Trinh Quoc Lap
Can Tho University, Vietnam

https://orcid.org/0000-0002-1256-8125

Ta Phuong Thinh
Can Tho University, Vietnam

https://orcid.org/0009-0001-4922-1782

Ngo Huynh Hong Nga
Can Tho University, Vietnam

https://orcid.org/0000-0002-8538-4239

Le Thanh Thao
Can Tho University, Vietnam

https://orcid.org/0000-0002-8471-8305

Le Cong Tuan
Can Tho University, Vietnam

https://orcid.org/0000-0003-3055-6539

Teachers' Self-Efficacy in Stimulating Student Engagement: A Mixed-Methods Exploration Grounded in Social Cognitive Theory

Abstract

This study sought to investigate how teachers perceive their self-efficacy in fostering three critical dimensions of student engagement: emotional, behavioral, and cognitive. The research used the Social Cognitive Theory (SCT) as a foundation to unravel the intricate interplay between teacher cognitions and student engagement in academic settings. A mixed-methods approach was employed to ensure both breadth and depth of understanding. Quantitative data were gleaned using descriptive statistics, while qualitative insights were extracted from in-depth teacher interviews. Findings revealed that teachers feel most efficacious in catalyzing emotional engagement, with both quantitative scores and qualitative accounts affirming this observation. A palpable connection between emotional and behavioral

engagement was identified, implying that active participation often stems from emotional resonance. Conversely, cognitive engagement emerged as a nuanced challenge, with teachers often grappling to influence it effectively. SCT interpretations underscored the dynamic interplay between individual cognitive processes, observational learning, and the broader educational milieu. The pronounced role of emotional engagement suggests the necessity for tailored teacher development programs. Furthermore, the intricacies of cognitive engagement advocate for more individual-centric curriculum designs. These insights have profound implications for teacher training, curriculum design, policy formulation, and future research, emphasizing the need for creating immersive and holistically engaging learning environments.

Keywords: mixed-methods approach, Social Cognitive Theory, student engagement, teacher self-efficacy

The globalization trend and the growing economic integration of Vietnam into the world market have highlighted the significance of English language proficiency as a crucial tool for communication, trade, and socio-cultural interaction (Doan & Hamid, 2021). Consequently, there has been a surge in demand for English as a Foreign Language (EFL) instruction in Vietnam. In this scenario, ensuring English teaching and learning is pivotal. An essential factor contributing to the efficacy of the teaching-learning process is learner engagement (Ginting, 2021), a multi-dimensional construct comprising behavioral, emotional, and cognitive aspects (Park & Yun, 2018). Teachers play a vital role in mediating and enhancing this engagement (Liu et al., 2023). Thus, exploring EFL teachers' self-efficacy in the context of Vietnamese language centers becomes indispensable, as it sheds light on how teachers perceive their abilities to foster student engagement.

Language centers in Vietnam have proliferated rapidly in recent years. Unlike formal school settings, these centers cater to a diverse range of learners, from young children to adults, with varied learning purposes—be it for academic, business, or leisure purposes (Thao et al., 2023). The settings within language centers can significantly differ from formal schools, presenting unique challenges and dynamics. The teacher-student ratio, infrastructure, teaching aids, and classroom dynamics in these centers might vary considerably. Given these distinct characteristics, the self-efficacy beliefs of EFL teachers working within this context can provide insights that might differ from those teaching in regular schools.

Engagement, a term rooted in 500-year-old English and derived from French, originally denoted a formal agreement (Axelson & Flick, 2011). Its meaning has evolved, now suggesting a state of being wholly present. Despite the growing body of research on student engagement, the term remains controversial (Al-Adeimi & Baumann, 2023). Since the 1990s, student engagement has been a focal point of research, leading to diverse definitions (Zepke et al., 2010). Martinez et al. (2016) viewed engagement as participation and connection with

school activities, while Santi et al. (2022) emphasized that engagement surpasses mere involvement—it embodies feelings and active participation. Engagement has, over time, transitioned from a complex term connoting formal agreement to a more straightforward concept involving presence and, more recently, a blend of action and emotion.

Frameworks to define student engagement vary. For example, Ainley (2006) cited behavioral, emotional, and cognitive engagement. In contrast, Horstmanshof and Zimitat (2007) highlighted behavioral and psychological aspects, emphasizing the time spent studying and the value of learning. Vadenboncoeur (2006) differentiated formal (in-class) and informal (extracurricular) engagement. The framework proposed by Fredricks et al. (2004) closely aligns with Ainley (2006), defining student engagement as behavioral compliance, emotional reactions, and cognitive commitment. Despite varied definitions and frameworks, engagement universally encompasses student participation, cognitive effort, and emotional involvement. This study seeks to explore EFL teachers' perceptions of their self-efficacy in student engagement, specifically using the framework by Fredricks et al. (2004) due to its comprehensive detailing. Figure 1 below describes this framework.

Figure 1

Engagement Framework (Fredricks et al., 2004)
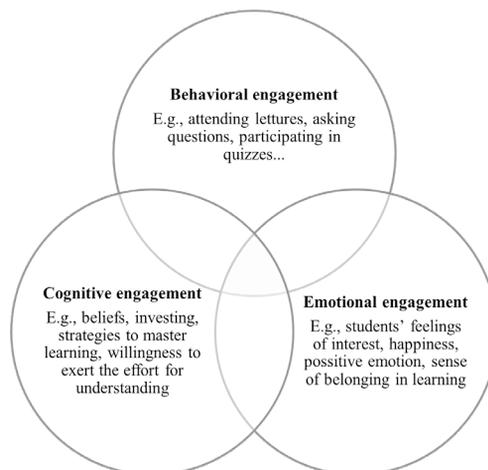
Self-efficacy, as conceptualized by Bandura (1977), refers to an individual's belief in their capability to execute behaviors necessary for producing specific performance attainments. Teacher self-efficacy influences teaching practices, classroom environment, and student outcomes. Previous studies have

emphasized the link between teacher self-efficacy and student engagement. For instance, Thompson et al. (2022) found a direct relationship between teachers' efficacy beliefs and student achievement. Furthermore, previous studies on EFL teaching specifically (e.g., Hussain et al., 2022; Pressley & Ha, 2021), have underscored the unique challenges teachers face, ranging from cultural differences to the intricacies of teaching a language not commonly spoken in everyday contexts. Nevertheless, there is a noticeable gap in the literature regarding understanding this dynamic in the context of Vietnamese language centers.

This mixed-methods study seeks to bridge the identified research gap by investigating Vietnamese EFL teachers' perceptions of their self-efficacy in enhancing learners' engagement within language centers. The specific objective is to measure the self-efficacy levels of Vietnamese EFL teachers in language centers concerning their ability to engage learners. As a result, the study addresses one research question: "To what extent do Vietnamese EFL teachers perceive their self-efficacy in enhancing learner engagement in English classrooms?" In achieving these objectives, the study aims to provide insights that can guide institutional policies, teacher training modules, and classroom practices to ensure an optimal English learning experience for students in Vietnamese language centers.

Method

As the name suggests, the mixed-methods research approach combines quantitative and qualitative research methods. This approach is adopted to harness the strengths of both methodologies and provide a more comprehensive understanding of research problems (Creswell & Clark, 2011). In the context of this study on Vietnamese EFL teachers' self-efficacy, the mixed-methods approach provides both a broad understanding through numerical data and an in-depth insight via personal narratives and experiences.

The professional development journey of teachers is intricate and multi-faceted. Drawing from the model proposed by Coombs et al. (2018), teachers navigate through five stages, evolving from novices to experts. This comprehensive model delineates the professional and personal requirements of teachers as they transition through these stages.

- Stage 1: Novice—This stage is characterized by student teachers and those in their first year of teaching. Novices are more inclined towards practical experiences than mere theoretical information. They begin by grasping foundational terminologies, concepts, school culture norms, and elementary facts about their profession.

- Stage 2: Advanced Beginner—As teachers accrue experience, transitioning into their second and third years, they advance to this stage. The blend of experiential knowledge and theoretical insights starts influencing their teaching methodologies. Despite this progress, these teachers often lack a sense of professional autonomy and frequently seek guidance from senior teachers.
- Stage 3: Competent Level—Teachers, usually in their third to fourth years, achieve this level. Equipped with adequate experience, they start making informed decisions regarding their teaching objectives and strategies. These teachers exercise greater control over their teaching environment.
- Stage 4: Proficient Level—Few teachers in their fifth year ascend to this stage, marked by a pronounced sense of intuition. They holistically discern patterns in teaching and learning scenarios.
- Stage 5: Expert Level—Attained by teachers with six or more years of experience, experts exhibit seamless teaching performance and astute decision-making. Their teaching approach is largely student-centered, contrasting with novices, who are more teacher-centered.

Given the above assertion, these stages were integral to this study's participant selection. Sixty EFL teachers actively teaching in English centers across Can Tho City were chosen based on this model. The intent was to discern potential variations in self-efficacy and engagement across these professional development stages. Notably, the participant pool had a higher female representation, reflecting the gender distribution in this profession. Table 1 below presents a demographic breakdown of the participants.

Table 1

Demographic Information of Participants for the Questionnaire (N = 60)

Variables	Sub-variables	Frequency	Percent
Genders	Male	18	30
	Female	42	70
Professional development stages (years of teaching)	Novice: 0–1 year	12	20
	Advanced Beginner: 2–3 years	12	20
	Competent: 3–4 years	12	20
	Proficient: 5 years	12	20
	Expert: > 5 years	12	20

After the questionnaire phase, ten teachers from various professional stages were enlisted for the semi-structured interviews. Table 2 encapsulates the demographic profile of the interviewees.

Table 2

Demographic Information of Participants for the Interviews (N = 10)

Interviewees	Gender	Years of teaching
Interviewee 1	Female	Novice: 0–1 year
Interviewee 2	Male	Novice: 0–1 year
Interviewee 3	Female	Advanced Beginner: 2–3 years
Interviewee 4	Female	Advanced Beginner: 2–3 years
Interviewee 5	Male	Competent: 3–4 years
Interviewee 6	Male	Competent: 3–4 years
Interviewee 7	Male	Proficient: 5 years
Interviewee 8	Female	Proficient: 5 years
Interviewee 9	Female	Expert: > 5 years
Interviewee 10	Male	Expert: > 5 years

The diverse profile of participants, both for the questionnaire and interviews, fortified this study with a spectrum of perspectives, enriching the research outcomes.

Two primary instruments were employed to effectively address the research questions of this study: (1) a questionnaire and (2) a semi-structured interview. The questionnaire aimed to assess participants' perceptions of their self-efficacy in student engagement. In contrast, the semi-structured interview sought to extract more comprehensive insights regarding teachers' perceptions of their self-efficacy in student engagement and the learning necessities to enhance it.

Sixty EFL teachers took part in the quantitative data collection phase. The questionnaire, structured with 31 closed-ended queries, was segmented into two parts. The initial segment pertained to participants' demographic details, including gender and teaching experience, and the second section comprised statements probing teachers' self-efficacy beliefs in student engagement. The responses provided insights into teachers' self-efficacy in student engagement. To investigate teachers' cognitions of self-efficacy in student engagement, a 5-point Likert scale was used. This scale drew inspiration from Bandura (1977) and Fredricks et al. (2004). Table 3 displays the description of the questionnaire.

Table 3

Questionnaire

Clusters	Items	Number of items
Emotional Engagement		8
Knowledge	1	
Thoughts	2	
Beliefs	3, 4	
Practices	5, 6, 7, 8	

Clusters	Items	Number of items
Behavioral Engagement		11
Knowledge	9, 10	
Thoughts	11, 12	
Beliefs	13, 14	
Practices	15, 16, 17, 18, 19	
Cognitive Engagement		12
Knowledge	20, 21	
Thoughts	22, 23	
Beliefs	24, 25, 26	
Practices	27, 28, 29, 30, 31	

A pilot study was conducted to ensure the questionnaire's reliability. Analyzed in SPSS, the outcomes affirmed the high internal consistency of the two questionnaires, with alphas of 0.84 and 0.92, thus attesting to their reliability.

Husband (2020) emphasized that post-study interviews help crystallize participants' perceptions. Enlightened by Edwards and Holland (2013), the essence of the semi-structured interview is its flexible yet guided approach. An interview guide, rooted in open-ended questions, ensured interviews adhered to the core issues while allowing space for impromptu, in-depth responses. Based on the questionnaire, some pivotal questions were framed for the semi-structured interview, tailored to obtain the research objective. Some interview questions used in the interviews included:

- Please rate your cognition level of self-efficacy in student engagement on a scale from 1 to 5 in the questionnaire. Explain your rating.
- What dimensions of student engagement are you most confident in? Why?
- What dimension of student engagement are you least confident in? Why?

For the semi-structured interviews, ten out of sixty participants were randomly selected. Interviews were initially conducted in Vietnamese and subsequently translated into English, ensuring accuracy through transcription and rechecks. A pilot interview was administered separately to an advanced beginner and an expert teacher to validate the interview structure. Feedback from this exercise led to the refinement of the interview questions.

Before initiating the study, the researchers contacted head teachers from various English centers in Can Tho City, seeking permission and participant details. Subsequently, the researchers disseminated the Google Form link to the questionnaire to potential participants through emails and Facebook messages. Over a span of three weeks, sixty participants furnished their responses. Ten participants were invited to the semi-structured interviews. These discussions were orchestrated online via Zoom to circumvent logistical hindrances. For the sake of comfort and fluidity, participants were allowed to communicate in Vietnamese. These sessions were meticulously recorded, translated into English,

and transcribed. After that, thematic analysis was performed to examine the qualitative data.

In addressing the multi-faceted nature of the gathered data, the analysis was conducted in quantitative and qualitative procedures. This structured approach ensures that the results align seamlessly with the research objective, and in turn, provide coherent answers to the research question. Data derived from the questionnaires was examined using the Statistical Package for the Social Sciences (SPSS) version 20 for the quantitative segment. The process involved generating descriptive statistics that essentially summarized the chief aspects of the data. By presenting a visual and straightforward overview, it becomes facile to understand the intricate patterns of the data.

Concerning the qualitative data, responses from the semi-structured interviews underwent a rigorous thematic analysis. This method is noted for its efficiency in pinpointing, analyzing, and interpreting recurring patterns or "themes" (Braun et al., 2023). The procedure began with an in-depth familiarization phase where the transcribed interview data were perused multiple times. Following this, initial codes were generated by meticulously examining each text portion for recurrent patterns. These initial codes were subsequently grouped based on resemblances and potential patterns, giving rise to potential themes and subthemes. A refining phase ensued that these themes broadly and accurately encapsulated the dataset's essence. This involved a retrospective glance, matching the themes with the coded excerpts and the entire dataset. After that, each theme was described in depth and named.

The Social Cognitive Theory (SCT) was instrumental in explicating the study's findings. Rooted in the idea that learning transpires in a social context, SCT posits that individuals acquire knowledge through observing others within the ambit of social interactions, experiences, and outside media influences (Bandura, 2002). This theoretical lens offered a robust framework to understand how teachers influence and are influenced by their social environment. The observed patterns of student engagement, their perceptions, and responses can be contextualized within the interplay of personal factors, behaviors, and the environment. By anchoring the findings in SCT, the researchers were able to provide a more comprehensive and nuanced explanation for the observed behaviors, attitudes, and feedback from the study's participants, emphasizing the reciprocal nature of learning and social influence.

Findings

Table 4 presents the quantitative results relating to the EFL teachers' self-efficacy in the three domains of student engagement: emotional, behavioral, and cognitive.

Table 4

EFL Teachers' Self-Efficacy in Student Engagement

Teachers' Self-Efficacy	Min	Max	Mean	Standard Deviation
Emotional Engagement	2.13	4.75	3.89	.49
Behavioral Engagement	2.18	4.73	3.75	.57
Cognitive Engagement	1.83	4.50	3.50	.66
Overall	2.29	4.61	3.69	.54

When considering emotional engagement, the teachers' self-efficacy appears quite high. The average score stood at 3.89 out of a potential 5, with scores spanning from 2.13 to 4.75. The narrow SD of .49 indicates that most teachers shared similar confidence levels in promoting emotional engagement among students. On the other hand, the domain of behavioral engagement showed a mean score of 3.75, with the results ranging from 2.18 to 4.73. The SD in this domain (SD = .57) was slightly higher than that of emotional engagement, suggesting a broader variation in teachers' self-beliefs about their capabilities in fostering behavioral engagement. Cognitive engagement presented a distinct scenario. The mean score for this domain was 3.50, which, although reasonably high, was lower than the scores for the other two domains. This domain also had a more extensive range of scores, from 1.83 to 4.50, and the highest SD (SD = .66) of all three domains. These data might suggest that teachers felt less self-assured about their efficacy in promoting cognitive engagement compared to the other areas. The composite assessment of teachers' self-efficacy across all three domains yielded an average score of 3.69, fluctuating between 2.29 and 4.61. The overall SD of .54 reflects a moderate spread in teachers' self-efficacy perceptions.

SCT can be applied to explain these findings. This theory accentuates the pivotal role of self-efficacy beliefs in shaping how individuals perceive challenges and their capabilities. It posits that those with high self-efficacy are more inclined to view challenges as tasks to master. Given the high mean scores in the domains of emotional and behavioral engagement, it can be inferred that the majority of EFL teachers believe they are adept at cultivating these types of engagement among their students. This sense of confidence aligns with the tenets of the SCT: Teachers with elevated self-efficacy are likely to establish ambitious goals and

are dedicated to achieving them. However, the slightly diminished self-efficacy evident in the cognitive engagement domain might hint at teachers perceiving this area as more challenging. Their beliefs about their efficacy in this domain might not be as resolute, leading to varied approaches to fostering cognitive engagement. This divergence resonates with the SCT perspective, suggesting that self-belief can significantly influence one's actions and methodologies.

The interviews with the teachers presented an echoing sentiment with the quantitative findings. Teachers overwhelmingly felt more confident in facilitating emotional engagement than cognitive engagement among their students. Teachers consistently reported a high self-efficacy in fostering emotional engagement among students. Many described observing their students as being happy, comfortable, and energetically involved in class activities. For instance, a quote from Interview 1 revealed, "I am most confident in engaging students emotionally. Most of my students feel excited in my class and are always friendly with each other." Such testimonies reinforce that a positive emotional atmosphere is recognizable and integral to student participation. This idea was further substantiated by another teacher in Interview 3, who discussed "[t]he value of inclusive activities and the importance of making all students, irrespective of their academic levels," feel welcomed and involved in the classroom. The emphasis on the creation of a comfortable and invigorating learning atmosphere was highlighted as a crucial strategy by many teachers to enhance student learning. Incorporating the SCT, these findings suggest that by tapping into the observational learning aspect, teachers are shaping a classroom environment where students mirror the enthusiasm and positivity exhibited by their peers. This positive emotional contagion could contribute to heightened emotional and behavioral engagement.

The relationship between emotional engagement and its influence on student behavior emerged as a salient point in the teachers' testimonies. Emotional engagement, characterized by students' positive feelings and comfort within the classroom, seemed to directly translate into active participation and involvement in learning activities. A key insight from Interview 5 serves to exemplify this link. The teacher conveyed the notion that once students are emotionally invested and feel positive energy, it naturally leads them to be more behaviorally active in the classroom. The teacher stated, "I am most confident in the emotional engagement part... When students get positive energy, they will actively participate in class activities." Drawing upon the SCT, this observed connection suggests that students' emotional states can act as catalysts, driving their behaviors within the learning environment. When emotionally positive and invested, students are more likely to be proactive, participate in class activities, and engage with the content and their peers. This emphasizes the integral role of emotional engagement as not just an end in itself but also as a vital precursor to fostering visible and tangible student behaviors in the classroom setting.

While teachers exuded confidence in fostering emotional and, to an extent, behavioral engagement, they acknowledged the intricate challenges associated with cultivating cognitive engagement. This dimension was considered hard to influence within a short duration, as evident from the remark in Interview 5: "Cognitive engagement is the one in which I am not confident." This was reiterated in subsequent interviews, with many teachers expressing the belief that cognitive engagement is more deeply rooted in individual students' characteristics and may not manifest as immediately as emotional engagement. The teacher from Interview 7 underscored that "Cognitive engagement not only demands time but also varies based on individual personalities." Such sentiments were further echoed in Interview 8, "We, teachers, usually emphasize the difficulty in significantly influencing a student's cognitive engagement, especially if we lack the intrinsic motivation or learning autonomy." Using the lens of the SCT, cognitive engagement challenges can be understood as interplays between personal cognitive factors and external stimuli. While teachers can introduce stimuli, the individual cognitive processes of students play a pivotal role in determining the extent of their cognitive engagement.

Discussion

Numerous studies have examined the intricacies of student engagement in the current educational landscape, especially from the teacher's perspective. This study's results shed light on aspects that align with previous research while highlighting distinctive features that contribute to the existing body of knowledge.

As reported in this study, the elevated self-efficacy of teachers in fostering emotional engagement mirrors the findings of prior studies. Historically, many educational researchers have noted the visible and almost immediate impact of positive emotional atmospheres in classrooms on student participation (Dewaele & MacIntyre, 2014; Dewaele et al., 2018). The active and recognizable nature of emotional engagement makes it a realm where teachers feel more in control. The current findings, particularly the teacher testimonials indicating the recognition of happiness, comfort, and involvement among students, parallel previous observations (Abubakar et al., 2017). However, the unique contribution of this current study is the intricate connection between emotional engagement and the observational learning aspect of the SCT. By understanding how students mirror the enthusiasm of their peers and the role of teachers in fostering this positive contagion, the current study offers a nuanced perspective on the dynamics of emotional engagement.

As the current findings highlight, the trajectory from emotional to behavioral engagement affirms what has been postulated in earlier studies (Engels et al., 2020). The direct consequence of positive emotional states, leading to proactive participation, has been a consistent observation. However, the nuance the current study provides is the emphasis on the importance of emotional engagement as a precursor to observable student behaviors. While previous studies have often treated emotional and behavioral engagements as distinct domains, the current findings underscore the interconnectedness of these dimensions, elaborating on the catalyst role of the former in influencing the latter.

Arguably, the most significant contribution of our study lies in the domain of cognitive engagement. While teachers' reduced confidence in this domain is not entirely unprecedented (Chhetri & Baniya, 2022), the current study delves deeper into the reasons behind this sentiment. Earlier studies have often treated cognitive engagement as a singular entity, while the current findings reveal its multifaceted nature, intricately intertwined with individual student characteristics and learning autonomy. This recognition of the subtle interplay between external teaching strategies and internal student cognitive dynamics offers a fresh perspective, distinguishing this study from previous ones. Additionally, the application of the SCT to explain the challenges of fostering cognitive engagement fills a gap in the literature, emphasizing the balance needed between observational learning and personal cognitive processes.

Overall, while this study resonates with certain aspects of existing literature on student engagement, it also offers novel insights, particularly in the domain of cognitive engagement. By emphasizing the intricate relationships between the various dimensions of engagement and drawing connections with the SCT, the current research provides a rich and detailed contribution to understanding student engagement from the teachers' viewpoint.

Conclusion

At the heart of educational research lies an enduring interest in understanding student engagement and the myriad factors that contribute to it. Central to this study was an exploration into how teachers perceive their ability, or self-efficacy, in stimulating various forms of student engagement. With the SCT as its theoretical anchor, the research delved into teachers' cognitions, focusing on the three dimensions of student engagement: emotional, behavioral, and cognitive. To capture a comprehensive understanding, the study employed a mixed-methods approach. Quantitative measures, primarily descriptive statistics, offered a clear-cut numerical representation of teachers' self-efficacy across

the different engagement dimensions. On the other hand, qualitative insights gleaned from in-depth interviews breathed life into these numbers, revealing the experiential and nuanced perspectives of teachers. Together, these methodologies painted a wide and deep picture, effectively capturing the essence of teacher experiences and perceptions.

Several insights emerged from the data. First and foremost, emotional engagement appeared to be where teachers felt most competent and efficacious. Both the quantitative scores and qualitative accounts affirmed this observation. The relationship between emotional and behavioral engagement was also made evident, suggesting that the latter often springs from the former. In stark contrast, cognitive engagement presented itself as the most challenging frontier, characterized by its complexity and the perceived hurdles of time and individual variations. Interpreting these findings through SCT illuminated the intricate interplay between an individual's cognitive processes, observational learning, and the broader educational context in which they are situated.

These findings open up several avenues for practical applications in the educational sphere. First, the pronounced role of emotional engagement underscores the need for targeted professional development programs. Such programs could equip teachers with the tools and techniques to cultivate emotionally resonant classroom environments, which, as the data suggests, could have a ripple effect on behavioral engagement. Additionally, cognitive engagement challenges emphasize the urgency for more individualized, student-focused curriculum approaches. Recognizing and accommodating the varied cognitive inclinations of students could pave the way for deeper, more meaningful engagement. Furthermore, at a macro level, policymakers might contemplate integrating SCT principles into educational guidelines. Such policies, rooted in observational learning and individual cognitive processes, could foster educational environments promoting holistic student engagement. Lastly, the findings unearthed here beckon further exploration, particularly in cognitive engagement. This presents an exciting opportunity for researchers to delve deeper, investigating ways to bridge the evident gap between the challenges and actualities of fostering cognitive engagement.

Due to an imbalanced proportion of male versus female and cross-age groups of participants, no comparison was made of teachers' perceptions regarding gender and professional seniority. This methodological limitation was acknowledged and placed a need for further study, where analysis based on demographic variousness would yield more findings and contributions.

In closing, this study offers a nuanced lens into the multifaceted realm of student engagement, viewed through the prism of teachers' self-efficacy. By pinpointing both strengths and challenges inherent in this domain, the research holds the potential to inform and refine educational strategies and directives,

propelling us toward a future where learning environments are truly engaging and immersive.

References

Abubakar, A. M., Abubakar, Y., & Itse, J. D. (2017). Students' engagement in relationship to academic performance. *Journal of Education and Social Sciences, 8*(1), 5–9. https://www.jesoc.com/wp-content/uploads/2017/11/JESOC8_201.pdf

Ainley, M. (2006). Connecting with learning: Motivation, affect and cognition in interest processes. *Educational Psychology Review, 18*, 391–405. https://doi.org/10.1007/s10648-006-9033-0

Al-Adeimi, S., & Baumann, J. (2023). Roles of engagement: Analyzing adolescent students' talk during controversial discussions. *Journal of Adolescent & Adult Literacy, 67*(2), 42–52. https://doi.org/10.1002/jaal.1289

Axelson, R. D., & Flick, A. (2010). Defining student engagement. *Change: The Magazine of Higher Learning, 43*(1), 38–43. https://doi.org/10.1080/00091383.2011.533096

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191–215.

Bandura, A. (2002). Social cognitive theory in cultural context. *Applied Psychology, 51*(2), 269–290. https://doi.org/10.1111/1464-0597.00092

Braun, V., Clarke, V., & Hayfield, N. (2023). Thematic analysis: A reflexive approach. In: J. A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods* (4th ed.). SAGE Publications.

Chhetri, S. B., & Baniya, R. (2022). Influence of student-faculty interaction on graduate outcomes of undergraduate management students: The mediating role of behavioral, emotional and cognitive engagement. *The International Journal of Management Education, 20*(2), 100640. https://doi.org/10.1016/j.ijme.2022.100640

Coombs, A., DeLuca, C., LaPointe-McEwan, D., & Chalas, A. (2018). Changing approaches to classroom assessment: An empirical study across teacher career stages. *Teaching and Teacher Education, 71*, 134–144. https://doi.org/10.1016/j.tate.2017.12.010

Creswell, J. W., & Clark, V. P. (2011). *Mixed methods research.* SAGE Publications.

Dewaele, J. M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching, 4*(2), 237–274. https://doi.org/10.14746/ssllt.2014.4.2.5

Dewaele, J. M., Witney, J., Saito, K., & Dewaele, L. (2018). Foreign language enjoyment and anxiety: The effect of teacher and learner variables. *Language Teaching Research, 22*(6), 676–697. https://doi.org/10.1177/1362168817692161

Doan, L. D., & Hamid, M. O. (2021). Economics of English: Examining the demand for English proficiency in the Vietnamese job market. *RELC Journal, 52*(3), 618–634. https://doi.org/10.1177/0033688219863166

Edwards, R., & Holland, J. (2013). *What is qualitative interviewing?* Bloomsbury Academic.

Engels, M. C., Phalet, K., Gremmen, M. C., Dijkstra, J. K., & Verschueren, K. (2020). Adolescents' engagement trajectories in multicultural classrooms: The role of the classroom context. *Journal of Applied Developmental Psychology, 69*, 101156. https://doi.org/10.1016/j.appdev.2020.101156

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research, 74*(1), 59–109. https://doi.org/10.3102/00346543074001059

Ginting, D. (2021). Student engagement and factors affecting active learning in English language teaching. *Voices of English Language Education Society, 5*(2), 215–228. https://doi.org/10.29408/veles.v5i2.3968

Horstmanshof, L., & Zimitat, C. (2007). Future time orientation predicts academic engagement among first-year university students. *British Journal of Educational Psychology, 77*(3), 703–718. https://doi.org/10.1348/000709906X160778

Husband, G. (2020). Ethical data collection and recognizing the impact of semi-structured interviews on research respondents. *Education Sciences, 10*(8), 206. https://doi.org/10.3390/educsci10080206

Hussain, M. S., Khan, S. A., & Bidar, M. C. (2022). Self-efficacy of teachers: A review of the literature. *Jamshedpur Research Review, 1*(50), 110–116.

Liu, Q., Du, X., & Lu, H. (2023). Teacher support and learning engagement of EFL learners: The mediating role of self-efficacy and achievement goal orientation. *Current Psychology, 42*(4), 2619–2635. https://doi.org/10.1007/s12144-022-04043-5

Martinez, A., Coker, C., McMahon, S. D., Cohen, J., & Thapa, A. (2016). Involvement in extracurricular activities: Identifying differences in perceptions of school climate. *The Educational and Developmental Psychologist, 33*(1), 70–84. https://doi.org/10.1017/edp.2016.7

Park, S., & Yun, H. (2018). The influence of motivational regulation strategies on online students' behavioral, emotional, and cognitive engagement. *American Journal of Distance Education, 32*(1), 43–56. https://doi.org/10.1080/08923647.2018.1412738

Pressley, T., & Ha, C. (2021). Teaching during a pandemic: United States teachers' self-efficacy during COVID-19. *Teaching and Teacher Education, 106*, 103465. https://doi.org/10.1016/j.tate.2021.103465

Santi, E. A., Gorghiu, G., & Pribeanu, C. (2022). Students' engagement and active participation during the pandemic. *Informatica Economica, 26*(1), 5–15. https://doi.org/10.24818/issn14531305/26.1.2022.01

Thao, L. T., Thuy, P. T., Thi, N. A., Yen, P. H., Thu, H. T. A., & Tra, N. H. (2023). An insight into reflective teaching levels of Vietnamese EFL teachers in a premier language center. *Cogent Education, 10*(2), 2243118. https://doi.org/10.1080/2331186X.2023.2243118

Thompson, G., Aizawa, I., Curle, S., & Rose, H. (2022). Exploring the role of self-efficacy beliefs and learner success in English medium instruction. *International Journal of Bilingual Education and Bilingualism, 25*(1), 196–209. https://doi.org/10.1080/13670050.2019.1651819

Vadeboncoeur, J. A. (2006). Chapter 7: Engaging young people: Learning in informal contexts. *Review of Research in Education, 30*(1), 239–278. https://doi.org/10.3102/0091732X030001239

Zepke, N., Leach, L., & Butler, P. (2010). *Student Engagement: What is it and what influences it?* Teaching & Learning Research Initiatives.