

Relationship between Teachers' Motivational Strategies, Self-Efficacy and Beliefs on Students' Academic Achievement at Oman Public Schools

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Abstract

The aims of the study is to determine the relationship between teachers' motivational strategies, self-efficacy, general beliefs and students' academic achievements. The study sample comprised of 135 teachers from eight secondary public schools in Oman. Drawing on the findings from a correlational survey design study, the paper identified that there were high level of teachers' motivational strategies, high level of teachers' self-efficacy, high level of teachers' general beliefs and moderate level of students' academic achievements. In addition, there is a positive significant relationship between teachers' self-efficacy and students' academic achievements and a positive significant relationship between teachers' general beliefs and students' academic achievements. However, there was no significant relationship between teachers' transient beliefs and students' academic achievements. When teachers adopt the view of students' motivation as stable and malleable, and adopt a helplessness response, it negatively predicts a supportive environment and better academic achievements. This is undoubtedly the most difficult attitude of the teachers to change, but it holds perhaps the most potential for dramatic improvement in students' motivation. The findings of this study may serve as a platform for school authorities, administrators and policymakers to develop teachers' motivational strategies that can be practised in Oman public schools.

Keywords: Teachers, Motivational Strategies, Self-Efficacy, General Beliefs, Academic Achievement

Introduction

Motivation is an important and critical determining factor in the success of the students. In school motivational issues, secondary school students' find themselves lack of desire to do academic task and oftenly feel detached from their actions that cause them to lose interest and enthusiasm in accomplish their task. Many earlier studies have shown that a gradual decrease in global students' motivation during the passing academic years of their studies (Otis, Grouzet & Pelletier, 2005). Students feel bored in classroom because they feel like "they" don't belong to and disconnected." They lack of motivation and adequate knowledge in academic background and seem to be lagged behind. Earlier motivation studies have shown that motivation of the students can predict their outcomes, for instances self-efficacy and academic achievement (Deci & Ryan, 2002; Brook, Lee, Finch & Brown, 2012).

There is a lack of motivation amongst the students in Oman (Al-Mahroqi, Shahid & Charles, 2012). According to the Omani Educational Centre of Statistics (2016), there were differences in public school students' success rates which varied within the students in class level 11th and 12th in various subjects and ranged between 62% and 75% in Sumail, Oman. Students' subjects indicators showed a high-ranged recipient ratio for estimating (d=Pass) grade scores of class level 12th in subjects like Physics, Chemistry, Applied Mathematics, General Mathematics, Geography, Arabic Language, Science and Technology. As such, the concerns about teachers' motivational strategies, self-efficacy, general beliefs and students' academic achievements have encouraged several studies to be conducted. In Oman, a comprehensive understanding of the gap between students' results and different academic achievement indicators need to be studied. In fact, there were little research that has been carried out on the perceptions of the Omani teachers with regards to the students' lack of motivation. It is obvious that the aspects of determining teachers' motivation are diverse and have a great impact on the whole ethos. The Ministry of Education statistic reports showed that most students had low performances in their class level 11th and 12th (Oman Educational Statistics, 2016). Based on the academic achievements indicators, the ministry suggested that the schools must work hard for better motivation of their students and teachers. Thus, identifying the causes and getting to the root of the problems contributes to the improvement of students' lack of motivation and academic achievements dramatically. Unlike previous studies that approached the problem from the students' point of view, the current study is novel since it aim to investigate the causes of motivation lacking based on teachers' perspective. If teachers can accurately identify their students' motivational needs and address them, they can remove the barriers to students' motivation and teach more effectively, and students can learn more effectively (Hidi & Harackiewicz, 2000). For these reasons, it is important to investigate how teachers identified the motivational needs. Because perceived reasons for initial lack of motivation can drive teachers' motivating strategies, it is important for research to systematically identify what factors that the teachers see as causing students' demotivation (or amotivation) and how these causal attributions relate to their efforts to correct the problem. The previous research had found that teachers' prior beliefs and experiences influenced their classroom practices (Volet, 2010). Teachers' perceptions of what motivates students are not strongly related to the choice of strategy used to motivate. However, the reasons why the teacher supported students' lack of motivation is highly related (Hardre & Sullivan, 2008). Teachers' adaptation of autonomy or controlling styles are also influenced by their general beliefs (Reeve, et al., 2003), and the approaches they utilize to motivate students are related to their self-efficacy.

Research Objectives

This study aims to explored teachers' perceptions influenced their teaching strategies and what motivational factors teachers used during classroom instructions. The research objectives are listed below:

1. To identify the level of motivational strategies, self-efficacy and general beliefs among secondary school teachers in Welayat Sumail.
2. To identify the students' academic achievements level.
3. To study the relationship between motivational strategies, self-efficacy, general beliefs and students' academic achievements

Literature Review

Specifically, the study sought to establish how teachers' motivational strategies related to students' performance in secondary schools. Academic achievements is a critical issue to address in high school education, because motivational are malleable and can significantly influence the engagement, learning, achievement, future aspirations and intentions of students' (Hardré & Reeve 2003; Hardre & Sullivan, 2009; Schunk & Pintrich, 2012. Many studies tried to explain the process of motivation; especially in school such as (teachers' motivational strategies-students relationship). Teachers need to support their students' motivation, improve teachers'-students' perceptions, teachers' expectations or beliefs, self-efficacy, strategies and improve educational practices to develop students better. Better educational practices should be implemented in improving students' motivation (Kiefer et al., 2014).

Teachers' Motivational Strategies

The motivational strategies used by the teachers is seen to be an important factor which ascertains the academic success of the students. Many studies carried out stated that the motivational strategies could positively affect the students' performance. The motivational strategies are the main responsibility of the teachers, as only a perfectly calculated strategy can lead to changes induced by external factors like friends and family, peer group, and society (Oxford, 2016). This study also stated that teachers are the most important factor in influencing motivation as their commitment and enthusiasm directly influence the academic performance of the students. This along with the fact that teachers' choice of strategies and their teaching methods were a key to the students' motivation in class. With regards to motivation, teachers' class room strategy aimed for the following results: i) motivating the students' by putting its loads of effort, engaging and investing in the class activities; ii) empowering the students' self-perceptions among their self or content (valuing, competence, ability, success and expectations); iii) improving the students' learning and their academic performance (Hardré, et al., 2008). This finding suggests that if teachers motivating the students, they will also utilizing a variety of strategies (D'Ellisa, 2015).

In a study conducted by Dornyei (2001), the researcher reported that teachers perceived the only problem encountered by them was motivation because, if it was lacking, the performance of the students will significantly affected, therefore, the motivational strategies designed by the teachers cannot be underestimate. Meanwhile, in another study by Nikolov and Curtain, (2000), they indicated that motivation of the students towards learning was directly related to the teachers' skills and their teaching strategies. The students are more motivated to learn in class if their teachers had good teaching practices and uses effective and good motivational strategies. Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behavior and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student motivation.

Teachers' Self-Efficacy

Albert Bandura initiated the concept of perceived self-efficacy which influences and modifies human behaviour. Self-efficacy refers to the personal beliefs or an individual's confidence in his/her own ability to perform specified tasks effectively. Self-efficacy theory stressed that human action and success depend on how deep the interactions between one's personal

thoughts and a given task (Bandura, 1997). Teachers with low sense of self-efficacy will possess negative thoughts and think of task's demands as threatening not as challenging and therefore set low objectives for their strategy and general beliefs. Students with strong senses of self-efficacy tend to involve in challenging tasks, invest more effort and persistence, and show excellent academic performance in comparison to students who lack of such confidence (Meral, et al., 2011). Different levels of efficacy can predict different practice and actions by teachers in their classrooms, such as teaching in their familiar methods versus with new or innovative methods and tools (Hardre' et al. 2010), and teaching content versus motivating students to engage and learn (Hardre', 2010). Motivation is also reciprocal and synergistic so that, as they work to motivate students and see success in doing it, teachers gain higher efficacy and success expectations, which encourages them to continue and increase these efforts (Radel, et al., 2010). Learning strategy assumes that students' motivation and use of learning strategies can be controlled by learners and changed through teaching. Administrators/Teachers' self-efficacy and motivation shows a contributing factor to psychological variable and has a direct impact on the learning process. Yusuf (2011) noticed that the highest statistical significant effect was between respondents' self-efficacy and CGPA suggesting neither, the achievement motivation, nor was the learning strategies became the strongest cause of the respondents' academic achievement. findings were similar to the existing literature on self-efficacy, achievement motivation, learning strategies in relation to the students' academic achievement.

Teachers' General Beliefs

Teachers put forth effort to change things that they see as malleable, meaning that they believe things can be changed by the investment of effort and appropriate strategies (Reeve, 2013). Teachers are more likely to invest in motivating students if they view motivation as a malleable characteristic which they can effectively change. They have limited resources, people prioritise what they invest in, based on their need, importance and likelihood of success (Fishbein & Ajzen, 2010). People are less likely to focus on energy to change what they view as transient (believing it will change by itself given time without their effort), but they work on changing what they see as stable, because it requires effort to change. If the teachers view students' motivation as transient, a passing phase rather than a stable state requiring intervention, they are more likely to just overlook it and wait for it. If we are given these relationships between general beliefs and action, teachers will be more likely to see and act based on the need to motivate students if they believe, first, that motivation itself is (to a degree at least) malleable to their outside influence and, second, that it is intransient to the degree that it requires intentional action to change. Teachers indicated that they believed motivation is a factor that is important to learn and that it is malleable and changed through environmental influences or direct intervention. In summary, When teachers adopt the view of students' motivation as stable and malleable, and adopt a helplessness response, it negatively predicts a supportive environment and better academic achievements. This is undoubtedly the most difficult attitude for the teachers' to change, but it holds perhaps the most potential for dramatic improvement in students' motivation. If teachers' professional development or successful efforts caused teachers to view motivation as a more malleable characteristic, it could dramatically change their motivating practice and students' performances.

Methodology

The present study is a quantitative correlational survey research design. The research adopted a survey method to fulfill the research purpose to find out the level and differences. This study was carried out in Welayat Sumail, Al-Dakhliya Governorate. This region is located in Central Oman and consists of eight Welaya. The researcher chose Welayat Sumail to understand the level and relationship between teachers' motivational strategy, self-efficacy, general belief with students' academic achievement indicators in their core subjects final semester 2015/2016. The reason for choosing the place of study was to take a sample of the Omani society on the issues of motivation and academic achievement. This case is considered to be the most recent research at the general level in Oman and in Welayat Sumail in particular. The Educational Supervision Office in welayat Sumail was the first to interpret indicators for students' academic achievements in Oman. In addition, the nature of conflict over the issues of students' results and their relation to motivation in schools of welayat Samail is of particular importance in the post-primary stage of grades (11-12). The researcher gathered data from the teachers (for the academic year of 2016-17) teaching various subjects in the Secondary Public schools of the Al-Dakhelia Governorate, Welayat Sumail, Sultanate of Oman. Al-Dakhelia Governorate contains 140 schools, which have 5120 female and 2666 male teachers, 3025 classes, with 83341 students' (Education Statistic of Oman, 2016). However, the aim of study focused on the Welayat Sumail teachers who teach core subjects in eight schools, 132 teachers, 2538 students were presented in grade 11th -12th and used their indicators for academic achievements, with 1325 male and 1213 female students (ES, 2016). Hence, the survey respondents were all in the Welayat Sumail; wherein these studies considered the population of Sumail as the purpose sample population from 8 Welayat for the teachers who teach core subjects in grade 11-12th. Overall, the study sample comprised of 135 teachers (64 male and 71 female) who taught core subjects with five years of minimum teaching experience. This current study applied Teacher Motivational Strategies Questionnaire (TMS) to examine teachers' motivational strategies, self-efficacy and general beliefs in motivating the students (Hardre & Sullivan, 2008). A pilot study was carried out on 30 teachers which indicated the consistency of the (TMS) that estimated by the Cronbach's Alpha ($\alpha = .86$). The instrument was sent to the experts to be validate in terms of content validity and face validity. Back to back translation was done by two Omani English teachers to translate the original instruments to Arabic language. The experts evaluated the instrument in term of consistency, language and terminology used.

Findings and Discussion

The demographics of respondent were (genders, class level and teaching experiences). Beside the technique of descriptive statistical analysis used to determine the level of teacher motivational strategies, self efficacy, general beliefs and students' academic achievements (means and standard deviation) levels. The *t*-test was applied to determine the differences of motivational perception based on genders, grade level and teaching experiences. SPSS Statistics version 23.0 was used to perform all statistical analysis (descriptive statistics: means and standard deviation, *t*-test and Pearson's *r*) and the finding were presented in the forms of table based on measurements and the types of analysis used.

Demographic Informations

This part present the demographic of the respondents such as gender, teaching experiences and grade level teach among Welayat Sumail, Oman public school respondents.

Demographic Informations

Table 1

Respondents' Demographic Information

Variables	Frequency (N=135)	(Teachers, Percentage %
Gender:		
Male	64	47.4
Female	71	52.6
Teachers Class Level		
Teaching:	65	46.7
Level 11	43	31.1
Level 12	27	22.2
Level 11 & 12		
Teaching Experiences:		
1-5 years	13	9.6
5-10 years	38	28.1
10-15 years	29	21.5
15-20 years	44	32.6
More than 20 years	11	8.1

Gender

Table 1 shows the frequency and percentage of gender from the sample in nine public schools at Welayat Sumail, Oman. There were 47.4% (n=64) males and 52.6% (n=71) females. Female teachers were more than male teachers in class level 11th to 12th.

Teachers' Class Level Teaching

The table also shows the results of frequency analysis for teachers' class level teaching. There were 46.7% (n=63) teachers taught at class level 11th followed by teachers taught in class level 12th. Meanwhile, 31% (n=42) and 22.2% (n=30) of teachers had taught in both class levels (11th -12th).

Teachers' Teaching Experiences

Based on the finding of the study, it shows that the highest frequency is for the teachers who had experience in teaching between 15 to 20 years (32.6%) followed by teachers with 5 to 10 years teaching experience (28.1%). Meanwhile, the lowest frequencies were for the category of teachers who have more than 20 years teaching experience (8.1%).

Teachers' Motivational Strategies, Self-Efficacy and General Beliefs

Table 2 shows a descriptive analysis of teacher motivational perceptions level were moderate. The scores for teachers' motivational perception ranged from 2.5 to 4.20 ($M=3.2944$, $SD=.37195$).

Table 2

Descriptive Statistics of Teachers' Motivational Perception Level

	N	Min	Max	Mean	Std. Deviation
Teacher Motivational Perception	135	2.50	4.20	3.2944	.37195

The analysis in table 3 shows that teachers' self-efficacy level were high. The means and standard deviation of self-efficacy level among secondary school teachers' in Welayat Sumail, Oman were ($M=4.10$, $SD=.548$).

Table 3

Descriptive Statistics of Teachers' Self-Efficacy level

Self-Efficacy	N	Min	Max	Mean	Std. Deviation
Confident	135	2.67	5.00	4.1580	.50998
Self-Efficacy	135	2.00	5.00	4.0648	.58746
Total	135			4.105	.54865

The analysis in table 4 shows that teachers' general beliefs level were high. The teacher means and standard deviation of general beliefs level among secondary school teachers' in Welayat Sumail, Oman were ($M=4.22$, $SD=.545$).

Table 4

Descriptive Statistics of Teachers' General Beliefs level

General Beliefs	N	Min	Max	Mean	Std. Deviation
Malleable	135	2.00	5.00	4.2612	.57133
Transient	135	2.67	5.00	4.1827	.51947
Total	135			4.2219	.5454

The findings of the study reported that teachers' motivational strategies level are moderate among the teachers. The mean and standard deviation ($M=3.294$, $SD = .371$). However, the study found a high level of teachers' self-efficacy ($M = 4.062$; $SD = 0.58$) and teachers' general beliefs level are also high ($M=4.22$, $SD=.545$).

The study found that teachers general motivational perception on students' motivation level shows a moderate score. The finding may give an important and an inducement to the teachers to be more understanding on the reasons students' lack of motivation in class. In terms of Teachers Motivational Perception, of students' lack of motivation, the subscales were ranging from "home factor, current relevance, aspiration, peer factor and personal factor". The findings of the study show that "Peer Factor subscale" had the highest perception level among the reasons for students' lack of motivation, followed by personal factors. Peer pressure is a vital factor that contributes to the issue on students' lack of motivation since in that age, they are vulnerable and easy to be influenced by their peers. The reason for students' lack of motivation is largely based upon empirical studies investigated by Hardre' and Sullivan, 2008; $M= 4.4$; D'Ellisa, 2015; $M=3.4$; Hardre' and Hennessey, 2013; $M=4.3$. Teacher motivation perceptions supported that when the students need to understand that there are consequences on their peer factors influences. When teachers have the clarity of reason for students' lack of motivation they will create a safe, supportive environment for students', affirming their belief in a students' abilities rather than laying out the consequences of not doing things, students' are much more likely to get and stay motivated in their work. This endorsement provides the reality frequency range of teachers in both class level 11th and

12th. Hence, teachers can play a pivotal role in providing and encouraging motivation of the students in schools together with their parents at home.

According to the previous studies, self-efficacy is linked to particular tasks, so that teachers' efficacy can be significantly different, even for closely related tasks such as identifying and addressing students' motivation (Hardre' & Sullivan, 2009). Also, levels of efficacy can predict different practice and actions by teachers in their classrooms, such as teaching by using familiar methods versus the new or innovative methods and tools and teaching content versus motivating students to engage and learn (Hardre, 2010). Besides, motivation is also reciprocal and synergistic so that, as they work to motivate students and see success in doing it, teachers gain higher efficacy and success expectations, which encourages them to continue and increase these efforts (Linnenbrink & Pintrich, 2002b; Radel et al., 2010). Finally, the high self-efficacy enables people to sustain energy and effort towards goals and initiate actions more readily, and persist longer in facing the challenges, than they could with lower self-efficacy, other things being equal (Zimmerman, 2000). Teachers with high self-efficacy also are more open to new ideas, more willing to adopt innovations, are less likely to experience burn-out, support pupils' autonomy to a greater extent, and are more attentive to low ability students' (Brouwers & Tomic, 2003; Henson, 2001; Ross & Bruce, 2007). Finally, teachers with high self-efficacy exhibit greater enthusiasm for teaching, have greater commitment for teaching, and more likely to remain in the teaching profession.

Teachers generally believe that students' motivation is high malleable such as (Hardre' & Hennessey, 2013; $M=5.05$) and (D'Ellisa, 2014; $M=5.5$). Teachers in this sample reported strong beliefs on the malleability of motivation. High malleable beliefs means that teachers in Oman public schools have followed the changed of their students' motivation. They try to provide the class intervention strategies for higher success. The students needs the last modern intervention based on the problems that they faced in their study and teacher general beliefs' can follow the educational and motivational strategies to supports them. The high general beliefs provide an importance for teachers when they update their strategy in schools or classes directly for better future outcomes. On the other hand, the positive malleable motivational general beliefs indicate a good indicator about what teachers thought in compass of their plans for their class to work. Besides, the students' motivation need a push through teachers' positive motivation beliefs. The literature of past studies showed that when we have limited resources, people prioritise what they invest in, based on their need of the importance and likelihood of success (Fishbein & Ajzen, 2010). They are less likely to focus on the energy to change what they view as transient (believing it will change by itself given time without their effort), but they will work on changing what they see as stable, because it requires effort to change (Deci, 1995).

Academic Achievements Level

The study measurement was based on the indicators of student academic achievements at Oman public schools were calculated based on the means and average score of all core subjects. The means showed (class 11th $M= 66.27$; class 12th $M= 65.82$; class 11th & 12th $M= 67.06$). The descriptive statistic shows the students academic achievement in grade 11 were 48% between medium and failed, 22% were good and 22.8% in high grades. Whereas, students in grade 12 were 51% between medium and failed, 29% were good and 20% in high grades.

Table 5

Descriptive Statistics of students' Academic Achievements Level

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
11	65	66.278	6.37120	.79025	64.699	67.856	53.65	74.08
	2				5	9		
12	43	65.828	8.81769	1.3446	63.115	68.542	53.65	75.98
	7			8	0	4		
11&12	27	67.063	5.84623	1.1251	64.751	69.376	57.94	73.93
	9			1	2	6		
Total	13	66.292	7.11181	.61209	65.081	67.502	53.65	75.98
	5	2			6	8		

The academic achievements in Welayat Sumail, Oman public schools were calculated based on students' core subjects for grade 11 and 12. The academic achievements were calculated based on average of all subjects for each school. The descriptive statistic in table 5 shows that the students' academic achievements ranged between (Min=53.65) and (Max=75.98). The mean and standard deviation of students' academic achievements was (M=66.29, SD=7.11) which indicates the students have moderate academic achievements. Omani moderate academic achievement is one of the most important issue that hinder the work of the modern schools and prevent them from fulfilling their goals and mission in an appropriate way. Besides, Al-Zobi and Younis (2015) said that anyone who practices teaching admits that academic achievement problems exists in almost every classroom. For instances, there is a group of students who are unable to keep pace with the rest of their colleagues in achievement and comprehending the curriculum, and often this group is turned into a source of trouble and inconvenience, which may disrupt the educational process in the classroom or disorder within the school. The issue of academic achievement is a global problem that any community hardly can avoid, basically, twenty students of every hundred have weakness in the academic achievement by taking random samples from different communities (Jazmawi, 2008). The finding revealed that students' indicators results in Welayat Sumail are largely statistically important for school's academic performance level for future outcomes. The increased motivation observed in the older students support that when they faced with appearing less capable, older students will engage in behaviors designed to "save face". Students who perceive themselves as less capable will engage in behaviors that will allow them to attribute their failures to external causes, and these behaviors may become akin to self-fulfilling prophecies.

The finding revealed that students' indicators results in Welayat Sumail are largely statistically important for school's academic performance level for future outcomes. The increased motivation observed in the older students supports, suggesting that when faced with appearing less capable, older students will engage in behaviors designed to "save face". Students who perceive themselves as less capable will engage in behaviors that will allow them to attribute their failures to external causes, and these behaviors may become akin to self-fulfilling prophecies. The older students also exhibited a higher tendency to attribute failure to stable, internal and global causes. Furthermore, when the lack of interest in studying

is coupled with being absent and missing classes, the issue becoming worst for students' academic achievements. Not doing the required assignments at home, laziness, using mobile phone for playing games/texting, feeling sleepy in the classroom because of staying late up at night, spending too much time with friends, not having an effective study schedule, hate to come to school, having no plan for the future are among the main problems the students discussed in their essays. Finally, all these factors provide an overview on the importance of dealing with scientific indicators of students' outcomes and educational practices with teacher partnership while creating a participatory learning motivational environment between school, education authorities, and society especially in secondary schools.

Table 6

Relationship Between Teachers' Motivational Strategies And Students' Academic Achievements

	Class Level	Pearson Correlations	Teacher Motivational Strategy
Academic Achievements	11 th	r	.285*
		p value	.016
	12 th	r	.333*
		p value	.007

Significant at 0.05

Table 6 above showed that there was a positive and significant relationship between teachers' motivational strategies and students' academic achievements in class level 11th and 12th which indicated a low correlation, definite but small relationship between these two variables ($r = 0.285$, $p = .016$); and ($r = 0.333$, $p = .007$). These results reveal that teachers' motivational strategies in Welayat Sumail, Oman public schools had low correlation with students' academic achievements in class level 11th and 12th. The results presented in class level 11th and 12th showed that teacher strategies used in class had low effected on students' academic achievements. Although we found a high level of perceptions of teachers about the level of strategies used in Welayat Sumail, the level of relations with indicators of student achievement was dim. This may be due to several reasons, the level of strategies actually applied may be unacceptable or the teachers may have the knowledge of the strategies but do not have the skills to apply. In addition, the teachers in Oman may be overloaded with administrative or routine work and does not have the time to launch their potential in the classroom. However, these strategies also likewise, ought to be considered to develop teachers' teaching method for better learning outcomes in both class levels. This means teachers as the required knowledge of modern educational and psychological theories, and classroom strategies can lead to students' academic performance. This standard of education and achievement of students in schools depend on the motivational strategies of the teachers as reflected in the discharge of their duties in achieving the desired goals within the educational system and thus teachers need to outline specific strategies for completing an assignment, note-taking or reviewing (Akinsolu, 2010).

This study found that relative motivational strategy is positively associated with the use of a good study strategy by the students who are positively associated with higher study effort (also found by Wilkinson 2007; Wilkinson, et al., 2007) and better GPA. Relative motivational strategy is significantly associated with students' GPA (also found by Sobral 2004), but the

relation seems to be more indirect, i.e. through the use of good study strategy, instead of a direct relation. The positive correlation of motivation with deep study strategy (Sobral, 2004) and deep study strategy with academic performance is supported by other studies in education (Sobral, 2004). Barasa (2015) find a significant positive association between relative motivational strategy and study effort. Motivation strategies such as recognition, training and development, incentives and career advancement were minimal in the schools. On the other hand, no significant relationship existed between teachers' motivational strategies and students' academic achievement; and teachers' motivational strategies did not enhance students' academic achievement in Kwara state public secondary schools, Nigeria. It was recommended that more experienced and qualified teachers should be employed in order for them to motivate individual students according to their needs in enhancing their academic achievement (Abubakar & Oluwatoyin, 2015).

The Welayat Sumail teachers need to acquire strategies that will result in comprehension. Building confidence is essential to improve teachers' strategy and students' performance of secondary school. Assisting and motivating low performing students is a requisite to improve performance. Supplementary materials like newspapers, magazines, games, films, audio and video tapes offer additional ways for students to acquire information. In addition, any medium which stimulates students' interests and involvement is worthy of consideration for better future students' academic achievements.

Table 7

Relationship between Teachers' Self-Efficacy and students' Academic Achievements

	Class Level	Pearson Correlations	Teacher Self-Efficacy
Academic Achievements	11 th & 12 th	<i>r</i>	.295*

Significant at 0.05

Table 7 above showed that there was a positive and significant relationship between self-efficacy and students' academic achievements. The finding showed that there was a positive and significant relationship between self-efficacy and students' academic achievements ($r=0.295, p=.018$). Teachers' sense of self-efficacy proved to be an unexpected, but important factor that had strong, positive relationships to students' performance, achievement of programmer goals, and other positive (educational) outcomes (Armor et al., 1976). Gavora (2010) of Turkish study showed that teacher may have high personal teaching efficacy but may believe that external influences to his/her efficacy affect pupils' learning, or vice versa; and teacher may be convinced of his/her own ability to teach but doubtful about his/her pupils' ability to learn successfully or may believe that his/her pupils' ability to learn is irrespective of his/her own inability to teach. Likewise, results of direct and indirect technique indicated the effects of self-efficacy beliefs, achievement motivation, and self-learning strategies on academic achievement. Self-efficacy beliefs were significantly enhanced learning attainment (Yusuf, 2011).

Teachers' self-efficacy is described to positively impact students' performance in different aspects, which are related to self-efficacy, help to understand the relevance of self-efficacy

as characteristic of an effective teacher. Teachers with positive efficacy expectations are described to be highly committed, to provide effective instructional strategies; and to be open towards their students. Finally, teachers' enthusiasm is considered as an important predictor for students' outcomes; which in turn positively affects students' performance (Mahler, 2017). Teacher's self-efficacy is an important factor in students' success. Lastly, the goal of increasing teachers' perceived self-efficacy is to provide teachers with better working environments that may help increase students' achievement.

Table 8

Relationship between teachers' General beliefs and students' Academic Achievements

Class level		Pearson Correlations	General beliefs
Academic Achievements	Malleable	r	.427*
		p value	.001
	Transient	r	.154
		r value	.226

Significant at 0.05

Table 8 above showed that there was a positive and significant relationship between teachers' general beliefs and students' academic achievements in malleable which indicated a high correlation between these two variables ($r = 0.427$, $p = .001$). These results also showed that there was no significant relationship between teachers' transient beliefs and students' academic achievements ($r = 0.154$, $p = .226$). The result showed that there was a positive and significant relationship of general beliefs with students' academic achievements in malleable which indicated a high correlation between these two variables. This finding also indicated that there was no significant relationship between teachers' transient beliefs with students' academic achievements. This mean, when teachers believe that they can do a lot to influence students' motivation using their strategies it will be correlated with their students' performance. In the classroom, teachers will invest in motivating behaviors if they believe students' motivation to be malleable, that is changeable under their influence (Hardre & Hennessey, 2013). Conversely, teachers are less likely to invest energy to change what they perceive as transient, meaning it's likely to change on its own (Deci, 1995; Hardre & Hennessey, 2013). When teachers adopt the view of students' motivation as stable and malleable, and adopt a helplessness response, it negatively predicts a supportive environment and better academic achievements. This is undoubtedly the most difficult attitude of the teacher to change, but it holds perhaps the most potential for dramatic improvement in students' motivation.

The research indicates several important implications that could arguably be of scientific and practical educational importance. First, this finding has important implications for developing more understanding on teacher motivational perception, the implemented teachers' strategies, self-efficacy, general beliefs and students' academic achievement levels. Even though the causes of students' lack of motivation had been studied internationally; this study is new in Oman. Suppose, Oman Ministry of Education, school supervisors, principals, teachers, social workers and counsellors should focus on the reasons that give impact on students' motivation, especially students in grade level 11th and 12th. As the literature indicates that a higher degree of teacher perception and beliefs corresponds to better

students' outcomes, this finding suggests a potential deterioration of the current learning environment. This study supports earlier research on developmental paths of classroom environments (Brekelmans, 1989; Mainhard, 2009). Based on the studies, the decline were related to the two interpersonal dimensions found during the first year of secondary education. It seems to suggest that, although many teachers try to accommodate students' needs of substantial guidance and interpersonal involvement, the teachers may not realize that the provisions of satisfaction of these needs are decreasing over time, which is reflected in students' perceptions. Moreover, it may also be that many teachers do not realize that students' motivation is decreasing, so they pay inadequate attention to maintaining (and increasing) interpersonal relationships over time. A more detailed research is needed to scrutinize whether this assumption makes sense (Opdenakker et al., 2012).

Based on teacher perception; the poor parental monitoring and inconsistent discipline have been shown to have direct relations with adolescent motivation. Therefore, parents must take an active role in their child's life. They need to talk with their child about their friends and the influence they may have on them. Informing them about the cost of saying no can prepare a child for consequences they will face if they make poor choices. Parents can prepare their children by discussing the different ways in which people experience peer pressure. They can role-play different scenarios with their children so they can practice saying no in difficult situations. It would also be valuable to share stories from the past about how they dealt with peer pressure. Empower your children by giving them excuses for getting out of tough situations. Most importantly make an effort to cultivate a positive personal identity and self-esteem in your child. There is a strong relationship between appearance and self-esteem during adolescence. Since adolescents pay more attention to others' feedback and appearance is the link between the self and the others, each remark about appearance goes directly to the self (Morrison, Kalin & Morrison, 2004).

In addition, the findings suggest several courses of action for implemented teaching strategies. The teacher endorsed high strategies they used in class level 11th and 12th. That is pushing us to the reality of the nature of these strategies that affected students' motivation. The effective correlation between how teachers are looking for these strategies and did implement it, the relationships between motivational strategy and school academic outcomes. Finally, they also show that motivation strategies research requires the investigation of dynamic perspectives and specific situation motives.

Conclusion

The findings of the study may have some important implications for future practices in terms of students' lack of motivation (home factor, current relevance, aspiration, peer factor and personal factor). Introducing these factors contributed to the educational awareness programs needs for the teachers, parents and society as reasons for losing learning outcomes. Based on teachers' perception; poor parental monitoring and inconsistent discipline have been shown to have direct relations with adolescent motivation. Parents must take an active role in their children's life. Parents can prepare their children by discussing the different ways in which people experience peer pressure. It would also be valuable to share stories from the past about how they dealt with peer pressure. Empower your children by giving them excuses for getting out of tough situations. Most importantly, make an effort to cultivate a positive personal identity and self-esteem in your child. Thus, this research has thrown up many

questions in need for further investigation between motivation and academic motivation at Omani public schools. Further work needs to be done to examine what teachers are teaching in their post-secondary courses and professional development regarding students' motivation. It would be interesting to assess the effects of teachers' preparation in motivation specifically to equip effectively to meet the students' needs that they may encounter in authentic professional practice. In order for better understanding about students' motivation and academic achievements towards motivational strategy, self-efficacy and general beliefs. This paper suggests to further investigate the factors that keep teachers motivate to perform well by considering both intrinsic as well as extrinsic factors. Thus, it is crucial to investigate the most influential motivational factors that lead to teachers' superior performance. Further studies should examine other types of extrinsic and intrinsic factors for teachers' motivation in different culture and ethnic.

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