

The Impact of French as A Foreign Language (FFL) Teachers' Self-Efficacy on Their Classroom Performance and The Academic Achievement of Their Secondary School Students

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ABSTRACT:

This study aims to identify the levels of self-efficacy among French as a Foreign Language (FFL) teacher in secondary schools and the extent of agreement between their self-efficacy, their performance, and the academic achievement of their FFL students.

The study also aims to determine whether there is a statistically significant difference in (FFL) teachers' self-efficacy perceptions based on the variables of gender, academic qualifications, and professional category.

To achieve the objectives of this study, the researcher used a set of tools: (1) A (FFL) teacher self-efficacy scale, (2) A structured observation form, (3) Semi-structured interviews, and (4) The academic records of students learning French as a second foreign language.

The data were collected in two phases: during the first phase, we administered the FFL teacher self-efficacy scale. The study was conducted on a sample of 204 French as a Foreign Language (FFL) teacher in general secondary education across three governorates (Cairo, Gharbeya, and Charkeya). In the second phase, semi-structured interviews and observation forms were used with a subsample of 20 (FFL) teachers.

Statistical analysis revealed that (FFL) teachers have a high level of self-efficacy, with a statistically significant difference between male and female (FFL) teachers in their perception of self-efficacy.

Qualitative analysis of the semi-structured interviews revealed numerous obstacles hindering teacher performance, based on their perceived self-efficacy.

In short, this study has significant pedagogical implications for FFL teacher training. It also provides a series of recommendations related to FFL teacher training, FFL teaching and learning, and FFL textbooks at the secondary level.

Keywords: Teaching French - Foreign Language - secondary school - Self-efficacy - Teacher performance - Academic achievement.

Introduction:

In recent years, the concept of teaching and learning a foreign language like French has changed thanks to the development of educational theories since the second half of the 20th century. We observe that the teaching and learning processes have shifted from "knowing" to "knowing how to do," and subsequently, "being" and "knowing how to learn" have been added.

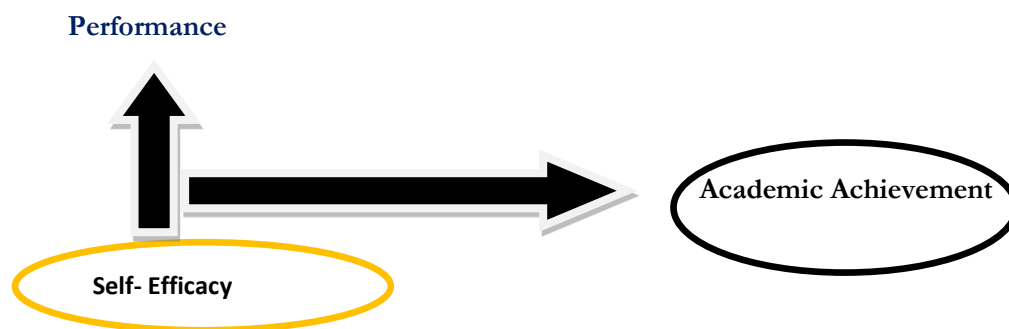
From this, the role of the teacher has acquired such importance, deserving of study and research, thanks to cognitive and technological progress in the human community. The teacher of our time is expected to guide the learner toward life skills. Therefore, teachers of French

as a Foreign Language (FFL) must have thorough training to meet these new challenges.

The daily experience in the FFL classroom shows us that some teachers succeed in leading their classes more effectively than others by creating an environment conducive to learning.

Educational research has long sought to better understand the factors influencing this success. For this reason, Bandura's (1977) theory of self-efficacy has become paramount as a means of understanding this dilemma in the educational field.

Despite the number of studies on teacher self-efficacy, few publications link their findings to improvements in student performance in language classes (Skaalvik & Skaalvik, 2007).



(Figure 1) The relationship between teachers' self-efficacy, their performance, and the effect of this relationship on academic achievement

The researcher conducted a pilot study with eight French as a Foreign Language (FFL) teacher in a general education school¹ over two days with the aim of:

- exploring their levels of self-efficacy.
- observing their classroom performance.
- discovering the relationship between self-efficacy and student academic achievement.

To achieve the objectives of the pilot study, the researcher followed these steps:

- Preparing an observation grid to observe the teachers' classroom performance.

- Preparing a limited protocol for an interview with the same teachers.

- Obtaining the French grades of students from the same classes being observed.

The results of the interviews and the observation grid showed that:

- Six teachers (75%) stated that they could not use varied teaching strategies.
- Seven teachers (82.5%) stated that they could not motivate their students in class.
- Five teachers (62.5%) stated that they could not manage their class. Similarly, we find that the

¹ Atef El-Sadat General Secondary School for Girls in Maadi, Cairo.

average student grades are low in French; this may be related to teacher performance and self-efficacy.

In this study, we use several tools that can help us better understand the relationships between teacher self-efficacy, their performance, and student achievement in French as a Foreign Language (FFL) classes at the Egyptian secondary level. We also suggest some recommendations for developing the self-efficacy of FFL teachers.

Research Problem:

The research problem of this study can be limited to the following questions:

What are the levels of self-efficacy among FFL teachers at the secondary stage?

To what extent is the level of self-efficacy among secondary (FFL) teachers correlated with:

- The teacher's gender (male – female)?
- The teacher's qualification (university degree)?
- The teacher's professional category/level?

To what extent is the teacher's performance practice in the secondary FFL classroom corresponding or not to the levels of self-efficacy?

What is the effect of the secondary FFL teacher's level of self-efficacy on the students' academic achievement level?

Research Objectives:

This study aims to:

- Determine the levels of self-efficacy of (FFL) teachers at the secondary stage based on their perceptions.
- Determine the extent to which the teacher's performance practice in the (FFL) classroom corresponds or not to their levels of self-efficacy.
- Evaluate the effect of the teacher's level of self-efficacy on the student's academic achievement level.
- Examine whether there are differences among the three dimensions of teacher self-efficacy

as defined by Tschannen-Moran & Woolfolk Hoy (2001):

- a. Efficacy in student engagement.
 - b. Efficacy in instructional strategies.
 - c. Efficacy in classroom management.
- Evaluate the impact of demographic factors such as gender and professional category of teachers on the level of self-efficacy.

Significance of the Study:

The present study aims to:

- Highlight the link between teacher self-efficacy and the improvement of the Teaching/Learning process of (FFL) at the secondary stage.
- Consider the correlation between teacher self-efficacy and the academic achievement of learners in (FFL) classes at the secondary stage.
- Identify the constraints that could hinder (FFL) teachers' self-efficacy at the secondary stage.
- Evaluate the effect of teacher-related variables, such as gender, academic qualifications, and professional categories, on (FFL) teacher self-efficacy.
- Contribute to providing an overview of the atmosphere in which (FFL) teachers work and to identify the training needs of these teachers and ways to overcome the obstacles they encounter in their attempts to act on their beliefs.
- Shed light on the training needs of in-service (FFL) teachers by referring to the research findings, whether those related to self-efficacy or those related to the relationship between (FFL) teachers' self-efficacy, their classroom performance, and their learners' academic success.

Definitions of Terms:

1. Teacher Self-Efficacy:

Several definitions have been proposed in this context:

First definitions that refer to personal teacher self-efficacy: "It is the judgment that a person makes about his/her capacity to organize and use the various activities inherent in the completion of a task to be performed" (Bouffard-Bouchard & Pinard, 1988, p. 411).

Second definitions that address the meaning of teacher self-efficacy in a general sense: "It is the belief that the teacher is capable of bringing about changes in students" (Gibson & Dembo, 1984).

The present study adopts the definition of self-efficacy in a general sense: It is the FFL teacher's belief that he/she can influence the way learners learn, despite all internal or external difficulties he/she might encounter in this context. (Operational Definition).

2. Teacher Performance:

For the current study, teacher performance is his/her behavior and way of acting in class as an (FFL) teacher. For this study, teacher performance is classified into three domains: performance related to instructional strategies, performance related to learner participation in the (FFL) classroom, and performance related to teachers' ability to manage the classroom.

3. Student Academic Achievement:

In this study, students' results are intended to designate academic progress and the level of learners in FFL as indicated by their latest academic results based in their respective schools. Based on these documents, learners will be classified into (1) high-achieving learners, (2) intermediate learners, and (3) low-achieving learners.

Theoretical Framework:

As a main axis in the educational system, the teacher has been and remains the essential pivot for managing and ensuring the success of Teaching/Learning processes in the classroom. Thus, we may ask whether the teacher is aware and holds the personal belief that he/she can change and developing the learner and his/her academic achievement to lead him/her to excellence.

To learn more about this idea, the following lines present the definition and importance of the concept of self-efficacy and its role in the field of teaching.

In fact, this concept was adopted by the Canadian "Bandura" who is considered the pioneer of self-efficacy theory.

Bandura's self-efficacy theory is a socio-cognitive theory that provides a theoretical framework for the study of self-efficacy. This theory, which sees that the person is proactive, capable of self-organization, self-reflection, and self-regulation (Stéphanie B.H., 2009), provides applications in many fields (education, economics, politics, health, sports, etc.). It practically favors the field of teaching and language learning at the didactic and pedagogical level.

In accordance with this theory, the relationships between teachers' self-efficacy, their educational practices, and students' success have aroused growing interest among researchers (Skaalvik & Skaalvik, 2007). Over the past twenty years, numerous studies have focused on teacher self-efficacy. Gibson and Dembo (1984) define this construct as the belief that the teacher has in his/her ability to influence student learning.

From this perspective, Bandura cites three factors that influence self-efficacy (Stéphanie Boéchat-Heer, 2009):

- a. Internal factors of the person: events experienced at the cognitive, affective, biological level and their perceptions by the subject.
- b. Behavioral determinants: types of action and behavioral patterns.
- c. The environment: properties of the social and organizational environment, the constraints it imposes, the stimulations it offers, and the reactions it causes.

According to Bandura's theory (1997), self-efficacy is multifactorial. He refers to the beliefs that the teacher has in his/her capacities to influence learners' engagement in their learning and to influence their behaviors even when they are not motivated or when they pose a challenge. These beliefs produce different effects through

four major processes: (Bouffard-Bouchard & Pinard, 1988).

- a. Cognitive processes: mainly through the goals pursued.
- b. Motivational processes: essentially through attributions of success and failure.
- c. Affective processes: through the control of negative feelings.
- d. Selection processes: through the choice of interventions.

Individuals who have a high sense of efficacy set high goals, analyze the situation, provide the necessary efforts, and maintain their commitment in pursuing these goals even when they encounter obstacles. They are less vulnerable to stress than others (Bong & Skaalvik, 2003; Schunk, Pintrich, & Meece, 2008). Bandura (1997) asserts that four sources can contribute to developing an individual's sense of self-efficacy: mastery experience, vicarious experience, verbal persuasion, and physiological state.

Mastery experience is the most influential source. It builds a strong sense of self-efficacy, especially if it requires overcoming present obstacles.

Vicarious experience has more effects on the subject's perceptions when the latter has little experience with the task to be performed (Carré, 2004). Verbal persuasion can take the form of evaluative feedback, criticism, advice, encouragement, and opinions from significant persons. Teachers must be placed in a situation that will allow them to confirm their ability to succeed. The reactions of their learners and the comments received from pedagogical advisors and colleagues are sources of verbal persuasion for teachers, especially novices.

The physiological and emotional state perceived by the individual influences the individual's capacity. For example, individuals who interpret manifestations of stress, fatigue, and pain as signs of inability see their sense of self-efficacy altered.

Bandura's theory made it possible to review what the teacher usually practices in class. This view is reflected in the studies of Armor et al. (1976) and

Berman, McLaughlin, Bass, Pauly, and Zellman (1977) in the field of teacher self-efficacy.

Among the studies that applied the theory of self-efficacy to teachers, we can cite the study of Ashton and Webb (1982); this study showed that the concept of teacher self-efficacy has two dimensions. Based on this study, Gibson and Dembo (1984) developed their teacher self-efficacy scale. They showed that the two dimensions of self-efficacy refer to Bandura's theory: the first is general, it represents the teacher's belief in the effect that teaching can influence a student's academic success despite family influences, socioeconomic status, and other extra-school factors. The second dimension is personal, it represents the teacher's belief in his/her capacity to teach effectively to his/her students.

Considering this theory, one may ask whether the improvement of FFL teachers' performance at the secondary stage is related to their perception of self-efficacy.

From this perspective, Gibson and Dembo (1984) observed how teachers with high or low perceived efficacy organize their activities in class. Those who have high self-efficacy devote more time to academic activities, provide learners in difficulty with the necessary guidance to succeed, and value their good results. But those who have low self-efficacy devote more time to non-academic activities, quickly abandon students who do not obtain quick results and criticize them for their failures. They are always stressed and irritated by learners' misbehavior. They doubt learners' motivation, impose strict operating rules to better control learners' behavior, focus more on the subject matter taught than on learners' development, and use extrinsic rewards and sanctions to get students to study (Woolfolk & Hoy, 1990).

It seems that novice teachers often experience shock in the face of the demands of the profession and the expectations of the environment (Friedman, 2002); this shock negatively affects their sense of self-efficacy. They who dreamed of offering flawless professional performance! Conversely, when they

have a high sense of self-efficacy, novice teachers consider pursuing their career in the longer term and they experience less stress. Research results demonstrate that it is important to focus on the positive development of novice teachers' sense of self-efficacy because, the more they gain experience, the more difficult this feeling will be to change. It even seems that efforts in this direction yield more results during training than once hired (Tschannen-Moran et al., 1998).

It is said that there is an impact of teacher self-efficacy when students' academic achievement (results) depends on teacher performance. This indicates that the relationship between teacher self-efficacy and academic achievement is an indirect relationship.

Based on contemporary research, based on the conception of teacher-learner educational engagement dynamics, we will therefore study here more specifically the impact of teacher self-efficacy on the academic achievement of his/her learners in foreign language class:

- Teachers who show high self-efficacy are more open to new ideas and more inclined to experiment with new ways of intervening in class (Cousins & Walker, 2000; Guskey, 1988; Tschannen-Moran & Hoy, 2001).
- Teachers can actively contribute to the constitution of learners' motivational profile through various means such as establishing an adequate working climate and proposing interesting activities, but also through the availability of their support, as well as through the nature and content of their comments on the quality of their learners' work and accomplishments (Joët, 2009; Joët & Bressoux, 2007; Joët, Nurra, Bressoux, & Pansu, 2007).
- Teachers who have high self-efficacy can bring about changes in learners (Dussault, Villeneuve, Deaudelin, 2001).
- Teachers with low self-efficacy devote more time to non-academic activities and abandon

more quickly learners who do not obtain quick results and criticize them for their failures (Woolfolk & Hoy, 1990; Woolfolk, Rosoff & Hoy, 1990).

From the above, the cited studies indicate that teachers who have high self-efficacy foster a learning environment where each learner has the possibility to succeed. But those who have low self-efficacy believe that their learners' failure is due to internal demotivation.

Research Methodology:

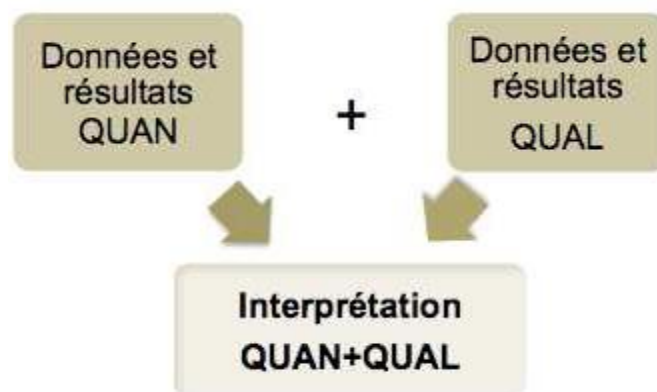
The current study falls under the category of quasi-experimental research. To collect and analyze data, the researcher uses a mixed methods research design because mixed methodology allows the strategic mixing of qualitative and quantitative data, in a coherent and harmonious way, in order to enrich the research results. This mixed approach indeed allows borrowing from various methodologies, qualitative or quantitative, depending on the research objectives. With mixed approaches, there is a kind of methodological pluralism (R. Burke Johnson & others, 2007).

It should be noted that the mixed method therefore provides a diversity of stimuli and associated activities. It considers individual differences among learners.

This study follows the steps of mixed methods research to achieve its objectives which are: to examine 1- the self-efficacy of FFL teachers at the secondary stage, 2- the correlation between FFL teachers' performance, the levels of their self-efficacy in class, and learners' academic achievement.

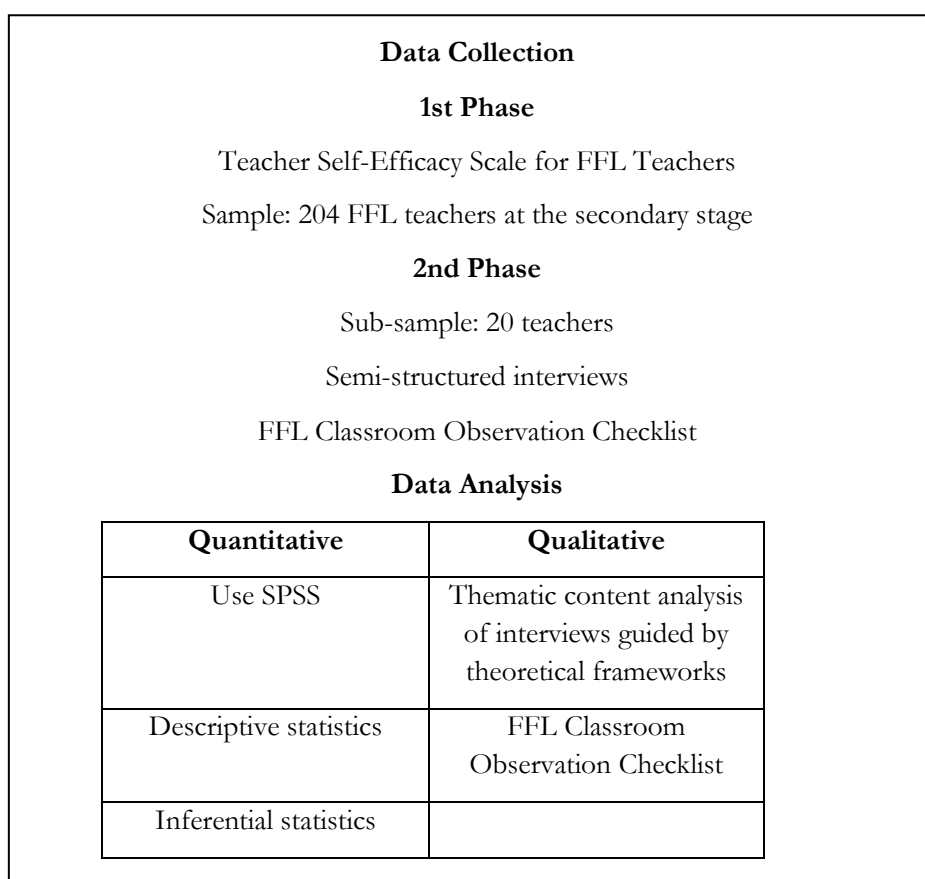
To do so, the researcher uses a mixed methods triangulation design to collect information qualitatively and quantitatively (Creswell, 2003).

The descriptive method for collecting information on the various variables of the study, which can advance it.



Thus, the present research is conducted by following the phases of both quantitative and qualitative methods throughout the study.

Setting of the Study:



Sample and Instruments:

The implementation of this study was conducted in two phases. The first phase was represented by the administration of a scale to a sample of 204 FFL teachers. All participants were randomly selected from 26 general secondary schools distributed across three governorates (Cairo,

Gharbeya, Sharkeya). The second phase was represented by the implementation of the classroom observation checklist and interviews with a sub-sample of FFL teachers ($n = 20$). Below is a description of the tools used in the implementation of the current study.

A. Description of the FFL Teachers' Sample

In the first phase of the study, male and female teachers (M/F) working in public secondary education were randomly selected. As indicated in Table (1), male teachers represent the majority (56.9%) while female teachers represent a

minority (43.1%). However, this does not mean that this is the case across Egypt as a whole. The different values are due to the random distribution of the sample, since the selection of the study schools in the field was determined by the local school districts in each governorate.

Table (1)

Distribution of the FFL Teachers' Sample by Gender

Gender	Frequency	Percentage
Male	116	56.9
Female	88	43.1
Total	204	100.0

Regarding the qualifications of FFL teachers, it was noted that this diversity stems from the university preparation of teachers. As indicated in Table (2), the vast majority (96.5%) of FFL teachers obtained their first university degree either from the Faculty of Education, French Language Department, or from the Faculty of

Arts, French Language Department, whereas a minority (5%) held qualifications from other sources. This broad range of university preparation may influence teachers' sense of self-efficacy, given the potential impact of their initial training on their perceived self-efficacy.

Table (2)

Distribution of the FFL Teachers' Sample by Qualification

Nº	Qualifications	Frequency	Percentage
1	Faculty of Education, French Department	136	66.6
2	Faculty of Arts, French Department	58	28.4
3	Faculty of Arts, French Department + Diploma in Education	3	1.5
4	Faculty of Languages and Translation	5	2.5
5	Other qualifications	2	1.0
	Total	204	100

Regarding the professional career levels of FFL teachers, their classification is like that of teachers in other school subjects across Egypt. They are classified into six career levels according to Law No. 153, ranging from Assistant Teacher to

Supreme Teacher. As indicated in Table (3) below, many of the study participants (99%) were classified as expert teachers, i.e., teachers with more than 20 years of teaching experience.

Table (3)

Distribution of the FFL Teachers' Sample by Professional Career Level

Nº	Professional Career Level	Frequency	Percentage
1	Teacher	2	1.0
2	First teacher	16	7.8
3	Senior teacher	93	45.6
4	Expert teacher	86	42.2
5	Supreme teacher	7	3.4
	Total	204	100.0

Both descriptive and inferential statistics were employed in the data analysis. Descriptive statistics, including means and standard deviations, were calculated for each item and subscale of the FFL Teachers' Self-Efficacy Scale. The current study was conducted in two phases. First, the results related to teachers' self-efficacy in relation to their qualifications will be presented. Subsequently, the presentation of results will follow the same order as the research questions of the present study.

Instrument:

1. FFL Teachers' Self-Efficacy Scale (Dussault & Villeneuve, 2001)

This scale was designed to measure FFL teachers' self-efficacy at three levels: (1) self-efficacy in instructional strategies, (2) self-efficacy in student engagement, and (3) self-efficacy in classroom management.

The scale consists of 30 closed-ended items distributed across the three dimensions of self-efficacy: instructional strategies (22 items), student engagement (4 items), and classroom management (4 items).

1-1. Reliability of the Scale

To assess the reliability of the FFL Teachers' Self-Efficacy Scale, the researcher used the test-retest method. Both administrations were conducted under conditions like those planned for the final study. At the end of January 2013, the first administration was conducted with a sample of

30 secondary-level FFL teachers, and the second administration was conducted at the end of February with 26 of the same teachers, with an interval of approximately one month. The difference in sample size was due to teacher transfers, absences, or unavailability during the second round. It was possible to identify respondents in both rounds, and their responses were correlated. The correlation coefficient obtained was $r = .87$.

1-2. Validity of the Scale

The researcher established validity through two approaches. First, content validity was established through a review of previous studies and expert judgment from specialists in foreign language education to ensure that the scale items covered the dimensions of FFL teachers' self-efficacy. Second, criterion-related validity (concurrent validity) was evaluated by comparing teachers' responses on the scale with data from interviews, which served as an external criterion and addressed the same issues raised in the self-efficacy scale.

1-3. Administration of the Scale

In the first phase of the study, the scale was personally distributed by the researcher to FFL teachers in March and April 2013. It was administered to a random sample of 245 secondary-level FFL teachers. Only 204 complete and valid responses were returned, yielding an overall response rate of 83%.

2. Semi-Structured Focus Group Interviews

To develop the interview protocol, the researcher held meetings with teachers from the sample to explain the study objectives. Following planned discussions with teachers, a protocol was examined, revised, and designed in collaboration with two colleagues.

After the meetings, FFL teachers were asked if they were willing to be interviewed. Only 20 female teachers agreed to participate. The researcher informed them that the study objectives required classroom observations and access to students' mid-year FFL test scores for the same class.

Based on feedback from teachers and a jury panel consisting of two specialists in foreign language methodology and four FFL experts from the Ministry of Education, the researcher finalized the interview protocol. The protocol covered three main areas: (1) teacher self-efficacy in using instructional strategies, (2) teacher self-efficacy in engaging students, and (3) teacher self-efficacy in classroom management.

Interviews were conducted using the focus group technique. The 20 FFL teachers were divided into 4 groups. Some interviews were recorded by hand, while others were audio-recorded. For administrative reasons, some interviews were interrupted and completed later, either on the same school day or the following day. Interviews were conducted during teachers' non-teaching/free periods.

3. Classroom Observation Sheet

This observation sheet was designed to document three types of teacher performance in the classroom, all framed within the construct of self-efficacy:

- a. Performance related to the use of instructional strategies
- b. Performance related to student engagement
- c. Performance related to classroom management

The observation sheet consists of 28 items that address the three types of teacher self-efficacy measured by the self-efficacy scale.

The researcher established the content validity of the classroom observation sheet based on feedback from a jury panel, which included two specialists in FFL teaching and seven educational supervisors from the Egyptian Ministry of Education. The researcher reviewed the comments and suggestions provided by specialists and supervisors, and incomplete items were removed.

Reliability of the Observation Sheet

The researcher followed several procedures to determine the reliability of the observation sheet: The observation sheet was applied in a classroom by three observers: the researcher and two supervisors. Statistical reliability was measured by calculating the coefficient of agreement among the three observers' ratings. For each dimension of the sheet, the researcher determined the reliability level using the following agreement

$$r = (n \sum AB - (\sum A)(\sum B)) / \sqrt{((n \sum A^2 - (\sum A)^2)(n \sum B^2 - (\sum B)^2))}$$

Where:

n = number of observed items

A = scores of the first observer

B = scores of the second observer

Table (4)

Reliability Coefficients for the Observation Sheet Dimensions

Dimension	Reliability
Self-efficacy in instructional strategies	0.82
Self-efficacy in student engagement	0.79
Self-efficacy in classroom management.	0.84

Students' Academic Achievement

Students' academic achievement in FFL was measured by computing the mean of students' mid-year examination scores obtained from official school records for each observed classroom. These scores were then used to examine the correlation between teacher self-efficacy and student academic achievement.

Results:

This section presents the findings of the current study as follows:

1. The level of self-efficacy among FFL teachers, as measured by responses to the self-efficacy questionnaire and interviews with teachers participating in direct classroom observation.
2. The relationship between teacher self-efficacy and their classroom performance, assessed using the observation sheet.
3. The relationship between teacher self-efficacy and their students' academic achievement in FFL classes.

I - Teachers' Self-Efficacy According to the Questionnaire: (Appendix 1):

Based on the questionnaire administered to 204 FFL teachers participating in this study, the level of self-efficacy for each participant was first calculated for the first dimension (Instructional Strategies) by computing the mean of scores obtained on the 22 items. Participants reported self-efficacy levels ranging from $M = 4.21$ to $M = 4.65$, with standard deviations ranging from $SD = 0.51$ to $SD = 2.85$. These scores indicate relatively high levels of self-efficacy (Table 5).

Next, the level of self-efficacy for each participant in the second dimension (Student Engagement) was calculated by computing the mean of scores on the 4 items. Participants reported self-efficacy levels ranging from $M = 4.55$ to $M = 4.72$, with standard deviations

ranging from $SD = 0.46$ to $SD = 0.58$. These scores also indicate relatively high levels of self-efficacy (Table 6).

Finally, the level of self-efficacy for each participant in the third dimension (Classroom Management) was calculated by computing the mean of scores on the 4 items. Participants reported self-efficacy levels ranging from $M = 4.39$ to $M = 4.63$, with standard deviations ranging from $SD = 0.57$ to $SD = 0.75$. These scores reflect relatively high levels of self-efficacy (Table 7).

II. Teachers' Self-Efficacy According to the Interview: (Appendix 2)

The researcher administered the interview protocol to groups of teachers ($n = 20$ female teachers) who represented the direct observation sample. Results of their responses indicated that, at the teaching-learning level, 65% were able to find necessary resources for FFL lessons and 60% were able to design lesson plans. They reported being able to teach meaningfully (70%), use collaborative projects (90%), group work (70%), integrated lessons (100%), learner-centered activities (95%), and inductive-deductive methods to teach grammar (90%). Additionally, 90% of teachers reported that there was no audio-visual equipment available for classroom use.

Regarding classroom management, teachers indicated they were able to maintain student attention (90%). However, 50% reported needing to speak in Arabic to ensure student comprehension, and 20% reported using threats to ensure students followed classroom rules.

Regarding assessment, teachers stated that evaluating writing was easier than evaluating speaking (85%). However, they reported being unable to identify problems related to assessment (0%) and that 50% lacked the resources needed to evaluate their students' work (Table 8).

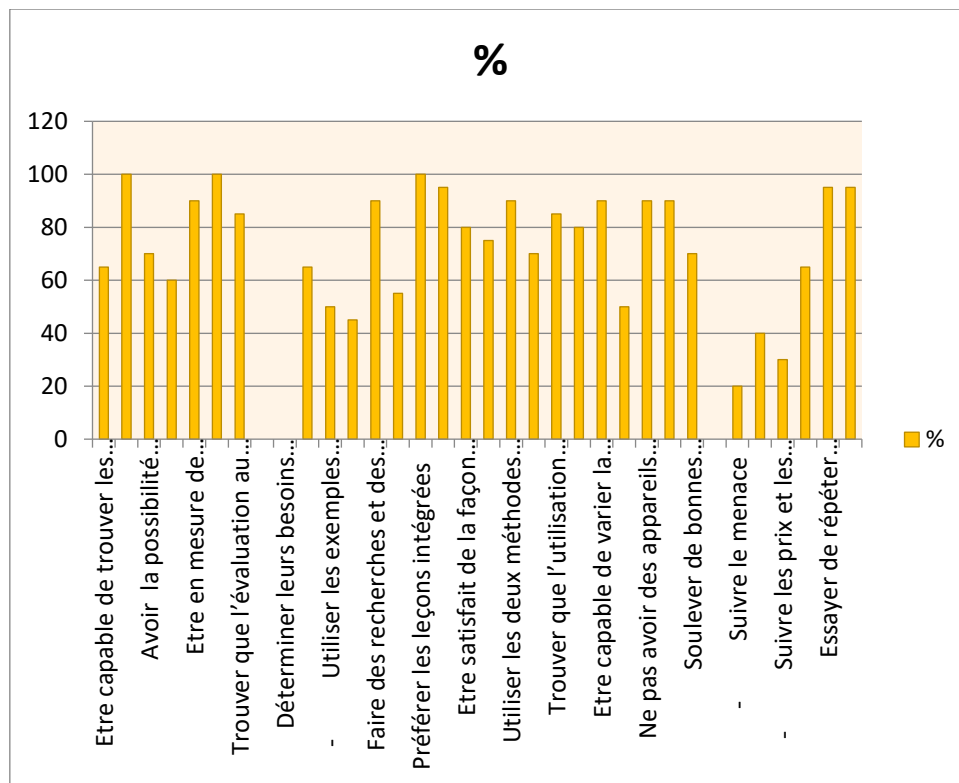


Figure 1

Results of Teacher Interviews Regarding Self-Efficacy Practices

General Discussion:

The findings of this study indicate that the 204 FFL teachers surveyed reported high levels of self-efficacy across a broad range of professional activities. Regarding instructional strategies, over 80% of teachers perceived themselves as capable of applying them effectively in FFL classrooms. Concerning classroom management, teachers also expressed confidence in managing their lessons. They placed particular emphasis on activities related to shared authority.

However, a comparison between questionnaire responses and interview data revealed discrepancies. Several teachers who claimed they could apply instructional strategies were unable to provide concrete examples or logical explanations during the interview. Similar discrepancies were observed across the other dimensions.

Whereas previous studies have emphasized the teacher's role in designing pedagogical activities and acting as a mediator of learning, secondary FFL teachers in this sample did not consider

these competencies as fundamental to their professional practice. Instead, teachers prioritized more traditional activities such as maintaining discipline, as well as more subjective activities such as empathy toward students and student motivation.

Finally, although teachers highly valued two specific dimensions—active learning and modern classroom management—they reported limited capacity to implement these practices. This may be attributed to passive professional experiences, that is, limited engagement in Reflective practice during their teaching careers.

III. Levels of Teacher Self-Efficacy by:

A. Teacher Gender (Male and Female)

A.1. Relationship between Gender and Instructional Strategies

An independent samples t-test was conducted to examine differences between male ($n = 116$) and female ($n = 88$) teachers regarding instructional strategies (Table 9). Results indicated no statistically significant differences between male

and female teachers in applying instructional strategies.

Similarly, no significant differences were found between genders regarding teachers' capacity to motivate students in FFL classrooms (Table 10) or classroom management (Table 11). Although female teachers reported slightly lower self-efficacy than male teachers, particularly in classroom management, these differences were not statistically significant. These findings suggest that gender does not have a linear effect on self-efficacy. Further research is needed to examine the effect of gender on student-level self-efficacy and to identify variables that predict differences in learning trajectories.

Qualification and Professional Category ANOVA results revealed significant differences among teachers based on academic qualification regarding:

- Capacity to apply instructional strategies, indicating that teacher qualification has a substantial effect on classroom performance (Table 12).
- Capacity to motivate students across all items except "connecting French learning to students' daily lives," suggesting that qualification is related to student learning outcomes (Table 13).
- Classroom management across all items, confirming the link between qualification and classroom management capacity (Table 14).

Regarding professional category, ANOVA results showed significant differences among teachers regarding:

- Capacity to apply instructional strategies across all items except "preparing a coherent lesson plan" and "providing alternative explanations when students are confused" (Table 15).
- Capacity to motivate students across all items except "establishing a sense of community in the classroom" (Table 16).
- Classroom management across all items except "providing concrete experiences in French learning" (Table 17).

In conclusion, self-efficacy was not independent of professional category. This finding is expected, as accumulated experience, exposure to diverse problem-solving situations, and familiarity with students contribute to the development and reinforcement of professional self-efficacy. Experience plays a key role in developing teacher self-efficacy.

General Comment

These results indicate that the conditions under which teacher self-efficacy positively influences FFL teaching and learning at the secondary level should be further examined.

Qualification was found to be dependent on self-efficacy levels. Regarding gender, this study found no significant differences between gender and self-efficacy.

However, this result is limited to the governorates included in the sample. A significant dependency was also found between self-efficacy and professional category.

These findings differ from Follenfant and Meyer (2003), who reported that descriptive variables such as gender, qualification, and professional category were not related to self-efficacy.

The independence of gender and self-efficacy in this sample may be explained by the fact that male and female teachers reached similar levels of self-efficacy, resulting in strict equality on this criterion.

IV: Relationship between Self-Efficacy Scale and Classroom Observation

To address the third research question, Pearson correlation was used to examine the relationship between teachers' self-efficacy questionnaire scores and their scores on the direct classroom observation sheet for the observation subsample ($n = 20$).

The observation sheet covered the same three dimensions: instructional strategies, student motivation, and classroom management.

Results indicated a significant positive correlation, $r = .97$, $p < .01$, between teachers' self-efficacy levels and their classroom

performance as measured by direct observation (Table 18).

V. Relationship between Teacher Self-Efficacy and Student Academic Achievement

A significant positive correlation was found at the .01 level between teachers' self-efficacy and their students' academic achievement in FFL at the secondary level (Table 19). Student achievement was measured by the mean of mid-year examination scores obtained from school records.

Note on calculation: The formula (high score + low score)/2 is not appropriate for calculating class mean. Use: $\text{Mean} = \Sigma \text{ student scores} / n \text{ students}$.

General Comment

This study aimed to identify the effect of FFL teacher self-efficacy on language teaching and learning. Data were collected through:

- a. A self-efficacy questionnaire administered to 204 secondary FFL teachers across several Egyptian governorates. The sample varied by gender, qualification, and years of experience.
- b. Semi-structured interviews with a subsample of 20 teachers representing the diversity of the main sample.

Descriptive statistics revealed that secondary FFL teachers reported high self-efficacy in:

- Applying instructional strategies.
- Motivating students.
- Managing the classroom.

Inferential analyses using t-tests and ANOVA showed:

- a. No significant effect of gender on teacher self-efficacy.
- b. Significant effects of qualification and professional category on teacher self-efficacy.

To examine the gap between theory and practice, a classroom observation sheet was developed to measure teacher performance. Pearson correlation revealed a significant relationship at the .01 level between teachers' self-efficacy and their classroom performance.

Finally, Pearson correlation also revealed a significant relationship between teacher self-efficacy and student academic achievement.

Several hypotheses may explain these results:

- Contextual variables may influence actual classroom practices.
- Teachers may perceive themselves as effective in their relationships with students but face difficulties translating this into practice due to factors such as student self-efficacy.
- Teachers' self-efficacy is shaped by Bandura's four sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological states.
- However, self-Reflective thoughts and cognitive processing of efficacy information also play a major role.
- Improving teaching practices and defining competencies for "effective" teachers remains central to educational policy.
- Teacher capacity to teach effectively is fueled by self-efficacy beliefs.

This study demonstrated that differences exist between what teachers judge as important to implement and what they judge themselves capable of doing.

Teacher self-efficacy appears to be a tool for constructing teaching practices, as teachers evaluate their actions based on post-performance efficacy judgments.

Conclusion

Research on teacher self-efficacy has shown its substantial influence on teaching practices and student achievement. Drawing on Bandura's (1997) social cognitive theory, which presents self-efficacy as the best predictor of teacher performance, this study concludes that developing secondary FFL teacher performance must be accompanied by strengthening self-efficacy.

Applying Bandura's theory, this study found that the relationship between FFL teacher self-efficacy and performance affects student achievement. However, a gap was found between teachers' theoretical perceptions of self-efficacy

and their practical classroom performance. Consequently, teacher training is a key criterion for developing FFL teacher self-efficacy.

Despite this, few studies have examined how to develop FFL teacher self-efficacy. Given current conditions of FFL teaching and learning in Egypt, it is necessary to better understand how to support its development. Currently, few in-service training programs exist for FFL teachers. Therefore, initial, and continuous training

programs should be developed to address FFL teachers' needs regarding self-efficacy, instructional strategies, student motivation, and classroom management.

In short, student-centered teaching and learning should be emphasized. Future studies should examine FFL students' self-efficacy perceptions, the development of their efficacy beliefs, and the effect of these factors on academic achievement.

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