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Exploring EFL Preservice Teachers' Sense of Self-Efficacy in Teaching: An Indonesian Case

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Article information	
Abstract	A sense of self-efficacy is an essential factor in pre-service teachers' professional growth. This paper aims to explore pre-service English language teachers' sense of self-efficacy in teaching, which includes their perceptions of their teaching abilities and concerns during teaching practicum. Accordingly, this study employed a mixed methods approach with a cohort of final year students of the English language education department as the respondents. It was conducted in a university-based teacher education program in Indonesia with an online survey and interview as research instruments to collect the data. The data gathered were examined separately with descriptive statistical analysis and thematic analysis. Then, the two analyses were merged and their convergence as well as divergence were examined. This revealed that the participants' self-efficacy varied according to teaching tasks. One of their major concerns was their proficiency in the English language. The challenge related to classroom practices, including to speak fluently and accurately in the target language as well as teach it, appeared to give them pressure and affect their anxiety. Those results highlight the importance of understanding the conditions of pre-service teachers as beginning teachers, especially their teaching efficacy. Furthermore, this study strongly recommends continuous and systematic support from teachers/lecturers and school community to embrace future teachers in the teaching world.

1. Introduction

Indonesia has progressively made efforts to improve various aspect of the quality of its education system including policies, teachers, and lecturers' professionalism, as well as students' well-being. One of the policies concerns teachers' academic qualifications. In this case, to ensure the attainment of education quality, teacher education plays an important role to prepare and produce quality teachers. This paper, accordingly, intends to support this national goal by examining pre-service teachers' professional growth. It aims to assess their teaching efficacy beliefs and the implications of these for future research in teacher education.

2. Literature Review

A sense of self-efficacy is a well-established theory, which has been investigated extensively in different areas of research, including in the field of preservice and in-service teachers' professional development (see Brown, Lee, & Collins, 2015; Choi & Lee, 2018; Mahalingappa, Hughes, & Polat, 2018; Wyatt, 2018). Bandura (2012), a well-known expert in the concept of self-efficacy, claims that people's self-efficacy beliefs affect their thoughts and actions. These beliefs, therefore, determine the number of efforts and time they will spend to complete tasks. Accordingly, a sense of self-efficacy is a key concept that should be taken into account in the field of education, particularly in relation to teaching and learning.

According to Bandura (1997), a sense of self-efficacy varies according to tasks. People may have higher levels of self-efficacy when they are assigned to a simple task than when they are assigned to a more complex task. In this case, the levels of people's efficacy beliefs differ according to the complexities of tasks. Secondly, self-efficacy is context/task specific. Someone may feel more confident in a particular task or context than in other tasks/contexts. The third characteristic relates to strength. This refers to strength of an individuals' sense of efficacy. The stronger efficacy beliefs one has, normally the more perseverant and determined one will be to accomplish a task.

In earlier studies, potential sources of personal efficacy beliefs have been extensively explored. Firstly, a sense of self-efficacy is influenced by an

individual's performance (*mastery experience*). When people are successfully able to accomplish their missions, they will build robust self-confidence. Conversely, when they fail to complete their tasks, they are likely to feel less confident. In other words, a sense of success or failure significantly contributes to people's efficacy beliefs. Yada, et al. (2019) who conducted a study exploring the sources of inservice teachers' self-efficacy among Japanese and Finnish teachers found that mastery experience had the strongest contribution to teachers' self-efficacy in both countries. Moreover, this sense of success which occurred repeatedly also had a great influence among science undergraduate teacher education students' efficacy (van Rooij, Fokkens-Bruinsma, & Goedhart, 2019). Similarly, mastery experience appears to affect language teachers' self-efficacy, especially in nonnative speakers' contexts, as reported in a systematic review (Wyatt, 2018). Having proficiency in the structure of a language and its pronunciation, for example, are dominant concerns among foreign language teachers. Mahalingappa, Hughes & Polat (2018), based on a quasi-experiment, also reveals that the mastery of technological knowledge has a positive influence on pre-service teachers' sense of self-efficacy, particularly in instructional strategies.

Secondly, observing, reading, and listening to others' achievements can also be another source of personal efficacy beliefs. These motivating activities may actually build people's expectations to gain success like the persons they admire. This source of efficacy is called vicarious experience. Bjorklund et al. (2020) suggested that teacher education programs had important roles to form pre-service teachers' self-efficacy. In their investigation, they found that the relationship quality among pre-service teachers, peers, teacher educators, teachers, and other social networks is likely to determine pre-service sense of belonging to the community. Furthermore, this sense of belonging may affect preservice teachers' sense of self-efficacy. Palmer (2017) strongly encouraged the involvement of mentors and emphasized the importance of meeting more experienced teachers in teachers' professional growth. Further, Palmer highlights that mentors are not only to model good teaching, but also to reveal a teacher's heart within individuals. Having insightful and inspiring experiences with former great teachers may impact people, in this case pre-service teachers, in the long term. Recalling those affective moments would possibly affect prospective teachers' passion for teaching.

The third source is verbal persuasion. Suggestions from family members, teachers, and peers may contribute to someone's sense of self-efficacy. Positive encouragement and feedback from more experienced and respected people may build up self-confidence. Having limited experiences in teaching can affect preservice and beginning teachers' sense of self-efficacy. Indeed, Juuti et al. (2018) strongly highlight the significant impact of more-experienced teachers' feedback on preservice teachers' self-efficacy. As reported by a study that included Japanese and Finnish teachers (Yada, et al., 2019), the four sources of teachers' self-efficacy were strongly influenced by socio-cultural context. For example, regarding verbal persuasion, this study found that the effectiveness of this source of self-efficacy depends on who and how to deliver the messages. Another example is a study conducted in Iran. According to Moradkhani and Hagni (2017), verbal persuasion appeared to be the strongest source of self-efficacy among Iranian teachers.

Furthermore, according to Bandura (1997) physical and emotional conditions appear to have significant effects on personal self-efficacy. When people feel tired, sick, or stressed, their level of self-efficacy tends to be lower than when they are happy and healthy.

It is acknowledged that a sense of self-efficacy has important influences on other factors affecting teaching (Zee & Koomen, 2016). A number of previous investigations have highlighted the relationships between a sense of self-efficacy and other aspects, including commitment to teach (Chestnust, 2017; Chestnut & Burley, 2015; Moses et al., 2017), preparedness for teaching (Brown, Lee, & Collins, 2015), burnout (Wang, Hall, & Rahimi, 2015), job satisfaction (Kasalak & Dagyar, 2020), and attitudes toward inclusive education (Yada, Leiskinen, Savolainen, & Schwab, 2022).

Chestnut and Burley (2015), for example, aimed to examine the influences of pre-service and in-service teachers' self-efficacy beliefs on commitment to the teaching profession through a meta-analysis. The data collected from 33 studies emphasised the significant effects of self-efficacy beliefs on commitment to the teaching profession. Furthermore, an interesting finding indicated that pre-service

teachers' increasing self-efficacy beliefs significantly decreased their intentions to quit their teaching degree (Pfitzner-Eden, 2016).

In terms of measures, there have been several research tools of self-efficacy beliefs developed and employed to explore this factor in the field of teaching. Tschannen-Moran, Hoy, & Hoy (1998, 2001) indicated the two phases of the standardized measures for teachers' self-efficacy beliefs. The first phase included the Rand measure, Responsibility for Student Achievement, Teacher Locus of Control, and the Webb Efficacy Scale. Rotter's social learning theory underlie these first phase measures, while Bandura's social cognitive theory grounded the second phase. Ashton vignettes, Gibson and Dembo's Teacher Efficacy Scale (TES), subject-specific measures such as the Science Teaching Efficacy Belief Instrument (STEBI), and Bandura's Teacher Efficacy Scale belonged to this second phase. Furthermore, Tschannen-Moran and Hoy (2001) developed a refined measure, which was called Teachers' Sense of Efficacy Scale (TSES). This measure has been widely used in teaching profession research areas (see Dela Cruz & Vasquez, 2020; Schipper et al., 2018). Furthermore, self- efficacy beliefs are also included in a larger measure, such as The Teaching and Learning International Survey or TALIS (Burns & Darling-Hammond, 2014).

In short, it is obvious that self-efficacy beliefs are one of the key factors that should be considered seriously in pre-service and in-service teachers' professional growth and that they should be continuously monitored.

3. Methodology
3.1 Research method and instruments

In order to obtain broad information from various perspectives (Creswell & Creswell, 2018), a concurrent mixed-methods investigation was used in the current research. An online survey and interview were the tools used to collect data from participants. In the survey, there were 11 Likert-scale closed-ended questions and one closed-ended question related to general teaching expectations (e.g., When a student does better than usual in a subject, it is often because the teacher has exerted a little extra effort) and a sense of personal teaching efficacy (e.g., I know the various methods to teach English effectively). This survey was adapted from the Science Teaching Efficacy Belief Instrument (STEBI) for pre-service teachers

(Enochs & Riggs, 1990) with some adjustments. STEBI was initially made for primary school pre-service teachers who taught science. Therefore, some items were modified to suit the current investigation that includes pre-service secondary-school teachers of English within Indonesian contexts. Even though a Likert-scale questionnaire is an effective means of collecting data and efficient in terms of time and money, this instrument was unable to obtain in-depth information about the participants. Therefore, to augment the survey, a semi- structured interview asking about individual perceptions of teaching competencies was conducted to obtain further information from the participants, including their feelings about their teaching competence, what teaching competencies they acquired well and what skills they should practice more. The participants were interviewed face-to-face in either Indonesian or English language according to the participants' preference and convenience.

3.2 Research setting and participants

This study was undertaken in a four-year university-based teacher education program, located in Yogyakarta, Indonesia. As part of a larger study (Tutyandari, 2020), this present research included a cohort of final-year students enrolled in the English language teacher education program. After sending an invitation to participate in the survey, 106 students voluntarily agreed to join and 31 of them gave consent to be interviewed. The respondents consisted of 76% female student-teachers and 24% male student-teachers, aged between 22-30 years old.

3.3 Data analysis

There were two kinds of data in this study, numerical and descriptive data. The numerical data set was collected from a closed-ended survey. Descriptive statistics using SPSS 24 were employed to obtain the participants' general perceptions of teaching self-efficacy from the numerical data.

Interviews, both in Indonesian and English, were transcribed verbatim. The interview transcripts and the open-ended responses were then examined using a thematic analysis. NVivo was employed to facilitate the coding processes of the descriptive data. Furthermore, to protect the participants' confidentiality, pseudonyms were used.

After all data were separately examined, they were merged and analyzed further to see whether the results were convergent or divergent. The emergence of both analyses was interpreted, afterwards.

4. Findings

This section presents research findings from both, the survey and interviews. It is organized into two sub-sections, namely perceptions of general teaching expectations and personal teaching efficacy.

4.1 Perceptions of general teaching expectations

There were five questions in the survey related to general teaching expectations, particularly in relation to teachers' roles in learning (see Table 1).

Table 1

General teaching efficacy

Statements	1	2	3	4	5	6	mean	SD
Effective teaching can overcome students' diverse background knowledge	0	0	0	19	65	22	5.0292	.62420
When the subject grades of students improve, it is often due to their teacher having found a more effective teaching strategy	0	1	2	22	60	21	4.9142	.75176
When a student does better than usual in a subject, it is often because the teacher has exerted a little extra effort	0	1	5	38	50	12	4.5934	.77556
The teacher is generally responsible for the achievement of students	1	2	7	30	54	12	4.5613	.90304
Increased effort in teaching produces little change in students' achievement	1	3	16	28	41	17	4.5170	1.06893
The low subject achievement of students cannot generally be blamed on their teachers	16	40	31	16	3	0	2.5783	1.00171

Note: 1 for strongly disagree, 2 for disagree, 3 for somewhat disagree, 4 for somewhat agree, 5 for agree, 6 for strongly agree

The survey results (see Table 1) showed that participants appeared to have diverse views toward general teaching expectations. With regards to teachers' roles, most of the respondents, however, agreed that teachers' efforts in establishing effective teaching had a significant influence on students' learning achievement. This indicates teachers' great impact on students' success. Such belief also emerged in the interview which contained the participant's anxiety as well as their belief about teachers. The following quote reveals that teachers should have a number of teaching skills to ensure the attainment of academic goals.

> I was so scared, what if the students did not understand what I was talking about. Because a teacher should not only be good in English but also good at delivering it, recent methods, technology was so great. So, have to be creative. (Seruni)

Conversely, a number of the respondents appeared to be less optimistic about the role of teachers on students' academic achievements. For example, when asked about the positive influence of teachers' efforts on students' achievements, they did not show their agreement. This implies that there may be some other factors affecting students' academic success; it is not necessarily the teachers.

4.2 Perceptions of personal teaching efficacy

It is interesting to learn from the current research regarding pre-service teachers' personal teaching efficacy. Even though the means of the quantitative analysis indicated moderate to high levels of perceived efficacy, the data also showed the participants' concerns.

Table 2

Personal teaching efficacy

Statements	1	2	3	4	5	6	mean	SD
When teaching, I will usually welcome students' questions.	0	0	1	7	55	43	5.3528	.63216
I will continually improve my skills to teach English	0	0	3	15	46	42	5.2170	.787321
My knowledge of English language is sufficient to teach the subject	0	2	7	50	43	4	404160	.73894

Statements	1	2	3	4	5	6	mean	SD
effectively								
I will always be able to answer students' questions about my subject	2	2	15	45	34	8	4.2575	.97833
I know the various methods to teach English effectively	0	4	11	49	41	1	4.2491	.79283
I often have difficulties in helping students to understand a concept	0	4	19	51	28	4	4.0925	.86176

Note: 1 for strongly disagree, 2 for disagree, 3 for somewhat disagree, 4 for somewhat agree, 5 for agree, 6 for strongly agree

Table 2 shows that a significant number of the respondents felt confident with two aspects of teaching, namely the ability to encourage students to ask questions with a mean of 5.4 out of 6 and their determination to improve their knowledge and skills for teaching with a mean of 5.2 out of 6. The ability to build a good teacher-student relationship also emerged in the descriptive data as shown in the following quotes.

> My teaching skill is that I can understand the students' emotions in a sense of, you know, I understand when they are tired or they are full of joy. And then I can control the class from that and I didn't mind to really get involved with the students as long as they still give me some respect as an educator. (Anggrek)

> I'm good at understanding the learners' personality. I'm also able to be close to them to build a very good relationship so that they enjoy my class better. (Jasmine)

The other items of the survey indicated lower levels of perceived teaching efficacy in terms of content knowledge proficiency, in this case the English language, and pedagogical knowledge, such as instructional strategies and classroom practices. The survey data revealed that 17% of the respondents were less confident in their capabilities to answer students' questions and 22% of them seemed to be hesitant with their teaching skills to facilitate learning (see Table 2). Similar concerns also emerged in the qualitative analyses. Some respondents thought that their subject-content mastery was inadequate which appeared to affect their sense of self-efficacy. The following quotes are examples of the respondents' views.

> I sometimes have difficulty in explaining the material they do not know because of limited language knowledge. (Orchid)

> I think that my vocabulary is not really sufficient. When my students ask me about the meaning of a word, I often have to check it on the dictionary first. (Tulip)

5. Discussion

This paper suggests that self-efficacy is an important factor in pre-service and in-service teachers' professional development. Prior investigations have also strongly recommended that a sense of self-efficacy in teaching has a significant impact on other components of the growth of pre-service and in-service teachers' professionalism. Kasalak and Dagyar (2020), for example, reported the results of Teaching and Learning International Survey (TALIS) finding that there was a significant correlation between teachers' self-efficacy and teachers' job satisfaction. Including pre-service teachers as research participants, Bjorklund et al. (2020) showed that a sense of self-efficacy among pre-service teachers was positively related to their sense of belonging to the school community. In line with the previous studies, having self-anxiety to do some teaching tasks is a common concern among beginning teachers, including student-teachers as presented in this paper.

Teacher education is a key component of quality teacher formation. Darling-Hammond (2006) recommends that teacher education should be able to equip future teachers with various components including knowledge about learners, learning and teaching, curriculum, complex classroom practices, as well as an understanding of social and cultural contexts. Therefore, in teacher education programs, student-teachers should begin their early teaching career through understanding essential concepts and practices of pedagogy and subject contents to build a strong foundation before they enter the teaching profession. Teacher education normally offers coursework and teaching practicum to equip student-teachers with important knowledge and skills.

Figure 1

Pre-service teachers' support system
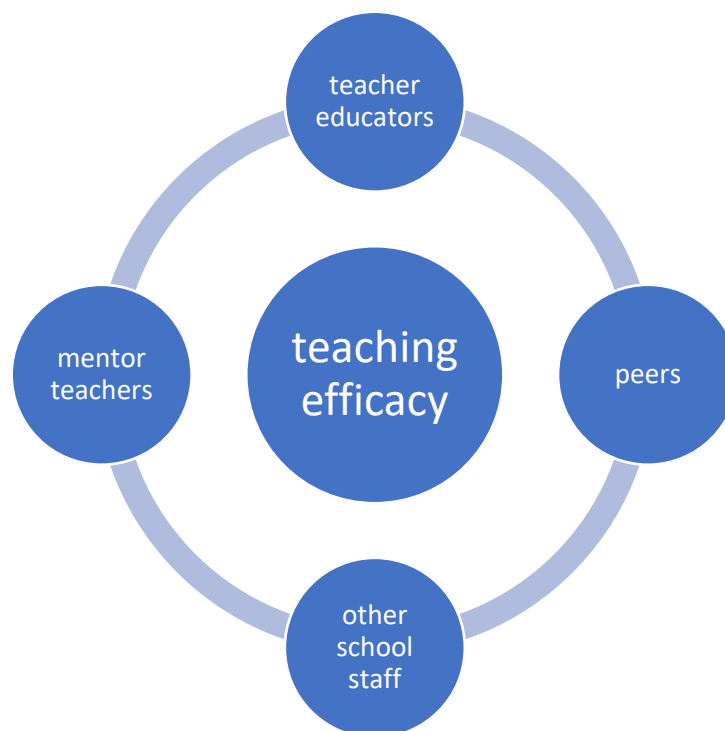
Teaching is a life-long journey and involves various facets, both personal (such as motivation, self-efficacy, teaching beliefs, and commitment) and professional factors (such as knowledge of subject matter, pedagogy, and learners). Ell et al. (2019) strongly consider teacher education as a non-linear complex system that involves multiple interactions and interdependencies. Beginning and experienced teachers occasionally should face challenges in their professional growth. Therefore, they obviously need support, in this case, from people around them. Darling-Hammond (2017) contends that opportunities to learn from one another support teachers' professional development. In line with this, a number of studies have revealed that mentors, peers, and students may be sources of teaching efficacy, which help teachers to cope with adversities.

Social connectedness is an essential term in teachers' professional development. Connectedness has been defined according to contexts, such as schools, and subjects. For example, Bowles and Scull (2019) have identified some definitions of connectedness. In a school context, connectedness is viewed as the relationships between learners and teachers, while in social psychology, connectedness is associated with a sense of belonging.

Furthermore, connectedness or relatedness is one of the aspects of self-determination theory (SDT). According to Deci and Ryan (2000), human beings have three basic psychological needs for psychological health, namely autonomy, competence, and relatedness to society of community.

Teachers are expected to have the ability to build good relationships, both inside and outside the classroom. Palmer (2007) introduces 'Pedagogy of Soul' that emphasizes the significance of teachers' capability to build connections with their students and their subject matter. Additionally, this research reveals that social connectedness, outside the classroom, among preservice teachers, peers, as well as mentors is crucial in elevating pre-service teachers' self-efficacy. Bjorklund et al. (2020) highlight that there is a strong association between pre-service teachers' social networks and their self-efficacy beliefs and teaching practices. This is in line with some other previous studies that investigated the contribution of the relatedness of pre-service teachers and other parties, especially when undertaking teaching practicum (see Achinstein & Davis, 2014; Chizhik et al., 2018; Nguyen & Ngo, 2018).

Considering the complexities of teaching, challenges, such as how to apply theories into practices, may emerge during the process of teacher preparation. It is apparently crucial to ensure that future teachers have constructive support from people around them. Bowles and Scull (2019) have synthesized several investigations on school connectedness. Based on their systematic review, Bowles and Scull proposed a model that illustrates school connectedness. This model involves sequential factors, namely attending (e.g., less absenteeism, more school experiences), belonging (e.g., physical and emotional safety), engaging (e.g., higher motivation, increased participation), and flow (e.g., increased involvement and enjoyment in an activity without any doubts). It shows the transition from lonely individuals to being part of community through engagement and flow experiences. This is in line to another investigation, which included 16 universities in Australia. The study strongly demonstrated the importance of teachers' presence to support the effectiveness of online learning. Even in a situation where face-to-face interactions are not possible, engaging and interactive activities are still a key factor to support the teaching and learning (Stone & Springer, 2019).

Accordingly, this paper emphasizes the support systems needed by pre-service teachers to embark on their professional journey. In this case, the presence of mentors, supervisors, peers, and other school staff is believed to give direct support to pre-service teachers and likely to impact the sense of self-efficacy in teaching.

5.1 Connections with university-teacher educators and school-mentor teachers

University-teacher educators and school-mentor teachers play important roles in shaping the initial professional growth of prospective teachers. Teacher education is a formation phase where pre-service teachers grow their professional identity as well as shape their perceptions about the teaching profession through learning, observing, and applying knowledge into practice. Zhu (2017) reported that teaching practicum as part of the curricular program in teacher education contributed to pre-service teachers' professional identity formation, including their emotional states related to ethical aspects. Being someone with an authority or being a caring person in the classroom, behaving like a school member or an outsider are common examples of pre-service teachers' dilemmas. More importantly, this formation process can be a source of pre-service teachers' sense of teaching efficacy (Bandura, 1997).

Connections between pre-service teachers and teacher educators, who are commonly also teaching practicum supervisors, and mentor teachers are essential processes in teacher preparation. Mentoring is mostly described as a hierarchical relationship between more experienced and less experienced people (Ambrosetti, 2010). Considerable investigations have been conducted exploring the contribution of mentoring to early career teachers (see Izadinia, 2017; Mena et al., 2017; Orland-Barak, 2014; Yuan, 2016). Chizhik et al. (2018), for example, reported that preservice teachers, who participated in the SMILE (Shared Mentoring in Learning Environments) model, increased their sense of teaching efficacy after receiving joint feedback from university field supervisors and classroom teachers. Meanwhile, Izadinia (2017), through semi-structured interviews, found that mentor teachers' styles of giving feedback had either a positive or negative influence on pre-service teachers' self-perceptions. This finding shows the powerful effect of mentor teachers on pre-service teachers' professional development. Accordingly,

Tutyandari (2020) suggests that teacher educators and school-teachers potentially become pre-service teachers' role models, from whom pre-service teachers gain inspiring practices and insightful knowledge. The ways teacher educators and school teachers interact and communicate with pre-service teachers may have a great impact on these future teachers' professional growth, including a sense of teaching efficacy and preparedness for teaching.

Every mentor has different ways to approach their mentees. Those approaches will potentially affect the results of the mentoring program, either positively or negatively. Richter et al. (2013) suggest that the quality of mentoring is considered more important rather than the frequency. When the process of mentoring is constructive, the results may positively influence mentees' professional aspects, such as a sense of efficacy in teaching, teaching enthusiasm, and job satisfaction. According to See (2014), mentoring has a significant correlation with teachers' knowledge. Furthermore, the findings showed how one-to-one mentoring, between more-experienced teachers and beginning teachers, positively influenced teachers' knowledge, namely subject matter knowledge, general pedagogical knowledge, and knowledge of content. Conversely, discouraging feedback from mentors and supervisors may influence negatively to pre-service teachers. Yuan (2016) found that negative mentoring affected preservice teachers' identities as well as others' aspects of teaching.

As pre-service teachers have limited teaching experiences, opportunities to observe, learn and gain constructive feedback from more-experienced people, in this case school-teachers and university teacher educators, in the field are valuable and meaningful. These encounters will give a great impact on future teachers' professional growth, particularly their beliefs of self-efficacy in teaching.

5.2 Connections with peers

Peer mentoring has been acknowledged to be an important element in both pre-service and in-service teachers' professional development. Le Cornu (2005) suggests that there has been a shift of the definitions of 'mentor' and 'mentoring'. They do not only refer to the relationships between less and more experienced teachers, but also refer to collegial relationships. This brings us to an understanding that in such communities, teachers may support each other by

learning new teaching strategies, for example. Furthermore, Le Cornu (2005) identified three crucial criteria of effective mentoring, namely a mentoring attitude (i.e. the ability to value own and others' learning responsibly), interpersonal skills (i.e. the ability to value self and others by listening and speaking to others in proper ways), and critical reflection skills (i.e. the ability to learn and reflect their own and others' opinions). According to Jenkinson and Benson (2017) mentors' required skills can be trained with providing real and contextual situations for pre-service teachers.

Korhonen et al. (2017) found that peer mentoring, from pre-service teachers' perspectives, can be viewed as a time to gain social support from their peers, to obtain emotional support from their peers, to construct their professional and personal identity, and to participate in a professional community. Considering the positive influences of peer mentoring. therefore, it is urgent for teacher education to give opportunities to pre-service teachers to develop their peer-mentoring skills.

5.3 Connections with other school members

A sense of belonging is considered important in teacher education as to prepare future teachers to connect to new places (Gillies, 2017). In line with it, Tutyandari (2020) highlights that feeling welcomed and accepted in a new environment brings a great influence on pre-service teachers' professional growth. The investigation revealed how positive responses from the members of a school community, including school students, other school-teachers, and school staff, built their trust and grow their sense of belonging to the new community.

When close social ties are perceived by pre-service teachers in the new environment, Liou et al. (2017) claim that this may have an influence on pre-service teachers' sense of teaching efficacy, especially classroom practices. Further, research indicates that such closeness gradually builds up professional trust and their sense of belonging. It is, therefore, important to consider providing opportunities for pre-service teachers to know the new community better by involving them in curricular and non-curricular school programs.

6. Limitations and Recommendations

It is acknowledged that the scope of this paper is limited to a small cohort of pre-service English teachers enrolled in one university-based teacher education program. Therefore, results may not be able to represent teacher education across Indonesia.

7. Conclusion

Becoming a teacher is a complex process which involves a number of interrelated factors. Academic factors that include knowledge and practices are well as personal factors including a sense of self-efficacy in teaching should be taken into account to ensure the attainment of quality teachers.

A sense of teaching efficacy is a major concern among pre-service teachers. Limited teaching experience apparently influences their confidence in teaching. Doubts in their knowledge proficiency, their ability to deliver lessons and engage school students, for example, often emerge during teaching practicum.

Therefore, this article strongly encourages teacher education to strengthen the connections between pre-service teachers and other parties. Darling-Hammond (2017) encourages an induction program, mentoring, and collaborative planning to build beginning teachers' professional development. Support systems that derive from people around them, including university teacher educators, mentor teachers, school students, and other members of school staff are definitely required during the formation phase.

Intensifying the relationships among pre-service teachers, university-based supervisors, mentor teachers, and other members of the school community is a way to elevate pre-service teachers' perceived efficacy as well as their sense of belonging. Constructive feedback from more-experienced teachers, and acceptance from a school community are crucial factors in pre-service teachers' professional journey.

8. About the Author

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9. Acknowledgement

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