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Bliss or woe? L2 teachers' online self-efficacy beliefs during emergency remote teaching in turbulent times

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ABSTRACT

In February 2023, a massive earthquake struck the southeastern region of Turkey, leaving profound repercussions for eleven cities and thousands of people including numerous teachers and students. Once again, the need for emergency remote teaching arose and schools had to switch back to online instruction, requiring teachers as well as students to quickly adapt to the new circumstances in Turkey. This study aimed to investigate how teachers handled this situation, and focused on examining their online teacher self-efficacy beliefs. The research utilized a convergent parallel mixed-methods design, incorporating an online self-efficacy scale and focus group interviews. A total of 90 participants working at the School of Foreign Languages of a state university were included in the quantitative phase of the study, while 10 volunteers participated in the focus-groups interviews. The findings revealed that participants demonstrated a moderate level of teacher self-efficacy, which was positively influenced by their prior experiences in online teaching. However, no statistically significant variance in teacher self-efficacy level was found among teachers with varying years of overall teaching experience. Teachers expressed confidence in their abilities and a dedication to delivering their best. They acknowledged and praised their own efforts and their swift adaptation to online teaching. However, certain external factors, such as administrative and technical issues, presented challenges impacting their self-confidence. Moreover, students' lack of motivation and disciplinary issues emerged as additional obstacles to the instructors' self-beliefs. In line with these findings, the study points to a number of implications for addressing the challenges in online instruction.

Keywords
teacher online self-efficacy, emergency remote teaching, online teaching, English as a foreign language.

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Introduction

The term self-efficacy was introduced in Social Cognitive Theory put forth by Albert Bandura (1977), a researcher in the field of psychology and refers to the way people themselves view their level of competence in carrying out particular tasks. According to Social Cognitive Theory, there are both internal and external factors that influence human conduct, which establishes the fundamental idea of self-efficacy. Therefore, it would not be wrong to say that a person's view of themselves is shaped by past encounters, accomplishments, and failures.

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Several similar definitions of self-efficacy have been suggested by various researchers. Tschannen-Moran, et al. (1998), for example, described self-efficacy as a naturally occurring cycle of outstanding efficacy that aims to exert effort and perseverance in order to build on outputs and return it to excellent efficacy. Goddard, et al. (2000) defined self-efficacy as "self-referent perception of capability" (p. 480). According to Shoulders and Krei (2015) self-efficacy is a cognitive process that controls behavior, boosts capability and self-esteem and enables one to become more adept and effective. The capacity to complete tasks quickly and effectively will affect a number of variables (Ramakrishnan & Salleh, 2018) and according to Bandura (1997), these variables are 1) the capacity to control one's actions and behaviors; 2) the decision of how one will respond to a given circumstance and surroundings, and 3) the persistence with which one will complete particular tasks. It is clearly seen that while both personal variables and the environment have an effect on behavior, both personal variables and behavior have an impact on the environment, and vice versa (Dellinger et al., 2008). When interacting in environmental settings, self-efficacy beliefs are thought to regulate relationships between information and behavior (Bandura, 1997).

Hence, the field of education has also adopted this psychological concept and in years teacher self-efficacy has gained paramount importance. It is possible to define teacher self-efficacy as the confidence teachers have in their ability to have students participate in the class, effectively complete teaching tasks, improve students' academic success, and accomplish teaching objectives (Bandura, 1986; Campbell, 1996; Tschannen-Moran & Hoy, 2001; Gilbert, 2005). By this definition, it is no surprise that teacher self-efficacy is identified as a multifaceted concept. According to Brouwers and Tomic (2000), teacher self-efficacy views have been linked to some important academic factors; such as, learner motivation, classroom environment and management, communication, sophisticated thinking abilities, and managing learners' individual differences. To illustrate, the degree of teacher self-efficacy is highly correlated with the students' self-efficacy views and success (Tschannen-Moran & Hoy, 2001). In addition, Ertay (2022) suggests that higher self-efficacy in teachers creates a positive learning atmosphere where students can learn in a more open and adaptable setting. Teachers who have strong self-efficacy beliefs spend more time in the classroom focusing on academic learning, use teaching methods at a suitable pace, and utilize materials for teaching and learning that are tailored to the individual differences of their students (Gibson & Dembo, 1984).

Mızrak (2019) asserts that, numerous studies in this area have begun with the need to explain why some teachers consistently succeed in raising students' success, set high standards for themselves, and adhere to these standards assiduously, while other teachers fail to live up to the standards that their positions call for of them. According to Tschannen-Moran et al. (1998), there are two lines of study with regard to the definition and evaluation of the concept of teacher efficacy. The first is based on Rotter's (1966) theory of intrinsic versus extrinsic control called social learning. Brouwers and Tomic (2000) suggest that internal control refers to a teacher's confidence in their ability to instruct challenging or unmotivated students, whereas external control refers to a teacher's conviction that factors outside of their control, such as the classroom setting, have a greater impact on students' learning. Bandura's (1977) social cognitive theory and his notion of self-efficacy served as the foundation for the second line of study on teacher efficacy. This practice led to the development of numerous measures, the most employed of which is Gibson and Dembo's (1984) Teacher Efficacy Scale. The aforementioned psychological concept has been used as the foundation of

numerous research studies in the field of education. Although it is not a new concept in the field, particularly in second language (L2) education, it still catches researchers' attention.

Previous research has suggested that there is a relation between teacher self-efficacy and level of language proficiency (e.g., Choi & Lee, 2016; Wyatt & Dikilitaş, 2019), school climate (Shao, 2017), practicum experiences (Atay, 2007; Cabaroglu, 2014), years of teaching (Campbell, 1996; Gilbert, 2005; Scherer et al., 2015; Shao, 2017; Hoang & Wyatt, 2021) and professional development opportunities (Karimi, 2011; Zonoubi et al., 2017; Lee & Davis, 2020). In addition, teacher self-efficacy correlates both positively and negatively with various psychological traits including "emotional intelligence, teacher identity, occupational commitment, job satisfaction, and teacher burnout" (Liu et al., 2021, p. 2). To illustrate, self-efficacy correlates both positively and negatively with emotional burnout (Skaalvik & Skaalvik 2014), negatively with teacher burn out (Mızrak, 2019) and positively with understanding of technology, teaching, and educational material (Schmidt et al., 2009).

As these studies indicate, previous research has mainly focused on face-to-face teaching. However, particularly with the Covid-19 pandemic, the world has gone through turbulent times and this experience has forced stakeholders to take actions in order to continue education without harming both teachers and students. The first remedy that emerges is switching to online education. According to Liu et al. (2021), teachers across all subject areas have worked to learn how to plan and implement online teaching, how to introduce innovative pedagogical tools (Çatalbaş & Solmaz, 2024), as well as to make the essential psychological modifications in response to the unforeseen challenges of the online environment. In light of this, several academics have investigated the psychology of language teachers in the context of online instruction, looking at cognition (e.g., Gao and Zhang, 2020), motivation at work (e.g., Anderson et al., 2021), anxiety (e.g., Li et al., 2020) and self-efficacy (e.g., Horvitz et al., 2015).

Liu et al. (2021) characterized teacher self-efficacy in the context of L2 online teaching as the instructor's perception of his or her capacity to transmit L2 knowledge, administer software to conduct efficient online L2 teaching, and actively involve students in that teaching. In this sense, in a study conducted by Robinia and Anderson in 2010, it was discovered that there is a direct relationship between teachers' self-efficacy in online teaching, their level of mastery, and their preparation experience, with higher self-efficacy scores being positively correlated with these factors. Several other studies have examined factors contributing to teacher self-efficacy in online teaching, including perception of student learning, contentment with online teaching, potential engagement (Horvitz et al., 2015), teacher experience in ICT use (Kissau & Algozzine, 2015; Zaman et al., 2020), and teacher self-efficacy and autonomy as contributors of competency and use of the distance education platform (Ertay, 2022).

Statement of the Problem

Empirical research has discovered that teacher self-efficacy is directly correlated with student learning and progress (e.g., Goddard, Hoy, & Hoy, 2000; Tschannen-Moran, Hoy & Hoy, 1998). In this regard, teacher self-efficacy remains to be a topic of interest to stakeholders since school success is at the core of every instructional system (Corry & Stella, 2018). In addition, previous research also suggests a relationship between technology use and teacher self-efficacy (e.g., Mishra & Koehler, 2006; Watson, 2006; Vannatta & Fordham, 2004).

Since technology is at the heart of online education, research data on technology and teacher self-efficacy will be of paramount importance. These studies also concur that the unique characteristics of face-to-face and online education necessitate a separate investigation, particularly when examining teacher self-efficacy. Studies on teacher self-efficacy, specifically in online L2 instruction are, nevertheless, only few. Therefore, there is still room for research investigating teacher self-efficacy beliefs during online practice.

In Turkey, actions against the Covid-19 pandemic may not be ongoing; after more than two academic years of online teaching, starting from 2022-2023 fall semester most universities decided to conduct classes face-to-face again, but emergency remote teaching has been once again invoked due to the recent earthquake disaster that has impacted eleven cities and victimized thousands of people. In early February 2023, just prior to the start of spring semester, thousands of students and teachers were affected by the earthquake, either directly or indirectly. Due to the devastating effects of the earthquake, including collapsed schools, displaced individuals, and ongoing other disasters such as water shortage or flood, many victims were forced to seek new homes in different cities. As a result, several university dormitories were allocated to provide housing for those affected by the earthquake. Consequently, the Council of Higher Education made the decision to resume education online, thereby preventing university students from returning to their respective cities of study. In such a tumultuous period, education, even in the traditional face-to-face format, poses challenges for both teachers and students, not to mention distance education. In this post-COVID period of emergency remote teaching, the question of how effective teachers perceive themselves emerges as a research problem. Hence, it is worth investigating this subject matter. In this specific context, the present research holds value as it aims to contribute to the existing literature by adding another building block.

Research Questions

This study aims to examine how teachers at a state university manage the challenges presented by emergency remote teaching and assesses their perceived self-efficacy during turbulent times. To answer this, following research questions are addressed:

1) What are the perceptions of teachers regarding their self-efficacy beliefs in the context of emergency remote teaching?

   a. Is there a difference between self-efficacy beliefs of teachers in terms of online teaching experience as well as overall teaching experience?

2) How do teachers perceive their abilities to effectively teach online?

Methodology

Research Design

This study employs a convergent mixed method design and according to Creswell (2012) the purpose of a convergent mixed methods design is to collect and combine quantitative and qualitative data simultaneously to gain insights into a research problem. This design is based on the rationale that each form of data collection compensates for the limitations of the other,

leading to a more comprehensive understanding of the research problem through the integration of both types of data. In line with this design, in order to better explain teacher self-efficacy during emergency remote teaching, present study employs both a quantitative technique via a survey and a qualitative technique through focus group interviews.

Research Context

The present research was conducted during the spring term of 2022-2023 at the Basic Foreign Languages Department of School of Foreign Languages (SFL) at a state university, which offers preparation programs in English, French, German, and Russian languages. There are currently 1151 registered students at SFL. Students receive 20 hours of synchronous and four hours of asynchronous lessons a week. A midterm examination that assesses students' different language skills is administered, and students receive their second midterm grades based on their completion of tasks, assignments, self-tests, and active participation in class. At the conclusion of the semester, a final examination is given. Successful students are permitted to take the proficiency examination, which qualifies them to begin studying in their respective departments. SFL typically conducts face-to-face classes; however, due to the earthquake disaster that occurred in February, classes have shifted to online mode initially, and are currently being conducted in a hybrid model.

Participants

90 instructors teaching at SFL participated in the quantitative part of the research and ten of the volunteered were called for the interviews. 69 of the participants were female and 21 of them were male. The study sample primarily consisted of individuals between the ages of 40 - 49 (N = 50), with only ten participants over the age of 50, and no participants under the age of 30. The number of participants between the 30 - 39 age range was 30. Out of the total participants, 32 held a bachelor's degree, 47 held a master's degree, and only 11 obtained a PhD. The group of participants with more than 21 years of experience (N: 35) was the most populous, followed by those with 16-20 years of experience (N: 28), while 19 participants had 11-15 years of experience and only eight had 6-10 years of experience, with no instructors at SFL having less experience. Of all the participants, the number of the instructors who had online teaching experience before the Covid-19 pandemic was only eleven.

Data collection

This study employs a self-efficacy questionnaire and semi-structured focus group interviews. The purpose of the questionnaire is to gather the participants' basic information and measure their self-efficacy in online teaching. The purpose of the semi-structured interviews, on the other hand, is to collect more detailed information.

In their 2021 study, Liu et al., used the Teacher Self-Efficacy in Livestream Questionnaire (T-SE Q), which they adapted from Lin and Zheng (2015). Present study employed Liu et al.'s T-SE Q. The survey was sent to the instructors at SFL electronically. The internal consistency reliability of the 13-item scale was assessed through Statistical Package for the Social Sciences (SPSS) version 29 using Cronbach's alpha analysis. The

Cronbach's alpha coefficient value obtained was .909, indicating a high level of internal consistency reliability for the scale.

While the answers to the survey were still being collected, two focus group interviews were conducted. Interview questions were checked and revised based on the feedback taken from two experts. Prior to the interviews, the questions were shared with the participants, and upon receiving their consent, two separate interview sessions were held, each with five participants and both lasting around one hour.

Data analysis

In this study, the researcher used a mixed methods approach in order to fully comprehend teachers' perspectives of their self-efficacy in the context of emergency remote teaching. A 13-item survey and focus-group interviews were employed to obtain both quantitative and qualitative data. In addition to conducting a reliability test to determine the internal consistency of the survey items, descriptive statistics such as means, standard deviations, and frequency distributions on Statistical Package for Social Sciences (SPSS) were used to analyze the quantitative data. Focus group interview transcriptions were evaluated using content analysis, which involved finding and coding themes and patterns in the qualitative data. This analysis helped the researcher to gain a more nuanced understanding of the participants' self-efficacy, perceptions and experiences during emergency remote teaching. To increase the analytical rigor of the qualitative data, a colleague of the researcher followed the same coding and thematic analysis procedures to independently analyze a subset of the qualitative data. This served as a form of intercoder reliability by ensuring that all relevant codes and themes were identified and that no crucial details of the data were overlooked. By employing both quantitative and qualitative data collection and analysis, a more thorough grasp of the research questions was achieved and the findings were triangulated.

Results

Quantitative Data Results

In their research, Liu et al. (2021) defined standards to the level of self-efficacy as low (mean score lower than 3.0), moderate (3.0–3.5), moderate-to-high (3.5–4.0), and high (higher than 4.0). Based on this categorization, self-efficacy of the participants in the current study is presented in Table 1.

Table 1. *Self-Efficacy Score*

N	90
Mean	3.26
Std. Deviation	.64
Minimum	1.62
Maximum	4.85

As seen in Table 1, it is possible to say that descriptive analysis of the survey yielded moderate level of self-efficacy beliefs of the participants in the context of emergency remote teaching. The mean self-efficacy score for the participants was 3.26 (SD = 0.64), with a

minimum score of 1.62 and a maximum score of 4.85. The self-efficacy scores were measured on a 5-point Likert scale, where 1 represented 'strongly disagree' and 5 represented 'strongly agree'. The item with the highest mean score was item 7 ('I feel confident that I can successfully teach relevant language content using appropriate technology'), with a mean score of 3.70 (SD = 0.84) while the item with the lowest mean score was item 1 ('I feel confident that I can promote language acquisition even though there is no target-language support available in the students' homes'), with a mean score of 3.06 (SD = 0.84).

In addition, to test if there is a difference in self-efficacy levels between teachers with prior online teaching experience and those without, an independent samples t-test analysis was conducted. Analysis results are presented in Table 2.

Table 2. *Online Experience*

Self-Efficacy Score	t-value	df	Significance One-tailed	Significance Two-tailed
	2.8229	88	0.003*	0.006*

The results revealed a statistically significant difference in self-efficacy levels between the two groups in favor of teachers with online teaching experience ($t(88) = 2.829$, $p < 0.01$, one-tailed). In addition, to investigate the variations in self-efficacy levels among teachers with varying teaching experience, an analysis of variance (ANOVA) was performed. Table 3 presents self-efficacy across experience.

Table 3. *Self-Efficacy Across Experience*

		N	Mean	Std. Deviation
6-10		8	3.10	.80
11-15		19	3.30	.52
16-20		28	3.14	.62
21+		35	3.36	.68
F	between groups 3	within groups 86	.81	
p			.48	

As seen in Table 3, the findings revealed no significant difference on teachers' self-efficacy levels among teachers with various teaching experience ($F(3, 86) = 0.815$, $p > .05$).

Qualitative Data Findings

The analysis of focus group interview transcripts revealed several noteworthy findings. Firstly, the analysis highlighted the presence of both positive and negative manifestations of teachers' confidence in their teaching. Secondly, the data revealed the emergence of a third category termed "affective stance." This category encompassed additional aspects related to the participants' emotional perspectives and attitudes.

Table 4. *Teachers' Self Efficacy Beliefs*

Themes	Codes	Frequency
Positive Beliefs	Believing in us	5
	Self-appreciation	4
	Doing the best	3
Negative Beliefs	Lacking skills	12
	Not ready	4
Affective Dimension	Frustration	8
	Motivation loss	7
	Awareness	5
	Remorse	3

When asked about their confidence in teaching online, participants expressed a range of positive views, emphasizing their belief in their own abilities and self-efficacy. They consistently highlighted that they never doubted their capability to teach effectively.

> "In any case, even if we write it on a stone, we will teach what we have to do" (P3)

Furthermore, participants expressed their self-appreciation for how effectively they managed the situation despite the short notice, particularly in comparison to other faculties.

> "We grasped the event very well, took action very quickly and produced very high-quality materials, I congratulate ourselves for that." (P4)

> "Just imagine, within a month, videos were uploaded to YouTube." (P2)

An additional code that emerged from the data was the dedication of all the instructors in giving their best effort.

> "Everyone is really doing the best they can, trying to do their best." (P3)

> "After all, if I don't do my best, I won't feel at ease within myself." (P4)

On the other hand, there were negative sentiments conveyed by the participants and within these, two specific codes surfaced prominently. Instructors articulated their perception of lacking essential skills or self-esteem, coupled with a sense of unpreparedness for such an unforeseen circumstance.

> "Frankly, my biggest concern was what I would do if there was a problem, since I don't know much about technology compared to younger instructors." (P1)

> "I'm lacking, I don't know certain things well enough" (P10)

> "It was a disadvantage for me to find it directly without any prior knowledge, in a panic situation, plus to discover it myself." (P1)

> "We were caught off guard" (P3)

On self-efficacy while teaching online, an additional, third theme emerges, highlighting an affective dimension rather than perceiving oneself as self-efficacious or not. Firstly, the instructors consistently encountered a prevailing sense of frustration throughout the lessons.

> "It's just not working, I'm struggling, but it's not working." (P7)

While student motivation is a topic widely discussed, it is equally crucial to acknowledge the significance of teacher motivation. Participants expressed a notable decline in their own motivation attributed to various factors.

> "I think I've become very unresponsive to that lack of response now." (P8)

They exhibited a heightened sense of awareness towards multiple aspects, diligently endeavoring to elucidate the underlying rationale behind their behavioral choices. This manifestation of awareness encompassed various dimensions, highlighting their profound understanding and perceptiveness.

> "I also felt it within myself, and I said to myself, just relax. After that, I relaxed, and when I relaxed, the students also relaxed." (P3)

They particularly experienced profound introspection regarding the earthquake and its impact on their students as well as their own behaviors.

> "When I say something or write in the chat, I don't even know their situation. Maybe I don't have the right to say or write that, or they could be in a different situation, I don't know. That's why you are evading the subject, you know." (P8)

This is also evident as a manifestation of remorse, leading the instructors to question both themselves and their inherent humanistic nature.

> "I kept insisting the student to connect with me, I got upset... the kid didn't respond to me. Later, I found out that they were in an earthquake-stricken area. After that, I experienced trauma within myself, thinking how I could say such a thing without knowing." (P3)

Related Factors

Within the emerged themes in the collected data, certain factors were cited by instructors concerning their positive or negative perceptions, as well as their affective stance. Almost all instructors extensively discussed a range of external factors besides some aspects related to students.

Table 5. *Related Factors*

Themes	**Codes**	**Frequency**
External factors	Administrative	9
	Contextual (Online setting)	9
	Beyond control	7
	Technical	6
Student-related	Unwillingness to participate	9
	Lack of readiness	7
	Discipline problems	4

One of the common facets highlighted by the participants pertained to administrative matters, encompassing not only school-level administration but also broader planning aspects.

> "In other words, actually if they had done this… for instance, we will implement certain measures in our school in such situations, when students face difficulties like this, we will do this… However, the beginning of this should have been, well, what are our challenges, the challenges our students face, and the challenges faced by our teachers? What are the technical difficulties?" (P3)

> "I think the problem arises from the fact that we (nationally) perceive online education not as an integral part of education, but rather as a tool to be used in emergency situations" (P6)

The nature of the online setting emerges as an additional factor influencing participants' negative perceptions. Instructors express that students do not consistently exhibit enthusiasm

or a sense of belonging. Furthermore, they highlight that the online context possesses its own unique characteristics and differs from the requirements of face-to-face settings.

> "So now, in the classroom, we have control, in one way or another. We have the student in front of us, the context at our disposal, and we can open a video from YouTube. If there is no internet, we can quickly engage in a role play and say, 'You and you, let's practice this.' You somehow make it work. (P2)
>
> Or you immediately come up with an alternative from your pocket and say, if that doesn't work, let's do some speaking or writing, and so on. But here, you are completely dependent." (P2)
>
> "If we were in the classroom, we would notice and take action, but it doesn't work the same way online" (P8)

The participants expressed that they encountered numerous challenges due to external factors beyond their control. They also added that these challenges had an impact on their perception of self-efficacy.

> "In terms of external factors, I believe everyone questions their own competence." (P2)

In addition, the uncontrollable factors mentioned are not solely limited to teachers, but also encompass various aspects related to the students.

> "Well, there is an event beyond the kid's control. There is an earthquake happening there, in Hatay and Maraş, and the kid is affected here." (P9)

Other external factors include technical issues. Participants expressed their frustrations with technical problems, which created challenges throughout the teaching process and contributed to a decreased sense of self-efficacy among instructors.

> "Even the materials in the book are like that sometimes, the listening exercises don't play properly, there are difficulties in lessons, and so on. Naturally, these factors affect your productivity and perception, as well as your self-efficacy perception." (P2)
>
> "Now, this issue arises with some students, and myself. When a student turns on their camera, it disrupts the internet connection for another classmate. Or, for instance, when a student activates their camera, I experience connection issues or difficulties in transmission on my end." (P3)

Another theme that emerged as a relevant factor is student-related issues. Almost all participants mentioned how student behavior contributed to various affective as well as didactic problems. Participants highlighted instances where students turned off their cameras and microphones, displayed a lack of autonomy, and exhibited discipline issues.

> "But these children have experienced the pandemic, they have seen online classes, and they are fed up with it. They know how to cheat… And they have developed a reaction... and even a rebellion, actually. They say, 'I don't want it to be like this, I don't care much about it!" (P9)

The predominant code that emerged from the data concerning the student-related theme is the students' lack of willingness to participate. Participants emphasized that due to the absence of students in the class or their unresponsiveness, they encounter various challenges and difficulties.

> "When we see even a glimmer of enthusiasm among students, we wholeheartedly pursue it. When it's not even there, there's nothing we can do." (P10)

Another issue highlighted by the participants is the students' unpreparedness for this mode of learning. Furthermore, despite their young age, they exhibit a lack of digital literacy and struggle to keep up with the advancements in technology.

> "There was a student population that was not ready for self-learning. Okay, we label them as Generation Z or whatever generation, but among these students, there were students even older than us…who did not fit the criteria or characteristics of this generation, let me say that." (P3)

One final student-related issue that arose was the presence of discipline problems during the lessons, which led the participants to experience a range of emotions. They asserted that these discipline problems were among the challenges they experienced.

> "Because in those classes I detest, there are situations like this. There are discipline problems" (P3)

> "The tendency to cheat… sudden disconnections when attendance is not taken" (P5)

Among all these negative incidents, one participant noted something positive that had an impact on their self-perception.

> *"The presence of that student was always a source of comfort for me in the class. Whether she had her camera on or not, she always managed to provide responses in various ways."* (P7)

Strategies to maintain engagement

When questioned about the strategies employed to foster engagement among students and establish a strong connection between themselves and the students, the participants delineated several practices they implement. Notably, maintaining a strong bond with students emerged as the foremost significant approach.

Table 6. *Strategies to Maintain Engagement*

Codes	**Frequency**
Bond	10
Encouraging involvement	6
Simplicity	5

> "In my opinion, the most important thing at this point is to eliminate the mechanical nature of this digital environment and make the student feel valued, thereby removing the coldness of the screen." (P1)

> "Therefore, establishing a connection and once that connection is formed, the learning process actually progresses more smoothly. And when they started to establish a connection among themselves in the class, they began to come willingly." (P1)

The participants noted that they employed various strategies to encourage students. These strategies included positively pushing quiet students, dealing with students individually, and assigning extracurricular tasks to maintain their motivation and active participation.

> "And under each page, I always wanted the students to do something that would test whether they understood what I said on that page, whether it's a question or sentence completion, in some way involving the student in the process." (P4)

> "Let's say the number of students decreased from 10 to 5. In that case, I nudged the students, asking them where they have been, if they are feeling unwell or if there is any problem, questioning why they haven't been attending or completing their assignments lately." (P4)

The instructors expressed their initial belief that they needed to enhance their lessons with different techniques, web tools, and unconventional activities. However, they later realized that such elaborate measures were unnecessary because the students were seeking simplicity and straightforward approaches.

> "The best lessons I have conducted online were the ones where I simply relied on the textbook. Now, when I think about it, all those elaborate and fancy preparations I made always fell flat." (P10)

> "The students enjoy that particular thing and they often ask me to, for example, write it on Word and send it to them. They genuinely have an affinity for those traditional methods." (P9)

Technology integration

When asked about the role of technology in online teaching, instructors emphasized its significance in fulfilling the basic requirements of this mode. One participant expressed a positive view, stating,

> "It is crucial... It is like trying to conduct classes without the school building." (P10)

Apart from this perspective, nearly all participants highlighted that technology integration is not the central aspect of teaching in the online setting.

> "Well, there's also the thing with these tools… they can be a bit deceiving. The truth is, kids seem to enjoy them a lot, but it's not really about learning for them. It's more like playing and having a good time. They don't really want to have a proper lesson; it's just spending time…" (P9)

Furthermore, when articulating their perspective on the integration of technology, participants consistently emphasize the significance of fostering connections rather than solely focusing on technology integration.

> "I have noticed that it's not about being high tech, but rather about being high touch, sharing more and becoming aware of oneself." (P1)

> "It is more important to have warmth and connection, beyond excessive reliance on technology or various other things." (P6)

In summary, the participants assert that they are self-efficacious as educators, attributing the challenges they face to external factors or issues related to students. Despite occasional experiences of burnout, they consistently strive to perform at their best. While they recognize the necessity of technology for remote teaching, they emphasize the paramount importance of establishing a genuine connection with their students.

Discussion

This study investigated L2 teachers' self-efficacy perceptions during emergency remote teaching periods. Quantitative data analysis revealed that teachers have moderate level of self-efficacy. In addition, previous online teaching experience significantly influenced teachers' self-efficacy levels. This finding is in line with what previous research has pointed. Bandura (1997) suggested that previous or mastery experiences affect self-efficacy beliefs which was

confirmed by different studies (e.g., Menon, 2020; Robinia & Anderson, 2010). However, overall teaching experience was not found to be a contributing factor to self-efficacy in the present study, which was in line with some research (e.g., Chacón, 2005). Nevertheless, most research supports the otherwise; level of self-efficacy rises with experience (e.g., Orakcı et al., 2023; Daugherty, 2005; Tschannen-Moran & Woolfolk-Hoy, 2001).

The present research provides strong support for the link between teacher self-efficacy and various academic factors, as suggested by Brouwers and Tomic (2000). These factors include learner motivation, classroom environment and management, communication, sophisticated thinking abilities, and managing learners' individual differences. Skaalvik and Skaalvik (2014) asserted that teacher self-efficacy is linked to adaptive motivational and emotional outcomes. Notably, the instructors in the present research demonstrate an empathetic approach towards their students, seeking to comprehend their circumstances, particularly in cases where students have been affected by earthquakes. They undergo various emotions, including frustration and remorse, each contributing to one another. In addition, Tas et al. (2021) suggested that the low participation of students in live classes can have a negative impact on teachers who are accustomed to face-to-face education with their students, which is confirmed in the present study in that the participants highlighted the negative fallouts of students' lack of interest and participation in class. As Bandura (1997); Liu et al. (2021); Tschannen-Moran and Woolfolk-Hoy (2001) suggested, student engagement plays a crucial role in determining teacher self-efficacy. Similarly, the present research is in alignment with the findings of Orakcı, et al. (2023) and Narayan and Lamp (2010), which suggest that teachers' self-efficacy can be positively influenced by active student participation in course activities.

By the same token, it is evident that the participants exhibit a strong sense of self-efficacy when they establish a meaningful bond with their learners. Bozkurt and Sharma (2020) suggested that our dedication to supporting students should be apparent, promoting a pedagogy of care that prioritizes sensitivity and meaningful interactions instead of relying solely on didactic and insensitive approaches. This serves as an exemplification of support for the aforementioned assertion.

Previous research has indicated a connection between technology and self-efficacy (e.g., Mishra & Koehler, 2006; Watson, 2006; Vannatta & Fordham, 2004; Guskey, 1988), and the present study aligns with this perspective to some extent. While the participants emphasized that being highly proficient in technology is not essential, they did experience negative emotions when faced with technical difficulties, which falls within the realm of this relationship. Furthermore, the participants initially felt the need to be confident in using technology, leading to feelings of panic, but their perceptions evolved over time. This still serves as an illustration of the link between technology and self-efficacy.

Furthermore, Polat (2021) associated digital literacy with distance education which is also suggested in the present research when participants highlighted the students' being digitally illiterate. Polat (2021) further suggested that negative perceptions about distance education can arise due to technological limitations such as personal computer or internet issues, as well as challenges with the distance education infrastructure. In the present study, participants' negative views on the nature of the online setting and their perception that it negatively contributes to their self-efficacy perceptions can be attributed to the aforementioned assertion.

In 2020, UNESCO (2020a) published a report highlighting the challenges faced by teachers during the COVID-19 pandemic. The report highlights that teachers were required to swiftly engage in distance education without sufficient preparation and training, and they encountered pressures to adopt distance education methods and tools. The report emphasizes the importance of informing and supporting teachers in addressing these issues. In a similar vein, Daoud (2019) previously suggested that teachers are often left alone, expected to be both effective and innovative and they need to be cautious not to become overwhelmed or disheartened by these demands. Despite the necessity for educators in Turkey to take action during the Covid-19 period, there is a clear indication that no adequate planning has been in place; the second occurrence of emergency remote teaching due to the earthquake disaster further underscores this point. This is evident from the fact that a significant number of participants expressed the need for support, guidance or direction and improved planning in terms of emergency remote teaching.

In spite of the encountered difficulties, the findings of this research align with analyses conducted in other countries (e.g., Göbel, et al., 2023; Göbel, et al., 2021; Kaqinari, et al., 2021), indicating a predominantly successful implementation of online teaching by university educators.

Conclusions

The present mixed-method study investigated self-efficacy beliefs of L2 teachers and related factors. The findings indicate that participants exhibited a moderate level of self-efficacy, which was influenced positively by their prior experiences in online teaching. Instructors expressed confidence in their abilities and a commitment to giving their best. They recognized and commended their own efforts and quick adaptation to the online teaching process. However, certain external factors, such as administrative and technical issues, posed challenges that affected their self-confidence. Additionally, students' lack of motivation and disciplinary issues emerged as further obstacles to the instructors' self-beliefs.

Implications

Based on the findings of this research, several implications can be drawn. Firstly, addressing technological challenges requires improvements in infrastructure. Secondly, training programs should be provided to teachers and students to enhance their online teaching and learning skills since the use of online tools for more effective language teaching and learning practices has been quite trendy in recent years (Bekou, et al., 2024; Bulatović, et al., 2024). In-service training for teachers can be particularly beneficial for effective online instruction. Additionally, nation-wide educational planning should be revised to align with the demands of emergency remote teaching.

In addition, present study highlighted the paramount importance of a strong bond between students and teachers. Therefore, curriculum and material developers can play a crucial role in designing activities and programs that foster strong teacher-student and student-student connections.

Lastly, as evidenced by the research findings, it is crucial for both teachers and students to feel a sense of support and understanding. They should be aware that they are not alone in their journey and that there are individuals who empathize with their experiences and

stand by their side. This support is particularly essential in enhancing the confidence and success of both students and teachers. Therefore, it is important to prioritize the provision of psychological support to both teachers and students to navigate the various challenges encountered during turbulent times.

Limitations and Suggestions for Further Research

Due to certain limitations the findings of this research should be interpreted with caution. Firstly, the study involved a relatively small sample size of 90 participants for the quantitative part and 10 participants for the qualitative part. Additionally, participant characteristics were not controlled for, as convenience sampling was employed. Moreover, the research was conducted within the context of a single state university, which may limit the generalizability of the results to other educational settings. Lastly, although the self-efficacy scale used in the study demonstrated high reliability, the absence of factor analysis raises concerns about the generalizability of the results.

Future research should be designed to address the aforementioned limitations in this study. To enhance the depth of understanding, data collection can be extended and participants can be asked to maintain journals documenting their experiences throughout the semester. Additionally, it would be valuable to include students as participants in order to gain insights from their perspective. Considering the various aspects mentioned by instructors, investigating the students' role can provide a more comprehensive understanding of the dynamics at play in online teaching and learning.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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Appendix

Teacher Self Efficacy in Live Lessons Questionnaire

Section one: Demographic information

1. What is your gender?
2. How old are you? Under 25 / 25-29 / 30-39 / 40-49 / 50+
3. What is the highest level of formal education that you have completed? Bachelor's degree / Master's degree / Doctoral degree
4. How long have you been working as a teacher? 1-5 years / 6-10 years / 11-15 years / 16-20 years / 20+
5. Which language are you teaching? English / French / German / Russian
6. Have you taught online courses before Covid-19 pandemic? Yes / No

a. If yes, what was the course? How long?

Section two: Self Efficacy

Please indicate how much you agree or disagree with each of the following statements using the scale below:

1 – Strongly disagree

2 – Disagree

3 – Neutral

4 – Agree

5 – Strongly agree

1) I feel confident that I can promote language acquisition even though there is no target-language support available in the students' homes

2) I feel confident that I can keep students on task on difficult assignments

3) I feel confident that I can increase students' retention of the language

4) I feel confident that I can motivate students who show low interest in language learning

5) I feel confident that I can encourage students to collaborate in practicing the target language

6) I feel confident that I can motivate students to do their homework

7) I feel confident that I can successfully teach relevant language content using appropriate technology

8) I feel confident that I can help students when they have difficulty with the computer

9) I feel confident that I can motivate my students to participate in technology-based projects to support language acquisition

10) I feel confident that I can mentor students in appropriate uses of technology

11) I feel confident about assigning and grading technology-based projects

12) I feel confident about using technology resources (such as spreadsheets, electronic portfolios, etc.) to collect and analyze data from student performance scores to improve instructional practices

13) I feel confident that I can develop creative ways to cope with the constraints of the learning management system and continue to teach effectively with technology

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