Journal of Media Horizons
ISSN: 2710-4060 2710-4052 Volume 7, Issue 2, 2026

DIGITAL IMMERSION OF GENERATION ALPHA: THE ROLE OF TEACHER SUPPORT IN ENHANCING STUDENT MOTIVATIONS

Saba Sadiq[1], Nageena Bashir[2], Saima Kayani[*3]

[1,2]*M.Phil. Scholar, Department of Education, University of Kotli, AJ&K Pakistan*
[*3]*Lecturer, Department of Education, University of Kotli AJ&K*

[*3]saima.nazakat@uokajk.edu.pk

DOI: https://doi.org/10.5281/zenodo.19808794

Keywords
Generation Alpha, teacher support, student motivation, digital immersion, secondary education.

Article History
Received: 15 December 2025
Accepted: 23 January 2026
Published: 10 February 2026

Copyright @Author
Corresponding Author: *
Saima Kayani

Abstract
The rapid digital immersion of Generation Alpha has transformed students' learning preferences, communication styles, and motivational needs, creating new challenges and opportunities for teachers. This study examined the role of teacher support in enhancing the emotional, academic, and social motivation of Generation Alpha students at the secondary school level. A quantitative research approach using the descriptive survey method was adopted. Data were collected from 300 students through structured questionnaires based on a five-point Likert scale. The collected data were analyzed using percentages, mean scores, and standard deviation through SPSS. The findings revealed that students perceived their teachers as highly supportive in emotional, academic, and social dimensions. Teachers were viewed as caring, approachable, fair, and effective in providing clear explanations, additional academic help, constructive feedback, and a comfortable classroom environment. The results also showed that students possessed positive emotional, academic, and social motivation. Teacher encouragement, appreciation, respectful relationships, engaging teaching methods, access to learning resources, and healthy peer competition emerged as major motivational factors. Although some students reported study-related stress, the overall level of motivation remained positive. The study concluded that teacher support plays a significant role in strengthening the motivation, engagement, and confidence of Generation Alpha learners. Supportive teacher-student relationships contribute to improved academic performance and student well-being in digitally influenced learning environments. It is recommended that schools promote counseling services, mentorship programs, and professional development opportunities for teachers to better address the needs of Generation Alpha students.

INTRODUCTION

Teachers play a vital role in organizing the learning process, and their support can significantly enhance student engagement (Patrick et al., 2007). Numerous studies have shown that students who feel more supported by their teachers tend to be more engaged in their learning than those who receive less support (Chong et al., 2018; Sadoughi & Hejazi, 2021; Zhao et al., 2019). Teacher support refers to the sense students have that they are valued and cared for by their teachers (Klem & Connell, 2004). When teachers meet the psychological needs of their students, those students feel more satisfied with their learning environment, which in turn increases their engagement in learning (Martin & Bolliger, 2018). Teacher support can be divided into academic and emotional support (Patrick et al., 2007). Academic support is when students feel that their teachers are concerned about what they have learned and how well they have learned it. Emotional support, on the other

hand, is when students believe that their teachers care about their personal feelings and individual experiences (Johnson et al., 1985). Researchers have suggested that emotional support, particularly when teachers form positive emotional connections with their students, may be a crucial component of effective learning (Hernández-Serrano et al., 2019).

Students' involvement in their studies plays a big role in how well they do academically. In the United States, Taylor and Parsons (2011) said that student engagement is like a plan to help them learn better and act positively at school. This idea was backed up by Wang and Eccles (2013), who believed that being engaged at school helps students succeed in their studies and is important for getting into college and moving forward in their careers. Thinking about academic engagement in this way gives a fresh look at why students perform well in school. This is because when students aren't engaged, it leads to poor academic results. Akpan and Umobong (2013) found that being engaged is a big factor in how well students do in school in Nigeria. They also said that being engaged is connected to being motivated, meaning that students who are more motivated are more involved than those who aren't. In Ghana, Chowa, Masa, Ramos, and Ansong (2013) found that when students are committed to their school, it helps them perform better academically. In South Africa, Wawrzynski, Heck, and Remley (2012) reported that being engaged in school predicts good results for both regular and extra-curricular activities. This was confirmed by Schreiber and Yu (2016), who said that academic engagement is a strong sign of good performance among university students in South Africa.

Student's academic motivation is a key factor linked to how much they engage in their studies. Motivation is the energy and direction that drives a person's actions, according to Reeves (2012). Students who are highly motivated tend to be more involved in their learning than those who are less motivated. They take part more, keep working even when things are hard, and show a strong commitment to their studies. From the perspective of self-determination theory by Ryan and Deci (2000), the kind of motivation a student has depends on the goals they set for themselves. Students can aim for either intrinsic or extrinsic goals. The type of goal a student chooses influences their motivation and how much they engage in learning. Intrinsic goals come from inside the student, relying on personal interest and values, while extrinsic goals depend on things outside themselves, like rewards or social approval. Students with intrinsic goals are usually more motivated, as they put in more effort, stay persistent, and do better in their studies. On the other hand, students with extrinsic goals, such as wanting to be popular or get rewards, may not put in much effort and might give up quickly when tasks are difficult. This is connected to lower levels of academic engagement and performance.

As society becomes more competitive, there is a growing recognition of how important learning is for both personal growth and success in social settings. Yet, many teenagers are not fully engaging in classroom activities, which can greatly affect their school results and overall development. Classroom participation refers to how much time and effort students put into their lessons (Yilmaz & Yilmaz, 2023). Social support can come from various sources such as family, friends, teachers, and classmates. In a school setting, student-teacher relationships are a consistent and regular form of interaction that offer important support. Positive student-teacher relationships provide emotional support, make students feel more connected and secure, and in turn, help improve learning motivation and classroom participation (Akram & Li, 2024; Liu, 2024).

Literature Review

Teacher Emotional support

Teacher emotional support refers to the sense that students feel valued and supported by their teachers (Klem & Connell, 2004). When teachers meet the psychological needs of their students, it leads to higher satisfaction with the learning environment, which in turn increases student engagement in learning (Martin & Bolliger, 2018). Teacher support can be divided into academic and emotional support (Patrick et al., 2007). Academic support is when students believe that teachers care about what

they have learned and how well they have learned it. Emotional support, on the other hand, is when students feel that teachers care about their feelings and treat them as unique individuals (Johnson et al., 1985). Research suggests that emotional support, especially when teachers build positive emotional connections with students, may be a key part of creating an effective learning experience (Herna´ndez-Selle´s et al., 2019).

Teacher Academic Support

Teacher motivation is closely linked to their approach to work and their eagerness to be involved in educational activities. It affects how interested they are in keeping students disciplined and getting involved in school events. Teachers turn educational ideas and goals into knowledge and skills that help their students learn (Trase & Lanry, 2012). A positive classroom environment is very important for motivating teachers. When classrooms are safe and supportive, teachers are more likely to put effort into improving and managing the school. (Mamoria & Gankar, 2005) The goal is to create conditions where people are ready to work with passion, take the first step, and get personal and group satisfaction through responsibility, dedication, discipline, and pride in order to reach the organization's goals. This study focuses on motivation because it has a big impact on how well teachers perform. Across the world, every education system shows growth and lasting motivation. Along with professional knowledge, skills, resources, and strategies, these are crucial for educational success and performance. Professional knowledge and skills are shown when someone feels effective or careful in their actions. These can be noticed when a person excels during their educational successes and challenges. Content theorists are focused on identifying needs that are most important. Intrinsic rewards go beyond just money, like salary or personal recognition in society, especially in teaching. Someone who enjoys and completes tasks well means they are internally motivated. According to Stephen and Timothy (2008), teachers' attitudes and actions can lead to either success or failure. Achievement, recognition, advancement, and growth opportunities can be reasons for intrinsic motivation as given by Herzberg (1968). Opportunities for personal and professional growth can help in a teacher's development. According to Sogomo's (1993) observations, American elementary teachers feel more valued when their administrators recognize them rather than their coworkers. One trait of a great leader is publicly acknowledging and praising team members for good work, which raises morale and pride. A survey on teachers' motivation at different levels was done as part of a study titled "Listen and Learn": A policy report on Papua New Guinean teachers' attitudes towards their profession, conducted in that country. Luthan (1998) described extrinsic rewards as physical benefits, such as salary, extra benefits, working conditions, workload, and facilities. Extrinsic factors include relationships with colleagues, policies, supervision, coworkers, and subordinates, which influence external motivation (Dornye, 2008). The environment in which work is done can be a source of external motivation. Wahyuni (2020) studied how teachers are motivated. Because of fewer resources and a less comfortable lifestyle, it is difficult to work in rural areas, and teaching there is less motivating than in urban areas. Even in Pakistan, teachers face disadvantages, leading to lower motivation in rural areas. The situation of wasting time in teaching has serious effects. Intrinsic and extrinsic motivation are very important for gaining and sharing knowledge. A lot or a lack of resources such as physical tools and educational materials directly impacts how well teachers perform, especially in delivering the curriculum. Finally, teachers need to be highly motivated to give complete service to their students through workload, pay, promotion, and a good educational environment. There is a big difference between motivated behavior and motivational factors. It is influenced by the reasons behind motivation (Lens, & Decruyenaere, 1991).

Teacher Social Support

Expectation, value, and practical components are all important factors (Peetsma, Hascher, Vander Veen & Roede, 2005). Teachers with high self-efficacy are more likely to be involved with students who perform slowly. Research shows that teachers with strong self-efficacy

help other teachers improve their professional skills and enhance the quality of their teaching (Geisel et al., 2009; Wheatley, 2002). The value component reflects how strongly a teacher values a task and how important it is for them to achieve their goals. It also shows a teacher's belief in their ability to reach these goals (Bandura, 1997). Studies on teacher commitment show that when teachers fully accept and are committed to the goals and values of their organization, they can create meaningful change (Geijsel et al., 2009; Leithwood, Jantzi & Steinbach, 1999). Therefore, when an organization's goals and values align with a teacher's personal beliefs, they can lead to significant change (Ryan & Deci, 2000). The third factor of motivation is the affective component, which refers to a teacher's feelings and emotions related to their work. Many researchers have also stressed the importance of considering teachers' emotions through their career development, work environment, and major reform processes. Teachers can sometimes feel uncertain due to changes in educational policies, which can make it hard for them to work consistently (Sorrentino and Short, 1986). Further research shows that teachers may avoid risky situations and work less often. They may also need to keep their attitude positive even when faced with unstable policies in the education system (Calef & Lortie, 1975; Rosenholtz, 1991). Expectation, value, and practical components are all important factors (Peetsma, Hascher, Vander Veen & Roede, 2005). Teachers with high self-efficacy are more likely to be involved with students who perform slowly. Research shows that teachers with strong self-efficacy help other teachers improve their professional skills and enhance the quality of their teaching (Geisel et al., 2009; Wheatley, 2002). The value component reflects how strongly a teacher values a task and how important it is for them to achieve their goals. It also shows a teacher's belief in their ability to reach these goals (Bandura, 1997). Studies on teacher commitment show that when teachers fully accept and are committed to the goals and values of their organization, they can create meaningful change (Geijsel et al., 2009; Leithwood, Jantzi & Steinbach, 1999). Therefore, when an organization's goals and values align with a teacher's personal beliefs, they can lead to significant change (Ryan & Deci, 2000). The third factor of motivation is the affective component, which refers to a teacher's feelings and emotions related to their work. Many researchers have also stressed the importance of considering teachers' emotions through their career development, work environment, and major reform processes. Teachers can sometimes feel uncertain due to changes in educational policies, which can make it hard for them to work consistently (Sorrentino and Short, 1986). Further research shows that teachers may avoid risky situations and work less often. They may also need to keep their attitude positive even when faced with unstable policies in the education system (Calef & Lortie, 1975; Rosenholtz, 1991).

Methodology:

The study adopted a quantitative research approach using the descriptive survey method. The main purpose of the study was to examine how teacher support influenced student motivation at the secondary school level. The descriptive survey design was considered appropriate because it helped in collecting data from a large number of participants and analyzing their perceptions in a systematic manner. The population of the study consisted of all students of Grade 9 and Grade 10 enrolled in secondary schools, as well as all teachers working in secondary schools within the selected area. The study was conducted in a specific geographical location selected by the researchers. A sample of 300 students was selected for the study. Participants were chosen through simple random sampling to ensure equal chances of selection. Data were collected through two structured questionnaires. One questionnaire was designed for students to measure their level of motivation and their perceptions of teacher support. The second questionnaire was designed for teachers to assess their teaching practices and support strategies. The questionnaires mainly consisted of Likert scale items ranging from Strongly Agree to Strongly Disagree, along with close-ended questions. Prior permission was obtained from the concerned school authorities before conducting the study. After approval, questionnaires were distributed among the

selected students and teachers. Clear instructions were provided to the participants regarding how to complete the questionnaires. The data collection process was completed within two weeks. The collected data were analyzed using statistical techniques such as percentages, mean scores, and standard deviation. Statistical software such as SPSS was used for accurate analysis. The results were presented in the form of tables, charts, and graphs for clear interpretation.

Results:

Table 1: Teacher (Emotional, Academic, Social) Support of Generation Alpha

Statements	N	Mean	Std. Deviation
1. My teacher cares about my feeling	300	1.7833	.62532
2. My teacher encourages me when i feel discouraged	300	1.8267	.65681
3. My teacher listen to my problem	300	1.6867	.54419
4. My teacher creates a comfortable classroom environment	300	1.6900	.56120
5. My teacher explain lesson clearly that helps me understand difficult topic	300	1.7600	.60852
6. My provide extra help when i do not understand something	300	1.7467	.61949
7. My teacher gives helpful feedback to improve my work	300	1.7067	.61254
8. My teacher encourages positive relationship among students	300	1.7300	.59296
9. Teacher give more attention to certain students	300	3.7133	1.11143
10. Favoritism is common in my class	300	3.7233	1.22138

Table 1 presents the perceptions of 300 students regarding teacher emotional, academic, and social support for Generation Alpha learners. The mean scores of most positive statements range from 1.6867 to 1.8267, indicating that respondents generally agreed that their teachers provide supportive behavior in the classroom. Lower mean values on these items reflect stronger agreement.

Among emotional support items, the statement "My teacher listens to my problem" obtained the lowest mean score (M = 1.6867, SD = 0.54419), showing that students strongly perceived their teachers as approachable and willing to listen to their concerns. Similarly, "My teacher creates a comfortable classroom environment" received a mean score of 1.6900 (SD = 0.56120), indicating that students felt emotionally secure and comfortable in class. The statement "My teacher cares about my feeling" had a mean score of 1.7833 (SD = 0.62532), which also reflects positive teacher-student emotional relationships.

Regarding academic support, students agreed that teachers clearly explain lessons, provide additional help, and give constructive feedback. The item "My teacher explains lesson clearly that helps me understand difficult topic" showed a mean of 1.7600 (SD = 0.60852), while "My teacher provides extra help when I do not understand something" had a mean of 1.7467 (SD = 0.61949). Likewise, "My teacher gives helpful feedback to improve my work" scored 1.7067 (SD = 0.61254), indicating positive perceptions of instructional guidance and academic assistance.

In terms of social support, the statement "My teacher encourages positive relationship among students" received a mean of 1.7300 (SD = 0.59296), suggesting that teachers play a constructive role in promoting healthy peer interaction and cooperation among students.

However, two negatively worded statements related to favoritism obtained comparatively higher mean scores. The item "Teacher give more attention to certain students" had a mean score of 3.7133 (SD = 1.11143), and "Favoritism is common in my class" scored 3.7233 (SD = 1.22138). These higher means indicate disagreement with these negative statements, suggesting that most students did not perceive favoritism or unequal attention as common classroom practices.

Overall, the findings reveal that Generation Alpha students perceive their teachers as emotionally caring, academically supportive, and socially encouraging. The relatively low standard deviation values for most positive items indicate consistency in responses, while slightly higher deviations for favoritism-related items suggest some variation in students' experiences.

Table 2: Student's (Emotional, Academic, and Social) Motivation of Generation Alpha Statements	N	Mean	Std. Deviation
1. I feel confident in my ability to perform well in my study	300	1.9700	.60303
2. My teacher encourage me when i make mistake	300	1.7700	.62052
3. I feel stressed during my studies	300	1.7767	.56674
4. The teaching methods used in class are interested	300	1.7100	.55401
5. I receive helpful feedback on my work	300	1.7067	.52428
6. The curriculum is relevant to my needs	300	1.7933	.56423
7. I have access to necessary learning resources	300	1.7167	.55142
8. Peer competition motivates me to perform better	300	1.7800	.54090
9. I feel respected by my teacher	300	1.7333	.56859
10. I feel motivated when i receive appreciation from others	300	1.7067	.51136

Table 2 presents the responses of 300 students regarding their emotional, academic, and social motivation as Generation Alpha learners. The mean scores for all statements range from 1.7067 to 1.9700, indicating that respondents generally agreed with the statements and reflected positive levels of motivation. Lower mean values suggest stronger agreement with the given items.

Regarding emotional motivation, the statement "My teacher encourages me when I make mistake" obtained a mean score of 1.7700 (SD = 0.62052), showing that students perceived teacher encouragement as an important motivational factor. Similarly, "I feel respected by my teacher" received a mean score of 1.7333 (SD = 0.56859), indicating that respectful treatment by teachers positively influences students' emotional motivation. The statement "I feel motivated when I receive appreciation from others" had one of the lowest mean scores (M = 1.7067, SD = 0.51136), reflecting strong agreement that recognition and appreciation significantly motivate students.

The item "I feel confident in my ability to perform well in my study" recorded the highest mean score of 1.9700 (SD = 0.60303), indicating that although students generally agreed, confidence levels were comparatively lower than other motivational aspects. The statement "I feel stressed during my studies" had a mean score of 1.7767 (SD = 0.56674), suggesting that some students experience study-related stress, though responses remained within the agreement range.

In terms of academic motivation, students positively responded to classroom teaching practices and academic support. The statement "The teaching methods used in class are interested" received a mean of 1.7100 (SD = 0.55401), showing that engaging teaching methods motivate students. Likewise, "I receive helpful feedback on my work" scored 1.7067 (SD = 0.52428), indicating that constructive feedback enhances academic motivation. The statement "The curriculum is relevant to my needs" obtained a mean of 1.7933 (SD = 0.56423), suggesting that students generally perceive the curriculum as meaningful and useful.

Regarding learning resources, "I have access to necessary learning resources" achieved a mean score of 1.7167 (SD = 0.55142), reflecting that adequate resources positively contribute to students' motivation.

For social motivation, the statement "Peer competition motivates me to perform better" had a mean score of 1.7800 (SD = 0.54090), indicating that healthy competition among peers encourages improved academic performance.

Overall, the findings reveal that Generation Alpha students possess positive emotional, academic, and social motivation. Teacher

encouragement, appreciation, helpful feedback, engaging teaching methods, and respectful relationships emerged as key motivational factors. The relatively low standard deviation values indicate consistency in students' responses across all items.

Conclusion

The findings of the study reveal that Generation Alpha students generally perceive their teachers as highly supportive in emotional, academic, and social dimensions. Students agreed that teachers care about their feelings, listen to their problems, create a comfortable classroom environment, explain lessons clearly, provide extra academic help, and encourage positive relationships among classmates. These results indicate that teachers are playing an effective role in creating a positive learning atmosphere that meets the needs of modern learners. Furthermore, students largely disagreed with statements related to favoritism and unequal treatment, showing that most classrooms are viewed as fair and inclusive environments.

The results also demonstrate that Generation Alpha students possess strong emotional, academic, and social motivation. Teacher encouragement, appreciation, respectful behavior, constructive feedback, engaging teaching methods, and access to learning resources were identified as major factors contributing to student motivation. Students also reported confidence in their academic abilities and positive responses toward curriculum relevance and peer competition. Although some students experienced study-related stress, overall motivation remained positive.

In conclusion, the study confirms that teacher support has a significant role in enhancing the motivation of Generation Alpha learners. When teachers provide emotional care, academic guidance, and social encouragement, students become more confident, engaged, and motivated to perform better. Therefore, supportive teacher-student relationships are essential for improving student learning outcomes and well-being in contemporary classrooms.

Recommendations

1. Schools may establish counseling services, stress-management activities, and mentorship programs to help students cope with academic stress and emotional challenges.
2. Teachers should enhance the emotional, academic, and social motivation of Generation Alpha students by providing encouragement, appreciation, helpful feedback, engaging teaching methods, and maintaining respectful teacher-student relationships.

References

Akpan, C. P., & Umobong, M. E. (2013). Student engagement and academic performance. *Journal of Educational Studies, 5*(2), 45–56.

Akram, M., & Li, Y. (2024). Student-teacher relationships and learning motivation in classrooms. *International Journal of Educational Psychology, 12*(1), 22–37.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.

Calef, G., & Lortie, D. (1975). Teacher uncertainty and educational change. *Educational Administration Quarterly, 11*(3), 34–49.

Chong, W. H., Huan, V. S., & Yeo, L. S. (2018). Teacher support and student engagement in learning. *Educational Research Journal, 14*(2), 101–117.

Chowa, G., Masa, R., Ramos, Y., & Ansong, D. (2013). Commitment to school and academic achievement among students in Ghana. *Journal of Child and Youth Studies, 8*(1), 67–81.

Dornyei, Z. (2008). *Motivational strategies in the language classroom*. Cambridge University Press.

Geijsel, F., Sleegers, P., Leithwood, K., & Jantzi, D. (2009). Teacher commitment and educational reform. *Teaching and Teacher Education, 25*(4), 543–552.

Herzberg, F. (1968). One more time: How do you motivate employees? *Harvard Business Review, 46*(1), 53–62.

Hernández-Serrano, M. J., González-Sánchez, M., & Robles, F. (2019). Emotional support in teacher-student relationships and learning effectiveness. *Education Sciences, 9*(3), 145–159.

Johnson, D. W., Johnson, R. T., & Anderson, D. (1985). Emotional support and teacher-student relationships. *Journal of Educational Psychology, 77*(1), 11–21.

Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health, 74*(7), 262–273.

Leithwood, K., Jantzi, D., & Steinbach, R. (1999). *Changing leadership for changing times*. Open University Press.

Lens, W., & Decruyenaere, M. (1991). Motivation and behavior in educational settings. *Learning and Instruction, 1*(2), 145–160.

Liu, X. (2024). Social support and classroom participation among adolescents. *Journal of Adolescent Education, 15*(1), 18–29.

Luthans, F. (1998). *Organizational behavior* (8th ed.). McGraw-Hill.

Mamoria, C. B., & Gankar, S. V. (2005). *Personnel management*. Himalaya Publishing House.

Martin, F., & Bolliger, D. U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in online learning. *Online Learning, 22*(1), 205–222.

Patrick, H., Ryan, A. M., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. *Journal of Educational Psychology, 99*(1), 83–98.

Peetsma, T., Hascher, T., Van der Veen, I., & Roede, E. (2005). Relations between adolescents' self-evaluations, time perspectives, motivation, and achievement. *European Journal of Psychology of Education, 20*(3), 209–225.

Reeves, J. (2012). *Understanding motivation and emotion* (6th ed.). Wiley.

Rosenholtz, S. J. (1991). *Teachers' workplace: The social organization of schools*. Teachers College Press.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68–78.

Sadoughi, M., & Hejazi, S. Y. (2021). Teacher support and student engagement: A meta-analysis. *Educational Review, 73*(5), 620–638.

Schreiber, B., & Yu, D. (2016). Exploring student engagement practices in higher education. *South African Journal of Higher Education, 30*(5), 157–175.

Sorrentino, R., & Short, J. (1986). Uncertainty management among teachers in changing systems. *Journal of Educational Change, 4*(2), 88–103.

Taylor, L., & Parsons, J. (2011). Improving student engagement. *Current Issues in Education, 14*(1), 1–33.

Trase, P., & Lanry, O. (2012). Teacher motivation and work involvement in education. *International Journal of Educational Development, 32*(4), 501–509.

Wahyuni, S. (2020). Teacher motivation in rural and urban schools. *Journal of Educational Management, 10*(2), 76–89.

Wang, M. T., & Eccles, J. S. (2013). School context, achievement motivation, and academic engagement. *Child Development Perspectives, 7*(2), 101–106.

Wawrzynski, M. R., Heck, A. M., & Remley, T. P. (2012). Student engagement and extracurricular success. *Journal of College Student Development, 53*(4), 567–582.

Wheatley, K. F. (2002). The potential benefits of teacher efficacy doubts for educational reform. *Teaching and Teacher Education, 18*(1), 5–22.

Yilmaz, A., & Yilmaz, B. (2023). Classroom participation and student effort in secondary schools. *Educational Practice Review, 11*(3), 90–104.

Zhao, Y., Zhang, L., & Yu, H. (2019). Teacher support and student academic engagement: Evidence from secondary schools. *Learning Environments Research, 22*(2), 233–248.