

CHAPTER II

LITERATURE REVIEW

2.1 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 (Yazici & 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 and their resilience in the face of failure (Shaukat & Iqbal, 2012). Self-efficacy, according to Zimmerman and Cleary (2006), varies across multiple aspects, including level, generality, and strength. The level of self-efficacy is a person's reliance on the difficulty level of a certain task. The ability to transfer efficacy judgments across varied activities and tasks is referred to as the generality of self-efficacy belief. The confidence with which a task can be completed is referred to as the strength of efficacy judgment (Dullas, 2018). 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). In addition, a person's self-efficacy varies from one another.

2.1.1 High Self-efficacy

Self-efficacy theory (Bandura, 1977) predicts that teachers with a strong feeling of efficacy work harder with students and remain with them longer, even when the students are difficult to educate (Yazici & Yildirim, 2017; Nugroho, 2017). Teachers with a high sense of self-efficacy feel they can achieve tough goals and will work hard to attain them (Clark & Newberry, 2018). Furthermore, teachers who have high levels of self-efficacy are better

able to engage students through positive role modeling (Bandura, 1997), are less likely to burn out, and have greater levels of work satisfaction (Chesnut & Cullen, 2014; Federici & Skaalvik, 2012; Garcia-Ros et al., 2015; Bandura, 1995, 1997). When confronted with students who are underperforming, these teachers are less judgmental of their performance and more optimistic about their students' capacity to develop (Nugroho, 2017). Pre-service teachers who are self-efficacious seem to be more open-minded about teaching methods and are more concerned with serving the needs of their learners (Woolfolk Hoy & Spero, 2005). Not only that, pre-service teachers with moderate to high self-efficacy are more motivated and innovative in their teaching (Moradkhani et al., 2017). In turn, this feeling of self-efficacy has the power to strengthen student learners' perceptions of self-efficacy (Bandura, 1994, 1997; Nugroho, 2017).

2.1.2 Low Self-efficacy

Individuals with low self-efficacy, on the other hand, perceive their surroundings as frightening, lack of problem-solving skills, and exaggerate potential threats (Yazici & Yildirim, 2017). Similarly, individuals with poor self-efficacy have negative beliefs and, as a result, prefer employment with fewer problems (Fernandez et al., 2016). Teachers with low efficacy have a deleterious impact on the learning atmosphere, which can have a negative impact on students' self-efficacy and cognitive development (Bandura, 1995). Furthermore, they are terrified of tough jobs that they view as a threat, and this weakens their dedication to the goals they set for themselves (Bandura, 1994; Deneroff, 2016). Bandura stated that teachers with a poor feeling of efficacy manage stress, or the emotional pressure caused by difficult situations, badly. They may avoid difficult professional challenges because they doubt their own ability. Rather than actively solving their issues, they concentrate on coping with their own emotional anguish, and the emotional effort they expend leads to professional burnout. As a result, low self-efficacy in teachers can have a detrimental impact on their

students' self-efficacy involvement, enthusiasm, and success (Zee & Koomen, 2016).

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 writer utilizes a scale of 1–5, as adapted 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 confident 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 refers to their confidence in organizing and carrying out the actions required to manage certain situations (Bandura, 1997). The growing problem is not just how capable teachers are, but how capable teachers feel they are (Tschannen-Moran et al., 1998). The three criteria used to characterize pre-service teachers' levels of self-efficacy are student engagement, classroom management, and instructional method (Tschannen-Moran & Hoy, 2001). These three aspects are critical for teachers to learn in order to fulfill their teaching objectives.

a) Student Engagement

Student engagement refers to a teacher's ability to encourage students and provide an optimal learning environment (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, effective teachers are much more likely to have a positive perception of student engagement and use specific methods for teaching that engage students regardless of the student's desire to succeed (Van uden et al., 2013; Mireles-Rios et al, 2019), and it can improve students' critical thinking because the classroom atmosphere becomes more interactive and creative, in which students can not only think more critically about issues or topics (which the teacher conveys), but their social skills and learning outcomes will be optimal (Saepuloh et al., 2021).

According to Bandura (1997), efficacious teachers commit more time to students' learning, help students achieve their goals, and promote their intrinsic desire. Teachers who handle the teaching and learning process well and have a strong subject area feel more confident and competent, and they have better relationships 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 (Gibson & Dembo, 1984), 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).

Teachers' self-efficacy will have implications for organizing a creative learning environment in which to foster student creativity and can significantly improve student learning goal orientation and knowledge sharing (Rubenstein et al., 2013; Fan & Cai, 2020). Efficacious teachers are able to plan relevant activities, are patient with students who are having difficulty learning, and spend more time developing relevant instructional activities (Moalosi, 2013). When dealing with students who are disinterested in academic pursuits, teachers need with a greater level of self-efficacy and confidence, using more effective and demanding teaching strategies (Ozokcu, 2017).

Furthermore, a teacher must carry out an effective and organized teaching and learning process, display better instructional skills, ask questions, explaining skills, provide feedback, and keep students on task (Ashton and Webb, 1986). As a result, teachers who are more confident in their own abilities are more likely to engage their learners by encouraging self-determination through inventive and creative approaches (Mireles-Rios et al, 2019)

b) Classroom Management

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 behaviour (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 & Kivanç (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, classroom management has been recognized as a cause of teacher stress and burnout, as well as emotional weariness, low student success, and teacher turnover (Aloe et al., 2013; Wang et al., 2015). Dicke et al. (2014) explicitly examined the role of teachers' self-efficacy in classroom management and suggested that lower levels of self-efficacy in classroom management indicate emotional exhaustion through classroom disruptions. 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).

A teacher's high sense of self-efficacy in classroom management might influence how she/he responds to student misbehavior and manages difficult circumstances (Özer & Yetkin, 2018; Darjan, 2012). Teachers who have a high sense of self-efficacy are significantly more likely to give chances for student communication by employing a range of models to address the needs of all learners (working individually, in pairs, and in groups) (Smylie, 1989). Efficacious teachers are more likely to apply an effective set of rules to enhance classroom management, boost confidence in controlling their classroom, and offer a safe atmosphere for their students (Zee & Kooman, 2016; Pendergast et al., 2011). Additionally, according to Aloe, Amo, and Shanahan (2014), these teachers are less likely to feel burnout. Teachers with a high sense of efficacy have a sense of personal accomplishment, high expectations for their students, a sense of responsibility for their students' learning, goal-setting strategies, a positive outlook on teaching, and believe they can influence students' learning (Bandura, 1986; Sarfo et al., 2015). Teachers' classroom management has a major impact on students' cognitive and behavioral involvement, reaching beyond the boundaries of just keeping students quiet and preserving quietness in the classroom (Jang et al., 2010). Teachers may have the chance to consider their self-efficacy in classroom management throughout the evaluation process (Mireles-Rios et al., 2019).

c) Instructional Strategies

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 (Tschannen-Moran & Hoy, 2001; Cocca et al., 2018). The teaching approaches employed throughout the learning process are intended to increase students' enthusiasm in 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).

Moreover, teachers with a high level of self-efficacy seem to be more organized, have stronger instruction and questioning skills, are better at explaining, and can readily overcome academic challenges (Shahzad & Naureen, 2017). Furthermore, teachers with high expectations will work hard, use management strategies, encourage student autonomy, and constantly monitor low-ability students, and therefore, teachers' efficacy contributes to success because teachers modify students' ability perception (Ross & Gray, 2006). Teachers with low self-efficacy, on the other hand, are more hesitant to use new instructional approaches or programs that help students with special needs, preferring to stick with the traditional way (Chacon, 2005).

Teachers' levels of self-efficacy may also differ from one another (Bakar, 2012). Bandura (1997) highlights that teacher self-efficacy varies by subject matter or task. Beliefs in one's own efficacy are also volatile

and affected by time and space (Bong, 2006; Dellinger et al., 2008). Teacher self-efficacy may be viewed as highly contextualized and context-specific. Teachers measure self-efficacy after analyzing the difficulty of the activity and knowing what competencies are required to do each task successfully (Knoblauch & Woolfolk Hoy, 2008). As a result, teachers who realize their own efficacy will be able to set higher goals for themselves and their students.

2.2 Teaching Practicum

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 which pre-service teachers get in the classroom during their training program before taking over and beginning the actual teaching career (Eğimli & Mehdi, 2021) as well as to measure the change within their self-beliefs (Debreli, 2012). Pre-service teachers, according to Rahimi (2015), are students who have completed pre-service training or education before they begin teaching. Teaching practicum allows pre-service teachers to apply and enhance the knowledge and experiences earned during their four-year professional university education through authentic teaching and learning practice (Kazaz & Alagözlü, 2020; Riesky, 2013).

Teaching practicum has a core aim of equipping pre-service teachers for the reality of teaching, since those teacher candidates are primarily expected to engage with learners in real classrooms during the practicum phase (Köksal & Genç, 2019). 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 (Zhu et al., 2018; Zhu et al., 2020; Eğinli & Solhi, 2021). Furthermore, pre-service teachers would profit from reflecting on their teaching and learning competence, acquiring knowledge from experienced teachers, and making predictions about the type of workplace in which they will be working soon (Rozella & Wilson 2012; Vo et al., 2018). Teaching practice appears to be a beneficial opportunity for teacher candidates to acquire favorable improvements in their self-beliefs (Eğinli & Solhi, 2021).

Pre-service teachers' beliefs and attitudes might impact their teaching actions throughout their education (Bandura, 1997). The self-efficacy beliefs of pre-service teachers at the beginning and end of their practicum teaching experience would be illuminating since these perceptions may have important ramifications once they practice their profession. 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 research has revealed that during teaching practicum, teacher self-efficacy rises (Klassen & Durksen, 2014; Rupp & Becker, 2021; Michos et al. 2022). In generally, teaching increases students' self-efficacy (Colson et al., 2017), although this also relies on the particular activity conducted during teaching practicum. Furthermore, student teachers' openness to pedagogical theory presented throughout the teacher education curriculum appears to be related to self-efficacy growth during teaching practicum (Hascher & Hagenauer, 2016). Lastly, the importance of mentors has been recognized, and high-quality mentoring might result in enhanced self-efficacy (Richter et al., 2013).

2.3 Previous Study

In conducting this research, the writer has analyzed several previous studies that are related to and support this research. The first related study

came from Alagözülü (2016). The objective of this study was to investigate pre-service EFL teachers' perceptions of their ability to teach English as a Foreign Language (EFL) and their English language proficiency levels. The findings of this study discovered that pre-service language teachers had a strong belief in their teaching abilities, classroom management skills, and instructional materials, all of which contribute to their self efficacy beliefs. They also had a positive impression of their language skills and saw themselves as capable of employing acceptable pedagogical practices in language schools. Another study is from MA & Cavanagh (2018). The purpose of this study is to look at the level of teacher self-efficacy as well as the factors that impacted their ratings. The findings indicate a rather low level of self-efficacy. Lack of teaching experience, past informal teaching and other relevant experience, teacher education program, personal traits and features, and teacher-student relations were all mentioned by pre-service teachers.

The Teachers' Sense of Efficacy Scale (TSES; Tschannen-Moran & Woolfolk Hoy, 2001) assesses people's perceptions of their own likelihood of success in the classroom. Teaching is understood as a complex activity in this measure, and teacher efficacy is represented as a multifaceted entity. More specifically, the TSES long (24-item) and short (12-item) forms have consistently demonstrated teacher efficacy in three distinct but related latent factors linked to three areas of teaching: efficacy for classroom management, efficacy to promote student engagement, and efficacy in using instructional strategies. The TSES is quickly becoming the most widely used measure of teacher efficacy among pre-service teachers (Fives & Buehl, 2010).

In the study of Bakar, Mohamed, & 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. Nugroho (2017) did another study utilizing TSES to evaluate the relationship between English self-efficacy and proficiency among pre-service teachers. Pre-service teachers show low efficacy in engaging students and implementing effective instructional practices in the classroom, but they are more efficacious in classroom management, according to the findings.

A related range for determining high or low levels of self-efficacy, Nedregård and Olsen (2014) conducted a survey research to examine the health and well-being of students with academic of 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 are 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.

According to the discussion of the related research above, it appears that self-efficacy has the greatest strength and is strongly tied to the lives of pre-service teachers (Megawati & Astutik, 2018). Early in the learning process, teacher efficacy beliefs are malleable (Bandura, 1977, 1997), and once established, are somewhat resistant to change. As such, it is crucial to examine pre-service teachers' beliefs about their abilities to engage students, manage the classroom, and employ various instructional strategies (Pajares, 1996). Furthermore, by studying pre-service teachers' efficacy beliefs throughout their education, teacher education programs will be able to act on the findings and provide pre-service teachers with the learning opportunities they need to develop the knowledge, skills, and efficacy beliefs necessary to be successful practitioners in their field once the program is completed (Duffin et al., 2012).