CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents Self-efficaccy theory, Pre-service Teacher, and Previous study.

A. Self Efficacy Theory

Self-efficacy theory is concerned primarily with the role of personal cognitive factors in the triadic reciprocality model of social cognitive theory-with both the effect of cognition on affect and behavior and the effect of behavior, affect, and environmental events on cognition. Self-efficacy theory maintains that all processes of psychological and behavioral change operate through the alteration of the individual's sense of personal mastery or self-efficacy (Bandura, 1977, 1982b, 1986). *Self-efficacy* was originally defined as a rather specific type of expectancy concerned with one's beliefs in one's ability to perform a specific behavior or set of behaviors required to produce an outcome (Bandura, 1977).

The definition of *self-efficacy* has been expanded, however, to refer to "people's beliefs about their capabilities to exercise control over events that affect their lives" (Bandura, 1989, p. 1175) and their "beliefs in their capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over task demands" (Bandura, 1990, p. 316). Thus, self-efficacy judgments are concerned "not with the skills one has but with judgments of what one can do with whatever skills one possesses"

(Bandura, 1986, p. 391). According to Bandura (1977), "people process, weigh, and integrate diverse sources of information concerning their capability, and they regulate their choice behavior and effort expenditure accordingly" (p. 212). Thus, expectations concerning mastery or efficacy have generative capability and determine choice of goals and goal-directed actions, expenditure of effort in the pursuit of goals, persistence in the face of adversity, and emotional or affective experiences (Bandura, 1986; Locke & Latham, 1990).

1. Dimensions of Self-Efficacy

Self-efficacy expectancies are viewed as varying along three dimensions: magnitude, strength, and generality (Bandura, 1977, 1982b, 1986). *Magnitude* of self-efficacy, in a hierarchy of behaviors, refers to the number of "steps" of increasing difficulty or threat a person believes himself capable of performing. For example, a person who is trying to abstain from smoking may believe that he can maintain abstinence under conditions in which he feels relaxed and in which no others present are smoking. He may doubt, however, his ability to abstain under conditions of higher stress and/or when in the presence of other smokers (DiClemente, 1986).

Strength of self-efficacy expectancy refers to the resoluteness of a person's convictions that he or she can perform a behavior in question. For example, two smokers may believe themselves capable of abstaining from smoking at a party, but one may hold this belief with more conviction or

confidence than the other. Strength of self-efficacy expectancy has been related repeatedly to persistence in the face of frustration, pain, and other barriers to performance (Bandura, 1986).

Generality of self-efficacy expectancies refers to the extent to which success or failure experiences influence self-efficacy expectancies in a limited, behaviorally specific manner, or whether changes in self-efficacy expectancy extend to other similar behaviors and contexts (e.g., Srirlth, 1989). For example, the smoker whose self-efficacy expectancy for abstinence has been raised by successful abstinence in a difficult or high-risk situation (e.g., in a bar around other smokers) may extend his feelings of self-efficacy to other contexts in which he has not yet experienced success or mastery. In addition, successful abstinence might generalize to other contexts of self-control, such as eating or maintaining an exercise regimen.

2. Distinguishing Three Domains of Self-Efficacy

Self-efficacy can be assessed for *behaviors* (e.g., social skills, assertiveness skills, smoking and drinking behavior), *cognitions* (e.g., the ability to control intrusive or depressive thoughts), and *emotions* (e.g., the ability to control one's mood in general, or in specific problematic situations, such as being assertive with one's employer or managing one's anxiety when asking someone for a date). These distinctions also may be useful in designing intervention strategies. Effective psychological interventions lead to significant change in all three domains, although

different theories and approaches to psychotherapy differ in their emphasis of one type of change over the others. Thus, to be most effective, interventions should be directed toward enhancing self-efficacy for behavioral control, cognitive control, and affective or emotional control.

a. Behavioral self-efficacy

It refers to the belief in one's ability to perform the specific actions needed to gain mastery over a problem situation. *Self-efficacy* was originally defined as a belief about behavior, and the vast majority of research on self efficacy has been concerned with self-efficacy for the performance of behaviors and behavioral strategies. In fact, a number of studies have demonstrated that measures of self-efficacy are better predictors of behavior than is past performance (Bandura, 1986a; Williams, Chap. 3, this volume). The research concerning behavioral self-efficacy comprises the vast majority of the chapters in this volume. Behavioral self-efficacy is important in adjustment in innumerable ways. Because most successful interventions for problems of adjustment involve teaching new behaviors or skills, altering and measuring changes in self-efficacy for these skills are essential for arranging and measuring treatment efficacy. Not only must people be taught new skills (e.g., how to behave more assertively), they must also be taught to believe that they can do what they have been instructed to do in those situations in which it matters the most-when the psychotherapist or counselor is not

present.In self-efficacy theory, behavioral self-efficacy is best changed through the exercise of the behaviors of interest. The successful exercise of a new skill (or an old skill in a new situation) leads to the enhancement of behavioral self-efficacy, which then encourages the client to initiate the behavior in other situations and to persist in the face of obstacles.

b. Cognitive Self-Efficacy

Cognitive self-efficacy refers to perceptions of the ability to exercise control over one's thoughts. Because a self-efficacy belief is itself a cognition, cognitive self-efficacy is a cognition concerning one's cognitions. Facilitating self-efficacy for control of cognitions can help clients set more realistic and attainable goals when dealing with stressful situations, especially situations that may not be affected by a client's behavioral changes.

Little research has been conducted on assessing self-efficacy for controlling cognitions, but what has been done is promising (e.g., Ozer & Bandura, 1990). For example, a recent study of dental anxiety (Kent & Gibbons, 1987) found that persons low in dental anxiety had fewer negative thoughts about dental appointments than persons high in dental anxiety, and, more important, that low anxiety persons expressed having more control over their negative thoughts than high anxiety persons. If self-efficacy can be applied to the control of

anxiety-related cognitions, then it also might be applied effectively to the control of anxiety and other emotions.

c. Emotional Self-Efficacy

Self-efficacy refers to beliefs in the ability to perform actions that influence one's moods or emotional states. A sense of emotional self-efficacy is important because people who seek psychotherapy do so not only because they are in distress *now,* but also because they expect their distress to continue-because they believe their feelings are beyond their own control.

Emotions are controlled not directly but through changes in cognition or behavior (e.g., thought-stopping, cognitive rehearsal, exercise, relaxation techniques). In fact, people care about controlling their thoughts and behaviors largely because they want to control their feelings. Thus, emotional self-efficacy may be measurable only indirectly through the measurement of self-efficacy for cognitive and behavioral strategies for controlling mood, such as thought-stopping, cognitive self-regulation, relaxation procedures, exercise, and engaging in pleasant or mastery-related behaviors.

3. The Level of Self-effiacy

A paper by Bandura (1993), he sums up the different aspects of self-efficacy. People who have a low sense of efficacy in a given domain may withdraw from difficult tasks. They have lower aspirations and a weaker commitment to the goals they choose to pursue. They do not

concentrate on how to perform well. Instead they spend much of their energy on focusing on limitations and failures. When faced with difficult tasks, they are plagued by their personal deficiencies and the obstacles they might encounter. They decrease their efforts and quickly give up in the face of challenges. They are slower to recover their sense of efficacy following failure or setbacks because they perceive their insufficient performance as an expression of their insufficient capabilities

On the contrary, people with high efficacy beliefs may approach difficult tasks as challenges to be mastered rather than see the all the limitations. This approach may foster in intrinsic interest in activities. They set themselves perfectly challenging goals and maintain strong commitment to accomplish them. They sustain their efforts in the face of failure, and they attribute failure to insufficient effort or deficient knowledge and skills that are achievable. They quickly recover their sense of efficacy after failures or setbacks (Bandura, 1993).

(Bandura, 1994; Pajares, 2002) Strong sense of self-efficacy affects the way how individuals approach to demanding tasks, which they take rather like a challenge than a threat (Bandura, 1994). Some authors (Gillnerová et al., 2011; Rutter, 1990; Tedeschi & Calhoun, 1995) name it a relation between self-efficacy and ressilience of an individual. It can be claimed in general that a high level of self-efficacy results in setting of demanding targets, making effort to achieve them, smaller probability to

be beaten by stress, controlling own emotional states and also in active approach to hardship (Bandura, 1994; Gillnerová et al., 2011).

On the contrary, individuals with a low level of self-efficacy have doubts about their qualities, they tend to be beaten by stress, attempt to avoid demanding tasks, since they take them as a threat, and their aspirations are low like their resolve to achieve these tasks (Bandura, 1982, 1994; Gillnerová et al., 2011, Pajares, 2002).

Tschannen-Moran and Woolfolk Hoy (2001) also indicated the level of self-efficacy with scale such 1–2 *Nothing*, 3–4 *Very Little*, 5–6 *Some influence*, 7–8 *Quite a Bit*, and 9 *A Great Deal*. This full-scale analysis of efficacy using the TSES can also be analyzed through three categories of efficacy: (a) efficacy in student engagement, (b) efficacy in instructional practice (also referred to as efficacy in instructional strategies), and (c) efficacy in classroom management. To determine subscale scores, Tschannen-Moran and Woolfolk Hoy (year?) have categorized the questions of the short-form TSES into these three factors.

Efficacy in student engagement. This factor measures the extent to which teachers believe that they can engage students in learning. Questions from the TSES that align with this efficacy are as follows:

Item 2: How much can you do to motivate students who show low interest in school work?

Item 4: How much can you do to help your students value learning?

Item 7: How much can you do to get students to believe they can do well in school work?

Item 11: How much can you assist families in helping their children do well in school?

Efficacy in instructional strategies. This factor measures the extent to which teachers believe that they can employ sound instructional practices to bring about student learning. Questions from the TSES that align with this efficacy are as follows:

Item 5: To what extent can you craft good questions for your students?

Item 9: To what extent can you use a variety of assessment strategies?

Item 10: To what extent can you provide an alternative explanation or example when students are confused?

Item 12: How well can you implement alternative teaching strategies in your classroom?

Efficacy in classroom management. This factor measures the extent to which a teacher believes he or she can employ effective classroom management strategies in order to create opportunities for learning. Questions from the TSES that align with this efficacy are as follows:

Item 1: How much can you do to control disruptive behavior in the classroom?

Item 3: How much can you do to calm a student who is disruptive or noisy?

Item 6: How much can you do to get children to follow classroom rules?

Item 8: How well can you establish a classroom management system with

each group of students?

Based on the theory of the level of self-effiacy above, I correlete

the theory both of Bandura and Tschannen-Moran also Woolfolk Hoy to

give definition about *Nothing*, *Very Little*, *Some Influence*, *Quite a Bit*, and

A Great Deal.

Scale	Definition
Nothing 1-2	− Keep away from difficult tasks − They tend to be beaten by stress when faced the task − Cannot control emotional states such as moods, nervous, doubt and anxiety − Have lower aspirations and a weaker commitment to the goals they choose to pursue − Have nothing concentration on how to perform well − Just focusing on limitations and failures − Quickly give up − Slower to recover their sense of efficacy following failure − Have doubts about their qualities and capabilities
Very Little 3-4	− Very little desire to face difficult tasks − They tend to be beaten by stress but just little relax − Almost cannot control emotional states such as moods, nervous, doubt and anxiety − Have little aspirations and a weaker commitment to the goals they choose to pursue − Have little concentration on how to perform well − Very little to be sure about their success than failure − Little spirit then give up − Not too easy to recover from failure − Have little confident about their qualities and capabilities
Some Influene 5-6	− They do not avoid the task, just face it but sometimes they feel stress just a little − They have enough spirit to reach their goal but sometimes the feel worry about their capability even just a little

	– When they have a failure, they are able to recover their sense and cconsider to try again, but just a liitle influenced
Quite a Bit 7-8	– Challenging to face difficult tasks – Smaller probability to be beaten by stress – Able control emotional states such as moods, nervous, doubt and anxiety – Have high aspirations and commitment to the goals they choose to pursue – Have high concentration on how to perform well – Not focus on limitation and failure enough – Not easy to give up – Quite easy to recover their sense of efficacy following failure – Have enough confident about their qualities and capabilities
A Great Deal 9	– Very challenging to face difficult tasks – There is no stress when faced the task – Very capable control emotional states such as moods, nervous, doubt and anxiety – Have higher aspirations and commitment to the goals they choose to pursue – Have higher concentration on how to perform well – Not focus on limitations and failures – Never give up – Very easy to recover their sense of efficacy following failure – Very confident about their qualities and capabilities

From definition of each scale above, I make an indication that students who get scale 1-2 for nothing and 3-4 for very little included as the low level of self-effiay, then scale 5-6 for some influene, 7-8 for quite a bit and 9 for a great deal will be included as the high level of self-effiacy. Means having low level of self-effiacy indicate that the english students are not sure to be an english teacher because they are not believe that they can do and always feel doubt about their own ability in doing task. When they get a failure they easily down and give up soon. Then, for

students who have high level of self-efficacy are sure they want to be an english teacher because they believe that they are capable to do something, and confidence with their ability to try in every task included they can motivate students, manage classroom, explain the material well, implement the teaching strategies and get the students to follow classroom rules. However not always be perfect one, sometimes they also get a stress in a certain task, but the point is they still have a belief that they are able to do the task.

4. Strategies for Enhancing Self-Efficacy

A self-efficacy approach to psychological interventions is based on the assumption that the individual seeking assistance is experiencing a low and ineffective sense of personal control and that one of the major goals of the intervention is its restoration. There are a number of strategies for restoring self efficacy by Integrating Sources of Self-Efficacy Information

The major sources of self-efficacy information (See Maddux, Chap. 1, this volume) verbal persuasion, vicarious experience, imaginal experience, physiological and emotional arousal, and performance experiencesuggest strategies for constructing effective interventions. Most effective psychological interventions involve combinations of more than one source of self-efficacy information. For example, successful treatment with agoraphobic clients may require intervention using all sources of efficacy information.

1) *Emotional and Physiological Arousal-teaching* the client to relax and feel less anxious when out in public

2) *Verbal Persuasion-encouraging* the client to attempt feared behaviors and challenging the client's expectations of catastrophe

3) *Vicarious* Experiences-observation of filmed or live models (such as the therapist) engaging in feared behaviors or participation in an agoraphobic group

4) *Imaginal Experience-imagining* oneself engaging in feared behaviors (e.g.,systematic desensitization)

5) *Performance Experiences-actual* practice in engaging in feared behaviors, such as leaving one's home and approaching a feared situation or setting such as a supermarket (see also Williams, Chap. 3, this volume).

There are four major sources that contribute to the development of self-efficacy beliefs. See the list below (Bandura, 1977).

4   ways to develop self-efficacy beliefs

1)   Performance accomplishments: "The experience of mastery influences your perspective on your abilities. Successful experiences lead to greater feelings of self-efficacy. However, failing to deal with a task or challenge can also undermine and weaken self-efficacy." Some authors also stated that in cognitive treatments of depression, arranging successful experiences that will counteract low self-efficacy expectancies

(Holon & Beck, 1994; and Ingram, Kendall, & Chen, 1991, for reviews). It was also supported by Housego, 1992; Hoy & Woolfolk (1990) which state that teacher´s beliefs about his/her own abilities to influence learning and behaviour of pupils (PTE) are rather affected by actual education experience. Similarly, the first and most powerful career intervention can be structuring successfull past performance accomplishments (Betz: 1992).

2) Vicarious experience: "Observing someone else perform a task or handle a situation can help you to perform the same task by imitation, and if you success in performing a task, you are likely to think that you will success as well, if the task is not too difficult. Observing people who are similar to yourself success will increase your beliefs that you can master a similar activity."

3) Verbal persuasion: "When other people encourage and convince you to perform a task, you tend to believe that you are more capable of performing the task." Constructive feedback is important in maintaining a sense of efficacy as it may help overcome self-doubt. As stated by Betz (1992) that conselour should also utilize verbal persuasion, encouragement, and seek to strengthen client's career self-efficacy beliefes by expressing confidence in their capabilities

and it will added more their confident. Internal factors have a greater and more direct impact on academic achievement or failure than external factors (Brown et al., 2001; Wigfield, 1994). Students having intrinsic motivation are more likely to pursue their studies when faced with in academic challenge (Vallerand and Bissonnette 1992).

4) Psychological states: "Moods, emotions, physical reactions, and stress levels may influence how you feel about your personal abilities. If you are extremely nervous, you may begin to doubt and develop a weak sense of self-efficacy. If you are confident and feel no anxiety or nervousness at all, you may experience a sense of excitement that fosters a great sense of self-efficacy." It is the way people interpret and evaluate emotional states that is important for how they develop self-efficacy beliefs. For this reason, being able to diminish or control anxiety may have positive impact on self-efficacy beliefs. Some authors said that reducing negative emotional arousal are therefore important factors in furthering one's career in positive direction (Sullivan & Mahalik, 2000; Betz, 1992).

5. Assessment of Self-Efficacy and Adjustment Difficulties

A social cognitive approach to understanding human adaptation and adjustment stresses the importance of situational, behavioral, cognitive, and affective specificity in the assessment of problems in adaptation. Toward this end,.the self-efficacy model and the considerable research on measurement of self-efficacy expectancies may be useful by specifying targets of intervention and evaluating intervention effectiveness.

a. Specifying Targets for Intervention

The assessment of self-efficacy can assist in targeting specific competency-related beliefs and situations, predicting areas of potential difficulty, and tailoring interventions to Illeet an individual's special needs. For example, a self-efficacy inventory that provides detailed information about "at risk" situations for people with eating problems or substance abuse problems (e.g., DiClemente, Fairhurst, & Piotrowski, Chap. 4, this volume; Schneider, O'Leary, & Bandura, 1985) can help the clinician clarify, anticipate, and prevent problems that clients typically encounter when attempting new or anxiety-provoking behaviors (e.g., behaving assertively with a teacher or employer, asking an attractive person for a date, controlling food intake in the face of temptation, or refusing a drink or cigarette when offered one at a party). Such information can also assist in the timing of specificinterventions, because the clinician and the client are better able to anticipate

situations in which difficulties are likely to occur and then plan strategies for coping with these situations.

b. Evaluating Intervention Effectiveness

The assessment of self-efficacy before, during, and following an intervention may be useful in the evaluation of the intervention's effectiveness. As noted earlier, most theories and models of psychotherapy emphasize the importance of helping the client attain a greater sense of personal mastery or competence (J. D. Frank & J. B. Frank, 1991; Goldfried & Robins, 1982; Korchin, 1976). However, perceptions of personal mastery, if measured at all as a part of treatment evaluation, usually have been measured as global traitlike constructs (e.g., locus of control, self-esteem). In understanding adaptation and adjustment, evaluating specific self-efficacy expectancies about specific behaviors and specific life goals is usually more useful than simply examining a person's general sense of competence or effectiveness. Specificity helps a clinician determine exactly what beliefs and behaviors need to be changed in what situations to help the person experience success and begin to feel and be more effective and productive. According to Bandura (1986), "a global self-conception does not do justice to the complexity of self-efficacy percepts, which vary across different activities, different levels of the same activity, and different circumstances" (1986a, p. 410).

Self-efficacy theory has encouraged research on the development of assessment instruments that are problem-specific and therefore more useful clinically than omnibus measures of self-esteem or self-concept or instruments designed to assess "personality." Such measures should be of particular interest to behavioral and cognitive-behavioral clinicians because of their emphasis on careful specification of targets of change and techniques for facilitating change.

Most measures of· self-efficacy expectancies have been developed for research rather than for direct clinical use, but many of them share a number of characteristics that make them suitable for use in clinical settings: face validity, brevity, and specificity. In addition, research suggests that self efficacy measures are largely nonreactive in that the act of assessing self efficacy does not influence self-efficacy (Bandura, 1992). For these reasons, measures of self-efficacy can be used at frequent intervals to efficiently monitor client progress.

B. Pre-Service Teacher

Pre-service teacher education programmes aim to prepare graduates to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession (Bransford, Darling-Hammond, & LePage, 2005). Pre-service teachers need a sound foundation in subject content knowledge and learning theory, while research also highlights the need for pre-service teacher to be able to 'adapt

their instruction to students' pre-existing knowledge and beliefs about subject matter' (Porter & Brophy, 1988, p. 75).

1. Professional knowledge needed by the pre-service teachers

Although much of the literature around teacher knowledge has necessarily been about subject content, learning theories and pedagogical knowledge, Bobis (2007) emphasises the growing body of professional research on the importance of teachers' professional knowledge (McBer, 2000).

Current views identify the importance of up-todate professional knowledge (knowledge of policies and practice in the profession and the school context) and practices in teaching (AITSL, 2011; Australian Association of Mathematics Teachers, 2002; Australian National Council for Teachers of Mathematics, 2009; NSWIT, 2009). Bobis (2007) argues that, in addition to the traditional areas of study, there is a need for teachers to have a strong practical knowledge, encompassing current professional practices.As such, his advice to teacher educators about the structure and focus of teacher education courses is to look for opportunities for prospective teacher to discuss, interpret and reflect on the relationship between theory and practice.

Another contributor to the idea of professional knowledge and its acquisition is Eraut (1995), who proposes three domains of knowledge for teachers, which include subject matter knowledge, educational knowledge and societal knowledge. Eraut views the three domains as overlapping and

capable of subdivision into further knowledge categories, such as classroom, classroom-related, management and other professional knowledge.

2. Pre-service teachers' beliefs about knowledge.

One of the significant gaps in the literature that this study proposes to address is in relation to the views of the pre-service teacher about knowledge. There are many opinions on the value of knowledge for effective teachers, many reported from the viewpoint of the expert or experienced educator. Documentation of perceptions of the pre-service teachers has been limited with Jegede et al., (2000) suggesting that very few studies have actually sought the views of pre-service teachers regarding what they think they need to know and to what extent coursework and teaching experience contributes to the development of expert knowledge.Pre-service teachers believe that as they pass through a teacher education course they gain knowledge about methods and an increased ability to think critically (Ferguson & Womcak, 1993).

Ferguson and Womcak (1993) suggest that this enables the pre-service teachers to become more student-centred in their attitudes. Their research supports the belief that coursework in teacher education makes a positive difference in pre-service teaching performance and that achievements in education coursework is a more powerful predictor of teaching effectiveness than measures of subject content expertise. Similarly, pre-service teachers recognise that they need to have a high

level of competence with knowledge of concepts, pedagogy and PCK theories of learning if they are to go beyond merely 'keeping up with change' (Renyi, 1998, p. 73). Cochran-Smith and Lytle (2003) cite research by Reynolds on the learning and unlearning that occurs for the pre-service teacher. Cochran-Smith's (2003) research implicitly takes a position on ways of knowing about teaching and knowledge. Different ways of knowing include practical knowledge and when and how to act in actual teaching situations, 'what is known and worth knowing about' (Cochran-Smith, 2003, p. 41).

Teaching is a profession, knowledgeable teachers are not technicians but professionals worthy and able to make reflective decision or judgements; there is no single taxonomy or correct way of structuring knowledge base for teachers; it's not the volume of knowledge but the understanding of how professional knowledge is organised, validated and used. (Cochran-Smith & Lytle, 2003, p. 41) The pre-service teacher perceptions of knowledge as a teacher quality and how this might change with educational coursework and professional experience is important aspect of this research. This understanding will assist in identify those learning experiences that are of most value to the pre-service teachers in teacher education.

C. Previous Study

Some previous studies are reported from other researches which are related with my research. First research finding is reported from Habila, Simon, & Bala (2016) using survey method, and used quessionaire as an instrument to collect data of all research question, and find three evidances. They are the pre-service mathematic teachers have high level of mathematics self-efficacy and mathematics teaching self- efficacy. Another important finding of their study is the positive relationship that existed between pre-service mathematics teachers' mathematics self-efficacy and mathematics teaching self-efficacy. The results also indicated that the pre-service mathematics teachers' scores in mathematics teaching self-efficacy were generally higher than their scores in mathematics self-efficacy.

From the findings above, the way to collect the data is only by using questionnaire, and I suggest that research will be more meaningfull if interview should be a part for collecting data. This would reveal more of the pre-service teachers' beliefs of their potentials towards mathematics and mathematics teaching efficacy.

Another research is from Hakan & Esergul (2015) the primary finding was found using survey with respect to quantitative research methodology suggested that pre-service teachers, who still study at Department of Primary Education of Dokuz Eylul University, believe to a significant extent that they are capable of dealing with classroom management issues while teaching. Parallel results were also acquired by Kose who attempted to investigate

prospective teachers' views towards classroom management (2010). Furthermore, Yeşilyurt (2013) in his investigation upon self-efficacy perceptions of prospective teachers found out they perceived themselves "quite efficient" in terms of classroom management.

Another evidence of this investigation revealed female prospective teachers' beliefs about their own capacities in classroom management is greater than male prospective teachers. This indication could be grounded on the opinion that female teachers are more custodial and stick to the classroom ground rules and more persistent in controlling disruptive behaviors in the classroom compared to males. This idea was also sustained by the findings of Celep maintaining that female teachers have a tendency for controlling students with disciplined rules in a more bureaucratic manner (2000).

As a contrast, Martin and Yin's (1997) inquiry suggested males were more self-confident, rigid, assertive, authoritarian, and even aggressive than female counterparts. In the educational realms, there are numerous studies indicating notable variances in prospective teachers' self-efficacy beliefs in terms of gender (Celep, 2000; Calıskan et al. 2010; Martin & Yin, 1997; Martin et al., 2006; Ozdemir, 2008; Yaman, Koray & Altunçekic, 2004); albeit contrasting inquiries are also present suggesting no major difference between females and males (Akbaş & Çelikkaleli, 2006; Baykara, 2011; Bozdoğan & Öztürk, 2008; Cerit, 2011; Çakıroğlu, Çakıroğlu & Bone, 2005; Çubukçu & Girmen, 2008; Gençer & Çakıroğlu, 2005; Shin & Koh, 2007;

Üstüner et al., 2009). It is therefore concluded that there is no clear consistency among the implications of various studies on this issue.

That is good if the finding of research is same in term of pre-service teacher in managing classroom. However, the research can be conducted more of that. For example, after knowing the result that pre-service teachers are capable in clasroom management, it can be investigated more, not only that. Such as the factors influence or how to enhancing self-efficacy so the pre-service teachers are able to conduct a well clasroom management. Then, there is no clear consistency with the result of comparing gender toward each self-efficacy. From that case, it should be better if the research problem not only want to know the scale of sel-efficacy's scale about gender, but it can be added by question *why* or *how* the gender has different level of self-efficacy. So, it will be a great finding. Beside that, the way how they select the sample is do not quite good. Because, the researchers of the study above take a sample between male and female in not proportional sample, so the result is the female has slightly higher self-efficacy than male. It shoud be better if use subject criteria to avoid an effect sample size.

Related with my research, some previous studies above has the same topic with my research that is about self-efficacy of pre-service teachers, and also the theory used are almost the same, The difference is in the research area, the problem investigated, research design, method, subject and instrument. This research was conducted for completing the research before. This research not only try to capture how the level of self efficacy, but also

going to know further and deeper information about the strategies to develop self-efficacy of pre-service teacher. Then, to investigate the problems are conducted by using explanatory research with mix method to collect the data, so the instruments used are questionnaire for respondents which is used to know self-efficacy level. Interview also reviewing documents are involved to know the strategies of developing self- efficacy which is delivered to subjects who are sellected using subject criteria. Therefore, my research extremely difference with other reasearch and I am sure it will give a contribution more to the literature, college students, college, school and others.