities excel in reflection and innovation. They continuously scrutinize their teaching practices, challenge traditions, and actively explore new educational models that meet the needs of the times.

6. Collaborative Management

Collaborative Management is an important aspect of the Teacher Leadership Ability Level, emphasizing cooperation and joint participation among teachers, students, parents, and other school staff. In the educational process, teachers are no longer merely knowledge transmitters but guides and partners in students' growth. Collaborative management requires teachers to have strong communication skills and a spirit of teamwork, fostering equal and trusting relationships with students, parents, and other stakeholders. Doraiswamy et al. (2022) mention that teachers in leadership positions can effectively mobilize the enthusiasm and creativity of all parties through Collaborative Management, contributing to the enhancement of educational quality. Under the Collaborative Management model, teachers can better understand students' needs and expectations, providing them with more personalized educational services (Li & Liu, 2020).

7. Monitoring and Responding to Student Performance

Monitoring and Responding to Student Performance is a critical link in the Teacher Leadership Ability Level. Monitoring involves teachers' continuous and systematic observation and recording of students' academic achievements, learning attitudes, and performance during the learning process. Through monitoring, teachers can promptly understand students' learning conditions and identify potential problems or challenges. Responding involves teachers adopting appropriate teaching strategies or interventions based on monitoring results to help students overcome difficulties and improve their performance. Audient (2021) emphasizes that teachers with high leadership abilities attach great importance to monitoring and responding to student performance. They focus on students' final grades and progress during the learning process.

8. Definition of Self-Efficacy

In 1977, the concept of self-efficacy was first proposed by Albert Bandura, a renowned psychologist at Stanford University. Bandura defined self-efficacy as individuals' subjective confidence in their abilities to achieve specific goals, equating the belief "I can do it" with "self-efficacy," which includes a sense of initiative in participating in activities, a sense of mastery and control over tasks, and a sense of success in completing tasks through one's abilities (Bandura, 1977). In subsequent research on self-efficacy, Bandura (1986) and other scholars considered self-efficacy (self-efficacy) equivalent to perceived self-efficacy. Various descriptions of self-efficacy include: a sense of self-efficacy, perceived self-efficacy (Bodys-Cupak et al., 2016; Guiney et al., 2014), efficacy beliefs (Green et al., 2017), and self-efficacy expectancy (Maddux et al., 1986). These concepts are largely interconnected with few substantive differences.

9. Effectiveness of Teaching Strategies

In the educational field, the effectiveness of teaching strategies refers to the extent to which teachers adopted teaching methods and approaches can effectively promote student learning and enhance teaching outcomes. Self-efficacy, as individuals' subjective beliefs in their abilities to achieve

goals, has a profound impact on the effectiveness of teaching strategies. Bandura's self-efficacy theory posits that individuals' confidence in their abilities directly influences their behavioral choices and efforts (Huang, 2005). Therefore, in designing and implementing teaching strategies, considering how to enhance students' self-efficacy becomes crucial. Effective teaching strategies often combine students' actual abilities, set challenging learning tasks, and enhance students' self-efficacy through the accumulation of successful experiences.

10. Classroom Management Efficiency

Classroom Management Efficiency refers to teachers' ability to efficiently organize, control, and regulate classroom activities to maintain good teaching order, create a positive learning atmosphere, and promote students' learning effectiveness. Self-efficacy plays a significant role in this process. Teachers' self-efficacy directly influences their classroom management styles and effectiveness. Teachers with high self-efficacy are more likely to adopt proactive and positive management strategies, such as setting clear classroom rules, using positive incentives to encourage student participation in classroom interactions, and flexibly responding to classroom emergencies. Meanwhile, by enhancing students' self-efficacy, teachers can make students more confident in participating in classroom activities and adhering to classroom discipline, thereby further improving classroom management efficiency.

11. Effectiveness in Student Engagement

Effectiveness in Student Engagement refers to students' active and proactive participation in learning activities during classroom learning and whether this participation contributes to their knowledge acquisition and ability enhancement. Self-efficacy is a crucial driver of students' engagement effectiveness. When students believe they can complete learning tasks, they are more likely to actively participate in classroom discussions, group collaborations, and other activities, actively seeking solutions to problems (Volgemute et al., 2024). Personal success or failure experiences in past learning, vicarious experiences (such as observing other students' successful participation), verbal persuasion (such as teachers' encouragement and support), and emotional arousal (such as enthusiasm and interest in learning activities) are all key factors influencing students' engagement effectiveness.

12. Measurement of Teacher Leadership Ability Level

Beycioglu & Aslan (2010) proposed the Teacher Leadership Ability Level Scale (TLS) to reveal teachers' and administrators' perceptions and expectations of teacher leadership behaviors. The TLS consists of three identical subscales for both perception and expectation: institutional improvement (9 items), professional development (11 items), and colleague collaboration (5 items). Research results indicate good reliability and validity for both the expectation and perception parts of the scale (Beycioglu & Aslan, 2010). Each dimension is divided into several specific items (Campbell-Evans et al., 2014). Scholars have revised the Teacher Classroom Leadership Scale (TCLS) (Amels et al., 2020b). The revised TCLS includes 7 dimensions and 32 items. The seven dimensions are idealized

influence, inspirational motivation, individual consideration, intellectual stimulation, reinforcement or reward, exceptional active management, and passive management. Research results indicate that the factor structure, internal reliability, convergent validity, and discriminant validity of the TCLS are satisfactory, making it a valuable and reliable scale (Gray, 2016).

13. Measurement of Self-Efficacy

Bandura's early theories emphasized the context-specific nature of self-efficacy, suggesting that self-efficacy is closely tied to specific task domains (such as classroom management, and teaching strategies). The research found that teachers' efficacy beliefs formed in one context may transfer to other areas, prompting a redefinition of "general self-efficacy." Klassen & Tze (2014) proposed that self-efficacy has stable personality attributes, viewing it as a persistent trait teacher exhibit when interacting with the environment rather than a mere situational response. This personality trait theory supports the development of cross-context measurement tools. The Teacher General Efficacy Scale (TGES) assesses teachers' emotional stability and goal orientation to capture their efficacy characteristics. Huang (2005) proposed the Teacher Efficacy Scale, which includes 10 items divided into two dimensions: personal teaching efficacy and general teaching efficacy.

14. Research on Differences in Teacher Leadership Ability Levels across Different Demographic Backgrounds

Research on factors influencing Teacher Leadership Ability Level is extensive (Sawalhi & Sellami, 2021). Teacher Leadership Ability Level is influenced by teacher factors, teaching environment factors, as well as educational policies and philosophies. This study investigates the Teacher Leadership Ability Level at universities from the teachers' perspective, focusing on the impact of teachers' demographic factors (gender, teaching experience, professional title, and educational background) on the Teacher Leadership Ability Level. Therefore, this study reviews the associations between these variables and the Teacher Leadership Ability Level. Teachers' gender, teaching experience, professional title, and educational background shape their capabilities, resource access, and role perceptions, affecting their leadership performance in organizations. The impact of gender on Teacher Leadership Ability Level varies in relevant studies. The factors that influence Teacher Leadership Ability Level include both external and internal aspects. In researching factors influencing Teacher Leadership Ability Level, to highlight the emerging leadership concept of Teacher Leadership Ability Level.

15. Research on Differences in Teacher Self-Efficacy across Different Demographic Backgrounds

Teacher Self-Efficacy, as a core psychological mechanism influencing teaching practices and professional development, exhibits complex characteristics in terms of differences across demographic variables such as gender, teaching experience, educational background, and professional title. Gender is an important variable in studying differences in Teacher Self-Efficacy. The relationship between

teachers' teaching experience and career stages and their self-efficacy is nonlinear. Teachers with longer teaching experience generally exhibit higher teaching efficacy than those with shorter experience. Studies on in-service teachers reveal a "U-shaped curve" in novice teachers' self-efficacy as they accumulate experience. Significant differences exist among teacher groups with different professional titles in terms of efficacy dimensions. Teachers' socio-emotional competencies are strongly positively correlated with self-efficacy.

16. Research on the Relationship between Teacher Leadership Ability Level and Teacher Self-Efficacy

The interaction between Teacher Self-Efficacy and self-assessment of leadership abilities is a hot topic in educational research. Teachers with high self-efficacy evaluate their leadership abilities highly, particularly in classroom management, curriculum innovation, and team collaboration. Bandura (1997) points out that teachers with strong self-efficacy are more inclined to actively assume leadership roles by setting teaching goals and monitoring teaching effects, with this confidence not only promoting flexibility in their teaching decisions but also directly strengthening their recognition of their leadership abilities (Chen et al., 2021). The interaction between Teacher Self-Efficacy and leadership abilities is not isolated but is multiply regulated by organizational environments and individual characteristics (Volgemute et al., 2024). School administrators' leadership styles have been proven to be important mediating variables. However, overly confident teachers may cause team conflicts in interdisciplinary collaborations due to stubbornness, leading to a decline in their self-assessments of leadership abilities (Chen et al., 2021; Sawalhi & Sellami, 2021).

Methodology

This study selected the Teacher Leadership Ability Level Scale and Teacher Self-Efficacy Scale as survey tools to design questionnaires and determine indicators for each dimension of the research variables. After completing the questionnaire design, convenience sampling was used to distribute questionnaires, collect responses, organize the data, exclude invalid questionnaires, and perform descriptive statistical analysis on the valid questionnaires. Finally, SPSS was used for reliability and validity analysis, difference analysis, and correlation analysis. According to Krejcie & Morgan's (1970) sample size calculation table, for a total of 2200 teachers at Chongqing Normal University, the recommended sample size is 327. This number ensures the statistical power of the research and avoids bias due to an overly small sample size (Krejcie & Morgan, 1970). This study distributed 327 questionnaires, with 296 valid responses, yielding an effective rate of 90.52%. Through literature reviews and analyses of relevant studies, combined with the Teacher Leadership Ability Level Scale (Xie et al., 2020) and Teacher Self-Efficacy Scale (Tschannen-Moran & Hoy, 2001), this study surveyed the research objects. The first part of the questionnaire investigated participants' basic information, including gender, teaching experience, professional title, and educational background. The

second part included measurements of Teacher Leadership Ability Level and Teacher Self-Efficacy, with 17 items for Teacher Leadership Ability Level and 24 items for Teacher Self-Efficacy. Teacher Leadership Ability Level was divided into four dimensions: Vision, Reflection and Innovation, Collaborative Management, and Monitoring and Responding to Student Performance.

Results

1. Reliability and Validity Analysis

The overall Cronbach's Alpha coefficient for the "Chongqing Normal University Teacher Leadership Ability Level Survey Scale" is 0.899, with Cronbach's Alpha coefficients for each dimension greater than 0.8, indicating very high reliability (Xie et al., 2020). The overall Cronbach's Alpha coefficient for the "Chongqing Normal University Teacher Self-Efficacy Survey Scale" is 0.844, with Cronbach's Alpha coefficients for each dimension greater than 0.8, indicating very high reliability (Tschannen-Moran & Hoy, 2001).

The KMO value for the Teacher Leadership Ability Level Scale is 0.853, and Bartlett's spherical test results show $p<0.001$, completely rejecting the null hypothesis of Bartlett's spherical test, meeting the conditions for factor analysis. Factor analysis of the data revealed four common factors with eigenvalues greater than 1 extracted from the Teacher Leadership Ability Level Scale, named Vision, Reflection and Innovation, Collaborative Management, and Monitoring and Responding to Student Performance (Xie et al., 2020). After rotation using the maximum variance method, the cumulative contribution rate is 73.665%. Generally, a total variance explanation greater than 50% is considered acceptable, indicating that the Teacher Leadership Ability Level Scale used in this study has good structural validity.

The KMO value for the Teacher Self-Efficacy Scale is 0.882, and Bartlett's spherical test results show $p<0.001$, completely rejecting the null hypothesis of Bartlett's spherical test, meeting the conditions for factor analysis. Three common factors with eigenvalues greater than 1 were extracted from the Teacher Self-Efficacy Scale, named Effectiveness of Teaching Strategies, Classroom Management Efficiency, and Effectiveness in Student Engagement. After rotation using the maximum variance method, the cumulative contribution rate is 69.10%. Generally, a total variance explanation greater than 50% is considered acceptable, indicating that the Teacher Self-Efficacy Scale used in this study has good structural validity.

2. Demographic Distribution of Respondents

A total of 296 teachers participated in the study. In terms of gender distribution, male teachers accounted for 52.7%, and female teachers accounted for 47.3%, with little difference between the two. Regarding teaching experience, 30.4% of the respondents had less than 5 years of teaching experience, 50.7% had 6 to 10 years, and the remaining 18.9% had 10 or more years, indicating that most teachers had 6 to 10 years of teaching experience. In terms of professional titles, teaching assistants accounted

for 26.4%, lecturers for 50.3%, associate professors for 15.2%, and professors for 8.1%, reflecting a higher proportion of young and middle-aged professional titles among the teacher group. In terms of educational background, 23.4% had a bachelor's degree or below, 51.4% had a master's degree, and 25.3% had a doctoral degree, indicating that the research subjects generally had high academic backgrounds. This basic information provides background data for subsequent analyses of the relationship between teachers' leadership abilities and self-efficacy.

Table 1: Verification Results of Research Hypotheses

Research Hypothesis		Result
H1	Teacher Leadership Ability Level at Chongqing Normal University exhibits demographic differences.	Partially Established
H1a	Teacher Leadership Ability Level differs by gender at Chongqing Normal University.	Not Established
H1b	Teacher Leadership Ability Level differs by teaching experience at Chongqing Normal University.	Established
H1c	Teacher Leadership Ability Level differs by professional title at Chongqing Normal University.	Established
H1d	Teacher Leadership Ability Level differs by educational background at Chongqing Normal University.	Established
H2	Teacher Self-Efficacy at Chongqing Normal University exhibits demographic differences.	Partially Established
H2a	Teacher Self-Efficacy differs by gender at Chongqing Normal University.	Established
H2b	Teacher Self-Efficacy differs by teaching experience at Chongqing Normal University.	Established
H2c	Teacher Self-Efficacy differs by professional title at Chongqing Normal University.	Established
H2d	Teacher Self-Efficacy differs by educational background at Chongqing Normal University.	Not Established
H3	There is a significant correlation between Teacher Leadership Ability Level and Teacher Self-Efficacy at Chongqing Normal University.	Established

3. Current Status of Teacher Leadership Ability Level at Chongqing Normal University

The average score for Vision is 3.55, with a standard deviation of 0.982, indicating a high level. The average score for Reflection and Innovation is 3.67, with a standard deviation of 0.829, also indicating a high level. For Collaborative Management, teachers scored 3.77, with a standard deviation of 0.932, showing a high level. The score for Monitoring and Responding to Student Performance is 3.75, with a standard deviation of 0.924, also indicating a high level. Teachers demonstrated high levels

in these leadership ability dimensions, indicating strong capabilities in teaching management and student performance monitoring.

4. Current Status of Teacher Self-Efficacy at Chongqing Normal University

In terms of the Effectiveness of Teaching Strategies, teachers' average score is 3.64, with a standard deviation of 1.009, indicating a high level, suggesting that teachers generally believe their teaching strategies are effective. The average score for Classroom Management Efficiency is 3.55, with a standard deviation of 1.105, also indicating a high level, reflecting teachers' strong confidence in classroom management. The score for Effectiveness in Student Engagement is 3.65, with a standard deviation of 1.108, indicating that teachers have high self-efficacy in enhancing student engagement. Teachers exhibit strong self-efficacy in teaching and classroom management, showing high teaching confidence.

5. Statistical Analysis Results of the Data

Using SPSS software, independent samples t-tests, and one-way ANOVA were conducted to analyze differences in Teacher Leadership Ability Level and Teacher Self-Efficacy at Chongqing Normal University based on different background variables. Pearson correlation analysis was used to explore the relationship between Teacher Leadership Ability Level and Teacher Self-Efficacy at Chongqing Normal University, yielding research results to test the research hypotheses.

Discussion

1. Current Status of Teacher Leadership Ability Development at Chongqing Normal University

The research shows that teachers at Chongqing Normal University generally perform highly in various dimensions of leadership ability, particularly in Reflection and Innovation, Collaborative Management, and Monitoring and Responding to Student Performance. However, compared to very high standards, there is still room for improvement, especially in the Vision dimension. Gender has no significant impact on teachers' leadership abilities, while teaching experience and professional title have significant impacts. Teachers with longer teaching experience and lower professional titles generally exhibit higher leadership abilities. In terms of educational background, teachers with doctoral degrees perform better in various dimensions of leadership abilities, but teachers with bachelor's degrees score higher in the Vision, Reflection, and Innovation dimensions.

2. Current Status of Teacher Self-Efficacy Development at Chongqing Normal University

The research results indicate that teachers at Chongqing Normal University exhibit high self-efficacy in Effectiveness of Teaching Strategies, Classroom Management Efficiency, and Effectiveness in Student Engagement, but significant individual differences exist. Gender has a significant impact on Teacher Self-Efficacy, with male teachers scoring higher than female teachers in all dimensions. Teaching experience and professional title also have significant impacts on Teacher Self-Efficacy, with

teachers having 6-10 years of teaching experience and teaching assistants and lecturers performing best in all dimensions of self-efficacy. Educational background has no significant impact on Teacher Self-Efficacy, with no significant differences observed among teachers with different educational backgrounds in all dimensions of self-efficacy.

3. Relationship between Teacher Leadership Ability and Self-Efficacy at Chongqing Normal University

The research results indicate a significant positive correlation between teachers' leadership ability levels and their self-efficacy at Chongqing Normal University. High levels of leadership ability enhance teachers' confidence and efficacy, while teachers with strong self-efficacy tend to assume more leadership roles, further enhancing their leadership abilities. Therefore, schools should strengthen systematic training for teachers, particularly in leadership abilities, to enhance their self-efficacy and encourage teachers to participate in leadership development programs to promote mutual improvement in their leadership abilities and self-efficacy.

Conclusions

1. Strengthen Teacher Leadership Training and Development

The research results indicate a positive correlation between teachers' leadership ability levels and self-efficacy. To enhance teachers' self-efficacy, it is recommended that schools strengthen systematic training for teachers' leadership abilities. This can include personalized training programs for different teacher groups (such as novice teachers and experienced teachers) to help them master effective classroom management techniques, student interaction strategies, and teamwork capabilities.

2. Encourage Teachers to Share Teaching Experiences and Collaborate

According to the research, teachers exhibit differences in self-efficacy across various dimensions. Teachers with lower professional titles generally have lower self-efficacy. To narrow the gaps among teachers, Chongqing Normal University should regularly organize cross-disciplinary teaching experience-sharing activities or teacher mutual aid groups, encouraging exchanges and cooperation between young teachers and experienced teachers.

3. Provide Personalized Support and Feedback

Differences in Teacher Self-Efficacy partially stem from factors such as teaching experience and professional title. Novice teachers generally have lower confidence in teaching strategies and student engagement. Therefore, schools should provide personalized support for teachers with different teaching experiences. For teachers with less than 5 years of experience, Chongqing Normal University can arrange one-on-one guidance from senior teachers to help them gain practical experience in formulating teaching strategies and classroom management.

4. Enhance Attention and Support for Teachers with Different Educational Backgrounds

The research results indicate significant differences in self-efficacy among teachers with

different educational backgrounds, particularly in teaching strategies and Classroom Management Efficiency. Chongqing Normal University should provide targeted training courses based on teachers' educational backgrounds. For teachers with doctoral degrees, more practical training on classroom interaction and student engagement can be provided to compensate for their deficiencies in teaching strategies.

5. Promote Teachers' Mental Health and Career Development

Teachers' leadership abilities and self-efficacy are influenced by external conditions. Research at Chongqing Normal University also indicates the impact of teachers' psychological states. Chongqing Normal University should organize mental health lectures and career development planning courses to help teachers enhance self-awareness and career confidence. For teachers with lower professional titles and self-efficacy, psychological support, and career growth counseling can effectively alleviate their occupational stress. Helping teachers establish more positive self-efficacy can further enhance their teaching and leadership abilities.

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