EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:11 |November 2024

INFLUENCE OF TEACHERS' MOTIVATION AND SELF-EFFICACY TO TEACHERS' PERFORMANCE

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ABSTRACT
The study investigated the influence of teachers' motivation and self-efficacy on their performance. Teachers in the Mabini district's public schools made up the responders. A sample size of 207 was used to choose research respondents, and random sampling was applied. Findings revealed that teachers' motivation level is very high, indicating that this variable is very much observed. The level of teachers' self-efficacy is very high, implying that this is very much felt. The level of the teachers' performance is very high, which is interpreted as very commendable. Moreover, there is no significant relationship between teachers' motivation and performance, and there is no significant relationship between teachers' self-efficacy and performance. In this case, the null hypotheses in this study were not rejected. Findings indicate that the policy-making body and school administrators must prioritize the exploration of enablers of commendable teacher performance. The development of programs based on teachers' needs may be instrumental in sustaining this performance.
KEYWORDS: *MAED-Educational Management, Teachers' motivation, self-efficacy, teachers' performance, correlational, Philippines*

INTRODUCTION

Classroom performance is detrimental to students' academic progress. The more extended periods of poor performance are disregarded, the more probable the habits will become ingrained (Shields, 2020). A long list of literature has shown the significance of prioritizing teachers' performance in educational institutions since teachers have critical roles in the academe (Evans & Yuan, 2018; Mustafa et al., 2020; Zikanga et al., 2021).

A study among vocational teachers in Indonesia found that the teachers' performance was negatively affected by the poor overall organizational setup of the school, which eventually made them feel less motivated to teach (Agustina & Kristiawan, 2021). A similar case among the identified teachers in Malaysia who demonstrated low motivation levels was reported to perform poorly (Mustafa et al., 2020).

In the Philippine educational setting, problems with teachers' performance are still one of the main issues the academic sector has been working hard to address. In a study conducted among the public-school teachers in Bulacan, it was found that among the significant factors that directly affect performance are personal factors (Paz, 2021). Locally, with the recent educational conditions in Region XI during the pandemic, teachers are experiencing a crisis in motivation and self-efficacy (Baloran & Hernan, 2020). Concurrently, the Department of Education measures teachers' performance in public schools using the Individual Performance and Commitment Form (IPCRF). However, teachers' limited number of acknowledged achievements and meaningful contributions in solving the perennial academic problem indicates that the factors affecting teachers' performance still need to be solved.

Determining how teachers' motivation and self-efficacy affect their performance under typical circumstances is crucial for giving school administrators a solid foundation to build programs that can address issues with teacher performance. The study is essential in society since teachers' performance determines the educational outcomes produced in schools. This part presents the literature and relevant studies on the variables of this study. (DepEd, 2015).

Public school teachers were assessed using the new DepEd Evaluation Form, the Individual Performance Commitment and Review Form (IPCRF). It was found that only 0.52 percent of the teachers got an outstanding rating. Most of them (83.94%) got a very satisfactory rating for their performance, and only 15.54 percent got an acceptable rating (Nemenzo, 2018).

Teacher motivation is a key factor in their performance. The Education 2030 Agenda aims to provide quality education for everyone, which requires teachers to be skilled, well-trained, fairly paid, and motivated. However, recent trends show a decline in teacher motivation, leading to a shortage of teachers. Addressing this decline is crucial to ensuring quality teaching and improving student learning. Motivating teachers is therefore vital to achieving Sustainable Development Goal (SDG) 4. (Evans & Yuan, 2018).

Teachers' self-efficacy has been studied regarding specific teaching contexts and general conditions relevant to most school settings. Much research on teachers' self-efficacy focuses on their efficacy beliefs in adopting inclusive practices, mirroring global trends toward inclusive education. Although many authors have written about teachers' self-efficacy, there has yet to be much current research on teachers' efficacy beliefs in their capacity to apply inclusive practices (Yada et al., 2019).

The extensive research on teachers' self-efficacy in implementing inclusive strategies focuses on how it affects their traits. Many studies, for example, have examined whether teachers' self-efficacy is linked to their attitudes about inclusive education and their intention to teach in inclusive classrooms and found that it is. Furthermore, new research suggests that teachers' self-efficacy in integrating children with intellectual disabilities predicts their self-reported inclusive conduct (Avramidis et al., 2019; Wilson et al., 2019).

The theoretical framework is anchored on Maslow's Motivation Theory (1943), which holds that people are driven to satiate five fundamental wants ordered in a hierarchy and serves as the foundation for the theoretical framework. According to Maslow, we should start by addressing the needs at the lowest level.

Another relevant theory is Bandura's Social Cognitive Theory (1986). According to this idea, self-efficacy is influenced by environments and behaviors. According to Bandura, people use physiological indicators, vicarious experiences, modes of social persuasion, and interpretations of actual performances to gather information that helps them assess their level of self-efficacy.

As a result, the following indicators—communication, professional advancement, institution, and expectations—are used to link the variable of teachers' motivation to the work of Akdemir and Arslan (2013). The second independent variable, classroom management, instructional tactics, and student involvement, was measured using the self-efficacy indicators that Tschannen-Moran and Hoy (2001) created. Lastly, the performance of the dependent variable teachers was tied to the guidelines in DepEd Memorandum No.4, s. 2022, the following metrics will be used: curriculum and planning, evaluation and reporting, learning environment and student diversity, topic knowledge and pedagogy, and Factors.

Teachers' motivation is the study's initial variable, gauged by the following metrics: communication, progress in profession, institution, and expectations. Communication refers to the teachers' interaction with their colleagues, institutional leaders, parents, and students. Progress in the profession is the teacher's opportunity to progress in their career or advancement in rank. Institution refers to the overall environment of the school where they are located. Finally, expectations are the teachers' beliefs in the organization's movement.

The second independent variable, self-efficacy, has the following indicators: student engagement, instructional strategies, and classroom management. Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion students show when learning. Teachers' methods for assisting pupils in becoming self-sufficient and strategic learners are called instructional strategies. The range of abilities and strategies teachers employ to maintain students' order, focus, attentiveness, focus, and academic productivity during a class is known as classroom management (Brown, 2010).

The dependent variable, teachers' performance, has the following indicators: content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and Factor. Content knowledge and pedagogy refers to a unique combination of content and pedagogy that teachers uniquely construct and thus is the particular form of an educator's professional knowing and understanding. Each learner can feel interested in the learning process because of the diverse student body and the learning environment, which promotes exploration. The act of choosing what to learn, why, and how to structure the teaching and learning process is called curriculum and planning. In this study, assessment and reporting related to the combination of both to help students meet high standards, serve as the foundation for directing future learning and notify parents of their child's progress. The term "Plus Factor" describes a range of connected projects and activities that support teaching and learning (Zikanga et al., 2021).

METHOD

Research Respondents

The study's conclusions are exclusive to the Mabini District's public elementary schools in Mabini, Davao de Oro. The sample and breadth constrained the findings' potential for broad applicability. As a result, even if there might be commonalities, the results might need to be more generalizable to other systems. The map of the Philippines, which has 17 regions, is shown in 2. Region XI includes the Municipality of Mabini in the Province of Davao del Oro.

In Davao de Oro, Philippines, the Municipality of Mabini is formally a second-class municipality. Forty-one thousand one hundred two people are living there as per the 2015 census. Politically, it is divided into eleven barangays.

Random sampling was used in this investigation. Every member of the population has a known chance of being included in the sample when using probability sampling, which lowers the risk of sampling biases and systemic error (Alvi, 2026). Participants came from four high schools, totaling 150 teachers, and 16 elementary schools, totaling 295 teachers. There are 445 people in the

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target population overall. Based on this, the Raosoft sample size calculator was used to calculate the sample size. A 95% confidence level was achieved with a sample size of 207. If the respondents feel threatened by how the study is conducted, they can leave anytime. Anytime they feel intimidated by how the survey is conducted, the respondents are free to leave. The study had 193 respondents. The Online Raosoft Sample Size Calculator calculated the sample size, which had a 95% confidence level and a 5% margin of error. Respondents may discontinue participation if they feel threatened or the study's conduct is undesirable.

Materials and Instrument

The research tools utilized in this study were divided into two sections: Part 1 includes the motivation of instructors, which was taken from Akdemir and Arslan (2013). The following metrics were utilized to assess the degree of motivation among teachers: communication, professional advancement, institution, and expectations. Tschannen-Moran and Hoy's (2001) self-efficacy indicators are adapted in Part 2. The performance variable for instructors was derived from their most current IPCRF Rating, which was created and required by DepEd (2015). Content Knowledge and Pedagogy, Learning Environment and Learner Diversity, Curriculum and Planning, Assessment and Reporting, and Factors make up the IPCRF for the teachers' performance.

The performance, self-efficacy, and motivation of aspiring teachers were assessed using the Likert Scale. Respondents must mark the number as their answer. When computing averages or, more generally, any arithmetic operations, treating the number derived straight from the rating scale as a measure is usual practice.

Design and Procedure

This study employed regression and correlational analysis in a descriptive, non-experimental research style. To obtain results, it required quantifying and evaluating variables using particular statistical procedures and numerical data (Leedy & Ormrod, 2001). Correlation research aims to gather information to ascertain the strength of the association between two or more measurable variables (Gay et al., 2009). The researcher employed these to evaluate how the independent variables affected the dependent variable.

This study aimed to assess teachers' performance, motivation, and self-efficacy. It also seeks to determine how teachers' self-efficacy and motivation affect their performance in the Mabini District and which areas of instructors' self-efficacy and motivation significantly impact their performance. After receiving approval from the panel members, the researcher followed these methods and procedures to collect data for the study.

To carry out the study in the various public elementary schools in Mabini District, Division of Davao de Oro, the researcher requested permission from the office of the Division of Davao de Oro Superintendent. Following acceptance, the letter of recommendation aimed to make accommodations for the researcher when distributing the survey questionnaire to study participants. Additionally, the researcher sent a second letter to the instructors in each of the Mabini District's schools requesting permission to perform the study.

Additionally, the researcher requested permission from the school heads to disseminate the survey questionnaire to their teachers. The researcher distributed the questionnaire in person and explained the study tool's function. Additionally, the researcher collected the questionnaires when the respondents completed all the questions. Following statistical analyses, the researcher totaled and collated all of the information obtained from the respondents. The statistical findings were examined and explained. Using the data, inferences were made, and suggestions were developed in light of the study's conclusions.

RESULT AND DISCUSSION

This chapter presents the results from the data-gathering procedure based on the sequence of the objectives set forth for this study. Further, the decision on the null hypothesis formulated in the study is also presented. The related literature is also discussed to substantiate the findings of this study.

Level of Teachers' Motivation

The overall mean level of teachers' motivation, as shown in Table 1, is 4. 488 or very high, with a standard deviation (SD) of 0.298. The very high level of overall teachers' motivation was contributed by the very high level of all its indicators, to wit: Communication with a mean level of 4.629; Progress in Profession with a mean level of 4.545; Institution with a mean level of 4.346; and Expectations with a mean level of 4.432.

Table 1: Level of Teachers' Motivation

Indicator	Mean	SD	Descriptive Level
Communication	4.629	0.314	Very High
Progress in Profession	4.545	0.311	Very High
Institution	4.346	0.480	Very High
Expectations	4.432	0.492	Very High
Overall	**4.488**	**0.298**	**Very High**

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The findings imply that the level of the teachers' motivation is very much observed. This shows that their motivation is highly attuned to their interaction with their colleagues and the value they feel and give to one another. In short, they have positive relationships through appropriate communication channels. They are also very highly motivated in the exercise of their profession due to the provision of opportunities for career progression. In terms of the institution, their motivation is supported in the stimulating work environment. Further, they felt supported by the very high level of security with the institution. Finally, their expectations have been met, as evidenced by the high level of appreciation they received from their administration and the positive feedback.

The findings in this study consider Evans and Yuan's (2018) assertion that teachers are more motivated if they can feel the benefits they can get from performing their functions. Similarly, Klees et al. (2019) posited that when teachers are free from tensions and stressors brought on by their relationships with their colleagues and the system itself, they are more likely to have a very high level of motivation.

In support, Maslow's (1943) motivation theory shows substantial gauged in the findings of this study. Accordingly, when the teachers perceive their needs and expectations are met, they become more motivated.

Level of Teachers' Self-Efficacy

The overall mean level of teachers' self-efficacy, as shown in Table 2 is 4. 670, with a descriptive level of very high and a standard deviation (SD) of 0.269. The very high level of the overall teachers' efficacy was contributed by the very high level of all its indicators: Student Engagement with a mean level of 4.632; Instructional Strategies with a mean level of 4.693; and Classroom Management with a mean level of 4.684.

Table 2: Level of Teachers' Self-Efficacy

Indicator	Mean	SD	Descriptive Level
Student Engagement	4.632	0.345	Very High
Instructional Strategies	4.693	0.338	Very High
Classroom Management	4.684	0.315	Very High
Overall	**4.670**	**0.269**	**Very High**

The results show that the teachers' self-efficacy level is very high. This indicates that the teachers' efficacy in engaging the learners in the learning process, providing practical strategies, and managing the class is very much observed. Specifically, the students' engagement level is evident, as is the very high level of interest in doing well in schoolwork. Moreover, demonstrating the students' creativity is also considered to have a very high level of engagement. Regarding instructional strategies, the teachers can respond to complex questions. They also provided alternative explanations when they noticed confusion among the students. Lastly, classroom management is very high, which implies that the teachers are very efficient in establishing overall discipline in their classes. The findings parallel Alibakhshi et al. (2020), who states that teachers' self-efficacy regulates the learning environment of the learners. Teachers with very high levels of self-efficacy have favorable student engagement and learning outcomes.

This is supported by the Social Cognitive Theory of Bandura (1986), which emphasizes high confidence among people who strongly believe in their ability to succeed. As demonstrated by student engagement, instructional strategy selection, and classroom management, teachers who possess self-efficacy and solid beliefs are more likely to view situations positively and have the mental capacity to build positive relationships with their students.

Level of Teachers' Performance

Presented in Table 3 is the level of the teachers' performance. The result shows that the overall mean is 4.345, which is very high, with a standard deviation (SD) of 0.179. Most indicators have been attributed to the very high level of teachers' performance. Specifically, Content Knowledge and Pedagogy has a mean of 4.587; Learning Environment and Diversity of Learners has a mean of 4.268; Curriculum and Planning has a mean of 4.293; and Plus Factor has a mean of 4.435. Meanwhile, the indicator Assessment and Reporting has a mean of 4.141, which is described as high.

Table 3: Level of Teachers' Performance

Indicator	Mean	SD	Descriptive Level
Content Knowledge and Pedagogy	4.587	0.273	Very High
Learning Environment and Diversity of Learners	4.268	0.424	Very High
Curriculum and Planning	4.293	0.357	Very High
Assessment and Reporting	4.141	0.204	High
Plus Factor	4.435	0.270	Very High
Overall	**4.345**	**0.179**	**Very High**

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The finding indicates that the teachers' performance in terms of their knowledge of the content and delivery of the lesson, their capacity to handle diverse learners effectively, the efficient implementation of the curriculum and planning, and their ability to work beyond their expected functions are very much observed. Moreover, this shows that the teachers demonstrate effectiveness in using research-based strategies, and their practical implementation in their diverse classes is very much observed. In cognizance with Balasico and Tan (2020), tea performance is attributed to personal and professional factors. Individual factors include their drive and attitude to succeed. On the other hand, the professional aspect encompasses various indicators, such as pedagogical knowledge and skills and how the assessment was conducted.

A teacher's professional learning behavior is shaped by various factors, such as their attributes and the organizational framework of the school for professional development. The former term pertains to teachers' motivation to participate in professional learning. In contrast, the second term pertains to their degree of engagement in determining their studies' subject matter and methodology (Caballes & Narca, 2020).

The use of institutional assessment for the teachers' performance provides tangible evidence of the effectiveness of the teachers in performing their primary functions. Despite the clamors on the process of rating, howe r, the finding on their performance based on the utilized tool is essential in monitoring and evaluating teaching to improve the teaching-learning process (Dizon et al., 2018; Tang et al., 2021).

Relationship between Levels of Teachers' Motivation and Teachers' Performance

Table 4 presents the result of the test of correlations between the levels of teachers' motivation and teachers' performance at a 0.05 level of significance. It can be seen from the table that overall, the r-values of all the indicators show negligible values, and the level of significance is more than the set alpha, which is 0.05. Therefore, the first null hypothesis of a significant relationship between teachers' motivation and performance cannot be rejected.

Table 4: Significance of the Relationship between Levels of Teachers' Motivation and Teachers' Performance

Teachers' Motivation	Teachers' Performance			
	r-value	r^2	p-value	Decision
Communication	-0.0006810	0.0000004637	0.993	Do not Reject Ho
Progress in Profession	-0.028	0.000784	0.695	Do not Reject Ho
Institution	0.076	0.005776	0.297	Do not Reject Ho
Expectations	0.021	0.000441	0.772	Do not Reject Ho

*Significant at 0.05 significance level

The current study's finding opposes the finding of de Brabander and Glastra (2021) that motivation can enhance teachers' performance. However, the authors argue that teachers' motivation can be improved when their teaching position enables them to fulfill their fundamental physiological demands, such as nourishment, hydration, and shelter, as Maslow's theory supports. In addition, the finding contradicts that of Abd Rahman and Hui (2018), who state that achieving high motivation results in high performance.

The findings, however, can be viewed from that of Sudjono (2022), which strongly showed that significant variables can significantly mediate motivation and performance, for instance, the role of stress. The inclusion of a mediator variable was not considered in this study.

Relationship between Levels of Teachers' Self-Efficacy and Teachers' Performance

Table 5 presents the results of the correlation test between teachers' self-efficacy and performance at a 0.05 level of significance. Overall, the R-values for all the indicators show negligible values, and the level of significance is higher than the set alpha, which is 0.05. Therefore, the second null hypothesis of no significant relationship between teachers' self-efficacy and performance cannot be rejected.

Table 5: Significance of the Relationship between Levels of Teachers' Self-Efficacy and Teachers' Performance

Teachers' Self-Efficacy	Teachers' Performance			
	r-value	r^2	p-value	Decision
Student Engagement	-0.113	0.012769	0.117	Do not Reject Ho
Instructional Strategies	0.060	0.0036	0.410	Do not Reject Ho
Classroom Management	0.096	0.009216	0.185	Do not Reject Ho

*Significant at 0.05 significance level

The result of this study is inconsistent with that of Seneviratne et al. (2019), who state that teachers with a strong sense of self-efficacy exhibit diligent efforts in acquiring new skills, thereby leading to high performance in the field. In the same stance, it is contrary to what Cocca et al. (2018) found, which is that there is a significant correlation between teacher self-efficacy and performance. Teachers with high self-efficacy demonstrate a solid commitment to their profession and actively engage with stakeholders, which leads to improved performance.

CONCLUSION AND RECOMMENDATION

The level of teachers' motivation is very high, indicating that this variable is very much observed. The very high level of all the indicators, namely communication, progress in profession, institution, and expectations, contributed to the high level of teachers' motivation.

The level of teachers' self-efficacy is very high, implying that this is very much felt. The high level of the overall teachers' self-efficacy was attributed to the high level of all its indicators, including student engagement, instructional strategies, and classroom management.

The teachers' performance is very high, which is interpreted as commendable. Most indicators, such as Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, and Plus Factor, have been attributed to this very high level of performance. Assessment and Reporting, on the other hand, is described as high.

There is no significant relationship between teacher motivation levels and teacher performance. Therefore, the first null hypothesis cannot be rejected.

There is no significant relationship between teacher self-efficacy levels and performance. Therefore, the second null hypothesis cannot be rejected.

Regression analysis was no longer performed since the data failed to show a significant relationship between the variables. Therefore, the third null hypothesis, that no domain in teachers' motivation and self-efficacy significantly influences teachers' performance, cannot be rejected.

Based on the results of the study, the following recommendations are framed:
The teachers' motivation was rated as very high, indicating the need to sustain their motivation. The administrative body of the educational institutions may develop facilitative programs to assist the teachers in their career progression and meet their needs and expectations.

The very high level of teachers' self-efficacy suggests the need to support them in remaining efficacious. Support may come from the preparation of instructional materials and classroom management. School administrators may also craft a faculty development program to update the teachers on current instruction trends.

The very high level of the teachers' performance indicates their competence in their field. This suggests the need to sustain their performance as they progress in their profession. In this regard, the educational administration may explore other means of maintaining their performance, such as mindful activities that can alleviate their stressors in the field.

The no significance of the relationship among the variables indicates that each is independent. This suggests that holistic programs be made available for teachers to sustain their performance levels.

Future researchers may explore other variables that further enhance the teachers' performance.

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