



FACTORS AFFECTING EFL PRESERVICE TEACHERS' SELF-EFFICACY

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ABSTRACT

Teachers' self-efficacy is considered an important teaching element that determines the success of teaching. However, self-efficacy is dynamic and depends on various factors. This study investigates the factors that influence preservice teachers' self-efficacy in teaching. It further describes preservice teachers' efforts to develop self-efficacy. Adopting a phenomenological approach, the study used interviews as the main instrument for the data collection. A total of eight participants of Indonesian EFL preservice teachers were recruited using purposive sampling. Using thematic analysis, this study formulated five themes: (1) learning experience, (2) teaching anxiety, (3) teaching support, (4) teaching quality, and (5) self-management. The study concluded that both positive and negative learning experiences affect preservice teachers' self-efficacy. Teaching anxiety, which derives from such variables as parental interference, learning engagement, and academic burden, also serves as another influential factor of self-efficacy. Lastly, EFL preservice teachers' efforts to develop self-efficacy include improving teaching competence and skills, practicing self-management skills, and gaining support from families, friends, and institutions. This study formulates several implications, including the need for more intensive programs to better prepare EFL preservice teachers in their teaching practicum and the urge for universities to provide meaningful learning experiences.

KEYWORDS

Self-efficacy,
preservice
phenomenology

EFL,
teachers,

ABSTRAK

Kepercayaan diri guru dianggap sebagai unsur penting yang menentukan keberhasilan proses pembelajaran. Namun elemen ini bersifat dinamis dan bergantung pada berbagai faktor. Penelitian ini menyelidiki faktor-faktor yang mempengaruhi kepercayaan diri guru calon guru dalam mengajar. Hal ini lebih lanjut menggambarkan upaya calon guru untuk mengembangkan kepercayaan diri. Penelitian ini menggunakan pendekatan fenomenologis dan menggunakan wawancara sebagai instrumen utama pengumpulan data. Sebanyak

KATA KUNCI

Kepercayaan diri, bahasa Inggris, guru prajabatan, fenomenologis

delapan peserta guru prajabatan bahasa Inggris direkrut menggunakan teknik sampling purposif. Dengan menggunakan analisis tematik, penelitian ini merumuskan lima tema: (1) pengalaman belajar, (2) kecemasan mengajar, (3) dukungan pengajaran, (4) kualitas pengajaran, dan (5) manajemen diri. Penelitian ini menyimpulkan bahwa pengalaman belajar positif dan negatif mempengaruhi kepercayaan diri calon guru. Kecemasan mengajar, yang berasal dari variabel seperti campur tangan orang tua, keterlibatan belajar, dan beban akademik, juga merupakan faktor lain yang berpengaruh terhadap efikasi diri. Terakhir, upaya guru prajabatan bahasa Inggris untuk mengembangkan kepercayaan diri termasuk meningkatkan kompetensi dan keterampilan mengajar, melatih keterampilan manajemen diri, dan mendapatkan dukungan dari keluarga, teman, dan institusi. Kajian ini merumuskan beberapa implikasi, antara lain perlunya program yang lebih intensif untuk lebih mempersiapkan guru dalam praktikum mengajar dan perlunya perguruan tinggi menyediakan pengalaman belajar yang bermakna.

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INTRODUCTION

Self-efficacy is considered an essential element for achieving success in life. It refers to an individual's belief in their ability to successfully perform a specific task or achieve a particular target (Bandura, 1993). Gavora (2010) claims that self-efficacy is a psychological factor that correlates with motivation and personal decisions. Moreover, it is the result of a complex process of self-persuasion that involves the psychological processing of different sources of efficacy information (Ormrod, 2006). Thus, individuals possessing a high degree of self-efficacy view a difficult task as a challenge that must be overcome. On the contrary, individuals with low self-efficacy tend to avoid difficult tasks, have low aspirations, and focus on self-deficiency and side effects.

Teachers' self-efficacy deals with teachers' beliefs about their abilities and skills as educators. For teachers, self-efficacy serves as an essential factor to successfully demonstrate their competence. Tschannen-Moran and Hoy (2001) state that self-efficacy determines teachers' actions in the classroom and their success in teaching while completing their other duties as teachers. Teachers' self-efficacy is also related to their ability to handle professional challenges such as didactic work and classroom discipline issues (Caprara et al., 2006).

Considering the significance of self-efficacy for teachers, this study is conducted to reveal preservice teachers' perceptions of self-efficacy in their teaching practices. Specifically, this study attempts to find out the factors that influence their self-efficacy in teaching. In addition, this study also explains preservice teachers' strategies to develop self-efficacy. Adopting a

phenomenological approach, this study is expected to present in-depth findings and discussion that shed light on the current phenomenon in teacher education programs. The questions in this study are formulated as follows:

1. What are the factors that influence preservice teachers' self-efficacy in teaching?
2. What are preservice teachers' efforts to develop self-efficacy?

Why is self-efficacy important for teaching?

Teacher self-efficacy is crucial as it influences teachers' personal feelings, thoughts, and motivation. Furthermore, it affects instructional practices and classroom behavior, as well as students' achievement and motivation. According to Koçoğlu (2011), teachers with high levels of efficacy are more sensitive to students' needs, enthusiastic in teaching, and willing to work efficiently with students who have behavior problems. They can manage negative affective experiences better than those with low efficacy who are likely to suffer from anxiety. In addition, teacher self-efficacy is essential in coping with job stress, heavy workloads, time pressures, students' discipline problems, and pressures from parents and administration. Overall, self-efficacy is important for teachers as it affects whether they can perform their duties well as teachers.

Self-efficacy affects not only teachers' performance in teaching but also students' learning outcomes. Skaalvik and Skaalvik (2007) agree that teachers who have confidence in their ability to teach and influence student performance and motivation are more likely to have a positive impact on their students' academic outcomes. In addition, Mullin (2011) asserted that teacher self-efficacy is strongly correlated with students' learning outcomes compared to other influential variables.

Self-efficacy theory

Self-efficacy theory serves as the framework of the study. Self-efficacy refers to individuals' beliefs in their capabilities to successfully perform specific tasks or behaviors. It plays a crucial role in determining individuals' motivation, behavior, and achievement outcomes. According to Bandura (1977), self-efficacy stems from four main constructs: performance outcomes, vicarious experiences, verbal encouragement, and physiological feedback. Performance outcomes concern positive and negative experiences that impact one's ability to perform activities well. These experiences determine how individuals think about their competencies and performances (Bandura, 1977). In this case, a positive experience might result in a positive performance and vice versa. Therefore, preservice teachers' past experiences may impact their current performance in teaching.

Vicarious experience refers to other individuals' experiences. In this case, an individual can develop high or low self-efficacy by comparing their personal experiences and others' experiences (Bandura, 1977). For preservice teachers, their involvement and observation with their fellow preservice teachers can provide them with a model to perform a particular action. For example, preservice teachers might compare their performance with others. This comparison can lead to a sense of superiority or inferiority.

Verbal encouragement is a person's ability to convince other people that individuals can do their jobs and tasks well (Redmond, 2010). Verbal encouragement can take any form, including compliments or even scolding, and it can affect individuals in any age range. However, it is believed that the youngsters might take the impact of verbal encouragement stronger than the elders.

Physiological feedback relates to individuals' responses to a particular sensation in their body. It also refers to emotional stimulation, which affects individuals' self-efficacy (Bandura, 1977). Physiological feedback might also refer to mood or personal feeling, which is affected by the surroundings or a particular phenomenon that affects an individual's feelings.

Previous studies

Several studies have examined teachers' self-efficacy of teaching competence and the importance of it for their teaching performance. For example, Ghonsooly and Ghanizadeh (2013) examine the relationship between EFL teachers' sense of self-efficacy and their self-regulation. This study includes various variables, including length of teaching experience, age, and gender. The instrument uses the Teachers' Sense of Efficacy Scale (long form), designed by Tschannen-Moran and Woolfolk Hoy (2001), to measure teachers' sense of self-efficacy. The scale was chosen for its comprehensiveness, integrity, and ease of administration. The findings indicate a significant relationship between teachers' self-regulation and self-efficacy. Among the components of self-regulation, goal setting and mastery goal orientation had the highest correlation with teachers' sense of self-efficacy. There were significant correlations between teachers' self-regulation, teaching experience, and age. However, there were no significant correlations with gender. The Pearson product-moment correlation revealed a significant correlation between self-regulation and a sense of self-efficacy. Significant relationships were also found between each of the nine self-regulation factors and EFL teachers' overall self-efficacy.

In a more recent study, Velthuis et al. (2014) investigated the improvement of preservice primary teachers' self-efficacy for teaching science by including science courses within the teacher training program. The study used the STEBI-NL (Science Teaching Efficacy Belief Instrument) to measure the science teaching self-efficacy of the preservice teachers from years 1, 2, 3, and 4 of the training programs. The study found that the science teaching self-efficacy of preservice teachers improved during years 1 and 2 but not during years 3 and 4. Higher levels of self-rated subject-matter knowledge and science teaching experience in primary schools contributed to higher levels of personal self-efficacy for science teaching. Differences in courses taken during the first year between science content courses and science methods courses also influenced the preservice teachers' development of science teaching self-efficacy. After the first year, preservice teachers from the university with science content courses had significantly higher self-efficacy than those from the university that offered science methods courses, but this difference was no longer present after the second year of teacher training.

Unlike previous studies, this study adopts a qualitative approach to gain in-depth insights into preservice teachers' perceptions of their self-efficacy in teaching. From their lived experience, we expect to present elaborate findings and discussions that reveal multifaceted dimensions of teaching from preservice teachers' perspectives.

METHOD

This study adopted a phenomenological approach. This approach yields a new conclusion or, in other words, represents the results of an in-depth investigation (Aspers & Corte, 2019). This approach is broad and open, allowing researchers to discuss and organize data collection according to the study goals (Yauch & Steudel, 2003). Dudwick et al. (2006), this approach allows researchers to understand other perspectives more deeply and focus on the subjective

experience of individuals and seeks to understand and describe the essence of those experiences. The use of this approach is expected to provide in-depth insight into factors that affect EFL preservice teachers' self-efficacy in teaching and their efforts to improve their self-efficacy.

Participant

The participants of this study were selected using purposive sampling. Bernard (2017) defines purposive sampling as a non-random sampling technique to deliberately select participants based on specific qualities or characteristics they possess. It does not require underlying theories or a set number of participants. Researchers use this technique to identify and select individuals or groups who are knowledgeable and experienced in a particular phenomenon of interest (Creswell & Clark, 2011). The criteria for the participants were the field of study of the participants and their aspiration to be EFL teachers upon graduation.

Based on the criteria, the study specifically selected participants who participated in teaching internship programs in schools and majored in the English language education study program at a private university in Central Java. We contacted the office of the study program and were given a list of 30 participants in teaching internship programs and their phone numbers. All these candidates were contacted by sending messages through WhatsApp and explaining the details of the study. 15 participants responded to the messages, but only eight participants were willing to participate. Creswell (2013) explains that phenomenological studies commonly employ 3 -25 participants for the sample size. Thus, we consider that eight participants are sufficient to reach saturation. The eight participants were all females aged between 20 and 22 years old, and they were in their fourth year of their studies. All participants speak Indonesian as their native language.

Instrument Of The Study

This phenomenological study used semi-structured interviews as the instrument to collect data. This instrument allows flexibility for the interviewer to ask follow-up questions and explore new areas of interest despite having a set of predetermined questions or topics to guide the conversation. Semi-structured interviews are often used when researchers want to gather in-depth information from participants while still maintaining some level of control over the interview process (Harrell & Bradley, 2009; Stuckey, 2013). This instrument collects data that describes the interviewee's daily life to understand the significance of the described phenomena (Kvale & Brinkmann, 2009).

This interview revealed the experience of preservice teachers in their teaching practices to determine their level of self-efficacy in teaching in class. The interview questions covered a variety of topics, including the importance of self-efficacy in teaching, factors affecting teaching efficacy, common teaching-related anxiety, and efforts to develop self-efficacy. After selecting the potential participants, we scheduled the meetings to conduct the interviews. Interviews were conducted in participants' native language and lasted for 30-45 minutes for each session.

Data Analysis

This study used coding as part of the data analysis process. The coding process allows the researchers to find common characteristics or information through data. During the process, the researchers reviewed the data, identifying patterns and assigning relevant codes to segments of the data (Elliott, 2018). Moreover, we employed deductive coding, which is an approach where pre-existing codes or themes are applied to the data based on existing theories

or frameworks. We used a codebook and formulated a list of pre-codes before the analysis began. These pre-existing codes were based on the self-efficacy theory. This approach allows for a systematic and structured analysis of the data, ensuring that the analysis is grounded in existing theories and concepts (Fereday & Muir-Cochrane, 2006).

As all codes were collected, we proceeded with the thematic analysis. It is a method for analyzing qualitative data that involves searching for repeated patterns in a dataset and interpreting those patterns to construct themes. It enables the development of knowledge that is constructed through interactions between the researcher and participants, and it can uncover hidden, deeper themes within the data (Braun & Clarke, 2006).

RESULT AND DISCUSSION

Result

The transcripts were collected in the participants' native language. Thus, they were translated into English and transcribed. We collected codes through a coding process deductively by formulating pre-existing codes before the code formulation. We then drew several codes from the transcript and matched them with the pre-existing codes, which resulted in 67 codes. Table 1 presents a sample of code formulation.

Table 1: Code formulation

Students' response	Pre-codes	Codes
In my school experience, the teacher was enjoyable. It got me to think about how I might be able to <i>use this technique for my future teaching</i>	use this technique for my future teaching	Modelling
Gain a deeper <i>comprehension of the student's situation</i>	comprehension of the student's situation	Comprehending students
I feel confident with my teaching skills, but I can't help worrying my student's achievements. <i>I was sometimes burdened by their parents' expectations.</i>	I was sometimes burdened by their parents' expectations	Parents' expectation
When I was a teacher, there was a case where the answer key got mixed up with different materials	the answer key got mixed up with different materials	Negative experiences

Once the codes were finalized, they were further analyzed using a thematic analysis to draw the themes. These themes were drawn by identifying the similarities of each code and grouping them based on these similarities. We individually checked the codes and possible themes. We later compared our themes and formulated the final themes for further discussion.

Table 2: Thematic analysis

Category	Themes	Codes
Factors that influence preservice teachers' self-efficacy	Learning experiences	<ol style="list-style-type: none"> 1. Favorite teacher 2. Enjoyable teaching 3. Easy to understand 4. Appreciation 5. Course sentiment 6. Bad score 7. Memorizing vocabulary
	Teaching anxiety	<ol style="list-style-type: none"> 1. Students' result 2. Students' responses 3. Class situation 4. Students believe 5. Academic level

	Teacher's needs	<ol style="list-style-type: none"> 1. Parents support 2. Support of friends 3. Physical appearance
Teachers' effort	Teaching quality	<ol style="list-style-type: none"> 1. Learning motivation 2. Communication skill 3. Content knowledge 4. Teacher competence 5. Teaching competence 6. Upgrading knowledge 7. Participating in seminar and workshop 8. Various methodologies
	Self-management	<ol style="list-style-type: none"> 1. Reassurance 2. Encouragement 3. Emotional control

From the thematic analysis, this study formulated five themes. These themes include (1) Learning Experiences, (2) Teaching Anxiety, (3) Teaching Support, (4) Teaching Quality, and (5) Self-Management

Theme 1: Learning Experience

Learning experience refers to any experience that participants acquired since they began their study period. These experiences can be both positive and negative. Three participants explained that they acquired positive experiences during their study in middle and high schools. Participant 3, for instance, explained that some praise she received from her English teachers in middle and high school assured her that she was competent in English. Thus, this positive impression built her confidence as an English teacher. This experience also encouraged her to improve her ability to communicate in English as well as her skills in teaching.

My teacher praised me for my good scores. I admired him for the method and spirit he taught me back then when I was still studying in middle school. (Participant 3)

Aside from positive experiences, we also identify negative experiences affecting participants' self-efficacy. For example, Participant 1 said that she did not like English when she was in middle school because of the way her teacher taught her. She also expressed her dissatisfaction with her scores in English class. She thought that her teacher's class was boring as she used to do a lot of memorization, and the class was quite monotonous. This experience did not directly affect her confidence in teaching, but it gave her the impression that teaching should be enjoyable and, more importantly, that teachers should provide a good impression for their students.

When I was still in middle school, I did not like English. It was because I had no pleasant memories of my English classes. I remember that the teacher always instructed us to memorize 10-15 words every day. It made me bored. Also, I sometimes got bad grades from my English class. (Participant 1)

Theme 2: Teaching Anxiety

Teaching anxiety often occurs in novice or preservice teachers. This feeling is often triggered by various conditions, such as parents' interference, students' responses, and students' grades. Participant 5, for instance, claimed that she was weighed by parents' expectations of students' achievements. As she also taught in a private tuition center, she often received direct

requests from parents to help their children gain better grades in school. This situation often made her question her ability as a teacher, especially when these parents reported their children's bad scores in the English class. She commented.

I was confident when I was in my class, and I was convinced that I could do my best when I taught. But sometimes, knowing that parents were dissatisfied with the achievement of their children made me wonder if I was a competent teacher. (Participant 5)

Another condition that stimulates teachers' anxiety is students' responses during the teaching process. In this case, Participant 1 shared her teaching experience in which students were mostly passive. Despite her preparation for teaching, she did not receive the expected response from students. Students were too shy to answer her questions and did not follow her instructions well. She also added that unpredictable class conditions, which were caused by students' low motivation and some technical issues, could worsen her anxiety. This situation occurred as she was scheduled for an afternoon class period. Students were mostly sleepy and paid no attention to her explanation.

The students' silence made me less confident, especially when I tried to explain the learning material to them. The unpredictable classroom situation reduced my confidence. It often made me think that I was not ready to teach ... (Participant 1)

Novice or preservice teachers are often unsure of their abilities to teach. Thus, being assigned to higher grades increased their burden in teaching as the materials were more complex, and students needed to be treated more intensively. Participant 2 explained that teaching in upper grades was more challenging compared to the lower ones as she needed to prepare materials that were more complex than the lower grades. Students' needs are also different, as there was a need to incorporate higher-order thinking activities that require special instructions. Participant 2 was also concerned that she might be overwhelmed by the students who know the content better than her. She argued that some students might have personal mentors who provide additional learning assistance at home. Her assumption that some students might underestimate her due to her lack of experience and considering how young she looked as a teacher always emerged. She commented.

I feel when I teach high-level students like senior high school, I feel worried that they might be smarter than me. (Participant 2)

Theme 3: Teaching Support

In the early teaching period, preservice teachers need support from their families, peers, and institutions. This support is crucial to boost their confidence in teaching. Participant 6 explained that she received support from her parents, which strengthened her intention to be a teacher and encouraged her to improve her teaching skills. Similarly, Participant 3 commented that she and her friends in class support each other to achieve their goals of being professional teachers. She commented.

I am a confident person, but sometimes, I still need support from my friends to do my best in college. (Participant 3)

Another interesting finding is that physical appearance boosts teachers' confidence. All the participants claimed that physical appearance could affect students' perceptions about them as teachers. Participant 5 commented that the institutions' instructions that require preservice teachers to dress properly as teachers proved to be convenient. She was also

fortunate that she got all the advice from her instructors about preparation to be a professional teacher mentally and physically.

I was once thought of as a student while I was teaching. I remember that some instructors in my class told me to dress formally when I teach so I can look more mature. Since then, I have been very careful about my appearance so that students can appreciate my existence more. (Participant 5)

Theme 4: Teaching Quality

Teaching quality is assured as teachers possess the required skills for teaching. Moreover, competent teachers with those skills will demonstrate high self-efficacy, which subsequently determines the success of teaching. Based on the interviews, we identify skills that teachers need to possess to present quality teaching for their students: (1) content knowledge, (2) pedagogical skills, and (3) communicative skills.

Content knowledge is teachers' understanding of the teaching materials. Teachers need to possess content knowledge as they need to know exactly what they teach in class. With proper content knowledge, they will also gain confidence to teach. Participant 7 believed that teachers should be the most knowledgeable people in the class. It means that they need to know everything that should be taught to their students. Thus, she worked hard to understand the teaching material holistically before entering her class. She believed that, without proper content knowledge, she would be prone to anxiety and fail to manage her class.

Although we have a lot of teaching experience, it does not guarantee that I understand all the materials we teach in class. Thus, we should keep studying and upgrading our knowledge so that we can be ideal teachers who can answer all questions from students. (Participant 7)

Teachers need pedagogical skills to present engaging and meaningful learning experiences for students. Teachers with proper pedagogical skills can create an enjoyable learning atmosphere and confidently alleviate any possible issues during the teaching process. However, as teaching trends are dynamic, teachers need to upgrade their skills and stay in touch with global issues. Participant 5 noted that teachers always need to improve their skills and knowledge. Therefore, they need to participate in training, seminars, and workshops. In a similar vein, Participant 7 argued that improving skills and knowledge will not only improve teaching quality but also develop teachers' efficacy in teaching.

I need to upgrade my knowledge and skills if I want to be a good teacher. So, I participate in many seminars and workshops. I also joined some seminars that are not about teaching... (Participant 7)

The current teachers are in need to adapt with educational technology, which is currently the main issue in the field of education. Therefore, Participant 3 highlighted the importance of upgrading skills by gaining more knowledge about how to incorporate technology in teaching. She commented that there are so many platforms that preservice teachers can use to teach, including Instagram, TikTok, and YouTube. They can learn from many content creators who are dedicated to developing the quality of education in the country. It can subsequently increase their confidence in the teaching process as they would be very skillful in using technology when they teach in real classes.

Learning many teaching references not only from books but also from social media from influencers that share knowledge and experience in teaching or fun tips learning, for example, from Instagram, TikTok, and YouTube. Not only from the English teaching but also from the psychological aspect. (Participant 3)

Aside from pedagogical skills, teachers need to demonstrate good communication skills. Participant 5 argued that teaching requires teachers to demonstrate the ability to communicate so that students can understand and carry out all their instructions. Moreover, she added that the teacher's inability to communicate ideas or content properly in teaching can be an indication of low self-efficacy. She explained.

I think communication skills and self-efficacy are two interrelated things. As soon as we prepare the material and think about the teaching model, but we do not have communication skills, our preparation might not be useful. (Participant 5)

Theme 5: Self-Management

Teachers need to have the ability to manage themselves. In this case, teachers need to be able to control their emotions and demonstrate positive conduct in any difficult situation. Participant 5 explains that teachers are likely to encounter any unprecedented situation in class that affects their self-efficacy. She reflected on her experience during her teaching practicum as she often faced unpredictable situations. She added that teachers need to stay calm and show positive behavior to handle the situation.

We can control ourselves both emotionally and in action. It is very important because when we are faced with a lot of students in a big class situation, sometimes we cannot predict, for example, students fighting, students crying, and so on. With this self-limit, we will find it easier to cope with unexpected situations in learning. (Participant 5)

Teachers need to have an awareness to continuously learn and develop their skills. Participant 8 noted that having proper skills in teaching is likely to affect their self-efficacy in teaching. As a future teacher, she highlighted the importance of continuous learning and dedication to her duties as a pre-service teacher.

Motivating yourself to continue learning is the main strategy that a teacher should have to build self-confidence. (Participant 8)

Discussion

Factors that affect preservice teachers' self-efficacy

Referring to self-efficacy theory, this study found two factors that affect self-efficacy: performance outcome and verbal encouragement. Performance outcomes refer to the way individuals think about their competencies and performances. This construct is strongly affected by past experiences, including both positive and negative experiences. Positive experiences stem from positive motions from encouragements and praises that enhance students' well-being (MacIntyre et al., 2019). In this study, positive experience strengthens EFL preservice teachers' self-efficacy in terms of their language skills (MacIntyre and Gregersen, 2012).

On the other hand, negative learning experiences from participants stemmed from course sentiment in their previous English classes. However, from this sentiment, participants learned that they need to make better efforts to present a more enjoyable and engaging learning experience. With their experience as preservice teachers, participants were confident in their

teaching abilities. Moodie (2016) claimed that previous negative language learning experiences could affect preservice teachers' beliefs and their efficacy in teaching. However, from these experiences, preservice teachers could learn how to handle their classes better to present meaningful learning experiences for their students.

This study also identifies other variables that are related to teaching anxiety and that affect EFL preservice teachers' self-efficacy. First, teacher self-efficacy is affected by parental interference. Receiving reports from parents about their children's low achievement in school makes preservice teachers question their capabilities in teaching. Lacking field practice, some preservice teachers are less prepared for unfriendly responses from their students, leading to burnout and frustration (Skaalvik & Skaalvik, 2007). This finding is quite interesting as many studies are more concerned about preservice teachers' self-efficacy and its impacts on students' achievement, not the opposite. For instance, Shahzad and Naureen (2017) and Kim and Seo (2018) concluded that students' achievement is influenced by teachers' self-efficacy. Further studies can address this matter by focusing on preservice teachers' teaching reflections and the strategies to avoid teaching burnout for preservice teachers.

Second, students' learning engagement will affect how preservice teachers feel about the class. When students passively respond to class instruction, the preservice teacher's self-efficacy is likely to decrease. Regarding this matter, Beri and Stanikzai (2018) emphasize the importance of student engagement as it serves as a factor that determines teaching effectiveness. Preservice teachers need to incorporate teaching methods that suit students' preferences. However, students' responses do not always align with teachers' expectations. This situation subsequently leads to low teacher self-efficacy (Skaalvik & Skaalvik, 2007). Therefore, higher education institutions need to prepare preservice teachers with insights and practical experience, which help them anticipate all possible issues in class and formulate suitable strategies to handle the issues.

Third, preservice teachers are prone to burnout due to the academic burden. The findings indicate that the grade level influences preservice teachers' perceptions of their duties. More specifically, preservice teachers felt anxious when teaching in higher grades. They further argued that as the grade level gets higher, the difficulty level of learning content increases as the complexity of students' characters rises (Bandura, 1977). This concern about the difficulty level based on grade levels only occurred in the early period of their teaching practices. As preservice teachers gradually acquire more teaching experience, they gain more insights and develop skills that alleviate their teaching difficulties. Therefore, institutions should ensure that preservice teachers feel supported by collaborating with institutions in which they are assigned for teaching practicum (Cantrell et al., 2003). It can help them retain their self-efficacy and build positive teaching beliefs (Kaygisiz, 2018).

Developing self-efficacy

The findings in this study imply that the primary strategy to develop self-efficacy of preservice teachers is to improve their teaching competence and skills. Preservice teachers need to make efforts to improve the quality of their teaching by upgrading their skills and improving their competence. In the case of an EFL context, EFL preservice teachers need to possess language skills, including the ability to communicate effectively in the target language and, more importantly, the ability to teach students effectively. Moreover, the trends of adopting technology for classroom instruction should become a concern for preservice

teachers. Koçoğlu (2011), as well as Zain (2023), argued that preservice teachers need to keep learning and constantly upgrade their competence. Hence, they can adapt to the dynamic transformation in the field of education and maintain their self-efficacy in learning. Additionally, the role of higher institutions in preparing professional teachers is quite essential. Bray-Clark and Bates (2003) state that higher education institutions managing the teacher preparation program should constantly develop their policies and curricula in response to national educational policies. They also need to focus on developing teacher self-efficacy to prepare preservice teachers to enter their career path as professional teachers.

The findings of this study also revealed the essence of support from parents, friends, and institutions for developing self-efficacy. Owusu et al. (2021) explain that parents and friends offer support in various forms that can increase preservice teachers' confidence. Parents can encourage EFL preservice teachers to focus on their objectives to complete their studies and pursue careers as professional teachers. Friends, on the other hand, can provide mutual support that helps alleviate issues during their studies. Lastly, EFL preservice teachers need to practice self-management skills. In this case, they need to control their emotions and demonstrate positive behavior to respond to any classroom situation (Taxer & Gross, 2018). They also need to pay attention to their physical appearance, which also boosts their self-efficacy in teaching (Marschall, 2022).

Implications

Based on the conclusions of this study, we formulate several implications. First, this study revealed the important role of parents and friends in building the confidence of preservice teachers in teaching. However, this study has not revealed the extent to which their roles were significant. Therefore, future studies can address this issue by having an in-depth investigation of the impacts of these variables on EFL preservice teachers' self-efficacy.

Second, the study implied that some EFL preservice teachers are prone to teaching anxiety and burnout. It suggests the need for more intensive programs that help EFL preservice teachers to be more prepared for their teaching practicum at any grade level. They can be directed to join seminars, workshops, and training that can help improve their self-efficacy. Thus, institutions need to develop such programs, aside from developing the curriculum to suit the latest trends in the field of education.

Third, learning experiences prove to be an essential factor that affects EFL preservice teachers' self-efficacy. Therefore, institutions need to ensure that EFL preservice teachers receive meaningful learning experiences during their studies in the universities. They should provide policies and regulations that support EFL preservice teachers to adapt to the school settings. Moreover, faculties need to become good models for them to be professional EFL teachers in the future.

CONCLUSION

This study aims to identify the factors that influence preservice teachers' self-efficacy in teaching and the efforts to develop self-efficacy. The study concluded that learning experiences, both positive and negative, can affect preservice teachers' self-confidence. Specifically, positive experiences include positive emotions that EFL preservice teachers gained in their past learning experiences and the encouragement they received from teachers in schools. These emotions and praises drove them to be more motivated to learn English,

which directly affected their self-efficacy in teaching. Negative experiences, on the other hand, could boost EFL preservice teachers' confidence as they could learn from their past and present better learning experiences for their students.

In addition, teaching anxiety stemming from parental interference, students' learning engagement, and academic burden also determine teachers' self-efficacy, which in turn influences their teaching performance. Parental interference often takes the form of complaints from parents about their children's learning achievements. Low student engagement also led to teaching anxiety, leading to EFL teachers questioning their abilities. Moreover, teaching anxiety also derives from the concern about teaching high-grade levels. For EFL preservice teachers, teaching at higher grade levels requires more elaborate preparation and particular treatment with meticulous considerations.

To maintain and develop teacher self-efficacy, EFL preservice teachers need to continuously develop their competence and skills. They can join seminars, workshops, and training that help develop their communicative skills in English and improve their teaching competence. Moreover, support from their environments, such as parents, friends, and colleagues, serves an essential role in building preservice teachers' self-efficacy. Family and friends, specifically, provide encouragement that helps EFL preservice teachers focus on their goals of study. Lastly, this study highlighted the significance of physical appearance, which also helps boost EFL preservice teachers.

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