

Indonesian English Teachers' Social-Emotional Competence and Students' English Learning Motivation

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Abstract:

This study was carried out to determine the correlation between the social-emotional competence of the English teachers and the English learning motivation of their students. The sample was 111 students of secondary school. This study provides not only the correlation but also the survey results of teachers' social-emotional competence and students learning motivation as well as the contribution of the teachers' competence to their students' motivation. The instruments used in this study were two questionnaires that were given to the students to assess their learning motivation and the social-emotional competence of their English teachers. The results of the study presented that there was a fairly significant correlation between the two variables, with teachers' social-emotional competence contributing 23.1% to students' learning motivation. The results also showed that the self-management of teachers' social-emotional competence gave the highest contribution to students' motivation with 16.8% contribution value while the self-awareness gave the lowest contribution with 3.8%.

Keywords: *English classroom, learning motivation, social-emotional competence*

1. Introduction

In recent years, there has been a surge of increase in awareness and interest among educators and researchers alike of the impact of social and emotional factors in the teaching and learning process, and students' achievements. As more studies show notable correlations between social-emotional factors and students' overall developments, it is apparent that the importance of these factors cannot be overlooked. A number of researches have been conducted to examine this

phenomenon from various perspectives, such as from the lenses of students' academic achievement and social-emotional development of both teachers and students. An example would be a study by Schonert-Reichl(2018)who found that teachers' knowledge and understanding of their students' social, emotional, and cognitive development is essential for effective, high-quality teaching and learning because a warm teacher-student relationship support students' deep learning and positive social-emotional development in the classroom. Moreover, there was also strong positive association among emotional abilities, self-efficacies and empathy among teachers.(Hen & Goroshit, 2016)Meanwhile, children's social-emotional competencies, such as behavioral regulation, focusing, and problem solving, are crucial to children's academic outcomes(Diamond, 2014).

In Indonesian context, teachers need to have four competencies: pedagogical, professional, social, and personality in order to create a qualified education system in schools. A study conducted by Anugerahwati and Saukah (2010) showed that personal competence was the most influential competence in shaping the teachers as professional and exemplary English teachers at secondary school in Indonesia. Wahyuddin (2016) claimed that the teacher competence and emotional intelligence were also related to their performance and they were important factors for the learning process. Wirajaya, Suganda, and Zuraida (2019) specifically found that there was a significant influence of students' social-emotional competencies to their English academic achievement, in which the students' social-emotional competencies contributed 12.6% to their English academic achievements. Therefore, it is assumed that students' social-emotional competencies may enhance their English academic performance. Clearly this topic of social-emotional factors in education deserves more attention as the implications could have a great impact on the way teaching and learning is done, moving it to a more modern, effective approach.

One of the major results of the rigorous research put into studying the phenomenon of social-emotional factors in the classroom is the finding of a process called social and emotional learning (SEL). According to CASEL (2012), "Social and emotional learning involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (p. 4).

In its model framework on social and emotional learning, CASEL (2012) lists five major emotional, cognitive, and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. According to Zins, Weissberg, Wang, and Walberg (2004) as cited in CASEL (2012),

"(1) self-awareness is defined as the ability of recognizing one's emotions and thoughts and their influence on behaviors accurately, (2) self-management is the ability of regulating one's emotions, thought, and behaviors in different situations effectively, (3) social awareness is the ability of taking the perspective of and having empathy with others from different backgrounds and cultures, understanding social and ethical norms for behavior, and recognizing family, school, and community resources and support, (4) relationship skills is the ability of establishing and maintaining healthy and rewarding relationships with different individuals and groups, while (5) responsible decision-making is defined as the ability of making constructive and respectful choices about personal behavior and social interactions

based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.” (p. 9)

These five core competencies are the broadly accepted definition of social and emotional competence (SEC), which is the desired outcome of SEL. In this study, these five core competencies are what the writers use as the definition of the term social-emotional competence.

It is assumed that the teachers' social and emotional competence plays a significant role in students' cognitive and emotional development. It seems to be apparent that teachers who lack social and emotional competence will not be able to teach students as effectively as teachers who are socially and emotionally competent. As Jennings and Greenberg (2009) put forward

“Socially and emotionally competent teachers set the tone of the classroom by developing supportive and encouraging relationships with their students, designing lessons that build on student strengths and abilities, establishing and implementing behavioral guidelines in ways that promote learning motivation, coaching students through conflict situations, encouraging cooperation among students, and acting as a role model for respectful and appropriate communication and exhibitions of pro-social behavior.” (p. 492)

One of the significant roles that teachers' social-emotional competence might have is in students' learning motivation. Motivation is a multifaceted concept that has been the subject of many researches in different academic areas. In the preceding passage, Jennings and Greenberg (2009) state that teachers who are socially and emotionally competent can impact their students in ways that also promote their learning motivation. A study by Bernaus (1995) on 137 students of four secondary schools in Barcelona successfully highlighted this relationship, confirming the significant role that teachers play correlated with students' learning motivation. Relating to this matter, Pae (2008) says that “it is natural that the English instructor should play a more active role in promoting motivation” (p. 23). Teachers have a special responsibility to support student motivation and learning through the provision of warmth and involvement, optimal structure, and support for autonomy (Furrer, Skinner, & Pitzer, n.d.). In this study, the writers focus on the relationship between teachers' social-emotional competence and students' learning motivation in the English classroom context.

Since the early work on the field of learning motivation, the theories have evolved from an emphasis in the role of the learners' social context and interactions to their cognitive or mental processes. Self-determination theory (Noels, 2018; Ryan, Deci, & Rochestu, n.d.), which focuses on the variety of intrinsic and extrinsic motives' types, has been one of the most influential approaches in the language learning motivation and is still highly relevant today as its model of intrinsic and extrinsic motivation often becomes the ground of many recent researches on motivation (Deci & Olafsen, 2017; Keshtidar & Behzadnia, 2017; Rigby & Ryan, 2018). It also has a highly plausible connection to teachers' social-emotional competence since it examines environmental influences including teachers' attitude on learners' self-determination Dornyei (2005). This theory is used as the guideline to examining students' learning motivation in this study.

Previous studies mostly found that teachers' role was related to motivation and motivation influenced classroom achievement as Ali (2016) believes that teachers' behavior in the classroom could impact students' attitude and motivation toward learning English. Montalvo, Mansfield,

and Miller (2007) combine multiple lines of research on student-teacher relationships to identify characteristics of liked teachers and examine the impact of liking or disliking the teacher on student learning and motivation and find that students' motivation is different for liked and dislike teachers in which the differences emerge as a result of the classroom environment related by teachers.

However, in order to have more in-depth view on the matter in Indonesia context, in this study the writers studied the correlation between the social and emotional competence of teachers and students' learning motivation in the English classroom context in one of the private secondary school in Palembang, Indonesia. This school was chosen simply because of the prior observation showing that the English teacher often said kind and encouraging comments, and listened well rather than being downright authoritative, which in some way seemed to affect students' willingness to learn English during the classroom context. It is assumed that the teachers' attitude reflects their social-emotional competence while students' interest tells much about students' learning motivation. Therefore, this study aims to find out (1) the relationship between the English teachers' social-emotional competence and their students' English learning motivation, and (2) the contribution of the teachers' social-emotional competence to the students' English learning motivation.

2. Research Methodology

This study was a correlational study. The number of sample taken was 25% of 445 total students which is approximately 111 students. The writers used stratified random sampling technique from the total of 445 students from the three levels of secondary school. The population was divided into three subpopulations or stratum according to the students' grade. Forty seven students from the seventh grade (25% of 189 students), 29 students from the eighth grade (25% of 115 students) and 35 students from the ninth grade (25% of 141 students) were taken as the sample to represent each grade/subpopulation proportionately.

In order to collect the data, two instruments were used: a students' perception of teachers' SEC questionnaire adapted from an assessment tool developed by Yoder (2014) to measure the social-emotional competence of the English teachers and an English learning motivation questionnaire adapted from Language Learning Orientations Scale-Intrinsic Motivation, Extrinsic Motivation, and A motivation Subscales (LLOS-IEA) by Noels, Pelletier, Cl, and Vallerand (1990) to obtain the data of the students' English learning motivation. Both questionnaires had been tried out first to non-sample students and the validity of the questionnaires was checked by two experts and the result of the Cronbach's Alpha test showed that the reliability value of the students' perception of teachers' SEC questionnaire was 0.840 while the reliability value of the English learning motivation questionnaire was 0.822. Both values were higher than 0.8, meaning that the questionnaires had good internal consistency or reliability. Therefore, it can be concluded that the questionnaires are both valid and reliable to be used in this study.

To analyze the data, the writers used correlation analysis and regression analysis. The correlation analysis was used to find out whether or not there was a correlation between the two variables. The Pearson Product-Moment Correlation Coefficient in SPSS version 23 was applied for this. On the other hand, the regression analysis was used to find out whether or not there was a

significant contribution from the independent variable (teachers' social-emotional competence) to the dependent variable (students' English learning motivation).

Prior to the data analysis by using parametric tests, it should be ensured that the data were normal and homogeneous. The Kolmogorov-Smirnov test was employed to test the normality of the data and the Levene's test was applied to see whether the data had the same variance. The results of normality test for the two sets of questionnaire show that the significance value of the English learning motivation was 0.017 and the value of the teachers' social-emotional competencies was 0.001. It means that the data are distributed normally because the significance values are higher than 0.05. The results of the homogeneity test of the English learning motivation and the teachers' social-emotional competencies show that the significant value was 0.165, meaning that the two data sets have the same distribution, which means they are homogeneous.

3. Findings

3.1. The Result of the Questionnaire on Students' Perception of Teachers' Social-Emotional Competence

As shown in the table 1, the maximum and the minimum student score results of the questionnaire were 98 and 46 respectively. The mean of the teachers' social-emotional competence was 74.80. The mean score of students' perception of teachers' social-emotional competence was 74.80, it could be concluded that the teachers' social-emotional competence (based on students' perception) was in the high competence ($74.80 < 100$) category.

Table: 1 Descriptive statistics of students' perception of teachers' social-emotional competence questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
SEC	111	46	98	74.80	9.474

As shown in table 2, there was only one student who claimed that the English teacher's social-emotional competence was in the low category. Meanwhile, there were 40 students who put their teacher in the moderate category. Lastly, 70 students put their English teacher in the category of high social-emotional competence.

Table: 2 The score of students' perception of teachers' social-emotional competence questionnaire

Score Interval	Category	Frequency	Percentage
20-46	Low Competence	1	0.9
47-73	Moderate Competence	40	36.0
74-100	High Competence	70	63.1
Total		111	100

3.2. The Result of Questionnaire on Students' English Learning Motivation

As shown in table 3, the maximum and the minimum student score results of the questionnaire were 95 and 51 respectively. The mean of the English learning motivation was 77.62. Given the

mean score of the students' English learning motivation is 77.62, it could be concluded that the students' English learning motivation was in the high motivation (77.62<105) category.

Table: 3 Descriptive statistics of students' English learning motivation questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
Motivation	111	51	95	77.62	8.752

As shown in table 4, there were 59 students whose learning motivation could be categorized as high, as for the category of moderate motivation, there were 52 students. Lastly, no student was in the low motivation category.

Table: 4The score of students' English learning motivation questionnaire

Score Interval	Category	Frequency	Percentage
21-48	Low Motivation	0	0
49-77	Moderate Motivation	52	46.8
78-105	High Motivation	59	53.2
Total		111	100

3.3. The Result of Correlation Analysis

To check the correlation between the social-emotional competence of English teachers and students' English learning motivation in this study, the Pearson correlation coefficient was applied. The result indicated that the value of r-obtained of the two variables was 0.488 and the correlation direction was positive. Since the value of the two variables was 0.000, it could be interpreted that H_0 was rejected, thus H_1 was accepted. Furthermore, because the value of r-obtained was 0.488, it was considered as a fair correlation.

Table: 5 Correlation

		SEC	Motivation
SEC	Pearson Correlation	1	.488**
	Sig. (2-tailed)		.000
	N	111	111
Motivation	Pearson Correlation	.488**	1
	Sig. (2-tailed)	.000	
	N	111	111

** . Correlation is significant at the 0.01 level (2-tailed).

Since there are five aspects in social-emotional competence; self-awareness, self-management, social awareness, relationship/social skills, and responsible decision making, separate correlation analysis was conducted for each aspect with students' English learning motivation. Table 6 presents the result of the correlation. The result showed that the r-obtained of the self-awareness aspect was 0.216, meaning that there was a significant and weak correlation between teachers' self-awareness and students' English learning motivation. As for the self-management aspect, the result showed a significant and fair correlation between the aspect and students' motivation, with the r-obtained 0.419. In the aspect of social awareness, the r-obtained was 0.389 meaning that the correlation between the two variables was fairly significant. Similarly, the aspect of relationship skills also had fairly significant correlation with students' motivation, with the r-

obtained 0.367. Finally, the responsible decision-making aspect also showed a significant and fair correlation with the r-obtained 0.395.

Table: 6 Correlation of each competence

		Motivation
Self-Awareness	Pearson Cor.	.216 [*]
	Sig. (2-tailed)	.023
	N	111
Self-management	Pearson Cor.	.419 ^{**}
	Sig. (2-tailed)	.000
	N	111
Social Awareness	Pearson Cor.	.389 ^{**}
	Sig. (2-tailed)	.000
	N	111
Relationship Skills	Pearson Cor.	.367 ^{**}
	Sig. (2-tailed)	.000
	N	111
Responsible decision-making	Pearson Cor.	.395 ^{**}
	Sig. (2-tailed)	.000
	N	111

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

3.4. The Result of Regression Analysis

Regression analysis was applied to find out the contribution of teachers' social-emotional competence towards the students' English learning motivation. Table 7 shows that the result of R-value is 0.488. Since the F-change is $0.00 < 0.05$, it meant that teachers' social-emotional competence significantly contributed to students' English learning motivation, with 23.1% contribution value (Adjusted R-square = 0.231).

Table: 7 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.488 ^a	.238	.231	7.676	.238	34.002	1	109	.000

a. Predictors: (Constant), SEC

b. Dependent Variable: Motivation

Table 8 presents the contribution of teachers' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to students' motivation. From the results of linear regression analysis of each aspect of teachers' social-emotional competence to students' motivation, the contribution of self-awareness to students' motivation was 3.8% (0.038), the contribution of self-management to students' motivation was 16.8% (0.168), the contribution of social awareness to students' motivation was 14.4% (0.144), the contribution of relationship skills to students' motivation was 12.7%. (0.127), and the contribution of responsible decision-

making to students' motivation was 14.9% (0.149). Out of the five aspects, self-management gave the biggest contribution to students' English learning motivation (16.8%), while self-awareness gave the lowest contribution (3.8%).

Table 8. Model Summary^b

	Change Statistics								
	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change				Sig. F Change
					F Change	df1	df2	e	
Self-awareness	.216	.047	.038	8.584	.047	5.347	1	109	.023
Self-management	.419	.176	.168	7.983	.176	23.220	1	109	.000
Social-awareness	.389	.152	.144	8.099	.152	19.472	1	109	.000
Relationship skills	.367	.135	.127	8.178	.135	16.986	1	109	.000
Responsible decision-making	.395	.156	.149	8.075	.156	20.210	1	109	.000

4. Discussion

Based on the findings of this study, there are several things to be discussed. The first thing to discuss is the correlation itself. The result of the study shows that there is a significant correlation between the social-emotional competence of English teachers and students' English learning motivation. The degree of the correlation coefficient is categorized as 'fair' since the value of the *r*-obtained is 0.488. In brief, the correlation between the social-emotional competence of the English teachers and the students' English learning motivation is fairly significant. This result affirms what has been reiterated many times by different studies and experts: that teachers play an important role in the learning motivation of their students (Ali, 2016), as Martin and Collie (2016) believes that teachers tend to experience greater wellbeing and motivation, more effectively implement the social-emotional learning, and promote positive academic, social, and emotional outcomes among their students if they have greater social-emotional competence. Through their social-emotional competence, teachers are better at aspects such as classroom management and emotional regulation, and are better equipped to deal with many other challenges that may occur in the teaching-learning situation. This results in a conducive learning environment that is vital to students' engagement and in return, their learning motivation. As an example, the findings from the study conducted by Montalvo et al.(2007) suggest that students have more learning motivation when the subject is taught by teachers they like. The researchers believe that the differences emerge as a result of the classroom environment the teachers create but a teacher's likeableness can also be directly attributed to a good degree of social-emotional competence in the aspect of relationship skills, which enables them to build a meaningful relationship with their students and make the interactions and the teaching-learning process much more enjoyable. Moreover, Martin and Collie (2016) believe that a high quality one-on-one interaction and connection between teacher and student is also important for multiple dimensions of students' academic motivation and engagement.

The second thing to discuss is regarding the discrepancy between the results of the descriptive statistics of each variable and the result of the correlation of the two variables. The statistics of

each variable shows that both the social-emotional competence of the teachers and students' English learning motivation are in the high category. It means that the teachers have high SEC and the students are highly motivated in learning English. On the other hand, the correlation between the two aspects, albeit is still significant, is only shown to be a fair correlation instead of a strong one in the Creswell's correlation coefficient interpretation table.

Table: 9 The Frequency and Percentage Comparison Table between the Results

Category	Motivation	Competence
Low	0	1 (1%)
Moderate	52 (47%)	40 (36%)
High	59 (53%)	70 (63%)
Total	111 (100%)	111 (100%)

However, looking more closely at the results of the descriptive statistics of the two variables it's apparent that the number of students that are put in the high motivation category versus the moderate motivation is quite a thin line. In the variable of motivation, although the majority fifty nine (53%) students have high motivation, it is only seven (6%) more students than the 52 (47%) number of students who have moderate motivation. In the variable of SEC, the gap between teachers with high competence and moderate competence is more visible with 70 (63%) students putting their teachers in the high competence category and 40 (36%) students putting their teachers in the moderate competence category.

In short, the number of students who has moderate motivation has to be put into consideration. Rather than concluding that the students' motivation in the school is high, it might be more appropriate to put it as moderate-high. A better categorizing system may help in seeing the nuance in the statistic results.

The third thing to discuss is the differences in the correlation between students' motivation and each teachers' SEC aspect. Self-management aspect shows the highest correlation with student's motivation with r-obtained value of 0.419 (fair correlation). In contrast, self-awareness shows the lowest correlation with students' motivation by having r-obtained value of 0.216, which albeit still significant, is categorized as a weak correlation. Similarly, self-management gave the highest contribution to students' motivation with 16.8% contribution value while self-awareness gave the lowest contribution with only 3.8% contribution value. On the other hand, the other three SEC aspects show a pretty similar degree of correlation with responsible decision-making having the second highest correlation with students' motivation by having the r-obtained value of 0.395 (fair correlation), social awareness having the third highest correlation by having the r-obtained value of 0.389, and relationship skills becoming fourth in line with the r-obtained value of 0.367. In contribution, these three aspects respectively have 14.9%, 14.4%, and 12.7% contribution values.

A plausible explanation to these differences would be that some aspects of SEC are harder to see or evaluate in other people. This is especially apparent by looking at the aspects that have the highest and the lowest correlation with students' motivation, namely self-management and self-awareness. Since students were the ones to evaluate their teachers' SEC, the aspect of teachers' self-management might have been easier to evaluate because it was more obvious to the students in the classroom while the aspect of self-awareness might have suffered because of its lack of

outward tangible qualities. One of the indicators that someone is good at self-management, according to CASEL (2012), is the demonstration of the ability to regulate emotions. When a person is good at self-management, it can show in some emotional regulation behaviors that can be observed by other people, such as when they try calm themselves by taking deep breaths and not immediately lash out in anger when provoked. In the SEC questionnaire, the aspect of self-management was presented in four statements (no. 5 to 8). In statement number 5 the aspect of self-management was indicated by whether the teacher asks the students if there is something that can be improved in the way they teach, such as if their voice is too low for the students to hear. In statement number 6, the aspect was indicated by whether the teacher shows an attempt to manage their emotions when they feel a strong emotion such as anger while the teaching-learning process is being conducted. In statement number 7, the aspect was indicated by whether through the effective management of their emotions the teacher is better at conducting their teaching practice, at using positive approaches to discipline their students and at creating a positive classroom atmosphere. Lastly, in statement number 8, the aspect was indicated by whether the teacher models behaviors (e.g., in forming guidelines and setting boundaries) to help students in learning to regulate emotions during the teaching and learning process.

Self-awareness, on the other hand, is indicated by demonstrating knowledge of one's emotions, personal strength and a sense of self-efficacy (CASEL, 2012). It is something that probably will be easier to evaluate with a self-assessment since it is regarding one's own knowledge of self; it is more difficult to accurately judge another person's self-awareness. In the SEC questionnaire, the aspect self-awareness was also represented in four statements (no. 1 to 4). In statement number 1, the aspect self-awareness was indicated by whether the teacher is aware if there is something that can be improved in their teaching practice. In statement number 2, the aspect was indicated by whether the teacher can effectively implement their teaching practice. In statement number 3, the aspect was indicated by whether the teacher is aware that their emotions can impact the teaching and learning process. Lastly, in statement number 4, the aspect was indicated by whether the teacher realizes that student responses affect their own emotions and behaviors in the classroom. Looking at these indicators, with the aspect of self-awareness relying more heavily on one's own awareness, it makes sense then to see that it would be more difficult for the students give an accurate judgment on their teacher's self-awareness than their teachers' self-management since one is more inward and less visible to them than another. These different qualities between the two aspects of SEC could be the cause to the differences in the correlation result between the aspects and students' motivation.

5. Conclusion

Based on the results and discussions of the study, two conclusions can be drawn. Firstly, it was found in this study that teachers' SEC had a fairly significant correlation with students' learning motivation and it also contributed significantly with 23.1% contribution value. This goes to show just how important this aspect is in the process of teaching and learning and that it cannot be overlooked if the teaching-learning process were to be made better. Therefore this issue deserves more attention or spotlight among other topics in education. Secondly, out of the five aspects of teachers' SEC, self-management shows the highest correlation to students' motivation while self-awareness shows the lowest correlation. This does not necessarily mean that one aspect of SEC is to be regarded as far more important than the other ones, neither does it mean some aspect should be given less attention. This could be due to the difficulty of measuring one

aspect compared to the others. Future studies might overcome this limitation and find the way to measure the aspects better.

Therefore, considering the result of the study, teachers are hoped to be able to see the impact of their social-emotional competence on their students' learning motivation and learning success and continue to become better socially and emotionally, in which they will be paying more attention on cultivating their self-awareness, learning about their strengths and weaknesses, which will help the development of other SEC aspects. While, students are hoped to be able to understand better about their learning motivation, the factors that impact it and the role it plays in achieving their learning goal, especially in the English language subject. Finally, for other researchers, the writers hope that the study can provide valuable insights and become part in developing future studies which will give better and more in-depth information related to the topic.

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