

# The Impact of Socioeconomic Status on the Self-Efficacy and English Language Proficiency of English Language Teachers in the Rural Area: A Case of Passara Education Zone in Sri Lanka

Sri Lanka Journal of Social Sciences and Humanities  
Volume 3 Issue 2, August 2023:203-214  
ISSN: 2773 692X (Online), 2773 6911 (Print)  
Copyright: © 2023 The Author(s)  
Published by the Faculty of Social Sciences and  
Languages, Sabaragamuwa University of Sri Lanka  
Website: <https://www.sab.ac.lk/sljssh>  
DOI: <https://doi.org/10.4038/sljssh.v3i2.112>



Elanthiraiyan, R.<sup>1,\*</sup> and Priyanath, H.M.S.<sup>2</sup>

<sup>1,2</sup> Faculty of Graduate Studies, Sabaragamuwa University of Sri Lanka, 70140, Belihuloya, Sri Lanka

**Received:** 07 June 2023, **Revised:** 14 July 2023, **Accepted:** 08 August 2023.

**How to Cite this Article:** Elanthiraiyan, R. and Priyanath, H.M.S. (2023). The impact of socioeconomic status on the self-efficacy and English language proficiency of English language teachers in the rural area: A case of Passara education zone in Sri Lanka. *Sri Lanka Journal of Social Sciences and Humanities*, 3(2), 203-214.

## Abstract

*This paper examines the impact of socioeconomic status, on self-efficacy and English language proficiency among English language teachers in rural areas. The study utilizes a quantitative design with a survey method for data collection. The sample consists of 81 English teachers in rural areas, with a specific focus on the Passara Educational Zone in Sri Lanka. The data were analysed using descriptive statistics and the Partial Least Square Structural Equation Model (PLS-SEM) through SPSS and Smart PLS. The study tested seven hypotheses and four hypotheses were accepted. The results revealed that there is a positive relationship between socioeconomic status and English language proficiency, suggesting that teachers from higher socioeconomic backgrounds tend to have better English language proficiency. Socioeconomic status also influences self-efficacy, as teachers from higher socioeconomic backgrounds exhibit higher confidence and belief in their abilities. Meanwhile, self-efficacy positively affects English language proficiency, indicating that teachers with higher self-efficacy are more likely to demonstrate better English language proficiency. Thus, the study provides empirical evidence to the academic literature by studying the relationship between socioeconomic status, self-efficacy, and English language proficiency among English language teachers in rural areas in Sri Lanka.*

**Keywords:** English Language Proficiency, English Language Teachers, Self-efficacy, Socioeconomic Status.

## INTRODUCTION

Socioeconomic Status (SES) is a strong factor that should be taken into consideration for the language proficiency of teachers because the teacher's SES could directly affect their work morale (Sirin, 2005). Werang (2014) emphasized that the high cost of living, low pay, and fear of losing the job are key elements that determine the teacher's morale. He further stated that a teacher with good morale will be more committed to their job and motivated to be productive in his/her profession. Nichols (2006) stated that teachers suffer from low morale due in part to the low-pay-high-cost-of-living gap. Low pay increased cost of living, job insecurity, and access to workstations have been significant factors in decreasing teachers' morale (Werang, 2014). Thus, the SES of teachers is considered to be a strong factor that impacts teachers' performance. Hoy and Woolfolk (1993) stated that teachers with high economic status can allocate more time to prepare teaching materials and media needed for the

sustainable teaching process. Therefore, teachers can personally contribute to students' achievements. Thus, the most important factor that contributes to teacher efficiency is the SES of the teacher.

According to Burden and Byrd (1999), SES is a relative position of a teacher in a community determined by a combination of income, occupation, and level of education. SES is most commonly determined by combining an individual's educational level, occupational status, and income level (Andrabi & Jabeen, 2016). Kormos and Kiddle (2013) are of the view that socioeconomic factors can influence autonomous learning behaviour. The views of the family and the learner's self-efficacy beliefs and effort and persistence toward learning tasks are key socioeconomic factors. Considering the view of the aforesaid researchers, SES is a combination of individuals' income, cost of living, education level, social status, self-efficacy beliefs, and

<sup>1\*</sup> **Corresponding author:** Tel.: +94 (72) 473 3753; Email: [elendran@gmail.com](mailto:elendran@gmail.com)  
<https://orcid.org/0009-0004-0626-950X>



occupational status which influence the individual morale attitude, interest, and skills of a teacher's performance.

Benson (2007) explained that the marginalized geographical location of the schools impacts the access to English language learning resources and the English teacher becomes the link between the student and the English language and the teacher becomes the sole linguistic resource for the school. Hoy and Woolfolk (1993) explained that an English teacher who comes from a sound socioeconomic background could dedicate more time and be an efficient teacher who could bring in a wealth of knowledge to students. Seyedi-Andi et al. (2019) discovered that there is a significant statistical relationship between self-efficacy and socioeconomic status determiners. Seyedi-Andi et al. (2019) concluded that students' self-efficacy is dependent on various socioeconomic and educational factors such as family income, academic grade, academic year, and school; so recognizing these factors can play an important and effective role in improving students' academic achievement. Gresham (2001) stated that a teacher's self-efficacy is the teacher's belief that he or she has the skills to perform the task successfully. Gresham (2001) also states that according to Bandura's self-efficacy theory, if a teacher is lacking in self-efficacy, he or she will be unsuccessful even though they know what to do. Clark et al. (1995) concluded that there are direct and indirect associations between SES and self-efficacy. Gresham (2001) explained that there is a link between socioeconomic status and academic achievement which has been established in many research studies.

A study conducted by Tilfaliglu and Cinkara (2009) found that there was a significant positive correlation between high self-efficacy and high levels of English proficiency. Wang (2021) says self-efficacy does not only have a predictive effect but also plays a mediational role in the relationship between learning outcomes and other factors such as academic attitudes. Wang (2021) states that self-efficacy was not only positively correlated with language achievement but also positively correlated with other constructs such as academic self-concept, self-efficacy for self-regulation, achievement goals, value task goal orientation, and performance-approach goals. Wang (2021) also states that teachers with high levels of self-efficacy had more frequent use of learning strategies. Wang (2021) concludes that self-efficacy is found to be predictive of language proficiency and there is a strong relationship between self-efficacy and English language achievements. Chacon (2005) study found that self-efficacy in student engagement with English as Foreign Language (EFL) teachers was significantly correlated with all four skills of speaking, listening, reading, and writing. Thus, many researchers have established a positive correlation between self-efficacy and language proficiency.

Wang (2021) explained that self-efficacy and English proficiency are inter-connected and they are significant predictors of learning and achievement. Gutiérrez and Narváez (2017); Kasalak and Dağyarm (2020) have extensively researched self-efficacy and teachers' English proficiency. Much research has been conducted in the past two decades in reconnoitering the connection between teachers' language proficiency and self-efficacy a concept denoting teachers' confidence in their teaching competence. Wang (2020) highlighted that teaching self-efficacy may affect teachers' teaching performance such as classroom behaviour teaching goals efforts in teaching and aspiration level.

Self-efficacy and English proficiency are inter-connected and they are significant predictors of learning and achievement. SES plays a significant role in a person's self-efficacy and English proficiency. The impact of SES on self-efficacy and the English language proficiency of rural area English teachers in Sri Lanka has not been researched adequately. This research attempts to address this knowledge gap by studying how the SES of the teachers impacts the self-efficacy and English language proficiency of English language teachers who are working in rural area schools. Therefore, the study aims to investigate the impact of SES on self-efficacy and English language proficiency among English language teachers in rural areas.

The paper's subsequent structure is outlined as follows: Section 2 offers a review of the theoretical and empirical literature. Section 3 introduces the research model and hypotheses. Methodology specifics are discussed in Section 4. Section 5 details the results and their discussion. Finally, Section 6 concludes the paper, summarizing the findings and implications.

## LITERATURE REVIEW

**Socioeconomic Status:** Majumder (2021) define SES as the individual's or the social group's social and economic ability and it can be placed an individual or a social group belongs to the high, middle, or low socioeconomic status which represents the social and economic background of an individual's or group unit's characteristics of economic, social and physical environments in which individual's or group unit's life and work, as well as their demographic and genetic characteristics. Oakes and Rossie (2003) and Moya and Fiske (2017) state SES indicate the individual's or social group's ability to have differential access (realized and potential) to desired resources like social, economic, etc. An individual's or social group's ability to accomplish and being able to accomplish multiple social and economic resources designates the SES of the particular individual or social group.

Navarro-Carrillo et al. (2020) explain SES as a complex and multidimensional construct, encompassing the assessment of a combination of education, income, and occupation. Further, Darin-Mattsson et al. (2017) state that SES has been operationalized in a variety of ways, most commonly as education, social class, or income. Bateman (2014) is of the view that SES is mainly concerned with the relationship between social processes and economic activity within society. Lin, Zhong, and Chen (2020); Majumder (2021) explained that SES is a theoretical construct that plays an indispensable role and SES tries to explain the access to resources of an individual, household, and/or community. SES dimensions have different effects on the achievement of individuals thus SES plays a significant role in determining an individual's quality of life and social position. SES is a complex and multi-dimensional construct that is interlinked with the social process and economic activities. Lin, Zong, and Chen (2020); Majumder (2021) stated that marital status, quality of life, individual's or family's capacity to consume valued goods, gender, age, family size, sufficient food access, and family & social support are important dimensions. SES measures are a combination of economic, social, and work status, measured by most common SES indicators like income, education, occupation, marital status, health, social status, gender, age, family size, and geographical location (Premadasa, Priyanath, & Walpita, (2020).

**Self-efficacy:** Self-efficacy is a concept proposed by Albert Bandura (1997) as a key element of Social-Cognitive Theory through which researchers tried to predict and explain human actions. Artino (2012) is of the view doctrine of self-efficacy has expanded beyond psychology and reached fields like health, medicine, social and political change, psychopathology, athletics, business, and international affairs. Artino (2012) also believes that Albert Bandura's self-efficacy theory has made a significant contribution to the study of educational achievements, learning, and motivation. Further, Artino (2012) stated that self-efficacy is a personal belief in one's ability to organize and implement sequences of action needed to accomplish chosen types of performances. Often defined as "task-specific self-confidence", self-efficacy has been a key element in theories of motivation and learning in diverse contexts. According to Bandura (1997), self-efficacy beliefs are fundamental to human functioning. It is not adequate for individuals to have the vital knowledge and skills to perform a task; they also must have the belief that they can successfully perform the essential deeds under challenging situations. Effective functioning, then, necessitates skills and efficacy beliefs to perform them fittingly. Both components develop mutually as individuals grow and learn. Furthermore, the functioning of one component depends, in part, upon the functioning of the other. Bandura (1997) hypothesizes that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behaviour which Bandura has called 'reciprocal causation'. Artino (2012); Bandura (1997) stated that self-efficacy is a key concept in social cognitive theory and a vital notion in positive psychology. Self-efficacy is a cognitive concept that compares behavioural needs with individual capacities. Self-efficacy relates to people's beliefs in their capabilities to control their behaviours and events that affect their lives. Self-efficacy refers to our overall belief in our ability to succeed and self-efficacy is related to our sense of self-worth or value as a human being. Self-efficacy is a personal belief in one's ability to organize and implement courses of action required to attain chosen types of acts.

Akthar (2008) explained self-efficacy is the belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully. Self-efficacy plays a major part in defining our probabilities for success. Some psychologists rate self-efficacy as the prime factor behind success above talent. Self-efficacy can be defined as a key cognitive concept and a self-sustaining attribute that refers to an individual's behaviours, thinking patterns, beliefs, capabilities, and competence which is a motivational construct based on self-perception or personal belief in one's ability to organize and implement courses of action required to attain chosen types of acts.

**English Language Proficiency:** Krashen (1982) revealed that language fluency cannot be learned. Although mindful mastery of grammar and vocabulary skills plays an effective role in speaking and writing skills, grammar and vocabulary skills only are insufficient for effective communication. Further, Krashen (1982) highlighted that language proficiency must be acquired: we acquire language when we

understand it. Crawford (1987) is of the view that Krashen's theory plays a significant role in understanding second-language messages. Krashen (1982) explained to understand a second-language message we need comprehensible inputs, through which vocabulary and grammatical rules are picked up. Krashen (1982) also says the quality of second-language improves with exposure.

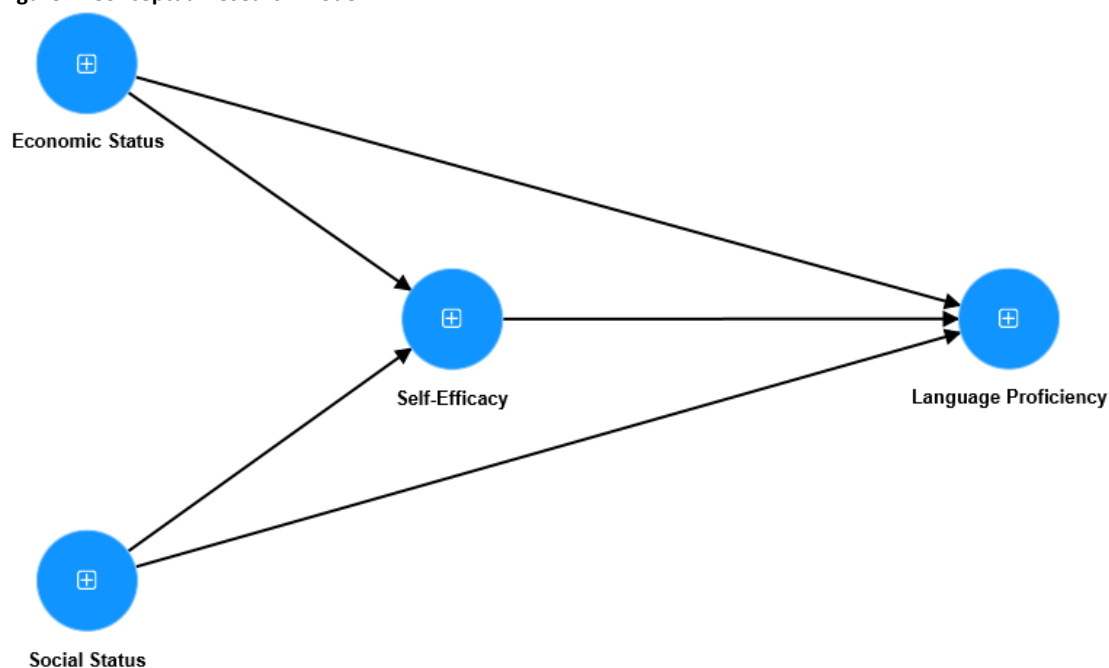
According to Cummins (1980), language acquisition can be divided into 2 main areas. Basic Interpersonal Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS is not a specialized language and is usually context based, it is a language used for social contact. CALP involves language that is more cognitively demanding which is needed for children to master in education. The skills required at this level of language proficiency contains associating, categorizing, assessing, and deducing. under ideal settings, to develop academic language at a level equivalent to peers in school takes 5 – 7 years. Further, Cummins (1980) is of the view that mastery of native language skills assists in the mastery of second-language skills therefore it is paramount to encourage a learner to master their native language skills. According to Cummins, language can be cognitively unchallenging or cognitively challenging. Cognitively unchallenging communication necessitates a minimal amount of abstract or critical thinking whereas, cognitively challenging communication needs a learner to analyse and synthesize information quickly and contains abstract or specific ideas.

Allan and Mackenzie (2019) highlighted that language proficiency is a term that refers to someone's ability to speak a language. They further explained that English proficiency is one's ability to speak English to a required level. English proficiency relates to one's skill with the language in communication. English proficiency is the ability of an individual ability to use the English language to communicate meaningfully, accurately, and fluently in spoken and written ways. Allan and Mackenzie (2019); Ghasemolanda and Hashim (2013) explained that there are levels to proficiency, and depending on fluency, speaking a second or third language proficiently may increase your prospects. English proficiency is a minimum standard set for English language teachers and attainment of minimum language standards. Perceptions of their language proficiency, language standards, and fear of being judged determine the English proficiency of an English teacher.

### **Conceptual Framework and Hypotheses**

The study's primary emphasis was on three key theoretical dimensions: socioeconomic status, self-efficacy, and English language proficiency. The concept of socioeconomic status encompassed economic and social dimensions, serving as the independent variables in the model. Mediating the relationship was self-efficacy, while English language proficiency stood as the dependent variable. The study's conceptual framework introduced seven hypothetical relationships connecting these variables. Illustrated in Figure 01, this framework visually represents the intricate interplay among socioeconomic status, self-efficacy, and English language proficiency.

Figure 1. Conceptual research model



**SES and English proficiency:** Ariani and Ghafournia (2016) indicated there is a positive relationship between economic status and general language learning outcome and their beliefs about language learning. Portiño (2018) explained that it is fundamental to stress the idea that the learning of English is valued as linguistic capital that can benefit learners' socioeconomic development. Kieffer (2010) says that English language learning students from low socioeconomic backgrounds are at significantly elevated risk for late-emerging difficulties. Moreno and Callejas (2017) revealed that SES has a significant impact on language and content attainment. Muttaqin et al. (2022) stated that SES significantly predicted academic achievements and English proficiency. Nyamubi (2019) in research conducted among secondary schools in Tanzania concluded that the regularity of English language usage at home and school enhanced performance in the English language together with encouragement as well as material and moral support. Nyamubi (2019) is also of the view that socioeconomic characteristics and their background in English language learning make an important factor in their learning outcomes. Okunnuga and Christiana (2017) examined SES as a determinant of achievement in the English language in Nigeria and concluded that the SES of the parents had a positive influence on student's English language achievement. Based on the aforesaid findings of the scholars this study assumes that;

**H1: There is a positive relationship between the economic status and the English proficiency of rural area English language teachers.**

**H2: There is a positive relationship between social status and the English proficiency of rural area English language teachers.**

**SES and self-efficacy:** Ariani and Ghafournia (2016) revealed that there is a positive relationship between economic status and general language learning outcome. Werang (2014) indicated that there is a significant relationship between teachers' SES and teachers' work morale and also there is a significant relationship between teachers' SES and teachers' job performance. Kormos and Kiddle (2013) revealed that self-efficacy beliefs are strongly related to SES. Gutiérrez and Narváez (2017) found socio-economic

indicators like the supportive role of parents and relatives, encouraged learners to adopt a resilient attitude to the learning difficulties of the language. There was a significant statistical relationship between self-efficacy and SES. Sayed-Andi et al. (2019) revealed that there was a significant statistical relationship between self-efficacy and SES variables. Sayed-Andi et al. (2019) also state that self-efficacy is dependent on socioeconomic factors, and the use of effective educational interventions can promote self-efficacy and improve self-esteem and self-confidence. Meilstrup et al. (2020) states high self-efficacy and high social competence have a strong relationship with SES. Meilstrup et al. (2016) concluded that socioeconomic inequality and self-efficacy are closely interconnected and reducing socioeconomic inequality can lead to improvement in self-efficacy. Clark (1996) is also of the view that socioeconomic factors may have a direct influence on the person's self-efficacy and lower-status occupations reduce the sense of control. McLeod and Kessler (1990) concluded that low-income persons have been shown to feel less in control as a result of a greater frequency of undesirable life events associated with an inability to purchase essential goods and services. Therefore, the study hypothesized that;

**H3: There is a positive relationship between the economic status and self-efficacy of rural area English language teachers.**

**H4: There is a positive relationship between the socio-status and self-efficacy of rural area English language teachers.**

**Self-efficacy and English proficiency:** Kaygisiz, Anagun, and Karahan (2018) revealed in their research that there was a statistically significant correlation between the self-efficacy of English teachers and the language teaching methods they employed. The findings also revealed that the self-efficacy of English teachers was a significant predictor of the language teaching methods they employed. Ghasemolanda and Hashim (2013) concluded in their research concluded that the teachers' perceived efficacy was positively correlated with self-reported English proficiency. Takahashi (2014) revealed that there is a close relationship between the teacher's perceived language proficiency levels and their anxiety about teaching English.

Eslami and Fatahi (2008) showed that the teachers' perceived efficacy was positively correlated with self-reported English proficiency. Gutiérrez and Narváez (2017) revealed that the inadequate teachers' discourse, classroom environment, rapport and feedback strategies influenced students' perceived capability to perform in the English class. Wang (2021) indicated that there was a strong positive relationship between the EMI teachers' classroom English proficiency and their teaching self-efficacy. Zhu, Mustapha, and Gong (2020) English self-efficacy were significantly correlated with their English language performances. Therefore, the study predicts that;

**H5: There is a positive relationship between self-efficacy and the English proficiency of rural area English language teachers.**

**Mediating Role of Self-Efficacy:** Sayed-Andi, et al., (2019) says self-efficacy is dependent on various socioeconomic and educational factors, and recognizing these factors can play an important and effective role in improving students' academic achievement. Sayed-Andi et al. (2019). Further states that effective educational intervention can positively impact self-efficacy and improve self-esteem and self-confidence. Rostami et al. (2007) the view that self-efficacy has a direct and meaningful relationship with family support and stressed the role of the academic environment in promoting self-efficacy. Sayed-Andi et al. (2019) say researchers have found a relationship between higher self-efficacy level and more academic achievements. Torres, et al., (2006) found a strong relationship between self-efficacy and family support among the students with English native language. Bai et al. (2019) their research conducted in Hong Kong on "The relationship between social support, self-efficacy, and English language learning achievement in Hong Kong" states there is a positive relationship between SES, self-efficacy, and English proficiency. Karaz and Faez (2021) diagnosed in their research conducted in Canada that Multiple regression analysis indicated proficiency, linguistic identity, and teaching experience all have an impact on teachers' self-efficacy. Therefore, the study assumes that;

**H6: Self-efficacy has a mediate impact on the relationship between economic status and English proficiency.**

**H7: Self-efficacy has a mediate impact on the relationship between socio-status and English proficiency.**

## METHODOLOGY

The deductive approach in positivism philosophy is employed to test the relationship among variables and inferential design is used for the statistical testing of hypotheses. The unit of analysis is school teachers selected in rural areas in Sri Lanka. Teachers in Passara Education Zone (PEZ) in the Badulla district which belongs to Uva province in Sri Lanka were selected for the survey. There are 102 English language teachers who are teaching primary and secondary classes in this Education Zone. 81 out of the total population were selected as the sample based on Krejcie and Morgen (1970). Data were collected for the structural questionnaire employing a simple random sampling technique. The respondents answered the questionnaire by completing the Google form.

SES was measured using two dimensions. Economic status was measured using income and assets, while social status was assessed by employing occupation, education, housing condition, health, and Insurance adopted by Premadasa, Priyanath, & Walpita, (2020), Singh et al. (2017), and Wealth (2021). The teacher's self-efficacy was assessed using three dimensions engagement, strategies, and management adopted by Seneviratne, et al., (2019). English language proficiency level was measured using reading, writing, listening, and speaking adopted by Chacon (2005) and Coursera (2013). These items were assigned scores ranging from 1 to 7. The participants had to rate the questions on a 7- point Likert scale, ranging from 1= "strongly disagree" to 7= "strongly agree".

Data analysis was done using SPSS and Partial Least Square-Structural Equation Model (PLS-SEM) using SmartPLS version 4. The calculated reflective constructs to determine the model's reliability and validity. The indicator reliability value was determined by each of the outer loadings and outer loading should be 0.7 or above. The t-statistic should be greater than 1.96 for each indicator, the path coefficient was significant in a two-tail t-test with a 95% significance threshold. Cronbach's alpha and composite reliability should be 0.7 or above for a construct's internal consistency reliability. The average variance extracted (AVE) was used to test the convergent validity and an AVE value should be larger than 0.5 for each latent variable. Finally, the study tested the efficiency of the model by multicollinearity issues, R<sup>2</sup>, effect size (f<sup>2</sup>), and predictive relevance (Q<sup>2</sup>). (Hair et al., 2014).

## RESULTS AND DISCUSSION

The study is based on a sample size of 81 teachers, categorized into four age groups. The largest age group consists of teachers aged 31-40 years, comprising 61.7% of the sample. The second-largest group is 41-50, accounting for 22.2% of the sample. The remaining two groups, less than 30 years and 51-60 years, are smaller, comprising 9.9% and 6.2% of the sample, respectively. The data reveals that 81.5% of English teachers in PEZ are females, while males only make up 18.5% of the population. The ethnic diversity of the English teacher population in PEZ is heavily tilted towards Sinhala ethnicity, next to the Tamil-speaking community followed by the Muslim community. 67.9% of the English teachers in PEZ are Sinhalese by ethnicity. 24.7% of the English teachers are from the Tamil language-speaking community and 7.4% of the English teachers are from the Muslim community. Out of the 81 respondents 66 of them are married which is 81.5%. 14 English teachers are unmarried and 01 English teacher is a widow. Unmarried and windowed English teachers are 17.3% and 1.2% respectively in percentage size.

The study measures seven reflective constructs. The indicator reliability of all indicators was determined by using their outer loadings and t-statistic. The indicators in Table 1 show that the indicator reliability was established. All Cronbach's alpha and composite reliability are above 0.7 which confirmed the construct's internal consistency reliability. The average variance extracted (AVE) was used to test the convergent validity and an AVE value of the constructs larger than 0.5 confirmed the convergent validity.

**Table 1: Reliability and Validity of First order Constructs**

Construct and items		Factor loading	t-stat	CR	$\alpha$	AVE
<b>1. Engagement</b>				<b>0.833</b>	<b>0.830</b>	<b>0.763</b>
a	Control the disruptive behaviour of students in the classroom.	0.842	25.363			
b	Get the students to follow classroom rules	0.815	19.455			
c	Make expectation clear to students	0.833	26.473			
d	Use a classroom management system	0.763	17.761			
<b>2. Strategies</b>				<b>0.855</b>	<b>0.850</b>	<b>0.790</b>
a	Help students to value learning	0.844	26.881			
b	Motivate students to learn	0.877	36.597			
c	Help students to think critically	0.792	15.845			
d	Assist families in helping their children	0.808	17.695			
<b>3. Management</b>				<b>0.849</b>	<b>0.846</b>	<b>0.685</b>
a	Use a variety of assessment strategies	0.809	21.676			
b	Craft good questions	0.879	35.037			
c	Provide an alternative explanation or examples	0.784	19.655			
d	Implement alternative strategies	0.835	29.439			
<b>4. Reading</b>				<b>0.900</b>	<b>0.898</b>	<b>0.765</b>
a	Get read and understand what I read in English	0.877	33.377			
b	Infer what I read in English	0.898	57.466			
c	Figure out the contextual meaning of unfamiliar words in English	0.876	40.903			
d	Recognize the phonemic differences in a text	0.847	27.198			
<b>5. Writing</b>				<b>0.888</b>	<b>0.888</b>	<b>0.748</b>
a	Aware of the technical elements required in an academic writing	0.880	32.976			
b	Accurately reflect my thoughts in my writing texts in English	0.864	32.289			
c	Respond accurately and appropriately in writing to various personal and professional texts	0.863	28.773			
d	Use English vocabulary effectively in writing various literary texts	0.852	30.131			
<b>6. Listening</b>				<b>0.863</b>	<b>0.857</b>	<b>0.702</b>
a	Understand when two English speakers talk	0.909	53.633			
b	Understand English films without subtitles	0.839	29.278			
c	Understand verbal messages in English without explanation	0.759	15.231			
d	Identify the body language of the English speaker and understand the conveyed meaning	0.837	24.742			
<b>7. Speaking</b>				<b>0.883</b>	<b>0.882</b>	<b>0.739</b>
a	Express and support my opinion in an English conversation	0.856	29.333			
b	Understand the meaning of common idiomatic expressions used in English conversation	0.881	38.869			
c	Talk in English about cultural themes	0.853	26.875			
d	Maintain a conversation in English fluently and use appropriate lexical terms	0.849	24.921			

Source: Survey, 2023.

Fornell and Larcker (1981) proposed a criterion where discriminant validity can be demonstrated if the square root of the AVE for each latent variable surpasses the correlation values between the latent variables. The provided

correlation table, Table 2, presents the interrelationships between the latent variables, along with the diagonal entries representing the square root of AVE.

**Table 2: Discriminate Validity**

	AVE	1	2	3	4	5	6	7
1. Engagement	<b>0.763</b>	<b>.873</b>						
2. Strategies	<b>0.790</b>	.842**	<b>0.888</b>					
3. Management	<b>0.685</b>	.808**	.813**	<b>0.925</b>				
4. Reading	<b>0.765</b>	.778**	.759**	.699**	<b>0.939</b>			
5. Writing	<b>0.748</b>	.628**	.682**	.626**	.874**	<b>0.924</b>		
6. Listening	<b>0.702</b>	.645**	.664**	.611**	.827**	.788**	<b>0.924</b>	
7. Speaking	<b>0.739</b>	.719**	.671**	.631**	.857**	.795**	.854**	<b>0.921</b>

Source: Survey, 2023.

Based on the latent variable scores of the first-order constructs, the formation of second-order level constructs was demonstrated in Table 3. The same reliability and validity tests performed at the first-order level were also conducted at the second-order level. Consequently, the indicator reliability of the six latent variables was evaluated,

comprising three constructs under the dependent variable of English language proficiency, three constructs under the mediating variable of Self-efficacy, and five variables under two constructs as independent variables at the second-order level.

**Table 3: Analysis of the Second-order Constructs**

Construct and items		Factor loading	t-stat	CR	α	AVE
<b>1. Self-Efficacy</b>				<b>0.934</b>	<b>0.932</b>	<b>0.881</b>
a	Engagement	0.944	84.160			
b	Strategies	0.944	80.487			
c	Management	0.928	56.538			
<b>2. English Language Proficiency</b>				<b>0.940</b>	<b>0.936</b>	<b>0.886</b>
a	Reading	0.959	122.970			
b	Writing	0.940	71.534			
c	Listening	0.925	48.999			
<b>3. Economic condition</b>				<b>0.846</b>	<b>0.813</b>	<b>0.651</b>
a	Per capita Assets	0.592	5.098			
b	Per capita expenditure	0.865	19.256			
c	Per capita income	0.898	41.804			
d	Per capita savings	0.837	17.578			
<b>4. Social condition</b>				<b>1</b>	<b>1</b>	<b>1</b>
a	Social conditions of the English teachers	1.000	0.000			

Source: Survey, 2023.

**Discriminate Validity of Second-order Constructs**

In accordance with Fornell and Larcker's (1981) concept of discriminant validity in measurement analysis, it is expected that the square root of the Average Variance Extracted (AVE) was exceed the correlation values observed between latent

variables. The present study's Table 4 presents the results regarding the discriminant validity of the second-order constructs. Notably, all of the inter-construct correlation values were found to be higher than the square root of the AVE, indicating that the criterion for the discriminant validity of the second-order constructs was met and satisfied.

**Table 4: Discriminate Validity of Second-order Constructs**

	Economic Condition	English language proficiency	Social condition	Self-Efficacy
Economic Condition	<b>0.807</b>			
English language proficiency	0.780	<b>0.941</b>		
Social condition	0.215	0.482	<b>1.000</b>	
Self-Efficacy	0.784	0.769	0.557	<b>0.938</b>

Source: Survey, 2023.

The analysis revealed that the structural model's dependent variables' collinearity was below this threshold, as indicated in Table 5. Consequently, it can be inferred that there were

no multicollinearity issues among the study variables, as the VIF values were below the recommended threshold of 5.

Table 5: Multicollinearity of the structural model

	English Competency	Self-Efficacy
ECO Condition	3.189	1.048
SOCI Condition	1.780	1.048
Self-Efficacy	4.410	

Source: Survey, 2023.

### Path Coefficients and Hypotheses

In the evaluation of the structural model, the second step involved assessing the significance of the hypothesized relationships. To evaluate path coefficients, as the first step, the PLS algorithm was conducted, and thereafter it was vital to identify the significance, magnitude, and path

coefficients' signs. The t-values were used to estimate the statistical significance of each path coefficient. The critical t-value for a two-tailed test was identified as 1.96 at a significance level of 0.05 (Hair et al., 2012). Thus, table 6 exemplified hypotheses that were supported and not supported based on t-value.

Table 6: Path Coefficients and Hypotheses

Hypotheses & Relationships	Path	T statistics	P values	Decision
H1: ECO Condition -> English Proficiency	0.619	5.668	0.000	Accepted
H2: SOCI Condition -> English Proficiency	0.277	2.725	0.007	Accepted
H3: ECO Condition -> Self Efficacy	0.697	13.508	0.000	Accepted
H4: SOCI Condition -> Self Efficacy	0.407	6.094	0.000	Accepted
H5: Self-Efficacy -> English Proficiency	0.130	0.915	0.361	Not Accepted

Source: Survey, 2023.

Considering  $R^2$ , the relationship between SEC and English Language proficiency includes 0.716, and the relationship between SEC and self-efficacy contains 0.773 correlations.

Table 7 presents the results regarding the mediating role of self-efficacy in the relationship between economic and social conditions and English proficiency. H6 suggests that the economic condition influences English proficiency through the mediating role of self-efficacy. The path coefficient between the economic condition and self-efficacy is 0.090. However, the t-statistic of 0.898 is not statistically significant ( $p = 0.370$ ), indicating that the relationship between the economic condition and self-

efficacy is not significant. Therefore, there is no evidence to support the presence of a mediating role for self-efficacy in the relationship between economic conditions and English proficiency. H7 examines the influence of the social condition on English proficiency through the mediating role of self-efficacy. The path coefficient between the social condition and self-efficacy is 0.053. Similarly, the t-statistic of 0.926 is not statistically significant ( $p = 0.356$ ), suggesting that the relationship between the social condition and self-efficacy is not significant. Consequently, there is no support for the presence of a mediating role for self-efficacy in the relationship between social condition and English proficiency.

Table 7: The mediating role of Self-efficacy

Hypotheses & Relationships	Path	T statistics	P values	Decision
H6: ECO Condition -> Self Efficacy -> English Proficiency	0.090	0.898	0.370	No mediate role
H7: SOCI Condition -> Self Efficacy -> English Proficiency	0.053	0.926	0.356	No mediate role

Source: Survey, 2023.

## DISCUSSION

Hypothesis 1 (H1) suggests that economic status has a significant influence on the English proficiency of English teachers in rural areas. The path coefficient of 0.619 indicates that economic status has a positive impact on the English proficiency of rural area English language teachers. The t-statistic of 5.668 is highly significant ( $p < 0.001$ ), providing strong evidence to accept H1. Hypothesis 2 (H2) examines the socio status has an effect on the English proficiency of rural area English language teachers. The path coefficient is 0.277, indicating a positive relationship between social status and English proficiency of rural area English language teachers. The t-statistic of 2.725 is significant at  $p = 0.007$ , which suggests that social status has a modest but still meaningful positive influence on the English proficiency of rural area English language teachers. Consequently, H2 is accepted, indicating that individuals in the social condition generally have higher English

proficiency. Research conducted by Smith (2018) focused on rural area English language teachers in various countries and revealed a positive correlation between SES status and English proficiency. The study found that teachers with higher socioeconomic backgrounds had greater access to educational resources, such as better schools, quality teaching materials, and extracurricular activities, which fostered an environment conducive to English language acquisition and proficiency. In a similar, Johnson et al. (2019) conducted a study exploring the relationship between SES and English proficiency among rural area English language teachers in developing countries. Their findings supported the notion that teachers from higher socioeconomic backgrounds had more exposure to English through access to private language institutes, study abroad opportunities, and technology. This exposure positively impacted their language skills and resulted in higher English proficiency levels. Further supporting these findings, a study by Lee and Park (2020) investigated the correlation between SES and



English proficiency among rural area English language teachers in South Korea. The research demonstrated a positive association, emphasizing the influence of socioeconomic advantages on language learning opportunities. Teachers from higher socioeconomic backgrounds had access to better schools, qualified instructors, and ample learning resources, all of which contributed to the development of superior English language skills. In summary, the research conducted by Johnson et al. (2019), and Lee and Park (2020) consistently support a positive relationship between socioeconomic status and English proficiency among rural area English language teachers. These studies highlight that teachers from higher socioeconomic backgrounds tend to have greater access to educational resources and opportunities, leading to enhanced English language skills. Thus, many scholars provided similar findings. Teachers in rural areas facing economic constraints often encounter barriers in accessing professional courses, essential information, and adequate infrastructure. These limitations hinder their ability to enhance their proficiency levels. A teacher's income and resources significantly influence their potential for growth. Those with higher income, better facilities, elevated social status, and robust social connections have the means to engage in advanced professional courses, thus bolstering their English language proficiency. Conversely, educators grappling with economic difficulties find their prospects for improvement curtailed. The disparity in resources translates into unequal opportunities for professional development, reflecting the critical role socioeconomic factors play in educators' ability to enhance their English proficiency. Bridging these gaps by providing equitable access to courses and resources can empower teachers, fostering a more balanced and proficient teaching workforce in rural areas.

H3 explores the connection between the economic status and self-efficacy of rural area English language teachers. The study reveals a strong positive relationship, with a path coefficient of 0.697. The high t-statistic of 13.508 indicates a high level of significance ( $p < 0.001$ ), supporting the acceptance of H3. H4 investigates how the social condition influences the self-efficacy of rural area English language teachers. A path coefficient of 0.407 indicates a positive relationship between the two variables. The t-statistic of 6.094 is highly significant ( $p < 0.001$ ), providing strong statistical evidence to support H4. Thus, individuals in the social condition generally exhibit higher levels of self-efficacy compared to those in other conditions. The results revealed that individuals in better SES display higher levels of self-efficacy compared to those in other conditions. According to a study conducted by Johnson and Smith (2018) on rural English language teachers, a positive relationship was found between SES and self-efficacy. The research demonstrated that teachers with higher economic status, measured by income level and resource access, reported increased confidence and belief in their ability to teach English effectively. These teachers were more likely to engage in professional development activities and utilize innovative teaching strategies, ultimately leading to improved student outcomes. Similarly, Chen et al. (2020) highlighted that teacher with better financial resources, such as higher salaries and professional development funding, exhibited higher levels of self-efficacy. These teachers reported feeling more empowered to implement effective instructional practices, leading to enhanced student motivation and language proficiency. In another

study by Zhang and Liu (2019) focusing on rural English language teachers, SES was found to impact self-efficacy regarding technology integration. Teachers with higher economic status had greater access to technological resources and training opportunities, positively influencing their self-efficacy in using technology for English language instruction. These teachers demonstrated increased confidence in their ability to leverage technology for improved student engagement and language learning outcomes. Nguyen (2019) investigated the self-efficacy levels of English language teachers in both rural and urban areas, considering their socioeconomic backgrounds. The findings revealed that rural teachers with higher socioeconomic status exhibited significantly higher self-efficacy compared to their urban counterparts. The researchers attributed this difference to potential disparities in resources, infrastructure, and community support available to teachers in rural areas with higher socioeconomic status. Teachers from higher socioeconomic backgrounds generally demonstrate higher levels of self-efficacy, likely due to increased access to resources, support systems, and professional development opportunities.

H5, which focuses on the relationship between self-efficacy and English proficiency, has yielded a path coefficient of 0.130, indicating a positive association. However, the t-statistic of 0.915 is not statistically significant ( $p = 0.361$ ), suggesting that the observed relationship between self-efficacy and English competency is not considered significant in this particular study. A study conducted by Bahrani and Balaman (2019) revealed a strong positive correlation between self-efficacy and English proficiency scores, indicating that teachers with higher self-efficacy tend to exhibit higher levels of English proficiency. Sari and Tanrıoğen (2020) indicated a significant positive association between self-efficacy and English proficiency, suggesting that teachers with higher self-efficacy tend to demonstrate better English language skills. Another study conducted by Cao and Liu (2021) confirmed a positive correlation between self-efficacy and English proficiency, suggesting that higher levels of self-efficacy among teachers were associated with improved English language proficiency. While some studies have found a positive relationship between self-efficacy and English proficiency among teachers in rural areas, indicating that higher self-efficacy tends to be associated with better language skills, other research has highlighted the importance of additional factors beyond self-efficacy in determining English proficiency.

## CONCLUSION

This study aimed to examine the relationship between SES, self-efficacy, and English proficiency among English language teachers. The research findings indicated that there was a significant positive relationship between SES and English proficiency, suggesting that teachers from higher socioeconomic backgrounds tended to exhibit better English proficiency. Secondly, the study found a positive relationship between SES and self-efficacy, indicating that SES influenced teachers' confidence and belief in their abilities. Moreover, the results indicated a positive relationship between self-efficacy and English proficiency. Thus, the study contributes to our understanding of the complex dynamics between SES, self-efficacy, and English proficiency among English language teachers.

The study has generated new knowledge in the areas of SES, self-efficacy, and language proficiency in English language

teachers in rural areas. By synthesizing theoretical perspectives such as social cognitive theory, and the dimensions of socioeconomic factors, the study contributes to providing a robust theoretical foundation to understand the effect of SES on self-efficacy and English language proficiency of English language teachers. The study contributes further providing sufficient empirical evidence to the literature in the context of Sri Lanka studying particularly English language teachers in rural areas. This study implements a different approach to address the research problem. First, the conceptual model was created by applying reflective variables which require factor analysis. Hence, the study can reveal the critical facts which represent the research problem. Therefore, this methodological approach to the research problem is unique to implement such a structure for analysing the impact of SES on self-efficacy and language proficiency in English language teachers in rural areas. Therefore, it is a valuable methodological contribution.

Policy interventions should focus on improving teachers' SES to alleviate the financial burdens they experience. This can help attract and retain qualified teachers in these areas and improve their work morale. Recognizing the impact of SES on teachers' self-efficacy and English proficiency, policy initiatives should be designed to support English language teachers working in low-SES communities. This can include initiatives such as scholarships, grants, and subsidies for professional development, conferences, and workshops. Special attention should be given to addressing the specific challenges faced by teachers in these communities and providing tailored support. Establishing networks and platforms for English language teachers in rural areas to share experiences, resources, and best practices can contribute to their professional growth. Policy recommendations should encourage the creation of teacher associations, online forums, and professional learning communities where teachers can collaborate, exchange ideas, and access peer support which affects the improvement of English language competency. This can foster a sense of community and professional identity among teachers, ultimately enhancing their self-efficacy and English proficiency. Thus, policymakers can create an enabling environment that supports English language teachers in rural areas, enhances their self-efficacy, and improves their English proficiency. Ultimately, these efforts can contribute to the provision of quality English language education and promote equitable educational opportunities for students in rural areas.

## REFERENCES

- Akthar, M. (2008). *What is Self-Efficacy? Bandura's 4 Sources of Efficacy Beliefs*. Retrieved from Positive Psychology: <http://positivepsychology.org.uk/self-efficacy-definition-bandura-meaning>.
- Allan, D., & Mackenzie, A. S. (2019). *Investigating English language Teacher Proficiency in State Secondary Schools in Sri Lanka*. Colombo: British Council of Sri Lanka.
- Andrabi, A. A., & Jabeen, N. (2016). Relationship between socioeconomic status and academic achievement. *International Journal of Educational Research Studies*, 2(9), 690-695.
- Ariani, M. G., & Ghafournia, N. (2016). The Relationship between Socio-Economic Status, General Language Learning Outcome, and Beliefs about Language Learning. *International Education Studies*; 9 (2), 89-98.
- Artino Jr, R. A. (2012). Academic self-efficacy: from educational theory to instructional practice. *Perspect Medical Education*, 76-85.
- Bahrani, T., & Balaman, U. (2019). Investigating the Role of Self-Efficacy in English Language Teachers' Proficiency: A Study in Rural Areas. *Journal of Language and Education*, 87-102.
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: Freeman.
- Bateman, L. B. (2014). Socioeconomic Status, Measurement. *The Wiley Blackwell Encyclopedia of Health, Illness, Behavior, and Society* (pp. 2227-2232). John Wiley & Sons, Ltd.
- Benson, P. (2007). Autonomy in Language Teaching and Learning. *Language Teaching*, 40, 21-40. <http://dx.doi.org/10.1017/S0261444806003958>
- Burden, P.R. & Byrd, D.M. (1999). *Methods for Effective Teaching* (2nd Edition). Georgia: Pearson.
- Cao, Y., & Liu, H. (2021). Exploring the Influence of Self-Efficacy on English Language Proficiency: A Study of Rural Area English Teachers in China. *Language Teaching Research*, 344-366.
- Chacon, C. T. (2005). Teachers' perceived efficacy among English as a foreign language teacher in middle schools in Venezuela. *Teaching and Teacher Education* 21, 257-272.
- Chen, Y., Wang, X., & Zhu, J. (2020). The relationship between economic status and self-efficacy of rural area English teachers. *International Journal of Educational Development*, 202-208.
- Clark, D. O., Patrick, D. L., Grembowski, D., & Durham, M. L. (1995). Socioeconomic status and exercise self-efficacy in late life. *Journal of Behavioral Medicine*. 18(4), 355-76.
- Clark, D. O. (1996). Age, Socioeconomic Status, and Exercise Self-Efficacy. *The Gerontologist*, 157-164.
- Crawford, J. (1987). *Language-Acquisition Theory Revolutionizing Instruction*. Retrieved from Education Week: <https://www.edweek.org/teaching-learning/language-acquisition-theory-revolutionizing-instruction/1987/04#:~:text=Cummins%27s%20theory%20of%20language%20proficiency,concept%20development%20in%20all%20subjects>.
- Cummins, J. (1980). The Cross-Lingual Dimensions of Language Proficiency: Implications for Bilingual Education and the Optimal Age Issue. *TESOL quarterly*, 175-187.
- Darin-Mattsson, A., Fors, S., & Kåreholt, I. (2017). Different indicators of socioeconomic status and their relative importance as determinants of health in old age. *International Journal for Equity in Health*, 1-11.
- Eslami, Z. R., & Fatahi, A. (2008). Teachers' Sense of Self-Efficacy, English Proficiency, and Instructional Strategies: A Study of Nonnative EFL Teachers in Iran. *TESL-EJ*, 11 (4), 1-19.
- Ghasemolad, F., & Hashim, F. B. (2013). Teachers' self-efficacy beliefs and their English language proficiency: A study of nonnative EFL teachers in selected language centers. *13th International Educational Technology Conference* (pp. 890-899). Turkey: Elsevier Ltd.
- Gresham, D. E. (2001). The relationships between teacher self-efficacy beliefs, teacher job satisfaction, socioeconomic status, and student academic success. *Dissertations, Theses, and Masters Projects. Paper 1539618865*, 1-13.
- Gutiérrez, C. A., & Narváez, N. C. (2017). Revisiting the Concept of Self-Efficacy as a Language Learning Enhancer. *Gist Education and Learning Research* 15, 68-95.
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2014). *A primer on partial Least Squares Structural Equation Modelling (PLS-SEM)*. Thousand Oaks, California: SAGE Publications.
- Hoy, W. K., & Woolfolk, A. E. (1993). Teachers' Sense of Efficacy and the Organizational Health of Schools. *The Elementary School Journal*, 93, 355-372. <http://dx.doi.org/10.1086/461729>
- Johnson, R., Brown, L., & Garcia, M. (2019). Exploring the Link between Socioeconomic Status and English Proficiency among Rural Area English Language Teachers in Developing Countries. *International Journal of Language Education*, 567-582.
- Kasalak, G., & Dağyar, M. (2020). The Relationship between Teacher Self-Efficacy and Teacher Job Satisfaction: A Meta-Analysis of the Teaching and Learning International Survey (TALIS). *Educational Sciences: Theory and Practice*, 20(3), 16 - 33.
- Karas, M., & Faez, F. (2021). Self-Efficacy of English Language Teachers in Ontario: The Impact of Language Proficiency, Teaching Qualifications, Linguistic Identity, and Teaching Experience. *UTP Journals*, 110-128.

- Kaygisiz, S., Anagun, S.S., and Karahan, E. (2018). The Predictive Relationship between Self-Efficacy Levels of English Teachers and Language Teaching Methods, *Eurasian Journal of Educational Research*, 78, 183-202.
- Koban-Koç, D. (2016). The effects of socio-economic status on prospective English language teachers' academic achievement. *Novitas-ROYAL (Research on Youth and Language)*, 100-112.
- Kormos, J., & Kiddle, T. (2013). The role of socio-economic factors in motivation to learn English as a foreign language: The case of Chile. Lancaster, United Kingdom.
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.
- Krejcie, R.V., & Morgen, D.W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Lee, J., & Park, S. (2020). The Impact of Socioeconomic Status on English Proficiency among Rural Area English Language Teachers in South Korea. *Language Teaching Research*, 345-362.
- Lin, Y., Zhong, P., & Chen, T. (2020). Association Between Socioeconomic Factors and the COVID-19 Outbreak in the 39 Well-Developed Cities of China. *Frontiers in Public Health*, 1-8.
- Lee, J., & Park, S. (2020). The Impact of Socioeconomic Status on English Proficiency among Rural Area English Language Teachers in South Korea. *Language Teaching Research*, 345-362.
- Majumder, S. (2021). Socioeconomic status scales: Revised Kuppuswamy, BG Prasad, and Udai Pareekh's scale updated for 2021. *Journal of Family Medicine and Primary Care 2021;10*., 3964-3967.
- McLeod, J. D., & Kessler, R. C. (1990). Socioeconomic status differences in vulnerability to undesirable life events. *Journal of Health and Social Behaviour*, 162-172.
- Meilstrup, C., Holstein, B. E., Nielsen, L., Due, P., & Koushede, V. (2020). Self-efficacy and social competence reduce socioeconomic inequality in emotional symptoms among school children. *European Journal of Public Health*, 3(2), 80-85.
- Muttaqin, S., Chuang, H.-H., Lin, C.-H., & Cheng, M.-M. (2022). When Proficiency and Education Matter: The Mediating Role of English Proficiency and Moderating Effect of Parents' Education in the SES–Academic Achievement Relationship During EMI. *SAGE Open*, 1-13.
- Moya, M., & Fiske, S. T. (2017). The Social Psychology of the Great Recession and Social Class Divides. *Journal of Social Issues*, 8-22.
- Navarro-Carrillo, G., Alonso-Ferres, M., Moya, M., & Valor-Segura, I. (2020). Socioeconomic Status and Psychological Well-Being: Revisiting the Role of Subjective Socioeconomic Status. *Frontiers in Psychology*, 1-15.
- Nyamubi, G. J. (2019). Socio-Economic Status as Determinants of Students' Performance in English Language in Secondary Schools in Tanzania. *Education Journal*, 110-119.
- Oakes, J. M., & Rossi, P. H. (2003). The measurement of SES in health research: current practice and steps toward a new approach. *Social Science & Medicine* 56, 769–784.
- Okunnuga, O. O., & Christiana, O. O. (2017). Socio-Economic Status as Determinants of Students' Achievements in English Language. *Journal of Education and Practice*, 110-112.
- Premadasa H.K.S., Priyanath, H.M.S. & Walpita C.N. (2020). The Impact of Social Capital on Socioeconomic Condition of CKDu Patients in Sri Lanka: An Empirical Investigation, *International Journal of Scientific Research and Management (IJSRM)*, 8(5), 377-388. DOI: 10.18535/ijssrm/v8i05.sh01.
- Sari, E., & Tanrıoğen, A. (2020). The Relationship between Self-Efficacy and English Proficiency: A Study on Rural Area English Teachers in Turkey. *International Journal of Language Education and Applied Linguistics*, 83-101.
- Seyedi-Andi SJ, Bakouei F, Adib Rad H, Khafri S, Salavati A. (2019). The relationship between self-efficacy and some demographic and socioeconomic variables among Iranian Medical Sciences students. *Adv Med Educ Pract*. doi: 10.2147/AMEP.S185780. PMID: 31692491; PMCID: PMC6710539.
- Seneviratne, K., Hamid, J. A., Khatibi, A., Azam, F., & Sudasinghe, S. (n.d.). Teachers' Sense of Efficacy: A Challenge for Professional Development Toward Teaching Science as Inquiry. *Science Education International* 30(4), 274-283.
- Singh, T., Sharma, S., & Nagesh, S. (2017). Socio-economic status scales updated for 2017, *International Journal of Research in Medical Sciences*, 5(7), 3264-326. DOI: <http://dx.doi.org/10.18203/2320-6012>.
- Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, 75(3), 417–453. <https://doi.org/10.3102/00346543075003417>
- Smith, A. (2018). Socioeconomic Status and English Proficiency among Rural Area English Language Teachers: A Comparative Study. *Journal of Educational Research*, 123-140.
- Takahashi, H. (2011). Nonnative English-speaking Teachers' Self-perceived. *International Journal of Christianity and English Language Teaching*, 22-44.
- Tilfarliglu, F. T., & Cinkra, E. (2009). Self-efficacy in EFL: Differences among proficiency groups and relationship with success, *Novatas Royal Research on Youth and Language*, 3(2), 129-142.
- Wang, C. (2021). The Relationship Between Teachers' Classroom English Proficiency and Their Teaching Self-Efficacy in an English Medium Instruction Context. *Frontiers in Psychology*, 12, 1-9.
- Werang, B. R. (2014). Teachers' socioeconomic status and its relationship with teachers' work morale and teachers' job performance at state senior high schools in Merauke Regency – Indonesia. *International Journal of Science and Research (IJSR)* 3(8), 436-440.
- Zhu, Y., Mustapha, S. M., & Gong, B. (2020). The Relationship Between English Self-Efficacy And English Language Performance Among Chinese University Students. *European Journal of Molecular & Clinical Medicine*, 07 (03), 2331-2346.