



INVESTIGATING EFL VIETNAMESE TEACHERS' PERCEIVED LEVELS OF SELF-EFFICACY IN THE ENGLISH LANGUAGE CLASSROOM

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Abstract:

Given the paramount importance of teachers' self-efficacy in educational settings, the current study explores how Vietnamese EFL teachers perceive their own levels of self-efficacy in teaching English. To achieve this goal, the author employed a quantitative research method, utilizing a questionnaire for data collection from a population of 135 EFL teachers at universities in the Mekong Delta, Vietnam, who were invited to participate in an online survey of this work. A five-point Likert scale questionnaire was adopted, including 24 items investigating three dimensions of self-efficacy, namely students' engagement, instructional strategies, and classroom management. The author used descriptive statistics run by applying SPSS version 24 to analyze this data. The results revealed a tendency toward higher self-efficacy levels in the instructional strategies dimension than in classroom management and student engagement. Some recommendations and limitations are provided to support future studies in this area.

Keywords: self-efficacy, perception, EFL Vietnamese teachers

1. Introduction

Teachers are widely recognized as the cornerstone of educational milieus, as they are responsible for managing and organizing the classroom, planning and delivering instruction, and monitoring and evaluating students' progress and potential (Mehdizadeh *et al.*, 2023; Adrian & Agustina, 2019; Stronge, 2007). Thus, several teacher-related factors and traits have a considerable impact on student outcomes (Olagbaju, 2020; King & Ng, 2018; Safari *et al.*, 2020). This perspective also emphasizes the importance of teaching practices, such as a teacher's approach to instruction and classroom behaviors, and how these factors contribute to student achievement (Alibakhshi *et al.*, 2020), as well as the quality of teaching and students' motivation (Xiyun *et al.*, 2022). Consequently, EFL

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teachers should meet the demands of various elements such as knowledge, abilities, attitudes, and teaching experience to enhance students' proficiency (Choi & Lee, 2018; Kheirzadeh & Sistani, 2018). As underscored by Mathew *et al.* (2017), the importance of the quality and success of education depends on the qualified teachers and their teaching methods.

Self-efficacy is one of the most crucial ideas that should be consistently promoted in educational settings. Bandura (1997) states that a person's belief in their own abilities, or self-efficacy, has a significant impact on their motivation, emotions, beliefs, and behavior. Bandura (2006) notes that the basis of self-efficacy is social cognitive theory, which emphasizes the development and use of human agency and action. According to Bandura (1993), people's viewpoints are influenced by a variety of elements, such as their degree of self-assurance and capacity to manage difficult circumstances, which in turn have an impact on their psychological health. As noted by Gan (2019), teachers' self-efficacy plays a vital role in shaping the effectiveness of instructional strategies used in second-language classrooms. Therefore, investigation into teachers' self-efficacy has experienced a remarkable and widespread growth on a global scale, indicating a significant surge in scholarly interest and attention dedicated to exploring the intricacies of educators' confidence in their abilities. Given the importance of teachers' self-efficacy in the classroom, proactive teachers take on difficult assignments, put in more time and effort to succeed, and persevere in the face of failure or unfulfilled objectives (Buric & Macuka, 2018). Effective teaching strategies are typically used in the classroom by teachers who have a high perception of their own abilities, which increases student engagement and improves academic achievement (Mojavezi & Tamiz, 2012; Mozaffari & Ghodratinia, 2015; Ipek *et al.*, 2018).

Hence, a vast array of studies from the Vietnamese context have been conducted in the interest of this variable as follows (Hoang & Wyatt, 2021; Hoang, 2018; Phan & Locke, 2015). Furthermore, to enrich the broad spectrum of the existing body of literature in this field, numerous international studies have explored the relationship between this variable and others, such as job satisfaction (Biçer, 2023; Caprara *et al.*, 2006; Fathi & Savadi Rostami, 2018; Kasalak & Dagher, 2020; Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2014), work engagement (Burić & Macuka, 2018; Chan *et al.*, 2020; Han & Wang, 2021; Xu & Jia, 2022), reflection (Babaei & Abednia, 2016; Fathi *et al.*, 2021; Han & Wang, 2021; Moradkhani *et al.*, 2017; Rahimi & Weisi, 2018), resilience (Heng & Chu, 2023), emotion regulation (Fathi & Derakhshan, 2019; Fathi *et al.*, 2021), well-being (Reppa *et al.*, 2023; Shao, 2023; Xiyun *et al.*, 2022), burnout (Ghasemzadeh *et al.*, 2019; Song, 2022), and emotional intelligence (Kostić-Bobanović, 2020). Although numerous studies have been conducted to examine teachers' perceptions of self-efficacy, few papers directly investigate the potential role of self-efficacy in using instructional strategies in the classroom (George *et al.*, 2018; Lap *et al.*, 2022; Liu *et al.*, 2021; Yilmaz, 2011) and classroom management online (Cho *et al.*, 2020; Durak & Saritepeci, 2017; Egeberg *et al.*, 2021). However, the investigation of teachers' deeper insights into levels of self-efficacy in the classroom has been limited in the context of EFL in Vietnam. Obtaining this information

will help educators better understand the challenges of teaching English in the classroom, identify effective solutions, improve student performance, refine teaching methods, and support a more equitable educational system. Against this backdrop, the current study aims to identify how Vietnamese EFL teachers perceive their levels of self-efficacy in teaching. To directly address this objective, the following research question was formulated:

Research Question 1: To what extent do Vietnamese EFL teachers perceive levels of self-efficacy in student engagement, instructional strategies, and classroom management in their teaching?

2. Literature review

2.1 Theoretical framework

Various theories have been proposed to have a fundamental understanding of the teachers' self-efficacy, as depicted below:

2.1.1 Teachers' self-efficacy

Given the importance of the concepts of teachers' self-efficacy in teaching quality over the past 30 years of education research, numerous scholars have drawn various perspectives of teachers' self-efficacy from previous works, as portrayed below:

In the teaching of context, self-efficacy is based on social cognitive theory. As articulated by Bandura (1997), self-efficacy is the individual's assessment of their capability to adapt and organize activities in order to attain their ultimate objectives. In accordance with social cognitive theory, the self-efficacy of teachers can be defined as an individual's confidence in their capability with regard to a considerable variety of main areas, namely organization, planning, and performance activities required to achieve specific educational objectives (Li, 2023). While, as noted by Skaalvik and Skaalvik (2014), teacher self-efficacy is precisely defined as a teacher's confidence in their capacity to fulfill teaching responsibilities up to a specified standard within specific circumstances. As written by Fathi *et al.* (2023), self-efficacy beliefs have a substantial impact on three significant areas, such as individuals' choices in activities, the degree of effort they invest, and their persistence in overcoming challenges. Moreover, as outlined by Tschannen-Moran and Hoy (2007), teachers' self-efficacy is considered their belief in their own capabilities, having a direct impact on the academic achievements of their students. As stated by Poulou (2017), teachers known for their elevated self-efficacy levels are generally acknowledged to create an environment conducive to forming robust connections with students. Consequently, their interactions often support positive behavioral development in students. In other words, Wyatt (2018) provided a definition of teaching self-efficacy for language instructors, stating that it pertains to their confidence in effectively fostering language acquisition. This confidence extends across various areas, namely cognitive, metacognitive, affective, and social dimensions, encompassing specific tasks, domains, and contexts within the teaching environment.

2.1.2 Levels of self-efficacy

In order to gain a deeper understanding of the various types of conceptualizations of teachers' self-efficacy in education research, a great number of frameworks of the studies have been utilized to assess the viewpoints of teachers' self-efficacy, as shown below:

A common conceptualization of teacher self-efficacy was written by Skaalvik and Skaalvik (2007), who proposed a model to evaluate teacher self-efficacy on the quality of teaching in education research, like the Norwegian Teacher Self-Efficacy Scale (NTSES). This model consisted of six significant components, namely instruction, adapting education to individual students' needs, motivating students, keeping discipline, cooperating with colleagues and parents, and coping with changes and challenges. Another conceptualization has been employed in alternative frameworks to evaluate the instructional quality of classrooms and teaching environments. This approach establishes connections with a broader body of research, exemplified by the CLASS system, which incorporates dimensions such as emotional support, instructional support, and classroom organization (La Paro *et al.*, 2004). In light of the significance of this model of interest in research, numerous studies have employed it as a framework to evaluate teachers' self-efficacy related to classroom teaching quality (Allen *et al.*, 2011; Gregory *et al.*, 2014; Pianta *et al.*, 2008). The last conceptualization of teacher self-efficacy is in the literature review of interest in this current research. Tschannen-Moran and Woolfolk Hoy (2001) introduced a multifaceted model for assessing teachers' self-efficacy encompassing three specific areas: instructional strategies, classroom management, and student engagement. The paramount importance of this model has been widely applied as a theoretical framework by researchers to examine EFL teachers' perceptions and practices in teachers' self-efficacy in their classroom (Heng & Chu, 2023; Rahimi & Weisi, 2018; Scherer, 2016; Jamil, 2012). Hence, this current study adopted this model to measure teachers' self-efficacy in the EFL Vietnamese context to contribute to the body of literature in this field.

2.1.3 Student engagement

Student engagement plays a crucial role in social success (Mun & Ahmad, 2019) and academic achievement (Jang *et al.*, 2016). Furthermore, student engagement depends on a variety of elements, namely interaction, emotional quality, and active participation in the learning process (Dincer *et al.*, 2019) and collaboration among learners during task completion (Dao & McDonough, 2018). Teacher-student interaction promotes the formation of meaningful connections based on experience, constructive feedback, and tailored assistance (Hofkens & Pianta, 2022). However, student disengagement manifests itself in a variety of ways, including failure to complete assignments, difficulty maintaining attention, irregular attendance, behavioral issues, boredom, and a lack of interest in learning, and it may be linked to emotional challenges such as sadness, anxiety, frustration, and a reliance on superficial learning strategies (Fredricks *et al.*, 2019). As a result, effective knowledge transmission suffers, resulting in poor comprehension and a decreased capacity to persevere in academic endeavors. As a result, students may have

worse academic performance, more burnout, and a higher risk of dropping out of school (Skinner, 2016).

2.1.4 Instructional strategies

The efficiency of teaching strategies is an essential consideration in determining educational milieus, especially in English as a Foreign Language (EFL) classrooms. As defined by Hirumi (2013), instructional techniques are systematic exercises that promote learning and support numerous students to reach the goals of learning. Self-efficacy is a very important component of these approaches since it has a strong correlation with favorable student learning outcomes (Künsting *et al.*, 2016). Yang *et al.* (2018) support this viewpoint by demonstrating that teachers' beliefs in their own effectiveness are inextricably linked to the instructional methods they employ, emphasizing the significance of strong self-efficacy in shaping teaching practices that improve students' learning capacities and academic performance. The quality of instructional strategies directly affects the effectiveness of language teaching and, by extension, student achievement (Lauermann & Berger, 2022; Poulou *et al.*, 2019). Successful instructional approaches encompass a range of methods such as communicative language teaching, task-based learning, and technology-enhanced instruction, allowing educators to address the diverse needs and preferences of their students (Rahimi & Weisi, 2018).

2.1.5 Classroom management

Classroom management plays a crucial role in monitoring classroom events, which refers to maintaining teachers' continuous awareness of activities that may occur within the classroom (Gold & Holodyski, 2017). Chang (2013) highlighted that a teacher's perceived low efficacy in managing unfavorable classroom environments, such as student misbehavior, can lead to increased negative emotions (Keller *et al.*, 2014). Teaching can become increasingly complex as a result of a variety of classroom challenges, including managing student behavior, addressing diverse learning needs in mixed-ability groups, organizing instructional activities, interacting with parents, and coping with limited resources or overcrowded classrooms (Sarıçoban, 2010). As written by Frenzel *et al.* (2009), teachers who feel confident in their classroom management abilities are more likely to perceive their students as well-behaved. This sense of competence contributes to higher self-efficacy in managing the classroom, which not only lessens emotional strain—such as anger and anxiety—but also boosts overall job satisfaction. However, Egeberg *et al.* (2021) showed that effective classroom management is a multifaceted practice, encompassing the development of supportive teacher–student relationships, the setting of clear and high expectations, and the creation of meaningful opportunities for student engagement and participation.

2.2 Related studies

Nurpahmi (2017) revealed that positive EFL teacher talk enables learners to become more proactive members of the learning community within their specific classroom contexts.

According to Syamsu (2017), fostering higher levels of self-efficacy in EFL teachers at the outset of the teaching-learning process is essential for providing a stronger foundation that enables learners to develop their competencies fully. Similarly, Dewi *et al.* (2022) examined teachers' self-efficacy in teaching English as a Foreign Language (EFL) during the COVID-19 pandemic in online teaching English, and they identified a high self-efficacy in teaching EFL. Shao (2017) revealed that EFL teachers exhibited moderate self-efficacy concerning teaching strategies and techniques, classroom organization and management, and their efforts to foster students' affective attitudes and cultural awareness. As highlighted by Farangi and Rashidi (2022), Iranian EFL teachers demonstrated a strong sense of self-efficacy, which was reflected in their ability to ask pertinent questions, address difficult inquiries from students, assess student progress effectively, and provide alternative explanations and examples when learners faced difficulties. Numerous studies shed light on a growing research trend of studying self-efficacy of teachers as follows: Al-Fadley and Alghasab (2018) investigated the influence of teaching experience on EFL teachers' self-efficacy regarding classroom management, student engagement, and instructional strategies. The results of this study indicated that there were no significant differences in self-efficacy related to student engagement, classroom management, and instructional strategies, based on the teachers' years of experience. Furthermore, from the viewpoint of South Korean English teachers, Lee and Van Vlack (2018) found that teachers' emotions were linked to their classroom management self-efficacy. Specifically, enjoyment and, unexpectedly, anger were positively correlated with classroom management self-efficacy, while frustration showed a negative correlation. This suggests a notable connection between teachers' emotions and their sense of self-efficacy in classroom management.

3. Methodology

3.1 Participants

To achieve the current study's objective, 135 EFL teachers working at various universities in the Mekong Delta region of Vietnam were recruited. Participants were selected through convenience sampling based on their availability to the researcher. All participants held either a Bachelor's or a Master's degree in education, specializing in teaching English. Participation was entirely voluntary, and the confidentiality of all collected data was strictly maintained.

3.2 Instruments

To collect data for the research question, the author utilized a quantitative approach as the main method to examine the extent to which EFL Vietnamese teachers engage in the practice levels of teaching self-efficacy in their classroom. The questionnaire utilized in this study was adopted by Tschannen-Moran and Woolfolk Hoy (2001) to fit the context of Vietnamese EFL teachers. It contains 24 items based on a five-point Likert scale, ranging from 1 to 5, which means (1: Nothing; 2: Very little; 3: Some influence; 4: Quite a

bit; 5: A great deal) to assess teachers' engagement in the practice levels of teaching self-efficacy with three distinct segments that indicate the underlying dimensions of teachers' self-efficacy at the workplace, such as instructional strategies with a total of eight items, namely item 7, item 10, item 11, item 17, item 18, item 20, item 23, and item 24. (e.g., "How well can you respond to difficult questions from your students?"), student engagement with a total of eight items, including item 1, item 2, item 4, item 6, item 9, item 12, item 14, and item 22. (e.g., "How much can you do to get through to the most difficult students?"), and classroom management with a total of eight, such as item 3, item 5, item 8, item 13, item 15, item 16, item 19, and item 21. (e.g., "How much can you do to control disruptive behavior in the classroom?"). The reliability of the instrument was estimated via Cronbach's alpha coefficients for each of the three major dimensions (see Table 1), resulting in acceptable values for FEL Vietnamese teachers' self-efficacy in student engagement at 0.822, 0.758 for their self-efficacy in classroom management, and 0.701 for self-efficacy in implementing instructional strategies.

Table 1: The reliability of the questionnaire regarding three dimensions.

Scale	Components	Cronbach alpha
Teachers' Self-Efficacy	Student engagement	0.822
	Instructional strategies	0.701
	Classroom management	0.758

3.3 Procedure

A more detailed procedure for gathering data could be illustrated as follows: First of all, the researcher had skillfully designed the format of the questionnaire with the context of this study and then checked for any mistakes concerning language use and content as carefully as possible to ensure it was suitable for the context of this study before the questionnaire was distributed to participants. Secondly, to collect the data for the analysis, the Google Form link was generated to include a series of questionnaires consisting of demographic information comprising teaching experience, gender, age, and academic qualification, and teachers' self-efficacy, with a total of 24 items encompassing three different dimensions: instructional strategies, student engagement, and classroom management. The advancement of technology has led to the increasing popularity of online surveys, including those conducted via email, web-based platforms, and mobile applications. In the context of this study, the utilization of online surveys through the Zalo social-networking platform was commonly used in Vietnam. Initially, the author sought permission from the participants to conduct the survey and provided a clear explanation of the survey's purpose. The respondents were given a thorough explanation of how to fill out the questionnaires. They were also guaranteed that their answers would be treated confidentially and utilized exclusively for the aims of the current inquiry. Subsequently, the questionnaire was sent to a population of EFL Vietnamese teachers with distinct academic qualifications in the English Department at various universities in the Mekong Delta, Vietnam. It took approximately four months to gather the responses

from the participants. Ultimately, the researcher carefully checked and counted the responses of participants from Google Forms before putting the data into SPSS software for statistical analysis.

3.4 Data analysis

To analyze the data, the author gathered information from the participants' responses, completed the questionnaire, and then entered it into SPSS 24 software. In the next stage of analysis, the author calculated descriptive statistics for individuals of levels of self-efficacy in their teaching, including instructional strategies, student engagement, and classroom management, and then Cronbach's alpha was also utilized to assess the indices for the reliability of the responses to distinguishing features of the questionnaire to address the research question.

3.5 Findings and discussions

To address the research question of this study: To what extent do Vietnamese EFL teachers perceive levels of self-efficacy in student engagement, instructional strategies, and classroom management in their teaching?. The author conducted a statistical analysis of the data using mean scores and standard deviations for each dimension, with the findings clearly summarized in Table 2.

Table 2 indicates the results of classroom management in self-efficacy perceived by Vietnamese EFL teachers.

Table 2: Results of classroom management in
self-efficacy perceived by Vietnamese EFL teachers

No	Classroom management	N	Min	Max	Mean	Std. Deviation
3	How much can you do to control disruptive behavior in the classroom?	135	2.00	5.00	3.8519	.77766
5	To what extent can you make your expectations clear about student behavior?	135	2.00	5.00	2.9778	.51058
8	How well can you establish routines to keep activities running smoothly?	135	2.00	5.00	3.9704	.62223
13	How much can you do to get children to follow classroom rules?	135	2.00	5.00	3.3926	.63594
15	How much can you do to calm a student who is disruptive or noisy?	135	2.00	5.00	3.3630	.74920
16	How well can you establish a classroom management system with each group of students?	135	2.00	5.00	3.6222	.75178
19	How well can you keep a few problems students from ruining an entire lesson?	135	2.00	5.00	4.1185	.64706
21	How well can you respond to defiant students?	135	2.00	5.00	3.9481	.61473
	Valid N (listwise)	135	2.00	5.00	3.6555	0.6636

The table indicates the perception of teachers' self-efficacy in classroom management on eight specific items. Overall, the general mean score across all items was 3.65, with a

standard deviation of 0.3655, indicating a moderately high level of perceived classroom management ability and a relatively low variation in responses.

Among the eight items, the highest mean score was recorded for Item 1, "How well can you keep a few problem students from ruining an entire lesson?" with $M = 4.11$, $SD = 0.64706$, suggesting teachers feel extremely confident in maintaining lesson flow despite the presence of disruptive students.

Similarly, high ratings were observed for Item 21, "How well can you respond to defiant students?" and Item 8, "How well can you establish routines to keep activities running smoothly?" with $M = 3.94$, $SD = 0.61473$, and $M = 3.97$, $SD = 0.62223$, indicating that teachers feel fairly capable in managing classroom procedures and student behavior. In contrast, item 5, "To what extent can you make your expectations clear about student behavior?" received the lowest mean score of 2.97, highlighting an area where teachers may feel less confident or where expectations may not be communicated as clearly. This item also had the smallest standard deviation (0.51058), suggesting a high level of agreement among participants regarding this challenge.

Table 3 indicates the results of instructional strategies in self-efficacy perceived by Vietnamese EFL teachers.

Table 3: Results of instructional strategies in self-efficacy perceived by Vietnamese EFL teachers

No	Instructional strategies	N	Min	Max	Mean	Std. Deviation
7	How well can you respond to difficult questions from your students?	135	2.00	5.00	3.6444	.57907
10	How much can you gauge student comprehension of what you have taught?	135	2.00	5.00	4.1185	.56054
11	To what extent can you craft good questions for your students?	135	2.00	5.00	4.0296	.53169
17	How much can you do to adjust your lessons to the proper level for individual students?	135	3.00	5.00	3.8222	.60922
18	How much can you use a variety of assessment strategies?	135	2.00	5.00	3.9111	.65182
20	To what extent can you provide an alternative explanation, for example, when students are confused?	135	2.00	5.00	3.8370	.66025
23	How well can you implement alternative strategies in your classroom?	135	2.00	5.00	3.5926	.57687
24	How well can you provide appropriate challenges for very capable students?	135	2.00	5.00	3.7778	.64260
	Valid N (listwise)	135	2.00	5.00	3.8417	0.6015

The table provides information on the results of teachers' self-reported efficacy in implementing various instructional strategies. The overall mean score across all items is 3.84, with a standard deviation of 0.6015, indicating that teachers generally feel confident in their ability to apply instructional strategies, with some variation in the responses.

The majority of responses received the highest mean score for Item 10, "How much can you gauge student comprehension of what you have taught?" with a mean score of 4.11, a standard deviation of 0.5605, suggesting that teachers feel particularly effective in assessing student understanding. Similarly, Item 11, "To what extent can you craft good questions for your students?" received a high mean of 4.02, with a standard deviation of 0.53169, indicating that teachers believe they excel at creating questions that facilitate learning.

Other items 7 and 18, such as "How well can you respond to difficult questions from your students?" ($M = 3.64$, $SD = 0.57907$) and "How much can you use a variety of assessment strategies?" ($M = 3.91$, $SD = 0.65182$) suggest that teachers feel moderately confident in these areas, though slightly less so compared to their ability to gauge comprehension or create good questions.

Item 23 received the lowest mean score, "How well can you implement alternative strategies in your classroom?" with $M = 3.59$, suggesting that teachers may feel less confident in this area, though the score is still within a moderate range. This item also shows the lowest standard deviation, 0.57687, indicating greater agreement among participants regarding the challenges in implementing alternative strategies.

Table 4 indicates the results of student engagement in self-efficacy perceived by Vietnamese EFL teachers.

Table 4: Results of student engagement in self-efficacy perceived by Vietnamese EFL teachers

No	Student engagement	N	Min	Max	Mean	Std. Deviation
1	How much can you do to get through to the most difficult students?	135	2.00	5.00	3.8444	.48664
2	How much can you do to help your students think critically?	135	2.00	5.00	3.1185	.84687
4	How much can you do to motivate students who show low interest in schoolwork?	135	2.00	5.00	3.6889	.71724
6	How much can you do to get students to believe they can do well in schoolwork?	135	2.00	5.00	3.5926	.63828
9	How much can you do to help your student value learning?	135	2.00	5.00	3.2963	.81106
12	How much can you do to foster student creativity?	135	2.00	5.00	3.4963	.68973
14	How much can you do to improve the understanding of a student who is failing?	135	2.00	5.00	3.1481	.83325
22	How much can you assist families in helping their children do well in school?	135	2.00	5.00	3.6593	.60053
	Valid N (listwise)	135	2.00	5.00	3.4806	0.7030

The table indicates data on teachers' perceived ability to engage students across eight different aspects. The overall mean score for all items is 3.48, with a standard deviation of 0.7030, suggesting that teachers generally feel moderately capable of engaging students, with some variability in responses.

The highest mean score of 3.84 was recorded for item 1, "How much can you do to reach the most difficult students?" This indicates that teachers feel relatively confident in reaching even the most challenging students. Similarly, item 6, "How much can you do to get students to believe they can do well in school work?" also received a relatively high mean score of 3.5926, reflecting teachers' ability to foster self-confidence in their academic abilities.

On the other hand, item 14, "How much can you do to help your students think critically?" scored the lowest mean of 3.1185, suggesting that teachers may feel less effective in promoting critical thinking among their students. This item also had the highest standard deviation (0.84687), indicating considerable variation in the responses, with some teachers possibly struggling more than others in this area.

Other areas, such as motivating students with low interest ($M = 3.68$) and fostering student creativity ($M = 3.49$), show that teachers generally feel somewhat successful in encouraging engagement. However, these items also display moderate response variation, as seen in the standard deviations from 0.48 to 0.83.

Table 5: Summary of overall mean score levels of self-efficacy.

Dimensions	Mean	Std. Deviation
Management Classroom	3.65	0.66
Instructional Strategies	3.84	0.60
Student Engagement	3.48	0.70
Overall	3.60	0.65

As indicated in Table 5, among the three levels of self-efficacy presented in Tables 2 to 4, the highest total mean value ($M = 3.84$, $SD = 0.60$) corresponds to the items grouped under instructional strategies in the self-efficacy level. However, the items classified as classroom management and student engagement had comparatively lower mean values ($M = 3.65$, $SD = 0.66$ and $M = 3.48$, $SD = 0.70$, respectively). This suggests that teachers are more confident in their ability to create and implement effective instructional strategies than in managing classroom behavior or engaging students.

4. Discussion

The current study aims to identify how Vietnamese EFL teachers perceive their levels of self-efficacy in teaching.

The descriptive results show a trend toward greater levels of self-efficacy in the instructional strategies dimension, with a mean of 3.84, compared to the dimensions of classroom management, 3.65 and student engagement, 3.48. This result indicates that EFL teachers generally feel confident in their teaching abilities, particularly in applying effective instructional strategies. It may also indicate their belief in their capacity to influence student learning and effectively manage classroom dynamics. The results could be attributed to teaching experience and training courses that teachers received during their service. These findings are similar to prior research by Phan (2015), who discovered

that Vietnamese EFL teachers are more prepared to give lessons than to manage student behavior. Similarly, international research, such as those conducted by Tschannen-Moran and Woolfolk Hoy (2001), has found that teaching tactics consistently earn the greatest self-efficacy scores among teachers worldwide. In contrast, classroom management is more commonly viewed as a challenge, particularly for novice teachers. This study is aligned with Yang *et al.* (2018), who discovered the importance of high-efficacy beliefs in instructional guidance for promoting optimal learning and achievement. Similarly, Syamsu (2017) suggested that fostering higher levels of self-efficacy in EFL teachers at the outset of the teaching-learning process is essential for providing a stronger foundation that enables learners to develop their competencies fully. Shao (2017) revealed that EFL teachers exhibited moderate levels of self-efficacy concerning teaching strategies and techniques, classroom organization and management, as well as their efforts to foster students' affective attitudes and cultural awareness and Künsting *et al.* (2016) study, which indicates that the dimension of self-efficacy in these strategies is crucial, as it significantly influences positive student learning outcomes. Furthermore, the findings are consistent with Lauermann and Berger's (2022) and Poulou *et al.*'s (2019) research, which found that the effectiveness of instructional strategies has a direct impact on the quality of language instruction and, as a result, student learning outcomes. However, this study varies from Dewi *et al.* (2022), who found that the self-efficacy scale predicted favorable classroom management choices. The comparatively low mean of student engagement indicates a potential area for professional growth, particularly in building motivation and critical thinking skills among learners.

In contrast, the lower mean score for student engagement suggests that certain teachers may struggle to keep their pupils interested or motivated during lessons. According to Dincer *et al.* (2019), student engagement is determined by a variety of factors, including interaction, emotional quality, and active participation in the learning process. Therefore, teacher-student interaction fosters the development of meaningful relationships grounded in experience, constructive feedback, and personalized support (Hofkens & Pianta, 2022). However, as written by Fredricks *et al.* (2019), student disengagement manifests through various factors, including failure to complete assignments, difficulty maintaining attention, irregular attendance, behavioral issues, boredom, and a lack of interest in learning. It may be linked to emotional challenges such as sadness, anxiety, frustration, and dependence on superficial learning strategies. Consequently, this hampers effective knowledge transfer, leading to poor comprehension and a diminished ability to persist in academic tasks. As a result, students may experience lower academic achievement, increased burnout, and a higher dropout risk (Skinner, 2016).

Likewise, the relatively modest score in classroom management may reflect difficulties in handling disruptive behavior, organizing classroom activities, or managing significant class size issues commonly reported in EFL contexts with limited resources. This study is similar to several previous studies; Chang (2013) highlighted that teachers perceived low efficacy in managing unfavorable classroom environments due to student

misbehavior, which can lead to increased negative emotions (Keller *et al.*, 2014). Classroom challenges, such as discipline issues, managing individual differences in mixed-ability classes, organizing class work, managing relationships with parents, and dealing with insufficient teaching materials or overcrowded classrooms, can all complicate the teaching process (Sarıçoban, 2010). According to Frenzel *et al.* (2009), teachers who believe their classroom management skills are more effective tend to regard their students as more disciplined. This perspective is associated with higher levels of classroom management self-efficacy, which reduces anger and anxiety while increasing job satisfaction. Egeberg *et al.* (2021) stressed that effective classroom management is a multifaceted notion that encompasses developing caring connections, maintaining high expectations, and creating chances for student engagement, participation, and contribution.

5. Conclusion

The study's findings show that EFL teachers have high self-efficacy in instructional practices, indicating a strong confidence in preparing and delivering excellent classes. However, lower levels of self-efficacy in classroom management and student involvement suggest that further support or professional development may be necessary. These findings highlight the necessity of specialized training programs to help teachers improve their skills in managing classroom dynamics and boosting student participation, resulting in more balanced teaching efficacy across all domains.

5.1 Recommendations

Based on the findings, it is recommended that professional development programs for EFL teachers place greater emphasis on classroom management and student engagement strategies. Workshops, peer mentoring, and hands-on training sessions should be offered to help teachers gain confidence in dealing with disruptive behavior, creating inclusive learning environments, and encouraging active student engagement. Furthermore, school administrators should give ongoing assistance and resources suited to these areas to ensure that instructors feel competent in all parts of their teaching practice.

5.2 Limitations of the study

Although this study provides useful information, some limitations should be noted. Firstly, the sample size was relatively small and primarily drawn from specific regions, which may restrict the generalizability of the findings to the broader population of Vietnamese EFL teachers. Secondly, because the study used self-reported questionnaires, the accuracy of the replies could be influenced by personal bias or miscommunication. Lastly, the lack of direct observation or alternative data sources means that the results may not fully reflect actual classroom practices. To address these limitations, future research should consider using a mixed-approaches strategy that combines quantitative

surveys with qualitative methods like classroom observations or interviews. This would result in a more thorough and nuanced knowledge of teacher self-efficacy in practice.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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