

## **The Effect of Self-Efficacy and Perception of Teacher Profession on Teaching Interest: Study on Bachelor Students of Office Administration Education**

**Eka Wati Annur**

Universitas Negeri Surabaya, ekawati.19012@mhs.unesa.ac.id

**Novi Trisnawati**

Universitas Negeri Surabaya, novitrisnawati@unesa.ac.id

### **Abstract:**

This study aims to investigate the impact of self-efficacy and perceptions of the teaching profession on students' interest in pursuing a career as teachers within the Office Administration Education Study Program at Universitas Negeri Surabaya. This study was explanatory research using an associative quantitative approach. The population consisted of 52 respondents from the 2019 office administration education students, with a saturated sample. The data were analyzed using multiple linear regression, which had been pre-tested for classical assumptions with the assistance of the SPSS program. Based on the research results: (1) There is a positive correlation between self-efficacy and interest in becoming a teacher among students of the Office Administration Education Study Program at Universitas Negeri Surabaya. (2) There is a positive correlation between perceptions of the teaching profession and interest in pursuing a teaching career among students of the Office Administration Education Study Program at Universitas Negeri Surabaya. (3) There is a positive correlation between self-efficacy, perceptions of the teaching profession, and interest in in becoming a teacher among students of the Office Administration Education Study Program at Universitas Negeri Surabaya.

**Keywords:** Self-efficacy, Perception of Teacher Profession, Interest in in becoming a teacher

## INTRODUCTION

Education is an investment for the future and ensures the sustainability of the country. Education plays an important role in human life, and it can shape the nature of human resources in society as learning for the future. Learning activities are also the most important activities, one of which is the teacher. Choosing the role of a teacher is not easy for everyone because a teacher not only provides knowledge in the classroom but also provides guidance and shapes the character of students (Aini, 2018). Teachers are the most important part of education because the quality of teachers greatly influences the quality of the learning process (Gunawan, 2018). Becoming a teacher also does not escape students' interest in choosing a job. If students lack interest in teaching, they're unlikely to pursue knowledge about the profession in college because their attention, desires, and needs can influence interest in career choices. (Amalia & Pramusinto, 2020). Many students, especially those who graduated from the Office Administration Education Study Program at Universitas Negeri Surabaya, prefer to work in private companies rather than teaching. This creates a problem for students in terms of understanding the teaching profession and how they want to become teachers. According to initial observation data from 10 Office Administration Education students at Universitas Negeri Surabaya in 2019, 7 of 10 were not interested in becoming teacher and were more interested in private company employees and entrepreneurs. Only 3 were interested in becoming teachers.

The Office Administration Education program at Universitas Negeri Surabaya trains future teachers who are skilled in office administration. These graduates are equipped with skills that prepare them for both educational and non-educational roles, specifically focusing on office administration skills. This specialization helps produce competent candidates for office administration teaching positions. Internal and external factors influence teaching interest. Personal desires and perceptions, like skills, are internal elements. Interest is personal and drives behavior and decisions (Aini, 2018). Moreover, the interest in becoming a teacher is influenced by various factors, including an individual's self-efficacy, which refers to their belief in their skill

Self-efficacy (SE) is the ability to assess oneself in terms of trust, confidence, and ability on whether a person can do something well or wrong, good or bad. ASE is also described as an assessment of self-ability (Hidayat & Perdana, 2019). High self-confidence enables individuals to perform tasks effectively, set and achieve desired goals, and can influence their interest in pursuing a career as a teacher.

Apart from self-efficacy, perceptions also play a role in influencing students' interest in becoming teachers. Perception refers to how individuals interpret information from their surroundings. It involves a process of analyzing and identifying objects or situations, with each student having a different perception (Aini, 2018). Perceptions about the teaching profession stem from students' interpretations and perspectives on teachers' lives, shaping their views on teaching as a career (Sukma et al., 2020). Therefore, student interest can be influenced by how they perceive teaching. These perceptions vary among individuals based on their ability to understand and interpret environmental stimuli.

Referring to previous studies conducted by Sholichah & Pahlevi (2021) found a positive and significant influence of perceptions of the teaching profession and self-efficacy on interest in becoming a teacher among Office Administration Education students at Universitas Negeri Surabaya in 2017. This is in line with previous research entitled the influence of perception, self-efficacy and family environment on interest in becoming a teacher by Amalia & Pramusinto (2020), which also demonstrated a positive and significant impact of perception and self-efficacy on interest in teaching.

Contrary to previous findings, research by Nani & Melati (2020) suggests that self-efficacy and perceptions of the teaching profession do not have a significant influence on interest in becoming a teacher, as indicated by the study titled "The Role of Self-Efficacy in Mediating Motivation, Perceptions of the Teaching Profession, and Gender on Interest in Becoming a Teacher." Despite the expectation for graduates of Teacher Training and Education Institutions (LPTK) to pursue careers in education, many graduates, particularly in economics education, still choose positions in private companies, government banks, and other institutions. This indicates a disparity between educational expectations and actual career choices among graduates.

Based on these findings, the researchers are motivated to conduct a new study focusing on different variables and subjects. This study aims to analyze The Effect of Self-Efficacy and Perception of the Teacher Profession on Teaching interest in in becoming a teacher among active students from the 2019 Office Administration Education study program, Faculty of Economics and Business, Universitas Negeri Surabaya.

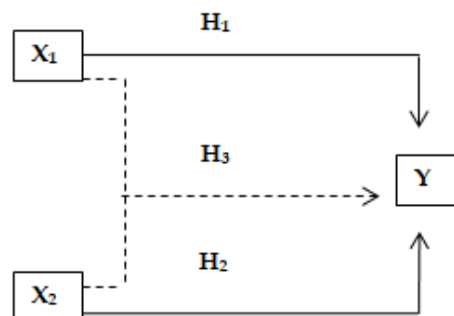
## RESEARCH METHODS

This study was explanatory research aiming to provide explanations for existing phenomena by testing hypotheses about the relationships between variables (Strydom, 2013).

The study used quantitative methods to measure the effect of self-efficacy and perceptions of the teaching profession on students' interest in becoming teachers in the Office Administration Education Study Program at Universitas Negeri Surabaya. The objective is to obtain a comprehensive understanding of factual information by conducting study, formulating hypotheses, and conducting tests using research instruments, particularly through the use of questionnaire-based data collection methods. The research type utilized is associative quantitative research, focusing on determining the relationships or influences between variables (Sugiyono, 2015). In this context, associative research aims to establish the relationship between two or more variables (Suharsimi Arikunto, 2006), where the relationship takes the form of cause and effect, with self-efficacy (X1) and perceptions of the teaching profession (X2) as independent variables and interest in becoming a teacher (Y) as the dependent variable

This research design was conducted to determine and analyze the influence of the independent variables, namely SE (X1) and perceptions of the teaching profession (X2) on the dependent variable, namely Interest in Becoming a Teacher (Y). For the design or research design determined in this research, it can be seen in the chart below:

Figure 1 Design or Research Design



Information :

- X<sub>1</sub> : Self-Efficacy (SE)
- X<sub>2</sub> : Perception of the Teacher Profession
- Y : Interest in Becoming a Teacher
- > : Partial Influence
- > : Simultaneous Influence

Source: Data processed by researchers (2023)

The population of this study were active students from the 2019 Office Administration Education study program, Faculty of Economics and Business, UNESA with 52 students, using saturated sampling techniques. In the research, descriptive statistics were used using computerized calculations assisted by the Statistical Program for Social Science (SPSS) program and also multiple linear regression (Sugiyono, 2013).

## RESULTS AND DISCUSSION

This study involved 52 participants from the 2019 Office Administration Education study program, consisting of 7 male and 45 female respondents.

### *Validity Test and Reliability Test*

The validity of the study was tested using 20 respondents who were not part of the main research group. This test involved 16 statement items, and the Corrected Item-Total Correlation ( $r_{\text{observed}}$ ) for each item was found to be greater than the critical value ( $r_{\text{table}}$ ) at a significance level of 5%. This indicates that all statement items were categorized as valid.

Table 1. Validity Test Results for Variable Y

	Y.1	Y.2	Y.3	Y.4	Y.5	Y.6
TotalY Pearson Correlation	.756**	.684**	.557*	.805**	.849**	.770**
Sig. (2-tailed)	0	0.001	0.011	0	0	0
N	30	30	30	30	30	30

Source: Data processed by researchers (2023)

Table 2 Validity Test Results for Variable X1

	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6
TotalX1 Pearson Correlation	.804**	.837**	.841**	.737**	.877**	.806**
Sig. (2-tailed)	0	0	0	0	0	0
N	30	30	30	30	30	30

Source: Data processed by researchers (2023)

Table 3 Validity Test Results for Variable X2

	X2.1	X2.2	X2.3	X2.4
TotalX2 Pearson Correlation	.681**	.796**	.906**	.887**
Sig. (2-tailed)	0.001	0	0	0
N	30	30	30	30

Source: Data processed by researchers (2023)

The validity test results for variable Y (interest in becoming a teacher), variable X1 (self-efficacy), and variable X2 (perceptions of the teaching profession) indicated that all 16 statement items were valid based on a significant value of  $<0.05$ .

Meanwhile, the reliability test carried out by calculating the instrument can be said to be reliable if the Cronbach Alpha value is  $> 0.60$  (Sugiyono, 2015). Calculation of instrument reliability tests using SPSS.

Meanwhile, the reliability test was conducted by calculating the instrument's Cronbach's Alpha value categorized as reliable if greater than 0.60 (Sugiyono, 2015) This test was performed using SPSS software.

Table 4 Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.823	30

Source: Data processed by researchers (2023)

The results of the reliability test obtained a Cronbach Alpha value of  $0.823 > 0.60$ , in other words this instrument is said to be reliable.

## Data Analysis Results

### *Classic assumption test*

Problems of normality, multicollinearity and heteroscedasticity that may occur in multiple linear regression models are overcome by using classical assumption tests. Using SPSS software, the classic assumption test in this research includes:

### *Normality Test*

Table 2 Normality Test Results  
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		52
Normal Parameters	Mean	0.0000000
	Std. Deviation	2.34900585
MED	Absolute	0.103
	Positive	0.103
	Negative	-0.079
Test Statistic		0.103
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

Source: Data processed by researchers (2023)

The significant value of 0.200 is greater than 0.05. The conclusion is that the data in this study is normally distributed.

### *Multicollinearity Test*

Table 3 Multicollinearity Test Results  
Coefficients<sup>a</sup>

Model		Collinearity Statistics	
		Tolerance	VIF
1	TOTALX1	0.580	1.725
	TOTALX2	0.580	1.725

Source: Data processed by researchers (2023)

The multicollinearity test results showed that there were no cases of multicollinearity among the variable items in this study. The Variance Inflation Factor (VIF) value for the SE variable (X1) and the Teacher Professional Perception variable (X2) was 1.725, which is less than 10, and the tolerance value was 0.580, which is greater than 0.1. Therefore, there were no issues with multicollinearity in the data.

### *Heteroscedasticity Test*

Table 4 Heteroscedasticity Test Results

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-13.002	32.190		-0.404	0.688
	X1	-0.953	3.847	-0.420	-0.248	0.805
	X2	3.652	5.216	1.292	0.700	0.487

Source: Data processed by researchers (2023)

From the table above shows that Sig value of these two variables was greater than 0.05, SE (X1) 0.805 and Teacher Professional Perception (X2) 0.487. From this explanation, it can be said that the variables tested did not experience heteroscedasticity.

### Multiple Linear Regression Test

Table 5 Results of Multiple Linear Regression Analysis

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.338	2.216		0.604	0.549
	X1	0.273	0.127	0.229	2.140	0.037
	X2	0.971	0.159	0.654	6.115	0.000

Source: Data processed by researchers (2023)

The results of the table analysis above obtained the multiple linear regression equation in this study, namely:

$$Y = a + bX_1 + bX_2 + e$$

$$Y = 1.338 + 0.273X_1 + 0.971X_2$$

From the form of the equation above, it can be seen that variables X1 and X2 do not increase, so interest in becoming a teacher is 1,338. Furthermore, the regression coefficient of the equation for X1 is 0.273, meaning that if there is an addition to variable X1, interest in becoming a teacher will increase by 0.273. If variable X1 decreases by 1, this will result in a decrease of 0.273 in interest in becoming a teacher. The regression coefficient on variable X2 is 0.971, indicating that an increase in variable X2 will increase readiness to become a teacher by 0.971.

### Hypothesis testing

#### T test

Tabel 6. T Test Results

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.338	2.216		0.604	0.549
	X1	0.273	0.127	0.229	2.140	0.037
	X2	0.971	0.159	0.654	6.115	0.000

Source: Data processed by researchers (2023)

Based on the results of the t test on variable from these results it is concluded that there is a partial influence between the self-efficacy variable on interest in becoming a teacher.



The calculated t-value for variable X2 is greater than t-table value, namely ( $6.115 > 1.676$ ), with a significance value of 0.000, which is less than 0.05. Based on these results, it can be concluded that there is a partial influence between teacher professional perception and interest in becoming a teacher.

#### *F test*

Tabel 7 F Test Results  
**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	583.898	2	291.949	50.835	.000 <sup>b</sup>
	Residual	281.409	49	5.743		
	Total	865.308	51			

Source: Data processed by researchers (2023)

The F test results obtained show that the calculated F value is lower than F table with a significance of 0.000, which is greater than 0.05. So, it can be concluded that there is a simultaneous influence between the independent variables, namely SE and PPG, on the dependent variable, namely interest in becoming a teacher.

#### *Coefficient of Determination*

Tabel 8 Coefficient of Determination Test Results  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.821 <sup>a</sup>	0.675	0.662	2.39647

Source: Data processed by researchers (2023)

From the results of the table above, it can be seen that the R Square value in this study was 0.675, meaning that the variables SE and Perception of Teacher Profession influence on interest in becoming a teacher by 67.5%, while other variables outside this research can influence interest in becoming a teacher by 32.5%.

#### ***The influence of Self-Efficacy (SE) on interest in becoming a teacher***

SE as one aspect of the self-regulation process, and self-confidence that Self-efficacy refers to the understanding of student self-confidence which can be felt as a belief regarding

the student's ability to perform as a teacher (van Rooij et al., 2019). Based on the results of research data analysis according to the results of the t test that has been carried out in the research, it shows that in the variable SE (X1),  $t_{\text{count}} > t_{\text{table}}$ , namely  $(2.140 > 1.676)$  with a significance value of 0.037 which is smaller than 0.05. It can be proven that SE has a positive and significant influence on interest in becoming a teacher among Office Administration Education students at Surabaya State University, so the hypothesis is accepted. With level indicators, namely the level of one's ability to complete the work in order to achieve the desired success, strength, namely the strength in maximizing one's performance to achieve the set target, generality, namely the standard of performance that feels capable of carrying out work in a particular career (Aini, 2018). These indicators have high factors, and have a good average score.

In this research, the results were found that students of Office Administration Education at Universitas Negeri Surabaya understand the overall concept of tasks carried out by teachers well, along with students of Office Administration Education at Universitas Negeri Surabaya are confident and confident in their abilities in the field of being a teacher and completing teacher work assignments. well. So it is concluded that Office Administration Education students at Universitas Negeri Surabaya understand the SE variable very well. The SE variable influences the interest of Office Administration Education students at Universitas Negeri Surabaya to become, with students' confidence in their competence in carrying out their duties as teachers (Aini, 2018).

Upported by this, the literature has shown that for good students the interest in becoming a teacher increases and vice versa. If student self-efficacy is high, then interest in becoming a student teacher is high, this is in accordance with research by Aini (2018) and also based on research from Amalia & Pramusinto (2020) where self-efficacy has a positive relationship with interest in becoming a teacher.

### ***The influence of perceptions of the teaching profession on interest in becoming a teacher***

Perception of the teaching profession refers to students' perspective and assessment of the teaching profession which originates from the circumstances, living conditions of teachers and the students' point of view regarding teacher work (Bergmark et al., 2018). Based on the results of research data analysis according to the results of the t test that has been carried out in the research, the perception of the teaching profession (X2) has a calculated t value greater than the t table value, namely  $(6.115 > 1.676)$  with a significance value of 0.000 which is

smaller than 0.05. It can be proven that the perception of the teaching profession has a significant influence on the interest in becoming a teacher among Office Administration Education students at Universitas Negeri Surabaya, so the hypothesis is accepted. Individual internal factors from students' experiences in carrying out the learning process, as well as individual external factors from the surrounding environment, have an image and influence related to the teaching profession. (Aini, 2018). It has a high factor, and has a good average score.

The study showed that Office Administration Education students at Universitas Negeri Surabaya have a positive perception of the teaching profession. They comprehend the importance of professional education process, as evidenced by their choice to study at office Administration Education Study Program. Moreover, students' understanding of the perception of the teaching profession can stimulate students' desire to learn and know more about the teaching profession as a whole (Amalia & Pramusinto, 2020). The results of study are supported by research conducted by Septiara & Listiadi (2019), who explained that the perception of the teaching profession partially influences the interest in becoming a teacher. Bergmark et al (2018) explained that the perception of the teaching profession has a positive relationship with interest as a teacher. Sholichah & Pahlevi (2021) stated that perceptions of the teaching profession have a positive and significant relationship to interest in becoming a teacher.

### ***The influence of self-efficacy and perceptions of the teaching profession on interest in becoming a teacher***

Self-efficacy and the teacher's professional perception of interest in becoming a teacher is a belief in the ability to effectively handle tasks, obligations and challenges related to professional activities as a teacher (Barni et al., 2019). Based on the results of research data analysis according to the test results that have been carried out in the research, it shows that self-efficacy (X1) has an understanding of student self-confidence which can be felt as a belief regarding the student's ability to perform as a teacher (van Rooij et al., 2019). And the perception of the teaching profession (X2) refers to students' perspective and assessment of the teaching profession which originates from the circumstances, living conditions of teachers and the students' point of view regarding teacher work (Bergmark et al., 2018). This simultaneously influences the interest in becoming a teacher (Y). Based on the ANOVA results, a value of 0.000 was obtained. Which can be interpreted as the two independent variables together having

a relationship with interest in becoming a teacher, this is also supported by the results of R Squared of 0.675 which is interpreted as 67.5%, while other variables outside this research can influence interest in becoming a teacher by 32.5% . So it can be proven that self-efficacy and perceptions of the teaching profession have a positive and significant influence on the interest in becoming a teacher among Office Administration Education students at Universitas Negeri Surabaya.

This study showed that Office Administration Education students at Universitas Negeri Surabaya clearly understand the essential personality competencies required for teaching. They also recognize that their chosen study program aims to prepare them for a teaching career. Additionally, they exhibit a strong understanding of the career in becoming a teacher. So the interest of Office Administration Education students arose in the profession of being a good teacher. This study showed that Office Administration Education students at Universitas Negeri Surabaya understand the duties, rights, and obligations associated with the teaching profession, acquired through lectures and teaching practice (Sholichah & Pahlevi, 2021). The results of this research are supported by research from Barni et al (2019) explained that SE has a positive relationship with interest in becoming a teacher, with  $t(225) = 25.22$ ,  $p < 0.001$  having a high level of SE. Amalia & Pramusinto (2020) highlighted the positive relationship between SE and interest in teaching. Septiara & Listiadi (2019) explained that the perception of the teaching profession partially influences the interest in becoming a teacher. Sholichah & Pahlevi (2021) said that perceptions of the teaching profession and SE have a positive and significant relationship with interest in becoming a teacher. Aini (2018) stated that in testing the hypothesis there was a positive and significant influence between self-efficacy and perception of interest in becoming a teacher among 2015 Economic Education Study Program students at Universitas Negeri Surabaya with a substantial influence of 39%.

## CONCLUSION

The study has drawn several conclusions based on the data management and analysis. Firstly, it found a positive influence between self-efficacy and interest in becoming a teacher among students in the Office Administration Education Study Program at Universitas Negeri Surabaya State University. Secondly, a positive correlation exists between perceptions of the teaching profession and interest in becoming a teacher among the same group of students. Third, There is positive relationship between both self-efficacy and perceptions of the teaching

profession, and their combined influence on interest in becoming a teacher among students in the same program.

Based on the hypothesis testing and discussion that has been explained, the author tries to put forward recommendations that are expected to be valuable and useful for future researchers in order to fill in the deficiencies based on those obtained from the research results, suggesting various things as follows: (1) Students can better understand self-efficacy and perceptions of the teaching profession regarding interest in becoming a further teacher. (2) Students can be more confident in their competence regarding their interest in becoming a teacher. (3) Future researchers can further deepen research regarding interest in the teaching profession and use this research as a reference for future researchers, especially for research that takes topics and variables related to interest in becoming a teacher.

## REFERENCES

- Aini, E. N. (2018). Pengaruh Efikasi Diri dan Persepsi terhadap Minat Menjadi Guru Ekonomi Pada Mahasiswa Program Studi Pendidikan Ekonomi 2015 UNESA. *JPEKA: Jurnal Pendidikan Ekonomi, Manajemen Dan Keuangan*, 2(2), 83. <https://doi.org/10.26740/jpeka.v2n2.p83-96>
- Amalia, N. N., & Pramusinto, H. (2020). Pengaruh Persepsi, Efikasi Diri Dan Lingkungan Keluarga Terhadap Minat Menjadi Guru. *Business and Accounting Education Journal*, 1(1), 84–94. <https://doi.org/10.15294/baej.v1i1.38939>
- Arikunto, S. (1990). *Manajemen Pengajaran Secara Manusiawi*. Jakarta: Raneke Cipta.
- Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' self-efficacy: The role of personal values and motivations for teaching. *Frontiers in Psychology*, 10(JULY), 1–7. <https://doi.org/10.3389/fpsyg.2019.01645>
- Bergmark, U., Lundström, S., Manderstedt, L., & Palo, A. (2018). Why become a teacher? Student teachers' perceptions of the teaching profession and motives for career choice. *European Journal of Teacher Education*, 41(3), 266–281. <https://doi.org/10.1080/02619768.2018.1448784>
- Gunawan, F. (2018). *The influence of interest to become a teacher, self-concept, and socioeconomic status against career confidence as a teacher of economic education students in yogyakarta state university*. 410–417.
- Hidayat, A., & Perdana, F. J. (2019). Pengaruh Self-Efficacy dan Self-Esteem Terhadap Prestasi Belajar Mahasiswa Pada Sekolah Tinggi Ilmu Kesehatan Cirebon. *Syntax Literate; Jurnal Ilmiah Indonesia*, 4(12), 1. <https://doi.org/10.36418/syntax-literate.v4i12.824>
- Nani, E. F., & Melati, I. S. (2020). Peran Self Efficacy Dalam Memediasi Motivasi, Persepsi Profesi Guru Dan Gender Terhadap Minat Menjadi Guru. *Economic Education Analysis Journal*, 2(1), 487–502. <https://doi.org/10.15294/eeaj.v9i2.39542>
- Septiara, V. I., & Listiadi, A. (2019). Pengaruh Persepsi Profesi Guru, Efikasi Diri dan Program

- Pengelolaan Pembelajaran (PPP) Terhadap Minat Menjadi Guru Akuntansi Mahasiswa Prodi Pendidikan Akuntansi 2015 Fakultas Ekonomi Unesa. *Jurnal Pendidikan Akuntansi UNESA*, 07(3), 315–318.
- Sholichah, S., & Pahlevi, T. (2021). Pengaruh Persepsi Profesi Guru Dan Efikasi Diri Terhadap Minat Menjadi Guru. *Jurnal Administrasi Dan Manajemen Pendidikan*, 4(2), 187. <https://doi.org/10.17977/um027v4i12021p187>
- Strydom, H. (2013). An evaluation of the purposes of research in social work. *Social Work (South Africa)*, 49(2), 149–164. <https://doi.org/10.15270/49-2-58>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D*. ALFABETA.
- Sugiyono. (2015). *Metode Penelitian Sugiyono - 2015.pdf* (p. 346).
- Sukma, A. N., Karlina, E., & Priyono, P. (2020). Pengaruh Persepsi Profesi Guru Terhadap Minat Menjadi Guru Pada Mahasiswa Pendidikan Ekonomi Universitas Indraprasta PGRI. *Research and Development Journal of Education*, 1(1), 110. <https://doi.org/10.30998/rdje.v1i1.7573>
- Van Rooij, E. C. M., Fokkens-Bruinsma, M., & Goedhart, M. (2019). Preparing Science Undergraduates for a Teaching Career: Sources of Their Teacher Self-Efficacy. *Teacher Educator*, 54(3), 270–294. <https://doi.org/10.1080/08878730.2019.1606374>