STUDENTS' PERCEPTIONS OF TEACHER SELF-EFFICACY AND ITS INFLUENCE ON THEIR MOTIVATION

Brigita Woro Diyatni Kusumaningtyas*, Concilianus Laos Mbato, Ouda Teda Ena
Universitas Sanata Dharma, Indonesia
(brigitaworodk76@gmail.com)

ABSTRACT

The main purpose of this study was to examine the perception of students regarding teacher self-efficacy and its influence on their motivation in the context of learning. The researchers used mixed-method research as the research methodology. To gather the data, the researchers used some instruments, namely a questionnaire and an interview. The questionnaire was distributed to 30 undergraduate students at a university located in Yogyakarta, Indonesia. The instrument used was adopted from the Teacher's Self-Efficacy Scale Questionnaire developed by Tschannen-Moran & Hoy (2001). The data underwent both descriptive and statistical analysis using SPSS. The findings indicated that the students had a moderate degree of perceptions of teacher self-efficacy. In addition, the students' perceptions of teacher self-efficacy also influenced their motivation in learning. In other words, when students believe their lecturers have high self-efficacy in teaching, they are more motivated because they trust that the lecturers are capable of delivering the materials effectively and in an engaging manner. Therefore, it is important for lecturers to focus on building and cultivating their self-efficacy to positively influence students' learning outcomes.

Key Words: self-efficacy; motivation; perception

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui persepsi siswwa terhadap efikasi diri guru dan dampaknya terhadap motivasi belajar mereka. Peneliti menggunakan penelitian mixed-method sebagai metolodi penelitian. Untuk mengumpulkan data, peneliti menggunakan beberapa instrument berupa kuesioner dan interview. Peneliti menyebarkan kuesioner tersebut kepada 30 mahasiswa S1 di suatu universitas di Yogyakarta, Indonesia. Instrumen yang digunakan diadaptasi dari Kuesioner Skala Efikasi Diri Guru yang dikembangkan oleh Tschannen-Moran & Hoy (2001). Data dianalisis secara deskriptif dan statistik. Hasil penelitian menunjukan bahwa siswa mempunyai tingkat persepsi efikasi diri guru yang sedang. Selain itu, persepsi siswa terhadap efikasi diri guru juga mempengaruhi motivasi mereka dalam belajar. Dengan kata lain, ketika mahasiswa yakin bahwa dosennya memiliki efikasi diri yang tinggi dalam mengajar, maka mahasiswa akan lebih termotivasi karena yakin bahwa dosen tersebut mampu menyampaikan materi secara efektif dan menarik. Oleh karena itu, penting bagi dosen untuk fokus membangun dan menumbuhkan efikasi diri agar dapat memberikan dampak positif terhadap hasil belajar mahasiswa.

Kata Kunci: efiksasi diri; motivasi; persepsi

INTRODUCTION

Teaching and learning are most effective when lecturers are motivated to assist their students to learn and to achieve academic success. According to Pishghadam et al. (2019), in the practice of language lessons, many students experience a progressive decline in their motivation and involvement in the process of learning English. Wang & Littlewood (2021) stated that lack of recognized individual competency, lack of intrinsic desire, inadequate qualities of lecturers' teaching techniques and course material, poor university facilities, and an emphasis on difficult grammar are the elements that contribute to students' demotivation. Demotivation, according to Aikina & Bolsunovskaya (2020), can also be triggered by alterations in both the classroom setting and the students' intended outcomes.

In this post-pandemic era, the learning process has shifted from face-to-face learning to online and hybrid learning. Changes in the learning environment might demotivate students (Aikina & Bolsunovskaya, 2020). In such conditions, lecturers play a significant role in the academic achievement and motivation of EFL students. Competent lecturers will affect students' academic performance. According to Alexander (2020) and Kilday et al. (2016), poor academic outcomes are linked to teachers who lack confidence in their abilities. However, (Y. Ma, 2022) stated that lecturers with high self-efficacy positively influence student achievement. Student learning motivations are linked to lecturers' self-efficacy, which increases students' motivation to learn (del Greco et al., 2018). Lecturers who are confident and assured in their capability will care more about their students and are motivated to provide anything for the students to meet the student's needs (Riley, 2013). Thus, the goal of this study is to analyze the connection between teachers' self-efficacy and students' motivation.

Bandura's social cognitive theory is the theoretical underpinning of the concept of self-efficacy. According to Bandura, personal efficacy beliefs are the most fundamental aspect of human agency. People will not make efforts to make things happen if they believe they are not equipped to do so. Other researchers also defined self-efficacy as the notion of what one's competence can do (Maddux, 2020). Hence, self-efficacy can be generally described as the level of individuals' belief in their capacity to undertake the requisite actions for the attainment of their goals. Bandura (1997) stated that self-efficacy beliefs are the foundation of one's agency, and these beliefs are influenced by a wide range of behavioral and environmental

circumstances, including master experiences, vicarious experiences, social persuasion, and physiological and emotional states. Cognitive, motivational, affective, and decision-making processes are all influenced by one's self-efficacy belief. In other words, people's expectations of outcomes, their understanding of the causes of their triumphs and failures, and their ability to self-motivate and persevere are all influenced by their beliefs. Furthermore, one's sense of self-efficacy influences one's confidence in one's ability to deal with adversity, their capacity to control one's emotions, and their susceptibility to stress and depression. Finally, an individual's self-efficacy beliefs might influence the decisions they make at pivotal junctures in life, potentially molding their development and character along the way.

In 2012, Mojavezi and Tamiz examined the same issue, including 80 high school teachers and 150 high school students. Mojavezi and Tamiz then divided the lecturers into five groups based on their self-efficacy and selected five lecturers randomly. Following this, they asked ten students from each selected lecturer to participate in the second questionnaire. In the previous study, the results discovered that there is a significant association between teachers' self-efficacy and students' motivation. As predicted, self-efficacy beliefs have a significant effect on students' motivation to learn (Doménech-Betoret et al., 2018). However, the study has not discussed teacher self-efficacy from students' perceptions and whether or not students' perceptions of teacher self-efficacy can affect their motivation to learn. The purpose of this study is to investigate undergraduate students' perceptions of teacher self-efficacy and its influence on their motivation to learn.

METHOD

Research design

This research employed a mixed-methods methodology, incorporating the collection of both quantitative and qualitative data (Ary et al., 2010). The objective of this study was to acquire a more comprehensive comprehension of students' perceptions concerning teacher self-efficacy and its influence on their motivation inside the learning environment. Additionally, the qualitative data sought to validate the results obtained from quantitative data. Two data types were employed to obtain valid and reliable conclusions and ensure trustworthiness (Vu, 2021).

Research site and participants

Thirty undergraduate students participated in this research using

purposive sampling. The researchers used mixed-method research as the methodology. The participants were expected to provide information that is needed for this research. Following the completion of the questionnaire, the researchers employed a random selection process to choose two students from each quartile to conduct interviews, thereby augmenting and validating the available data.

Data collection and analysis

This research used two different instruments to collect the data. The first instrument used was Tschannen-Moran & Hoy's (2001) Teacher Self-Efficacy Scale Questionnaire. There were twenty-five items in the questionnaire, and it was divided into three parts: Instructional Strategies (8 items), Classroom Management (8 items), and Student Engagement (9 items). The researchers used a 5-point Likert scale ranging from (5) excellent, (4) good, (3) somewhat, (2) poor, and (1) very poor. The researchers distributed the questionnaire to thirty undergraduate students. After distributing the questionnaires, the researchers randomly chose two students from each quartile to be interviewed. Six undergraduate students participated in the interview. After collecting the data,

the researchers described and analyzed the data.

The questionnaire consisted of two parts, namely, close-ended and open-ended. In the close-ended part, there were twenty-five questions in the questionnaire. The participants were required to indicate their responses by placing a checkmark next to each statement. Each response was assigned a distinct numerical value: "excellent" was assigned five points, "good" was assigned four points, "somewhat" was assigned three points, "poor" was assigned two points, and "very poor" was assigned one point. The researchers used mean score and standard deviation to measure students' perception of teacher self-efficacy. The researchers determined the mean score, which was then used as the criteria for the data results. Mbato and Triprihatmini's (2022) mean category was used to interpret the mean whether the students had high, moderate, or low perceptions of teacher self-efficacy. The criteria are presented in the following table.

Table 1. Mean Range for Perception

MEAN SCORE	INTERPRETATION
$3.68 - 5.00$	A high degree of perception
$2.34 - 3.67$	A moderate degree of perception
$1.00 - 2.33$	A low degree of perception

In the open-ended part, there were five open-ended questions adapted from Tschannen-Moran & Hoy's (2001) Teacher Self-Efficacy Questionnaire to investigate the influence of the students' perception of teacher self-efficacy on their motivation. The students were asked to answer the questions freely. In order to answer the second research question, the researchers analyzed the open-ended questions from the questionnaire. The data gathered relied on existing conditions and perceptions, examining relationships between variables (teacher self-efficacy and student motivation) without direct manipulation. The data was described by drawing conclusions from the answers given by the participants. The results of the open-ended questions analysis will be presented in the form of a description. Other than that, the researcher also did an interview to validate the data.

FINDINGS AND DISCUSSION

Findings

Students were asked twenty-five questions regarding their perceptions of teacher self-efficacy and whether or not it improved their motivation in learning. he following histogram shows their responses.
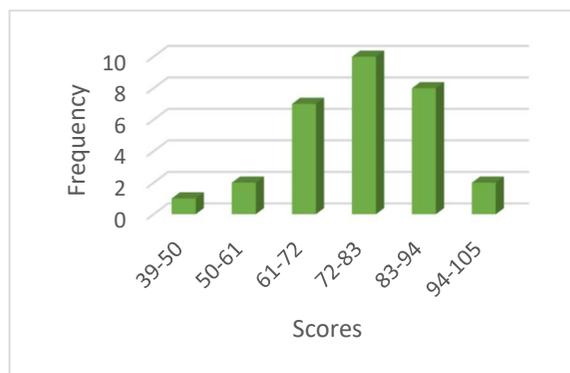

Figure 1. Histogram Result

The histogram in figure 1 indicates normal distribution. The term "normal curve" is used to indicate a bell-shaped distribution in which the center scores are more common than the outliers, as stated by Pallant (2016). From Table 4.1, the mean score of the result was seventy-seven point eight (x = 77.8). The researchers also did a normality test to check whether the data were normally distributed or not. The researchers used SPSS to calculate the normality test. According to the Kolmogorov-Smirnov test, if p > 0.05, then the data is normally distributed. The result of the normality test shows that the significance value is 0.200. Therefore, it can be concluded that the data were normally distributed.

Table 2 Normality Test Result

Kolmogorov-Smirnov[a]		
Statistic	df	Sig.
.096	30	.200*

*. This is a lower bound of the true significance.

    a.   Lilliefors Significance Correction

Furthermore, the researchers also analyzed the mean of each question from the questionnaire. There were twenty-five questions regarding teacher self-efficacy. The following table shows their responses.

Table 3. Students' Perceptions of Teacher Self-Efficacy

Item	Statements	Mean	SD
Instructional Strategies			
1	The lecturers employ a diverse range of methods for evaluation.	3.30	0,79
2	The lecturers offer an alternative explanation or example in instances where students are confused.	3.13	0,94
3	The lecturers skillfully develop effective questions for the students.	3.57	0,73
4	The lecturers employ alternate approaches inside the classroom setting.	3.10	0,84
5	The lecturers address challenging questions posed by the students.	3.37	0,96
6	The lecturers make changes to the students' lessons in order to adjust them to the appropriate level of each student.	3.17	0,79
7	The lecturers assess the student's understanding of the material that has been presented.	3.20	0,81
8	The lecturers offer suitable challenges for highly proficient students.	3.33	0,88
Classroom Management			
9	The lecturers employ strategies to manage and control disruptive behavior within the classroom setting.	3.20	0,81
10	The lecturers employ strategies to ensure students respect classroom regulations.	3.17	0,83
11	The lecturers employ strategies to reduce the disruptive or unruly behavior of a student.	3.37	0,81
12	The lecturers implemented a classroom management technique that was tailored to each group of students.	3.07	0,87
13	The lecturers effectively manage challenging students to prevent them from disrupting the entire teaching period.	3.03	0,85
14	The lecturers effectively address students who display rebellion.	3.13	0,97
15	The educator effectively communicates their expectations regarding student behavior.	3.13	0,78
16	The lecturers implement established procedures to ensure the effective execution of activities.	3.33	0,84
Student Engagement			
17	The lecturers cultivate in students a sense of confidence in their academic abilities.	2.83	0,95
18	The lecturers assist students in recognizing the importance of learning.	3.10	0,76
19	The lecturers endeavor to inspire students who have limited enthusiasm toward their academic responsibilities.	2.63	1,03
20	The lecturers provide guidance to families in facilitating their children's academic success.	2.83	0,99
21	The lecturers enhance the comprehension of a student who is experiencing academic difficulties.	2.77	0,90
22	The lecturers assist students in developing critical thinking skills.	3.23	0,86

Item	Statements	Mean	SD
Instructional Strategies			
23	The lecturers facilitate the development of student creativity.	3.17	0,79
24	The lecturers employ strategies to effectively engage with the most challenging students.	2.70	0,84
25	The lecturers encourage the students to cooperate in the learning process.	2.97	1,19
	Average	3.11	0.87

As shown in Table 4, students generally admitted that they had a moderate degree of perceptions of teacher self-efficacy, with an average mean score of 3.11. The questionnaire was divided into three parts, namely Instructional Strategies, Classroom Management, and Student Engagement. In the first part, the results indicated a moderate mean between 3.57 (item 3) and 3.10 (item 4). Secondly, in terms of Classroom Management, the students' responses showed a moderate mean between 3.03 (item 13) and 3.33 (item 16). Lastly, the results of part three demonstrated a moderate mean between 2.63 (item 19) and 3.23 (item 22).

The researchers also provided open-ended questions to investigate the influences of students' perception of teacher self-efficacy on their motivation. The open-ended results revealed that their perception of teacher self-efficacy influenced their motivation to learn. The students believed that they were more motivated if the lecturers had high self-efficacy because they could trust the lecturer to deliver the materials effectively.

Students' Perception of Teacher Self-Efficacy

Based on the questionnaire, the first eight questions asked the student's perception of teacher self-efficacy in terms of instructional strategies. The students agreed that the lecturers crafted good questions for the students that could help them hone their critical thinking skills. In addition, the lecturers' understanding of the materials was proven to be very good in a way that the lecturers could answer difficult questions given by the students. The lecturers were also innovative in terms of teaching and learning strategies. They used various learning methods and approaches which could fulfill every student's needs. According to Bandura (1997), a person who has high self-efficacy tends to take action and effort to enhance his or her abilities.

The following eight questions were about classroom management. Their responses show a moderate agreement between 3.37 and 3.33 (items 11 and 16). The students agreed that the lecturers are good at handling difficult. In the face of disruptive behavior, teachers with

high self-efficacy tend to exhibit calmness, objectively evaluate the situation, and employ techniques aimed at managing the disturbance rather than exacerbating it. Furthermore, the students believed that the lecturers always establish routines to keep activities running smoothly. Teachers who possess a strong sense of self-efficacy are more inclined to possess an understanding of the influence of cognitive load on students' capacity to effectively participate in academic tasks. Through the implementation of well-defined and consistent routines, teachers effectively reduce the cognitive burden associated with ambiguity, enabling students to allocate greater attention toward their educational endeavors (Bandura, 1997).

The last nine questions invited them to indicate their responses about their perception of teacher self-efficacy in terms of student engagement. Their responses show that the lecturers help the students to think critically. According to Bandur's Social Cognitive Theory (1997), teachers with high self-efficacy are more likely to display behaviors and foster an environment that fosters students' critical thinking abilities. In relation to the theory, the data revealed that the students believed that the lecturers had high self-efficacy because they made a big effort to

provide the best learning experiences to the students.

Students' Perception of Teacher Self-Efficacy and Its Influence to Their Motivation

Following an investigation of the students' perception of teacher self-efficacy, the researchers aimed to explore if the students' motivation to study is influenced by their perception of the lecturers' strong self-efficacy. The researchers provided open-ended questions to find out whether their perceptions of teacher self-efficacy have an influence on their motivation.

In terms of teacher instructional strategies, the students stated that they feel highly motivated when the lecturers make the content of the materials relatable and provide concrete proof to be implemented in daily life. The confidence of students in comprehending and applying academic tasks is enhanced when they observe related instances of successful real-life applications of the content. Furthermore, the act of observing these successful applications serves as a source of motivation and guidance for students, encouraging them to actively interact with the subject and apply it to their own lives (Bandura, 1997). According to Bandura (1997), a person who has high self-efficacy tends to take action and effort to enhance his or her

abilities. Therefore, lecturers who have high self-efficacy tend to be more creative and innovative in applying various learning and teaching styles (Ma et al., 2021). The students uttered,

"I feel motivated when the lecturers use various teaching and learning styles. I feel bored when they only use the same style to teach."

Therefore, it is crucial to be creative in teaching in order to boost students' motivation since the students are more motivated when the class is fun and engaging.

In supporting the questionnaire result, the researchers also asked an open-ended question focusing on teacher self-efficacy in terms of classroom management. The students also feel that the way the lecturers nurture a relationship with them helps the students increase their motivation in learning. One of the students said,

"How the lecturers interact with the students also motivates me to learn because when we have a good relationship with the lecturers, I feel like they care about me. So, it makes me more motivated."

Based on the data, when the lecturers have a good relationship with the students, they are more motivated to express their opinions or ideas and to be creative. Supporting the data, teachers who have high levels of self-efficacy are more likely to develop positive relationships with their students, employ preventative and student-centered strategies for managing classroom behavior, and respond effectively to a variety of challenging student behaviors, as found in a study by Toropova et al. (2021).

According to Anwar and Nawaz (2021), the results of the study indicate that there is a positive correlation between teacher self-efficacy and student achievement. Based on the data gathered in this study, the students believed that teacher self-efficacy affects their engagement in learning. Most of the students agreed that if the lecturers have low self-efficacy, the students will feel demotivated because they have no trust. The students uttered,

"Yes, because lecturers are supposed to be role models for the students."

"Yes, because if the lecturers are not confident, the students will know, and it will make them feel demotivated."

The students believed that if the lecturers have low self-efficacy, they tend to deliver the materials in a way that confuses the students. The students said,

"How can we understand the materials if the lecturers themselves are not confident in teaching the materials?"

"The class will be boring."

Teachers who believe in their own abilities spend more time preparing lessons, are more likely to try new approaches, are more likely to inspire their students, and are more likely to stick with troubled learners (Tschannen-Moran & Hoy, 2001). However, one of the students had a different opinions. She said,

"No, because it does not affect me. I will feel demotivated if I do not understand the materials."

Based on the data, the student believed that her motivation comes from within herself. In other words, teacher self-efficacy does not make any difference to her motivation in learning.

The researchers also asked the students whether or not their perceptions of teacher self-efficacy influenced their motivation to learn. Most of the students agreed that if they believe that the lecturers have high self-efficacy, it will make them motivated to learn. The students highlighted that,

"Yes, if the students think that the lecturers have high self-efficacy, the students will learn more because it is rooted in their mind."

"If the lecturers deliver the materials confidently, I will definitely be motivated because I believe that they are capable of doing so. If I do not believe that the lecturers are not confident, then I will not be

motivated to learn because I cannot trust them."

Therefore, based on the data above, it can be concluded that students' perceptions of teacher self-efficacy influenced their motivation to learn. The students will feel highly motivated if they believe that the lecturers have high self-efficacy.

Discussion

Regarding instructional strategies, the students recognized the beneficial influence of lecturers who exhibit competence in formulating thought-provoking questions, displaying an in-depth understanding of the materials, and utilizing creative methods of teaching (Agarwal, 2018). In addition, the students' perceptions of teacher self-efficacy in terms of classroom management emphasize the importance of teachers who have a strong belief in their ability to manage the classroom effectively. Teachers play a crucial role in creating a good and well-structured learning environment, minimizing the cognitive load of the students, and improving the students' ability to actively participate in classroom activities (Bandura, 1997). Moreover, regarding student engagement, the results indicate a robust correlation between high self-efficacy and the development of

students' critical thinking skills. Therefore, it is important to note the significance of cultivating teachers' self-efficacy and dedication to creating a stimulating learning environment that promotes students' cognitive growth.

The influences of students' perception of teacher self-efficacy on their motivation add a further dimension of significance. The students demonstrated increased motivation when the learning materials were relevant and integrated with practical, real-world examples. Teachers with higher self-efficacy are inclined to exhibit greater creativity and innovation while employing diverse learning and teaching strategies (Zee & Koomen, 2016; Dörnyei & Ushioda, 2021). This underscores the necessity for teachers to use innovative and diverse teaching methods that cater to the student's needs for captivating and multifaceted classroom encounters. Moreover, the findings also demonstrated that the relationship between student and teacher is one of the factors that enhance students' motivation. Toropova et al. (2021) stated that teachers' ability to form strong and supportive relationships, combined with their confidence in their own abilities in teaching, plays a crucial role in driving students to actively engage, share their thoughts, and encourage innovation. The strong positive relationship

between teacher self-efficacy and student motivation highlights the crucial influence that teachers have on academic performance. Thus, the results of this study emphasize that the students perceived the lecturers to possess a moderate level of self-efficacy. Moreover, the results also highlight the significance of lecturers possessing a strong sense of self-efficacy since it influences students' motivation. If students perceive their lecturers to possess a strong sense of self-efficacy, they will experience greater motivation due to their belief in the lecturers' ability to effectively and engagingly present the course content.

The results of this study support the findings of the previous research, suggesting a significant influence between teacher self-efficacy and students' motivation (Ma, 2022; Anwar & Nawaz, 2021). Teachers with a strong sense of self-efficacy and who employ innovative teaching techniques are more successful in fostering students' academic achievement. The results are also in line with Bandura's observation (1997) that teachers with a robust sense of efficacy regarding their skills can inspire their students and enhance their cognitive growth. However, those who have a low sense of efficacy tend to choose a "custodial orientation" that mainly depends on negative consequences as a means to motivate

students to study. Tschannen-Moran & Hoy (2001) also stated that teachers who believe in their own abilities spend more time preparing lessons, are more likely to try new approaches, are more likely to inspire their students, and are more likely to stick with troubled learners.

The results of this study emphasize the necessity of continuous professional development programs for teachers to prioritize not just pedagogical knowledge and skill but also interpersonal ability, creative and innovative teaching methods, and the cultivation of positive and strong student-teacher relationships. Institutions should also prioritize strategies that enable teachers to cultivate confidence, foster trust, and establish captivating learning environments. Essentially, these implications necessitate a thorough approach to teacher development and support, acknowledging the linked factors that lead to a stimulating and successful learning experience.

Ultimately, there exist some limitations that could potentially impact the outcomes of this study. It is crucial to mention that the current investigation was carried out with a restricted sample size. Furthermore, the researchers were unable to conduct in-depth interviews with the participants due to time constraints, which hindered the acquisition of more extensive data. Hence, the researchers suggest that future studies should involve a bigger sample size and utilize in-depth interviews to gather more extensive and enlightening data. Additionally, it is recommended that future researchers explore the relationship between teacher self-efficacy and students' trust and motivation and its factors.

CONCLUSIONS AND SUGGESTION

The aims of this research are to investigate students' perceptions of teacher self-efficacy and its influences on their motivation in learning. The result from the questionnaire showed that the students had a moderate degree of perceptions of teacher self-efficacy. They believe that the lecturers had moderate self-efficacy in teaching. The open-ended questions revealed that the student's perceptions of teacher self-efficacy influenced their motivation to learn. In other words, if the students believe that the lecturers have high self-efficacy, the students will feel highly motivated because they trust the lecturers that they are capable of delivering the materials in a brief and fun way. The researchers came to the conclusion that it is important for lecturers to have high self-efficacy because it influences students' learning

outcomes. After all, there are some limitations that may affect the results of this study. Initially, it is important to note that the present study was conducted with a limited sample size. Second, due to time limitations, the researchers could not have an in-depth interview with the participants in order to gain deeper data collection. Consequently, it is recommended by the researchers that future investigations incorporate a larger sample size and employ in-depth interviews to obtain more comprehensive and insightful data. Also, future researchers are advised to investigate the relationship between teacher self-efficacy and students' trust and motivation and its factors.

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