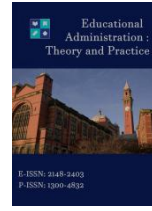




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The Research on the Influence of Teachers' Sense of Efficacy on the Differentiated Education of Private High Schools

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	Abstract
<p>Article History</p> <p>Article Submission 12 August 2023</p> <p>Revised Submission 20 September 2023</p> <p>Article Accepted 24 October 2023</p>	<p>Contemporary society is paying more and more attention to the personalized development of people. Advocating and attaching importance to differentiated education has become the development trend of contemporary education, and is an important direction of education and teaching reform. The essence of so-called differentiated education is still quality education and ability education. Its main feature is to implement the idea of "teaching students according to their aptitude" in the educational process, and fully respect the individual characteristics of the educational objects. This paper verified that teacher efficacy has a positive impact on private high school students' self-efficacy and overall feelings of differentiated education through the assessment of their self-efficacy and teacher efficacy and other related literature studies. Teacher efficacy includes both general self-efficacy and personal teaching efficacy. The analysis revealed that the age factor had a significant effect on teachers' general education efficacy and personal teaching efficacy, and the overall improvement in teachers' personal teaching efficacy was significantly higher than that of general education efficacy with the increase of teachers' teaching age, while the gender and education factors had no significant effect on teachers' efficacy. In the context of the current reform of China's new college entrance examination system, it is a topic worth studying how to make use of the role of the bridge and link between teachers and students, fully respect the differences of each student, implement differentiated education, and make the growth and progress of each student sustainable and the diversified development of private schools sustainable.</p> <p>Keywords: Teachers' Sense of Self-Efficacy; Private High School; Differentiated Education; Differentiated Instruction; Self Efficacy</p>

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Introduction

Under the new college entrance examination wstx reform, following students' differences and implementing differentiated education are increasingly valued and recognized by the society and schools, and students' healthy and comprehensive growth has become an important link to the nation's livelihood (Prast, 2015). Foreign scholars have defined teachers' teaching efficacy as teachers' beliefs about the educational power of the school, the responsibility for students' learning success or failure, the utility of learning, the general philosophy of education, and the extent of teachers' influence on students (Tan zhaomin, 2006). In order for teachers to improve their teaching effectiveness, change their educational concepts, optimize their educational approaches and methods, and implement differentiated education to achieve the ultimate goal of "educating people for virtue", what indicators, dimensions, or models of teacher efficacy can be classified, and whether each dimension has a positive impact on students' self-efficacy and perception of differentiated educational outcomes (Hallinger & Heck, 1996). Theoretical models are needed to verify whether each dimension has a positive impact on students' self-efficacy and perception of differentiated educational outcomes, which will help to implement a truly differentiated education for the overall development of students in private and even public high schools (Hallinger & Heck, 1998).

Literature Review

Teachers' Sense of Self-Efficacy

Self-efficacy (sense of self-efficacy) is a concept first introduced by Bandura Bandura in 1977 in *Self-efficacy: A Comprehensive Theory of Behavioral Change* (Schwarzer, 1997), which refers to teachers' perceptions and beliefs about their ability to effectively accomplish their teaching work, achieve their teaching goals, and positively impact student learning (Lu zhihua, 2015). which refers to teachers' perceptions and beliefs about their ability to teach effectively, achieve their goals, and have a positive impact on student learning (Popham, 1999).

Research on teachers' teaching efficacy began overseas. Since Bandura, an American social psychologist, proposed the doctrine of self-efficacy, it has attracted a great deal of attention from foreign scholars (Tschannen-Moran & Hoy, 2001). Many researchers have introduced it into the field of education to study teachers' sense of efficacy, thus opening up a new perspective on teacher research (Tan zhaomin, 2006).

In the 1970s, scholars Almo and Berman found a relationship between teacher efficacy and student learning outcomes in a study on the evaluation of teacher effectiveness. Teacher teaching efficacy has since attracted attention (Zhou li, 2013).

Foreign scholars have defined teacher efficacy in their research as teachers' general educational philosophies and beliefs about the educational power of the school, the responsibility for students' learning success or failure, the utility of learning, and the extent of teachers' influence on students (Tan zhaomin, 2006).

Teacher self-efficacy is a teacher's self-judgment, beliefs, and feelings, and is the educational ability of teachers to do well in education and influence positive student development. It is an important intrinsic motivation to promote teachers' autonomous development, it is an intrinsic prime mover to motivate teachers' work, an important internal drive to enhance teachers' professional commitment, a mediating factor to influence teachers' educational behavior and educational effectiveness, and an important source of influence on teachers' physical and mental health and personal well-being (Wang wei & He fang, 2014).

Research has found that more time for professional development is positively associated with teacher efficacy and teachers' efficacy beliefs in teaching differences (Zhou wenxia & Guo guiping, 2006). Teacher efficacy has been shown to be strongly associated with many meaningful educational outcomes, such as teacher perseverance, enthusiasm, commitment, and teaching behaviors, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs (Tschannen-Moran & Hoy, 2001).

In understanding teachers' perceptions of teaching efficacy, it is necessary to first analyze the concepts of "teaching" and "efficacy" (Rock, Gregg, Ellis, & Gable, 2008). In his major work, *The International Encyclopedia of Teaching and Teacher Education* (Smith, 1987), the researcher Smith argues that teaching is the transfer of knowledge or skills as well as a conscious activity and a normative behavior. Most domestic and international scholars agree that teaching efficacy is a teacher's belief in his or her ability to successfully help and influence students' learning behaviors and academic performance (Zhou, Li, 2013). Researchers argue that teacher instruction includes both the transfer of knowledge, experience, and skills and encompasses the teacher's activities such as personality ideals and affective character development for students. That is, teaching is the unification of teachers' teaching and students' learning, a planned activity, and an important medium for achieving teaching goals (Liu xiaoming, 2004).

In the past decade, domestic scholars have done a lot of research in this area. Zhang Yanxia's study showed that teachers with different levels of teaching efficacy had significant differences in their attributions of teaching success on four dimensions: ability, effort, luck, and background, with ability and effort attributed to increased levels of teaching efficacy and background and luck attributed to decreased levels of teaching efficacy. A study by Jingxin Zhao et al. found that teachers with high levels of efficacy were less angry and more rewarding to students who studied hard and struggled after students failed exams, while teachers with low levels of efficacy were less angry with students of higher ability and more punitive to students who struggled. Zeng Tuo's findings indicated that teachers' teaching efficacy significantly predicted their ability to diagnose teaching problems and had a significant positive impact on their ability to reflect on their teaching. Yuhong Jiang found that teachers with high levels of efficacy were more likely to adopt a democratic attitude and tend to foster students' sense of autonomy and independence and enhance their sense of responsibility (Zhou li, 2013).

Regarding the structure of teaching efficacy, Yu Guoliang used the Teacher Teaching Efficacy Scale to measure 382 students enrolled in teacher training colleges and secondary school teachers, and the results of factor analysis showed that teachers' teaching efficacy could be divided into two aspects: general teaching efficacy and personal teaching efficacy, which is consistent with Bandner's self-efficacy theory and Ashton's model of teachers' teaching efficacy. They also developed our Teaching Efficacy Scale based on Gibson's Teaching Efficacy Scale and Ashton's Personal Teaching Efficacy Scale (Tan zhaomin, 2006).

Teaching efficacy and its related factors have been a hot topic of research by domestic scholars in recent years, and in general, the related factors can be divided into external factors and teachers' own factors (Hallinger, 2005). External factors include school characteristics and interpersonal relationships among teachers; teachers' own factors are mainly objective factors such as teachers' teaching years and titles and psychological factors such as teachers' self-concept and personality traits (Zhou li, 2013).

From the analysis of the data, it can be seen that the structure of teachers' teaching efficacy in China has basically followed the research conducted by Yu, Guoliang, Xin, and Shen, Jiliang, and others in the 1990s (Wu, 2013). In recent years, not many empirical studies have been conducted in this area, and scholars have focused more on the influencing factors of teachers' teaching efficacy, the relationship between teaching efficacy and other factors, and the development of teachers' teaching efficacy (Tan zhaomin, 2006).

Researchers found that six categories of factors, namely institutional wholeness, developmental conditions provided by the job, school supporting system, school climate, teacher-student relationship, and teacher-student relationship, had significant positive correlations with individual teachers' teaching efficacy (Leithwood, 2008); three categories of school factors, namely institutional wholeness, developmental conditions provided by the job, and school supporting system, had significant positive correlations with teachers' general Three types of school factors, such as institutional adequacy, job development conditions, and school support system, were significantly and positively correlated with teachers' general teaching efficacy (Tan zhaomin, 2006).

Differentiated Education

The definition of differentiated education in this paper is different from the current differentiated teaching on the network (Wormeli, 2005). At present, when searching "Differentiated Education" on HowNet or Google, the best matching result is "Differentiated Instruction", that is, differentiated teaching. At present, the relevant literature searched on CNKI mainly focuses on the corresponding research and discussion of differentiated instruction, as shown in Figure 1.

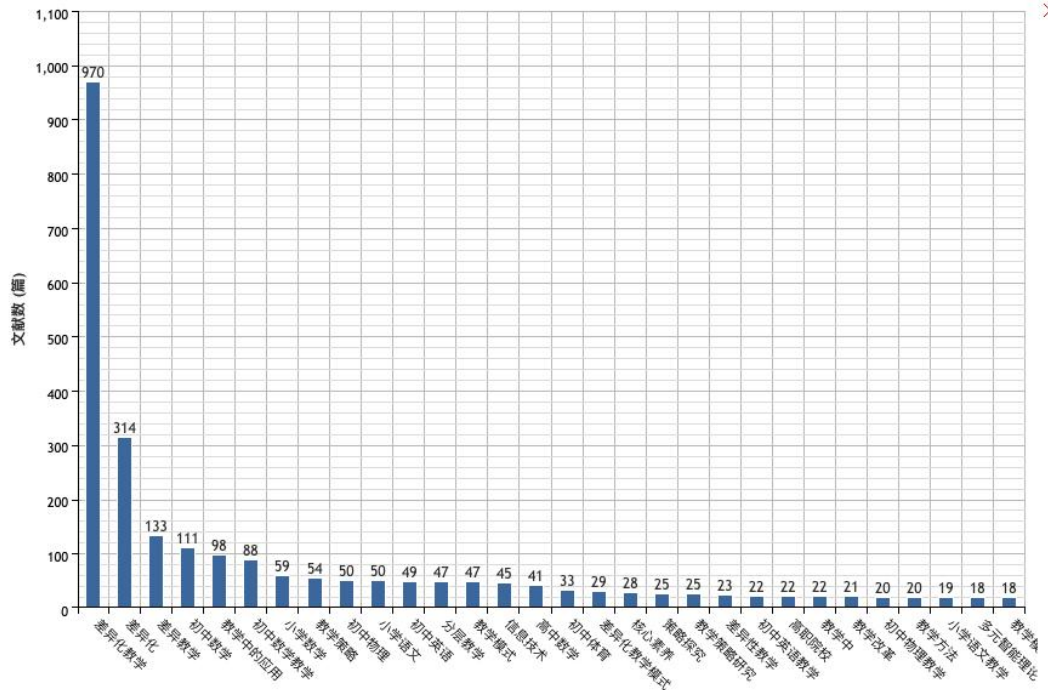


Figure 1. Searching for differentiated education results on the CNKI

Researchers believe that the connotation of differentiated teaching focuses more on the differentiation of the requirements for cultural class performance or a certain skill performance, and then the use of stratified or differentiated means of teaching and learning; while differentiated education, in addition to the learning requirements for cultural class performance or skills, adds a layer of nurturing function, with a view to enabling students to achieve the requirements of moral education through differentiated education, and truly cultivating students' moral, intellectual, physical, aesthetic and labor education in a holistic manner. In order to make students meet the requirements of moral education through differentiated education, and truly cultivate students' moral education, intellectual education, physical education, aesthetic education and labor education in a comprehensive manner, so as to achieve the overall development of the five educations. This is the essential requirement of "one core, four layers, and four wings" (Yu, Zheng, Cheng, & Ren, 2019), which is embodied in our current new college entrance examination evaluation system, and is also the expectation of the society, so that students can truly develop their strengths and avoid their weaknesses, and enhance their weaknesses. Therefore, the differentiated education studied in this paper covers a larger scope, broader content, more diverse approaches and methods, and is more in line with today's educational thinking (Popham, 1999).

Quality private high schools, in the past, have developed a culture of excellence in their schooling practices. This culture creates a positive atmosphere in the school, which in turn leads to better working and learning conditions for teachers and students. This is something that the average high school does not have in the short term. Secondly its management mechanism is more flexible and can adopt a more efficient management and incentive mechanism. It improves the enthusiasm of the staff and creates a more energetic and responsible staff. The reputation and brand image formed by a quality private high school in the minds of parents and the community can have a positive effect on school operation. Quality private high schools have overall superior

operating conditions and more funding and faculty for differentiated education implementation.

Based on this, the researcher argues that principal leadership can influence students' differentiated educational outcomes through a variety of ways and leadership charisma, such as influencing organizational culture, shaping leadership understudies, influencing teachers' work engagement, and developing school ethics and policies (Prast, 2015). The basic structure of the relationship is "teaching as the core, change as the driving force, and ethics as the leader", which requires principals to lead teaching as the first priority, use organizational change and governance mechanisms as the driving force for school quality improvement, and use high moral and spiritual charisma to lead the school reform and promote the differentiated development of students.

Two dimensions of teacher efficacy, namely teacher personal efficacy and general teaching efficacy, were selected for this study based primarily on the prior literature (Tschannen-Moran & Hoy, 2001). Seven dimensions of students' self-efficacy were set for self-assurance, verbal persuasion, assignment completion, willingness to learn, goal attainment, learning style, and overall view of learning, and four dimensions were also used to measure students' perceptions of differentiated educational outcomes which including hierarchical and classified class arrangement, full education tutorial system, group cooperative learning mode, and differential evaluation and analysis application. Correlations between teacher efficacy and students' self-efficacy and perceptions of differentiated educational outcomes were investigated by means of a questionnaire (Tschannen-Moran & Ho, 2007).

Is there a positive and positive relationship between teacher efficacy and students' perceptions of self-efficacy and differentiated educational outcomes ?

Methodology

Questionnaire Method

The General Self-Efficacy Scale (GSES) was developed by two institutions, Jerusalem and Schwarzer. The GSES has now been translated into at least 25 languages and is widely used internationally. The scale has 10 items and is scored using a 4-point scale. The Chinese version was revised by Zhang and Schwarzer, and the applicability of the scale was examined by Wang, Cai-Kang et al. The internal consistency coefficient (alpha coefficient) of the scale was 0.87, and the split-half reliability was 0.82; there was a significant negative correlation between GSES and anxiety, indicating that GSES has good predictive validity. In his study, the split-half reliability of GSES was 0.84 and the alpha coefficient was 0.89 (Wang Guoxiang, Liu Changjiang, and Wu Xinchun, 2003). The study by Xi Juzhe et al. proposed to follow a rigorous procedure to develop a universal measure of teacher teaching efficacy in high school education (Li, H., & Cheng, J. K. (2020).

In this study, a combination of the relatively well-established Teacher Efficacy Scale, the General Student Self-Efficacy Scale (Tong, 2004), the Student Learning Adaptive Scale (Feng, Su, Hu, & Li, 2006), and the Multiple Intelligences Assessment Scale (X. F. Zhang, 2002) was used to administer questionnaires to teachers and students in a high-quality private high school in Weifang, and the data obtained were used to The model was validated.

This study used SPSS 22.0 software to statistically analyze the survey data. First, exploratory factor analysis was used to test the reliability of the collected questionnaires to reveal the relationships and interactions between teacher efficacy, student self-efficacy, and the implementation of differentiated education.

Research Subjects

According to the design of the model, the target population of the study was the students and teachers enrolled in a high-quality private high school in Weifang selected for the comprehensive assessment of students' general self-efficacy, learning adaptive scale, and multiple measures scale, as well as the analysis with differentiated educational satisfaction and teacher efficacy.

Results

Frequency analysis of demographic variables

The software used SPSS version 22 to implement the frequency analysis process.

Table 1. Frequency analysis of demographic variables

Variables	Options	Frequency	Percent	Mean	Std. Deviation
Age	17	30	5%	2.72	0.70
	18	157	27%		
	19	339	58%		
	20	56	10%		
Sex	Male	325	56%	1.44	0.50
	Female	257	44%		
Home Address	Weifang City District	294	51%	1.95	1.12
	Weifang effect area	106	18%		
	Non-Weifang City District	98	17%		
	Non-Weifang effect area	84	14%		
Parents' Education	Junior High School	205	35%	1.86	0.77
	High School	270	46%		
	Undergraduate	91	16%		
	Graduate Student	16	3%		
Family Income	Under 50,000 RMB	96	17%	2.55	1.02
	50,000 to 100,000 RMB	202	35%		
	100,000 - 150,000 RMB	152	26%		
	Over 150,000 RMB	132	23%		
Number of Children in Family	1	178	31%	2.08	0.93
	2	231	40%		
	3	123	21%		
	4 or more	50	9%		

A total of 600 questionnaires were distributed and 592 questionnaires were recovered, with a recovery rate of 98.67%. Among them, 582 questionnaires were valid, with an efficiency rate of 98.3%. The frequency analysis of demographic variables. According to the results of the frequency distribution of each variable, it can be seen that the distribution basically meets the requirements of the sampling survey, The specific content is shown in Table 1.

Reliability and Validity Tests

Reliability Analysis

Table 2. Teachers' sense of self-efficacy Reliability Analysis

Options	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha Based on Standardized Items
T1	16.871	12.543	0.804	0.742	0.886	0.915
T2	16.844	12.655	0.806	0.753	0.886	
T3	16.893	12.405	0.79	0.658	0.887	
T4	17.093	11.984	0.75	0.651	0.893	
T5	17.167	11.63	0.702	0.616	0.905	
T6	16.825	13.202	0.69	0.512	0.901	

Based on the results of the reliability analysis above, as shown in Table 2, it can be seen that

the overall standardized reliability coefficient for teacher efficacy is 0.915, and the reliability coefficients based on the deletion of items are less than the overall 0.915. Therefore, the questions on teacher efficacy do not need to be adjusted.

The overall standardized reliability coefficient was 0.915, and the range of reliability coefficients was between 0 and 1, with the closer to 1 the higher the reliability. The result of this analysis was 0.915, which is relatively good reliability.

Table 3. Student efficacy reliability analysis

Options	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha Based on Standardized Items
S1	68.503	217.428	0.687	0.572	0.933	0.942
S3	68.579	216.578	0.694	0.62	0.933	
S4	68.706	214.425	0.717	0.639	0.932	
S7	68.337	222.313	0.539	0.381	0.935	
S8	68.584	218.092	0.611	0.501	0.934	
S9	68.677	216.667	0.697	0.609	0.933	
S12	68.692	214.823	0.715	0.656	0.933	
S13	68.856	212.334	0.755	0.713	0.932	
S14	68.787	212.464	0.742	0.705	0.932	
S15	68.814	211.394	0.789	0.684	0.931	
S16	68.639	214.751	0.754	0.63	0.932	
S17	68.718	214.568	0.727	0.655	0.932	
S18	68.844	212.084	0.774	0.739	0.932	
S19	68.806	211.84	0.801	0.741	0.931	
S21	68.923	211.954	0.777	0.716	0.932	
S22	68.945	240.603	-0.18	0.617	0.947	
S23	69.057	239.176	-0.142	0.658	0.946	
S24	69.007	237.205	-0.087	0.609	0.945	
S25	68.897	210.368	0.74	0.707	0.932	
S28	68.887	210.094	0.764	0.808	0.932	
S29	68.857	210.494	0.776	0.855	0.931	0.942
S33	68.888	209.569	0.789	0.856	0.931	
S34	68.861	209.724	0.791	0.823	0.931	
S35	68.643	214.791	0.665	0.54	0.933	

As shown in Table 3, the overall standardized reliability coefficient of student efficacy is 0.942, and according to the reliability coefficient after item deletion, most of them are less than the overall 0.942. Only three questions, S22, S23 and S24, exceed the overall 0.942. The questions were set in reverse, so students may not have understood the true meaning of the questions and chose the wrong ones, and the results showed that only these three questions need to be adjusted. The overall standardized reliability coefficient for student efficacy was 0.942, which is relatively good.

Table 4. Differentiated education reliability analysis

Options	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha Based on Standardized Items
E1	9.369	7.211	0.746	0.557	0.908	0.914
E2	9.335	7.242	0.82	0.687	0.88	
E3	9.297	7.51	0.802	0.651	0.887	
E4	9.375	7.013	0.842	0.717	0.872	

As shown in Table 4, the overall standardized reliability coefficient for differentiated education was 0.914, and the reliability coefficients after item deletion were less than the overall reliability coefficient of 0.914. Therefore, no adjustment was needed for the differentiated education questions. The overall standardized reliability coefficient is 0.914, which is relatively good.

Table 5. Differentiated education reliability analysis

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.972	.974	48

The validity analysis of this questionnaire was achieved by means of SPSS version 22, exploratory factor analysis for the testing process, As shown in Table 5.

Table 6. KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.970
Bartlett's Test of Sphericity	Approx. Chi-Square	28028.509
	df	1128
	Sig.	.0001

As shown in Table 6, According to the results of the exploratory factor analysis above, it can be seen that the coefficient result of the KMO test is 0.973, and the coefficient of the KMO test takes values between 0 and 1. The closer to 1 means that the validity of the reading is better.

Test of Variance

The test of variance is used to study the differences in different dimensions of variables through independent sample t-test, chi-square test, and one-way analysis of variance (ANOVA).

The software was used to implement the analysis steps using SPSS version 22.

Table 7. Differences in gender across dimensions

Variables	Sex	N	Mean	Std. Deviation	t	sig
Teachers' Sense of Self-Efficacy	Male	325	20.83	3.96	3.155	0.002
	Female	257	19.72	4.39		
Students' Sense of Self-Efficacy	Male	325	73.06	15.56	2.302	0.022
	Female	257	70.12	14.94		
Differentiated Educational Identity	Male	325	12.64	3.55	1.415	0.158
	Female	257	12.23	3.52		

As shown in Table 7, according to the results of the above independent sample t-test, we can see the gender differences of the dimensions related to differential education. For example, students' self-efficacy has significant differences in gender, while there is no significant statistical difference in the gender of differential education identity. Because the sig is 0.158 greater than the standard 0.05, the original hypothesis cannot be rejected.

Correlation Analysis

As shown in Table 8, according to the above correlation analysis results, there is a significant correlation between the variables at the 99% significance level, and the correlation coefficients are greater than 0, so they are all positive correlation.

Table 8. Correlation analysis of the three dimensions of principal leadership

Variables	Correlations	Differentiated Educational Identity	Teachers' sense of self-efficacy	Students' self-efficacy
Differentiated Educational Identity	Pearson Correlation	1		
Teachers' Sense of Self-Efficacy	Pearson Correlation	.612**	1	
Students' Self-Efficacy	Pearson Correlation	.768**	.612**	1
**. Correlation is significant at the 0.01 level (2-tailed).				

For example, the correlation coefficient between differential education identity satisfaction and students' self-efficacy is 0.768, which is a positive correlation. This analogy can explain the correlation between all other variables.

Discussion

In terms of teachers' sense of teaching efficacy:

It is recommended to provide teachers with professional development opportunities, enhance their understanding and skills of differentiated education, and encourage them to explore and apply differentiated education strategies in practice.

Encourage teachers to share and collaborate with peers, jointly research and improve differentiated teaching practices, in order to enhance their sense of teaching effectiveness.

Encourage teachers and students to form pairs of mentors and mentees, and pay comprehensive attention to students in a comprehensive and comprehensive mentorship system, leading their growth.

In terms of students' sense of learning efficacy:

It is recommended that teachers adopt differentiated teaching strategies to provide personalized support and guidance based on the different characteristics and needs of students, in order to enhance their sense of learning efficiency.

Advocating positive evaluation and support for students' efforts, encouraging them to face challenges and overcome difficulties, thereby cultivating their self-confidence and learning motivation.

Provide students with opportunities and platforms to showcase themselves, allowing them to make progress in personalized development in addition to improving their academic level during high school.

Conclusion

Since this study only conducted a statistical analysis for one private school, its data will have certain limitations, and a clear control group, such as a public school's data, is missing in the argumentation process; this will be corrected in the later statistics, and it is proposed to conduct a statistical analysis of multiple public and private schools in several prefectures in a province to increase the credibility of the data.

From the results of the study, teachers' sense of efficacy has a positive effect on both students' sense of efficacy and the perception of differentiated educational outcomes. Among them, the students who skip the grade have higher recognition of differentiated education and teachers' sense of efficacy than the students who normally enter the school, the students who study major have higher recognition of teachers' sense of efficacy than the students who study ordinary cultural courses. The higher the recognition of families who have more contact with teachers, the higher the expectation of families with an annual income of 100000 to 150000 yuan on differentiated education.

This requires private high schools to create a path of diversified development, get through the nine year consistent, 12 year consistent and even 15 year consistent education model, and enable more children to achieve differentiated training; At the same time, according to the conclusion of the differentiation evaluation scale, we can find out where the students' superior intelligence lies and achieve targeted differentiation training, not only in the college entrance examination score theory; More parents' lecture halls and parents' courses should be held, students and parents should be guided by the school philosophy, and parents should share the same frequency of resonance, so that parents can participate in the school and class management, make full use of the tutorial system, and take various forms of home visits regularly or irregularly; At the same time, we should listen more to the demands of students and parents, build a bridge for effective communication between home and school, and let private high schools spread the flower of differentiated education.

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