http://dx.doi.org/10.18623/rvd.v22.n7.4207

SELF-EFFICACY SCALE FOR PRIMARY SCHOOL TEACHERS IN ENGLISH LESSONS: A SCALE DEVELOPMENT STUDY

ESCALA DE AUTOEFICÁCIA PARA PROFESSORES DO ENSINO FUNDAMENTAL EM AULAS DE INGLÊS: UM ESTUDO DE DESENVOLVIMENTO DE ESCALA

Article received on: 8/29/2025
Article accepted on: 11/28/2025

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The authors declare that there is no conflict of interest

Abstract
The aim of this study is to develop a valid and reliable measurement instrument to assess the self-efficacy levels of classroom teachers in English language teaching. The study sample consists of classroom teachers working in Elazığ, Türkiye, in 2024. The study was conducted in two phases. In the first phase, 257 classroom teachers participated in the Exploratory Factor Analysis (EFA), while in the second phase, 253 classroom teachers took part in the Confirmatory Factor Analysis (CFA), resulting in a total of 510 participants. To develop the scale, a comprehensive review of the relevant literature was conducted, and an initial pool of 29 items was generated. Based on the evaluations of two field experts and one English language expert, four items were removed. Additionally, three items were eliminated due to language and expression concerns following expert feedback. As a result of the EFA, two items with overlapping or low factor loadings were excluded. The EFA findings revealed a three-factor structure. Subsequently, CFA was performed to validate this structure. After making the necessary adjustments to achieve acceptable goodness-of-fit indices, the scale was confirmed to have strong and acceptable fit values. Furthermore, the overall Cronbach's Alpha reliability coefficient was calculated as .976. Following these analyses, the final 20-item, three-factor scale was determined to be a valid

Resumo
O objetivo deste estudo é desenvolver um instrumento de medida válido e confiável para avaliar os níveis de autoeficácia de professores de inglês em sala de aula. A amostra do estudo consiste em professores que atuam em sala de aula em Elazığ, Turquia, em 2024. O estudo foi conduzido em duas fases. Na primeira fase, 257 professores participaram da Análise Fatorial Exploratória (AFE), enquanto na segunda fase, 253 professores participaram da Análise Fatorial Confirmatória (AFC), resultando em um total de 510 participantes. Para desenvolver a escala, foi realizada uma revisão abrangente da literatura relevante, e um conjunto inicial de 29 itens foi gerado. Com base nas avaliações de dois especialistas da área e um especialista em língua inglesa, quatro itens foram removidos. Além disso, três itens foram eliminados devido a preocupações com a linguagem e a expressão, após o feedback dos especialistas. Como resultado da AFE, dois itens com cargas fatoriais sobrepostas ou baixas foram excluídos. Os resultados da AFE revelaram uma estrutura de três fatores. Posteriormente, a AFC foi realizada para validar essa estrutura. Após os ajustes necessários para alcançar índices de ajuste aceitáveis, confirmou-se que a escala apresentava valores de ajuste fortes e adequados. Além disso, o coeficiente alfa de Cronbach geral foi calculado em 0,976. Com base nessas análises, a escala final de 20 itens e

and reliable instrument, suitable for use in the field, and was introduced into the literature.

Keywords: Self-efficacy, Classroom Teacher, Scale Development, English Language Teaching.

três fatores foi considerada um instrumento válido e confiável, adequado para uso na área, e foi incorporada à literatura.

Palavras-chave: *Autoeficácia. Professor de Sala de Aula. Desenvolvimento de Escala. Ensino de Inglês como Língua Estrangeira.*

1INTRODUCTION

With the increasing influence of globalization and international communication, foreign language proficiency has become more important than ever. The growing demand for cross-border communication has necessitated the learning of foreign languages (Demirel, 2007). In the context of international communication, the ability to use foreign language skills effectively and practically in both education and professional life has become essential. As the world becomes more interconnected, our perception of distance has changed; places that were once considered far are now more accessible (Başbay & Gözüm, 2019). This increased accessibility has heightened the need for communication among people from different linguistic and cultural backgrounds. Consequently, the adoption of English as a global lingua franca has made learning English a necessity.

Recognizing the benefits of early language education, some countries have integrated English into primary school curricula (Rea-Dickins, 2000). In Türkiye, significant reforms in English language education began in the 1997–1998 academic year, making English a compulsory subject in the fourth grade of primary education. In the 2013–2014 academic year, English language instruction was introduced in the second grade of primary education. Teachers play a crucial role in imparting knowledge, skills, and social values to individuals (Dem & Kaçar, 2010, p. 61). Every country sets specific objectives for teacher training, refines its education system to achieve these goals, and develops various policies (Cochran-Smith, 2005). One of the key objectives of teacher training is foreign language education. Both teacher education and foreign language education are critical aspects of the educational system (Okumuş, 2014). Consequently, keeping up with advancements in these fields and addressing related challenges places additional responsibilities on teachers. They play a vital role in motivating students, especially given the limited opportunities for language interaction and practice (Atmaca,

2017). For society to cultivate individuals who meet its needs, it is essential that teachers graduate with specific competencies and qualifications (Yenen & Dursun, 2020, p. 2). However, since foreign language instruction in Türkiye begins in the second grade, in some schools, classroom teachers—rather than subject-specialist English teachers—are required to teach English. This situation raises concerns about whether classroom teachers possess sufficient qualifications to teach a subject outside their area of expertise. These concerns have sparked discussions on teacher self-efficacy. According to the 2017 English Proficiency Index, Türkiye ranked 62nd among 80 non-native English-speaking countries, indicating a low level of English proficiency. To address this issue, the first step is for teachers to focus on developing their own teaching competencies (Özer & Yelken, 2018).

The concept of self-efficacy was introduced through Bandura's Social Cognitive Theory. It refers to an individual's belief in their ability to cope with future challenges and improve themselves (Bandura, 1995). Self-efficacy beliefs are not merely about recognizing one's abilities but are also specific to particular tasks or domains. An individual may feel confident in achieving a goal in one area while doubting their ability in another (Pajares, 2002). This belief reflects an individual's perception of their capacity to handle various situations (İlbeği & Çeliköz, 2020). Furthermore, self-efficacy plays a crucial role in achieving proficiency in a foreign language, just as it does in one's native language (Ross & Rivers, 2018). The self-efficacy of students is, therefore, an important factor for teachers to take into consideration (Ocak, Küçükçınar, & Karakuyu, 2022, p. 6). Self-efficacy is an important factor guiding teacher responses to events they encounter (Bandura & Walters, 1977) in connection with other factors. Self-efficacy, according to PISA 2003, is known to augment academic achievement (Lee, 2009). It is considered one of the key variables influencing success in education (Yelgeç & Dağyar, 2020). Those with a high degree of self-efficacy tend to actively engage with a variety of tasks and look for alternative points of view, whereas low self-efficacy individuals tend to be constrained only to those goals that they are confident they can accomplish and at the same time find it harder to come up with ways of figuring out new challenges (Atalay et al., 2017). Challenges that involve teaching, assessment, and classroom management are the dynamics within those (Hajovsky, Chesnut, & Jensen, 2020). Research on the correlation between perceived teacher self-efficacy and its influence upon instructional activities is ample (Gökgöz-Kurt & Karaferye, n.d.). Among the most essential factors for

determining student behavior and academic result are the interactions between teachers and students. This dynamic is a core architect of the learning environment (Levin & Nolan, 2014). According to social learning theory, this dynamic is essential during the sensitive period for foreign language acquisition (Vygotsky & Cole, 1978).

In the literature, the concept of teacher self-efficacy has been translated into Turkish using various terms, including "competency expectation," "self-efficacy expectation," "self-efficacy belief," "self-efficacy perception," "self-competence," and "self-efficacy" (Aksoy & Diken, 2009). Research in this area has primarily focused on assessing teachers' beliefs in their own competencies. Various scales have been examined to measure the self-efficacy beliefs of classroom teachers in different domains. While general teacher self-efficacy scales exist, some have been specifically designed for certain teaching contexts. However, a review of studies conducted in Türkiye reveals a gap in research specifically aimed at measuring classroom teachers' self-efficacy beliefs in English language teaching.

The findings of this study are expected to contribute to the development of a scale that enables classroom teachers to recognize their self-efficacy perceptions regarding English language teaching and enhance their professional competencies. Based on this theoretical framework, the purpose of this quantitative study is to develop a valid and reliable scale to assess the English self-efficacy beliefs of classroom teachers working in primary education institutions. This scale is designed to provide an accurate measure of teachers' self-efficacy beliefs in English language teaching.

The following research questions will be addressed:

1. Can the English Self-Efficacy Beliefs Scale for Primary School Teachers be considered a valid measurement tool? a) Does the scale possess content validity, ensuring that it comprehensively measures primary school teachers' English self-efficacy beliefs? b) Does the English Self-Efficacy Beliefs Scale for Primary School Teachers demonstrate construct validity by accurately reflecting the relationships among its measurement components? c) Does the scale exhibit criterion validity, confirming that it effectively measures primary school teachers' English self-efficacy beliefs? d) Are the results of the item analysis conducted for the English Self-Efficacy Beliefs Scale for Primary School Teachers statistically significant?

2. Can the English Self-Efficacy Beliefs Scale for Primary School Teachers be considered a reliable measurement tool?

2 METHOD

This section of the study provides explanations regarding the research design, the study group from which the data were obtained, the instruments used for data collection, the data collection process, and the statistical techniques employed for data analysis, presented in sequential order.

2.1 Research design

This study adopts a quantitative research approach within the descriptive survey model, aiming to develop a valid and reliable scale to assess the self-efficacy beliefs of classroom teachers regarding English language teaching. Descriptive research seeks to provide an accurate representation of a phenomenon by offering a detailed examination of the existing situation (Büyüköztürk, Akgün, Demirel, Karadeniz, & Çakmak, 2015). The survey model, as a research method, is used to analyze and describe a current or past situation as it exists (Karasar, 2007).

2.2 Study group

The study group consists of 510 classroom teachers working in central and district schools in Elazığ during the 2024–2025 academic year.

2.3 Data collection instrument

Developing scale items requires a thorough understanding of the theoretical framework of the construct being measured. This is crucial, as all scales are developed based on a specific theoretical foundation, and their findings serve as tools for validating the underlying theory (Şeker & Gençdoğan, 2006). A comprehensive review of national and international literature was conducted, leading to the formation of an item pool.

The designed instrument used a set of five response options and a Likert-type scale for the measure's responses: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). Once constructed, the scale was then put through an evaluation of content validity by three experts in the fields of subject matter and education. The content validity refers to the degree in which scale items adequately represent the behaviors or characteristics that are expected to be measured in a particular study group. In other words, content validity assesses if items properly represent the target construct (Fraenkel & Wallen, 2008).

After expert review, the instrument was revised for language clarity and comprehensibility. To determine construct validity, factor analysis techniques were employed. Item analysis was conducted to assess the internal consistency of the scale and the contribution of each item to the overall instrument. In this analysis, median, mean, standard deviation, skewness, and kurtosis values were calculated to determine the suitability of items for factor analysis.

The internal consistency of the scale was evaluated using Cronbach's Alpha, which was calculated as 0.976, indicating a high level of reliability and suitability for scale development. During the assessment, two items were removed from the original 22-item instrument due to extreme values, resulting in a final 20-item scale. The final scale does not contain reverse-coded items**.**

2.4 Data analysis

Data collected were subjected to analysis through statistical software. Outliers were eliminated, following which analyses were conducted on 257 valid responses. Exploratory Factor Analysis (EFA) aimed to identify the underlying structure of the scale and to finalize its composition. EFA applied Principal Component Analysis (PCA) as the factor extraction method. PCA is considered by many a strong contender for examining the structural properties of a scale, compared to other methods. It also serves as an analytical means for reducing variables and developing a meaningful conceptual framework (Büyüköztürk, 2002).

The Cronbach Alpha coefficient was computed to assess internal consistency of the scale. The structure so identified was then tested through Confirmatory Factor Analysis (CFA). Reliability of the scale was further assessed through Cronbach's Alpha

(α) coefficient, while correlations among the factors were tested by correlation values. In Table 1, skewness and kurtosis values of the dataset were checked to ensure their appropriateness for the analysis.

Table 1

The skewness and kurtosis values of the dataset

	N	Mean	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
m1	257	3,00	-,418	,152	-1,070	,303
m2	257	2,96	-,347	,152	-1,132	,303
m3	257	3,34	-,748	,152	-,367	,303
m4	257	3,39	-,866	,152	-,084	,303
m5	257	3,32	-,700	,152	-,569	,303
m6	257	3,27	-,625	,152	-,635	,303
m7	257	3,33	-,769	,152	-,219	,303
m8	257	3,25	-,573	,152	-,621	,303
m9	257	3,13	-,303	,152	-,058	,303
m10	257	3,28	-,648	,152	-,649	,303
m11	257	3,72	-1,141	,152	,828	,303
m12	257	2,74	-,165	,152	-1,395	,303
m13	257	3,08	-,495	,152	-,942	,303
m14	257	3,34	-,865	,152	-,248	,303
m15	257	3,35	-,895	,152	-,323	,303
m16	257	3,27	-,745	,152	-,542	,303
m17	257	3,29	-,656	,152	-,574	,303
m18	257	3,49	-1,149	,152	,566	,303
m19	257	3,44	-1,022	,152	,385	,303
m20	257	3,35	-,934	,152	,072	,303
m21	257	3,67	-,695	,152	-,467	,303
m22	257	3,38	-,851	,152	,091	,303
Valid N (listwise)	257					

Table 2

KMO ve Barlett's Test Values

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,956
Bartlett's Test of Sphericity	Approx. Chi-Square	7025,766
	df	231
	Sig.	,000

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was found to be **0.956,** indicating that the data are highly suitable for factor analysis. Additionally, the **Barlett's Test of Sphericity** yielded a statistically significant result (**X^2 = 7025.766; p < 0.01**)**,** suggesting that the correlation matrix is not an identity matrix and that factor analysis is appropriate for the dataset.

3 FINDINGS

3.1 Exploratory factor analysis (EFA)

A total sample of 257 participants was used for exploratory factor analysis (EFA). A factor loading threshold of 0.50 was used to identify the factors. For a check on the factorability of the confiscated data, the Kaiser-Meyer-Olkin (KMO) coefficient was assessed. Depending on this, items on the scale were analyzed through principal component analysis (PCA), often accomplished in EFA settings.

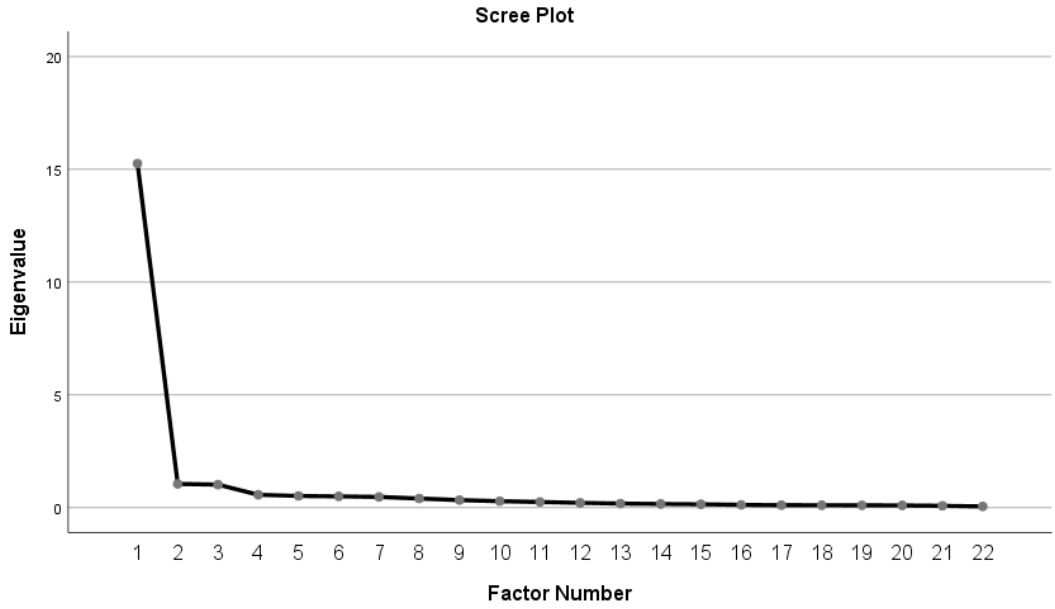
The KMO coefficient tells how good the sample size is for factor analysis. A KMO value greater than 0.90 indicates definitely good data for factor analysis (Tavşancıl, 2010). Besides, Bartlett's Test of Sphericity was performed, and a statistically significant chi-square (χ^2) value confirmed that the data matrix was being considered suitable for factor analysis. Statistical significance of this shows normality of the scores obtained (Büyüköztürk, 2002). The current study utilized the Oblimin rotation method for the factor rotation. The Oblimin method is an oblique rotation that assumes correlation between the subdimensions of the construct (Büyüköztürk, 2002).

Sample adequacy of the developed scale was established to be KMO = 0.956, indicating good sample adequacy. Bartlett's Test of Sphericity result indicated $\chi^2 = 7025.766$, $p < 0.01$, confirming further statistical significance and appropriateness of the data for factor analysis.

The analysis revealed that only one component had an eigenvalue greater than 1 across the 22 items. Additionally, in the scree plot, the slope of the curve decreased significantly after the fourth point, indicating a reduction in variance contribution. This finding suggests that the scale has a three-factor structure. The scree plot illustrating this structure is presented in Figure 1.

Figure 1

Scree Plot



When examining the scree plot in Figure 1, three distinct breakpoints are observed. Since the number of factors is a critical aspect of scale development, the analysis was conducted under the assumption of a three-factor structure.

After determining the number of factors, the distribution of items across factors was examined. A rotated component matrix was generated to identify which factors exhibited strong correlations with specific items. This analysis facilitated the evaluation of item cross-loadings and the acceptability of factor load values.

The factor loadings of the scale items are presented in Table 3.

Table 3

Factor Loadings

Pattern Matrix[a]			
	Factor		
	1	2	3
m1		-,503	
m2		-,568	
m3	,577		
m4	,717		
m5	,904		
m6	,800		
m7	,765		
m8	,753		
m9	,848		
m10	,821		

m11	,710		
m12		-,555	
m13			
m14			,540
m15			,618
m16			,573
m17			,757
m18			,679
m19			,535
m20			,587
m21			,745
m22			

Table 4

Reliability Scores

Reliability Statistics	
Cronbach's Alpha	N of Items
,976	20

Items 13 and 22 were removed from the scale as their factor loadings were below 0,5

The Cronbach's Alpha reliability coefficient for the scale was calculated as 0.976, indicating a high level of reliability. Cronbach's Alpha measures internal consistency without requiring multiple applications, assessing the extent to which the items in a measurement instrument consistently measure the intended construct (Can, 2018). A high Cronbach's Alpha value suggests that the scale produces consistent and reliable results, whereas a low value indicates weak internal consistency, implying that the measurement instrument does not adequately capture the intended construct.

Table 5

Variance Scores

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
Factor	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	15,257	69,352	69,352	15,022	68,283	68,283	13,654
2	1,049	4,767	74,119	,750	3,411	71,694	6,009
3	1,018	4,626	78,745	,722	3,282	74,976	12,178
4	,568	2,580	81,325				
5	,517	2,349	83,674				
6	,498	2,264	85,937				
7	,472	2,144	88,081				

8	,403	1,831	89,913
9	,333	1,513	91,425
10	,283	1,288	92,713
11	,250	1,135	93,848
12	,210	,956	94,805
13	,177	,803	95,607
14	,161	,730	96,338
15	,146	,664	97,002
16	,120	,544	97,546
17	,109	,495	98,041
18	,104	,474	98,515
19	,102	,464	98,978
20	,096	,438	99,416
21	,078	,354	99,770
22	,051	,230	100,000

The three-factor scale explains 74% of the total variance, indicating that the scale items have high variance concerning the construct being measured. This suggests that the scale effectively captures the intended characteristics.

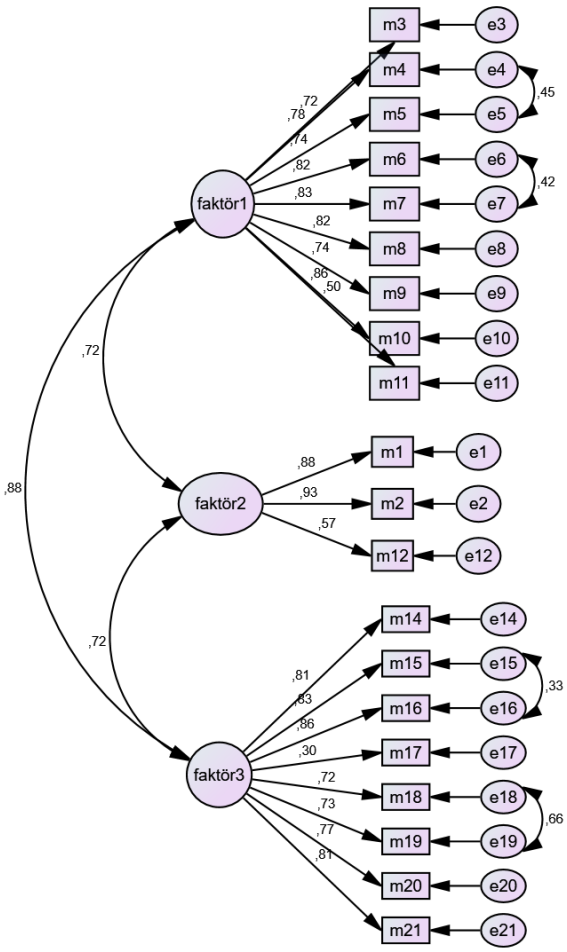
3.2 Confirmatory factor analysis (CFA)

To validate the 20-item scale structure identified in the EFA, Confirmatory Factor Analysis (CFA) was conducted. The analysis was performed using IBM AMOS to confirm the structural integrity of the scale.

After removing outliers, the analysis was conducted on 253 valid data points out of 265 records. The model visualization obtained from the CFA is presented in Figure 2.

Figure 2

CFA Model Figure



The three-factor structure was confirmed following modifications performed in Figure 2.

The fit indices for the Confirmatory Factor Analysis (CFA) are presented in Table 6. The calculated fit indices after modifications were assessed to ensure that the model achieved an acceptable level of fit.

Table 6

CFA Fit indicates Table

CMIN/DF	**RMSEA**	**NFI**	**TLI**	**GFI**	**CFI**	**RMR**
2,890	**0,87**	**,880**	**,909**	**,850**	**,922**	**0,60**

According to the findings of the Confirmatory Factor Analysis (CFA), the df value was calculated as 2.890. A df value between 2 and 3 indicates an acceptable model fit.

As shown in Table 6, the Root Mean Square Error of Approximation (RMSEA) was found to be 0.081. An RMSEA value between 0.08 and 0.10 suggests a moderate fit (Yılmaz & Çelik, 2009).

Additionally, the other fit indices were obtained as follows:

Normed Fit Index (NFI) = 0.88, Tucker-Lewis Index (TLI) = 0.90, Goodness of Fit Index (GFI) = 0.85, Comparative Fit Index (CFI) = 0.92, Root Mean Square Residual (RMR) = 0.60. These values indicate that the research model demonstrates a good fit.

4 DISCUSSION AND CONCLUSION

4.1 Discussion and conclusion

Cognitive activities play a significant role in expressing the complexity individuals exhibit in their interactions with their environment (Bandura, 1995). In this context, the concept of self-efficacy, which represents individuals' beliefs in their abilities and competencies within classroom processes, constitutes a crucial aspect of this interaction. The primary aim of this study was to develop a measurement tool to assess classroom teachers' self-efficacy beliefs regarding English language teaching. In this study, a scale was developed to determine the self-efficacy beliefs of classroom teachers in English language teaching. A total of 510 classroom teachers participated in the study. Initially, 29 items were included in the scale to assess English self-efficacy among classroom teachers.

Reliability is a critical prerequisite for ensuring the consistency of a scale (Çelik & Bindak, 2005). Through item analysis, nine items were eliminated based on expert opinions and factor loadings below 0.50, as they negatively impacted the scale's reliability and factor structure. At the reliability stage, the Cronbach’s Alpha internal consistency coefficient for the 20-item scale was calculated as 0.976, indicating a high level of reliability. To establish construct validity, a three-factor structure was determined through factor analysis, with the total variance explained deemed acceptable. The Kaiser-Meyer-Olkin (KMO) sampling adequacy measure for the scale was found to be 0.956, representing a very high level of suitability for factor analysis. These findings suggest that the construct validity of the scale is strong, confirming that the scale measures

classroom teachers' self-efficacy beliefs regarding English language teaching with a high degree of reliability and internal consistency.

A review of the existing literature reveals that no specific scale has been directly developed to measure English self-efficacy perceptions among classroom teachers. However, several studies have explored self-efficacy in English language learning and teaching. Yanar (2008) examined the self-efficacy beliefs and attitudes toward English among high school students who had and had not received preparatory English education. While no significant difference was found in students' attitudes, a significant difference was observed in their self-efficacy perceptions. Arslan (2014) investigated the specialized professional competencies of English teachers, finding that English teachers demonstrated high proficiency in their subject area. Gömleksiz and Kılınç (2014) studied self-efficacy beliefs among 12th-grade students, concluding that their self-efficacy levels in reading, writing, listening, and speaking were moderate. Sağlam and Arslan (2018) developed the English Language Skills Self-Efficacy Scale for Higher Education Students, which was found to be a valid and reliable tool for measuring university students' self-efficacy in the four main English skills. Gürcan (2021) examined self-efficacy perceptions of university preparatory class students regarding English language skills, concluding that their self-efficacy was moderate. Ocak et al. (2022) developed the Self-Efficacy Scale for English Language Skills Use in Secondary School Students, confirming its validity as a measurement tool for assessing English self-efficacy at the secondary school level.

Given that few studies specifically focus on measuring classroom teachers' English self-efficacy and that no scale has been developed at the primary education level, the present study contributes to the field by developing a scale based on the conceptual framework of English self-efficacy beliefs. The results indicate that the three-dimensional structure of the scale is appropriate for measuring self-efficacy beliefs. Consequently, this scale is a valid and reliable measurement tool for assessing English self-efficacy perceptions among teachers and pre-service teachers.

5 RECOMMENDATIONS

- Since the scale was developed to measure classroom teachers' English self-efficacy, its validity and reliability should be tested when applied to different groups.
- In-service training programs can be implemented to enhance classroom teachers' English self-efficacy.
- Experimental studies can be conducted to explore ways to improve English language skills among classroom teachers.
- Given the limited number of studies on classroom teachers' English self-efficacy, further research is needed to expand the literature in this area.
- Since the data for this study were collected online, future research could increase reliability by collecting face-to-face data from different sample groups.

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APPENDIXES

Appendix 1:

Self-Efficacy Scale for Conducting English Lessons Among Primary School Teachers

Self-Efficacy Scale for Conducting English Lessons Among Primary School Teachers

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I can effectively plan an English lesson.					
2	I believe I am competent in planning an English lesson.					
3	I have sufficient knowledge of fundamental concepts related to English lessons.					
4	I can provide feedback to my students' questions in English lessons.					
5	I can give real-life examples in English lessons.					
6	I can use appropriate activities for English lessons.					
7	I can use suitable materials for English lessons.					
8	I can apply appropriate teaching methods in English lessons.					
9	I can conduct English lessons in a way that aligns with students' proficiency levels.					
10	I can create a classroom environment suitable for English lessons.					
11	I can conduct English lessons without showing favoritism toward any student.					
12	I can teach an English lesson without prior preparation.					
13	I can grade students' skills appropriately in English lessons.					
14	I can assign performance tasks suitable for English lessons.					
15	I can use appropriate assessment techniques for English lessons.					
16	I encourage students to memorize in English lessons.					
17	I can generate interest in English lessons.					
18	I can evoke curiosity in English lessons.					
19	I can help students recognize the learning outcomes of the topics covered in English lessons.					
20	I can provide students with hints about upcoming topics in English lessons.					

Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

How to cite this article (APA)

Bozkurt, E., Aldim, Ümit F., & Geçmez, S. (2025). SELF-EFFICACY SCALE FOR PRIMARY SCHOOL TEACHERS IN ENGLISH LESSONS: A SCALE DEVELOPMENT STUDY. *Veredas Do Direito*, *22*(7), e224207. https://doi.org/10.18623/rvd.v22.n7.4207