

A Study of Secondary School Students Self-Efficacy: Mediating Role of Teachers Motivational Strategies

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ABSTRACT

This study aims to determine how teachers' motivational strategies help improve secondary school students' self-efficacy. The study uses social cognitive theory to understand how a teacher's contribution to student motivation can promote academic self-belief and personal development, especially in socio-culturally challenging settings in rural Pakistan. It used a mixed-methods design, combining quantitative surveys and qualitative interviews to gather quantitative data from 680 teachers, and from Qualitative 30 head teachers across three districts in South Punjab: Multan, Muzaffargarh, and Bahawalpur. To address concerns about discussing sensitive topics, confidentiality was assured. Data was analyzed using SPSS, descriptive statistics, and thematic analysis to protect privacy. The results reveal that teachers consistently use various motivational methods to develop students' self-efficacy, including positive reinforcement, recognition of progress, and facilitation of learning environments. Teachers' support and encouragement of self-confidence are significant in helping students overcome academic difficulties and foster personal development, as it indicates that teacher motivation is very important in determining students' academic performance and personal growth in secondary schools.

Keywords: *Self-Efficacy, Motivational Strategies, Social Cognitive Theory, Feedback, Secondary Schools*

Introduction

Self-efficacy is a construct that has been difficult to define succinctly and is an individual's personal evaluation of their ability to perform in a given field. According to Bandura and Wessels (1997) argues that self-efficacy exerts a control effect across many spheres of life, utilizing human agency. Such a situation is

particularly relevant to the field of education, where schoolteachers can be considered as part of the greater community of schools. Adolescence is when student experiences could impact their personality and self-efficacy. Motivating students in schools can encourage them to try even things they have no experience with, whether through intrinsic (building internal drive) or extrinsic (rewards

and recognition) motivation from teachers (Zou et al., 2024). In secondary school, identity, social skills, emotional intelligence, and self-perception become more important than rote learning. Social influences may have a positive or negative impact on the development of students' personalities. A supportive school with passionate teachers will further promote assertiveness, emotional stability, and independence. According to Rafiyya et al. (2024) express that teachers help foster academic advancement and social and emotional development, which mold students' characters. The explanation of the connection between the motivational practices of teachers and the self-efficacy of students is an area of priority for educational institutions that would appreciate the appropriate stimulation of the personal and academic growth of students (Burhanuddin et al., 2024). The existing cultural values in Pakistani culture, especially in the Punjabi province, might limit individual growth for learners, thereby affecting both their academic achievement and self-esteem. The salience of teacher motivation is thus imperative to be recognized, and the current inquiry attempts to test the mediating aspect of teacher motivation in influencing the self-efficacy and personality development of the students. According to Halilsoy (2024) express that through empirical analysis of the motivational practices that are used by teachers in secondary-school settings, the proposed study will bring forth the evidence that can guide policy-making and professional

growth programs to ensure improvements in the achieved academic results and the personal development of learners. The results of this study not only inform teachers of the way their motivational intervention impacts students but also present policy makers and administrators of educational facilities with viable data to boost students' self-respect and develop more resilient and confident personalities. Finally, the study aims to alleviate the academic trajectories and comprehensive growth of students so that they can achieve their full potential. This synthesis aims to build a theoretical framework for the current study by reviewing the primary constructs of self-efficacy, personality development, and teacher motivation, and by examining their interconnections within the secondary educational setting. The self-efficacy concept proposed by Bandura is recognized as a relevant factor in student academic achievement, intrinsic motivation, and perseverance. On the contrary, adolescent personality development also contributes to emotional resilience, social efficacy, and students' overall academic performance. The intrinsic and extrinsic motivation techniques used by the teaching staff during the learning process play an essential role in improving students' self-efficacy and promoting the development of positive personality traits.

Teacher Motivational Strategies: Teacher motivational strategies are conscious methods and actions teachers use to increase learners' interest, motivation, and persistence in the

classroom. Recent studies have shown that one of the most effective approaches is the establishment of significant and cooperative learning. According to Zhang and Zou (2024) says that strategies involve using games, collaborative work, and various instruction resources to enhance student interest and participation (e.g., cooperative projects and task-awareness activities). Moreover, they should also offer individual feedback and support to sustain students' motivation in the long term. According to Robinson (2022) express that practices are consistent with the basic models of motivation, which focus on supporting the initiation and maintenance of learners' involvement by creating links between classroom practices and the goals and interests of participants. The additional studies show that teacher motivation strategies are used consistently, which is associated with positive correlations with student motivation and student learning. The phenomenon is observed especially when strategies are adjusted to different teaching modalities, including blended or online contexts (e.g., task-specific motivation generation and feedback practices), and when teachers create an environment that promotes students' independence.

Theoretical Framework

This theoretical basis that will be used in the study to illuminate the mediating effect of motivational strategies used by teachers in the development of self- efficacy of students in secondary schools. Bandura's self-efficacy

theory, theories of personality development, such as Erikson's psychosocial theory, and the teacher motivational strategies framework. All of these theoretical frameworks can be used to explain educators' roles in student performance through mechanisms of self-efficacy, personality traits, and academic performance (Wu et al., 2024). They emphasize the context of Pakistani secondary education.

Background of Study

According to Fernandez (2023) express that high-quality education is a key component of socio-economic development that students in secondary schools across Pakistan urgently require and that is beset by a plethora of challenges. Education influences personality, growth, and self-efficacy by providing one with the competency that is required to defeat personal and professional obstacles. In addition, self-efficacy is a determining factor in academic success and self- actualization. Gender-specific limitations of Pakistani students, in turn, deplete self-esteem. The problem of resource deficiency, incompetence of the teachers, and lack of infrastructure has been a long-standing problem in the Punjab district education system, which is further aggravated by the socio-cultural beliefs that do not encourage students to engage in higher education. Although there have been numerous legal frameworks aimed at ensuring that students are enrolled in and retained in learning institutions, a long-term change in

gender gaps has not been achieved (Iqbal et al., 2024). All these problems remain evident mostly because of the societal pressure, early marriages, and lack of family support, which together encourage most students to give up their schooling. Therefore, further practice usually does not result in significant personal or intellectual growth. In this way, teachers' motivation can be a significant contributor to reducing these barriers, thus allowing students to build self-efficacy through increased confidence and support. According to Uygur et al. (2023) says that the empirical data show a positive relationship among self-efficacy, academic performance, and resilience among youth. Pakistani teachers are well-positioned to instill self-belief, as they determine the paths students will take in academics and personal lives. Teacher support is also possible through active teacher support, even in the context of cultural and familial pressure to achieve, which can increase self-confidence. According to Merdiaty and Sulistiasih (2024) express that Learners can be encouraged to achieve academic goals when teachers set challenging yet realistic goals, provide positive feedback, and foster a positive learning atmosphere. However, education is not only a channel to academic excellence but also a foundation for character development. Pakistan has a conservative social climate, and normative expectations of students are able to restrain their independence. School children in secondary schools experience significant social and

emotional growth. Instructor support fosters the development of students' confidence, independence, and emotional stability. Teachers in school education who facilitate the development of personality can help students succeed in life and the labor market. Global educational research confirms that motivating teachers improves student performance. Using intrinsic and extrinsic rewards, teachers increase student learning and engagement (Qureshi et al., 2023).

Scope of the Study

The current research analyzes the critical role of the motivational strategies used by the teachers in the development of the students' self-efficacy, with special reference given to the secondary schools in Punjab, Pakistan. It explores the role of intrinsic and extrinsic motivation strategies used by teachers in determining academic confidence and the self-development of students. The study is particularly focusing on the secondary schools in Punjab and examining the overlap of the socio-cultural variables and education and how these variables affect the students and teachers. Motivation was measured by conducting surveys of students and teachers, and thus, assessing the effectiveness of different motivational strategies was done. Although the results of the research have direct relevance to Punjab, they also have implications for informing educational and gender-specific interventions in rural and poor communities within Pakistan and

internationally.

Problem of the Statement

There is a significant research gap regarding the psychosocial aspects of education in Pakistan, particularly concerning gendered self-concept formation, including self-esteem and self-confidence. A major concern is the lack of systematic research on how teacher motivation can empower students beyond academic results and help break socio-cultural barriers. Instructors are the key agents of socialization influencing the attitude of students towards the learning process, so it is highly necessary to define the motivational practices that could facilitate engagement in the classroom and the development of self-efficacy. The current study fills this gap by determining the mediating influence of teacher motivational strategies on secondary school student's self-efficacy. The research will produce an array of insights on the effect of the motivational practice among teachers on the academic development of students under the Pakistani cultural setting. The expected consequences are that the research results can guide policy and practice and provide strategies to improve the curriculum, approaches to instruction, and classroom environments, which can contribute to the comprehensive development of students.

Objectives of the Study

Objectives of the study were as given below;

1. To examine the role of teachers in

enhancing students' self-efficacy at secondary level.

2. To Identify Indicators which boost up student's self- efficacy at secondary level.

3. To investigate the mediating role of teachers' motivational strategies on student's self-efficacy at secondary level.

4. To explore the relationship between teacher motivation, student self-efficacy at secondary level.

Significance of the Study

The current research is aimed at filling gaps related to how motivational interventions conducted by teachers have an impact on self-efficacy among the pupils of secondary schools in Punjab, Pakistan. It explores the possibility of instructional strategies raising the level of enrollment and retention rates by viewing the impact of motivational practices as reversing factors in learning environments with resource limitations. The study focuses on the students to determine the degree to which the motivational strategies can be used to improve self-esteem and reduce the negative impact of the sociocultural problems on individual and academic performance. The problem is even more acute in Punjab, where students are faced with severe limitations in mobility, and these limitations are exacerbated by the deeply rooted social customs and limited access to educational resources.

Research Design

The current section outlines the study design

and explains why it was chosen in the context of the current research, which aims to investigate the impact of teachers on the improvement of students' self-efficacy in secondary schools. Specifically, this research design is viewed in relation to the study as a whole. The study narrows down to a specific set of variables, which include: (1) the type of instructional strategies that are applied to manipulate student self-efficacy; (2) the mediating aspect of teacher-motivational strategies towards individual students; (3) the reinforcement factors that strengthen the students in the secondary schools. Additionally, the research aims to determine the relationship between teachers' motivational strategies and students' self-efficacy. A mixed-methods approach was used to answer these broad research questions. The research, Secondary School Students'

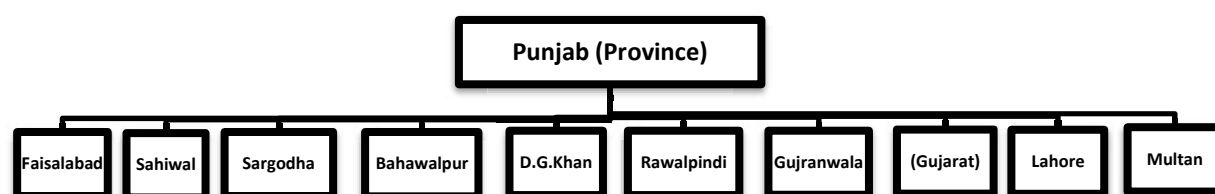
Self-efficacy and Personality Development: The Mediation Role of Teachers' Motivational Strategies, outlines the next step in the explanatory model and aims to explain the relationship between teachers' motivational strategies and students' self-efficacy.

Population of the Study

The current research identified the relationship between self-efficacy of the secondary school students, along with specific emphasis on how the motivating strategies of the teachers mediate the relationship. Punjab, the densely populated province of the country, is further subdivided into ten administrations, namely Bahawalpur, Dear Ghazi Khan, Faisalabad, Gujranwala, Gujrat, Lahore, Multan, Rawalpindi, Sahiwal, and Sargodha, as shown in Figure 1.

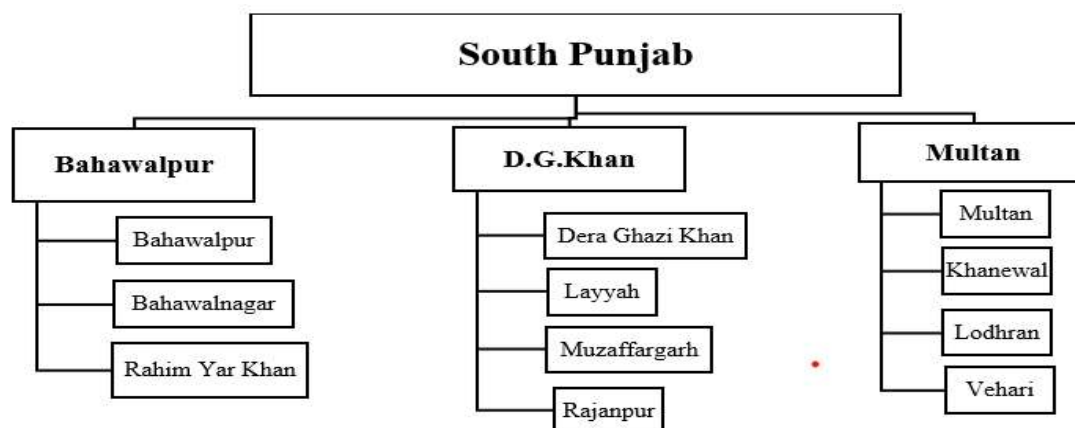
Figure 1

Punjab Subdivision



The study population consisted of all secondary school teachers and students in the school education department of Punjab. The

data for this group was obtained from the official website of the school information system, www.sis.punjab.gov.pk.

Figure 2*South Punjab Subdivisions*

But this study was limited to only South Punjab because it was difficult to approach the entire population. South Punjab is administratively divided into 3 divisions: Bahawalpur, Dear Ghazi Khan, Multan, and

Rawalpindi. Only one district was chosen from each division, i.e., Multan, Muzaffargarh, and Bahawalpur. Table presents details on the teacher population of teachers.

Table 1*Population of Teachers*

Districts	SST	Male	Female
Multan District Total Population	1274	662	612
Muzaffargarh District Total Population	834	434	400
Bahawalpur District Total Population	1025	533	492
Total	3133	1629	1504

The table no 1 show that study population comprised 3,133 teachers selected by the researcher from the three districts of Multan, Muzaffargarh, and Bahawalpur. When it comes to the distribution of districts, Multan

had the highest number of teachers, with 1,274 teachers, 662 men and 612 women. Bahawalpur followed with 1,025 teachers (533 male, 492 female), and Muzaffargarh had 834 teachers (434 male and 400 females).

Sampling Technique for SST (Secondary School Teachers)**Table 2***Sample Size Measured by Crecy and Morgan Formula*

District	Total population	Total sample
Male	1629	285
Female	1504	395
Total	3133	680

Research Instruments Development and Administration**Research Instrument for Students**

The student questionnaire aims to explore the relationship between self-efficacy and the personal development of secondary school students, as well as the role of teachers' motivational strategies. It falls into two main parts: demographic information and questions on self-efficacy.

Research Instrument for Teachers

The teacher questionnaire was designed to determine how motivational strategies affect

students' personal development and self-efficacy in secondary schools. It is categorized into two components: one focuses on demographic information, and the other presents statements on instructional practices that support student development.

Data Analysis

Data analysis was done through descriptive and inferential statistics. To calculate the descriptive and inferential statistics, t-tests, and one-way ANOVA, the SPSS version 22 was used to calculate the mean, standard deviation, and inferential statistics.

Table 3*Gender Wise Analysis*

Gender	Frequency	Percent
Male	285	41.9
Female	395	58.1
Total	680	100.0

The table no 3 presents analysis details of the study based on gender distribution. The sample size of the analysis consisted of 680 respondents with majority 395 (58.1%) were

female respondents and 285 (41.9%) were male respondents. This identifies that female teacher respondents were marginally higher than the male teacher respondents.

Table 4*School Climate Wise Analysis*

School Climate	Frequency	Percent
Authoritative	309	45.4
Democratic	371	54.6
Total	680	100.0

The table no 4 exhibits analysis details of the study based on school climate. The sample size of the analysis consisted of 680 respondents with majority 371 (54.6%) respondents' school were having democratic school climate and least 309 (45.4%)

respondents' school were having authoritative school climate. This identifies that respondents' school were having democratic school climate marginally higher than the authoritative school climate respondents.

Table 5*School Location Wise Analysis*

School Location	Frequency	Percent
Urban	172	25.3
Rural	508	74.7
Total	680	100.0

The table no 5 indicates analysis details of the study based on school location. The sample size of the analysis consisted of 680 respondents with majority of 508 (74.7%) respondents' school were located in rural areas

and least 172 (25.3%) respondents' school were located in urban areas. This identifies that teacher's school located in rural areas were extremely higher than the urban area school teacher respondents.

Table 6

T-test To Examine the Role of Teachers in Enhancing Students' Self-Efficacy through Support and Encouragement based on Gender

Factor	Male			Female			df	T	p	Sig(2 tailed)
	N	M	SD	N	M	SD				
Teacher Support	285	18.16	5.06	395	18.77	5.18	678	-1.54	0.62	0.12
Building Student Belief	285	18.25	4.84	395	18.96	4.41	678	-1.99	0.14	0.05

Note: M= Mean; SD= Standard Deviation; df= Degree of Freedom

The table no 6 demonstrates the gender based analysis to examine the role of teachers in enhancing students' self-efficacy through support and encouragement. . The first factor teacher support reveals that the average mean value of females 18.77 were moderately higher than the average mean value of males 18.16. Besides, the values ($t = -1.54$, $p = 0.62$) identifies insignificant difference between male and female respondents to examine the role of teachers in enhancing students' self-efficacy through support and encouragement through teacher support at the 0.05 significant level. This conclude that gender had an insignificant impact in examining the role of teachers in enhancing students' self-efficacy

through support and encouragement through teacher support.

Similarly, the second factor building student belief exhibits that the average mean value of females 18.96 were moderately higher than the average mean value of males 18.25. Besides, the values ($t = -1.99$, $p = 0.14$) identifies insignificant difference between male and female respondents to examine the role of teachers in enhancing students' self-efficacy through support and encouragement through building student belief at the 0.05 significant level. This conclude that gender had an insignificant impact in examining the role of teachers in enhancing students' self-efficacy through support and encouragement through building student belief.

Table 7

T-test To Examine the Role of Teachers in Enhancing Students' Self-Efficacy through Support and Encouragement based on School Climate

Factor	Authoritative			Democratic			df	t	p	Sig(2 tailed)
	N	M	SD	N	M	SD				
Teacher Support	309	18.50	4.97	371	18.53	5.27	678	-0.06	0.33	0.95
Building Student Belief	309	18.96	4.52	371	18.42	4.67	678	1.54	0.86	0.12

Note: M= Mean; SD= Standard Deviation; df= Degree of Freedom

The table no 7 demonstrates the school climate based analysis to examine the role of teachers in enhancing students' self-efficacy through support and encouragement. The first factor teacher support reveals that the average mean value of democratic 18.53 were moderately higher than the average mean value of authoritative 18.50. Besides, the values ($t = -0.06$, $p = 0.33$) identifies insignificant difference between authoritative and democratic respondents to examine the role of teachers in enhancing students' self-efficacy through support and encouragement through teacher support at the 0.05 significant level. This conclude that school climate had an insignificant impact in examining the role of teachers in enhancing students' self-efficacy through support and encouragement through

teacher support.

Similarly, the second factor building student belief exhibits that the average mean value of authoritative 18.96 were moderately higher than the average mean value of democratic 18.42. Besides, the values ($t = 1.54$, $p = 0.86$) identifies insignificant difference between authoritative and democratic respondents to examine the role of teachers in enhancing students' self-efficacy through support and encouragement through building student belief at the 0.05 significant level. This conclude that school climate had an insignificant impact in examining the role of teachers in enhancing students' self-efficacy through support and encouragement through building student belief.

Table 8

T-test To Examine the Role of Teachers in Enhancing Students' Self-Efficacy through Support and Encouragement based on School Location

Factor	Urban			Rural			df	t	p	Sig(2 tailed)
	N	M	SD	N	M	SD				
Teacher Support	172	18.24	4.91	508	18.61	5.21	678	-0.82	0.44	0.41
Building Student Belief	172	18.76	4.21	508	18.63	4.74	678	0.31	0.02	0.76

Note: M= Mean; SD= Standard Deviation; do= Degree of Freedom

The table 8 demonstrates the school location based analysis to examine the role of teachers in enhancing student's self-efficacy. The first factor teacher support reveals that the average mean value of rural 18.61 were moderately higher than the average mean value of urban 18.24. Besides, the values ($t = -0.82$, $p = 0.44$) identifies insignificant difference between urban and rural respondents to examine the role of teachers in enhancing students' self-efficacy through support and encouragement through teacher support at the 0.05 significant level. This conclude that school location had an insignificant impact in examining the role of teachers in enhancing students' self-efficacy through support and encouragement through

teacher support.

Similarly, the second factor building student belief exhibits that the average mean value of urban 18.76 were moderately higher than the average mean value of rural 18.63. Besides, the values ($t = 0.31$, $p = 0.02$) identifies significant difference between urban and rural respondents to examine the role of teachers in enhancing students' self-efficacy through support and encouragement through building student belief at the 0.05 significant level. This conclude that school location had a significant impact in examining the role of teachers in enhancing students' self-efficacy through support and encouragement through building student belief.

Table 9

T-test To Identify Indicators Which Boost up Students Self- Efficacy at Secondary level based on School Climate

Factor	Authoritative			Democratic			df	t	p	Sig(2 tailed)
	N	M	SD	N	M	SD				
Collaboration and Teamwork	482	18.15	4.84	368	18.12	4.62	848	0.10	0.18	0.92
Positive Relationship	482	18.57	4.68	368	18.23	4.72	848	1.05	0.94	0.29

Note: M= Mean; SD= Standard Deviation; df= Degree of Freedom

The table 9 reveals the school climate based analysis to identify Indicators which boost up students self- efficacy at secondary level. The first factor collaboration and teamwork reveals that the average mean value of authoritative 18.15 were moderately higher than the average mean value of democratic 18.12. Besides, the values ($t = 0.10$, $p = 0.18$) identifies insignificant difference between authoritative and democratic respondents to identify Indicators which boost up students self- efficacy at secondary level through collaboration and teamwork at the 0.05 significant level. This conclude that school climate had an insignificant impact in identifying Indicators which boost up students self- efficacy at secondary level through

collaboration and teamwork.

Similarly, the second factor positive relationship exhibits that the average mean value of authoritative 18.57 were moderately higher than the average mean value of democratic 18.23. Besides, the values ($t = 1.05$, $p = 0.94$) identifies insignificant difference between authoritative and democratic respondents to identify Indicators which boost up students self- efficacy at secondary level through positive relationship at the 0.05 significant level. This conclude that school climate had an insignificant impact in identifying Indicators which boost up students self- efficacy at secondary level through positive relationship.

Table 10

T-test To Investigate How Teachers' Motivational Strategies Mediate Students' Personal Development based on Gender

Factor	Male			Female			df	t	p	Sig(2 tailed)
	N	M	SD	N	M	SD				
Motivational Tools	285	17.76	4.86	395	18.36	5.24	678	-1.50	0.24	0.13
Fostering Growth	285	17.56	4.91	395	17.63	4.99	678	-0.17	0.96	0.86

Note: M= Mean; SD= Standard Deviation; df= Degree of Freedom

The table 10 exhibits the gender based analysis to investigate how teachers' motivational strategies mediate students' personal development. The first factor motivational tools reveals that the average mean value of females 18.36 were moderately higher than the average mean value of males 17.76. Besides, the values ($t = -1.50$, $p = 0.24$) identifies insignificant difference between male and female respondents to investigate how teachers' motivational strategies mediate students' personal development through motivational tools at the 0.05 significant level. This conclude that gender had an insignificant impact in investigating how teachers' motivational strategies mediate students' personal development through motivational

tools.

Similarly, the second factor fostering growth reveals that the average mean value of females 17.63 were moderately higher than the average mean value of males 17.56. Besides, the values ($t = -0.17$, $p = 0.96$) identifies insignificant difference between male and female respondents to investigate how teachers' motivational strategies mediate students' personal development through fostering growth at the 0.05 significant level. This conclude that gender had an insignificant impact in investigating how teachers' motivational strategies mediate students' personal development through fostering growth.

Table 11

T-test To Investigate How Teachers' Motivational Strategies Mediate Students' Personal Development based on School Climate

Factor	Authoritative			Democratic			df	T	p	Sig(2 tailed)
	N	M	SD	N	M	SD				
Motivational Tools	309	18.13	5.02	371	18.09	5.15	678	0.11	0.74	0.91
Fostering Growth	309	17.78	4.85	371	17.46	5.04	678	0.84	0.36	0.40

Note: M= Mean; SD= Standard Deviation; do= Degree of Freedom

The table 11 exhibits the school climate based analysis to investigate how teachers' motivational strategies mediate students' personal development. The first factor motivational tools reveals that the average mean value of authoritative 18.13 were moderately higher than the average mean value of democratic 18.09. Besides, the values ($t = 0.11$, $p = 0.74$) identifies insignificant difference between authoritative and democratic respondents to investigate how teachers' motivational strategies mediate students' personal development through motivational tools at the 0.05 significant level. This conclude that school climate had an insignificant impact in investigating how teachers' motivational strategies mediate

students' personal development through motivational tools.

Similarly, the second factor fostering growth reveals that the average mean value of authoritative 17.78 were moderately higher than the average mean value of democratic 17.46. Besides, the values ($t = 0.84$, $p = 0.36$) identifies insignificant difference between authoritative and democratic respondents to investigate how teachers' motivational strategies mediate students' personal development through fostering growth at the 0.05 significant level. This conclude that school climate had an insignificant impact in investigating how teachers' motivational strategies mediate students' personal development through fostering growth.

Table 12

T-test To Investigate How Teachers' Motivational Strategies Mediate Students' Personal Development based on School Location

Factor	Urban			Rural			df	t	p	Sig(2 tailed)
	N	M	SD	N	M	SD				
Motivational Tools	172	17.58	5.31	508	18.29	4.99	678	-1.59	0.25	0.11
Fostering Growth	172	17.40	5.09	508	17.67	4.91	678	-0.64	0.37	0.53

Note: M= Mean; SD= Standard Deviation; df= Degree of Freedom

The table 12 exhibits the school location based analysis to investigate how teachers' motivational strategies mediate students' personal development. The first factor motivational tools reveals that the average mean value of rural 18.29 were moderately higher than the average mean value of urban 17.58. Besides, the values ($t = -1.59$, $p = 0.25$) identifies insignificant difference between urban and rural respondents to investigate how teachers' motivational strategies mediate students' personal development through motivational tools at the 0.05 significant level. This conclude that school location had an insignificant impact in investigating how teachers' motivational strategies mediate students' personal development through

motivational tools.

Similarly, the second factor fostering growth reveals that the average mean value of rural 17.67 were moderately higher than the average mean value of urban 17.40. Besides, the values ($t = -0.64$, $p = 0.37$) identifies insignificant difference between urban and rural respondents to investigate how teachers' motivational strategies mediate students' personal development through fostering growth at the 0.05 significant level. This conclude that school location had an insignificant impact in investigating how teachers' motivational strategies mediate students' personal development through fostering growth.

Table 13

T-test To Explore the Relationship between Teacher Motivation and Student Self-Efficacy based on Gender

Factor	Male			Female			df	T	p	Sig(2 tailed)
	N	M	SD	N	M	SD				
Continuous Professional Development										
	361	17.64	4.71	489	17.82	5.03	848	-0.51	0.25	0.61
Feedback Loop	361	18.47	4.21	489	18.09	4.73	848	1.21	0.01	0.23

Note: M= Mean; SD= Standard Deviation; df= Degree of Freedom

The table 13 shows the gender based analysis to explore the relationship between teacher motivation, student self-efficacy and personal development. The first factor continuous professional development reveals that the average mean value of females 17.82 were moderately higher than the average mean value of males 17.64. Besides, the values ($t = -0.51$, $p = 0.25$) identifies insignificant difference between male and female respondents to explore the relationship between teacher motivation, student self-efficacy and personal development through continuous professional development at the 0.05 significant level. This conclude that gender had an insignificant impact in exploring the relationship between teacher

motivation, student self-efficacy and personal development through continuous professional development.

Similarly, the second factor feedback loop exhibits that the average mean value of males 18.47 were moderately higher than the average mean value of females 18.09. Besides, the values ($t = 1.21$, $p = 0.01$) identifies significant difference between male and female respondents to explore the relationship between teacher motivation, student self-efficacy and personal development through feedback loop at the 0.05 significant level. This conclude that gender had a significant impact in exploring the relationship between teacher motivation, student self-efficacy and personal development through feedback loop.

Table 14

ANOVA Test to Explore the Relationship between Teacher Motivation and Student Self-Efficacy based on Years of Teaching Experience

Factor		Sum of Squares	df	Mean Square	F	Sig.
Encouragement	Between Groups	70.63	3	6.60	0.32	0.81
	Within Groups	16505.65	676	24.42		
	Total	16576.28	679			
Confidence Boost	Between Groups	165.73	3	55.24	2.55	0.05
	Within Groups	14664.49	676	21.69		
	Total	14830.22	679			

Table no 14 analyzed one-way ANOVA to explore the relationship between teacher motivation and student self-efficacy across years of teaching experience. Two factors were examined in this table, the first factor encouragement results $F(3,676) = 0.32$, $p = 0.81$, concluded no consequential differences among years of teaching experience. The

higher p-value revealed that there were statistically insignificant differences at 0.05 significant level. The second factor confidence boost results $F(3,676) = 2.55$, $p = 0.05$, disclose consequential differences among years of teaching experience. The lower p-value examined that there were statistically significant differences at 0.05 significant level.

strategies, allowing a teacher to promote students' self- efficacy and long-term

motivation to learn.

Figure 4

Impact of School Climate on Teacher Motivational Strategies and Student Self- Efficacy

student	learning	encouraging	democratic	building	climate	enviro	expect	feedback	flexibil	growth	import	indepe
					collabo	involve	role	self	structur	thinking	using	
		support	discipline	needs	commu	leaders	achie	build	capacite	char	choic	clear
	classroom		fostering	respect	dialogu	making	adap	com	crea	critic	cultu	decis
		positive		trust			anxie	confi	dired	facili	fair	fair
teacher			motivation		empow	manag	asse	confi	dyna	guida	inter	intrin
	authority	promoting	autonomy	account	encour	practic	attitu	conse	effica	impa	motiv	orier
				approach	engage	respon	balan	conse	emo	inde	open	partic
							beha	cont	empl	influe	oppo	partn
												reducin

The figure 4 assumes that the school climate overall has a significant impact on teachers' motivational strategies to increase students' self-efficacy. The combined themes, i.e., democratic governance, positive climate, support, trust, respect, involvement, and autonomy, all meet at the point of proposing that a democratic school milieu provides a favorable environment through which motivational practices can achieve success. In a democratic milieu, there is unrestricted communication, open decision-making, and strong teacher-student relationships. Such a climate fosters student interest, reduces anxiety, and builds confidence, which amplifies the motivational strategies, including encouragement, feedback, and autonomy-supportive

teaching, to have an increased effect on self-efficacy. Teachers who work in these settings have a higher tendency to develop engagement, intrinsic motivation, and goal- focused behavior. On the other hand, an authoritarian school climate, although allegedly beneficial in providing a sense of structure and discipline, can undermine the effectiveness of motivational practices if it stifles student voice and agency. Over-controlling may destroy trust and communication, destroying students' confidence in themselves. In overall, the visual analysis highlights that an ideal balance between disciplinary rigor and a democratic, nurturing climate is likely to foster the best in students' self-efficacy through teachers' motivational strategies.

Conclusion

The conclusion of the research provide great information on how different teaching strategies influence the development, confidence, and self-efficacy of students. It was concluded that teachers in various settings always stress the need to promote academic beliefs in students, self-confidence, and diversified pedagogical practices to establish inclusive and accommodating learning. The high level of agreement among teachers on strategies to be used to address complex issues, connecting previous achievements with new problems, and using motivational instruments shows that there is a shared belief about the importance of encouragement and self-belief in the success of students.

Recommendations

- i. In schools, specific professional development plans should be established with an empirical focus on practical strategies, such as scaffolding, individualized feedback, and motivational strategies, to improve students' self-efficacy and enhance instruction effectiveness through sustained training.
- ii. Educational institutions should focus on establishing secure and inclusive classrooms that foster cooperation, respect, and positive reinforcement and help teachers motivate students to learn and celebrate successes to boost confidence

and motivation.

- iii. To form a trusting relationship and implement confidence-building techniques successfully by offering teachers job security and opportunities for long-term engagement, it is paramount to impact the self-belief of students and their academic performance positively.
- iv. Gender differences in motivation strategies are not very apparent. Still, mentorship programs that would allow teachers to exchange best practices should be encouraged to keep the balance of student-centered strategies.
- v. The policy frameworks should provide equal distribution of resources, professional development, and teaching resources between the urban and rural schools to allow the rural teacher to utilize more effective strategies to achieve higher student achievement.

Suggestions for Future Research

- i. Future studies can focus on how the varying degrees of instructional experience affect the effectiveness of the confidence-building interventions and further student development in the long term.
- ii. Further studies can determine the effect of the gender of teachers on the motivation and self-efficacy of students in different cultural and educational contexts.
- iii. Future research must examine the impact of the use of technology in the

classroom on student self-efficacy and involvement in diverse educational settings.

iv. It should be tested how a culturally-based teacher training program affects building student confidence and academic growth in multicultural classroom settings.

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