IJIET, e-ISSN 2548-8430, p-ISSN 2548-8422, Vol. 8, No. 1, January 2024, pp. 88-100

International Journal of Indonesian Education and Teaching
http://e-journal.usd.ac.id/index.php/IJIET
Sanata Dharma University, Yogyakarta, Indonesia

EFL PRE-SERVICE TEACHERS' SELF-EFFICACY BELIEFS DURING TEACHING PRACTICUM

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https://doi.org/10.24071/ijiet.v8i1.5051
received 14 August 2022; accepted 29 January 2024

Abstract
The purpose of this study is to look into pre-service EFL teachers' self-efficacy beliefs about teaching English as they progress through their teaching practicum. The study's findings were gathered through a survey of 20 pre-service EFL teachers enrolled in the Faculty of Education at one of Cirebon's private universities. Teachers' Sense of Efficacy Scales of 24 questions were used to gather data, which evaluates pre-service teachers' self-efficacy on three subscales: student engagement, instructional strategy, and classroom management. The results were analyzed using descriptive statistics to determine which EFL pre-service teachers had the highest and lowest levels of self-efficacy. The study's findings revealed that their self-efficacy is at a medium level, and they are more effective in terms of instructional strategy. The study of self-efficacy regarding EFL students' practicum has significance for any institution involved in building higher-quality programs for future-generation teachers.

Keywords: EFL pre-service teachers, self-efficacy beliefs, teaching practicum

Introduction

The teacher is the deciding element in educational performance (Széll, 2013). Teachers' roles as educators are crucial in shaping a quality generation. However, before they can become professional instructors, they must first create their identity. Student teachers (also known as pre-service teachers) participating in teacher education programs will go through numerous phases of training to develop their teaching abilities. The process of teaching included developing their learning plans, teaching in small groups, and obtaining feedback from the lecturer (Arsal, 2014). Some pre-service teachers, however, are not yet competent in teaching in a classroom context during the teaching practicum program (Dolgun & Caner, 2018; Starinne & Kurniawati, 2018), which is connected to their low self-efficacy (Dolgun & Caner, 2018).

According to Megawati and Astutik (2018), teaching practicum may lower pre-service teachers' self-efficacy due to a lack of teaching experience and preparation, as well as a lack of knowledge about teaching strategies (Nugroho,

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2017). Another study discovered that pre-service teachers are unable to communicate effectively in English (Sevimel & Subasi, 2018). They tend to be concerned about making a mistake and being called off by their supervisor (Merç, 2015). All of this reduces their self-efficacy (Sarfo et al., 2015). As a result, teacher education programs must provide more chances for pre-service teachers to practice for mastery and get feedback to increase their classroom self-efficacy (Tschannen-Moran et al., 1998).

Teachers' self-efficacy is an important topic to investigate since it influences both teacher and student learning outcomes (Kostić-Bobanović, 2020). Teachers' self-efficacy beliefs have also been highlighted as an essential component of their professional competence (Blomeke, 2014) since their efficacy beliefs will have a significant impact on their future work as teachers (Balci et al., 2019). Furthermore, the amount of self-efficacy belief is good in increasing motivation and achieving accomplishment (Yilmaz et al., 2016). According to other research, pre-service teachers who have moderate to high self-efficacy are more driven and inventive in their teaching (Moradkhani et al., 2017). Furthermore, people who have high self-efficacy have less fear when performing a task. Individuals with poor self-efficacy, on the other hand, regard their environment as terrifying, lack problem-solving abilities, and overestimate possible hazards (Yildirim, 2017).

Several studies have been conducted in Indonesia to investigate teachers' self-efficacy beliefs. Indahyanti (2016) investigated the effect of self-efficacy on EFL teachers' performance. Teachers with high self-efficacy levels, according to the study, are more likely to be creative and imaginative in their classroom management. Lailiyah and Cahyono (2017) did a case study to investigate EFL teachers' self-efficacy in utilizing technology. EFL teachers with high self-efficacy were shown to be capable of integrating technology into language education to meet teaching objectives. Megawati and Astutik (2018) also investigated pre-service EFL teachers' classroom self-efficacy. Pre-service teachers had a high level of self-efficacy in their teaching abilities, lesson design and implementation, assessments, and classroom management.

Despite several studies on self-efficacy, there have been few studies on pre-service EFL teachers' self-efficacy during teaching practicum, particularly in an Indonesian context. Thus, the present study aims to investigate EFL pre-service teachers' levels of self-efficacy in three areas (classroom management, instructional strategies, and student engagement) during their teaching practicum experiences, which were underrepresented in the previous study conducted by Megawati and Astutik (2019).

EFL pre-service teachers' self-efficacy

Self-efficacy can be viewed from a certain situation, which in this case is a teaching situation. Teacher self-efficacy is an individual's belief in her ability to teach (Yildirim, 2017) and to deal with challenges (Deneroff, 2016), as well as the quality of education that they can provide (Garvis, 2013). Teachers' sense of efficacy influences the amount of work they put into teaching, as well as the objectives they establish for themselves and their aspirations (Rupp & Becker, 2021). Furthermore, teachers' self-efficacy affects their decision-making when things do not go as planned, as well as their resilience in the face of failure (Shaukat & Iqbal, 2012). It can concluded that these beliefs influence task

selection, the amount of effort expended on a particular action, and how individuals persevere in the face of adversity (Fernandez et al., 2016; Pajares, 1997).

For measuring self-efficacy beliefs, individuals are provided with items illustrating varying degrees of task demands, and they estimate the level of their belief in their ability to execute the required actions. They rate their efficacy beliefs on a scale of 0 ("Cannot do"); 50 ("Moderately certain can do"); and 100; ("Highly confident can do"). The same scale structure and descriptors are used in a reduced answer style that uses single unit intervals ranging from 0 to 10. The structure of the sample efficacy scales varies based on the age of the respondents and the domain of efficacy being examined (Bandura, 2006). However, in this study, the author utilizes a scale of 1–5, as adopted by Bakar et al. (2012). A scale of 1 indicates they are not very confident when teaching English; a scale of 2 indicates they have very little confidence when teaching English; a scale of 3 indicates they are quite confident when teaching English; a scale of 4 indicates they are confident when teaching English; and a scale of 5 indicates they are extremely confident when teaching English in class.

Teachers' self-efficacy relates to their belief in their ability to organize and carry out the activities necessary to manage certain situations (Bandura, 1997), and it determines their judgments, behaviors, energy, and tenacity in the face of problems in the classroom (Cason, 2018). The emerging issue is not so much how capable teachers are as it is how capable teachers believe they are (Tschannen-Moran et al., 1998). Student engagement, classroom management, and instructional strategies are the three criteria used to assess pre-service teachers' levels of self-efficacy (Tschannen-Moran & Hoy, 2001). These three elements are essential for teachers to master to achieve their teaching goals.

Student engagement refers to a teacher's ability to encourage students and provide an optimal learning environment that is physically and psychologically present (Cocca et al., 2018). This domain is regarded as having one of the most significant impacts on students' academic and cognitive development (Bandura, 1997). According to research, efficacious teachers are much more likely to have a positive perception of student engagement and use specific teaching methods that engage students regardless of the student's desire to succeed (Caprara et al., 2006; Van uden et al., 2013; Mireles-Rios et al., 2019).

According to Bandura (1997), efficacious teachers commit more time to students' learning, help students achieve their goals, and promote their intrinsic desire. Furthermore, teachers who are skilled at managing the teaching and learning process and have a strong subject area feel more confident and competent, and they have better connections and communication with students and parents (Westergard, 2013). Furthermore, a high level of efficacy allows teachers to work longer with a student who is working hard to get high grades, give their students more options, transfer greater confidence, and provide a greater sense of control over their learning, all of which positively affect students' engagement in class activities, learning values, and confidence (Woolfolk Hoy et al., 2009).

Following that, classroom management relates to teachers' perceptions of their ability to conduct a pleasant class such as the learning process, social interactions, and student behavior (Martin et al., 1998) which highlights the

success of the instructional strategies used (Cocca et al., 2018). According to Bandura (1997), teachers' feelings of self-efficacy focus on their belief in their abilities to achieve desired student results, and this substantially impacts the learning environment they build to regulate student behavior. Effective classroom management seems to be critical in creating positive educational settings for both students and teachers (Darkwa et al., 2020). According to Oktan and Kıvanç (2015), effective teachers must be able to maintain a better environment in the classroom for their students. Therefore, teachers must consider classroom routines, rules, interactions, and discipline to keep the class effective. Nevertheless, when confronted with tough disruptive behaviors, less confident teachers are more prone to feel ineffectual in regulating classroom conduct and to give up (Brouwers & Tomic, 2000). Furthermore, they are more prone to being distrustful and angry toward unruly students as well as to having difficult students in their classrooms (Mireles-Rios et al, 2019).

Self-efficacy and the delivery of a teacher's instructional strategies are linked in the same way that self-efficacy and classroom management are. Instructional strategies are methods used by teachers to help their students understand a given topic and can influence creativity in developing learning approaches for students (Cocca et al., 2018; Tschannen-Moran & Hoy, 2001). The teaching approaches employed throughout the learning process are intended to increase students' enthusiasm for learning English (Yuliandasari & Kusriandi, 2015). According to the study, teachers who have a higher feeling of self-efficacy are more likely to experiment with their education and use a constructivist approach rather than a traditional lecture-style approach (Zee & Koomen, 2016). Teachers with a stronger sense of self-efficacy are not only more motivated and passionate about teaching, but they are also considerably more likely to be imaginative and disciplined in their instructional techniques (Allinder, 1994). Teachers with high self-efficacy indicated they could answer even the most difficult questions posed by learners in the classroom and believed they could gratify their students by providing appropriate explanations or examples when they appeared to be confused (Rodríguez et al., 2014).

Teachers' levels of self-efficacy may differ as well (Bakar, 2012). Teacher self-efficacy is highly contextualized and context-specific. According to Bandura (1997), teacher self-efficacy varies by subject or task. Beliefs in one's efficacy are similarly changeable and time-and place-dependent (Bong, 2006; Dellinger et al., 2008). Teachers who recognize their efficacy will be able to set more ambitious goals for themselves and their students.

Teaching practicum

A teaching practicum is a teaching practice that is applicable and integrated from previous learning experiences. Teaching practicum is one of the mandatory courses that must be carried out by students of the faculty of education in semester 7. This teaching practice takes place in a school setting, ranging from elementary to high school, for a certain amount of time established by the institution. Teaching practicums have long been an important component of beginning teacher preparation programs (Köksal & Genç, 2019). Teaching practicum refers to the practical experiences that pre-service teachers get in the classroom during their training program before taking over and beginning the actual teaching career

(Eğinli & Mehdi, 2021) as well as to measure the change within their self-beliefs (Debreli, 2012). The rich experiences gained throughout the practicum would undoubtedly contribute to the pre-service language teachers' teaching knowledge and skills, as well as to promote student-teachers professional learning and identity construction (Anderson & Stillman, 2013; Darling-Hammond, 2014; Eğinli & Solhi, 2021; Zhu et al., 2018; Zhu et al., 2020). According to a research study (Cohen et al., 2013), teaching practicum results are related to 1) teachers' beliefs and sense of efficacy, like as self-confidence in teaching and reflective skills; 2) teachers' instructional skills; and 3) students' academic accomplishments in certain courses.

Previous study

Alagözlü conducted a similar study (2016). The purpose of this study was to look into pre-service EFL teachers' perceptions of their abilities to teach English as a Foreign Language (EFL) and their levels of English language competency. According to the findings of this study, pre-service language teachers had strong beliefs in their teaching skills, classroom management skills, and instructional materials, all of which contribute to their self-efficacy beliefs. They also had a good impression of their language abilities and considered themselves capable of utilizing appropriate pedagogical approaches in language schools. MA and Cavanagh conducted another study in 2018. The goal of this research is to investigate the level of teacher self-efficacy as well as the factors that influenced their ratings.

The Teachers' Sense of Efficacy Scale (TSES; Tschannen-Moran & Hoy, 2001) assesses people's perceptions of their likelihood of success in the classroom. TSES is related to three teaching areas: efficacy for classroom management, efficacy for encouraging student engagement, and efficacy in using instructional strategies. In the study of Bakar, Mohamed, and Zakaria (2012), the adaptation version of TSES developed by Tschannen-Moran and Hoy (2001) was used to gain the data. The research seeks to assess the efficacy of student teachers at one of Malaysia's teacher training schools. According to the findings, the pre-service teacher was capable of competently handling classroom teaching activities. Their level of belief in each sub-scale was nearly identical for student engagement, instructional strategy, and classroom management.

In a related range for determining high or low levels of self-efficacy, Nedregård and Olsen (2014) conducted survey research to examine the health and well-being of students with academic self-efficacy in a broad sense, with a major emphasis on psychosocial conditions. They defined a mean score above 3.5 is defined as indicating high self-efficacy, a score between 2.5 and 3.5 is defined as average self-efficacy, and a score below 2.5 as low self-efficacy. The results of their study stated that most of the students in their study enjoyed meaningful lessons and mastered them in a good way. Furthermore, most students build and social network in the place of learning, and this is very important for coping and well-being.

Method

The present study applied a quantitative method in the design of the survey. According to Creswell (2014), a survey design describes the current situation,

mental outlook, or opinions of a population by looking at the sample of the population. The data was collected using a questionnaire. The writer used the Teacher Sense of Efficacy Scale (TSES) established by Tschannen-Moran and Hoy (2001) and adapted by Bakar et al (2012). The questionnaire's presentation of the scale was changed from a nine-point Likert scale to a five-point Likert scale: (1) Not at all confident; (2) Slightly Confident; (3) Somewhat Confident; (4) Confident; and (5) Very Confident, which indicate the level of pre-service teacher confidence in their teaching activities. The questionnaire contains 24 questions divided into three subscales (Student Engagement, Instructional Strategy, and Classroom Management).

Questionnaires were distributed to 45 pre-service EFL teachers from the English education study program who had completed their teaching practicum in semester 7 and had practiced teaching English in senior high schools. Based on 45 participants, only 20 of them filled it out. Of the 20 respondents, 13 (65%) are female, while 7 (35%) are males aged 21–24. The data were analyzed using Microsoft Excel and then served into the statistical package. Subsequently, find the mean values and standard deviation of all items. Lastly, conclude the result based on the data analysis. Average scores above 3.5 indicate high self-efficacy, scores between 2.5 and 3.5 indicate average self-efficacy and scores below 2.5 indicate low self-efficacy (Nedregård & Olsen, 2014).

Findings and Discussions

This section summarizes all of the data from the Teacher Sense of Efficacy Scale (TSES) questionnaire, which was completed by 20 survey participants. The writer calculated the statistics through Microsoft Excel using descriptive analysis statistical tools based on the data gathered by distributing questionnaires. The data is represented in the following figure:

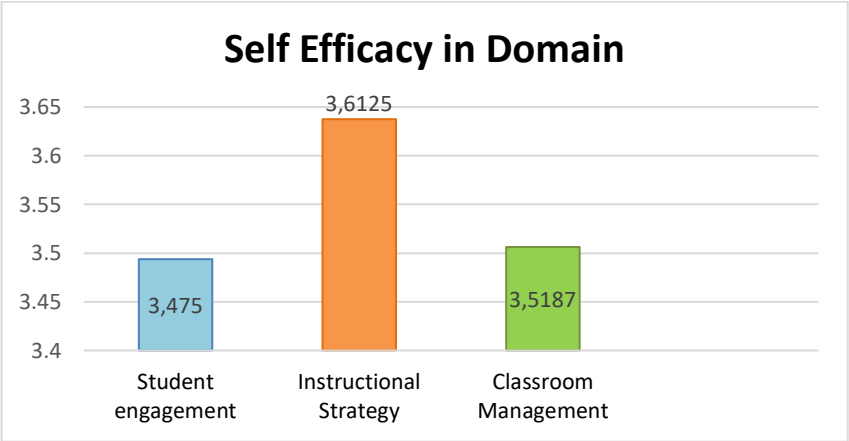


Figure 1. Chart of self-efficacy in domain

According to Figure 1 presented above, student engagement, instructional strategy, and classroom management are the three domains of pre-service teachers' self-efficacy according to Bakar et al. (2012). Sense of efficacy for instructional strategy has the highest value (M= 3.6125), then the second highest is classroom management (3.5187) and the lowest value is student engagement

with value (M= 3.475). The overall mean based on the data that has been obtained is 3.53.



Figure 2. The mean and standard deviation of the entire questionnaire

According to the data obtained from 20 students as can be seen in Figure 2, question number 4 “How confident are you to get students to believe they can do well in school work?” (M = 3.85; SD = 0.36) had the highest mean value. Meanwhile, the lowest average in the chart above is question number 8 “How confident are you to assist families in helping their children do well in school?” with a mean value (M = 2.9; SD = 0.96).

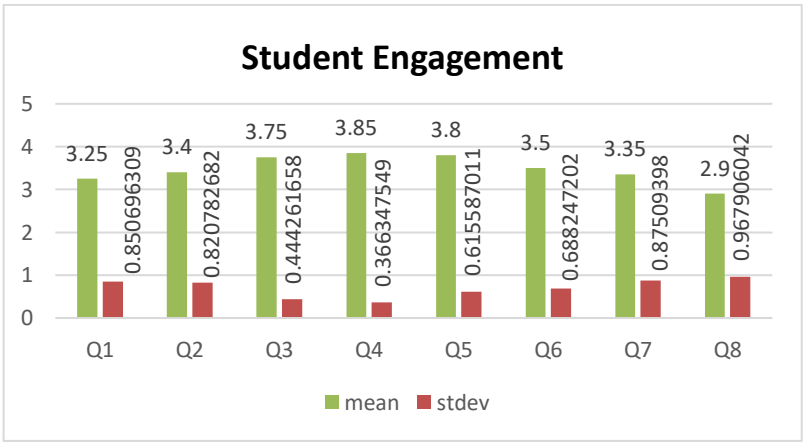


Figure 3. Chart of student engagement

In terms of data for each domain, figure 3 shows the results of domain student engagement. It is clear from this domain that question number 4 “How confident are you to get students to believe they can do well in school work?” with a mean score (M = 3.85; SD = 0.36) had the high mean score, while question number 8 has the lowest mean score, “How confident are you to assist families in helping their children do well in school?” with a mean of (M = 2.9; SD = 0.96).

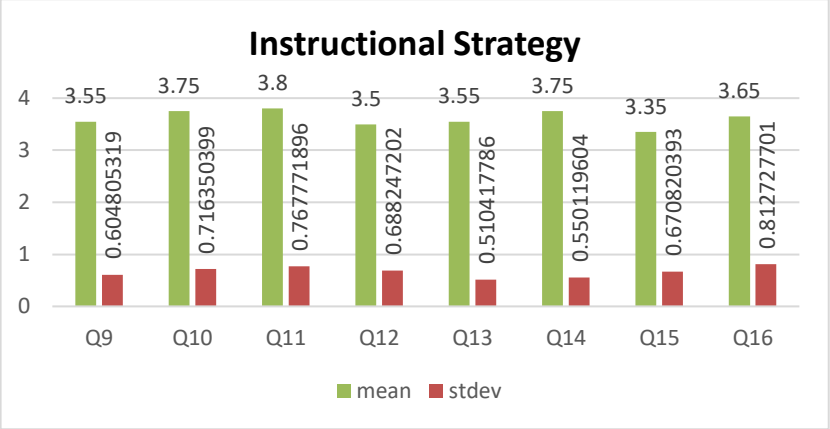


Figure 4. Chart of instructional strategies

Figure 4. shows a chart of domain instructional strategy with question number 11 "How confident are you to craft good questions for your students?" (M = 3.8; SD = 0.76) as the highest mean score while question number 15 "How confident are you to implement alternative strategies in your classroom?" (M = 3.35; SD = 0.58) as the lowest mean score.

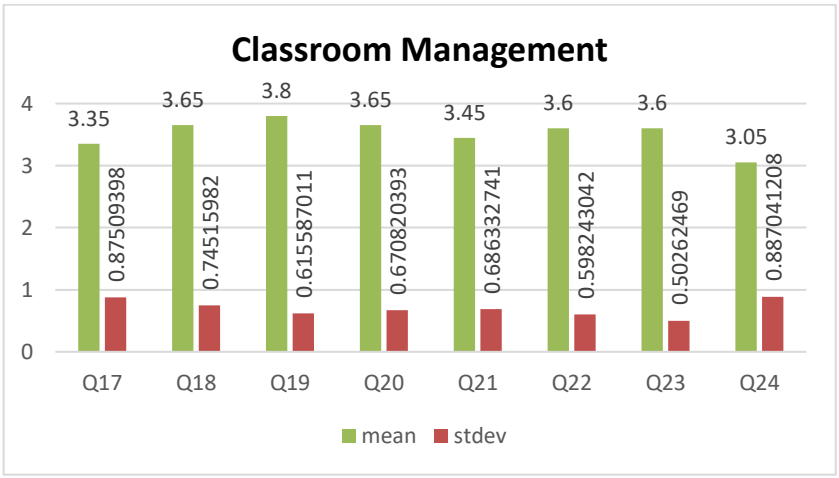


Figure 5. Chart of classroom management

The last domain was classroom management as shown in Figure 5. Question number 19, "How confident are you to get children to follow classroom rules?" (M = 3.8; SD = 0.61) has the highest mean value while question number 24, "How confident are you to respond to a defiant student?" with the mean (M = 3.05; SD = 0.88) has the lowest mean value.

These findings are in line with previous studies. In a study, Cankaya (2018) investigated self-efficacy beliefs among practicing teachers and student teachers. Participants included English language teachers and student teachers from the English Language Teaching Department (ELT). The study reveals that teachers are more efficacious than student teachers in terms of efficacy. Nonetheless, student teachers are more efficacious than teachers in terms of instructional strategy, and both teachers and student teachers have low self-efficacy in terms of student engagement. Another study from Balci, Şanal, & Üğüten (2019) reported

that in their study, pre-service EFL teachers perceived themselves as the most efficacious in instructional strategy and the least efficacious in student engagement. Furthermore, Eslami and Fatahi (2008) discovered that teachers were more efficacious in terms of instructional strategies. Their results are the same as the results of this study in terms of each subscale.

The last study came from Nugroho (2017). He conducted a study to investigate the relationship between English proficiency and self-efficacy among 65 pre-service EFL teachers. The findings of his study show that pre-service EFL teachers have medium-to-high self-efficacy in their EFL teaching. The findings of the previous study (Nugroho, 2017) differ slightly from those of this study; participants in his study are more efficacious in terms of classroom management but less efficacious in terms of instructional strategy, whereas in the current study, instructional strategy becomes the highest self-efficacy. Furthermore, the participants in the current study perceived themselves as the least effective for student engagement. Despite this, the results were consistent with earlier research by Bandura (1997); Bong (2006); and Dellinger et al. (2008), which emphasizes that teacher self-efficacy varies across different subject areas and tasks and that self-efficacy beliefs are both unstable and impacted by time and place.

Conclusion

According to the findings of this study, the student engagement domain has an average value (M: 3.47), indicating that pre-service teachers can motivate students to achieve their academic goals. The classroom management domain has an average score (M: 3.51), which indicates that pre-service teachers can manage the classroom environment during learning. The value in the instructional strategy domain (M: 3.61) indicates that pre-service teachers have medium-high self-efficacy in the process of making instructional methods appropriate for students during their teaching practicum. In this study, the third mean score showed a moderate level (M: 3.53), which means that pre-service EFL teachers who teach in high schools have a quite good sense of efficacy in teaching during teaching practicum. This is certainly inseparable from the provisions they get from universities before they finally carry out teaching practices in schools, and also guidance as well as direction from their supervisors while practicing teaching English in schools. Following the findings of this study, pre-service EFL teachers should improve their ability to apply instructional strategies in the classroom, skills to engage students in learning English, and classroom management skills to perform well when teaching English in the future. English education study programs can contribute to this effort by providing students with a wealth of practice rather than theory that is expected to increase the self-efficacy of pre-service EFL teachers and enable them to perform well in the classroom. For further research, it is expected to find out what factors enable them to have high and low self-efficacy.

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