

CHAPTER I

INTRODUCTION

The research background, research questions, research purposes, research significance, theoretical framework, and previous studies are all covered in this chapter. This chapter offers a complete theoretical framework for the research and discusses the background, research questions, and research purposes. Both the study's significance and its conceptual framework are emphasized. A review of earlier research completes the chapter.

A. Background

This research aims to determine self-efficacy in a teacher by focusing on the level of self-efficacy and factors that influence self-efficacy in EFL teachers in urban schools, taking into account experienced and novice EFL teachers.

The lack of student learning outcomes is the problem in this study. To address this problem, researchers aim to investigate the self-efficacy levels of these teachers and explore the factors that influence their self-efficacy. Understanding how confident and capable teachers feel in their teaching roles is crucial, as it can significantly impact their effectiveness in the classroom. By examining these factors, the study seeks to provide insights that can help improve teaching strategies and ultimately enhance student learning outcomes in EFL settings.

This study focused on novice and experienced EFL teachers because there are variations in their educational experiences and teaching methods, and teacher self-efficacy is a key factor in both teaching effectiveness and student learning outcomes. Through examining the self-efficacy of both seasoned and inexperienced educators, researchers might identify elements that support efficient instruction and improved student results.

Teaching profession plays a crucial role in shaping the educational landscape because it directly influences student outcomes, adapts to changing

educational demands, fosters ethical and social development, and promotes lifelong learning, (Hussain & Khan, 2022)

Furthermore, teachers not only impart academic knowledge but also model and encourage ethical behavior, social responsibility, and critical thinking. By inspiring a love for learning and curiosity, teachers help students develop the skills and mindset necessary for continuous personal and professional growth throughout their lives.

According to Bandura (1987) self-efficacy is the individual's conviction about a task- and context specific capability. Self-efficacy is a significant aspect influencing job satisfaction, motivation, and ultimately, student outcomes because humans will feel satisfied with their skills so that they are able to do their work optimally and achieve the goals of their work (Lent et al., 2011)

A general definition of self-efficacy is an overall assessment of oneself. It shows the degree to which a person thinks of themselves as competent, important, successful, and deserving. It is a mental state that psychologically readies a person to react in a way that fulfills expectations of acceptance, success, and inner strength, (Suzabar et al (2020)).

As stated by Udemba (2021), Self-efficacy is correlated with the degree of job satisfaction among workers who think that having faith in their abilities to complete tasks will boost their job happiness and enable them to make greater contributions to the company.

There are some research related to this research like Mehmood, Nashir (2019) stated in the light of the existing literature to determine some of the factors and variables which may influence the level of EFL teachers' self-efficacy who teach at the universities in Saudi Arabia. In line with the research finding only focusing on the influence of self-efficacy itself.

Therefore, previous research resulted only how self-efficacy correlated with the job satisfaction and only focused on Self-Efficacy and the factor itself, this study is concentrating of the level self-efficacy and what the factor that influence the novice

and experienced EFL teacher in urban school. For this reason, this research will explore how self-efficacy is impacted by their interactions both novice and experienced EFL teacher with students, including their responsiveness and level of involvement in urban school.

B. Research Questions

From the background above, the researcher constructs two questions in this research:

1. What is the level of experienced and novice profesional self-efficacy teachers in urban school based on Bandura's theory (1997)
2. What are the factors influencing the professional self-efficacy of experieced and novice teachers in urban school based on Bandura's theory (1997)?

C. Research Purposes

From the research questions above, this study serves two researcher purposes as follows:

1. To find out the level of experienced and novice EFL teacher self-efficacy in urban school based on Bandura's theory (1997)
2. To describe the factors influencing the experienced and novice EFL tecahers self-efficacy in urban school based on Bandura's theory (1997)

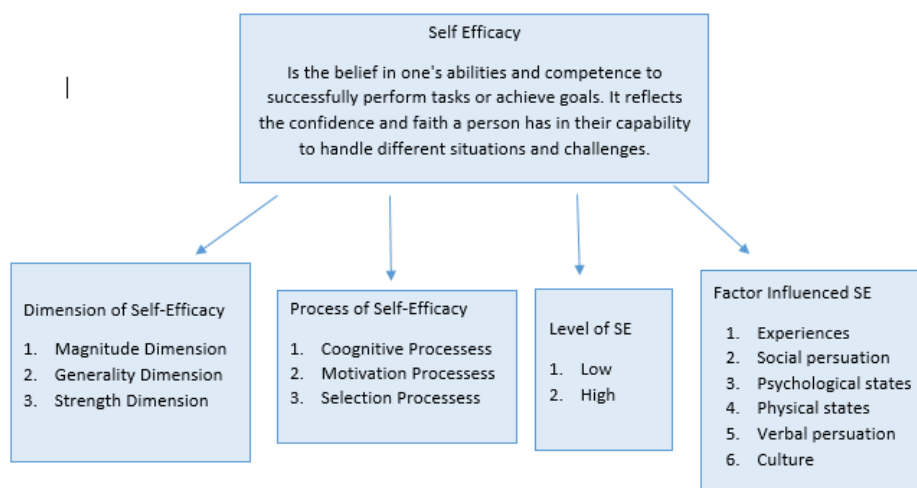
D. Research Significances

Theoretically, this research aims to uncover the factors that influence the self-efficacy of both experienced and novice teachers working in urban schools, as well as to determine the overall level of their self-efficacy. This exploration can provide a foundational understanding of the elements that impact teachers' confidence and effectiveness in their professional roles. Practically, the research holds significant value for teachers, as it can offer insights into how self-efficacy influences their performance and development. By understanding these dynamics, teachers can better address the challenges they face in urban educational settings, leading to improved teaching strategies and outcomes for their students

E. Theoretical Framework

This study examines experienced and novice EFL teacher Professional Self-Efficacy that important for EFL teacher. According to Bandura (1977), self-efficacy is an individual's particular set of beliefs that influence how successfully they can carry out a plan of action in potential scenarios. In simple terms, self-efficacy is the conviction that one can achieve in a specific circumstance. Bandura also said Professional self-efficacy is a multifaceted concept of a professional's life as it touches his / her personality attributes and their authenticity for his / her idea of professionalism. This necessitates the mentation, sentiments and psychomotor dimensions of human personality.

Picture 2.1



Professional comes from the word profession and in general something a job title for which a person has special abilities in doing academics. General definition of profession for Teachers and lecturers are jobs that require work knowledge, skills, abilities, expertise and patience to create children who behave in accordance with expectations.

Picture 2.2



As can be seen in the table above, teacher professional self-efficacy has several factors Factors broadly defined as school environment, teacher experience, and professional development work together to support healthy teacher self-efficacy.

Experience is defined as individual variables known to influence TSE, such as the reciprocal relationship between teachers and students. School environment includes innovations from the campus and relative support from school leadership.

Professional development can also increase Teacher Self-Efficacy , however research has shown that instructors' frames of reference can influence how they perceive new information, leading them to either see it as supporting their existing expertise or as exposing previously unidentified weaknesses, Yoo (2016)

A positive school environment provides social support from coworkers, the principal, and the rest of the school community, and a good school environment provides adequate resources, such as teaching materials, technology, and training. When teachers have access to the tools and resources they need, they feel more confident to teach and manage the classroom. and finally, an environment that encourages professional development provides opportunities for teachers to continue learning and developing.

Hence, by considering teacher experience, teacher professional development, a supportive school environment teacher self-efficacy can be improved, which in turn has a positive impact on teaching quality and student learning outcomes.

Referring to the provisions of Law Number 14 of (2005) concerning Teachers and Lecturers, Teacher competency consists of 4 competencies, are Pedagogical, Personality, Social and Professional, so that these four competencies are used as competency models in Competency Reflection.

This research explores the level of EFL teachers self-efficacy at urban school, this study also disusses what the factor that influence self-efficacy to EFL teacher in urban school. Therefore, the researcher draws the theoretical framework from the following scheme:

F. Previous Study

To give a good explanation for this research, the researcher give some of previous study here.

According to Motallebzadeh & Kazemi (2018) likely reveal insights into how the professional identity of EFL teachers correlates with their self-efficacy. It might indicate whether a strong professional identity contributes to higher self-efficacy, or if there are certain aspects of professional identity that particularly influence self-efficacy among EFL teachers.

Based on Smith, J.'s (2020). The connection between the collective efficacy and self-efficacy of EFL teachers. He conducted study on the relationship between the self-efficacy of EFL teachers and their collective efficacy, and the results indicated a strong correlation between the two.

According to Stajkovic, Luthans (1998) Self-efficacy is divided into two categories: low and high. A person with high self-efficacy will believe that he can accomplish what is required for success, whereas a person with low self-efficacy questions his ability to perform what is required for success.

Based on Camel, Sara (1997) Professional self-efficacy is defined as an individual's attitude about personal professional competence, performance, and worth along a positive-negative dimension.

The next study was conducted by Torabzadeh et al (2022). In this discovery, the researcher only found differences between novice and experienced teachers. These findings indicate that experienced teachers have more effective beliefs compared to novice teachers. While novice teachers were more concerned with syllabus-related issues than shaping their efficacy, experienced teachers held a more general view of considering students' needs as a factor in forming their efficacy beliefs.

The study carried out by Mehmood, Nashir (2019) stated in the light of the existing literature to determine some of the factors and variables which may influence the level of EFL teachers' self-efficacy who teach at the universities in Saudi Arabia. The finding of this study is While other factors are connected to the teachers' cultural, social, and academic background, the working environment of an organization, and the attitudes of learners, some factors are related to the teachers' personal traits, such as competence, experience, flexibility, hard work, perseverance, motivation, attitude, self-efficacy, resourcefulness, and how they see themselves as teachers.

In line with the school's goal of developing student competence from various aspects, it is necessary to realize that teacher performance must be good. Therefore, this study aims to assess and understand the levels of professional self-efficacy

among experienced and novice teachers. This involves exploring how individuals perceive their own professional competence, teaching abilities, and overall efficacy within the context of English language education Nuraini (2018).

Therefore, aspects of psychological well-being and mental health related to professional self-efficacy may have been overlooked in previous research. For this reason, this research will explore how self-efficacy evaluation can be important for developing support mechanisms for experienced and novice EFL teachers in urban school.

