

The Role of Language Proficiency and Biographic Factors in Predicting Teacher Self-Efficacy: Evidence from Japanese EFL Teachers

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Abstract:

This study examined the extent to which teachers' perceived English language proficiency and biographic factors predict teacher self-efficacy in the Japanese EFL context. Quantitative data were collected from 132 in-service teachers using a survey incorporating the Teachers' Sense of Efficacy Scale and a language proficiency self-assessment. Regression analyses revealed that perceived language proficiency was a significant predictor of teacher self-efficacy ($r = .492, p < .001$), while biographic factors, particularly teaching experience, showed a moderate association ($r = .328, p < .001$). Education level demonstrated only a small correlation ($r = .141, p = .012$) and was not significant in the regression model, while experience abroad exhibited no effect ($p = .850$). These findings underscore the centrality of language proficiency in shaping teachers' confidence and professional competence, suggesting that teacher education programs should prioritize proficiency development. Qualitative insights highlight that highly efficacious teachers employ strategies that foster intrinsic student motivation.

Keywords:

Self-efficacy, language proficiency, biographic factors, Japanese EFL, quantitative.