

## ABSTRACT

### **Nurazizah, Fitri Siti (2024): Experienced and Novice EFL Teacher Professional Self-Efficacy: A Case Study to Teachers in Urban School.**

This study explores the professional self-efficacy of experienced and novice English as a Foreign Language (EFL) teachers in an urban school setting. As stated by Bandura (1997) Self-efficacy, defined as teachers' belief in their ability to effectively teach and manage the learning environment, plays a critical role in shaping teaching practices and student outcomes. The research aims to examine differences in self-efficacy levels between experienced teachers, with more than five years of teaching experience, and novice teachers, with less than five years of teaching experience.

A qualitative case study methodology was employed, utilizing semi-structured interviews and questionnaires to gather in-depth data from participants. The study focuses on the factors influencing self-efficacy, including classroom management, instructional strategies, and student engagement, while also exploring the challenges and supports that teachers encounter in their professional environments.

The results of this study show that both experienced and novice EFL teachers have fairly balanced self-efficacy because experienced teachers have faced more challenges related to classroom management and adaptation to the school environment, which can have an impact on their self-efficacy and novice teacher has a new spirit to facing student in the class.

The study concludes by highlighting the importance of providing targeted support for novice teachers to increase their self-efficacy and suggests tailored professional development programs to meet the needs of experienced and novice teachers in urban educational contexts.

**Keywords:** Professional self-efficacy, EFL teachers, experienced teachers, novice teachers, urban school.