

ISSN 2518-1467 (Online),  
ISSN 1991-3494 (Print)



«ҚАЗАҚСТАН РЕСПУБЛИКАСЫ  
ҰЛТТЫҚ ҒЫЛЫМ

«ҚАЗАҚСТАН РЕСПУБЛИКАСЫ  
ҰЛТТЫҚ ҒЫЛЫМ АКАДЕМИЯСЫ» РҚБ

# Х А Б А Р Ш Ы С Ы

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РОО «НАЦИОНАЛЬНОЙ  
АКАДЕМИИ НАУК  
РЕСПУБЛИКИ КАЗАХСТАН»

**THE BULLETIN**

OF THE ACADEMY OF SCIENCES  
OF THE REPUBLIC OF  
KAZAKHSTAN

PUBLISHED SINCE 1944

**1 (413)**

JANUARY – FEBRUARY 2025

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ALMATY, NAS RK

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**«Қазақстан Республикасы Ұлттық ғылым академиясы РҚБ-нің Хабаршысы».**

**ISSN 2518-1467 (Online),**

**ISSN 1991-3494 (Print).**

Меншіктенуші: «Қазақстан Республикасының Ұлттық ғылым академиясы» РҚБ (Алматы қ.). Қазақстан Республикасының Ақпарат және коммуникациялар министрлігінің Ақпарат комитетінде 12.02.2018 ж. берілген

№ 16895-Ж мерзімдік басылым тіркеуіне қойылу туралы куәлік.

Тақырыптық бағыты: *«іргелі ғылым салалары бойынша жаңа жетістіктердің нәтижелерін жариялау»*

Мерзімділігі: жылына 6 рет.

Тиражы: 300 дана.

Редакцияның мекен-жайы: 050010, Алматы қ., Шевченко көш., 28, 219 бөл., тел.: 272-13-19

<http://www.bulletin-science.kz/index.php/en/>

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«Вестник РОО «Национальной академии наук Республики Казахстан».

ISSN 2518-1467 (Online),

ISSN 1991-3494 (Print).

Собственник: РОО «Национальная академия наук Республики Казахстан» (г. Алматы). Свидетельство о постановке на учет периодического печатного издания в Комитете информации Министерства информации и коммуникаций и Республики Казахстан № 16895-Ж, выданное 12.02.2018 г.

Тематическая направленность: *«публикация результатов новых достижений в области фундаментальных наук».*

Периодичность: 6 раз в год.

Тираж: 300 экземпляров.

Адрес редакции: 050010, г. Алматы, ул. Шевченко, 28, ком. 219, тел. 272-13-19

<http://www.bulletin-science.kz/index.php/en/>

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#### **Bulletin of the National Academy of Sciences of the Republic of Kazakhstan.**

**ISSN 2518-1467 (Online),**

**ISSN 1991-3494 (Print).**

Owner: RPA «National Academy of Sciences of the Republic of Kazakhstan» (Almaty). The

certificate of registration of

a periodical printed publication in the Committee of information of the Ministry of Information and Communications

of the Republic of Kazakhstan **No. 16895-Ж**, issued on 12.02.2018.

Thematic focus: *«publication of the results of new achievements in the field of fundamental sciences»*

Periodicity: 6 times a year.

Circulation: 300 copies.

Editorial address: 28, Shevchenko str., of. 220, Almaty, 050010, tel. 272-13-19

<http://www.bulletin-science.kz/index.php/en/>

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BULLETIN OF NATIONAL ACADEMY OF SCIENCES  
OF THE REPUBLIC OF KAZAKHSTAN  
ISSN 1991-3494  
Volume 1. Number 413 (2025), 68–78

<https://doi.org/10.32014/2025.2518-1467.883>

UDC 372.652 1

**Y. Gelişli<sup>1</sup>, A. Kuralbayeva<sup>2\*</sup>, L. Kazykhankyzy<sup>2</sup>, 2025.**

<sup>1</sup>Gazi University, Ankara, Turkey;

<sup>2</sup>Khoja Akhmet Yassawi International Kazakh-Turkish University,  
Turkistan, Kazakhstan.

E-mail: [aliya.kuralbayeva@ayu.edu.kz](mailto:aliya.kuralbayeva@ayu.edu.kz)

### **EXAMINING THE RELATIONSHIP BETWEEN UNDERGRADUATE STUDENTS' ATTITUDES TOWARDS THEIR LECTURERS AND ACADEMIC SELF-CONFIDENCE**

**Gelişli Yücel** – Prof., PhD, Gazi University, Gazi Faculty of Education, Department of Educational Sciences, Curriculum and Instruction Division, Ankara, Turkey, e-posta: [gelisli@gazi.edu.tr](mailto:gelisli@gazi.edu.tr), <https://orcid.org/0000-0003-2816-3621>;

**Kuralbayeva Alya** – PhD, Assoc.Prof., Khoja Akhmet Yassawi International Kazakh -Turkish University, Turkestan, Kazakhstan, e-mail: [aliya.kuralbayeva@ayu.edu.kz](mailto:aliya.kuralbayeva@ayu.edu.kz), <https://orcid.org/0000-0003-3166-5104>;

**Kazykhankyzy Lazura** – PhD, Assist. Prof. Khoja Akhmet Yassawi International Kazakh-Turkish University, Turkestan, Kazakhstan, E-mail: [lazura.kazykhankyzy@ayu.edu.kz](mailto:lazura.kazykhankyzy@ayu.edu.kz), <https://orcid.org/0000-0002-4155-6430>;

**Abstract.** Researchers of both educational and psychological field have long been interested in academic self-confidence, since they believe that it determines the degree of academic performance. This study aims to find out whether the undergraduate students' attitudes towards their teachers affect their academic self-confidence. Descriptive research design using quantitative research methods to collect and analyse the data was adopted in this study. To collect the required data the scale of Students' attitudes towards the teachers (SOSATT) developed by Gelişli, et al. (2017) consists of 25 items, and Academic self-concept scale developed by Liu and Wang (2005) consisted of 10 items were used. All Likert-items of the scales used a five-point scale from 1 (completely disagree) to 5 (completely agree). The scales were completed by 152 undergraduate students enrolled in Foreign Languages Teaching Department at Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan. The results showed that the participants possess a medium level of positive attitude towards their lecturers and high level of academic self-confidence. Moreover, the findings indicated the no difference between male and female participants' attitudes towards their lecturers but revealed statistically

significant difference on their levels of academic self-confidence. Finally, there was found a high level of correlation between students' attitudes towards their lecturers and academic self-confidence. According to the results, it may be concluded that the more positive the students' attitudes towards their lectures the higher their levels of academic self-confidence in the learning environment. The practical importance of this study lies in its potential to improve teaching practices and student support strategies in English language classrooms to enhance students' self-confidence.

**Keywords:** undergraduate students, attitude, positive attitude, attitude toward teachers, academic self-confidence.

**Ю. Гелишли<sup>1</sup>, А. Кұралбаева<sup>2\*</sup>, Л. Қазыханқызы<sup>2</sup>, 2025.**

<sup>1</sup>Gazi University, Анкара, Түркия;

<sup>2</sup>Қожа Ахмет Яссауи атындағы халықаралық қазақ-түрік университеті,  
Түркістан, Қазақстан.

E-mail: aliya.kuralbayeva@ayu.edu.kz

## **БАКАЛАВРИАТ СТУДЕНТТЕРІНІҢ ӨЗ ОҚЫТУШЫЛАРЫНА ДЕГЕН КӨЗҚАРАСТАРЫ МЕН ӨЗІНЕ ДЕГЕН АКАДЕМИЯЛЫҚ СЕНІМДІЛІК АРАСЫНДАҒЫ БАЙЛАНЫСТЫ ЗЕРТТЕУ**

**Гелишли Южел** – PhD, профессор, Гази университеті, Гази білім беру факультеті, Педагогикалық ғылымдар факультеті, Оқу бағдарламалары және оқыту кафедрасы, Анкара, Түркия, E-mail: gelisli@gazi.edu.tr, <https://orcid.org/0000-0003-2816-3621>;

**Кұралбаева Алия** – PhD, қауым.проф. Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университеті, Түркістан, Қазақстан, E-mail: aliya.kuralbayeva@ayu.edu.kz, <https://orcid.org/0000-0003-3166-5104>;

**Қазыханқызы Лазура** – PhD, қауым.проф.м.а., Қожа Ахмет Яссауи атындағы Халықаралық қазақ-түрік университеті, Филология факультеті, Педагогикалық шетел тілдері кафедрасы, Түркістан, Қазақстан, E-mail: lazura.kazykhankyzy@ayu.edu.kz, <https://orcid.org/0000-0002-4155-6430>.

**Аннотация.** Педагогика және психология саласының зерттеушілері ұзақ уақыт бойы өзіне деген академиялық сенімділікке қызығушылық танытуда, себебі ол академиялық үлгерім дәрежесін анықтайды деп санайды. Бұл зерттеу бакалавриат студенттерінің мұғалімдерге деген көзқарасы олардың өзіне деген академиялық сеніміне әсер ететінін анықтауға бағытталған. Бұл зерттеуде деректер жинау үшін сандық зерттеу әдісін қолданылып, сипаттамалық зерттеу дизайны пайдаланылды. Қажетті деректерді жинау үшін Гелишли және басқалар (2017) тарапынан әзірлеген 25 сұрақтан тұратын «Оқушының мұғалімдерге деген көзқарасы шкаласы (SOSATT) және 10 сұрақтан тұратын Лю мен Ванг (2005) тарапынан әзірлеген Академиялық өзін-өзі бағалау шкаласы пайдаланылды. Барлық сұрақтар Ликерт түрінде жасалған, 1-ден (толық келіспеймін) 5-ке дейін (толық келісемін) бес балдық шкала қолданылды. Сауалнамаға Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университеті, Филология факультетінің, Педагогикалық шетел тілдері



кафедрасында білім алатын 152 студенті қатысты. Нәтижелер қатысушылардың мұғалімдеріне деген оң көзқарасының орташа деңгейін және академиялық өзіне деген сенімінің жоғары екенін көрсетті. Сонымен қатар, нәтижелер ерлер мен әйелдердің өз оқытушыларына деген көзқарастары арасында ешқандай айырмашылықты көрсетпеді, бірақ олардың академиялық өзіне деген сенімділік деңгейінде статистикалық маңызды айырмашылықты көрсетті. Түптеп келгенде, студенттердің мұғалімдерге деген көзқарасы мен академиялық өзіне деген сенімділік арасында жоғары деңгейдегі корреляция анықталды. Нәтижелерге сүйене отырып, оқытушылардың өз мұғалімдеріне деген позитивті көзқарастары неғұрлым жоғары болса, олардың оқу ортасындағы академиялық өзіне деген сенімділік деңгейі жоғарылайды деген қорытынды жасауға болады. Бұл зерттеудің практикалық маңыздылығы оның студенттердің өзіне деген сенімділігін арттыру үшін ағылшын тілі кабинеттерінде оқыту тәжірибесі мен студенттерге қолдау көрсету стратегияларын жақсарту әлеуетінде жатыр.

**Түйін сөздер:** бакалавриат студенттері, көзқарас, оң көзқарас, мұғалімдерге деген көзқарасы, академиялық өзіне деген сенімділік.

**Ю. Гелишли<sup>1</sup>, А. Куралбаева<sup>2\*</sup>, Л. Казыханкызы<sup>2</sup>, 2025.**

<sup>1</sup>Gazi University, Анкара, Турция;

<sup>2</sup>Международный казахско-турецкий университет имени Ходжи Ахмета Ясави, Туркестан, Казахстан.

E-mail: aliya.kuralbayeva@ayu.edu.kz

## **ИЗУЧЕНИЕ ВЗАИМОСВЯЗИ МЕЖДУ ОТНОШЕНИЕМ СТУДЕНТОВ БАКАЛАВРИАТА К СВОИМ ПРЕПОДАВАТЕЛЯМ И АКАДЕМИЧЕСКОЙ УВЕРЕННОСТЬЮ В СЕБЕ**

**Гелишли Юджел** – PhD, профессор, Университет Гази, Педагогический факультет Гази, Кафедра педагогических наук, кафедра учебных программ и обучения, Анкара, Турция, E-mail: gelisli@gazi.edu.tr, <https://orcid.org/0000-0003-2816-3621>;

**Куралбаева Алия** – PhD, доцент Международного казахско-турецкого университета имени Ходжи Ахмета Ясави, Туркестан, Казахстан, E-mail: aliya.kuralbayeva@ayu.edu.kz, <https://orcid.org/0000-0003-3166-5104>;

**Казыханкызы Лазира** – PhD, и.о. доцента Международного казахско-турецкого университета имени Ходжи Ахмета Ясави, Туркестан, Казахстан, E-mail: lazura.kazykhankyzy@ayu.edu.kz, <https://orcid.org/0000-0002-4155-6430>.

**Аннотация.** Исследователи в области педагогической и возрастной психологии уже давно интересуются академической уверенностью в себе, поскольку считают, что она определяет уровень успеваемости. Цель данного исследования – выяснить, влияет ли отношение студентов бакалавриата к своим преподавателям на их академическую уверенность в себе. В исследовании использовался описательный дизайн с применением количественного метода для сбора и анализа данных. Для получения необходимой информации была использована Шкала отношения студентов к учителям (SOSATT), разработанная

Гелишли и другими (2017), состоящая из 25 вопросов, а также Шкала академической самооценки, разработанная Лю и Ваном (2005), включающая 10 вопросов. Опросные вопросы были сформулированы в формате шкалы Ликерта, использовалась пятибалльная шкала: от 1 («полностью не согласен») до 5 («полностью согласен»). В исследовании приняли участие 152 студента бакалавриата факультета преподавания иностранных языков Международного казахско-турецкого университета имени Ходжи Ахмета Ясави (Казахстан). Результаты показали, что участники обладают средним уровнем позитивного отношения к своим преподавателям и высоким уровнем академической уверенности в себе. Более того, было установлено, что отношение студентов к преподавателям не зависит от пола, однако уровень академической уверенности в себе у мужчин и женщин статистически значимо различается. В конечном итоге выявлена высокая корреляция между отношением студентов к преподавателям и их академической уверенностью в себе. Таким образом, можно сделать вывод: чем позитивнее студенты воспринимают своих преподавателей, тем выше их уверенность в себе в учебной среде. Практическая значимость исследования заключается в его потенциале для совершенствования методов преподавания и стратегий поддержки студентов на занятиях по английскому языку с целью повышения их академической уверенности.

**Ключевые слова:** студенты бакалавриата, отношение, позитивное отношение, отношение к преподавателям, академическая уверенность в себе.

**Introduction.** The study of attitude has become increasingly important due to its impact on an individual's behavior. A possible explanation for the popularity of the concept of attitude according to social psychologists is that attitudes have something to do with social behavior (Darmaji, et al., 2019).

In broad terms an attitude is defined as a positive or negative evaluation of an object of thought and this object may embrace anything a person may hold in mind, such as attitude toward people, objects or ideas. The object can be anything a person holds in mind such as objects, people or ideas. In practice, the term attitude is frequently used to refer to preferences, feelings, emotions, beliefs, expectations, judgments, evaluations, values, principles, opinions, and intentions among other things (Bohner & Wänke, 2013).

It is believed that the attitude directly affects behavior of a person. An attitude, according to Gawronski (2018), is a mental state of readiness that arranged through experience of an individual, influencing in a directed or dynamic manner his/her response to all objects and situations with which it is associated. It is an aptness of a person to respond to some object or situation.

Hogg and Vaughan (2005) proposed the ABC model of attitude consisted of three components: affective, behavioural and cognitive. An affective component refers to person's feelings and emotions about an attitude object; behavioural component is responsible for the way we behave with the influence of our attitude; and the latter is the cognitive component refers to a person's belief/knowledge about an attitude



object. The ABC model of attitudes defines attitudes toward school and learning as beliefs, thoughts, and perceptions of learners about school and learning in it, emotions and its impact on school and learning based on feelings, and aptness to behave in line with positive and negative experiences with school and learning. As a result, this structure is inextricably related to additional characteristics that may be characterized as cognitive and non-cognitive learning and academic achievement foundations. Academic achievement is closely related to attitudes toward education and learning. Therefore, students who perform poorly in the educational environment have a more pessimistic attitude toward learning and assume that school and learning will not help them succeed in the future (Candeias, et al., 2010).

According to Albarracin and Shavitt's (2018) study, where he investigated students', teachers', parents', and school administration's attitudes towards the school environment, as well as changes over a ten-year period and the impact of attitudes on feelings of achievement, he revealed that the large majority of participants counted that school should create a dynamic environment in which pupils feel safe and comfortable, are satisfied with their teachers, and like studying. Thus, the learning environment and satisfaction with the teachers should encourage learners' academic success.

Researchers have provided sufficient evidence that teachers play a crucial role in enabling success for all students (Kubiato, 2013). If students' attitudes towards their teachers and school are positive, it affects their academic achievement and performance, which in turn will contribute to changing the learners' level of academic self-confidence. Similarly, Adnan and Isa (2019), claim that students' attitudes need to be educated during the whole teaching and learning process in order to have a good and positive result. The ability to apply the knowledge the students gained during the learning is a positive result of effective teaching and learning processes. A student's active participation, critical thinking, improved interaction and communication skills can be motivated by a positive attitude.

Pulford et al. (2013) defined self-confidence as one of the important personality traits that allows a person to have a positive or realistic opinion of themselves, or the conditions in which they find themselves. They claim that it is a very powerful aspect in ensuring that a person's potential is realized since it relates to a person's expectation about his or her capacity to attain a goal in a specific situation. If someone has a high level of self-confidence, he has a realistic picture of himself and his abilities, which leads to persistence in his endeavors. Thus, self-confidence is believed to be the most valuable trait in a person's social life. Owing to self-confidence, a person can fulfill all of his potential.

Self-esteem was defined in the early sixties by Rosenberg (1965) as the evaluation of a person's beliefs and attitudes toward his or her abilities and values. High level of self-esteem leads a person to a positive self-experiences, high-quality interpersonal relationships and better physical and mental health. Self-confidence, as Rodriguez and Loos-Sant' Ana (2015) state, is the combination of self-esteem and self-efficacy. He defined self-esteem as a general sense of self-worth or self-value. On the

other hand, self-efficacy is the belief in one's ability to succeed in different tasks. Rodriguez and Loos-Sant'Ana (2015) distinguish two types of self-efficacy. General self-efficacy refers to one's views about the ability to manage tasks in general, and specific self-efficacy refers to beliefs about one's ability to accomplish tasks in particular situations.

Researchers in both educational and developmental psychology have long been interested in academic self-confidence, since they believe that it determines the degree of academic performance. Moreover, they believe that the current educational crisis is the result of poor self-confidence, which has resulted in a lack of adequate involvement and inadequate growth despite spending a significant amount of time in the classroom. Positive attitude towards teachers and peers fosters students' self-confidence, whereas negative attitude undermines self-confidence. Therefore, self-confidence plays an important role in development of academic performance, learning and achievement (Akbari & Sahibzada, 2020).

Although much research has been conducted on learners' attitudes towards learning target language, few studies were found focusing on the attitudes of students towards their lecturers and no studies were found investigating the relationship between students' attitudes towards their lecturers and their levels of academic self-confidence.

Based on the above mentioned, the present study aimed at describing the students' attitudes towards their lecturers and their academic self-confidence; to see whether there is a relationship between these variables and compare whether there is a difference between males and females attitudes and self-confidence. In line with these objectives, the study attempts to answer the following research questions:

What are the undergraduate students' attitudes towards their lecturers?

What are the students' levels of academic self-confidence?

Is there any difference between male and female participants attitudes towards their lecturers and their academic self-confidence?

Is there any significant correlation between participants' attitudes towards their lecturers and academic self-confidence?

**Materials and methodology.** *Research Design.* This study employed Descriptive research design. A quantitative research method was used to collect and analyze the data. In descriptive research design the researcher obtains data to systematically describe a phenomenon and its characteristics, by answering the questions what, where, when and how rather than why. In this type of research, the researcher cannot control or manipulate the variables, they are only observed, identified and measured. Therefore, observation and survey tools are mostly used to gather data (Nassaji, 2015).

*Participants and Setting.* The participants of the current study were 152 the first, second and third year TEFL (Teaching English as a Foreign Language) students enrolled at Khoja Akhmet Yassawi International Kazakh-Turkish University in

Kazakhstan. The participation in the study was in the voluntarily form. The students were informed about the confidentiality of their responses before the administration of the survey.

*Data collection instrument.* The data collection tools of this study included a survey adapted from Gelisli, et al. (2017) “The scale of Students’ attitudes towards the teachers (SOSATT)” and Liu and Wang’s “Academic self-concept scale” (2005).

“The scale of Students’ attitudes towards the teachers (SOSATT)” consisted of 25 Likert scale items. The original version of “Academic self-concept scale” consisted of 19 items in two subscales which measured academic self-confidence and academic effort. 10 items measuring academic self-confidence of participants were used in this study. All Likert-items used a five-point scale, from completely disagree to completely agree (between 1 to 5).

*Data collection procedure.* The study was carried out during the spring semester of 2023-2024 academic year at Khoja Akhmet Yassawi International Kazakh-turkish University. The accessible population for the study was Philology faculty, the Foreign Languages Teaching Department, since the researcher was a member of the academic staff of this department. As the first step, the necessary permission for implementation of the questionnaires from the administration of Philology faculty was taken. The selection of the courses was based on convenience for accessibility. The participants were instructed to complete the questionnaire voluntarily because accurate data analysis was critical to the study’s success. The participants were assured that the information they submitted would be kept private and used only for this study. It took the participants approximately 15 minutes to fulfill each scale and the subjects spent a total of 30 minutes on the scales. All the data collection process took approximately three weeks.

*Data analysis.* The data collected through the scales was analysed statistically using SPSS program version 21.0. Several analyses were used in the present study in terms of descriptive and inferential analyses. To answer the first and second research questions descriptive statistics (mean, standard deviation, etc.) was computed. Independent samples t-test was used to analyse the third research question, which was aimed at revealing the difference between male and female participants’ attitudes towards their lecturers and their academic self-confidence. Finally, Pearson product-moment correlation coefficient analysis was calculated to answer the last research question, to determine the level of relationship between two variables analysed in this study.

**Findings.** After collecting the data, descriptive and inferential statistics were used to analyse them. 152 questionnaires were gathered and analysed. To gain more understanding of participants’ attitudes towards their teachers and their levels of academic self-confidence, the descriptive statistics were calculated to the full sample. The results are presented in table 1.

Table 1  
Descriptive statistics results

	N	Minimum	Maximum	Mean	Std. Deviation
Students' attitudes towards the teachers	152	2.80	5.00	3.8516	.48759
Academic self-confidence	152	2.50	4.80	3.5625	.42330

The results of descriptive statistics revealed that the mean score on students' attitudes towards the teachers' scale is  $M=3,85$ ; and academic self-confidence score was found to be  $M=3,56$ .

Following, to answer the third research question in terms of examining the difference between male and female participants attitudes towards their lecturers and their levels of academic self-confidence independent samples t-test was performed. The results are presented in table 2.

Table 2  
Independent sample t-test results for gender differences

	Gender	N	Mean	Std. Deviation	t	p
Students' attitudes towards the teachers	male	42	3.8381	.50186	-.210	.834
	female	110	3.8567	.48427		
Academic self-confidence	male	42	3.2643	.44773	-2.807	.007*
	female	110	3.5445	.41571		

$p < 0.05$

Independent Samples t-test results revealed that the mean scores of both males ( $M=3,83$ ) and females ( $M=3,85$ ) related to the attitudes towards their teachers are almost similar and revealed no statistically significant difference between male and female participants. In terms of the scores on academic self-confidence differ significantly. Mean scores of the males ( $M=3,26$ ) was found to be lower than the females mean scores ( $M=3,54$ ), which shows that females are superior in academic self-confidence.

Finally, to determine the last research question, Pearson product-moment correlation coefficient analysis was computed on the data to investigate the relationship between two variables. The results are presented in table 3 below.

Table 3  
The results of Pearson product-moment correlation coefficient analysis

	Students' attitudes towards the teachers	Academic self-confidence
Students' attitudes towards the teachers	---	.790*
Academic self-confidence	.790*	---

$p < 0.05$

The results presented in table 3 show that the correlation between two variables, in terms of students' attitudes towards the teachers and academic self-confidence is positive and highly significant ( $r = .790$ ).

**Results and discussion.** The purpose of the present study was to investigate the relationship between undergraduate students' attitudes towards their lecturers and academic self-confidence. Additionally, it was aimed to examine whether the students' attitudes towards their lecturers and academic self-confidence differ according to their gender. The results indicated that participants possess "generally correct" attitudes towards their lecturers and medium level of academic self-confidence. Moreover, statistically significant difference between male and female participants were found in terms of their levels of academic self-confidence, in which females showed higher level of academic self-confidence than males. The finding of this study is in apposite with Wolff et al.'s (2018) study who found that males had higher level of self-confidence than their female counterparts. Finally, significant positive correlation was indicated between students' attitudes towards their lecturers and their academic self-confidence, which shows that the more positive the attitudes of students towards their lecturers the higher their self-confidence in the context of academic achievement. Students with high self-confidence possess positive feelings and firm beliefs about their abilities, they value themselves and able to develop their knowledge.

Different research studies have been conducted in the educational field, in which the researchers revealed positive correlation between academic self-concept and academic achievement (Abdullah, et al., 2019). It is also revealed that students' self-confidence is very effective in the learning process and had positive impacts in their learning process.

However, in terms of the relationship between academic self-confidence and attitude towards teachers, the findings of this study confirmed the findings of Astalini et al (2020). Their study aimed at investigating school students' attitudes and self-confidence and revealed 75% of influence of attitude to students' self-confidence which indicated high level of affection of students' attitudes towards their teachers and their self-confidence. They insist that the attitude and self-confidence in the learning environment must be good, so that the later learning followed by the students tends to be easy and to achieve good results. In a similar study conducted by Gudyanga et al. (2019) investigated the influence of teacher qualification on the attitude of students towards their learning environment. He revealed that teacher qualification plays a crucial role on students' attitudes towards their learning environment, which in turn proved the close connection between the students' attitudes towards their teachers and learning environment.

The influence of teachers, parents, and society on students' academic development is significant. From the present study, it is evident that students' attitudes toward teachers are of crucial importance because it affects the learning process, whereas self-confidence has an important function to actualize one's potential. Positive attitudes towards the course and lecturers would encourage students to learn the content much better. Students' positive attitude towards their lecturers will influence learning and make students more confident in learning. If the students' attitudes are positive, they will be more active in the learning process because of a high level

of self-confidence. Therefore, teachers are responsible for reducing the feelings of failure so that the self-confidence of the students can be increased.

**Conclusion.** In this study we discussed whether there is a relationship between the undergraduate ELT students' attitudes towards their lecturers and academic confidences. These findings can provide useful insight into the issues of attitude and self-confidence of undergraduate students in the university environment.

However, a few limitations need to be acknowledged related to this study. First, the results of this study are limited only to one department of one university in Kazakhstan, whereas the attitudes towards lecturers of students from different departments may affect differently their academic self-confidence. Therefore, further research needs to investigate the by comparing different departments and universities in Kazakhstan. Second, the number of participants was small in this study. To get more reliable and detailed results further research needs to be conducted among a large sample of undergraduate students. The last limitation is that this study was a cross-sectional study based on the results of survey data. The results cannot fully clarify the causal relationship between the students' attitudes towards their lecturers and their academic self-confidence. Therefore, further research needs to employ both quantitative and qualitative methods of research.

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**[www: nauka-nanrk.kz](http://www.nauka-nanrk.kz)**

**ISSN 2518–1467 (Online),**

**ISSN 1991–3494 (Print)**

**<http://www.bulletin-science.kz/index.php/en>**

Директор отдела издания научных журналов НАН РК *А. Ботанқызы*

Редакторы: *Д.С. Аленов, Ж.Ш. Әден*

Верстка на компьютере *Г.Д. Жадыранова*

Подписано в печать 28.02.2025.

Формат 60x881/8. Бумага офсетная. Печать - ризограф.

41,0 п.л. Заказ 1.