CHAPTER 2
LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to self-efficacy and international teaching practicum.

2.1 Self-Efficacy

Self-efficacy is an individual's belief in their ability to effectively complete a certain task or achieve a specific goal. Bandura (1997) perceives self-efficacy as an individual's belief in their capacity to organize and execute the courses of action required to produce given attainments. Thus, an individual's belief of self-efficacy serves as a guide of one's life and constitutes a primary course of action (Linnenbrink-Garcia & Wormington, 2019). Furthermore, Bandura (1997) stated that an individual's self-efficacy plays a critical role in how they handle objectives, duties, and difficulties. People who have confidence in their abilities can readily accomplish objectives. Individual who regards themselves as efficacious may be more perseverance and effort, which in turn improves success and fosters greater achievements; low efficacy causes people to put forth less effort and give up more readily, which leads to subpar outcomes, which then result in even lower efficacy (Sogutlu, 2022). Based on the description, Aminah (2021) characterized persons with high and poor self-efficacy as follows:

a. High self-efficacy
   1) Believe in their ability
   2) Develop a positive sense of commitment to their activities
   3) Recover fast from setbacks
   4) Consider the threat a challenge to be met rather than avoided.

b. Low self-efficacy
   1) Doubt their ability and shun difficult activities.
   2) Assume that challenging conditions and tasks are beyond their ability.
   3) Focus on personal failures and bad results.
   4) Easy to lose faith in their own talents.

5) The threat is viewed as something to be avoided.

The general success of instructors with their pupils is thought to be strongly influenced by their sense of self-efficacy. Sogutlu (2022) explained that teachers' self-efficacy is related to their perception of the extent to which they can control and contribute to the factors with an impact on the students' learning. As cited in Mok and Moore (2019), significant studies have revealed links between teachers' self-efficacy and a variety of educational outcomes, teacher instructional behavior, and teachers' well-being. These outcomes include student motivation, student engagement, student achievement, student self-efficacy, teacher work satisfaction, work commitment, teachers' effectiveness, and teachers' instructional behavior (Zee & Koomen, 2016).

The development of measurement tools for teacher efficacy can assist both teachers and students in education. Tschannen-Moran and Hoy (2001) developed the Teachers Sense of Efficacy Scale (TSES) to measure teachers' self-efficacy. It was developed based on Rotter's social learning theory and Bandura's social cognitive theory. The TSES is also the result of an evaluation of previous self-efficacy measurement instruments which did not have a strong psychometric basis and had dimensions that were too specific (Oktaviola & Lubis, 2022). The TSES model is associated with three dimensions namely, efficacy in student engagement, efficacy in instructional practices, and efficacy in classroom management. Tschannen-Moran and Hoy (2001) describe student engagement as teachers' confidence in increasing the involvement of students in activities of the school, including motivation and problem-solving. Then, instructional strategies refer to teachers' confidence in their ability to help students succeed academically. Third, classroom management refers to the teacher's ability to manage the classroom in a directed, orderly, and organized manner. Based on this understanding, the following indicators are obtained:

Table 2.1 Self-Efficacy Indicators

Dimensions	Indicators
Student Engagement	1. Signs of friendliness to students

	2.	Helping students solve their problem
	3.	Motivating students
Instructional Strategies	1.	The presence of confidence in answering questions from students
	2.	Having a comprehensive approach in explaining the subject
	3.	Knowing the level of understanding of students well
Classroom Management	1.	The ability to handle problems that arise in the classroom
	2.	Ensure that the teaching plans are implemented properly

The sum of the scores of the three dimensions will indicate the level of teachers' self-efficacy. Tschannen-Moran and Hoy (2001) classified the TSES into two types of questionnaires, short and long form. The short form consists of four statements from each dimension with a total of 12. While the long form consists of eight statements each for a total of 24.

In an international teaching practicum, the teacher-to-be would face more problems because of the different cultures and languages. Zhou (2014) discovered that the majority of Chinese student teachers experienced culture shock in American schools as a result of the students' actions, which they saw as disrespectful and lacking in discipline. Furthermore, Kabilan et al. (2020) described how the English student teacher encountered challenges in bridging the gap between the two languages and felt uncomfortable learning a new language while also trying to understand important terms for speaking with students in the local setting. This particular situation is challenging and can affect their self-efficacy in the teaching process especially when a student teacher from Indonesia participates in the international teaching practicum in Thailand for a month where English is considered and treated as a foreign language.

2.2 International Teaching Practicum

Teaching practicum is a crucial part for the students from the education program. The primary goal of this program is to prepare teacher candidates to be future teachers for the world. To attain this purpose, student teachers are encouraged to engage in reciprocal interaction with students in the real classroom throughout the practicum period. The teaching practicum helps student teachers apply the ideas, methodologies, and strategies they learned in university (Koksal & Genc, 2019). They will look after their students as future educators and use their abilities to shape their ideas and actions (Islami, 2019).

In recent years, educational institutions have collaborated with external institutions to provide international teaching practicum for student teachers, recognizing the importance of multicultural contexts and global perspectives. This program would give such benefits to the student teachers. As stated by Cushner & Mahon (2002, as cited in Kabilan et al. 2020), they would experience cross-cultural learning and gain a deeper understanding of the world in which they live, enabling them to teach with, work with, and continue to learn from people different from themselves. These experiences would develop culturally confident, competent, and sensitive world-minded teachers (Walters, Garii, & Walters, 2009, as cited in Kabilan et al., 2020).

The teaching practicum process improves the academic parts of the university and gives student teachers the chance to work in a real classroom and deal with the problems that come with it (Worthy, 2005). Regardless of the statement, student teachers frequently lack these skills and confidence when they first begin teaching, especially when it comes to a new environment in a different native language and culture. Unless they can establish effective communication with the students so they can collaborate in the learning process, it is apparent that student teachers experience anxiety and unease during their teaching process (Oberski et al., 1999, p. 148 as cited in Islami, 2019).

During the practicum phase, student teachers will develop their efficacy beliefs. Since self-efficacy does not develop through university

classes since nothing has been done to alter how classes are taught, and new pedagogies are not used in a systematic, encouraging, and carefully monitored way (Wasserman, 2009). In addition, during the international teaching practicum, they will be placed with students from diverse cultural backgrounds that are very different from their own. Therefore, the purpose of this study is to seek student teachers' self-efficacy while teaching culturally and linguistically different students during an international teaching practicum in Thailand.

2.3 Study of the Relevant Research

Several studies have explored student teachers' self-efficacy in various educational contexts and focus. For instance, a study conducted by Nugroho (2017) focused on the student teacher's self-efficacy perception and their English proficiency toward their preparedness for the teaching practicum program. The study used a questionnaire as the instrument for 65 participants to get the student teachers' perception of self-efficacy. The result revealed that the student teachers have medium to high self-efficacy toward their teaching practicum.

In a similar topic, Berg & Smith (2018) examined the effect of teaching practicum on student teachers' self-efficacy belief. Additionally, this study compared the utility of two established measures of self-efficacy. The 75 student teachers completed the Teachers' Sense of Efficacy (TSES) and the English version of the Norwegian Teacher Self-Efficacy Scale (NTSES), before and after the final practicum. The study revealed that the student teachers' self- efficacy beliefs increased from pre to post practicum. Furthermore, both the TSES and the NTSES were shown to be effective measures for assessing student teachers' self-efficacy, with the NTSES offering more varied feedback.

Meanwhile, Sogutlu (2022) explored both student teachers' and in-service teachers' self-efficacy beliefs. This study also investigated possible relationships between experience in teaching and teachers' efficacy beliefs.

The participants include 51 students from the ELT education program who are also student teachers or in-service teachers. The data was collected through a teacher efficacy questionnaire, and descriptive, comparative, and correlational analyses were performed. The result showed high rates of efficacy perceptions in the dimensions of instructional strategies, classroom management, and student engagement. Moreover, there is no significant correlation between the participant's teaching experience and their self-efficacy or between teaching experience and self-efficacy dimensions.

Megawati and Astutik (2018) conducted a study examining the self-efficacy of student teachers throughout their teaching practicum. The research included 27 English as a Foreign Language (EFL) teacher candidates who were surveyed using a questionnaire to collect the data. The study's findings indicate that student teachers typically showed high levels of self-efficacy in teaching ability, lesson planning and implementation, assessment, and classroom management. However, it was observed that some of them faced difficulties with certain classroom tasks.

Teacher self-efficacy has emerged as a distinct field of study in recent years (Klassen et al., 2011). However, the four previous studies above used quantitative research and questionnaires for data collection. Furthermore, Pandee et al. (2020) stated that there needs to be more qualitative research to reveal more insight into the state of teacher self-efficacy. Therefore, this study used qualitative methods to investigate student teachers' self-efficacy during international teaching practice in schools in Thailand. In addition, research conducted by Nugroho (2017) focused on student teachers' perceptions, Berg & Smith (2018), and Sogutlu (2022) focused on student teachers' beliefs. Meanwhile, this study focuses on student teachers' self-efficacy, not on their beliefs or perceptions. Other differences are the number of participants, data collection and analysis methods.