



Mixed Methods Analysis of Factors Influencing Self-Efficacy in Student-Teachers during Teaching Practices

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Abstract- Teaching practice plays an important role in the development of self-efficacy believes in student-teachers, but there are many instances that can low self-efficacy level in student-teachers. Bandura contends, "task of creating learning environment conducive to development of cognitive competencies rests heavily on the talents and self-efficacy of teachers" (Bandura, 1997, p. 240). This study was conducted to investigate the student-teachers' self-efficacy believes regarding teaching practice. Mixed methodology was adopted to get comprehensive understanding of self-efficacy perceptions of student-teachers. Two research tools were used, a questionnaire named TES (Teacher Efficacy Scale) developed by Gibson & Dembo in 1984 was administered, moreover, 5 focus-group discussions were conducted to be familiar with self-efficacy level of student-teachers. A total of 489 student-teachers were selected using convenient sampling method. Study concluded that student-teachers have average level of self-efficacy believes regarding teaching practice and its features such as choosing and applying appropriate teaching strategies in the classroom, managing classroom and managing behavior of pupils. Moreover, the data revealed that student-teachers were unconfident regarding altering the strong influence of family background of pupils that serve as hindrance in their study. This study recommended the student-teachers' self-efficacy believes should be developed during course work and an educational psychologist should be appointed, whose duty is to counsel the issues faced by the student-teachers and enhancing the self-efficacy level of student-teachers at the end of each teaching practice day.

Keywords: Student-Teachers, Teaching Practice, Classroom Management, Teaching Methods, Self-Efficacy

I. INTRODUCTION

This is an agreed view that one most significant indicator for the training of student-teachers is teaching practice at their school placement in teacher education program (Nancy, 2007). It provides student-teachers experience in the actual teaching and learning environment (Ngidi & Sibaya, 2003; Marais & Meier, 2004; Perry, 2004). Self-efficacy is also an important factor that plays an important role in student-teachers' success. Self-efficacy level of student-teachers affects their anxiety level. We can trace self-efficacy in the social cognitive theory of Albert Bandura, theory suggests that people have proficiency of human agency or intended search of achievement, and that such agency function in a procedure called triadic reciprocal causation. Reciprocal causation is like a model that has many directions. This model suggests that our future behavior is the result of three interconnected forces; environmental influences, our behavior, and internal personal factors such as cognitive, affective and biological processes. These three factors jointly impacts it members, conclude what we think about ourselves, affects our liking or disliking and also effects on our dealings (Bandura, 1982, 1986, 1993, 1996, 1997). Many studies revealed that students' academic self-efficacy is foretelling of students' behavior toward study and their academic results (Maddux & Gosselin, 2003; Skaalvik & Bong, 2003). Student-teachers with high level of self-efficacy will successfully fulfill the learning needs of students; in contrast with low level will fail to do this (Wyatt, 2014). Thus, this study investigated self-efficacy level in student-teachers and various factors that influence the self-efficacy level in student-teachers during teaching practices which is necessary element of teacher education programs such as B.Ed. M.Ed.

II. REVIEW OF THE RELATED LITERATURE

Bandura introduced self-efficacy firstly, as a part of his social cognitive theory, is defined as "...people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances..." (Bandura, 1986: 391). His social cognitive theory suggests that people have proficiency of human agency or intended search of achievement, and that such agency function in a procedure called triadic reciprocal causation. Reciprocal causation is like a model that has many directions. This model suggests that our future behavior is the result of three interconnected forces; environmental influences, our behavior, and internal personal factors such as cognitive, affective and

biological processes. These three factors jointly impacts it members, conclude what we think about ourselves, effects our liking or disliking and also effects on our dealings (Bandura, 1982, 1986, 1993, 1996, 1997). Teacher efficacy was defined "...teacher's belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated..." (Guskey & Passaro, 1994, p. 628). According to Bandura (1986) teacher efficacy is one type of self-efficacy described as "...people's judgments of their capabilities to organize and execute courses of action required attaining designated types of performances..." (p.391).

Moreover, researchers divided teacher efficacy into two elements, personal teaching efficacy and general teaching efficacy (Romi & Leyser, 2006). Personal teaching efficacy is related with teacher's belief of having ability to affect student's learning, whereas general teaching efficacy is related with teacher's belief of having ability to produce desired results, keeping in mind all restrictions like student's background. Teachers having high level of self-efficacy has advanced mind, they try to seek innovations, and they introduce new ideas and positive modifications in classroom environment (Henson, 2001; Hoy & Spero, 2005; Romi & Leyser, 2006). Thus, student-teachers show both elements of self-efficacy general teaching efficacy as well as personal teaching efficacy.

The literature show that student-teachers' beliefs and opinions are represented through their activities related teaching practice, classroom management skills, lesson planning design, behavior with school teachers and pupils indicate the assumptions, conceptions and motivation level of student-teachers. Most important belief of student-teachers is their belief on their own abilities, which is also called self-efficacy level (Chaco'n, 2005). If student-teachers have belief that they can put the pupils in desired direction, and make pupils to get better grades, then it shows that student-teachers have instructional self-efficacy and instructional efficiency (Bandura, 1997). Student-teachers, who have high level of self-efficacy, can control the happening that affect their proceedings and can direct the events to produce desired consequences (Bandura, 1977, cited in Witcher et.al., 2002). Thus, this notion shows that teachers can contribute to get desired results due their self-efficacy level.

Student-teachers' perceptions and beliefs influence the method they teach, they manage the class, and they take important decisions regarding classroom activities (Maddux & Gosselin, 2003). Thus, student-teachers' thinking system regarding teaching ability can determine the real benefit of teaching practice, because student-teachers' thinking system is based on their own belief regarding teaching ability (Yeung & Watkins, 2000). Furthermore, self-efficacy theories arise, since a confrontation occurred against the revolution (Hoy & Spero, 2005); research on this issue was conducted many times by different researchers. Self-efficacy level of student-teachers' forecast their success as a teacher in future. Thus, self-efficacy has dominant belongings with teachers' activities in the classroom. They influence teachers' adopted methodology, specific environment for learning made by teachers, important decisions that teachers made regarding specific matters and progress level of pupils. Furthermore, research studies concluded that there is a relationship between self-efficacy beliefs of a teacher and the efforts that a teacher made, the aims that teachers want to achieve and degree of ambition (Bandura, 1997; Tschannen-Moran et al., 1998; Tschannen-Moran & Hoy, 2001). Thus, self-efficacy beliefs of teachers encourage his or her determination against adverse circumstances and their flexibility to hindrances that faced during classroom activities.

Research Objectives

Following objectives were formulated:-

1. To investigate self-efficacy level in student-teachers regarding their teaching practice.
2. To explore self-efficacy level in student-teachers regarding different element of teaching practice; classroom management, lesson planning, evaluation of students and school staff's attitude.
3. To explore the difficulties during teaching practice that serve as source to lower the self-efficacy level in student-teachers.

Research Questions

1. How do the student-teachers perceive about the self-efficacy regarding teaching practice at their school placement?
2. What is the self-efficacy level of student-teachers regarding different element of teaching practice; classroom management, lesson planning, evaluation of students and school staff's attitude?
3. What are the difficulties during teaching practice that serve as source to lower the self-efficacy level in student-teachers?
4. How do the student-teachers perceived difference in their self-efficacy level on the base of gender?

III. METHODOLOGY

Mixed methods were employed in the study. Bazeley (2009) stated that data collection by the mixed methods is critical because when we collect the data by only one tool it is not easy to collect all the related information by a single tool. Therefore, we better use the mixed methods in which researchers use more than one tool for data collection. Data were collected from 489 student-teachers using convenient sampling technique at post graduate level from the participants who were enrolled in teacher education programs, and 05 focus-group discussions were conducted to get further insights of the research problem.

TES (Teacher Efficacy Scale) was used consist of 30 items. Gibson and Dembo (1984) developed this scale to explore the self-efficacy level of teachers. Likert-type scale was used in the questionnaire. The ratings were as: Strongly disagree (0), Moderately disagree (1), Disagree slightly more than agree (2), Agree slightly more than disagree (3), Moderately agree (4), Strongly agree (5). Moreover, focus group discussions were also conducted to obtain deep insights and in-depth views beside TES, like other sources that lower the self-efficacy level of student-teachers which may not be mentioned in the questionnaire. One focus group was consisting of 05 to 08 student-teachers.

Findings from the Self-Efficacy Questionnaire

Table No. 1 Self-efficacy and Discipline/Classroom Management

Sr#	Items	Strongly Disagree	Moderately Disagree	Disagree slightly more than	Agree slightly more than	Moderately Agree	Strongly Agree
		%	%	%	%	%	%
01	If parents give feedback that their child behave much better at school than behave at home, it is due to I knew some specific skills to manage behavior which parents may lack.	5	11	16	24	23	20
02	If students aren't disciplined at home, they are not likely to accept any discipline.	8	15	19	22	22	13
03	If students show troublesome behavior one day, I analyze what I have been doing in a different way.	5	8	14	25	23	24
04	If a student in my class becomes disruptive and noisy, I feel assured awesome techniques to redirect him quickly.	4	9	14	27	26	19

Table 1 shows that majority of student-teachers were agreed to some extent as compare to disagreed, that they are confident about classroom management. Classroom management is challenging task especially for novice teachers. Results do not show their high level of confidence about classroom management, however, show average level of confidence. Majority were slightly agreed that they can manage the class and can handle the any instance of misbehavior from pupils. Student-teachers were confident to manage the behavior of pupils. Student-teachers were slightly confident about to control the class and direct the behavior of pupils positively.

Table No. 2 Self-efficacy and Teaching Approaches/Strategies

Sr#	Items	Strongly Agreed	Moderately Disagree	Disagree slightly more than	Agree slightly more than	Moderately Agreed	Strongly Agreed
		%	%	%	%	%	%
01	When the grades of my students improve it is usually because I found more effective teaching approaches.	4	10	20	24	23	17
02	If a student did not recall information I delivered last time, I know how to improve his / her retention next time.	3	10	23	23	22	17
03	Even a teacher with good teaching abilities may not reach many students.	5	11	18	24	24	17

04	Adequate level of skills and motivation of teachers help them to handle most troublesome students.	5	12	20	22	22	17
05	I am trained enough to solve any problem of my student during learning.	5	14	20	25	22	13
06	I learnt necessary skills required for an effective teacher from my experience and teacher education program.	4	13	18	25	19	19
07	When a student is having difficulty with an assignment, I am usually able to adjust it to his'/her level.	5	12	20	25	18	20
08	If my student cannot focus on a specific task, I can do to increase his attention until he / she is prepared.	4	12	22	23	25	14
09	When a student improves his / her performance than usually do, it is usually because I used better way to teach the particular student.	4	11	20	28	20	16
10	If I try, I can handle most difficult pupils.	4	12	20	25	24	14
11	If my student could not do a class task, I would be able to evaluate whether the task was right level of complexity.	4	14	20	27	18	15
12	If a student masters a new math concept quickly, this might be because I knew the necessary steps in teaching that concept.	4	12	18	26	24	13

It is evident from the above table that most of student-teachers were agreed that they are confident about their teaching ability; they can apply teaching method and new techniques confidently. Most of student-teachers showed that they can improve the grades of pupils by directing their potential to the right side; they can handle the most difficult students. Majority of student-teachers were slightly agreed that they can deal any learning problem, can adjust his or her level according to student's level, if student feel any difficulty in the assignments. Maintaining the attention of pupils towards lesson is also a big task for the teachers, mostly teachers feel troubles in this step. Results show that majority of student-teachers were agreed that they are confident to maintain the attention of pupils toward lesson. They can increase the attention level of pupils. Sometime pupils do not take interest in doing class assignments, due to multiple reasons; among one main reason is the difficulty level of that assignment. A good teacher can judge the level of pupils and difficulty level of that assignment. Results indicate that majority of student-teachers were somewhat agreed that they can determine the difficulty level of assignment if pupils feel difficulty in doing assignments.

Table No. 3 Self-Efficacy and Influence of Students' Home Environment/Background

Sr#	Name of Items	Strongly Disagreed	Moderately Disagreed	Disagreed slightly more than agreed	Agreed slightly more than	Moderately Agreed	Strongly Agreed
		%	%	%	%	%	%
01	The influences of a student's home experiences can be overcome by good teaching.	3	12	22	26	24	12
02	The hours in my class have little influence on students compared to the influence of their home environment.	7	16	15	23	23	14
03	The amount that a student can learn is primarily related to family background.	5	13	18	24	27	12
04	A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	4	12	22	24	24	14

Table 3 shows that majority of student-teachers were unconfident about the influence of home environment of pupils. Majority is of the view that they cannot change their attitude due to strong influence of their family background. Results show that student-teachers think that a teacher is very limited in achieving the results due to strong effect of their home environment. This table indicates that

student-teachers do not have confidence to change their perception regarding their home environment. Very few who were disagreed about the strong influence of family background.

Table No. 4 Self-Efficacy and New Experience

Sr #	Name of Items	Strongly Disagreed	Moderately Disagreed	Disagreed slightly more than	Agreed slightly more than	Moderately Agreed	Strongly Agreed
		%	%	%	%	%	%
01	Teachers are not a very powerful influence on student achievement when all factors are considered.	7	13	23	26	20	10
02	There is need to put some students in slower bunches so they are not subject to unreal expectations.	5	10	23	26	23	12
03	Individual differences among teachers account for the wide variations in student achievement.	5	9	25	27	22	11
04	If my principal suggested that I change some of my class curriculum, I would feel confident that I have the necessary skills to implement the unfamiliar curriculum.	4	13	16	26	24	16
05	Rules & regulations of school serve as obstacle in performance of my duties.	4	13	20	29	22	10

Results show that student-teachers were confident to some extent about doing new experiences. Majority of student-teachers were somewhat agreed that if principal suggest to change the curriculum then they have all the necessary skills to implement the curriculum that is quite unfamiliar to them. Placement of pupils according to their level is also important in teaching, some pupils can understand the lesson quickly whereas some cannot follow the lesson, so this point lead the teacher to do the placement of students according to their level of understanding, so majority of the view that pupils should be placed in slower group if they do not follow the lesson like other pupils. Results also show that student-teachers were not satisfy with school rules and policies they think that school rules create hurdles in their duties, this also shows their lack of confidence.

Table No. 5 Self-Efficacy and Pupils' Matters

Sr#	Name of Items	Strongly Disagreed	Moderately Disagreed	Disagreed slightly more than	Agreed slightly more than	Moderately Agreed	Strongly Agreed
		%	%	%	%	%	%
01	When a student shows better performance than usual, a lot of time it is due to I employed a little additional effort.	15	13	15	26	15	16
02	Most of teachers cannot help their students due to society restrictions.	4	14	23	30	18	11
03	Parent conferences can help a teacher judge how much to expect from a student by giving the teacher an idea of the parents' values toward education, discipline, etc.	2	12	18	28	20	18
04	If parents would do more with their children, I could do more.	3	11	23	25	21	16
05	If a student shows good performance after placed in slower group it is because teacher give extra attention.	3	13	21	21	24	17

It is evident from the Table 5 that majority of student-teachers were somewhat agreed that if they give extraattention to pupils they show good performance. Table 5 shows that majority of student-teachers also expressed that they cannot succeed in their attempts to help the pupils due to lack of support from

community. Thus, this shows their very low level of self-efficacy. A few student-teachers disagreed with this point. This indicates that student-teachers have no confidence to help the pupils, due to community restrictions. Results also show that majority are somewhat agreed that by placing the slow learners in slower group can increase their performance, because at slower group teacher give extra attention and adjust his or her level according the level of slower group, this point bring improvement in slow learner. This table also indicate that majority of student-teachers are confident that they can give extra attention and extra help to pupils as compare to the parents of pupils. Results also show that majority of student-teachers are somewhat agreed that parent-teacher conferences should be conducted, because from meeting teacher can get views of parents toward education , discipline and other points, these ideas and views helps the teacher in nurturing the pupils.

Finally, the results show that self-efficacy level of student-teachers was of average level. They were confident about some points but also showed nervousness about many points. They were confident about using latest teaching methods, teaching strategies in the classroom, they were also confident that they can increase the performance of slow learners by giving extra attention, they were also confident that they can implement the new curriculum that is unfamiliar to them. student-teachers expressed that they can confidently deal with any learning problems in the class, they also can maintain the attention of students toward lesson and can assign the task that is according to the level of pupils, can determine the difficulty level of that task or assignment. Student-teachers were also slightly confident about managing class and any discipline problem in the class. Moreover, they were also confident about taking decision of placement of pupils in groups according to their understanding level; they can decide what type of pupils should be placed in what type of group, slower group or other relevant group.

It is also notable that they were also some points which they think that they cannot handle with confident, such as they were unconfident about school policies and rules; they think that by following these rules they cannot do their duties. Mainly they were very unconfident about the influence of pupil's home environment; they think that their teaching cannot overcome the strong impact of family background. They were also unconfident about community support; they think that they cannot help students, because community will not support this act. This diagram depicts the situation as:

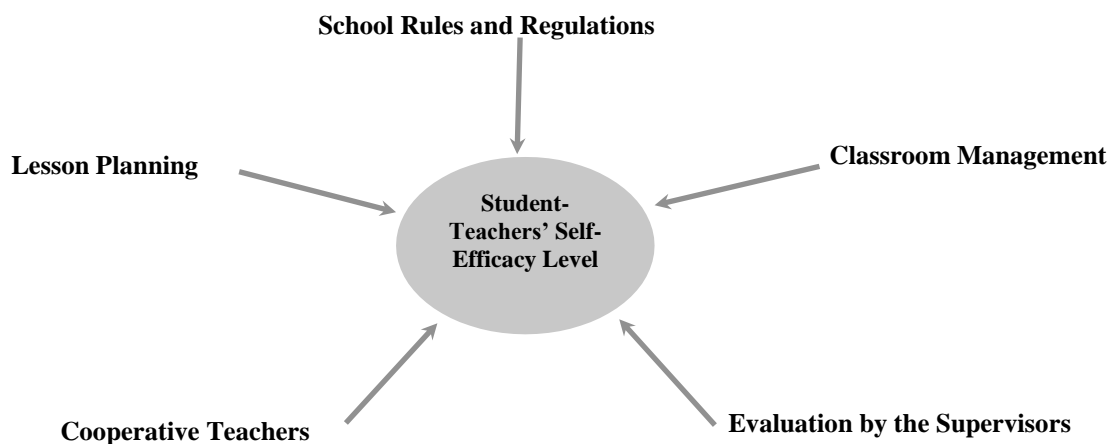


Table No. 6 Difference in self-efficacy level of student-teachers on the base of gender

Name of Items	Gender	SD	MD	SD	ASMTD	M.A	S.A	Chi value	df	P value
When a student shows better performance than usual, a lot of time it is due to I employed a little additional effort.	Male	24	15	13	30	06	21	15.528	5	.00
	Female	50	51	62	99	70	59			
If parents give feedback that their child behave much better at school than behave at home, it is due to I knew some specific skills to manage behavior which parents may lack.	Male	11	17	14	25	18	24	13.861	5	.01
	Female	13	41	68	96	96	77			
If a student face difficulty in doing a	Male	8	20	23	25	22	11	14.45	5	.01

assignment, I know the skills to adjust assignment according to his / her level.	Female	16	39	77	101	69	89	0		
When a student improves his / her performance than usually do, it is because I used better way to teach the particular student.	Male	9	19	19	28	24	10	14.86 4	5	.01
	Female	13	37	83	113	75	70			
When I really try, I can get through to most difficult students.	Male	9	18	29	25	20	8	16.51 2	5	.00
	Female	13	41	73	103	99	62			
If students show troublesome behavior one day, I analyze what I have been doing in a different way.	Male	6	21	22	20	30	10	13.99 4	5	.01
	Female	21	41	88	106	73	62			
When the grades of my students improve it is usually because I found more effective teaching approaches.	Male	8	14	23	24	31	9	12.61 4	5	.02
	Female	13	38	79	99	85	77			
If parents would do more with their children, I could do more.	Male	8	19	21	28	17	16	14.35 3	5	.01
	Female	10	35	94	96	89	67			
Rules & regulations of school serve as obstacle in performance of my duties.	Male	7	26	25	20	19	12	20.06 6	5	.00
	Female	15	41	77	126	91	41			
The influences of a student's home experiences can be overcome by good teaching.	Male	6	22	25	24	20	12	12.82 2	5	.02
	Female	11	38	84	105	102	51			
If a student shows good performance after placed in slowlearners' group it is due to teacher gives extra attention.	Male	8	19	26	18	25	13	12.55 3	5	.02
	Female	9	45	81	87	98	71			

It is evident from the Table 6 that self-efficacy level differ on gender basis, results show that majority of female student-teachers were more confident regarding teaching practice as compare to male student teachers. Classroom management is a big challenge. There are many issues that can happen if a teacher is not aware how to manage the class. The chi square values show that female student-teachers were more confident about the classroom management than male student-teachers. Female student-teachers were also more confident regarding using appropriate teaching methods or instructional strategies in the class. All the pupils in the class don not show same level of interest in the lesson, all the pupils do not keep up their attention toward lesson, so now its teachers' responsibility, how to handle this. Suitable teaching strategies can be helpful to tackle this issue. Chi square results show that female student-teachers feel self-efficacy about using appropriate teaching strategies in the class. Female student-teachers were confident that they can get through most difficult students. They were confident that they can most difficult pupils. Female student-teachers were also confident about the performance of pupils, they were confident that because of their effective teaching strategies pupils are getting better grades. Influence of pupil home environment also affect their study, it can be control by good teaching. Results show that female student-teachers were also confident that their teaching can overcome influence of pupil's family background. They were also confident about taking the decision of placement of slow learners in the slower group. Student-teachers were confident that by placing the slow learners in the slow group, they can improve, because placing in the slower group they can gave extra attention to slow learners.

Findings from the focus-group transcripts

Following themes were emerged from focus-group discussions:-

- Self-efficacy and formative assessment of pupils on daily basis
- Self-efficacy due to interaction with supervisors, cooperative teachers and pupils
- Self-efficacy due to encouraging slow learners

Self-efficacy on the Formative Assessment of Pupils

Test and quizzes are commonly used in schools by the teachers to assess whether the students have learned what they tried to teach. Teachers feel self-efficacy when they see the positive results of tests,

whereas if results are undesirable their anxiety level rose up, because test is not only the test of students, but the test of teachers too, by seeing the results teachers do not assess the students only, but themselves too. Thus, the results tell that adopted teaching methods by the teacher remained successful or not. Majority of student-teachers enjoyed the taking tests of students on daily basis, they do not feel anxiety in assessing the students, as one student-teacher expressed their views as, *No I did not feel any anxiety, when I assessed the student, instead I feel proud when I see that I remained successful in teaching, student has learned accurately which I tried to teach (G1S1)*. Another student-teacher expressed that assessing the students increase self-efficacy level, *I think this is source of self-efficacy because it tells us about our performance, student learned or not that I try to teach (G2S4)*. Student-teachers expressed that there was a chance for them to see the results of different teaching methods, they said that they tried many methods and see their results, so they enjoyed the assessing the students. As one told *Assessing phase was not difficult for me, I enjoyed this phase by using different teaching methods and seeing the results (G5S1)*. Above said expressions of student-teachers illustrate that they enjoyed the taking test of students on daily basis. Student-teachers enjoyed this phase due to many reasons, like they were free to apply different approaches and see the results of these applied methodologies, so when they got positive results, their self-efficacy level increased. Secondly, it may be due to their own desire to take tests of students.

Self-efficacy after Interaction with Cooperative Teachers, Supervisors and Pupils

Before joining of school for teaching practice, student-teachers have many sort of fears, like what kind of student will be, what students give response to their teaching, they will like their teaching or not. Student-teachers have fears about cooperative teachers, what they react to their presence, they will collaborate or not. They will guide or not in different problems. Student-teachers also have fears of supervisor, how supervisor react to their teaching, classroom management and lesson planning. Situation after interaction will be different, all this fears can increase or decrease after interaction. Majority of student-teachers said that their self-efficacy level increased after interaction with students, supervisor and cooperative teachers. Only 3 students said that they feel their anxiety level increased after interaction. As one said *in start I was anxious about the supervisor, students and school teachers, but when I interact with them, I sit with them, I share and discussed points with them, my anxiety start reducing and I become confident (G1S1)*. student-teachers expressed that they were anxious before going on teaching practice about cooperative teachers, students and supervisor but after interaction their anxiety reduced they become confident, as another one said *Before going to teaching practice I was very much afraid about them, I was nervous, what will happened, but after joining and interaction I become normal and my anxiety reduced (G1S2)*. Student-teachers expressed that they feel some anxiety due to cooperative teachers and supervisors, but overall remained good, as one student-teacher expressed their views as *I feel some anxiety due to cooperative teachers and supervisor, but this anxiety was not as high as before interaction (G1S3)*. Thus, statements of student-teachers give us a sense that student-teachers were anxious before interaction, but after interaction their anxiety level decreased, it may be due to many reasons like, before joining they were afraid, what kind of staff will be, what kind of students will be, what supervise will react to their teaching. So thinking all these points they were anxious, but when they interact in real environment, their anxiety reduced.

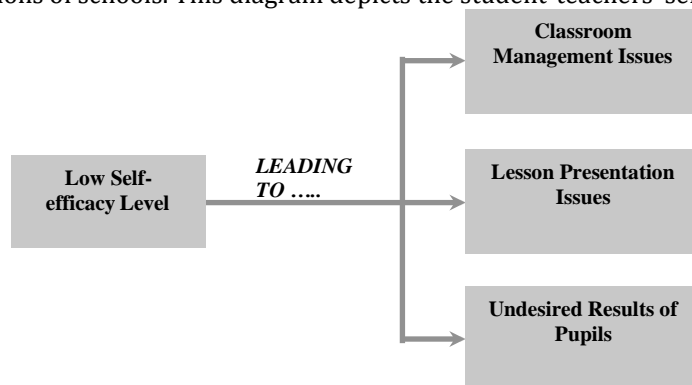
Self-efficacy from Motivating Slow Learners

Slow learners are those students who respond slowly as compare to average students to the lecture of teachers. A slow learner is a student of under average intelligence, whose intellectual abilities are below normal for her/his age. Slow learners remained behind their consecutive fellows, but it is not fixed that they cannot be improved. The only meaning is that they are slow in learning. Slow learners are the prime responsibility of teachers, to help them in their learning process. Majority of student-teachers said that their self-efficacy increased when they interact slow learners and done motivation work. As one student-teacher said *No I was not anxious, in start I was little bit, because I have no experience of to handle this but after getting feedback from student, I become confident (G1S1)*. Student-teachers expressed that they experience both of feelings, first they experience anxiety due to not seeing the results of their teaching, but after serving some time on slow learner, and doing motivation of the slow learner, they feel that they can improve them, so their self-efficacy increased. As one student-teacher said that *Both things increases , first we experience anxiety when notice that a student is showing low interest, but when we do new activities to improve the student, then our self-efficacy also increases (G2S2)*. Slow learners are the key responsibility of a teacher; they have to do different activities or have to adopt different teaching methods to improve them. Positive reinforcement and encouraging words from teachers can bring positive change in slow learners. Student-teachers consider that real teaching is to motivate the slow learners, as one said *I think this increases self-efficacy, real task is to handle dull students, and normal students could be handled by every teacher. When a teacher handle the dull student, his abilities came on scene, so this increases self-efficacy (G2S3)*.

Thus, the emergent ideas show that student-teachers take the slow learners as challenge; they think that real teaching is to improve the dull students. They were of the sense that working on slow learners enhances their self-efficacy level, not the anxiety. Self-efficacy level of student-teachers increased, due to motivating the slow learners. Student-teachers take the slow learners as challenge; try to motivate them, when they saw the positive results of their motivation, their self-efficacy level increased.

IV. DISCUSSION

This study intended to explore the self-efficacy level in student-teachers at their school placement and different factors influencing self-efficacy level. One of the important finding is that student-teachers perceive that they feel self-efficacy regarding teaching practice. Findings show that student-teachers also had the perceptions of self-efficacy regarding teaching practice and its main elements, student-teachers were somewhat self-possessed that they can apply different teaching methods and see their results. They were self-assured to some extent that they can implement unknown curriculum if principal suggest them, similar to (Liem, Lau, & Nie, 2008). They were also confident regarding taking test of pupils on daily basis. Findings also show that student-teachers also expressed that they cannot alter the strong influence of family background of pupils that make hindrance in their studies. A few student-teachers who expressed that they can change the influence of pupils' family background, majority expressed that they cannot do that, similar to (Moran & Hoy, 2001). Student-teachers also expressed that school rules and policies create hurdles in their duties, this shows their very low level of self-efficacy regarding following rules and regulations of schools. This diagram depicts the student-teachers' self-efficacy situation.



Both instruments TES (Teacher Efficacy Scale) and focus-group discussions exposed that student-teachers had average level of self-efficacy about teaching practice. One important finding was that student-teachers also experienced self-efficacy regarding teaching practice, they feel average level of self-efficacy regarding teaching practice, when they saw that their efforts for the betterment of teaching are getting success in teaching practice, their self-efficacy level increases, if their experiences were positive self-efficacy was increased and if their experiences were negative then self-efficacy was decreased, similar to (Mulholland & Wallace, 2001). Therefore if a person experience a chain of positive experiences he or she have high level of self-efficacy, on the other hand if a person experience a chain of negative experiences then he or she have very low level of self-efficacy, hence a person having multiple negative experiences over time, he or she might have negative beliefs about teaching and classroom management, teachers who have strong self-efficacy beliefs have many solutions of problems, they know the better strategies to cope with problems, Teachers having high level of self-efficacy has advanced mind, they try to seek innovations, and they introduce new ideas and positive modifications in classroom environment these findings are similar to these studies (Welch, 1995; Emmer & Hickman, 1991; Chwalisz et al., 1992; Bandura, 1982, 1986, 1993, 1996, 1997; Henson, 2001; Hoy & Spero, 2005; Romi & Leyser, 2006). Thus, steps should be taken to improve the teaching practice quality, necessary facilities should be provided to student-teachers.

V. CONCLUSION AND RECOMMENDATIONS

This study concluded from the student-teachers' responses that teaching practice experiences are difficult due to lack of required facilities, lack of necessary training for teaching, lack of unawareness from the latest teaching methods and lack of proficiency in contents. Furthermore this study also concluded that student-teachers also experience self-efficacy regarding teaching practice. They were confident about some points but also showed nervousness about many points. They were confident about using the latest teaching methods, teaching strategies in the classroom, they were also confident that they can increase

the performance of slow learners by giving extra attention, they were also confident that they can implement the new curriculum that is unfamiliar to them. Student-teachers expressed that they can confidently deal with any learning problems in the class, they also can maintain the attention of students toward lesson and can assign the task that is according to the level of pupils, can determine the difficulty level of that task or assignment. Student-teachers were also slight confident about managing class and any discipline problem in the class. Moreover they were also confident about taking decision of placement of pupils in groups according to their understanding level; they can decide what type of pupils should be placed in what type of group, slower group or other relevant group. It is also notable that they were also some points which they think that they cannot handle with confident, such as they were unconfident about school policies and rules; they think that by following these rules they cannot do their duties. Mainly they were very unconfident about the influence of pupil's home environment; they think that their teaching cannot overcome the strong impact of family background. They were also unconfident about community support, they think that they cannot help students, because community will not support. Thus, self-efficacy beliefs of student-teachers should be developed during course work of teacher training programs and further should be encouraged during teaching practice.

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