AN INVESTIGATION INTO RELATIONSHIP BETWEEN TEACHER'S MOTIVATIONS, TEACHER'S SELF-EFFICACY & GOOD TEACHERS

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ABSTRACT

Among various variable affecting good teachers, self-efficacy and motivation play salient role. The present study aimed to investigate the possible relationship among teachers Self- efficacy, Teachers motivations & Good teachers. To do so, 150 teachers & learners were selected randomly from one of the Shahrekord, Iran, language institute to see whether or not Self-efficacy, Motivation & Good teaching are interrelated. Three questionnaires, one for teachers Self-efficacy & one for Good teachers & one for teachers motivation were employed to gather required data. Analyzing the data through correlation & regression, the results revealed that there is significant relationship between self-efficacy & good teaching, & also between motivation &good teaching. In addition, a positive significant relationship was observed between motivation & self- efficacy. The result of studies like the current will help teachers and curriculum developers in making decision about educational program.

Introduction

Teacher have most significant role in student learning. There is positive relation between teacher effectiveness and student learning. As stated in Mashhady (2013) "differential teacher effectiveness is a strong determinant of differences in student learning (Darling-Hammond, 2000, p.108).Therefore understanding good teachers, teacher self -efficacy ,and teachers motivation is determining factor for student achievement , and enable one to make prediction about teaching and assessment practice in the classroom. Accordingly, different economical, societal, educational, and political changes have been recently made to prepare the necessary conditions for teaching good teachers.

As cited in Roconi, Pazzaglia, & Moe (2010) teachers self-efficacy can be defined as:" situation- specific confidence to be able to help student learn and to influence their achievement and motivation (Tschannen-Moran &Woolfolk Hoy, 2001,p.1146).

Kim & Cho (2014) define teachers self- efficacy as:" Teachers beliefs about their capability to successfully perform teaching-related task (Plourde, 2002; Tschannen-Moran & Hoy,2001) " (p.69).

Skaalvik & Skaalvik (2010) define teachers self-efficacy as: "Individual teachers belief in their own ability to plan ,organize and carry out activities required to attain given educational goals" (p.1059).

According to Canrinun ,Helmz, Lorenz, Beijaard, Buitink&Hofman (2012) teachers self-efficacy is defined as: Teacher's perception of their ability to (a) perform required professional tasks and to regulate relations involved in the process of teaching and educating students and (b) perform organizational tasks, become part of the organization and its political and social processes (Friedman and Kass 2002, p. 684,p.118).

Dixon,Yssel,MCConnel,&Hardin (2014) define teachers self-efficacy as:" Beliefs that are related to the effort teachers invest in teaching, the goals they set, their persistence when things do not go smoothly, and their resilience in the face of setbacks (Tschannen-Moran et al., 1998,p.112).

Lauermann (2014) define teachers self-efficacy as: "Teachers capability to influence classroom outcome" (p.77).

Teacher's sense of efficacy is important factor, which result from teacher's judgment about themselves in classroom context. Since teachers are highly involved in teaching and learning process their self-efficacy influence on instructional practice and classroom behavior and student achievement. Self-efficacy influence on the kind of task teacher chooses and their determination to persist in the face of challenges they encounter and it will help them to improve their skill and capabilities. In other words, teacher self-efficacy determine their action in the classroom and outcome they achieve, but teachers efficacy varies in different context and the kind of task they want to carry out. Teachers with higher self-efficacy are more creative and use new methods in the classroom. "Perceived self-efficacy is concerned with people's beliefs in their capabilities to produce effect" (Bandura, 1994,p.71).

One cannot be all things, which would require mastery of every realm of human life. People differ in the areas in which they cultivate their efficacy and in the levels to which they develop it even within their given pursuits (Bandura ,2006 ,p.307).

As stated in Salifu (2014) teachers motivation can be defined as :" inspiration or encouragement of a teacher to do the best professionally (Velez, 2007). Other sources explain teacher motivation as all the forces which bring about the arousal, selection, direction and continuation of behavior in teachers towards their work (Snowman et al, 2008, p.718).

In addition to teacher's self-efficacy, teacher motivation is one of the important elements for good teaching. As teachers are committed to teach in more challenging condition, teacher motivation is defined as internal and external factors that stimulate

teachers to do their best effort to improve student learning. Preparing teachers to deal with challenges in real context of teaching increase their motivation and help them to adjust effectively in new teaching environments. Motivated teachers have positive affect on their student learning and create in student the ability that, they can do their best in the classroom context. Teacher motivation influence on their behavior for achieving professional practice, it is vital component, which result in job satisfaction. Teacher's motivation is significant factor in transferring knowledge and it is essential for long term success of students. Increasing teacher motivation, encourage teachers to change educational system and it lead to increase productivity that improve educational system. As there is strong relation between teachers' satisfaction and student achievement, if student are talented and clever and achieve higher score, teacher motivations increase.

Sanatoro, Pietsch,& Borg (2012) define good teachers as:"Good teachers are emotional, passionate beings who connect with their students and fill their work and their classes with pleasure, creativity, challenge and joy" (p.586).

Teachers have most important role on student learning and student learning depend on good teaching. Good teachers not only teach well and are able to handle learning environment, but also provide good instruction for learners. Understanding the difference between what teachers believes, and what they do in the classroom is critical factor in determining good teachers. Since student have different opinion of good teachers, when teachers and student opinion about good teachers is different they should cooperate with each other to fill the gap. Good teachers plan for what they want to teach, and the content that they wish their student grasp from them, and student ability to transfer what is learned in new context outside the classroom. . As cited in Moe, Pazzaglia, & Ronconi (2010) "successful teachers foster cognitive activation, manage school activities well, limit disturbance, make good use of time, proceed at an appropriate pace, and create an adequate and supportive social environment (Kunter, Baumert, & Koller, 2007, p.1145).Good teaching reflects teacher's self-efficacy.

As mentioned in Sakurai(2012)"it is also valuable to understand learners of different cultural background & their perception of good teachers to develop &

implement effective pedagogical strategies (Brown, 2009, p.48). As teachers meet more challenges in real context of teaching, the more they perceive themselves successful in dealing with challenges of teaching (high self-efficacy) the more they experience happiness & their motivation for teaching increase. As cited in Kim &Cho (2014)" prior studies have shown that teachers with autonomous motivation tend to endorse mastery-oriented goals for teaching (Malmberg, 2006; Roth, Assor, Kanat-Maymon, & Kaplan, 2007), and thus they are more willing to tackle challenges to improve teaching competence "(p.68).

Literature Review
Teacher's self-efficacy

The way teacher act in the classroom and the role they play in school environment is more significant for their sense of efficacy. As teacher's self-efficacy is influenced by how student perceive them, teachers and student interaction is main part of teaching and improving sense of efficacy.

Bordelon, Parkison, & Howell (2012) state that teaching success and failure is linked to teacher efficacy (Henson, 2002). The positive and supportive interactions student teachers receive from cooperating teachers are factors strengthening their perceptions of their own efficacy (Hammond et al., 2006). A desire to understand students helps form the foundation for teacher efficacy (Gonzalez et al., 2005; Rushton, 2000). Social trust and decision making influences the degree to which teachers feel they can collaborate with other teachers, share their teaching strategies, and obtain the support of the school administration to affect pedagogical change (Parkison , 2008a, pp.15-17).

Teachers sense of efficacy influence on their responsibility and their decision to perform specific task. Managing student with poor academic performance and behavioral problem is one of the factors which affect teacher's sense of efficacy, understanding this student background will help teachers to deal with this problem. Although some teachers may become disappointed when they perceive lack of success

in teaching hard to reach student, as Kim and Cho (2014) state that according to Bandura (1997) "self-efficacy can be enhanced through mastery experiences therefor creating suitable teaching and learning environment increase teacher self-efficacy"(p.69). Dealing with student self-confidence problem in positive manner increase student belief in their abilities to succeed and promote teacher interaction with hard to reach students. Controlling student who cause challenge in classroom management put strain on teachers and develop teacher's sense of efficacy.

Roconi, Pazzaglia & Moe (2010) state that teachers sense of efficacy is therefore a major source of motivation and commitment in all aspects of teaching (Tschannen-Moran,Woolfolk Hoy, & Hoy,1998). Irrespective of the specific setting of teaching, these well-being related aspects have been shown to be very important steps toward good teaching in a large body of research carried out in countries including Germany (Klusmann et al., 2008), the Netherlands(Naring, Briet, & Brouwers, 2006), Australia (O'Connor, 2008, p.1146).In particular, good teaching practice could be predictor of teacher self- efficacy.

Teacher participation in decision making for improving instructional quality in school is important factor to improve teacher efficacy. It can be stated that teachers self-efficacy depend on their motivation and is based on their perception of competence, so when teachers over estimate their skills their motivation expand and it will help them to develop the abilities they possess, therefor teacher self-efficacy affect their performance in the classroom. As mentioned in Bandura (1994)" a resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort. Some setbacks and difficulties in human pursuits serve a useful purpose in teaching that success usually requires sustained effort" (p.72).

If factors other than teaching (e.g., home environment & family background) are more important to student learning than the influence the teacher may have, teacher self-efficacy decrease.

Based on Skaalvik and Skaalvik (2010) teacher self-efficacy has been shown to predict teachers goals and aspirations (Muijs & Reynolds, 2002). Self-efficacy affects

one's goals and behaviors and is influenced by one's actions and conditions in the environment (Schunk & Meece, 2006) and affect choice of activities, how much effort is expended on an activity, and how long people will persevere when confronting obstacles (Pajares, 1997,p.1059).

According to Corinus, Helmz-Lorenz,Buitink,& Hofman (2012) Teachers job satisfaction, occupational commitment, self-efficacy and change in level of motivation are often described in the literature as being important to teacher behavior (cf. Ashton and Webb 1986; Firestone 1996; Toh et al. 2006; Watt and Richardson 2008), and they represent a personal perspective on how teachers view themselves as professionals in their work (p.594).

Cerit (2010) state that Teachers with high expectations will work hard, apply management strategies stimulating student autonomy, deal with the needs of low ability students very closely and thus teachers' efficacy contribute to success as teachers will change students' ability perception (Ross and Gray, 2006). Based on the results of the above-mentioned study, it can be said that teachers' high self-efficacy beliefs is a factor which positively affects students' learning and thus quality of teaching (p.70).

Dixon,Yssel, MC Connell,& Hordin (2014) suggest that ,"Harnessing teacher efficacy, helping teachers get in touch with the will as well as the skill to be excellent teachers, should be the focus of teacher support in the classroom (Weiner, 2003, p. 12, p.116).

Teachers Motivation

Teacher's motivation is a factor which influences teacher's professional practice in order to achieve desirable learning outcome. As stated in Bruinsma & Fokkens (2014) "teacher motivation is important for educational process and outcomes" (p.65).

Carinus , Helms , Lorenz, Beijaard, Buitink, Hofman (2011) state that" motivation for teaching is investigated mainly by questioning teachers about varying type of

motivation(e.g. Watt and Richardson 2008), for instance: 'working with children' or 'have had inspiring teachers "(p. 120).

Both internal and external factors affect teacher's motivation. Brown (2007) define internal factors as" choices made and effort expanded on activities for which there is no apparent reward except the activity itself" (p.172). Whereas internal factor are intrinsic, external factor are determined from outside with anticipation of reward.

Working condition is one of the external factors, which mean the situation created for teachers at working place and this working atmosphere motivate them and increase their performance. Working condition for teachers include classroom space, size, availability of enough instrument and teaching and learning materials it also include teacher interaction with other teachers, participation in decision making and opportunities for promotion.

As stated in Salifu (2014) according to Javaid (2009) working conditions have a significant influence on teacher morale and motivation as well as their classroom performance. However large class size, unusual hours of work, multi-grade teaching, unhealthy relationship among teachers and bad leadership demoralize teachers and kill off their motivation to be committed to their work (Mathew ,2005,p.719).

When teacher settled comfortably in working condition which ensures high salaries, good relationship between teachers and students, good interaction with principals & opportunities for promotion, teachers are likely to be motivated in their professional practice.

Decisions which are made by government, parent and other interest group for improving educational system influence on teacher motivation. Imran Rasheed,Aslam,& Sarvar (2010) state that according to Praver et al (2008) " teacher's empowerment is having academic freedom, i.e. planning lessons, formatting syllabus and selecting text books to recommend their students by their own and not by the department"(p.7).

Occupational status of teacher which refers to teacher status in the society is another factor which influence on teacher motivation. It is essential to look at this aspect because it determines how teachers are known and accepted and approved of by others.

In addition to external factors, internal factors also influence on teacher motivation. Interest and desire to work with student, love of learning and enjoyment of being a teacher are internal factors which influence on teacher motivation. As stated in Beltman and Mansfield (2014) "A key finding across arrange of studies is that both pre-service and early career teachers have a strong intrinsic motivation to teach (Chong & Low, 2009; Guarino et al., 2006; Richardson & Watt, 2010; Sinclair, 2008), although this may be framed differently in the different sociocultural contexts of different countries (Watt & Richardson, 2008; Watt et al., 2012, p54).

According to Kim & Cho (2014) Pre-service teachers with intrinsic motivation tend to endorse mastery goal leading to more adaptive teaching strategies and better teaching performance (Malmberg, 2006; Roth et al., 2007), while those with extrinsic motivation tend to endorse an avoidance type of goal orientation. More importantly, teachers' intrinsic motivation for teaching has a great impact on students' enjoyment of and interest in learning (Reeve, Bolt, & Cai, 1999; Wild, Enzle, Nix, & Deci, 1997,p.69).

Mansfield & Beltman (2014) state that, "the highest extrinsic motivations for becoming a teacher were the nature of teaching work" (p.55). When teacher's professional expectation differ from what really exist teachers with less intrinsic motivation are more likely to leave their job. As stated in Merist & Eisenschmidt (2014) "the reasons given by novice teachers for leaving the profession include a lack of support, stressful working condition and low self-efficacy (Eisenschmidt etal., 2010, pp.1-2).

Good teachers

There is essential link between teaching and learning outcomes. Teacher's characteristic, behavior, school leadership, educational policy and student characteristic

are important factor which influence on teacher performance and their teaching in the classroom. As stated in Devine, Fahie & MC Gillicuddy (2013) "understanding of discongruence between teachers belief and teacher practices is critical in researching teacher effectiveness" (p.85). Coughlan & Swift (2011) state that "student consultations have proven effective to improve teaching (Lang and Kersting 2007,p.530).

Good teachers have passion for teaching and learning .They view teaching as worthwhile career, such teachers cause challenge for their students, foster student creativity, interest student to learn and create positive attitude in student, plan their lesson and adjust their lesson at the proper level of student, ask question and use variety of assessment strategies. Good teachers help student to become autonomous learners. As stated in Ushioda (2011)"autonomous learners are motivated learners and there is mutual relationship between motivation and autonomy" (p.223).

Teacher's social identity has significant consequence for their performance in the classroom and their progression in teaching career. Sakurai (2012) suggest that "practical teaching competence, building good relationship with students and creating positive atmosphere in the class are indispensable factors for good teachers"(p.47). Based on Caire ,Almeida ,& Vieira (2012)"teaching is period of intense search and exploration of self and others "(p.166). According to Mansfield,Wonitzal,& Beltman (2012)" teachers pursue goals that focus not only on themselves , but also goals that take account of the very social nature of teaching, thus reflecting both the self and the self in the context" (p.23).

Connell (2009) state that" apart from family background , it is good teachers who make the greatest difference to student outcome from schooling (Heyes,Mills,Chisties,& Lingard 2006,p.1 and p.214).According to Goodwin & Kosnik (2013) "teaching ability is innate and good teaching relies primarily on content knowledge and verbal ability (Goldhaber& Brewer1995,UD Department of Education 2002,Walsh 2001, p.335).

Based on Vesely, Saklofske, & Leschied (2013) the psychological health of teachers is imperative for the success of students ,the education system and the large society. Two characteristic of expert teachers is professional skills and characteristic needed for

optimal effectiveness in the classroom and with student generally and personal skills and characteristics needed for optimal effectiveness in the classroom and with student generally and personal skills and characteristics that buffer the adverse components and situation of teaching and contribute to building of resilience, psychological well-being and teacher efficacy(p.72).

He, Prater,& Steed (2011) proposed that "teacher need to enhance their understanding of language and cultural dominion in teaching and be equipped with skills to effectively integrate this knowledge in to their daily interaction with students"(p.9).

As mentioned in Santaro, Pietsch,& Borg (2012) teaching is creative and adventurous profession and passion is not an option . It is essential to high quality teaching (Day, 2004, 3). Passionate teachers not only enjoy teaching and find it stimulating and rewarding, but it also provides them with strong feeling of social acceptance or self-worth (p.587).

Santau & Ritter (2013) state according to Pang and Park: Teachers who have little knowledge about their students—how the students are brought up at home, how they speak to one another outside formal academic settings, and the cultural-knowledge base their students bring to school—face extraordinary challenges in knowing how to create an effective learning environment (2011, p. 63 and p.261).

According to Lauermann (2014)" in order to fulfill their professional responsibilities, teachers may invest considerable effort to prepare high quality lessons, do their very best to help struggling students, and may continuously strive to improve their teaching to support student learning (Broadfoot, Osborn, Gilly, & Paillet, 1988; Fischman, DiBara, &Gardner, 2006; Halvorsen, Lee, & Andrade, 2009; Schalock, 1998, p.75).

The significance role of teachers on student learning as well as lack of access to good teachers has increased the need to investigate the relationship between teacher's self-efficacy, teacher's motivation and good teaching. Conducting studies like the present one can be a great help in a better and more effective teaching and learning of teachers and students. In other words, the results of studies like the current one may help L2 teachers

and curriculum developers to make teachers self-directed, motivated, and successful in conducting their own teaching in classroom context. Because little research has been conducted in this area in countries such as Iran,this study is an attempt to fill the gap.

Research Question

This study is an attempt to answer the following question:

Q1. What's the relationship between teacher's self-efficacy, motivation & good teaching?

Q2.How teacher's self- efficacy, motivation &good teaching are related to each other?

Q3 .Can teacher's self- efficacy and motivation influence on good teaching?

Research Hypothesis

In order to answer the above mentioned question the following null hypothesis were proposed:

There is no relationship between teacher's self-efficacy, motivation &good teaching.

Teacher's self- efficacy, motivation &good teaching are not related to each other.

Teacher's self- efficacy and motivation has no influence on good teaching.

Method

A. Participants

The participant of this study were100 teachers & students selected randomly from one of the language institute at Shahrekord , Iran . Out of this, 100 were teachers & 50students .The teachers who participated in this study were50males & 50 female's between 25 & 40 years old with range of between 1 & 15 years of teaching experience & completed teacher's motivation & teachers self- efficacy questionnaire. As for students,

50 students aged from 15 to 20, males 25& 25 female took part in this study and completed good teacher's questionnaire.

B. Instruments

In order to gather the required data three questionnaire was used in this study which was developed based on studies done &using established questionnaires retrieved from http://edu-administr ators.persianblog.ir & informal conversation with teachers & students. The first was 25 item questionnaire about teacher's efficacy this questionnaire covered different evaluation criteria of teacher's efficacy like efficacy in student engagement, efficacy in teaching & efficacy in creating positive environment & efficacy in classroom management. The second questionnaire was 25 item questionnaires about characteristic of good teachers, this questionnaire consist of four parts. The first part include questions to collect information about student age & gender, the second part asked questions to investigate student opinion about teacher interaction with students & third section sought to find learners view on teachers skill in teaching & the fourth part asked question about teachers personal characteristics. The third questionnaire was 30 item questionnaire about teachers motivation ,the first part of this questionnaire asked questions about teachers demographic information, the second part asked question about teachers motivation in helping student to improve their learning, the third part asked questions about teachers interest in their job & the fourth part asked questions about improving individuals abilities, the fifth part asked questions about job satisfaction ,the sixth part asked questions about salary & the final part asked questions about job development. The first &third questionnaires were completed by teachers & the second questionnaire was completed by students. Participants responded items in questionnaires on five point likert scale ranging from strongly disagree to strongly agree.

Data collection

The researcher distributed questionnaire among the participants of the study at the last 30 minute of their class time & they were asked to express their opinion on each item. The instruments were written at the top of each questionnaire, the allocated time for

answering the questionnaire was 25 minute. Before administering the questionnaire the significance of the work & participants response were explained & they were asked to read the items carefully & then respond, beside they were assured that they would be given enough time to respond the items . In order to ensure that the learners understood the items in the questionnaire it was translated from English to Persian & the participants were assured that the response would be kept confidential. While the learners were filling out questionnaire the researcher stayed with them in case there were any ambiguities. The collected data was subsequently tabulated to be analyzed. The reliability of the questionnaire was checked by cronbach alpha the result show the value of reliability for good teachers questionnaire was r =0.720 and the value of reliability for teachers self-efficacy questionnaire was r = 0.721 and the value of reliability for teachers motivation was   r = 0.714 & for validity the questionnaire was looked by some professors & experts & was confirmed to be valid for the study.

Data analysis

Having gathered data in order to analyze them the Likert-type items of the questionnaires, which were constructed to check students opinion about good teachers & teachers opinion about motivation & their efficacy, were given a numerical score (e.g., strongly disagree =1,disagree =2, neutral=3, agree=4, and strongly agree=5). Statistical Package for Social Sciences (SPSS) was used to analyze the data, and the Pearson product moment formula, were used to investigate the relationship between motivation and self-efficacy among good teachers .The Regression analysis was used to predict the variance in the dependent variable (i.e., good teachers) from the variance in the independent variables (i.e., self-efficacy and motivation).

Results

The descriptive statistic of each of the understudied variables (Good teachers, Motivation, and Self-efficacy) are reported .The resulted descriptive statistics for good teachers ranges from a minimum of55 to maximum of 96 with mean of 74 and a standard

deviation of 9.18 .The same statistics for the self-efficacy ranged from 57 to 97 and mean and standard deviation are74 and 1.29. And finally, for motivation descriptive statistic range from76 to113 and standard deviation is 9.78.

Table 1.

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Self-efficacy	50	40.00	57.00	97.00	75.6400	1.30892	9.25547	85.664	.239	.337	-.444	.662
Motivation	50	37.00	76.00	113.00	95.6600	1.38376	9.78464	95.739	-.081	.337	-.923	.662
Goodteachers	50	41.00	55.00	96.00	74.0000	1.29835	9.18073	84.286	.298	.337	-.190	.662
Valid N (listwise)	50											

Result of Descriptive Statistics for Good Teachers, Motivation & Self-Efficacy

One-Sample Kolmogorov-Smirnov Test is used to determine sample homogeneity & its normality .The result indicate that for all of the variables sig>0.05 (teachers self-efficacy sig=0.2and good teachers sig =0.87 and teachers motivation sig=0.2) it means that all of the variables in this study are normal and sig value represent the sample homogeneity.

In order to investigate the relationship between variables and find out the strength of any linear relationship, Pearson correlation analysis was used. Table 2 represents the results of the correlation analysis between good teachers, self-efficacy and motivation. It reveals a significant positive relationship between good teachers and motivation (sig = 0.00<0.005) and correlation among them is0.913. Therefore, the first& second null hypothesis are rejected .In addition, good teachers and self-efficacy have a positive significant relationship (sig = 0.00<0.005) and correlation among them is 0.991.Table 2 also indicates that self-efficacy and motivation have a positive relationship (sig = 0.00<0.005) and correlation among them is 0.916 it means that with motivation increase the self –efficacy increase too.

Table 2.

Result of pearson correlation analysis for Self-efficacy ,Good teachers, & Motivation

Correlations		Self-efficacy	Motivation	Good teachers
Self-Efficacy	Pearson Correlation	1	.916**	.991**
	Sig. (2-tailed)		.000	.000
	N	50	50	50
Motivation	Pearson Correlation	.916**	1	.913**
	Sig. (2-tailed)	.000		.000
	N	50	50	50
Good Teachers	Pearson Correlation	.991**	.913**	1
	Sig. (2-tailed)	.000	.000	
	N	50	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

With regard to the Regression analysis, which is used for good teachers (i.e., the dependent variable) and motivation and self-efficacy(i.e., independent variables).Table 3 represent that the value of R^2 (covariance) for self-efficacy is 0.938, meaning that self-efficacy and good teachers share 98% of the variance between them:

Table 3.

Model Summary gained from regression analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.991[a]	.983	.982	1.21964

And finally, based on Table 4, Beta values indicate that one standard deviation unit change in self-efficacy will result in 0.96 unit of change in good teachers. However, one standard deviation unit change in motivation will result in 0.026 unit of change in good teachers. The constant model sig=0.594 >0.05 and

motivation sig=0.583 >0.05 and it is not necessary for constant model and motivation to exist in the model, but self-efficacy sig=0.00<0.05.Therefore the third null hypothesis is rejected & it can be inferred that good teachers=0.960 self-efficacy.

Table 4 .

Coefficient table

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.938	1.746		-.537	.594
	Self-efficacy	.960	.047	.967	20.394	.000
	motivation	.025	.045	.026	.553	.583

a .Dependent variable: good teachers

Discussion and conclusion

The present study aimed at investigating first, relationship between teacher's self-efficacy, motivation, and good teachers. Second, how teacher's self-efficacy, motivation, and good teachers are related to each other, and finally, whether or not teacher's self-efficacy and motivation influence on good teaching? It was noted that taking these variables into consideration will make a valuable contribution in improving teaching and learning. The finding of the study indicates that there is significant positive relation between good teachers and motivation and between good teachers and self-efficacy. Which was developed based on studies done &using established questionaires& informal conversation with teachers & students In addition there is positive relation between self-efficacy and motivation. This finding is in line with the reports given by Moe, Pazzaglia & Ronconi (2010) who studied the combined value of positive affect and self-efficacy for job satisfaction in teaching .They found that there is positive significant relationship

between affect and self-efficacy in relation between teachings. With regard to second research question the finding indicate that self-efficacy, motivation, and good teachers have a positive significant relationship. In answer to third research question it can be stated that teacher's self-efficacy influence more on being good teacher than motivation. However, there are some studies that show opposite of this finding. Based on the finding of this study it can be inferred that self-efficacy is better indicator of good teachers than motivation. All in all, the findings present several implications in the field of teaching and learning. Regarding the factors which are of high importance in this study teachers should be aware that their self-efficacy and motivation have significant effect on student learning and their teaching .This study suffer from some limitation. One limitation is related to participants of the study that is one reason that motivation does not have significant effect on being good teacher may be related to the sample used for the research. It means that, if the same study was conducted with larger sample, the opposite finding may be reported. In other words, in order to gain more reliable results and be able to generalize the finding the study should be carried out with more participants in other context. Secondly, this study focused just on good teacher's self-efficacy and motivation and the topic need to be further explored in some other studies. Therefore, more studies with regard to other aspect of being good teacher need to be carried out so that, more comprehensive results can be obtained.

Disclosure statement

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