







## Relationship Between Self-efficacy and Global Motivation Among Teachers: A Quantitative Study in Sabah, Malaysia

Fung Lan Yong<sup>1\*</sup>, Adiraino Meson<sup>2</sup>, Zongyong Xie<sup>3</sup>, Florence Chuah<sup>4</sup>  
Stanley Missun<sup>5</sup>, Loreta Ling Ling Uie<sup>6</sup>

<sup>1</sup>Postgraduate Studies, Jesselton University College, 88300 Kota Kinabalu, Sabah, Malaysia

Email: [fungyong@jesselton.edu.my](mailto:fungyong@jesselton.edu.my)

<sup>2</sup>Sekolah Kebangsaan Lokoton, 89058 Kudat, Sabah, Malaysia

Email: [adirainomeson@gmail.com](mailto:adirainomeson@gmail.com)

<sup>3</sup>Postgraduate Studies, Jesselton University College, 88300 Kota Kinabalu, Sabah, Malaysia

Email: [yctyjzcx@163.com](mailto:yctyjzcx@163.com)

<sup>4</sup>Inclusive GEMS Consultancy, 46200 Petaling Jaya, Selangor, Malaysia

Email: [florencecsy@gmail.com](mailto:florencecsy@gmail.com)

<sup>5</sup>PPD Tuaran, Ministry of Education, Sabah, Malaysia

Email: [crstanley360@gmail.com](mailto:crstanley360@gmail.com)

<sup>6</sup>Business Studies, Jesselton University College, 88300 Kota Kinabalu, Sabah, Malaysia

Email: [loretaling8383@gmail.com](mailto:loretaling8383@gmail.com)

### ABSTRACT

#### CORRESPONDING AUTHOR (\*):

Fung Lan Yong  
([fungyong@jesselton.edu.my](mailto:fungyong@jesselton.edu.my))

#### KEYWORDS:

Self-efficacy  
Global Motivation  
Teachers  
Sabah, Malaysia

#### CITATION:

Yong, F. L., Meson, A., Xie, Z. Chuah, F., Missun, S., & Uie, L. L. L. (2025). Relationship Between Self-efficacy and Global Motivation Among Teachers: A Quantitative Study in Sabah, Malaysia. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 10(11), e003659. <https://doi.org/10.47405/mjssh.v10i11.3659>

The purpose of this study was to examine the relationship between self-efficacy and global motivation among teachers in Sabah, Malaysia. The Self-Efficacy Scale and Global Motivation Scale were administered on Google Forms to collect data, which were subsequently analyzed using SPSS 29.0. First, descriptive statistics showed that teachers tend to have average levels of self-efficacy and global motivation. Second, Wilcoxon signed rank test for self-efficacy against a hypothesized median value of 3.5 revealed that all the items were significantly different from the median value at  $p < .001$ . Third, Wilcoxon signed rank test on global motivation against a hypothesized median value of 3.5 showed that 15 items were significantly different from the median value at  $p < .001$ , while another seven items were significantly different from the median value at  $p < .05$ . Fourth, Spearman correlation analysis revealed that the relationship between self-efficacy and global motivation tends to be significantly related with  $r = 0.629$ ,  $p < 0.001$ . Fifth, an independent samples  $t$ -test revealed nonsignificant gender differences. Sixth, a one-way ANOVA showed that age did not significantly impact self-efficacy or global motivation. Similarly, no significant differences were found in self-efficacy or global motivation across years of teaching. In light of the findings, recommendations were made on how to enhance teachers' self-efficacy and global motivation in Sabah, Malaysia.

**Contribution/Originality:** This study offers vital contributions to the educational psychology literature by providing empirical evidence regarding teachers' self-efficacy

and global motivation. Previous studies revealed a significant and positive relationship between the two constructs; nevertheless, this study verifies and reestablishes the relationship in the context of Sabah, Malaysia. By investigating the connection between teachers' confidence in their ability to succeed and their inner drive to initiate, sustain, and direct goal-oriented behavior, this study contributes to the extant literature and generalizability of findings in a non-Western context. Lastly, as the first attempt to examine the two variables in the local milieu, this research adds to the limited evidence base and reports a novel conceptual framework.

## 1. Introduction

Research shows that self-efficacy and motivation have a favorable, bidirectional relationship. Higher self-efficacy leads to increased motivation, while higher motivation reinforces self-efficacy, thus creating an exemplary cycle of belief, effort, and achievement. Individuals with high self-efficacy are more likely to choose challenging tasks, persist longer when facing obstacles and challenges, expend more time and effort, and ultimately, achieve greater success, which in turn, enhances their confidence and motivation. Moreover, self-efficacy also influences motivation through choice of activities, whereby individuals with high self-efficacy tend to welcome challenging activities rather than shunning them. As aforementioned, higher self-efficacy often leads individuals to exert greater effort and demonstrate higher perseverance, especially in the face of barriers or hindrances. Besides, self-efficacy also equips them with a unwavering belief in their own capability to successfully accomplish difficult tasks, which directly influences their motivation to act and achieve specific goals. As a self-regulatory mechanism, self-efficacy enables individuals to decide when to persist and when to stop, which also influences their propensity to motivate themselves (Bandura, 1977; Schunk & DiBenedetto, 2021).

On the other hand, motivation influences self-efficacy by acting as an impetus, while reinforcing beliefs by strengthening individuals' existing convictions through consistent information or social validation. Individuals often make an active and deliberate effort to acquire and remember information that aligns with their pre-existing views, which strengthens their self-beliefs, as they are motivated to avoid cognitive dissonance that arises from being wrong or having their perceptions challenged. Additionally, individuals with high achievement motivation also tend to diligently overcome hurdles or eliminate impediments, leading to frequent successes, which serve as evidence of their competence, thereby increasing their self-efficacy. Further, by displaying strong motivational processes, which include goal setting and perseverance, they are also able to acquire the skills needed to accomplish ambitious tasks, which further enhances their self-beliefs and aptitudes. Overall, high self-efficacy often leads to greater motivation, which subsequently results in greater resolution and tenacity that yield triumphant outcomes, which in turn, boosts self-efficacy and personal inclination. In essence, self-efficacy is a crucial precursor of motivation that influences choices, effort, and persistence; on the other hand, motivation to pursue goals and eliminate difficulties enables individuals to develop and reinforce their self-efficacy (Bandura, 1977; Schunk & DiBenedetto, 2021).

### 1.1. Statement of the Problem

Very little research is available on the relationship between self-efficacy and global motivation among teachers in Sabah, Malaysia; hence, this study aimed to provide greater insight into the psychosocial characteristics of Malaysian teachers, particularly those from the Bornean state. The primary purpose of this study was to examine the relationship between self-efficacy and global motivation among teachers in Sabah, Malaysia. It is pertinent to examine teacher self-efficacy and global motivation in the Sabahan context because they are crucial factors that influence teacher effectiveness, job satisfaction, and resilience, all of which ultimately impact teaching and learning outcomes. Besides, it is crucial to examine if local teachers possess the efficacy and motivation to implement effective pedagogic strategies, persist through challenges, and create a favorable, engaging classroom environment in line with SDG 4 Quality Education. It is also advantageous to determine if they possess the psychological drive that propels and sustains their commitment and enthusiasm for teaching.

Several quantitative studies were conducted to investigate the relationship between self-efficacy and global motivation by using different samples and instruments in Western countries. Therefore, it is important to examine the robustness of findings within the Malaysian educational landscape. Moreover, research linking self-efficacy to global motivation can yield greater insight into their impact on classroom management, wellbeing, and job satisfaction amongst teachers. Lastly, findings would provide a useful framework for policymakers and school leaders to leverage self-efficacy and global motivation to increase the dedication and enthusiasm, instructional quality, interpersonal relationships, and retention rates amongst teachers.

### 1.2. Research Questions

To provide a succinct, clear, and data-based query that guides the research study, two research questions were formulated to define its focus and direction. Moreover, they also helped address specific problems, knowledge gaps, and issues related to self-efficacy and global motivation via data collection and statistical analysis. The three research questions were deemed effective because they were focused, feasible within the available resources, and rooted in existing literature, which helped define the scope of the study and align with its overall purpose. They are as follows:

- i. Was the relationship between self-efficacy and global motivation among teachers in Sabah, Malaysia significant?
- ii. What were the descriptive statistics of self-efficacy and global motivation and implications?
- iii. Were there any significant differences in the self-efficacy and global motivation items based on a hypothesized value of 3.5?

## 2. Review of Literature

A literature review was conducted to establish a foundation for the study by providing a comprehensive overview of existing research, theories, and methodologies related to self-efficacy and global motivation. Besides, an analysis of the existing literature would enable the authors to identify areas requiring further investigation, thus justifying the significance of the study. Further, the review process also helped the authors clarify and refine the research questions, thus ensuring their relevance, focus, and pertinence in the Malaysian educational milieu. Besides, it also enabled the authors to identify relevant theoretical frameworks that could guide the study, besides providing a lens for

interpreting their findings. Lastly, the literature review indicated that empirical research on self-efficacy and global motivation is urgently needed in Sabah, which prompted the authors to initiate the study.

In an earlier study, [Bailey \(1999\)](#) investigated the motivation and self-efficacy for teaching and research among university staff. Findings showed that bachelor degree holders, academics with low research output, and tutors tend to demonstrate higher teaching motivation. On the other hand, associate professors and professors were found to possess high levels of research efficacy. Findings imply that staff with higher qualifications and greater research output tend to be more motivated and self-efficacious in terms of research. Overall, academics with a doctorate possess the necessary skills and confidence to undertake research because they have developed competence and self-efficacy through their research training. Further, [Saracaloğlu and Dinçer \(2009\)](#), who examined the relationship between self-efficacy and academic motivation among prospective teachers, disclosed that self-efficacy and academic motivation tend to be moderately correlated; a positive relationship was also observed between academic motivation and GPA. Findings imply that prospective teachers who believe they have the ability to succeed in academic tasks are also more likely to be motivated to learn and achieve their academic goals. Being more motivated, they are more likely to put in the effort required to perform well in their courses, which ultimately lead to higher GPAs.

The relationships among teachers' self-efficacy, motivation, job satisfaction, and occupational commitment were examined by [Canninus et al. \(2012\)](#). Findings showed that self-efficacy tends to be significantly related to motivation, relationship satisfaction, and affective occupational commitment. Findings imply that teachers with high self-efficacy tend to demonstrate greater confidence and more positive interactions within relationships, thus fostering stronger bonds and increased satisfaction. They are also more likely to approach relationships believing in their ability to navigate challenges, thus achieving a more satisfying experience. Moreover, teachers with high self-efficacy often possess a strong sense of work commitment as they are more confident in performing tasks effectively, which leads to increased job satisfaction and a desire to remain with the organization. Lastly, teachers' belief in their own capabilities also reinforces their motivation, thus encouraging them to set higher standards and pursue goals with greater persistence in the face of challenges.

In their investigation, [Williams, Kessler, and Williams \(2014\)](#) examined the relationships among motivation, self-efficacy, and practice change among continuing medical education participants. Findings revealed a significant relationship between self-efficacy, motivation to change, and global intent to change. Specifically, self-efficacy in effecting change in the practice environment is predictive of change motivation, which in turn, is predictive of change intention, implying that self-agency provides a path to practice change. On the other hand, [Husain \(2014\)](#), who examined the association between self-efficacy and academic motivation among graduate students, revealed that a significant correlation tends to exist between self-efficacy and motivation. Findings imply that students with high self-efficacy tend to persist longer in the face of challenges, believe in their capabilities to set ambitious goals, and proactively address obstacles, all of which in turn, fuel their motivation and augment their academic achievement. Additionally, the relationship between self-efficacy and learning motivation among nursing students was examined by [Hassankhani et al. \(2015\)](#), who revealed that self-efficacy tends to be significantly correlated with learning motivation, implying that the

two concepts are closely intertwined and mutually reinforcing. Students with high motivation tend to willingly engage with challenges, and the resulting successes and positive experiences augment their belief in their abilities to succeed in the future. Increased self-efficacy, in turn, provides the self-assertiveness and drive to maintain high motivation by creating a positive feedback loop that supports continued learning and persistence through setbacks.

In an empirical study, [Bedel \(2016\)](#) explored the academic self-efficacy, academic motivation, and attitudes toward teaching among preservice early childhood education teachers. Findings indicated that academic motivation tends to be significantly related to academic self-efficacy, with the latter acting as the only meaningful predictor of academic motivation. Findings imply that preservice teachers who believe that they can successfully accomplish tasks are more likely to try harder and persist in overcoming barriers, while believing in their own capabilities makes them more willing to set ambitious academic goals and regard difficult tasks as manageable impediments rather than insurmountable problems. On the other hand, [Reaves and Cozzens \(2018\)](#) analyzed the impact of perceived school climate/working environment on teachers' self-efficacy and intrinsic motivation. Findings revealed that four elements of school climate/working environment tend to be strongly correlated with self-efficacy and intrinsic motivation. Additionally, teachers also tend to demonstrate significantly higher self-efficacy and intrinsic motivation in safe and supportive schools. Lastly, administrators who actively monitor teaching behavior tend to have the greatest impact on self-efficacy, while those with vivid expectations and parameters tend to exert the greatest impact on intrinsic motivation.

The relationship between academic self-efficacy and academic motivation among prospective teachers was measured by [Titrek et al. \(2018\)](#). Findings indicated that prospective teachers tend to possess average levels of academic self-efficacy and display desired levels of academic motivation, with female fourth-grade teachers showing higher academic self-efficacy. Moreover, significant differences were also found to exist between academic self-efficacy and academic motivation in terms of department variables, with prospective preschool and science education teachers exhibiting higher academic self-efficacy than those enrolled in other departments. Lastly, prospective teachers enrolled in psychological counseling and guidance and science education were found to possess higher academic motivation than those in English.

Similarly, [Shemon and Cozzens \(2018\)](#) explored the relationships among perceived school climate/working environment, self-efficacy, and intrinsic motivation among teachers. Findings showed that self-efficacy, intrinsic motivation, and climatic elements tend to be significantly and positively related. Besides, teachers were also found to display significantly higher self-efficacy and intrinsic motivation in safe and supportive schools. Moreover, findings also revealed that a significant positive correlation tends to exist between (1) intrinsic motivation and clear expectations and parameters, (2) intrinsic motivation and positive staff relationships, and (3) active monitoring and intrinsic motivation. Findings imply that intrinsic motivation tends to increase as teachers (1) demonstrate increased understanding of the expectations, policies, and procedures of their schools and (2) feel more certain that administration, faculty, and staff members are concerned about their performance.

In their study, [Barni, Danioni, and Benevene \(2019\)](#) examined the relationships between high school teachers' self-efficacy and conservation values. Finding showed that

teachers' self-efficacy tends to be positively related to conservation values regardless of the type and level of teaching motivation. Moreover, the relationships between self-efficacy and openness to change, and between self-efficacy and self-transcendence, tend to vary according to teaching motivation. Besides, the relationships tend to be stronger when teachers feel more self-determined toward teaching and perceive less external pressure. Findings imply that teachers who assume greater responsibility to transmit knowledge and guide students tend to experience a greater sense of security in planning, organizing, and carrying out conservation activities. On the other hand, [Demir \(2020\)](#) studied the impact of self-efficacy on middle school teachers' motivation, job satisfaction, job involvement, and organizational commitment. Findings revealed that increased self-efficacy tends to significantly impact all four variables. Lastly, organizational commitment and motivation tend to mediate the relationship between self-efficacy and job involvement, while job satisfaction and organizational commitment tend to partially mediate the relationship between self-efficacy and motivation.

A study conducted by [Burić and Kim \(2020\)](#) examined the relationships among high school teachers' self-efficacy, instructional quality, and student motivational beliefs. Findings demonstrated that, at grade level, self-efficacy tends to be positively related to instructional quality, which in turn, appears to be positively related to student motivational beliefs. Findings imply that teachers who practice effective teaching strategies, supportive classroom strategies, and strong classroom management tend to foster positive student motivation. Besides, teachers with high self-efficacy are also better at providing the elements of high instructional quality, thus creating a favorable cycle. Lastly, high instructional quality also tends to enhance students' motivational beliefs, including their interest in learning, confidence in goal attainment, and appreciation of subject matter. Further, [Johnakin-Putnam \(2020\)](#), who assessed the impact of intrinsic and extrinsic motivation on teachers' self-efficacy, discovered a strong and positive correlation between self-efficacy and intrinsic motivation, implying that teachers who demonstrate enjoyment and passion in their work, a desire for personal growth and professional competence, and a sense of purpose tend to possess greater confidence in their abilities to teach effectively.

The link between preservice teachers' academic self-efficacy and academic motivation was analyzed by [Arslantaş \(2021\)](#). Findings revealed that preservice teachers' academic self-efficacy and academic motivation tend to be high. Moreover, significant differences were also found in all academic motivation dimensions, except for extrinsic motivation-external regulation, with females displaying significantly higher academic motivation. Further, preservice teachers with moderate and higher achievement levels also tend to demonstrate significantly higher academic self-efficacy and academic motivation compared to those with lower academic achievement. Findings imply that academic self-efficacy and academic motivation appear to have a reciprocal relationship, whereby preservice teachers with higher academic achievement also possess stronger self-efficacy and motivation, with each factor positively influencing the other to create a powerful learning cycle.

Additionally, [Aytaç \(2021\)](#), who examined teachers' self-efficacy, teaching motivation, and curriculum fidelity, discovered that teachers tend to have strong self-efficacy and a high level of intrinsic motivation. Further, self-efficacy was found to directly and indirectly predict teaching motivation and curriculum fidelity, while intrinsic motivation was found to directly predict curriculum fidelity. Besides, moderate and positive relationships were found among self-efficacy, intrinsic motivation, and curriculum

fidelity. Findings imply that teachers' belief in their ability to succeed and intrinsic motivation to teach can significantly influence how closely they implement a curriculum. Overall, teachers with high self-efficacy are more likely to welcome educational reforms, implement novel pedagogic strategies, and ensure quality instruction, which leads to more effective curriculum implementation. On the other hand, [Tamari \(2022\)](#), who investigated the impact of self-efficacy on teacher motivation, disclosed that teachers with high self-efficacy tend to exhibit high motivation, besides displaying high instructional/disciplinary self-efficacy. While instructional self-efficacy is linked to more positive and innovative teaching practices, such as creating supportive and engaging learning environments, disciplinary self-efficacy is associated with effective classroom management, such as establishing positive student-teacher relationships.

In their research, [Calkins et al. \(2023\)](#) explored the relationship between teachers' self-efficacy and motivation. Findings indicated that intrinsic and altruistic motivation for teaching tend to be positively related to self-efficacy in classroom management, pedagogy, student engagement, and multicultural classrooms. Findings imply that teachers' motivation tend to be driven by internal drive and a desire to help others, which are linked to higher self-efficacy. Additionally, the positive relationship between teachers' self-efficacy and motivation tends to significantly influence (1) classroom management, whereby teachers feel more capable of managing their classrooms, (2) pedagogy, whereby they demonstrate greater confidence in their teaching methods, (3) student engagement, whereby they feel more effective at keeping students involved and interested, and (4) multicultural classrooms, whereby teachers' altruistic and intrinsic motivations are particularly beneficial in diverse environments. In the same year, [Prashanth and Kumara \(2023\)](#) examined teacher educators' self-efficacy and motivation. Findings revealed a significant and positive relationship between self-efficacy and motivation, implying that teacher educators with high motivation are more likely to believe in their capacity to effectively teach and guide others. Moreover, their greater resilience also enables them to better handle inherent professional challenges via effectual professional engagement. Lastly, self-efficacy, together with motivation, tends to raise teacher educators' professional satisfaction, engagement, and facilitation of the teaching and learning process.

The self-efficacy, motivation, and competence of inclusive teachers were explored by [Canoso \(2024\)](#). Findings revealed strong positive relationships among self-efficacy, motivation, and competence, thus underscoring the interrelated nature of these variables in fostering effective inclusive practices. Specifically, highly motivated teachers tend to possess higher self-efficacy and greater competence in inclusive teaching, indicating that are more likely to manage diversity with greater self-assertiveness. Findings imply that highly motivated teachers with high self-efficacy tend to exhibit more positive attitudes toward inclusive education and student diversity, and are therefore, more willing to employ innovative instructional methods and remain committed to inclusive education. Lastly, their high self-efficacy also equips them with the competence to adopt inclusive strategies and support student diversity. On the other hand, [Chang and Sung \(2024\)](#) studied the relationships among middle school teachers' self-efficacy, motivation, and job satisfaction. Findings revealed that social utility motivation tends to have a direct, positive influence on two aspects of job satisfaction (the work environment and professional satisfaction); besides, this influence tends to occur indirectly through teacher self-efficacy. Findings imply that fostering a sense of purpose and social contribution are a powerful way to improve teachers' job satisfaction.

Finally, [Husain and De Leon \(2025\)](#) measured the impact of self-efficacy and motivation on secondary school teachers' job performance. Findings revealed that teachers tend to exhibit high self-efficacy, motivation, and job performance, with self-efficacy and motivation significantly and positively influencing job performance. Self-efficacy and motivation tend to have a synergistic relationship as they work together to enhance job performance. Teachers with high self-efficacy tend to be motivated to demonstrate high performance, which in turn, allows them to display stronger task commitment and higher levels of productivity, resulting in enhanced teaching performance. Overall, efficacious and motivated teachers are more likely to establish ambitious goals and brainstorm creative solutions to overcome predicaments, and ultimately, attain more productive outcomes.

### **3. Methodology**

#### **3.1. Research Design and Approach**

This study adopted a quantitative research approach, which is appropriate for systematically investigating aspects linked to self-efficacy and global motivation. The research design was directly related to the study's primary goal, which was to investigate the relationship between the two constructs among teachers in Kudat, Sabah. Additionally, by administering the two structured, Likert-scale questionnaires on Google Forms, the authors were able to collect data from a representative sample of teachers. This method could improve not just the reliability and validity of research findings, but also their generalizability to broader educational contexts. Lastly, the quantitative approach enabled the authors to perform statistical analysis via SPSS 29.0 to obtain new empirical information on the two multifaceted constructs.

#### **3.2. Research Location**

As aforementioned, the study was carried out in Kudat, Sabah, a district in the northern area of Malaysian Borneo where there is a serious lack of empirical research on self-efficacy and global motivation. Kudat was chosen for its distinctive educational landscape containing many primary and secondary schools. This location could provide a sufficiently representative sample of the teaching population, thus allowing for effective assessment of teachers' self-efficacy and global motivation.

#### **3.3. Sample and Justification**

The sample comprised 54 teachers ( $n = 54$ ) from selected primary and secondary schools in Kudat, Sabah. All participants have completed professional teacher training and are currently working full-time at their respective schools. Principals of 23 primary schools and five secondary schools were initially contacted via email, and were requested to share the survey link with teachers.

While the sample size appeared small, it met the minimum need for quantitative research in the social sciences, particularly correlational and regression studies. According to [Roscoe \(1975\)](#), a sample size of 30 is powerful enough to provide reliable data for statistical analysis, which is supported by the central limit theorem (CLT). The CLT stipulates that sampling distributions approach normality when there are 30 or more respondents, thus allowing for accurate statistical inference. Further, the current

sample size ensures a reasonable margin of error and enough power to identify modest effects through nonparametric and Spearman correlation analyses.

The sample consisted of 44.4 percent male and 55.6 percent female teachers. About 37.0 percent are between the ages of 23 and 33, 29.6 percent are between 34 and 44, 22.2 percent are between 45 and 55, and 11.1 percent are above 55. In terms of teaching experience, 25.9 percent have less than 5 years, 18.5 percent have five to 10 years, 24.1 percent have 11 to 20 years, and 31.5 percent have more than 20 years (see [Table 1](#)).

Table 1: Demographic Characteristics of Respondents ( $n = 54$ )

Variable	Category	Frequency	Percentage
Gender	Male	24	44.4
	Female	30	55.6
Age	23-33 years	20	37.0
	34-44 years	16	29.6
	45-55 years	12	22.2
	Above 55 years	6	11.1
Years of teaching	Less than 5 years	14	25.9
	5-10 years	10	18.5
	11-20 years	13	24.1
	More than 20 years	17	31.5

### 3.4. Instruments

Two Likert-scale instruments, with responses ranging from strongly disagree = 1 to strongly agree = 5, were used to obtain data. The eight-item Self-Efficacy Scale (SES) was designed by Robinson (2020), and it measures teachers' confidence in their ability to build relationships, manage classrooms, and achieve teaching goals. Its total score is 40 (high = 36 to 40, average = 30 to 35; low = less than 35).

The 28-item Global Motivation Scale (GMS) was developed by Guay, Mageau, and Vallerand (2003), and is used to measure the hierarchical structure of self-determined motivation, including intrinsic and extrinsic motivational factors. Its total score is 140 (high = 126 to 140; average = 105 to 125, low = less than 125).

The reliabilities of both scales have been extensively reported by the developers. To determine their suitability in the Sabahan context, they were pilot-tested on 25 teachers. Data were analyzed by using SPSS 29.0. Results showed that the SES has a Cronbach's alpha of 0.887, which confirms its strong internal consistency. Similarly, the GMS has a Cronbach's alpha of 0.935, which also reflects its high reliability.

### 3.5. Data Collection and Analysis

Two structured scales were administered online to ensure teachers' accessibility and convenience. The data gathering process lasted two weeks, which gave teachers sufficient time to complete the surveys. Teachers were contacted by their individual school administrators, who ensured a smooth and coordinated distribution procedure. Moreover, ethical issues were prioritized throughout the data collection procedure. All teachers were given informed consent notes, which clearly stated the objectives and voluntary nature of the study, besides the possibility to withdraw at any time without any consequences. To ensure confidentiality, all responses were anonymized, and the

data were securely stored in a strong room. Only the first researcher has access to the data, guaranteeing that it is used solely for scholarly purposes.

Data were analysed using SPSS 29.0 to address the research questions. First, to gain an overview of the sample and set the stage for subsequent analyses, means, medians, and standard deviations were calculated. Second, Wilcoxon signed rank test was conducted to evaluate teachers' responses to self-efficacy and global motivation items against a hypothesized median value of 3.5. Third, Spearman correlation analysis was run to examine if the relationship between self-efficacy and global motivation was significant. Fourth, independent samples *t*-tests were conducted to assess gender differences in self-efficacy and global motivation. Lastly, one-way ANOVA was used to explore if significant differences existed in self-efficacy and global motivation in relation to age and teaching experience.

## 4. Findings

### 4.1. Means, Medians, and Standard Deviations

The means, medians, and standard deviations for self-efficacy and global motivation were calculated to evaluate the central tendency and data variability. Results showed that teachers tend to have average levels of self-efficacy and global motivation (see [Table 2](#)).

Table 2: Descriptive Statistics for Self-efficacy and Global Motivation

Construct	Mean	Median	SD
Self-Efficacy	32.80	33.00	4.01
Global Motivation	107.89	108.00	14.12

### 4.2. Wilcoxon Signed Rank Test for Self-efficacy

Wilcoxon signed rank test was conducted to assess self-efficacy, with each item tested against a hypothesized median value of 3.5. Findings showed that all items were significantly different from the median value at  $p < .001$ , indicating strong agreement (see [Table 3](#)).

Table 3: Wilcoxon Signed Rank Results for Self-efficacy (Hypothesized Value = 3.5)

Item	<i>p</i> -value	Decision
I can build positive relationships with all my students	< 0.001**	Median significantly differs from the test value, indicating strong agreement
I can support students emotionally	< 0.001**	Median significantly differs from the test value, indicating strong agreement
I can make students enjoy coming to school	< 0.001**	Median significantly differs from the test value, indicating strong agreement
I can get my students to trust me	< 0.001**	Median significantly differs from the test value, indicating strong agreement
I feel capable of designing relationship	< 0.001**	

building activities in my classroom		Median significantly differs from the test value, indicating strong agreement
I can improve the relationship with a student even if it starts out poorly	< 0.001**	Median significantly differs from the test value, indicating strong agreement
I can cultivate a positive relationship with students who are not performing well	< 0.001**	Median significantly differs from the test value, indicating strong agreement
I can build positive relationships with students who come from different backgrounds from me	< 0.001**	Median significantly differs from the test value, indicating strong agreement

\*\* $p < .001$

### 4.3. Wilcoxon Signed Rank Test for Global Motivation

Wilcoxon signed rank test was conducted to assess teachers' global motivation, with each item tested against a hypothesized median value of 3.5. Findings showed that 15 of the items were significantly different from the median value at  $p < .001$ , indicating strong agreement. Another seven items were significantly different from the median value at  $p < .05$ , indicating moderate agreement (see Table 4).

Table 4: Wilcoxon Signed Rank Results for Global Motivation (Hypothesized Value = 3.5)

I do things ....	<i>p</i> -value	Decision
In order to feel pleasant emotions	< 0.001**	Median significantly differed from the test value, indicating strong agreement
Because I do not want to disappoint certain people.	0.002*	Median significantly differed from the test value, indicating moderate agreement
To help myself become the person I aim to be	< 0.001**	Median significantly differed from the test value, indicating strong agreement
Because I like making interesting discoveries	< 0.001**	Median significantly differed from the test value, indicating strong agreement
Because I would beat myself up for not doing them	0.008*	Median significantly differed from the test value, indicating moderate agreement
Because of the pleasure I feel as I become more and more skilled	< 0.001**	Median significantly differed from the test value, indicating strong agreement
Although I do not see the benefit in what I am doing	0.360	Median did not significantly differ from the test value, indicating neutrality
Because of the sense of well-being I feel while I am doing them	< 0.001**	Median significantly differed from the test value, indicating strong agreement
Because I want to be viewed more positively by certain people	0.048*	Median significantly differed from the test value indicating moderate agreement

Because I chose them as means to attain my objectives	< 0.001**	Median significantly differed from the test value, indicating strong agreement
For the pleasure of acquiring new knowledge	< 0.001**	Median significantly differed from the test value, indicating strong agreement
Because otherwise I would feel guilty for not doing them	0.014*	Median significantly differed from the test value indicating, moderate agreement
For the pleasure I feel mastering what I am doing	< 0.001**	Median significantly differed from the test value, indicating strong agreement
Although it does not make a difference whether I do them or not	0.152	Median did not significantly differ from the test value, indicating neutrality
For the pleasant sensations I feel while I am doing them	< 0.001**	Median significantly differed from the test value, indicating strong agreement
in order to show others what I am capable of	0.020*	Median significantly differed from the test value, indicating moderate agreement
Because I chose them in order to attain what I desire	< 0.001**	Median significantly differed from the test value, indicating strong agreement
For the pleasure of learning new, interesting things	< 0.001**	Median significantly differed from the test value, indicating strong agreement
Because I force myself to do them	0.118	Median did not significantly differ from the test value, indicating neutrality
Because of the satisfaction I feel in trying to excel in what I do	< 0.001**	Median significantly differed from the test value, indicating strong agreement
Even though I do not have a good reason for doing them	0.320	Median did not significantly differ from the test value, indicating neutrality
For the enjoyable feelings I experience	< 0.001**	Median significantly differed from the test value, indicating strong agreement
In order to attain prestige	0.885	Median did not significantly differ from the test value, indicating neutrality
Because I choose to invest myself in what is important to me	< 0.001**	Median significantly differed from the test value, indicating strong agreement
For the pleasure of learning different interesting facts	< 0.001**	Median significantly differed from the test value, indicating strong agreement
Because I would feel bad if I do not perform them	0.010*	Median significantly differed from the test value, indicating agreement
Because of the pleasure I feel outdoing myself	0.028*	Median significantly differed from the test value indicating agreement

Even though I believe they are not worth the trouble	0.288	Median did not significantly differ from the test value indicating neutrality.
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\*\* $p < .001$ ; \* $p < .05$

#### 4.5. Spearman Correlation Analysis

Spearman correlation analysis was conducted to examine the relationship between self-efficacy and global motivation. Findings showed that self-efficacy tends to be significantly related to global motivation with  $r = 0.629$ ,  $p < 0.001$  (see Table 5).

Table 5: Spearman Correlation Analysis of Constructs

Constructs	Correlation Coefficient ( $r$ )	$p$ -value	Interpretation
Teacher Motivation ↔ Self-efficacy	0.629	$< 0.001^{**}$	Significant, positive

\*\* $p < .001$

#### 4.6. Gender Differences

Independent samples  $t$ -tests were conducted to assess gender differences in self-efficacy and global motivation. Findings revealed that self-efficacy reflected a notable difference, with male teachers reporting a mean score of 31.54 ( $SD = 4.01$ ), and female teachers obtaining a higher mean of 33.80 ( $SD = 3.77$ ). The difference was statistically significant at  $t = -2.13$ ,  $p = 0.038$ , showing that female teachers tend to possess significantly higher self-efficacy compared to their male counterparts. On the other hand, findings showed that male teachers' mean global motivation score was 104.46 ( $SD = 12.30$ ), with female teachers obtaining a slightly higher mean score of 110.63 ( $SD = 15.06$ ); however, the difference was not significant at  $t = -1.62$ ,  $p = 0.111$ , indicating that gender did not significantly influence global motivation (see Table 6).

Table 6: Independent  $t$ -Test for Gender Differences

Variable	Gender	Mean	$SD$	$t$	$p$ -value	Conclusion
Global Motivation	Male	104.46	12.30	-1.62	0.111	Not significant
	Female	110.63	15.06			
Self-efficacy	Male	31.54	4.01	-2.13	0.038*	Significant
	Female	33.80	3.77			

\* $p < .05$

#### 4.7. Differences in Relation to Age and Teaching Experience

Referring to Table 7, one-way ANOVA was used to explore if significant differences existed in self-efficacy and global motivation in relation to age and teaching experience. Findings showed that age did not significantly impact self-efficacy ( $F = 0.573$ ,  $p = 0.636$ ). Similarly, no significant differences were found in global motivation across levels of teaching experience ( $F = 0.695$ ,  $p = 0.560$ ). For global motivation, findings also revealed nonsignificant differences across age groups ( $F = 0.904$ ,  $p = 0.446$ ). Likewise, nonsignificant differences were also observed across levels of teaching experience ( $F = 0.868$ ,  $p = 0.464$ ).

Table 7: ANOVA Results for Age and Teaching Experience

Variable	Factor	F	p-value	Conclusion
Global Motivation	Age	0.573	0.636	No significant differences
	Teaching Experience	0.695	0.560	No significant differences
Self-efficacy	Age	0.904	0.446	No significant differences
	Teaching Experience	0.868	0.464	No significant differences

## 5. Implications and Recommendations

### 5.1. Implications

Current findings imply that self-efficacy tends to be significantly related to global motivation amongst teachers in Sabah, which is supported by previous research (Aytaç, 2021; Bedel, 2016; Canrinus et al., 2012; Williams, Kessler, & Williams, 2014). Additionally, current findings imply nonsignificant gender differences in self-efficacy, which is supported by the research of Odanga, Raburu, and Aloka (2015). Lastly, current findings imply nonsignificant gender differences in global motivation, which is also supported by previous research (Jugović, Maskalan, & Ivanec, 2022).

### 5.2. Self-efficacy: Recommendations

Current findings imply that teachers tend to have average levels of self-efficacy. It is crucial to raise their self-efficacy so that they will increase their effort and persistence with students, spend more time evaluating learning outcomes, implement more challenging classroom activities, and practice innovative instructional strategies.

#### 5.2.1. Growth Zone, Smart Goals, Future Possibilities, and New Perspectives

To increase their self-efficacy, individuals can adopt four strategies (Celestine, 2019). First, by abandoning their comfort zone and venturing into the growth zone, teachers can improve their self-efficacy through trial and error, lifelong learning, and meaningful pursuits. While it can be frightening initially, the more they experience success in the face of challenges, the more they will increase their self-efficacy. Moreover, bouncing back and recovering from failure enables them to develop resilience by adapting to adversity, which can be achieved by developing a growth mindset, focusing on what they can control, and processing their emotions constructively. To recover, they can take action, set small, achievable goals, learn from the past, and take care of themselves by adopting healthy habits and seeking support from others.

Second, having specific, measurable, achievable, relevant, and time-bound (SMART) goals increases self-efficacy because it provides a clear path to improvement and a framework for tracking progress, which builds self-efficacy (Celestine, 2019). This process convinces teachers that they can master new skills and achieve favorable results, which fosters a sense of competence and control over their lives. Moreover, teachers should set realistic goals that can increase and sustain their self-efficacy; for example, they can segment larger goals into smaller, more manageable subgoals.

Third, teachers should look at the bigger picture by developing the power to seek higher goals (Celestine, 2019). They can develop personal professional growth to become high-

level knowledge workers who continuously advance their own knowledge and skills. Besides, they should develop the ability to look beyond short-term setbacks by adopting innovative approaches to accommodate societal changes. By embracing a growth mindset, teachers can develop the resilience and ability to see challenges as opportunities for learning and progress. This developmental perspective helps them maintain high self-efficacy, which allows them to sort their priorities, make better plans, and focus on important goals more efficiently.

Lastly, teachers should reframe obstacles to move beyond their comfort zone and confront challenges (Celestine, 2019). They can create a contingency plan by determining the expected challenges when pursuing a goal, and subsequently, decide what action they will take to overcome those challenges. Further, they can regard every obstacle as a test, and respond by designing the most viable solution and remaining calm to implement it. Besides, by reflecting on the obstacles that they have successfully eliminated, they will be able to recapitulate previous mastery experiences to help increase their self-efficacy in the present.

### *5.2.2. Mastery Experiences, Role Modeling, Social Persuasion, and Physiological Introspection*

Mastery experiences, social modeling, social persuasion, and physiological introspection are four effective ways to increase self-efficacy (Bandura, 2008; Moore, 2016). First, teachers should show confidence in their capability to set goals, overcome the hurdles to fulfill them, and celebrate the desired outcomes. This practice convinces them that sustained effort and perseverance can serve a purpose, thus increasing their confidence to succeed. Teachers should not be fearful of failure; instead, they need to learn to overcome disappointment by relying on their inner strength to overcome obstacles. Consequently, they will feel more adequate to tackle the predicaments awaiting them. Experiencing failure strengthens their resilience; therefore, they should regard failure as a learning experience that provides an opportunity to reach competence via a novel approach.

Second, individuals can enhance their self-efficacy by witnessing demonstrations of competence by people with similar attributes (Bandura, 2008; Moore, 2016). After witnessing the role models' achievements, teachers tend to believe that they, too, can successfully achieve their goals if they adopt the former's stance. Nowadays, teachers have many potential role models from social media and other digital platforms. By watching someone like themselves demonstrating acts of competence (e.g., speaking on television, acting as influencers, competing in elite sports), teachers have the opportunity to develop self-efficacy through vicarious modeling, and are therefore more likely to pursue their goals.

Third, individuals who are constantly reminded that they have the capacity to succeed are more likely to achieve success; hence, self-efficacy serves as a self-fulfilling prophecy (Bandura, 2008; Moore, 2016). Teachers who are frequently told that they are capable of achieving their goals will exert more effort rather than worrying about their weaknesses. Therefore, they need role models and mentors who can boost their self-efficacy not only through role modeling, but who also act as trusted encouragers and confidantes who motivate teachers to step into the ring. Additionally, teachers can also employ self-talk to strengthen their self-efficacy, for instance, by giving themselves a motivational pep talk before entering the classroom. Such self-talk allows them to

verbally persuade themselves to believe in their capabilities to act as efficacious instructors and influential classroom managers.

Fourth, emotions, moods, and physical states tend to influence how individuals judge their self-efficacy (Bandura, 2008; Moore, 2016). Teachers who are enthusiastic, confident, and happy often feel more ascertained of their ability to succeed. Therefore, they should leverage their emotional and physiological states to scaffold their competence, strength, or ability for goal pursuits. They need introspection and training to positively interpret various physiological states; for example, when overwhelmed by a personal or work-related problem, they can practice self-compassion and develop more optimistic beliefs about their ability for goal attainment, while exerting greater internal locus of control.

### *5.2.3. Positive Wellbeing, Safe and Collaborative Setting, and Professional Development*

Teachers can increase their self-efficacy through positive wellbeing development (Litchfield, 2025). School leaders can improve teacher wellbeing by reducing workload, increasing trust, eliminating stress, and promoting continued professional development. Teachers should be allowed to utilize work schemes that require fewer written lesson plans, adapt marking policies, and limit staff meetings to those that are compulsory. Further, school leaders should entrust teachers to autonomously manage their own subjects and classroom discipline, which makes them feel that the management believe in their abilities to do their job. Moreover, while compulsory audits and observations are a vital part of quality control, they are extremely draining for teachers, who have to do extra rather than focusing on actual teaching. Lesson planning and delivery is already stressful enough; hence, management should not make them feel that they are being micromanaged. Lastly, management should offer teachers the opportunities to learn relevant and innovative strategies, which increase their confidence as subject matter experts and knowledge transmitters. Acquiring novel teaching strategies not only helps teachers integrate new techniques into their own pedagogic practices, but it also upholds their passion for education.

A safe and collaborative environment fosters self-efficacy because it promotes trust amongst teachers; it allows them to openly communicate and share ideas on effective instruction and classroom management (Litchfield, 2025). To create a more collaborative working environment, regular team meetings should be held by designating suitable meeting times for teachers to self-practice within year level or subject groupings, which promotes group planning, consistency amongst different class groups, and idea sharing rather than reinventing the wheel. Further, coteaching should be practiced, whereby teachers can share classes by teaching their topic or subject specialty across all class grades and swapping with colleagues for their relevant areas. Besides, teachers should have the opportunity to arrange certain lessons according to ability levels to challenge gifted students, while supporting students with special needs. Lastly, teachers should meet regularly to cross mark assessment tasks or float new ideas for future planning.

One of the most effective ways to raise self-efficacy is by sustaining teacher growth and avoid stagnancy. School leaders should ensure that they receive ongoing professional development (Litchfield, 2025). They need to work alongside teachers to ensure that the professional development opportunities are relevant, current, and suited to their needs. Therefore, school leaders should consult their staff regarding the sort of professional

development they need, while allowing for change as the year progresses. For example, at the start of the year, teachers may require training in behavioral management, but, later in the year, it may be more useful for them to acquire new strategies to teach students with special needs. Lastly, with the advent of novel digital technologies, curriculum standards, and societal changes, teachers also need alternative professional development.

#### *5.2.4. Teachers as Stakeholders*

[Herbert-Smith \(2022\)](#) suggested school leaders can increase self-efficacy amongst teachers by regarding them as true stakeholders and praising their initiative and successful endeavors. First, as builders of the school culture, teachers should be given an active role in decision-making to make them feel that their opinions are appreciated. Further, collaboration and mutual goal attainment amongst teachers also help promote a shared belief in the school's vision and mission, which motivates them to bring change and innovation. Second, praise and encouragement are influential factors to propagate a culture of strong self-efficacy amongst teachers, which requires authentic recognition of dedication and effective instruction. Further, teachers' achievements should be publicly acknowledged to make them feel appreciated as role models and proactive contributors. School leaders can routinely recognize teachers' efforts and accomplishments by establishing a community that believes in its staff members, encourages a collegial culture, and continually strives to improve educational outcomes.

#### *5.2.5. Collective Efficacy, Acknowledgment, and Novel Topics*

Additionally, school administrators can enhance teacher self-efficacy by instilling collective efficacy, acknowledging hardships, and offering novel topics ([Herbert-Smith, 2022](#)). First, to develop collective efficacy, teachers need to know what is happening in other classrooms, which helps build trust and confidence amongst them. They also need time to share their ideas to adopt school-wide best practices. Therefore, school administrators should allocate co-planning time, exhibit models of excellence, and host meetings to build and revisit a collective school mission. Since teachers often feel overwhelmed by paperwork, lesson planning, grading, and extracurricular activities, school administrators should empathize with them, actively listen when they require assistance, and strive to help them manage their responsibilities; these gestures often make teachers feel appreciated and supported in accomplishing multifarious tasks. Third, most teachers possess varying levels of experience and have participated in many workshops; nevertheless, they need continuing professional development (CPD) on new topics and strategies to feel recognized and progressive. Moreover, CPD activities should be evidence-based so that teachers realize that they are scaffolded and become increasingly engaged. By leveraging their job experience to choose their preferred CPD activities, teachers can become active participants in their own career development, which helps foster a culture of efficacy amongst those who genuinely seek improvement and growth.

### **5.3. Global Motivation: Recommendations**

Current findings imply that teachers' global motivation tends to be average. It is therefore important to raise their global motivation to enhance their job engagement and commitment, while deepening their interest in their work and dedication to the teaching profession. Besides, it will increase their willingness to innovate by becoming

more receptive to implementing innovative pedagogic methods and engaging in professional development. Highly motivated teaching staff also help propagate a favorable and supportive school climate, which ultimately influences students' attitudes toward learning. Lastly, greater teacher motivation also tends to promote wellbeing because it is closely linked to job satisfaction and resilience against stress and burnout.

### *5.2.1. Altruistic Motivation and Individual Practices*

[Brandon \(2024\)](#) recommended two ways for teachers to increase their job motivation. First, leaders and peers need to help them recall and live through their altruistic motivation that bring them to the profession by highlighting their authentic desire to do meaningful work. Reinforcing teachers' altruistic motivation not only enhance their intrinsic motivation, but it can also support them in times of fatigue or role difficulty. Further, altruistic motivation also increases teacher self-efficacy and competence by instilling a sense of community and belonging, while offering autonomy that can help teachers increase their intrinsic motivation and job satisfaction. Second, teachers can bolster their own motivation through individual practices. By reflecting on their positive influence on students and journaling success stories, they allow for recognition and self-awareness. By practicing self-care, they can recognize the good they are doing and reward themselves with something that brings happiness. By engaging in professional learning, they can increase their competence and relate to what drives them. By connecting with colleagues whenever they can, they can share stories and practices that creates a sense belonging and commitment, besides developing novel skills and knowledge. By asking questions to learn about each other, they can establish more favorable relationships with students, families, or caretakers, which fosters a sense of belonging for others, besides building intrinsic and altruistic motivation. Lastly, teachers should reward their peers and themselves by using notes of appreciation, which can make a big difference in their own and others' lives.

### *5.2.2. School Improvement, Innovative Pedagogic Methods, and New Initiatives*

[Arnett \(2018\)](#) postulated that school leaders can enhance teacher motivation by helping them lead the way in improving the school environment and allowing them to adopt a more effective instructional model. First, teachers who enthuse in school improvement often act as valuable contributors to broader school improvement efforts, while seeking innovative practices to be shared with colleagues. While satisfied with the overall teaching and learning process, many teachers still seek innovative pedagogic strategies to work with students with special needs. Therefore, school leaders need to assist them in implementing new instructional approaches that complement to their current classroom practices. Instead of increasing their workload or requiring them to eliminate their favorite lesson plans, school leaders should prime teachers for new initiatives by activating their latent motivation. Second, teachers working with students with special needs are often eager for innovative approaches, which gives a renewed sense of purpose. Therefore, school leaders need to help them change the status quo by encouraging them to proactively seek new pedagogic approaches to address students' behavioral issues. It is a powerful catalyst for motivating teachers to complement their traditional approaches with more data- and action-based strategies. Lastly, to help teachers keep abreast with new school initiatives, school leaders need to offer viable ways for them to increase their compliance-oriented motivation to better meet the expectations of school leaders, colleagues, and other stakeholders.

### *5.2.3. Remuneration, Working Conditions, and Professional Development*

To motivate teachers, [Bedi \(2024\)](#) recommended that improvements should be made in the areas of remuneration, working conditions, and professional development. First, to improve their status and prestige, teachers should be remunerated according to the level competitive with professions that require similar training. Second, improved working conditions are needed to raise teacher motivation and increase the overall attractiveness of the profession. To help teachers face conflicts or crisis situations, school leaders should implement better safety and security measures. Moreover, teachers serving in low- and middle-income neighborhoods often require basic educational resources, such as furniture, reference books, Internet access, or other instructional materials. Besides, they also need a more supportive work environment, which includes the essential resources and support to help them effectively fulfill their roles. Third, one of the most effective strategies for attracting and motivating talented teachers is by providing professional development opportunities, such as, workshops, training sessions, and other opportunities for teachers to acquire new skills and stay abreast with the latest teaching methods and technologies.

### *5.2.4. Collaboration, Guidance, Equity, and Innovation*

Additionally, collaboration, comprehensive guidance, gender equity, and innovation are effective in increasing teacher motivation ([Bedi, 2024](#)). First, collaboration enhances teacher motivation by instilling a sense of wellbeing, while boosting their morale and sense of belonging. It also allows them to share ideas, support one another, and augment the teaching and learning process. Besides, official, informal, and virtual collaborations also allow them to confer on content, curriculum development, and teaching strategies. Second, school administrators need to effectively communicate the school's vision and mission to motivate them in attaining its aims and objectives. Besides, it can also motivate them to demonstrate greater work enthusiasm and organizational commitment, while aligning their personal objectives with a greater purpose. Third, teacher motivation can be increased by eliminating gender inequity related to discrepancies in wages by ensuring equitable and scaffolded working conditions and compensation for women and by offering targeted incentives to motivate more women to pursue secondary, tertiary, and leadership positions. Third, encouraging innovative teaching strategies help build a sense of motivation and satisfaction amongst teachers by incorporating student input that emphasizes creativity, information processing styles, and flexible learning into their pedagogic practices.

### *5.2.5. Praise, Recognition, and Rewards*

School administrators can motivate teachers by fostering an engaging and collaborative environment characterized by praise, recognition, and rewards ([Education Advanced, Inc., 2022](#)). First, honoring and reinforcing teachers is an effectual way to show appreciation for their commitment and diligence, which makes them feel valued and respected. Additionally, public recognition and approval also reassure them that they are efficacious, with their contributions acknowledged. Moreover, teachers occasionally need praise and affirmation because they often work in isolation and are overwhelmed by various student-related and work issues. Public approval via congratulatory messages, staff gatherings, school newsletters, social media, and thank-you cards are some meaningful ways to boost teacher motivation. Second, school administrators should recognize teachers who willingly expend extra time and effort to assist

colleagues and students. Identifying and recognizing these teachers affirms that their endeavors are noticed and appreciated, which also serves as a stimulus for other staff members. Third, a simple reward plan for teachers helps create a school environment conducive for them to execute tasks with joyful efficiency, besides feeling rewarded along the way. Lastly, schools can partner with local businesses to obtain gift vouchers, holiday presents, and special discounts for teachers to express appreciation and gratitude, besides strengthening relationships and building social bonds.

#### *5.2.6. Motivational Measures by School Administrators*

Additionally, to motivate teachers, school administrators should avail themselves, offer them the gift of time, and listen to their concerns ([Education Advanced, Inc., 2022](#)). First, they should be approachable to address problems and questions from teachers. By merely acknowledging that they are available to provide support, they can make teachers feel more enthused and energized. Besides maintaining an open-door policy and high visibility, school administrators need to exhibit a relaxed demeanor and be present while interacting with teachers. Overall, they should allocate time for the staff they serve, get out of the office, and maintain focus during their interactions. Second, school administrators should allow teachers some extra time to accomplish heavier tasks or take a break by arranging substitute staff to relieve their responsibilities, which demonstrates that they care about teacher wellbeing and are willing to help them manage their work-life balance. Third, they need to heed teachers' feedback and concerns, which is particularly necessary when they are implementing new initiatives that demand extra effort. Paying greater attention to teachers' viewpoints enables school administrators to let them know that their voices are heard, which fosters a collaborative and trusting work atmosphere. Lastly, acknowledging teachers' positive attributes and taking the time to elaborate on the benefits of novel initiatives also help ease the workload and stress of both parties.

To incentivize and prompt teachers to achieve goals, school leaders should welcome staff's ideas, schedule fun events, and identify periods of key stress ([Education Advanced, Inc., 2022](#)). First, school leaders can create a platform for teachers to share their innovative ideas and celebrate them, which not only validates and supports their endeavors, but also provides others with new learning opportunities. Teachers whose ideas are accepted are more motivated to think outside of the box, thus making the entire teaching and learning process more innovative and holistic. Second, although the school environment is a highly social place, teachers who have heavy workloads often feel isolated. Therefore, school leaders should arrange annual team-building retreats to foster interpersonal relationships, define roles, and improve collaboration via structured games, workshops, or social events. Third, school administrators should be cognizant of the stressful periods throughout the academic year, which carry a heavier load for teachers; for example, they should avoid adding other duties during the report card season or implementing new plans at the end of the school term or during the final exam period. Instead, they should reschedule the extra tasks and strive to lend a helping hand during hectic periods.

Finally, [Herbert-Smith \(2023\)](#) asserted that school administrators can raise teachers' motivation by showing them respect, nurturing professional development, and giving them a voice. First, school administrators should know that semantics can nurture or derail relationships; therefore, they should use socially and culturally appropriate language at all times, while actively listening to staff's concerns and thoughts. By doing

so, they acknowledge that teachers are professionals who regard teaching as much a lifestyle as it is a vocation. Second, school administrators need to acknowledge that most teachers enter the profession hoping to make a difference to young people's lives, which underscores the process of continuing professional development. Therefore, they need to encourage teachers to explore innovative ways to become better at what they do and impact more children by reminding them why they initially entered the field. Third, one of the easiest ways to increase teacher motivation is by including them in decision-making. Lastly, school administrators should invite teachers from each year group or subject to serve as representatives during board meetings and offer their opinions about proposed strategies, besides holding open-door meetings to allow teachers to participate in meetings.

### **5.3. Final Thoughts**

To enhance the generalizability of findings and minimize bias, future research on perceived self-efficacy and global motivation should recruit more diverse, representative samples with a wider range of demographic characteristics. Further, a larger sample size should be employed to increase the likelihood that the findings can be generalized to the broader population of teachers. Besides, future research should also be conducted in various states and locations to account for contextual variations and increase the applicability of findings. More valid and reliable instruments should be utilized to ensure accuracy and consistency in data collection. Lastly, mixed methods that incorporate both quantitative and qualitative data collection should be practiced to gain a more comprehensive understanding of self-efficacy and global motivation in the context of Sabah.

### **Ethics Approval and Consent to Participate**

This study has strictly adhered to all ethical procedures involving the use of human subjects. Informed consent was obtained from all respondents who were ascertained of their anonymity, with their responses kept strictly confidential. They were also informed that the study was of low risk and that they could stop participating any time without any repercussions.

### **Acknowledgement**

The authors wish to thank all the participants of the study as well as Jesselton University College that has provided the technical facilities to complete it. All authors have contributed equally to the study.

### **Funding**

This study was partially funded by Jesselton University College, Sabah, Malaysia.

### **Conflict of Interest**

The authors report no potential conflict of interest regarding this study in terms of the research or publication of this article.

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