

## **How Teacher Self-efficiency Can Be a Driver for Student Success**

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### **Abstract**

The survey of self-efficiency and its influence on human performance has intrigued numerous experts for decades (for instance, Podell & Soodak, 1993; Bandura, 1997; Muijs & Reynolds, 2001; Nauta, M. 2001; Clayson, D. & Sheffet, M. 2006). The goal of this study was to examine the impact of teacher self-efficiency (TSE) on students' drive and success. For that reason, eighty senior high school in four diverse cities in Iran, and 150 senior high school students, based on their teachers' level of self-efficiency, have been selected randomly. For the collection of data, two instruments were used: Students' drive questionnaires and Teacher self-efficiency. The data were analyzed via ANOVA and Pearson product-moment correlations coefficient. The findings of the survey showed that teacher self-efficiency has a positive impact on the students drive and success. The outcome of the survey and their pedagogical implications are deliberated, as well as recommendations for further study are offered.

**Keywords:** Self-efficacy, teacher self-efficacy, student drive, student success

## **Introduction**

Researchers and practitioners continue to get intrigued by the role of self-efficiency in learning and teaching. Past literature have offered empirical proof in backing up the efficacy of teacher self-efficiency, or the degree to which teachers believe that they can impact the students' result, in educational context (Podell & Soodak, 1993; Muijs &Rejnolds, 2001; Tschannen-Moran & Hoy 2001). Numerous researches have shown that self-efficiency has been related with teacher persistence and effort in facing problems (Gibson & Dembo, 1984; Podell &Soodak, 1993), self-efficiency beliefs as well as academic success and persistence (Martin & Marsh, 2006; Skaalvik & Skaalvik, 2004), professional commitment (Evans & Tribble, 1986), openness to fresh techniques in teaching as well as positive teacher behavior (Guskey, 1988) as well as employing more positive, teacher-based strategies, humanistic to handle problems related to students (Woolfolk, Rosoff, & Hoy, 1990). Though a substantial body of study (e.g., Gibson & Dembo, 1984; Ashton and Webb 1986; Rushton, Morgan, & Richard 2007) has shown that teacher self-efficiency (TSE) has impact on students and teachers relationship, unfortunately, such surveys have failed to examine more explicitly the relationship between students drive and success and teacher self-efficiency. Additionally, few researches have explored the validity of self-efficiency (TSE) across groups of teachers in diverse setting.

The aim of this survey was two-fold: Firstly, to investigate if there is any difference in students' success based on their teachers' level of self-efficiency (TSE), and secondly, was to investigate whether there is any important correlation between students drive and teacher self-efficiency (TSE).

## **Literature Review**

Numerous surveys on teacher self-efficiency have mostly been conceptualized within Bandura's (1994, 2002) view of self-efficiency. According to the definition put forward by Bandura (1994), he stated that teacher self-efficiency is defined as the degree to which a teacher is confident enough to his or her capability to foster students' learning.

He further stated that human behavior is driven by the interaction of two types of expectations: Result expectancy and self-efficiency; the former involving judgments about the possible consequences that this performance would produce, and the latter is talking about people's judgments of their ability to carry out and implement successfully a particular task in a particular context.

According to Ashton and Webb (1986), both authors identified that highly efficiency teachers have a tendency to be more organized, show greater skills of instruction, clarifying, questioning, and offering feedback to students having problems, as well as maintaining students on assignment. On the other hand, teachers with low efficiency show a more custodial than humanistic approach to classroom management; they spend more vital time in group work as opposed to complete group instruction, they as well feel angered and threatened by misbehavior, as well as experience problem in maintaining students' assignment.

Lastly, Smylie (1989) did a study and conclude that teachers with high self-efficiency are much more expected to offer opportunities for student communication by employing a variety of models to meet the needs of all learners (working personally, in pairs, as well as in groups). Numerous studies have as well substantiated that teachers with high level of self-efficiency are more expected to split the class into small groups instead of teaching the class as a whole, in that way permitting the opportunity for more individualized instruction (Tschannen-Moran).

### **Teacher Self-efficacy and Students' Motivation**

In a study by Pintrich and Schunk (2003), they pointed out that drive is a procedure for goal-directed activity, that is instigated and sustained" (p.5). Furthermore, Gardner drive theory (1985) emphasis that students are driven to learn and achieve success when they perceive their teachers care about them. In this case, teachers who are so concern about their students' success were described as demonstrating democratic interaction styles, developing anticipations for student behavior in light of personal differences, modeling a "caring" attitude towards their personal work, as well as offering constructive feedback.

In addition, teachers with good teaching efficiency encourage students for understanding. These teachers treat students' misunderstanding in the subject and they utilize diverse visual assistances so as to make the subject more enticing and meaningful. Furthermore, they give students opportunities. Furthermore, these teachers provide students opportunities to engage in conversations and give substantive feedback rather than scores on assignments. Moreover, there is certain proof that teachers' affect, like enthusiasm for learning and their sensitivity concerning students' treatment, might affect students' emotions connected to the goals (Stipek et. al., 1998).

The correlation between students and teachers as well impacts classroom climate; Teachers should realize that they are responsible for regulating the classroom environment, involving regulating classroom discipline, execution of approaches and techniques to learning, interacting with students in the classroom. According to Wentzel (1994), the author discovered that students' perceptions of positive affinity with their teachers were linked to their pursuit of pro-social classroom objectives for instance as getting along with others as well as being socially responsible, and were more robustly related to students interest in school than perceived backing from peers and parents.

Recognized backing from teachers as well is a positive predictor of the effort in schools as well as the pursuit of social responsibility objectives, involving acting in pro-social ways that encourage peer cooperation (Wentzel, 1994). On the other hand, students who perceive teachers as harsh as well as cold are found to consistently show poor social behavior as well as low social objectives and attain lower academic success, in comparison with their peers (Wentzel 1998).

Most students care about their associations with their teachers and respond with greater engagement as well as effort when they believe that their teachers care about them as well as give them backing. One method that teachers use to convey these qualities is via their discourse with their students in the classroom. Students and teachers discourse in the classroom structure a good manner in which teachers engage student involvement in fostering intrinsic drive, learning as well as balancing suitable challenges with skill levels.

### **Teacher Self-efficacy and Students' Achievement.**

Several surveys have emphasized on the impact of teacher self-efficiency beliefs on children's success and achievement at school (Muijs &Rejnolds, 2001; Tournaki& Podell, 2005). The principle of teacher self-efficiency may influence a student's achievement in numerous ways: teachers with high teacher self-efficiency principles are more likely to execute didactic innovation in the classroom, employ classroom management approaches and sufficient teaching techniques and encourage students' autonomy, as well as to take responsibility for students with special learning needs (Allinder, 1994),to manage classroom difficulties (Chacon, 2005), and to keep students on assignment (Podell& Soodak, 1993), than teachers with low sense of teacher self-efficiency. Furthermore, Ross (1992) examines the correlation between student accomplishment, teacher efficiency, an interaction with assigned coaches on a sample of

<sup>18</sup> grade 7 and 8 history teachers in 36 classes. The outcome of the research pointed out that students' accomplishment was higher in classroom of teachers who had more contact with their coaches, as well as in classrooms of teachers with greater confidence in the efficacy of education.

Additionally, Tournaki and Podell (2005) collected data from three hundred and eighty-four general education teachers so as to investigate how the communication between student and teacher characteristics affects teachers' predictions of students' social and academic achievement. In their study, participants responded to one of the thirty-two likely case studies describing a student in which social behavior, reading accomplishment, concentration, and gender were manipulated experimentally, and to a 16-item teacher-efficiency scale. The results of their research displayed that teachers with high efficiency made less negative forecasts about students, and appeared to adjust their forecasts when students' characteristics altered, whereas low efficiency teachers appeared to be paying attention to a single characteristics when making their forecasts. As well, every teacher responded in the same way to students who exhibited a mixture of aggressive as well as inattentive behaviors, that is, if students were friendly, in attentiveness were tolerated more than if they were aggressive. Also, every teacher made higher forecasts of academic achievement for students reading on grade level even when they were aggressive, than for students reading below grade level even when they were welcoming.

The essentially brief review of this survey has pointed out that the paucity of practical work on examining the influence of teacher self-efficiency on the students' drive as well as accomplishment in the ESL classroom. This offers a good justification for additional surveys in this area. To this objective, this study addressed the following research questions:

- Is there any correlation between teacher self-efficiency and students drive?
- What is the influence of teacher self-efficiency on the students' accomplishment?

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## Methodology

### Participants

In this study, the participants consist of two groups: the first group consisted of eighty senior high school teachers in four diverse cities of Iran. The senior high school teachers comprise of both female (N=40, 50 percent) as well as male (N=40, 50 percent). A number of these high school teachers reported having a BA degree in English language (N=68, 85 percent). The average years of experience for the participants was 10.17, while the mean age was 31.68 (SD=5.71). For the second group, the participants were 150 students in diverse cities. In fact, the students belong to the classes whose teachers contributed to this research. That is to say, after the completion of the questionnaire, the teachers were divided into three groups, based on their level of self-efficiency. Among each group, five teachers were selected randomly; among these groups, ten students, of each selected teacher, to complete the student motivation questionnaire. Of all the 150 students who took part in the research thirty students were not included in the additional examination for the reason that they did not fill out the questionnaire thoroughly. Manifold responses to individual items were as well treated as unanswered, and were deleted from additional scrutiny.

### Instruments

Based on the aim of data collection, two instruments were used in this survey. The first

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<sup>1</sup> The highlighted bullet is a result of non-conformities between writer and publisher.

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instrument is the teacher self-efficiency Questionnaire, developed by Tschanned-Moran & Hoy (2001). The questionnaire involved 24 items which investigated the teacher's notion about his/her effective control over Instructional plans (8 items), Classroom management (8 items), and Student Involvement (8 items). It employed a 5-point Likert scale (ranging from 1 (Nothing) to 5 (A great deal)), to rank the teachers level of self-efficiency. The items were translated into Persian, and checked for their meaningfulness by the researchers. The questionnaire was then piloted to ensure suitable timing, as well as administration processes, and as well to prevent ambiguity and other related difficulties in the key survey.

Employing Cronbach alpha techniques, the reliability estimates of the questionnaire was calculated. Furthermore, the dependability coefficient of the questionnaire was 0.76, displaying a sensibly satisfactory index of dependability coefficient.

The student drive questionnaire (Appendix A) comprises of four sections: Both first and second sections elicit information on students' intrinsic (items 1-7) as well as extrinsic drive (items 8-12), adopted from Schmidt (1996), the third section look for information on students' attitude toward learning English (items 13-18), adopted from Gardner (1986), and the fourth section display students' view about the teachers (items 19-25); this was developed by the researcher. So as to investigate the validity of the fourth section of the questionnaire (for instance, the students' view about the teacher), it was first reviewed by 8 scholars in diverse universities. Based on the scholars view, some of the items were deleted, and some others were modified.

In this paper, factor examination was conducted on the students' drive questionnaire to recognize how the items in the questionnaire functioned, and whether they load on diverse factors. They could be really classified into four groups.

In order to be able to run the factor analyses in this study, the preliminary tests of the factorability of data were conducted. The outcome showed that factor analysis was suitable and could produce reliable information. Table 3.1 displays the outcome of the tests of factorability of data.

<b>Kaiser-Meyer-Olkin Measure...</b>		<b>0.815</b>
<b>Bartlett's Test of Sphericity</b>	Approx. Chi-Square	2830.755
	Df	300
	Sig. Bartlett	.000

Table 3.1: Tests of Factorability of Data

Based on the above table, Kaiser-Meyer Olkin value was 0.815, surpassing the suggested value of 0.6, and Barlette's Test of Sphericity displayed important, backing up the factorability of the data.

Table 3.2 below displays the screen plot; the table disclosed that there was a clear break after the fourth component. In other words, after the fourth component the shape of the cure altered its direction and turn out to be, nearly, horizontal, which meant just four components were appropriate for examination.

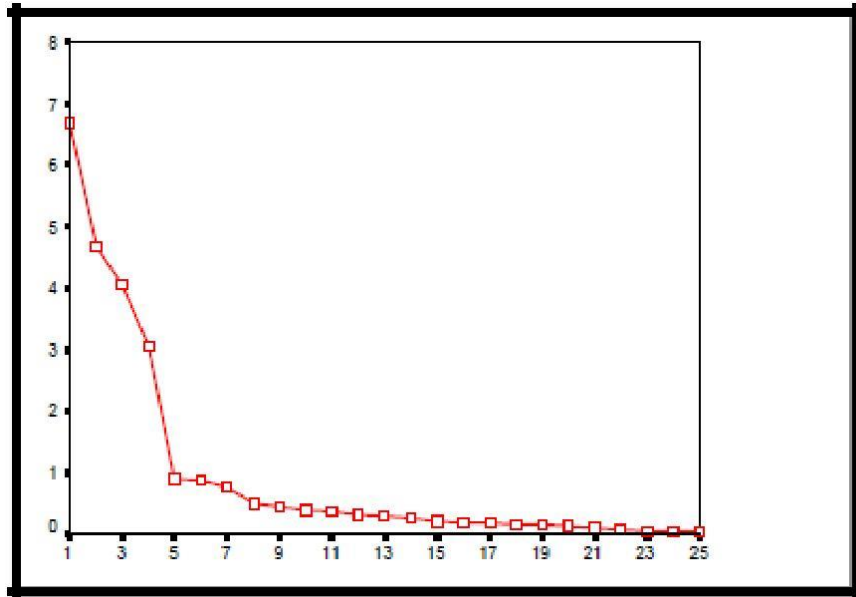


Table 3.2: Screen plot on the Students' Motivation Items (Component number)

The major reason for running factor analysis on the data was to verify that the items are statistically connected to each aspect of the student's drive. Table 3.3 displays the student drive item loaded on four diverse factors.

Items	Component:1 Extrinsic motivation	Component 2: Opinion about the teacher	Component 3: Attitude towards learning English	Component 4: intrinsic motivation
Item 2	0.966			
Item 3	0.897			
Item 4	0.881			
Item 5	0.878			
Item 6	0.869			
Item 1	0.859			
Item 7	0.854			
Item 19		0.882		
Item 20		0.879		

<b>Item 21</b>				0.857
<b>Item 22</b>				0.839
<b>Item 23</b>				0.816
<b>Item 24</b>				0.695
<b>Item 25</b>				0.542
<b>Item 13</b>				0.934
<b>Item 14</b>				0.849
<b>Item 15</b>				0.817
<b>Item 16</b>				0.817
<b>Item 17</b>				0.758
<b>Item 18</b>				0.739
<b>Item 9</b>				0.932
<b>Item 10</b>				0.911
<b>Item 8</b>				0.885
<b>Item 11</b>				0.879
<b>Item 12</b>				0.841
<b>% of variance Explained</b>	26.682%	18.643%	16.203%	12.196%

Table 3.3: Varimax Rotation of Four Factor Solution (Note: Only loading above 0.3 are displayed)

As pointed out in the above table, factor analysis, and its later Varimax rotation disclosed the presence of four components on which the items in the questionnaire were loaded robustly. This gives backing to the idea that the questionnaire had four groups of items which addressed intrinsic drive, extrinsic drive, attitude towards English, as well as view about the teacher separately. The outcome pointed out that items connected to students' extrinsic drive loaded on factor 1, items regarding students' attitude towards learning English loaded on factor 3, and items connected to students' intrinsic drive loaded robustly on factor 4. Specifically, each cluster items loaded separately on a diverse factor, reporting the multi-construct nature of the questionnaire.

In addition, the student drive questionnaire was piloted to assist this study gain suitable timing administration process, as well as other associated points in the key phase of the survey. The pilot survey was conducted on fifty students at two diverse schools in Iran. After the piloting of the questionnaire, certain alterations in certain items were made. Also, it was concluded that the questionnaire be clarified verbally in the key survey, to circumvent any misunderstanding by the students. Employing Cronbach alpha, the reliability of the entire instrument in the pilot survey was estimated. It displayed the reliability as 0.85, which was quite acceptable for the existing survey.

### **Procedures**

In this paper, for each data gathering session, after a semi-detailed clarification to the teachers on how they were likely to complete the questionnaire, they were asked to write their name as well as school name, but they were guaranteed that the entire data received from them will be publicized anonymously. The reason they were instructed to write their own information on the questionnaire was based on the fact that they want their students' scores from their

schools, and as well choosing certain students randomly. After that, the self-efficiency questionnaire was dispersed among the teacher partakers, as well as they were asked to fill it out. After the partakers fill out the questionnaire, the data were sorted, and then the teachers were divided into three groups, based on their level of self-efficiency. Of each group, five teachers were chosen at random to choose certain students randomly to complete the students drive questionnaire, as well as also to gather students' scores from the school they have been tutoring in the past.

In addition, the second partaker in this survey consisted of hundred and fifty students who were chosen from four diverse cities based on their teachers' level of self-efficiency. After a short clarification on how to complete the questionnaire, the questionnaires were distributed among them. After the completion of the student motivation questionnaire by the chosen participants, SPSS software was now employed to analyze the data.

### Results

The purpose of this survey is to address two research questions: firstly, the study examines the correlation between teacher self-efficiency and students drive. Based on this purpose, Pearson product- moment relationship was conducted on teacher self-efficiency as well as students drive responses. It was as well carried out on teacher self-efficiency as well as each component of the students' drive responses. Table 4.1 displays the outcome of Pearson product- moment relationship coefficient on students drive.

		Teacher Self-efficacy	Students' motivation
<b>Teacher Self-efficacy</b>	Pearson Correlation	1	446(**)
	Significance (2-tailed)	.	0.000
	N	80	80
<b>Student motivation</b>	Pearson Correlation	446(**)	1
	Significance (2-tailed)	0.000	.
	N	80	120

Table 4.1: The Relationship between Teacher Self-Efficacy and Students' Motivation

As stated in the above table, this study was able to trace a significant relationship between student motivation and teacher self-efficiency. Thus, it can be said that the higher the teacher self-efficiency, the higher the students drive to study. Table 4.2 displays the correlation between diverse aspect of students drive and teacher self-efficiency (that is attitude toward learning English, view about the teacher extrinsic drive, and intrinsic drive) in this survey.

		Teacher Self-efficacy	Intrinsic	Extrinsic	Attitude	Opinion
<b>Teacher Self-efficacy</b>	Pearson Correlation	1	0.394(**)	-0.089	0.793(**)	0.240(*)
	Significance		0.000	431	0.000	0.032
	N	80	120	1120	1120	1120

Table 4.2: The Relationship between Teacher Self-Efficacy and Different Aspects of the Students' Motivation Questionnaire

Based on the table illustration, there is a reasonably positive relationship between diverse aspect students' drive and teacher self-efficiency. However, for the relationship between students' extrinsic drive the outcome appears interesting: the more the efficiency of



the teacher, the less the extrinsic drive of the students’.

The other aim of this study was to examine if there is any dissimilarity in students’ success based on their teacher’s level of self-efficiency. To address the above-mentioned aim, one-way ANOVA was carried out. The purpose was to display if there is any significant dissimilarity in students’ success in diverse groups, based on their tutors’ level of self-efficiency. The one-way ANOVA was followed by Turkey post-hoc tests to find out where the significant dissimilarity among the group was situated. The outcome of this phase of research is summarized in table 4.3, as well as 4.4.

	Sum Squares	Df	Mean Square	F	Significance
<b>Between Groups</b>	27.757	2	13.879	8.402	.001
<b>Within Groups</b>	127.187	77	1.652		
<b>Total</b>	154.944	99			

Table 4.3: One-way Anova on Students’ Achievement between the Groups (\* p< .05...)

The table above display that F value was significant; this displays that there is a significant dissimilarity among the groups. It is as well essential to discover out where the dissimilarity is posited. Therefore, Tukey Post-hoc tests were conducted (table 4.4) to compare the groups, as well as to display where the dissimilarity is.

(I)GROUP	(J) GROUP	Mean Difference (I-J)	Std Error	Significance	95% Confidence Interval	
					Lower Bound	Upper Bound
<b>Group A</b>	Group B	1.0504(*)	0.38697	0.022	0.1256	1.9753
	Group C	1.9893(*)	0.48576	0.000	0.8284	3.1502
<b>Group B</b>	Group A	-1.0504(*)	0.38679	0.022	-1.9753	-0.1256
	Group C	9388(*)	0.38679	0.046	0.0140	1.8637
<b>Group C</b>	Group A	-1.9893(*)	0.48576	0.000	-3.1502	-0.8284
	Group B	-9388(*)	0.38697	0.046	-1.8637	-0.0140

Table 4.4: Post-Hoc Test Results on Different Groups of Students (\* p< .05 ...)

From the above table, group A perform significantly in a different way from group B (0.22) as well as group C (0.000). Also students in group B perform better than those in group C (0.46). Therefore it can be inferred that the scores of student B is higher than that of group C.

### Discussion, Conclusion, and Implications

This study examined the correlation between students drive and teacher self-efficiency. The study also delved into the influence of teacher-efficiency on the students’ success. The Pearson product-moment relationship coefficient was carried out between students’ drive and teachers self-efficiency, as well as four diverse aspects of students’ drive (that is students view about their teacher, students’ attitude toward learning English, extrinsic and intrinsic motivation), so as to investigate whether there is any significant correlation between teacher self-efficiency and students’ drive, and as well the diverse aspects of students’ drive questionnaire. The analyses disclosed that there is a reasonably positive relationship between self-efficiency and student drive (0.446). Therefore, it can be debated that teacher self-efficiency positively impact students’ drive to study. Pearson product-moment relationship as

well displayed a positive relationship between certain aspects of students drive and teacher self-efficiency, that is, student view about their English teacher, intrinsic drive, and students' attitude toward studying English. The degrees of relationship were 0.394, 0.793 and 0.240 for intrinsic drive, students' view toward their teachers, and students' attitude toward learning English. But the outcomes displayed little relationship (negatively) between students' extrinsic drive and teacher self-efficiency.

In the case of Iran educational context, in which having better scores in English is the best reward for the students so as to find a better job, to pass the course, as well as to be successful in the University Entrance Examination is very vital. According to the result in this study, teachers with higher level of self-efficiency seek to change the students' attitude toward studying English as well as think through English as a preferred subject to students.

This research as well examined the influence of teacher self-efficiency on the students' success. In order to address this phenomenon, ANOVA as well as post-hoc test were conducted to investigate if there is any dissimilarity in Students' success, based on their teachers' level of self-efficiency. The outcome of one-way ANOVA disclosed that the dissimilarity in the students' success in diverse group is significant (0.001); as well, the F value was significant (8.420). This shows there is a significant dissimilarity between their success and the group based. The outcome of the post-hoc tests as well disclosed that the students in group A, who had teachers with higher level of self-efficiency, got better scores than those students in group B as well as C. This can be concluded that the higher the level of teacher self-efficiency, the higher the students' success.

The outcomes of this research give backing to the result of past studies proposing a significant relationship between teacher self-efficiency and increased students' success, by impacting teachers' instructional commitment, practice, teacher behavior, and enthusiasm (Tschannen-Moran and Hoy, 2001; Tournaki & Podell .2005; Wolters & Daugherty, 2007). The outcomes are as well in proportion to Bandura's observation (1994) that teachers who have robust sense of efficiency about their abilities can drive their students as well as improve their cognitive development. On the other hand, those teachers who have a low sense of efficiency favor a "custodial orientation that depends heavily on negative sanctions to get students to learn". (p. 11).

The outcome of this survey, as well, gives backing to Gibson & Dembo (1984) ideas; the authors maintained that teachers with high sense of efficiency believe that students who are not driven to study in class can be taught, given the additional effort as well as suitable methods. In contrast, teachers with a low sense of instructed efficiency think that they can do little if students are poorly driven, and the impact which teachers can exert on their students' academic improvement is strictly limited by non-supportive or opposing impacts from the house as well as the community in which the students reside. Furthermore, Moran and Hoy (2001) notions that teachers' self-efficiency is strongly connected to several meaningful educational results like enthusiasm, teacher persistence, instructional behavior, commitment, students success and drive to learn is in line with this study findings.

This research contributes to the literature of the drive and principles of teachers, as well as offers backing for the use of the teacher self-efficiency (TSE) scale outside of culturally Western settings. Therefore, they study can hypothesize that teacher self-efficiency can impact students drive and success in diverse settings as well as therefore it is not context-bound. It is as well vital that educational contexts and schools' administrators offer obvious opportunity so as to enhance teacher self-efficiency and, consequently develop students drive and success. As for

those young teachers who have not had sufficient chance to build successful experience, as well as for whom self-efficiency may be most malleable, positive attitude as well as verbal encouragement may be particularly significant in building self-efficiency (Tschannen-Moran et al. 2007).

In addition, it appears that personality testing is lagging behind in education compared to the other disciplines. For instance, when recruiting teachers, personality testing is either completely neglected, or there is just a subjective assessment of applicants' personality. By replicating this survey, with larger samples as well as in diverse contexts, applied linguistics studies can recognize the personality characteristic which is appropriate for English language teaching career. At this point, an objective personality testing can be applied to the applicant for this career as one criterion for their selection, as it is one common method of selection among other occupational groups. These various implications appear to be appropriate if the society as well as policy makers adjust their opinions towards education and teaching.

The findings of this research pointed out that there is a positive relationship between students' drive and achievement and teacher self-efficiency. However, there are additional topics to be studied concerning the role of teacher self-efficiency (TSE) in teaching. The subsequent ideas for further research evolved from this study:

- Examine the effect of teacher self- efficacy on students' self- efficacy.
- Further survey is required to examine the effects of teacher self- efficacy on job satisfaction as well as teacher burnout.
- There appears to be a need for further study to determine if teacher efficiency principles can be altered by specific administrators' action.
- There appears a need for further study to examine whether teacher self-efficiency can affect the extent of parental participation in teaching.
- Further survey is required to examine if the level of teacher self-efficiency varies among beginner and experienced teachers.

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## Appendix A: Student Drive Questionnaire

Dear student

This questionnaire is designed to assist us develop tutoring English at high schools, and it is not connected to your class scores. Please specify your views about each of the following statements by circling the suitable number. Your answers will be kept strictly confidential.

*A1. Answer according to the following scale:*

**Strongly disagree (1) Moderately disagree (2) slightly agree (3) moderately agree (4) strongly agree (5)**

1. The main reason I am taking English class is that my parents want me to improve my English.

(1) (2) (3) (4) (5)

2. I want to do well in English class because it is important to show my ability to my friends.

(1) (2) (3) (4) (5)

3. I want to learn English because it is useful when traveling to many countries.

(1) (2) (3) (4) (5)

4. I am learning English to pass examinations.

(1) (2) (3) (4) (5)

5. I am learning English because English it is my compulsory subject.

(1) (2) (3) (4) (5)

6. If I learn English better, I will be able to get a better job.

(1) (2) (3) (4) (5)

7. I want to learn English because I want to study abroad in the future.

(1) (2) (3) (4) (5)

8. English is important to me because it will broaden my view.

(1) (2) (3) (4) (5)

9. I want to learn English to learn about people of England and USA.

(1) (2) (3) (4) (5)

10. I want to learn English to get familiarized with the western cultures.

(1) (2) (3) (4) (5)

11. I really enjoy Studying English.

(1) (2) (3) (4) (5)

12. I love learning English.

(1) (2) (3) (4) (5)

13. English is a very important part of the school programme.

(1) (2) (3) (4) (5)

14. I plan to learn English as much as possible.

(1) (2) (3) (4) (5)

15. I would Learn English if it were not our compulsory subject.

(1) (2) (3) (4) (5)

16. Learning English is an enjoyable experience.

(1) (2) (3) (4) (5)

17. I look forward to going to class because learning English is so good.

(1) (2) (3) (4) (5)

18. I really enjoy learning English.

(1) (2) (3) (4) (5)

*A2. Answer the following questions according to the following scale:*

**Nothing (1) Very little (2) some influence (3) Quit a bit (4) A Great deal (5)**

19. How much is your English teacher interested in teaching English?

(1) (2) (3) (4) (5)

20. How much is your English teacher interested in English?

(1) (2) (3) (4) (5)

21. How much does your English teacher use different teaching method

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(1) (2) (3) (4) (5)

22. How much does your English teacher use Scores to discipline the classroom?

(1) (2) (3) (4) (5)

23. How much does your English teacher motivate you in cooperating?

(1) (2) (3) (4) (5)

24. How much does your English teacher provide feedback to students when they have difficulty in understanding the lessons?

(1) (2) (3) (4) (5)

25. How much is your English teacher tolerance to the students' misbehavior?

(1) (2) (3) (4) (5)