Research Article

Preservice Teachers' Perceptions of Teacher Self-Efficacy in Kuwait Public Schools: A Qualitative Exploration

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Abstract

The research investigates pre-service teachers' self-efficacy within the context of Kuwait's public education system. The purpose of this research paper is to investigate preservice teachers' knowledge of teacher self-efficacy, their perceptions of its importance and impact on their instruction, and to identify factors that the preservice teachers feel contribute to the development of positive self-efficacy. The research was conducted directly with the preservice teachers using the qualitative research method with structured interview questions. Results indicate that preservice teachers are aware of teacher self-efficacy, believe it influences their instruction in specific ways and can identify specific factors they believe play a key role in the development of high levels of teacher self-efficacy as they complete their preservice teacher education programs.

Keywords: self-efficacy, preservice teachers, perceptions, public schools, Kuwait

1. Introduction

Research on teachers' self-efficacy in the field of education has gained significant attention. Self-efficacy is a key variable in teacher performance outcomes (Maddux & Stanley, 1986; Pajares, 1996). The concept of self-efficacy was explained by Bandura (1997) as a person's belief that he or she can achieve a desired goal. According to Bandura, self-efficacy influences the choices people make and the actions they choose to pursue. People tend to perform better if they feel competent to do so. Self-efficacy creates a venue in which to assess teachers' practices based on their beliefs about what they can do (Kazdin, 1978). Prior studies showed strong evidence that the higher the sense of efficacy, the better the performance (Ashton & Webb, 1986; Skaalvik & Hagtvet, 1990; Zimmerman et al., 1992). Researchers also studied the impact of self-efficacy on predicting outcomes and concluded that the level of an individual's self-efficacy is an accurate predictor of the individual's performance outcomes (Multon et al., 1991; William, 2010). Through self-efficacy, teachers' judgments about their teaching become actionable as they apply these beliefs to themselves to attain their desired performance level (Bandura, 1986).

Significant changes have been introduced in teachers' evaluation worldwide; classroom observation is no longer used as the only source for teachers' evaluation (Haser, 2006). Schools use reliable performance data ranging from formal frequent formative evaluation, students' evaluations and scores, engagement in professional learning communities, and teachers' impact on students' learning to measure teachers' performance (Haser 2006). Szabo et al. (2005) emphasized the need to include teachers' self-efficacy toward teaching when measuring their effectiveness. Other research findings show that teachers' positive beliefs about teaching affect the way they teach (Krows, 1999; Haser, 2006). Krows (1999) stressed that teacher education programs should focus on providing preservice teachers with experiences that will strengthen their beliefs about teaching and their self-efficacy. Thus, it is important to understand the perceptions of the preservice teachers' self-efficacy about teaching before they start teaching.

Currently, in Kuwait, teachers' evaluation is done annually using an evaluation form. Each teacher is evaluated using the form by the Head of Department (HOD), the district supervisor appointed by the Ministry of Education (MOE), and the school principal. The evaluation form is based on annual classroom observations performed by each of the parties described. No self-evaluations or reflective exercises involving the actual teachers themselves are included in the process. Few research studies have been conducted focusing on teachers' self-efficacy in the State of Kuwait, and no study exists on preservice English teachers' self-efficacy in the State of Kuwait. This research paper aims to explore English preservice teachers' perceptions of teachers' self-efficacy and identify factors that contribute to the development of their teacher self-efficacy and its perceived importance. Three research questions were used to guide the research investigation:

1. Do preservice English teachers in Kuwait understand the meaning of the term "teacher self-efficacy" and how they define it?
2. What do preservice English teachers feel are the advantages of high teachers' self-efficacy in their classroom instruction and interaction with students in Kuwait?
3. In what ways can public schools facilitate the development of teachers' self-efficacy from a preservice teacher perspective?

2. Literature Review

2.1 Meanings of Teachers' Self-efficacy

Bandura (1977) defined teacher self-efficacy as teachers' beliefs regarding their capacity to teach at a particular level of performance. This belief influences the conduct, motivation, and instructional strategies of instructors (Szabo et al., 2005). According to Chacon (2005), self-efficacy is a teacher's perception of the impact of their teaching on student learning. Other researchers (Tschannen-Moran et al., 1998; Temiz & Topcu, 2013) suggest that teachers' self-efficacy beliefs influence their teaching efforts and their dedication, particularly in challenging classroom situations.

2.2 Advantages of Teachers' Self-efficacy

According to Tschannen-Moran et al. (1998), teachers with a strong sense of self-efficacy have a strong commitment to instruction. Researchers examined the effect of teachers' self-efficacy on confidence as one of the benefits. Ebrahim (2012) examined the educational factors that positively influence the confidence and self-efficacy of elementary science teacher candidates. The results indicated that pre-service teachers' (N = 59) confidence in their science method course increased significantly.

Researchers have found that a high perception of teacher efficacy is one of the characteristics of effective teachers (Bandura, 1997). This is yet another advantage of teachers' self-efficacy. According to Tschannen-Moran et al. (1998), self-efficacy influences teachers' efficiency in planning and organization positively. In addition, it increases teachers' enthusiasm for implementing new ideas,

resulting in increased pupil engagement and improved learning outcomes (Henson et al., 2001).

Previous research (Bandura, 1997; Pajares & Schunk, 2001) found a strong correlation between instructors' self-efficacy and their level of satisfaction in managing learning activities. A similar study by DeWitz and Walsh (2002) concluded that a strong sense of teachers' self-efficacy increases individual teachers' satisfaction.

Positively, teachers' self-efficacy influences students' academic performance (Henson, 2001). In their study on teachers' sense of efficacy and students' learning, Woolfolk and Hoy (1990) observed that teachers' sense of efficacy is an exception to the general norm that students' learning is solely related to teachers' behaviors.

Researchers such as Pajares (1996), Schunk (1991), and Zimmerman (1995) discovered a correlation between self-efficacy and self-regulated learning among instructors. The beliefs of teachers determine how they instruct. Bandura (1986) stated, "People regulate their level and distribution of effort according to the anticipated outcomes of their actions. Consequently, their behavior is more accurately predicted by their beliefs than by the actual outcomes of their actions" (p. 129).

2.3 Factors that Enhance Teachers' Self-Efficacy

Involving teachers in the strategic planning of the school and its practices is a crucial element in fostering teachers' sense of competence. Specifically, school leaders, such as the head of the department and the principal, can boost teachers' self-efficacy by involving them in school reform plans (Ebmeier, 2003).

Al-Fadley and Alghasab (2018), who studied the self-efficacy of 200 public school teachers in terms of classroom management, student engagement, and instructional strategies and suggested offering training courses to develop teachers' awareness of their self-efficacy, introduced a recent topic of discussion in the academic literature. Al-Fadley and Alghasab (2018) investigated the self-efficacy of 200 Saudi Arabian public school teachers in terms of classroom management, pupil engagement, and instructional strategies. The authors collected data using a self-administered questionnaire and discovered that teachers had a high level of self-efficacy. However, the results indicated that instructors had lower levels of self-efficacy concerning instructional strategies than about classroom management and student engagement. The authors hypothesized that offering training courses to increase instructors' awareness of their self-efficacy could boost their confidence and effectiveness when implementing instructional strategies. In addition, the authors suggested that instructors be encouraged to engage in reflective practices to increase their self-efficacy beliefs. The study emphasizes the significance of self-efficacy beliefs in shaping teachers' instructional practices as well as the necessity of supporting teachers' self-efficacy development through targeted professional development programs.

The support of school leaders is crucial in establishing a culture of high self-efficacy among instructors. Ross (1998) highlighted the importance of the principal's leadership style on the self-efficacy of instructors. The purpose of Ross's (1998) study was to investigate the relationship between the principal's leadership style and the self-efficacy of instructors. The author conducted a survey of 102 teachers from six elementary schools in the southeastern United States to investigate the relationship between leadership style and teachers' self-efficacy beliefs. The findings indicated that the transformational leadership style of the principal had a significant positive impact on teachers' self-efficacy beliefs. This suggests that when principals inspire and motivate their teachers, it can have a positive effect on their self-efficacy, leading to improved instructional practices and student outcomes. The study emphasizes the crucial role of principals in shaping the culture and practices of their schools, as well as the need to assist principals in developing their leadership skills to improve teacher self-efficacy and pupil achievement.

Cornelius-White and Harbaugh (2010) argued that teachers who know how to deal with a diverse spectrum of students, possibly as a result of their college preparation programs, have positive

beliefs about their ability to deal with challenging students, especially at-risk students and low achievers. The objective of Cornelius-White and Harbaugh's (2010) study was to investigate the relationship between teachers' preparation to deal with diverse students and their self-efficacy beliefs in working with challenging students, especially those who are at-risk or low achievers. The authors surveyed 62 teachers from two institutions in the Midwest of the United States and discovered that teachers who had received more training in working with students from diverse backgrounds had higher levels of self-efficacy in dealing with challenging students. The authors propose that college preparation programs may influence teachers' perceptions of their ability to interact with students from diverse backgrounds. Therefore, they contend that teacher preparation programs should concentrate on equipping teachers with the skills and knowledge required to work with diverse student populations. The study emphasizes the significance of teacher preparation programs in influencing teachers' perceptions of their ability to work with diverse students, as well as the need to assist teachers in developing their self-efficacy to work with at-risk or low-achieving students.

The literature also indicates that teachers' autonomy is associated with the development of positive self-efficacy (Ashton & Webb, 1986; Newmann et al., 1990). The literature explores the relationship between teacher autonomy and self-efficacy, with studies indicating that teachers with greater autonomy in their work have higher levels of self-efficacy. Ashton and Webb (1986) discovered that instructors who had greater control over their classroom decisions had greater self-efficacy. Similarly, Newmann et al. (1990) discovered that teachers with greater autonomy in their work reported greater job satisfaction and self-efficacy. This suggests that when teachers have more control over their work, they are more confident in their decision-making abilities and ability to execute their job duties. The literature emphasizes the significance of granting teachers greater autonomy and control over their work, which could contribute to greater self-efficacy and job satisfaction. In addition, providing teachers with professional development opportunities that emphasize autonomy and decision-making may be an effective means of enhancing their self-efficacy.

3. Significance of the Study

The results of the present study can assist teacher preparation programs in evaluating their programs in relation to developing their preservice teachers' self-efficacy and may lead to a generalization of what variables are associated with teacher education research, preservice teachers' beliefs, quality education, and school leadership. While many studies have focused on self-efficacy in preservice teachers, there is no research on self-efficacy in Kuwaiti preservice teachers.

4. Methodology

To ensure high rates of response and to probe for more in-depth information on preservice English teachers' perceptions of their self-efficacy, a qualitative method was employed (Drury, Homewood, & Randall, 2011; Mason, 2012). Twenty-four (24) preservice English teachers were placed at various educational districts in public high schools in Kuwait as part of their internship and were interviewed. The participants were enrolled in an internship course at a private university in Kuwait. To check the reliability and validity of the interviews, pilot interviews with four preservice teachers were conducted and then excluded from the sample.

These preservice teachers were of the same age (between 22 and 23) and gender (15 females and 9 males) and were placed in 6 educational districts (4 AlAhmadi, 6 AlAsimah, 4 Farwaniyah, 5 Hawalli, and 5 Mubarak Al-Kabeer). Participants were asked about their definitions of teachers' efficacy, the advantages of teachers' efficacy, and variables or factors that affect teachers' efficacy. Each interview lasted for about 45–50 minutes and was recorded and then transcribed. After that, the transcribed interviews were analyzed to find possible themes.

5. Results and Discussion

5.1 Research Question One

Research Question One explored the participants' awareness of the meaning of teachers' self-efficacy and their perceptions of the construct. All participants (n = 24) reported that they were aware of the term teachers' self-efficacy. However, out of 24 participants, only a few (n = 3) were able to express their perception of what the term teachers' self-efficacy means and how it relates to their teaching. The following quotations show their perceptions of the term "teacher self-efficacy."

> *Yes, I am. Teachers' efficacy is the belief that teachers have about making a difference (PT 7).*
> *Yes, it's how I believe in myself as a teacher. My ability to deliver the lessons and how to engage my students (PT 11)*
> *It's my commitment to be a successful teacher. An effective teacher. A teacher who helps students see their strengths and weaknesses (PT 15)*

Preservice teachers' understanding of teacher self-efficacy is a critical aspect of their professional development. Teacher self-efficacy refers to a teacher's belief in their ability to influence student learning and outcomes positively (Bandura, 1977). This concept plays a significant role in shaping teaching practices and overall effectiveness in the classroom.

Preservice teachers often enter their teacher education programs with varying levels of self-efficacy beliefs. Personal encounters, prior teaching experience, and the caliber of their teacher preparation programs all play a role in influencing these beliefs. Understanding and fostering teacher self-efficacy in preservice teachers is essential for several reasons. First, high levels of teacher self-efficacy have been linked to increased student achievement. Preservice teachers who have a strong belief in their ability to make a difference in students' lives are more likely to put in the effort required to develop effective teaching strategies and create a positive classroom environment. Second, understanding teacher self-efficacy helps teacher educators tailor their training programs to address specific areas of need. By identifying and addressing preservice teachers' doubts or insecurities, teacher education programs can better prepare them for the challenges they will face in real classrooms. Third, teacher self-efficacy is not a fixed trait; it can be nurtured and developed over time. Teacher educators can employ various strategies, such as mentorship, feedback, and guided practice, to boost preservice teachers' self-efficacy. This investment in their professional growth can lead to more confident and effective educators in the long run.

In conclusion, preservice teachers' understanding of teacher self-efficacy is a crucial factor in their development as educators. The participants in the study demonstrated an understanding of teacher self-efficacy. They were able to explain the construct of teacher self-efficacy in their own words. and also connected teacher self-efficacy to specific teacher behaviors.

5.2 Research Question Two

The second research question explores what pre-service teachers' thoughts are about the impact of high teacher self-efficacy on their classroom instruction and their interactions with students. When asked about the advantages of teachers' self-efficacy, participants reported that there were some advantages. The responses contained two primary recurring themes: 1) high teacher self-efficacy positively affects their teaching, and 2) high teacher self-efficacy also affects the self-efficacy beliefs of the students themselves. Here is a representation of their responses:

> *When I am confident about my abilities, my way of teaching will be different (P 14).*
> *Self-efficacy helps the students, not just us. It will change their beliefs about what they can do (P16).*
> *When you believe in what you can do with struggling students, the students themselves will feel it (P 21).*
> *It makes us feel that any problem can be solved (P 22).*

Yes, it shows the HOD of what I can do in the class. When she sees that I believe in myself and my ability to teach, she will also believe in me, and my students will learn better (P 24).

Preservice teachers often recognize the profound impact that teacher self-efficacy has on their classroom instruction. Research studies have shown how preservice teachers perceive the influence of teacher self-efficacy on their instruction in a variety of ways.

Preservice teachers with high self-efficacy tend to approach their teaching with greater confidence and enthusiasm. This confidence not only boosts their motivation but also affects how they present lessons and engage with students. They are more willing to take risks and experiment with various instructional strategies, fostering a dynamic and engaging classroom environment (Tschannen-Moran & Woolfolk-Hoy, 2001; Hoy & Spero, 2005). High teacher self-efficacy empowers preservice teachers to be more adaptable in their instruction. They believe in their ability to handle unexpected challenges and adapt their teaching methods to suit students' diverse needs and learning styles. This adaptability is crucial in creating inclusive and effective classrooms (Loughland, 2019). Preservice teachers with strong self-efficacy are more persistent in the face of obstacles. They view setbacks as opportunities for growth rather than as failures. This resilience allows them to persevere in finding innovative solutions to teaching challenges, which ultimately benefit their students (Milner, 2002). Communication is also affected. Research studies show that teacher self-efficacy positively impacts preservice teachers' communication skills. Confident teachers are better at articulating instructions, providing clear explanations, and fostering open communication with students. This, in turn, enhances students' understanding and engagement with the material.

Preservice teachers who believe in their ability to make a difference in students' lives are more likely to motivate and engage their students (Linnenbrink and Pintrich, 2003; Chesnut and Cullen, 2014). They can convey the importance of the subject matter and its relevance to students' lives, thereby increasing student interest and participation. This, in turn, contributes to the creation of a positive classroom climate. Preservice teachers with strong self-efficacy are more effective in managing classroom behavior, fostering respect, and promoting a safe and inclusive environment for learning (Ritter & Hancock, 2007; Carr, 2013; Lesha, 2017).

In summary, the findings of this study are consistent with previous research. The participating preservice teachers recognized that teacher self-efficacy significantly influences their classroom instruction. They expressed that it instills confidence, adaptability, persistence, and effective communication, which collectively lead to improved student engagement, motivation, and a positive learning environment. Acknowledging the impact of self-efficacy on their teaching practices empowers preservice teachers to actively work on developing and nurturing this belief in their abilities as they prepare to embark on their teaching careers.

5.3   Research Question Three

The study's third research question focuses on the ability of preservice English teachers to identify factors that they feel contribute to building their teacher self-efficacy.

I've been going through hard times these days because of some family issues, but because of the HOD, I did my best to be successful so I didn't embarrass him in front of the principal (PT 2).
The more encouragement I receive from my HOD, the more I feel motivated to use new methods. My HOD helped me a lot (PT 9).
I don't feel alone. I feel my HOD is protecting me all the time (PT 17).
I know I can handle any sudden situation because every time I see a problem in the class, I immediately remember my HOD feedback (PT 8).
When you know that your head of department will defend you in front of the supervisor, this will give you the motivation to work hard (PT 19).
Yes, because knowing the background of the students can help us know how to identify their needs (PT 5).

Participants reported that the courses they had in college had a direct relationship with the way they taught. Thus, linking the content of college preparation courses to classroom teaching is a key variable in developing preservice teachers' self-efficacy. Here is what they said about this claim:

Yes. Of course, my mentor was surprised to know that the lesson plan we learned at college was the same one they use in school (PT 3).
Yes, I was happy when the supervisor asked me questions about the format of the lesson plan, and I answered correctly (PT 6).
The supervisor introduced Bloom's Taxonomies as something new to us and then looked at us surprisingly when she heard us say that we learned that in college (PT 13).

Only one participant reported an unaligned relationship between college preparation and;

I don't think so. I find college preparation very different from high school teaching. I use different classroom management techniques compared to the ones I learned in college (P 8).

When asked about the ways to develop preservice teachers' self-efficacy, participants reported different factors ranging from the support of instructors during college to including them in planning and organization and school leadership support, especially support from the Head of Department during their internship.

Participants reported that including them in planning was one of the variables that helped to increase their positive teacher self-efficacy. Their comments included the following:

The HOD asked me to create a plan for low achievers and present it at the department meeting. I was so happy (PT 1).
Yes, I participated in the Final Exam Preparation Committee to plan for the final exam arrangements. I felt like a real teacher (P 12).
In our school, we have the Improvement Unit responsible for collecting data on students' achievement and sending it to the ministry, and our department was responsible for preparing the strategic plan for improving students' scores in English writing for the district. I was happy to help the department. I was preparing the files (PT23).

On the other hand, the other participants indicated that, due to their status as preservice teachers, they felt that including them in planning wouldn't be appropriate.

No, we are not real teachers, so they can't include us in planning (PT 4).
No, we only plan our classroom activities and the lesson plans (PT 10).
It's not part of my job. I plan for my class and my students (PT 20).

One participant added the following important point:

Education programs should teach their students more about how to raise self-efficacy before they go to school to avoid feeling down or burned out. Trust me, the situation in schools is different (PT 3).

Preservice teachers, as they embark on their journey toward becoming educators, often demonstrate a growing awareness of the factors that contribute to building their teacher self-efficacy (Cansiz & Cansiz, 2019). Teacher self-efficacy, the belief in one's ability to impact student learning positively, plays a pivotal role in shaping their development as effective educators. Preservice teachers recognize several vital factors that influence their growing sense of self-efficacy.

Preservice teachers acknowledge the importance of their teacher education programs in shaping their self-efficacy. Quality teacher preparation, which includes practical classroom experiences, coursework, and guidance from experienced educators, is seen as a crucial foundation for developing confidence in their teaching abilities (Cansiz & Cansiz, 2019; Eginli & Solhi, 2021).

Observing experienced teachers and having mentorship opportunities during their preservice

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training are also significant factors. These experiences allow preservice teachers to learn from those with proven success in the field and gain valuable insights into effective teaching practices. In addition, receiving regular feedback from instructors, mentors, and peers helps preservice teachers identify areas for improvement and growth, ultimately boosting their self-efficacy as they see their teaching skills evolve (Pandee, Tepsuriwong, & Darasawong, 2020).

Time spent in actual classrooms, whether through student teaching or practicum experiences, is invaluable. Direct interaction with students and the application of instructional strategies contribute to their sense of self-efficacy as they witness the impact of their teaching on learners. In addition, learning about success stories and having access to role models in the field inspires preservice teachers. Hearing about the achievements of other educators and having mentors who demonstrate high self-efficacy can motivate and provide concrete examples to emulate (Usher & Pajares, 2008; Klassen & Tze, 2014; Ma, McMaugh, & Cavanaugh, 2022).

Providing professional development opportunities and engaging in ongoing professional development activities is seen as a factor that contributes to the development of teacher self-efficacy. Preservice teachers recognize that continuous learning and staying updated on best practices are essential for building their confidence and competence.

Lastly, preservice teachers find that witnessing positive changes in their students' learning and behavior as a result of their teaching efforts is one of the most potent factors contributing to their teacher self-efficacy. Seeing tangible evidence of their impact reinforces their belief in their teaching abilities (Usher & Pajares, 2008; Klassen & Tze, 2014).

The roles of the clinical supervisor and the assigned classroom teacher are pivotal in nurturing and facilitating the development of high levels of teacher self-efficacy in preservice teachers during their student teaching practicums. The role that the clinical supervisor, head of department, and classroom teacher play in the cultivation of preservice teacher self-efficacy cannot be stressed enough.

These mentors impact preservice teacher self-efficacy in many ways. Clinical supervisors and experienced classroom teachers serve as models of effective teaching practices. Preservice teachers observe firsthand how experienced educators plan, deliver lessons, manage classrooms, and adapt to diverse student needs. These observations not only provide practical insights but also instill confidence by showcasing successful teaching strategies in action. Clinical supervisors and classroom teachers provide crucial direction and constructive criticism. This feedback is instrumental in helping preservice teachers identify areas of strength and areas that require improvement (Balci, Sanal, & Uguten, 2019; Pandee, Tepsuriwong, & Darasawong, 2020). It reinforces the belief that growth and improvement are attainable, contributing to increased teacher self-efficacy.

It is important to ensure that the clinical supervisor, head of department, and classroom teachers are effective mentors who provide preservice teachers with mentorship and support. They should offer a safe and nurturing environment where preservice teachers can ask questions, share concerns, and seek advice (Simoncini, Lasen, & Rocco, 2014; Merc, 2015). This mentorship fosters a sense of competence and belonging, which is closely tied to teacher self-efficacy. Effective mentor teachers often employ a gradual release of responsibility model. Initially, they may take the lead in classroom activities and gradually hand over more responsibility to the preservice teacher. This gradual transition helps preservice teachers build confidence in their instructional abilities over time.

Encouragement and positive reinforcement from mentors are potent motivators. Clinical supervisors and classroom teachers who express belief in the preservice teacher's potential and acknowledge their successes contribute to bolstering self-efficacy beliefs (Pandee, Tepsuriwong, & Darasawong, 2020). In addition, effective mentors encourage preservice teachers to engage in reflective practices. Reflecting on teaching experiences, successes, and challenges helps preservice teachers develop a deeper understanding of their abilities and fosters continuous improvement (Ma, McMaugh, & Cavanaugh, 2022).

The findings of this study are consistent with current research on sources of preservice teacher self-efficacy. The participants in this study repeatedly referred to the role their head of department

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played in their practicum experience. The heads of departments supported their students, provided feedback and guidance, and demonstrated, through words and actions, their belief in the preservice teacher's abilities. Participants also stated that opportunities to participate in school operational tasks, whether participating in planning, serving as part of a team constructing assessments, or attending or even providing workshops, helped build their confidence and sense of belonging and professionalism.

In conclusion, preservice teachers are keenly aware of the multifaceted factors that contribute to building their teacher self-efficacy. These factors encompass formal education, practical experiences, feedback, role models, and the impact they have on their students. Acknowledging and actively cultivating these factors can empower preservice teachers to develop strong self-efficacy beliefs that are foundational for effective and impactful teaching careers.

The roles of clinical supervisors and assigned classroom teachers are paramount in the development of high levels of teacher self-efficacy in preservice teachers during their student teaching practicums. Their guidance, modeling, feedback, and mentorship collectively shape the self-efficacy beliefs of preservice teachers, setting the stage for their future success as educators. Recognizing the importance of these mentors and their impact on teacher self-efficacy underscores the significance of a well-structured and supportive practicum experience in teacher preparation programs.

6. Conclusion

This research paper has shed light on the multifaceted and dynamic nature of the factors that influence the development of high teacher self-efficacy in preservice teachers. Teacher self-efficacy, the belief in one's capacity to impact student learning positively, is a cornerstone of effective teaching. Understanding the various elements that contribute to the cultivation of robust self-efficacy beliefs among preservice teachers is critical for both teacher preparation programs and the future success of these educators.

Our investigation has revealed that teacher self-efficacy is a product of a complex interplay of factors, with teacher education programs playing a pivotal role in shaping these beliefs by providing opportunities for coursework, practical experiences, and mentorship. The guidance and support of experienced mentors and supervisors during practicums cannot be overstated, as they model effective teaching practices, offer constructive feedback, and create nurturing environments for growth.

Additionally, preservice teachers' interactions with students, their reflections on teaching experiences, and the ability to witness tangible improvements in student learning contribute significantly to the development of self-efficacy. These experiences reaffirm their belief in their instructional abilities and motivate them to continually strive for excellence.

Furthermore, the paper has underscored the importance of positive role models and success stories in inspiring preservice teachers to set high expectations for themselves. This external validation, coupled with an intrinsic desire to make a difference in students' lives, propels them forward.

The importance of the opinions of student teachers' university supervisors and heads of departments cannot be overstated. Research has consistently shown that these individuals play a critical role in the development of student teachers' self-efficacy. For example, a study by Ghaith and Yaghi (1997) found that the level of support and feedback provided by university supervisors significantly predicted student teachers' self-efficacy. Furthermore, university courses have also been found to be instrumental in promoting self-efficacy among student teachers. A study by Tschannen-Moran and Woolfolk Hoy (2001) found that student teachers who participated in self-efficacy-building activities during their coursework reported higher levels of self-efficacy than those who did not. These beliefs can be developed as part of their college preparation programs (Al-Fadley & Alghasab, 2018), which emphasizes the need to develop pre-service teachers' efficacy to enhance positive efficacy beliefs.

However, it is not enough to simply provide courses and support. It is also important to involve student teachers in the planning process. A study by Tschannen-Moran and Woolfolk Hoy (2007) found that involving student teachers in planning activities helped to increase their self-efficacy. The findings from these studies have significant implications for teacher education programs. These programs need to prioritize the development of self-efficacy among their student teachers. This can be achieved through a variety of means, including providing support and feedback from university supervisors and involving student teachers in planning activities (Simoncini, Lasen, & Rocco, 2014; Merc, 2015; Balci, Sanal, & Uguten, 2019).

Moreover, the development of self-efficacy is critical for the success of student teachers as they transition into full-time teaching roles. A study by Zee and Koomen (2016) found that teacher self-efficacy significantly predicted job satisfaction and teacher retention.

Preservice teachers' efficacy has suffered from a lack of constructive knowledge on what teachers' efficacy is and why it is important. Among the other variables identified in this research study, leadership support would be one of the most important variables in developing pre-service teachers' sense of self-efficacy, and this can be done by providing professional training for school leaders (AlShammari, Testerman, & Halimi, 2020).

In conclusion, the journey to high teacher self-efficacy for preservice teachers is a dynamic and evolving process. It involves the integration of personal background, formal education, practical experiences, mentorship, reflection, and ongoing professional development. As the educational landscape continues to evolve, teacher preparation programs need to adapt and provide preservice teachers with the resources and support needed to foster their self-efficacy beliefs. By recognizing and nurturing these beliefs, we empower the next generation of educators to have a lasting positive impact on student learning and educational outcomes.

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