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The Influence of Teachers ' Teaching Attribution Bias on English Teachers ' Professional Development and Its Correction Strategies

Shuyun Guo

Ganzhou, Jiangxi, China

Abstract: Teachers are professionals who fulfill the responsibility of education and teaching, which means that the professional development of teachers is a topic that every teacher needs to face all his life. Teachers ' professional development is jointly affected by social external factors and personal internal factors. Teachers ' self-reflection is an important way for teachers ' professional development. As an important part of teachers ' self-reflection, teachers ' teaching attribution bias will seriously hinder teachers ' professional development. Therefore, this paper combs the negative impact of teachers ' teaching attribution bias on teachers ' professional development, and explores its correction strategy from two aspects of school and individual.

Keywords: Teaching attribution bias, Teacher professional development, Attribution, English teacher professional development

I. Introduction

The third rule of the Teacher Law of the People ' s Republic of China stipulates that teachers are professionals who perform their duties in education , which means that the professional development of teachers is a topic that every teacher needs to face for a lifetime. Teachers ' professional development is affected by social external factors and personal internal factors (Hongzaoqing 2013). To a large extent, ' teachers ' professionalization is essentially the process of teachers ' individual growth ', ' more self-made ', rather than ' created '.It is the process of self-realization and self-growth. As the master of their own professional growth, teachers are required to be able to correctly analyze and reflect on their own teaching behavior and results, so as to promote the motivation of their own professional growth. Teachers ' teaching attribution is an important part of teachers ' self-reflection, and teachers ' self-reflection is an important way of teachers ' professional development. Therefore, based on the theory of attribution bias, this paper explores the influence of teachers ' teaching attribution bias on English teachers ' professional development, and tries to find the corresponding corrective strategies to provide some references for teachers to avoid attribution bias.

II. Attribution bias

In the research of attribution phenomenon, psychologists have pointed out that people often make

wrong logical deduction when attributing. The influence of social environment on the attribution process may be the cause of such errors. People tend to avoid responsibility when they fail, and when they succeed, they over-exaggerate personal credit. The attribution errors that are driven by this kind of psychology are called attribution bias in the field of social psychology. With the development of attribution behavior research in the academic field, researchers have found that the behavior and emotional response caused by attribution bias are the main reasons for misunderstanding and even discrimination in teaching interaction. Attribution refers to the attribution of causes, which is to attribute the result of behavior and event to some kind of causes. In simple terms, attribution theory is to seek the cause of the result of research. When studying people's tendency to attribute success and failure, Weiner believed that attributions could be made from internal and external aspects according to the latitude of the control point, and whether the cause was stable or not should also be considered. Based on this, he divided the attribution of individual work success or failure into four types. Ability, effort, difficulty of work and luck. Weiner further argues that what types of people attribute their success or failure to have a big impact on their future behavior. His research shows that attributing success to internal causes (effort, ability) leads to satisfaction and pride (making people feel confident about future events), while attributing failure to internal causes leads to shame and depression (shaking confidence in the face of future events). Attributing success to stability factors (easy task or strong ability) increases motivation for future work, while attributing failure to stability factors (difficult task or poor ability) decreases motivation for future work. Heider (1958) believed that attribution is dual. On the one hand, the reasons for behavior lie in motivation, emotions, attitudes, etc. , which are the internal reasons; on the other hand, there are the environmental reasons, such as the environmental atmosphere, nature of work, reward and punishment, which are the external reasons. Attribution is a process of explaining and inferring the behavior of others or the reasons for their own behavior according to relevant information. In the cognitive activities, due to the difference of people ' s educational level, cognitive level and life experience, the reason deduction of various problems sometimes deviates from the actual situation, which leads to attribution bias. Teachers ' teaching attribution is mainly manifested as teachers ' attribution to their own teaching behavior and results and teachers ' attribution to students ' learning behavior and results. In both attribution processes, attribution bias is prone to occur. As a distorted, wrong and one-sided attribution, attribution bias will bring many negative impacts on teachers' professional development. It is mainly divided into the following types :

2.1 Actor and Observer

When discussing the phenomenon of attribution, it mainly focuses on two objects: actor and observer. The actor refers to the subject who makes the behavior, and the observer refers to the subject who sees a certain behavior of others and speculates on the psychological state of the actor. In the classroom environment, both teachers and students are both actors and observers. The learning process is the most critical link in the educational background. In the study of actors, the psychological state and behavior of students are the focus of attention, and teachers act as observers to judge and evaluate students' behaviors. Then, the differences between actors and observers found in empirical research can be used to explain the biases of teachers and students in the attribution process.

2.2 Fundamental Attribution Error and Self-serving Bias

Heider's gestalt perception theory (Heider, 1958) pointed out that people's response to the social environment is a function of subjectively organizing various stimuli in the social environment. It is the brain's overall response to different attributes and interrelationships of things. Attribution is one of those reaction activities. Heider believes that the fundamental attribution error stems from this process of gestalt perception. The attributor uses his known theories and his observed results to speculate on the cause of the event. However,

if his observational content is disturbed by subjective feelings and even emotions during this process, he may make wrong judgments. For example, the observer pays attention to the internal characteristics of the observed person, while ignoring the influence of the other person's environment. Such attribution errors that exaggerate internal factors can have a significant impact on the observer's subsequent expectations, evaluations, and behaviors. The same is true in the field of education. When students have unsatisfactory test results, teachers often involuntarily blame the students for not studying hard or their lack of learning ability. Teachers attribute students' failures to internal factors such as intelligence or hard work, which will reduce their expectations of students' future success and may breed teachers' dissatisfaction with students, thereby reducing their attention to students.

In the study of fundamental attribution errors, Jones and Nisbett's (1972) pointed out that although the behavior of others is objectively visualized for the observer, the environment is objectively visualized for the actor himself. Therefore, he tends to ignore some internal subjective factors when attributing his behavior. Andrews (2001)believed that this tendency of self-enhancement stems from their desire to use their own attribution propositions to influence or even control the attribution of others. People's internal attribution of the behavior of the actor is to gain recognition and respect from others, but when they pass this information to others, the communication itself is distorted, leading to the tendency of exaggerating personal reputation or slandering others' reputation. This distortion of attribution can be explained by the difference between the actors and observers in attributing the strengths and weaknesses of personal qualities and attributing success or failure. For example, actors tend to attribute success to their own abilities, and to attribute failure to bad luck or insufficient effort; observers attribute the success of others more to good luck or others' efforts, and attribute failures to the lack of abilities of others. This attribution difference between actors and observers is called self-serving bias, which is the inevitable result of personal self-improvement strategies. In other words, people tend to overestimate their own positive role in relationships and underestimate their own faults; at the same time, people see themselves positively, so they give themselves credit, and the main strategy they adopt in the face of failure is to cover it up. The following are the most common fundamental attribution errors.

2.3 Attribution Bias in the Educational Environment

According to the previous argument, individuals will have attribution bias when inferring the cause. Then, in an educational environment, students and teachers, respectively, as the subject and object of behavior, will also diverge when evaluating the same results: teachers tend to attribute students' test results to innate factors, while students tend to attribute them to environmental factors (Jones & Nisbett, 1971). At the same time, they will attribute success to internal stability factors and failure to external instability factors. Both parties will exaggerate their contribution to a successful outcome while shirking responsibility for causing a failed outcome. In a study on self-serving bias, the researcher arranged for teachers and students to evaluate the success or failure of the students' test scores and tested their attribution tendency. The results showed that approximately 255 students had different assessments of their exam success or failure from their teachers. However, when teachers and students agreed on the issue of success or failure, their attribution tendencies also appeared to be highly consistent (Darom & Bar-Tal, 1981). Juvonen (1988) again tested the attribution differences between teachers and students in the classroom environment in 1988. Teachers and students respectively evaluated and attributed a math test score. After analyzing the attribution average and the evaluation results of each group, the researcher found that 33% of the students' evaluations of success or failure were not consistent with their teachers, and the teachers' evaluations were more positive than the students. When teachers and students evaluated the results in agreement, their average attribution index didn't show a significant difference, proving the test conclusion of Darom and Bar-Tal (1981).

However, the analysis of paired samples of teachers and students showed that they had great differences in the attribution index. When teachers and students rated the test results as failures, their paired attribution differences were related to the differences in the improvement measures they thought should be taken in teaching; in addition, the difference in attributable stability was directly proportional to the difference in future expectations. The attribution bias between teachers and students in foreign language teaching may cause conflicts between teachers and students, bring unpleasantness, distrust and other negative emotions (Bar-Tal & Frieze, 1976), and cause communication barriers in teaching and learning. If students over-exaggerate environmental factors, especially unstable factors, in their success or failure attribution, then their expectations of future success or failure will be quite different from their teachers. Compared with students, teachers are more likely to think that students will repeat the results of this exam in the next exam. Attribution and expectation will affect the behavior of the individual. Therefore, the bias of attribution and expectation will inevitably lead to deviations in future behavior, which leads to differences between teachers and students on the content and methods of future classroom teaching, making them enter the awkward situation of teaching offsetting learning.

III. Reasons for Teachers' Attribution Bias

Psychologists believe that human beings have a desire to seek pleasure and avoid pain, which can serve as a motivation to stimulate human behavior. Attributing success to internal factors such as ability, hard work, or good character and failure to external factors such as bad luck, adverse circumstances, or insurmountable obstacles is a type of self-serving attribution bias. The young math teacher attributed students' academic failure to others instead of finding the cause himself, which is a defense mechanism to protect self-esteem and eliminate anxiety.

Social psychology believes that there are two reasons for the deviation caused by such defensive motivation: ①Defensive attribution is based on the motivational need to maintain self-esteem. When successful, due to their own ability, efforts and other internal factors, can enhance people's confidence and improve their own evaluation, psychological get great satisfaction. Blaming external circumstances for failures reduces frustration and protects self-esteem. So attribution is likely to be biased by the need for pride. ②Defensive attribution is related to people's cognition. People tend to experience success more than failure. Failure is therefore more surprising than success. In other words, success is experienced consistently, while failure is often accidental. Psychologist John Kelly pointed out, A high degree of consistency makes people tend to make attributions about their internal qualities, while a low degree of consistency makes people tend to make attributions about their environment. If I'm doing it all the time, it could be my motivation, but if I'm acting differently, it could be external circumstances." For example, the students had a "high degree of consistency" in their English scores, so the teacher attributed it to internal factors -- "poor ability"; Getting good grades is a "low degree of consistency." When good grades occur, teachers make environmental attributions that they copied the papers of their peers. It can be seen that teachers lack objectivity attribution bias, greatly dampened the enthusiasm of students to learn, to carry out education, teaching work is very unfavorable. The teacher should explain the achievement behavior of the students from an objective standpoint. Only after the teacher understands the reason of the success or failure of the students' behavior, he can help the students in class on the one hand, and improve his teaching on the other hand, so as to make the students in learning behavior more successful.

IV. Teachers' Professional Development

Speaking of the definition of Teachers' professional development,different scholar hold different views.According to Hoyle (1980) ,the first scholar to define the term, teachers' professional development is the process in which an individual teacher needs to master the needed knowledge and skills for the purpose of conducting good professional practice during all the stages of his or her teaching career . This view has been very influential.According to Little (1993), teachers' professional development should be considered from two angles:On the one hand,taking the complexity of teachers into consideration,we should focus on the implementation of the teaching reforms and innovations required by the reaching methods or the curriculum itself as well as the learning of teachers,the development process of their own knowledge and professional skills,and elements affecting teachers' long term commitment to the job.On the other hand,we should pay attention to the psychology that can influence teachers' professional development and the subjective and objective conditions of organizational learning.While Wideen, M.thinks that the professional development of teachers contains both the upgrading of professional skills and the process of personal growth. It is a systematic development process which is closely related to professional training and social guarantee mechanism (qtd. in Luo ,1998:12). From the definitions above ,we can see that teachers' professional development not only rely on those external strength,but also need to cultivate the inner force of teacher themselves.And many scholars mentioned the important role of teachers inner force(e.g. self-reflection) play in the process of teachers' professional development.Chinese scholars Yi Senlin explored three development paths : reflection, teacher professional development schools and school-based training. And Ye Lan pays special attention to the importance of reflection and degree of reflection when discussing external objective factors and reflection. She thinks that reflection plays a leading role in the process of teachers ' professional growth, and even determines the specification of teachers ' growth. Moreover, reflection depends on teachers ' awareness of self-professional development.Attribution undoubtedly be regarded as an influential part of teachers' self-reflection.If they can find the scientific and comprehensive reasons about their success or failure,they will have a clear direction and explicit goal about what should be improved and maintained in the future.Beyond all doubt,attribution bias prevent teachers from doing the right thing.

V. Negative effects of attribution bias on English teachers ' professional development

Teachers ' professional growth refers to the process of teachers ' continuous learning, working practice, exploration, summary and reflection, making their educational thinking, teaching experience and teaching skills progress, improvement and promotion (Jia Liangting &Zhang Qiujie 2012). Hong Zaoqing (2013) believes that teachers ' professional growth inherently includes the logical process of three factors : identification, cultivation and development. Identification is teachers ' understanding and emotional attitude towards teachers ' profession gradually formed in the process of education growth and education practice. Cultivation refers to the process that teachers gradually form good professional habits and behaviors through continuous and systematic professional experience and introspection. Development is the continuous generation and development of teachers ' professional quality. These three internal factors must be based on teachers ' correct cognition of themselves. The negative effect caused by the deviation of attribution will have a significant hindrance to teachers ' correct understanding of themselves.

5.1 Reducing the internal driving force of teachers ' professional development

From a psychological point of view, ' internal drive ' is a kind of intermediary force. On the one hand, it is the condition of forming internal drive, on the other hand, it points to the influence of these conditions on behavior. The role of internal driving force is to stimulate the vitality of organisms. 'If you want the elder of the wood, you must fix its root ; if you want to flow far away, you must dredge its spring source. Promoting

teachers ' self-development at the root is crucial to their ' self-improvement drive '. To stimulate the internal driving force of teachers ' self-development to the maximum extent is the basis of promoting teachers ' self-development. The existence of attribution bias will make teachers unable to correctly understand their real professional competence. If a teacher with self-interest bias succeeds in teaching, he / she will conclude that the success stems from his/her excellent teaching skills and methods. If he / she fails in teaching, he / she will believe that it is impossible for them to change the bad situation even if they try hard to improve themselves.All of those self-deception thought will discourage teachers from seeking self-development.Teachers with self-inhibition bias are prone to believe that whether teaching is successful or not has nothing to do with their own ability, so when they succeed, they will not feel proud, when they fail, they will not feel guilty.Naturally they will not have the desire to improve themselves. According to Willian & Burden,there are three stages to form motivation to do something,those are,(1)Reasons for doing something,(2)Deciding to do something and (3)Sustaining the effort ,or persisting.According to this model,only by finding reasons for self-development first can teachers have the motivation to professional development.Attribution bias makes it difficult for teachers to find these reasons meanwhile impossible for them to form the motivation of development.Motivation belongs to indispensable part of teacher's internal driving force. Without the internal driving force of professional growth, teachers ' professional development cannot be talked about.

5.2 It is hard for teachers to select professional development paths.

Teacher-based teacher professional growth attaches importance to the subjective value of teachers themselves in professional growth and emphasizes teachers ' subjective consciousness. Attributional bias is bound to lead to teachers ' unclear understanding of themselves, and teachers cannot correctly evaluate the status quo of their own development, thus making the direction of professional growth blurred. As the master of professional growth, teachers can not only develop themselves through various trainings arranged by schools, but also can conduct self-improvement activities in the daily teaching process and those are also important ways of professional development. With the development of science and technology, the ways of teachers ' self-improvement have become diversified and attached.There are massive learning materials available on the Internet, Such as MOOC,online lectures,and teacher development workshop etc..However, if teachers do not have a clear understanding of themselves, they cannot independently choose the appropriate way of self-improvement to achieve professional development.

5.3 Reduce teachers ' self-efficacy

Self-efficacy refers to the degree of confidence that an individual can be competent for an activity. 'Self-efficacy is not only an individual 's pre-estimate of the future state of the activity he is about to perform. In fact, it directly affects the individual 's function in the process of performing this activity, thus constituting an internal reason for determining human behavior ' (Gao Shenchun 1998).A person's own perceptions or attributions for success or failure determine the amount of effort the person will expend on that activity in the future. It can be seen that teachers ' self-efficacy has a direct impact on education and teaching activities. Obviously, the high-performance sense of teachers in the teaching process to play the potential to improve the quality of teaching is obvious. Attributional bias, especially self-inhibiting attributional bias, is likely to frustrate teachers ' self-confidence, thus leading to acquisitive incompetence, reducing the enthusiasm of monitoring teaching activities, affecting the level of motivation, and resulting in a lack of self-efficacy. The lack of self-efficacy will inevitably lead to the decline of teachers ' professional identity, so the professional development of teachers is out of the question.

VI. Strategies for Teachers' Attribution Bias

6.1 Create a healthy external environment

In terms of schools, schools should create a healthy and benign teacher competition mechanism, dilute the competition with score as the only pursuit, and emphasize the cooperation between teachers. In the atmosphere of cooperation, harmonious interpersonal relationships, strong group cohesion, success or failure borne by the group together, personal pressure is light, teachers can focus on how to complete the teaching task, how to promote the development of students, rather than focus too much on the success or failure of the results and their own ability. In view of the self-restraint bias, the development-oriented process evaluation mechanism is implemented so that teachers can find a sense of accomplishment in many ways and reduce the failure experience. School evaluation of teachers often touch teachers ' self-esteem, and attribution is often derived from the maintenance of self-esteem. The evaluation mechanism of exam-oriented education will not only hurt students ' self-esteem, but also hurt most teachers ' self-esteem. Therefore, the school should reform the evaluation mechanism, comprehensively evaluate the teaching work of a teacher, scientifically and objectively evaluate teachers, and reduce the psychological pressure caused by evaluation on teachers.

6.2 Seek to self-improvement and overcome attribution bias

Teachers should form scientific educational concepts, respect students ' personality and subjectivity, find out the flash points on each student, and abandon prejudice. The core of modern education concept is to carry forward the subjectivity of students. When teachers improve the cultivation of modern education theory and determine the modern education concept, they will regard students as a potential, personalized and creative individual in development when attribution is carried out, and they can make appropriate explanations for the factors of students in the success or failure of teaching. When teachers can correctly view and analyze students with modern educational theory, they can often correctly view and analyze themselves. In addition, teachers should learn attribution theory, actively carry out attribution training, and form correct attribution consciousness. Attribution theory reveals the reason cognition of success and failure and its influence on subsequent teaching behaviors. If teachers understand the attribution theory, they can notice the positive or negative effect of success or failure attribution on teachers and students ' psychology and behavior, which helps teachers form the correct attribution tendency. When teachers form a correct attribution tendency, they can correctly understand themselves, clarify their strengths and weaknesses, generate the internal driving force of professional development, and choose the right professional development path, so as to improve their self-efficacy and gradually grow into more and more professional teachers in the process of continuous development and progress.The following are some possible strategies.

6.2.1 Use Kelly's three-dimensional attribution theory

According to Kelly's three-dimensional attribution theory, there are three types of information which people consider to determine which cause is relevant:1. Distinctiveness(Does this person behave this way in different situations?);2. Consensus(Does the person behave this way every time they encounter this situation?);3. Consistency. (Do others behave the same way in this situation?). Teachers should pay attention to the fact that when they do not perform well in daily teaching work, they should be good at using these three kinds of information to find the reasons, rather than blindly looking for the reasons from students or other external factors. Only by finding objective reasons can we treat students and themselves with a fair attitude. For example, after the final exam, teachers find that students' English test scores are not ideal, then teachers should consider the distinctiveness, consensus and consistency of this phenomenon when making attribution. Let's think about distinctiveness first. Are the students in this class not only bad in English, but also in Chinese and math? If so, teachers need to look to themselves for reasons. Is there something wrong with your teaching methods? Or is the classroom management not attentive and conscientious? If not, students' interest in learning and enthusiasm

should be concerned about. Second, consensus of this phenomenon. Is this the only class whose English scores are unsatisfactory? If yes, need to find the reason from the teacher and the students of this class, if not that it is objective factors such as the difficulty of the paper caused by. Finally, consider consistency. Do students do poorly on every test or just once? If every time is not ideal, it must be from the teachers themselves to find the reason. In a word, the emergence of a problem is always influenced by multiple reasons, subjective and objective, internal and external. Teachers must make a comprehensive analysis of various factors in order to correctly attribute, so as to find a correct solution. Teachers must have an objective and scientific understanding of themselves and their students if they want to make progress and development.

6.2.2 Use the role reversal method

Role reversal refers to a method in which the observer and actor of psychological attribution swap roles and think from the perspective of the other party to eliminate the psychological attribution bias. For the reasons of students' learning failure, if teachers can look at the problem from the students' point of view, they can understand students more and improve improper teaching methods. If students can analyze problems from the teacher's point of view, they can do more introspection on their own learning behavior, so as to generate motivation for learning.For the good achievements of other colleagues, teachers should not attribute them to their innate intelligence, or good family background, or more learning opportunities provided by leaders, but should explore their advantages and learn from them. Only in this way can teachers learn from each other and get their own growth.

6.2.3 Use emotional transference

Teachers should give emotional help to students with learning difficulties. Be honest with them, forget about their past, and guide them to relax. At the same time, teachers should pay attention to their shining points, give timely guidance, guide them to try and actively participate in learning activities step by step. Attribute students' success to internal and stable factors (such as strong ability, efforts, etc.) to enhance their self-esteem and self-confidence, and attribute the failure to external and unstable factors (such as bad luck, difficult examination questions, etc.), so that they believe that they can achieve success after efforts.For the problems encountered in the teaching process, teachers should also believe that all the problems can be solved, and the bad situation can be changed.High self-efficacy allows teachers to freely cope with stress and avoid job burnout.

VII. Conclusion

Teachers need the joint efforts of the state, society, schools and individuals to seek professional development. We all know that the internal cause is the root cause. Teachers themselves must form the awareness of self-improvement first and then have the impetus to act upon it . Learning to reflect and attribute correctly is the first step for teachers to establish a correct concept of self development. The inhibitory effect of attribution bias on teacher growth is self-evident. In life, we often see many teachers, spent a lifetime in teaching, but with very little improvement on their teaching ability.If you step into their class ,you will find that they are teaching with methods of 2 decades ago.They have no idea of how to use the advanced teaching equipment and they have little interaction with students. For these teachers, every day ' s work is repeated.they have low sense of achievement and low self efficacy.Eventually they are easy to become occupational burnout.Positive self-reflection and correct attribution will not allow them to teach in this way. Therefore, it is very important for teachers to learn self-reflection, overcome attribution bias and form a scientific and systematic view of education.

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