

## Investigating the Correlation Between EFL Teachers' Self-Efficacy and Teaching Performance: A Context Study of New Horizon Center's Teachers

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**Abstract:** EFL teachers at English language centers in Yemen come from a variety of academic backgrounds, and the factors that influence their self-efficacy can vary based on their education, which in turn impacts their classroom performance. This study aimed to investigate the relationship between the self-efficacy of EFL teachers and their teaching performance at New Horizon Center, a prominent language center. The research included a sample of 30 EFL teachers from New Horizon Center. The teachers filled out a questionnaire, and their classes were observed to evaluate their performance. Additionally, short interviews were conducted with the teachers. The findings showed a positive relationship between EFL teachers' self-efficacy and their teaching performance, especially in areas such as classroom management, student engagement, and instructional methods.

Furthermore, the results indicated that teachers felt more confident in their instructional practices than in their classroom management and student engagement skills. The study also revealed that more experienced teachers had higher self-efficacy scores, while those with less experience scored lower, which impacted their classroom performance. As a result, it is recommended that training programs be developed for less experienced EFL teachers to offer guidance, support, and practical strategies, thereby improving their teaching performance and self-efficacy.

**Keywords:** EFL Context, EFL Teacher, Self-Efficacy, Teacher Performance, Classroom Management, Student's Engagement, Instructional Practices.

**1. Introduction:** Teachers play a crucial role in the educational system, as they are the primary contact between students and the education system. Their self-efficacy, based on social cognition theory, is essential for English Language Teaching (ELT), as it equips students with the necessary language skills for success in today's globalized world. Certainly, teachers' self-efficacy significantly impacts teaching performance, especially in English as a Foreign Language (EFL) classroom, enhancing the quality of teaching and improving student learning outcomes (Billingsley, 2004).

According to Bandura's social cognitive theory, self-efficacy is the belief that teachers have in their ability to effectively organize and execute actions for specific teaching tasks. Caprara et al. (2006) found that teachers with high self-efficacy can manage classrooms effectively, implement successful teaching strategies, and foster positive outcomes for students. In contrast, those with

low self-efficacy often face challenges in these areas. Additionally, Moran & Hoy (2011) highlighted that teachers' beliefs in their self-efficacy significantly influence their classroom management, instructional strategies, and overall teaching practices. This belief motivates them to adopt effective teaching methods, offer constructive feedback, and improve communication, leading to a greater drive to enhance their teaching performance.

**1.1. Statement of the Problem:** EFL teachers play a pivotal role in enhancing English language acquisition by fostering essential skills and values (Thayer et al., 2012). Prior studies show that self-efficacy affects teachers' commitment, persistence, effectiveness, and performance (Klassen & Tze, 2014; -Moran & Hoy, 2001). However, the correlation between EFL teachers' self-efficacy and their performance is underexplored, especially in Yemen. In other words, within the realm of EFL education in Yemen, despite the recognized impact of self-efficacy on pedagogical practices and student learning outcomes, a comprehensive investigation into how the self-efficacy beliefs of Yemeni EFL teachers influence their performance in the classroom remains scarce. Therefore, the current study aims to fill this gap by investigating whether self-efficacy beliefs affect EFL teaching performance in Yemeni classrooms.

Several previous studies have highlighted the urgent need to improve English language education in Yemen (World Bank, 2019 & UNICEF, 2020). Therefore, more relevant research in Yemen is necessary. This study aims to investigate how teachers' self-efficacy affects their performance and their students' learning outcomes in EFL classrooms, with the goal of providing important insights into English education in Yemen. By exploring this correlation within the unique landscape of Yemeni EFL instruction, this research seeks to uncover valuable insights that can inform targeted strategies, professional development programs, and educational policies aimed at enhancing teacher efficacy and optimizing instructional quality within the Yemeni EFL context. Understanding the dynamics of self-efficacy and teaching performance among Yemeni EFL teachers is essential for creating a supportive and enriching learning environment conducive to improved student achievement in English language acquisition.

Specifically, the study aims to delve into the specific context of New Horizon Center to explore the correlation between EFL teachers' self-efficacy and teaching performance. By uncovering the nuances of this correlation within the unique setting of the New Horizon Center, valuable insights can be gained to inform targeted interventions, professional development initiatives, and policy recommendations aimed at enhancing teacher efficacy and optimizing teaching quality within the institution. Understanding the dynamics of self-efficacy and teaching performance in this context is paramount for fostering a supportive and effective teaching environment conducive to student success.

**1.2. The Questions of the Study:** This study aimed at answering the following questions:

1. To investigate the statistical relationship between self-efficacy and teaching performance among EFL teachers at the New Horizon Centre.
2. To determine the effectiveness of self-efficacy in predicting the overall teaching performance of EFL teachers at the New Horizon Center.
3. To explore the relationship between the effectiveness of classroom management, student engagement, instructional practices, and the level of self-efficacy among EFL teachers at the New Horizon Center.
4. To examine the effectiveness of classroom management, student engagement, and instructional practices in predicting the overall teaching performance of EFL teachers at the New Horizon Centre.
5. To provide recommendations for teacher training programs and center administrators on how to support and foster EFL teachers' self-efficacy and teaching performance.

**1.3. The Significance of the Study:** The significance of this study lies in its potential to shed light on the correlation between EFL teachers' self-efficacy and classroom performance, particularly in the context of Yemen, where English language proficiency is often limited. The study's findings are expected to benefit Yemeni EFL teachers, teacher trainers, and policy makers. This benefit can be demonstrated by enhancing their understanding of how teacher self-efficacy impacts teaching outcomes and student success. This study could also lead to improvements in teacher education programs, evaluation systems, and policy decisions. Plus, it could drive institutional reforms, helping decision-makers recognize the importance of fostering teacher self-efficacy to improve overall teaching performance and student achievement. In general, all efforts in this study are directed towards elevating and improving the quality of English language teaching in Yemen.

**1.4. The Limitations of the Study:** The focus of this study is on surveying, observing, and interviewing EFL teachers. It concentrates primarily on the self-efficacy of EFL teachers and their performance in teaching English classes. Therefore, no other linguistic features have been added. The study was conducted at the New Horizon Centre for English Language and involved 30 EFL teachers during the 2023–2024 academic year. It is worth mentioning that the results of the study cannot be generalized to other EFL centres or institutions.

The study faced some limitations due to the lack of suitable classrooms, potential participant attrition or dropout, lengthy registration process. The lengthy registration process caused a lack of time. Plus, the small sample size of 30 EFL teachers in the study may limit its generalizability.

## 2. Literature Review:

**2.1. Cognitive Theory:** Social Cognitive Theory (SCT), developed by Albert Bandura, emphasizes the role of observational learning, social experiences, and cognitive processes in the development of behaviors and skills (Bandura, 2024). One of the core components of SCT is self-efficacy,

which refers to an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments. Self-efficacy influences motivation, effort, and resilience in the face of challenges (Bandura, 1994).

According to Thayer (2012), Albert Bandura's social cognitive theory was initially developed to explain observational learning mechanisms. It postulates the existence of a causal triadic reciprocal relationship between an individual's behavior, external inputs, and internal cognitive elements. Since then, social cognition has grown into a strong theory that is increasingly concerned with explaining cognitive processes and motivational concepts like self-efficacy (Shahzad, 1998) as significant components of learners' attempts to gain knowledge and skills (Thayer, 2012).

**2.2. Definition of Self-efficacy :** Teachers' perceptions of their efficacy have a major influence on their performance in the classroom. Moreover, teachers with a strong sense of efficacy convey greater self-efficacy and instill a sense of control over the teaching and learning process, which, in turn, positively impacts their performance and contributes to significant academic achievements. (Hoy, 2002). Some research suggests that teacher self-efficacy (TSE) may be directly and positively related to various aspects of teaching performance. Yet all this research indirectly referred to this correlation and completely neglected its importance (Hoy, 2002).

The topic of self-efficacy has gained interest in psychology and education. Albert Bandura coined the term "self-efficacy" in a psychological context in his "Social Cognitive Theory." Self-efficacy, as defined by Bandura (1994), is the conviction that one can perform at a level that influences activities that have an impact on one's life. Individuals with high self-efficacy view challenging circumstances as opportunities rather than as something to be avoided. According to Bandura (1994), self-efficacy also influences how people think, feel, motivate themselves, and behave. Conversely, in the context of education, a teacher's confidence in his ability to influence students is referred to as his teacher efficacy (Dembo & Gibson, 1985).

**2.3. Self-efficacy Beliefs Theory and Teaching:** The Canadian American psychologist and Stanford University professor Albert Bandura originally used the term "self-efficacy" in 1977. Bandura was responsible for bringing the term to light, but psychologists have studied self-efficacy from several perspectives. To provide another perspective, Kathy Kolbe, an educator and best-selling author, believes that having faith in one's abilities is crucial for assessing cognitive strength (Kolbe, 2009). Hence, she believes that self-efficacy also involves determination and perseverance, as it helps individuals overcome obstacles that could hinder the utilization of their innate abilities to achieve goals.

Self-efficacy beliefs. The concept of self-efficacy beliefs is central to human agency in Bandura's (1994) social cognitive theory. Bandura (2006) conceives self-efficacy beliefs as the core foundation of human agency. He states that "unless people believe they can produce desired effects

by their actions, they have little incentive to act, or to persevere in the face of difficulties” (p. 170). Thus, self-efficacy beliefs are described as the major mediators of human behavior change. This key role of self-efficacy beliefs is reflected in Bandura’s (1994) article “Self-Efficacy: Toward a Unifying Theory of Behavioral Change”. In this article, Bandura defines self-efficacy as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (p. 3).

**2.4. EFL Teachers' Self-efficacy:** According to Bandura (2006), the efficacy belief system consists of a variety of beliefs that are connected to specific areas of functioning, rather than being a broad trait. Self-efficacy beliefs are specific to tasks, goals, and domains. For teachers, self-efficacy is essential for effective teaching and enhancing student learning, as it reflects their confidence in their ability to facilitate learning. Bandura's Social Cognitive theory describes self-efficacy beliefs as assessments of one's capabilities to meet performance objectives. These beliefs are distinct from ideas such as internal versus external locus of control and general expectations for success.

**2.5. Teachers' Preperformance:** The performance of teachers plays a vital role in the effectiveness of education, impacting student learning and the overall success of schools (Maslach et al., 2005). It is important to understand the factors that affect teacher performance to improve teaching methods and boost educational results (Schunk, 2001). Furthermore, teacher performance encompasses how educators engage during the planning, implementation, and evaluation stages of the learning process.

**2.6. The Empirical Studies of Teachers' Self-efficacy and Teaching Performance:** In recent decades, researchers have delved into the connection between teachers' self-efficacy and their teaching performance within educational environments. Grasping how a teacher's confidence in their ability to impact student outcomes relates to their actual performance is essential, as it sheds light on the motivational elements involved in both teaching and learning. It is well-established that teachers' beliefs can influence various instructional aspects, which subsequently affect the overall teaching and learning experience. One of the pioneering empirical studies in this area, conducted by Cocca (1983), was among the first to reveal a link between teachers’ self-efficacy and their attitudes toward teaching. Cocca's work set the stage for future research, demonstrating that teachers' perceptions of their ability to affect student learning could shape their teaching performance and classroom practices. Since then, many researchers have validated the connection between teacher self-efficacy and instructional effectiveness.

Building on this foundational research, Bandura (2006) elaborated on the self-efficacy concept, highlighting that teacher self-efficacy pertains to how much teachers believe in their capacity to enhance student learning. This idea has been crucial in later studies. For instance, Ashton and

Webb (2000) discovered that highly effective teachers are typically more organized, adept at questioning, providing feedback, and keeping students engaged, while less effective teachers often face challenges with classroom management and student behavior, frequently feeling overwhelmed by disruptions. Subsequent studies have expanded on these insights. Hoy (2002) found that teachers with a stronger sense of efficacy are more likely to grant students greater autonomy, which in turn fosters self-efficacy and creates a supportive environment for academic achievement. Likewise, Caprara (2006) identified a direct positive relationship between teacher self-efficacy and several teaching outcomes.

However, the correlation between EFL teacher self-efficacy and teaching performance has not been directly studied, and no studies have examined it in the Yemeni context. This lack of research creates a gap in teaching English as a foreign language and requires further investigation.

**3. Research Methodology:** This section introduces the research design, the population of the study and its sampling, the instruments used for collecting data, as well as the data analysis.

**3.1. Research Design:** This study uses a mixed methods design to examine the correlation between teachers' survey responses, classroom observations, and interviews. It combines qualitative and quantitative approaches, involving data collection, analysis, and inference techniques. The research gathers opinions from experts and evaluates these aspects through a pilot study.

**3.2. Population of the Study:** The participants in this study were English as a Foreign Language (EFL) teachers at New Horizon Center, a private institution in Aden. The center has 40 EFL teachers, both male and female, with varying years of experience. The study aimed to explore the correlation between the teachers' self-efficacy and their teaching performance in EFL classes.

**Table 1.1** The background information of the participants and their teaching experience

Gender	NO	Percentage
Male	30	60%
Female	20	40%

Experience	NO	Percentage
< 5 Years	15	30%
5-10 Years	25	50%
> 10 Years	10	20%

**3.3. Samples:** The participants were EFL teachers at a private institution in Aden, called New Horizon Center. The center has a total of forty EFL teachers, male and female, with varying experience. This is considered the study population. Out of them, only thirty EFL teachers participated in this study. So, the sample of the study consisted of 30 EFL teachers at the New Horizon Center during the academic year 2023-2024. They were chosen based on their availability, accessibility, and willingness to participate. The study aimed to investigate the relationship between self-efficacy and teaching performance among these EFL teachers.



**3.4. Data Analysis:** Using descriptive statistics in SPSS software, statistical analysis was carried out on the data collected from the surveys, observations whereas the recurring themes and the common patterns of the responses were extracted and coded by the researcher and quantified to frequency analysis and tabulated.

**3.5. The Data Collection Procedures:** The study used three instruments for data collection and analysis: SPSS, observation checklist, and follow-up semi-structured interviews to examine the correlation between teachers' self-efficacy and their performance.

**3.6. Efficacy Scale Survey:** The survey included responses from 30 participants. To ensure clarity, the researcher provided definitions and examples of teacher self-efficacy (TSF) to help participants grasp the concept and its application. The survey link was sent to the participants via email. They were assured that their responses would remain confidential and would only be used for the study. Participants were given ample time to complete the online survey and were encouraged to ask questions if they needed clarification on any items. The study utilized numerical survey data and employed statistical methods such as means, frequencies, and standard deviations with the assistance of SPSS. The incidence percentages for each strategy were calculated, and a correlation test was conducted to explore the relationship between teachers' self-efficacy and their performance. The researcher thoroughly analyzed the survey data to gain insights. The next step involved interpreting the data using Pearson's  $r$  to identify gaps in the literature, creating a scatter plot, and summarizing the findings to conclude the results.

**3.7. The Procedures for Conducting and Analysing the Observation (Rubric for EFL Teacher Performance Appraisal):** The researcher meticulously organized and scheduled classroom observations at various times and across different lessons to gather a representative sample of the teacher's performance. They observed fifteen EFL (English as a Foreign Language) teachers using a specific rubric (Rubric for EFL Teacher Performance Appraisal) designed to assess various aspects of EFL teacher performance, such as instructional delivery, classroom management, student engagement, lesson planning, and assessment strategies. After the observations, the researcher collected the completed rubrics to ensure the data was accurate and complete. Furthermore, the teacher's performance was evaluated with the rubric, including detailed notes and scores. Descriptive statistics were then employed to summarize the data and identify any patterns.

**3.8. The Procedures for Conducting and Analysing the Semi Structured Interview:** Face-to-face interviews were conducted with the participants at the center. Fifteen teachers participated in the interviews. The opportunity to voice their opinions regarding their degree of self-efficacy and teaching performance was provided for the participants. The semi-structured interviews were recorded by the researcher. Later, the interview was transcribed for analysis. The interviewees

were given the chance to speak candidly and share their opinions because the researcher assured them that the data collected during the interview would be kept private and used only for the study. Also, pseudonyms were used during the interviews to protect privacy. The participants were asked questions about classroom management, student engagement, instructional strategies, methods, and techniques, and their responses were recorded. The interview data were transcribed and then qualitatively analyzed using content analysis. Each recording was transcribed verbatim to identify common patterns in the participants' answers related to their self-efficacy and teaching performance. These patterns were used to organize the interview recordings into themes.

**4. Results and Discussions:** To achieve the objectives of this study, data were collected using three instruments: a survey, an observation rubric, and semi-structured interviews to address the research questions. The collected data were analyzed using statistical methods such as the SPSS and Excel programs. The findings provided answers to the research questions and confirmed the existing gap in literature as well as contributed to a try to bridge it.

Regarding the first and second research questions of the study (What is the statistical relationship between self-efficacy and teaching performance among EFL teachers at the New Horizon Centre? and to what extent does self-efficacy predict the overall teaching performance of EFL teachers at the New Horizon Center?), it was observed that many teachers with higher self-efficacy scores demonstrate better instructional practice skills, classroom management, and student engagement. Conversely, teachers with low self-efficacy scores exhibit fewer instructional practice skills, classroom management, and student engagement, indicating a strong positive statistical correlation between teachers' self-efficacy and teaching performance in the three primary areas mentioned above. Moreover, teaching experience played a significant role in predicting self-efficacy. Teachers with more years of teaching experience reported higher self-efficacy, which is positively reflected in their teaching performance.

Regarding the third research question about the relationship between classroom management effectiveness, student engagement, instructional practices, and EFL teachers' self-efficacy at the New Horizon Center, the results can be summarized below.

In simpler terms, teachers were most confident about their ability to use effective teaching methods, as indicated by the high rating for instructional practices ( $M = 3.85$ ). This suggested that they believed they could maintain a well-organized learning environment. Classroom management was rated slightly lower ( $M = 3.77$ ), indicating consistent but somewhat varied self-confidence in organizing and controlling the classroom. Student engagement received the lowest rating ( $M = 3.66$ ), indicating that teachers find it more challenging to keep students actively involved.

The data revealed a clear relationship between teachers' self-efficacy and the three key areas: instructional practices, classroom management, and student engagement. Teachers reported the



highest self-efficacy in instructional practices, indicating confidence in their teaching abilities. Classroom management showed a slightly lower level of self-efficacy, and student engagement had the lowest rating. These findings implied that teachers' belief in their abilities (self-efficacy) is strongly connected to how effective they feel in these three areas, with instructional practices having the strongest link.

The fourth research question was focused on examining the effectiveness of classroom management, students' engagement, and instructional practices of EFL teachers' overall performance. The results indicated a positive correlation between teachers' self-efficacy and their teaching performance. Specifically, teachers with higher self-efficacy demonstrated more effective instructional practices, better classroom management, and more proficient student engagement. Furthermore, the observations and interviews demonstrated that most of the 15 teachers had a high level of self-efficacy, which was reflected in their effective teaching of English as a foreign language. Their confidence in classroom management, student engagement, and instructional practices contributed to their teaching performance. However, two teachers did not exhibit self-efficacy levels that matched their actual performance, indicating a disparity between their perceived confidence and the effectiveness of their teaching methods. This suggests that while self-efficacy is aligned with strong performance, it may not always guarantee with all teachers.

The fifth research question was regarding the recommendations for teacher training programs and the center administrators on how to support and foster EFL teachers' self-efficacy and teaching performance. Based on the positive correlation between EFL teachers' self-efficacy and their teaching performance, several recommendations can be made for teacher training programs and the center administrators. These recommendations aim to support and foster teachers' self-efficacy and as a result to enhance their performance in EFL classrooms.

The results align with various studies conducted globally, confirming a positive correlation between teachers' self-efficacy and teaching performance, especially in EFL classrooms. Al-Mihaly & Scherff (2016) found a significant positive correlation between EFL teachers' self-efficacy and their teaching performance, emphasizing the importance of professional development programs to enhance teachers' self-efficacy and improve teaching effectiveness. Al-Mihaly (2016) reiterated the significance of self-efficacy in enhancing teaching performance among EFL teachers, highlighting the need for interventions aimed at boosting teachers' self-efficacy and competence in the classroom. The results are also consistent with those of Choi & Lee (2016), indicating that for teachers to excel in teaching English as a Foreign Language, it is essential to elevate both their performance in teaching English and their level of self-efficacy as a teacher.

In addition, a study by Moran and Hoy (2001) demonstrated a significant positive correlation between teachers' self-efficacy and their teaching performance. The study showed that teachers

with higher self-efficacy exhibited better teaching performance in terms of classroom management, instructional strategies, and student engagement.

This finding is consistent with a meta-analysis conducted by Klassen & Tze in 2014, which also found that self-efficacy has a positive impact on teaching effectiveness, including classroom management and student engagement. Further, Moran and Hoy (2011) found that higher self-efficacy is correlated with more effective instructional practices and better classroom management. As Bandura (1994) emphasized that teachers' beliefs in their capabilities significantly influence their performance and persistence in the classroom. Morrow (2018) highlighted that high self-efficacy enables teachers to manage diverse classrooms more effectively. Moreover, Yuan & Lee (2015) revealed that teachers with higher self-efficacy are more confident in their teaching. These studies collectively emphasize the importance of self-efficacy in enhancing teaching performance and improving overall learning outcomes.

Scale	Cronbach's Alpha
Overall TSES	0.92
Students' Engagement	0.78
Instructional Strategies	0.83
Classroom Management	0.79

#### The Reliability data for the Teachers' Sense of Efficacy Scale (TSES)

The Teachers' Sense of Efficacy Scale (TSES) has high reliability with a Cronbach's Alpha of 0.92, with subscales like Students' Engagement, Instructional Strategies, and Classroom Management showing acceptable reliability.

Teacher	Experience_Years	Level of Self_Efficacy	Level of Teaching Performance	Experience_Level
4	19	7.8	9.8	Long Experience
3	17	7.4	9.3	Long Experience
7	17	9.3	9.7	Long Experience
5	15	8	9.6	Long Experience
14	15	7.1	9.48	Long Experience
13	15	7.5	7.8	Long Experience
10	14	8.7	7.1	Long Experience
6	12	8.3	8.7	Long Experience
15	12	9.8	8.07	Long Experience
12	11	8.8	8.1	Long Experience
1	11	7.8	7.5	Long Experience
9	11	8.5	7.5	Long Experience
8	9	7.5	7.2	Long Experience
2	8	8.8	9.9	Long Experience
11	7	7.1	7.9	Long Experience
19	4	3.3	6.2	Less Experience
28	4	4.2	6	Less Experience
24	4	3.1	3	Less Experience
16	4	6.8	4.1	Less Experience
21	3	4.7	6.9	Less Experience
23	3	4.9	3.79	Less Experience
26	3	4	5.8	Less Experience
17	3	6.2	5.17	Less Experience
29	3	5.08	3.2	Less Experience
18	2	4.2	3.5	Less Experience
20	1	3.7	3.2	Less Experience
22	1	3.4	6.08	Less Experience
27	1	5.6	5.91	Less Experience
25	0	6.6	6.2	Less Experience
30	0	5.18	4.4	Less Experience

#### Teachers' Level of Self efficacy & Teaching performance.

The table illustrates the correlation between EFL teachers' self-efficacy and their teaching performance, categorized by experience levels. Teachers with longer experience (10+ years) show high levels of self-efficacy and corresponding teaching performance, with over 80% of these teachers scoring above 7 on both scales. For example, Teacher 15, with 12 years of experience, has a self-efficacy level of 9.8 and a teaching performance level of 8.07. In contrast, teachers with less

experience (under 10 years) tend to have lower scores in both areas, with approximately 70% scoring below 7. This suggests a positive correlation between teachers' self-efficacy and their teaching performance, particularly among those with more teaching experience.

Moreover, the data from classroom observations and interviews indicated that most teachers' confidence in their ability to teach English as a foreign language aligned with their actual teaching capabilities. Additionally, more experienced teachers demonstrated higher levels of self-efficacy and better performance, while less experienced teachers showed lower self-efficacy, which in turn affected their performance in the classroom.

**5. Recommendations:** Based on the results of the study, specifically the presence of a positive correlation between EFL teachers' self-efficacy and teaching performance, it is necessary to implement various strategies that focus on enhancing EFL teachers' self-efficacy and improving their teaching performance. Below are some of the recommendations related.

1. It is recommended that EFL teachers be offered training and workshop programs. Regular training events should focus on the latest teaching methodologies to enhance teachers' skills and self-efficacy. It is recommended to offer tailored professional development opportunities focused on building teachers' self-efficacy beliefs as well as providing training in instructional best practices, classroom management strategies, and techniques to boost confidence in diverse teaching scenarios.
2. It is advisable to encourage EFL teachers to conduct peer observations and provide feedback. Creating a culture of peer observations can help build a supportive community and enhance self-efficacy. It is recommended to facilitate opportunities for peer collaboration and learning communities where teachers can share successful practices, seek advice, and collectively problem-solve challenges. Peer support can bolster confidence and inspire innovative teaching methods.
3. It is recommended to encourage teachers to engage in self-reflection practices to identify strengths and areas for improvement. Promote self-assessment and goal setting to enhance confidence and efficacy in their teaching approaches.
4. It is recommended to create a supportive school environment that values and nurtures teachers' self-efficacy. Recognize and celebrate teachers' achievements, provide resources for professional growth, and prioritize well-being to sustain high levels of efficacy and teaching performance.
5. It is also recommended to offer mentorship programs to EFL teachers with less experience. Pairing inexperienced teachers with seasoned mentors can provide guidance, support, and practical advice, enhancing both teaching performance and self-efficacy. By implementing these recommendations, educational institutions can cultivate a culture that elevates teacher self-efficacy, leading to enhanced teaching performance, increased student engagement, and improved overall learning outcomes.

**6. Conclusion:** The purpose of this study was to examine the relationship between EFL teachers' self-efficacy and their teaching performance at the New Horizon Center. The study utilized a mixed methods design to measure teachers perceived self-efficacy in classroom management, student engagement, and instructional strategies. The results showed that teachers rated their skills for classroom practice as higher than their skills for classroom management and student engagement. Years of teaching experience were also found to be significant predictors of teachers' self-efficacy beliefs. In addition, the study confirmed a positive correlation between teachers' self-efficacy beliefs and their teaching performance. Overall, the results underline the importance of EFL teachers' self-efficacy for teaching performance and learning.

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## التحقيق في العلاقة بين الكفاءة الذاتية لمعلمي اللغة الإنجليزية كلغة أجنبية وأداء التدريس:

### دراسة سياق لمعلمي مركز نيوهورايزن

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**المخلص:** تتناول هذه الدراسة، التي أجريت خلال عامي 2023-2024، العلاقة بين فعالية الذات وأداء التعليم بين معلمي اللغة الإنجليزية كلغة أجنبية (EFL) في مركز نيو هورايزون في اليمن، وهو مؤسسة بارزة لتعليم اللغة. شملت الدراسة عينة من 30 معلمًا، قاموا بإكمال استبيان يقيم فعالية الذات لديهم. بالإضافة إلى الاستبيان، تم إجراء ملاحظات صفية لتقييم أداء التعليم، وعُقدت مقابلات قصيرة للحصول على رؤى أعمق حول وجهات نظر المعلمين.

تشير النتائج إلى وجود ارتباط إيجابي بين فعالية الذات لدى معلمي اللغة الإنجليزية كلغة أجنبية وأدائهم، لا سيما في مجالات إدارة الصف، والانخراط الطلاب، والممارسات التعليمية. من الملاحظ أن المعلمين اعتبروا كفاءاتهم في الممارسات التعليمية أعلى من تلك المتعلقة بإدارة الصف والانخراط الطلاب. على سبيل المثال، غالبًا ما يعبر المعلمون ذوو الخبرة عن ثقتهم في تعديل الدروس وإدارة ديناميكيات الصف، مما يُظهر مجموعة مهارات متطورة تم تطويرها على مر السنين.

علاوة على ذلك، كشفت الدراسة أن المعلمين ذوي الخبرة الأكبر أظهروا درجات أعلى من فعالية الذات، بينما أبلغ أولئك ذوو الخبرة الأقل عن مستويات أقل من فعالية الذات، مما أثر سلبًا على أدائهم في الصف. على سبيل المثال، أعرب المعلمون الأقل خبرة عن شكوكهم في إدارة انخراط الطلاب وتعديل أساليبهم التعليمية، مما يبرز حاجتهم إلى مزيد من التطوير.

استنادًا إلى هذه النتائج، توصي الدراسة ببرامج تدريب مستهدفة للمعلمين الأقل خبرة، بهدف توفير التوجيه والدعم والاستراتيجيات العملية لتعزيز أدائهم في التعليم وزيادة فعالية الذات. يمكن أن تركز هذه البرامج على مهارات أساسية مثل تقنيات إدارة الصف الفعالة، وإشراك الطلاب من خلال ممارسات تعليمية مبتكرة، وتعزيز بيئة من الثقة تمكّن المعلمين من الازدهار في أدوارهم. من خلال تنفيذ هذه المبادرات التدريبية، يمكن لمركز الأفق الجديد تعزيز هيئة تدريس أكثر كفاءة وثقة، مما يؤدي في النهاية إلى تحسين جودة تعليم اللغة الإنجليزية في اليمن.

**الكلمات المفتاحية:** سياق اللغة الإنجليزية كلغة أجنبية، مدرس اللغة الإنجليزية كلغة أجنبية، الكفاءة الذاتية، أداء المعلم، إدارة الفصل الدراسي، مشاركة الطلاب، الممارسات التعليمية.