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EFL IN-SERVICE TEACHERS' EFFICACY BELIEFS: FINDINGS FROM AN UNDERDEVELOPED INDONESIAN CONTEXT

by

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Abstract.

Numerous studies have significantly highlighted the importance of exploring English as a foreign language (EFL) teachers' efficacy belief in different contexts. Nevertheless, examining teachers' capability to take action in underdeveloped settings where constrained circumstances may hinder them from undertaking necessary actions for better student achievement is scarce to date. This mixed-methods study then investigated the self-efficacy beliefs of Indonesian EFL in-service teachers in the underdeveloped region of Maluku province. This study explored how teachers perceived self-efficacy influenced their pedagogical content knowledge (PCK) and instructional practices in this resource-constrained context. Data were collected from 39 teachers through the English Language Teachers' Efficacy Beliefs Questionnaire and semi-structured interviews. The findings revealed moderate levels of self-efficacy across domains like teaching knowledge, ethics, classroom management, instructional strategies, student engagement, and evaluation. Teachers faced challenges in providing effective language models, seeking professional development, and catering to diverse learner needs. Their self-efficacy beliefs shaped approaches to curriculum implementation, understanding learners, instructional delivery, and classroom practices. The underdeveloped context likely contributed to moderate self-efficacy due to limited resources and student diversity. Strengthening teacher education programs emphasizing self-efficacy, PCK, and evidence-based practices and establishing supportive professional learning communities could enhance teachers' effectiveness in fostering positive learning environments and improving English education quality in underdeveloped regions. These findings imply that targeted interventions that enhance teacher self-efficacy could be crucial in improving educational outcomes in resource-constrained settings like Maluku.

Key Words: *EFL, pedagogical content knowledge, teacher self-efficacy, underdeveloped context*

Abstrak.

Sejumlah penelitian telah secara signifikan menyoroti pentingnya mengeksplorasi keyakinan efikasi guru bahasa Inggris sebagai bahasa asing dalam konteks yang berbeda. Namun demikian, penelitian yang mengeksplorasi kemampuan guru untuk mengambil tindakan di lingkungan yang kurang berkembang di mana kondisi yang terbatas dapat menghalangi mereka untuk melakukan tindakan

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Loppies and Patty (2024)

yang diperlukan untuk pencapaian siswa yang lebih baik masih jarang dilakukan. Penelitian dengan metode campuran ini, kemudian, menyelidiki keyakinan efikasi diri guru-guru EFL Indonesia yang sedang bertugas di daerah tertinggal di provinsi Maluku. Penelitian ini mengeksplorasi bagaimana persepsi guru tentang efikasi diri mempengaruhi pengetahuan konten pedagogis dan praktik instruksional mereka dalam konteks yang memiliki keterbatasan sumber daya ini. Data dikumpulkan dari 39 guru melalui Kuesioner Keyakinan Efikasi Guru Bahasa Inggris dan wawancara semi-terstruktur. Temuan menunjukkan tingkat efikasi diri yang moderat di seluruh domain seperti pengetahuan mengajar, etika, manajemen kelas, strategi instruksional, keterlibatan siswa, dan evaluasi. Para guru menghadapi tantangan dalam menyediakan model bahasa yang efektif, mencari pengembangan profesional, dan memenuhi kebutuhan siswa yang beragam. Keyakinan akan kemampuan diri mereka membentuk pendekatan terhadap implementasi kurikulum, pemahaman terhadap siswa, penyampaian pembelajaran, dan praktik di kelas. Konteks yang kurang berkembang kemungkinan berkontribusi pada efikasi diri yang moderat karena sumber daya yang terbatas dan keragaman siswa. Memperkuat program pendidikan guru yang menekankan efikasi diri, pengetahuan konten pedagogis, dan praktik-praktik berbasis bukti, serta membangun komunitas pembelajaran profesional yang mendukung dapat meningkatkan efektivitas guru dalam membina lingkungan belajar yang positif dan meningkatkan kualitas pendidikan bahasa Inggris di daerah-daerah yang kurang berkembang. Temuan-temuan ini menyiratkan bahwa intervensi yang ditargetkan untuk meningkatkan kepercayaan diri guru dapat memainkan peran penting dalam meningkatkan hasil pendidikan di lingkungan yang terbatas sumber daya seperti Maluku.

Kata Kunci: EFL, pengetahuan konten pedagogis, efikasi diri guru, konteks yang kurang berkembang

INTRODUCTION

English language proficiency has become increasingly crucial in today's globalized world, facilitating communication, collaboration, and access to educational and professional opportunities across borders (Clothey, 2012; Otilia, 2013). As the demand for English language acquisition continues to grow, the role of practical EFL teachers becomes paramount in shaping successful language learning experiences. Previous studies have consistently highlighted the significant impact of teacher quality on student achievement in language learning (Sirait, 2016; Werang et al., 2022). However, research has also revealed that merely increasing the number of EFL teachers without addressing their efficacy and competence may not lead to the desired learning outcomes (Serrano et al., 2021; Sulistiyo, 2016).

One critical factor that influences the quality of EFL instruction is teacher self-efficacy, which refers to an individual's belief in their ability to execute specific teaching tasks effectively (Alijanian, 2012; Choi & Lee, 2018). While some studies have questioned the direct relationship between teacher self-efficacy and student achievement (Hulzen, 2020; Jerrim et al., 2023; K. R. Kim & Seo, 2018), a substantial body of recent research supports the notion that EFL teachers with high self-efficacy are likelier to exhibit resilience, persistence, and enthusiasm in their teaching practice, creating a conducive learning environment for their students (Choi & Lee, 2018; Fathi & Saedian, 2020; Razmjoo & Ayoobiyan, 2019). These findings underscore the importance of focusing on the quantity of EFL teachers and

enhancing their self-efficacy to improve the quality of English language education.

Teachers' self-efficacy beliefs are multidimensional and involve various professional roles and responsibilities. Self-efficacy beliefs, defined by Bandura as individuals' beliefs in their capabilities to organize and execute courses of action necessary to achieve desired results (Schunk & DiBenedetto, 2021), play a pivotal role in shaping teachers' instructional practices, motivation, and overall effectiveness in the classroom. One crucial dimension is teachers' perceived self-efficacy in evaluating students' learning achievement, which reflects their beliefs about their ability to design and implement practical assessments to gauge student learning. Another critical dimension is teachers' perceived self-efficacy in PCK, which refers to their beliefs about their ability to effectively convey subject matter to students (Cordova & Linaugo, 2022). A strong sense of self-efficacy in PCK can enable teachers to design engaging lessons, employ effective instructional strategies, and address students' misconceptions and learning difficulties (Zaky, 2020). Numerous studies have highlighted the significant impact of teachers' self-efficacy beliefs on various aspects of teaching and learning, including student achievement (Mojavezi & Tamiz, 2012), classroom management strategies (Dicke et al., 2014), job satisfaction (Klassen & Chiu, 2010), and willingness to implement educational innovations (Cerit, 2013).

While teachers' self-efficacy beliefs have been extensively explored in various contexts, limited research has focused on underdeveloped regions, where educational resources and infrastructure are often scarce and teachers face unique challenges (du Plessis & Mestry, 2019). Previous studies have primarily examined teacher self-efficacy concerning student achievement, classroom management, job satisfaction, and instructional practices in well-resourced educational settings (Lazarides et al., 2020; Perera & John, 2020; Poulou et al., 2018; Shah, 2023; Zee & Koomen, 2016). However, there is a notable gap in the literature regarding how teacher self-efficacy manifests and influences teaching practices in underdeveloped regions, particularly in EFL instruction.

Teaching EFL in such contexts presents unique challenges, including diverse student backgrounds, varying motivation levels, and limited access to instructional resources. Additionally, teachers in these settings may encounter sociocultural and economic barriers, such as students' low socioeconomic status, lack of parental involvement, and inadequate school facilities (Vadivel et al., 2023). In these resource-constrained environments, teachers'

Loppies and Patty (2024)

self-efficacy beliefs may be crucial in shaping their ability to navigate contextual constraints, adapt their pedagogical practices, and foster effective learning environments. Therefore, understanding how in-service teachers perceive their self-efficacy beliefs in underdeveloped contexts is crucial for gaining insights into their instructional practices and PCK. In addition, exploring the factors that shape teachers' self-efficacy beliefs in these settings, such as professional development opportunities, collegial support, and institutional factors, could also contribute to the broader understanding of teacher motivation and resilience in challenging educational environments (Saglam et al., 2023).

Indonesia, a vast archipelago with significant socioeconomic disparities across its regions, exemplifies the need to investigate teacher self-efficacy in underdeveloped contexts. Despite national efforts to improve English education, learning outcomes remain poor, particularly in more remote eastern provinces like Maluku. This province consistently performs poorly in the National Teacher Competency Test (UKG). In 2015, only 34.5% of teachers met the minimum competency standards, placing the province at the bottom nationally (Patty, 2015). In 2023, the situation has not improved, with Maluku still lagging at 32nd place nationally (Risambesy, 2023). This data highlights the significant gap in teacher readiness and effectiveness.

Given these conditions, this research focuses on two key questions related to the self-efficacy beliefs of EFL teachers in Maluku. First, the study seeks to understand how EFL teachers in Maluku perceive their self-efficacy beliefs. Second, the research examines how their perceived self-efficacy influences their PCK. Understanding the self-efficacy beliefs of EFL teachers in this underdeveloped area is a crucial step toward enhancing the quality of teaching, student motivation, and teachers' resilience in facing resource limitations. Consequently, this research is expected to empower EFL teachers in Maluku, boost their confidence, foster their resilience in facing contextual challenges, and improve their overall teaching effectiveness and well-being.

Based on the focus of this study, two primary research questions are proposed: 1) How do EFL teachers in Maluku perceive their self-efficacy beliefs?; 2) How does the perceived self-efficacy of EFL teachers in Maluku influence their pedagogical content knowledge (PCK)?

METHOD

Design

This study employed a convergent mixed-methods design, combining quantitative and qualitative approaches. The mixed-methods design allowed for a comprehensive exploration of the research questions, providing insights into teachers' self-efficacy beliefs and their connections to PCK. Mixed-methods research integrates quantitative and qualitative data to provide a more complete understanding of a research problem than either approach alone (Creswell & Clark, 2011).

Participants

The participants were selected through simple random sampling and divided into two groups. The first group consisted of 39 English language teachers from secondary schools who responded to a questionnaire. Four participants from this group agreed to engage in online discussions for the qualitative portion. Random sampling enhances the generalizability of findings by ensuring that each member of the population has an equal chance of being selected (Fraenkel et al., 2012).

Table 1. The Demography of Participants

Category	Detail	Count	Percentage
Gender	Male	7	18%
	Female	32	82%
Teaching Experience (years)	>20 Years	1	3%
	11-20 Years	14	36%
	6-10 Years	11	28%
	2-5 Years	11	28%
	<1 Year	2	5%
Educational Background	Bachelor's	38	92%
	Master's	1	8%
School Type	Junior High (SMP)	17	44%
	Senior High (SMA)	18	46%
	Vocational High (SMK)	4	10%

Data collection techniques

Data collection involved a mixed-methods approach, utilizing an online survey for quantitative data and semi-guided interviews for qualitative insights. The primary instrument for the online survey was the English Language Teachers' Efficacy Beliefs Questionnaire

Loppies and Patty (2024)

(ELTEBQ), adapted from Rezvani & Amiri (2013). This questionnaire, distributed anonymously to a sample of English language teachers, is grounded in Bandura's (1997) conceptualization of self-efficacy beliefs and has been widely used in educational research (Tschannen-Moran & Hoy, 2001). It comprised 45 items across six categories: Teaching Knowledge, Teaching Ethics, Classroom Management, Instructional Strategies, Student Engagement, and Student Evaluation. Responses were measured on a 5-point Likert scale ranging from (1) Strongly Disagree to (5) Strongly Agree, capturing ordinal data for statistical analysis of trends.

For qualitative data, semi-guided interviews were conducted with a subset of survey respondents. These interviews, lasting approximately 30-45 minutes each, were conducted either in person or via video call, based on participants' preferences. The interviews followed a flexible structure, allowing participants to deeply explore and discuss their teaching beliefs, practices, and experiences. The qualitative data, recorded and transcribed verbatim, included content data that enabled thematic analysis, revealing patterns and insights into teachers' pedagogical content knowledge (PCK) and its relationship with self-efficacy beliefs.

Validity and reliability tests ensured the questionnaire's robustness. The validity test using Pearson's Product Moment correlation identified one invalid item, which was removed. Reliability was established through Cronbach's Alpha analysis, yielding a value of 0.993, well above the recommended threshold of 0.60 (Henson, 2001), indicating high internal consistency. For qualitative data, semi-guided interviews allowed participants to reflect on their teaching beliefs, practices, and experiences (Turner, 2014). This approach provided rich insights into teachers' PCK and its relationship with self-efficacy beliefs, as highlighted in the literature (Olfos et al., 2014; Zee et al., 2016).

Data analysis techniques

Quantitative data analysis was employed in this study. Descriptive statistics were used to calculate and summarize the numerical data since it is a time and space-efficient approach (Dornyei, 2003). After collecting data through questionnaires returned by teachers, the analysis was conducted using SPSS (Statistical Package for Social Sciences). The mean score of teachers' responses was calculated and interpreted.

Loppies and Patty (2024)

To understand the meaning of the mean score, a scale for interpreting mean scores was proposed. This scale, commonly used in research methods, categorizes scores into five levels, allowing for a nuanced analysis of teachers' self-efficacy beliefs.

Table 2. Interpretation of Mean Score

Range	Category
1.00-1.80	Very Low
1.81-2.60	Low
2.61-3.40	Moderate
3.41-4.20	High
4.21-5.00	Very High

Qualitative data analysis followed the Thematic Analysis approach developed by Lochmiller & Lester (2015). This systematic approach involves data preparation, thematic coding, categorization, and theme identification, ensuring rigor and transparency in analyzing teachers' reflections on their PCK and classroom practices (Nowell et al., 2017). This mixed-methods methodology aimed to comprehensively understand Indonesian EFL in-service teachers' self-efficacy beliefs and connections to PCK in an underdeveloped context, addressing a gap in the existing literature.

RESULT AND DISCUSSION

In this study, the researchers explored how EFL teachers in Maluku perceive their self-efficacy beliefs and examined the impact of these perceptions on their pedagogical content knowledge (PCK). By focusing on six key domains of teaching, including teaching knowledge, classroom management, and student engagement, this research aimed to uncover the strengths and challenges teachers face in these areas. Additionally, the study sought to understand how the perceived self-efficacy of these teachers shapes their approach to curriculum, content delivery, and instructional strategies, offering insights into the relationship between teacher confidence and classroom effectiveness.

Result

Self-efficacy beliefs of Indonesian EFL in-service teachers

The first objective of this study was to investigate how EFL teachers in Maluku perceive their self-efficacy beliefs across six key domains of teaching. These domains encompass the fundamental aspects of effective language instruction, including teaching

Loppies and Patty (2024)

knowledge, teaching ethics, classroom management, instructional strategies, student engagement, and student evaluation. To quantify these perceptions, teachers were surveyed using a standardized instrument, and their responses were analyzed to produce mean scores for each domain. The following table presents an overview of these findings, providing insight into the areas where teachers feel most confident and those where they perceive room for improvement.

Table 3.
Mean scores of teachers' self-efficacy beliefs across domains

Domain	Mean Score	Category
<i>Teaching Knowledge</i>	2.77	<i>Moderate</i>
<i>Teaching Ethics</i>	2.97	<i>Moderate</i>
<i>Classroom Management</i>	2.87	<i>Moderate</i>
<i>Instructional Strategies</i>	2.88	<i>Moderate</i>
<i>Student Engagement</i>	3.11	<i>Moderate</i>
<i>Student Evaluation</i>	2.95	<i>Moderate</i>

The study revealed that EFL teachers in Maluku perceive their self-efficacy as moderate across all six domains investigated. The Teaching Knowledge domain showed the lowest overall self-efficacy among teachers, with a mean score of 2.77. Within this domain, teachers felt least confident in providing good language models, appropriate input difficulty, and rich language experiences for learners. These findings suggest that teachers struggle to effectively model the target language and create an enriching language learning environment. This is evident in T1's statement:

"Students still do not understand what I convey very well, so when I teach using English, I then translate what is being said into Indonesian." Similarly, T2 highlighted: *"Usually, students find it difficult to understand because they have a weak foundation. Furthermore, English is a foreign language that they have just started learning in high school."*

The Teaching Ethics domain demonstrated moderate efficacy with a mean score of 2.97. Teachers showed higher confidence in treating students equally, valuing what students say, and interacting in a fun manner when appropriate. These results suggest that teachers can create an inclusive and engaging learning environment. However, they felt less confident implementing new instructional strategies and seeking professionals. This is reflected in T4's statement: *"I have not found and implemented new teaching techniques recently."*

Loppies and Patty (2024)

In Classroom Management, teachers felt moderately efficacious, with a mean score of 2.87. They showed particular strength in providing alternate explanations or examples when students are confused. T1's statement reflects a general comfort with classroom management:

"I am quite good at managing the classroom; it is neither easy nor difficult for me to manage the class."

However, teachers felt less confident in orchestrating smooth transitions of classroom activities.

Teachers demonstrated moderate efficacy in Instructional Strategies, with a mean score of 2.88. They showed higher confidence in exploring students' understanding by asking questions. T2's quote exemplifies varied strategies:

"Because the learning process is limited during the pandemic, I only implement the learning process through games. Team Games Tournament is one of the strategies I use."

Lower efficacy was observed in providing appropriate challenges for competent students, aligning with T3's observation:

"I find it difficult to provide appropriate challenges for competent students."

The Student Engagement domain showed the highest overall self-efficacy, with a mean score of 3.11. Teachers felt most confident in motivating low-interest students and relating homework to the content under study. T2's quote illustrates this positive outlook:

"I feel that my ability to interact with students is in a good category. I can interact and communicate well with my students inside and outside the classroom."

However, teachers found getting through to the most difficult students challenging. T4's statement reflects this challenge:

"It is not easy for both of us to identify students' weaknesses...we need to understand their backgrounds and situations before concluding. After all, classes are conducted online."

In the Student Evaluation domain, teachers felt moderately efficacious, with a mean score 2.95. They showed higher confidence in using appropriate tests, as evidenced by T2's statement: *"I usually use appropriate tests."* However, they faced challenges distinguishing students as individuals in terms of learning style. T2 elaborated on this difficulty:

"I find it challenging to evaluate student achievement because of the time constraints. If possible, I prefer to analyze students' learning outcomes individually. Another problem is related to the students' low ability, so even though the material has been made as simple as possible, some still do not understand."

Pedagogical practices informed by self-efficacy beliefs

The second objective of this research aimed to explore the relationship between teachers' self-efficacy beliefs and their pedagogical content knowledge (PCK). PCK is a crucial aspect of effective teaching, representing the intersection of a teacher's subject matter expertise and their understanding of how to convey that knowledge effectively to students. This study sought to understand how teachers' perceptions of their abilities (self-efficacy) shape their approach to curriculum, content, learner understanding, and pedagogical practices. The following table summarizes the critical influences of self-efficacy on different components of PCK, as identified through our analysis of teacher interviews and survey responses.

Table 4.
Influence of self-efficacy on PCK components

<i>PCK Component</i>	<i>Key Influences</i>
<i>Knowledge of Curriculum</i>	<i>Lesson planning, content delivery, task design</i>
<i>Knowledge of Content</i>	<i>English proficiency, understanding student difficulties</i>
<i>Knowledge of Learners</i>	<i>Addressing interests, learning styles, difficulties</i>
<i>Knowledge of Pedagogy</i>	<i>Instructional strategies, classroom management</i>

The study found that teachers' self-efficacy beliefs significantly influenced their PCK across all components. Regarding Knowledge of Curriculum, teachers' efficacy beliefs influenced their approach to lesson planning, content delivery, and task design. Those with higher efficacy in teaching knowledge tended to prepare more comprehensive syllabi and lesson plans. As T2 mentioned:

"The first thing I prepare is the syllabus and lesson plan as teaching guidelines." However, the pandemic presented challenges, leading to content delivery and task design adaptations. T2 explained:

"Because the learning process is limited during the pandemic, I only implement the learning process through games. Team Games Tournament is one of my strategies in the learning process."

Regarding Knowledge of Content, teachers' perceived English proficiency influenced their content knowledge and instructional approaches. Those with higher efficacy in speaking skills, like T2, felt more confident in delivering content:

Loppies and Patty (2024)

"I feel proficient in speaking skills because, before high school, I taught at a private elementary school where all subjects in the classroom were taught in English, not just English itself."

However, due to students' low proficiency, many teachers, regardless of their efficacy levels, often resorted to translation. T1 noted:

"Students still do not understand what I convey well, so when I teach English, I translate what is being discussed into Indonesian."

Teachers' efficacy beliefs also influenced their Knowledge of Learners, affecting their understanding of students' interests, learning styles, and difficulties. Those with higher efficacy in student engagement were more likely to explore students' interests and adapt their teaching methods. T2 stated:

"I apply fun learning methods such as games and songs, considering the students' basic level abilities."

However, identifying students' weaknesses proved challenging for some teachers, especially in online settings. T4 explained:

"It is not easy for both of us to identify students' weaknesses...we need to understand their backgrounds and situations before concluding. After all, classes are conducted online."

Lastly, teachers' self-efficacy beliefs influenced their Knowledge of Pedagogy, affecting their instructional strategies, classroom management approaches, and integration of content, pedagogy, and learner knowledge. Those with higher efficacy in classroom management and instructional strategies reported more diverse approaches to error correction and classroom rules. T2 described their approach:

"I usually directly correct students' mistakes related to pronunciation, for example, when reading by providing examples. As for writing, if the spelling is wrong, I immediately write the correct word."

Regarding classroom management, T2 explained:

"For classroom management, I initially found it difficult because no guidelines were made. However, I made rules for students to follow overtime during the learning process."

Discussion

The study's findings revealed that Indonesian EFL in-service teachers perceived their self-efficacy as moderate across six domains: teaching knowledge, teaching ethics, classroom management, instructional strategies, student engagement, and student evaluation. This mild level of self-efficacy could impact their classroom practices in several ways.

Loppies and Patty (2024)

Prior research strongly suggests a connection between self-efficacy and teacher effectiveness. For example, Markova (2021) found that teachers with higher self-efficacy are more likely to employ engaging methods, persist through challenges, and experience greater job satisfaction. On the other hand, Bas (2022) and Chang (2022) noted that lower self-efficacy could lead to burnout, negative student interactions, and resistance to new teaching styles. These factors, in turn, can impact student achievement, as negative teacher emotions can hinder learning (Prewett & Whitney, 2021). This study's finding of moderate self-efficacy, particularly in student engagement and lesson preparation, aligns with Tacbalan et al. (2023), who highlighted that these factors are directly linked to positive emotions and job satisfaction. As emphasized by Zakariya (2020), a strong school climate can also enhance teacher satisfaction, with self-efficacy acting as a bridge between these elements. Therefore, while the findings are consistent with prior studies, they underscore the need for interventions to enhance teacher self-efficacy in these critical areas.

The study identified areas where teachers' self-efficacy was relatively low, specifically in providing good language models, tailored input, and rich learning experiences. These challenges are crucial as they can significantly impact students' language acquisition. Effective modeling and comprehensible input are fundamental for language development, as Boya & Liu (2018) and Narayana (2023) emphasize. When teachers struggle in these areas, students may face difficulties understanding and using the target language, potentially leading to frustration, disengagement, and poor academic performance (Chen, 2021). This study's findings are consistent with research by Asiah et al. (2019) and Vattøy & Gamlem (2020), who also noted the critical role of teacher efficacy in student outcomes. However, unlike these studies, the present research highlights the challenges teachers face in the Maluku region, suggesting that regional context plays a significant role in shaping teacher efficacy. These differences emphasize the need for context-specific strategies to improve language modeling and differentiated instruction, supported by Vygotsky's theory of scaffolding, which advocates for tailored support based on student needs (Subban, 2006). Conclusively, while the study contributes valuable insights, it is limited by its regional focus, which may not fully capture the diversity of challenges faced in other Indonesian regions.

The study also revealed lower teacher efficacy in seeking professional development and implementing new instructional strategies. Effective professional development is essential as

Loppies and Patty (2024)

it equips teachers with the knowledge and skills necessary to implement research-backed strategies, manage diverse needs, and create a supportive environment (Depaepe & König, 2018; Singh, 2023). This study's findings align with previous research by Khadzhiev & Rakhimov (2019) and Subramani & Iyappan (2018), emphasizing that exposure to innovative approaches, including technology integration, can boost teachers' enthusiasm and creativity. As highlighted by Kalinowski et al. (2020) and Scarparolo & Hammond (2018), high-quality professional development can significantly improve teacher practice and student success. However, this study adds to the existing literature by focusing on the Maluku context, where access to such professional development opportunities may be limited, thus contributing to lower self-efficacy. This underscores the need for targeted professional development programs in under-resourced regions to enhance instructional efficacy. Despite its contributions, the study is limited by its cross-sectional design, which does not account for changes in teacher efficacy over time. Future research should explore the longitudinal impacts of professional development on teacher efficacy.

The moderate self-efficacy in classroom management and student engagement is notable, as these areas are crucial for fostering a positive learning environment. Effective classroom management strategies, such as creating structure and minimizing disruptions, are essential for promoting student focus (Myers et al., 2020). Teachers with high self-efficacy in this domain are generally better equipped to handle these aspects, as (Lazarides et al., 2020) observed. Similarly, high self-efficacy in student engagement enables teachers to implement motivational strategies and cater to individual needs, thereby improving student participation and achievement (Lu & Mustafa, 2021; Shah, 2023). This study's findings resonate with research by Burić & Macuka (2018) and Wettstein et al. (2021), which also reported that teachers with higher self-efficacy are more likely to be effective managers and create a positive learning atmosphere. However, the study differs by emphasizing the challenges faced in the Maluku region, where resource constraints may exacerbate classroom management and engagement difficulties. This highlights the importance of contextual factors in shaping teacher efficacy. The study's findings, while informative, are limited by their reliance on self-reported data, which may not accurately reflect actual classroom practices. Future research should incorporate observational methods to validate these findings.

Loppies and Patty (2024)

The underdeveloped context of Maluku, characterized by limited resources and diverse student backgrounds, might have contributed to the lower teacher self-efficacy observed in the study. Resource-constrained environments present unique challenges, such as large class sizes, lack of materials, and student diversity, which can contribute to stress, burnout, and lower self-efficacy among teachers (De Bruyckere & Simons, 2016; du Plessis & Mestry, 2019). This study's findings are consistent with Nwoko et al. (2023), who also identified a link between resource limitations and teacher efficacy. However, the present research extends this understanding by focusing on the specific challenges of Maluku, a region often overlooked in broader studies. Strategies to enhance teacher resilience and motivation, such as specialized training and supportive professional communities, are crucial for addressing these challenges (Low et al., 2019). Mindfulness practices and fostering a culture of resilience through reflective practice and peer support, as advocated by Isidori et al. (2023) and Sowton (2021), can also contribute to creating a more positive and supportive work environment. While the study offers valuable insights into teachers' challenges in underdeveloped regions, its findings may not be generalizable to more urbanized settings. Future research should explore the impact of contextual challenges on teacher efficacy across different regions.

The study's findings hold significant implications for both teacher education programs and the establishment of professional learning communities (PLCs). Strengthening teacher education programs to emphasize self-efficacy development and pedagogical content knowledge (PCK) can better prepare future teachers for classroom realities (Adel & Noughabi, 2022). This study's findings align with Dack (2018) and Kim (2020), who highlighted the importance of enriched programs that include hands-on experience, mentorship, and reflection to equip preservice teachers with evidence-based strategies. Establishing PLCs within schools fosters ongoing collaborative learning and the sharing of best practices among in-service teachers (Carpenter, 2018). Participation in PLCs has been shown to boost teacher motivation, satisfaction, and self-efficacy, as noted by Ohayon & Albulescu (2023). However, this study adds to the existing literature by emphasizing the need for such initiatives in underdeveloped regions like Maluku, where resource constraints can limit access to professional development opportunities. This highlights the potential of PLCs to mitigate the impact of resource constraints and promote sustained teacher commitment. Despite these contributions, the study's findings are limited by the lack of longitudinal data to

assess the long-term impact of PLC participation on teacher efficacy. Future studies should investigate the sustainability of PLCs in resource-constrained environments.

CONCLUSION

Conclusion

This study examined Indonesian EFL in-service teachers' self-efficacy beliefs in the underdeveloped context of Maluku province and how their perceived self-efficacy influenced their pedagogical content knowledge (PCK) and practices. The findings revealed moderate levels of self-efficacy across various domains, with challenges in providing effective language models, seeking professional development, and implementing new strategies. Teachers' self-efficacy beliefs shaped their approaches to lesson planning, content delivery, assessment, understanding learners' needs, instructional techniques, and classroom management. The underdeveloped context likely contributed to moderate self-efficacy due to limited resources and student diversity. These findings underscore the need for targeted interventions to enhance teacher self-efficacy, particularly in resource-constrained settings like Maluku.

Limitation

While this study provides valuable insights into EFL teachers' self-efficacy in an underdeveloped context, several limitations should be noted. First, the study's regional focus on Maluku may limit the generalizability of findings to other Indonesian regions or more urbanized settings. Second, relying on self-reported teacher efficacy data may not fully capture actual classroom practices. Lastly, the lack of observational data to validate self-reported practices limits the depth of understanding of the relationship between self-efficacy beliefs and actual teaching behaviors.

Implication

The findings of this study have significant implications for teacher education programs and professional development initiatives in underdeveloped regions. Strengthening teacher education programs to emphasize self-efficacy development, PCK, and evidence-based practices could better prepare future teachers for classroom realities in resource-constrained environments. Establishing supportive PLCs within schools could foster ongoing collaborative learning and sharing of best practices among in-service teachers, potentially

Loppies and Patty (2024)

mitigating the impact of resource constraints. Additionally, targeted interventions to enhance teacher resilience, motivation, and effectiveness in navigating contextual challenges could improve the quality of English education in underdeveloped regions. Future research should explore the longitudinal impacts of professional development on teacher efficacy, investigate the sustainability of PLCs in resource-constrained environments, and incorporate observational methods to validate self-reported data on teaching practices.

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