CHAPTER V
CONCLUSIONS, SUGGESTIONS, AND LIMITATIONS

This chapter presents the conclusion of the study and suggestions for future studies. The conclusion related to the findings is drawn, which covers the formulation of problems, the findings, and the research conclusion. Meanwhile, due to the limitations and the weaknesses of the present study, several suggestions are also presented to give implications for future studies related to pre-service teachers' self-efficacy.

5.1 Conclusions

This present study intends to investigate pre-service teachers' sense of self-efficacy in the online teaching practicum, as well as factors that influence their self-efficacy.

It was revealed that pre-service teachers had moderate self-efficacy. This indicates that they were sufficiently confident or efficacious in applying their knowledge and abilities to handle classroom teaching tasks effectively, with generally a higher sense of self-efficacy in their ability to use technology than in implementing structional strategies, managing the classroom, and engaging students. They assessed themselves more efficacious in using technology than implementing instructional strategies, managing the classroom, and engaging students. Moreover, it was also revealed that pre-service teachers' self-efficacy were influenced by the four influential factors of self-efficacy by Bandura (1997): mastery experiences (teaching and learning experiences), vicarious experiences (the observation of others' teaching), social persuasion (verbal and non-verbal persuasion), and physiological and affective states (personal interest, personality, and emotions). Pre-service teachers with high self-efficacy were positively influenced by mastery experiences, social persuasion, and physiological and affective states; pre-service teachers with moderate self-efficacy were positively influenced by physiological and affective states and negatively influenced by mastery experiences; pre-service teachers with low self-efficacy were positively

influenced by social persuasion and physiological and affective states and negatively influenced by mastery experiences and vicarious experiences. Therefore, it can be concluded that pre-service teachers in this study had sufficient self-efficacy, which is not good but was not bad either. Additionally, the the four principal factors stated in Bandura's theory were found to have influences on pre-service teachers' self-efficacy in this study.

5.2 Limitations

This present study is limited in some ways. First, the limitation in terms of the trustworthiness of self-reported data. As previously stated, this study is based on self-reported data from participants' perceptions of their teaching abilities. Thus, the participants might overestimate or underestimate their teaching abilities which may not reflect their actual practices and exceed their behaviors. Second, the limitation of the participants. The participants of this study were only limited to English pre-service teachers, hence the findings could not be considered representative to all pre-service teachers. Last, the limitation of the study context, which was only focusing on self-efficacy in the online teaching practicum, indicated that the findings could not be generalized to the teaching practicum in other contexts.

5.3 Suggestions

From the findings, there are some suggestions that can be beneficial for pre-service teachers in the teaching practicum and for the significance of future research in the same field.

Firstly, for pre-service teachers who will take the teaching practicum in the future, it is important to have prior teaching experiences and sufficient background knowledge, as these will help them to gain a better understanding of teachers' roles and develop a realistic self-evaluation of their teaching ability. Experiences and background knowledge also help them in providing better performance in class since, through past experiences, they will get background knowledge of teaching abilities.

Secondly, for in-service teachers as the cooperating teachers in school, it is important to give supporting feedback for pre-service teachers, such as solutions to classroom difficulties, appraisal and compliment of what pre-service teachers have done well, and suggestions to improve teaching performance. Those things will help pre-service teachers in developing their self-efficacy.

Thirdly, for English Language Education Study Program, it is important to provide real teaching experience for pre-service teachers before the teaching practicum, such as authentic microteaching experience. Regardless of the limitation in online teaching and learning, it is suggested to provide microteaching sessions as real as possible as if in the actual classroom. Microteaching sessions will allow pre-service teachers to practice not only their content knowledge but also their teaching abilities.

Lastly, for future researchers, it is suggested to investigate pre-service teachers' self-efficacy in the teaching practicum with more participants in the same major or different major. Moreover, the self-efficacy of participants in this study can be further investigated when they have enrolled as in-service teachers. Thus, their self-efficacy can be compared. Furthermore, the investigation of other factors such as gender, age, background, English proficiency on self-efficacy can also contribute to the literature. Other than that, due to the limitation of self-reported data from the questionnaire and/or interview, it is suggested that pre-service teachers' self-efficacy should also be investigated by using observations to provide more adequate and accurate information.