

# Understanding Teachers' Self-Efficacy Through Social Cognitive Theory

Kaushik Sarkar<sup>1</sup> & Dr. Aabriti Sharma<sup>2</sup>

<sup>1</sup>Research Scholar, Department of Education, Sikkim University, Gangtok, Sikkim

<sup>2</sup>Assistant Professor, Department of Education, Sikkim University, Gangtok, Sikkim

## Abstract

Teachers' self-efficacy reflects their confidence in their ability to design lessons, deliver instruction, maintain classroom order, and cultivate strong, supportive relationships with their students. This theoretical paper examines the conceptual foundations of teachers' self-efficacy through the lens of social cognitive theory and explores its influence on instructional practice, classroom management, and teacher-student relationships. Teachers' self-efficacy is developed and strengthened through four key sources: mastery experience, vicarious experience, verbal persuasion, and physiological and emotional states. Positive educational outcomes depend on instructors' ability to use adaptable teaching tactics, maintain effective classroom management, and cultivate supportive connections with students, all of which are enabled by high self-efficacy. Understanding and enhancing teachers' self-efficacy is thus essential for raising educational standards, nurturing teacher well-being, and fostering student achievement.

**Keywords:** Teachers' Self-efficacy, Social Cognitive Theory, Instructional Practice, Classroom Management, Teacher-Student Relationships

## 1.0 Introduction

Self-efficacy is a key concept in understanding human behaviour, motivation, and performance, and it underpins Albert Bandura's Social Cognitive Theory (SCT). Bandura (1977, 1997) described perceived self-efficacy as individuals' judgements about their ability to plan and carry out the actions needed to achieve specific goals, emphasising that these beliefs affect how people think, feel, and act. Self-efficacy does not equate to actual skill levels; instead, it reflects one's perception of their abilities, which can influence motivation, effort, and persistence, either strengthening or weakening them (Bandura, 1997). In this context, Bandura (1989) further highlighted that "self-efficacy beliefs function as an important set of proximal determinants of human motivation, affect, and action" (p. 1175), emphasising its crucial role in shaping outcomes across various areas of life.

Within SCT, self-efficacy is regarded as part of a triadic, reciprocal system in which personal beliefs, behaviours, and environmental factors influence one another (Tschannen-Moran & Hoy, 2007). From this perspective, teachers' beliefs about their own capabilities influence not

\*Corresponding Author Email: [kaushiksarkar018@gmail.com](mailto:kaushiksarkar018@gmail.com)

Published: 24 March 2026

DOI: <https://doi.org/10.70558/IJSSR.2026.v3.i2.30938>

Copyright © 2026 The Author(s). This work is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0).

only the way they implement instructional practices but also the classroom climate and the learning behaviours demonstrated by students (Zee et al., 2020). For example, teachers who hold low expectations for their students may exert less effort and be more likely to give up when faced with challenges, despite knowing effective teaching strategies (Tschannen-Moran & Hoy, 2007). Conversely, Zee et al. (2020) found that teachers with strong self-belief and confidence are more likely to create warm, supportive classroom environments that foster students' academic, social, and behavioural development.

According to Bandura (1997), individuals develop self-efficacy beliefs through four principal sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states. Among these sources, mastery experiences, particularly the successful completion of task are regarded as the most powerful contributors to the development of individuals' self-efficacy beliefs (Hussain & Khan, 2022). In teaching, effective instructional practices increase the likelihood of successful experiences, which, in turn, reinforce teachers' beliefs in their capability (Ross & Bruce, 2007). Observing capable colleagues successfully perform teaching tasks can strengthen teachers' efficacy beliefs, as such vicarious experiences provide practical models that demonstrate effective performance (Pajares, 2002, as cited in Hussain & Khan, 2022). Additionally, positive feedback and encouragement, alongside manageable emotional states during instructional tasks, further strengthen teachers' confidence in their professional abilities (Heslin & Klehe, 2006).

These theoretical foundations form the basis of teacher self-efficacy, which refers to teachers' beliefs in their ability to influence student learning, motivation, and behaviour (Tschannen-Moran et al., 1998; Skaalvik & Skaalvik, 2007). Teacher self-efficacy encompasses more than instructional competence; it reflects confidence in overcoming obstacles, engaging diverse learners, and fostering a positive classroom environment (Emiru & Gedifew, 2024). Teachers interpret challenging educational scenarios, evaluate their strengths and limitations, and develop efficacy beliefs through authentic experiences in planning lessons, managing classrooms, and assessing student performance (Bourne et al., 2021). In essence, teacher self-efficacy is both context-specific and dynamic, shaped by continuous interaction between personal beliefs and school environments.

Teachers with strong efficacy are more motivated, resilient, and adaptable, visualising successful outcomes that improve performance, whereas teachers with low efficacy tend to focus on potential failure, which lowers confidence and effectiveness (Bandura, 1989). High teacher self-efficacy has been linked to increased student engagement, better academic results, improved classroom management, and supportive relationships between teachers and students (Corry & Stella, 2018; Emiru & Gedifew, 2024). Furthermore, teachers with strong efficacy are more open to innovative practices, demonstrate better organisational skills, and foster emotionally supportive, productive learning environments (Fessehatsion & Pai, 2025; Zee et al., 2020). Studies even suggest that the quality of the teacher–student relationship can influence efficacy beliefs, mediating student achievement and behavioural outcomes (Hajovsky et al., 2019). Therefore, high teacher self-efficacy functions not only as a personal strength but also as a key factor in instructional quality and student development.

Given its profound implications, understanding teacher self-efficacy through the lens of social cognitive theory offers meaningful insights into how beliefs shape instructional practices, classroom management, and student relationships. By examining these dimensions, this article aims to clarify how self-efficacy functions as a powerful psychological mechanism that underpins effective teaching and contributes to comprehensive educational outcomes.

This study aims to examine teacher self-efficacy from a social cognitive theory perspective by addressing the following research questions:

- 1) What are the conceptual foundations of teachers' self-efficacy?
- 2) How does teachers' self-efficacy influence their instructional practices, classroom management strategies, and teacher-student relationships?

## **2.0 Significance of the Study**

Understanding and enhancing teacher self-efficacy is critical to the advancement of educational quality, teacher well-being, and student outcomes. As a teacher, self-efficacy reflects a teacher's confidence in their ability to perform instructional and classroom management duties effectively, and it directly impacts teaching performance, student engagement, and overall school success (Guo et al., 2011). Teachers with a strong sense of self-efficacy tend to be more confident in handling various classroom scenarios, applying successful teaching methods, and establishing solid connections with their students, all of which are crucial for creating a positive learning atmosphere (Wettstein et al., 2021; Kupers et al., 2023; Duan et al., 2024).

Zee and Koomen (2016) synthesised four decades of research on teacher self-efficacy, confirming its strong influence on classroom quality, student adjustment, and teacher well-being. They emphasised the need for further theoretical and empirical work, including multidimensional assessments, designs that explore indirect effects and feedback mechanisms, and better integration across research strands to advance understanding in this field.

Research shows that teacher self-efficacy is shaped by various factors, such as the quality of interpersonal relationships within the school community. For instance, Zeb et al. (2024) found that high levels of warmth and open communication, combined with low levels of conflict and mistrust, significantly enhance teachers' sense of efficacy, especially in their interactions with individual students. A meta-analysis by Duan et al. (2024) further supports this by demonstrating that classroom management self-efficacy (CMSE) is significantly associated with student behaviour, classroom climate, academic achievement, and the quality of teacher-student relationships.

Furthermore, cultivating strong self-efficacy in educators is essential for protecting their mental health and general psychological well-being, which goes beyond simply improving their professional performance and instructional effectiveness (Gilar-Corbi et al., 2024). Barni et al. (2019) emphasised that fostering teacher self-efficacy contributes to overall school development by promoting teacher motivation, satisfaction and resilience. As such, identifying and strengthening the key factors that shape teachers' self-efficacy can have far-reaching effects on both educational equity and excellence.

At the systematic level, restoring the prestige and respect historically associated with the teaching profession is indispensable for attracting and retaining high-calibre professionals. As per the National Education Policy (MHRD, 2020) enhancing teacher empowerment and motivation is fundamental to shaping the future of students and the nation. A teaching workforce that feels valued, competent, and supported is more likely to implement high-quality practices and inspire positive student outcomes.

### **3.0 Conceptual Foundation of Teachers' Self-efficacy within the Framework of Social Cognitive Theory**

Social cognitive theory views learning as a dynamic process shaped by observing the actions, decisions, and outcomes of others, emphasising that such observational learning significantly contributes to personality and behaviour development (Devi et al., 2022). It introduces a distinctive notion of human agency by differentiating between perceived competence and environmental contingency, providing a conceptual framework to anticipate future action (Fernandez et al., 2016). In this context, Bandura (1978) shows that self-efficacy reliably predicts how long individuals will continue their efforts, noting that “the higher the perceived efficacy, the longer subjects persisted on insoluble tasks” (p. 240). Self-efficacy beliefs influence how individuals think, feel, and behave, enabling them to invest effort toward achieving goals, persist through challenges, recover from short-term failures, and maintain some control over their situations (Bandura, 1986, 1993, 1996, 1997; as cited in Tschannen-Moran et al., 1998).

According to Bandura (1997) it is shaped by four main factors: successful teaching experience (mastery experience), observing other teachers (vicarious experience), encouragement from others (verbal persuasion), and the teacher's emotional and physical well-being. Mastery experiences, or individual teaching victories, are the most powerful source since they directly increase teachers' self-confidence. Vicarious experiences, which entail seeing a model complete a task, can be a potent source of self-efficacy when the task is still new, and the model is thought to be comparable to the observer (Gale et al., 2021). Verbal persuasion, such as support and criticism from the mentors, administrators, or peers, can affect efficacy beliefs, particularly when it originates from reliable sources. Ultimately, physical and emotional states such as stress, anxiety, or excitement influence how teachers perceive their ability to manage classroom demands. Teachers' interactions with their work environment modify these ideas throughout time, rather than being fixed (Fernandez et al., 2016).

According to social cognitive theory, aspiring teachers who have strong efficacy beliefs are more perceptive, thoughtful, and able to create meaningful and captivating learning experiences (Ho et al., 2023, as cited in Marlina et al., 2024). Therefore, fostering effective teaching and achieving significant student results requires a solid understanding of the fundamentals of self-efficacy.

### **4.0 Teacher's Self-Efficacy and Its Influence on Educational Practices**

Teachers' self-efficacy is vital in shaping educational practice by affecting how teachers approach instruction, manage classroom environments, and build relationships with students. According to social cognitive theory, teachers with confidence in their ability to influence

student achievement tend to be more self-assured, persistent, and adaptable in their teaching roles. These confidence beliefs not only directly impact classroom instruction but also act as mediating factors in broader interpersonal and contextual dynamics, including collaboration with colleagues and managing occupational stress (Zakariya & Adegoke, 2024). The following sections explore how self-efficacy impacts three central aspects of teaching: instructional practices, classroom management, and teacher-student relationships.

#### **4.1 Instructional Practices**

Teachers who possess a high sense of self-efficacy generally show greater confidence in applying effective instructional methods and fostering meaningful participation among students (Liu et al., 2023). These teachers tend to create structured lesson plans, use flexible teaching methods, and ensure clear communication during instruction (Allinder, 1994, as cited in Tschannen-Moran & Hoy, 2001). Furthermore, self-efficacy not only influences instructional behaviour directly but also mediates the effects of external factors such as teacher stress and collaboration, thereby enhancing the overall quality of instruction (Zakariya & Adegoke, 2024). Teachers who possess a high level of self-efficacy are more likely to demonstrate thorough planning and effective organisational skills in their work (Allinder, 1994, as cited in Tschannen-Moran & Hoy, 2001), and they also report higher professional satisfaction and a sense of assurance in their teaching roles (Fernandez et al., 2016). These characteristics collectively contribute to more effective and impactful instructional practices that align with the goals of 21st-century education.

#### **4.2 Classroom Management**

Effective classroom management is a fundamental component of successful teaching, and teacher self-efficacy is central to maintaining an orderly, respectful, and engaging learning environment. Strong efficacy beliefs give teachers greater confidence in upholding classroom regulations, dealing with disruptive behaviour, and encouraging constructive student interactions (Donaldson, 2024; Van Aalst et al., 2021). The sense of self-efficacy significantly influences teachers' motivation, goal-setting, organisational skills, and resilience, which are essential for managing classroom behaviour (Chan, 2008). A substantial body of findings across studies consistently indicates that teacher self-efficacy is significantly and positively associated with various classroom management styles and practices (Adjei, 2018; Hettinger et al., 2021; Krasniqi & Ismajli, 2022; Suico, 2021; Wettstein et al., 2021). Teachers who have a high sense of their abilities are more likely to take proactive measures, set high standards, and take chances in the classroom (Akman, 2020, as cited in Peibin et al., 2023; Alibakhshi et al., 2020).

Teachers are better at encouraging students' accountability and self-control when they have confidence in their managerial skills (Hussain & Khan, 2022). They also have a higher chance of designing an inclusive classroom that takes into account the many cultural and personal needs of the pupils, making learning more fulfilling (Zeb et al., 2024). In contrast, low levels of self-efficacy have been linked to diminished classroom performance and reduced teacher effectiveness, while strong self-belief fosters higher student motivation and classroom coherence (Khan et al., 2015; Lay, 2021; Abu-Tineh et al., 2011).

### 4.3 Teacher-Student Relationship

Teacher self-efficacy has a significant influence on the nature and quality of teacher-student relationships, which are crucial to effective learning environments (Zee & Koomen, 2016). Teachers who have a high sense of efficacy tend to develop nurturing, encouraging, and respectful connections with their students, which helps enhance student motivation and positive behaviour (Halim & Ahmad, 2015; Alibakhshi et al., 2020). These relationships have been demonstrated to influence how teacher effectiveness impacts students' academic performance, behavioural adaptation, and social skill growth (Koca, 2018).

A longitudinal study conducted by Hettinger et al. (2021) indicates that when teachers believe they can effectively control their classrooms, students tend to view them as caring and emotionally present, which helps build a strong sense of connection and mutual respect between teachers and students. Teachers who possess strong self-efficacy beliefs tend to demonstrate greater effort and persistence when working with their students (Nurlu, 2015). According to Hajovsky et al. (2020) teachers who are confident in their social skills tend to handle emotions effectively and guide student behaviour positively, fostering a supportive and caring classroom environment. These teachers are also more inclined to use various approaches to promote inclusivity and meaningful engagement, especially when supporting individuals with behavioural or emotional difficulties (Veldman et al., 2017; Davis, 2024; Xu & Qi, 2019).

### 5.0 Conclusion

Teacher self-efficacy, deep-rooted in Bandura's social cognitive theory, plays a crucial role in shaping instructional practices, maintaining effective classroom management, and fostering positive student relationships (Bandura, 1997; Tschannen-Moran et al., 1998). Developed through mastery experiences, observation, verbal reinforcement, and emotional states, self-efficacy beliefs evolve through teachers' engagement with their environment (Bandura, 1997; Fernandez et al., 2016). These beliefs are context-sensitive and dynamic, shaping teachers' motivation, instructional decisions, and resilience (Devi et al., 2022; Ho et al., 2023, as cited in Marlina et al., 2024). Strong self-efficacy enhances lesson planning, adaptive instruction, and professional satisfaction (Zakariya & Adegoke, 2024; Liu et al., 2023). It also contributes significantly to effective classroom management by fostering proactive behaviour and inclusive practices (Donaldson, 2024; Zeb et al., 2024). Moreover, high self-efficacy supports nurturing teacher-student relationships, boosting student motivation and academic outcomes (Hajovsky et al., 2020; Hettinger et al., 2021). Ultimately, understanding and enhancing teachers' self-efficacy is essential for improving educational quality, supporting teacher well-being, and fostering meaningful student development (Barni et al., 2019; MHRD, 2020). This study underscores self-efficacy as a transformative force in shaping effective and equitable teaching practices.

### References

- Abu-Tineh, A. M., Khasawneh, S. A., & Khalaileh, H. A. (2011). Teacher self-efficacy and classroom management styles in Jordanian schools. *Management in Education*, 25(4), 175–181. <https://doi.org/10.1177/0892020611420597>

- Adjei, E. (2018). Relationship between teachers' self-efficacy and classroom management practices in the Kwahu West Junior High Schools. [Thesis, University of Cape Coast]. <http://ir.ucc.edu.gh/jspui/handle/123456789/3853>
- Alibakhshi, G., Nikdel, F., & Labbafi, A. (2020). Exploring the consequences of teachers' self-efficacy: A case of teachers of English as a foreign language. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(23), 1–19. <https://doi.org/10.1186/s40862-020-00102-1>
- Bandura, A. (1978). Reflections on self-efficacy. *Advances in Behaviour Research and Therapy, Perceived Self-Efficacy: Analyses of Bandura's Theory of Behavioural Change*, 1(4), 237–269. [https://doi.org/10.1016/0146-6402\(78\)90012-7](https://doi.org/10.1016/0146-6402(78)90012-7)
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. Worth Publishers.
- Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' Self-Efficacy: The Role of Personal Values and Motivations for Teaching. *Frontiers in Psychology*, 10, 1-7. <https://doi.org/10.3389/fpsyg.2019.01645>
- Chan, D. W. (2008). Dimensions of Teacher Self-Efficacy among Chinese Secondary School Teachers in Hong Kong. *Educational Psychology*, 28(2), 181–194. <https://doi.org/10.1080/01443410701491833>
- Davis, L. (2024). The Impact of Teacher-Student Relationships and Self-Efficacy on the Engagement of Secondary Special Education Students: A Predictive Correlational Study [Doctoral Thesis, Liberty University]. <https://digitalcommons.liberty.edu/doctoral/6156>
- Devi, B., Pradhan, S., Giri, D., & Lepcha, N. (2022). Concept of Social cognitive theory and its application in the field of Medical and Nursing education: Framework to guide Research. *Journal of Positive School Psychology*, 6(4), 5161–5168. <https://journalppw.com/index.php/jpsp/article/view/4243/2794>
- Donaldson, A. H. (2024). The Relationship Between Classroom Management, Cultural Responsiveness, Teacher Self-Efficacy, and Students' Perceptions of Effective Teaching and Learning In The 21st Century Secondary Classroom: A Quantitative Correlational Study [Doctoral Thesis, Liberty University]. <https://digitalcommons.liberty.edu/doctoral/6177>
- Duan, S., Bissaker, K., & Xu, Z. (2024). Correlates of teachers' classroom management self-efficacy: A systematic review and meta-analysis. *Educational Psychology Review*, 36(43), 1-28. <https://doi.org/10.1007/s10648-024-09881-2>
- Fernandez, A. P. O., Ramos, M. F. H., Silva, S. S. C., Nina, K. C. F., & Pontes, F. A. R. (2016). Overview of research on teacher self-efficacy in social cognitive perspective. *Anales de Psicología / Annals of Psychology*, 32(3), 793–802. <https://doi.org/10.6018/analesps.32.3.220171>

- Gale, J., Alemdar, M., Cappelli, C., & Morris, D. (2021). A Mixed Methods Study of Self-Efficacy, the Sources of Self-Efficacy, and Teaching Experience. *Frontiers in Education*, 6, 1-16. <https://doi.org/10.3389/educ.2021.750599>
- Gilar-Corbi, R., Pérez-Soto, N., Izquierdo, A., Castejón, J.-L., & Pozo-Rico, T. (2024). Emotional factors and self-efficacy in the psychological well-being of trainee teachers. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1434250>
- Guo, Y., Justice, L. M., Sawyer, B., & Tompkins, V. (2011). Exploring factors related to preschool teachers' self-efficacy. *Teaching and Teacher Education*, 27(5), 961–968. <https://doi.org/10.1016/j.tate.2011.03.008>
- Hajovsky, D. B., Chesnut, S. R., & Jensen, K. M. (2020). The role of teachers' self-efficacy beliefs in the development of teacher-student relationships. *Journal of School Psychology*, 82, 141–158. <https://doi.org/10.1016/j.jsp.2020.09.001>
- Halim, R. A., & Ahmad, H. H. (2015). Distributed leadership, contextual factor and teachers' self-efficacy in Malaysia. *Malaysian Online Journal of Educational Management*, 3(3), 1–12. <https://ejournal.um.edu.my/index.php/MOJEM/article/view/6081>
- Hettinger, K., Lazarides, R., Rubach, C., & Schiefele, U. (2021). Teacher classroom management self-efficacy: Longitudinal relations to perceived teaching behaviors and student enjoyment. *Teaching and Teacher Education*, 103, 1–10. <https://doi.org/10.1016/j.tate.2021.103349>
- Hussain, S., & Khan, S. A. (2022). Self-Efficacy of Teachers: A Review of The Literature. *Multi-Disciplinary Research Journal*, 1(50), 110–116. [https://www.researchgate.net/profile/Md-Hussain-15/publication/358368223\\_SELF-EFFICACY\\_OF\\_TEACHERS\\_A\\_REVIEW\\_OF\\_THE\\_LITERATURE/links/61fe2afca7d76d0f08c01ee4/SELF-EFFICACY-OF-TEACHERS-A-REVIEW-OF-THE-LITERATURE.pdf](https://www.researchgate.net/profile/Md-Hussain-15/publication/358368223_SELF-EFFICACY_OF_TEACHERS_A_REVIEW_OF_THE_LITERATURE/links/61fe2afca7d76d0f08c01ee4/SELF-EFFICACY-OF-TEACHERS-A-REVIEW-OF-THE-LITERATURE.pdf)
- Khan, A., Fleva, E., & Qazi, T. (2015). Role of Self-Esteem and General Self-Efficacy in Teachers' Efficacy in Primary Schools. *Psychology*, 6(1), 117–125. <https://doi.org/10.4236/psych.2015.61010>
- Koca, F. (2018). Exploring the Role of Student Teachers' Self-Efficacy Beliefs and Teacher-Student Relationship Quality in Students' School Adjustment Competencies. *Electronic Journal of Research in Education Psychology*, 16(45), 389–415. <https://doi.org/10.25115/ejrep.v16i45.2099>
- Krasniqi, D., & Ismajli, H. (2022). Teacher Evaluation Feedback and Their Self-Efficacy in Classroom Management Skills. *International Electronic Journal of Elementary Education*, 15(1), 23–31. <https://doi.org/10.26822/iejee.2022.275>
- Kupers, E., Loopers, J., Albers, C., Bakker, A., & Minnaert, A. (2023). An experience sampling study on the links between daily teacher self-efficacy, need-supportive teaching and student intrinsic motivation. *Frontiers in Psychology*, 14, 1-10. <https://doi.org/10.3389/fpsyg.2023.1159108>

- Lay, A. A. M. (2021). The Relationship Between Teachers' Efficacy and Classroom Management. *Journal of Education and Practice*, 12(26), 26-33. <https://doi.org/10.7176/JEP/12-26-03>
- Liu, Y., Yi, S., & Siwatu, K. O. (2023). Mediating roles of college teaching self-efficacy in job stress and job satisfaction among Chinese university teachers. *Frontiers in Education*, 7, 1-14. <https://doi.org/10.3389/educ.2022.1073454>
- Marlina, R., Suwono, H., Ibrohim, I., Yuenyong, C., Husamah, H., & Hamdani, H. (2024). Theoretical frameworks of self-efficacy in collaborative science learning practices: A systematic literature review. *Jurnal Pendidikan Biologi Indonesia*, 10(2), 602–615. <https://doi.org/10.22219/jpbi.v10i2.33628>
- MHRD. (2020). National Education Policy 2020. Ministry of Human Resource Development, Government of India. [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- Nurlu, Ö. (2015). Investigation of Teachers' Mathematics Teaching Self-efficacy. *International Electronic Journal of Elementary Education*, 8(1), 21–40. <https://files.eric.ed.gov/fulltext/EJ1078848.pdf>
- Peibin, Z., Yawen, C., & Nasir, N. S. M. (2023). Comprehensive Analysis and Mutual Influence of Classroom Management, Teacher Efficacy, and Student Behavior. *Jurnal Kesidang*, 8(1), 152-179. <http://www.unimel.edu.my/journal/index.php/JK/article/view/1487>
- Suico, C. (2021). Teachers' Attributes and Self-Efficacy as Predictors of Classroom Management. *International Journal of Asian Education*, 2(2), 195–212. <https://doi.org/10.46966/ijae.v2i2.176>
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783–805. [https://doi.org/10.1016/s0742-051x\(01\)00036-1](https://doi.org/10.1016/s0742-051x(01)00036-1)
- Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher Efficacy: Its Meaning and Measure. *Review of Educational Research*, 68(2), 202–248. <https://doi.org/10.3102/00346543068002202>
- Van Aalst, D. A. E., Huitsing, G., Mainhard, T., Cillessen, A. H. N., & Veenstra, R. (2021). Testing how teachers' self-efficacy and student-teacher relationships moderate the association between bullying, victimization, and student self-esteem. *European Journal of Developmental Psychology*, 18(6), 928–947. <https://doi.org/10.1080/17405629.2021.1912728>
- Veldman, I., Admiraal, W., Mainhard, T., Wubbels, T., & Van Tartwijk, J. (2017). Measuring teachers' interpersonal self-efficacy: Relationship with realised interpersonal aspirations, classroom management efficacy and age. *Social Psychology of Education*, 20(2), 411–426. <https://doi.org/10.1007/s11218-017-9374-1>

- Wettstein, A., Ramseier, E., & Scherzinger, M. (2021). Class- and subject teachers' self-efficacy and emotional stability, and students' perceptions of the teacher–student relationship, classroom management, and classroom disruptions. *BMC Psychology*, 9(103), 1-12. <https://doi.org/10.1186/s40359-021-00606-6>
- Xu, Z., & Qi, C. (2019). The Relationship between Teacher-student Relationship and Academic Achievement: The Mediating Role of Self-efficacy. *EURASIA Journal of Mathematics, Science and Technology Education*, 15(10), 1-7. <https://doi.org/10.29333/ejmste/105610>
- Zakariya, Y. F., & Adegoke, N. A. (2024). Teacher instructional practices: Untangling their complex relations with self-efficacy, job satisfaction, stress, and cooperation among mathematics teachers. *Frontiers in Education*, 9,1-12. <https://doi.org/10.3389/educ.2024.1367076>
- Zeb, I., Zhang, Y., & Khan, A. (2024). The relationship between teachers' self-efficacy and classroom management practices in secondary schools. *Forum for Education Studies*, 2(4), 1564-1564. <https://doi.org/10.59400/fes1564>
- Zee, M., & Koomen, H. M. Y. (2016). Teacher Self-Efficacy and Its Effects on Classroom Processes, Student Academic Adjustment, and Teacher Well-Being: A Synthesis of 40 Years of Research. *Review of Educational Research*, 86(4), 981–1015. <https://doi.org/10.3102/0034654315626801>