Indian Journal of Information Sources and Services
ISSN: 2231-6094 (P) Vol.16, No.3, 2026, pp.382-391
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DOI: https://doi.org/10.51983/ijiss-2026.16.3.40

Self-Efficacy and Motivation Among Women Employees in Self-Financing Colleges: An Empirical Analysis

B. Vidhya[1*] and Dr.S. Subramaniam[2]

[1*]Research Scholar, Department of Management, Karpagam Academy of Higher Education, Coimbatore, Tamil Nadu, India

[2]Professor, Department of Management, Karpagam Academy of Higher Education, Coimbatore, Tamil Nadu, India

E-mail: [1]vidhubala1983@gmail.com, [2]drsubusethu@gmail.com

ORCID: [1]https://orcid.org/0009-0009-8220-6355, [2]https://orcid.org/0009-0001-3006-4182

(Received 25 May 2026; Revised 03 July 2026, Accepted 14 August 2026; Available online 29 September 2026)

Abstract - **Self-efficacy and motivation are critical psychological factors that influence employee performance, professional development, and organisational effectiveness. In higher education institutions, particularly self-financing colleges, women employees often encounter unique workplace challenges that may affect their confidence, motivation, and ability to perform effectively. This study investigates the relationship between self-efficacy, motivation, and work performance among women employees in self-financing colleges while examining the influence of workplace support, training and professional development, and workplace environment on self-efficacy. A quantitative research approach was adopted using a structured questionnaire administered to women employees working in self-financing colleges in Kottayam district, Kerala. Among 380 distributed questionnaires, 350 valid responses were considered for analysis. The collected data were analysed using descriptive statistics, percentage analysis, reliability assessment, and one-way ANOVA through IBM SPSS Statistics. The reliability analysis confirmed the consistency of all measurement dimensions, with Cronbach's alpha values exceeding the acceptable threshold. The findings revealed moderate levels of self-efficacy (M = 2.71) and motivation (M = 2.52) among respondents. Self-efficacy demonstrated a significant influence on work performance, with significant differences observed across years of experience ($F = 5.232$, $p < 0.001$). The combined motivation and self-efficacy dimension also showed significant variation across experience groups ($F = 3.146$, $p = 0.015$). Among the factors influencing self-efficacy, workplace environment emerged as the strongest contributor, with the highest mean score (M = 3.15), highlighting the importance of resource availability, modern facilities, and supportive working conditions. The study concludes that strengthening self-efficacy through improved workplace environments, structured training programmes, and institutional support mechanisms can enhance motivation and performance among women employees in self-financing colleges.**

Keywords: **Self-Efficacy, Motivation, Women Employees, Self-Financing Colleges, Workplace Support, Training and Development, Work Performance**

I. INTRODUCTION

Human resource requirements still serve as basic prerequisites for organisational activities and the improvement of productivity of workers increases the efficiency, effectiveness and overall quality of work in an organisation (Bandura, 1977; Deci & Ryan, 2000; Çetin & Aşkun, 2018). Hence, the issue of increasing employee motivation has become a normal challenge faced by human resource managers in their efforts to develop HR policies which will ensure motivation and yield tangible results (Chow & Wong, 2020). In modern workplaces where there is need for increased adaptability, innovation, and quick introduction of new products, ideas and ways of performing work, workers are expected to be highly engaged, have high self-efficacy and perform actively (Furnham & Cheng, 2024; Gan et al., 2023). Motivational incentives improve the quality of human resources and increase the organisational performance and motivation in both governmental and non-governmental organisations can really change the level of performance of employees (Li et al., 2025).

There are several factors from the field of industrial and organisational psychology which affect organisational efficiency, growth and productivity, and motivation of workers is one of such important factors (Lin & Talib, 2025). Motivation itself has two aspects – the psychological one, when it represents the psychological processes responsible for initiation, direction, intensity and persistence of behavior, and the managerial one which involves the ability of a leader to create such conditions which will allow an organisation to be profitable (Sharmin, 2026; Ramani et al., 2025). A number of studies proved the existence of positive relationship between work environment, motivation and performance and the creation of a good work environment can be considered the first step toward improvement of human resource productivity (Bhardwaj & Sharma, 2024; Na-Nan & Sanamthong, 2020; Yener et al., 2021). The impact of workplace factors and their contribution to engagement and performance have been researched in such fields as tourism

and hospitality, mining and education, demonstrating that the impact is independent from any particular sector (Mamdouh et al., 2025; Fayaz & Gulzar, 2025; Kurup et al., 2020).

The last but not the least determinant of motivation and work outcomes is the concept of self-efficacy which means a person's confidence in the ability to overcome obstacles (Miraglia et al., 2017). There are many empirical studies involving teachers, drivers in the transport sector and employees working in sports, academics, manufacturing, aviation and IT industries, which proved positive relationship between self-efficacy and performance-related outcomes (Mitchell et al., 2020; Tian et al., 2019). Some more recent findings show that even in technology-mediated and knowledge-intensive workplaces were occupational and digital self-efficacy influences work performance through intrinsic motivation and resistance to workplace stressors.

1.1 Research Gap

Self-efficacy and motivation have been studied widely in relation to teachers, IT professionals, and general employees in the service sector. There is also a growing body of research on women university academics in higher education institutions. On the other hand, very few empirical studies have focused on the self-efficacy of women employees working in privately funded and tuition-dependent colleges, which is characterized by limited funding, lack of formal professional development facilities, and reliance on personal initiative for promotion. Previous studies have often viewed self-efficacy either as an outcome of organizational climate or as a determinant of performance, but without focusing on both the antecedents of coworkers' and supervisors' support, training and professional development, and workplace environment for this occupational category. The paucity of such studies hinders institutional administrators in designing interventions for this workforce population that has gender-based constraints along with those related to the resource-limited institutional contexts.

1.2 Novel Contribution and Organisation of the Paper

The current research makes a contribution to the existing literature in terms of joint examination of self-efficacy and motivation along with three antecedents in particular, support from colleagues and supervisors, training and development, and organizational environment, for the category of employees, which are women working in self-financing colleges, an area that had not been examined together before.

1.3 Statement of the Problem

Psychological characteristics like self-confidence, self-ability, and belief play a significant role in determining the work outcome in the educational field. It is important to pay special attention to the motivating role of such beliefs of women workers at self-financing institutions. Self-efficacy is the name given to the concept which is defined by Bandura as an individual's belief in one's own ability to accomplish something or be successful under specific conditions. The notion of self-efficacy can significantly influence the level of motivation and efficiency of women workers at self-financing colleges. Motivated employees work more efficiently, are more resistant to difficulties, and show better job performance, thus bringing benefits to the college in general. In such a way, the problem of the current research will be the influence of beliefs about the personal abilities on the motivation and professional development of women workers at self-financing higher educational institutions, as well as the identification of factors affecting self-efficacy in such women, considering gender barriers and organizational support.

The research questions for the current research are presented below based on the preceding discussion:

- How are self-confidence and motivation connected in case of women workers at self-financing colleges?
- How does self-efficacy influence the job performance of women workers at self-financing colleges?
- What are the major factors influencing the self-efficacy of women workers at self-financing colleges?

1.4 Objectives of the Study

- To study the impact of self-efficacy on motivation of women employees in self-financing colleges.
- To study the impact of self-efficacy on work performance of women employees in self-financing colleges.
- To find out the factors affecting self-efficacy of women employees in self-financing colleges.
- To provide suggestions for improving self-efficacy, motivation and performance of women employees in self-financing colleges.

II. LITERATURE REVIEW

2.1 Self-Efficacy and Motivation

Under the Social Cognitive Theory, self-efficacy entails an individual's faith in their ability to perform tasks and meet objectives, which in the case of self-financing institutions, greatly impacts motivation, job satisfaction, and productivity. Self-efficacy increases motivation by enhancing perseverance, effort, and resistance to setbacks when individuals encounter challenges. Women working in self-financing institutions, where there might be few organizational resources, might discover that self-efficacy eliminates some of the obstacles by increasing intrinsic motivation (Miraglia et al., 2017). Motivational theories, especially Self-Determination Theory, have also revealed that autonomy, competence, and relatedness influence self-motivation and career success. In situations where women feel that their work setting facilitates their need to be competent, motivated, and connected to people, motivation and job satisfaction follow.

Recent studies have extended the relationship between self-efficacy and motivation to occupations involving advanced technology. Occupational self-efficacy among Turkish workers showed that self-efficacy increased work performance through its effect on intrinsic motivation (Rhee et al., 2017). Similar results were obtained in information-technology and digital occupational settings, in which self-efficacy acted as a buffer against negative impact of stressors and helped maintain performance despite technological challenges. A systematic review of thirty-one studies done between 2019 and 2024 showed that self-efficacy was consistently and positively related to motivation in educational and occupational settings, albeit with varying relationships depending on the setting. These studies indicate that the self-efficacy-motivation relationship, although positive, is inconsistent and contextually-dependent. However, the occupational and situational determinants of the relationship have not been well-researched among women in organizations with few resources, such as self-financing colleges.

2.2 Self-Efficacy and Work Performance

There is a substantial amount of evidence on the relation between individual self-efficacy and workplace performance. Individuals with confidence in their own capabilities have greater endurance in difficult conditions and are less likely to give up in the presence of obstacles. People with high self-efficacy also are more prone to take career risks, learn new skills easily, perform better in general, and be open to learning and experimenting, which increases performance at work. In a two-wave longitudinal analysis of 465 individuals, it was shown that self-efficacy predicted job performance through the mediating process of job crafting, which involves proactive change of one's role in line with his/her strengths for self-efficacious employees. The same result was achieved in the analysis of Chinese banking employees in which the performance of people was partially predicted by self-efficacy through the mediation of work engagement.

2.3 Factors Influencing Self-Efficacy: Coworker and Supervisor Support

Individuals with learning orientation tend to be more willing to seek help from other people in order to develop their competence and also to form productive and constructive relations with co-workers that can alleviate any work problems. The perception that one holds concerning the organization's treatment and that of his colleagues has an impact on self-efficacy assessments and on the emergence of proactivity. Socialization with co-workers becomes a constant source of guidance that helps in motivating behavior. In a recently conducted mixed-methods research on women academicians in Jammu & Kashmir universities, it was established that organizational climate variables such as support and involvement have a substantial influence on self-efficacy and, as a result, partly mediate the effects associated with professional life of employees. The supervisors, who have good information about the requirements of the subordinate and the environment of the organization, also have a bearing on self-efficacy by showing trust and appreciation for the abilities of the subordinate to achieve the set goals.

2.4 Factors Influencing Self-Efficacy: Training and Professional Development

Training can be defined as a systematic way of developing skills and attitudes that contribute to increasing self-confidence in employees and help in rectifying mistakes, thus creating a feeling of readiness among employees. The levels of self-efficacy of individuals are becoming more and more important as a basis for identifying those individuals suitable for training programs. This is because, for improving the performance of individuals through training, taking into consideration the various recognized sources of self-efficacy in designing training programs becomes very important. This is well supported by a study on employee turnover intention conducted in the information-technology industry, where self-efficacy and organizational efficacy were identified as important determinants of turnover intentions. Such results prove the practical importance of training and confidence-building exercises in technology-oriented and knowledge-intensive work environments, which become highly relevant to institutional information systems in colleges. Related research on quality management indicated that perceived workplace support and transfer of training moderated the relationship between self-efficacy and performance.

2.5 Factors Influencing Self-Efficacy: Workplace Environment

A work environment that is equipped with adequate resources, modern technology, and minimal environmental stress levels has been shown to foster more self-efficacy and increased ability to cope with stress situations. Research in the field of digital leadership has revealed that availability of technological resources and appropriate leadership styles positively impact digital self-efficacy, and hence act as a mediator between leadership and job performance. Studies on information literacy and academic support have also found that institutional support for acquiring skills on accessing information fosters self-efficacy and motivation of students and employees in academic settings.

2.6 Hypotheses of the Study

One's perception of self-efficacy is important in enhancing one's motivation to work, and workers who are confident about themselves have the potential to make sure that their behavior becomes consistent with their goals and those of the organization. Motivation can be defined as the internal motivation for achieving one's goals, and self-efficacy can help an individual gain the internal motivation for the same. Therefore, people with high self-efficacy are likely to display more resilience and perseverance when they are faced with difficult situations. On the basis of this argument, self-efficacy has a positive effect on the motivation of one's job, which gives rise to the first hypothesis:

H1: Self-efficacy Significantly Influences Employee Motivation

Self-efficacy, which is defined as the assessment of personal abilities developed throughout one's life experiences, also helps people to continue working to achieve desired results because of what they do, hence decreasing the tendency to give up in the face of obstacles. People who are self-assured about their abilities are more likely to take risks, learn new things, and excel at work, and research into white-collar workers and government employees demonstrates that self-efficacy predicts improved job outcomes through job crafting and work engagement, resulting in the following hypothesis:

H2: Self-efficacy Significantly Influences Employee Work Performance

Each of these variables has been shown, on its own, to be associated with higher self-efficacy in earlier studies. As such, these three variables are likely to collectively influence the self-efficacy of women workers in self-financing colleges, giving rise to the third hypothesis:

H3: Support from Colleagues and Supervisors, Training and Professional Development, and Workplace Environment Significantly Influence Self-efficacy Among Women Employees

III. Coverage of the Study

This research addresses women who work in various positions in self-financing colleges in the district of Kottayam, Kerala. In this context, the focus is on the impact of their perceptions of their competency on their motivational drive to discharge their duties efficiently. Geographically, this research is limited to the district of Kottayam, which is known for having numerous educational institutes, and involves the participation of women employees working in various self-financing colleges in this district. The scope also encompasses the relation between self-efficacy and motivation, the impact of self-efficacy on job satisfaction, work performance and resilience at work and the antecedents of self-efficacy among these employees.

IV. Research Methodology

4.1 Research Design

The study uses a quantitative, descriptive design which aims to measure the degree and nature of the relationship between self-efficacy, motivation, and their determinants without any manipulation of variables.

4.2 Data Collection

The primary data were gathered by means of a structured questionnaire which was directly conducted on the participants. The secondary data were gathered from peer reviewed journals, institutional literature and websites which would be used for building up the conceptual framework and result interpretation.

4.3 Sampling Design

Convenience sampling was used in the survey since there was no predetermined probability rule applied in selecting the participants for the study. The universe from which samples will be taken was Kottayam city. A total of 380 surveys were conducted, out of which only 350 turned out to be valid and complete surveys.

4.4 Data Collection Instrument and Software

The main tool used for data collection was a structured questionnaire consisting of five-point Likert scale (1=strongly disagree to 5=strongly agree) that had seven measurement scales: self-efficacy, motivation, overall motivation and self-efficacy, self-efficacy for work performance, colleague and manager support, training and professional development, and workplace environment. The pilot study of the questionnaire was conducted among 40 participants before the main questionnaire application. The internal consistency reliability was estimated through the use of Cronbach's alpha calculated in IBM SPSS Statistics (version 26). All analysis of the results was performed with the use of IBM SPSS Statistics (version 26); data tables and charts were prepared in Microsoft Excel.

4.5 Data Collection and Processing Workflow

Data Collection and Analysis Process

The process of data collection and analysis had a specified sequence, which has been presented in fig. 1. Initially, a review of the literature was conducted to find the research gap, then conceptual framework along with the hypotheses was developed and designed the structure of the questionnaire. In order to determine the validity of the instrument, it underwent pilot testing on 40 respondents before being completely administered among the students from self-financing colleges at Kottayam. Complete responses were filtered from invalid or incomplete ones, thus obtaining 350 complete responses out of 380 (the responses were obtained) and coded using IBM SPSS Statistics version 26. The study hypotheses were analyzed with descriptive statistics, percentages, and one-way ANOVA.

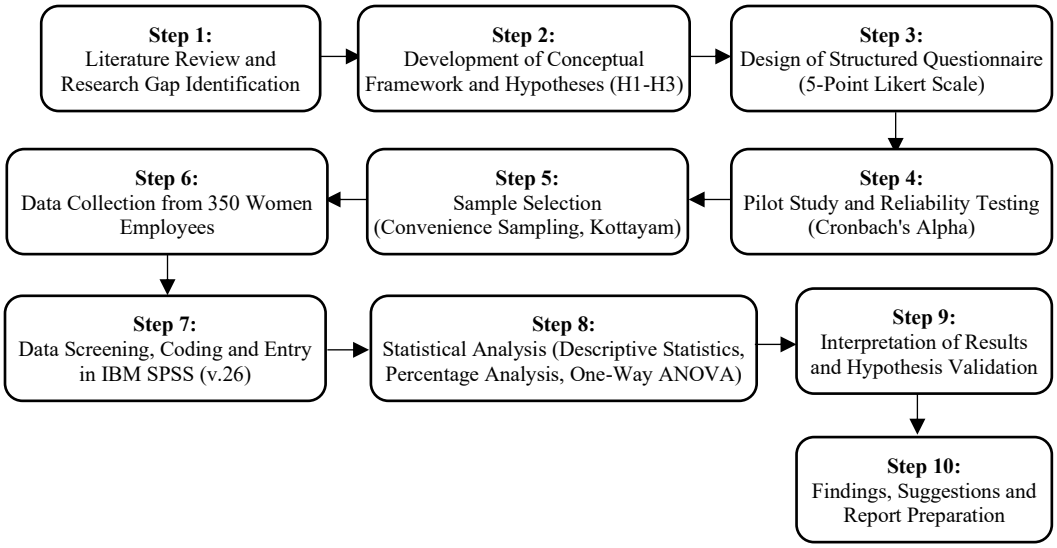


Fig. 1 Research Methodology and Data Collection Workflow

4.6 Reliability of the Study

The validity of the measurement tool was determined using the Cronbach's alpha value, obtained from a pilot survey involving 40 participants; a measurement dimension was considered to be valid when the alpha value was greater than the minimum required value of 0.70. The reliability results of the seven measurement dimensions are presented in table I below.

TABLE I RELIABILITY STATISTICS OF THE RESEARCH INSTRUMENT

Sl. No.	Measurement Dimension	Number of Items	Cronbach's Alpha
1	Self-Efficacy	4	0.789
2	Motivation	4	0.852
3	General Motivation and Self-Efficacy	4	0.901
4	Self-Efficacy on Work Performance	5	0.899
5	Support from Colleagues and Supervisors	4	0.874
6	Training and Professional Development	4	0.806
7	Workplace Environment	4	0.852

4.7 Ethical Considerations

The participation in the study was entirely voluntary and informed consent was taken from all participants before the completion of the questionnaire. The respondents were informed about the objectives of the study and it was assured that their privacy and anonymity would be maintained in the process of conducting the study. Their identity could not be disclosed and they had the liberty to withdraw themselves from the survey at any point of time without any repercussions.

4.8 Statistical Tools

The following statistical techniques were used in testing the research hypotheses: descriptive statistics (mean and standard deviation); percentage analysis; and one-way ANOVA to determine any statistically significant differences in the study variables according to year of experience and designation.

4.9 Limitations of the Study

- The results may be limited by sample size and convenient sampling method used.
- Limiting the research scope to only the Kottayam district may limit the generalizability of the results to other locations.
- Respondent self-reports in surveys may have reply biases.
- A singular focus on female employees might exclude the possible differences in motivation and self-efficacy in comparison to male employees in similar positions.

V. RESULTS AND ANALYSIS

5.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents are shown in table II. A significant portion of the respondents (40.3%) was less than 25 years old, while the major respondents (28.3%) had completed their postgraduate studies. Others who were in the postgraduate level were M. Phil. (25.4%), undergraduate (24.3%), Ph.D. (14.6%) and others (7.4%). The greatest number of respondents had one to three years of work experience (41.7%), and the largest occupational category consisted of Assistant Professors (47.1%), followed by Associate Professors (22.9%), Lecturers (20.3%), Professors (5.1%) and administrative officers (4.6%). The major number of colleges were management colleges (40.0%).

TABLE II DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS (N = 350)

Demographic Variable	Category	Frequency	Percent (%)
Age	Below 25 Years	141	40.3
	25-30 Years	76	21.7
	31-35 Years	96	27.4
	36-40 Years	21	6.0
	Above 40 Years	16	4.6
Educational Qualification	Undergraduate	85	24.3
	Postgraduate	99	28.3
	M.Phil.	89	25.4
	Ph.D.	51	14.6
	Other	26	7.4
Years of Experience	Less than 1 year	73	20.9
	1-3 years	146	41.7
	4-6 years	96	27.4
	7-10 years	25	7.1
	More than 10 years	10	2.9
Position / Designation	Lecturer	71	20.3
	Assistant Professor	165	47.1
	Associate Professor	80	22.9
	Professor	18	5.1
	Administrative Staff	16	4.6
Type of College	Arts & Science College	110	31.4
	Engineering College	100	28.6
	Management College	140	40.0
Total		350	100.0

5.2 Descriptive Statistics: Self-Efficacy, Motivation, and Related Dimensions

Table III indicates the means and standard deviations of individual items in the self-efficacy, motivation, and general motivation and self-efficacy scales. It is indicated in the table that respondents generally showed comparatively low agreement on their confidence in dealing with difficult tasks in the workplace (M = 2.93, SD = 1.402) and efficient problem-solving ability in the workplace (M = 2.35, SD = 1.227), whereas self-belief in task performance and work commitment had a comparatively higher mean (M = 2.95, SD = 1.307). Items under the motivation scale such as enjoyment in challenging tasks (M = 2.56, SD = 1.219) and the role of monetary incentives (M = 2.49, SD = 1.408) were moderate, implying that neither self-efficacy nor motivation was highly rated by the respondents.

TABLE III DESCRIPTIVE STATISTICS FOR SELF-EFFICACY, MOTIVATION, AND GENERAL MOTIVATION AND SELF-EFFICACY (N = 350)

Dimension	Item	Mean	SD
Self-Efficacy	Confidence in managing challenging duties at work	2.93	1.402
	Confidence in making important work decisions	2.87	1.455
	Efficient and effective problem-solving at work	2.35	1.227
	Maintaining focus on tasks under stressful conditions	2.70	1.433
Motivation	Enjoyment of challenging, growth-oriented projects	2.56	1.219
	Motivation from career-advancement opportunities	2.52	1.295
	Role of financial incentives in motivation	2.49	1.408
	Perceived support from colleagues/supervisors	2.51	1.513
General Motivation &	High self-efficacy improves motivation to perform well	2.43	1.192
Self-Efficacy	Increased motivation positively affects performance	2.35	1.308
	Self-belief in handling tasks increases work commitment	2.95	1.307
	Higher motivation when success is believed achievable	2.86	1.509

5.3 Self-Efficacy and Work Performance

Table IV depicts item-wise descriptive statistics regarding the impact of self-efficacy on work performance. The respondents expressed their agreement in a moderate way that self-efficacy is an important determinant of their professional success (M=2.76, SD=1.264) as well as fulfilling work requirements and deadlines (M=2.62, SD=1.320). However, there was less agreement about their self-confidence having a major impact on their overall work performance (M=2.34, SD=1.173).

TABLE IV DESCRIPTIVE STATISTICS FOR SELF-EFFICACY ON WORK PERFORMANCE (N = 350)

Item	Mean	SD
Belief in abilities enhances work performance	2.43	1.412
Improving self-efficacy would improve overall work performance	2.40	1.298
Work performance strongly influenced by self-confidence and task-handling ability	2.34	1.173
Self-efficacy is a key factor in achieving professional goals	2.76	1.264
Self-efficacy directly influences ability to meet deadlines and targets	2.62	1.320

5.4 Factors Influencing Self-Efficacy

Table V provides the statistics on the antecedent factors investigated in this study. The highest level of agreement was indicated in terms of items referring to training in which new skills are acquired (M= 3.24, SD= 1.174), up-to-date tools/technology (M= 3.23, SD= 1.293), as well as favorable stress-free work environment (M= 3.13, SD= 1.628). Items related to supervisor mentoring (M= 2.59, SD= 1.558) and continuous learning (M= 2.66, SD= 1.380) were rated lower.

TABLE V DESCRIPTIVE STATISTICS FOR FACTORS INFLUENCING SELF-EFFICACY (N = 350)

Dimension	Item	Mean	SD
Support from Colleagues	Supportive workplace environment that boosts self-efficacy	2.96	1.295
and Supervisors	Positive peer interactions improve belief in capabilities	2.90	1.249
	Supervisor's mentorship builds confidence to succeed in role	2.59	1.558
Training and Professional	Training and development opportunities improve self-efficacy	2.70	1.238
Development	Continuous learning improves confidence in handling challenges	2.66	1.380
	Training sessions that build new skills increase self-efficacy	3.24	1.174
Workplace Environment	Available resources help build self-efficacy	3.10	1.433
	Positive, low-stress environment supports confidence	3.13	1.628
	Modern tools and technology strengthen belief in capabilities	3.23	1.293

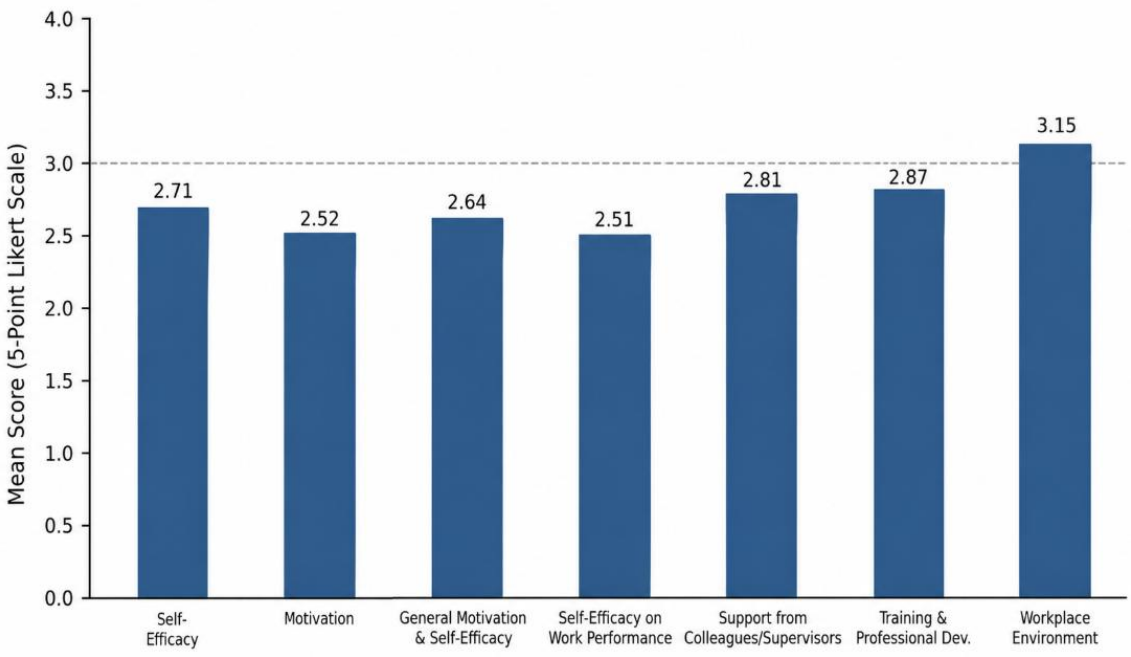


Fig. 2 Mean Scores of Self-Efficacy, Motivation and Related Dimensions among Women Employees in Self-Financing Colleges (N = 350)

5.5 Comparison across Years of Experience

A one-way ANOVA was carried out to investigate whether there is any statistically significant difference among the study variables based on years of experience (Table VI). In fig. 2, there are statistically significant differences among the participants in terms of the combined variable of general motivation and self-efficacy (F = 3.146, p = .015), self-efficacy on work performance (F = 5.232, p = .000), and the variable of workplace environment (F = 2.971, p = .020). However, there are no statistically significant differences among the respondents regarding self-efficacy (F = 0.583, p = .675), motivation (F = 1.195, p = .313), colleagues and supervisors support (F = 0.763, p = .550), and training and professional development (F = 1.718, p = .145).

TABLE VI ONE-WAY ANOVA - YEARS OF EXPERIENCE AND STUDY DIMENSIONS (N = 350)

Dimension	N	Mean	SD	F	Sig.
Self-Efficacy	350	2.71	0.723	0.583	.675
Motivation	350	2.52	0.705	1.195	.313
General Motivation & Self-Efficacy	350	2.64	0.577	3.146	.015
Self-Efficacy on Work Performance	350	2.51	0.645	5.232	.000
Support from Colleagues & Supervisors	350	2.81	1.202	0.763	.550
Training and Professional Development	350	2.87	0.849	1.718	.145
Workplace Environment	350	3.15	0.887	2.971	.020

5.6 Comparison across Position/Designation

In fig. 3, one-way ANOVA was conducted to check for any statistically significant differences in terms of position/ designation (Table VII). Motivation in terms of designation was statistically significant (F = 3.936, p = .004). On the other hand, self-efficacy (F = 1.463, p = .213), general motivation and self-efficacy (F = 2.391, p = .051), self-efficacy in relation to work performance (F = 0.684, p = .603), colleagues and supervisor support (F = 1.126, p = .344) and training and professional development (F = 2.270, p = .061) were not statistically significant at the 5% significance level.

TABLE VII ONE-WAY ANOVA - POSITION/DESIGNATION AND STUDY DIMENSIONS (N = 350)

Dimension	N	Mean	SD	F	Sig.
Self-Efficacy	350	2.71	0.723	1.463	.213
Motivation	350	2.52	0.705	3.936	.004
General Motivation & Self-Efficacy	350	2.64	0.577	2.391	.051
Self-Efficacy on Work Performance	350	2.51	0.645	0.684	.603
Support from Colleagues & Supervisors	350	2.81	1.202	1.126	.344
Training and Professional Development	350	2.87	0.849	2.270	.061
Workplace Environment	350	3.15	0.887	0.772	.544

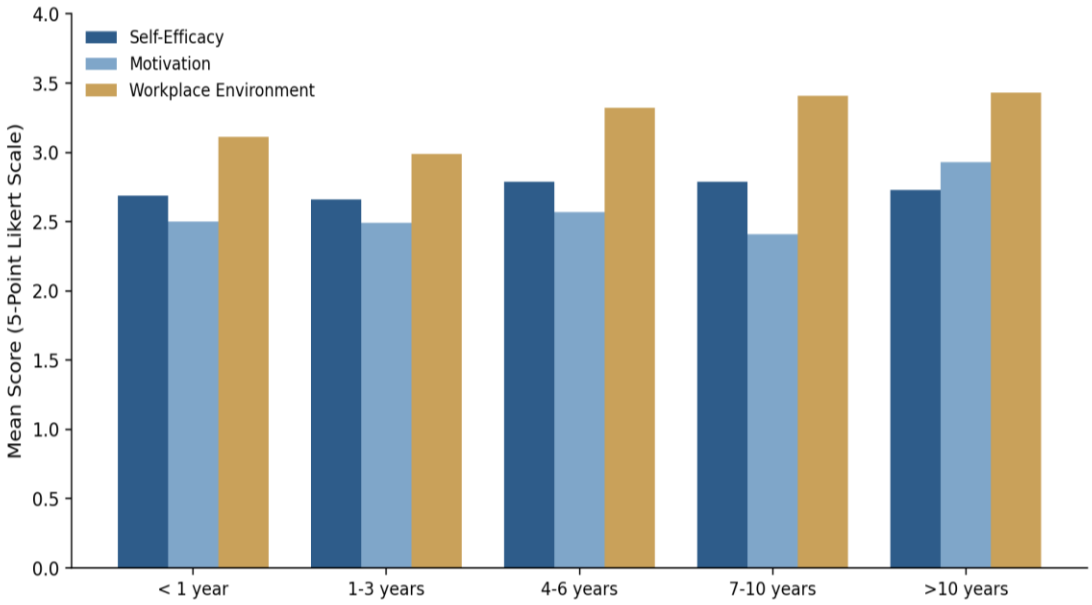


Fig. 3 Mean Scores of Self-Efficacy, Motivation and Workplace Environment across Years of Work Experience (N = 350)

5.7 Hypothesis Testing

Table VIII summarises the outcome of hypothesis testing based on the descriptive and ANOVA results reported in Sections 5.2 to 5.6. The combined general motivation and self-efficacy dimension differed significantly across years of experience (F = 3.146, p = .015) and approached significance across designation (F = 2.391, p = .051), while both self-efficacy and motivation moved in a consistent moderate range across the sample (M = 2.71 and M = 2.52 respectively), together providing support for H1. The self-efficacy on work performance dimension differed significantly across years of experience (F = 5.232, p = .000), supporting H2. For H3, workplace environment showed a statistically significant association with experience (F = 2.971, p = .020) and recorded the highest overall mean among the three antecedent factors (M = 3.15), whereas support from colleagues and supervisors and training and professional development did not reach statistical significance across experience or designation groups, indicating that H3 is only partially supported.

TABLE VIII SUMMARY OF HYPOTHESIS TESTING

Hypothesis	Statistical Evidence	Decision
H1: Self-efficacy significantly influences employee motivation.	F = 3.146, p = .015 (experience); consistent moderate mean scores for both constructs	Supported
H2: Self-efficacy significantly influences employee work performance.	F = 5.232, p = .000 (experience)	Supported
H3: Coworker/supervisor support, training and development, and workplace environment influence self-efficacy.	Workplace environment significant (F = 2.971, p = .020); support and training not significant	Partially Supported

VI. Discussion of Findings

The identification of moderate levels of self-efficacy and motivation among the studied female employees of self-financing colleges fits well into existing evidence proving that the positive link between these two constructs, though existing, depends on context and is far from being automatic. The significant difference identified for the dimension combining general motivation and self-efficacy depending on the number of working years confirms previous evidence about the positive influence of occupational self-efficacy on job performance due to enhancing intrinsic motivation and not directly (Eapen et al., 2025). Motivation of employees in the studied group thus is determined by both experience and self-confidence rather than self-efficacy alone.

The significant relationship between self-efficacy and job performance depending on experience confirms long-term evidence that self-efficacy affects performance via such mechanisms as job crafting and work engagement, which mean that self-efficacious workers progressively shape their role and become increasingly engaged in work activities. The revealed pattern suggests that the effects of self-efficacy on performance are gradually gained, which fits with the relatively high level of motivation found among those workers having more than ten years of experience.

The partial support provided to hypothesis H3 deserves special attention. As workplace environment understood as availability of resources, technology, and comfortable work atmosphere turned out to be the highest rated antecedent factor and the only one showing significant differences across experience groups, the finding is in line with the evidence that resource-adequate and technological workplaces positively affect self-efficacy and its downstream influence on performance. By contrast, neither coworker and supervisor support nor training and professional development became significant, which partially disagrees with previous evidence highlighting the importance of such support for self-efficacy. Such discrepancy might have been caused by the resource-limited nature of self-financing institutions where training and mentoring programs are available not regularly enough, as it is shown that investments in such kind of help are efficient only if the institutional structure allows sustaining them. Contrasted to academic organizations where the organizational climate is better developed and where support and training are positively related to self-efficacy, the current results suggest that in order to achieve the anticipated positive impact of the mentioned measures, self-financing colleges first have to improve their institutional structure.

VII. Conclusion

Self-efficacy, motivation and performance of women employees in self-financing colleges with special emphasis on organisational factors that influence self-efficacy were considered in this study. Findings of the study show that self-efficacy is a significant psychological factor which has great impact on motivating employees and making them confident and improving their professional performance. Moderate levels of self-efficacy and motivation have been observed among the respondents indicating that beliefs about capabilities and workplace conditions are jointly responsible for producing desired performance among employees. Results of the study confirm that self-efficacy has a significant effect on work performance and significant differences have been observed based on various levels of professional experience. The relationship between self-efficacy and motivation shows that it is important to improve employee confidence level in order to make him/ her committed and persistent and help achieve goals. Organizational factors that significantly influence self-efficacy include working environment which is important because of availability of resources and technological facility in the working environment. Coworker and supervisor support and training and professional development have been positively contributing towards improvement of self-efficacy but the significance of these factors is comparatively lower indicating that there is a need to develop some new strategies for mentoring and skills improvement. This research makes a contribution to the existing literature because this study considers the women employees of self-financing colleges and brings in focus individual and workplace factors together. There are limitations in this study as it has been carried out only within the region, using convenience sampling technique and self-reporting as data collection technique. Further research may consider long-term longitudinal study and comparative study in different institutional settings and different factors including cultural factors.

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