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Exploring the Levels of Self-Efficacy in Microteaching Among Pre-Service Teachers

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*Efrika Siboro, Dian Febrianti, Albert Rufinus, Trio Kurniawan, Oxtapianus Tawarik, Yunika Upa[abcdef]

[123456]Universitas Katolik Santo Agustinus Hippo, Indonesia
Corresponding Author: efrikasiboro6@gmail.com

A B S T R A C T

This study examines the self-efficacy levels of pre-service teachers in the dimensions of magnitude, strength, and generality during microteaching sessions. A descriptive quantitative survey design was employed, with data collected from 28 participants in the English Education Study Program at Universitas Katolik Santo Agustinus Hippo, selected through purposive sampling. A Likert-scale questionnaire and interviews were implemented to assess self-efficacy levels and identify the most dominant dimension. The data were analyzed using mean scores for each dimension of self-efficacy. Results showed high self-efficacy across all dimensions, with the strength dimension being the most dominant (mean = 2.828). Participants demonstrated high self-efficacy in handling complex tasks, managing disruptions, and applying their skills in diverse teaching contexts. However, some participants reported lower self-efficacy, particularly in managing disruptions and addressing diverse student needs.

Keywords: *Self-Efficacy, Pre-Service Teachers, Microteaching*

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INTRODUCTION

Microteaching is a vital part of teacher education programs, offering pre-service teachers a structured and supportive environment where they can practice teaching before stepping into real classroom scenarios (Purwanti & Suhargo, 2024)KILIC, 2010;Enama, 2021;Adi & Ambarini, 2025). It gives student teachers the opportunity to plan and deliver lessons, receive immediate feedback from their peers and supervisors, and engage in self-reflection to refine their teaching strategies (Dayal & Alpana, 2020;Arslan, 2021;Mukuka & Alex, 2024; Sudrajat et al., 2022). The main goal of microteaching is to close the gap between theoretical knowledge and practical teaching abilities, helping pre-service teachers develop their pedagogical skills, improve lesson clarity, effectively manage classroom activities, and establish meaningful connections with students (Iliasova et al., 2025;Remesh, 2013;Flaherty et al., 2024;Taruli et al., 2023).

Beyond developing technical teaching skills, microteaching can be understood as a formative "bridge" phase in which pre-service teachers shape their professional identity through ongoing cycles of practice, observation, and refinement (Iliasova et al., 2025;Park, 2022;Popat, 2020). Because the setting is more controlled than a real classroom, the stakes and pressure are reduced, enabling student teachers to concentrate on specific, observable competencies such as questioning strategies, appropriate wait-time, reinforcement techniques, and the logical sequencing of instruction(Bansal, 2015). At the same time, they learn to process feedback critically and convert it into measurable adjustments in their next teaching attempt (Flaherty et al., 2024). This repetitive practice–feedback–revision cycle is essential because it supports the shift from knowing teaching concepts in theory to enacting them effectively,

thereby strengthening pre-service teachers' preparedness for the greater complexity and unpredictability of authentic classroom contexts(Natalia et al., 2025).

A key factor affecting the success of microteaching is self-efficacy. Self-efficacy refers to someone's belief in their ability to successfully carry out specific tasks or achieve certain goals (Bandura, 1997a). In teaching, self-efficacy influences a teacher's confidence in lesson planning, managing classroom behaviour, communicating effectively, and promoting positive student outcomes. Unlike general confidence, self-efficacy is task-specific, meaning a pre-service teacher's belief in their capacity to teach, manage a classroom, or engage with students directly impacts their performance (Tschannen-moran & Hoy, 2001;Zee & Koomen, 2016).

Self-efficacy plays a crucial role in microteaching. Pre-service teachers with high self-efficacy are more confident in facing teaching challenges, exhibit resilience when encountering setbacks, and utilize effective strategies to improve their teaching (Sonsupap et al., 2025; Ribeirinha & Correia, 2025). They typically demonstrate stronger classroom management skills, clearer lesson delivery, and more creative teaching approaches (Suico, 2021). On the other hand, low self-efficacy is often associated with anxiety, hesitation, and lack of confidence, leading to ineffective classroom interactions, unclear instructions, and challenges in managing the classroom (Maryani et al., 2024). These issues can reduce the overall quality of the lesson and impede the teacher's ability to implement strategies essential for student engagement and learning.

The concept of self-efficacy in microteaching is typically assessed through three key dimensions: magnitude, strength, and generality(Bandura, 1997). The magnitude dimension refers to the perceived difficulty of tasks that pre-service teachers believe they can accomplish. This includes a range of responsibilities, from simpler tasks such as explaining basic concepts to students, to more complex challenges like managing a diverse classroom, creating detailed lesson plans, or teaching advanced topics. The perception of task difficulty is crucial as it reflects how confident teachers are in their ability to handle tasks of varying complexity and provides insights into their readiness for future responsibilities. When pre-service teachers feel capable of handling complex tasks, it indicates a high level of self-efficacy, which is essential for effective teaching.

The strength dimension focuses on the persistence and resilience of teachers in performing tasks consistently, despite challenges or setbacks. It measures a teacher's confidence in their ability to continue delivering high-quality lessons under less-than-ideal conditions, such as classroom disruptions, student disengagement, or unexpected changes in teaching plans. Teachers with high self-efficacy in this dimension are more likely to maintain composure, adjust their teaching strategies, and continue their work without losing confidence. Strength in self-efficacy is particularly important for pre-service teachers as it helps them build the mental toughness necessary to overcome obstacles that can arise in real classroom environments. Developing strength in this area contributes to a teacher's long-term professional growth and their ability to handle the pressures of teaching with confidence.

The generality dimension expands on the previous two by assessing how adaptable pre-service teachers believe their self-efficacy is across different teaching contexts. This dimension is important because it reflects whether teachers can apply their skills and confidence in diverse classroom environments, such as in classrooms with students of varying backgrounds, abilities, and needs. It also examines how well pre-service teachers believe their abilities can translate into different teaching formats, including small group instruction, large lecture settings, or online classrooms. A teacher with high self-efficacy in generality believes they can effectively adapt their teaching methods to suit various situations and handle new challenges as they arise. This flexibility is essential in today's dynamic and ever-changing educational landscape, where teachers must continuously adjust to new technologies, diverse student populations, and evolving teaching methodologies.

Given the significance of these dimensions , the urgency of this study lies in the need to explore the self-efficacy levels of pre-service teachers in microteaching, as this will provide educators with critical insights to develop targeted strategies for improving their preparedness. With the increasing complexity of modern classrooms, where diverse student

needs, technological integration, and classroom management challenges are prominent, it is crucial to understand how self-efficacy influences teaching performance. By assessing pre-service teachers' self-efficacy across key dimensions, this study aims to identify areas where pre-service teachers feel most and least confident. Such an understanding will enable teacher educators to design more effective training programs that specifically address self-efficacy gaps, ultimately improving teacher effectiveness and fostering better learning outcomes for students.

Self-efficacy has been widely studied in the context of teaching and learning (Zhang et al., 2020;Song et al., 2025;Upa et al., 2025;Asrobi et al., 2023). However, there remains a gap in understanding how the levels of self-efficacy, particularly in microteaching, influence the performance of pre-service teachers. While much existing research focuses on general teaching and lerning contexts, the specific dimensions of self-efficacy: magnitude, strength, and generality are often underexplored in relation to microteaching outcomes. This study aims to address this gap by examining how these three dimensions impact pre-service teachers' performance in microteaching. It will investigate how magnitude, which refers to the perceived difficulty of tasks pre-service teachers believe they can handle, strength, which relates to their confidence in performing those tasks consistently, and generality, which concerns the transferability of self-efficacy beliefs across different teaching contexts, affect their overall teaching effectiveness. By exploring these dimensions, the study seeks to provide valuable insights into which aspects of self-efficacy are most critical in enhancing pre-service teachers' performance, ultimately contributing to the improvement of teacher education programs.

METHOD

This study was conducted at a private university in West Kalimantan, focusing on students in the English Education Study Program. The research used a descriptive quantitative survey design, which was chosen because it allows for objective measurement of the phenomena and provides a clear, systematic way to analyze the data (Puspitaningrum & Ridwan, 2024).

The study's participants were drawn from the 2022 batch of the program, consisting of two classes with a total of 50 students. To select participants, purposive sampling was used. The criteria for selection were that the students had completed their microteaching sessions and were available to fill out the questionnaire. This method was necessary because many students were engaged in teaching practicums in remote schools, which made it difficult for them to access the research tools. As a result, 28 students from both classes were selected to take part in the study.

Data collection involved both questionnaires and interviews. The questionnaire was designed to measure the students' self-efficacy in three dimensions: magnitude, strength, and generality. These dimensions were chosen because they reflect different aspects of self-efficacy, such as how difficult students believe tasks are, how confident they are in consistently performing tasks, and how adaptable they believe their skills are across different teaching contexts. The questionnaire also aimed to identify which of these dimensions was most dominant. In addition to the questionnaire, interviews were conducted to gain deeper insights into the students' experiences and to provide context for the quantitative data.

For data analysis, the quantitative data obtained from the questionnaires were analyzed using mean scores, which were calculated for each self-efficacy dimension (magnitude, strength, and generality). The mean scores were used to determine the overall level of students' self-efficacy and to identify the most dominant dimension. Meanwhile, the qualitative data from the interviews were used to supplement and enrich the questionnaire.

FINDINGS AND DISCUSSION

The results indicate that pre-service teachers demonstrated a generally high level of self-efficacy across all three dimensions: magnitude, strength, and generality. These

dimensions reflect different aspects of self-efficacy in the context of microteaching, including the perceived ability to perform challenging tasks, the confidence to consistently execute those tasks, and the belief in applying those skills across different teaching contexts. The mean scores for each dimension fell within the range categorized as high self-efficacy based on the established rating scale.

Table 1.Rating Scale Description

	Rating Scale	Self-efficacy Level
1	3.50-4.00	Very High Self-efficacy
2	2.50-3.49	High Self-efficacy
3	1.50-2.49	Low Self- efficacy
4	1.00-1.49	Very Low Self-

Magnitude Dimension

The overall mean score for the magnitude dimension was 2.664, suggesting that pre-service teachers perceived themselves as capable of handling moderately to highly difficult teaching tasks. The findings indicate that participants felt confident in teaching complex material, providing clear explanations, and overcoming challenges. Although the mean scores varied slightly across items, all indicators consistently reflected a high level of self-efficacy. This suggests that most pre-service teachers believed they could manage demanding instructional tasks during microteaching.

Table 2. Magnitude Dimension

	Item	Mean	Interpretation
1	I believe I can teach difficult and complex material	2.61	High Self-efficacy
2	I believe I can manage a large and diverse class	2.57	High Self-efficacy
3	I believe I can explain complex material in a way that is easy to understand	2.68	High Self-efficacy
4	I believe I can provide in-depth explanations on difficult topics during microteaching sessions	2.71	High Self-efficacy
5	I believe I can overcome challenges that arise during microteaching sessions effectively	2.75	High Self-efficacy
	Mean	2.664	High Self-efficacy

Participants with lower self-efficacy expressed doubts when confronted with difficult material. One participant noted, "My confidence is low when teaching difficult material in microteaching because I am teaching my peers. I know their abilities are higher, which makes me afraid of making mistakes." Similarly, another stated, "I don't feel confident when teaching difficult material because I fear I won't be able to explain it clearly and simply." These concerns align with findings by Tschannen-moran & Hoy (2001), suggesting that social comparison can lower self-efficacy.

Strength Dimension

For the strength dimension, the mean score was 2.828, which represents the highest among the three dimensions. This indicates that pre-service teachers had strong confidence in their ability to perform teaching-related tasks consistently. High mean scores were observed in areas such as classroom decision-making, time management, and providing feedback. These results show that participants were confident not only in their abilities but also in sustaining their performance when facing classroom challenges or unexpected disruptions.

Table 3. Strength Dimension

	Item	Mean	Interpretation
1	I believe I can manage time effectively during microteaching sessions	2.86	High Self-efficacy
2	I believe I can handle disruptions or interruptions that occur during microteaching sessions	2.75	High Self-efficacy
3	I believe I can provide constructive feedback after microteaching sessions	2.82	High Self-efficacy

4	I believe I can make the right decisions when managing the class	3.00	High Self-efficacy
5	I believe I can maintain structured teaching even in the presence of disruptions or changes	2.71	High Self-efficacy
	Mean	2.828	High Self-efficacy

Participants with high self-efficacy were confident in managing disruptions, focusing on lesson delivery, and returning to the material after interruptions. One participant shared, "To stay confident, I focus more on delivering the material. If there is a disruption during teaching, I will handle it first, then return to teaching." This shows that those with high self-efficacy are more capable of managing disruptions and staying focused on the learning goals. In contrast, participants with lower self-efficacy, such as Student 4 and Student 5, expressed anxiety about managing disruptions, which was linked to their lack of confidence in controlling the class. Their fear of poor time management and handling disruptions indicates that microteaching must focus not only on content delivery but also on classroom management strategies.

Generality Dimension

The generality dimension yielded a mean score of 2.728, indicating that pre-service teachers believed their teaching competence could be applied across various classroom contexts. Participants reported confidence in managing diverse student characteristics, adapting teaching methods, and handling dynamic classroom conditions. Although this dimension showed slightly lower scores compared to strength, the results still reflect a high level of self-efficacy, suggesting that participants perceived their teaching abilities as transferable beyond the microteaching setting

Table 4. Generality Dimension

	Item	Mean	Interpretation
1	I believe I can teach different material with the same effectiveness as during microteaching	2.75	High Self-efficacy
2	I believe I can manage a class with various different characteristics	2.82	High Self-efficacy
3	I believe I can adjust teaching methods to different situations that arise during microteaching	2.71	High Self-efficacy
4	I believe I can teach effectively in various different classroom situations	2.68	High Self-efficacy
5	I believe I can handle dynamic classroom conditions with various challenges that arise during microteaching	2.68	High Self-efficacy
	Mean	2.728	High Self-efficacy

Participants with high self-efficacy were confident that their skills could be applied in diverse teaching settings. One participant shared, "I have taught at a school before, and compared to microteaching, I am more confident when teaching in real classrooms because I am already used to it." However, some participants with lower self-efficacy expressed anxiety about applying their skills in real classrooms, particularly when faced with diverse student needs. One participant stated, "I fear that their abilities might be better than mine as a teacher." These concerns suggest that while microteaching boosts self-efficacy, transitioning to real classrooms with diverse student groups remains a challenge.

The results from both the quantitative data and interviews indicate that pre-service teachers generally exhibited high levels of self-efficacy in microteaching, particularly in managing classroom tasks and adapting their teaching strategies to a variety of teaching scenarios. Participants demonstrated strong confidence in performing essential teaching tasks, such as lesson planning, classroom organization, and effectively engaging students. Many expressed a firm belief in their ability to communicate clearly, deliver content in an understandable manner, and maintain control over classroom activities. This suggests that pre-service teachers feel well-prepared for the foundational aspects of teaching and are generally confident in their instructional capabilities during microteaching sessions.

However, despite their high levels of confidence, some challenges were identified, particularly in managing classroom disruptions and applying effective strategies to address

the diverse needs of students. While pre-service teachers were confident in general classroom management, handling disruptions and adapting teaching methods to cater to students with varying needs proved more difficult. These challenges point to a gap in their preparation, particularly in areas such as classroom management and differentiated instruction. Given the complexities of real-world classrooms, where teachers must respond to unexpected disruptions and meet the diverse needs of students, these difficulties emphasize the need for additional support in teacher education programs. Focused training in managing classroom behaviors, differentiating instruction, and dealing with student diversity will be essential to fully prepare pre-service teachers for the challenges they will face in actual classroom settings.

CONCLUSIONS

This study reveals that pre-service teachers demonstrated high levels of self-efficacy in microteaching across three key dimensions: magnitude, strength, and generality. The quantitative findings indicate that the strength dimension, with a mean score of 2.828, was the most dominant, highlighting that participants felt most confident in maintaining consistent teaching performance, even in challenging situations. This confidence was reflected in their ability to manage classroom disruptions, effectively use time, and provide constructive feedback. The magnitude dimension, with a mean score of 2.664, showed that pre-service teachers felt capable of handling moderately difficult tasks, such as teaching complex material and explaining it clearly. The generality dimension, with a mean score of 2.728, suggests that teachers believed their teaching skills were applicable across various teaching contexts, including those involving diverse student groups. Despite the generally high levels of self-efficacy, some participants expressed lower confidence in managing classroom disruptions and addressing diverse student needs. This was particularly evident among those with less experience or who struggled with social comparison during microteaching sessions. These insights were reinforced by the interview data, which provided a deeper understanding of how participants' perceptions of their capabilities were influenced by preparation, classroom context, and their ability to handle unexpected challenges.

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