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Development and Validation of the SELFIE Scale for English Pre-Service Teachers' Instructional Self-Efficacy

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ABSTRACT

This study developed and validated the Self-Efficacy in English Language for Instructional Effectiveness (SELFIE) Scale, an instrument designed to measure the perceived instructional competence of English pre-service teachers. Anchored on a sequential exploratory mixed-methods design, the study first gathered qualitative data from college supervisors, cooperating teachers, and English pre-service teachers to identify the knowledge, skills, and attitudes deemed essential for internship readiness. Thematic analysis organized these expectations into the domains of knowledge, skills, and attitudes, which informed the construction of an initial 100-item instrument. The quantitative phase then established the scale's psychometric soundness. Three experts in English education and educational assessment evaluated each item's relevance and clarity, producing high item-level and scale-level content validity indices. Pilot testing with 269 English pre-service teachers revealed excellent internal consistency (Cronbach's alpha = 0.986). Exploratory Factor Analysis confirmed a three-factor structure consistent with the knowledge-skills-attitudes framework, explaining 51.7% of the total variance, while Confirmatory Factor Analysis supported the model's adequacy through acceptable fit indices. Findings affirm that the SELFIE Scale is a valid and reliable instrument for assessing English pre-service teachers' self-efficacy in instructional effectiveness. Its application may enhance teacher preparation programs by informing curriculum refinement, guiding pre-internship interventions, and supporting evidence-based evaluation of student teachers' instructional readiness

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1. INTRODUCTION

High-quality education extends beyond lesson delivery; it plays a decisive role in shaping learners into responsible, capable, and future-ready individuals (Niazi, 2025; Upadhyay, 2022). In a rapidly changing society driven by digital advancement and globalization, teachers must be flexible, creative, and committed to lifelong learning. As modern learners differ markedly from previous generations, teacher preparation

programs must evolve to ensure that future educators can meet the demands of 21st-century teaching and learning (Almazroa & Alotaibi, 2023).

Globally, Teacher Education Institutions (TEIs) are expected to prepare pre-service teachers with essential knowledge, effective pedagogical strategies, and professional values that help students develop competencies such as critical thinking, communication, collaboration, and creativity (Padchonga et al., 2025; Patterson & Hartley, 2026; Urkunova et al., 2025). One of the most critical components of any teacher education program is the teaching internship. As mandated in Department of Education (DepEd) Order No. 39, s. 2005, internship provides pre-service teachers with authentic classroom experience, enabling them to translate theoretical knowledge into teaching practice (Gonong et al., 2017). Guided by cooperating teachers and college supervisors, interns strengthen their pedagogical competencies, classroom management skills, and confidence through hands-on and reflective teaching experiences (Korthagen, 2017).

Teacher confidence, or self-efficacy, plays an important role in shaping how educators approach instructional challenges (Martin & Mulvihill, 2019). Bandura introduced Self-Efficacy Theory, describing it as individuals' belief in their capability to perform tasks successfully (Ouyang et al., 2023). In the education setting, teacher self-efficacy is defined as teachers' belief in their ability to influence student learning and engagement (Calkins et al., 2024; Täschner et al., 2025). Building this belief during the pre-service years is critical, as meaningful classroom experiences, supportive mentoring, and reflective practice contribute to a stronger professional identity and greater readiness for teaching (Farrell, 2016; Li, 2025).

While several self-efficacy instruments exist, such as the Teachers' Sense of Efficacy Scale by Tschannen-Moran and Hoy (Duffin et al., 2012) and the General Self-Efficacy Scale by Schwarzer and Jerusalem (Luszczynska et al., 2005), they remain broad in scope and do not fully capture the specific competencies required for English language teaching. Although Fu and Wang (2021) and Abraham (2021) developed language-focused instruments, these frameworks are not fully aligned with the Philippine context or with current policy frameworks such as the Philippine Professional Standards for Teachers and CHED Memorandum Order No. 75, s. 2017.

In the Philippines, English holds significant academic and sociolinguistic importance, functioning not only as a second language but also as a primary medium of instruction in schools and a key requirement in government, business, and international communication (Barrot, 2019; Madrunio et al., 2016). Despite this importance, recent trends indicate a gradual decline in the country's English proficiency: according to the EF English Proficiency Index, the Philippines dropped from 14th place in 2018 to 27th in 2020, recovering only slightly to 18th in 2021. This downward trend suggests growing challenges in English language learning and teaching that may reflect issues in instructional quality, teacher competency, or evolving learning environments (Cabigon, 2015). Given that English remains a primary medium of instruction and a requirement for academic and professional competence, English pre-service teachers are expected to demonstrate strong linguistic knowledge, pedagogical readiness, and confidence even

before entering the profession (Abdraimova et al., 2025; Evstigneev, 2024; Matsumura & Tatsuyama, 2024). However, prior studies indicate that many pre-service teachers continue to struggle with limited teaching experience, transition challenges, and concerns about their teaching competence, which can negatively affect their self-efficacy (Farrell, 2016; Tutyandari, 2023).

To address these gaps in assessment and teacher preparation, this study developed and validated the SELFIE Scale (Self-Efficacy in English Language for Instructional Effectiveness), an instrument intended for English pre-service teachers. Grounded in national standards, the instrument evaluates self-efficacy across domains including language form and use, literature, assessment and feedback, pedagogical strategies, communicative competence, technology integration, interpersonal and socio-emotional competence, and reflective practice. This study was guided by two objectives: (1) to identify the knowledge, skills, and attitudes that stakeholders consider essential for English pre-service teachers prior to internship deployment, and (2) to develop and establish the content validity, reliability, and factor structure of the resulting SELFIE Scale. The findings are expected to contribute to improving teacher preparation programs, mentoring systems, and practicum support, ultimately strengthening the readiness and confidence of future English educators in the 21st-century classroom.

2. METHOD

This study employed a sequential exploratory mixed methods design to develop and validate the Self-Efficacy in English Language for Instructional Effectiveness (SELFIE) Scale. The study was conducted in two phases. The qualitative phase explored the knowledge, skills, and attitudes (KSA) expected of English pre-service teachers prior to their internship; findings from this phase were used to generate scale items and establish the content domain of the instrument. The quantitative phase involved content validation, reliability assessment, and construct validation of the developed scale.

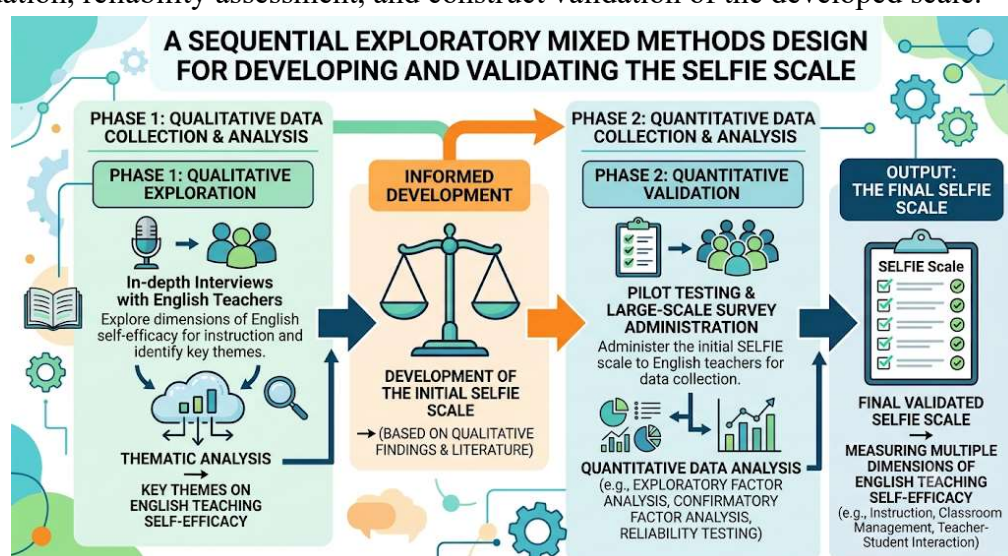


Figure 1. Sequential Exploratory Mixed Methods Design

The study was conducted at Benguet State University, specifically within the College of Teacher Education and the Secondary Laboratory School in La Trinidad, Benguet,

Philippines. The institution served as a site for data collection, content validation, pilot testing, and statistical analysis of the developed instrument. Purposive sampling was employed during the qualitative phase. Twenty-one participants were selected, consisting of two college supervisors, four English cooperating teachers, and fifteen English pre-service teachers (five each from the second-, third-, and fourth-year levels). Data collection continued until thematic saturation was achieved. For content validation, three experts in English education evaluated the relevance and clarity of the scale items. In the quantitative phase, 269 English pre-service teachers from all year levels enrolled in the College of Teacher Education participated in pilot testing and factor analysis. Their responses were used to determine the reliability, validity, and factor structure of the SELFIE Scale.

Two instruments were used in this study. First, a semi-structured interview guide was developed to gather information on the knowledge, skills, and attitudes expected of English pre-service teachers prior to internship; interview data served as the basis for item generation. Based on the qualitative findings, a table of specifications was constructed, and an initial pool of 100 items were developed. Items were organized according to the identified dimensions and formatted using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The resulting instrument, the SELFIE Scale, underwent expert review for content validation prior to quantitative administration.

Prior to data collection, permission was obtained from the Dean of the College of Teacher Education and the Principal of the Secondary Laboratory School, and informed consent was secured from all participants. Semi-structured interviews were conducted with the selected participants and audio-recorded with permission. Interview recordings were transcribed verbatim and verified through member checking. Transcripts were analyzed to identify recurring themes related to the knowledge, skills, and attitudes expected of English pre-service teachers prior to internship. The qualitative findings guided the development of the table of specifications and the initial item pool. Following expert review and item revision, the SELFIE Scale was administered to 269 English pre-service teachers. Responses were encoded and processed using Google Sheets and Jamovi version 2.7.12.

Qualitative data were analyzed using thematic analysis; interview transcripts were coded and categorized according to recurring patterns and themes, which informed the development of the table of specifications and the construction of scale items. Quantitative analyses were conducted using Jamovi version 2.7.12. Internal consistency reliability was assessed using Cronbach's alpha, and item-total correlations were examined to identify items requiring revision or removal. The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity were used to determine the suitability of the dataset for factor analysis. Exploratory Factor Analysis (EFA) was performed to identify the underlying factor structure of the SELFIE Scale. Subsequently, Confirmatory Factor Analysis (CFA) was conducted on the same dataset (n = 269) to evaluate the adequacy of the resulting measurement model and provide preliminary evidence of construct validity. Model fit was assessed using the

Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Standardized Root Mean Square Residual (SRMR), and Root Mean Square Error of Approximation (RMSEA).

3. RESULTS AND DISCUSSION

Results

Expected Knowledge, Skills, and Attitudes of English Pre-Service Teachers

The first phase of the study sought to identify the knowledge, skills, and attitudes that stakeholders consider essential for English pre-service teachers prior to their internship deployment. Responses gathered from college supervisors, cooperating teachers, and English pre-service teachers were subjected to thematic analysis. The analysis revealed three overarching domains that collectively describe internship readiness: Knowledge (Head), Skills (Hand), and Attitudes (Heart). These domains emerged consistently across participant groups, suggesting a shared understanding of the competencies necessary for successful teaching practice.

The identified domains reflect the multidimensional nature of teacher preparation. Knowledge pertains to the cognitive foundations required for teaching, including mastery of English language content, pedagogical theories, curriculum standards, and classroom management principles. Skills refer to the practical competencies necessary for implementing instruction effectively, such as lesson planning, classroom management, assessment design, instructional delivery, communication, and technology integration. Attitudes encompass the professional dispositions and personal qualities expected of future teachers, including responsibility, patience, professionalism, adaptability, empathy, and commitment to learners. Table 1 presents the frequency and percentage distribution of responses categorized under the three domains.

Table 1. Expected Knowledge, Skills, and Attitudes of English Pre-Service Teachers

Domain	Frequency	Percentage	Sample Response
Knowledge (Head)	65	24%	"I need to master grammar rules so I can explain them clearly." (EPST7) "Teacher interns should understand the key principles behind managing a classroom." (CS5) "Teacher interns should know how to plan lessons based on the curriculum." (CT4)
Skills (Hand)	143	52%	"We should know how to develop assessments that align with objectives." (EPST3) "A teacher intern should be able to manage classroom time efficiently." (CS3)
Attitudes (Heart)	67	24%	"A teacher should always be patient and professional." (CT4) "I need to learn how to manage my nervousness during teaching demos." (EPST11)

As shown in Table 1, the Skills domain accounted for the largest proportion of responses, representing 52% of all coded statements, indicating that stakeholders place considerable emphasis on the practical competencies required for effective classroom instruction. Participants frequently highlighted the importance of preparing lesson plans, facilitating learning activities, managing classroom behavior, assessing student performance, and integrating technology into instruction; these competencies were viewed as critical indicators of readiness for the teaching profession.

The Knowledge domain represented 24% of the responses. Participants emphasized the importance of possessing a strong foundation in English language content, grammar, literature, language acquisition, and pedagogical theories, along with familiarity with curriculum standards, instructional strategies, and classroom management concepts—suggesting that stakeholders recognize theoretical and conceptual understanding as a prerequisite for effective teaching practice.

Similarly, the Attitudes domain accounted for 24% of the responses. Participants identified professionalism, patience, emotional maturity, responsibility, adaptability, and positive interpersonal relationships as essential qualities of English pre-service teachers, emphasizing that effective teaching extends beyond technical competence and requires professional dispositions that enable teachers to establish supportive learning environments and maintain productive relationships with students, colleagues, and school administrators.

Content Validity of the SELFIE Scale

Following the identification of the expected competencies of English pre-service teachers, an initial pool of 100 items was developed to represent the domains of knowledge, skills, and attitudes. To ensure that the instrument adequately reflected the intended constructs, the SELFIE Scale underwent content validation by a panel of three experts specializing in English education, educational measurement, and teacher education.

The experts evaluated each item in terms of relevance and clarity using established content validation procedures. Relevance referred to the extent to which an item accurately represented the competency being measured, whereas clarity referred to the comprehensibility and appropriateness of the wording used in each statement. Item-level and scale-level content validity indices were subsequently computed.

The item-level analysis revealed a high degree of agreement among the experts: 93 of the 100 items obtained an Item-Level Content Validity Index (I-CVI) of 1.00 for relevance, and 90 items achieved an I-CVI of 1.00 for clarity. The remaining items received recommendations for revision, primarily involving wording improvements, elimination of ambiguity, and refinement of item phrasing; these revisions were incorporated prior to subsequent analyses. The overall content validity of the instrument was assessed using the Scale-Level Content Validity Index (S-CVI), as presented in Table 2.

Table 2. SELFIE Scale Content Validity Index

Criteria	S-CVI	Interpretation
Relevance S-CVI Average	0.96	Valid
Relevance S-CVI UA	0.93	Valid
Clarity S-CVI Average	0.90	Valid
Clarity S-CVI UA	0.94	Valid

As shown in Table 2, all S-CVI values exceeded the recommended criterion of 0.80. The relevance indices ranged from 0.93 to 0.96, indicating strong expert agreement that the items adequately represented the competencies associated with English language teaching self-efficacy, while the clarity indices ranged from 0.90 to 0.94, suggesting that the items were clearly written and understandable to the intended respondents. These findings provide strong evidence that the SELFIE Scale possesses excellent content validity and was therefore deemed suitable for reliability testing and factor analysis.

Reliability of the SELFIE Scale

After establishing content validity, the reliability of the SELFIE Scale was examined to determine the consistency of responses across items. Reliability analysis was conducted using Cronbach's alpha coefficient, which measures the degree to which items within a scale are internally consistent and collectively assess the same underlying construct. The reliability analysis was performed on the initial 100-item version of the SELFIE Scale; results are presented in Table 3.

Table 3. Reliability of the SELFIE Scale

Number of Items	Cronbach's Alpha
100	0.986

The Cronbach's alpha coefficient of 0.986 indicates exceptionally high internal consistency. According to commonly accepted standards, alpha values above 0.90 are considered excellent, suggesting that the items function cohesively in measuring English pre-service teachers' self-efficacy and preparedness for teaching. Further examination of the reliability output revealed that all items contributed positively to overall reliability; no item demonstrated a substantial reduction in reliability, and therefore no items were removed at this stage of analysis.

The high reliability coefficient also suggests that respondents interpreted the items consistently and that the instrument effectively captures related dimensions of teaching self-efficacy, providing additional support for the quality of the SELFIE Scale as a measurement tool for English pre-service teachers.

Underlying Factor Structure of the SELFIE Scale

To investigate the latent structure of the SELFIE Scale and determine whether the items clustered into meaningful dimensions, exploration and confirmatory factor analyses were conducted. Prior to factor extraction, the suitability of the data for factor analysis was assessed using the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity. Results are presented in Table 4.

Table 4. KMO and Bartlett's Test Results

Test	Statistic	df	p-value
KMO Measure of Sampling Adequacy	0.958	—	—
Bartlett's Test of Sphericity	23,036	4,950	< .001

The KMO value of 0.958 indicates excellent sampling adequacy, suggesting that the correlations among items were sufficiently strong for factor analysis. Bartlett's Test of Sphericity was statistically significant, $\chi^2 (4950) = 23,036$, $p < .001$, indicating that the correlation matrix differed significantly from an identity matrix. Together, these results confirm that the dataset was appropriate for factor extraction.

Exploratory Factor Analysis (EFA) was subsequently conducted to identify the underlying dimensions of the SELFIE Scale. The analysis yielded a three-factor solution that explained 51.7% of the total variance. Table 5 summarizes the extracted factors and their corresponding variance contributions.

Table 5. Factor Structures

Factor	% of Variance	Cumulative %
Interpersonal, Socio-emotional Competence and Reflective Teaching	22.5%	22.5%
Pedagogical Strategies	15.5%	37.9%
English Language Form and Use	13.7%	51.7%

The first factor, Interpersonal, Socio-emotional Competence and Reflective Teaching, accounted for 22.5% of the total variance and emerged as the most influential dimension of the scale, encompassing competencies related to communication, relationship-building, emotional regulation, reflective practice, and professional interactions within educational settings. The second factor, Pedagogical Strategies, explained 15.5% of the variance and included competencies associated with instructional planning, classroom management, assessment practices, and teaching methodologies, reflecting the practical aspects of teaching that enable educators to facilitate learning effectively. The third factor, English Language Form and Use, accounted for 13.7% of the variance and focused on competencies related to language proficiency, grammar, vocabulary, language structure, and effective language use in instructional contexts. Collectively, the three factors explained 51.7% of the total variance, indicating a meaningful representation of the construct being measured. The eigenvalues associated with the extracted factors are presented in Table 6.

Table 6. Factor Eigenvalues

Factor	Eigenvalue
1	42.46387
2	6.14891
3	2.67130
4-6	1.59692-1.24750
7-100	0.94296 to -0.65207

The eigenvalues exceeded the minimum criterion for factor retention and provided statistical support for the three-factor solution; Factor 1 demonstrated a substantially

larger eigenvalue than the remaining factors, indicating its dominant contribution to explaining variance in the dataset. Additional evidence supporting the retention of three factors was obtained from the scree plot, which revealed a distinct break after the third factor (Figure 2), suggesting that subsequent factors contributed relatively little explanatory power.

Scree Plot

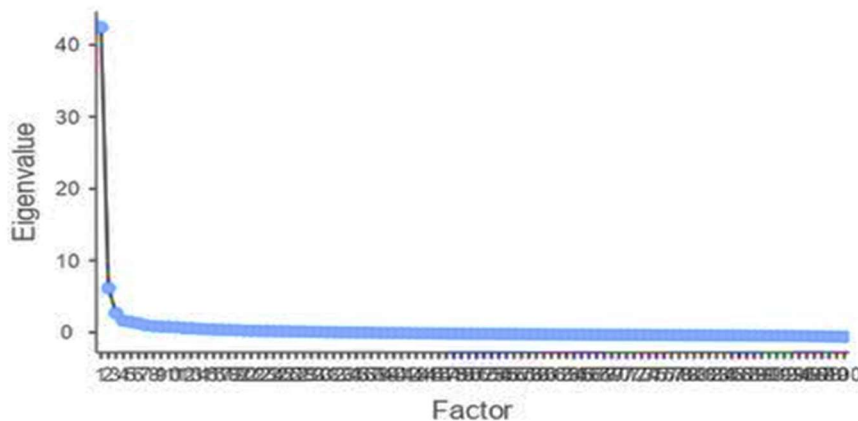


Figure 2. Scree Plot of the Exploratory Factor Analysis

The factor loading results obtained from the exploratory factor analysis are summarized in Table 7.

Table 7. Exploratory Factor Loading Data

Factor	Number of Items	Loading Range
Interpersonal, Socio-emotional Competence and Reflective Teaching	44	0.330–0.843
Pedagogical Strategies	30	0.301–0.702
English Language Form and Use	26	0.390–0.710

The loading ranges indicate that items demonstrated acceptable to strong associations with their respective factors. The first factor contained 44 items with loadings ranging from 0.330 to 0.843, the second factor included 30 items with loadings ranging from 0.301 to 0.702, and the third factor consisted of 26 items with loadings ranging from 0.390 to 0.710, suggesting that the items clustered meaningfully around the identified dimensions. To further evaluate the validity of the factor structure, Confirmatory Factor Analysis (CFA) was conducted to examine the extent to which the proposed three-factor model fit the observed data. Factor loading results are presented in Table 8.

Table 8. Confirmatory Factor Loadings

Factor	Loading Range	p
Interpersonal, Socio-emotional Competence and Reflective Teaching	0.562–0.718	< .001
Pedagogical Strategies	0.415–0.689	< .001
English Language Form and Use	0.330–0.602	< .001

All factor loadings were statistically significant at $p < .001$, indicating that the observed variables contributed meaningfully to their respective latent constructs and providing evidence that the proposed factors adequately represent the dimensions underlying the SELFIE Scale. The relationships among the latent factors were also examined, as presented in Table 9.

Table 9. Factor Correlations

Factor	Estimate
Interpersonal, Socio-emotional Competence and Reflective Teaching	0.845
Pedagogical Strategies	0.637
English Language Form and Use	0.768

The positive correlations among the factors indicate that the dimensions are related yet distinct aspects of English teaching self-efficacy; higher confidence in one domain tends to be associated with higher confidence in the other domains, suggesting that effective teaching competence is multidimensional and interconnected. The overall fit of the three-factor model was evaluated using several goodness-of-fit indices, presented in Table 10.

Table 10. Model Fit Indices

Index	Value
CFI	0.733
TLI	0.727
SRMR	0.0726
RMSEA	0.0670

The RMSEA value of 0.0670 and the SRMR value of 0.0726 fall within acceptable ranges, indicating reasonable model fit. Although the CFI and TLI values were below the conventional benchmark of 0.90, the overall pattern of fit indices suggests that the three-factor model provides an adequate representation of the observed data. Taken together, the exploratory and confirmatory analyses support the multidimensional structure of the SELFIE Scale.

Discussion

The findings revealed that internship readiness among English pre-service teachers is characterized by three interconnected domains: knowledge, skills, and attitudes. The prominence of the Skills domain indicates that stakeholders place greater emphasis on practical teaching competencies, including lesson planning, assessment, classroom management, and instructional delivery. This finding supports the Head-Heart-Hand (3H) framework of Islam et al. (2022), which emphasizes the integration of cognitive, practical, and affective competencies in teacher preparation, and aligns with the Philippine Professional Standards for Teachers and the Commission on Higher Education's Outcome-Based Education framework, both of which highlight the importance of developing pedagogical competence alongside professional dispositions among future teachers.

The strong emphasis on content and pedagogical knowledge is consistent with Shulman's concept of pedagogical content knowledge, which underscores the importance of not only mastering subject matter but also understanding how to teach it effectively. Similarly, the identified skills related to assessment, classroom management, and technology integration support the Technological Pedagogical Content Knowledge (TPACK) framework of Lua and Chen (2025) and Schmid et al. (2024), which emphasizes the integration of content, pedagogy, and technology for effective instruction.

The attitudes identified in this study, including professionalism, patience, empathy, and emotional regulation, reinforce the importance of socio-emotional competence in teaching. These findings are consistent with Kounin's Classroom Management Theory, which highlights the role of proactive teacher behaviors and interpersonal sensitivity in maintaining productive learning environments (Putra & Yanto, 2025), and support Berkowitz's (2022) view that professional values and character are demonstrated through consistent actions in educational settings.

The content validity findings demonstrate that the SELFIE Scale possesses strong content representativeness. The high S-CVI/Ave and S-CVI/UA values exceed the recommended threshold of 0.80, indicating substantial agreement among experts regarding the relevance and clarity of the items. These results are consistent with the recommendations of Lynn (Masuwai et al., 2024), Polit and Beck (2006), and Hakim et al. (2025), who argue that high scale-level validity indices provide evidence that an instrument adequately reflects its intended construct.

The reliability analysis further supports the quality of the instrument. The Cronbach's alpha coefficient of 0.986 indicates excellent internal consistency, suggesting that the items consistently measure the intended dimensions of self-efficacy, engagement, and preparedness. This finding aligns with the reliability standards proposed by Tavakol and Dennick (2011), who consider alpha values above .90 indicative of excellent reliability.

The exploratory and confirmatory factor analyses provided evidence for the multidimensional structure of the SELFIE Scale. The emergence of three factors—interpersonal, socio-emotional competence and reflective teaching; pedagogical strategies; and English language form and use—supports the theoretical knowledge-skills-attitudes framework that guided the study. The cumulative variance explained (51.7%) falls within the acceptable range reported in previous scale development studies (Örnek et al., 2023; Üstündağ et al., 2018), and the positive correlations among factors suggest that self-efficacy in one teaching domain is associated with confidence in other domains, supporting multidimensional self-efficacy models.

Although the CFI and TLI values were below the conventional criterion of .90, the acceptable RMSEA and SRMR values indicate that the model adequately represents the observed data. Consistent with Shi et al. (2019), lower incremental fit indices may be expected in models containing a large number of items and parameters; therefore, the overall evidence supports the structural validity of the SELFIE Scale.

The development of the final 50-item SELFIE Scale contributes to the growing body of literature on teacher self-efficacy by providing a context-specific instrument designed

for English pre-service teachers. Unlike existing scales such as the Teachers' Sense of Efficacy Scale and the General Self-Efficacy Scale, the SELFIE Scale incorporates competencies aligned with Philippine educational standards and the specific demands of English language instruction. Consequently, the instrument has potential applications in teacher education programs, internship readiness assessment, professional development planning, and future research on teacher preparation.

4. CONCLUSION

This study sought to identify the knowledge, skills, and attitudes expected of English pre-service teachers prior to their teaching internship and to develop and validate the Self-Efficacy in English Language for Instructional Effectiveness (SELFIE) Scale. The findings revealed that knowledge, skills, and attitudes constitute the core competencies expected of English pre-service teachers and serve as essential foundations for effective teaching practice during internship. These dimensions emerged consistently across the perspectives of college supervisors, cooperating teachers, and pre-service teachers, indicating a shared understanding of internship readiness.

The validation results demonstrated that the SELFIE Scale possesses strong psychometric properties. Expert evaluation confirmed the relevance and clarity of the scale items, providing evidence of content validity; reliability analysis indicated excellent internal consistency; and the exploratory and confirmatory factor analyses supported a three-factor structure corresponding to the knowledge, skills, and attitudes domains. Collectively, these findings provide evidence that the SELFIE Scale is a valid and reliable instrument for assessing the self-efficacy of English pre-service teachers in relation to instructional effectiveness, and offer a theoretically grounded, empirically validated tool that teacher education institutions can use to identify strengths and areas for improvement among pre-service teachers prior to internship.

Teacher Education Institutions, curriculum developers, college supervisors, and cooperating teachers are encouraged to strengthen pre-internship preparation by aligning training activities, mentoring frameworks, and curriculum components with the essential knowledge, skills, and attitudes identified in this study. The findings offer diagnostic insight into areas of strength and areas requiring further development among English pre-service teachers, supporting the design of more responsive academic and field-based training interventions. Curriculum developers, assessment specialists, and policymakers may consider adopting the validated SELFIE Scale as a development-oriented diagnostic instrument for assessing the readiness and perceived instructional capability of English pre-service teachers. Given its established validity and reliability, the scale may provide evidence-based information for improving English language teacher education curricula and addressing areas in which pre-service teachers perceive themselves to be underprepared.

Teacher educators, institutions, and cooperating schools may also use SELFIE Scale results to inform mentoring programs and targeted interventions, helping supervisors and cooperating teachers identify specific pedagogical, linguistic, and classroom management areas in which student teachers may require additional support—thereby

contributing to more effective supervision, instructional coaching, and professional growth throughout the internship experience. Finally, institutions, policymakers, and researchers may strengthen existing teacher assessment and program evaluation frameworks by incorporating the psychometrically supported dimensions of the SELFIE Scale. Future studies are encouraged to conduct cross-institutional validation, examine the stability of the factor structure using independent samples, and investigate the relationship between SELFIE Scale scores and actual teaching performance during internship and professional practice.

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