Chapter Two

Literature Review

In this chapter, the researcher presents the review of literatures related to this study. It discusses two main points of this research, namely self-efficacy and teaching practicum. The researcher would like to review definition of self-efficacy, the importance of self-efficacy, components of self-efficacy, sources of self-efficacy, level of self-efficacy. Besides, this chapter also mentions definition of teaching practicum, benefits of teaching practicum, expectation of teaching practicum, and implementation of teaching practicum. It also provides reviews of related studies and conceptual framework.

Definition of Self-Efficacy

The concept of self-efficacy was originally developed by Albert Bandura. Bandura (1977) proposed that the concept of self-efficacy is "assigned a central role, for analyzing changes achieved in fearful and avoidant behavior" (p. 193). According to Bandura (1994), self-efficacy is defined as people's attitudes toward their capabilities to create chosen levels of performance. It affects people's personal activities, and denotes a self-system that controls the majority of individual activities (Gavora, 2011). The individual activities include the appropriateness of applying skills and professional knowledge. Self-efficacy also refers to a person's own opinions of competencies to demonstrate definite activities to gain certain results (Zulkosky, 2009).

Furthermore, self-efficacy influences individuals' enthusiasm and efficiency. In line with Pendergast, Garvis, and Keogh (2011), teachers' self-efficacy is a significant motivational development that forms their helpfulness in

the classroom. For instance, teachers are enthusiastic about teaching in the classroom and they can manage each problem very well. In addition, they make lesson plans in order to be efficient, and they also keep the material being always on the track.

To conclude, self-efficacy is individuals' behaviors toward their competencies, especially skills and performances to obtain certain outcomes. Self-efficacy relates with how to solve problems well. Therefore, self-efficacy is necessary for pre-service teachers to become professional teachers in the future.

Importance of Self-Efficacy

There are some importance of self-efficacy, especially in the term of person's belief. Bandura (1994) revealed that "self-efficacy beliefs determine how people feel, think, motivate themselves and behave" (p. 2). It means that people will think carefully before they do certain task, so it will give a good result. According to Gist and Mitchell (1992), self-efficacy is an important to build motivation. It influences individual goals, attempts, resolutions, emotional reaction, choices, and determination. As Zimmerman, Bandura, and Martinez-Pons (1992) stated that self-efficacy affects effort that people devote and perseverance in facing obstacles. It also increases people's accomplishment as Pajares (2006) noted that self-efficacy beliefs improve people's achievements and well-being. He said that individuals have a tendency to decide tasks and activities that they are capable of and to avoid the tasks and activities which they are not good at. It usually happens at high school and university levels that young people have more available academic choices.

Especially in educational context, there are three dissimilar levels which self-efficacy possesses significant roles (Bandura, 1993**).** Firstly, students' belief in their efficacy to control their own learning and to master academic actions decides their aspirations, level of motivation, and academic achievements. These influence student's academic efficacy that the higher their perceived efficacy, the better their cognitive capabilities. Secondly, Departments' belief in their cooperative instructional efficacy adds significantly to their schools' level of academic success. The department who has strong belief on their staff to work together and believe on their capabilities will influence the departments' success. So, it will influence the students' self-efficacy level. Lastly, teacher's belief in their personal efficacy to stimulate and encourage learning affects the types of learning environment they make and the level of academic improvement their students reach. Teachers who have a high level f self-efficacy belief will provide a help for the students who have difficulty in learning and praise them for their achievement. In contrast, the teachers who have low self-efficacy belief give up on students who do not get good result and criticize them. Then, the teacher's belief affects the students' self-efficacy level since teacher becomes a person who involves in the learning. Therefore, students' belief, departments' belief and teachers' belief influence students' self-efficacy level.

Strong intelligence teachers' self-efficacy is a vital aspect in teaching (Gavora, 2011). Gavora said that teachers' success in classroom is influenced by teachers' personal beliefs and attitudes in employing affective teaching strategies which can affect students' performance. Effective teachers show behaviors representing their teaching quality in the classroom. Highly effective teachers

think that they could not only inspire the students but also truly show their belief within their behaviors.

Self-efficacy influences actions in the classroom. According to Pendergast, Garvis and Keogh (2011), self-efficacy influences notion patterns and emotions that allow classroom actions. In the educational context, teachers' self-efficacy is considered as teachers' effectiveness in teaching and learning process. Teaching self-efficacy has significant effects on teaching success in the classroom. Besides, teaching self-efficacy also has crucial effects on students' cognitive engagement (Arabzadeh, Salami, Nadery, & Bayanati, 2013). Teaching self-efficacy by cognitive strategies positively influences students to lead their learning. Thus, self-efficacy is needed in the educational domain among teachers, pre-service teachers, and the students. They have connection each other to make successful outcome, especially in the classroom. People who have good self-efficacy will give positive effects on their environment and will accomplish tasks very well.

Components of Self-Efficacy

According to Bandura's (1977) theory, self-efficacy has two components, namely efficacy expectation and outcome expectation. Each major is explained in the following figure.
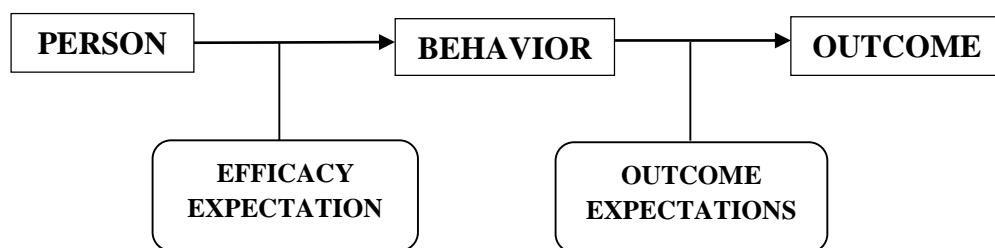

Figure 1. Efficacy Expectations and Outcome Expectations.

Efficacy expectation. The one's belief that can successfully perform the behavior requires creating the outcomes. Efficacy expectations determine how

long they will continue facing obstacles and how many attempts that people will spend.

Efficacy expectations have important performance implication on several dimensions. Bandura (1977) stated that efficacy expectations differ in *magnitud*e, thus when tasks are structured in level of difficulty, the efficacy expectations of different individuals may be limited to the easy tasks, extend to be more difficult or include even the most taxing performances. Efficacy expectations also differ in *generality.* Some experiences make limited mastery expectations. Other instills a more generalized sense of efficacy that extends well beyond the specific behavior situation. In addition, expectancies vary in *strength.* Disconfirming experiences influence for individuals who have weak expectations and they are easily extinguishable. Conversely, disconfirming experiences did not influence for individuals who have strong expectations of mastery.

Outcome expectations. People's predictions will guide to certain outcomes. Schunk (1991) contended that outcome expectations are important because individuals who are not motivated to do something in ways they believe will result in negative outcomes. In addition, expectations will not create desired performance if the parts of capabilities are lacking.

Thus, to be successful, teachers and students should have both high efficacy expectations and high outcome expectations. If the teachers have only high efficacy expectations without high outcome expectations, it is doubtful that the teachers will be successful even though they are professional well-qualified (Gavora, 2011). Students who have high efficacy expectations and outcome

expectations will accomplish academic tasks, despite complicated tasks with confidence because they believe that success is achievable (Tollefson, 2000).

Sources of Self-Efficacy

In self-efficacy, there are several sources that can influence self-efficacy level of each individual. There are four major sources of self-efficacy, namely performance accomplishment, vicarious experience, verbal persuasion and physiological (Bandura, 1977; Pendergast, Garvis & Keogh, 2011).

Performance accomplishment. This source is based on personal mastery experience. Mastery experience is one of the most efficient means to make a strong common sense efficacy because we all have experience of being successful in doing something. The success experience can construct the strong personality of self-efficacy and how individual can learn from the experience and bring it in the future. However, the failure experience can weaken the person's self-efficacy. The failure also influences a sense of peoples' self-efficacy that they want easy ways to succeed, expect instant results, and were easily depressed by failure. In this case, peoples' sense of efficacy can be enhanced by overcoming problems through perseverance. In teaching, several barriers and difficulties in teaching in the classroom can improve the sense of self-efficacy.

Vicarious experience. Another source that influences sense of self-efficacy is vicarious experience. Vicarious experience sees success and failure of others. Noticing other people's perseverance of being successful will encourage individuals' belief that they also have capabilities of undertaking similar activities to succeed. Meanwhile, seeing other people's failures will undermine individuals' efforts.

Verbal persuasion. The next source influencing self-efficacy is verbal persuasion or social persuasion. Verbal or social persuasion refers to other people's encouragement. When people are verbally told that they are capable of accomplishing assignments, they will most likely do the assignments. The encouragement will develop their ability and intelligence of self-efficacy.

Physiological state. People's emotion has a crucial role crucial in their performance. Their stress and worry about susceptibility can ruin their performance. Their mood also affects their personal self-efficacy. Optimistic mood can enhance personal efficacy while hopeless mood reduces it. Thus, modifying self- efficacy beliefs can decrease people's anxiety and change their negative emotional tendencies and misconception of their physiological condition.

Level of Self-Efficacy

Level of self-efficacy affects people in many cases. The different level will make different outcomes. People who have high level of self-efficacy beliefs in their capabilities will consider the difficult tasks as a challenge and will attempt to accomplish the tasks well. Self-efficacy levels influence to endure the obstacles. According to Bandura (1994) stated that people with high sense of self-efficacy have the staying power to endure the obstacles and setbacks that characterize difficult undertaking. Also, high sense of efficacy about their teaching capabilities can motivate their students and enhance their cognitive development. Tollefson (2000) noted that people who have low level of self-efficacy spend few efforts to do the tasks and give up easily. People with high self-efficacy consider the failures as a chance and success as their orientation. People with high self-efficacy

attribute infrequent failures to possible condition, and keep their success direction (Strecher et al., 1986).

Especially in educational context, level of self-efficacy influences teacher, pre-service teachers, and students in the classroom. Self-efficacy beliefs are viewed as the bases of teachers' motivation levels and personal achievements; teachers who have high self-efficacy will be able to encounter "challenges and adversities that particular tasks offer at times" (Gurvitch & Metcler, 2009, p. 438). Indeed, teachers have to use their professional knowledge and skills because the self-efficacy level affects the success in teaching (Gavora, 2010). Teachers with high level of self-efficacy commonly use new supportive teaching methods have a tendency to be less critical toward the students and they work longer with problematic students (Gavora, 2011). Level of self-efficacy also affects teachers' behaviors in solving the problems such as developing students' capability. Teachers who have high level of self-efficacy are more flexible in their teaching performance, and most likely endeavor to facilitate all students to foster their potential (Pandergast, Garvis, & Keogh, 2011).

Level of self-efficacy also influences pre-service teachers in accomplishing assignments. Pre-service teachers with high level of self-efficacy will consider the difficult tasks as a challenge rather than as threats to be avoided (Arabzadeh, Salami, Nadery, & Bayanati, 2013). According to Kitching, Cassidy, Eachus, and Hogg (2011), pre-service teachers who have high level of self-efficacy will most likely possible to accomplish assignments by themselves and will be motivated if they see failure possibilities. On the other hand, pre-service

teachers who have low level of self-efficacy will get difficulties in re-encouraging themselves to overcome problems once they fail doing their assignments.

In the future, pre-service teachers should have self-efficacy in teaching and also have a great level to become ideal teachers. Having good self-efficacy will benefit not only the pre-service teachers but also the students. Teacher with high level of self-efficacy in teaching can motivate their students and enhance their cognitive development (Bandura, 1994). Students' level of self-efficacy is a crucial aspect of their performance. Students with high level of self-efficacy can view worries as a power to perform something (Dinther, Dochy, & Segers, 2011). Teachers with a strong sense of self-efficacy experience less teacher stress and depression than those with lower levels of self-efficacy (Bandura, 1977). Conversely, students with low self-efficacy level will see their worries as a weakness. Therefore, self-efficacy level is one of the crucial aspects of people to accomplish the certain tasks. Especially in the educational context, level of self-efficacy supports to the success in teaching and learning in the classroom.

Teaching Practicum

Practicum is one of the central part and aspect of pre-service education (Hamaidi, et al., 2014). This offers students the chance to apply the knowledge and theories gained during learning process into the real situation of teaching. Besides, teaching practicum, according to Xiuli (2011) and Merc (2015), is one way or activity to train pre-service teachers to be professional by teaching, cooperating with teachers, schools and administrators, so that they will get experience and practice. It is different with Paker's (2011) opinion that he defines teaching practicum as a program which is crucial for pre-service teachers in

teaching experience. Therefore, teaching practicum is a program that is offered by an institution or university for pre-service education teachers in order to gain more experiences in teaching.

Benefits of Teaching Practicum

Teaching practicum is beneficial for pre-service teachers in enhancing their teaching experience. As teaching practicum is basically the linking of theory and practice (Fenta, 2015; Xiuli, 2011). Teaching practicum also affords pre-service teachers knowledge by performing the theories which are cognitive, skillful, psychological knowledge that they learned in the classroom during their educational program (Cheng, 2012; Hamaidi et al., 2014). In addition, teaching practicum needs guidance from their lecturers in order to direct what students should do in the practicum. For instance, they will get the way in creating a lesson plan. Their lecturers may also give support for them, such as giving motivation. Hence, by teaching practicum the pre-service teachers can practice teaching in the real situation.

Teaching practicum tests the teaching and learning theories whether they are suitable for the real teaching situation. According to Xiuli (2011), teaching practicum provides chances in learning that the pre-service teachers can seriously observe whether theories learned is appropriate to the teaching condition. Furthermore, by teaching practicum can boost new ideas of pre-service teachers for the next teaching practices. The practicum will enable them to be critical in teaching. Thus, teaching practicum can raise pre-service teachers' awareness of the appropriateness of applying certain theories in the real teaching situation.

According to Körhasan and Didis (2015), teaching practicum provides a teaching environment for pre-service teachers to "combine their pedagogical knowledge such as learning theories, classroom management, and assessment aspects" (p. 26). They noted that these aspects of pedagogical knowledge are combined with pre-service teachers' subject matter knowledge to develop better pedagogical content knowledge. Therefore, teaching practicum is a bridge for pre-service teachers to link their pedagogical knowledge and practice in the real situation (school environment).

The Expectation of Teaching Practicum

Pre-service teachers try to implement theories which they have learned in a real teaching practice. During the practice, they likely shape their teacher identities by creating relations between theories and practice (Malin, 2010). Therefore, in teaching practicum, pre-service teachers are expected not only to develop their knowledge but to form their teacher identities to become new teachers in the next future.

By teaching practicum, pre-service teachers show their competencies, particularly their pedagogical knowledge, in the teaching practice. According to Cheng (2012), pre-service teachers are expected to show the capability of learning and how to apply pedagogical knowledge into their teaching practice. The pedagogical knowledge includes the pre-service teachers' understanding of essential topics, skills, attitudes, and abilities to choose interesting and appropriate topics interesting for their students. Thus, by teaching practicum, pre-service teachers can apply their competencies and they can become a facilitator supporting the students in learning process in the classroom. Pre-service teachers

also can observe the students' learning development by providing coursework and asking the students questions in the classroom.

Implementation of Teaching Practicum

A university should provide a program such as the teaching practicum in order that students succeed in the real teaching. The teaching practicum enables students to achieve a high-quality outcome of teaching. To obtain the outcome, Cheng (2012) proposed what pre-service teachers should do in demonstrating their competency during the teaching practice, namely "selecting teaching materials, determining subject knowledge, making a balance between the curriculum goal and students' individual needs, and broadening students' learning experience" (p. 8).

Selecting teaching materials. Pre-service teachers should express their competencies in teaching, particularly in selecting teaching materials. Teaching materials include whether or not the materials are appropriate for the students, whether the materials are too difficult or too easy for the students.

Determining the subject knowledge. Pre-service teachers should decide the subject matter before teaching practice in the classroom. The subject knowledge, then, can be formulated into a lesson plan. A lesson plan is a crucial aspect in teaching. It assists teachers to avoid wasting time in teaching, and leads the teacher to be always in the right track in delivering the materials.

Making a balance between the curriculum goal and students' individual needs. The implementation of teaching practicum gives the pre-service teachers an experience in teaching and delivering materials to the students. Besides providing experience in selecting materials and deciding the subject

matter, teaching practicum can become an occasion for pre-service teachers to learn how to make a balance between the curriculum goal and students' individual needs. The individuals' needs involve the knowledge in teaching and creating materials. Thus, making a balance between curriculum goal and students' individual needs in teaching practicum will be great experience for the pre-service teachers.

Broadening students' learning experience. Teaching practicum is useful for not only the pre-service teachers to develop their capabilities but also the students to expand their learning experience. The students will get different learning experience from pre-service teachers who may design different teaching activities in the classroom.

One of the purposes of teaching practicum is to enhance pre-services teachers' experience in teaching including deciding appropriate material, designing the activities for the students, and formulating the lesson plan before teaching in the classroom. Teaching practicum can be a great foundation, and expand the pre-service teachers' experience because teaching practicum is conceptualized to be conducted in the real situation of teaching at schools. Besides, pre-service teachers can also get another experience such as managing administration of the school.

Review of Related Studies

There are several related studies to self-efficacy that the researcher reviews. Firstly, San (2014) conducted a study entitled "Level of Self-Efficacy of Prospective Mathematics Teachers on Competencies for Planning and Organizing Instruction". This study used descriptive survey method. It aimed at examining

prospective mathematics teachers' (PMT) self-efficacy in planning and organizing instruction. The samples of this study were 111 prospective teachers in Mathematic Department of Faculty of Science (FS) and Faculty of Education (FE), Turkey. It used descriptive survey method. The findings revealed that prospective teachers from faculty of education had higher self-efficacy than faculty of science in the term of using learning materials. The other finding of this study also showed that self-efficacy in planning and organizing teaching of PMTs at İnönü University was not quite good. Thus, the level of self-efficacy of mathematics teachers is adequate, and they might have different level when they have different background.

Secondly, Moalosi and Forcheh (2015) examined "Self-Efficacy Levels and Gender Differentials among Teacher Trainees in Colleges of Education in Botswan". The study aimed at determining the extent of self-efficacy beliefs among final year students in all the teacher training colleges in Botswana, and finding out whether there were differences of self-efficacy level based on gender, age and college. The samples of this study were 598 of pre-service teacher trainees. The findings of this study revealed that the strongest differences were between the very young teachers and the oldest ones. Males in Molepolole College of education aged 25-29 shows a higher teacher efficacy in all the three subscales. Males aged 25-29 were doing well in classroom management and in other subscales as well. By the same token, younger males had higher efficacy beliefs in classroom management than females in all the five colleges. Therefore, it can be conclude that gender and age can influence peoples' self-efficacy.

Nevertheless, this research is different from the related studies. It will focus on self-efficacy in teaching practicum that the researcher will investigate self-efficacy levels of the pre-service teachers when they joined in teaching practicum at schools.

Conceptual Framework

Based on the *Figure 2*, self-efficacy has important roles in teaching practicum. Pre-service teachers with high self-efficacy believe with their capabilities, while pre-service teachers with low self-efficacy may face failure in the teaching. Therefore, this research focuses on investigating the self-efficacy levels of pre-service teachers in joining teaching practicum provided by the English Education Department of Universitas Muhammadiyah Yogyakarta.
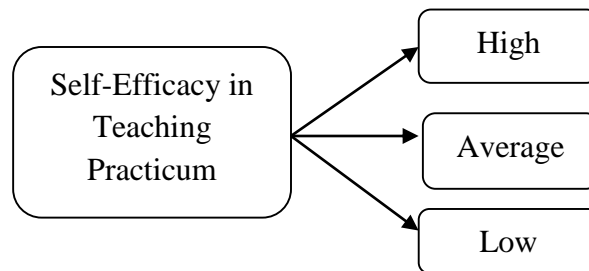

Figure 2. Conceptual Framework