



# **The Relationship of Burmese High School Students' Motivation, Perception of Teachers' Effectiveness and Self-Efficacy in Learning English as a Foreign Language**

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## **Abstract**

The purpose of this quantitative correlational study was to determine whether there was a significant relationship between Grades 10 and 11 students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. Research design, data and methodology: A total of 82 Grades 10 and 11 students participated in this study. In order to measure participants' levels of motivation, perception of teachers' effectiveness and self-efficacy in learning English, data were gathered through administering a survey questionnaire, which was adapted from the international version of Gardner's (2004) Attitude/Motivation Test Battery and Questionnaire for English Self-efficacy. For the analysis of the collected data, descriptive statistics, and correlational analysis (using multiple correlation coefficient) was used. Results: The findings of the research indicated that there was a significant, positive, and strong relationship between students' motivation for learning English as a foreign language and their perception of teachers' effectiveness for learning English as a foreign language with self-efficacy for learning English as a foreign language. Conclusions: Based on the findings, the researchers provide recommendations for teachers, students, school administrators, Ministry of Education (Myanmar) and future researchers.

**Keywords :** English as a Foreign Language, Motivation, Perception of Teachers' Effectiveness, Self- Efficacy, Myanmar Education

**JEL Classification Code:** C12, I20, I21, N35

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## **1. Introduction**

If an individual is motivated, he/she has reasons for engaging in the relevant activities, attends to the tasks, shows the desire to achieve their learning goals, and shows enjoyment in the classroom activities (Gardner, 2010). When students are not motivated to learn, they will not be as systematic in their learning efforts. Language classroom environment affects the students' motivation. As well as, the nature of the course, and the curriculum, the characteristics of the teacher, and the behaviors of the students can also affect the motivation and self-efficacy of an individual (Bandura, 1994; Gardner, 2010).

Traditional teaching methods center on the teachers as leading actors, with students learning passively as information is provided in a single teacher-to-student direction. Under the traditional teaching method, the students' attitude toward learning Chinese is usually not positive (Lai, 2013).

Teachers as models are an indirect source of motivation and self-efficacy for the students (Pintrich & Schunk, 1996). Students' perceptions of their teachers' effectiveness refer to students' views or opinions of teachers' abilities in different aspects that teachers use to help them to learn, which can influence students' learning behavior and academic performance.

Self-efficacy refers to an individual's belief in his/her capabilities to organize and execute the courses of action required to manage prospective situations (Bandura, 1995). Teachers' planning efforts, how they deliver instruction, and monitor students' performance have an important impact on students' motivation (Pintrich & Schunk, 1996).

### **1.1 .Research Objectives**

The students enrolled in Mingalar Education Center Private High School, which is located in Sanchaung

Township, Yangon, Myanmar, follow their teachers' instructions during the English Language lesson, and they seem to believe in their teachers and trust their teachers. On the other hand, these students seem to have a lack of confidence in using English in class or in their daily life. The researchers, concerned with the traditional teaching method of English language education at Mingalar Education Center Private High School, designed this quantitative correlational study to address the following objectives.

1. To determine the level of Grades 10 and 11 students' motivation for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.
2. To determine the level of Grades 10 and 11 students' perception of teachers' effectiveness for learning English as a foreign language in Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.
3. To determine the level of Grades 10 and 11 students' self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.
4. To determine whether there is a significant relationship of Grades 10 and 11 students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

## 1.2. Theoretical Framework

In this study the researchers used two theories to examine the variables of this research study: (1) The socio-educational model of second language acquisition theory by Gardner (2010), to explain, measure, and analyze the motivation for learning EFL and the perception of teachers' effectiveness in teaching EFL; and (2) the social cognitive theory by Bandura (1986), which was used to explain, measure, and analyze the self-efficacy component.

### 1.2.1. Gardner's (2010) Socio-Educational Model of Second Language Acquisition

Highly motivated students do better than those who have lower levels of motivation because of their desire to achieve their learning goals (Gardner, 2005). Second/Foreign language learning motivation is the major focus of this theory. In the socio-educational model of second/foreign language acquisition, there are three components to assess motivation; the desire to learn English

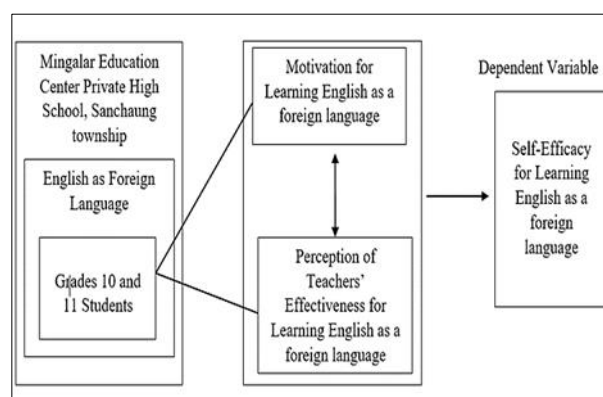
as a second/foreign language, attitude toward learning English as a second/foreign language, and motivational intensity to learn English as a second/foreign language (Gardner, 2010).

### 1.2.2. Bandura's (1994) Self-Efficacy Theory

In this study, the theory of self-efficacy in learning English as a foreign language is based on Bandura's (1994) social cognitive theory and is used to determine the students' self-efficacy in learning EFL. Self-efficacy is an individual's belief in their ability to achieve their goals. According to Bandura (1994), self-efficacy beliefs determine how students think, feel, motivate themselves, and how they behave in their language learning class. Students with high assurance in themselves and what they can do are willing to do or challenge themselves to do more difficult tasks in their lessons. Students' motivation level, their affective states, and actions are based more on what they believe than what the actual situation is (Bandura, 1995).

## 1.3. Conceptual Framework

This study was a correlational research one, that aimed to examine the relationships among students' motivation for learning English as a foreign language, perception of teachers' effectiveness, and self-efficacy for learning English as a foreign language. Figure 1 presents the conceptual framework of this research study.



**Figure 1:** Conceptual Framework of This Study

## 2. Literature Review

In this section, some previous studies related to the research variables addressed in this study are reviewed and summarized.

In 2004, Bernaus et al. conducted a study to determine the relationship between motivation and attitudes toward learning languages in multicultural classrooms. The study took place in multi-cultural language classes in a public secondary school in Barcelona, Spain. Participants were 114 students, aged 12 to 16. The study aimed to determine if there was a significant correlation among three variables (attitude, motivation, and anxiety) toward learning Catalan, Spain, and English in multicultural classrooms. Moreover, for each of the languages, the students also compassed self-rating of their language achievement. The results showed that high positive loadings were found between the attitude and motivation measures referring to Catalan culture and language (Bernaus et al., 2004).

Bernaus and Gardner (2008) conducted a study entitled “Teacher motivation strategies, student perceptions, students’ motivation, and English achievement.” The sample population of the study was 31 English teachers and 694 students from Catalan Autonomous Community, Spain. The results supported the validity of the socio-educational model (Bernaus & Gardner, 2008).

In 2008, Pajares and Usher published an article about self-efficacy, motivation, and achievement in school from the perspective of reciprocal determinism in the education context. In the article, Pajares and Usher (2008) also explained the relationship between reciprocal determinism using different examples. The study found that the way students think and behave is affected by the environment of the students, especially the teachers. Lastly, the authors also mentioned that teachers can also shape the classroom environment, providing an environment conducive to learning and learning opportunities.

### **3. Research Methods and Materials**

In this section, details on the study’s population, sample and research instruments are provided.

#### **3.1. Population and Sample**

The population was 25 Grade 10 students and 60 Grade 11 students at Mingalar Education Center Private High School, Sanchaung Township, Yangon, Myanmar. In this research, the target English class was taught by a native

Burmese-speaking teacher. The participants were 24 Grade 10 students and 58 Grade 11 students, and their ages ranged from 14 to 16 years. The target students have been studying English for 9 to 11 years.

#### **3.2. Research Instrument**

For this study, the Students’ Motivation, Perception of Teacher Effectiveness, and Self-Efficacy for Learning English as a Foreign Language Questionnaire was used to collect the research data. This survey questionnaire consisted of three parts, comprised of 72 items from instruments developed in previous studies to measure and analyze the variables of this research.

##### **3.2.1. Part I**

Part I of the questionnaire consists of the items which measured the students’ motivation in learning EFL adapted from three subscales of Gardner’s (2004) International Attitude/Motivational Test Battery (Gardner, 2010). The AMTB is aimed to analyze and measure students’ motivation in learning EFL and is comprises of 12 subscales (104 items). In the current study, three subscales from the AMTB were used to measure the students’ motivation to learn English as a foreign language (see the items in Appendix 1). They were motivational intensity (10 items), desire to learn English (10 items), and attitudes toward learning English (10 items). A 6-point Likert scale was utilized. The students have to select one out of six choices (1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 5= slightly agree, 6 = moderately agree, 7 = strongly agree).

##### **3.2.2. Part II**

Part II of the questionnaire consists of items to measure the students’ perceptions of their teachers’ effectiveness adapted from two subscales of Gardner’s (2004) International Attitude/Motivational Test Battery (Gardner, 2010). They were English teacher evaluation (10 items) and English class evaluation (10 items). On the other hand, in this research, the researchers only used the English teacher evaluation subscale. In order to collect the responses from the participants, a 6-point Likert scale was utilized. The students have to select one out of six choices (1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 5= slightly agree, 6 = moderately agree, 7 = strongly agree).

### 3.2.3. Part III

Part III of the questionnaire consists of the items to measure self-efficacy for learning EFL items adapted from Questionnaire for English Self-Efficacy (QESE, Wang, et al., 2014). The Questionnaire for English Self-Efficacy (QESE, Wang, et al., 2014) was composed of 32 positively worded items, which are used to measure and analyze the students' self-efficacy for learning EFL in four sub-variables consisting of the four language macro-skills: self-efficacy for listening (8 items), self-efficacy for speaking (8 items), self-efficacy for reading (8 items), and self-efficacy for writing (8 items). In order to investigate the students' level of self-efficacy for learning EFL, in this study, a 7-point Likert-type scale was utilized. The students have to select one out of seven choices (1 = I am totally unable to do this, 2 = I am unable to do this, 3 = I am possibly unable to do this, 4 = I am possibly able to do this, 5 = I am basically and in principle able to do this, 6 = I am able to do this, 7 = I am able to do this well).

## 4. Results

From the analysis of the collected data, the following findings were obtained.

### 4.1. Findings From Research Objective 1

Grades 10 and 11 students' motivation in learning EFL can be interpreted as very high since the mean scores were over  $M = 6.09$ ,  $SD = .73$ . For motivational intensity, the mean was  $M = 6.05$ ,  $SD = .75$  which can be interpreted as very high. As for the desire to learn English, the mean was  $M = 6.15$ ,  $SD = .71$  which can also interpret as very high. As for attitude toward learning English, the mean was  $M = 6.07$ ,  $SD = .72$  which can also be interpreted as very high.

**Table 1:** Mean Scores, Standard Deviations and Interpretations of the Grades 10 and 11 Students' Motivation for Learning English as a Foreign Language

Variable	Grades 10 and 11		
	<i>M</i>	<i>SD</i>	Interpretation
Motivation for learning English as a foreign language	6.09	.73	Very high
Motivational intensity	6.05	.75	Very high
Desire to learn English	6.15	.71	Very high
Attitudes toward learning English	6.07	.72	Very high

### 4.2. Findings From Research Objective 2

The overall mean score for Grades 10 and 11 students' perception of their teacher effectiveness was  $M = 5.98$ ,  $SD = .75$ , and according to interpretation, the mean score can be interpreted as moderately high, since the mean score was between 5.01-6.00.

**Table 2:** Mean Scores, Standard Deviations and Interpretations of the Grades 10 and 11 Students' Perception of Teachers' Effectiveness for Learning English as a Foreign Language

Variable	Grades 10 and 11		
	<i>M</i>	<i>SD</i>	Interpretation
English teacher evaluation	5.98	.75	Moderately high

### 4.3. Findings From Research Objective 3

The overall mean score for Grades 10 and 11 students' self-efficacy for learning English as a foreign language was  $M = 5.72$ ,  $SD = .93$  moderately high since the mean scores are over 5.51. The mean scores for the four subscales of Grades 10 and 11 students' self-efficacy for learning English as a foreign language were the following: the mean score for self-efficacy for listening was  $M = 5.72$ ,  $SD = .88$ , which can be interpreted as moderately high; the mean score for self-efficacy for speaking was  $M = 5.75$ ,  $SD = .85$ , which can be interpreted as moderately high; the mean score for self-efficacy for reading was  $M = 5.74$ ,  $SD = .87$ , which can also be interpreted as moderately high; and the mean score for self-efficacy for writing was  $M = 5.69$ ,  $SD = .86$  which can also be interpreted as moderately high.

**Table 3:** Mean Scores, Standard Deviations and Interpretations of the Grades 10 and 11 Students' Self-Efficacy for Learning English as a Foreign Language

Variable	Grades 10 and 11		
	<i>M</i>	<i>SD</i>	Interpretation
Self-efficacy for learning English as a foreign language	5.72	.93	Moderately high
Self-efficacy for listening	5.72	.88	Moderately high
Self-efficacy for speaking	5.75	.85	Moderately high
Self-efficacy for reading	5.74	.87	Moderately high
Self-efficacy for writing	5.69	.86	Moderately high

### 4.4. Findings From Research Objective 4

In order to measure research objective 4, the researcher used correlational analysis (using multiple correlation coefficients). As the first step, the researcher calculates bivariate correlations between the students'



motivation for learning English as a foreign language and students' perception with their teachers' effectiveness for learning English as a foreign language ( independent variables of this study) and the students' self-efficacy for learning English as a foreign language ( dependent variable of this study) concerning to Grades 10 and 11 students from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

**Table 4:** Bivariate Correlations Between the Variables Addressed in the Current Study

Variables	1	2	3
1. Motivation for learning English as a foreign language	-		
2. Perception of teachers' effectiveness for learning English as a foreign language	.40** ( .001)	-	
3. Self-efficacy for learning English as a foreign language	.41** ( .001)	.31** ( .001)	-

**Note.** \*\*. indicates a statistically significant relationship (statistical significance level at  $p = .05$ , two-tailed) while p-values appears within parentheses below the correlation coefficients.

There was significant moderately strong relationship of Grades 10 and 11 students' motivational for learning EFL with their self-efficacy for learning EFL ( $r = .41$ ,  $p < .001$ ).

Similarly, significant moderately strong and positive relationship was found between Grades 10 and 11 students' perception toward their teachers' effectiveness with their self-efficacy for learning EFL ( $r = .40$ ,  $p < .001$ ).

A significantly moderately strong and positive relationship was found between Grades 10 and 11 students' perception toward their teachers' effectiveness with their motivational for learning EFL ( $r = .30$ ,  $p < .001$ ).

When dealing with multiple independent variables and single dependent variables, correlation analysis using multiple correlations is useful. Further calculation of the multiple correlation coefficient was needed, since both independent variables from this study were significantly correlated with the dependent variable. Table 5 displays the multiple correlation analysis (using multiple correlational coefficients) in this study.

**Table 5:** Multiple Correlation Coefficient Analysis Between the Variables of the Current Study

<i>R</i>	<i>R</i> <sup>2</sup>	<i>dfs</i>	<i>F</i>	<i>p</i>
.44	.19	2, 79	9.46	< .001

Regarding to this research objective, the following findings were obtained: there was a significant, positive, and moderately strong relationship between students' motivation for learning English as a foreign and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language ( $R = .44$ ,  $p < .001$ ) at .05 significance level. In the table, it is also showed that the independent variables (motivation for learning English as a foreign language and their perception toward teachers' effectiveness for learning English as a foreign language) explained 19% of the variance of dependent variable; self-efficacy for learning English as a foreign language,  $R^2 = .19$ ,  $F(2,79) = 9.46$ ,  $p < .001$ . The other 81% of the variance of self-efficacy for learning English as a foreign language is explained by other factors not considered in this study.

## 5. Discussion

In this section, the findings obtained from this study are discussed, placing them in context with previous studies. The discussion is organized by variables.

### 5.1. Motivation for Learning English as a Foreign Language

The finding of the current research study identified that the Grades 10 and 11 students' level of motivation for learning English as a foreign language was found to be very high at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. On the other hand, the finding of a research study by Nant and Eamoraphan (2020) revealed that the students showed very high motivation in learning English as a foreign language. Moreover, that many previous research studies revealed that the students were highly motivated for learning English as a foreign language (Siphora & Lynch, 2019, Gardner 2010). In addition, in 1972, Gardner and Lambert also indicated that motivation for learning English as a foreign language plays an essential role in success in the language learning situation (Gardner, 2010).

The results from the current research study were expected based on previous studies reported on the available literature (Gardner, 2001; Siphora & Lynch, 2019). In common with the current research study, these studies presented those students who consider motivation as one of

the main factors in learning the language. Thus, the individual who demonstrates a high level of motivation also demonstrates a high level of self-efficacy level in learning a language and their academic score. Similarly, students who demonstrate a low level of motivation, equally demonstrate a low level of self-efficacy level in learning language and their academic score. Gardner (2000) has stated that the individual's perception toward their teacher can affect their behavior and motivation in the language learning classroom.

## **5.2. Perception of Teachers' Effectiveness in Learning English as a Foreign Language**

Grades 10 and 11 students' results showed that a moderately strong and positive perception toward their teachers' effectiveness and a significant positive strong relationship between motivation for learning English as a foreign language, students' perception toward their teachers' effectiveness for learning English as a foreign language. The results were expected since the students showed a positive and moderately high level of their teachers' effectiveness for learning English as a foreign language.

The correlation was expected based on previous studies and constructed on available literature (Bernaus et al., 2004; Lin & González, 2019; Nam & González, 2017). In common with the current research study, these studies presented those students who consider the perception of teachers' effectiveness in learning English as a foreign language. There are many types of factors that influence students in their study which are beyond the control of the teacher (Gardner, 2010). The educational context offers the teacher, role models, learning situations, and strategies that can foster language learning (Gardner, 2005).

Models provide important elements for developing the self-efficacy of the individual (Bandura, 1986). Teachers are one of the essential foundations in language learning and most of the students set the teachers as their role models in their language learning situation. An individual who is willing to go to class and enjoy the class with their teachers and follow the teachers' instructions. According to Pintrich and Schunk (1996), the interaction between the teacher and the students can critically influence the students' motivation. In 1961, Bandura and his co-authors conducted a study that involved social modeling, and that experiment was known as the BoBo doll and is one of the most famous experiments of Bandura and social learning theory.

## **5.3. Self-Efficacy for Learning English as a Foreign Language**

This research study examines the relationship between motivation for learning English as a foreign language, perception toward their teachers' effectiveness, and self-efficacy in learning English as a foreign language of this study sample and determines the level of variables. There was a significant positive strong correlation among the variables was found in the study and the level of self-efficacy in learning EFL is also moderately high. Self-efficacy can also be a key center of attention in second/foreign language learning situations.

Bandura (1994) mentioned that a strong sense of personal efficacy increases the wellbeing of that individual and also increases that individual's achievement. According to Bandura (1977), self-efficacy makes a difference in how an individual thinks, feels, and acts. An individual's motivation in learning a language and academic achievements is influenced by the self-efficacy of the students in language learning (Schunk, 1991).

The current research study had reflected a well-known agreement among the researchers which pointed out that an individuals' self-efficacy is associated with the student's motivation in learning languages and their academic achievements (Alexander & González, 2020; Bandura, 1994; Huang & Lynch, 2017; Kalambo & Lynch, 2021; Zhang & Lynch, 2017). Thus, the higher self-efficacy the students have, the more effort, persistence, and resilience they will apply in order to achieve their target goals. Similarly, the lower self-efficacy the students have, the less effort, persistence, and resilience they will apply in order to achieve their target goals.

## **5.4. Students' Motivation and their Perceptions toward their Teachers' Effectiveness for learning English as a Foreign Language**

This research study examines the relationship between students' motivation for learning English as a foreign language and their perception toward their teachers' effectiveness in teaching English as a foreign language of this study sample and there was a moderately high, strong, and positive correlation is found in the study. The correlation was expected based on previous studies and constructed on available literature (Bernaus et al., 2004; Lin & González, 2019). In common with the current research

study, these studies presented the students with positive and high levels toward their teachers' effectiveness and positive attitude toward their language learning situation also displayed a high level of motivation in learning the language.

The individual observes the things from their environment and the examples that are provided by their environment such as media, television, internet, the teachers, peers, parents, and so on. According to Bandura (2008), the observational learning of the individual is influenced by four sub-functions. Bandura (1994) has stated that the types of activities and the environments that an individual chooses can influence that individual's self-efficacy beliefs.

This study finding was in line with previous research studies that have proved that students' perception toward their teachers' effectiveness is one of the essential factors in a language learning situation and it can generate the level of students' motivation (Bernaus et al., 2004; Lin & González, 2019). Teachers play either a passive or active role in the language learning situation of the students. Teachers are one of the essential foundations in language learning and most of the students set the teachers as their role models in their language learning situation. Models provide important elements for developing the self-efficacy of the individual (Bandura, 1986). Most of the students endorsed their teachers as their role models and trying to behave like their teachers in their lifetime.

### **5.5. Students' Motivation, their Perceptions toward their Teachers' Effectiveness and their Self-Efficacy for Learning English as a Foreign Language**

This research study examines the relationship between students' motivation for learning English as a foreign language and their perception toward their teachers' effectiveness in teaching with self-efficacy in learning English as a foreign language of this study sample and there was a moderately high, strong, and positive correlation is found in the study. The combined independent variables also explained 19% of the variance of self-efficacy in learning English as a foreign language. The correlation was expected based on previous studies and constructed on available literature (Bandura, 1961; Bernaus & Gardner, 2008; Kalambo & Lynch, 2021; Pajares & Usher, 2008). In common with the current research study, these studies presented the students with positive and high levels toward

their teachers' effectiveness and positive attitude toward their language learning situation also displayed a high level of motivation in learning the language. In addition, if the students have a high level of motivation in language learning, their self-efficacy in language learning also goes high.

This study finding was in line with previous research studies that have proved that students' perception toward their teachers' effectiveness is one of the essential factors in a language learning situation and it can generate the level of students' motivation and their self-efficacy (Bandura, 1961; Bernaus & Gardner, 2008; Kalambo & Lynch, 2021; Pajares & Usher, 2008).

## **6. Recommendations**

Based on the study findings, the following recommendations are provided for students, teachers, school administrators and future researchers.

### **6.1. Recommendations for Teachers**

The findings of the research have indicated that self-efficacy in learning English as a foreign language can be increased by increasing students' motivation in learning English as a foreign language and students' perception toward their teachers' effectiveness. Teachers should also motivate the students in learning in order to increase students' self-efficacy in learning English as a foreign language. The researcher believes that the factor of the language teacher and the characteristic of that teacher has a significant relation on students' motivation and on their self-efficacy in learning the language.

The finding of this current research study showed that the students were very highly motivated in learning English as a foreign language. The researcher believes that most of the students admire their teachers as role models and the characteristics of the teacher have a big impact on the students' motivation and self-efficacy in language learning. Moreover, even though students believe that learning English to be a very essential part of their life and acknowledged favorable attitudes toward learning English as a foreign language. The researcher strongly recommended the teachers should add more combinations of innovation to the curriculum modification and add differentiated instructional strategies.

The teachers also should create interesting and entertaining lessons plans and develop the lessons which can lead to increased students' attention and implementing the different pedagogies, strategies, and methods. The teachers should also pay attention to the students and always cautiously observing in their students' qualities. Moreover, the teachers also should encourage the students to learn English as a foreign language and improve their language skills in order to meet the students' target goals. In consequence, the students might likely to show their interest in the lesson or class and activity corporate in their lesson and as an outcome, the students can learn their English language better.

## **6.2. Recommendations for Students**

The findings of this research study showed that the students with high levels of motivation and have positive perceptions toward their teachers' effectiveness will also have high levels of self-efficacy in learning EFL. The finding of the study would lead the students to realize, recognize and understand that during the school years, their aspects toward their teacher and motivation in learning English as a foreign language. Moreover, the more the students are motivated to learn the language, their self-efficacy in learning the language also goes up.

Hopefully, from this research study, the students would realize some thoughts concerning that their self-efficacy can be affected by their motivation and their perception toward their teachers' effectiveness. In addition, the students could also obtain some positive improvements from this research study. As a result, the students could also be able to make some improvements and make a better chance to be successful in learning EFL and also to understand their weaknesses and strength in learning EFL.

Through more interesting and correlational learning, students should develop a more positive attitude, perception toward their teachers' effectiveness, and positive self-confidence in their capabilities in order to learn English as a foreign language.

## **6.3. Recommendations for Administrators and Ministry of Education (Myanmar)**

This research has indicated that students who believe self-efficacy in learning English as a foreign language can be increased by increasing students' motivation in learning English as a foreign language and

students' perception toward their teachers' effectiveness in learning English as a foreign language. Therefore, the school administrators and the Ministry of Education (Myanmar) should also encourage the EFL teachers to be motivated and also to motivate their students. The school administrators and Ministry of Education (Myanmar) should support teachers and encourage the EFL teachers to by providing and offering better materials for the lessons and a learning environment that helps students develop self-confidence in learning English as a foreign language.

The school administrators and the Ministry of Education (Myanmar) can also provide the professional developments or train the teachers to use effectively in order to use the resources, provided the resources to use in the lessons such as interactive textbooks or workbooks, televisions, or projectors, so that the students can develop their skills and self-confidence in learning English as a foreign language as they interact with those resources.

## **6.4. Recommendations for Future Researchers**

The current research study was a quantitative correlational research design which was developed to find the relationship between Grades 10 and 11 students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. The data of this study were collected only focusing on the Grades 10 and 11 levels from a private high school in Myanmar. Due to the access limitations, the researcher would recommend the future researcher to collect data in the different contexts with wide-reaching scale to have more reliable and valid results. The researcher would also like to recommend the future researcher to expand the research area into different school or different type of school such as public school, government school or international school, gender. In addition, the future researchers also should consider the other variables and factors (e.g., teaching strategies; goals and outcomes expectations; models of motivated learning; students' perception toward their environment; expectations of their outcomes; cognition; metacognition; gender and ethnicity) that could influence the motivation for learning and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language.





Moreover, this research had limitations that small sample ( $N = 82$ ) so that would recommend the future researchers to use a larger sample size to have more reliable and valid results. This is necessary for future researchers to conduct future research with different education divisions in order to get the results from different perspectives.

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