EFL Instructors' Self-efficacy as Predictor of Students' Learning Outcomes: An Exploratory Study at Shaqra University

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Abstract

This quantitative study explores the relationship between Saudi English as a Foreign Language (EFL) instructors' self-efficacy beliefs and their teaching practices. A sample of 12 EFL instructors from Shaqra University participated in the study, completing questionnaires that assessed their self-efficacy beliefs and current teaching practices. The results indicate a significant correlation between instructors' overall self-efficacy beliefs and the use of student-centered teaching practices that enhance EFL interaction. Further analysis was conducted on the three sub-dimensions of instructors' self-efficacy, namely instructional strategies, student engagement, and classroom management. These sub-dimensions served as predictors of instructors' self-efficacy, suggesting that instructors with higher self-efficacy beliefs were more likely to employ effective instructional strategies, promote student engagement, and effectively manage their classrooms. Importantly, the study also identified a reciprocal relationship between self-efficacy beliefs and teaching practices; instructors' accumulated experience with specific instructional strategies, student engagement techniques, and classroom management both influenced and were influenced by their self-efficacy beliefs.

Keywords: instructors' self-efficacy, instructional strategies, student engagement, classroom management.

Introduction

Teacher self-efficacy refers to a teacher's confidence in their own capacity to effectively plan and implement the necessary actions to effectively accomplish certain educational goals in particular settings (Alibakhshi et al., 2020). Teacher self-efficacy has gained significant recognition as a critical factor that influences teachers' actions in the classroom and ultimately impacts student outcomes (Bandura, 1997; Tschannen-Moran & Woolfolk Hoy, 2001). It has consistently been a key determinant in the field of instruction over the course of the past two decades (Cakiroglu, 2008). As such, teacher self-efficacy can be defined as teachers' belief in their capability to bring about desired learning outcomes and their ability to effectively perform their teaching tasks (Akyol, 2016; Zee & Koomen, 2016). This belief is shaped by various factors such as past experiences, professional training, and personal characteristics. Understanding and examining teacher self-efficacy is particularly important in the context of EFL classrooms, which present unique challenges for teachers including instructional strategies, student engagement, and classroom management (Mehmood, 2019). These challenges magnify the significance of teacher self-efficacy in the EFL classroom.

Teachers who possess a strong belief in their instructional strategies and classroom skills as well as their capacity to engage students effectively are likely to be more motivated, proactive, and persistent in their teaching practices (Tschannen-Moran & Woolfolk Hoy, 2001). Consequently, these teachers are more likely to create a positive learning environment, foster student engagement, and ultimately enhance students' learning outcomes. Despite the recognized importance of teacher self-efficacy, previous research on EFL classroom contexts has primarily focused on student outcomes, instructional strategies, and curriculum design, with limited attention given to the role of teacher self-efficacy within these contexts.

Given the importance attributed to the self-efficacy beliefs held by EFL instructors and their potential ramifications for students' academic accomplishments, it is of considerable importance to undertake this study to shed light on the underlying factors that contribute to the formulation and cultivation of self-efficacy beliefs among EFL instructors at Shaqra University. Furthermore, another aim is to scrutinize the potential consequences of these self-efficacy beliefs on the instructional methodologies employed by EFL instructors. In order to achieve these aims, the study draws upon Bandura's social cognitive theory (1997) as a theoretical framework. Moreover, the study seeks to evaluate the extent to which instructors' perceived levels of self-efficacy influence their instructional practices and subsequently have an impact on the learning outcomes of their students.

Literature Review

Teacher self-efficacy is a critical factor that can either enhance or hinder the learning process. Exploring the existing literature surrounding these factors is crucial for understanding their correlation with teacher self-efficacy and, consequently, students' learning outcomes. This literature review focuses on the dimensions of instructional strategies, student engagement, and classroom management, and investigates the predictive role of EFL instructors' self-efficacy in facilitating positive learning outcomes. Conducting a thorough examination of the existing research in this area provides a comprehensive understanding of the relationship between these components, consequently illuminating effective instructional practices and strategies to optimize language learning in EFL contexts.

Teacher Self-efficacy and Instructional Strategies

The examination of the correlation between EFL teachers' self-efficacy in implementing various instructional strategies and their students' learning outcomes has been a subject of interest within the field of language education. The adoption of

appropriate teaching methods is vital to engage students, promote active learning, and facilitate language acquisition (Artino, 2012). Effective EFL instructors employ diversified instructional techniques, such as task-based learning, communicative language teaching, and technology-mediated instruction, to cater to students' diverse learning styles and needs (Klassen & Chiu, 2011; Shaukat & Iqbal, 2012).

This complex relationship has caught the attention of researchers aiming to uncover the extent to which teachers' beliefs in their abilities to effectively employ instructional strategies influence their students' learning progress. Numerous studies have explored the significance of teachers' self-efficacy in relation to instruction and its impact on students' learning outcomes. Holzberger et al. (2013) investigated the mutual influence of instructors' self-efficacy and quality of instruction and employed a research plan that included employing a self-reported assessment for assessing instructors' self-efficacy. Additionally, instructor and learner evaluations were used for assessing the quality of instruction, specifically focusing on cognitive engagement, classroom management, and personal instructional support for learners. The study found some evidence supporting a relationship between instructors' self-efficacy beliefs and instructional features. In another study, Shi (2018) investigated the self-efficacy beliefs of English Learners (ELs) in a U.S. university context via the use of a survey, interviews, and focus group discussions. The findings revealed that self-efficacy was shown to be associated with factors such as the age of ELs, duration of English language learning, country of origin, and prior educational attainment. Nevertheless, they showed a deficiency in their confidence and self-efficacy when it came to acquiring knowledge in academic subjects. Additionally, they had difficulties while attempting to use academic language. The ELs in this study identified effective instructional strategies closely related to self-efficacy, including

social modeling, social persuasion, motivating feedback, group work, and participatory evaluation approaches.

Furthermore, Poulou et al. (2019) examined the relationship between teachers' beliefs of self-efficacy and their teaching practices, highlighting that self-efficacy is among the limited number of personal traits that may accurately predict teacher behavior. They investigated teachers' opinions of their own self-efficacy and their actual teaching and behavioral management techniques. This was done using the Classroom Strategies Assessment System (CSAS). A total of fifty-eight Greek instructors participated in the study. They were required to complete the Teacher Sense of Efficacy Scale (TSES) and were then examined by independent observers using the CSAS. Substantial differences were discovered between instructors' reported self-efficacy and raters' assessments specifically in the area of instructional techniques. Finally, Alibakhshi et al. (2020) examine the outcomes of instructors' teaching self-efficacy. The data were gathered by conducting semi-structured interviews with 20 EFL instructors. The findings revealed that self-efficacy has distinct ramifications in three areas: educational, learner-related, and psychological. Every outcome is comprised of many divisions. The findings indicate that a strong sense of self-efficacy has a significant impact on instructors' instructional methods, learners' motivation, and academic performance. It also impacts instructors' psychological well-being, and work satisfaction.

Teacher Self-efficacy and Student Engagement

Another crucial factor influencing EFL teaching self-efficacy is the question of how EFL teachers' beliefs in their own capabilities to effectively engage students in the learning process impacts students' academic performance has gained significant attention. Student involvement is a crucial process that goes beyond mere outcomes, such as grades. It encompasses the active participation and engagement of students in the learning process,

which has been consistently recognized as a significant factor in achieving positive learning outcomes (Carver et al., 2021). Recognizing this importance, researchers have delved into understanding the influence of teacher-related characteristics, particularly self-efficacy, on students' involvement in learning (e.g., Dewaele and Li, 2021; Huang & Wang, 2023; Jiang & Zhang, 2021; Lauermann & Berger, 2021; Zheng, 2021).

Within the field of EFL instruction, several studies have investigated the correlation between instructors' self-efficacy in engaging students and developing their academic achievements. It has been established that instructors' behaviors and strategies greatly impact student involvement in the classroom (Rocca, 2010; Skinner & Belmont, 1993). Students perceive their instructors as catalysts for their own active participation, and this perception influences their level of engagement with the subject matter. Therefore, understanding the impact of instructors' self-efficacy beliefs on student engagement is vital, acknowledging the crucial role instructors play in fostering students' engagement.

Research by Van Uden et al. (2014) has shown that teachers' self-efficacy beliefs positively influence their emotional attitude towards students, leading to increased student engagement. Additionally, effective instructors, as suggested by Sarfo et al. (2015), demonstrate qualities such as perseverance and exertion, motivating students to actively participate. Papa (2015) conducted a study that identified temporal fluctuations in teacher self-efficacy and their significant influence on students' academic engagement and performance. It was observed that students' perception of the instructor's teaching self-efficacy directly impacted their level of engagement in the course. Furthermore, McDavid et al. (2018) investigated how instructors' self-efficacy influences their students' academic engagement, as perceived by the teachers themselves. The results indicated a positive correlation between instructors' perceived self-efficacy and students' academic engagement. Participants considered the

instructor's perception of self-efficacy as a key factor influencing the students' level of engagement.

In a comprehensive study, Lauermann and Berger (2021) explored the connections among instructors' self-efficacy, responsibility, autonomy-supportive teaching, and student motivation in terms of emotional, behavioral, and cognitive engagement. The findings revealed that instructors' motivating beliefs significantly predicted their endorsement of autonomy-supportive teaching, which, in turn, had a direct impact on students' level of participation. Although the study did not find significant indirect impacts on student engagement through instructor-reported instructional practices, the extent to which instructor-reported teaching methods aligned with students' perception was deemed crucial in understanding the link between instructors' self-efficacy beliefs and student outcomes. Similarly, Huang and Wang (2023) investigated the impact of instructors' self-efficacy on university students' academic performance, specifically examining how academic self-efficacy and student engagement mediate this relationship. The results indicated that the level of instructors' self-efficacy and support significantly influenced students' academic progress. This impact was further mediated by students' academic engagement, indicating the sequential nature of the relationships.

Teacher Self-efficacy and Classroom Management

The self-efficacy of EFL teachers in managing their classrooms holds a significant role in facilitating student learning. This particular aspect of teacher self-efficacy has been the subject of extensive research. According to Tschannen-Moran and Hoy (2007), teachers who have a greater degree of self-efficacy in the area of classroom management often exhibit more competent management abilities. In addition to this, they are more likely to demonstrate a higher level of instructional quality (Holzberger et al., 2013), to develop lessons that are both stimulating and challenging (Deemer, 2004), to implement

classroom management and instructional methods that encourage student autonomy, and to effectively maintain student focus (Chao et al., 2017). By investigating the relationship between EFL teachers' self-efficacy in classroom management and their students' learning outcomes, scholars have sought to shed light on the crucial interplay between teacher self-efficacy and student achievement.

As described by Miller et al. (2017), the idea of teacher self-efficacy in classroom management is an intrinsic component of teacher overall self-efficacy. This specific component focuses on the ideas that instructors have on their capacity to effectively create and execute techniques that foster an atmosphere that is helpful and favorable to learning. According to the findings of a study carried out by Woolfolk and Hoy (1990), there is a connection between student accomplishment and teacher self-efficacy in classroom management. Further research has consistently supported the concept that teachers' confidence in their own ability to successfully manage their classrooms are substantially connected with obtaining favorable results in terms of classroom management. Another study conducted by Reddy et al. (2013) examined the impact of elementary school teacher self-efficacy on classroom management practices and its subsequent effects on student engagement. Through a quantitative analysis of survey responses from teachers and their students, the researchers found a strong positive correlation between high levels of teacher self-efficacy and increased student engagement in the classroom. Moreover, they discovered that higher levels of student engagement were associated with improved learning outcomes.

A study that was carried out by Dicke et al. (2014) explored the influence that teacher self-efficacy had on their ability to manage classes appropriately. The study findings showed that if teachers have lower levels of self-efficacy in the management of the classroom, it often results in emotional tiredness that is brought on by disturbances that occur inside the

classroom. In a similar line of research, a study by Lazarides et al. (2020) explored how contextual factors influenced the relationship between classroom management self-efficacy and teacher-reported classroom management. The study covered the period from before individuals became qualified teachers until mid-career. The findings revealed a favorable correlation between teacher self-efficacy in classroom management and their perception of classroom management, especially in the early stages of their career. The correlation between self-efficacy and classroom management throughout the early to mid-career stage was influenced by the excessive pressures experienced during the early career phase.

As such, the self-efficacy of teachers in the area of classroom management is a crucial component of teachers' total self-efficacy. The efficiency of their planning and implementation tactics that produce an ideal learning environment is largely determined by this factor. Teachers who have greater levels of self-efficacy in the area of classroom management are more likely to display good classroom management skills, encourage student autonomy, and keep students focused, which ultimately leads to favorable results in terms of student achievement.

Method and Procedure
Participants

The study was conducted at Shaqra University in Saudi Arabia and involved a sample of 12 EFL instructors. The participants were selected from the university's pool of EFL instructors based on their availability and willingness to participate in the study. The first section of the questionnaire administered to the participants collected their demographic information. This included data such as age, gender, educational background, teaching experience, and English proficiency level. By gathering this information, the researcher aimed to provide a contextual understanding of the participants and how their

backgrounds might relate to their self-efficacy beliefs and teaching practices. Through the self-efficacy questionnaire, the researcher captured data on instructors' demographics as well as their self-efficacy beliefs and current teaching practices related to instructional strategies, student engagement, and classroom management. The information obtained from these participants allowed for a comprehensive examination of the relationship between EFL instructors' self-efficacy beliefs and their teaching practices, specifically in relation to the impact on students' learning outcomes.

The Self-efficacy Questionnaire

The questionnaire employed in this study is adopted from the works of Woolfolk Hoy (2001) as well as Dellinger et al. (2008). Notably, it comprises three distinct subsections aimed at capturing relevant data. The first section is geared towards gathering instructors' demographics. This serves to provide contextual information about the participants, allowing for a comprehensive understanding of the study's findings. The second and third sections capture self-efficacy dimensions among the instructors. In the second section, the instructors were requested to rate their self-efficacy dimensions on a 5-point Likert scale. This scale provides accurate responses, ranging from 1 – indicating an absolute inability to perform a given skill, to 5 – signifying a high level of certainty and proficiency in performing the skill. Furthermore, the instructors were prompted to report the frequency with which they engage in teaching practices related to each of the three sub-dimensions of self-efficacy: instructional strategies, student engagement, and classroom management.

The questionnaire is structured in a manner that allows for precise categorization of the data collected. A total of 21 items are meticulously distributed across three sub-dimensions. The first sub- dimension, encompassing eight items, focuses on instructional strategies. Here, teachers provide insights into their level of self-efficacy in utilizing specific instructional methods,

thereby shedding light on their confidence and competence in this domain. The second sub-dimension, designed with a set of seven items, delves into student engagement. Through this sub-dimension, the instructors were prompted to assess their skills in motivating and engaging students in the context of English language learning. This dimension is essential, as it sheds light on the instructors' ability to facilitate meaningful and interactive classroom experiences. Finally, the third sub-dimension, comprising six items, revolves around classroom management practices. Here, the instructors were encouraged to critically evaluate their effectiveness in managing the classroom atmosphere and student behaviors. This sub-dimension is integral to the overall questionnaire, as it provides insights into the instructors' ability to create a conducive learning environment and maintain a healthy student-instructor relationship.

Results and Discussion

A Descriptive Statistics test was run to examine the instructors' perceptions of their classroom management skills. Table 1 manifests the test results on the dimension of instructors' instructional strategies.

Table 1

EFL Instructors' Perceptions of their Self-efficacy in Instructional strategies

Instructional strategies	Minimum	Maximum	Mean	SD
1. I can provide students with an alternative explanation/example when they are confused.	2.00	5.00	3.87	.62
2. I can use a variety of assessment strategies.	3.00	5.00	4.15	.60
3. I can adjust teaching/learning activities as needed.	3.00	5.00	3.91	.59
4. I can accurately deliver content knowledge to students.	2.00	5.00	4.11	.64
5. I can provide students with specific feedback about their learning.	2.00	5.00	3.70	.79
6. I can solicit a variety of good questions throughout the lesson.	3.00	5.00	4.33	.76
7. I can implement teaching methods/materials that accommodate students' individual differences.	2.00	5.00	3.83	.74
8. I can communicate to students the specific learning objectives and outcomes of the lesson.	1.00	5.00	3.89	.92

The findings of the statistical analysis indicated that the instructors expressed a high level of self-efficacy in their utilization of instructional strategies (M=3.97). Notably, the participants exhibited a remarkable level of confidence in their ability to employ a diverse range of effective questioning techniques throughout their lessons (M=4.33). It is widely acknowledged that instructional strategies play a pivotal role in the successful delivery of a class. The high self-efficacy

demonstrated by the participants is indicative of their acute awareness of the significant impact these strategies have on their teaching performance and the learning outcomes of their students.

To provide a more comprehensive evaluation of the instructional strategies, it is essential to delve into a detailed examination of each strategy. Regarding the ability to provide students with alternative explanations or examples when they experience confusion, the participants reported a moderately high mean score of 3.87 (SD=.62). This indicates a satisfactory level of perceived self-efficacy in this particular strategy. In terms of utilizing a variety of assessment strategies, the participants displayed a relatively high mean score of 4.15 (SD=.60). This suggests a strong belief in their abilities to employ diverse methods of evaluating student progress. Furthermore, the participants expressed a mean score of 3.91 (SD=.59) in their ability to adapt teaching and learning activities as necessary. This signifies a satisfactory perceived self-efficacy in this instructional strategy. With regard to accurately delivering content knowledge to students, the participants reported a high mean score of 4.11 (SD=.64), indicating a strong belief in their competence in this area.

In terms of providing students with specific feedback about their learning, the participants exhibited a moderately high mean score of 3.70 (SD=.79). This suggests a satisfactory level of perceived self-efficacy in this instructional strategy. Regarding the ability to solicit a variety of good questions throughout the lesson, the participants expressed a significantly high mean score of 4.33 (SD=.76) in this instructional strategy. This indicates a strong belief in their capacity to engage students through thought-provoking questioning. In relation to implementing teaching methods and materials that accommodate students' individual differences, the participants reported a moderately high mean score of 3.83 (SD=.74), which signifies a satisfactory

level of perceived self-efficacy. Finally, in terms of effectively communicating the specific learning objectives and outcomes of the lesson to students, the participants expressed a moderately high mean score of 3.89 (SD=.92), indicating a satisfactory level of perceived self-efficacy in this instructional strategy.

These finding are in line with previous research. For example, Papa (2015) found that EFL instructors also displayed a strong belief in their ability to provide students with alternative explanations or examples when they experience confusion. This demonstrates consistency in the perceived self-efficacy of this instructional strategy across different contexts. Furthermore, Reddy et al. (2017) investigated integration of formative assessment and instructional coaching. Their findings indicated a high level of perceived self-efficacy in this area, which aligns with the current study's results. In terms of adapting teaching and learning activities as necessary, Poulou (2017) conducted a similar study and reported a satisfactory level of perceived self-efficacy among EFL instructors. This supports the findings of the current study and suggests that EFL instructors generally believe in their abilities to adapt instructional strategies to meet students' needs. Similar results were also found in studies conducted by Alibakhshi et al. (2020) and Orakcı et al. (2023). Both studies found that EFL instructors expressed a high level of perceived self-efficacy in accurately delivering content knowledge and providing specific feedback about students' learning. Additionally, Ismail et al. (2023) investigated EFL instructors' perception of their self-efficacy in soliciting good questions throughout the lesson. Their findings align with the current study, indicating that EFL instructors generally believe in their capacity to engage students through thought-provoking questioning.

Table 2

EFL Instructors' Perceptions of their Self-efficacy in Student Engagement

Student engagement	Minimum	Maximum	Mean	SD
1. I can use teaching methods to motivate students with low interest in learning English.	2.00	5.00	3.89	.67
2. I can maintain high levels of student engagement in learning tasks.	3.00	5.00	4.13	.48
3. I can help my students value learning English.	2.00	5.00	3.70	.80
4. I can motivate students to perform to their fullest potential.	1.00	5.00	4.02	.58
5. I can clarify student misunderstandings or difficulties in learning.	1.00	5.00	3.90	.67
6. I can provide a positive influence on students' academic development.	2.00	5.00	4.02	.72

Table 2 shows the participants' perceptions of their self-efficacy in student engagement, focusing on six distinct items. The first item evaluates their ability to employ teaching methods that can motivate students with low interest in learning English. The mean value indicates that the instructors generally perceive themselves to be efficient in this aspect, with an average rating of 3.89. The standard deviation of 0.67 suggests a moderate level of variability among the instructors' perceptions regarding their self-efficacy in using teaching methods to motivate low-interest students. Moving on to the second item, which delves into the instructors' self-efficacy in maintaining high levels of student engagement during learning tasks and instilling a sense of confidence in students' abilities to excel in English. The mean value of 4.13 indicates that, on average, EFL instructors perceive themselves to be highly efficient in this regard. With a relatively low standard deviation of 0.48, it can be inferred that there is a fair amount of agreement among the instructors regarding their self-efficacy in maintaining student engagement. Furthermore,

the third item explores the instructors' perception of their ability to guide their students in valuing the process of learning English. With an overall mean rating of 3.70, it can be inferred that the instructors generally perceive themselves to be moderately effective in fostering their students' appreciation for learning English. The standard deviation of 0.80 suggests a notable degree of variability in the instructors' self-efficacy perceptions of helping students value learning English.

According to the mean score of 4.02 for the fourth item, which assesses the instructors' ability to motivate students to achieve their fullest potential, they perceive themselves as highly efficient in motivating their students. The standard deviation of 0.58 indicates a moderate level of agreement among the instructors regarding their self-efficacy in this aspect. Item 5 analyses the belief that instructors have in their ability to clarify student misunderstandings or difficulties encountered during the learning process. The calculated mean score of 3.90 indicates that instructors possess a moderate to high degree of self-efficacy. Furthermore, the sixth item examines the instructors' perception of their ability to positively impact students' academic development. Based on the mean value of 4.02, it can be inferred that most instructors hold a strong belief in their own ability to significantly contribute to the academic development of their students. A moderate level of variability is observed in the instructors' self-efficacy perceptions regarding their ability to positively impact students' academic development, as indicated by the standard deviation of 0.72.

These findings are in line with prior research; for instance, Papa (2015) confirmed the first item in Table 2 by showing that EFL instructors generally perceive themselves to be effective in motivating students with low interest in learning English. Similarly, Lekwa et al. (2018) discovered that EFL instructors have a strong self-efficacy belief in maintaining high levels of student engagement, supporting the results of the second item.

Moreover, Gale et al. (2021) reported that EFL instructors play a crucial role in helping students value learning English and developing their language skills, reinforcing the findings of the third item. In addition, Barni et al. (2019) found that EFL instructors have a significant impact on motivating students to perform at their fullest potential, which is in line with the results of the fourth item. Lastly, Eells (2011) highlighted the positive influence that EFL instructors have on students' academic development.

Table 3

EFL Instructors' Perceptions of their Self-efficacy in Classroom Management

Classroom Management	Minimum	Maximum	Mean	SD
1. I can maintain a positive classroom climate of courtesy and respect.	2.00	5.00	4.13	.56
2. I can maintain an environment in which students work cooperatively.	3.00	5.00	4.28	.52
3. I can manage student discipline and control disruptive behaviour.	2.00	5.00	3.88	.71
4. I can establish a classroom management system with each group of students.	2.00	5.00	4.06	.60
5. I can create an atmosphere that encourages students to use English freely in class.	4.00	5.00	4.74	.43
6. I can effectively use allocated time for various activities and manage routines and procedures.	3.00	5.00	4.15	.59

Table 3 presents an analysis of self-efficacy in classroom management across six distinct items. The first item, for instance, evaluates the participants' perceptions of their ability to foster a positive classroom climate characterized by courtesy and respect. The mean score for this item indicates a moderately high level of self-efficacy among instructors, with a mean score of 4.43 (SD = .56). These findings suggest that instructors generally have confidence in their ability to create an environment conducive to respectful student interactions. Moving on, the second item

focuses on instructors' perceptions of their ability to establish an environment where students work cooperatively. The average score indicates a relatively high level of self-efficacy in this area, with a mean score of 4.28 (SD = .52). These results suggest that instructors are confident in their ability to foster collaborative work among their students. Item 3 focuses on the instructors' perceptions of their competence in managing student discipline and control disruptive behavior. The mean score for this item indicates a moderate level of self-efficacy in this aspect, with a mean score of 3.88 (SD = .71). Thus, it appears that instructors may encounter some challenges in effectively handling discipline issues and disruptive behavior in the classroom.

The fourth item assesses the instructors' perceptions of their ability to establish a classroom management system within each student group. The average score suggests a relatively high level of self-efficacy, with a mean score of 4.06 (SD = .60). This indicates that instructors generally feel confident in their ability to establish effective systems tailored to the unique needs of different student groups. Continuing, item 5 explores instructors' perceptions of their ability to create an atmosphere that encourages students to freely use English in class. The average score reveals a high level of self-efficacy in this aspect, with a mean score of 4.74 (SD = .43). This suggests that instructors possess a strong belief in their capacity to foster an English-speaking environment that promotes active student engagement. Finally, item 6 evaluates instructors' perceptions of their ability to effectively manage allocated time for various activities and establish routines and procedures. The average score indicates a moderately high level of self-efficacy in this area, with a mean score of 4.15 (SD = .59). This implies that instructors generally feel competent in managing time effectively and establishing structured routines and procedures.

These findings align with previous studies that have also found high levels of self-efficacy among instructors in these

areas. For example, research has consistently shown that positive classroom environments characterized by courtesy and respect are associated with higher levels of student engagement and achievement. Instructors who believe in their ability to foster a positive climate are more likely to establish strong relationships with their students and create an environment conducive to learning (Moe, 2016). Similarly, instructors' self-efficacy in promoting cooperative work aligns with research that emphasizes the importance of collaboration and teamwork in the classroom (Goddard et al, 2015). When instructors feel confident in their ability to facilitate group work and encourage students to work together, this enhances students' social and cognitive development. Furthermore, the findings regarding instructors' self-efficacy in establishing management systems, creating English-speaking environments, and managing time effectively are consistent with previous studies (e.g., Chao et al., 2017; Korpershoek et al., 2016). Instructors who believe in their capacity to establish effective systems, promote language use, and manage time and routines efficiently are better equipped to provide structured and engaging learning experiences for their students.

However, the moderate self-efficacy scores for item 3, which focuses on managing student discipline and disruptive behavior, suggest that instructors may encounter challenges in this aspect. This is consistent with previous research that has highlighted the difficulties instructors face in managing discipline issues effectively (Dicke et al., 2014). It is important for instructors to receive support and professional development opportunities to enhance their skills in managing student behavior.

Conclusions and Implications

The results of this exploratory study at Shaqra University indicate that EFL instructors generally possess moderate and high levels of self-efficacy in their utilization of instructional strategies, student engagement, and classroom management. Specifically, the instructors exhibited confidence in their ability to employ a diverse range of effective instructional strategies, such as questioning techniques, providing alternative explanations or examples, utilizing various assessment strategies, adapting teaching and learning activities, delivering content knowledge, providing specific feedback, and communicating learning objectives and outcomes. These findings are consistent with previous research (e.g., Alibakhshi et al., 2020; Poulou et al., 2019; Shi, 2018) and highlight the importance of EFL instructors' self-efficacy in effectively implementing instructional strategies and enhancing student learning outcomes.

In terms of student engagement, the instructors expressed a high level of self-efficacy in motivating students with low interest in learning English, maintaining high levels of student engagement, guiding students in valuing the process of learning English, motivating students to perform to their fullest potential, clarifying student misunderstandings or difficulties, and exerting a positive influence on students' academic development. These findings align with previous studies by Carver et al. (2021), Dewaele and Li (2021), and Huang and Wang (2023) that emphasize the crucial role EFL instructors play in motivating and inspiring students to excel in their language learning journey.

Regarding classroom management, the instructors demonstrated moderate and high levels of self-efficacy in fostering a positive classroom climate, establishing cooperative work among students, managing student discipline and disruptive behavior, establishing classroom management systems, creating an English-speaking environment, and managing time

effectively. These findings are supported by previous research conducted by Chao et al. (2017), Lazarides et al. (2020), and Miller et al. (2017) that underscores the significance of instructors' self-efficacy in creating a positive and structured learning environment.

However, it is important to note that EFL instructors may face difficulties in effectively overseeing student discipline and addressing disruptive behavior in their classrooms. This notion is supported by the moderate self-efficacy scores in this specific domain, signifying that EFL instructors may not feel entirely confident in handling such situations. This finding underscores the necessity for continuous support and provision of professional development opportunities for EFL instructors to upgrade their competencies in managing student behavior. By partaking in ongoing support and professional development activities, EFL instructors can strengthen their abilities in promoting orderly and well-regulated learning environments, ultimately benefiting both themselves and their students.

Overall, this study provides valuable insights into the perceived self-efficacy of EFL instructors at Shaqra University in relation to instructional strategies, student engagement, and classroom management. The findings suggest that EFL instructors generally possess a satisfactory level of perceived self-efficacy in these areas, which can have significant implications for enhancing student learning outcomes. The results reinforce the importance of supporting and empowering EFL instructors through professional development programs and resources that focus on enhancing their self-efficacy beliefs and skills in instructional strategies, student engagement, and classroom management. By bolstering instructors' confidence in these areas, educational institutions can contribute to improving the quality of English language education and ultimately fostering students' linguistic development and academic achievement.

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