

Self-efficacy of Teachers in Teaching English amid the Covid-19 Pandemic

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ABSTRACT

Teacher's self-efficacy is a specific phenomenon that can be seen as one of the contributors to the process of effective English teaching and learning. This study aimed to analyze teachers' self-efficacy in teaching English as a Foreign Language (EFL) amid the Covid-19 pandemic in Cilacap, Central Java province, Indonesia. The study used a qualitative case study design. This study exposed the questionnaire from twelve teachers in three Senior High Schools and interviewed four teachers from each of these three schools as the represented respondents. The data were then analyzed using the interactive model of data analysis. Moreover, the responses for the self-efficacy scale revealed the result of the percentage used to conclude and the interview result usage to support the teachers' perception of their self-efficacy in teaching English. The result proved that these teachers possess a high self-efficacy in teaching EFL. These teachers delivered positive responses and perceptions of their high self-efficacy, which encouraged them to have a great deal of determining instructional strategies, engaging the students, and managing the class during distance learning. Furthermore, specific findings within the domains of instructional strategies, student engagement, and classroom management provide further insight into the importance of examining the overall self-efficacy of EFL teachers in supporting distance learning.

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1. INTRODUCTION

Educating is simply one of the myriad things, and as a teacher, one has to accomplish all miscellaneous things to educate the students. In this Twenty-First Century Learning, a teacher is no longer the centre of the learning source. The role of the teacher has turned to be a mentor, director, initiator, and evaluator of the students' learning process (Adrian & Agustina, 2019). In other words, the

teacher is a facilitator in learning activities. The teacher directs the students to discover the learning resources through various sources through the internet. Thus, a good teacher must have the vision to see goals, work with confidence, and set models of study patterns, engagement, and exertion that plan to develop themselves continually through learning (Wessels et al., 2017).

Concerning the global issue nowadays, the Covid-19 pandemic, teachers have to modify their classes abruptly from physical classrooms to distance learning platforms based on Indonesian government policy in response to this crisis. This policy has revised conventional learning into online learning (Domina et al., 2021; Miguel et al., 2021). Though teachers are struggling with numerous challenges in their steps to fulfil the development requirements of their students amid this crisis, they remain committed to their students' education, social, cognitive, physical, and spiritual well-being. However, regarding the process of EFL (English as a Foreign Language) teaching and learning, some current studies conducted by Atmojo & Nugroho (2020); Erarslan (2021); Hermansyah & Aridah (2021) found some obstacles and challenges amid the pandemic due to pedagogical elements.

Those obstacles related to lack of teaching preparation, planning, educational policies for crisis cases, insufficient knowledge of teachers' technological and pedagogical content, and the motivation to run distance learning. However, it would seem that online teaching may occur in the longer term as it becomes a long-lasting, preferred delivery mode. Given the rising awareness of these obstacles, language teachers need to renew their commitment to enrich their competence and enhance their professional practices to achieve learning attainment (Lie et al., 2020). Moreover, Achurra & Villardón (2012); Sieberer-Nagler (2015) highlighted that the competencies of a teacher to exert a positive effect on student learning are the consequence of their self-efficacy.

Bandura's Social Cognitive Theory has the most comprehensive understanding of self-efficacy. In his theory, Bandura (1997) contends that self-efficacy is an evaluation of a person's confidence in his or her ability to face the anticipated tasks connected with an impending condition. Bandura emphasized self-efficacy in relation to the belief of whether a person can or cannot do something; hence, the greater self-efficacy, the greater the capacity to overcome obstacles and achieve goals. In addition, Bandura (1999) asserts that a person with high self-efficacy will perform better because they maintain high drive, clear objectives, stable emotions, and the ability to successfully conduct actions or behaviors. Aside from this, individuals with poor self-efficacy are typically unwilling to exert effort or prefer cooperation in complex circumstances and tasks with elevated levels of difficulty. Consequently, the level of self-efficacy that distinguishes individuals varies. Bandura (1997) categorized individuals' activity patterns as high self-efficacy or low self-efficacy. Consequently, Bandura (1997) identifies four information sources that contribute significantly to the creation of self-efficacy. These include the knowledge of personal success (enactive mastery experiences), the knowledge of results on others as a model (vicarious experiences), praise and social rewards (verbal persuasion and other connected social recognitions), and the psychological and affective condition of the individual (physiological and affective states).

Beliefs in one's own ability to complete a task takes on many different shapes and sizes for different people, depending on the nature of the task itself and the surrounding circumstances (Bandura, 2012; Sela-Shayovitz & Finkelstein, 2020). Tschannen-Moran and Hoy (2001) describe teacher efficacy as teachers' confidence in their own ability to teach their subject matter and produce desired learning and student engagement results, despite the presence of obstacles in the classroom. Teachers develop a sense of competence through successfully completing demanding assignments, as proposed by Bandura (1997). It's a one-of-a-kind remedy for getting over the disappointment of having failed because it gives rise to determination. Therefore, it is imperative that teachers have high levels of self-efficacy in order to improve their pupils' learning (Ruble et al., 2011). Therefore, instructors' confidence in their own abilities to manage classrooms and resolve conflicts is connected to those teachers' actual abilities to do so. Studies have shown a positive and statistically significant correlation between confidence in one's own language skills and actual competency in a foreign language. Numerous studies have shown that teachers' confidence in their own abilities to instruct is a crucial factor in the

success of their lessons. According to Takahashi (2011) and Wyatt (2014), a cutting-edge concept of teacher self-efficacy should center on teachers' confidence in their own abilities to effect change and their understanding of how their profession is progressing. Both authors explain how educators' confidence in their own teaching abilities is influenced by their worries about the impact of their own actions on students' learning. Moreover, Self-efficacy has been found to be a strong predictor of EFL teachers' happiness on the job (Fathi & Rostami, 2018; Khani & Mirzaee, 2014). Bandura (1997) noted, thus, that teachers' self-efficacy exists along distinct dimensions related to various contextual teaching factors such as instructional strategies, student involvement, and classroom management.

Some scholars have conducted related studies on teachers' self-efficacy in the context of EFL teaching-learning amid the Covid-19 pandemic. Lee & Ogawa (2021) analyzed the self-efficacy of one hundred and thirty-eight EFL lecturers in Japan University amid the Covid-19 pandemic by employing a survey with twenty-nine Likert-scale and two open-ended questions. This study revealed that the lecturers had high self-efficacy to use different online platforms and organize group activities in teaching. On the other hand, some lecturers also had the lowest self-efficacy towards self-management due to a lack of time to struggle in maintaining a balance for both conducted research and teaching activities. Cardullo et al. (2021) also studied teachers' self-efficacy in distance teaching during the Covid-19 pandemic by employing a mixed-method research approach towards two hundred and twenty-two English teachers in elementary and secondary schools. The result showed that teachers' self-efficacy in using technology to teach was low due to the absence of support and resources for the online teaching-learning process and the struggle to motivate and engage students.

Furthermore, (Noughabi & Amirian, 2020) conducted a related quantitative study on teachers' self-efficacy. The study revealed that teachers' self-regulation interlaced with teachers' self-efficacy and autonomy. The findings also proved that Iranian EFL teachers' self-efficacy and autonomy affected their self-regulation. In other words, as teachers' autonomy and self-efficacy increase, so do their self-regulation. Hence, an effective technique for boosting EFL teachers' self-regulation is to improve their autonomy and self-efficacy. In addition, a related study with a quantitative method was conducted by Pereira et al. (2021) revealed that the level of teachers' burnout and self-efficacy also contributed to the knowledge and abilities of teachers due to the scenario experienced by teachers in Brazil during the Covid-19 pandemic. In this vein, Su & Gai (2021) also conducted a cross-sectional study related to the self-efficacy of EFL teachers amid the Covid-19 pandemic in teaching English in China. The result of the study showed that self-efficacy intervenes in the role between anxiety, job burnout, and their well-being separately. It means the pandemic of covid-19 can improve the self-efficacy of EFL teachers in teaching English. It additionally overcomes panic and learning helplessness to reduce anxiety and job burnout, enhance resilience, and improve well-being.

The previous studies above have not concerned the self-efficacy of teachers who teach English in the Indonesian High School context amid the Covid-19 pandemic. Given the setting gap (High School English Teachers in Indonesia) in the literature described above, this present study appears to be the first to investigate teachers' self-efficacy in teaching English as a Foreign Language (EFL) amid the Covid-19 pandemic. Therefore, this present study aimed to analyze teachers' self-efficacy in teaching EFL amid the covid-19 pandemic in Indonesia.

2. METHODS

In conducting this study, the usage of research method is qualitative, which employed a case study design. Principally, applying a case study design was a holistic single case study purported to disclose the understanding of the teachers' self-efficacy in teaching English as a Foreign Language. This case study proposed to answer the focus question regarding the self-efficacy of EFL teachers in three Senior High Schools in Cilacap, Central Java province, Indonesia, amid the Covid-19 pandemic.

Three High Schools in Cilacap City, Central Java province, Indonesia, were the research location selected due to the writer's limitation and the school policy to keep running online teaching and learning amid the covid-19 pandemic. In this vein, though the teachers are mandated to be at school

without ignoring the healthy protocol, the students have to keep staying at home for distance learning. The respondents are twelve EFL teachers who teach first to third-grade students. Furthermore, requesting those teachers purposively for their perception of their self-efficacy during the distance learning process.

The aims of interviews in the present study were to acquire a more "in-depth study of people's attitudes and experience" (Robinson & Lai, 2010). The interviews were semi-structured based on several questions composed by the researcher beforehand. The researcher provided the interview guidelines to give structured questions so the interviewees could convey information that is more specific. The represented respondents for the interview were four EFL teachers from each of those three Senior High Schools. Moreover, the intent of using questionnaires was to acknowledge and uncover the understanding of teachers' responses based on their self-efficacy in teaching EFL amid the pandemic of Covid-19. In line with that, the usage of teachers' self-efficacy scale to measure up the statements given by the respondents where the range was 'Nothing (1)'; 'Very Little (2)'; 'Some Influences (3)'; 'Quite a Bit (4)'; and 'A Great Deal' (Bandura, 1997).

After collecting all the data sets, the researcher analyzed the data and transferred them into the transcript sheet and fields-note for justifying the data. The transcript sheet and fields-note consist of interviews and questionnaires results. The use of descriptive techniques purposed to analyze and present the data after collecting them. Moreover, the responses for the self-efficacy scale revealed the results of the percentage used to conclude. To support these percentages results, there were results of interview transcripts that presented the teachers' perception of their self-efficacy in teaching English for three Senior High Schools in distance learning.

3. FINDINGS AND DISCUSSION

In this study, twelve teachers responded to the questionnaire given. The subsequent subsections presented the findings of the research question. Several key themes emerged from the data in describing outcomes relating teachers' self-efficacy in teaching English as a Foreign Language amid the Covid-19 pandemic based on three indicators of teachers' self-efficacy, which include 'efficacy that affects instructional strategies'; 'efficacy effects student engagement'; and 'class management' (Bandura, 1997).

3.1 Teachers' Self-efficacy Effects on Instructional Strategy

Teachers' Self Efficacy affects their instructional strategy in teaching English is the leading indicators. In this case, the EFL teachers conveyed their positive votes on self-efficacy for instructional strategies in English teaching during distance learning. Some of them highly sure can do based on their self-efficacy for instructional strategies.

Table 1. Questionnaire of Teachers' Self-Efficacy for Instructional Strategies in Online Learning

Questionnaire Statements	Teachers' Responses				
	A Great Deal	Quite a Bit	Some Influences	Very Little	Nothing
1. I can use a variety of assessment strategies	83%	8%	8%		
2. I can provide an alternative explanation or some examples when students are confused.	58%	42%			
3. I can construct good questions for my students.	67%	8%	25%		
4. I can implement alternative strategies in my online class.	92%		8%		
5. I can respond to difficult questions from my students.	67%	17%	17%		

6. I can adjust my lessons to the proper level for individual students.	83%	17%	
7. I can measure student comprehension of what I have taught.	42%	50%	8%
8. I can provide appropriate challenges for very capable students.	75%	8%	17%
Σ	71%	19%	10%

In line with the questionnaire results, the teachers had given their perception of self-efficacy regarding their strategies to instruct students during distance learning. The first interview question was whether their self-efficacy affects them to monitor students' improvement to set, enhance or change their instructional strategies during distance learning. Teachers' responses made it explicit that these EFL teachers represented noted that their self-efficacy affects them to monitor students' development in distance teaching and learning process to select appropriate instructional teaching strategies.

Teacher 1

"Yes, as we consider the crisis nowadays, it affects my students' learning outcomes based on their motivation. Emm... I do not feel down in this pandemic because ee... I know I can help my students. I use tests on a regular online class to evaluate students' weekly progress. If their scores increase comparing previous sessions so, the teaching instruction was efficacious. Otherwise, I tried to revise my online teaching methods very often to assist students in comprehending the topic and learn in a friendly learning atmosphere".

Teacher 2

"For me, actually, at the beginning of the pandemic with its consequences that we have to teach using online stuff, I felt a bit awkward, but then I can gradually deal with it. I also emm... discovered that the students need me, and they have better distance learning since I am ready for it. We know that controlling student learning in the classroom (online) helps us make better instructional judgments that support students' advancement. So, based on my course plans, I usually employ tests or routine evaluations to observe their advancement and set grades for every student on each question. I know it takes time, but I will re-teach the required parts if there is any emm... hindrance".

Teacher 3

"Emm... In my opinion, the instructions or methods used in both conventional and distance teaching-learning are different. Of course, the language teachers could not just pick anything, but supposed to be based on the needs of students and the teaching-learning circumstances, right? Emm... Amid this pandemic, I trusted in my capability that I could start a new brand of appropriate instructional strategies to assist my students, and I did".

Teacher 4

"In this school, I have a great team of teachers that always support each other, particularly to determine a better online teaching method. We frequently do pair teaching to observe and evaluate trial teaching instructions. Emm... It works very well until I finally stepped up to handle my class with a great strategy to teach my students. The school and emm... even the students' families would always support us for the students' achievements. Using Skill-based learning or knowledge-based learning is essential for students' growth and development".

Teachers' perception and responses to the questionnaire revealed that teachers' self-efficacy is high, and it is vital for determining instructional strategies used during distance learning to achieve

students' language learning. This result also maintained the positive choices of the teachers' self-efficacy in the questionnaire that 71% of teachers voted a great deal, 19% chose quite a bit, and 10% of 12 teachers believed that their self-efficacy might affect the instructional strategy used in EFL teaching-learning amid the covid-19 pandemic. Based on the interview result, some ways to determine appropriate instructional strategies are regular tests, students' monitoring, need analysis, and strategy evaluation.

In this vein, teachers ought to have high self-efficacy to help them determine appropriate teaching methods, especially in distance learning. To sum up, EFL teachers consented that their self-efficacy can affect the instructional strategies utilized. In line with this result, Hassan (2019) also argued that teachers' self-efficacy refers to teachers' attribute used in the classroom for the sake of students' better achievement and teachers' self-efficacy has affected their instructional strategies in the process of teaching and learning. Teachers who have more experience can effectively overwhelm various problem behaviors, use proactive, student-centred classroom behaviour strategies and techniques, and produce a small conflictual relationship with students (Zee & Koomen, 2016). Moreover, this finding is consistent with the study results of some scholars who indicate that teachers' self-efficacy might partly determine the instructional strategies, manners, and techniques that teachers employ to boost students' cognitive development (eg., Beaman & Wheldall, 2000; Tschannen-Moran & Hoy, 2007). Thus, teachers' self-efficacy has positive consequences for teachers' instructional strategies in teaching English as a Foreign Language during distance learning.

3.2 Teachers' Self-Efficacy Effects on Student Engagement

In this phase, the EFL teachers conveyed their positive votes on self-efficacy for student engagement in English teaching during distance learning. Some of them ensure that they can do this based on their self-efficacy for engaging the students as presented in the following table.

Table 2. Questionnaire of Teachers' Self-Efficacy for Student Engagement in Online Learning

Questionnaire Statements	Teachers' Responses				
	A Great Deal	Quite a Bit	Some Influences	Very Little	Nothing
1. I can control disruptive behavior in online class.	58%	42%			
2. I can get the students to follow the online class rules.	75%	25%			
3. I can ensure the students to stay focused during the class.	33%	67%			
4. I can establish an online classroom management system with each group of students.	83%		17%		
5. I can keep a few problem students from ruining an entire lesson.	75%	17%	8%		
6. I can respond to defiant students	92%	8%			
7. I can make my expectation clear about students' behavior during the online class	75%	25%			
8. I can establish routines to keep students' online learning activities running smoothly.	100%				
Σ	74%	23%	3%		

In supporting the above questionnaire result, the second interview question focus on mastery experiences with student engagement and classroom culture. Indeed, proficiency experiences emerge in many of the most fervent accounts as positive experiences to boost teachers' self-efficacy. Teachers' responses made it explicit that these teachers of EFL noted that their self-efficacy affects them to engage students in distance teaching and learning.

Teacher 1

"Emm... when a class runs well, all students are engaged enough, and employing appropriate language to talk to one another about the content drives me to feel great and like I am doing something right. Emm... I believe that I delivered enough information and support to make them understand the topic, and I picked something emm... fascinating enough to get their engagement".

Teacher 2

"I feel qualified to teach when I look at my students' grades and see them succeed in learning English. I deliver multiple prospects for my students to make up work, and they let themselves be motivated. Though I have done everything I could help them pass and knowledge content, I still keep trying to engage my students if some of them are left behind".

Teacher 3

"Recording my online teaching and then watching my growth throughout my first year with the technology used as a language teacher emm... made me feel more confident because it shows evidence of my improvement to the students' good learning behavior. Sometimes it's hard to admit that I am improving since there is so much to learn running this distance learning. However, the video recording is a great witness, and it makes me feel proud of my accomplishments. But I know that I still have room for improvement and fulfill the students' language learning needs".

Teacher 4

"Engaging is more about feedback for me. Emm... there are students whose feedback matters to me more than others. There is also a student, who accomplishes okay and tries harder in the class, emm... probably trying harder than anyone else does during the distance learning. Hearing feedback from them, advising me I did a good job means a lot because I can recall my steps in teaching and learning to find a comfortable medium where students can learn effectively".

Teachers' responses presented in table 2 revealed that EFL teachers agreed that their high self-efficacy in English teaching during distance learning could help them to engage students more. Teachers in this present study implied they believed they had a strong sense of self-efficacy for student engagement. They scored the highest on the ability to respond to defiant students and being able to establish an online classroom management system with each group of students. The result of the self-efficacy scale showed positive choices of student engagement. The positive perception of teachers' self-efficacy affects their ability to engage the students. In the questionnaire showed that 74% of teachers chose a great deal, 23% of teachers chose quite a bit, and 10% of teachers chose some influence.

The interview result revealed that those four teachers in each school were able to come up with some ways in which the evaluation helped with student engagement in EFL teaching-learning during distance learning. Concerning student engagement, more efficient teachers are more likely to have a higher perception of student engagement and employ specific strategies. In this vein, Mireles-Rios et al. (2019); Tschannen-Moran & Hoy (2001, 2007) also supported this finding that teacher efficacy is the teachers' beliefs in their abilities to teach their subject matter and to accomplish expected outcomes of learning and student engagement even in challenging teaching-learning situations. Tschannen-Moran & Hoy (2007) also mentioned that there is no difference between novice and experienced teachers in their efficacy for student engagement. One explanation is that the teaching domain has only recently begun to focus on the importance of student engagement and develop strategies to cultivate it. It means that the importance of engaging the students in the teaching-learning process is teachers' self-efficacy, and it does not depend on teaching experience due to the difference in teaching context.

3.3 Teachers' Self-Efficacy Effects on the Class Management

In this phase, teachers conveyed their positive votes on self-efficacy for student engagement in English teaching during distant learning. Some of them are highly sure can do this based on their self-efficacy for online class management, presented in the following table.

Table 3. Questionnaire of Teachers' Self-Efficacy for Online Class Management

Questionnaire Statements	Teachers' Responses				
	A Great Deal	Quite a Bit	Some Influences	Very Little	Nothing
1. I can do to get my students to believe they can do well in schoolwork.	58%	42%			
2. I can help my students to value learning.	75%	25%			
3. I can motivate students who show low interest in assignments.	33%	67%			
4. I can assist families in helping their children do well during the online class	83%		17%		
5. I can improve the understanding of students who are failing.	75%	17%	8%		
6. I can help my students to think critically	92%	8%			
7. I can get through to the most difficult students	75%	25%			
Σ	61%	19%	5%		

The questionnaire results showed that teachers highlighted remarks related to online classroom management as either increasing or decreasing their self-efficacy. The strategies employed by the EFL teachers to manage their teaching classrooms are controlling the students on their behavior and their high self-efficacy. The result of the third interview is to answer whether their self-efficacy affects them to control students' behavior and positive English learning environment as expected classroom management during distance learning. Teachers' responses to interview results also explicitly proved that self-efficacy could affect their online classroom management.

Teacher 1

"Emm... the first time teaching during distance learning was more complex than today since I have gotten used to managing fit online learning. I struggled immensely with classroom management since I had less experience and less knowledge of virtual classes. Do not forget that the students were also unmotivated with this pandemic at that time, so it was hard. In that situation, as many teachers do, I considered the teachers' capability is crucial to determine the success of the teaching process. We did our best for evaluations and more training until I got my confidence back, and finally, everything is under control today".

Teacher 2

"Teaching is a passion for me and makes me happy based on my students' behavior. Emm... I know that I can have a respectful classroom or a place where students can come for peacefully learning. The students enjoyed the virtual learning process as it is a face-to-face class. They keep competing with one another, which creates an English learning atmosphere to force me to become the mediator".

Teacher 3

"I have the self-confidence to be the role model for my students, so I always build relationships with them. Emm... I sometimes struggle with classroom management during the distance learning process, which lowers my confidence in my teaching ability. It tends to be a handful of students that will drive the limits but trust me that the students will listen if you treat them as you want them to treat you".

Teacher 4

"So, as opposed to being just down and bummed, I feel like I have the tools to cause a change, which is like feedback as opposed to someone screaming at me saying my lesson sucked. Emm... I do not deserve it, so the way is to keep trying because this is just a different class with the same students, which I know before the pandemic".

Generally, teachers in this present study indicated they believed they had a strong sense of self-efficacy for classroom management. They scored the highest on the ability to assist the students in thinking critically and also being able to maintain a positive relationship with parents even when tensions appeared during distance learning. The result of the self-efficacy scale showed positive choices of classroom management. Figure 3 shows that 61% of 12 teachers had a great deal on their self-efficacy for classroom management, and 19% of teachers prefer quite a bit of consequence on their self-efficacy towards the classroom management. Meanwhile, 5% of teachers believe that there is some influence on their capability to manage classroom management in distance learning. It means that they did agree about the level of classroom management during distance learning as the increase of self-efficacy.

Based on the interview results, teachers tended to discuss classroom management successes as increasing their self-efficacy more often than they described classroom management as the challenge that decreased their self-efficacy during distance learning in teaching English as Foreign Language. Regarding classroom management, teachers' self-efficacy can affect three aspects: teaching exceptional students, students' behavior management, and emotion regulation. In line with this result, Goddard et al. (2004) compared low teacher self-efficacy with high teacher self-efficacy, that teachers with heightened perceptions of self-efficacy were more effective in employing their classroom management mastery. These teachers utilize classroom management strategies that are more methodical, more planned, and student-centred are more open to their students' opinions (Anthony & Kritsonis, 2006). Alibakhshi et al. (2020) also revealed that highly efficient teachers involve EFL students in teaching and processes such as making classroom management and evaluation decisions. Thus, highly efficient teachers are more open to innovations and more willing to adapt teaching innovations in classroom management to meet the needs of their students.

4. CONCLUSION

The finding of this present study revealed that teachers in Cilacap, Central Java province, Indonesia possessed a high self-efficacy in teaching EFL during distance learning. The respondents delivered positive responses and perceptions of their high self-efficacy, which encouraged them to have a great deal of determining instructional strategies, engaging the students, and managing the class during distance teaching and learning. Regarding the effect of teachers' self-efficacy in determining appropriate instructional strategies used, teachers explicitly noted that their self-efficacy affects them to monitor learners' development in distance teaching to select appropriate instructional teaching strategies. Moreover, the teachers' high self-efficacy regarding student engagement is a great deal of teachers' ability to establish routines to keep students' online learning activities running smoothly. These EFL teachers explicitly noted that the more efficient are more likely to experience a higher perception of student engagement and employ specific strategies. Regarding classroom management, the teachers highlighted remarks related to online classroom management as either increasing or decreasing their self-efficacy. Teachers tended to discuss classroom management successes as

increasing their self-efficacy more often than they described classroom management as the challenge that decreased their self-efficacy during distance learning in teaching English as Foreign Language.

The finding in this study was concerned with teachers' self-efficacy in teaching English as Foreign Language during distance learning based on instructional strategies, student engagement, and classroom management. The researcher expected further research to investigate the relationship between teachers' Self-efficacy and any of its consequences and antecedents during distance learning to see if the findings differ.

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