

## Investigating Teachers' Efficacy Beliefs in Managing English for Specific Purposes (ESP) Classroom

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*Received: 27 June 2024*

*Accepted: 29 July 2024*

*Published: 14 August 2024*

**Abstract: Investigating Teachers' Efficacy Beliefs in Managing English for Specific Purposes (ESP) Classroom. Objective:** This research aims to measure ESP teachers' efficacy beliefs and identify the effect of teachers' efficacy on ESP teaching performances. **Method:** This study used mixed-method research as a research design. The subjects were teachers who have experience in teaching ESP. The teachers came from several vocational high schools and higher education institutions. The researcher used the purposive sampling technique to determine the sample of this research. The quantitative data were obtained through a questionnaire to 30 teachers from several vocational high schools in Riau, and the researcher invited five teachers to join an interview session. Furthermore, thematic analysis was used to analyze the data by familiarizing with the data, categorizing the data through coding, and then organizing those codes into themes reflecting the subjects' responses. Based on the data obtained, all participants exhibited high and medium levels of self-efficacy. Five aspects were involved in the questionnaire: efficacy for English, efficacy for curriculum implementation, efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement. **Findings:** Among these aspects, efficacy for instructional strategy was the highest. Teachers with high self-efficacy excel in classroom management, create motivating environments, and adapt their strategies to meet student needs, leading to better academic outcomes. Proficiency in English also plays a crucial role in effective ESP teaching. High teacher self-efficacy boosts motivation to deliver effective lessons, even with limited preparation time. The research emphasizes the reciprocal relationship between teacher efficacy and student performance, showing that confident teachers foster better learning environments.

**Keywords:** classroom management, ESP teacher's self-efficacy, ESP.

### *To cite this article:*

Afrezah, N. N., Priyana, J., Widyastuti, P., & Syahfutra, W. (2024). Investigating Teachers' Efficacy Beliefs in Managing English for Specific Purposes (ESP) Classroom. *Jurnal Pendidikan Progresif*, 14(2), 1045-1058. doi: 10.23960/jpp.v14.i2.202476.

### ■ INTRODUCTION

Language classroom management involves various aspects of teachers' capability in controlling students and language classroom activities. Teacher must comprehend the dimensions of classroom management such as scrutinizing whole class, emotional assistance, academic, and students' encouragement

(Chicherina et al., 2020). The teacher monitors the entire class to ensure students behave respectfully to avoid misbehaviour. It is linked to emotional assistance, where the teacher is aware of students' attitudes during the class. Then, teachers can maintain the class and offer decent lessons. Therefore, teachers require to appreciate students' performance and convince that they

have satisfied potential. Those aspects present progressive classroom ambience to support students' achievement. In addition, teachers need to notice and identify the prominent classroom management in deciding how they will act and serve teaching in learning English (van Driel et al., 2021). That can be formed if the teachers have adequate experiences in managing the class and high self-efficacy level. Teachers with high self-efficacy beliefs have high motivation and curiosity to grow towards something they learn (Alibakhshi et al., 2020a). Teacher's efficacy has been found as a factor affecting students' performance in learning as well (Alexander, 2020; Hassan, 2019). In a study conducted by (Pearman et al., 2021), teachers' self-efficacy is defined as their personal assessment of their abilities to effectively facilitate student engagement and learning, even in the presence of challenging or unmotivated students. The efficacy plays a crucial role for teacher in shaping the structure of academic activities within their classrooms. Furthermore, it significantly impacts their behavior, including their level of effort, goals, aspirations, and persistence in the face of setbacks during the teaching process (Bandura, 1997; Gale et al., 2021).

Teachers may face various difficulties and challenges in language classroom management. The problem can be from students, environment, facilities, or the teacher itself. Language classroom management ordered teachers to navigate a constantly shifting classroom environment while still accomplishing their instructional objectives (van Driel et al., 2022). Moreover, students with different background and purpose will affect the language classroom progress. Teachers who teach English demanded to support themselves with sufficient experience and skills in teaching English for specific purpose (ESP). ESP refers to a form of English language instruction that is designed to cater to the specific learning requirements of an individual learner or a group of learners over a

specified timeframe (Chaovanapricha & Chaturongakul, 2020). Lavrysh et al. (2022) assumed that Instruction in ESP improves language skills and students' capacity for effective communication. ESP students learn English in different contexts, unlike students from English majors. They may come from engineering, nursing, or economy students. Those majors necessitate English in a distinct term related to the objectives. Therefore, English teachers need to be able to teach English in general and in different communicative terms. Teachers will handle the various characteristics of each student, including their different majors and experiences. Teachers requested to adapt and prepare all things adjusted with ESP students. Consequently, teachers will be confronted with diverse ability levels in English. There will be multiple challenges in teaching English since teachers will require advanced skills and exposure to decent information in English for specific purposes.

The content of an ESP course is determined by the expectations of the students (Fîlîu<sup>o</sup>, 2017). It is necessary for teachers to furnish suitable resources and activities in order to facilitate the acquisition of meaningful experiences by ESP students (John, 2019). Lavrysh et al. (2022) assumed that Instruction in ESP improves not only language skills but also students' capacity for effective communication. ESP students learn English in different contexts, unlike students from English majors. They may come from engineering, nursing, or economy students. Those majors necessitate English in distinct terms related to the objectives. Regarding problems and obstacles in ESP classrooms, it appears that the entire environment may affect teachers' optimism regarding their capacity to effectively manage ESP classrooms.

Teachers' self-efficacy in classroom management significantly impacts their ability to create a positive and effective learning environment (Lazarides et al., 2020). High self-

efficacy in teachers correlates with greater confidence and competence in handling classroom challenges, leading to the implementation of effective strategies for maintaining order and discipline. This confidence not only reduces stress and burnout among teachers but also promotes student engagement through proactive management techniques (Hettinger et al., 2021). Teachers with strong self-efficacy are more likely to employ positive behavioral interventions, which foster a constructive classroom atmosphere and minimize disruptions. Moreover, ongoing professional development enhances self-efficacy, enabling teachers to continually improve their management skills. Ultimately, the strong belief in their classroom management capabilities contributes to better student outcomes, including higher academic performance, fewer behavioral issues, and a more positive overall classroom climate (Hettinger et al., 2024; Wettstein et al., 2021).

A number of studies have demonstrated that teachers' self-efficacy has a positive effect on student achievement and motivation (Damayanti & Musafik, 2022; Ma, 2022), teachers and students relationship (Lee, 2020), and teacher innovation (Cai & Tang, 2021). Nevertheless, several researchers have studied about teachers' efficacy belief in inclusion education (Özokcu, 2017), pre-school teachers' self-efficacy (Ozokcu, 2018), pre-service teachers perspective toward the effect of university learning experience and self-efficacy (Filatov & Pill, 2015), and teachers' self-efficacy level for special class (Ryan & Mathews, 2022). None of those research discuss teachers' efficacy specifically in ESP classroom and how self-efficacy influence the teachers' performance in ESP. Therefore, this research aims to determine ESP teachers' efficacy level and investigate how their efficacy affect teachers' performances in ESP classroom contributing to boost teachers' awareness on how self-efficacy can be

considered as crucial factor in teaching English for ESP learners.

The health conditions of the Covid-19 pandemic are a top priority in providing policies such as education, the economy and other areas. Health is very important for human survival because with a healthy body, humans can carry out their activities well and not experience difficulties. Negative emotions that arise in society such as worry, fear and anxiety cause the body's immune system to decrease and have an impact on health conditions. (Harjudin, 2020). After various policies were implemented and taken by the government, one of them was the implementation of large-scale social activities or known as PSBB as a form of preventive effort for prevention measures taken by the government in the spread of the corona-19 virus. Currently the government has implemented a new normal order, in mens Making the process of implementing the new normal order successful requires cooperation from various parties such as the government, business actors, education practitioners, health practitioners and the community. The new normal order policy requires adaptation of various elements. The new normal does not mean that the Covid-19 virus has disappeared from this world, but the recovery rate is getting bigger and how society is able to live side by side with Covid-19 while still maintaining health protocols in carrying out its activities. Even in the new normal and post-pandemic era, people are still encouraged to be vigilant in maintaining their health, in accordance with several research results on health literacy in the community as showed in the figure below.

## ■ METHOD

### Participants

The participants of this research were teachers who had experience teaching ESP. The teachers came from 15 vocational high schools. A total of populations are 35 teachers and all

those teachers took into a sample for qualitative method. It is because the population is too small. Besides, A purposive sampling technique was used to determine the sample for qualitative data. There are 5 teachers participating in interview chosen by considering their efficacy level and teaching experiences. Those teachers have been chosen because they have 5- 15 years teaching experience or above, and the researcher believes this criterion is appropriate for obtaining the data.

### **Research Design and Procedures**

The present study employed a mixed-method research approach. The researcher integrated quantitative and qualitative information to gain an in-depth understanding of the issues. The present study employed an explanatory sequential mixed method approach. According to (Creswell & Plano Clark, 2018), the initial phase involved collecting quantitative data and acquiring qualitative data to provide further explanation and elaboration on the quantitative findings. This research objective was deemed suitable as it entails measuring teachers' efficacy beliefs and identifying the effect of teachers' self-efficacy in teaching performances in English for Specific Purposes (ESP) classrooms to attain a comprehensive understanding. The quantitative data was obtained through a survey in the form of a questionnaire given to 35 teachers from 15 vocational high schools in Riau. Moreover, to gain qualitative data through an interview, the researcher chose five teachers to join an interview session about 10-15 minutes for each participant. This research was conducted for a month due to teachers' schedule.

### **Instruments**

The researcher adopted and adapted the Teachers' Sense of Efficacy Scale (TSES) by Tschannen-Moran and Woolfolk-Hoi (2001) and updated TSES from Basikin (2008). The questionnaire fully adopted from TSES Basikin

(2008) which consist of 39 items. There are 5 indicators of Teachers' Sense of Efficacy Scale (TSES) namely, efficacy for English consist of 7 items addressing the English skills necessary for their daily teaching tasks, covering both productive and perceptive skills, and using English for communication and instruction. The second is efficacy for curriculum implementation designed to examine teachers' self-efficacy beliefs in implementing the Indonesian curriculum. The third is efficacy for instructional strategies aimed to measure teachers' beliefs in their ability to plan, execute, and evaluate their English instruction in the classroom. The fourth is efficacy for classroom management focused on assessing teachers' confidence in managing their classrooms. The fifth is efficacy for student engagement sought to evaluate teachers' beliefs in their ability to engage students in classroom activities. The second to the fifth indicators respectively consist of 8 items. In addition, the qualitative data gained through an interview session where the researcher can come to the school or conduct virtual interview session through video conference platform. The interview guidelines was adapted from Basikin (2008) as well, in which several questions adjusted with this research objectives. The interview was aimed to explore teachers' statements on the effect of teachers' self-efficacy in teaching performances of English for Specific Purposes (ESP) classrooms. Moreover, the researcher intends to interact with the participants directly; thus, the researcher would derive a trustworthy source.

### **Data Analysis**

Quantitative data was analyzed through descriptive statistics, and qualitative data was analyzed by using thematic analysis. The qualitative data was analyzed through thematic analysis, involving several steps: familiarization, coding, transcription, data organization, and identifying themes (Dawadi, 2020). Initially, the

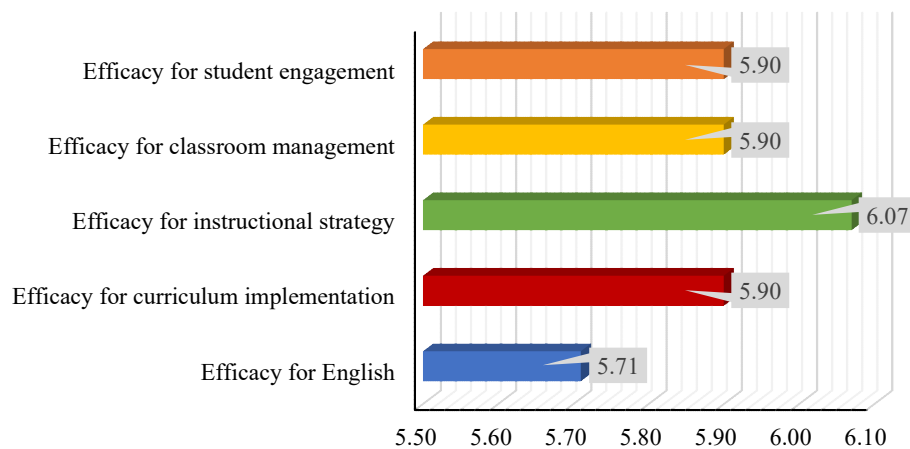
researcher transcribed the interview recordings and familiarized themselves with the data by reviewing the transcripts and audio or video recordings. Subsequently, coding was applied to categorize the data based on commonalities. The categorized data were then organized into themes reflecting the participants' responses. These themes were further subdivided into focused sub-themes, ensuring clarity and alignment with self-efficacy theories. Qualitative data was gained through interview which. The type of interview is a semi-structured interview which combines a set list of questions with the flexibility to explore topics in more depth based on the respondent's answers. In ensuring the trustworthiness of the data, this research applied methodological triangulation by involving quantitative and qualitative approaches.

## ■ RESULT AND DISCUSSION

### ESP Teachers' Efficacy Level

The data in this research was attained by using 5 indicators of teacher's efficacy questionnaire which was adopted from

Tschannen-Moran and Woolfolk-Hoi (2001) and Basikin (2012). Three indicators were gained from Woolfolk-Hoi (2001) namely efficacy for instructional strategy, classroom management and student engagement. The other two indicators were drawn from Basikin (2012) consisting efficacy for English and efficacy for curriculum implementation. Researcher considered that the other two indicators were important due to curriculum changes in Indonesia which may affect to teacher's efficacy beliefs in teaching ESP. The mean of teachers' self-efficacy data depicted that all means score from all indicators or subscales with 7-point Likert-type scale is 5,90 and standard deviation is 0,915. The mean of Efficacy for English is 5,71, efficacy for curriculum implementation is 5,90, efficacy for instructional strategy is 6,07, efficacy for classroom management is 5,90, and efficacy for students engagement is 5,90 and the standard deviations of 0,905, 0,940, 0,828, 0,896, 1,004 respectively for each indicators. Details of mean and standard deviation can be seen in the following figure.



**Figure 1.** The distribution of teachers' efficacy indicators based on mean score

Determining the level of teacher efficacy is the first thing that must be answered from the research question. By knowing the level of teacher

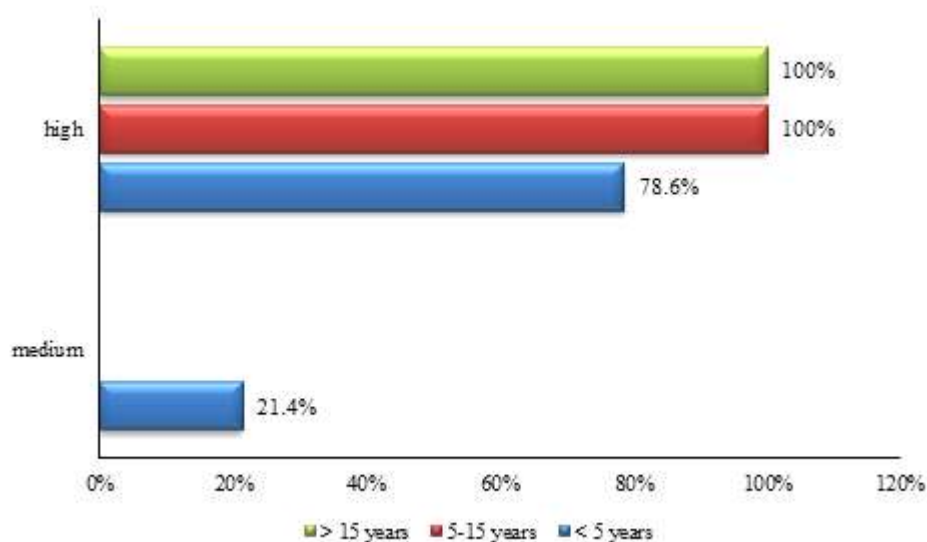
efficacy, it can later be decided what efforts must be made to increase the sense of efficacy by looking at what factors influence it. The level of

teacher efficacy is calculated by using descriptive statistics to analyze the data obtained through questionnaires. Based on the results, it was known that the minimum score is 39, which is one multiplied by the number of items. To determine the maximum score, the number of items is multiplied by 7 points on the Likert scale so that  $39 \times 7 = 273$ . The range is obtained from the reduction of the maximum score and minimum score. The mean result is obtained from the sum of the maximum and minimum scores, then divided by two, which is 156. The value of the range divided by 6 is a way to determine the standard deviation so that the result is 39.

Furthermore, the categorization of teacher efficacy levels can be identified based on data results. It was found that none of the teachers who participated in this study had low self-efficacy. Only three teachers have self-efficacy at the medium level, or 9% of the total number. 32 people, or 91% of the total participants were teachers with high self-efficacy. Thus, out of a total of 35 teachers, most of them have high self-efficacy. Teachers' self-efficacy levels refer to the degree of confidence teachers have in their own abilities to successfully perform various tasks and responsibilities associated with their roles. This

includes managing student behavior, preparing educational materials, creating syllabi, and completing difficult tasks. Teachers' self-efficacy levels are often quantified on a scale and reflect their belief in their competence and effectiveness in the educational environment. Participants rated their self-efficacy levels and discussed their confidence in handling various teaching responsibilities. Their responses indicate a generally high level of self-belief, which they associate with their ability to manage classroom dynamics, prepare and execute educational plans, and tackle challenging tasks. Teachers' self-efficacy levels indicate their confidence in managing classroom tasks, preparing educational materials, and completing challenging assignments, often quantified on a scale.

Another aspect considered to play an important role in teacher self-efficacy is teaching experience. This factor is one of the reasons for the selection of participants in this study. There are three categories of teaching experience range: teachers with less than 5 years, 5-15 years, and more than 15 years of experience. The results of the TSES analysis, showing ESP teachers' self-efficacy levels based on their duration of teaching experience, can be seen in Figure 2.



**Figure 2.** Self-efficacy based on teaching experiences

Based on Figure 2., 100% (6 teachers) of Teachers with more than 15 years of English teaching experience have high self-efficacy, similar to teachers with 5-15 teaching experiences. In contrast, teachers with less than five years of experience have lower numbers in the high category; 78.6% (11 teachers) and 21.4% (3 teachers) are medium level. These findings depict that within the context of this research, the duration of experience teaching ESP correlates with variations in teacher efficacy levels. In line with these findings, Özokcu (2017), Murat et al. (2018), and Martins & Chacon (2021) discovered that teachers with the most experience in teaching possess a high self-efficacy level. Those studies involve various ranges of occupational experiences that may emerge in different durations of teaching among those studies, but the decision is similar. As teachers accumulate years of experience, they gain a deeper understanding of which classroom strategies are most effective in promoting student learning and engagement (Wilson et al., 2020) as an endeavor to manage ESP classrooms (Doyle, 1980). This growing familiarity and proficiency with various instructional methods bolster their confidence in their teaching abilities (Farhadiba & Wulyani, 2020). Consequently, as their confidence increases, so does their belief in their capacity to succeed in the classroom, ultimately amplifying their effectiveness as teachers.

### **The influence of teacher's efficacy on teaching performance in ESP classroom**

The efficacy of teachers plays a pivotal role in determining the effectiveness of teaching English for Specific Purposes (ESP). ESP refers to the teaching and learning of English focused on specific goals, such as business, medicine, or engineering. The influence of teacher efficacy on ESP instruction is highly significant, as confident teachers in their ability to teach ESP tend to motivate and guide students more effectively.

Moreover, teacher efficacy also plays a crucial role in shaping students' perceptions of ESP learning itself. Confident teachers can instill the same belief in their students, inspiring them to approach learning challenges with a positive and enthusiastic attitude. Thus, the influence of teacher efficacy extends beyond technical teaching skills, impacting students' motivation and learning attitudes within the context of ESP instruction (Miller et al., 2017). Therefore, the researcher tried to gather teachers' perspectives on how self-efficacy beliefs affect their teaching performance and classroom management to gain actual information.

Morris et al (2017) and An et al. (2021) found there are various factors influencing teachers' self-efficacy such as teaching years, teaching practices, disciplinary climate, and job satisfaction. This confidence allows teachers to handle classroom dynamics, select appropriate teaching strategies, and adapt to students' needs, thereby enhancing overall educational outcomes. Self-efficacy impacts ESP teachers' performance by enhancing classroom management, improving learning processes, and creating a motivating environment, thus improving overall teaching effectiveness.

Additionally, proficiency in the English language significantly influences teaching performance, particularly in the context of ESP (English for Specific Purposes) teaching. Teachers' ability to effectively use the English language enhances their classroom management skills and overall teaching performance. One of the ESP teacher stated that:

*"When I am confident in my abilities, it will positively influence the management of ESP classroom, as I can determine methods, strategies, and learning activities according to the needs of my students."*

It is shown that when a teacher feels confident in their ability to teach ESP, they are

likely to have more energy and creativity to create a supportive learning environment. This is reflected in innovative teaching approaches, the use of materials relevant to students' needs, and the implementation of learning techniques that allow students to develop language skills within their targeted contexts. Besides, a high level of language proficiency enables teachers to implement appropriate teaching strategies, create conducive learning environments, and adapt methods to meet the needs of their students. Participants discussed the importance of their English language proficiency in shaping their teaching performance as shown in the following excerpt.

*"If assessed, I would give myself a score of nine. I believe with my ability in teaching English can serve appropriate teaching and learning process because I know the strategy or method I would like to implement but I still need to adjust it with my students' character and needs."*

It was indicated that teachers' confidence in their subject expertise plays a vital role in their teaching performance. This is illustrated by a teacher who rates their own ability highly, giving themselves a score of nine. They believe their proficiency in teaching English allows them to deliver an effective teaching and learning process. This confidence stems from their knowledge of strategies and methods, which they can tailor to fit the unique characters and needs of their students. This adaptability and strong subject knowledge contribute to their overall teaching effectiveness. The interview result highlighted how a strong command of the language contributes to better classroom management and the ability to deliver high-quality education.

Creating a conducive learning environment is also crucial for effective teaching and significantly influences students' learning outcomes. Teachers with high self-efficacy can

support students by fostering a comfortable and relevant learning environment as stated in the interview excerpt below:

*"My self-efficacy in classroom management significantly influences when we possess good managerial skills, self-competence, and emotional management capabilities. This plays a crucial role in classroom management, as it enables us to create a comfortable learning environment where students remain motivated to learn effectively."*

Based on the teacher statement, when teachers possess good managerial skills, self-competence, and emotional management capabilities, their self-efficacy enhances their ability to create a comfortable learning environment. This environment is conducive to keeping students motivated and engaged, ultimately facilitating more effective learning. The effect of self-efficacy on ESP (English for Specific Purposes) teachers' performance highlights how teachers' beliefs in their own abilities influence their effectiveness in the classroom. High self-efficacy among teachers contributes to improved classroom management, smoother and more effective learning processes, and the creation of a motivating learning environment. This environment aids in the comprehension and application of taught material, enhancing students' academic development and performance. Participants emphasized the importance of a conducive learning environment in promoting effective learning and improving student outcomes. They noted that their self-efficacy plays a vital role in creating such an environment, which is aligned with the students' study programs and fields.

The impact of teacher self-efficacy on student outcomes highlights the significant influence teachers' self-efficacy has on their students' learning achievements. Teachers with high efficacy level are more likely to create



effective learning environments, which in turn facilitates better student comprehension and grasp of the material. This theme underscores the reciprocal relationship between a teacher's efficacy and students' academic performance, where a confident teacher can positively affect students' understanding and success. Participants discussed how their confidence directly impacts their students' learning outcomes. They noted that when they feel confident, it positively affects their teaching effectiveness, which in turn enhances students' ability to understand and apply the material.

In this research, most of the teachers use student-centered approach to accommodate student with huge opportunity to explore the information as much as they can.

*"In teaching, I prefer to employ strategies such as problem-based learning and student-centered learning, enabling students to feel engaged in the learning process. This approach does not solely rely on us as instructors being active in the classroom, and I perceive significant impacts and influences on the learners."*

Teachers with high self-efficacy in this research tend to use problem-based learning and student-centered learning. These approaches engage students actively in the learning process rather than relying solely on the instructor's activity. Such strategies reflect the teacher's confidence in managing and facilitating a dynamic classroom environment, ultimately leading to positive impacts and influences on the learners. This self-assured approach allows teachers to create an interactive and responsive educational experience.

Choi & Lee (2022) also indicated that teachers' self-efficacy beliefs were significantly associated with the use of student-centered and L2 interaction-focused teaching practices. In contrast, Teig et al. (2019) use Cognitive-

Activation Strategies (CAS) as strategies influenced by teachers' self-efficacy. Additionally, teachers use some kinds of strategies such as Project-based Learning (PjBL), Problem-based Learning (PBL), jigsaw, and support with social media such as Instagram. Those strategies encourage students to actively engage in the group or even individual activity. Students gain many novel insight beyond teachers' explanation and practice self-directed learning. Moreover, the use of technology helps students to understand positive benefit of social media instead of fun gadget. They able to find their sources related to the project given, elaborate the information deeply through the internet, and spread their project through their social media account. It is also supported by Saienko et al. (2020) which is showing that the technology integration attract students' engagement Overall, the strategies applied by teachers based on their prior experiences, students' needs and character analysis, and classroom situation.

Moreover, self-efficacy significantly influences teachers' motivation to deliver material in the classroom. High self-efficacy fosters a sense of confidence and preparedness, even when preparation time is limited. This confidence allows teachers to present material in an organized and structured manner, maintain a calm demeanor, and effectively manage classroom activities. High self-efficacy also motivates teachers to engage with students and assign tasks appropriately, enhancing the overall teaching process. Participants highlighted the critical role of self-efficacy in driving their motivation to teach. They noted that their confidence in their teaching abilities encourages them to deliver material effectively and maintain a positive classroom environment.

The influence of teachers' efficacy on teaching performance in ESP (English for Specific Purposes) classroom management is a significant factor in determining the effectiveness of teaching

practices. Current research found that teachers' efficacy significantly influence teaching classroom management in which improve teaching performance. Teachers with high self-efficacy able to provide adequate classroom management by serving well-classroom environment, use proper teaching instruction, choose suitable teaching strategies based on students' needs and learning style which foster students' enthusiasm to learn (Alibakhshi et al., 2020b; Sarfraz et al., 2022). All those endeavors designed to improve students' learning outcomes.

Choi & Lee (2022) and Pan et al. (2024) further underscores the importance of teachers' self-efficacy beliefs, particularly in classroom management, in influencing their teaching practices. Teachers with high sense of self-efficacy demonstrate a remarkable ability to embrace and excel in demanding academic endeavors. Their heightened self-assurance enables them to navigate classroom challenges with a sense of calm and confidence, thereby mitigating feelings of anxiety and promoting a more positive learning environment (Alibakhshi et al., 2020a). Teachers with higher self-efficacy in classroom management are more likely to employ effective strategies for maintaining a structured, orderly, and student-centered classroom environment (Martin & Mulvihill, 2019). Therefore, it generates satisfaction for both teachers and students because can serve appropriate teaching and learning activities which stimulate students' motivation and interest.

The first respondent emphasizes active participation in training sessions, both online and organized by professional groups. This finding supported by Zonoubi et al (2017) which is revealed that professional development improve both experienced and teachers' self-efficacy in employing innovative instructional strategies. The respondents also mention the utilization of technology to enhance language proficiency and staying updated with the latest teaching

methodologies. This approach demonstrates a commitment to continuous professional development and the integration of innovative practices into teaching. The second respondent highlights learning within the community and with peers, as well as utilizing online platforms for learning. This indicates a collaborative approach to professional growth, leveraging the knowledge and experiences of colleagues to enhance teaching effectiveness. The third respondent underscores the importance of continuous learning as an essential aspect of teaching. They stress the need for educators to stay updated with advancements in education, particularly in the context of technological advancements and evolving information. The emphasis on adaptability and lifelong learning reflects a proactive stance towards improving teaching efficacy. The fourth respondent discusses engagement in various learning activities such as reading, watching educational videos, and exploring effective teaching methods and classroom management techniques. Additionally, they focus on managing emotions effectively during teaching sessions, indicating a holistic approach to professional development that encompasses both pedagogical skills and emotional intelligence. The fifth respondent highlights the importance of self-reflection in identifying areas for improvement in classroom instruction. By recognizing and addressing areas needing modification, teachers can enhance future teaching and learning experiences. The emphasis on reflection as a tool for continuous improvement suggests a self-directed approach to professional growth.

Overall, these interview responses illustrate a diverse range of strategies employed by teachers to enhance their efficacy in teaching. From active participation in training sessions to collaborative learning with peers and continuous self-reflection, these approaches reflect a commitment to ongoing professional development and improvement in classroom practice.

## ■ CONCLUSION

Based on the findings and discussions, the level of efficacy among ESP teachers participating in this study generally falls within the moderate to high range. In other words, no participants exhibited low efficacy levels. Furthermore, among the five aspects of the questionnaire, efficacy for instructional strategy emerges as the highest. Teaching experience also considered as an important aspect which affect ESP teachers' efficacy level. This observation is attributed to teachers' ability to tailor strategies to meet students' needs based on reflections from prior teaching experiences. Teacher efficacy plays a crucial role in ESP classrooms as educators are able to create a conducive learning environment through the use of precise instructional strategies and engaging learning activities. Furthermore, confidence in one's ability to control the ESP class also matters when dealing with disruptive students. Teachers with high efficacy levels will address such students by providing direct advice or administering discipline without damaging the students' self-esteem.

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