

The Four Pillars of Teaching: How Self-Efficacy, Burnout, and Attitude Shape Teacher Effectiveness at the Secondary School Level

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ABSTRACT: This study examined the association between secondary school teachers' self-efficacy, burnout, attitude, and teaching effectiveness. This research used a descriptive, correlational design and a survey method. The study population comprises 1,768 secondary school educators, including 404 from urban areas and 1,364 from rural areas. Using stratified random sampling, the researchers determined a statistically adequate sample of 314 teachers based on Krejcie and Morgan (1970), and distributed approximately 450 questionnaires to account for non-response and incomplete responses. The study used four standardized questionnaires (5-point Likert scale) to collect data on teaching effectiveness, self-efficacy, burnout, and attitude toward teaching. The instruments were expert-validated. The data were analyzed using descriptive statistics, Pearson product-moment correlation, and multiple regression in SPSS (V26). Results showed strong correlations between teachers' self-efficacy, burnout, attitude, and teaching effectiveness. The study also examined the relationships among self-efficacy, burnout, attitude, and secondary school teachers' teaching effectiveness. The results showed that teachers' psychological and attitudinal attributes empirically affect effective teaching at the secondary level.

KEYWORDS: Teacher Self-Efficacy, Teacher Burnout, Teaching Attitude, Teaching Effectiveness, Secondary School Teachers, Teacher Performance, Educational Psychology

Introduction

Education is the pillar of national development, societal evolution, and economic success. Teachers are the most important human resource in an educational system, shaping students' academic performance, character, and skills throughout their lives (Xiao & Zheng, 2025). Educators play a pivotal role in shaping education quality, from in-class teaching and student engagement to classroom performance and institutional success (Bartosiewicz et al., 2022). In secondary education, pupils' intellectual and psychological development is especially important, and competent teaching is essential to equip them to meet the higher demands of education and employment (Mahmoodi et al., 2022).

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Teaching efficacy refers to a teacher's ability to create meaningful learning experiences through appropriate teaching techniques, classroom management, content knowledge, assessment practices, communication skills, and professional commitment (Weißenfels et al., 2022). A good teacher is not only knowledgeable about teaching but also passionate, flexible, caring, and motivated to help students excel in their studies. Numerous studies have consistently shown positive relationships between student success, active learning in class, and an institution's overall performance and instructional effectiveness. This has thus made it a major research concern for education researchers, policymakers, and principals to understand what influences teaching effectiveness (Yang & Du, 2024).

Recent research on pedagogical efficacy has expanded beyond the "technical" aspects of teaching (Wang & Wang, 2022). Modern educational research shows that teachers' psychological traits and feelings also affect teaching effectiveness. Of these, three aspects of teachers' self-efficacy, fatigue, and attitude towards teaching have emerged as important determinants of teaching effectiveness. These constructs affect educators' motivation, decision-making, classroom behavior, resilience, and dedication, thereby influencing their classroom effectiveness (Zeng et al., 2024).

Bandura's (1997) Social Cognitive Theory (SCT) relates to Teacher self-efficacy, defined as teachers' confidence in their ability to plan and implement teaching strategies critical to achieving specified learning outcomes. Teachers with higher self-efficacy tend to have greater confidence in classroom management, using innovative pedagogical methods, meeting all students' needs, and overcoming classroom challenges. These teachers exhibit greater tenacity, commitment to student success, and willingness to use new teaching strategies. In contrast, teachers with low self-efficacy tend to be uncertain, lack teaching confidence, and lose interest in teaching, which adversely affects their teaching behavior. The literature finds that teaching effectiveness, student engagement, classroom management, and instructional quality are positively related to teacher self-efficacy (Tekin, 2023).

Teacher burnout is, however, an occupational problem that is universal. Teaching is a highly stressful field that has been reported to have high workload, administrative workload, and adaptation to curricular changes and accountability (Chen et al., 2024). The stresses frequently result in the three components of burnout observed by Maslach and Jackson (1981): emotional exhaustion, depersonalization, and diminished personal accomplishment. The adverse effects of burnout on teachers' mental health as well as their passion for teaching, engagement in the classroom, creativity, and commitment to students (Aalto et al., 2024). Severe burnout causes teachers to lose interest in their work, become sick and stay away from school, teach poorly, and would like to quit teaching. This has made burnout a significant deterrent to maintaining quality teaching and a significant obstacle to educational progress (Odanga et al., 2022).

One of the most important psychological factors affecting teaching effectiveness is teachers' attitude toward teaching (Gkontelos et al., 2023). Educator disposition includes beliefs, perspectives, emotions, and tendencies about the teaching profession, students, education, and schoolwork. Passion, creativity, teamwork, and continuous professional development are positive teaching dispositions that result from affirmative teaching attitudes. In contrast, negative attitudes can affect learning achievement and reflect low teaching dedication and limited involvement in the classroom learning process. Positive dispositions usually lead to increased effort in lesson preparation, student support, and pedagogical development, ultimately contributing to effective teaching. Educational psychologists view positive dispositions as motivational assets that increase educators' resilience and job satisfaction (Sevinc & Özyeter, 2023).

While previous studies have explored the impact of self-efficacy, burnout, and teacher attitudes on educational outcomes, and examined each of these factors individually, there are no studies that examine all three factors in a

theoretical unity at the secondary level of education (Pikić Jugović et al., 2025). Most of the previous studies have concentrated on one correlation at a time and thus failed to grasp the combined effects of these psychological factors on the effectiveness of teaching. Moreover, educational circumstances and organization vary from one developing nation to another, and there is a scarcity of empirical evidence. They can have a significant impact on teachers' psychological experiences and performance in the classroom, emphasizing the importance of continued research to better understand this impact (Vieira et al., 2024).

Kula (2022) states that secondary education plays a vital role in a student's educational life, and teachers prepare students for tertiary education, employment, and civic participation. At this stage, educators face increasingly diverse class groups, more complex curricula, assessment pressures, and growing demands from students, parents, and educational institutions. These challenges require investigating the psychological factors that support effective instruction in secondary education. The interplay among the three constructs (SE, B, and EDP) and its effect on TE may help inform a targeted intervention to enhance teacher well-being and/or instructional quality within the educational system (Haghighyeghi & Moghadamzadeh, 2025).

This study aims to fill a research gap by exploring the interrelationships among educators' self-efficacy, teachers' burnout, teaching disposition, and educators' instructional efficacy among secondary school teachers. The research focuses on how teachers' self-efficacy and optimistic disposition can increase teaching efficacy, while teacher burnout affects teaching quality. The research specifically examines whether educators' self-efficacy and optimism increase their teaching efficacy, while teacher burnout decreases it. The study brings these variables together into a single research model and provides a more comprehensive explanation of the psychological factors that affect instructional effectiveness.

Literature Review and Hypothesis Development

Theoretical Foundation

The theoretical framework of this research was Social Cognitive Theory (SCT) (Bandura, 1986; 1997) and Maslach's Burnout Theory (Maslach & Jackson, 1981; Maslach et al., 2001). These theories offer a whole picture of the psychological nature of teachers and their impact on teaching effectiveness. Social Cognition Theory refers to the role of people's thoughts and thinking patterns about their surroundings and their actions. Self-efficacy is teachers' perception of competence in teaching, which has a relationship with teachers' effort in teaching, ability in solving teaching problems, and methods used in the school context. For teachers who have high efficacy beliefs, efficacy beliefs significantly predict the teachers' use of innovative teaching methods, their professionalism in the classroom, and their positive response to challenging situations. Therefore, it is believed that teachers' self-efficacy will have a positive impact on their effectiveness. Maslach's Burnout Theory outlines the stages of burnout, such as emotional exhaustion, depersonalization, and personal accomplishment. Burnout is a gradual process that an employee goes through, causing a decrease in motivation, mental health, and work performance. Burnout can appear in a variety of ways, such as losing interest, creativity, and dedication with regard to the classroom, and therefore, less effectiveness as a teacher. Hence, it is assumed that the effectiveness of teaching is adversely impacted by exhaustion. Educators' dispositions are correlated with these theoretical frameworks because positive attitudes in the teaching profession promote educators' motivation, commitment, and professionalism. Positive dispositions are associated with teachers' tendency to engage students, employ student-centered pedagogies, and constantly seek to refine their pedagogical practice (Arias-Pastor et al., 2024).

Teachers' Self-Efficacy and Teaching Effectiveness

Teacher self-efficacy refers to teachers' confidence in organizing, implementing, and managing instruction to achieve high student achievement (Shakeel et al., 2022). Within Bandura's Social Cognitive Theory, self-efficacy influences people's thoughts, actions, and responses to difficult situations. Teachers will be more willing to give new strategies a try in the classroom, keep the attention of students, maintain peace, and persevere during difficult times when they believe in themselves. For many teachers, a difficult scenario is a chance to learn, not an obstacle to be overcome. They are more confident in their abilities as educators, more dedicated to their kids, and more resilient. Unconfident teachers will not face challenging situations in classrooms, will be more anxious, less determined, and will behave less well (Bing et al., 2022).

A wealth of empirical studies supports the hypothesis that teacher self-efficacy is positively related to student achievement in the classroom. Gökbulut and Öztürk (2024) found that teachers who believe they can run their classrooms effectively deliver higher-quality lessons and demonstrate better classroom management. Based on the literature review, Olivier et al. (2024) concluded that teacher self-efficacy significantly affects instructional creativity, student achievement, and teacher performance. Teachers' self-efficacy significantly increases their classroom effectiveness, motivation, and teaching performance. Teachers who are confident in their professional competence are more likely to engage in active learning practices, integrate technology, and build strong teacher-student relationships. These behaviors strongly facilitate effective teaching.

H1: Teachers' self-efficacy has a significant positive relationship with teaching effectiveness.

Teacher Burnout and Teaching Effectiveness

Teacher burnout is a chronic psychological state resulting from prolonged work-related stressors. According to Maslach and Jackson (1981), burnout comprises three components: emotional exhaustion, depersonalization, and reduced personal accomplishment. Teachers are consistently identified as having one of the most demanding professions because of increasing administrative responsibilities, heavy workloads, frequent curriculum changes, classroom management challenges, large class sizes, parents' expectations, and accountability pressures. These conflicts often lead to fatigue, irritation, emotional fatigue, and a lack of professional enthusiasm among educators (Wang et al., 2024).

Burnout affects educators' teaching quality in several ways (Song, 2022). Emotional fatigue reduces teachers' psychological resources for engaging pupils, and depersonalization reduces empathy and interaction. When achievements are unsatisfactory, they affect teachers' self-confidence and work motivation. Previous studies have consistently shown negative relationships between fatigue and instructional effectiveness (Bataineh et al., 2025). Cong et al. (2024) found strong evidence that teacher fatigue significantly impacts instructional quality and student engagement. Kuok et al. (2022) found that burnout can negatively affect teacher efficacy, student achievement, and organizational commitment. Similarly, Nguyen et al. (2023) found that teachers' fatigue negatively impacted teaching quality and classroom efficacy. When teachers are burned out, they may be more likely to take sick days, spend less time planning classes, be less creative, and be less engaged with students. Consequently, burnout is a major obstacle to educational success.

H2: Teacher burnout has a significant negative relationship with teaching effectiveness.

Teachers' Attitude and Teaching Effectiveness

Educators' disposition encompasses beliefs, feelings, values, and tendencies regarding teaching, students, learning, and teaching responsibilities (Geraci et al., 2023). Affirmative dispositions inspire educators to exhibit zeal, devotion,

creativity, teamwork, and allegiance to their vocation. Teachers with positive dispositions are often more enthusiastic about teaching, more likely to build positive relationships with students, and more willing to participate in professional learning opportunities. Positive attitudes help teachers stay intrinsically motivated, persevere, and teach more effectively. In contrast, teachers with negative attitudes tend to be less enthusiastic, less motivated, less positive toward educational innovations, and to have poorer relationships with students, which strongly affects student learning (Saloviita & Almula, 2024).

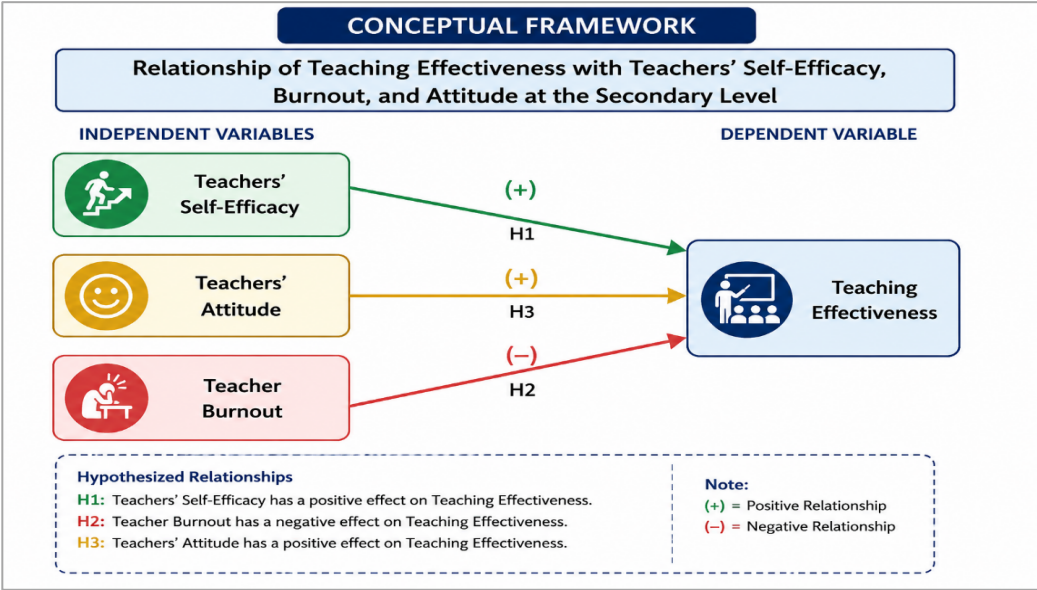
Empirical studies have shown the role of teachers’ attitudes in teaching. As Xiao and Zheng (2025) argued, teachers’ professional dispositions significantly affect classroom effectiveness and student achievement. Elrayah (2022) also identified a very important aspect of effective learning environments: the teacher’s enthusiasm and positive attitude. Likewise, Vosough (2023) found that teachers with positive professional dispositions show greater job satisfaction, classroom engagement, and effectiveness. Positive attitudes in education foster ongoing learning, creativity in teaching, and better teacher-student relationships, which positively impact teaching and learning effectiveness in the classroom.

H3: Teachers’ attitudes have a significant positive relationship with teaching effectiveness.

Conceptual Model

The theoretical foundations examined, Social Cognitive Theory and Burnout Theory, along with the literature reviewed, suggest that three independent variables directly affect teaching effectiveness:

Figure 1
Conceptual Framework



Methodology

Population and Sampling

This study adopts a positivist research philosophy. It assumes that reality exists and can be measured using data from real observations and statistical analyses. This approach is appropriate for using quantitative data to investigate relationships among teachers’ self-efficacy, burnout, attitude, and lesson efficacy, in line with positivist ideals (Park et al., 2020). The study employed a deductive approach. Given the target population of secondary school teachers, the deductive approach is appropriate for testing pre-established hypotheses (Mbanaso et al., 2023). The study

employed a quantitative, cross-sectional research strategy. The study used a cross-sectional survey to collect data from teachers at a specific point in time (Maier et al., 2023). The study was set to explore the relationships between the dependent variable (teaching effectiveness) and the independent variables (teachers' self-efficacy, burnout, attitude); for this reason, this study adopts an explanatory design. The secondary school teachers were the population of this study in both public and private schools. We included a diverse group of teachers from across backgrounds and genders, age ranges, and areas of teacher expertise to achieve representation across the population. 1,768 teachers participated in the study.

Of this number, 404 teachers work in urban areas (243 male, 161 female) and 1,364 teach in rural areas (84 male, 515 female). Stratified random sampling was used. Educational institutions were divided into districts and urban/rural. The instructors were then randomly drawn from each stratum to be equitably represented and to reduce sampling bias. The required sample size was computed using a table that was available, which was constructed from Krejcie and Morgan (1970). The sample size for a very large population (Secondary School teachers) required for the study was approximately 314 with a 95% level of confidence and a 5% margin of error, which is considered a large sample size. To offset the number of surveys not returned and/or not completed, approximately 450 surveys were distributed.

Data Collection Procedure

The data was collected using a systematic self-completed questionnaire. The appropriate education authorities and school principals granted permission to collect data before the data collection process. Teachers were informed about the purpose of the study, informed that it was confidential, and provided the opportunity to be part of the study. Questions were handed out and checked for completeness prior to entry into and analysis of questionnaires.

Measurement of Variables

We measured all constructs with instruments adapted from previously validated studies. Responses were captured on a five-point Likert scale from 1 = Strongly Disagree to 5 = Strongly Agree.

- ▶ **Teachers' Self-Efficacy:** The Teachers' Self-Efficacy Scale (TSES) by Tschannen-Moran and Hoy (2001) assessed teachers' self-efficacy. The scale evaluates teachers' confidence in teaching, classroom management, and student engagement.
- ▶ **Teacher Burnout:** The Maslach Burnout Inventory—Educators Survey (MBI-ES) by Maslach and Jackson (1981) measured teacher burnout.
- ▶ **Teachers' Attitude:** The Teaching Attitude Scale (Ahmadi & Helms, 1991), adapted for the educational context, measured teachers' attitudes toward teaching. The scale measured teachers' enthusiasm and commitment, as well as their perceptions of the teaching profession.
- ▶ **Teaching Effectiveness:** We used the Teacher Effectiveness Scale developed by Kulsum (2000) to measure teaching effectiveness.

Result and Discussion

Demographic Profile of Respondents

We distributed 350 surveys to secondary school teachers. After filtering, we retained 314 completed questionnaires for analysis, yielding a response rate of 90.0%. See Table 1 below.

Table 1

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	182	58.0
	Female	132	42.0
	Total	314	100.0
Locality	Rural	174	55.4
	Urban	140	44.6
	Total	314	100.0
Teaching Experience	Less than 5 years	56	17.8
	5–10 years	98	31.2
	11–15 years	84	26.8
	More than 15 years	76	24.2
	Total	314	100.0
Qualification	Bachelor's Degree	38	12.1
	Master's Degree	176	56.1
	MPhil/MS	82	26.1
	PhD	18	5.7
	Total	314	100.0
Discipline	Arts	168	53.5
	Science	146	46.5
	Total	314	100.0

Descriptive Statistics

Table 2

Descriptive Statistics

Variable	Mean	Standard Deviation
Teachers' Self-Efficacy	4.08	0.61
Teacher Burnout	2.74	0.79
Teachers' Attitude	4.15	0.57
	4.11	0.54

Table 2 shows that the descriptive results indicate moderate burnout but high levels of self-efficacy, positive attitudes toward teaching, and teaching effectiveness among teachers.

Reliability Analysis

Cronbach's Alpha (α) and Composite Reliability (CR) were used for the assessment of internal consistency.

Table 3

Reliability Results

Construct	Cronbach's Alpha	Composite Reliability
Teachers' Self-Efficacy	0.912	0.926
Teacher Burnout	0.904	0.919
Teachers' Attitude	0.896	0.913
Teaching Effectiveness	0.931	0.941

Table 3 shows that all dependability coefficients exceeded the recommended value of 0.70, indicating excellent internal consistency.

Correlation Analysis

Table 4

Correlation Matrix

Variable	1	2	3	4
Teachers' Self-Efficacy	1			
Teacher Burnout	-0.451**	1		
Teachers' Attitude	0.624**	-0.482**	1	
Teaching Effectiveness	0.739**	-0.564**	0.698**	1

Table 4 shows a strong association between teachers' self-efficacy and classroom effectiveness ($r = 0.739$, $p < .01$), indicating that teachers with higher self-efficacy in their teaching skills tend to be more effective in the classroom. The relationship between disposition and teaching efficacy is highly positive ($r = 0.698$, $p < .01$), indicating that positive attitudes towards the teaching profession are directly related to improved teaching effectiveness. In contrast, teacher burnout is moderately and significantly negatively correlated with teaching effectiveness ($r = -0.564$, $p < .01$), with greater burnout associated with lower teaching effectiveness. Furthermore, teacher burnout is negatively related to self-efficacy ($r = -0.451$, $p < .01$) and attitude ($r = -0.482$, $p < .01$), and self-efficacy is positively related to attitude ($r = 0.624$, $p < .01$). Since the correlation coefficients are not greater than 0.80, it can be determined that multicollinearity is not a problem. The data were found suitable for further regression or structural equation modeling.

Structural Model Assessment

Table 5

Structural Model Results

Path	β	t-value	p-value	Decision
Self-Efficacy → Teaching Effectiveness	0.421	8.942	<0.001	Supported
Burnout → Teaching Effectiveness	-0.276	5.786	<0.001	Supported
Teachers' attitude → Teaching Effectiveness	0.332	6.817	<0.001	Supported

The model accounted for 64.8% of the variance in instructional efficacy ($R^2 = 0.648$), demonstrating strong explanatory power.

Discussion of the findings

The findings suggest that teacher self-efficacy is an important positive factor in teaching effectiveness. Teachers with strong confidence in their teaching skills demonstrated higher confidence in classroom management, course design, student involvement, and the use of effective pedagogical strategies. These findings are consistent with Bandura's Social Cognitive Theory, which states that people with high self-efficacy are more likely to persevere in challenging situations and achieve better performance outcomes. The findings of this study align with those of other studies such as those conducted by Yang et al. (2022), Ma et al. (2025), and Mudhar, Ertesvåg et al. (2024), which have shown that teacher self-efficacy is positively associated with quality of teaching and learning.

Educator exhaustion was strongly negatively correlated with instructional efficacy. Teachers were emotionally exhausted, depersonalized, had low self-evaluation, and showed low efficacy in planning, classroom management, and engagement. This finding aligns with Maslach's Burnout Theory, which suggests that prolonged workplace stress

hinders motivation and effectiveness. This aligns with Pei et al. (2024), Madigan and Kim (2021), and Karakose et al. (2024), who found that burnout harms teaching quality and teacher effectiveness.

Further, the study revealed that teachers' attitudes are contributing positively towards teaching effectiveness. Teachers' positive attitude towards their profession was correlated with the positive attitude towards using new methods in teaching, willingness, and commitment. These attitudes fostered engagement, excitement, and effective teaching within the classroom. The findings align with the findings of Gördesli (2022), Lin et al. (2026), and Han and Gao (2023), which also emphasise the positive professional dispositions of effective teachers and how to improve student performance.

The model provides a satisfactory amount of explanatory power ($R^2 = 0.648$) in order to explain a reasonable share of the variance in teaching effectiveness. Pedagogical knowledge is not the only thing that is important for effective teaching and learning, but teachers' psychological resources, emotional status, and attitudes are also essential. The incorporation of these components yields a more holistic picture of teacher effectiveness and highlights the need for professional development, teacher wellness programmes and positive work environments. The findings lend credence to the theoretical claims of Social Cognitive Theory and Burnout Theory on the factors that influence the effectiveness of teaching in secondary schools, which include cognition, emotions, and occupational attitudes of teachers.

Conclusion

The purpose of this study was to examine the relationships that exist between secondary school teachers' self-efficacy, burnout, and attitudes and their effectiveness in their schools. The Social Cognitive Theory of Bandura and Maslach's Burnout Theory were used to hypothesize that the psychological factors (beliefs, emotional states, and professional attitudes) would have significant influences on the effectiveness of teaching. All three suggested assumptions were confirmed by the empirical results. The results revealed that teachers' self-efficacy had a positive correlation with teaching effectiveness, meaning that the more self-confident teachers are in their teaching efficacy, the better they are at managing their classes, students, and developing innovative teaching methods to reach the educational goals. The findings indicate the importance of building teachers' professional confidence through training and promoting the culture of schools. The study also found that teacher burnout significantly impacts teaching effectiveness. Those teachers who are emotionally exhausted, depersonalized, and have low personal accomplishment were less effective in providing high-quality education and establishing an effective classroom. This finding highlights the importance of schools and other educational institutions emphasizing teachers' well-being, specifically mental health and occupational health.

Moreover, the study shows that teachers' attitudes towards teaching have a positive impact on the effectiveness of teaching. Positive teacher attitudes towards teaching result in high levels of excitement, engagement, motivation, and readiness to use learner-centred teaching. These viewpoints foster student involvement in class and provide positive learning experiences that promote student success. The results indicated that teaching effectiveness is not only related to pedagogical competence and pertinent professional qualifications, but also to teachers' psychological properties. This holistic model explained a considerable portion of the variance in teachers' efficacy, and this indicates that teacher attitudes and teacher burnout, along with teacher self-efficacy, predict teachers' instructional success. The results add to the body of knowledge on instructional effectiveness in secondary schools and offer insights into the psychological aspects of instructional effectiveness.

Implications

Theoretical Implications

This research makes many important contributions to the literature on educational and organizational behavior. Firstly, it adds to Bandura's Social Cognitive Theory and shows that teachers' self-efficacy is an important element of effective teaching. The results confirm the theoretical position that efficacy beliefs influence what teachers do, how

they persist, and what happens to them in the classroom. Secondly, the study provides support for Maslach's Burnout Theory, in that occupational burnout has a negative impact on the professional effectiveness of teachers. Results are empirical evidence of the impact of emotional exhaustion, depersonalization, and decreased personal achievement on teaching quality. Third, the study adds to the research on the effectiveness of teachers by integrating three key factors: teachers' self-efficacy, burnout, and attitude. Previous studies have mainly studied each variable individually. This study, on the other hand, examines the multiple interaction effects of the three components (cognitive, emotional, and attitudinal) of the study on instructional effectiveness. The overall conclusions add further empirical data in the secondary school sector—especially in the context of developing countries—and broaden the scope of current educational theories.

Practical Implications

There are a number of policy insights for educational policymakers, school leaders, teacher trainers and government bodies from the results. Teacher development programs should be designed by authorities to develop teacher confidence and competence. Continued professional education seminars on student engagement, pedagogical innovation, technology integration and classroom management can be an effective way for practicing educators to increase their sense of self-efficacy. Educational leaders must help teachers to establish work environments that minimize work-related stress and fatigue.

The following should be incorporated into pre-service and in-service teacher education: Resilience Psychology, Emotional Intelligence, Stress Prevention, Classroom Self-efficacy, and Classroom Resiliency. Providing teachers with the resources to overcome their professional problems can help to support their well-being and teaching quality. To encourage positive attitudes towards work, schools should acknowledge good teaching performance, cultivate teamwork among teachers, encourage inclusive decision-making, and provide teachers with opportunities for promotion. These activities can help engage teachers' interests and motivation in their profession. In summary, the improvement of teachers' psychological state and professional attitudes is expected to improve teaching effectiveness, learning outcomes, school performance, and sustainable education.

Limitations and Future Research Directions

This study is informative but comes with its limitations, and it sheds light on what constitutes good and effective teaching. The study design was cross-sectional, and hence causal inferences could not be made between the variables. Researchers should consider using a longitudinal design to study the changes in teachers' psychological traits in the future. Second, the data were self-reported in a questionnaire and could have resulted in common method and social desirability bias. The accuracy of measurement could be improved by adding teacher self-ratings, classroom observations, student feedback, and supervisor assessments in future research. Secondary school teachers only were studied. So, the findings might not be applicable to elementary schools, universities, or higher education institutions. These relationships would be interesting to investigate in other situations of learning. This study only included 3 psychological determinants of instructional efficacy. Other factors like organizational support, leadership style, job satisfaction, job engagement, emotional intelligence, psychological capital, organizational commitment, and educational culture were not included. The present study is a study carried out in a certain geographical area. Cultural, institutional, and educational differences can impact perceived relationships. To increase the external validity of the outcomes, they should be replicated in other countries and educational settings.

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