Vol. 11, No.1, pp. 77-87, 2021 DOI: 10.23960/jpp.v11.i1.202107

Jurnal Pendidikan Progresif

e-ISSN: 2550-1313 | p-ISSN: 2087-9849

http://jurnal.fkip.unila.ac.id/index.php/jpp/

Correlation Between Self-Efficacy and Motivation of English Teachers, Towards Students' Achievement in Yogyakarta, Indonesia

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Received: 05 February 2021 *Accepted: 17 March 2021* *Published: 22 March 2021*

Abstract: Correlation Between Self-Efficacy and Motivation of English Teachers, Towards Students' Achievement in Yogyakarta, Indonesia. **Objectives:** This study was a correlational study that aimed to find out the correlations among three variables namely teacher self-efficacy, teacher motivation, and students' achievement. **Methods:** The teacher self-efficacy scale (TSES) and English teacher motivation scale (ETMS) were distributed to 70 English teachers of junior high schools in Yogyakarta, and students' average scores were collected as the students' achievement. **Findings:** This research showed there were a significant correlation and contribution between teacher self-efficacy and teacher's motivation to students' achievement. **Conclusion:** The higher the teacher's self-efficacy, the higher the teacher's motivation and the better the students' achievement. Therefore, increasing teacher self-efficacy is very crucial because it relates to many educational outcomes such as teacher motivation and students' achievement.

Keywords: teacher self-efficacy, motivation, students' achievement.

Abstrak: Korelasi Antara Efikasi Diri dan Motivasi Guru Bahasa Inggris terhadap Prestasi Siswa di Yogyakarta, Indonesia. ***Tujuan:*** *Penelitian ini adalah penelitian korelasional yang di tujukan untuk menemukan hubungan antara tiga variable yaitu efikasi diri guru, motivasi guru, dan pencapaian siswa.* ***Metode:*** *Skala kemanjuran diri guru (TSES) dan skala motivasi guru Bahasa Inggris (ETMS) di distribusikan ke 70 guru Bahasa Inggris Sekolah Menengah Pertama di Yogyakarta, serta nilai rata-rata siswa dikumpulkan sebagai pencapaian siswa.* ***Temuan:*** *Penelitian ini menunjukkan bahwa ada hubungan yang signifikan dan kontribusi antara efikasi diri guru dan motivasi guru ke pencapaian siswa.* ***Kesimpulan:*** *Semakin tinggi tingkat efikasi diri guru, semakin tinggi motivasi guru dan semakin bagus pencapaian siswa. Oleh karena itu, meningkatkan efikasi diri guru sangat penting karena itu berhubungan dengan banyak hasil pendidikan seperti motivasi guru dan pencapaian siswa.*

Kata Kunci: *efikasi diri guru, motivasi, pencapaian siswa.*

To cite this article:

Dari , B. U. & Putro, N. H. P. S. (2021). English Teacher Self-Efficacy, Teacher's Motivation, and Students' Achievement in Yogyakarta. *Jurnal Pendidikan Progresif*, *11*(1), 77-87. doi:10.23960/jpp.v11.i1.202107.

INTRODUCTION

Teacher's belief about a teaching and learning process has a powerful impact in the classroom because what teacher performswill affect classroom climate in students' learning process. What teachers perform is recognized by their beliefs (Amiryousefi, 2015; Macalister, 2012) because belief is very crucial in all fields which relate to human behavior and learning (Ajzen, 2005; Fishbein & Ajzen, 1977). Therefore, beliefs, attitudes, intentions, perceptions, and behaviors are related to one another since the level of belief is usually a correlation between statistics, doxastic factors at a particular time, and the expectation or an object of belief (Ajzen & Fishbein, 1972; Bernat & Gvozdenko, 2005; Breen, 2001). Those relationships affect the students' performance in the classroom and it is often associated with teachers' self-efficacy.

Bandura & Schunk (1981) assert self-efficacy as a judgment of one's own ability to solve problems, ambiguous, unpredictable, and stressful situations. Each person has unique personal circumstances that may influence their behavior and their struggles to face some obstacles (Bandura & Adams, 1977). Therefore, self-efficacy means the beliefs about someone's capability in managing and overcoming obstacles to reach the best goals. Based on social cognitive theory, Tschannen-Moran & Hoy (2001) determine teachers' self-efficacy as teachers' perceptions about their capabilities in teaching to reach a certain outcome related to their students learning even for difficult and unmotivated students. Previous studies administer factual information in reinforcing the effectiveness of teachers' self-efficacy in believing their competence to affect the students' results in educational backgrounds (Mojavezi & Tamiz, 2012; Muijs & Reynolds, 2002; Podell & Soodak, 1993; Tschannen-Moran & Hoy, 2001). To efficiently understand the concept of self-efficacy, it seems important to take into account Bandura's theory of efficacy which is often referred to as place up teachers' self-efficacy.

Teachers' self-efficacy is based on teachers' perceptions of their abilities to help in improving the student's achievement and learning process even for unmotivated, difficult, and slow students in learning (Tschannen-Moran & Hoy, 2001). To construct efficacious teachers, there are 3 important areas proposed by Tschannen-Moran & Hoy (2001) namely efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. Thus, teachers will be able to commit to their power when all 3 areas are in a high sense of efficacy. In doing so, not all teachers have the same standards of efficacy (high, moderate, and low self-efficacy) counting on the varsity environment, students' population, and the subject since the teachers' self-efficacy varies in several contexts (Tschannen-Moran & Hoy, 2001). Since teachers do not have the same standard of self-efficacy, it is important to recognize the effects of individual performance in many educational contexts to be evaluated and improved, one of them is motivation.

Gibson et al. (2000) assert motivation is a concept used to identify the force acting on or within an entity to encourage and direct actions. Moreover, Mullins (2007) defines motivation as the extent to which an individual desire, wants, and decides to engage in a particular action. Motivation is very crucial in every job area, thus it should not be surprised if many researchers are interested in researching this phenomenon. The same as other job areas, teachers seriously need motivation in the teaching and learning process, helping students, facing any challenges, and improving students' outcomes. Thus, such motivation is very crucial to achieve tasks and the goal easily. Finally, motivation is a desire which causes individuals to act in order to fulfill

their needs and expectations. Thus, any behavior results from the individual's wants, expectations, and desires. Besides motivation, there are also many impacts of teacher self-efficacy in educational outcomes.

Self-efficacy is linked to a broad range of educational outcomes, either to performances or motivation of students, as well as teacher perseverance, passion, engagement, strategy, and teaching performance. Several studies were dedicated to proving the relationship of self-efficacy and students' performances (Bruce et al., 2010; Caprara et al., 2006; Tschannen-Moran & Hoy, 2001) and between self-efficacy and motivation (Bandura & Schunk, 1981; Mojavezi & Tamiz, 2012; Rodríguez et al., 2014; Skaalvik & Skaalvik, 2014, 2016)because the more self-efficacious they are, the better achievements and the higher motivation students' obtain. This correlation is influenced by teachers' approach to teaching (Caprara et al., 2006) and the teachers' activities in the classroom. Consequently, if the teachers cannot perform well, it will affect the students' learning process and their results of the process as teachers know how much they can influence their students learning and how well they should teach (Dellinger et al., 2008). Moreover, Tschannen-Moran & Hoy (2001)assert that efficacious teachers have powerful effects when we relate it to many educational outcomes namely teacherperseverance, passion, engagement, and teaching performance, as well as the outputs of students (e.g. achievement and motivation) (Bandura, 1994; Mojavezi & Tamiz, 2012). Self-efficacy decides the ways people assume, believe, inspire themselves, and perform (Bandura, 1998). Therefore, teachers with high self-efficacy will consider a variety of methods in the classroom to solve their instructional challenges, to develop student environmental standards, motivation, and language skills (Gilakjani & Sabouri, 2017).

Despite those strong relationships with many educational outcomes, there has been reported that self-efficacy does not have any correlation with extrinsic motivation (e.g. Bandura & Schunk, 1981; Mojavezi & Tamiz, 2012). As a result, most teachers still had low self-efficacy because they did not believe in their capabilities to promote students' achievement (Shade & Stewart, 2001). Consequently, it was still unclear since the previous researchers had claimed the relationship as only on intrinsic motivation. Moreover, previous research on motivation had focused on students' motivation whereas research on teachers' motivation was lacking. Further, these research results were still also mixed where the former could boost the latter and how these two may impact the students' achievement, particularly in English language learning contexts.

Therefore, more research about English teachers' self-efficacy on teachers' motivation and students' achievement was needed to be supervised. To do so, the relationship among three variables namely teachers' self-efficacy, teachers' motivation, and students' achievement was explored, and this study also recognized the prediction of those three variables. This contributes to providing a piece of new knowledge for educators (e.g. teachers) to be more attentive about the degree of their efficacy to their motivation and the performance of their students.

The necessary concise analysis of research had pointed out the lack of factual performance on inspecting the significance of teachers' self-efficacy on their motivation to the achievement of students in the learning process. This contributes to a reliable confirmation of extra research on the same fields. The purpose of this study is therefore to address future issues of the study:

1. To find and confirm the relationship between English teacher self-efficacy and teacher's motivation to students' achievement.
2. To measure the contribution of English teacher self-efficacy and teacher's motivation to students' achievement.

METHOD

Because the purpose of this study was to find out the impact of the independent variable on the dependent variables and the contribution of the independent variable to dependent variables, the study was conducted on the correlation. Before analyzing the relationship, this study was analyzed by using Confirmatory Factor Analysis (CFA). After that, this study used the Pearson Product Moment Correlation Coefficient to know the relationship and used the Multiple Regression Coefficient to know the contribution of teacher self-efficacy and teacher's motivation to students' achievement.

Population and Sample

This study was conducted in November with 70 English teachers of junior high schools in Yogyakarta. This study used purposive sampling with the criteria; all participants were 20-40 years old, they were teaching in junior high school in Yogyakarta, and they at least had 1 year of teaching experience. The consideration of choosing them as the participants of this study was to find out if there were any differences between students with high achievement and low achievement in terms of teacher self-efficacy and teacher motivation.

Instruments

Questionnaire of Teacher Self-efficacy

Two questionnaires and students' scores were used to collect information. The first was the teacher Self-efficacy scale (TSES). This questionnaire was developed by Tschannen-Moran & Hoy (2001) which had 24 items. Those 24 items covered the three subscales and they were divided by 8 items of each subscale. The 3 dimensions in TSES are efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. The reliability and validity of the questionnaire are very excellent (Klassen et al., 2009) which á=.92 is for the reliability of the total scale, while the results of the 3 aspects are efficacy in instructional strategies (á=.81), efficacy in classroom management (á=.86), and efficacy in student engagement (á=.81). To know the level of teachers' self-efficacy, the 5-point Likert scale format was used to distinguish the options that ranged from 1 to 5 or from nothing to a great deal.

Questionnaire of Teacher's Motivation

Moreover, to assess teachers' motivation, this study used the English teacher motivation scale (ETMS) developed by Choi (2014). This questionnaire covers four aspects namely English teacher efficacy, school management, negative influence, and intrinsic compensation. The Cronbach's alpha coefficient of this questionnaire was excellent with a value of .900. (Choi, 2014). A 5-point Likert scale was used to differentiate the choices ranging from 1 to 5 (strongly disagree to strongly agree). On the other, the students' average score was used as the data for students' achievement.

The procedure

Data were collected through two procedures: (1) the questionnaires were distributed to all participants. 2) The students' average scores were used as the data to measure their achievement.

Data Analysis

After getting the result of the questionnaire and the students' average score, the Confirmatory Factor Analysis (CFA) was run to identify how the items in the questionnaires functioned, and whether they load on different factors. Then, the Pearson Product Moment Correlation Coefficient was run to recognize the relationship among the three variables namely teachers' self-efficacy, teachers' motivation, and students' achievement. Finally, multiple regression was used to know the contribution of teacher self-efficacy and teacher's motivation to students' achievement. All the analyses were run by using SPSS software 25.0 version.

RESULT AND DISCUSSION

Factor analysis was employed on questionnaires on teacher self-efficacy and motivation of teachers to assess how the questionnaire items worked and whether they loaded on various factors. Confirmatory factor analysis used the Kaiser-Meyer Olkin (KMO) test and Barlett's Test. If the Kaiser Meyer Olkin Measure of Sampling Adequency (KMO MSA) value is more than 0.50, the analysis process can be continued. Table 1 shows the results of Kaiser-Meyer-Olkin Measure and Bartlett's Test of TSES and ETMS.

Table 1. KMO and Bartlett's Test of TSES and ETMS

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.682
Bartlett's Test of Sphericity	Approx. Chi-Square	1590.078
	Df	703
	Sig.	.000

The KMO coefficient results obtained were 0.682, indicating that the variables were feasible to apply factor analysis. The significance of Bartlett's test of 0.00 (<0.05) indicated that there was sufficient correlation between variables to be processed (Hair et al., 2006). The next process was to look at the Anti-image Matrics table, to determine which variables were suitable to be used in further analysis. An MSA value of more than 0.50 indicates the variable is feasible to be analyzed (Hair et al., 2006). From the analysis results, they were obtained 1 item of TSES and 3 items of ETMS with MSA values less than 0.50 namely TSES7, ETMS21, ETMS22, and ETMS 28. Thus, they were not used in further analysis.

The reason for running factor analysis on the data was to ensure statistically the items were related to each aspect of the teacher self-efficacy and teacher's motivation. There was no big difference on positive and negative score of each factors because it was only about the direction of the factors. The following table was factor loading of the ten components, (Field, 2013) asserted that the factor loading should not be less than 0.3. The following table shows the teacher self-efficacy and teachers' motivation items loaded on ten different factors.

Table 2. Component Matrix

Items	Component								
	1	2	3	4	5	6	7	8	9
TSES4	.598								
TSES8	.521								
TSES9	.650								
ETMS1	.641								
ETMS9	.660								
ETMS10	.624								
TSES11		.422							
ETMS14		.615							
ETMS16		-.489							
ETMS19		.431							
ETMS12			-.412						
ETMS17			-.599						
ETMS18			-.524						
ETMS27			.510						

ETMS29			.575						
TSES10				.396					
ETMS13				.355					
ETMS23				.482					
ETMS24				.481					
ETMS25				.604					
TSES1					-.429				
TSES3					-.542				
TSES5					-.389				
ETMS2						.321			
ETMS5						-.478			
ETMS8						-.418			
TSES6							.428		
TSES12							.334		
ETMS3							-.319		
TSES2								.575	
ETMS6								.493	
ETMS30								.453	
ETMS4									.34
ETMS14									-.3(
ETMS26									.32
ETMS7									
ETMS11									
ETMS20									
% of Variance	25.735	9.668	7.539	6.574	4.844	3.884	3.620	3.412	3.1
Cumulative %	25.735	35.404	42.943	49.517	54.361	58.245	61.865	65.277	68.4

Note: Only loading above .3 are displayed

As indicated in the table above, factor analysis and its component matrix revealed the presence of ten components on which the items in the questionnaire were loaded. The names of each components were as follows English teacher efficacy in factor 1, school management in factor 2, intrinsic compensation in factor 3, negative influence in factor 4, efficacy in instructional strategies in factor 5, English teacher efficacy in factor 6, efficacy in classroom management in factor 7, efficacy in student engagement in factor 8, negative influence in factor 9, and English teacher efficacy in factor 10. The possible reason of the same dimension loaded on more than one component is due to the lack of respondents. It will be better if the respondents of our research is more than 100 as suggested by Hair et al., (2006). Furthermore, the analysis yielded ten factors explaining a total of 71.431% of the variance for the entire set of variables.

The Screeplot (figure 1), showed the eigenvalues on the y-axis and the number of components on the x-axis. It revealed that there were ten components that were extracted based on Eigenvalue grade 1 that met the cut off. After looking at the component matrix in table 2, here were clear breaks after the ten components of TSES and ETMS in screeplot. In other words, the curves of the cure changed position after the ten components and were almost horizontal, which indicated that only ten TSES and ETMS components were appropriate for analysis.

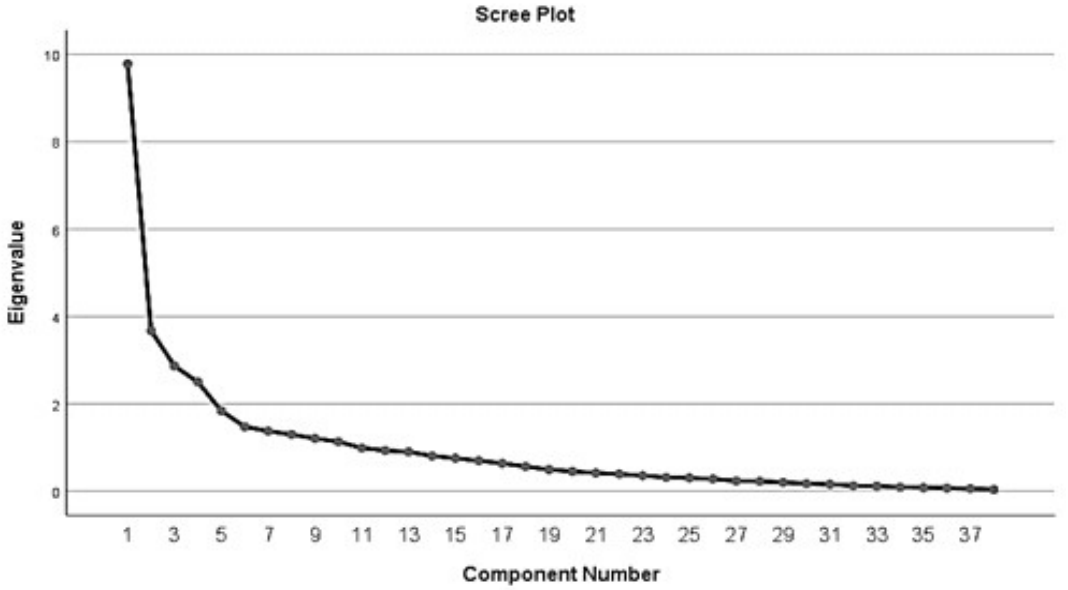

Figure 1. The scree plot of components

Finally, this study had two research problems: firstly, it determined the relationship between three variables namely teachers' self-efficacy, teachers' motivation, and students' achievement. For this, the Pearson product-moment correlation coefficient was run to know the relationship between teachers' self-efficacy and teachers' motivation to students' achievement. The table below presents the correlational result.

Table 3. The Correlations of Teacher's Self-Efficacy, Teacher's Motivation, and Students' Achievement

Correlations				
		TSES	ETMS	Students_ achievement
TSES	Pearson Correlation	1	.538**	.312**
	Sig. (2-tailed)		.000	.009
	N	70	70	70
ETMS	Pearson Correlation	.538**	1	.201
	Sig. (2-tailed)	.000		.094
	N	70	70	70
Students_ achievement	Pearson Correlation	.312**	.201	1
	Sig. (2-tailed)	.009	.094	
	N	70	70	70
**. Correlation is significant at the 0.01 level (2-tailed).				

The table above clearly illustrated that teacher self-efficacy and teacher's motivation had a high positive correlations that could be noted with the pearson correlation result .538. Furthermore, there is also a logical positive correlation between teacher self-efficacy and students' achievement with the pearson correlation result .312. However, there is a surprising result between teacher motivation and student achievement where there is no significant correlation between them. Thus, in light of these results, it could be concluded that the higher the standard of teachers' self-efficacy, the higher the teachers' motivation and the better achievement of the students.

The second objective of this study was to know the role of teacher self-efficacy and teacher motivation to predict students' achievement. To answer the second objective, the analysis was run by using multiple regression. It presented the variance of teacher self-efficacy and teachers' motivation to predict students' achievement. Therefore, table 4 shows the multiple regression of teacher self-efficacy and teachers' motivation to predict students' achievement.

Table 4. Multiple regression

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.314[a]	.099	.072	5.418	.099	3.675	2	67	.031
a. Predictors: (Constant), ETMS, TSES									

This study also investigated the extent of teacher self-efficacy and teachers' motivation to predict students' achievement. To address this phenomenon, multiple regression was run to analyze the extent of students' achievement was predicted by teacher self-efficacy and teachers' motivation. The result of multiple regression revealed that the prediction of independent variables was significant (.031). It presented that 72% of students' achievement could be predicted by teacher self-efficacy and teachers' motivation. In other words, it could be inferred that when teacher self-efficacy and teachers' motivation increase, students' achievement also will increase, and vice versa.

Table 5. ANOVA

ANOVA[a]						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	215.769	2	107.884	3.675	.031[b]
	Residual	1966.817	67	29.355		
	Total	2182.586	69			
a. Dependent Variable: Students_achievement						
b. Predictors: (Constant), ETMS,TSES						

Multiple regression was run to predict students' achievement from teacher self-efficacy and teacher motivation. These variables statistically and significantly predicted students' achievement $F\ (2, 67) = 3.675$.

The previous studies have reported that teachers' self-efficacy and high achievement of students significantly correlated; which were influenced by teachers' instructional practices, passion, engagement, and instructional behavior (Mojavezi & Tamiz, 2012; Tournaki & Podell, 2005; Tschannen-Moran & Hoy, 2001; Wolters & Daugherty, 2007), as well correlated with teacher's motivation (Bandura, 1994). Bandura (1994) reported that teachers with low self-efficacy seem to be unable to motivate their students to study; however, teachers who have high self-efficacy have good cognitive development and have a good skill in motivating the students. Therefore, the findings of this research highly support previous research.

Furthermore, the findings from this study promote Gibson & Dembo's (1984) concept that teachers with a high degree of self-efficacy can teach all students even unmotivated students by giving extra effort and appropriate strategies in teaching. In contrast, teachers who have low self-efficacy believe that they cannot give much help to unmotivated students even though they have many strategies. As has been mentioned before, Tschannen-Moran & Hoy (2001) assert that teachers' self-efficacy is powerfully related to many substantial academic outputs, for example, teacher's perseverance, passion, engagement, and instructional behavior, as well as students' performance such as students' score (achievement) and motivation.

■ CONCLUSIONS

In conclusion, the results of this study showed that there was a significant relationship between teachers' self-efficacy to teacher's motivation and students' achievement. However, there was no significant correlation between teacher's motivation and students' achievement. From these results, it could be stated that the higher the teacher self-efficacy, the higher the teacher's motivation and the better the student's achievement. On the other hand, the lower the teacher self-efficacy, the lower the teacher's motivation and the worse the students' achievement. Therefore, increasing teacher self-efficacy is very important since they influence many educational outcomes especially teacher's motivation and students' achievement. It was proved by the result of this research that the teacher self-efficacy gave a significant contribution to teacher's motivation and students' achievement.

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