



UvA-DARE (Digital Academic Repository)

From general to student-specific teacher self-efficacy

Zee, M.

[Link to publication](#)

Citation for published version (APA):

Zee, M. (2016). *From general to student-specific teacher self-efficacy*.

General rights

It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations

If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: <https://uba.uva.nl/en/contact>, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.

REFERENCES

- Abidin, R. R., & Robinson, L. L. (2002). Stress, biases, or professionalism: What drives teachers' referral judgments of students with challenging behaviors? *Journal of Emotional and Behavioral Disorders, 10*, 204–212. doi:10.1177/10634266020100040201
- Abuh-Tineh, A. M., Khasawneh, S. A., & Khalaleh, H. A. (2011). Teacher self-efficacy and classroom management styles in Jordanian schools. *Management in Education, 25*, 175–181. doi:10.1177/0892020611420597
- Ahmad, T. B. T., Basha, K. B., Marzuki, A. M., Hisham, N. A. H. I., & Sahari, M. S. (2010). Faculty's acceptance of computer based technology: Cross-validation of an extended model. *Australasian Journal of Educational Technology, 26*, 268–279.
- Ahnert, L., Pinquart, M., & Lamb, M. E. (2006). Security of children's relationships with nonparental care providers: A meta-analysis. *Child Development, 77*, 664–679. doi:10.1111/j.1467-8624.2006.00896.x
- Ahsan, M. T., Sharma, U., & Deppeler, J. M. (2012). Exploring pre-service teachers' perceived teaching-efficacy, attitudes and concerns about inclusive education in Bangladesh. *International Journal of Whole Schooling, 8*, 1–20.
- Allen, I. E., & Seaman, C. A. (2007). Likert scales and data analyses. *Quality Progress, 40*, 64–65.
- Allinder, R. M. (1995). An examination of the relationship between teacher efficacy and curriculum-based measurement and student achievement. *Remedial & Special Education, 16*, 247–255.
- Almog, O., & Shechtman, Z. (2007). Teachers' democratic and efficacy beliefs and styles of coping with behavioural problems of pupils with special needs. *European Journal of Special Needs Education, 22*, 115–129. doi:10.1080/08856250701267774
- Aloe, A. M., Amo, L. C., & Shanahan, M. E. (2014). Classroom management self-efficacy and burnout: A multivariate meta-analysis. *Educational Psychology Review, 26*, 101–126. doi:10.1007/s10648-013-9244-0
- Andreou, E., & Rapti, A. (2010). Teachers' causal attributions for behaviour problems and perceived efficacy for class management in relation to selected interventions. *Behaviour Change, 27*, 53–67. doi:10.1375/behc.27.1.53
- Angle, J., & Moseley, C. (2010). Science teacher efficacy and outcome expectancy as predictors of students' end-of-instruction (EOI) biology I test scores. *School Science and Mathematics, 109*, 473–483. doi:10.1111/j.1949-8594.2009.tb18294.x
- Arbeau, K. A., & Coplan, R. J. (2007). Kindergarten teachers' beliefs and responses to hypothetical prosocial, asocial, and antisocial children. *Merrill-Palmer Quarterly, 53*, 291–318. doi:10.1353/mpq.2007.0007
- Arbeau, K. A., Coplan, R. J., & Weeks, M. (2010). Shyness, teacher-child relationships, and socio-emotional adjustment in grade 1. *International Journal of Behavioral Development, 34*, 259–269. doi:10.1177/0165025409350959.
- Armor, D., Conroy-Oseguera, P., Cox, M., King, N., McDonnell, L., Pascal, A., ... Zellman, G. (1976). *Analysis of the school preferred reading programs in selected Los Angeles minority schools* (Rep. No. R-2007-LAUSD). Santa Monica, CA: Rand Corporation.
- Arnold, D. H. (1997). Co-occurrence of externalizing behavior problems and emergent academic difficulties in young high-risk boys: A preliminary evaluation of patterns and mechanisms. *Journal of Applied Developmental Psychology, 18*, 317–330. doi:10.1016/S0193-3973(97)80003-2
- Ashton, P. T., Olejnik, S., Crocker, L., & McAuliffe, M. (1982). *Measurement problems in the study of teachers' sense of efficacy*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Avanzi, L., Miglioretti, M., Velasco, V., Balducci, C., Vecchio, L., Fraccaroli, F., & Skaalvik, E. M. (2012). Cross-validation of the Norwegian Teacher's Self-Efficacy Scale (NTSES). *Teaching and Teacher Education, 31*, 69–78. doi:10.1016/j.tate.2013.01.002

- Baker, J. A., Grant, S., & Morlock, L. (2008). The teacher-student relationship as a developmental context for children with internalizing or externalizing behavior problems. *School Psychology Quarterly, 23*, 3–15. doi:10.1037/1045-3830.23.1.3
- Bakker, A. B., Hakanen, J. J., Demerouti, E., & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of Educational Psychology, 99*, 274–284. doi: 10.1037/0022-0663.99.2.274
- Bandura, A. (undated). *Teacher Self-Efficacy Scale*. Retrieved from <http://www.coe.ohio-state.edu/ahoy/researchinstruments.htm#Ban>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*, 191–215. doi:10.1037/0033-295X.84.2.191
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist, 37*, 122–147. doi:10.1037/0003-066X.37.2.122
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W.H. Freeman.
- Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science, 9*, 75–78. doi:10.1111/1467-8721.00064
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology, 52*, 1–26. doi:10.1146/annurev.psych.52.1.1
- Bandura, A. (2006). Guide for constructing self-efficacy scales. In F. Pajares & T. Urdan (Eds.), *Adolescence and education: Vol. 5. Self-efficacy and adolescence* (pp. 307–337). Greenwich, CT: Information Age.
- Barouch Gilbert, R., Adesoopa, O. O., & Schroeder, N. L. (2013). Efficacy beliefs, job satisfaction, stress and their influence on the occupational commitment of English-medium content teachers in the Dominican Republic. *Educational Psychology, 34*, 1–23. doi:10.1080/01443410.2013.814193
- Beaman, R., & Wheldall, K. (2000). Teachers' use of approval and disapproval in the classroom. *Educational Psychology, 20*, 431–446. doi: 10.1080/713663753
- Bentler, P. M. (1990). Comparative fit indexes in structural models. *Psychological Bulletin, 107*, 238–246. doi:10.1037/0033-2909.107.2.238
- Bentler, P. M. (1992). On the fit of models to covariances and methodology to the Bulletin. *Psychological Bulletin, 112*, 400–404. doi:10.1037/0033-2909.112.3.400.
- Berman, P., & McLaughlin, M. (1977). *Factors affecting implementation and continuation* (Report No R-1589/7-HEW). In Federal programs supporting educational change, Vol. II. Santa Monica, CA: Rand Corporation.
- Birch, S. H., & Ladd, G. W. (1998). Children's interpersonal behaviors and the teacher-child relationship. *Developmental Psychology, 34*, 934–946. doi:10.1037/0012-1649.34.5.934
- Blackburn, J. J., & Robinson, J. S. (2008). Assessing teacher self-efficacy and job satisfaction of early career agriculture teachers in Kentucky. *Journal of Agricultural Education, 49*, 1–11.
- Bogler, R., & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and Teacher Education, 20*, 277–289. doi:10.1016/j.tate.2004.02.003
- Brady, K., & Woolfson, L. (2008). What teacher factors influence their attributions for children's difficulties in learning? *British Journal of Educational Psychology, 78*, 527–544. doi:10.1348/000709907X268570
- Briones, E., Taberner, C., & Arenas, A. (2010). Job satisfaction of secondary school teachers: Effect of demographic and psycho-social factors. *Revista de Psicología del Trabajo y de las Organizaciones, 26*, 115–122. doi:10.5093/tr2010v26n2a3
- Brissie, J. S., Hoover-Dempsey, K. V., & Bassler, O. C. (1988). Individual, situational contributors to teacher burnout. *The Journal of Educational Research, 82*, 106–112.
- Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental processes. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Vol. 1. Theory* (5th ed.). New York, NY: Wiley.
- Brophy, J. E. (1996). *Teaching problem students*. New York, NY: Guilford Press.
- Brouwers, A., Evers, W. J. G., & Tomic, W. (2001). Self-efficacy in eliciting social support and burnout among secondary-school teachers. *Journal of Applied Social Psychology, 31*, 1474–1491. doi:10.1111/j.15591816.2001.tb02683.x
- Brouwers, A., & Tomic, W. (2000). A longitudinal study of teacher burnout and perceived self-efficacy in classroom management. *Teaching and Teacher Education, 16*, 239–253. doi:10.1016/S0742-051X(99)00057-8

- Brown, E. T. (2005). The influence of teachers' efficacy and beliefs regarding mathematics instruction in the early childhood classroom. *Journal of Early Childhood Teacher Education*, 26, 239–257. doi:10.1080/10901020500369811
- Browne, M. W., & Cudeck, R. (1993). Alternative ways of assessing model fit. In K. A. Bollen, & J. S. Long (Eds.), *Testing structural equation models* (pp. 136–162). Newbury Park, CA: Sage.
- Brownell, M. T., & Pajares, F. (1999). Teacher efficacy and perceived success in mainstreaming students with learning and behavior problems. *Teacher Education and Special Education*, 22, 154–164. doi:10.1177/088840649902200303
- Bru, E. (2009). Academic outcomes in school classes with markedly disruptive pupils. *Social Psychology Review*, 12, 461–479. doi:10.1007/s11218-009-9095-1
- Brudnik, M., (2009). Perception of self-efficacy and professional burnout in general education teachers. *Human Movement*, 10, 170–175. doi:10.2478/v10038-009-0013-3
- Bruinsma, M., & Jansen, E. W. P. A. (2010). Is the motivation to become a teacher related to pre-service teachers' intentions to remain in the profession? *European Journal of Teacher Education*, 33, 185–200. doi:10.1080/02619760903512927
- Buyse, E., Verschueren, K., Doumen, S., Van Damme, J., & Maes, F. (2008). Classroom problem behavior and teacher-child relationships in kindergarten: The moderating role of the classroom climate. *Journal of School Psychology*, 46, 367–391. doi:10.1016/j.jsp.2007.06.009
- Canrinus, E. T., Helms-Lorenz, M., Beijaard, D., Buitink, J., & Hofman, A. (2010). Self-efficacy, job satisfaction, motivation and commitment: Exploring the relationships between indicators of teachers' professional identity. *European Journal of Psychological Education*, 27, 115–132. doi:10.1007/s10212-011-0069-2
- Cantrell, S. C., Almasi, J. F., Carter, J. C., & Rintamaa, M. (2013). Reading intervention in middle and high schools: Implementation fidelity, teacher efficacy, and student achievement. *Reading Psychology*, 34, 26–58. doi:10.1080/02702711.2011.577695
- Cantrell, S. C., & Hughes, H. K. (2008). Teacher efficacy and content literacy implementation: An exploration of the effects of extended professional development with coaching. *Journal of Literacy Research*, 40, 95–127. doi:10.1080/10862960802070442
- Cantrell, P., Young, S., & Moore, A. (2003). Factors affection science teaching efficacy of preservice elementary teachers. *Journal of Science Teacher Education*, 14, 177–192. doi:10.1023/A:1025974417256
- Capa-Aydin, Y., Sungur, S., & Uzuntiryaki, E. (2009). Teacher self-regulation: Examining a multidimensional construct. *Educational Psychology*, 29, 345–356. doi:10.1080/01443410902927825
- Caprara, G. V., Barbaranelli, C., Borgogni, L., & Steca, P. (2003). Efficacy beliefs as determinants of teachers' job satisfaction. *Journal of Educational Psychology*, 95, 821–832. doi:10.1016/j.jsp.2006.09.001
- Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology*, 44, 473–490. doi:10.1016/j.jsp.2006.09.001
- CBS Statline (2015a). *(Speciaal) basisonderwijs; culturele minderbeden, (achterstands)leerlingen. [(Special) primary education; cultural minorities, (at-risk) students]*. Retrieved from <http://statline.cbs.nl>
- CBS Statline (2015b). *(Speciaal) basisonderwijs en speciale scholen; leerlingen, schoolregio. [(Special) primary education and special schools; students, school region]*. Retrieved from <http://statline.cbs.nl>
- Chacon, C. T. (2005). Teachers' perceived efficacy among English as a foreign language teachers in middle schools in Venezuela. *Teaching and Teacher Education*, 21, 257–272. doi:10.1016/j.tate.2005.01.001
- Chan, D. W. (2008). Self-efficacy, job satisfaction, motivation and commitment: Exploring the relationships between indicators of teachers' professional identity. *Educational Psychology*, 28, 397–408. doi:10.1080/01443410701668372
- Chan, W. T., Lau, S., Nie, Y., Lim, S., & Hogan, D. (2008). Organizational and personal predictors of teacher commitment: The mediating role of teacher efficacy and identification with school. *American Educational Research Journal*, 45, 597–630.
- Chang, I. H. (2011). A study of the relationships between distributed leadership, teacher academic optimism and student achievement in Taiwanese elementary schools. *School Leadership and Management*, 31, 491–515. doi:10.1080/13632434.2011.614945
- Chen, F. F. (2007). Sensitivity of goodness of fit indexes to lack of measurement invariance. *Structural Equation Modeling*, 14, 464–504. doi:10.1080/10705510701301834

- Chen, R. J. (2010). Investigating models for preservice teachers' use of technology to support student-centered learning. *Computers & Education, 55*, 32–42. doi:10.1016/j.compedu.2009.11.015
- Cheung, H. Y. (2008). Teacher efficacy: A comparative study of Hong Kong and Shanghai primary in-service teachers. *The Australian Educational Researcher, 35*, 103–123. doi:10.1007/BF03216877
- Cheung, G. W., & Rensvold, R. B. (2002). Evaluating goodness-of-fit indexes for testing measurement invariance. *Structural Equation Modeling, 9*, 233–255. doi:10.1207/S15328007SEM0902_5.
- Cho, Y., & Shim, S. S. (2013). Predicting teachers' achievement goals for teaching: The role of perceived school goal structure and teachers' sense of efficacy. *Teaching and Teacher Education, 32*, 12–21. doi:10.1016/j.tate.2012.12.003
- Chong, W. H., Klassen, R. M., Huan, V. S., Wong, I., Kates, A. D. (2010). The relationships among school types, teacher efficacy beliefs, and academic climate: Perspective from Asian middle schools. *The Journal of Educational Research, 103*, 183–190. doi:10.1080/00220670903382954
- Chung, L. C., Marvin, C. A., & Churchill, S. L. (2005). Teacher factors associated with preschool teacher-child relationships: Teaching efficacy and parent-teacher relationships. *Journal of Early Childhood Teacher Education, 25*, 131–142. doi:10.1080/1090102050250206
- Ciani, K. D., Summers, J. J., & Easter, M. A. (2008). A “top-down” analysis of high school teacher motivation. *Contemporary Educational Psychology, 33*, 533–560. doi:10.1016/j.cedpsych.2007.04.002
- Clunies-Ross, P., Little, E., & Kienhuis, M. (2008). Self-reported and actual use of proactive and reactive classroom management strategies and their relationship with teacher stress and student behaviour. *Educational Psychology, 28*, 693–710. doi:10.1080/01443410802206700
- Coladarci, T. (1992). Teachers' Sense of Efficacy and Commitment to Teaching. *The Journal of Experimental Education, 60*, 323–337. doi:10.1080/00220973.1992.9943869
- Coladarci, T., & Breton, W. A. (1997). Teacher efficacy, supervision, and the special education resource-room teacher. *The Journal of Educational Research, 90*, 230–239. doi:10.1080/00220671.1997.10544577
- Cole, D. A., & Maxwell, S. E. (2003). Testing mediational models with longitudinal data: questions and tips in the use of structural equation modeling. *Journal of Abnormal Psychology, 112*, 558–577. doi:10.1037/0021843X.112.4.558
- Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social-emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology, 104*, 1189–1204. doi:10.1037/a0029356
- Coolahan, K.C., Fantuzzo, J., Mendez, J.L. & McDermott, P.A. (2000). Preschool peer interactions and readiness to learn: Relationships between classroom peer play and learning behaviors and conduct. *Journal of Educational Psychology, 92*, 458–465. doi:10.1037/0022-0663.92.3.458
- Coplan, R. J. (2000). Assessing nonsocial play in early childhood: Conceptual and methodological approaches. In K. Gitlin-Weiner & A. Sandgrund (Eds.), *Play diagnosis and assessment* (2nd ed., pp. 563-598). New York, NY: Wiley.
- Coplan, R. J., & Prakash, K. (2003). Spending time with teacher: Characteristics of preschoolers who frequently elicit versus initiate interactions with teachers. *Early Childhood Research Quarterly, 18*, 143–158. doi:10.1016/S0885-2006(03)00009-7
- Crosnoe, R., Johnson, M. K., & Elder, G. H. (2004). Intergenerational bonding in school: The behavioral and contextual correlates of student-teacher relationships. *Sociology of Education, 77*, 60–81. doi:10.1177/003804070407700103
- Davis, H. A. (2003). Conceptualizing the role and influence of student-teacher relationships on children's social and cognitive development. *Educational Psychologist, 38*, 207–234. doi:10.1207/S15326985EP3804_2
- Deemer, S. (2004). Classroom goal orientation in high school classrooms: Revealing links between teacher beliefs and classroom environments. *Educational Research, 46*, 73–90. doi:10.1080/0013188042000178836
- DeForest, P. A., & Hughes, J. N. (1992). Effect of teacher involvement and teacher self-efficacy on ratings of consultant effectiveness and intervention acceptability. *Journal of Educational and Psychological Consultation, 3*, 301–316.
- De Jong, R., Mainhard, T., Tartwijk, J., Veldman, I., Verloop, N., & Wubbels, T. (2014). How pre-service teachers' personality traits, self-efficacy, and discipline strategies contribute to the teacher-student relationship. *British Journal of Educational Psychology, 84*, 294–310. doi:10.1111/bjep.12025
- Dellinger, A. B. (2005). Validity and the review of literature. *Research in the Schools, 12*, 41–54.

- Dellinger, A.B., Bobbett, J. J., Olivier, D. F., & Ellett, C. D. (2008). Measuring teachers' self-efficacy beliefs: Development and use of the TEBS-Self. *Teaching and Teacher Education, 24*, 751–766. doi:10.1016/j.tate.2007.02.010
- Derriks, M., Ledoux, G., Overmaat, M. & Van Eck, E. (2002). *Omggaan met verschillen. Competenties van leerkrachten en schoolleiders*. Amsterdam: SCO-Kohnstamm Instituut.
- Dickey, W. C., & Blumberg, S. J. (2004). Revisiting the factor structure of the strengths and difficulties questionnaire: United States, 2001. *Journal of the American Academy of Child & Adolescent Psychiatry, 43*, 1159–1167. doi:10.1097/01.chi.0000132808.36708.a9
- Diefenbach, M. A., Weinstein, N. D., & O'Reilly, J. (1993). Scales for assessing perceptions of health hazard susceptibility. *Health Education Research, 8*, 181–192.
- Doménech-Betoret, F. (2006). Stressors, self-efficacy, coping resources and burnout among secondary school teachers in Spain. *Educational Psychology, 26*, 519–539. doi:10.1080/01443410500342492
- Doménech-Betoret, F. (2009). Self-efficacy, school resources, job stressors and burnout among Spanish primary and secondary school teachers: A structural equation approach. *Educational Psychology, 29*, 45–68. doi:10.1080/01443410802459234
- Doumen, S., Verschueren, K., Buysse, E., Germeijs, V., Luyckx, K., & Soenens, B. (2008). Reciprocal relations between teacher–child conflict and aggressive behavior in kindergarten: A three-wave longitudinal study. *Journal of Clinical Child and Adolescent Psychology, 37*, 588–599. doi:10.1080/15374410802148079
- Downer, J., Sabol, T. J., & Hamre, B. (2010). Teacher–child interactions in the classroom: Toward a theory of within-and cross-domain links to children's developmental outcomes. *Early Education and Development, 21*, 699–723. doi:10.1080/10409289.2010.497453
- Duffy, R. D., & Lent, R. W. (2009). Test of a social cognitive model of work satisfaction in teachers. *Journal of Vocational Behavior, 75*, 212–223. doi:10.1016/j.jvb.2009.06.001
- Dunfield, K. A., & Kuhlmeier, V. A. (2013). Classifying prosocial behavior: Children's responses to instrumental need, emotional distress, and material desire. *Child Development, 84*, 1766–1776. doi:10.1111/cdev.12075
- Dunfield, K. A., Kuhlmeier, V. A., O'Connell, L., & Kelley, E. (2011). Examining the diversity of prosocial Behavior: helping, sharing, and comforting in infancy. *Infancy, 16*, 227–247. doi:10.1111/j.1532-7078.2010.00041.x
- Dunn, K. E., Airola, D. T., Lo, W. J., & Garrison, M. (2013). Becoming data driven: The influence of teachers' sense of efficacy on concerns related to data-driven decision making. *The Journal of Experimental Education, 81*, 222–241. doi:10.1080/00220973.2012.699899
- Dunn, K. E., & Rakes, G. C. (2011). Teaching teachers: An investigation of beliefs in teacher education students. *Learning Environments Research, 14*, 39–58. doi:10.1007/s10984-1-9083-1
- DUO (2014). *Leeftijd van personeel in het primair onderwijs. [Age of employees in primary education]*. Retrieved from <http://www.onderwijsincijfers.nl/kengetallen/primair-onderwijs/personeel/leeftijd-personeel>
- Dussault, M. (2006). Teachers' self-efficacy and organizational citizenship behaviors. *Psychological Reports, 98*, 427–432. doi:10.2466/pr0.98.2.427-432
- Dyer, N. G., Hanges, P. J., & Hall, R. J. (2005). Applying multilevel confirmatory factor analysis techniques to the study of leadership. *The Leadership Quarterly, 16*, 149–167. doi:10.1016/j.leaqua.2004.09.009
- Ebmeier, H. (2003). How supervision influences teacher efficacy and commitment: An investigation of a path model. *Journal of Curriculum & Supervision, 18*, 110–142.
- Egyed C. J., & Short, R. J. (2006). Teacher self-efficacy, burnout, experience and decision to refer a disruptive student. *School Psychology International, 27*, 462–474. doi:10.1177/0143034306070432
- Eisenberg, N. (1982). The development of reasoning about prosocial behavior. In N. Eisenberg (Ed.), *The development of prosocial behavior* (pp. 219–249). New York, NY: Academic Press.
- Eisenberg, N., Cumberland, A., Spinrad, T. L., Fabes, R. A., Shepard, S. A., Reiser, M., ... & Guthrie, I. K. (2001). The relations of regulation and emotionality to children's externalizing and internalizing problem behavior. *Child development, 72*, 1112–1134. doi:10.1111/1467-8624.00337
- Emmer, E., & Hickman, J. (1991). Teacher efficacy in classroom management and discipline. *Educational and Psychological Measurement, 51*, 755–765. doi:10.1177/0013164491513027
- Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist, 36*, 103–112. doi:10.1207/S15326985EP3602_5

- Eren, A. (2009). Examining the teacher efficacy and achievement goals as predictors of Turkish student teachers' conceptions about teaching and learning. *Australian Journal of Teacher Education, 34*, 69–87. doi:10.14221/ajte.2009v34n1.6
- Eren, A. (2012). Prospective teachers' future time perspective and professional plans about teaching: The mediating role of academic optimism. *Teaching and Teacher Education, 28*, 111–123. doi:10.1016/j.tate.2011.09.006
- Eslami, Z. R., & Fatahi, A. (2008). Teachers' sense of self-efficacy, English proficiency, and instructional strategies: A study of nonnative EFL teachers in Iran. *TESL-EJ, 11*, 1–19.
- Eun, B., & Heining-Boynton, A. L. (2007). Impact of an English-as-a-second-language professional development program. *The Journal of Educational Research, 101*, 36–49. doi:10.3200/JOER.101.1.36-49
- Evans, E. D., & Tribble, M. (1986). Perceived teaching problems, self-efficacy, and commitment to teaching among preservice teachers. *The Journal of Educational Research, 80*, 81–85.
- Evers, W., Brouwers, A., & Tomic, W. (2002). Burnout and self-efficacy: A study on teachers' beliefs when implementing an innovative educational system in the Netherlands. *British Journal of Educational Psychology, 72*, 227–243. doi:10.1348/000709902158865
- Evers, W. J. G., Tomic, W., & Brouwers, A. (2004). Burnout among teachers: Students' and teachers' perceptions compared. *School Psychology International, 25*, 131–148. doi:10.1177/0143034304043670
- Evers, W., Tomic, W., & Brouwers, A. (2005). Does equity sensitivity moderate the relationship between self-efficacy beliefs and teacher burnout? *Representative Research in Social Psychology, 28*, 35–46.
- Fernet, C., Guay, F., Senecal, C., & Austin, S. (2012). Predicting intraindividual changes in teacher burnout: The role of perceived school environment and motivational factors. *Teaching and Teacher Education, 28*, 514–525. doi:10.1016/j.tate.2011.11.013
- Feuerborn, L., & Chinn, D. (2012). Teacher perceptions of student needs and implications for positive behavior supports. *Behavioral Disorders, 37*, 219–231.
- Fives, H., & Alexander, P. A. (2004). How schools shape teacher efficacy and commitment: another piece in the achievement puzzle. *Big Theories Revisited, 4*, 329–359.
- Fives, H., Hamman, D., & Olivarez, A. (2007). Does burnout begin with student-teaching? Analyzing efficacy, burnout, and support during the student-teaching semester. *Teaching and Teacher Education, 23*, 916–934. doi:10.1016/j.tate.2006.03.013
- Fredricks, J. A., & Eccles, J. S. (2002). Children's competence and value beliefs from childhood through adolescence: Growth trajectories in two male sex-typed domains. *Developmental Psychology, 38*, 519–533. doi:10.1037//0012-1649.38.4.519.
- Friedman, I. A. (2003). Self-efficacy and burnout in teaching: The importance of interpersonal-relations efficacy. *Social Psychology of Education, 6*, 191–215.
- Friedman, I.A. (2006). Classroom management and teacher stress and burnout. In C.M. Evertson & C.S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 925–944). Mahwah, NJ: Lawrence Erlbaum.
- Friedman, I. A., & Kass, E. (2002). Teacher self-efficacy: A classroom-organization conceptualization. *Teaching and Teacher Education, 18*, 675–686. doi:10.1016/S0742-051X(02)00027-6
- Gao, W., & Mager, G. (2011). Enhancing preservice teachers' sense of efficacy and attitudes toward school diversity through preparation: A case of one U.S. inclusive teacher education program. *International Journal of Special Education, 26*, 92–107.
- Gazelle, H., & Ladd, G. W. (2003). Anxious solitude and peer exclusion: A diathesis–stress model of internalizing trajectories in childhood. *Child development, 74*, 257–278. doi:10.1111/1467-8624.00534
- Geijsel, F. P., Slegers, P. J. C., Stoel, R. D., & Kruger, M. L. (2009). The effect of teacher psychological and school organizational and leadership factors on teachers' professional learning in Dutch schools. *The Elementary School Journal, 109*, 406–427.
- Ghaith, G., & Shaaban, K. (1999). The relationship between perceptions of teaching concerns, teacher efficacy, and selected teacher characteristics. *Teaching and Teacher Education, 15*, 487–496. doi:10.1016/S0742-051X(99)00009-8
- Ghaith, G., & Yaghi, M. (1997). Relationships among experience, teacher efficacy and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education, 13*, 451–458. doi:10.1016/S0742-051X(96)00045-5

- Gibbs, S., & Powell, B. (2011). Teacher efficacy and pupil behaviour: The structure of teachers' individual and collective beliefs and their relationship with numbers of pupils excluded from school. *British Journal of Educational Psychology, 82*, 564–584. doi:10.1111/j.2044-8279.2011.02046.x
- Gibson, S., & Dembo, M. (1984). Teacher efficacy: a construct validation. *Journal of Educational Psychology, 76*, 569–582. doi:10.1037/0022-0663.76.4.569
- Goddard, R. D., & Goddard, Y. L. (2001). A multilevel analysis of teacher and collective efficacy. *Teaching and Teacher Education, 17*, 807–818. doi:10.1016/S0742-051X(01)00032-4
- Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. E. (2004). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. *Educational Researcher, 33*, 3–13.
- Godfrey, C. (2001). Computers in school: Changing technologies. *Australian Educational Computing, 16*, 14–17.
- Goffin, R. D., & Gellatly, I.R. (2001). A multi-rater assessment of organizational commitment: Are self-report measures biased? *Journal of Organizational Behavior, 22*, 437–451. doi:10.1002/job.94
- Goodman, A., Lamping, D., & Ploubidis, G.B. (2010). When to use broader internalising and externalising subscales instead of the hypothesised five subscales on the Strengths and Difficulties Questionnaire (SDQ): Data from British parents, teachers and children. *Journal of Abnormal Child Psychology, 38*, 1179–1199. doi:10.1007/s10802-010-9434-x
- Gorozidis, G., & Papaioannou, A. (2011). Teachers' self-efficacy, achievement goals, attitudes and intentions to implement the new Greek physical education curriculum. *European Physical Education Review, 17*, 231–253. doi:10.1177/1356336X11413654
- Greene, R. W., Abidin, R. R., & Kmetz, C. (1997). The Index of Teaching Stress: A measure of student-teacher compatibility. *Journal of School Psychology, 35*, 239–259. doi:10.1016/S0022-4405(97)00006-X
- Greene, R. W., Beszterczey, S. K., Katzenstein, T., Park, K., & Goring, J. (2002). Are students with ADHD more stressful to teach?: Patterns of teacher stress in an elementary school sample. *Journal of Emotional and Behavioral Disorders, 10*, 79–89. doi:10.1177/10634266020100020201
- Gresham, F. M., & Kern, L. (2004). Internalizing behavior problems in children and adolescents. In R. Rutherford, M. Quinn, & S. Mathur (Eds.), *Handbook of research in behavior disorders* (pp. 262–281). New York, NY: The Guilford Press.
- Guo, Y., McDonald Connor, C., Yang, Y., Roehring, A. D., & Morrison, F. J. (2012). The effects of teacher qualification, teacher self-efficacy, and classroom practices on fifth graders' literacy outcomes. *The Elementary School Journal, 113*, 3–24. doi:10.1086/665816
- Guo, Y., Pianta, S. B., Justice, L. M., & Kaderavek, J. N. (2010). Relations among preschool teachers' self-efficacy, classroom quality, and children's language and literacy gains. *Teaching and Teacher Education, 26*, 1094–1103. doi:10.1016/j.tate.2009.11.005
- Guo, Y., Sawyer, B. E., Justice, L. M., & Kaderavek, J. N. (2013). Quality of the literacy environment in inclusive early childhood special education classrooms. *Journal of Early Intervention, 35*, 40–60. doi:10.1177/1053815113500343
- Guskey, T. R. (1981). Measurement of responsibility teachers assume for academic successes and failures in the classroom. *Journal of Teacher Education, 32*, 44–51. doi:10.1177/002248718103200310
- Hamre, B., Hatfield, B., Pianta, R., & Jamil, F. (2014). Evidence for general and domain-specific elements of teacher-child interactions: Associations with preschool children's development. *Child Development, 85*, 1257–1284. doi:10.1111/cdev.12184
- Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development, 72*, 625–638.
- Hamre, B. K., & Pianta, R. C. (2004). Self-reported depression in nonfamilial caregivers: Prevalence and associations with caregiver behavior in child-care settings. *Early Childhood Research Quarterly, 19*, 297–318. doi:10.1016/j.ecresq.2004.04.006
- Hamre, B. K., & Pianta, R. L. (2005). Can instructional and emotional support in the first grade classroom make a difference for children at risk of school failure? *Child Development, 76*, 949–967. doi:10.1111/j.1467-8624.2005.00889.x
- Hamre, B. K., & Pianta, R. L. (2010). Classroom environments and developmental processes. In Meece, J. L., & J. S. Eccles. *Handbook of research on schools, schooling, and human development* (pp. 25–41). New York, NY: Routledge.

- Hamre, B. K., Pianta, R. C., Downer, J. T., Decoster, J., Jones, S., Brown, J., Cappella, E., ... Kaefer, T. (2013). Teaching through interactions: testing a developmental framework of effective teaching in over 4,000 classrooms. *The Elementary School Journal*, *113*, 461–487. doi:10.1086/669616
- Hamre, B. K., Pianta, R. C., Downer, J. T., & Mashburn, A. J. (2008). Teachers' perceptions of conflict with young students: Looking beyond problem behaviors. *Social Development*, *17*, 115–136. doi:10.1111/j.1467-9507.2007.00418.x
- Hardré, P.L., Huang, S.H., Chen, C.H., Chiang, C.T., Jen, F.L., & Warden, L. (2006). High school teachers' motivational perceptions and strategies in an East Asian nation. *Asia-Pacific Journal of Teacher Education* *34*, 199–221. doi:10.1080/13598660600720587
- Hardré, P. L., & Sullivan, D. W. (2008). Teacher perceptions and individual differences: How they influence rural teachers' motivating strategies. *Teaching and Teacher Education*, *24*, 2059–2075. doi:10.1016/j.tate.2008.04.007
- Hardré, P. L., & Sullivan, D. W. (2009). Motivating adolescents: high school teachers' perceptions and classroom practices. *Teacher Development*, *13*, 1–16. doi:10.1080/13664530902858469
- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, *14*, 835–854.
- Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, *16*, 811–826. doi:10.1016/S0742-051X(00)00028-7
- Hastings, R. P., & Bham, M. S. (2003). The relationship between student behaviour patterns and teacher burnout. *School Psychology International*, *24*, 115–127. doi:10.1177/0143034303024001905
- Haverback, H. R. (2009). Situating pre-service reading teachers as tutors: implications of teacher self-efficacy on tutoring elementary students. *Mentoring & Tutoring: Partnership in Learning*, *17*, 251–261. doi:10.1080/13611260903050171
- Helms-Lorenz, M., Slof, B., Vermue, C. E., & Canrinus, E. T. (2012). Beginning teachers' self-efficacy and stress and the supposed effects of induction arrangements. *Educational Studies*, *38*, 189–207. doi:10.1080/03055698.2011.598679
- Heneman, H.G., Kimball, S., & Milanowski, A. (2006). *The Teacher Sense of Efficacy Scale: Validation evidence and behavioral prediction* (WCER Working Paper No. 2006-7). Madison, WI: Wisconsin Center for Education Research.
- Henricsson, L., & Rydell, A. M. (2004). Elementary school children with behavior problems: Teacher-child relations and self-perception. A prospective study. *Merrill-Palmer Quarterly*, *50*, 111–138. doi:10.1353/mpq.2004.0012
- Henson, R. (2001). *Teacher self-efficacy: Substantive implications and measurement dilemmas*. (ERIC Document Reproductive Service No. ED 452208).
- Henson, R. K. (2002). From adolescent angst to adulthood: Substantive implications and measurement dilemmas in the development of teacher efficacy research. *Educational Psychologist*, *37*, 137–150. doi:10.1207/S15326985EP3703_1
- Hines, M. T. (2008). The interactive effects of race and teacher self-efficacy on the achievement gap in school. *National Forum of Multicultural Issues Journal*, *7*, 1–11.
- Hipp, K. A., & Bredeson, P. V. (1995). Exploring connections between teacher efficacy and principals' leadership behavior. *Journal of School Leadership*, *5*, 136–150.
- Hoigaard, R., Giske, R., & Sundsli, K. (2012). Newly qualified teachers' work engagement and teacher efficacy influences on job satisfaction, burnout, and the intention to quit. *European Journal of Teacher Education*, *35*, 347–357. doi:10.1080/02619768.2011.633993
- Holzberger, D., Philipp, A., & Kunter, M. (2013). How teachers' self-efficacy is related to instructional quality: A longitudinal analysis. *Journal of Educational Psychology*, *105*, 774–786. doi:10.1037/a0032198
- Hornstra, L., van der Veen, I., Peetsma, T., & Volman, M. (2013). Developments in motivation and achievement during primary school: A longitudinal study on group-specific differences. *Learning and Individual Differences*, *23*, 195–204. doi:10.1016/j.lindif.2012.09.004
- Howes, C., Hamilton, C. E., & Matheson, C. C. (1994). Children's Relationships with Peers: Differential Associations with Aspects of the Teacher-Child Relationship. *Child Development*, *65*, 253–263. doi:10.1111/j.1467-8624.1994.tb00748.x
- Hox, J. (2002). *Multilevel analysis: Techniques and applications*. Mahwah, NJ: Erlbaum.

- Hoy, W. K., & Woolfolk, A. E. (1990). Socialization of student teachers. *American Educational Research Journal*, 27, 279–300.
- Hoy, W. K. & Woolfolk, A. E. (1993). Teachers' sense of efficacy and the organizational health of schools. *The Elementary School Journal*, 93, 356–372.
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indices in covariance structure analysis: conventional versus new alternatives. *Structural Equation Modeling*, 6, 1–55. doi:10.1080/10705519909540118
- Hughes, G. D. (2012). Teacher retention: Teacher characteristics, school characteristics, organizational characteristics, and teacher efficacy. *The Journal of Educational Research*, 105, 245–255. doi:10.1080/00220671.2011.584922
- Hughes, J. N., Barker, D., Kernenoff, S., & Hart, M. (1993). Problem ownership, causal attributions, and self-efficacy as predictors of teachers' referral decisions. *Journal of Educational & Psychological Consultation*, 4, 369–384.
- Hultell, D., Melin, B., & Gustavsson, J. P. (2013). Getting personal with teacher burnout: A longitudinal study on the development of burnout using a person-based approach. *Teaching and Teacher Education*, 32, 75–86. doi:10.1016/j.tate.2013.01.007
- Imants, J., & Van Zoelen, A. (1995). Teachers' sickness absence in primary schools, school climate and teachers' sense of efficacy. *School Organisation*, 15, 77–86.
- Jak, S. (2014). Testing strong factorial invariance using three-level structural equation modeling. *Frontiers in psychology*, 5, 1–7. doi:10.3389/fpsyg.2014.00745
- Jak, S., Oort, F. J., & Dolan, C. V. (2013). A test for cluster bias: detecting violations of measurement invariance across clusters in multilevel data. *Structural Equation Modeling*, 20, 265–282. doi:10.1080/10705511.2013.769392
- Jak, S., Oort, F. J., & Dolan, C. V. (2014). Measurement bias in multilevel data. *Structural Equation Modeling*, 21, 31–39. doi:10.1080/10705511.2014.856694
- Jennings, P. A., & Greenberg, M. T. (2008). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79, 491–525. doi:10.3102/0034654308325
- Jerome, E. M., Hamre, B. K., & Pianta, R. C. (2009). Teacher–Child Relationships from Kindergarten to Sixth Grade: Early Childhood Predictors of Teacher-perceived Conflict and Closeness. *Social Development*, 18, 915–945. doi:10.1111/j.1467-9507.2008.00508.x
- Jimmieson, N. L., Hannam, R. L., & Yeo, G. B. (2010). Teacher organizational citizenship behaviours and job efficacy: Implications for student quality of school life. *British Journal of Psychology*, 101, 453–479. doi:10.1348/000712609X470572
- Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P., & Millet, C. (2005). The experience of work-related stress across occupations. *Journal of managerial psychology*, 20, 178–187. doi:10.1108/02683940510579803
- Justice, L. M., Mashburn, A. J., Hamre, B. K., & Pianta, R. C. (2008). Quality of language and literacy instruction in preschool classrooms serving at-risk pupils. *Early Childhood Research Quarterly*, 23, 51–68. doi:10.1016/j.ecresq.2007.09.004
- Kagan, D. M. (1990). Ways of evaluating teacher cognition: Inferences concerning the goldilocks principle. *Review of Educational Research*, 60, 419–469. doi:10.3102/00346543060003419
- Kao, C. P., Wu, Y. T., & Tsai, C. C. (2011). Elementary school teachers' motivation toward web-based professional development, and the relationship with Internet self-efficacy and belief about web-based learning. *Teaching and Teacher Education*, 27, 406–415. doi:10.1016/j.tate.2010.09.010
- Keiley, M. K., Lofthouse, N., Bates, J. E., Dodge, K. A., & Pettit, G. S. (2003). Differential risks of covarying and pure components in mother and teacher reports of externalizing and internalizing behavior across ages 5 to 14. *Journal of Abnormal Child Psychology*, 31, 267–283. doi:10.1023/A:1023277413027
- Kellam, S.G., Ling, X., Merisca, R., Brown, C.H., & Ialongo, N. (1998). The effect of the level of aggression in the first grade classroom on the course and malleability of aggressive behavior in middle school. *Development and Psychopathology*, 10, 165–185.
- Kirsch, I. (1985). Self-efficacy and expectancy: Old wine with new labels. *Journal of Personality and Social Psychology*, 49, 824–830.

- Kislenko, K., & Grevholm, B. (2008, July). *The Likert scale used in research on affect: A short discussion of terminology and appropriate analyzing methods*. Paper presented at the 11th International Congress on Mathematical Education, Monterrey, Mexico.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: teacher gender, years of experience, and job stress. *Journal of Educational Psychology, 102*, 741–756. doi:10.1037/a0019237
- Klassen, R. M., & Chiu, M. M. (2011). The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. *Contemporary Educational Psychology, 36*, 114–129. doi:10.1016/j.cedpsych.2011.01.002
- Klassen, R. M., Bong, M., Usher, E. L., Chong, W. H., Huan, V. S., Wong, I. Y., & Georgiou, T. (2009). Exploring the validity of a teachers' self-efficacy scale in five countries. *Contemporary Educational Psychology, 34*, 67–76. doi:10.1016/j.cedpsych.2008.08.001
- Klassen, R. M., & Tze, V. M. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review, 12*, 59–76. doi:10.1016/j.edurev.2014.06.001
- Klassen, R. M., Tze, V. M., Betts, S. M., & Gordon, K. A. (2011). Teacher efficacy research 1998–2009: Signs of progress or unfulfilled promise? *Educational Psychological Review, 23*, 21–43. doi:10.1007/s10648-010-91418
- Klassen, R., Wilson, E., Siu, A. F. Y., Hannok, W., Wong, M. W., Wongsri, N., ... Jansem, A. (2013). Preservice teachers' work stress, self-efficacy, and occupational commitment in four countries. *European Journal of Psychological Education, 28*, 1289–1309. doi:10.1007/s10212-012-0166-x
- Kline, R. B. (2011). *Principles and practice of structural equation modeling (3rd ed.)*. New York, NY: Guilford.
- Kokkinos, C. M., & Kargiotidis, A. (2014). Rating students' problem behaviour: the role of teachers' individual characteristics. *Educational Psychology*, (ahead-of-print), 1–17. doi:10.1080/01443410.2014.993929
- Kokkinos, C. M., Panayiotou, G., & Davazoglou, A. M. (2004). Perceived seriousness of pupils' undesirable behaviours: The student teachers' perspective. *Educational Psychology, 24*, 109–120. doi:10/1080.01443410.32000146458
- Kokkinos, C. M., Panayiotou, G., & Davazoglou, A. M. (2005). Teacher appraisals of student behaviors. *Psychology in the Schools, 42*, 79–89. doi:10.1002/pits.20031
- Koomen, H. M. Y., & Spilt, J. L. (2011). Emotionele en gedragsproblemen [Emotional and behavioral problems]. In P. F. de Jong & H. M. Y. Koomen (Eds.), *Interventie bij Onderwijsleerproblemen*. Antwerp: Garant.
- Koomen, H. M. Y., Verschueren, K., & Pianta, R. C. (2007). *Leerling–Leerkracht Relatie Vragenlijst (LLRV): Handleiding. [Student–Teacher Relationship Scale: Manual]*. Houten: Bohn Stafleu van Loghum
- Koomen, H. M. Y., Verschueren, K., Van Schooten, E., Jak, S., & Pianta, R. C. (2012). Validating the Student-Teacher Relationship Scale: Testing factor structure and measurement invariance across child gender and age in a Dutch sample. *Journal of School Psychology, 50*, 215–234. doi:10.1016/j.jsp.2011.09.001
- Kuncel, N. R., Credé, M., & Thomas, L. L. (2005). The validity of self-reported grade point averages, class ranks, and test scores: A meta-analysis and review of the literature. *Review of Educational Research, 75*, 63–82.
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review, 53*, 27–35. doi:10.1080/00131910120033628
- Labone, E. (2004). Teacher efficacy: Maturing the construct through research in alternative paradigms. *Teaching and Teacher Education, 20*, 341–359. doi:10.1016/j.tate.2004.02.013
- Lachman, M. E. (2006). Perceived control over aging-related declines: Adaptive beliefs and behaviors. *Current Directions in Psychological Science, 15*, 282–286.
- Ladd, G. W., & Burgess, K. B. (1999). Charting the relationship trajectories of aggressive, withdrawn, and aggressive/withdrawn children during early grade school. *Child Development, 70*, 910–929.
- Lakshmanan, A., Heath, B. P., Perlmutter, A., & Elder, M. (2011). The impact of science content and professional learning communities on science teaching efficacy and standards-based instruction. *Journal of Research in Science Teaching, 48*, 534–551. doi:10.1002/tea.20404
- Lambert, R. G., McCarthy, C., O'Donnell, M., & Wang, C. (2009). Measuring elementary teacher stress and coping in the classroom: Validity evidence for the Classroom Appraisal of Resources and Demands. *Psychology in the Schools, 10*, 973–988. doi:10.1002/pits.20438
- La Paro, K. M., Pianta, R. C., & Stuhlman, M. (2004). The Classroom Assessment Scoring System: Findings from the prekindergarten year. *The Elementary School Journal, 104*, 409–426.

- Lee, B., Cawthon, S., & Dawson, K. (2013). Elementary and secondary teacher self-efficacy for teaching and pedagogical conceptual change in a drama-based professional development program. *Teaching and Teacher Education, 30*, 84–98. doi:10.1016/j.tate.2012.10.010
- Lee, V. E., Dedrick, R. F., & Smith, J. B. (1991). The effect of the social organization of schools on teachers' efficacy and satisfaction. *Sociology of Education, 64*, 190–208. doi:10.2307/2112851
- Lee, M. H., & Tsai, C. C. (2010). Exploring teachers' perceived self-efficacy and technological pedagogical content knowledge with respect to educational use of the World Wide Web. *Instructional Science, 38*, 1–21. doi:10.1007/s11251-008-9075-4
- Lent, R. W., & Brown, S. D. (2006). On conceptualizing and assessing social cognitive constructs in career research: A Measurement Guide. *Journal of Career Assessment, 14*, 12–35. doi:10.1177/1069072705281364
- Lent, R. W., Nota, L., Soresi, S., Ginevra, M. C., Duffy, R. D., & Brown, S. D. (2011). Predicting the work and life satisfaction of Italian teachers: test of a social cognitive model. *Journal of Vocational Behavior, 79*, 91–97. doi:10.1016/j.jvb.2010.12.006
- Leroy, N., Bressoux, P., Sarrazin, P., & Trouilloud, D. (2007). Impact of teachers' implicit theories and perceived pressures on the establishment of an autonomy supportive climate. *European Journal of Psychology of Education, 22*, 529–545. doi:10.1007/BF03173470
- Letcher, P., Smart, D., Sanson, A., & Toumbourou, J. W. (2009). Psychosocial precursors and correlates of differing internalizing trajectories from 3 to 15 years. *Social Development, 18*, 618–646. doi:10.1111/j.1467-9507.2008.00500.x
- Leung, S. O. (2011). A comparison of psychometric properties and normality in 4-, 5-, 6-, and 11-point Likert scales. *Journal of Social Service Research, 37*, 412–421. doi:10.1080/01488376.2011.580697
- Liljequist, L., & Renk, K. (2007). The relationships among teachers' perceptions of student behaviour, teachers' characteristics, and ratings of students' emotional and behavioural problems. *Educational Psychology, 27*, 557–571. doi:10.1080/01443410601159944
- Little, T. D. (2013). *Longitudinal structural equation modeling*. New York, NY: The Guildford Press.
- Lumpe, A., Czerniak, C., Haney, J., & Belyukova, S. (2012). Beliefs about Teaching Science: The relationship between elementary teachers' participation in professional development and student achievement. *International Journal of Science Education, 34*, 153–166. doi:10.1080/09500693.2010.551222
- Maassen, G. H., & Bakker, A. B. (2001). Suppressor variables in path models: Definitions and interpretations. *Sociological Methods & Research, 30*, 241–270. doi:10.1177/0049124101030002004
- MacKinnon, D. P., Lockwood, C. M., & Williams, J. (2004). Confidence limits for the indirect effect: Distribution of the product and resampling methods. *Multivariate Behavioral Research, 39*, 99–128. doi:10.1207/s15327906mbr3901_4
- Malecki, C. K., & Elliott, S. N. (2002). Children's social behaviors as predictors of academic achievement: A longitudinal analysis. *School Psychology Quarterly, 17*, 1–23. doi:10.1521/scpq.17.1.1.19902
- Malinen, O. P., Savolainen, H., Engelbrecht, P., Xu, J., Nel, M., Nel, N., & Tlale, D. (2013). Exploring teacher self-efficacy for inclusive practices in three diverse countries. *Teaching and Teacher Education, 33*, 34–44. doi:10.1016/j.tate.2013.02.004
- Malinen, O. P., Savolainen, H., & Xu, J. (2012). Beijing in-service teachers' self-efficacy and attitudes towards inclusive education. *Teaching and Teacher Education, 28*, 526–534. doi:10.1016/j.tate.2011.12.004
- Malow-Iroff, M. S., O'Connor, E. A., & Bisland, B. M. (2007). Intention to return: Alternatively certified teachers' support, ideology and efficacy beliefs. *Teacher Development, 11*, 263–275. doi:10.1080/13664530701644573
- Martin, N. K., & Sass, D. A. (2010). Construct validation of the Behavior and Instructional Management Scale. *Teaching and Teacher Education, 26*, 1124–1135. doi:10.1016/j.tate.2009.12.001
- Martin, N. K., Sass, D. A., & Schmitt, T. A. (2012). Teacher efficacy in student engagement, instructional management, student stressors, and burnout: A theoretical model using in-class variables to predict teachers' intent-to-leave. *Teaching and Teacher Education, 28*, 546–559. doi:10.1016/j.tate.2011.12.003
- Mashburn, A. J., Hamre, B. K., Downer, J. T., Pianta, R. C. (2006). Teacher and classroom characteristics associated with teachers' ratings of prekindergartners' relationships and behaviors. *Journal of Psychoeducational Assessment, 24*, 367–380. doi:10.1177/0734 282906290594
- Meece, J. L., Anderman, E. M., & Anderman, L. H. (2006). Classroom goal structure, student motivation, and academic achievement. *Annual Review of Psychology, 57*, 487–503. doi:10.1146/annurev.psych.56.091103.070258

- Meijer, C., & Foster, S. (1988). The effect of teacher self-efficacy on referral chance. *Journal of Special Education, 22*, 378–385.
- Mejia, T. M., & Hoglund, W. L. (2016). Do children's adjustment problems contribute to teacher–child relationship quality? Support for a child-driven model. *Early Childhood Research Quarterly, 34*, 13–26. doi:10.1016/j.ecresq.2015.08.003
- Merrell, K.W. (1999). *Behavioral, social, and emotional assessment of children and adolescents*. Mahwah, NJ: Erlbaum.
- Midgley, C., Anderman, E., & Hicks, L. (1995). Differences between elementary and middle school teachers and students: A goal theory approach. *Journal of Early Adolescence, 15*, 90–113.
- Midgley, C., Feldlaufer, H., & Eccles, J. (1989). Change in teacher efficacy and student self- and task-related beliefs in mathematics during the transition to junior high school. *Journal of Educational Psychology, 81*, 247–258. doi:10.1037/0022-0663.81.2.247
- Ministry of Education, Culture and Science (2014). *Wet Passend Onderwijs [Appropriate Education Act]*. Retrieved from <https://www.passendonderwijs.nl/wp-content/uploads/2014/11/Wet-passend-onderwijs.pdf>
- Moè, A., Pazzaglia, F., & Ronconi, L. (2010). When being able is not enough. The combined value of positive affect and self-efficacy for job satisfaction in teaching. *Teaching and Teacher Education, 26*, 1145–1153. doi:10.1016/j.tate.2010.02.010
- Mohamadi, F. S., & Asadzadeh, H. (2012). Testing the mediating role of teachers' self-efficacy beliefs in the relationship between sources of efficacy information and students achievement. *Asia Pacific Educational Review, 13*, 427–433. doi:10.1007/s12564-011-9203-8
- Mojavezi, A., & Poodineh Tamiz, M. (2012). The impact of teacher self-efficacy on the students' motivation and achievement. *Theory and Practice in Language Studies, 2*, 483–491. doi:10.4304/tpsls.2.3.483-491
- Moore, V. & Esselman, M. (1992, April). *Teacher efficacy, empowerment, and focused instructional climate: Does student achievement benefit?* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Morris-Rothschild, B. K., & Brassard, M. R. (2006). Teachers' conflict management styles: The role of attachment styles and classroom management efficacy. *Journal of School Psychology, 44*, 105–121. doi:10.1016/j.jsp.2006.01.004
- Mueller, J., Wood, E., Willoughby, T., Ross, C., & Specht, J. (2008). Identifying discriminating variables between teachers who fully integrate computers and teachers with limited integration. *Computers & Education, 51*, 1523–1537. doi:10.1016/j.compedu.2008.02.003
- Murray, C., & Murray, K. M. (2004). Child level correlates of teacher–student relationships: An examination of demographic characteristics, academic orientations, and behavioral orientations. *Psychology in the Schools, 41*, 751–762. doi:10.1002/pits.20015
- Murray, C., & Zvoch, K. (2011). Teacher–Student Relationships Among Behaviorally At-Risk African American Youth From Low-Income Backgrounds: Student Perceptions, Teacher Perceptions, and Socioemotional Adjustment Correlates. *Journal of Emotional and Behavioral Disorders, 19*, 41–54. doi:10.1177/1063426609353607
- Muthén, B. O. (1994). Multilevel covariance structure analysis. *Sociological Methods and Research, 22*, 376–398. doi:10.1177/0049124194022003006
- Muthén, B., & Asparouhov, T. (2013). *New Methods for the Study of Measurement Invariance with Many Groups. Technical report*. Retrieved from <http://www.statmodel.com>.
- Muthén, L. K., & Muthén, B. O. (1998-2012). *Mplus user's guide* (7th ed.). Los Angeles, CA: Muthén & Muthén.
- Nesdale, D., & Pickering, K. (2006). Teachers' reactions to children's aggression. *Social Development, 15*, 109–127. doi: 10.1111/j.1467-9507.2006.00332.x
- Newberry, M., & Davis, H. A. (2008). The role of elementary teachers' conceptions of closeness to students on their differential behaviour in the classroom. *Teaching and Teacher Education, 24*, 1965–1985. doi:10.1016/j.tate.2008.02.015
- Nie, Y., Tan, G. H., Liao, A. K., Lau, S., & Chua, B. L. (2013). The roles of teacher efficacy in instructional innovation: Its predictive relations to constructivist and didactic instruction. *Educational Research for Policy and Practice, 12*, 67–77. doi:10.1007/s10671-012-9128-y
- Ngidi, D. P. (2012). Academic optimism: An individual teacher belief. *Educational Studies, 38*, 139–150. doi:10.1080/03055698.2011.567830
- Olson, J., & Cooper, P. (2001). *Dealing with disruptive children in the classroom*. London: Routledge.

- O'Connor, K. E. (2008). "You choose to care": Teachers, emotions and professional identity. *Teaching and Teacher Education, 24*, 117–126. doi:10.1016/j.tate.2006.11.008
- O'Connor, E. (2010). Teacher–child relationships as dynamic systems. *Journal of School Psychology, 48*, 187–218. doi:10.1016/j.jsp.2010.01.001
- O'Neill, S. C., & Stephenson, J. (2011). The measurement of classroom management self-efficacy: A review of measurement instrument development and influences. *Educational Psychology, 31*, 261–299. doi:10.1080/01443410.2010.545344
- Oort, F. J. (1992). Using restricted factor analysis to detect item bias. *Methodika, 6*, 150–166.
- Pajares, F. (1996, April). *Assessing self-efficacy beliefs and academic outcomes: The case for specificity and correspondence*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Pajares, F. (1997). Current directions in self-efficacy research. In H. W. Marsh, R. G. Craven, & D. M. McInerney (Eds.), *International advances in self research* (pp. 1–49). Greenwich, CT: Information Age Publishing.
- Pakarinen, E., Lerkkanen, M. K., Poikkeus, A. M., Kiuru, N., Siekkinen, M., Rasku-Puttonen, H., & Nurmi, J. E. (2010). A validation of the Classroom Assessment Scoring System in Finnish kindergartens. *Early Education and Development, 21*, 95–124. doi:10.1080/10409280902858764
- Parker, P. L., McDaniel, H. S., & Crumpton-Young, L. L. (2002). *Do research participants give interval or ordinal answers in response to Likert scales?* Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.19.6352&rep=rep1&type=pdf>
- Pas, E. T., Bradshaw, C. P., Hershfeldt, P. A., & Leaf, P. J. (2010). A multilevel exploration of the influence of teacher efficacy and burnout on response to student problem behaviour and school-based service use. *School Psychology Quarterly, 25*, 13–27. doi:10.1037/a0018576
- Pianta, R. C. (1999). Assessing child-teacher relationships. In R. C. Pianta, *Enhancing relationships between children and teachers* (pp. 85–104). Washington, DC: American Psychological Association.
- Pianta, R. C. (2001). *STRS: Student-teacher Relationship Scale: Professional manual*. Lutz, FL: Psychological Assessment Resources.
- Pianta, R. L., & Hamre, B. K., (2009). Conceptualization, measurement, and improvement of classroom processes: Standardized observation can leverage capacity. *Educational Researcher, 38*, 109–119. doi:10.3102/0013189X09332374
- Pianta, R. C., Hamre, B., & Stuhlman, M. (2003). Relationships between teachers and children. In W. M. Reynolds & G. E. Miller (Eds.), *Handbook of psychology: Educational psychology* (Vol. 7, pp. 199–234). Hoboken, NJ: Wiley.
- Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System*. Baltimore, MD: Brookes.
- Pianta, R. C., La Paro, K. M., Payne, C., Cox, M. J., & Bradley, R. (2002). The relation of kindergarten classroom environment to teacher, family, and school characteristics and child outcomes. *The Elementary School Journal, 102*, 225–238.
- Piantadosi, S., Byar, D. P., & Green, S. B. (1988). The ecological fallacy. *American Journal of Epidemiology, 127*, 893–904.
- Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods, 40*, 879–891. doi:10.3758/BRM.40.3.879
- Preacher, K. J., & Selig, J. P. (2012). Advantages of Monte Carlo confidence intervals for indirect effects. *Communication Methods and Measures, 6*, 77–98. doi:10.1080/19312458.2012.679848
- Putnam, R.F., Luiselli, J.K., Handler, M.W., & Jefferson, G.L. (2003). Evaluating student discipline practices in a public school through behavioral assessment of office referrals. *Behavior Modification, 27*, 505–523. doi:10.1177/0145445503255569
- Ransford, C. R., Greenberg, M. T., Domitrovich, C. E., Small, M., Jacobson, L. (2009). The role of teachers' psychological experiences and perceptions of curriculum supports on the implementation of a social and emotional learning curriculum. *School Psychology Review, 38*, 510–532.
- Raudenbusch, S. W., & Bryk, A. S. (2002). *Hierarchical linear models: Applications and data analysis methods*. Newbury Park: Sage.
- Raudenbusch, S. W., Rowan, B., & Cheong, Y. F. (1992). Contextual effects on the self-perceived efficacy of high school teachers. *Sociology of Education, 65*, 150–167.

- Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology, 104*, 700–712. doi:10.1037/a0027268
- Riggs, I. M., & Enochs, L. G. (1990). Toward the development of an elementary teacher's science teaching efficacy belief instrument. *Science Education, 74*, 625–637. doi:10.1002/sci.3730740605
- Rimm-Kaufman, S. E., & Chui, Y. J. I. (2007). Promoting social and academic competence in the classroom: An intervention study examining the contribution of the Responsive Classroom approach. *Psychology in the Schools, 44*, 397–413. doi:10.1002/pits.20231
- Rimm-Kaufman, S. E., La Paro, K. M., Downer, J. T., & Pianta, R. C. (2005). The contribution of classroom setting and quality of instruction to children's behavior in kindergarten classrooms. *The Elementary School Journal, 105*, 377–394. doi:10.1086/429948
- Robertson, C., & Dunsmuir, S. (2013). Teacher stress and pupil behavior explored through a rational-emotive behaviour therapy framework. *Educational Psychology, 33*, 215–232. doi:10.1080/01443410.2012.730323
- Roehrig, A. D., Pressley, M., & Talotta, D. (2002). *Stories of beginning teachers: First year challenges and beyond*. Notre Dame, IN: University of Notre Dame Press.
- Roeser, R. W., Eccles, J. S., & Sameroff, A. J. (2000). School as a context of early adolescents' academic and social-emotional development: A summary of research findings. *The Elementary School Journal, 100*, 443–447.
- Rohaan, E. J., Taconis, R., & Jochems, W. M. G. (2012). *Analysing teacher knowledge of technology education and its effects on pupils' concept and attitude*. Retrieved from <https://www.iteconnect.org/Conference/PATI/PATI22/Rohaan.pdf>
- Roorda, D. L., Koomen, H. M., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher–student relationships on students' school engagement and achievement a meta-analytic approach. *Review of Educational Research, 81*, 493–529. doi:10.3102/0034654311421793
- Roorda, D. L., Koomen, H. M., Spilt, J. L., Thijs, J. T., & Oort, F. J. (2013). Interpersonal behaviors and complementarity in interactions between teachers and kindergartners with a variety of externalizing and internalizing behaviors. *Journal of School Psychology, 51*, 143–158. doi:10.1016/j.jsp.2012.12.001
- Roorda, D. L., Verschueren, K., Vancraeyveldt, C., Van Craeyveldt, S., & Colpin, H. (2014). Teacher–child relationships and behavioral adjustment: Transactional links for preschool boys at risk. *Journal of School Psychology, 52*, 495–510. doi:10.1016/j.jsp.2014.06.004
- Rose, J. S., & Medway, F. J. (1981). Measurement of teachers' beliefs in their control over student outcome. *Journal of Educational Research, 74*, 185–190.
- Ross, J. A. (1992). Teacher efficacy and the effects of coaching on student achievement. *Canadian Journal of Education, 17*, 51–65. doi:10.2307/1495395
- Ross, J. A. (1994). The impact of an in-service to promote cooperative learning on the stability of teacher efficacy. *Teaching and Teacher Education, 10*, 381–394.
- Ross, J. A. (1998). The antecedents and consequences of teacher efficacy. In J. Brophy (Ed.), *Advances in Research on Teaching* (Vol.7, pp. 49–73). Greenwich, CT: JAI.
- Ross, J. A., Cousins, J. B., & Gadalla, T. (1996). Within-teacher predictors of teacher efficacy. *Teaching and Teacher Education, 12*, 385–400.
- Ross, J. A., Hogaboam-Gray, A., & Hannay, L. (2001). Effects of teacher efficacy on computer skills and computer cognitions of Canadian students in grades K-3. *The Elementary School Journal, 102*, 141–156.
- Rots, I., Aelterman, A., Vlerick, P., & Vermeulen, K. (2007). Teacher education, graduates' teaching commitment and entrance into the teaching profession. *Teaching and Teacher Education, 23*, 543–556. doi:10.1016/j.tate.2007.01.012
- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs, 80*, 1–28.
- Rubie-Davies, C. M., Flint, A., & McDonald, L. G. (2011). Teacher beliefs, teacher characteristics, and school contextual factors: What are the relationships? *British Journal of Educational Psychology, 82*, 270–288. doi:10.1111/j.2044-8279.2011.02025.x
- Rubin, K. H., & Coplan, R. J. (2004). Paying attention to and not neglecting social withdrawal and social isolation. *Merrill-Palmer Quarterly, 50*, 506–534.

- Ruble, L. A., Usher, E. L., & McGrew, J. H. (2011). Preliminary investigation of the sources of self-efficacy among teachers of students with autism. *Focus on Autism and Other Developmental Disabilities, 26*, 67–74. doi:10.1177/1088357610397345
- Rudasill, K. M. (2011). Child temperament, teacher–child interactions, and teacher–child relationships: A longitudinal investigation from first to third grade. *Early Childhood Research Quarterly, 26*, 147–156. doi:10.1016/j.jecresq.2010.07.002
- Ryan, R.M., & Deci, E.L. (2002). Overview of self-determination theory: An organismic dialectical perspective. In E.L. Deci & R.M. Ryan (Eds.), *Handbook on Self-Determination Research* (pp. 3–33). Rochester, NY: University of Rochester Press.
- Ryu, E. (2014). Factorial invariance in multilevel confirmatory factor analysis. *British Journal of Mathematical and Statistical Psychology, 67*, 172–194. doi:10.1111/bmsp.12014
- Saklofske, D. H., Michayluk, J. O., & Randhawa, B. S. (1988). Teachers' efficacy and teaching behaviors. *Psychological Reports, 63*, 407–414.
- Salanova, M., Llorens, S., & Schaufeli, W. B. (2011). “Yes, I can, I feel good, and I just do it!” On gain cycles and spirals of efficacy beliefs, affect, and engagement. *Applied Psychology: An International Review, 60*, 255–285. doi:10.1111/j.1464-0597.2010.00435.x
- Sameroff, A.J., & Fiese, B.H. (2000). Transactional regulation: The developmental ecology of early intervention. In J.P. Shonkoff, & S.J. Meisels (Eds.), *Handbook of early childhood intervention*, (2nd Edition, pp. 135-159), New York, NY: Cambridge University Press.
- Sang, G., Valcke, M., van Braak, J., & Tondeur, J. (2010). Student teachers' thinking processes and ICT integration: Predictors of prospective teaching behaviors with educational technology. *Computers & Education, 54*, 103–112. doi:10.1016/j.compedu.2009.07.010
- Sass, D. A., Seal, A. K., & Martin, N. K. (2011). Predicting teacher retention using stress and support variables. *Journal of Educational Administration, 49*, 200–215. doi:10.1108/0957823111116734
- Satorra, A. (2000). Scaled and adjusted restricted tests in multi-sample analysis of moment structures. In R. D. H. Heijmans, D. S. G. Pollock, & A. Satorra (Eds.), *Innovations in multivariate statistical analysis. A Festschrift for Heinz Neudecker* (pp. 233–247). London, UK: Kluwer Academic Publishers.
- Satorra, A., & Bentler, P. M. (2010). Ensuring positiveness of the scaled difference chi-square test statistic. *Psychometrika, 75*, 243–248. doi:10.1007/s11336-009-9135-y
- Schram, E., Van der Meer, F., & Van Os, S. (2012). *Omgang met verschillen: (g)een kwestie van maatwerk. Naar een doorgaande lijn in de toerusting van leraren voor passend onderwijs*. Enschede: SLO.
- Schwarzer, R. (Ed.) (1992). *Self-efficacy: Thought control of action*. Washington, DC: Hemisphere.
- Schwarzer, R., & Hallum, S. (2008). Perceived teacher self-efficacy as a predictor of job stress and burnout: Mediation analyses. *Applied Psychology: An International Review, 57*, 152–171. doi:10.1111/j.1464-0597.2008.00359.x
- Schwarzer, R., & Jerusalem, M. (1995). Generalized self-efficacy scale. In J. Weinman, S. Wright, & M. Johnston (Eds.), *Measures in health psychology: A user's portfolio* (pp. 35–38). Windsor: NFER-Nelson.
- Schwarzer, R., Schmitz, G.S., & Daytner, G.T. (1999). *The Teacher Self-Efficacy scale*. Retrieved from http://www.fu-berlin.de/gesund/skalen/t_se.htm
- Schwarzer, R., Schmitz, G. S., & Tang, C. (2000). Teacher burnout in Hong Kong and Germany: A cross-cultural validation of the Maslach Burnout Inventory. *Anxiety, Stress, & Coping, 13*, 309–326. doi:10.1080/10615800008549268
- Shyman, E. (2010). Identifying predictors of emotional exhaustion among special education paraeducators: A preliminary investigation. *Psychology in the Schools, 47*, 828–841. doi:10.1002/pits.20507
- Siwatu, K.O. (2007). Pre-service teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. *Teaching and Teacher Education, 23*, 1086–1101. doi:10.1016/j.tate.2006.07.011
- Siwatu, K. O. (2011). Preservice teachers' culturally responsive teaching self-efficacy forming experiences: A mixed methods study. *Journal of Educational Research, 104*, 360–369. doi:10.1080/00220671.2010.487081
- Skaalvik, E.M., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. *Journal of Educational Psychology, 99*, 611–625. doi:10.1037/0022-0663.99.3.611
- Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education, 26*, 1059–1069. doi:10.1016/j.tate.2009.11.001

- Smeets, E., Ledoux, G., Blok, H., Felix, C., Heurter, A., Van Kuijk, J., & Vergeer, M. (2013). *Op de drempel van passend onderwijs: Beleid en aanbod rond specifieke onderwijsbehoefte in zes samenwerkingsverbanden*. Nijmegen: ITS.
- Smeets, E., Ledoux, G., Regtvoort, A., Felix, C., & Mol Lous, A. (2015). *Passende competenties voor passend onderwijs: Onderzoek naar competenties in het basisonderwijs*. Nijmegen: ITS.
- Smeets, E. & Rispen, J. (2008). Op zoek naar passend onderwijs: *Overzichtsstudie van de samenhang tussen regulier en speciaal (basis)onderwijs*. Nijmegen: ITS.
- Snijders, T. A. B., & Bosker, R. J. (1999). *Multilevel Analysis: An Introduction to Basic and Advanced Multilevel Modeling*. London, UK: Sage Publishers.
- Sobel, M. E. (1990). Effect analysis and causation in linear structural equation models. *Psychometrika*, *55*, 495–515. doi:10.1007/BF02294763
- So-kum Tang, C., Au, W. T., Schwarzer, R., & Schmitz, G. (2001). Mental health outcomes of job stress among Chinese teachers: Role of stress resource factors and burnout. *Journal of Organizational Behavior*, *22*, 887–901. doi:10.1002/job.120
- Soodak, L. C., & Podell, D. M. (1993). Teacher efficacy and student problem as factors in special education referral. *Journal of Special Education*, *27*, 66–81.
- Soodak, L. C., & Podell, D. M. (1996). Teacher efficacy: Toward the understanding of a multi-faceted construct. *Teaching and Teacher Education*, *12*, 401–411.
- Soodak, L. C., Podell, D. M., & Lehman, L. R. (1998). Teacher, student, and school attributes as predictors of teachers' responses to inclusion. *The Journal of Special Education*, *31*, 480–497.
- Spilt, J. L., & Koomen, H. M. Y. (2009). Widening the view on teacher–child relationships: Teachers' narratives concerning disruptive versus nondisruptive children. *School Psychology Review*, *38*, 86–101.
- Spilt, J. L., Koomen, H. M. Y., & Thijs, J. T. (2011). Teacher wellbeing: The importance of teacher–student relationships. *Educational Psychology Review*, *23*, 457–477. doi:10.1007/s10648-011-9170-y
- Spilt, J. L., Koomen, H. M., Thijs, J. T., & van der Leij, A. (2012). Supporting teachers' relationships with disruptive children: The potential of relationship-focused reflection. *Attachment & Human Development*, *14*, 305–318. doi:10.1080/14616734.2012.672286
- Stephanou, G., Gkavras, G., & Doukeridou, M. (2013). The role of teachers' self-and collective-efficacy beliefs on their job satisfaction and experienced emotions in school. *Psychology*, *4*, 268–278. doi:10.4236/psych.2013.43A040
- Stipek, D., & Miles, S. (2008). Effects of aggression on achievement: Does conflict with the teacher make it worse?. *Child Development*, *79*, 1721–1735. doi:10.1111/j.1467-8624.2008.01221.x
- Stuhlmán, M. W., & Pianta, R. C. (2002). Teachers' narratives about their relationships with children: Associations with behavior in classrooms. *School Psychology Review*, *31*, 148–163.
- Sutherland, K. S., & Oswald, D. P. (2005). The relationship between teacher and student behavior in classrooms for students with emotional and behavioral disorders: Transactional processes. *Journal of Child and Family Studies*, *14*, 1–14. doi:10.1007/s10826-005-1106-z
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston, MA: Allyn and Bacon.
- Tejeda-Delgado, M. D. C. (2009). Teacher efficacy, tolerance, gender, and years of experience and special education referrals. *International Journal of Special Education*, *24*, 112–119.
- Temiz, T., & Topcu, M. S. (2013). Preservice teachers' teacher efficacy beliefs and constructivist-based teaching practice. *European Journal of Psychology of Education*, *28*, 1435–1452, doi:10.1007/s10212-013-0174-5
- Teo, T. (2009). Examining the relationship between student teachers' self-efficacy beliefs and their intended uses of technology for teaching: A structural equation modelling approach. *The Turkish Online Journal of Educational Technology*, *8*, 1–16.
- Thijs, J., Westhof, S., & Koomen, H. (2012). Ethnic incongruence and the student–teacher relationship: The perspective of ethnic majority teachers. *Journal of School Psychology*, *50*, 257–273. doi:10.1016/j.jsp.2011.09.004
- Thomas, D. E., Bierman, K. L., & The Conduct Problems Prevention Research Group (2006). The impact of classroom aggression on the development of aggressive behavior problems in children. *Developmental Psychopathology*, *18*, 471–487. doi:10.1017/S0954579406060251
- Thoonen, E. E. J., Slegers, P. J. C., Oort, F. J., Peetsma, T. T. D., & Geijsel, F. P. (2011a). How to improve teaching practices: The role of teacher motivation, organizational factors, and leadership practices. *Educational Administration Quarterly*, *47*, 496–536. doi:10.1177/0013161X11400185

- Thoonen, E. E. J., Slegers, P. J. C., Peetsma, T. T. D., & Oort, F. J. (2011b). Can teachers motivate students to learn? *Educational Studies*, *37*, 345–360. doi:10.1080/03055698.2010.507008
- Thornberry, T. P., & Krohn, M. D. (1997). Peers, drug use, and delinquency. In D. M. Stoff, J. Breiling, & J. D. Maser (Eds.), *Handbook of antisocial behavior* (pp. 218–233). New York, NY: Wiley.
- Thronsdn, I., & Turmo, A. (2013). Primary mathematics teachers' goal orientations and student achievement. *Instructional Science*, *41*, 307–322. doi:10.1007/s11251-012-9229-2
- Tournaki, N., & Podell, D. M. (2005). The impact of student characteristics and teacher efficacy on teachers' predictions of student success. *Teaching and Teacher Education*, *21*, 299–314. doi:10.1016/j.tate.2005.01.003
- Tschannen-Moran, M., & Johnson, D. (2011). Exploring literacy teachers' self-efficacy beliefs: Potential sources at play. *Teaching and Teacher Education*, *27*, 751–761. doi:10.1016/j.tate.2010.12.005
- Tschannen-Moran, M., & McMaster, P. (2009). Sources of self-efficacy: Four professional development formats and their relationship to self-efficacy and implementation of a new teaching strategy. *The Elementary School Journal*, *110*, 228–245. doi:10.1086/605771
- Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W.K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, *68*, 202–248. doi:10.3102/00346543068002202
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: capturing an elusive construct. *Teaching and Teacher Education*, *17*, 783–805. doi:10.1016/S0742-051X(01)00036-1
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, *23*, 944–956. doi:10.1016/j.tate.2006.05.003
- Tsigilis, N., Koustelios, A., & Grammatikopoulos, V. (2010). Psychometric properties of the Teachers' Sense of Efficacy Scale within the Greek educational context. *Journal of Psychoeducational Assessment*, *28*, 153–162. doi:10.1177/0734282909342532
- Tsouloupas, C. N., Carson, R. L., Matthews, R., Grawitch, M. J., & Barber, L. K. (2010). Exploring the association between teachers' perceived student misbehaviour and emotional exhaustion: the importance of teacher efficacy beliefs and emotion regulation. *Educational Psychology*, *30*, 173–189. doi:10.1080/01443410903494460
- Van Gennip, H., Marx, T., & Smeets, E. (2007). *Gedragsproblemen in de basisschool en competenties van leraren*. Nijmegen: ITS.
- Van Leeuwen, K., Meerschaert, T., Bosmans, G., De Medts, L., & Braet, C. (2006). The strengths and difficulties questionnaire in a community sample of young children in Flanders. *European Journal of Psychological Assessment*, *22*, 189–197.
- Vannatta, R. A., & Fordham, N. (2004). Teacher dispositions as predictors of classroom technology use. *Journal of Research on Technology in Education*, *36*, 253–271.
- Van Uden, J. M., Ritzen, H., & Pieters, J. M. (2013). I think I can engage my students: Teachers' perceptions of student engagement and their beliefs about being a teacher. *Teaching and Teacher Education*, *32*, 43–54. doi:10.1016/j.tate.2013.01.004
- Van Widenfelt, B. M., Goedhart, A. W., Treffers, P. D. A., & Goodman, R. (2003). Dutch version of the strengths and difficulties questionnaire (SDQ). *European Child & Adolescent Psychiatry*, *12*, 281–289.
- Verschueren, K., & Koomen, H. M. (2012). Teacher–child relationships from an attachment perspective. *Attachment & Human Development*, *14*, 205–211. doi:10.1080/14616734.2012.672260
- Viel-Ruma, K., Houchins, D., Jolivet, K., & Benson, G. (2010). Efficacy beliefs of special educators: The relationships among collective efficacy, teacher self-efficacy, and job satisfaction. *Teacher Education and Special Education*, *33*, 225–233. doi:10.1177/0888406409360129
- Ware, H. W., & Kitsantas, A. (2007). Teacher and collective efficacy beliefs as predictors of professional commitment. *The Journal of Educational Research*, *100*, 303–310. doi:10.3200/JOER.100.5.303-310
- Ware, H. W., & Kitsantas, A. (2011). Predicting teacher commitment using principal and teacher efficacy variables: An HLM approach. *The Journal of Educational Research*, *104*, 183–193. doi:10.1080/00220671003638543
- Wehby, J. H., Symons, F. J., Canale, J. A., & Go, F. J. (1998). Teaching practices in classrooms for students with emotional and behavioral disorders: Discrepancies between recommendations and observations. *Behavioral Disorders*, *24*, 51–56.
- Wentzel, K. R. (1993). Does being good make the grade? Social behavior and academic competence in middle school. *Journal of Educational Psychology*, *85*, 357–364.

- Werthamer-Larsson, L., Kellam, S. G., & Wheeler, L. (1991). Effect of first-grade classroom environment on shy behavior, aggressive behavior, and concentration problems. *American Journal of Community Psychology, 19*, 585–602. doi:10.1007/BF00937993
- Wertheim, C., & Leyser, Y. (2002). Efficacy beliefs, background variables, and differentiated instruction of Israeli prospective teachers. *Journal of Educational Research, 96*, 54–63.
- Weshah, H. A. (2012). Teaching efficacy and teaching performance among student teachers in a Jordanian childhood education program. *Journal of Early Childhood Teacher Education, 33*, 163–177. doi:10.1080/10901027.2012.675941
- Westling, D. L. (2010). Teachers and challenging behavior: Knowledge, views, and practices. *Remedial and Special Education, 31*, 48–63. doi:10.1177/0741932508327466
- Wheatley, K. F. (2005). The case for reconceptualizing teacher efficacy research. *Teaching and Teacher Education, 21*, 747–766. doi:10.1016/j.tate.2005.05.009
- Wolters, C. A., & Daugherty, S. G. (2007). Goal structures and teachers' sense of efficacy: their relation and association to teaching experience and academic level. *Journal of Educational Psychology, 99*, 181–193.
- Wong, K. T., Teo, T., & Russo, S. (2010). Influence of gender and computer teaching efficacy on computer acceptance among Malaysian student teachers: An extended technology acceptance model. *Australasian Journal of Educational Technology, 28*, 1190–1207.
- Woolfolk, A. E., & Hoy, W. K. (1990). Prospective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology, 82*, 81–91.
- Woolfolk, A. E., Rosoff, B., & Hoy, W. K. (1990). Teachers' sense of efficacy and their beliefs about managing students. *Teaching and Teacher Education, 6*, 137–148. doi:10.1016/0742-051X(90)90031-Y
- Woolfolk Hoy, A., & Burke-Spero, R. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Teaching and Teacher Education, 21*, 343–356. doi:10.1016/j.tate.2005.01.007
- Woolfolk Hoy, A., & Davis, H. A. (2005). Teachers' sense of efficacy and its influence on the achievement of adolescents. In T. Urdan & F. Pajares (Eds.), *Adolescence and education: Volume V: Self-efficacy beliefs during adolescence* (pp. 117–137). Greenwich, CT: Information Age.
- Woolfolk Hoy, A., Hoy, W. K., & Davis, H. A. (2009). Teachers' self-efficacy beliefs. In K. Wentzel & A. Wigfield (Eds.), *Handbook of Motivation at School* (pp. 627–653). New York, NY: Routledge.
- Woolfolk Hoy, A., Hoy, W. K., & Kurz, N. M. (2008). Teacher's academic optimism: The development and test of a new construct. *Teaching and Teacher Education, 24*, 821–835. doi:10.1016/j.tate.2007.08.004
- Woolfson, L. M., & Brady, K. (2009). An investigation of factors impacting on mainstream teachers' beliefs about teaching students with learning difficulties. *Educational Psychology, 29*, 221–238. doi:10.1080/01443410802708895
- Wyatt, M. (2014). Towards a re-conceptualization of teachers' self-efficacy beliefs: Tackling enduring problems with the quantitative research and moving on. *International Journal of Research & Method in Education, 37*, 166–189. doi:10.1080/1743727X.2012.742050
- Wyatt, M. (2016). “Are they becoming more reflective and/or efficacious?” A conceptual model mapping how teachers' self-efficacy beliefs might grow. *Educational Review, 68*, 114–137. doi:10.1080/00131911.2015.1058754
- Yeo, L. S., Ang, R. P., Chong, W. H., Huan, V. S., & Quek, C. L. (2008). Teacher efficacy in the context of teaching low achieving students. *Current Psychology, 27*, 192–204. doi:10.1007/s12144-008-9034-x
- Yildirim, K., & Ates, S. (2012). Turkish pre-service teachers' perceived self-efficacy beliefs and knowledge about using expository text as an instructional tool in their future classroom settings. *Australian Journal of Teacher Education, 37*, 12–31. doi:10.14221/ajte.2012v37n8.4
- Yilmaz, C. (2011). Teachers' perceptions of self-efficacy, English proficiency, and instructional strategies. *Social Behavior and Personality, 39*, 91–100. doi:10.2224/sbp.2011.39.1.91
- Yoon, J. S. (2002). Teacher Characteristics as predictors of teacher-student relationships: Stress, negative affect, and self-efficacy. *Social Behavior and Personality, 30*, 485–494. doi:10.2224/sbp.2002.30.5.485
- Yoon, J. S. (2004). Predicting teacher interventions in bullying situations. *Education & Treatment of Children, 27*, 37–45.
- Yuan, K.H. (2005). Fit indices versus test statistics. *Multivariate Behavioral Research, 40*, 115–148. doi:10.1207/s15327906mbr4001_5

- Yuan, K. H., & Bentler, P. M. (2000). Three likelihood-based methods for mean and covariance structure analysis with nonnormal missing data. *Sociological Methodology, 30*, 165–200. doi:10.1111/0081-1750.00078
- Zee, M., De Jong, P. F., & Koomen, H. M. Y. (2016). Teachers' self-efficacy in relation to individual students with a variety of social-emotional behaviors: A multilevel investigation. *Journal of Educational Psychology*. Advance online publication. doi:10.1037/edu0000106
- Zee, M. & Koomen, H. M. Y. (2015, March). *Student-specific teacher self-efficacy: Investigating the factorial, convergent, and concurrent validity of a new instrument*. Poster presented at the biennial meeting of SRCD, Philadelphia, PA.
- Zee, M., Koomen, H. M. Y., Jellesma, F. C., Geerlings, J., & de Jong, P. F. (2016). Inter- and intra-individual differences in teachers' self-efficacy: A multilevel factor exploration. *Journal of School Psychology, 55*, 39–56. doi:10.1016/j.jsp.2015.12.003
- Zee, M., Koomen, H. M., & Van der Veen, I. (2013). Student–teacher relationship quality and academic adjustment in upper elementary school: The role of student personality. *Journal of school psychology, 51*, 517–533. doi:10.1016/j.jsp.2013.05.003
- Zhang, X., & Sun, J. (2011). The reciprocal relations between teachers' perceptions of children's behavior problems and teacher–child relationships in the first preschool year. *The Journal of Genetic Psychology, 172*, 176–198. doi:10.1080/00221325.2010.528077
- Zimmer-Gembeck, M. J., Geiger, T. C., & Crick, N. R. (2005). Relational and physical aggression, prosocial behavior, and peer relations: Gender moderation and bidirectional associations. *Journal of Early Adolescence, 25*, 421–452. doi:10.1177/0272431605279841