

Investigating Self-Efficacy Levels among the Teaching Staff Members at the Faculty of Arts and Languages at Laghouat University

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Abstract: The present study aims to investigate the level of self-efficacy among faculty members at the College of Arts and Languages, University of Laghouat. In pursuit of this goal, rigorous descriptive data collection methods were employed to ensure accuracy and reliability in the findings. Additionally, thorough validation procedures were implemented to ensure the reliability and validity of the Self-Efficacy Scale developed by Wala Yousef (2016) for data collection. After confirming the psychometric properties and their application to a sample of 80 male and female teachers, statistical analysis revealed several key findings. The study found a high level of self-efficacy among participants, and no statistically significant differences in its levels were attributed to gender or specialization.

Keywords: Self-efficacy; Performance; Teaching staff member.

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1- Introduction

In all societies, higher education is considered a crucial pillar of development and progress. It equips human resources with a high level of knowledge and skills that align with the latest developments and meet the requirements of high standards across various life domains. Developed countries' efforts to develop this sector have been an urgent response to the rapid political, economic, and social changes characterizing the current era which necessitate excelling in this sector's performance and enhancing its quality.

Delving into the concept of quality directs our attention to the factors that support it within the realm of higher education. Among them is the quality of teaching performance of the university professors which can be maximised by several variables including their education and training, loyalty to their profession and institution, motivation, professional ethics, social and professional stability, etc.,.

Self-efficacy in the personality of the professors can be considered as one of the most significant factors that contribute to enhancing their performance. Al-Mousawi emphasizes its indirect impact on their academic performance. This can be due to its connection to the required capabilities for accomplishing their duties. It also related to learning strategies associated with self-regulation. Being equipped with such skills and tactics demands an ongoing development of teaching skills and expanding professional experiences. Thus, faculty members would play a more efficient and influential role in their students' lives, as they have immediate influence.

However, the instructors' mission is not defined by enhancing students' motivation and maintaining their activities within the classroom, but rather requires focusing on identifying the goals behind those activities and planning for them through effectively activating one's own perceptions towards their own self-efficacy. To that end, the current field study aimed to investigate the fundamental background of this topic, notably discovering the level of self-efficacy among the teaching staff members.

1.1- Research Problem

University systems are constantly aware of making necessary adjustments to guarantee the formative quality of academic outcomes. This is done in the light of the ongoing evaluation of the output of the educational process. The quality of university outputs is influenced by several interconnected factors. The professors are considered as key element in improving the efficiency of higher education institutions. So, their preparation methods and performance need to be constantly developed through training and updating their teaching practices and programs.

In all countries, higher education represents a platform for knowledge production and guarantees the graduation of competitive elites equipped with the necessary knowledge and qualifications complying with the social and economic development. It serves to advance knowledge and benefit society by addressing its concerns, needs, progress, and prosperity. Consequently, societies are now more than ever committed to improving educational outputs in a manner that aligns with quality standards to meet the changing needs and demands of progress.

Faculty members are key to achieving government objectives through the university system. Currently, it is worth noting that the performance indicators and international rankings of universities depend primarily on their scientific and pedagogical output. In this regard, Kenzy (2005) points out that the quality of excellence in the teaching-learning process within higher education gives priority to the competency enhancement and inadequacies remediation of the outcomes of the members of the teaching staff. Teaching in higher education demands significant time and effort from faculty members while profoundly shaping the personalities and fostering the abilities of university students. (Badrakhan, 2018, p.170).

The roles and responsibilities of teaching staff as instructors and administrators are vital for establishing the quality of the educational system, especially within the university setting. Hence, evaluating teaching staff is crucial for achieving higher education goals, as success relies on their subject matter expertise, effective delivery, and skills in handling materials, interacting with learners, and maintaining positive relationships with stakeholders.

Abdul-Aziz contends that the university professor is the cornerstone of the higher education system, whether in the fields of research, teaching, community service, or contribution in the overall development. They drive the university forward, serving as the key to reform and the basis for progress. The success of the university and the achievement of its objectives rely on their competence and productivity (Bawab, 2015, p. 72).

According to Al-Hariri (2011), the quality of a professor's performance, regarding the comprehensive quality perspective, means the quality of their scientific and professional qualifications, cultural qualifications, the quality of their acquired experiences, their belief in the adopted philosophy, and the approach based on the concept of comprehensive quality (Mowafaq, 2016, p, 2). This is influenced by several variables related to the professor themselves and their external environment. One of these variables is the self-efficacy of the professor. Many educational studies have pointed

to a positive relationship between the possession of certain characteristics and qualities by the professor and their effectiveness in teaching. Adopting positive professional behaviour by professors enhances teaching effectiveness through strictness, dedication, patience, organization, and well-designed educational plans that assist students in achieving their learning objectives (Bawab, 2015). Self-efficacy serves as a crucial motivation for individuals to engage in tasks and activities, enabling them to effectively cope with life's pressures across different phases (Hijazi, 2013).

Farouj (2020) conducted a study examining self-efficacy levels among primary school teachers in Laghouat. The results revealed no gender differences or variations based on academic qualification and rank in relation to self-efficacy. In a study conducted at Mohammed Debaghine University in Setif in 2020, the level of self-efficacy among social sciences professors was found to be high. The study, which included a sample of 50 professors, also revealed that years of experience did not have a statistically significant impact on self-efficacy.

1.2- Study Questions and Objectives

Based on the insights of what precedes, the current paper tried to answer the following questions: First, what is the level of self-efficacy among the teaching staff members at the Faculty of Languages and Literature at the University of Laghouat?; second, are there statistically significant differences in self-efficacy among the research sample based on specialization?; and finally, are there statistically significant differences in self-efficacy among the research sample based on gender?

In this article, we aim to determine the level of self-efficacy among faculty members and assess the impact of gender and specialization on the level of self-efficacy among faculty members at the Faculty of Languages and Literature at the University of Laghouat.

1.3- Significance of the Study

Self-efficacy is an important psychological variable that influences behaviour and helps individuals achieve their personal goals. The beliefs and judgments individuals possess about their abilities and capabilities play an important role in controlling their environment, improving their performance, and maximizing their achievement (Masoudi, 2015, p. 10).

This study comes to enrich an important aspect of psychological and educational research, which is self-efficacy. The latter is a powerful and vital factor in task accomplishment and effectiveness.

The significance of the study also reflects positively on the sample which consists of university teaching staff members. An in-depth perception of their level of self-efficacy can serve as a powerful motivator, driving them towards achievement and perseverance in the pursuit of success.

1.4- The Conceptual Framework of the Study

Self-efficacy is defined as a set of judgments held by an individual, reflecting their beliefs about their ability to perform specific behaviours, their flexibility in dealing with complex situations, their ability to overcome challenges, and their perseverance in task accomplishment (Bandura, 1977, 192). In this paper, self-efficacy refers to the beliefs and judgments that the teaching staff members possess leading to their successful task performance. It is measured through the scores provided by respondents on the self-efficacy scale used in this study.

1.4.1- Definition of Self Efficacy

The concept of self-efficacy is considered as one of the most important concepts in modern psychology. It has become widely used in psychological writings due to its vital role in motivating, guiding, and sustaining behaviour towards achieving success in various aspects of life. It involves an individual's belief in their own skills and influences their decisions and behaviours across different domains.

According to Alawsi (2001), self-efficacy refers to an individual's judgments about their own abilities, accumulating from the overall balance of success and failure experiences in their life. It pertains to an individual's initiative to engage in a specific behaviour, the effort they invest in that behaviour, and their perseverance despite the potential obstacles in different life situations. For Al-Tamimi (2018), Self-efficacy is an individual's belief in their capability to successfully carry out behaviours that lead to desired outcomes, driven by personal initiative, perseverance, and effort.

Bandura also suggests that self-efficacy contributes to perseverance in work performance, leading to success and the opposite is correct. In addition, Bandura further explains that self-efficacy is a selective predictive concept that influences the choice of effective behaviour, the effort invested, the ability to face challenges, and task performance. He also emphasizes the role of expectations or judgments individuals have about their performance in ambiguous situations, whether they are specific to the performance of the behaviour or its final outcome.

Bandura (1977) referred to these expectations as self-efficacy and labels them as the individual's judgments about their expectations regarding their performance of the behaviour in a situation characterized by ambiguity. These perspectives are reflected in

the choice of activities involved in performance, the effort exerted, facing difficulties, and accomplishment of the behaviour (Bandura, 1977, p. 191).

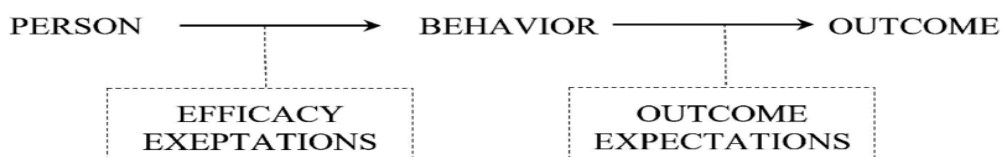
1.4.2- Theories of Self Efficacy by Albert Bandura

Bandura first introduced the Social Cognitive Theory in his book entitled 'Social Foundations of Thought and Action: A Social Cognitive Theory' (as cited in Gwénaëlle, 2010, p. 68). The American Psychological Association's Dictionary of Psychology defines Social Cognitive Theory as the framework through which personality is interpreted based on cognitive content and functions acquired through interaction with the social and cultural environment (Helena, 2011, pp. 15-17).

This theory emphasizes the social sources of thinking and, therefore, differs from the previous theories. It assumes that human learning is cognitive and is based on the individual's judgments and their ability to perform different required tasks when dealing with various social situations. It explores the relationship between these instructions, individual judgments, related behaviours, and their outcomes. The latter serve as determinants of an individual's behaviour in the future situations.

Regarding self-efficacy, Bandura's (1977) theory distinguishes between two types of expectations: First, 'efficacy expectations' indicate the conviction that an individual will successfully perform behaviour to achieve a specific outcome; second, 'outcome expectations' denote the estimation and anticipation of an individual that certain behaviour will lead to specific outcomes (Hornich, 2008, p. 8).

Figure 1: Diagrammatic representation of the difference between self efficacy expectations and outcome expectations



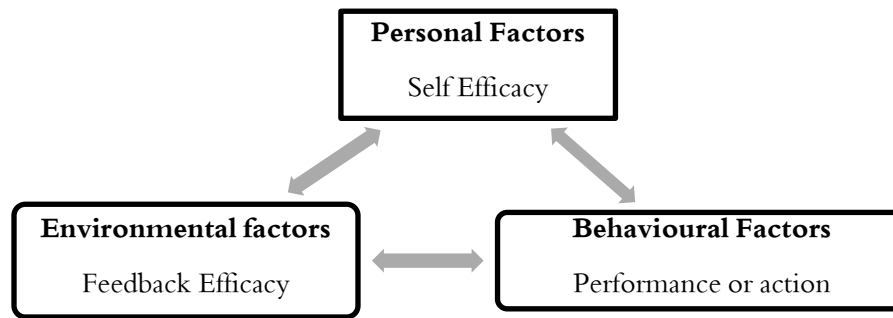
(Source: Bandura, 1977, p. 193)

In constructing his theory of self-efficacy, Bandura concludes that there is a balance between two fundamental components: Creative contemplation and accurate observation. This sets him apart from Freud, Jung, and Adler, as they formulated their theories based on their observations and clinical experiences. Additionally, he differs from Dollard, Miller, and Skinner because their theories were built upon studies and experiments conducted on animals, whereas Bandura's theory was carefully derived from collected data matched to human studies (Abdul Hamid, 1990, p. 441).

Bandura (1982) adds that high and low self-efficacy is linked to the environment. When self-efficacy is high and the environment is supportive, successful outcomes are

more likely. In this case, individuals succeed in accomplishing challenging tasks. When they are faced with unsupportive environments, they adapt their efforts to modify the environment. They may utilize protest, social mobilization, or even force to bring about change. If their efforts fail, they will seek new methods. On the other hand, when low self-efficacy is connected with an unsupportive environment, indifference and surrender to despair will prevail.

Figure 2: Bandura Model of Reciprocal Determinism



(Source: Bandura 1986, p. 24)

1.4.3- Dimensions of self-Efficacy

Bandura (1977) identifies three dimensions which affect self-efficacy. The first considered one –‘Magnitude’– indicates that the level of self-efficacy varies depending on the nature or difficulty of the situation. It becomes evident when tasks are organized according to their degree of complexity and the variations in individuals' expectations of efficacy. Hence, this dimension is referred to as the task difficulty level.

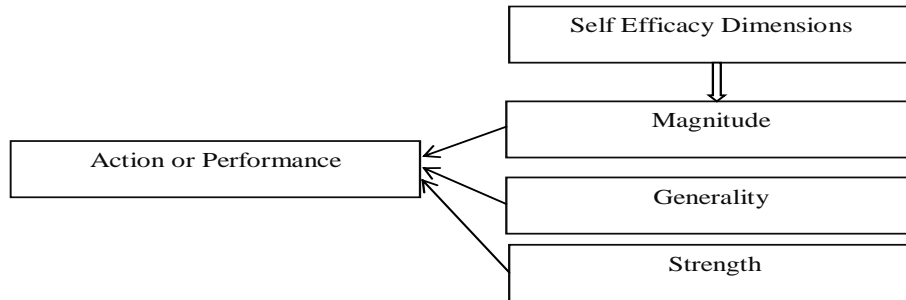
El-Ziyat (2001) argues that individuals' self-efficacy varies due to several factors. The most significant of which are: the level of creativity or skill, the ability to handle stress, the level of accuracy and productivity, the ability to withstand pressure, and the required self-regulation. It is important that the individual's beliefs reflect their self-esteem.

Secondly, ‘Generality’ refers to the transfer of self-efficacy from one situation to other similar situations. It implies that one can assess an individual's effectiveness in performing tasks by comparing it to their effectiveness in similar tasks or situations. Self-efficacy expectations can either be specific to a particular context or generalized to various situations. In this vein, Bandura (1977) suggests that generality differs from one person to another and from one domain to another. In other words, an individual's self-efficacy may be high in a specific domain and low in another.

The third dimension is the ‘Strength’ of an individual's self-efficacy. It is determined by their previous experiences and the extent to which they are relevant to

the situation. It also indicates the depth of the individual's sense of self-efficacy. That is, this variable refers to the ability, intensity, or depth of perception that they can perform the tasks or activities under evaluation. It ranges from very strong to very weak (Zaribi, 2017, p. 48).

Figure 3: Self Efficacy Dimensions



1.4.4- Sources of Self Efficacy

- **Mastery Experiences**

This source relies on the experiences individuals go through. Building a strong sense of self-efficacy requires experience in overcoming challenges through effort, continuous perseverance, and resilience. The sense of self-efficacy is developed through achieving success in experiences, as it builds a strong belief in personal competence. Conversely, instances of failure diminish the sense of self-efficacy (Wala' Suhail Youssef, 2015, p. 32).

Bandura (1998) adds that individuals with a low sense of self-efficacy tend to avoid challenging tasks and perceive them as personal threats. They also have a weak ability to achieve their goals. He points out that individuals with a low sense of self-efficacy are affected by the obstacles they encounter, attributing their failures to their lack of abilities and weak efforts in challenging situations and, hence, taking longer to regain the feeling of self-efficacy. By contrast, individuals with a high sense of self-efficacy consider difficult tasks as challenges, increase their efforts in challenging contexts, and quickly restore their self-efficacy soon after failure.

It also confirms the existence of a relative relationship between self-efficacy and actionable accomplishments, where high levels of self-efficacy are linked to high levels of operational achievements. To that end, Abdulhamid (1990) indicates that the success in performance increases the level of self-efficacy in accordance to the difficulty of the task or work. Additionally, tasks that are successfully accomplished by an individual relying on themselves have a greater impact on their self-efficacy than those tasks in which they receive assistance from others. Moreover, repeated failure often leads to

minimising self-efficacy, especially when the person knows that they have exerted their best effort (Zaribi, 2015, p. 52).

▪ **Vicarious Experiences**

This source refers to observational learning or learning from models and observing others. That is, individuals acquire beliefs in self-efficacy by observing and interpreting the behaviours of others. They then apply these observed behaviours to their own previous experiences and adopt similar approaches in similar situations. In other words, observing the others succeed increases self-efficacy in the observer, while noticing others fail despite their significant efforts can negatively impact their judgment of their own abilities, skills, etc. This type of learning yields its best results when the model performing the behaviour and the observer are similar in terms of economic situation, gender, culture, and social status.

Bandura (1977) argues that individuals do not rely on the experiential model as the primary source in developing their self-efficacy. However, many expectations are derived from vicarious experiences. Observing others' performance of challenging activities can generate high expectations, raising motivation for improvement, perseverance through making the required efforts, evaluating themselves compared to others' competencies and capacity for achievement and performance enhancement. 'Vicarious experiences' and confidence serve as an inferential process that contributes at elevating self-efficacy levels. Conviction in expectations efficacy via 'modelling' alone have a low likelihood and are more prone to change (Masoudi & Ahmed, 2015, p. 78).

▪ **Verbal Persuasion**

This source refers to processes of encouragement and support from others, also known as 'social persuasion' or 'social influence'. People in the learning environment (such as teachers, peers, or parents) can verbally persuade the learner of their ability to succeed in specific tasks. Verbal persuasion can also be internal, taking the form of positive self-talk.

Jabir (1995) suggests that the impact of this source is limited. Nevertheless, under favourable circumstances, verbal persuasion can effectively raise and sustain self-efficacy. To ensure this outcome, the persuader should be trusted. Advice or warnings coming from a trusted individual have a greater influence on self-efficacy than those from a doubtful person.

According to Bandura, creating an appropriate learning environment relies on the talents and self-efficacy of the teacher. Teachers having a high sense of self-efficacy work

towards assisting under-achieving students, fostering their motivation and confidence in themselves, and appreciating their achievements (Ben Meridja, 2014, p. 51).

▪ **Physiological and Emotional State:**

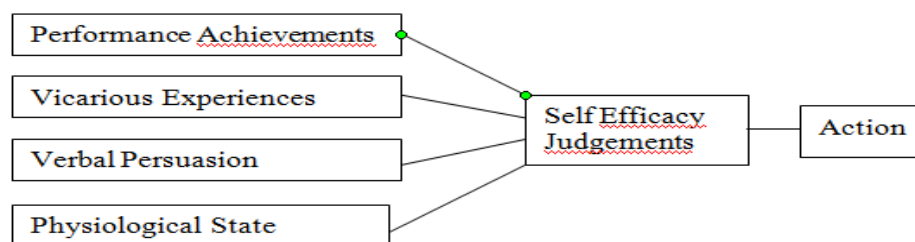
The physiological and emotional state has a general impact on an individual's self-efficacy as well as on various domains and aspects of cognitive, sensory, neural, and mental functions. Thus, there are three main strategies to enhance or activate self-efficacy perceptions: Initially, improving, increasing, or activating physical or health-related factors; subsequently, reducing levels of negative emotional tendencies, pressures, and inclinations; lastly, fixing misconceptions related to conditions afflicting body.

Additionally, mood states affect an individual's attention and their interpretation, perception, organization, storage, and retrieval of events and actions. In general, emotional or motivational mood states affect an individual's perception of their efficacy and the judgments they make (El-Ziyat, 2001, p. 417).

Through physiological status, people can largely determine and evaluate their confidence and ability to engage in specific healthy behaviours based on internal physiological indicators. For example, quitting a habit such as smoking can lead to stress, anxiety, and emotional distress while not encountering any noticeable adverse effects. This experience signifies an individual's struggle in successfully navigating this transition.

Individuals who do not exhibit physiological signs of distress when dealing with or confronting a specific situation tend to lean towards poor adaptation. Otherwise, they are more likely to achieve success in various aspects of their lifestyle practices.

Figure 3: Sources of Self Efficacy



(Source: Abdul Qader Abu Hashem, 2000, p. 187)

Previous Studies

-The study of Ben Ferrouj and Boufateh (2021) aimed to determine the level of self-efficacy among primary school teachers in the state of Al-Aghouat. The study employed a descriptive methodology and utilized the Educational Self-Efficacy Scale on a sample consisting of 49 male and female teachers. The results revealed that primary school teachers have a moderate level of self-efficacy. Furthermore, no significant differences

were found between genders in terms of self-efficacy, and there was no variation among teachers in terms of the variables of academic qualification and rank.

- The study conducted by Zakia Khenoune (2020) entitled "The Level of Self-Efficacy among Faculty Members of the College of Social Sciences at Mohammed Lamine Debaghine University" aimed to assess the level of self-efficacy among educational staff members of the Social Sciences Department at Mohammed Lamine Debaghine University in Setif, Algeria. The study also attempted to explore the influence of seniority on their self-efficacy level. The research employed a descriptive-analytical methodology. The sample consisted of 50 university professors purposively selected from a total population of 210 professors specializing in the field of social sciences at Setif 02 University. The findings revealed that the level of self-efficacy among faculty members of the Social Sciences Department at Mohammed Lamine Debaghine University in Setif was high. In addition, there were no statistically significant differences in the level of self-efficacy among faculty members of the Social Sciences Department related to seniority.

2- Method and Tools:

2.1- Research Approach

The present study aims to examine the self-efficacy of faculty members. Given the nature of the research, a descriptive approach was adopted. Such a method involves portraying the phenomenon under investigation as it exists in real life. It entails collecting factual information and data, which are then organised, analysed, and generalised to derive conclusions relevant to the study.

2.2- Delimitations of the Study

- Spatial boundaries: The study was conducted at the Faculty of Literature and Languages at the University of Laghouat, Algeria.
- Time limits: The field study was conducted between February 9, 2023, and March 12, 2023, at the Faculty of Arts and Languages, Ammar Thilidji University, Laghouat.

2.3- Research Sampling

The study's sample in the current research is represented by members of the Faculty of Arts and Languages teaching staff at the University of Laghouat, who were selected from the University of Laghouat.

2.4- Survey Research

After reviewing the literature and delving into all theoretical aspects of self-efficacy, the methodological framework approaches the field study. The latter is achieved through

conducting both survey and foundational studies, extracting their results, and testing the questions and hypotheses upon which the study is built.

2.5– Research Instruments

2.5.1– Questionnaire

The questionnaire was adopted in the present study, as it is considered one of the most suitable data collection tools in most previous studies. Given the availability of a ready-made tool to measure self-efficacy, the researcher relied on Suheil Yusuf's Loyalty Scale, which comprises 36 items distributed across the following dimensions: initiative, effort, perseverance, and effectiveness capability.

Table 1: Self-efficacy Dimensions

Self-efficacy	Dimensions	Number
	Initiative	09
	Effort	08
	Perseverance	10
	Effectiveness capacity	09
Total		36

The grading scales for this type were selected as follows:

Always Often Sometimes Rarely Never

1 2 3 4 5

2.5.2– Statistical analysis methods

- Frequencies and percentages to calculate sample characteristics.
- The Pearson correlation coefficient is employed to measure the degree to which each dimension of the questionnaire correlates with its respective total score.
- Cronbach's alpha coefficient is adopted to find the stability of the study tool.
- T-test for differences.

2.5.3– Sample Survey Specification

The survey study was conducted at the University of Laghouat in the Faculty of Arts and Languages. The questionnaire was randomly distributed to 30 teachers. Following this, the frequencies and percentages of the personal characteristics of the survey sample, such as gender and specialisation, were calculated using the statistical software SPSS23, as illustrated in the following tables:

Table 2 above shows that out of the male respondents, 22 are distributed across the four university majors: 09 teachers in Arabic literature, constituting 40.5%; 06 in

both French and English, amounting to 27.3%; and 01 in Spanish, 4.5%. Moreover, the number of female teachers total is 08, with distribution across the four university specialisations: 03 in the Spanish language, representing 37.5%; 02 in both French and English, accounting for 25%; and 01 in Arabic literature, making up 12.5%.

Table 2: Gender Distribution across Four Specialties

			University Specialties				Total
			Arabic Literature	French Language	English Language	Spanish Language	
Gender	Male	Frequency	09	06	06	01	22
		Percentages	40.9%	27.3%	27.3%	4.5%	100%
	Female	Frequency	01	02	02	03	08
		Percentages	12.5%	25%	25%	37.5%	100%
Total		Frequency	10	08	08	04	30
		Percentages	33.3%	26.7%	26.7%	13.3%	100%

2.5.3– Psychometric properties of the Tool

- Internal Consistency Validity

The questionnaire was distributed to 30 teachers at the Faculty of Arts and Languages at the University of Laghouat. Internal consistency was then calculated to assess the correlation between each item's score and its respective dimension. In addition, structural validity was evaluated to determine the extent of correlation between the dimensions and the overall score of the questionnaire, employing the Pearson correlation coefficient.

Table 3: Correlation Coefficients (Items, Dimensions, and Total Scores)

Self-efficacy Questionnaire			
Dimension	Number	The relationship of items to the degree of dimension	The relationship of the dimension to the total score of the questionnaire
		Pearson Coefficient	Pearson Coefficient
Initiative	01	**0.47	**0.77
	02	**0.56	
	03	**0.60	
	04	**0.51	
	05	**0.71	
	06	**0.72	
	07	**0.49	

	08	**0.59	
	09	**0.50	

Effort	10	**0.83	**0.92
	11	**0.82	
	12	**0.52	
	13	**0.58	
	14	**0.74	
	15	**0.88	
	16	**0.75	
	17	**0.57	
	18	**0.56	

Perseverance	19	**0.60	**0.79
	20	**0.39	
	21	**0.65	
	22	**0.61	
	23	**0.66	
	24	**0.78	
	25	**0.69	
	26	**0.60	
	27	**0.50	

Effectiveness capacity	28	**0.47	**0.89
	29	**0.76	
	30	**0.69	
	31	**0.84	
	32	**0.79	
	33	**0.82	
	34	**0.80	
	35	**0.84	
	36	*0.39	

**0.01*0.05

The table reveals that all items correlate with their respective dimensions, indicating a statistically significant relationship between 0.01 and 0.05. Moreover, most correlation coefficients across all questionnaire areas show statistical significance at the 0.01 level. Specifically, the correlation coefficient for initiative stands at 0.77**; for effort, it is 0.92**; for perseverance, it is 0.79**; and for effectiveness ability, it is 0.89**. Thus, the questionnaire areas are deemed valid, indicating that they are valid for what was designed to measure.

- **Tool stability**

After calculating the validity of the tool and its reliability, Cronbach's alpha coefficient was calculated for each dimension and the total score using the statistical program SPSS 23.

Table 4: Cronbach's Alpha Coefficient Reliability Calculation Results

Dimension	Cronbach's Alpha Coefficient
Initiative	0.74
Effort	0.86
Perseverance	0.80
Effectiveness capacity	0.88
Overall questionnaire	0.93

Cronbach's Alpha Coefficient for the self-efficacy questionnaire is high, with a value of 0.93, indicating strong reliability. This value confirms the stability of the study tool, as it falls within the acceptable range of 0.74 to 0.88. These coefficients surpass the threshold of 0.50, further validating the questionnaire's reliability.

2.6- Basic Study

Following the exploratory study and validation of the research tool, the main study was carried out to address the research questions and test the hypotheses. It was achieved using a descriptive-analytical approach and selecting a sample that accurately represented the original community. Subsequently, the research tool was administered, followed by transcribing the gathered data into a statistical program for analysis. Finally, the findings were analyzed and discussed.

2.7- Study's Basic Sample

A comprehensive inventory sample was used, as it included all members of the population. So, 80 questionnaires were divided into the Faculty of Arts and Languages teachers at the University of Laghouat. Frequencies and percentages were calculated using the Statistical Program for the Social Sciences.

The table illustrates the distribution of male and female teachers across four majors. Among the male sample, 54 teachers are divided as follows: 23 teach Arabic

literature, constituting 42.6% of the total, followed by 14 in French, accounting for 25.9%. Additionally, ten teachers specialize in English, representing 18.5%, while 7 teach Spanish, making up 13%. Conversely, the female cohort comprises 26 teachers distributed across the majors as follows: 8 in the English language, making up 30.8%; 7 in Arabic literature, constituting 26.9%; 6 in the French language, representing 23.1%; and finally, 5 in the Spanish language, and accounting for 19.2%.

Table 5: Gender Distribution in Four Specialisations

		University Specialties				Total	
		Arabic Literature	French Language	English Language	Spanish Language		
Gender	Male	Frequency	23	14	10	07	54
		Percentages	42.6%	25.9%	18.5%	13%	100%
	Female	Frequency	07	08	06	05	26
		Percentages	26.9%	23.1%	19.2%	37.5%	100%
Total		Frequency	12	18	20	30	80
		Percentages	37.5%	25%	22.5%	15%	100%

3- Results and Discussion

3.1-General Question's Results

- What is the level of self-efficacy among teachers within the Faculty of Arts and Languages at the University of Laghout?

To answer the above-mentioned question, we calculated the arithmetic mean, standard deviation, 'T' value, and 'sing' value. The results obtained are presented in the following table:

Table 6: Differences between Arithmetic Mean, Hypothesized Mean, and 'T' Test Results for Self-Efficacy Scale

Statistical indicators/ the Scale	Sample	Degree Of Freedom	Arithmetic Average	Standard Deviation	T Value	Significance Level sig	Hypothetical Mean
Self-efficacy	80	79	145.51	5.10	22.21	0.00	108

The table illustrates that the arithmetic mean of the study sample on the self-efficacy scale was calculated at 145.51, with a standard deviation of 15.10. Accordingly, we deduce that the level of mental motivation among high school teachers is notably high when contrasted with the hypothesised mean of the scale, which stands at 108. The "t" value computed was 22.21, with a significance value (sign) of less than 0.01, indicating a substantial level of mental motivation. Such an outcome can be attributed to teachers' profound comprehension of the curriculum content, coupled with their adeptness in

employing various strategies to convey it to students, particularly within the Spanish language department. Additionally, teachers' familiarity with and consideration of students' cognitive, skill, and emotional needs contribute significantly to this heightened motivation level. This discovery aligns with Pandora's assertion that self-efficacy pertains to an individual's belief in their capability to achieve specific performance levels, influencing events that impact their lives. Conversely, self-efficacy strongly influences emotional states, with low self-efficacy correlating with negative mood states. This finding is congruent with Zakia Khennoune's research (2020) at the Faculty of Social Sciences, University of Setif, while diverging from Farouj's study (2021), which reported an average level of self-efficacy.

3.2- First Hypothesis Results

The gender variable is attributable to statistically significant differences in the general index of self-efficacy among teachers at the Faculty of Arts and Languages at the University of Laghouat.

Null Hypothesis (H0): There are no statistically significant differences in the general self-efficacy index among teachers at the Faculty of Arts and Languages at the University of Laghouat based on the gender variable.

Alternative Hypothesis (H1): There are statistically significant differences in the general self-efficacy index among teachers at the Faculty of Arts and Languages at the University of Laghouat based on the gender variable.

Table 7: Assessing Gender Disparities in General Self-Efficacy through T-Test

Scale	Type	Number	Arithmetic Average	Standard Deviation	T-Value	Sig Value	
Self-efficacy	Male	54	142.27	15.50	-3.16	0,16	Non-functional
	Female	26	152.23	11.89			

In examining the disparity in general self-efficacy between genders, we employed the "t" test, yielding a value of 0.16. Given that this exceeds the 0.05 threshold, we accept the null hypothesis and reject the alternative hypothesis. Consequently, no statistically significant differences in self-efficacy based on gender were observed among teachers at the Faculty of Arts and Languages, University of Laghouat. This finding resonates with previous studies such as Masoudi (2015), Al-Khalayla (2011), and Rayyan (2014), all of which similarly found no discernible disparity in self-efficacy between genders. This lack of distinction can be attributed to the influence of personal ambition and effort rather than gender. The self-efficacy of faculty members is positively correlated with a supportive environment, training, and educational proficiency. A conducive atmosphere

significantly contributes to their performance and achievements. Furthermore, this outcome can be explained by the dedication of faculty members, who emphasize interpersonal relationships and collaboration with administrative staff across all the Faculty of Arts and Languages Departments.

3.3–Second Hypothesis Results

There exist statistically significant differences in the general index of self-efficacy among teachers at the Faculty of Arts and Languages at the University of Laghouat, which are attributed to their areas of specialization.

Table 8: Exploring Disciplinary Differences in General Self-Efficacy through F-Test

Scale	University Majors	Arithmetic Average	Standard Deviation	F-Value	SING Value	
Self-efficacy	Arabic Literature	30	142.66	2.05	0.11	Non-functional
	French Language	20	144.40			
	English Language	18	145.16			
	Spanish Language	12	155.00			

The F-test assessed differences in the general self-efficacy index among teachers across four specializations. The resulting value was calculated as 0.11, which exceeds the significance level of 0.05. Consequently, we accept the null hypothesis and reject the alternative hypothesis. This indicates no statistically significant differences in self-efficacy based on the four specializations among Faculty of Arts and Languages teachers at the University of Laghouat. The findings can be attributed to faculty members' shared ideas, beliefs, and values concerning educational practice. Regardless of their background or specialization, teachers know about the nature of educational content in Arabic literature or foreign languages. Furthermore, they employ cognitive strategies related to teaching performance, demonstrating conscious awareness, perseverance, and success in achieving their goals. The findings align with Iyad Yahya's (2013) and Farouj's (2021) studies.

4– Conclusion

This study has provided valuable insights into the self-efficacy levels among teaching staff members at the Faculty of Arts and Languages. Based on its findings, several recommendations are proposed to enhance the understanding and development of self-efficacy among faculty members. They include clarifying the self-efficacy variable

for the research sample, implementing training programs, conducting further studies in different educational stages and faculties, and investigating the relationship between self-efficacy and variables such as seniority, specialization, and academic rank. By implementing these recommendations, educational institutions can create a supportive environment that fosters faculty members' self-efficacy and contributes to their professional growth and overall educational quality.

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