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Self-Efficacy Beliefs of Student Teachers during Practicum in Azerbaijan

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STUDENT TEACHERS' SELF-EFFICACY BELIEFS

ADA UNIVERSITY

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STATEMENT OF AUTHENTICITY

I have read ADA's policy on plagiarism and certify that, to the best of my knowledge, the content of this thesis, entitled "Self-Efficacy Beliefs of Student Teachers during Practicum in Azerbaijan", is all my own work and does not contain any unacknowledged work.

Hereby I declare that this master thesis, my original investigation, and achievement, submitted for the master's degree at ADA University has not been submitted for any degree or examination.

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Abstract

The study aimed to investigate student teachers' sense of teaching perceptions and teaching self-efficacy in their last year of the teacher education program. Self-efficacy refers to one's beliefs in his abilities to meet challenges and succeed in completing an important task. Self-efficacy is considered essential in teaching effectiveness, instructional methods, and students' academic accomplishment. However, there is limited literature about self-efficacy of teachers, precisely student teachers, in the Azerbaijani context.

Guided by phenomenological qualitative research design and using semi-structured interviews and fieldnotes, the researcher explores teaching perceptions of student teachers as well as self-assessment of student teachers' teaching efficacy at the beginning of teaching practicum when they start practicing teaching for the first time. The sample includes fifteen senior-year student teachers studying at three higher education institutions in Baku, Azerbaijan.

Overall, despite having limited teaching experience, student teachers' teaching self-efficacy is found to be high. The participants report relatively higher teaching self-efficacy in instructing and establishing a positive environment to support student learning while they appear to report a lower self-efficacy in classroom management and student engagement. Findings present that the interviewees' teaching experience and self-efficacy are influenced by the different aspects of university and school environment. Also, culture has an impact on student teachers' self-efficacy beliefs, i.e., their interpretations of who assesses their skills, self-assessment, and peer assessment of their efficacy.

This study supports the previous research that self-efficacy of student teachers is influenced by their accomplished tasks, feedback of supervising teachers, and the climate of the school they are practicing teaching as a part of education program.

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The researcher suggests that further research is imperative to measure the level of self-efficacy and to enable HEIs to guide students in the assessment of their teaching efficacy. Also, student teachers should be provided with self-evaluation quizzes after completing teaching related courses to make sense of their current situation and future responsibilities.

Keywords: Student teachers, teacher education, self-assessment, teaching perception, self-efficacy, sources of self-efficacy.

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1. Introduction

1.1 Problem statement

Teaching is one of the foremost demanding professions, mainly because teachers need mastery over the subject, pedagogy, administration, management, and special competencies inferable from inadequate student education (Goldrick, 2009). Teacher self-efficacy is a basic persuasive component that impacts educator effectiveness. The "teacher self-efficacy belief" alludes to teachers' convictions of assessing their competences to contribute to the educational achievements of both less motivated and less capable students (Bandura, 1997). In a more general sense, Bandura characterized self-efficacy as "convictions in one's abilities to put together and execute the arrangement of activities needed to acquire explicit results" (1997, p.3).

Contingent upon self-efficacy beliefs, teachers' desires and endeavors to play out their obligations may fluctuate (Tschannen-Moran & Hoy, 2001). Teachers who have a significant degree of self-efficacy for teaching tend to be better adapted in their classrooms and will generally attempt more to help all students to succeed and accomplish their maximum capacity (Moore & Esselman, 1992; Ross, 1992). Teachers who have a lower degree of professional self-efficacy, on the contrary, are less compelling in guiding students' learning process (Gur, 2012). They seem to be less inclined to proceed and fulfill the learning needs of their students (Gibson & Dembo, 1984). Therefore, it is essential to investigate self-efficacy beliefs of student teachers for teaching (Coladarci, 1992).

Furthermore, shifting from being a student to a teaching position is arduous as student teachers go through a period where they interrogate their preparedness in terms of necessary education, competencies, and analytical abilities for facilitating students to acquire the

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knowledge (Morey et al., 1997). Nevertheless, there is little significant awareness about how student teachers enter the field of practicing their teaching with respect to their self-viability convictions and assumptions to educate.

To address this gap, student teachers' self-effectiveness will be examined in the Azerbaijani context. Student teachers' perception of self-efficacy will be assessed through their reflections on their performance In this context, this research attempts to investigate teaching self-efficacy of student teachers in terms of student engagement, classroom management, instruction, and creation of positive environment considering that they are the fundamental steps of teaching to start during practicum in the Azerbaijani general secondary education system.

1.2 Significance of the study

Self-efficacy beliefs comprise an essential component of a human skill generative framework (Bandura, 1997). As self-efficacy of teaching refers to a teacher's understanding of his or her capacity to fulfill diverse instructional obligations, it affects teachers' cognitive processes and emotions to control classroom activities. Teacher self-efficacy is believed to have a significant impact on teachers' general execution in directing understudies in an instructive setting (Tschannen-Moran & Hoy 2001). Given Bandura's (1997) contention, self-viability convictions are viewed as powerful in the underlying period of learning and become resistant to change once formed, accordingly, it is critical to concentrate on self-adequacy conviction of student teachers since this will empower education programs to appropriately uphold their students. Students with clear understanding of self-efficacy could start their teaching experience with confidence and succeed to contribute better to the learning performance of students.

Moreover, teachers' self-efficacy beliefs and attitudes are essential to comprehend and enhance educational processes (Moore & Esselman, 1992; Ross, 1992). These concepts are interrelated both with teachers' general well-being and with their strategies for managing daily professional challenges. They also have a tremendous role in framing students' learning environment and influencing the motivation and achievement of students. Besides, they can contribute to the development of solutions to job-related policy matters such as modification of teacher preparation program curriculum or professional growth (OECD, 2009).

1.3 The Purpose of the study

This study strives to examine the perceptions of self-efficacy of teaching approach. The study aims to contribute to student teacher preparation programs so that they can be conformed to prepare student teachers more effectively for the realities they will encounter when they shift from college to teaching.

1.4 Research Questions

This study focuses on the following research questions:

1. How do student teachers perceive teaching during the practicum?
2. How do student teachers perceive the concept of their self-efficacy?
3. What factors shape student teachers' self-efficacy?

2. Literature Review

2.1 Overview of Teacher Education Programs in Azerbaijan

Teacher education programs at undergraduate level in Azerbaijani universities last for four years and cover subjects necessary for teaching within each major designed by the institutions. During the second semester of the senior year, students in teacher education programs in Azerbaijan are provided with the opportunity to teach as part of a semester-long practicum at a general school to explore their potential to be a teacher and obtain a diploma.

To graduate from the university, they are required to pass the practicum as well as state examination or diploma defense (Hasanova, 2014) Students who aspire to be a teacher need to pass a centralized teacher recruitment exam which consists of four stages – application, examination, vacancy selection, and interview (MoE, 2021).

The review presented below aims to clarify the experiences and beliefs of student teachers regarding their teaching self-efficacy. The aim of the study is to explore how student teachers perceive their role, abilities and performance in the classroom. The objective of the literature review is to analyze the current state of teaching identity perception, future teachers' efficacy beliefs and its impact on their performance during the practicum. To explore the teaching perception and self-efficacy beliefs of students, present state of knowledge in scholarly articles regarding student teachers, self-efficacy beliefs, teaching approaches, teaching perceptions and related topics were explored. The literature review focused on peer-reviewed articles which have been released during the last decade. Research conducted in the country and countries in closer proximity were considered to define what methods have been used and how the findings are revealed.

2.2 Studies of teacher self-efficacy in Azerbaijan

The research on self-efficacy in Azerbaijan is rather scarce. Extensive search of literature on this topic returned two studies that focus on teacher self-efficacy of university faculty in Azerbaijan. In one study, self-efficacy beliefs of university faculty in terms of teaching and research have been studied comparatively in Azerbaijan and Turkey and found that teaching self-efficacy is higher than research self-efficacy of faculty and it has influenced job satisfaction of the faculty to a greater extent (Ismayilova & Klassen 2019). All interviewees stated that in the early phases of their professions, they lacked the requisite abilities and expertise for successful research and teaching, and that these talents grew with

time. Participants stated that when they gained experience by learning and practicing (i.e., Bandura's source of self-efficacy enactive experience), they felt more comfortable, confident, and interested in their job, leading in increased levels of work-related confidence.

Besides, faculty motivation at higher education institutions has been studied by Aghayeva (2019) in Azerbaijan. The study found that faculty convictions about their own competences and teaching self-efficacy in terms of innovative teaching practices are influenced by the nature of experiences. According to the research, faculty attitudes toward teaching and learning impact their classroom teaching behavior, either boosting or discouraging their use of a certain teaching approach. Faculty members prefer to use teaching approaches that they feel will be the most effective in attaining their teaching objectives. Faculty who has encountered negative experiences are discouraged from using innovative teaching methods, whereas professors who are secure in their skills as an instructor are more likely to engage in novel teaching approaches.

To expand on the previous literature, this master's thesis study is a qualitative study exploring the self-efficacy beliefs of student teachers and their perceptions of teaching profession in Azerbaijan. In doing so, it will advance our understanding of self-efficacy in the Azerbaijani context. Furthermore, this study will contribute to guidelines, rules, and proposals in order to help policy makers as well as teaching institutions with regard to policies and teaching strategies necessary to expand the self-viability of student teachers.

2.3 Teacher Identity

Teacher identity is the notion of teacher-self that involves perceiving one's role in teaching. The role of the teacher and the reputation of teaching profession have been altered remarkably due to increased demands and expectations of the community (Graham & Phelps, 2003). According to Tobin et al., (1995), teacher identity construction is possible only through performance which enables teachers to create, discover, make mistakes and learn

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from mistakes. Teacher candidates are required to analyze their abilities, recognize their strengths and weaknesses, and discover their potential to resolve a concrete issue (Tobin et al., 1995). Hall (2000) defines identity as a thing "not already 'there'; rather, it is a production, emergent, in process. It is situational – it shifts from context to context" (p.xi). The issue is that identity is formed depending on the circumstances that arise in a certain context.

The distressing journey from teacher training to the first teaching position is a socialization process which enables teacher candidates to exert unique, but largely theoretical, beliefs, values, expectations and norms in the meantime of accustoming to the new environment (Kelchtermans & Ballet, 2002). Teacher candidates are required to understand pedagogical, curricular and disciplinary realities as well as larger institutional context realities (Martin et al., 2001). As Bullough (1987) explained, social, political, and economic factors influence the socialization process, forcing the beginner to "come to terms" (p. 83) with the teacher role (as cited in Chubbuck, 2008). Kagan (1992) highlighted the intensity of the work that the practice of classroom teaching is inextricably connected to the personality and experience of the teacher. Learning to teach necessitates perception of one's awareness of failures, anxieties, and expectations. Although this emotional cognition is personal, it also involves interactions, experiences, and situations identified by social and verifiable hierarchies of power, all of which influence a newcomer's decision to enter the field (Chubbuck & Zembylas, 2008).

Quality teacher education necessitates the construction of a link between the university and the classroom. Therefore, university-school collaborations are so important in aiding instructors in thinking about how their topic knowledge connects to what and who they want to be as teachers (Hallman, 2015). Flores (2015) stated that student teachers' identity

views may be impacted by their teacher training programs. Thereby, most countries have

focused their efforts on enhancing teacher education, realizing that economic and political

survival can benefit from highly qualified teachers who can educate students with different

backgrounds to high standards (Darling-Hammond et al., 2005). The most prospective

experiences of teacher development programs, as Guyton and McIntyre (1990) stated, were

field or school practicum opportunities. Rather than typical lecture-based methods courses,

Clift and Brady (2005) suggested that teacher preparation programs would better be

comprised of interaction, collaboration, and realistic teaching experiences. The research led

by Wingfield et al. (2000) revealed that mentor teachers guiding student teachers during

teaching practicum period acted as role models for student teachers as they involve student

teachers in real-world teaching experiments and offer continuing guidance and inspiration.

Student teachers' perception of their teaching identity may improve if they participate in

context-specific learning activities and get continual mentoring.

Teacher professional identity develops throughout time in connection with qualities

of self that derived from discursive thought and discourse on teaching knowledge and

experiences (Olsen, 2008). Contextual variables, such as teacher students' own general school

experiences, also influence teacher professional identity construction (Beauchamp and

Thomas, 2009).

2.4 The role of culture

Lin and Gorrel (2001) investigated the influence of culture and education on student

teachers' effectiveness views in the United States and Taiwan and revealed that cultural

differences may have an impact on the idea of teacher efficacy. Lin and Gorrell's (2001)

study on Taiwanese student teacher efficacy, for example, found that teacher efficacy

formation was highly influenced by cultural factors, such as attitudes toward teachers' duties.

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Student teachers in these two countries might have theoretically various assumptions for instructing, as indicated by the researchers. Culturally diverse psychology research reveals a range of characteristics that may distinguish these groups, including differences in habits, attitudes, and traditions connected to academic self-efficacy functioning and development (Klassen, 2004).

Cakiroglu et al. (2005), for example, examined the perception of science instruction efficacy views of student primary teachers in the US and Turkey. They anticipated that student teachers from these two countries seem to have contrary perspectives on the usefulness of scientific instruction. Student primary teachers in the US showed impressively higher great discernments in their capacities to influence student performance in learning science than their Turkish partners, as indicated by the discoveries. Massive contrasts regarding a few individual things in the individual science teaching viability scale were likewise uncovered. For instance, Turkish student teachers were more confident for responding student questions about science Cakiroglu et al., (2005). American student teachers, on the other hand, had more compelling convictions in themselves to guide students while clarifying pressing issues. Tekkaya and colleagues (2004) looked at the grasp of science ideas, attitudes toward science instruction, and effectiveness views of Turkish student science teachers. Although most of the participants had misunderstandings regarding simple science topics, they had generally favorable self-efficacy views about science instruction, according to the findings of the study.

In addition to differences in subject matter expertise, analysts have additionally researched the connection between socio-demographic elements and self-adequacy convictions (Baldridge et al., 1978; Halford, 2003). As indicated by these investigations, females are viewed as more understanding and open minded while educating students. They

exhibit more perseverance in their pupils' learning and higher levels of self-satisfaction (Shaukat, 2011). However, according to Isiksal and Cakiroglu (2005), student elementary mathematics teachers' attitudes about instructional efficacy were unrelated to their gender or university grade level.

Consequently, the role of culture is pivotal in understanding the self-efficacy beliefs of student teachers. Culture can explain diverging ways student teachers adjust their teaching to the necessities of the classroom and teaching competences to improve the change in a particular teaching situation.

2.5 Self-Efficacy

When evaluating instructors' beliefs, it is necessary to focus on self-efficacy beliefs, as they are considered to have a substantial impact on task persistence as well as an individual's emotional response to a task (Bandura, 1982). According to Bandura (1986), teacher viability phenomenon is situational and subject-related. Teachers may experience lower levels of self-efficacy when teaching physics but report higher levels of self-efficacy when engaged in a language arts class.

Personal views, according to Pintrich (1990), are considered to be one of the most significant aspects in teacher preparation, and efficacy beliefs are influential indicators of behavior. "Unless people feel they can attain desired consequences by their activity (behavior), they have little incentive to behave," (p. 2) Bandura (1997) posited about self-efficacy convictions. Bandura (1997) determined self-efficacy convictions as "beliefs in one's skills to organize and execute the courses of action necessary to obtain specific attainments" in his social learning theory (p. 3). As a result, he stressed the importance of two elements that inspire people to act (behavior): expectations of outcome and expectations of self-

efficacy. According to him, expectations of outcome are an individual's expectation that certain activities would result in specific consequences.

Self-efficacy expectation, on the contrary, can be depicted as the confidence in one's own ability to carry on the action to accomplish wanted outcomes (Bandura, 1977). The above-mentioned two factors are required for successful performance. Nevertheless, education programs should both concentrate on theoretical knowledge (this can be related with outcome expectancy) and give chances for teaching practice (this could be related with self-efficacy expectancy) to upgrade instructors' adequacy convictions on a particular subject (Bandura, 1977).

Self-efficacy beliefs rise when a task is completed often and successfully (Bandura, 1997). Student teachers' physiological and emotional conditions reflect their convictions and feelings on their teaching abilities. People gain confidence in their ability to complete similar or related activities when they perceive their efforts have been effective.

On the other hand, repeated failure might diminish efficacy beliefs. Student teachers have the opportunity to observe and learn about good instructional practices by vicariously experiencing teaching. Individuals' opinions about their own skills are influenced by their observations of others' achievements and failures. The verbal persuasions that an individual gets have an impact on his or her own competency beliefs. When student teachers get feedback and mentorship from expert teachers and school officials, they engage in verbal and social persuasion.

The study conducted by Hoy and Spero (2005) revealed that teachers' overall self-efficacy diminished when they start practicing teaching. One more review on student teacher self-efficacy led by Bakari (2003) analyzed instructor competitors across six colleges and

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tracked down measurably critical contrasts in social affectability and ability to show African American students, proposing that student teachers might require additional preparation and backing around here.

In another review, Wiggins and colleagues (2007) investigated the perceptions of primary school teachers who had had diverse coursework as well as a lengthy field placement in various schools. The examination introduced that the more extended the field experience members had (related to their coursework), the more certain convictions and perspectives instructors create towards assorted students. These findings suggest that utilization of coursework and real-life experiences have an effect on self-viability of educators in certain ways.

Knobloch (2006) discovered that student teachers at two separate universities reported equally high levels of teaching self–efficacy; however, their perceptions of environmental variables that led to teacher self–efficacy differed. Environmental variables were supportive principal behaviors, cooperating teacher competency, and the amount of class preparations. Student teachers are facilitated by the homeroom teachers or supervising teachers while practicing teaching. Under their guidance, student teachers manage classes successfully and this gives makes them hold overstated view of self-efficacy. Potentially due to this, Knobloch estimated that student teachers had an exaggerated perception of teacher self–efficacy, which remained inflated throughout the student teaching experience by the support from cooperating teachers.

Wolf et al. (2008) discovered that, student teachers' self–efficacy grew gradually during their student teaching experience. Individuals in this study received the lowest scores in the domain of student involvement and the highest scores in the domain of instructional tactics. The outcomes of this study corroborated prior findings of pre–service teachers' self–

efficacy views. The researchers concluded that the encouraging atmosphere inflated the teacher candidates' ratings of teacher self-efficacy, corroborating Knobloch's claim (2006).

2.6 Theoretical Framework

The current research is framed around Bandura's self-efficacy theory (1997). This theory provides a hypothetical structure to examining teaching practice and self-efficacy. According to Bandura (1997), the best way to get insight into human behavior is through observation, imitation, and modeling. Individuals' cognitive functioning improves when they pay attention to others' social signals employed for self-regulation, problem solving, and other life skills.

Individuals learn to teach through witnessing and replicating the classroom behaviors of experienced instructors, according to the social learning theory approach. Being aware of this, teacher education programs incorporate similar experiences into student teacher training programs. Educators with a strong sense of self-efficacy set higher goals for themselves and are more devoted to reaching them. When this notion is applied to new teachers, those with high self-efficacy are more likely to believe that they can be excellent teachers, set high goals for themselves in the classroom, and be devoted to their career.

Student teachers' perception of self-efficacy will be assessed based on Bandura's "Teacher Self-Efficacy Scale". This scale consists of different components such as efficacy to influence decision making, efficacy to influence school resources, efficacy to enlist parental involvement, efficacy to enlist community involvement instructional skills, student engagement, creation of positive environment. In this context, this research attempts to investigate teaching self-efficacy of student teachers in terms of student engagement efficacy, classroom management efficacy, instructional efficacy, and efficacy of creating positive

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environment considering that they are the fundamental steps of teaching to start during

practicum in the Azerbaijani general secondary education system.

Self-efficacy beliefs are fueled by four major sources, according to Bandura (1997):

enactive mastery experiences, vicarious experiences, social-verbal persuasion, and

physiological–emotional states. Mastery experiences refer to the idea that people gain

confidence in their ability to complete similar or related activities when they perceive their

efforts to be effective. Vicarious experiences can be defined as the opportunities to observe

and learn about good instructional practices by vicariously through other people's

performances. Social-verbal persuasion refers to the experience of obtaining feedback from

more experienced teachers and school officials, they engage in verbal and social persuasion.

Teachers' physiological and emotional conditions reflect their beliefs and feelings about their

abilities to teach.

3. Methodology

This study aimed to explore the perceptions of teaching and teaching self-efficacy of

student teachers of education programs at higher education institutions (HEIs) in Azerbaijan.

This section illustrates the research design as well as the conceptual foundations upon which

this study is built. Furthermore, this section covers the methods of sampling, data collection

and data analysis, and the ethical considerations of the research process.

3.1 Research Paradigm

Denzin and Lincoln (2018) define paradigms as a collection of human creations that

aid in understanding how to make sense of study findings. A paradigm, according to Guba

(1990), is a fundamental set of assumptions that influence research. This study drew from the

Interpretivist paradigm. The interpretivist paradigm's core goal is to grasp the subjective

realm of human experience (Guba & Lincoln, 1989). In this paradigm, understanding the

individual and their interpretation of the world around them is prioritized. As a result, the

interpretivist paradigm's central assumption is that reality is socially produced (Bogdan &

Biklen, 1998).

   3.2 Research Design

   Numerous researchers that are keen on a more profound information and assessment

of human encounters, which is the motivation behind this study, favor qualitative research.

Because the goal of this study is to investigate student teachers' self-efficacy beliefs and

experiences, a qualitative approach is preferred. Qualitative researchers, according to Brick

(1993), are concerned in people's beliefs, experience, and meaning systems. Qualitative

research allows the observation of individuals in their natural setting and the interpretation of

context-related components of a specific phenomenon (Denzin & Lincoln, 2018).

   The purpose of this study is to investigate student teachers' self-efficacy beliefs and

experiences, and the self-efficacy phenomenon is meant to be investigated among student

teachers. As a result, this research study is structured as a phenomenological investigation.

According to Patton (2015), phenomenology clarifies how individuals interpret ideas and

perceive the sense of them. We may recognize our experiences through understanding and the

meanings that impact our conscious awareness, according to Husserl (1913, as stated in

Patton (2015).

   Considering that self-efficacy is a concept that cannot be literally translated into the

Azerbaijani language and hence, the context of student teachers' everyday lives,

phenomenological approach was selected to understand their interpretations of self-efficacy.

Phenomenology delves into people's conscious experiences of their daily life and social

action (Schram, 2003). Van Manen (2014) interprets it as the means of integration to the

world as we experience it pre-reflectively. Pre-Reflective experience refers to the usual

experience that we encounter on daily basis.

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3.3 Research Site

The research is conducted at three HEIs in Azerbaijan which is specialized in preparing teachers in Baku. The rationale behind this choice is the access to the targeted population. The researcher focuses on teachers' education programs for English as a Second Language teachers offered at three major universities in Azerbaijan. The research site is not limited to a single institution so that the researcher is provided with a chance to interview student teachers with diverse backgrounds and to gain an insight of their self-efficacy assessment processes at the practicum stage. The study is conducted at one private and two public universities which are known as prominent universities for growing competitive teachers in Azerbaijan. For confidentiality purposes, the university names are deidentified after data collection and pseudonyms are used for universities and participants. Established in early 1990s, the University A is a relatively younger private comprehensive university that encompasses different fields such as engineering, law, philology and education. It has a solid reputation for providing quality education in all fields of education. University B is a public specialized state institution with a myriad of teacher education programs and is one of the oldest universities in Azerbaijan. University C is also a public specialized university established during the Soviet Union. All three universities are located in Baku, Azerbaijan and provide undergraduate, graduate, and doctoral degrees as well as exchange programs and further credentials. These three universities are the prime choices for future teachers in Azerbaijan and provide teacher education programs across a number of majors. For these reasons, the researcher chose to recruit participants from these selected universities.

3.4 Sampling

In this study, purposive sampling technique is employed. The rationale behind purposeful sampling is that the researcher strives to examine, uncover and realize the phenomenon and this interest urges the researcher select a sample that can be of great benefit

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to learn (Chein, 1981). The major objective of deliberate sampling, according to Patton (2002), is to discover people who can provide clear information to research questions. Purposive sampling starts with identifying the necessary criteria for selecting the participants and research site (Cresswell, 2014). The criteria for selecting suitable participants for the current research are the university, major and the year the target population are enrolled (see Table 1 below).

Criteria

Age:	Over 20
Year:	4th year students
Work experience:	Who experiences teaching for the first time during pedagogical practicum
Major:	Pedagogical English
Status:	Who are allowed to attend the practicum

Table 1. Participant selection criteria developed by the researcher.

The participants of the current study are the students enrolled in one of the English as a second language teacher education programs at the above-mentioned three universities. Senior-year students participate in the study aiming to analyze their self-efficacy beliefs regarding teaching during the practicum. This allows researcher to examine how prepared they feel to start teaching and how effectively they will manage their responsibilities at general education school system.

To conduct this study, five students from each university in accordance with the participant selection criteria provided by the researcher are selected by the administration of the education program in the beginning of data collection process. The purposefully selected student teachers are contacted via email and mobile phones and informed about the details of

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research study. The informed consent form was sent via email to each of them to assure their

participation. The Table 2 below describes the main characteristics of the final sample of

participants.

Table 2. Final sample of participants.

Participant Name	Age	Gender	University	Assigned practicum school type/location
Arzu	21	Female	University A	Private
Afaq	22	Female	University A	Private
Ulkar	21	Female	University A	Private
Fatima	21	Female	University A	Private
Zemfira	20	Female	University A	Private
Shahin	23	Male	University B	Public
Rufet	22	Male	University B	Public
Nazrin	22	Female	University B	Public
Zuleykha	22	Female	University B	Public
Tahmina	21	Female	University B	Public
Roza	22	Female	University C	Public

Sabina	21	Female	University C	Private
Aynur	23	Female	University C	Public
Aygun	22	Female	University C	Private
Nargiz	21	Female	University C	Public

3.5 Data Collection

In qualitative research, data is presented in the form of words from interviews, written texts, documents, and visual pictures (Remler & Ryzin, 2015). In this research, I used semi-structured interviews and field notes that I took during interviews to analyze the data effectively. They are also beneficial in measuring strengths and weaknesses of the current data collection process (Montgomery & Bailey, 2007). The rationale behind interviewing is to analyze the experience of participants and the meaning they make of that experience rather than getting answers for survey questions (Seidman, 2006). I used both face-to-face and online modalities to analyze the self-efficacy beliefs of student teachers when they are in practicum period. The interview enables the participants to form the context of their experiences and to reconstruct the details of their experiences within the context as well as to reflect on the meaning of their experiences. A semi-structured interview, which creates a chance to use probing questions, is employed to discover the student teachers' self-efficacy beliefs. I organize a set of questions including open-ended and closed-ended questions and pilot test them with before interviewing participants. After preparing the questions, the interview questions were piloted through interviewing a student teacher from a different cohort and a novice teacher to ensure that questions are understandable to respond. I asked

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the interviewees for permission to record each interviewee during the interview to transcribe their answers correctly.

Research permits were obtained from the head of the department and from each participant with a signature, i.e., the student teachers filled out consent forms. A written interview invitation was prepared, which was also discussed orally, and the participants had the opportunity to ask questions. Due to busy schedules of several students, interviews were conducted online. Most of the students agreed to face-to-face interviews. Participants were entitled to withdraw from the study. At the same time, they were assured that the data resulting from this study and participant identity would be treated with absolute confidentiality.

The list of interview questions was compiled theoretically such that it was divided into three main categories, educational background, self-efficacy beliefs, and school environment of the school they are practicing teaching as a part of teaching program. Each category of questions was designed based on Bandura's self-efficacy scales. This means, questions were formulated to measure their self-convictions in four different dimensions of teaching efficacy as well as to explore the factors that, according to the respondents, elevate his or her own sense of self-efficacy beliefs and about the factors that can decrease it. The interview protocol was developed using previous studies (see, e.g., Wang et al., 2017). In total, the interview consisted of 15 questions. Based on four self-efficacy area described in Bandura's, 3 questions were constructed two background questions and a few potential refinement questions. One question was developed to assess the teachers' confidence and effectiveness on a scale where one is the lowest and ten is the highest point. The interviews were conducted in two languages (Azerbaijani and English) based on the preferences of the students.

3.6 Trustworthiness

According to Yin (2015), research methodologies must be transparent in order for qualitative research to be credible and trustworthy. All collected data should be available for analysis, and research techniques should be clear to others. Maintaining trustworthiness of the collected data does not consider that the reader should agree with the researcher's findings; rather, it demonstrates how the researcher arrived at the result (Bailey, 1996). By using member checking (Lincoln & Guba, 1985), the researcher managed to reveal trustworthy data. After transcribing the interviews, I sent the transcripts to the interviewees to ensure the accuracy of the collected data.

To ensure whether the collected data was consistent with the findings, I employed the audit trail, a method proposed by Lincoln and Guba (1985). The audit trail provides a complete record of the research process and implies to describe how data were collected and analyzed through coding and categorizing and how judgments were made during the investigation (Merriam & Tisdell, 2016). I kept a research journal to document the thoughts, ideas, problems, and challenges that I experienced during the study process. During the data analysis and discussion of data findings, I used the notes of research journal to clarify how I arrived at the conclusions for the readers. The audit trail aided me in providing a detailed description of data collection and analysis procedures.

3.7 Ethical Consideration

One of the primary conditions for the reliability of a qualitative research study is ethical research conduct (Merriam & Tisdell, 2016). Patton (2015) provided an ethical checklist for qualitative researchers. To ensure the ethical conduct of this study, I followed Patton's (2015) recommendation that researchers offer a clear description of the goal of the investigation and the methodologies to be employed. Through the consent form and interviews, I informed the participants about the study's goal and methodology.

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3.8 Data Analysis

The data analysis process should serve as a means of responding to the research questions by developing themes and categories from the collected and processed data (Merriam & Tisdell, 2016). To properly handle the obtained data, I coded it and create categories of the coded data relating to the phenomenon. This component of the study presents the findings of the qualitative analysis, which was carried out utilizing systematic coding. I used content analysis to analyze the collected data. All the interviews were recorded and the interviews in Azerbaijani were transcribed and translated into English. The study used pseudonyms to ensure confidentiality as promised in the interview protocol. The transcripts were read twice and systematically coded into categories using NVivo, qualitative data analysis software. Coded data were compiled under themes which also merged into two major categories. The Figure 1 below depicts the succession of word phrases and sentences collected from all the interview replies.

Figure 1. The analysis process through NVivo.

4. Results

This part of the study presents the result of the qualitative data analysis. The results presented below were defined at the end of thorough analysis of the data collected throughout the research from the interviews of student teachers reflecting on self-assessment of their performance and perception of teaching during practicum period and the field notes taken by the researcher during the interviews. The research data consisted of transcribed interviews of 15 student teachers (n=13 female, n=2 male) who intended to complete a bachelor's degree and qualify as an English teacher at three different universities in Azerbaijan. They had spent a considerable amount of time in teacher education, and taken courses about psychology, pedagogy, studies in English and various courses of teaching practice.

Two prevalent larger themes emerged during the data collection: a) self-efficacy dimensions and b) self-efficacy sources, both of which consist of various subthemes. The figure below shows the series of words, phrases, and sentences extracted from all the fifteen interviewees' responses (see Figure 2). The students reflected on their performance and understanding of their current situation related with their studies. They analyzed their own teaching efficacy through interviews in terms of four major dimensions: "Instructional", "Ensuring student engagement in class", "Disciplinary", and "Positive school climate", which are in line with Bandura's self-efficacy scale. Apart from this, sources of their self-reported self-efficacy are identified and named as following: mastery experiences, feedback, vicarious experiences, affective experience, the role of school environment, socio-economic factor. The first four sources mentioned above are aligned with Bandura's self-efficacy theory and the last two appeared while analyzing students' responses.

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Self Efficacy Dimensions
- •Instructional Efficacy
- •Disciplinary Efficacy
- •Efficacy to engage students in learning
- •Self-efficacy to create Positive school climate

Self-efficacy Sources
- • Mastery experiences
- • Feedback
- • Vicourous experiences
- • Affective experience
- • The role of environment
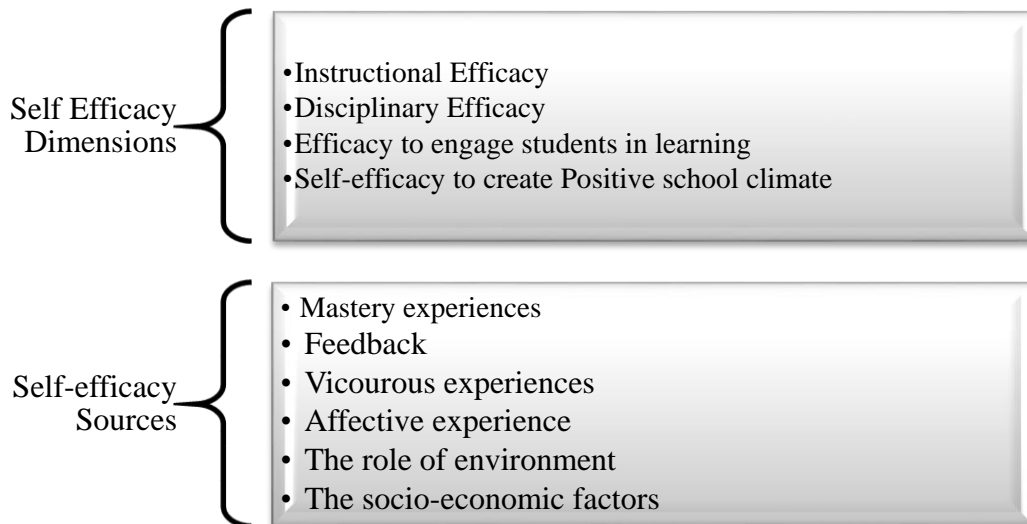- • The socio-economic factors

Figure 2. Data analysis categories and themes.

The Figure 3 below depicts the overview of analysis of the study which concluded three major group of findings described in the mind map of the study. The analysis is discussed in detail in the next section.
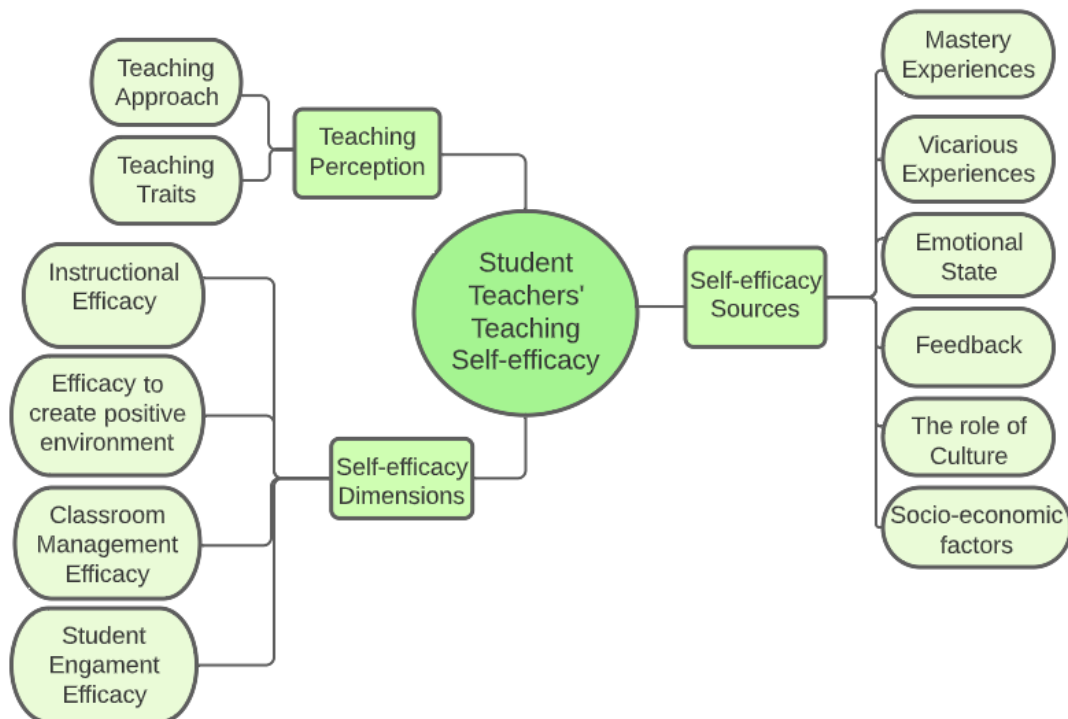

Figure 3. Mind map of Student teachers' professional efficacy.

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4.1 Research Question 1: How do student teachers approach teaching during the practicum?

The purpose of this question is to determine how the student teachers comprehend teaching and make sense of their responsibility in practicum. Student teachers' understanding of teaching seems to be a complicated phenomenon. Their approaches towards teaching share and differ in some ways. The following themes arise from the participants' description of teaching experiences: teaching approach and teacher traits. Student teachers' experiences are displayed to visualize their teaching perceptions and approaches.

4.1.1 Teaching approach

All the participants could define teaching and its essence as they understood. According to participants, contrary to what they might have been experienced as students themselves, teaching is not only explaining a concept and keeping students silent. Most of them defined teaching as a mutual process of teaching and learning or a process where students find all answers to their questions. They highlighted the essence of interactive methods, individualism, shared autonomy in teaching, and psychology. One of the respondents, Aygun, defined teaching as a deliberate responsibility which requires analytical and empathic skills.

> For some teaching is such an easy job or process, they explain methods as teaching. Pupils and students may not perceive the concept that is why teacher should understand student's psychology. For me it is difficult since it entails psychology. Students are different. They may not say that they didn't understand a thing. A teacher should be professional to understand if the students understood. Because some students do not explicitly show whether they understood or not. A teacher should analyze their performance and see how to approach and explain.

According to the interviewees, teaching is more than inoculating student with knowledge, it is sharing experience, guiding them in exploring themes and facilitating them with necessary knowledge to achieve the desired outcomes. The participants highlighted that traditional teaching style does not help people to achieve those desired outcomes.

During these weeks, for example, I actually have faced one situation that the new generation performs better when we use new methods. And these methods are more collaborative than the traditional ones. The traditional teaching does not work anymore and they do not activate student learning as far as I see in today's generation study experiences.

The interviewees consider teaching as a responsibility of learning and guiding. They believe they can change people's life and enhance their understanding of the world. Participants agreed on the idea that teaching also improves students' self-study skills. While teaching necessary concepts, students can gain learning abilities that can be helpful in other areas of life. The interviewee, Roza, expressed this as following.

I think teaching is like guiding. Through teaching, we can provide learners the bright future and make them independent people in their future life. Also, learning abilities are fostered while a teacher is conducting a lesson. These learning abilities guide students in all future steps of students. Thereby, a teacher should be conscious of this responsibility and students' perceptions to effectively guide them in the learning process.

In addition to the above-discussed points regarding teaching, interviewees mentioned that teaching does not only involve guiding student learning performance, but it also assumes one's professional growth experience in this field. Student teachers described teaching as a

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cycle in which a teacher invests and gains a profit. For Rufet, an interviewee, teaching is a

lifestyle. He describes teaching as a never-ending cycle where teachers grow professionally.

> Teacher teaches and learns at the same time. We are teaching students and developing
> our teaching skills. If we can influence people positively, teach them and at the same
> time learn something from what they gave us in return of what we taught. This is a
> mutual learning process.

The student teachers, who described teaching as a learning process, visualize their

current situation. As they are moving from college student position to schoolteacher position,

they are obliged to practice teaching what they have learned as students. This experience

urges them keep learning and improving themselves. In this phase, learning is not acquiring

knowledge, it is in a rather larger scale, they learn how to teach students effectively.

4.1.2 Teacher traits

Analyzing student teachers' teaching perception concluded identifying several

personal characteristics that are important for teachers to be effective. Interviewees

mentioned different characteristics such as patience, kindness, mercifulness, perseverance,

self-confidence, leadership, and empathy appear to be the major traits for teachers to succeed

in their career. An interviewee stated the importance of self- confidence as following.

> Teachers should be self-confident to speak in front of audience. This is the first thing
> students feel firstly. The students rely on teachers in this case, and they leave all their
> doubts for learning.

A special emphasis was put on empathy. Understanding of students emotional and

mental state create a condition for teachers to reach students and trigger them to be engaged

in classes. Another interviewee, Zemfira, explained how empathy skills guide her teaching

performance. She said:

One of the essential teaching traits is understanding the psychology of the students and seeing what they want. Teacher should identify this and teach accordingly. If we teach something blindfold, the student will not benefit it as well as we will not gain any knowledge. That's why it is not educating, it is learning the students deeply. I am one of those teachers who prefer psychology of students and change their methods in accordance with their needs, not only use one method.

To define essential teacher characteristics, teachers referred their own performance in the classroom as a teacher along with their schoolteachers and memories. Several participants expressed patience and kindness are integral part of teacher characteristics. Sabina shared her viewpoints and experience on this issue.

And I want to highlight that teachers should be patient and teachers should motivate students all the time. Because imagine that some of my students go into the classroom and begin to cause a big chaos. To control the situation, I should be patient and find an interesting method to attract their attention. If I show them a cruel face and use threatening strategy to control the class, their attitude towards the subject and me would be negatively influenced. Recalling my school memories, I can assure that that was the reason why I failed in physics. The physic teacher's anger was a barrier for me to ask questions. I only learned physics by heart.

From participants' responses, I could infer that their understanding of teaching aligns with contemporary theories of teaching where a teacher is considered as a motivator. Shaped by the contextual factors and real experiences of student teachers, teaching approaches of participants were predominantly based on individualism. According to the participants' reports, they consider students' individual needs and expectations as a primary source to design lessons and activities.

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According to the interviewees' experiences, collective work or large group work is prevalent in schools and students needs and expectations are not always met. This observation helped them understand how to approach teaching first time they entered classrooms in pedagogical practicum. Regardless of the source that shaped their teaching, student teachers reported that student centered classes should be the priority. Different types of interactive class techniques, especially games and visual presentations are referred as key techniques to boost student learning motivation and performance. Participants mentioned using visual presentations and games in groups to engage students and arrange interactive classes.

Analyzing participants' interviews, I realized that student teachers' teaching perception and approaches are found to be influenced by their education program. Majority of the participants seemed to refer to their teacher education programs as places where contemporary teaching strategies and traditional methods are presented for them to compare and analyze so that they can shape their teaching approaches.

Findings also present that student teachers' teaching approaches are influenced by their teaching and learning beliefs and shaped at different phases of their education. Teaching perceptions and approaches are also impacted by various contextual elements and student experiences such as the school memories, atmosphere of the school, content knowledge and social status or prestige of the teaching profession.

4.2 Research Question 2: How do student teachers perceive the concept of self-efficacy?

The second question intends to reveal whether the participants are aware of self-efficacy concept and understand what it refers to. Analysis of the interviews presents that student teachers are not acquainted with this term and most of them required to clarify it

during the interview. After providing some definitions, they could reflect on their performance and try to realize what self-efficacy is. Two of the interviewees are aware of the self-efficacy concept, and defined it as being aware of their strengths and weaknesses in teaching and the extent to which they could guide student learning. However, they admit that they have not assessed themselves in terms of teaching yet. This could be understandable as self-efficacy is a concept largely used in the Western education contexts and has not found its applications in the Azerbaijani education systemin education system of our country. Also, according to students' responses, the students are not required to complete any self-assessment tests or quizzes through which they can evaluate their strength and weaknesses. Students are assessed by the instructors, and sometimes by the homeroom teachers. That is why, most of them prefers being assessed by others. One of the participants mentioned that her teaching performance is observed by supervisor and homeroom teacher. After each trial class, they discuss how the lesson is conducted and how to develop the teacher's teaching strategy. Through this kind of discussions, the student teachers can interrogate their performance and undertake actions to improve. One of the participants, Nazrin, shared her experiences on assessing her teaching performance in the beginning of the practicum.

> Firstly, we discuss the problems of the class I am assigned and conduct any lessons, we discuss the class issues, our teaching performance, what other strategies can be used, how we could easily manage the class etc. Our supervisor and other assigned teachers reflect and make recommendations which are helpful for all practitioners not only the one who conducts a trial lesson.

The analysis of the interviews emerged into four major themes which is categorized as Self Efficacy Dimensions: Instructional Efficacy, Disciplinary Efficacy, Positive School Climate and Student engagement which is aligned with Bandura's self-efficacy scale

(1977). The overall analysis concluded that the participants from three universities appear to encounter only a few problems in assessing themselves and teaching effectively. In general, they hold a positive view on their teaching and consider themselves competent which they justified to be the result of education they gained and the influence of instructors, their teaching strategies, and personal traits. Participants stated that they started teaching practice with confidence since they gained enough theoretical knowledge from the courses conducted at the university.

The frequency analysis of the participant responses across the four dimensions (instructional efficacy, student engagement efficacy, efficacy to create positive environment and classroom management) is depicted in Figure 6 with percentages. According to this frequency analysis, participants discussed mostly about instructional efficacy compared to the other dimensions. The least frequently mentioned theme was disciplinary efficacy due to lack of experience in the field as they are in the beginning of the teaching practicum. The analysis of the findings is discussed in the following section.

Frequency analysis of thematic codes

- 1. Instructional Efficacy
- 2. Disciplinary Efficacy
- 3. Student Engagement Efficacy
- 4. Efficacy to Create Positive School Environment
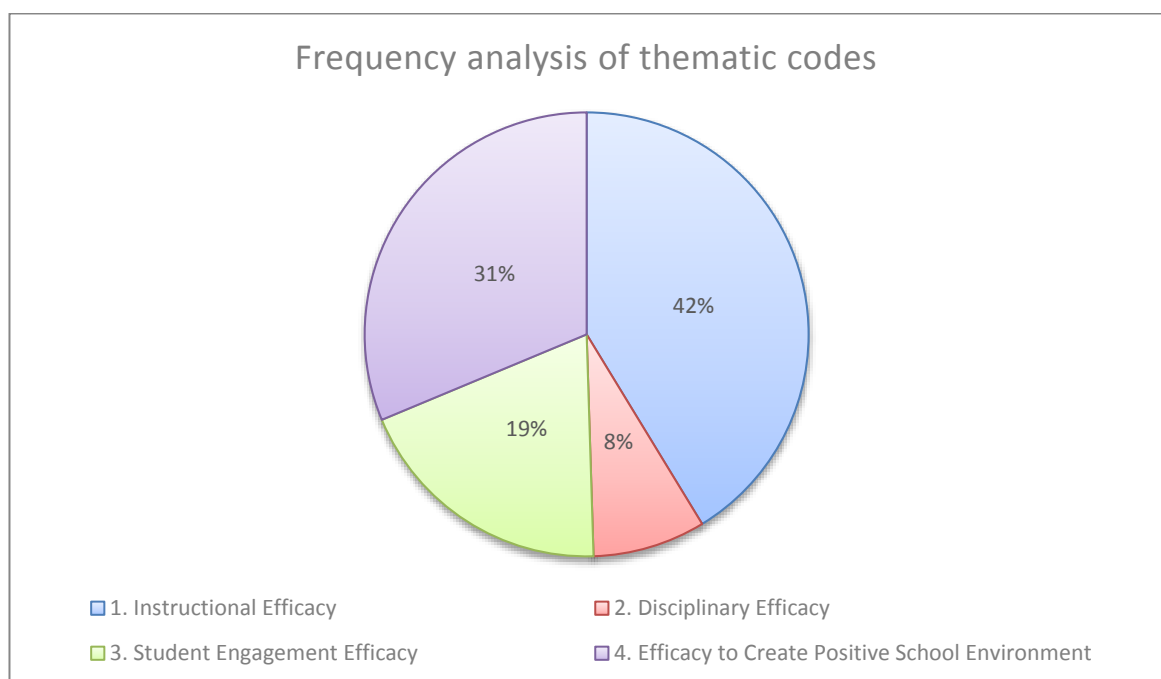
Figure 4. Frequency analysis of participant responses across four self-efficacy dimensions.

4.2.1 Self-efficacy dimensions

Analysis of the interviews concluded two major categories which is derived from the coded information and designed by Bandura's self-efficacy concept. The questions delve into self-assessment of teaching experience and self-efficacy perceptions of the student teachers. The first major category describes the areas of efficacy student teachers seem to be more aware and confident of. The second major category depicts the sources of this confidence and awareness which will be discusses afterwards.

4.2.1a Instructional self-efficacy

According to the frequency analysis of these four dimensions of self-efficacy concept, interviewees appear to spend more time discussing instructional efficacy compared to the other dimensions. Interviewees indicate that language proficiency and content knowledge are the main factors that ensure high self-convictions. Being fluent in English and mastering language studies give them confidence to instruct students adequately. Besides, the participants mentioned interactive teaching style positively influence their instruction. Interactive teaching refers to the teaching method in which students are involved to explore and learn through experiences (Palaniyammal &Shanmugam, 2018). The participants mentioned that they implement several activities where students bring examples from their experiences or exchange their predictions and ideas. Most of them state that through interactive methods, they can easily instruct and guide learners. Participants mostly share their experiences of school years where teachers used traditional methods which did not work effectively. Thereby, through employing interactive teaching strategies, they manage classes more effectively.

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Reaching to a certain level in English made Rufet more confident and convinced to teach English to different grades.

> If you know this language, you can teach in a really simple way. You just need to prepare some interesting activities and explain in a clear way. I believe being fluent in this language help me explain all the words and grammar in a clear and understandable way.

Likewise, Arzu stated that she has developed her English through levels during education program and now she is able to facilitate students in this language and she could explain in such a concise way that all students become clear about the topic of the class. Many participants stated that they instruct and give detail explanation of how to understand the topic, manage class activities and solve problems given in the topic.

However, there are a few participants who disagreed with this. According to them, they are challenged when instructing students due to class size or class hour. Another problem appears related with the perception of students, not all the students are equally fast to acquire the knowledge and creating a balance is quite challenging in a class with different level of perceptions. The interviewee, Tahmina, explained why she is experiencing difficulties when instructing students.

> Instructing effectively takes time and it is feasible when you know the class well so that you can create the balance among the students with different abilities.

The points the participants mentioned describe the participants understanding and assessment of instructional skills. Considering all the participants' answers, instructional efficacy was the most frequently discussed area of self-efficacy with its easy and difficult sides.

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4.2.1b Efficacy to create Positive School Climate

According to the analysis results, participants report that it is quite easy for them to create a positive environment in the school setting to guide student learning. Interviewees mention creating healthy relationships with students, colleagues and management is the matter of fact to create a positive atmosphere for learning. During the education program, they have developed soft skills with the help of faculty. The attitudes of instructors shape their perception of positive environment and its essence in learning process. Shahin from University B practising at public school expressed his experience as following.

> I remember my physics classes that we had a serious teacher who always managed to keep silence during the classes. Although I loved physics, I did not continue studying as the lessons were boring. Sometimes I think, I could become a physics teacher if the learning environment was more inspiring. Thereby, I am trying to make the situation positive and comfortable so that students can ask questions, exchange ideas, and collaborate. I can effectively use different strategies to discuss topics.

Student teachers admit that their school and university impressions are different. At school they encountered strict teachers with traditional teaching methods and at university they came across instructors with interactive teaching methods. Seeing teachers with both traditional and interactive teaching style during their education period helped the students realize how to establish a healthy environment to succeed in their studies. Inspired by the instructors at university, most of the student teachers could create positive learning environment by means of interactive methods and they mentioned that already the students at the school where they are practicing show respect and love towards them. Utilizing interesting activities, video presentations and games, they achieve to enhance the atmosphere of the class where students work willingly.

Another factor for being rather confident to create positive environment is being able to understand the psychology of learners. Recalling their own school memories, their needs and expectations at that time make them explore students' needs and expectations. Therefore, they report to be highly effective to create positive relationships with students and healthy environment for learning. Fidan, along with other participants, mentioned the essence of empathy skills in creating a positive environment.

As we could see their needs and expectations, we became students' favorites. Students should not be said: you must study. We cannot order them anything but explains why she needs it to improve. I need to make them understand why the subject is important. I try to align their needs and the subjects so that they can see why school is important, what role the school plays in getting his wants to realize. There should be positive dependency between their needs and the subject.

Interview analysis reveals that the student teachers know theories of pedagogy and interactive teaching and this awareness guide them to establish a prosperous environment. Although most of the participants succeed in establishing a productive environment, there are some participants who report themselves ineffective on this issue. The interviewees mention having lack of autonomy in the class which prevent them from attempting to create a friendly environment to work with students. The school management and homeroom teachers are dominant at some schools which discourage them to choose different strategies for creating positive classroom. The finding proves that the environment of workplace affects the participants teaching performance and hinder their progress in the field.

4.2.1c Student Engagement Efficacy

The findings of the present study indicate that student teachers encounter numerous problems in terms of engaging students in learning activities. Although the student teachers

apply interactive instructional strategies and activities, they are unable to involve all the students in the learning process. They justify their being less successful with two factors. The first one, it takes time to know students, their likes, and dislikes so that they can prepare activities aligned with students' preferences. As they have little information about the students they are teaching, they encounter problems to prepare materials that can enhance student engagement. Secondly, learners are individuals with different characteristics who are growing up in different backgrounds. This makes the engagement process more difficult. Students with different backgrounds have different perception and approaches to getting education. Teachers need to be aware of this difference to choose the right tools for involving students and keeping them engaged.

According to analysis, another variable that influence student engagement efficacy is the type of the school they are practicing. Student teachers who are assigned to private schools face more problems in student engagement dimension. The students' behavior and attitude towards teachers and school are considered the major problem for student teachers to engage them in classes. Those students are more independent and careless which prevent teachers build a relationship and communicate freely.

The conditions the school created for students make the students more indifferent towards their studies. As the students have access to technical devices and internet, they tend to be distracted in the class. In addition, some of them are known as troublemakers, and this requires teachers to be more careful with them. The participants from private schools expressed facing more problems for engaging students in the classes compared to the ones who are in public schools. They were doubtful about their ability to manage the classes considering the personality of students. Most of them expressed that students of private

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schools are so independent that they are difficult to be persuaded to behave. Nargiz who is

practicing in one of the prominent private schools shared her experience as following.

Students are provided with laptops and tablets to easily access their studies, however,

most of them secretly use to text with each other or record videos and audios of the

class or teachers. They are dangerous because they threaten teachers and management

and demand more under the title of student rights.

Technical resources are usually viewed to enhance the classroom experience and

student performance. However, the study reveals the opposite. The use of the technical

devices may not contribute to the enhancement of classroom learning if students use for

entertainment purposes during classes. This experience proves that only the utilization of the

technical resources for its own purposes – exploring new things and studying can improve

student performance.

Nevertheless, this is not found to create any concerns for student teachers in public

school. As students are not provided with any technological devices, student teachers at

public school did not encounter this problem in classroom management since the students are

not provided with any tablets or allowed to bring theirs to the school.

4.2.1d Classroom management Efficacy

According to the preliminary data, student teachers, regardless of their university,

gender, assigned school and proficiency in language skills or content knowledge, encounter

more challenges in terms of managing classrooms. Classroom management items are related

to teachers' beliefs in their abilities to get through to the most difficult students and forming a

classroom management system. As most of the respondents do not encounter any difficult

students in the class while conducting classes independently, they have less experience in

classroom management. Arzu from University A practising at a private school expressed her ideas as following.

> That is difficult because I think I am not experienced to manage a class alone. There are a lot of students with different needs and characteristics. I am afraid they create problems for me to control the class.

Thereby, disciplinary efficacy appears to be the least frequent theme of this study. In the beginning of practicum, the participants observed classes and faced how difficult it is for a teacher to deal with difficult, resisting, and rebellious students in each class. Hyperactive and difficult students is a common threat for the participants. Not only managing those kinds of students, managing the whole classroom, developing both individual and collective approach to control the class and effectively teaching the planned concept at the same time look like a difficult system for the respondents. The pupils' behavior that is in some way perceived by student teachers as irregular or disturbing tends to put a strain on the student teacher and his or her teaching. Such perceptions make student teachers feel unsuccessful. The size of the classes is one of the factors influencing their disciplinary self-efficacy of student teachers. One of the participants describes teaching as a process where students find answers to all their questions. However, she also expresses that it may not be feasible in bigger classes. She, as well as the other participants, stated that being effective and ensuring student learning is highly impossible in bigger size classes. That is why they are doubtful of controlling and teaching effectively. Only one interviewee expresses to be confident on classroom management in all classes. Nevertheless, he admits that although he could manage class effectively, learning process does not happen in the class. He should leave the topic aside to be able to control the classroom through listening to their needs and stories.

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Analysis of student teachers' interviews result that when they face difficult students and manage them without the help of supervising teacher or homeroom teacher of the class, they gain confidence. Supervising teacher's and homeroom teacher's recommendations guide them in classroom management, however, do not make them confident.

The interesting part is that although they are unaware of self-efficacy and its role in teaching, they could assess and reflect on their teaching performance. Regarding the last question, after analyzing their teaching performance in practicum, the students were asked to measure their confidence on a scale. The confidence of student teachers in terms of teaching ranged from 6 to 10 on a scale of 10. The scale shows that student teachers rely on their abilities and teaching skills in general (see Figure 5). Although they had concerns and doubts for some questions, most of them considered themselves confident and effective. The responses depicted that their beliefs of effectiveness are not closely related with their experience or knowledge. It is more related with personality and characteristics of the students. Their confidence and determine enhance their self-efficacy beliefs. Ones who did not have any language barrier, found them less effective than the ones who has language barrier. This depicts that concept teaching is closely related with personality and should be aligned with it when recruiting a teacher.
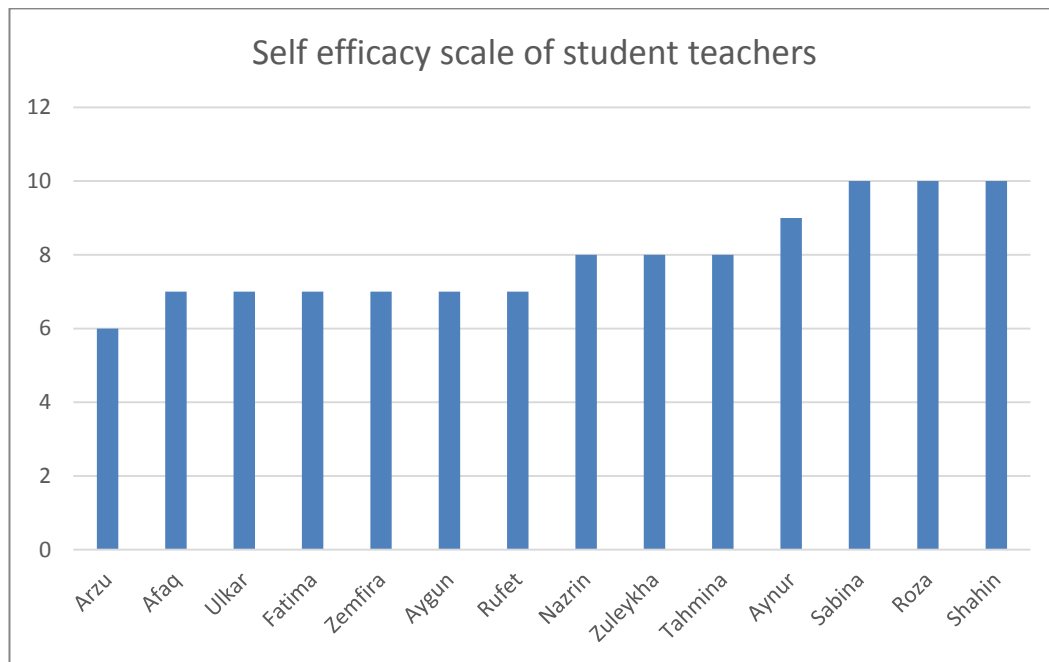
Figure 5. Level of teaching self-efficacy among student teachers.

4.3 Research Question 3: What factors shape student teachers' self-efficacy?

4.3.1 Self-efficacy Sources

The participants shared different ideas about the factors that shaped their teaching approaches and efficacy. They stated that their teaching approach is influenced by self-studies (observations, school memories and books they have read), education program, university instructors and the school environment they are practicing now.

4.3.1a Mastery Experiences.

Observations of classes and teachers throughout education period including school and university, recalling their memories and developing themselves as a person have shaped the student teachers teaching understanding to some extent. One of the interviewees, Tahmina, whose ideas are resonated by some of the other participants, mentioned that her

teaching performance is influenced mostly by her observations and self-improvement techniques.

> In my performance, I believe I have good analytical skills and leadership. I am the monitor of the group and I have improved controlling skills during university. I analyzed characteristics of students in my group. Also, recalling my school memories, I identified what my teachers' wrongs and rights and shaped my teaching. Now, with the help of those analytical and leadership skills I can define the students characteristics, learning style and expectations. This helps me to develop my approach and guide students in their learning performance.

The analysis concludes that student teachers develop their teaching and ensure teaching effectively through working on their abilities. Gaining achievement after completing tasks and analyzing this small success also has an impact on how well they manage teaching.

4.3.1b Feedback

Feedback and attitude of school community are the tools for teachers to shape their teaching skills. However, the role of the feedback varied on student teachers experience depending on the type of the school. Interviewees from public schools mention that there is additional support for them to develop their teaching by the university. Student teachers mention that supervising teachers guide them while conducting lessons and provide feedbacks afterwards which positively influence students regardless of the type of feedback (both constructive and positive ones). Through analyzing the feedbacks, they developed their teaching and therefore they consider themselves efficacious in teaching despite little experience. Student Teachers practicing in private schools are guided by the homeroom teachers at the school and they hardly find time to discuss their strengths and weaknesses. Another interviewee, Nazrin, shares her experience here and highlights the role of feedback.

In my opinion, the educational program helps me to treat students properly, to understand their psychological situation and to evolve their learning activities. And currently during this pedagogical practice the University has appointed a supervisor, a pedagogue and psychologist. They explain us how to work with students, and they explain us many ways which increase our pedagogical knowledge. When any of us has a demo class, we all observe and discuss with the supervisor. She clarifies all problematic cases and makes some recommendations. All this process helps me to shape as a teacher.

The interviews also highlight the essence of student feedback. Student feedback increases their self-efficacy convictions remarkably. However, none of the participants mention peer feedback that they give to each other when observing one another's classes.

4.3.1c Vicarious Experiences - Social Models

The participants all mention a role model teacher who influenced their teaching and teaching efficacy. The person is not only the greatest teachers they had. They observe some teachers who were not effective or more authoritative in the beginning of the practicum period as well as in their school years. Those examples show at least whom they do not be like. They analyze their teaching and decide what to include or exclude from their teaching.

Most of the respondents mention that teachers at the school are more authoritarian and stricter with students which demotivate learners. They spend most of the time for scolding students as they are noisy and energetic. One of the respondents share her experience when she started observing classes beginning of the class.

I observed the students' teachers and all the process go around the school. Students were making noise, running, and playing around which, I believe is their need and right of that age. However, Teachers were beating them, scolding them and want them to be robots. School is the place that teaches everybody the fundamentals of ethics

and good behavior. But some teachers act out of this, speak loudly, shout, beat which

are unethical. I had one experience, I wanted to observe a class, and knocked the door

to ask for permission. The teacher said to me that now I am scolding the students, let

us finish then you can join. I was hearing her shouts and bad words. That moment I

decided how I should not act when I teach in my class.

According to interviewees, who share this kind of stories, the education program and

the school environment helped them shape their teaching and measure efficacy in teaching.

4.3.1d Socio-economic factors

Nearly half of the participants in this study teach at private, while eight student

teachers are assigned to public schools. The differences between teaching experiences of

students at public schools versus private ones became on the dominant findings during the

analysis. Students at private schools are from families with better financial stability and they

are well-resourced to provide means for studying and entertaining. Besides, the infrastructure

and conditions created for students are another factor that enhances teachers' opportunities to

conduct more interactive classes. Using technical devices set in classrooms, student teachers

achieve to teach effectively.

This situation is not the case encountered at a regular public school in Azerbaijan. On

the contrary, resources in public school are either absent or not allowed for students to utilize.

This in return affects the student teachers' teaching approaches and efficacy beliefs. While

abundance of resources and personal devices in private schools become a distraction and an

obstacle in the way of effective instruction, teachers in public schools are deprived of basic

technological infrastructure necessary to conduct their classes. When there is a limited

number of resources to use for creating an effective learning environment, the teachers

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become unable to conduct the classes as they designed. The socioeconomic factors appear to be an issue in student teachers' self-efficacy analysis.

On the other hand, lack of the technical resources is identified to be an issue for conducting lessons according to the plan student teachers prepared beforehand. On interviewee from a public school expressed that resources are not allowed to be utilized although some rooms are supplied with technical devices.

But you know the infrastructure is created for children, yet it is protected from children. They think it will be spoiled. It was bought and set up for kids so that students learn in an interactive way. Yet, they are not used in real classes.

The difference between the school conditions reflects in the performance of student teachers. Analyzing the interviews, I realized that student teachers' teaching performance and professional efficacy are at the adaptation stage where everything can hinder or accelerate the progress of professional teaching and assessment of efficacy.

4.3.1e The role of school climate

Several participants highlight the role of the school environment they are assigned to practice teaching as a part of their education program. A few of the participants admit that they want to proceed with their career as a teacher after starting practicum. Although teaching is not their dream job as they admitted, they are influenced by the students, the environment, and the feeling of being able to teach. As one interviewee discusses here, experiences teaching students became a morale boost:

Once a student approached and thanked that I admire your knowledge and experience and I am happy that you came and teach us even for this short period. This positively

influenced and motivated me. That is why, after graduating I will start working as a teacher at a school.

Most of the participants, however, mention that the environment of the school they are assigned to experience pedagogical practicum demotivates them to become a teacher in the future. The administration, staff and the culture of the school are the factors that influence their teaching approach. Some interviewees mention that they even feel sorry that there is such kind of schools where there is no progress for making the situation positive for teachers to work and for students to study willingly. Another interviewee, Sabina, expresses her ideas as following.

We should not put pressure on teachers or students if we want them to be comfortable at the school. There are schools where the regime is hard. The school where I am practicing is also strict. I don't want to see the director and I want to change my way when I see her in the corridor. The school interferes everything. Also, there are teachers who stop students own creativity, they only require student learn what there is in the book. If they learn from books, their fantasy and creativity is restricted. This makes them lose their freedom for speaking.

Clearly, the environment influenced students to develop their perspectives of teaching and working. The study findings represent that student teachers define their teaching approach through acquiring pedagogical and psychological knowledge during the education program. The environment of the school has a remarkable impact on shaping their teaching approach.

4.3.2 The role of culture

The student teachers' experiences demonstrate that self-efficacy convictions are closely connected with cultural and ethical issues. According to participants' answers, the culture of learning is based on collective work. Collective work is the main strategy teachers use to conduct classes. Individual approaches are not preferable; hence, the students' characteristics and abilities are not taken into consideration while guiding student learning.

The culture of assessment is also based on collective approach. An instructor generally assesses student teachers' work and give general feedbacks to them instead of giving specific feedback to each student teacher individually. Another issue in student assessment is students are adapted to being evaluated by the instructors. According to participants' responses, performance assessment is generally done by the supervising teacher in discussion groups together with their peers. Apart from this, during the other courses completed throughout education program, assessment is done by the instructors or through written examination checked by the instructors.

Student teachers express the same idea for current school environment. Student performances are predominantly evaluated by the classroom teacher. This learning culture influenced and deteriorated student teachers' self-assessment. When I asked about self-efficacy beliefs of the participants, they mostly present how their supervisor teachers assess their performance. This may be due to the lack of self-assessment experiences.

Another thing related to the influence of the culture is the status of the teaching job in the community. Teaching is viewed as one of the jobs that can be easily acquired in the country. Participants expressed that there is a belief in the community that teaching is just explaining the topic and checking homework. People's attitudes toward this occupation make the student teachers more unmotivated. Besides, as student teachers are not confirmed as the teacher at the school, some of them expressed that they are not taken seriously by older

students and parents from the school community. This attitude not only prevents student teachers from growing in their field, but also negatively affects their perception in the classroom.

Furthermore, student teachers reported being unaware of strategies to involve the parents of the students. The study revealed that the education programs guide student teachers properly in terms of unique teaching strategies, psychological, and pedagogical approaches towards learners. However, the student teachers appear to have no experience or awareness of how to engage parents in student learning.

5. Discussion and recommendations

5.1 Summary of main findings

At the beginning of this study, I held several presumptions which are not confirmed by the findings of this study. I assumed that student teachers would not be aware of the concept of self-efficacy, and they would have a lower level of self-efficacy convictions. The study partially verified the stated hypothesis: most of the research participants did not have a clear idea of what self-efficacy concept is and they could not define it adequately. Nevertheless, most of the participants had a high level of self-efficacy for teaching.

In summary, this study presents a clear view of student teachers' teaching perception, teacher identity and self-efficacy level. Evidence from this research prove that student teachers' experience of teaching during practicum influence their teaching approach, teacher identity and teaching self-efficacy.

The findings of this study show that students' self-efficacy beliefs are high before they start teaching even though they are nervous or concerned due to lack of experience. Nevertheless, the responses of students of three universities were remarkably different with each other in terms of categories. The responses varied depending on the themes. Student

teachers at University A reported high self-efficacy in terms of instructional skill and creating a positive environment for enhancing student learning although they do not consider themselves effective in disciplinary management. Participants from University B reported consider themselves effective for creating positive environment and instructing the subject while they regard themselves less competent in student engagement efficacy and disciplinary efficacy. Student teachers at University C mentioned they can easily manage the classes and engage students though they face challenges to clearly instruct students. The reason behind these differences were mainly due to the type of the school private or public and the experiences of students.

While student teachers believe they are professionally sufficient, it is understandable to some extent that they feel so because they embrace more interactive approaches to engagement, management, and instructional strategies. As a matter of fact, this was partly the case in this study, i.e., the participating student teachers were found to use more interactive teaching methods in the classroom compared to traditional teaching methods.

5.2 Discussion

The study strives to identify perception and level of self-efficacy beliefs of the student teachers of education program at Azerbaijani universities. Also, it was intended to analyze student teachers' teaching approaches and define the source of the student teachers' efficacy beliefs. The professional self-efficacy views of student teachers were deemed worthy of inquiry, owing to recent research indicating that greater levels of self-efficacy are connected with decisions of teachers and achievement of students. Furthermore, it is vital to investigate how student teachers' self-efficacy beliefs are connected to their understanding of traditional or interactive teaching concepts which can guide assessing and enhancing of education programs.

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The findings of this study shows that student teachers who started teaching at a school as a part of their education could define their teaching approach and identity during education program. Participants admit that they could realize that teaching is more than instructing and educating learners. They gained this insight owing to their education program, their instructors, the environment of the school they are practicing. This finding is in line with ideas of Flores (2015) who stated that student teachers' identity views is impacted by their teacher training programs. Another finding of the study regarding teacher beliefs was the influence of students' school memories. Participants referred to their school memories while reflecting on how they approach teaching and students. This finding is consistent with Beauchamp and Thomas' (2009) research findings. They mentioned that contextual variables, such as teacher students' own general school experiences, also influence teacher professional identity construction.

The study's findings indicated that student teachers' preparation to teach and self-efficacy views were strong, which is a noteworthy conclusion. The fact that student teachers believe they can begin teaching profession with confidence might suggest that they can be successful teachers in future. Furthermore, it lays the road for student teachers to properly structure the teaching-learning environment. Student teachers who consider themselves as effective prior to beginning their teaching careers might have a beneficial impact on their professional careers and will most probably perform better in the teaching-learning process in the classroom (Gore & Thomas, 2003). Croft's research yielded similar results (2018). Student teachers exhibit strong self-efficacy views, according to Köse and Uzun (2018) and Ünlü, Kaşkaya, and Kzlkaya (2017). All these findings are consistent with the current study.

Self-efficacy is considered to be a more credible indicator of teaching decisions compared to the other incentives (Pajares, 1996). Self-efficacy is identified as an essential variable in studies on succeeding in studies, solving problems, improving one's personal

features, and training teachers, and studies show substantial connections between self-efficacy and the stated factors (Pajares 1996). The result of this study concluded that some of the participants are not likely to proceed their career in teaching at schools although they find themselves highly efficacious in teaching and guiding learners. Prestige of the teaching profession, social status, salaries, difficulties of passing the attestation exam are the reasons that influence their career decisions. The study is inconsistent with the idea that high self-efficacy motivates student teachers to improve their teaching skills through developmental program and further education. Although the participants have positive impressions and confidence in teaching, most of them do not intend to pursue in teaching career. According to participants, the reason is not the belief that they cannot succeed or manage effectively. They enumerated several other factors, such as interests in other fields, financial issues, and other lucrative job opportunities etc.

Regarding the gender variable in this study, female and male student teachers report to rely on their capacity equally. None of the participants seemed to talk about age or their gender as factor affecting their self-efficacy. This finding is consistent with prior studies indicating that demographic characteristics do not seem to be important predictors of teachers' effectiveness views (Tschannen-Moran & Woolfolk Hoy, 2007). As a result, there is no theory or empiric findings proved demographic characteristics to have an impact on teacher self-efficacy because they have nothing to do with the content or context that influences cognitive functioning.

The study also reveals that student instructors believe they are effective at teaching using interactive teaching methods. Self-efficacy should be considered at this time. In his social cognition theory, Bandura (1986) defined self-efficacy as "people's judgements of their ability to organize and execute courses of action necessary to achieve specific sorts of performances" (p. 391). More clearly, self-efficacy relates to one's conviction in one's ability

to handle future obstacles (Çakır, 2007; Senemoğlu, 2005). As a result, self-efficacy ought not to be confused with their teaching skills. Nonetheless, Bandura (1994) contends that a high self-efficacy level improves people's achievements and personal well-being in a variety of ways. Individual's efforts are more robust and persistent when they have higher perceived self-efficacy beliefs, owing to more active copping attempts (Bandura & Adams 1977). High self-efficacy, on the other hand, might be harmful since persons with high self-efficacy "may feel no need to devote much preparation work" (Bandura, 1986, p. 394).

Assessment of self-efficacy views before practicing and gaining experience in the area concludes that the individuals appear to overestimate their degree of professional self-efficacy during the initial weeks of their separate teaching practice as a part of university programs. Given their lack of classroom experience, this greater appraisal of their teaching abilities is unexpected. It is probable that students' earlier 'apprenticeship of observation' paradigm, which was based on their experiences in schools as students during the course of their twelve years of study, influenced them (Lortie, 1975 as cited in Tabacbnick & Zeichner 1984). The current study is in line with this statement as the participants mention their school memories as a basis of teaching approach and professional efficacy.

First and foremost, participants' interactive teaching strategy preferences positively influence their self-efficacy beliefs to involve their prospective pupils in learning. As interactive teaching is a learner-centered approach in which individualism is emphasized, student teachers' self-efficacy beliefs are said to be influenced by their beliefs in encouraging their students, keeping them focused on the lesson, and developing their critical and creative thinking capacities. In fact, the contrary appears to be real in managing classrooms and utilizing instructional strategies. A conventional teaching style appears to be connected to self-efficacy perceptions of participants in terms of controlling their courses and applying instructional strategies.

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Logically, the roles of teachers as authority and lecturer in the conventional teacher-centered understanding, are comfortable ways of both classroom management and instruction of the subject, thus enhance their self-efficacy beliefs in terms of managing classrooms and using instructional strategies. This conclusion appears to disagree with the findings of the current study. As it is stated before, the relevant evidence (Woolfolk and Hoy, 1990; Woolfolk et al., 1990) proves a connection between greater levels of self-efficacy convictions and proper control of classrooms and implementation of instructional strategies.

According to the analysis, Methodists are not regarded as models to be imitated. Depending on the type of school whether it is a public or private one, supervising teachers' roles vary. Student teachers assigned in public school expressed that supervising teachers are regarded as experts who guide student teachers to develop their teaching approach. The participants regard their own teachers in school, university instructor, and the teachers they observe during their teaching practice as a role model.

In general, student teachers consider feedback from their supervisor and their role models to assess their teaching and, as a result, establish a standpoint about their own instructional skills. Student teachers can strengthen and enhance their efficacy to instruct the subject by observing the behavior of other instructors and comparing their own performance to that of other relevant persons. Such articulation can emerge out of nearly anybody, however believed critical people frequently have a more powerful voice. Assessment and criticism in schooling is significant, especially when such input features capacities and is connected with understudies' endeavors (Bandura, 1997). Most of the interviewees mention their instructors at university, who might be viewed as models. Another finding regarding this was that student teachers could not find the teachers who are working at the school they are practicing quite effective as they are using conventional methods to rule students and their learning performance.

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Lin and Gorell (2001) proposed that teacher efficacy concept may be culturally oriented, hence, it needs a careful examination when employed in diverse cultures. The study findings affirm this statement that culture is one of the factors driving efficacy assessment. In Azerbaijani education system, students are accustomed to being assessed by experts. They seem to encounter challenges in assessing their efficacy objectively. The reason may be the values and principles that universities incorporate for guiding students. Thereby, efficacy assessment should be conducted through analyzing the culture of the organization and community. According to the findings, learning culture and culture of the community define how effective the student teachers consider themselves in teaching. Learning culture of the institution is found to be the reason why student teachers did not encounter self-assessment of their abilities for teaching. As, I mentioned earlier, student teachers are adapted to being assessed by administrators. The culture of the community, on the other hand, where student teachers are not taken seriously, affect their effectiveness. Their efforts and endeavors seem to be degraded which affects their convictions as well.

Despite its limitations, this study investigates student instructors' professional sense of self-efficacy and contributes to this field. Teacher education settings allow student teachers to gain professional abilities needed to operate independently as instructors. Mastery experiences, verbal persuasion, vicarious experiences, and physiological feedback were indicated as four primary influencers on teachers' instructional self-efficacy beliefs by Bandura (1997). In this study, mastery experience and vicarious experiences are found to have a major effect. The study reveals that student teachers consider supervisor feedback and social models as a source of their teaching approach shaping process.

5.3 Limitation of the study

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There are several limitations that need to be considered here. The first limitation is the small sample size. The study aimed to involve fifteen students at three different universities. This number is extremely small compared to students studying at the stated universities. These are the major universities who are growing future teachers yet other universities with the same specification which operate in the regions of Azerbaijan could be involved. Due to limited time for collecting data, the sample size could not be increased. As the sample size is remarkably lower, the results cannot be generalized. Such being the case, the sample does not cover the whole group of student English language teachers of Azerbaijan and is not nationally representative.

The second limitation is related to the sampling technique. The participants were selected by the administration of the universities whom permission letters should be taken to conduct the study at those institutions. Although the participants criteria were prepared, selection might not have been aligned with it. Participants were not selected randomly by the researcher to ensure that students fit the criteria. It is probable that the university administration could have selected the students who show better performance during the practicum.

Furthermore, some of the interviews were conducted online due to busy schedules of participants and restrictions at schools and universities due to COVID-19. During Face-to-face interviews more questions could be asked, and more measurable data were collected in comparison with online interviews.

Another limitation of the time limit of the study. Longitudinal studies on self-efficacy were usually conducted in literature to see if there is any fluctuation. Due to time limit, this study was completed only once, and the findings are the result of student teachers beginning experience. It is not known if they consider themselves efficacious after encountering classes and problems related with teaching and managing students.

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The application of self-reported data is another drawback of this study. The subjective nature of such data is a matter of fact. Independent judgments by peers, supervisors, teacher educators, and others might give valuable data regarding pre-service teachers' attitudes but obtaining this data while keeping pledges of anonymity can be problematic.

5.4 Recommendations

For many universities, self-efficacy is a new concept, especially in the Azerbaijani education context. The essence of self-efficacy in influencing teaching careers as well as career decisions of student teachers is of utmost importance. Education program administrators and instructors may find that the absence or excess of self-efficacy could deteriorate student teachers' career building process. Thereby, they might attempt to inoculate self-assessment skills to students at different courses by using different strategies throughout the education program. The students might benefit from this and gain better self-awareness about their profession and why they are taught different subjects related to teaching. If student teachers evaluate their teaching skills before and after taking each subject, they might realize their effectiveness in a healthy way. Bandura stated that high self-efficacy guides people to accomplish further steps in their career. High self-adequacy, however, may be destructive since people with high self-viability "may want to commit a lot of arrangement work" (Bandura, 1986). The literature necessitates ensuring instruction of self-effectiveness assessment to students as a standard of education program.

Apart from this, I would propose establishing a virtual system for assessing student teachers' professional skills during the third- and fourth-year coursework when the teaching-related subjects are taught to students to analyze if they are developing self-efficacy insights towards their profession and how this affects their future career building intentions.

More research is needed for effectively analyzing the case of student teachers in respect to the research topics presented in this study. Longitudinal research may be useful in assessing self-efficacy beliefs of student teachers in the final year of education program.

Different factors, like various departments at Education Faculties (e.g., secondary, history, and math), or educational background and financial situation of students' parents, can likewise be important for the review to look at the impacts of various disciplines, as well as private and public schools and their relationship to educator self-viability.

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6. Appendices

7. Appendix A: Interview Protocol

<div align="center">

Interview Protocol

</div>

Community & Location   _____

Date/time   _____

No. of people attending   _____

Researcher conducting session   _____

My name is Minura Naghiyeva, a graduate student at ADA. I will be facilitating this face-to-face interview. The goal of this project is to explore the level of self-efficacy of teacher students in Azerbaijan in terms of teaching during practicum. As a researcher in educational field, your opinions and insights are valuable for me. My interest is to know how student teachers assess their teaching perception and performance.

I will ask open-ended questions and the interviewee/you may choose to answer or not to answer any questions. Interviews will last approximately one hour and will be audio-recorded and then transcribed. After data are collected, participant/your identity will be masked by replacing participants' names with pseudonyms. The analyzed data will be included my thesis. Information will be shared back with participants/you.

Your participation is voluntary, and you need to sign consent form and also confirm your voluntary participation verbally. You are encouraged to share only the information you are comfortable sharing with. Your privacy will be protected through the use of pseudonyms and you can choose to withdraw at any point.

If there are no further questions, let's get started with the first question.

STUDENT TEACHERS' SELF-EFFICACY BELIEFS

Dialogue: Preliminary interview questions are given below:

Section I. Educational background

1. Could you talk about your educational background? Could you please tell me a little bit about your program and work experience related to teaching?
2. How does your educational program influence/shape your teaching?
3. How would you describe and assess your teaching during the practicum period? Could you talk about your approach to teaching?
4. What is the role of the environment in shaping your teaching?

Section II. Self-efficacy beliefs

5. How can you get through to the most difficult students?
6. What can you do to promote learning when there is lack of support from the home?
7. How can you keep students on task on difficult assignments or do their homework?
8. How can you get students to work in groups?
9. How can you get children to follow classroom rules? What can you do to control disruptive behavior in the classroom? How do you work with resisting students?
10. How can you make the school a safe place? How can you make students enjoy coming to school?
11. How can you get students to trust teachers?
12. How would you describe the role of students in your teaching decisions?
13. What are some ways school could support teachers in their teaching?
14. On a scale from 1 to 10, where 1 is the lowest and 10 is the highest, how would you rate your confidence for teaching in the classroom? Please elaborate why you rated yourself with this value.
15. Is there anything you would like to add that I have not asked?

STUDENT TEACHERS' SELF-EFFICACY BELIEFS

8. Appendix B. Interview Consent Form

Interview Consent Form

Research Title: Self-Efficacy Beliefs of Student Teachers during Practicum in
Azerbaijan

Research Propose: The purpose of the research is to determine the level of self-
efficacy of students preparing to become teachers.

Researcher: Minura Naghiyeva

Participant name: _____

*The interview will take approximately an hour. You have the right to suspend the interview at
any time and refuse to participate in the research if you feel any concerns about your health
or the questions asked during the interview.*

By signing this form, I agree that:

- I voluntarily participate in this research interview.
- My interview will be recorded
- I understand that all information I provide for this study will be treated
  confidentially.
- I understand that in any report on the result of this research my identity will
  remain anonymous. This will be done by changing my name and hiding any
  details of my interview which may reveal my identity or the identity of people I
  speak about.
- I am able to ask any questions I might have, and I am that I am free to contact the
  researcher with any questions I may have in the future.
- Faculty and administrators will neither be taken part in the interview nor have
  access to raw notes or transcripts. This precaution will prevent my individual
  comments from having any negative impact.
- I have been given a copy of this consent form

_____

Participant name, signature, date

_____

Researcher name, signature, date

STUDENT TEACHERS' SELF-EFFICACY BELIEFS

Contact information of the researcher:

If you have any further questions or concerns about this study, please contact:

Name of the researcher: Minura Naghiyeva

Mobile: +994505515741

E-mail: mnaghiyeva13291@ada.edu.az