

# Exploring Teacher Efficacy in Intensive English Programs at Jazan University: Implications for Classroom Practices and Student Learning

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## Abstract

This research sought to determine and prioritize the perceived relative importance of the various efficacy-based factors among EFL teachers instructing first-year university students at the Intensive English Programs in Jazan University, Saudi Arabia. The following efficacy-based factors were prioritized using quantitative survey methodology employing the forced-choice survey design: Teacher Well-being, Professional Development, Mastery Experience, Collective Efficacy, High Self-Efficacy, and Teacher Enthusiasm. A total of seventy-two experienced teachers were involved in the anonymous prioritizing survey. The construction of the hierarchy utilized both descriptive statistics and confidence intervals. There is a clear hierarchy of influence, in which teacher well-being was rated first, followed by professional development and mastery experience, while collective efficacy, self-efficacy, and teacher enthusiasm took fourth, fifth, and sixth, respectively. Confidence interval analysis confirmed statistically reliable differences between the top and bottom-ranked factors. These results demonstrate how current institutional support can be enhanced through the careful prioritization of instructor well-being as a foundational element, thus strengthening the effectiveness of collaborative development initiatives. Finally, the study offers suggestions to program administrators, particularly related to the sustainability of system-wide well-being and faculty development programs to support learning environments that promote teaching effectiveness, while creating the theoretical conditions needed for successful language acquisition.

**Keywords:** Teacher Self-Efficacy, Professional Development, Collective Teacher Efficacy, Teacher Enthusiasm, Teacher Well-Being, Saudi EFL College Education

## 1. Introduction

Teacher efficacy refers to a belief held by the teacher regarding the ability to make students learn. These beliefs are based on the concept developed in Bandura's social cognitive theory (1997) and influence the fundamental decisions that teachers take and their sense of efficacy (Allinder, 1994; Guo et al., 2010; Tschannen-Moran et al., 1998). However, teacher efficacy in practice and factors affecting it in an EFL context have yet to be discovered. A deeper look into the everyday interaction between students and teachers in daily classroom life would reveal how this process unfolds (Chacon, 2005; Opendakker, 2023; Raoofi et al., 2012). The concept of efficacy is tightly linked with the notion of context since the latter defines the former. Thus, the investigation of factors affecting efficacy in the context of the EFL class continues to be relevant (Tschannen-Moran & Woolfolk Hoy, 2001) as evidenced by some recent studies (Hoang & Wyatt, 2021).

Teachers who exhibit high efficacy levels within such EFL environments are characterized by resilience and flexibility in their professional work. Such teacher efficacy allows teachers to utilize a variety of teaching approaches, solve problems, and make necessary modifications in instruction that can accommodate different students. Teachers with high levels of efficacy will usually create a favorable classroom environment through effective feedback and encouragement of motivation, which helps students acquire necessary levels of resilience during language learning (Gibson & Dembo, 1984; Klassen & Chiu, 2010; Robertson & Dunsmuir, 2013). This kind of flexible and learner-centered instruction strategy requires differentiated approaches (Tomlinson, 2014). It is consistently found that such an approach results in particular effects within classrooms. The level of interaction of students increases together with their academic self-beliefs (Sadoughi & Hejazi, 2021).

While these outcomes are clear, the specific drivers of teacher efficacy within Saudi higher education require closer examination. Nevertheless, some of the crucial aspects have been pointed out recently in research, such as efficacy in the process of learning through technology use (Al-Seghayer, 2022) and efficacy in the field of inclusive education environments (Alnahdi & Schwab, 2021).

However, there is still much room for scholarly interest regarding teacher efficacy and its relationship with various psychological, social, and organizational factors (Mercer, 2021).

Filling this research gap in high-stress environments is particularly important. The Intensive English Programs at Jazan University provide a clear example, where an instructor's sense of self-efficacy is not only an asset but an essential factor.

Hence, this study uses a quantitative survey design that focuses on prioritization within Jazan University's Intensive English Program. Its main goal is to identify a clear order of importance among key factors drawn from existing literature and to statistically validate the reliability of this hierarchy.

The study is guided by the following research questions:

1. What is the perceived hierarchy of influence among key efficacy-related factors for EFL instructors in Jazan University's Intensive English Program?
2. Which specific forms of support and experience within the top-ranked factors do instructors identify as most impactful for their teaching practice?

## 2. Literature Review

According to Bandura (1997), there are four major sources of teacher self-efficacy: mastery experience, vicarious experience, social persuasion, and physiological state. In the practical area of teaching, studies have shown that teaching experience, teaching efficacy, staff development, and teacher personal motivation are all key elements involved in creating self-efficacy in teaching (Atay, 2007; Burić, 2019; Keller et al., 2016; Mercer & Gregersen, 2020; Oh, 2011; Thurlings et al., 2015; Woodcock, 2011). Based on this fundamental theory, this paper will consider six factors that have been identified as highly relevant to teacher efficacy. These are high self-efficacy, collective teacher efficacy, mastery experience, professional development, teacher enthusiasm, and teacher well-being. The following sections explain how each of these factors contributes to teacher efficacy in Jazan University's Intensive English Programs.

### 2.1 High Self-Efficacy (*Task-Specific Instructional Confidence*)

Teachers with high self-efficacy can have a significant impact on the success of their students. This is because their self-efficacy guides how they teach and manage classrooms. The teachers set high standards and create a supportive learning environment that suits their students' needs (Leroy et al., 2007; Sudina et al., 2021). They also use a wide range of creative instructional strategies while modifying lessons in order to fit students' requirements effectively (Goker, 2006; Rimm-Kaufman & Sawyer, 2004; Thurlings et al., 2015). On the other hand, teachers who have low levels of self-efficacy tend to resist trying new approaches. Moreover, they may have heightened levels of stress and have difficulty sustaining a positive classroom environment (Evans & Tribble, 1986; Pas et al., 2012).

The capacity to demonstrate these effective teaching behaviors appears to be rooted in deeper professional and affective competencies. High self-efficacy teachers, for instance, exhibit excellent emotional intelligence, effective classroom management, and the resilience to overcome obstacles. They can regulate their own emotions, comprehend students' sentiments, and create active, engaging learning environments (Klassen & Chiu, 2010; Viera, 2020). Despite finding themselves under stress or experiencing burnout, these teachers consistently ensure quality education (Malinen & Savolainen, 2016). Further, for EFL teachers, their perceived target language proficiency has an effect on their teaching self-efficacy (Choi & Lee, 2016).

Professional efficacy is immediately translated into actions in the classroom and results in student performance. In fact, teacher self-efficacy has been consistently linked to student achievement through studies. As stated by Zee and Koomen (2016), teachers with high self-efficacy perceive new teaching techniques as appropriate for their teaching style. Nonetheless, as highlighted by another study conducted by Zee et al. (2018), the connection between teacher self-efficacy and the academic performance of students could be subject to differences in the understanding and operationalization of teacher self-efficacy.

For this study, the 'High Self-Efficacy' factor is defined not as the global outcome of teacher efficacy, but as a teacher's perceived confidence in accomplishing specific, routine instructional tasks (e.g., applying known strategies, monitoring student progress, planning lessons). This operationalization treats it as an influencing factor within the teacher's efficacy ecosystem while interacting with other sources of teachers' efficacy, such as well-being and professional development.

### 2.2 Collective Teacher Efficacy

Bandura (1997) referred to it as a group's common belief in its competence to coordinate and execute actions that are needed for success. When a team of teachers views itself as capable, coherent, and effective, this collective self-assurance serves as a pivotal determinant of more robust instructional practices resulting in better achievement from students (Goddard et al., 2017). Research has identified key conditions that foster this belief. De Mesquita and Drake (1994) and Guskey (1988) pointed out that teachers who have positive attitudes toward educational reform and who exhibit openness and receptivity to innovative pedagogical approaches are more likely to contribute to a shared sense of efficacy within the teaching community. Durksen et al. (2017) indicated that intrinsically motivated teachers are more active in collaborative endeavors, as they see value in working with their peers and recognize the potential benefits for their own professional growth and student success.

The role of collective efficacy is of great importance in the context of language teaching. In EFL contexts, unlike individual teacher efficacy, collective teacher efficacy focuses on teachers' perceptions of the entire faculty's ability to achieve language learning goals (Goddard et al., 2015) and reflects confidence in the collective capacity of colleagues to ensure successful language instruction (Donohoo, 2016). In such settings, language acquisition can be challenging because of linguistic and cultural differences. Promoting a sense of collective aptitude among teachers is, therefore, particularly important. Teachers' shared belief in their collective ability to overcome obstacles and implement effective instructional strategies can enhance collaboration, promote a supportive teaching environment, heighten motivation, and ultimately lead to improved learning outcomes for EFL students (Bandura, 1993; Goddard et al., 2004).

### 2.3 Mastery Experience

Beyond collaborative beliefs, a teacher's individual sense of efficacy is substantially shaped by personal mastery experiences. Bandura

(1997) posited that self-efficacy is developed by four primary sources, namely mastery experiences, emotions or psychological states, vicarious experiences, and social persuasion. Among these primary sources, mastery experiences are the most effective. According to Tschannen-Moran and Woolfolk Hoy (2007), it is developed by reflecting on previous success in teaching, which makes teachers feel capable in their teaching practices. Such reflections strengthen both individual and collective efficacy (Goddard & Goddard, 2001). The process of reflection is, therefore, central for transforming experience into professional knowledge and confidence (Ghaye, 2010).

This process manifests in the daily work of teaching. Experiences of mastery arise in everyday teaching when teachers prepare lessons successfully, manage classroom difficulties, or perceive actual gains for students, which remind them of their capability (Shao, 2017). With these successes, teachers develop the confidence and resilience to take on additional new challenges over time (Beltman et al., 2011). Additionally, mastery experiences can and often are group efforts on the part of the teachers. When teachers share successful practices and complete group projects and share successes, their collective efficacy develops. This collaboration constitutes the shared belief through which the group can achieve important goals. It also helps create a positive, supportive environment that benefits both teachers and students (Donohoo, 2016; Durksen et al., 2017; Goddard et al., 2017).

The confidence gained from mastery is essential to a teacher's career. Given the performance nature of teaching, teachers' confidence in their ability to effectively excel in teaching overall can continue to develop throughout their careers (Chesnut & Burley, 2015). Research indicates that teachers' mastery experiences, together with factors such as student achievement and engagement, play important roles in shaping their sense of self-efficacy (Malmberg et al., 2014).

#### *2.4 Professional Development*

Systematic professional development forms one key aspect of building teacher self-confidence. Professional development is highly essential for EFL teachers, given the numerous pressures under which they operate while requiring great sensitivity to their students' needs (Atay, 2007; Ross & Bruce, 2007). Teacher training quality and supportive leadership have been recognized as significant predictors of teacher self-efficacy (Yoo, 2016). Research shows that well-designed courses are instrumental in helping new teachers feel more confident (Erawan, 2011; Woodcock, 2011), while continued development helps experienced teachers develop their confidence and teaching practices (Tschannen-Moran & Johnson, 2011). Mentorship appears particularly influential when the teacher teaches language (Delaney, 2012). In addition, advances in technology have opened up a range of possibilities for the professional development of teachers (Kessler, 2018; Viera, 2020).

Systematic professional development can only be achieved when it receives the full attention of the teacher. A personal commitment to lifelong learning is therefore the indispensable driver of sustained improvement and teaching excellence (Abd Razak et al., 2009; Day et al., 2007). This is especially critical in EFL environments, where the curriculum is not clear-cut, and high autonomy places the responsibility for quality entirely on the teacher (Stronge, 2007). In other words, the basic precondition for good practice and positive consequences for students is the teacher's personal commitment.

#### *2.5 Teacher Enthusiasm*

Teacher efficacy in EFL education is strongly related to teacher enthusiasm, which is connected to teachers' dedication and emotional states (Burić & Mo'è 2020). Teacher enthusiasm leads to teacher energy and interest in teaching the material, and, therefore, the result will be quality teaching and learning (Daumiller et al., 2021). It has also been proven that teacher interest has an impact on student academic success, based on various classroom behaviors (Dewaele & Li, 2021; Keller et al., 2016).

Therefore, such a passion helps create better conditions for students. An enthusiastic teacher feels more confident in the profession and more dedicated. That passion also contributes significantly to the motivational and psychological state of learners and leads to improved performance (Burić, 2019). Take foreign language learning, for example, where engagement means thinking, acting, and feeling. Here, the teacher's passion for the subject becomes a catalyst for successful outcomes (Oga-Baldwin, 2019). Effective teachers are often distinguished by their overt passion for the subject area and also for the students themselves (Keller et al., 2016; Lazarides et al., 2018). For that reason, enthusiasm becomes an important aspect to consider in the classroom, since it helps in keeping the learners motivated and engaged, and it is essential in language learning. It has been shown through several studies that there is a correlation between teacher enthusiasm and learner interest in learning (Dewaele & Li, 2021; Keller et al., 2014; Keller et al., 2016; Yan et al., 2023).

#### *2.6 Teachers' Well-being*

Recent literature has discussed how the emotions of the teacher have an impact on the academic achievements of the learners (Alam & Ahmad, 2018; Kunter et al., 2013; Singh & Ryhal, 2023). Positive emotions are capable of adding value to the learning experience of the students by developing a healthy environment for their learning process (Burić, 2019). Conversely, negative emotions can be a hindrance to the involvement of the learner in the process of education (Burić, 2019; Frenzel et al., 2021).

Taking into consideration this issue, the idea of teacher well-being appears to be an important basis for quality instruction. According to Mercer and Gregersen (2020), there is enough proof that teachers who demonstrate great well-being tend to show interest in the cognitive and emotional participation of their students during the process of instruction. On the other hand, an emotionally exhausted teacher tends to criticize much more often and, as a result, may lead to a delay in the instructional process (Frenzel et al., 2021). Thus, it should be noted that nowadays scientists pay special attention to improving the state of teachers' well-being as it can play an important part in learners' accomplishments (MacIntyre et al., 2019; Mercer & Gregersen, 2020; Solarte, 2021).

In EFL teaching, teacher well-being is built through supportive relationships and a sense of professional satisfaction. Teacher well-being consists of positive emotions, high levels of engagement, fulfilling relations with students, and achieving personal professional goals (MacIntyre et al., 2019). Such well-being may be threatened by sources of stress such as work pressures and a lack of support (Talbot & Mercer, 2018). When teachers feel that their job resources are sufficient, a sense of well-being emerges, and this sense is inextricably linked to the individual sense of self-efficacy of each teacher, as well as the collective sense of efficacy of the group (Skaalvik & Skaalvik, 2019). Teacher well-being is a feeling of fulfillment, satisfaction, and meaning in collaboration with other colleagues and students (Acton & Glasgow, 2015; Mercer & Gregersen, 2020; Solarte, 2021).

Therefore, institutional support becomes an essential part in ensuring conditions necessary for teacher well-being and effectiveness. As noted by Han et al. (2020), administrators must provide support to enhance teacher well-being, since teacher well-being is inherently linked with commitment and efficacy beliefs (Gilbert et al., 2014).

### **3. Methodology**

#### *3.1 Research Design*

This study employed a quantitative, cross-sectional survey design. This approach was chosen in order to examine and rank the perceived influence of key factors on EFL teachers' self-efficacy within the Intensive English Programs at Jazan University. The survey methodology enabled the collection of numerical data suitable for identifying patterns and establishing a hierarchy among the target factors: high self-efficacy, professional development, mastery experience, teacher enthusiasm, collective teacher efficacy, and teacher well-being.

#### *3.2 Participants*

The participants were in-service EFL instructors teaching first-year students within the Intensive English Programs (IEP) context at Jazan University. An anonymous, online prioritization survey was distributed to all instructors in the program via official institutional communication channels. Participation was voluntary and informed consent was obtained electronically. A total of seventy-two ( $n = 72$ ) complete and usable responses were provided by experienced practitioners. The size of the sample is suitable for achieving the objectives of descriptive prioritization research, where the emphasis is to determine and prioritize prominent themes among a defined group of experts, as opposed to estimating the characteristics of an entire population (Dörnyei, 2007; Riazi, 2016). The respondents, therefore, can provide a significant and valuable corpus of professional insights that directly reflect their informed judgment within the target context.

#### *3.3 Instrument*

Data were collected using an anonymous online survey that was designed with a forced-choice format. The instrument consisted of 18 items, which were organized into six thematic sections aligned with the key efficacy factors under study. For each item, participants were given a question related to teaching efficacy and three specific practice-based response options. Instructors were required to select the single option they perceived as most impactful. For example, one item asked, "Which strategy most impacts your teaching effectiveness?" with the options: (A) Applying strategies that previously led to student success, (B) Setting clear learning objectives, and (C) Providing timely feedback (see Appendix A for the full instrument).

The forced-choice format was deliberately selected in order to address a fundamental methodological constraint, which is the tendency for respondents to provide uniformly high ratings on positively worded items in traditional Likert-scale surveys. This bias can obscure meaningful differences in perceived importance. Requiring a singular selection among compelling alternatives, this method requires a comparative judgment. The aim is to generate data capable of revealing a reliable hierarchy of influential factors (Brown & Maydeu-Olivares, 2011). The survey's introductory page pointed out the study's purpose, emphasized the voluntary and anonymous nature of participation, and specified that submission of the completed survey constituted informed consent.

##### *3.3.1 Survey Structure*

The 18 survey items were explicitly mapped to the six efficacy factors under investigation. Each factor was operationalized by three items, ensuring a balanced design where all factors had an equal opportunity for selection. The mapping was as follows: items 1–3 measured High Self-Efficacy (conceptualized as task-specific instructional confidence); items 4–6 measured Collective Teacher Efficacy; items 7–9 measured Mastery Experience; items 10–12 measured Professional Development; items 13–15 measured Teacher Enthusiasm; and items 16–18 measured Teacher Well-being. This structure provided the direct "keying logic" linking participant choices to composite factor scores.

#### *3.4 Data Collection and Analysis*

The anonymous survey was distributed via institutional email, allowing participants to complete it at their convenience. No identifying information was collected. Data analysis proceeded in two phases. First, descriptive statistics were used to establish a hierarchy based on composite priority scores. A composite priority score for each factor was calculated by adding up the frequency of the most selected response option across its three corresponding survey items. Second, 95% confidence intervals were calculated for each factor's preference proportion in order to evaluate the statistical reliability of the observed differences in rankings and validate the hierarchy. Non-overlapping confidence intervals were interpreted as an indicator of statistically reliable preference gaps between factors. The goal was to identify which factors were perceived as most influential and to validate the reliability of the established hierarchy.

#### *3.5 Ethical Considerations*

Ethical approval for this study was obtained from the Research Ethics Committee at Jazan University (Reference No.: REC-47/06/1726). Following this approval, departmental approval was then obtained to facilitate participation. The survey description on the first page described the research objectives and procedures prior to access. Proceeding to the survey questions constituted their voluntary and informed consent. The study involved no anticipated risks. All responses were collected anonymously and stored securely for research purposes only.

#### 4. Data Presentation and Analysis

##### 4.1 Participant Demographics

The analysis of the survey data yielded clear findings with regard to the hierarchy of efficacy factors. A total of 72 EFL instructors from Jazan University's Intensive English Program participated in this study. As indicated in Table 1, the sample comprised 45 males (62.5%) and 27 females (37.5%). The vast majority (71, 98.6%) reported more than five years of teaching experience, indicating a highly experienced participant group.

Table 1. Participant Demographics (N = 72)

Characteristic	Category	N	%
Gender	Male	45	62.5
	Female	27	37.5
Teaching Experience	1-5	1	1.4
	More than 5 years	71	98.6

##### 4.2 Hierarchy of Efficacy Factors

The analysis of the forced-choice survey responses revealed a clear hierarchy among the six target factors that influence teaching efficacy. The composite priority scores for each factor, taken from the aggregation method described above, are shown in Table 2. Teacher well-being emerged as the most frequently prioritized factor, with a composite score of 135 (19.5% of total priority). This was followed, in order, by Professional Development (126, 18.2%), Mastery Experience (120, 17.3%), Collective Teacher Efficacy (119, 17.1%), High Self-Efficacy (99, 14.3%), and Teacher Enthusiasm (95, 13.7%).

Table 2. Aggregated Prioritization of Efficacy Factors

Rank	Factor	Composite Priority Score (n)	Percentage of Total Priority (%)
1	Teacher Well-being	135	19.5
2	Professional Development	126	18.2
3	Mastery Experience	120	17.3
4	Collective Teacher Efficacy	119	17.1
5	High Self-Efficacy	99	14.3
6	Teacher Enthusiasm	95	13.7

Note: Composite Priority Score = sum of the most selected option frequencies (n) for the factor's three corresponding items (N = 72). Percentage of Total Priority = (Composite Score / 694) × 100.

As shown in Figure 1, teacher well-being was ranked as the most influential factor for teaching efficacy. It was followed, in order, by Professional Development, Mastery Experience, Collective Teacher Efficacy, High Self-Efficacy, and Teacher Enthusiasm. This visual representation confirms the priority order derived from the aggregated data in Table 2.

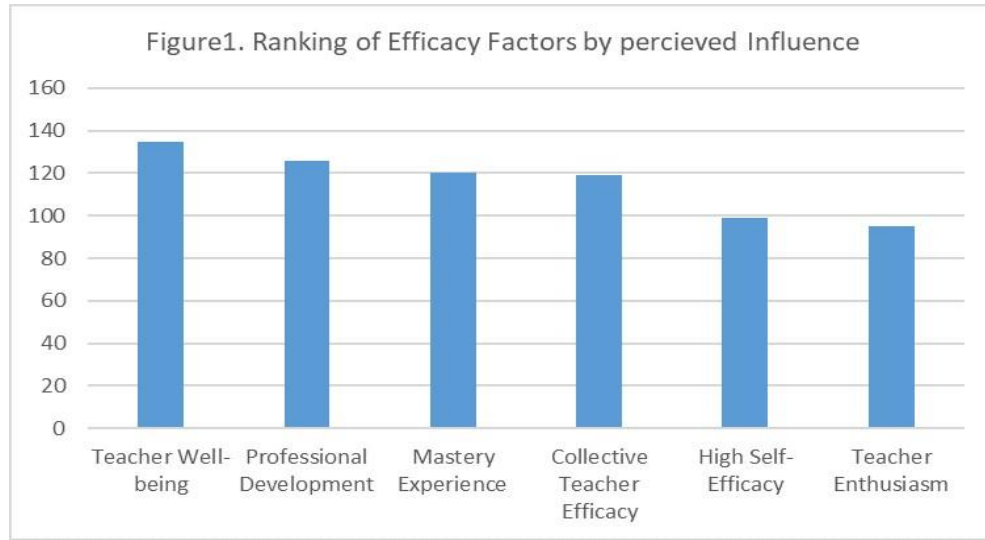


Table 3. Item-Level Priorities and Factor Score Composition

Factor	Item	Most Selected Option	n
High Self-Efficacy (Task-Specific Confidence)	1	Setting clear learning objectives	37
	2	Regular progress checks	34
	3	Using a variety of teaching methods	28
	Composite Score		99
Collective Teacher Efficacy	4	Joint problem-solving for student challenges	41
	5	Collective goal-setting	41
	6	Sharing teaching strategies	37
	Composite Score		119
Mastery Experience	7	Overcoming classroom challenges	39
	8	Students with different proficiency levels	45
	9	Adapting teaching methods	36
	Composite Score		120
Professional Development	10	Attending workshops or seminars	41
	11	Departmental collaborative projects	46
	12	Learning new teaching methods	39
	Composite Score		126
Teacher Enthusiasm	13	Positive interactions with students	42
	14	Encouraging questions and discussion	26
	15	Successful lesson outcomes	27
	Composite Score		95
Teacher Well-being	16	Supportive leadership and recognition	38
	17	A collaborative and supportive work environment	48
	18	Feeling valued and appreciated	49
	Composite Score		135

Note: n = frequency of the most selected option (N = 72).  
Composite score = sum of n for the factor's three items.

4.2.1 Confidence Interval Analysis

To assess the reliability of the observed preference differences, 95% confidence intervals were calculated for each factor's proportion score. The results, shown in Table 4, indicate that Teacher Well-being's confidence interval [0.562, 0.688] does not overlap with Teacher Enthusiasm's interval [0.374, 0.506], indicating a statistically reliable difference in preference levels. This 18.5 percentage-point gap represents a substantial and educationally meaningful divergence in perceived importance among these experienced instructors which suggests that systemic support is prioritized over individual dispositional traits.

Table 4. Preference Proportions with 95% Confidence Intervals

Factor	Composite Score	Proportion*	95% Confidence Interval	Interpretation
Teacher Well-being	135	0.625	[0.562, 0.688]	Highest priority
Professional Development	126	0.583	[0.519, 0.647]	
Mastery Experience	120	0.556	[0.491, 0.620]	
Collective Teacher Efficacy	119	0.551	[0.486, 0.615]	
High Self-Efficacy	99	0.458	[0.394, 0.524]	Lowest priority
Teacher Enthusiasm	95	0.440	[0.374, 0.506]	

Note: Proportion = Composite Score/216 (72 participants × 3 items per factor)

#### 4.3 Illustrative Item-Level Responses

The hierarchy was reinforced by specific item responses (Table 3). Instructors most valued feeling valued and appreciated (Q18), a collaborative environment (Q17), and departmental projects (Q11) as keystone supports, directly aligning with the top-ranked factors of well-being and professional development.

### 5. Findings and Discussion

This study examined the factors that shape teacher self-efficacy in the Intensive English Programs at Jazan University. It employed a prioritization survey. The analysis of 72 experienced instructors' responses established a clear hierarchy of key factors. With respect to the first research question on the perceived hierarchy, the analysis revealed that Teacher Well-being was found to be the most influential factor, followed by Professional Development, Mastery Experience, and then Collective Teacher Efficacy. High Self-Efficacy and Teacher Enthusiasm were ranked as less influential in this context. The confidence interval analysis confirmed statistically reliable differences in preference levels. Significantly, the interval for Teacher Well-being [0.562, 0.688] did not overlap with that of Teacher Enthusiasm. This non-overlap provides mathematical validation that the observed prioritization of well-being is a substantial finding, not an artifact of random variation. In answer to the second research question concerning effective types of support, the findings indicated that departmental collaborative projects were seen as the most effective type of professional support. For mastery experiences, instructors reported that building confidence most effectively occurs through overcoming classroom challenges and adapting teaching methods.

The prioritization of teachers' well-being within this hierarchy is noteworthy. This reflects existing literature on how the issue of well-being is seen as essential to good teaching practice, especially when the teaching environment is challenging (MacIntyre et al., 2019; Mercer & Gregersen, 2020). It should be noted that because of the mandatory choice format used here, teachers have to weigh several positive criteria against each other. However, the fact that well-being emerged as the top criterion does not mean that other highly-ranked factors deserve no attention. Yet, the 18.5 percentage-point gap between the highest and lowest ranked factors, shown by the non-overlapping 95% confidence intervals, indicates a clear shift in instructor priorities.

Here, well-being is seen not as a purpose in itself, but as a foundation on which other initiatives may build. Also, the high importance attributed to Professional Development, especially in terms of collaboration, correlates with scientific findings that emphasize the effectiveness of social and situational learning among colleagues rather than solitary learning (Goddard et al., 2017). The common confidence intervals of the variables in question provide solid evidence for the hypothesis that all three constructs constitute a united construct cluster rather than separate ideas. In other words, initiatives aimed at improving any of these three aspects will simultaneously have effects on the other two aspects. As a result, the analysis proves that the high value placed by instructors on collaboration is due to their ability to create a professional environment in which success in one aspect benefits the others.

Looking at the lower end of the hierarchy, the placement of Teacher Enthusiasm and High Self-Efficacy (operationalized as task-specific instructional confidence) as the least prioritized factors provides a critical interpretation. Even though these factors are invariably identified with beneficial student outcomes within existing literature (Keller et al., 2016; Zee & Koomen, 2016), their lower ranking amongst these factors implies a conditional association. Specifically, the confidence intervals for these individual traits are statistically lower than those for the top-ranked institutional factors. This pattern suggests that foundational well-being and collaborative professional development are viewed as essential precursors. Teacher enthusiasm and personal efficacy, therefore, appear to be potential outcomes that reliably emerge from this established supportive base.

#### 5.1 Implications for Practice

Based on these results, several practical recommendations can be made. Firstly, it is advised that institutions should focus on using systemic approaches to improve teacher well-being. Some ways of doing this include building supportive leadership, achieving sustainable harmony among work, management, and personal growth, and having professional recognition systems in place (Demir, 2020; Mercer & Gregersen, 2020). Since well-being appears to be the leading factor in the ranking, improving well-being could create an important base for other sources of efficacy. Secondly, the current approach of professional development should be changed to include more collaboration and project activities. More specifically, rather than workshops, it could become a part of faculty-driven projects, including curriculum design or action research (Ross & Bruce, 2007).

Third, to ensure collaborative professional development builds sustained personal confidence, a key strategy is to formally link mentorship and feedback systems to the recognition of teachers' mastery experiences (Bandura, 1997). An explicit approach involves creating structured protocols for instructors to document and analyze successful classroom practices and to then integrate these documented instances of

mastery directly into ongoing collaborative research initiatives, such as action research. The goal of this linkage is to create a reinforcing cycle where individual classroom success is validated, becomes a focus of collective inquiry, and thereby strengthens both shared professional knowledge and sustained teacher efficacy.

### *5.2 Limitations and Future Research*

The findings of this study should be interpreted within the context of its design. Because the data are self-reported and come from a single university, the results may not be generalizable to all settings. In addition, as with any voluntary survey, non-response bias is possible. The views of those who participated may differ from those who did not. Future studies might utilize a mixed-methods design with the inclusion of interviews to triangulate and confirm such a finding. This study could be expanded to other Intensive English Programs across Saudi Arabia to test the transferability of the identified efficacy priorities.

## **6. Conclusion**

The current study identified the main factors influencing the self-efficacy perceptions of EFL instructors within the Intensive English Program at Jazan University. Survey data collected from 72 EFL instructors indicated that their level of self-efficacy relies on a clear hierarchy of these factors. Teacher efficacy was linked first to organizational support for wellness, then to professional development through collaboration, and finally to mastery experiences. A 95% confidence interval showed a reliable trend towards favoring institutional rather than dispositional factors. The fact that collaboration plays a prominent role indicates the effectiveness of current development programs and suggests that this is the correct approach to follow. The hierarchy reveals that the well-being of the instructors forms the foundation on which other elements depend.

Therefore, these findings prove the importance of the program's continued commitment to catering to the needs of the instructors, which can help provide a way towards improving its approaches. The instructors can utilize their advantages to increase their efficiency, making sure that their theoretical needs are fulfilled, thus resulting in improved academic results for their students. First, it would be vital to continue working on reinforcing the available tools for assisting instructors in their needs. Second, professional development should be emphasized, especially team-oriented and project-based approaches, which are especially useful for instructors. Moreover, making sure that assistance is provided according to the empirical hierarchy becomes a strong basis for faculty development.

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## **Authors' contributions**

The sole author completed all aspects of this study, including conceptualization, methodology, data collection, analysis, writing, and revision. The author read and approved the final manuscript.

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The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

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## **Data availability statement**

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

## **Data sharing statement**

No additional data are available.

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## Appendix A

### Teacher Self-Efficacy Prioritization Survey

#### Teacher Self-Efficacy in Intensive English Programs at Jazan University

##### Survey Introduction

##### Dear Instructor,

This survey examines teacher self-efficacy in the Intensive English Programs at Jazan University for first-year students. Participation is voluntary, all responses are anonymous, and you may withdraw at any time. Your input will support the improvement of teaching practices and professional development initiatives. By completing this survey, you indicate your consent to participate. Thank you for your time and cooperation.

##### Instructions:

For each section, please select the option you believe has the **greatest impact** on your teaching effectiveness, classroom performance, or student engagement.

Choose **only one answer per question**.

##### Section 1: Background

1. Gender
  - Male
  - Female
2. Years of Teaching Experience
  - 1–5 years
  - More than 5 years

##### Section 2: High Self-Efficacy

1. Which strategy most impacts your teaching effectiveness?
  - Applying strategies that previously led to student success
  - Setting clear learning objectives
  - Providing timely feedback
2. Which approach helps you monitor student progress most effectively?
  - Regular progress checks
  - Observing student participation
  - Assigning periodic assessments
3. Which aspect of classroom planning enhances your confidence the most?
  - Structuring lessons clearly
  - Adjusting activities to student needs
  - Using a variety of teaching methods

##### Section 3: Collective Teacher Efficacy

4. Which collaborative practice most improves teaching effectiveness?
  - Sharing lesson plans and teaching resources
  - Peer observation and feedback
  - Joint problem-solving for student challenges
5. Which team activity enhances departmental support the most?
  - Collective goal-setting
  - Collaborative project work
  - Mentoring colleagues
6. Which form of collaboration benefits student learning the most?
  - Regular team meetings
  - Co-teaching sessions
  - Sharing teaching strategies

#### **Section 4: Mastery Experience**

7. Which experience boosts your teaching confidence the most?
  - Reflecting on past teaching experiences
  - Overcoming classroom challenges
  - Observing successful teaching practices from colleagues
8. Which type of student diversity improves your teaching skills the most?
  - Students with different proficiency levels
  - Students with different learning styles
  - Mixed cultural backgrounds
9. Which past experience contributes most to your mastery?
  - Successful lesson outcomes
  - Adapting teaching methods
  - Receiving positive student feedback

#### **Section 5: Professional Development**

10. Which activity enhances your teaching skills the most?
  - Attending workshops or seminars
  - Participating in online courses or webinars
  - Receiving mentorship from experienced faculty
11. Which type of professional support is most effective for you?
  - Departmental collaborative projects
  - Feedback from supervisors
  - Peer coaching
12. Which professional growth activity strengthens your confidence the most?
  - Learning new teaching methods
  - Engaging with educational research
  - Networking with colleagues

**Section 6: Teacher Enthusiasm**

13. Which aspect of your enthusiasm engages students the most?
  - Energy and passion in lessons
  - Positive interactions with students
  - Exploring new teaching methods
14. Which attitude most encourages student participation?
  - Motivational support
  - Encouraging questions and discussion
  - Using engaging activities
15. Which factor sustains your enthusiasm the most?
  - Successful lesson outcomes
  - Recognition for your work
  - Learning new teaching methods

**Section 7: Teacher Well-being**

16. Which support contributes most to your well-being?
  - Supportive leadership and recognition
  - Positive relationships with colleagues
  - Access to helpful teaching tools and resources
17. Which factor helps you teach most effectively?
  - Ongoing professional development
  - A collaborative and supportive work environment
  - Reliable instructional resources and materials
18. Which support reduces stress and improves your focus the most?
  - Guidance and support from mentors
  - Feeling valued and appreciated
  - Working with colleagues to solve challenges