

Self-Efficacy, Work Motivation, and Work Discipline as Predictors of Science Teacher Performance: Evidence from Public Senior High Schools in Enrekang, Indonesia

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Abstract

Teacher performance is associated with motivational, cognitive, and behavioral resources, but their relative contributions remain unclear across geographically diverse school settings. This study examined the associations of work motivation, self-efficacy, and work discipline with self-reported teacher performance among public senior high school teachers in Enrekang Regency, Indonesia. A quantitative cross-sectional ex post facto survey involved 101 teachers from five public schools. The multistage procedure first treated schools as clusters and then selected teachers proportionally within the participating schools. Data were obtained through four 25-item Likert-type self-report scales measuring work motivation, self-efficacy, work discipline, and teacher performance. Descriptive statistics, Pearson correlations, simple regressions, and simultaneous multiple regression were conducted using SPSS 25. In separate models, work motivation, self-efficacy, and work discipline were each positively associated with teacher performance and accounted for 43.1%, 78.0%, and 74.9% of the variance, respectively. In the simultaneous model, the three variables jointly accounted for 85.2% of the variance, $F(3, 97) = 185.967$, $p < .001$. Self-efficacy showed the largest unique association ($\beta = .526$, $p < .001$), followed by work discipline ($\beta = .430$, $p < .001$), whereas work motivation was not significant after adjustment for the other variables ($\beta = .023$, $p = .683$). Because teachers were nested within only five schools and clustering was not modeled, the findings should be interpreted cautiously. The results suggest that professional confidence and consistent work behavior are more closely associated with teacher performance than general motivational intensity.

Keywords: teacher performance; work motivation; self-efficacy; work discipline; professional self-regulation

INTRODUCTION

Teacher performance is central to educational quality because teachers translate curriculum and school expectations into effective classroom practice. In this study, teacher performance is operationally defined as teachers' self-reported capacity to plan and implement instruction, manage the learning environment, assess student progress, and fulfill their professional responsibilities. Such performance is not determined solely by pedagogical knowledge but is also associated with personal and behavioral resources that support consistent professional functioning. Previous studies indicate that teachers' beliefs, engagement, well-being, and working conditions are related to their instructional practices and professional performance (Zee & Koomen, 2016; Fackler et al., 2021; Zhou et al., 2024). Examining these resources is particularly important in school contexts where teachers must maintain instructional quality while responding to curriculum changes, administrative demands, technological developments, and varying levels of institutional support.

Within this multidimensional perspective, work motivation has long been considered a major antecedent of teacher performance. Self-determination theory distinguishes not only the

amount of motivation but also its quality, ranging from externally controlled regulation to autonomous forms grounded in interest, professional values, and personal commitment (Ryan & Deci, 2020). Teachers who experience autonomy, competence, and relatedness are more likely to invest effort, persist when difficulties arise, and engage proactively with instructional tasks. Motivation may also encourage enthusiasm, professional learning, creativity, and adaptive responses to classroom problems. Teachers' basic-need satisfaction has been linked to proactive job crafting and creativity-oriented teaching performance (Huang et al., 2022), while autonomy can protect teachers against the consequences of work overload (Sandmeier et al., 2022). Need-supportive conditions are also associated with teachers' motivating communication practices (Santana-Monagas et al., 2022). However, motivation does not operate alone. Its apparent relationship with performance may partly reflect confidence, engagement, self-regulation, or supportive working conditions. A significant bivariate association therefore does not necessarily show that motivation contributes unique explanatory power when related predictors are analyzed simultaneously.

Teacher self-efficacy provides a complementary explanation grounded in social cognitive theory. Self-efficacy refers to individuals' beliefs in their capacity to organize and execute actions required to achieve desired outcomes (Bandura, 1977). In teaching, this belief is commonly expressed through confidence in instructional strategies, classroom management, and student engagement (Tschannen-Moran & Hoy, 2001). Self-efficacious teachers tend to interpret difficult tasks as manageable challenges, sustain effort, recover from setbacks, and select strategies that increase the likelihood of successful performance. Major reviews associate teacher self-efficacy with instructional quality, classroom processes, professional commitment, job satisfaction, and well-being (Klassen et al., 2011; Zee & Koomen, 2016). International evidence further demonstrates that teacher self-efficacy is shaped by personal, classroom, school, and leadership conditions (Fackler et al., 2021). Recent meta-analyses confirm that self-efficacy is associated with instructional capacity and that classroom-management self-efficacy is related to teacher characteristics, student-teacher interactions, school culture, and principal leadership (Duan et al., 2024; Wu et al., 2024). Self-efficacy may consequently be more proximal to performance than general motivation because it concerns teachers' judgments about whether they can perform specific professional tasks.

Work discipline is defined in this study as teachers' consistent enactment of formally expected work behaviors, particularly punctuality, attendance, timely task completion, instructional preparation, adherence to school procedures, responsible use of working time, and accountability for assigned duties. Its empirical focus is therefore narrower than conscientiousness, which is a broad personality trait reflecting general tendencies toward orderliness, diligence, and dependability across situations. Work discipline also differs from compliance because it involves sustained and internally maintained consistency in fulfilling work expectations, rather than merely obeying specific instructions or avoiding sanctions. Although closely related to professional responsibility, the two constructs are not equivalent: professional responsibility concerns teachers' broader ethical and role-based obligations to students, colleagues, institutions, and the profession, whereas work discipline concerns the regularity with which prescribed duties and procedures are carried out. It is also distinct from self-regulation, which refers to the cognitive and metacognitive processes of setting goals, monitoring progress, managing emotions, and adjusting behavior. Work discipline represents the observable behavioral consistency that may result from, but does not itself encompass, those regulatory processes. In the present study, the construct is operationalized through self-reported frequency and consistency of rule adherence, punctuality, task completion, preparation, time management, and accountability. Accordingly, work discipline is treated as a context-specific pattern of dependable professional conduct rather than as a personality disposition, ethical orientation, or general self-management capacity. Evidence linking self-control and teacher self-regulation to engagement, stress, and professional functioning supports the broader proposition that

sustained behavioral consistency contributes to teacher performance (Li et al., 2021; Karlen et al., 2023; Bodensteiner et al., 2025).

The three predictors are theoretically related but analytically distinct. Motivation provides the reason and energy to act; self-efficacy provides confidence that the action can be performed; and work discipline provides behavioral consistency in carrying it through. Their interdependence creates a methodological problem. Highly motivated teachers may also report stronger efficacy and discipline, while successful disciplined performance can reinforce efficacy and motivation. Studies testing each predictor separately may therefore overestimate its contribution because shared variance is uncontrolled. Research on teacher engagement and burnout profiles shows that efficacy is associated with more adaptive work-related profiles (Holmström et al., 2023), while meta-analytic evidence indicates that teacher mindsets, efficacy, commitment, job satisfaction, and well-being form interconnected psychological networks (Bardach et al., 2024; Zhou et al., 2024). The job demands-resources framework similarly positions personal resources and motivational processes as mutually reinforcing rather than independent (Bakker & Demerouti, 2017). A simultaneous model is consequently needed to identify which variables retain a unique association with teacher performance after overlap is considered.

A second gap concerns the composition of prior explanatory models and the outcomes they have examined. Existing studies can be grouped into three broad patterns. First, international teacher research has frequently modeled self-efficacy together with motivational or occupational variables, but the outcomes have generally been professional identity, work engagement, job satisfaction, instructional practices, well-being, or student motivation rather than teachers' overall job performance (Canrinus et al., 2012; Burić & Macuka, 2018; Hettinger et al., 2024). Second, Indonesian teacher-performance studies have commonly tested work motivation and work discipline as joint predictors. For example, Amini et al. (2022) examined their simultaneous associations with vocational-school teacher performance, but did not include self-efficacy as a cognitive resource. Third, models incorporating self-efficacy and teacher performance have generally positioned self-efficacy as a mediator of organizational or leadership factors. Elfira et al. (2024), for instance, examined self-efficacy within the relationship between instructional leadership and teacher performance, without simultaneously accounting for work motivation and work discipline. Thus, prior models have established relevant pairwise and mediated relationships, but they do not determine whether each of the three personal resources retains an independent association with teacher performance when their shared variance is controlled. It consequently remains unclear whether work motivation contributes beyond teachers' confidence in performing professional tasks and their consistent enactment of work responsibilities, or which resource has the strongest unique association with performance. The present study addresses this narrower question by entering work motivation, self-efficacy, and work discipline concurrently in a single model of self-reported teacher performance among public senior high school teachers in Enrekang Regency. The regional setting also extends evidence beyond metropolitan and highly resourced school systems, although the cross-sectional design permits conclusions about statistical associations rather than temporal or causal effects.

The present study addresses these gaps by examining senior high school teachers in Enrekang Regency, South Sulawesi, Indonesia. This regional context is informative because teachers are expected to maintain professional performance despite differences in school facilities, technological access, administrative support, and local working conditions. The source thesis describes limitations in learning media, laboratories, library references, and technological mastery alongside teacher performance that is generally assessed positively. This coexistence provides a useful context for investigating personal and behavioral resources that may sustain performance. Rather than assuming that motivation, efficacy, and discipline contribute equally, the study compares their independent and joint associations with teacher performance.

Accordingly, this study determines whether work motivation, self-efficacy, and work discipline predict senior high school teacher performance separately and simultaneously. It contributes by integrating motivational, social-cognitive, and behavioral-regulation perspectives within one model; distinguishing zero-order relationships from each predictor's unique contribution; and providing evidence from a regional Indonesian context underrepresented in international teacher-performance research. Based on theory and prior evidence, work motivation, self-efficacy, and work discipline are expected to be positively associated with teacher performance and jointly explain significant performance variation. Because the predictors share conceptual and empirical variance, however, their relative effects may differ when entered into the same model. Identifying these contributions can support school policies that move beyond generic motivational programs toward targeted strategies for strengthening confidence, professional self-regulation, and consistent work practices.

METHODS

Research Design

This study employed a quantitative approach using a cross-sectional, ex post facto survey design. The design was used to examine the predictive relationships between work motivation, self-efficacy, work discipline, and teacher performance without manipulating any of the variables. The phenomena investigated had occurred naturally within the teachers' professional working environments before the data were collected. The study included three predictor variables: work motivation, self-efficacy, and work discipline. Teacher performance was specified as the outcome variable. The analyses were designed to examine both the separate relationships between each predictor and teacher performance and their simultaneous contributions when included in the same statistical model. Because the study was nonexperimental and data were collected at one point in time, the statistical relationships were interpreted as predictive associations rather than definitive causal effects.

Research Setting

The study was conducted in public senior high schools in Enrekang Regency, South Sulawesi, Indonesia. Enrekang Regency consists of geographically dispersed areas with differences in accessibility, educational facilities, and school conditions. For sampling purposes, the schools were grouped into three geographical areas: southern, northern, and eastern Enrekang. The research process was conducted over approximately five months. The activities included coordination with the participating schools, preparation and evaluation of the research instrument, selection of participants, questionnaire administration, data verification, statistical analysis, and preparation of the research report.

Population and Sampling

The target population comprised 469 teachers employed in 12 public senior high schools distributed across 11 subdistricts in Enrekang Regency. A multistage cluster and proportional random sampling procedure was used to obtain participants who represented the major geographical areas of the regency. In the first stage, the 12 schools were classified into southern, northern, and eastern geographical clusters. In the second stage, five schools were selected from the three clusters. One school was selected from southern Enrekang, one from northern Enrekang, and three from eastern Enrekang. The inclusion of three schools from the eastern cluster was intended to provide representation for schools located in relatively less accessible areas. The selected schools had a combined sampling frame of 132 teachers. The number of participants from each school was subsequently determined proportionally according to the number of eligible teachers in the school. The final sample consisted of 101 teachers.

Table 1. Distribution of participants across the selected schools

Geographical area	Participating school	Eligible teachers	Participants
Southern Enrekang	SMA Negeri 12 Enrekang	27	20

Northern Enrekang	SMA Negeri 11 Enrekang	25	21
Eastern Enrekang	SMA Negeri 6 Enrekang	24	18
Eastern Enrekang	SMA Negeri 9 Enrekang	28	21
Eastern Enrekang	SMA Negeri 10 Enrekang	28	21
Total	Five schools	132	101

Teachers were eligible to participate when they were actively employed at one of the selected schools and were responsible for regular instructional and school-related duties during the study period. All 101 returned questionnaires contained complete data and were included in the statistical analysis.

Research Instrument

Data were collected using four structured self-report scales developed by the researchers based on the theoretical and operational definitions of work motivation, self-efficacy, work discipline, and teacher performance. The items were newly developed rather than adopted from an existing instrument. Each scale consisted of 25 items, resulting in 100 items in total. Representative items included “I remain enthusiastic when completing demanding teaching tasks” for work motivation, “I am confident that I can manage difficult classroom situations” for self-efficacy, “I complete my professional duties according to the established schedule” for work discipline, and “I prepare and implement lessons according to students’ learning needs” for teacher performance. Responses were recorded on a four-point Likert-type scale ranging from 1 (strongly disagree) to 4 (strongly agree). Scores for each construct ranged from 25 to 100, with higher scores indicating higher levels of the respective construct. The items were originally developed in Indonesian; therefore, translation and back-translation procedures were not required. To ensure linguistic clarity, cultural appropriateness, and consistency with the construct definitions, the items were reviewed by experts and evaluated through a preliminary instrument trial before being administered to the main sample.

Table 2. Operationalization of the research variables

Variable	Main indicators	Number of items	Score range
Work motivation	Achievement orientation, persistence in completing tasks, problem-solving, responsibility, recognition, professional development, and relationships with colleagues	25	25–100
Self-efficacy	Confidence in completing teaching tasks, ability to address instructional challenges, strength of professional beliefs, and confidence across different teaching situations	25	25–100
Work discipline	Compliance with working hours, punctuality, adherence to school regulations, responsible task completion, professional conduct, and consistency in performing duties	25	25–100
Teacher performance	Instructional planning, implementation of teaching, subject-matter mastery, learning assessment, communication, professional responsibility, and development of students’ potential	25	25–100

Work Motivation

Work motivation was defined as the internal and external drive that encouraged teachers to perform their professional responsibilities and achieve expected work outcomes. The scale assessed teachers’ willingness to achieve professional goals, persist in completing duties, address problems encountered during teaching, accept responsibility, improve professional competence, and maintain constructive relationships with colleagues. Higher scores indicated stronger enthusiasm, persistence, achievement orientation, and commitment to professional responsibilities.

Teacher Self-Efficacy

Teacher self-efficacy was defined as teachers' beliefs in their capability to organize and perform the actions required to achieve instructional and professional goals. Established instruments, such as the Teachers' Sense of Efficacy Scale, commonly assess efficacy in instructional strategies, classroom management, and student engagement (Tschannen-Moran & Hoy, 2001). These dimensions represent specific domains of teaching practice. In contrast, the present study applied Bandura's broader dimensions of magnitude, strength, and generality to examine the difficulty level of tasks teachers believed they could perform, the stability of those beliefs, and their applicability across different professional situations. This framework was selected because the participants taught different subjects and worked under varied geographical and institutional conditions. It therefore provided a common basis for assessing confidence across instructional and broader professional responsibilities rather than focusing only on particular classroom activities. Magnitude referred to confidence in completing tasks of varying difficulty, strength concerned the stability of efficacy beliefs, and generality represented the transfer of these beliefs across teaching situations. Higher scores indicated stronger confidence in managing instructional tasks, addressing difficulties, adapting to professional demands, and achieving expected outcomes.

Work Discipline

Work discipline was defined as teachers' willingness and ability to comply with institutional norms, regulations, schedules, and professional responsibilities. The scale measured punctuality, attendance, compliance with working hours, responsible use of school facilities, completion of instructional and administrative duties, adherence to school procedures, and professional behavior toward students, colleagues, school leaders, and the community. Higher scores indicated stronger punctuality, compliance, professional responsibility, and consistency in performing assigned duties.

Teacher Performance

Teacher performance referred to the extent to which teachers successfully performed their instructional and professional duties according to established standards. The scale measured teachers' abilities to design and implement instruction, master subject matter, evaluate learning outcomes, communicate effectively with students and other educational stakeholders, serve as professional role models, and facilitate the development of students' potential. Higher scores represented stronger self-reported performance in instructional planning, classroom implementation, assessment, communication, and professional responsibility.

Instrument Validity and Reliability

Instrument quality was initially examined using data from the 101 teachers included in the main study. Item validity was assessed through Pearson item-total correlations. Using a critical correlation value of .1956 at the .05 significance level, all 100 items met the predetermined criterion and were retained; therefore, no items were deleted. The original analysis did not report corrected item-total correlations or the coefficient ranges separately for each construct. Internal consistency was assessed using Cronbach's alpha. The combined 75 items measuring work motivation, self-efficacy, and work discipline yielded an alpha coefficient of .880, while the complete 100-item instrument, including teacher performance, yielded an alpha coefficient of .926. These aggregate coefficients indicate high overall internal consistency but do not provide sufficient evidence of reliability for each construct independently. Accordingly, the absence of construct-specific alpha coefficients, corrected item-total correlations, factorial validity, convergent validity, and discriminant validity is acknowledged as a limitation of the instrument evaluation. Further validation should report these indices separately for work motivation, self-efficacy, work discipline, and teacher performance, supported by item-level results in a supplementary table.

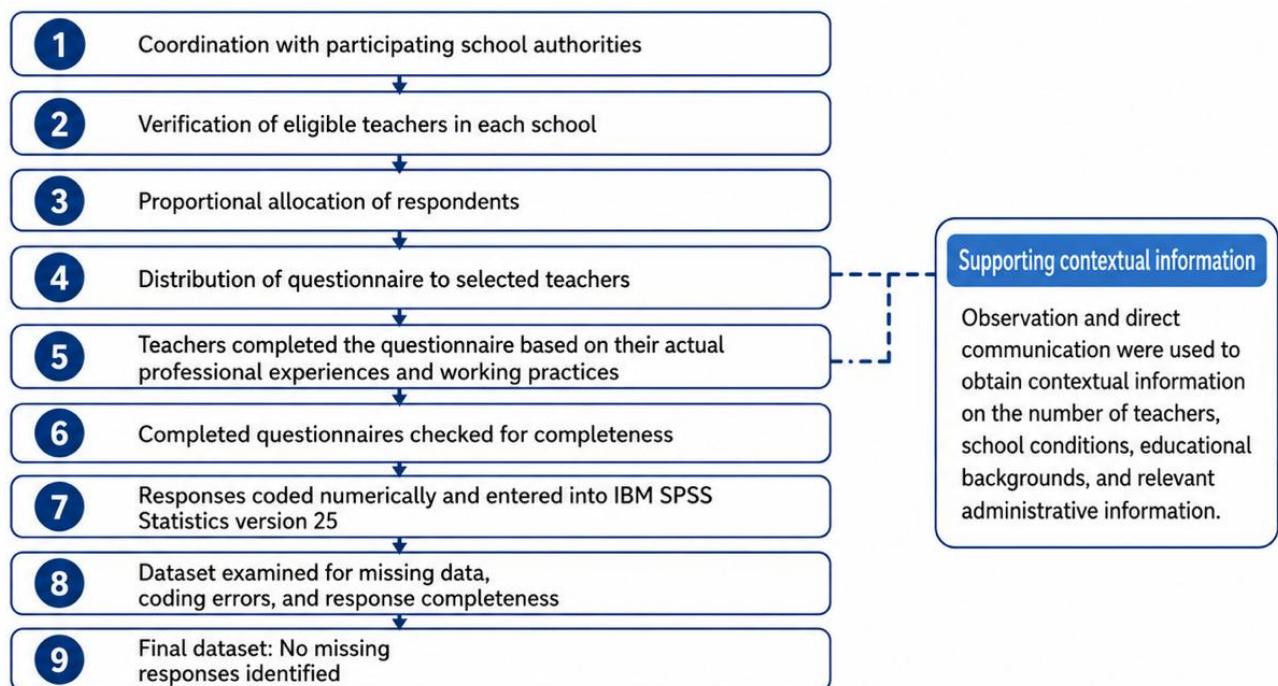
Table 3. Reliability coefficients of the instrument

Instrument component	Cronbach's alpha	Interpretation
Work motivation, self-efficacy, and work discipline scales	0.880	Reliable
Complete instrument including teacher performance	0.926	Highly reliable

Data-Collection Procedure

Before data collection, the researcher coordinated with the authorities of the participating schools solely to obtain institutional permission and verify the number of eligible teachers. School authorities did not participate in selecting individual responses, administering the questionnaire, or accessing completed questionnaires. Selected teachers received information about the study objectives, procedures, confidentiality safeguards, and voluntary nature of participation. They were informed that participation or refusal would not affect their employment status, professional evaluation, relationship with school management, or access to institutional benefits. Informed consent was obtained before questionnaire administration, and participants could decline to answer any item or withdraw before submitting the questionnaire without penalty.

To maintain anonymity, questionnaires did not request names, employee identification numbers, or other direct identifiers. Completed questionnaires were returned directly to the researcher and were not reviewed by principals or other school authorities. Results were reported only in aggregate form so that individual teachers and participating schools could not be identified. The questionnaire served as the primary source of quantitative data, while observation and direct communication were used only to obtain contextual information. Completed questionnaires were checked for completeness, coded numerically, and entered into IBM SPSS Statistics version 25. The dataset was examined for missing data and coding errors, and no missing responses were identified in the final dataset.

**Figure 1. Data Collection Procedure**

Data Analysis

Data analysis was performed using IBM SPSS Statistics version 25. The analyses consisted of descriptive statistics, preliminary assumption testing, bivariate analysis, simple linear regression, and multiple linear regression. Descriptive statistics were calculated to summarize

the distributions of work motivation, self-efficacy, work discipline, and teacher performance. The statistics included the mean, median, mode, standard deviation, variance, minimum score, maximum score, frequency, and percentage. Descriptive analysis was used to provide an overview of the participants' responses but was not used independently to determine whether the hypotheses were supported.

Several assumptions were examined before conducting the regression analyses. The normality of the regression residuals was evaluated using a residual histogram and normal probability plot. A distribution that approximately followed the diagonal line of the probability plot was interpreted as satisfying the normality assumption. Linearity was examined using the analysis of variance test for deviation from linearity. A significance value greater than .05 for deviation from linearity indicated that the association between a predictor and teacher performance could be treated as linear.

Multicollinearity was evaluated using tolerance and variance inflation factor values. Tolerance values greater than .10 and variance inflation factor values below 10 were interpreted as indicating the absence of problematic multicollinearity. Homoscedasticity was examined using a scatterplot of standardized residuals against standardized predicted values. A random distribution of points above and below zero without a systematic pattern indicated that the homoscedasticity assumption was satisfied.

Pearson product-moment correlation coefficients were calculated to examine the strength and direction of the bivariate relationships among the study variables. Simple linear regression analyses were then conducted separately to estimate the predictive relationship between: (1) work motivation and teacher performance; (2) self-efficacy and teacher performance; and (3) work discipline and teacher performance. These analyses demonstrated the relationship of each predictor with teacher performance before the other predictor variables were statistically controlled.

RESULT AND DISCUSSION

Descriptive Statistics and Bivariate Correlations

Complete responses were obtained from 101 teachers, with no missing data for the four principal variables. Table 3 presents the means, standard deviations, observed score ranges, and Pearson correlation coefficients. The mean scores were relatively high across all constructs. Work motivation had the highest mean score ($M = 91.36$, $SD = 7.54$), followed by work discipline ($M = 88.56$, $SD = 9.17$), teacher performance ($M = 87.46$, $SD = 8.95$), and self-efficacy ($M = 85.91$, $SD = 8.79$). Because the maximum possible score for each scale was 100, the results indicated that participants generally reported high levels of motivation, efficacy, discipline, and performance.

Table 3. Descriptive statistics and correlations among the study variables

Variable	<i>M</i>	<i>SD</i>	Min-Max	1	2	3	4
1. Work motivation	91.36	7.54	75–100	—			
2. Self-efficacy	85.91	8.79	71–100	.633***	—		
3. Work discipline	88.56	9.17	74–100	.700***	.798***	—	
4. Teacher performance	87.46	8.95	71–100	.657***	.883***	.866***	—

All predictor variables were positively and significantly correlated with teacher performance. Work motivation showed a strong positive correlation with teacher performance, $r = .657$, $p < .001$. Self-efficacy, $r = .883$, $p < .001$, and work discipline, $r = .866$, $p < .001$, showed very strong positive correlations with teacher performance. The predictors were also substantially intercorrelated. Work motivation was positively correlated with self-efficacy, $r = .633$, and work discipline, $r = .700$. Self-efficacy and work discipline were strongly correlated, $r = .798$. These relationships indicated considerable shared variance among the predictors and reinforced the need for simultaneous multiple regression to determine their unique contributions.

Preliminary Assumption Testing

The normality of the residuals was assessed using the one-sample Kolmogorov–Smirnov test. The result indicated a statistically significant departure from exact normality, $D = .129, p < .001$. However, the residual histogram showed an approximately symmetrical distribution centered around the mean. Given the sample size of 101 and the absence of an extreme residual pattern in the graphical inspection, the regression analyses were retained. Nevertheless, the departure from exact residual normality should be considered when interpreting the inferential results.

Linearity was assessed using the significance of the deviation-from-linearity component. No significant deviation from linearity was identified for the relationship between teacher performance and work motivation, $F(18, 81) = 1.698, p = .057$; self-efficacy, $F(25, 74) = 1.587, p = .066$; or work discipline, $F(21, 78) = 1.093, p = .373$. The three predictor–outcome relationships could therefore be treated as approximately linear. Multicollinearity was evaluated in the multiple regression model. Tolerance values ranged from .300 to .495, while variance inflation factor values ranged from 2.022 to 3.333. These values remained within conventional thresholds and did not indicate problematic multicollinearity. However, the relatively strong correlation between self-efficacy and work discipline suggested that the interpretation should focus on their unique regression coefficients after their shared variance had been controlled.

Table 4. Summary of the regression assumption tests

Assumption	Indicator	Result	Interpretation
Residual normality	Kolmogorov–Smirnov test	$D = .129, p < .001$	Departure from exact normality
Linearity work motivation	Deviation from linearity	$p = .057$	Approximately linear
Linearity self-efficacy	Deviation from linearity	$p = .066$	Approximately linear
Linearity work discipline	Deviation from linearity	$p = .373$	Approximately linear
Multicollinearity	Tolerance	.300–.495	Acceptable
Multicollinearity	VIF	2.022–3.333	Acceptable

Separate Associations with Teacher Performance

Simple linear regression analyses were first conducted to examine the relationship between each predictor and teacher performance without controlling for the other predictors. The results are presented in Table 5.

Table 5. Simple regression models predicting teacher performance

Predictor	R	R²	Adjusted R²	B	SE	β	t	p
Work motivation	.657	.431	.426	.780	.090	.657	8.666	< .001
Self-efficacy	.883	.780	.778	.900	.048	.883	18.761	< .001
Work discipline	.866	.749	.747	.845	.049	.866	17.196	< .001

Work Motivation and Teacher Performance

Work motivation was positively associated with teacher performance, $B = .780, SE = .090, \beta = .657, t = 8.666, p < .001$. The simple regression model accounted for 43.1% of the variance in teacher performance, $R^2 = .431$, adjusted $R^2 = .426$. The resulting equation was $TP = 16.236 + 0.780(WM)$. This equation indicated that a one-point increase in work motivation was associated with an estimated .780-point increase in teacher performance when work motivation was considered as the sole predictor.

Self-Efficacy and Teacher Performance

Self-efficacy was positively associated with teacher performance, $B = .900, SE = .048, \beta = .883, t = 18.761, p < .001$. The model accounted for 78.0% of the variance in teacher performance, $R^2 = .780$, adjusted $R^2 = .778$. The resulting equation was $TP = 10.172 + 0.900(SE)$. Among the separate regression models, self-efficacy had the strongest

relationship with teacher performance. A one-point increase in self-efficacy corresponded to an estimated .900-point increase in teacher performance.

Work Discipline and Teacher Performance

Work discipline was also positively associated with teacher performance, $B = .845$, $SE = .049$, $\beta = .866$, $t = 17.196$, $p < .001$. The model explained 74.9% of the variance in teacher performance, $R^2 = .749$, adjusted $R^2 = .747$. The regression equation was $TP = 12.616 + 0.845(WD)$. A one-point increase in work discipline was associated with an estimated .845-point increase in teacher performance. Thus, all three predictors were statistically significant when examined in separate models, although self-efficacy and work discipline accounted for substantially more variance than work motivation.

Simultaneous Prediction of Teacher Performance

A simultaneous multiple regression analysis was conducted to examine the unique contributions of work motivation, self-efficacy, and work discipline. The overall model was statistically significant, $F(3, 97) = 185.967$, $p < .001$. The multiple correlation coefficient was $R = .923$. Collectively, the three predictors accounted for 85.2% of the variance in teacher performance, $R^2 = .852$. After adjustment for the number of predictors and sample size, the model continued to account for 84.7% of the variance, adjusted $R^2 = .847$. The standard error of the estimate was 3.498.

Table 6. Multiple regression model predicting teacher performance

Predictor	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>	Tolerance	VIF
Constant	1.786	4.357	—	.410	.683	—	—
Work motivation	.027	.066	.023	.410	.683	.495	2.022
Self-efficacy	.536	.067	.526	7.998	< .001	.353	2.833
Work discipline	.420	.070	.430	6.028	< .001	.300	3.333

The resulting multiple regression equation was $TP = 1.786 + 0.027(WM) + 0.536(SE) + 0.420(WD)$. Self-efficacy made the strongest unique contribution to teacher performance, $B = .536$, $SE = .067$, $\beta = .526$, $t = 7.998$, $p < .001$. After work motivation and work discipline were controlled, a one-point increase in self-efficacy was associated with an estimated .536-point increase in teacher performance. Work discipline also made a positive and statistically significant unique contribution, $B = .420$, $SE = .070$, $\beta = .430$, $t = 6.028$, $p < .001$. A one-point increase in work discipline was associated with an estimated .420-point increase in teacher performance when the other predictors were held constant. In contrast, work motivation did not make a statistically significant unique contribution, $B = .027$, $SE = .066$, $\beta = .023$, $t = .410$, $p = .683$. Although work motivation was significantly related to teacher performance in the bivariate correlation and simple regression analyses, its coefficient was substantially reduced after self-efficacy and work discipline were included in the model. This change indicated that much of the association between work motivation and teacher performance overlapped with variance shared with self-efficacy and work discipline. Therefore, work motivation was related to performance at the zero-order level, but it did not independently predict performance after the two stronger predictors were controlled.

The findings provided different levels of support for the proposed relationships. Work motivation was significantly associated with teacher performance when examined separately, but its unique contribution was not significant in the simultaneous model. Self-efficacy and work discipline remained significant in both the separate and simultaneous analyses. The joint model was also statistically significant.

Table 7. Summary of the hypothesis-testing results

Hypothesis	Statistical result	Decision
Work motivation is positively associated with teacher performance	Significant in the simple model, $\beta = .657$, $p < .001$	Supported at the bivariate level
Work motivation uniquely predicts teacher	$\beta = .023$, $p = .683$	Not supported in

performance		
Self-efficacy uniquely predicts teacher	$\beta = .526, p < .001$	the full model
performance		Supported
Work discipline uniquely predicts teacher	$\beta = .430, p < .001$	Supported
performance		
Work motivation, self-efficacy, and work	$F(3, 97) = 185.967, p < .001$	Supported
discipline jointly predict teacher performance		

Self-efficacy emerged as the strongest unique predictor of teacher performance, followed by work discipline. Work motivation showed a substantial initial association with teacher performance, but this association did not remain statistically significant after the overlapping contributions of self-efficacy and work discipline were taken into account.

Discussion

The findings reveal a differentiated structure in the predictors of teacher performance. Work motivation, self-efficacy, and work discipline were each positively associated with performance when examined separately, but only self-efficacy and work discipline retained significant unique contributions in the simultaneous model. Self-efficacy was the strongest predictor, followed by work discipline, whereas the coefficient for work motivation declined to a negligible and nonsignificant level. This pattern is more informative than the general conclusion that all three variables influence performance because it distinguishes a zero-order association from a predictor's unique explanatory value after shared variance is controlled.

Self-efficacy showed the strongest unique association with teacher performance in the simultaneous model. This finding is theoretically plausible because efficacy beliefs are closely related to teachers' judgments about their capacity to manage specific instructional demands. Teachers with stronger efficacy beliefs may be more likely to persist when lessons are unsuccessful, adapt instruction to learner diversity, manage classroom disruption, and maintain effort under pressure. Previous studies have reported associations between teacher efficacy, job satisfaction, student achievement, and instructional quality (Caprara et al., 2006; Holzberger et al., 2013). However, the direction of these relationships cannot be determined from the present study. Stronger self-efficacy may be associated with better professional functioning, while successful teaching experiences may also reinforce teachers' efficacy beliefs. Moreover, all variables were measured concurrently through self-report questionnaires, which may have increased the observed associations because of shared-method variance. Therefore, the coefficient should be interpreted only as the strongest unique statistical association within the current model, rather than as evidence that self-efficacy causes improved teacher performance.

The magnitude of the self-efficacy coefficient is also consistent with research showing that efficacy varies across teaching tasks and occupational conditions. Teachers' efficacy for classroom management, instructional strategies, and student engagement is shaped by experience, workload, stress, and school context (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2007). It is also associated with lower burnout and more adaptive responses to classroom difficulties (Skaalvik & Skaalvik, 2010; Dicke et al., 2014). However, meta-analytic evidence indicates that relationships become smaller when teaching effectiveness is measured through external observation or student achievement rather than teacher self-report (Klassen & Tze, 2014). Recent video-based evidence likewise shows that the association between teacher efficacy and lesson quality depends considerably on who evaluates instruction (Jerrim et al., 2025). Thus, the strong result in this study is meaningful but may partly reflect the alignment between teachers' self-perceptions of capability and their self-assessments of performance.

Work discipline remained a substantial predictor after motivation and efficacy were controlled. This suggests that professional performance requires not only confidence but also the consistent enactment of responsibilities through punctuality, preparation, task completion, time management, and compliance with professional standards. In international research, these behaviors are often discussed through self-regulation and conscientiousness rather than the

specific label of work discipline. A multidimensional model of teacher competence has shown that self-regulatory skills contribute to instructional quality alongside knowledge and enthusiasm (Kunter et al., 2013). More broadly, conscientiousness is a generalizable predictor of job performance, while narrower facets such as achievement orientation, dependability, and order can add predictive information beyond a broad trait score (Barrick et al., 2001; Dudley et al., 2006). The present finding therefore positions discipline as the behavioral mechanism through which professional intentions become dependable practice.

The nonsignificant unique association of work motivation requires careful interpretation. Work motivation was strongly associated with teacher performance in the simple model, but it did not explain additional variance after self-efficacy and work discipline were included. This reduction may reflect shared variance among the predictors rather than the absence of a meaningful relationship between motivation and performance. However, because the study did not test indirect effects and all variables were measured concurrently, it cannot determine whether motivation influences performance through self-efficacy or work discipline. Such pathways remain hypotheses for future longitudinal or mediation research with defensible temporal ordering. Prior research distinguishing autonomous and controlled motivation may help explain why broad measures of work motivation show different associations with professional functioning. Autonomous motivation has been associated with well-being and autonomy-supportive teaching, whereas controlled motivation has been linked to distress and less adaptive functioning (Roth et al., 2007; Slemp et al., 2020). Future studies should therefore examine motivational quality, rather than only overall motivational intensity, and test its direct and indirect associations with teacher performance over time.

The broad motivation score used in this study may have concealed these qualitative differences. A teacher who is motivated by professional meaning, learning, and mastery may not function in the same way as a teacher driven primarily by evaluation pressure, obligation, recognition, or financial considerations. Longitudinal evidence shows that changes in classroom overload and disruptive student behavior can reduce autonomous motivation and contribute to emotional exhaustion (Fernet et al., 2012). Mastery-oriented goals, by contrast, are associated with adaptive instructional practices, sustained interest in teaching, and lower burnout, whereas work-avoidance goals predict less adaptive behavior (Retelsdorf et al., 2010). Autonomous motivation also mediates teachers' willingness to participate in professional learning and implement educational innovations (Gorozidis & Papaioannou, 2016). Accordingly, the nonsignificant coefficient does not justify concluding that motivation is unimportant. Instead, it indicates that future research should distinguish different motivational qualities and test indirect pathways through self-efficacy, engagement, self-regulation, and work discipline.

The findings also have practical implications for school leadership. Programs designed only to motivate teachers may have limited effects when teachers lack opportunities to build competence or when organizational systems do not support consistent professional work. Professional development should provide mastery experiences, classroom-based coaching, peer observation, and feedback that enables teachers to recognize concrete evidence of improvement. At the same time, schools should establish clear but realistic expectations, supportive monitoring, manageable administrative procedures, and sufficient time for instructional planning and assessment. A positive school climate can reduce teacher stress while supporting efficacy and job satisfaction (Collie et al., 2012). The objective should not be punitive discipline based on surveillance and sanctions, but professional self-regulation through which teachers understand performance standards, participate in determining priorities, and maintain sustainable routines that support instructional quality.

The results further suggest that teacher performance is produced through the interaction of motivational, cognitive, and behavioral resources. Motivation may provide direction and willingness to act, self-efficacy may determine whether teachers believe they can perform the required tasks, and discipline may regulate whether intended actions are implemented consistently. This interpretation explains why motivation had a strong initial relationship with

performance but almost no unique coefficient after efficacy and discipline were controlled. The motivational energy reported by teachers may already have been expressed through their confidence and disciplined behavior. It would therefore be inappropriate to interpret the results as evidence that schools should disregard teacher motivation. A more defensible explanation is that motivation alone is insufficient unless it is translated into credible capability beliefs and sustained professional action.

Finally, the very high explained variance of 85.2% must be interpreted cautiously. All variables, including teacher performance, were measured through the same self-report questionnaire at one point in time. Common-method variance, social desirability, conceptual overlap among items, and restricted score ranges may have strengthened the observed relationships. Methodological research demonstrates that common-method bias can either inflate or deflate regression coefficients depending on how the common method affects the constructs included in a model (Podsakoff et al., 2003; Siemsen et al., 2010). Future research should therefore use longitudinal and multilevel designs, establish discriminant validity through confirmatory factor analysis, and assess teacher performance through multiple sources, including classroom observation, principal assessment, teaching portfolios, administrative records, and student outcomes. The most defensible conclusion is that self-efficacy and work discipline are the strongest unique correlates of self-reported teacher performance in this sample, whereas the contribution of work motivation appears to be expressed largely through variance shared with these more proximal cognitive and behavioral resources.

CONCLUSION

This study found that work motivation, self-efficacy, and work discipline were each positively associated with teacher performance in separate analyses. However, in the simultaneous model, only self-efficacy and work discipline showed significant unique associations, with self-efficacy displaying the strongest association. These findings suggest that school improvement initiatives may benefit from strengthening teachers' professional confidence through mastery-oriented professional development, constructive feedback, and supportive working conditions, while also maintaining clear and sustainable systems that encourage punctuality, accountability, preparation, and consistent completion of professional duties.

The findings should be interpreted cautiously because the study used a cross-sectional design, relied entirely on self-report measures, and involved teachers nested within only five schools without adjustment for clustering. The results therefore do not establish causal or directional relationships and may be affected by common-method bias and limited generalizability. Future research should use longitudinal or multilevel designs, include classroom observations and administrative performance indicators, involve a larger and more diverse school sample, and examine whether different forms of work motivation have direct or indirect associations with teacher performance.

These findings indicate that teachers' confidence in their ability to manage instructional and professional demands, together with their consistency in carrying out professional responsibilities, may be more directly related to performance than a broad sense of motivation. Work motivation remains relevant, but its relationship with performance may be expressed indirectly through stronger efficacy beliefs, greater persistence, and more disciplined professional behavior. Therefore, efforts to improve teacher performance should not be limited to increasing enthusiasm or providing external incentives. Schools should also develop teachers' professional competence, provide mastery-oriented learning experiences, strengthen supportive feedback and mentoring, and establish sustainable systems for planning, monitoring, and completing professional duties.

The results should nevertheless be interpreted cautiously. The cross-sectional design does not establish causal relationships, and all variables were measured through self-report instruments administered to the same respondents. The high proportion of explained variance

may therefore partly reflect shared measurement methods, conceptual overlap, or social-desirability responses. In addition, the study was conducted among teachers from five public senior high schools in one Indonesian regency, which limits the generalizability of the findings.

Future research should employ longitudinal, multilevel, and mixed-method designs, use multiple sources of teacher-performance data, and examine whether self-efficacy and work discipline mediate the relationship between work motivation and performance. Within these limitations, the study concludes that strengthening teachers' credible beliefs in their professional capabilities and supporting consistent, self-regulated work practices are central priorities for improving teacher performance in geographically diverse school contexts.

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