

Impact of Instructional Strategies, Classroom Management, and Student Engagement on Teachers' Professional Practices

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ABSTRACT

This research aims to investigate domain-specific teacher self-efficacy and explore how these efficacy beliefs are enacted in professional practice among Indonesian English teachers. Using a convergent parallel mixed-methods design, data were collected from 142 Indonesian EFL teachers through the Teacher Sense of Efficacy Scale (TSES) and semi-structured interviews. Quantitative findings revealed significant differences among the three domains of teacher self-efficacy. Efficacy for instructional strategies obtained the highest mean score, followed by classroom management and student engagement. Qualitative findings indicated that teachers increasingly employed innovative and technology-supported instructional approaches; however, resource constraints, large class sizes, and limited access to professional development often hindered the consistent enactment of these efficacy beliefs in practice. The findings highlight the importance of balancing traditional and innovative pedagogies and providing sustained professional learning opportunities. This study contributes to understanding how teacher self-efficacy is enacted in resource-constrained EFL contexts and offers implications for educational practice and policy.

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Introduction

English language education in Indonesia is vital in preparing global mobility, professional competitiveness, and intercultural communication for learners (Bachtiar et al., 2024; Bachtiar & Puspitasari, 2024). In diverse and resource-limited school contexts, teacher effectiveness is not only dependent on subject knowledge, but is fundamentally dependent on self-efficacy, the belief of being capable of initiating and sustaining instructional actions that lead to desired learning outcomes in the face of persistent constraints. A clear understanding of how efficacy works in Indonesian EFL classrooms is, therefore, imperative for evidence-informed policy and practice.

The self-efficacy of teachers encourages persistence, strategic adaptability, and professional endurance that enable the instructors to be capable of introducing innovations in the instructional process, managing emerging classroom situations, and keeping the students motivated (Lazarides & Warner, 2020). The abilities are particularly acute in EFL settings where teachers have to negotiate communicative goals and contextual limitations like large group sizes, the lack of homogeneity in the levels of proficiency, regular curriculum change, and during periods of uneven access to technology. In such environments, efficacy supports pragmatic improvisation and long-term application of learner-centred pedagogy (Juhana et al., 2026; Owusu-Agyeman & Moroeroe, 2023).

Conceptually, efficacy is fruitfully disaggregated into three interrelated domains: the selection and enactment of effective instructional strategies, the organization and maintenance of a productive classroom environment, and the activation of sustained student engagement (Bandura & Baumeister, 1999). Each domain encompasses different professional competences but is also very sensitive to contextual contingencies. Institutional policies, community expectations, and material infrastructure mediate the ways in which teachers understand their own agency and translate efficacy beliefs into action. Accordingly, professional development needs to shift from generic prescriptions to context-responsive models to meet domain-specific needs and constraints (Bachtiar, 2020; Pratiwi et al., 2024).

These three domains are not external determinants of teacher self-efficacy but rather practical manifestations of efficacy beliefs in classroom teaching. Teachers with strong efficacy beliefs tend to design varied instructional strategies, establish productive classroom routines, and sustain student engagement even under challenging conditions (Heng & Chu, 2023; Zhang & Bin Sihes, 2024). In this sense, instructional strategies, classroom management, and student engagement represent observable enactments of teacher self-efficacy in daily EFL practice (Wang et al., 2025). This perspective aligns with the study's focus on "Efficacy in Action," which emphasizes how efficacy beliefs are translated into pedagogical decisions, classroom interactions, and student participation.

These three domains represent more than separate dimensions of teacher self-efficacy; they reflect how efficacy beliefs are enacted in classroom practice. Teachers who possess strong efficacy beliefs are more likely to employ diverse instructional strategies, manage classroom interactions effectively, and sustain meaningful student engagement. In this sense, instructional strategies, classroom management, and student engagement constitute observable manifestations of teacher self-efficacy in action, providing a practical lens through which efficacy beliefs can be understood within everyday EFL teaching.

Although teacher self-efficacy has been widely recognized as an important predictor of instructional quality and teacher effectiveness, relatively little is known about how its domain-specific dimensions are comparatively enacted in Indonesian EFL classrooms. Existing studies have largely examined teacher self-efficacy as a general construct or focused on isolated aspects of teaching, leaving limited understanding of how efficacy beliefs are expressed through instructional strategies, classroom management, and student engagement in resource-constrained educational settings. Moreover, few mixed-methods studies have integrated quantitative evidence on domain-specific self-efficacy with qualitative accounts of how such beliefs are translated into classroom practice. As a result, there remains insufficient understanding of the relative salience of the three self-efficacy domains, the ways in which efficacy beliefs are enacted in everyday teaching, and the contextual factors that facilitate or constrain such enactment in Indonesian EFL contexts.

To address these gaps, this study contributes to the literature in three important ways. First, it provides a comparative examination of the three domains of teacher self-efficacy (i.e.,

instructional strategies, classroom management, and student engagement) within the context of Indonesian EFL education. Second, it extends existing research by exploring how efficacy beliefs are enacted in professional practice through instructional decisions, classroom interactions, and engagement strategies. Third, it identifies contextual conditions that facilitate or constrain the enactment of efficacy beliefs, including resource limitations, classroom realities, and access to professional development. By integrating quantitative and qualitative evidence, the study contributes theoretically to a deeper understanding of domain-specific teacher self-efficacy, methodologically through a convergent mixed-methods approach, and practically by providing insights that can inform teacher development, professional learning initiatives, and educational policy.

Accordingly, this study aims to examine the relative salience of instructional strategies, classroom management, and student engagement within teacher self-efficacy. It explores how these efficacy beliefs are enacted in teachers' professional practice and identify contextual factors that facilitate or constrain their enactment in Indonesian EFL classrooms.

Literature Review

Teacher professional practice is theoretically shaped by the interaction of instructional strategies, classroom management, and student engagement, which are structured in the domain-specific self-efficacy beliefs. Based on Bandura social cognitive theory, teacher self-efficacy is reflected in an individual belief system that both influences instructional behaviour, persistence, and emotional regulation (Bandura & Baumeister, 1999). Tschannen-Moran et al.

(2001) further theorize self-efficacy of teachers as multidimensional and a theoretical framework for examining professional practice.

Instructional Strategies in EFL Contexts

Instructional strategies are one of the behavioural manifestations of teacher self-efficacy, which describe the degree of confidence in the ability to design and implement pedagogically effective learning experiences. Established approaches such as communicative language teaching (CLT), task-based language teaching (TBLT), and project-based learning (PBL) position authentic interaction, learner agency, and real-world communicative tasks at the forefront (Juhana et al., 2026; Megawati & Alwiyasa, 2022). These strategies have been shown by empirical research to enhance the motivation and competence of learners (Lap et al., 2022; Mudinillah et al., 2024). However, systemic constraints, such as fixed curricula, a shortage of instructional materials, and inequitable teacher training, tend to hinder permanent introduction in a developing society, including Indonesia (Bachtiar & Puspitasari, 2024).

Classroom Management and Professional Agency

Classroom management forms another domain-specific efficacy belief that indicates teachers' ability to organize and maintain productive learning environments. Previous research has emphasized the "withitness" of teachers, uniform procedures, and behavioural preemptiveness as predictive of fewer disruptions and better student outcomes (Kausar et al., 2024; Seiz & Kunter, 2015). Recent theoretical perspectives focus on definitions of culturally responsive management and participatory rule-setting, in which a balance between structure and relational sensitivity is

needed (Abdalla & Moussa, 2024). In terms of SCT, classroom management practice is conceived of as enactments of behaviour based on teacher's efficacy beliefs and contextual affordances. Self-efficacious teachers tend to employ proactive routines and supportive forms of feedback that are especially important in Indonesia large and heterogeneous classrooms (Bachtiar, 2020).

Student Engagement as Outcome and Driver

Student engagement is an outcome of effective instruction and an environmental factor that also reciprocally influences teacher behaviour and efficacy beliefs. Engagement is usually defined by behavioural, emotional, and cognitive dimensions. It is stimulated through students experiencing autonomy, competence, and relatedness (Yunus & Bachtiar, 2025). In terms of language learning, engagement improves the willingness to communicate and keeps motivation. Previous research has emphasized the importance of relational competencies, digital tools, and culturally relevant materials for stimulating engagement (Owusu-Agyeman & Moroeroe, 2023). From the social cognitive perspective, teacher efficacy for engagement reflects belief in motivating students and establishing psychologically safe participative classrooms, thereby linking environmental and behavioural elements of the triadic reciprocal model.

Conceptual Framework

This study is grounded in the concept of teacher self-efficacy, defined as teachers' beliefs in their capability to organize and execute the actions required to accomplish instructional goals. Drawing on the Teacher Sense of Efficacy Scale

(TSES), teacher self-efficacy is conceptualized through three interrelated domains: instructional strategies, classroom management, and student engagement (Tschannen-Moran et al., 2001). These domains represent domain-specific manifestations of efficacy beliefs and reflect how teachers perceive their capacity to perform key instructional functions (Kelley et al., 2020; Lap et al., 2022).

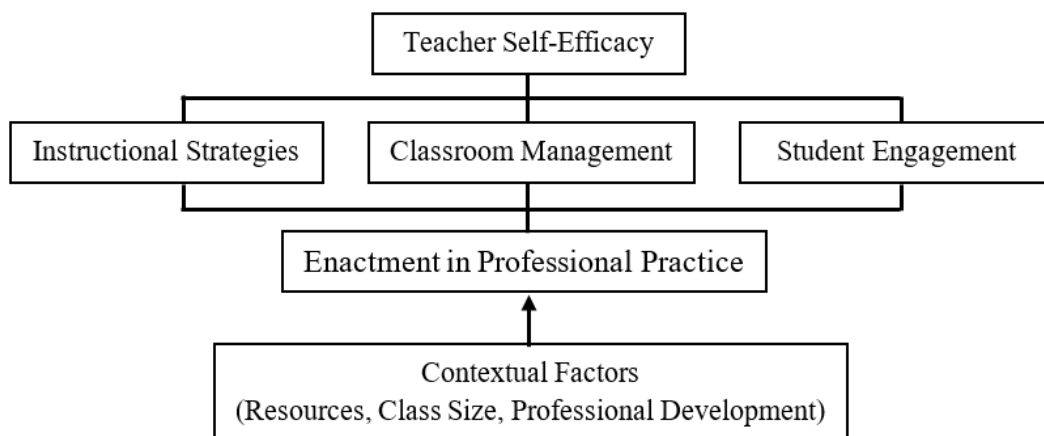
In line with the notion of “Efficacy in Action,” this study assumes that efficacy beliefs are not merely psychological perceptions but are enacted through professional practice. Teachers with stronger efficacy beliefs are more likely to employ diverse instructional strategies, manage classroom environments effectively, and sustain meaningful student engagement (Bachtar, 2020). However, the enactment of efficacy beliefs may be influenced by contextual conditions, including resource availability, classroom realities, and access to professional development opportunities. The conceptual relationships

among teacher self-efficacy, its three domains, professional practice, and contextual factors are illustrated in Figure 1.

Accordingly, the quantitative component of the study examines the relative salience of the three domains of teacher self-efficacy, while the qualitative component explores how these efficacy beliefs are enacted in classroom practice and how contextual factors facilitate or constrain such enactment. The integration of both strands provides a comprehensive understanding of teacher self-efficacy as both a psychological construct and a practical classroom phenomenon. As shown in Figure 1, teacher self-efficacy serves as the central construct, instructional strategies, classroom management, and student engagement represent its domain-specific manifestations, professional practice reflects the enactment of efficacy beliefs, and contextual factors shape the extent to which these beliefs can be translated into classroom action.

Figure 1

Conceptual Framework of Teacher Self-Efficacy in Action



Synthesis and Research Gap

Instructional strategies, classroom management, and student engagement are theoretically interdependent domains embedded within teacher self-efficacy beliefs as behavioural and environmental enactments in Bandura's triadic reciprocal framework. Although previous research focuses on the individual contribution of each domain in teaching effectiveness (Hattie, 2013; Magableh & Abdullah, 2020), there is limited information about conjunction configuration in multilingual and resource-constrained EFL contexts. In Indonesia, educational reforms and professional development initiatives have been initiated to improve the quality of teachers, but there are systemic inequities. To address the gap, this research examines the structure and enactment of domain-specific efficacy beliefs among instructional strategies, classroom management, and student engagement in Indonesian EFL teaching practice from a theoretically grounded account of teacher professional practice in developing educational settings.

Research Questions

Guided by the conceptual framework presented in Figure 1, the quantitative component of the study examines the relative salience of the three domains of teacher self-efficacy, while the qualitative component explores how these efficacy beliefs are enacted in classroom practice and how contextual factors shape such enactment. Accordingly, the study addresses the following research questions:

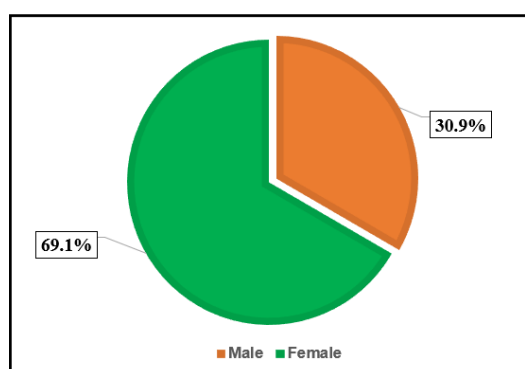
1. How do Indonesian EFL teachers differ across the three domains (instructional strategies, classroom management, and student engagement) of teacher self-efficacy?
2. Which domain of teacher self-efficacy is most strongly reflected in Indonesian EFL teachers' professional practice?
3. What contextual factors facilitate or constrain the enactment of teacher self-efficacy beliefs in Indonesian EFL classroom practice?

Participants

This research was conducted in three districts, located in South Sulawesi, Indonesia. The districts were selected because they represent diverse educational contexts and varying levels of access to instructional resources and professional development opportunities. Data was collected through two phases, namely questionnaires and semi-structured interviews. A total of 142 EFL teachers completed and returned the questionnaire, of whom 44 (30.9%) were males, and 98 (69.1%) were females with a variety of teaching experiences. For analytical purposes, teaching experience was

Figure 2

The Research Participants by Gender



divided into three levels, namely novice (0-5 years), experienced (6-15 years), and highly experienced (more than 15 years). From this pool, eighteen teachers were purposively selected from the survey participants to ensure variation in teaching experience, school context, and self-efficacy profiles.

Methodology

Research Design

A convergent parallel mixed-methods design was employed to obtain a comprehensive understanding of teacher self-efficacy in action. Quantitative data collected through the TSES were used to examine the relative salience of the three domains of teacher self-efficacy. Qualitative interview data were used to explore how efficacy beliefs were enacted in classroom practice and how contextual factors facilitated or constrained such enactment. The integration of both strands enabled the study to capture not only patterns of self-efficacy beliefs but also the processes through which these beliefs were translated into professional practice.

Data Gathering Tools

The three instruments used were a questionnaire, observation of professional learning communities (PLC), and semi-structured interviews. The questionnaire was Teacher Sense of Efficacy Scale (TSES), which contains 12 questions in 3 dimensions, including (a) instructional strategies, (b) classroom management, and (c) student engagement. Tschannen-Moran et al. (2001) used TSES but transformed and reformed the scale in accordance with the situation of teaching English in Indonesia.

Semi-structured interviews with open-ended questions were used to collect data. The questions were divided into three broad themes, namely (1) the opinion on the role of self-efficacy in personal teaching experience of the teachers, (2) the role of instructional strategies, classroom management, and student interaction in the teaching effectiveness and (3) the role of the difficult situations that the teachers are compelled to face to successfully introduce these aspects.

Data Analysis

Self-efficacy domain was the independent within-subject variable, and subscale scores were used as the dependent variable in a repeated measures ANOVA. Significant differences between these domains were demonstrated by post hoc tests. Qualitative data were analyzed using thematic analysis based on the combination of inductive and deductive methods of data analysis to identify patterns and unique insights (Lochmiller, 2021). This type of methodological triangulation ensured that the results were valid and reliable. Data integration occurred during the interpretation stage, where quantitative findings regarding the relative salience of self-efficacy domains were compared and contrasted with qualitative themes describing classroom enactment and contextual influences. This process enabled triangulation and provided a more comprehensive understanding of teacher self-efficacy in action.

Results

Self-Efficacy's Critical Role in Teaching

The results highlight the central role of teacher self-efficacy in professional practice. This first theme primarily addresses RQ2 by illustrating how teachers enact efficacy beliefs in their classroom teaching. The quantitative findings revealed variations across the three domains of teacher self-efficacy - instructional strategies, classroom management, and student engagement - suggesting that efficacy beliefs are not equally developed across all areas of practice. Interview participants further emphasized the importance of support to professional development opportunities to strengthen areas where teachers feel less efficacious and to support the consistent enactment of effective teaching practices.

Qualitative enlightenment made it possible to gain a better understanding of how self-efficacy affects practice. The teachers have always referred to self-efficacy as a key to teaching success, pointing out that positive efficacy beliefs facilitated innovation, resilience, and the capacity to motivate students. They contrasted with high and low efficacy colleagues and discovered that the high efficacy colleagues were more optimistic, persistent, and willing to go ahead to experiment with new ways, while the low efficacy colleagues tended to externalize the problems, attributing them to low student motivation or inadequate resources. One of the teachers said:

When I believe I can help my students learn, I become more confident to try different teaching strategies. ... when a lesson does not work well, I keep looking for other ways because I

believe my students can improve (Int. T05).

A significant implication mentioned by participants is that self-efficacy and professional competence are interrelated. According to many teachers, the strong foundation of pedagogical knowledge and skills enhances the belief in efficacy, which facilitates effective teaching. The following quote represents the participants' perception.

I think teaching skills and self-confidence go together. When I understand the material and know how to manage the class, I feel more confident, and my students respond better to the lesson (Int.T12).

Collectively, all these results suggest that teacher development should also work toward the creation of pedagogical competence and an increase in beliefs of efficacy. Supporting teachers in both areas is crucial since self-efficacy affects not only the instructional choices of teachers, but also the sense of optimism and perseverance required for success in diverse and often challenging EFL contexts.

Comparing Teacher Sense of Efficacy (TSE) Sub-scales

This section addresses RQ1 by examining differences across the three domains of teacher self-efficacy (i.e., instructional strategies, classroom management, and student engagement). Descriptive statistics and repeated measures ANOVA were used to identify the relative salience of each domain and determine whether significant differences existed among them. One major objective of this analysis was to investigate the individual teacher perception

of self-efficacy in the three domains. Table 1 shows the average scores and standard deviations for each subscale.

Table 1

Three Sub-Scales of TSE

No	TSES Sub-Scales	Means	SD
1	Instructional Strategies	15.57	1.27
2	Classroom Management	15.14	1.27
3	Student Engagement	15.09	1.22

An examination of the questionnaires through analysis of variance (ANOVA) showed a statistically significant difference in the average of self-efficacy scores among the three subscales ($F(2, 309) = 4.57, p = .011$). Although the results indicated a statistically significant difference in scores, some unknown aspects of the subscales

showed significant differences. To explain the differences in the mean scores of the subscales, Post Hoc tests were performed.

In an attempt to address the lack of assumptions about the subscales that proved significant, the multiple comparison approach Post Hoc tests was used. The results of the multiple comparison tests are shown in Table 2.

The post hoc analysis based on Tukey Honestly Significant Difference (HSD) test showed that the mean score on instructional strategies was significantly higher than classroom management and student engagement. Meanwhile, the difference between classroom management and student engagement did not show any statistically significant difference.

Overall, the findings indicate that teachers' self-efficacy is not equally distributed across the three domains. Instructional strategies emerged as the most salient domain,

Table 2

The output of Post Hoc Tests

Multiple Comparisons						
Dependent Variable: Tukey HSD	TSES Sub-scale					
(I) Subscale	(J) Subscale	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Instructional Strategy	Classroom Management	.327*	.127	.029	.03	.63
	Student Engagement	.394*	.127	.006	.09	.69
Classroom Management	Instructional Strategy	-.327*	.127	.029	-.63	-.03
	Student Engagement	.067	.127	.857	-.23	.37
Student Engagement	Instructional Strategy	-.394*	.127	.006	-.69	-.09
	Classroom Management	-.067	.127	.857	-.37	.23

*The mean difference is significant at the 0.05 level.

followed by classroom management and student engagement, suggesting varying levels of perceived capability across key areas of professional practice.

The Importance of Balancing Traditional and Innovative Strategies

Indonesian EFL teachers use different teaching strategies, from teacher-centred to student-centred and technology-based practice. Many combine digital platforms and multimedia resources, hinting at the shift to multimodal pedagogy. This flexibility enables teachers to modify instruction dynamically to align pedagogical choices with the diversity of needs and the developing context of the classroom.

One of the key themes was teachers' understanding of pedagogical flexibility as a defining feature of effective practice. Most participants emphasized that adapting teaching methods to students' needs not only improved learning outcomes but also enhanced their own professional satisfaction. As one teacher explained:

I do not use the same method in every class. Some students need more guidance, while others learn better through discussion or projects. When I adjust my teaching to their needs, the lesson becomes more effective and enjoyable (Int.T03).

The application of project-based learning, case-based activities, and collaborative tasks was frequently associated with increased teacher efficacy and stronger student engagement. At the same time, participants acknowledged the continuing value of traditional practices. Direct instruction and structured explanations

were considered useful for clarifying concepts, maintaining classroom discipline, and providing foundational support, particularly for students who required more guidance. Rather than replacing traditional methods, teachers advocated integrating them with innovative approaches. One participant noted:

Technology and interactive activities are important, but sometimes students still need clear explanations from us as teachers. I think the best lessons combine new methods with basic teaching practices that students already understand (Int.T11).

Professional growth emerged as a key factor enabling teachers to achieve this balance. Educators who had opportunities to experiment with innovative methods reported stronger engagement in professional learning and greater confidence in making instructional decisions. Cycles of practice, feedback, and reflection helped teachers understand how pedagogical choices influenced student learning, motivation, and classroom dynamics.

A similar balance was observed in classroom management practices, which combined structure with adaptability. Participants described effective classrooms as those built upon clear routines and expectations while remaining responsive to students' individual needs. This perspective aligns with current educational policies emphasizing differentiated instruction, whereby teachers adjust pacing, tasks, and support according to learner diversity. As one teacher reflected:

I always try to set clear classroom rules, and I also try to understand students' situations....I need to

change my plan or give extra support so that all students can stay involved in the lesson (Int.T14).

Overall, the findings indicate that effective English language teaching in Indonesia is supported by a balanced integration of traditional stability and innovative pedagogy. Policies and professional development programs that preserve effective foundational practices while encouraging experimentation and teacher autonomy may help foster more inclusive, engaging, and resilient classroom environments. Such a balanced approach appears to strengthen both teacher self-efficacy and student learning outcomes.

Perceived Challenges and Barriers in Implementing Effective Instructional Strategies, Managing Their Classrooms, and Promoting Student Engagement

This theme primarily addresses RQ3 by identifying contextual factors that facilitate or constrain the enactment of teacher self-efficacy in classroom practice. Although teachers demonstrated a strong willingness to adopt innovative teaching approaches, their efforts were often constrained by several contextual challenges.

The first major challenge was the limited availability of instructional resources. Participants reported that shortages of textbooks, teaching materials, and educational technology restricted their ability to implement learner-centred and multimedia-based instruction. While many teachers expressed interest in integrating digital tools into their teaching, they also highlighted concerns related to technical competence, access, and the responsible use of emerging technologies such

as artificial intelligence. As one participant explained:

Many new teaching tools are useful, but not all teachers are familiar with them. We need more training and support, especially when using digital platforms and AI responsibly in classroom learning (Int.T09).

The second challenge involved large class sizes. Participants noted that overcrowded classrooms limited opportunities for individualized instruction and meaningful interaction with students. As a result, teachers often relied on more teacher-centered approaches that were easier to manage but less supportive of active student participation. One teacher commented:

When there are more than thirty-two students in one class, it is difficult to monitor everyone's progress. Sometimes I have to focus on keeping the class organized rather than giving individual attention to students (Int.T16).

Challenges related to classroom management further constrained pedagogical innovation. Teachers reported that maintaining an appropriate balance between classroom order and student autonomy was often difficult, particularly when dealing with disruptive behaviours, varying learner needs, and environmental distractions. Although proactive strategies such as clear communication, consistent expectations, and positive teacher–student relationships were considered essential, their implementation was often complicated by heavy workloads and contextual instability.

Overall, the findings suggest that the enactment of teacher self-efficacy is shaped not only by teachers' beliefs and competencies but also by systemic conditions within schools. Participants emphasized the need for coordinated efforts, including improved access to instructional resources, manageable class sizes, sustained professional development opportunities, and stronger institutional support. Addressing these challenges may help teachers maintain a productive balance between stable instructional practices and adaptive innovation, thereby strengthening teacher resilience, student engagement, and inclusive English language learning.

Integration of Quantitative and Qualitative Results

The quantitative and qualitative results were combined to identify both similarities and differences across instructional strategies, classroom management, and student engagement. Survey results showed greater efficacy in instructional strategies, and this was supported by interview data in which teachers expressed confidence in the implementation of communicative and task-based activities. Similarly, moderate efficacy in classroom management was supported by qualitative narratives of problems in managing large and diverse classrooms. Qualitative insights added depth to the quantitative results through the use of contextual constraints and adaptive practice not reflected in the survey.

Discussion

Quantitative and qualitative outcomes were combined to consider the convergence and divergence across domains. The results converged with the qualitative data, giving

contextual explanations to the quantitative patterns. This integration allowed meta-inferences about domain-specific teacher self-efficacy in Indonesian EFL contexts. Addressing RQ1, the quantitative findings revealed significant differences across the three domains of teacher self-efficacy: instructional strategies, classroom management, and student engagement. The results indicate that instructional strategies emerged as the most salient domain, suggesting that Indonesian EFL teachers perceive themselves as particularly capable of selecting, adapting, and implementing instructional approaches that respond to diverse learner needs and classroom contexts. The integration of quantitative and qualitative findings provided a more comprehensive understanding of how these efficacy beliefs are enacted in practice and shaped by contextual realities.

Professional development appears to play an important role in strengthening teachers' confidence in instructional strategies. Lap et al. (2022) similarly reported that growth in instructional competence is one of the most visible outcomes of professional development. However, Kelley et al. (2020) found that professional development exerted its strongest influence on classroom management, highlighting potential contextual differences between educational settings. In the present study, participants viewed confidence in instructional strategies as a foundation that supports effective classroom management and student engagement.

Consistent with RQ2, the qualitative findings demonstrated that teacher self-efficacy was enacted through instructional decisions, classroom management practices, and efforts to sustain student engagement.

Participants consistently described self-efficacy as a key factor influencing their willingness to experiment with new approaches, adapt instruction, and persist when encountering classroom challenges. High-efficacy teachers were perceived as more optimistic, flexible, and open to innovation, whereas teachers with lower efficacy beliefs were more likely to attribute difficulties to external factors. These findings are consistent with Kabwe and Phiri (2025), who reported that self-efficacy influences motivation, cognition, and decision-making processes. Similarly, Cania et al. (2024) identified self-efficacy as a reliable predictor of teachers' professional behaviour. Together, these findings support Bandura's (2006) social cognitive theory, which emphasizes the central role of efficacy beliefs in shaping individual behaviour, persistence, and performance.

Participants also underscored the close relationship between competence and efficacy. According to the teachers, pedagogical knowledge and subject-matter expertise alone are insufficient if teachers lack confidence in applying them in classroom situations. Conversely, individuals who perceived themselves as competent were more willing to experiment with new ideas and translate knowledge into practice. These findings are consistent with Ng et al. (2023), who argued that effective teaching requires not only knowledge acquisition but also the ability to apply such knowledge meaningfully in classroom contexts. The results therefore suggest that teacher competence and self-efficacy operate as mutually reinforcing dimensions of professional practice.

Another notable finding concerns the growing importance of pedagogical flexibility. Participants emphasized the need to balance traditional instructional approaches with

innovative and student-centered strategies in response to diverse learner needs. This reflects a broader movement toward flexible pedagogy, where teachers continuously adapt instructional methods according to classroom circumstances. The findings align with Dong et al. (2020) and Hajj and Harb (2023), who reported that technology-enhanced instruction can improve responsiveness and inclusivity. Similarly, Huilcapi-Collantes et al. (2020) emphasized that blended approaches are particularly effective in supporting student outcomes. In the present study, teachers expressed similar views, indicating that traditional practices provide structure and clarity, whereas innovative approaches foster engagement, creativity, and learner autonomy.

The findings further suggest that professional development is strengthened through opportunities for experimentation and reflective practice. Participants reported that trying new instructional approaches encouraged them to reflect on their teaching, evaluate outcomes, and refine their practices. Such experiences appeared to enhance both instructional competence and efficacy beliefs. These findings support Kadaruddin (2023), who argued that adaptability and reflective experimentation are important mechanisms for strengthening teacher confidence and professional growth. Consequently, innovation should be viewed not only as a means of improving instruction but also as a catalyst for continuous professional learning.

In relation to RQ3, participants identified several contextual factors that facilitated or constrained the enactment of teacher self-efficacy in classroom practice. Resource limitations, overcrowded classrooms, restricted access to educational technology, and uneven opportunities for professional development

were repeatedly mentioned as barriers to implementing innovative teaching approaches. These findings suggest that teachers' efficacy beliefs do not operate independently of their working conditions. Rather, their ability to translate confidence into effective classroom practice is strongly influenced by the resources, institutional support, and learning environments available to them.

The integration of technology, including artificial intelligence (AI), was viewed as one potential avenue for enhancing instructional effectiveness. Participants acknowledged that AI-powered tools may support personalized learning, instructional efficiency, and student engagement. Nevertheless, the findings suggest that AI should be viewed as one component of broader pedagogical innovation rather than a standalone solution. Teachers also expressed concerns regarding ethical use, unequal access to technology, limited technical expertise, and the need for sustained professional support. These concerns indicate that successful technology integration requires not only access to digital tools but also appropriate training and institutional guidance.

Overall, the findings indicate varying levels of teacher self-efficacy across instructional strategies, classroom management, and student engagement rather than a direct relationship among these domains. The integration of quantitative and qualitative evidence suggests that teacher self-efficacy is enacted through a combination of pedagogical competence, adaptive instructional decision-making, and responsiveness to contextual conditions. Furthermore, contextual factors such as resources, classroom conditions, and professional-development opportunities shape teachers' capacity to translate efficacy beliefs

into effective classroom practice. These findings highlight the importance of holistic professional-development initiatives that strengthen instructional expertise while simultaneously supporting the relational and adaptive skills required to create effective and inclusive EFL learning environments.

Implications

The findings of this study suggest that teacher-development initiatives should place greater emphasis on strengthening domain-specific teacher self-efficacy, particularly in instructional strategies, which emerged as the most salient domain in this study. Professional development programs should support teachers in designing and adapting instructional approaches that respond to diverse learner needs while maintaining a balance between traditional and innovative pedagogical practices. In addition, training opportunities should equip teachers with practical strategies for effective classroom management and sustained student engagement, thereby enabling the consistent enactment of efficacy beliefs across multiple dimensions of professional practice.

At the systemic level, the findings highlight the importance of creating supportive conditions that allow teachers to translate efficacy beliefs into effective classroom practice. Resource limitations, large class sizes, restricted access to educational technology, and uneven opportunities for professional development were identified as significant barriers to the enactment of teacher self-efficacy. Therefore, policymakers, school leaders, and educational stakeholders should invest not only in teachers' professional competencies but also in the institutional and infrastructural support necessary to foster

innovative, inclusive, and context-responsive English language teaching.

Conclusion

This study contributes to a better understanding of how teacher self-efficacy is enacted through instructional strategies, classroom management, and student engagement among Indonesian EFL teachers working in resource-constrained contexts. The findings revealed significant differences across the three domains of teacher self-efficacy, with instructional strategies demonstrating the highest mean score, followed by classroom management and student engagement. The qualitative findings further showed that efficacy beliefs were reflected in teachers' instructional decision-making, pedagogical flexibility, classroom management practices, and efforts to maintain student engagement. Participants also emphasized the importance of balancing traditional and innovative teaching approaches to address diverse learner needs and evolving classroom demands.

At the same time, the study identified several contextual challenges that influenced the enactment of teacher self-efficacy, including limited instructional resources, large class sizes, restricted access to educational technology, and uneven opportunities for professional development. These findings suggest that teacher self-efficacy is shaped not only by individual beliefs and competencies but also by the broader conditions in which teaching takes place. By integrating quantitative and qualitative evidence, this study contributes to the literature by providing a more comprehensive account of domain-specific teacher self-efficacy and its enactment in classroom practice. The findings

may inform teacher-development initiatives and educational policies aimed at supporting effective and context-responsive English language teaching in comparable Indonesian EFL and resource-constrained educational settings.

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