Exploring Teacher Efficacy Beliefs from The Perspectives and Experiences of Novice Malaysian Teachers

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ABSTRACT

Developing a high level of efficacy can be challenging for teachers with three or fewer years of teaching experience. Therefore, there is a need to understand which learning experiences contribute to the formation of teachers' efficacy beliefs during the first three years of teaching in educational settings. This study aims to explore and identify the factors that influence novice teachers' efficacy beliefs during the initial years of their careers. In-depth semi-structured interviews with three full-time teachers in the state of Pahang, Malaysia, who have been teaching for 1 to 3 years in public schools, were conducted through purposive sampling. The data obtained from these case studies were analysed using thematic analysis which revealed four main themes: (1) Development of self-efficacy, (2) Teacher adaptability, (3) Professional competencies, and (4) Continuing education effort. This study provides insight that novice teachers' efficacy beliefs can be developed and improved, particularly by considering the sources of and influences on self-efficacy, early teaching experiences and commitment to the profession. Future research should investigate the best methodology to use for collecting evidence of self-efficacy, as it is not a fixed construct and can be developed over time. Besides, school administrators play a significant role in fostering self-efficacy in teachers especially the novices by providing professional development programmes and encouraging them to participate. Such programmes can help teachers expand their knowledge and skills, make changes to their teaching methods or styles, and become more efficient in meeting the needs of their students.

Keywords: Self-efficacy; Teacher efficacy beliefs; Novice teachers; Teaching effectiveness

INTRODUCTION

Efficacy is the ability or method of achieving something in order to produce the intended result or effect. Self-efficacy is the person's belief that they are able to act in certain ways that are necessary to reach specific goals, objectives, or some specific performance achievements. One of the greatest challenges for teachers is to be competent and efficient in order to complete tasks and successfully produce the desired results, especially for student learning. Tschannen-Moran and Hoy (2001) described teachers' efficacy belief as an evaluation of their ability to achieve desirable student engagement and learning results, even with challenging or unmotivated learners. The definition is consistent with Lu, Chen, Xu, Chen, and Wu's (2016) findings which revealed that teacher self-efficacy has a substantial impact on their perseverance, dedication, and teaching behaviours when working with challenging students. These studies found that teachers with high levels of self-efficacy recognise the importance of their teaching abilities and how their beliefs help their students attain academic achievement (Wang, 2022; Kim & Seo, 2018).

According to Bandura (1997), a teacher is more inclined to teach a subject or lesson if he or she believes they will succeed. Teachers' perceived efficacy in the classroom influences the activities they choose for instruction, their classroom management practices, and the quality of their lesson delivery. As a result of increased teacher self-efficacy, student learning will improve (Bandura, 1997). Self-efficacy is most flexible during the early years of teaching. Teachers' feelings of efficacy are more likely to grow stronger as they gain experience (Graham, White, Cologon, & Pianta, 2020; Podolsky, Kini, & Darling-Hammond, 2019; Ladd & Sorensen, 2017). In terms of student achievement, teacher retention, and performance, the creation and maintenance of self-efficacy improvement in novice teachers are crucial (Fox & Peters, 2013). Novice teachers with high self-efficacy are more inclined to remain in the field because they "feel higher satisfaction in teaching... and experience less stress" (Tschannen-Moran, Hoy & Hoy, 1998, p. 236).

Furthermore, Knoblauch and Woolfolk Hoy (2008) highlighted that teachers' beliefs about their skills and capabilities have been regarded to be the traits helpful in teaching since they influence how they learn to teach, as well as their views, evaluations, decision-making, and behaviours inside the classroom. As a result, teacher efficacy beliefs are thought to be better predictors of their teaching practices (Poulou, Reddy, & Dudek, 2019; Choi & Lee, 2018).). It is clear that teacher efficacy beliefs influence teaching behaviours and student performance, and its growth is influenced by a variety of elements including instructional tasks, excitement, motivation, and subject matter knowledge.

Additionally, in teacher education and educational leadership literature, the word novice teacher has been employed in a variety of ways. Kim and Roth (2011), for example, described a novice teacher as someone who has less than five years of teaching experience. Some researchers, on the other hand, limited the criteria to teachers with less than three years of experience (Barrett et al., 2002).

BACKGROUND OF STUDY

Developing a high level of efficacy can be challenging for teachers who have completed three or fewer years of experience in teaching. Teacher efficacy is believed to be most susceptible in the challenging early stage and then increases and becomes more firmly established as the teacher gains experience (Graham et al., 2020; Podolsky et al., 2019; Ladd & Sorensen, 2017). In addition, previous studies have shown that teachers' self-efficacy is related to a host of positive factors in the classroom including reduced stress, student motivation, achievement gains, and career longevity (Wang, 2022; Alibakhshi, Nikdel, & Labbafi, 2020; Kim & Seo, 2018; Zee & Koomen, 2016). However, understanding which learning events contribute to the building of teachers' efficacy beliefs over the first three years of teaching in the educational context remains a challenge. As it is understood that an increased sense of personal efficacy may affect how teachers manage classroom activities, giving them more control over issues such as school discipline, teaching approaches, and adversity control, among other things.

Considering these gaps in the efficacy research, more qualitative or mixed methods conceptual studies are needed to acquire a greater comprehension of teacher efficacy beliefs, as there may be other factors influencing the formation of this multi-faceted phenomenon (Sevimel & Subasi, 2018). To address these issues, the present study aims to explore the factors that influence novice teachers' efficacy beliefs during the initial years of their careers.

During their early years as teachers, novices face numerous hurdles. Teachers require expertise in both subject matter material and teaching, yet it appears natural that novice teachers are better able to build pedagogical competence after some time in the classroom (Brandsford, Brown, & Cocking, 1999). According to a study by Gamborg, Webb, Smith, and Baumgartner (2018), even with the best preparation, novice teachers face the obstacles of learning significant new knowledge and abilities on the job. Induction programmes have been demonstrated to help ease the transmission of knowledge between novice teachers' preparation and practice, as well as assist teachers in furthering their preparation throughout their initial years in the classroom. Besides, the study found that teacher self-efficacy and performance expectations may be influenced by classroom variables such as class size, curriculum area, and subject matter experience. A novice teacher, for example, may teach a subject in which they have no prior expertise, have not studied to teach, or have not planned or expected to teach, and this may have an impact on their self-perceptions and motivation to continue teaching.

Munshi (2018) in his study discovered that mentors are crucial in assisting novice teachers in engaging in inquiry and reflecting on the consequences of their work in ways that enhance their professional self-efficacy. The study also discovered that when novice teachers' mentors work at the same place, they have stronger self-efficacy and engage in more reflective teaching practices. The mentors in the same setting were able to visit classrooms more

regularly and provide feedback. As a result, the new teacher was able to look back, modify, and evaluate the practice more quickly, which improved student learning.

In addition, Sevimel and Subasi (2018) found that English Language Teaching (ELT) education, practicum experiences, perceived language proficiency, and affective states, were the four main factors that influenced the development of teacher efficacy perceptions in pre-service teachers either positively or negatively. Practicum experiences had the greatest impact on perceived teacher efficacy. The practicum experiences were the most important factor in improving teacher efficacy perceptions. Classroom practices, student characteristics, cooperating and supervisory teachers' attitudes, and feedback all had a significant role in developing positive or negative teacher efficacy judgments.

Furthermore, a recent study by Hemalin (2020) revealed that suburban school environments are a predictor of self-efficacy in decision-making among first-year teachers, which contributes to the body of knowledge in the field of teacher self-efficacy research. Although this discovery is not surprising given the nature of a suburban school setting, it does provide some insight into how a school environment can influence a teacher's decision-making abilities. The study also discovered that first-year teachers' disciplinary self-efficacy is significantly influenced by their knowledge and grasp of classroom management procedures and strategies. This finding, on the other hand, is directly related to the necessity of classroom management strategies and processes being taught consistently in teacher training programs.

The association between teacher self-efficacy and retention has been studied in such studies (Skaalvik & Skaalvik, 2016; Chesnut & Burley, 2015; Klassen & Chiu, 2011). Nonetheless, many of the teachers who leave during the first five years of teaching have lower self-efficacy beliefs (Skaalvik & Skaalvik, 2016; Klassen & Chiu, 2011). Furthermore, motivational factors were found to be closely linked to teacher self-efficacy beliefs (Chesnut and Burley, 2015), resulting in negative self-efficacy beliefs and possible stressors, which is one of the factors that cause teachers to leave the field (Skaalvik & Skaalvik, 2016). Hughes (2012) also found that intrinsic; motivation, personal teaching efficacy, job satisfaction, and extrinsic; time off, scheduling, and retirement are factors that influenced teachers' self-efficacy and retention. Student accomplishment is an important extrinsic factor that influences retention and self-efficacy. Student achievement and the use of best practices in the classroom boost teacher self-efficacy, which increases the chance of teacher retention (Hughes, 2012; Klassen & Chiu, 2011). When teachers believe they are making a difference, their self-efficacy may rise, leading to a cycle of greater motivation and job satisfaction.

Moreover, Curry, Webb, and Latham's study (2016) effectively documented the compelling character of novice teachers' experiences in their first years of teaching. The novices' perceptions highlighted five themes which are concerns about students, being overloaded and struggling, relationships with others, concerns about education quality and excessive accountability, and administrative challenges. In one study, the common themes among novice teachers are their shared norms and values and their relationship to teacher retention, which included the moral goal of fulfilling student needs as well as the relevance of high standards determining teachers' work (Brown & Wynn, 2007). This common goal of student learning among teachers and principals kept the teachers and principals focused on a mission larger than themselves, with one goal in mind: what was ideal for the students (Huling, Resta, &Yeargain, 2012).

In his study, Ozder (2011) claimed that novice teachers' self-efficacy views were shown to be adequate. In the classroom, novice teachers reported using verbal reprimands, collaboratively establishing classroom rules and routines with students, daily lesson planning, reinforcement for student achievement, multiple intelligences activities, discussion technique, concrete exemplification, visually supported extra activities, oral questioning, and interactive teaching methods. Likewise, according to Bakar and Shamsiah's (2009) findings, novice teachers in Malaysia who have been teaching for three years and less were moderately proficient in terms of student engagement, instructional strategies, and classroom management.

To sum up, past studies on teacher efficacy discussed several factors that influenced novice teachers' teaching efficacy, namely their performance expectations, the time and experience needed to build pedagogical competence, feedback and guidance from mentors, practicum experience, school environment, classroom management and strategies, motivational factors, and student achievement. However, the present study offers an understanding of novice teachers' efficacy beliefs and experiences based on Bandura's self-efficacy theory, which

includes enactive mastery experiences, vicarious experience, verbal persuasion and physiological and affective states.

METHOD
Research Design
This research is a qualitative case study. A case study design is thought to be best for a thorough and in-depth investigation of a complicated issue with a blurry boundary between context and issue, and many factors (Creswell, 2014). The case study method used in this research is believed to help explore experiences and roles that constitute teachers' efficacy beliefs through detailed and in-depth data collected from the participants.

Participants
This study was conducted in the state of Pahang, Malaysia. The participants were selected through a purposive sampling method, based on the following criteria: (1) working as a full-time teacher; (2) have been teaching in a public school for at least one to three years. The demographic data of the participants are presented in Table 1.

Table 1: Demography of participants

Pseudonym	Age	Gender	Years of teaching experience	Subject taught
Sean	28	Male	1.8	Sports Education
Andre	26	Male	1.6	Mandarin Language
Maya	28	Female	2	Malay Language

DATA COLLECTION
Three Malaysian teachers were identified as participants in this study through communicating and meeting with the school management. However, in order to receive permission to select novice schoolteachers, an official letter had been first sent to the District Education Office and the school authority for approval. The data then was collected through in-depth semi-structured interviews once consent was obtained from the selected teachers. Due to the COVID-19 pandemic, interviews were conducted one-on-one via Google Meet. The interview was a two-way dialogue in which both the researcher and the participant took part. With the permission of the participants, audio recordings of the interviews were made. Each interview lasted not more than one hour for each participant. To protect the participants' identities and maintain confidentiality, they were assigned a pseudonym.

DATA ANALYSIS
The in-depth semi-structured interviews were guided by structured interview questions in order to gain specific information from all participants. The interviews were audio recorded and then transcribed verbatim. Data were then thematically analysed into codes, categories, sub-themes, and lastly themes.

Ethical Consideration
To ensure the credibility and trustworthiness of the data, the member checks process was conducted by asking the participants to verify the researcher's interpretations of the data collected. Besides, to establish transferability, the purposive sampling method aids in the generalization of the study's findings, as the participants' characteristics are directly related to the areas of this research.

FINDINGS AND DISCUSSION
There are four main themes identified in this study. Table 2 shows the four main themes unravelled in this study. They are; (1) Development of self-efficacy; (2) Teacher adaptability; (3) Professional competencies; and (4) Continuing education effort.

Table 2: Main Themes and Sub-themes Generated Based on the Research Question

Research Question	Main themes	Sub-themes
RQ1: What are the novice teachers' perceptions of their teaching capabilities?	Development of self-efficacy	Enactive mastery experiences Vicarious experiences Verbal persuasion Physiological and affective states
RQ2: What are the novice teachers' early teaching experiences that constitute the growth of their efficacy beliefs?	Teacher adaptability	Motivation Coping with changes and challenges
RQ3: How do novice teachers show commitment to the profession and improve their teaching effectiveness?	Professional competencies	Personal characteristics Teacher preparation Teaching capabilities and skills
	Continuing education effort	Professional development

Theme 1: Development of Self-Efficacy
Sub-Theme 1: Enactive Mastery
Enactive mastery was identified as one of the important sources. This is in line with Gale, Alemdar, Cappelli, and Morris (2021) who discovered that teachers indicated enactive mastery experiences as the most common source of self-efficacy, followed by social persuasions and vicarious experiences. The participants described their teaching experience in difficult classes, successful teaching sessions in the classroom, and personal experience with students could influence them to perform well and be more likely to feel competent in teaching. Sean said that he used different approaches to attract students' interest when teaching difficult classes.

Furthermore, Andre perceived successful teaching as knowing students understood and learned something on that day, while Maya believed that fostering a positive relationship with students, helped her to create conducive classroom environments and be motivated to teach:

> *".... I'm not too strict with them but I always said in class, you can be my friends and you can make me your enemy.....So, it's more to a cool relationship, like friends but with limits..."*

Sub-Theme 2: Vicarious Experiences
Vicarious experiences also help develop the participants' self-efficacy as they compare their teaching with other colleagues that they have observed at the school, learn through watching a peer model performing tasks successfully, and observe another teacher as a good example to be followed. Andre admired the teacher's character, and how he worked, and attracted others' attention to listen.

> *"...when he speaks everyone will listen. One more thing, he is a loud person, he's really fierce. He's a firm and funny man. But they are afraid of him. The students are okay with him as long as they didn't make him angry. In terms of work, all are okay. All work he completed quickly and neatly."*

Meanwhile, Maya was inspired by the teacher's words and how she guided and put people a priority when making decisions. Sean learned through observing how the teacher teaches and brings her character into the class, and based on what he had heard from the students:

> *"I've never asked her. It's just based on my observations and what I heard from my students about her. Sometimes I look from afar, to see how she teaches the students, how she brings her character in the class, that make the students behave like that. And she's one of my favourite teachers there. That motivates me actually to be like her."*

Sub-Theme 3: Verbal Persuasion

Furthermore, verbal persuasion was considered another important source of self-efficacy development as the participants received students' feedback on teaching, students' participation in classroom activities, and enthusiasm about learning. They were able to encourage and influence students in completing the work given as well as motivate and promote students' meaningful learning and conceptual growth. Sean believed that engaging students in learning and classroom activities were the key element to effective learning:

> *"Okay, for me to know if the learning is effective, I will look at student class participation. When students interact with us, it means that they are trying to get and understand the knowledge even though they don't really well understand what we have said. When they don't understand, they will be automatically asking questions to me though they haven't had asked me any questions before. There will be some debate also if they need justification from me. At the end of the interaction, they did respond to me and give something, it is shown that what I've taught is effective to them."*

Andre reflected on students' achievement as a source of feedback on his teaching while Maya encouraged her students to improve and promote their growth:

> *"I will check which part in the paper that the students scored low and really need guidance and exercises. So, from there, I will emphasize and keep repeating it.....So, to help the average students to score or pass the paper, I will see which parts can help them. If they can't score all parts, at least they can score half of them. It's like that."*

Sub-Theme 4: Physiological and Affective State

The fourth source emphasized by the participants was physiological and affective states. It was how the participants interpret and recover the negative feelings or reactions they might experience in teaching that contributes to the development of their efficacy beliefs. Sean explained that the practicum experience was very helpful in the recovery of his negative feelings when he entered the real world:

> *"When we learned during undergraduate and postgraduate studies, for us to enter the school, we will still feel anxious and not confident with ourselves. Even with the knowledge that we have. But we can't expect what's in school, how the school operates, the system, we don't really know the real situation of the school session, the interaction with students. When we did the practicum, I think it will give an overview of how the school works. So, when we just started our class, although with less experience then we will know what we should do when we are tied to the timetable, other teacher's duties, so I think it gives an overview for me when entered to the real world. The experience was very helpful, and I knew what I need to do."*

Andre also believed that practicum provides practical experience to manage the classroom. Maya perceived the responsibility of a classroom teacher as challenging, however by learning where the students come from, she believed the job becomes easier.

Theme 2: Teacher Adaptability

Sub-Theme 1: Motivation

The first sub-theme demonstrated motivation as essential in adapting to real work environments that constitute the growth of the teachers' efficacy beliefs. Getting support and guidance from colleagues, having the desire to do more and improve teaching strategies, concerned about teaching effectiveness, and making a personal effort to develop oneself in teaching are actually induced their interest in this profession and boosted their motivation to do better as teachers. Sean felt motivated to work when he received knowledge, guidance, and support from his colleagues, while Andre made an effort to develop and improve his teaching by asking for help from other teachers who teach the same subject. Maya showed initiative to develop and improve herself as a teacher and became motivated by having supportive colleagues and strong teamwork:

> *"...I always ask my colleague or senior teachers there about ways of teaching, how to manage the class, the students in better ways. I do participate in any courses offered and lucky me as a Malay language teacher, it's already scheduled for us to do discussion."*

This finding is consistent with Skaalvik and Skaalvik (2019) who found that supportive colleagues revealed acceptable fit measures with collective teacher efficacy and teacher self-efficacy. It is also highlighted that support

for learning and development by peers significantly and positively influenced teachers' self-efficacy among novice and experienced teachers (Gonzales, Gonzales, Costan & Himang, 2020). In addition to that, intrinsic factors such as motivation, personal teaching efficacy, and job satisfaction, and extrinsic factors such as time off, scheduling, and retirement, are believed to be the factors that influenced teachers' self-efficacy and retention (Hughes, 2012).

Sub-Theme 2: Coping with Changes and Challenges
Being able to adapt in teaching work especially in the classroom by coping with changes and challenges appropriately, may help novice teachers develop their efficacy beliefs. Establish good relationships with students, acknowledge and believe that teaching practice could be improved, develop better personality, learn new skills through daily experiences, prioritize main tasks, have defined tasks, properly communicate with other teachers, learn to work independently by taking initiative to explore and ask others on how to deal with something are believed to be the participants' coping strategies to adapt with changes and overcome challenges as new teachers. Sean established a good relationship with his students to adapt and change the culture and their behaviour. He also realized the importance of shaping students in a holistic way and believed that teaching practice can be improved.

Maya stated that she learned to work independently as she developed decision-making and problem-solving skills through the profession. For example, she took the initiative to find strategies on how to deal with slow learners. She also learned how to deal with unsupportive and disruptive co-workers. Furthermore, Andre and Sean described that they developed better personalities since becoming teachers. Teaching has helped them to improve their social and teaching skills. Teaching entails constant change, and teachers are expected to adopt it on a regular basis in order to deal with new or unexpected demands and situations. Teachers' flexibility was favourably connected with perceived autonomy support, and both categories were highly linked with teachers' well-being and organizational commitment (Collie & Martin, 2017).

Theme 3: Professional Competencies
Sub-Theme 1: Personal Characteristics
A teacher's professional competencies include good personal characteristics, preparation such as knowledge of the subject matter, and capabilities or skills to recognize and understand students' needs and learning process, which are needed for effective teaching. Several studies described that having knowledge of teaching subject, preparation of alternative teaching methods, and concern about teaching effectiveness for the purpose of helping the students achieve their full potential, are the experiences and situations that influenced the novice teachers' judgment of their efficacy beliefs (Huling, Resta, &Yeargain, 2012; Ozder, 2011; Brown & Wynn, 2007; Brandsford, Brown, & Cocking, 1999).

The present study revealed that all participants possess personal characteristics of effective teachers such as enthusiasm, organisation, self-discipline, emotional intelligence, positive stance, dedication, optimism, ethics, and persistence. Sean mentioned he loves teaching and sharing knowledge with others since high school:

> *"...when I entered secondary school, I've started to have interest in teaching, delivering knowledge to others, especially teaching my friends and others."*

Maya was aware of sensitive issues and avoids harming students through words or actions. It showed that she was an ethical teacher and behaved professionally. She has a passion for teaching. She would make systematic preparation and careful planning on what to teach, which shows that she was an organized and disciplined teacher:

> *"...of course, before I conduct the class, I will prepare Rancangan Pengajaran Harian la, RPH. So, I have to decide the learning standard first, what I want to teach on that day. After doing the RPH, I need to prepare teaching materials. During the class, as usual, firstly I have to inform the students about the lesson objectives, and the learning standard must be related to the activities that will be conducted on that day."*

She was a persistent teacher as she believed in her ability to endure and overcome challenges in the profession. Meanwhile, Andre has the ability to manage and regulate his emotions or moods in the classroom:

> *"If I'm in bad mood (pause 2 seconds) I will teach them as usual (laughing). I can control it. No problem."*

He instilled positive values and attitudes toward students' learning experiences through his actions and speeches. Sean has the qualities of a dedicated teacher as he consistently worked to meet his strong expectations towards his students and believed in his responsibilities to help them achieve their goals. He was willing to develop in the profession and thinking the best possible things that could happen, which shows that he was an optimistic person,

Sub-Theme 2: Teacher Preparation
One of the crucial components of effective teaching and providing quality classroom teaching was teacher preparation. Having good knowledge of the subject matter, the students, classroom management, and contemporary teaching methods, doing preparation for alternative teaching methods as well as reflecting and reconsideration previous teaching sessions were viewed as proper preparation and helped make the participants better teachers and confident in what they do.

Sean managed to prepare for the lesson with the prior knowledge and experience he had, follows the syllabus given and focuses on the student's needs and interests:

> *"For me, it's not difficult to prepare all the materials because, during my undergraduate study,*
> *I have been given knowledge and exposure doing all of these things. So, I just follow the syllabus*
> *and use anything that I think is suitable for my students' situations and school needs. Like my*
> *school, maybe lack of tools, and for students, I look at the students' interest too whether they*
> *are more on listening or visual skills."*

He implemented rewards and punishment to promote student learning as one of his classroom management strategies. He did reflect on his teaching practice by making sure the students made maximum progress. A recent study by Hemalin (2020) claimed that first-year teachers' disciplinary self-efficacy is significantly influenced by their knowledge and grasp of classroom management procedures and strategies. This finding, on the other hand, is directly related to the necessity of classroom management strategies and processes being taught consistently in teacher training programs. Moreover, Andre described his preparation of alternative teaching methods by switching to simple teaching strategies:

> *"Erm… if Mandarin subject, I look at the difficulty of a particular aspect. If I teach a passage,*
> *then there is no what we called as pinyin in Mandarin. So, it would waste time if I ask them to*
> *memorize, there really isn't enough time in one hour. So, I will use a simple one to as not to waste*
> *time. To teach a passage, it would be difficult. I can do it, but it would take much time."*

He also varied the teaching methods to make the class interesting:

> *"Hmm… I alternate with games or showing videos, like that if I have more time.*
> *I will teach them basic things first."*

Maya's knowledge of contemporary teaching methods was discovered when she applied different styles of teaching methods to expose students to real-life situations:

> *"To make my class a bit different, sometimes I show videos, bring LCD and speaker to class,*
> *showing videos that are related to the topic learned on that day. Then, before COVID, I usually*
> *do inside class activities such as group presentation. For example, the topic is about food, then I*
> *ask them to bring old magazines, find pictures and do promotion about their shops and so on.*
> *So, they will present in front of the class. I emphasize it to form 4 and form 5 students because*
> *hey will go for job interview. And they also have oral test same as interview. So, any lessons*
> *about presentation and they need to talk in front is very important."*

She reflected on the outcomes of her students' work to check whether the learning was occurring effectively or not in the classroom. She also talked about systematic reviews conducted by the administrators for evaluating the teachers and it helped to improve her teaching performance and effectiveness.

Sub-Theme 3: Teaching Capabilities and Skills
In addition, the participants' teaching capabilities and skills could be described through their ability to perceive students' needs, foster an interactive learning approach, apply an effective learning approach to improve student learning, organisation and schedule of teaching activities, understand student's diversity in their learning abilities

and interests, ability to recognize students' nonverbal behaviours, and setting limits for effective behaviour management. Sean has the ability to perceive his students' needs by saying:

> *"Students at my school actually prefer to watch things such as pictures and videos. They are lack on listening skills, they will be sleepy. So, I will focus on preparing and using more visual materials like videos and pictures."*

He was also fostering an interactive learning approach in the classroom:

> *"I will talk less and ask more questions so that they will give responses to me. In class, I'm a person who likes to ask questions, I don't prefer explaining to them because they aren't really listening to what I've said. So, when I ask questions, at least it helps triggered the students to think although the answers are not really accurate. At least, they think and then they know. But I will tell them after that the right answers."*

Effective learning strategy was also applied to help improve his students' understanding:

> *"Usually, I will ask them to do mind-map for notes. I don't want to burden them with a lot of notes. I encourage them to write keywords for a topic. For example, what are the basic skills of badminton? I will ask them to write the three basic skills only, such as smash, lock & service. That's all, no explanation needed. So, I will ask them a lot in class. Then, when I ask again in the next class what are the basic skills, they can answer them."*

Maya practiced an interactive learning approach too, by eliciting a two-way communication learning process:

> *"...So, I show them the correct answer scheme and we do corrections together."*

She would organize the teaching activities properly and facilitates students' learning to ensure that they understood the lesson. Meanwhile, Andre planned his teaching activities accordingly and engages students in learning:

> *"Usually, I will ask them to memorize the short sentences. Then, ask questions and ask them to read. Like that. Chinese language really needs the students to memorize."*

He stated that he was able to recognize students' nonverbal behaviours. Thus, he would select an approach that could promote student learning based on his students' abilities.:

> *"The preparation is I usually look at the overview, the topic of the day, once I checked the topic, I already know what to teach first. Then, choose the approach that is suitable depends on the students who can speak Chinese language or not. If not, I will use an approach that is easy for them such as using Malay language more."*

Sean was also aware of the factors that affect his students' learning and their struggling:

> *"Yes, most of them are coming from underprivileged families. Sometimes their learning is disrupted as they help their parents work. They can't complete and submit their homework and easily get tired during class. So, they can't focus or pay attention in the class."*

Maya set limits for effective behaviour management in the classroom by saying:

> *"Okay for me, sometimes there are few students who are too comfortable with me and treat me like their friends. They forget that I'm their teacher. So, I always remind them that I'm your teacher, we can be friends but during class or serious time, please don't' be overacted."*

Jennings and Greenberg (2009) highlighted that teaching is not only a cognitive challenge but also socially and emotionally demanding. It is supported by the findings of a few studies that the self-efficacy belief of novice teachers was well established through other situations when they were concerned about students, maintains a good

relationship with students, and show concerns about education quality and excessive accountability (Curry, Webb, & Latham, 2016; Ozder, 2011).

Theme 4: Continuing Education Effort
Sub-Theme 1: Professional Development
The fourth theme revealed that professional development was needed and important for novice teachers to develop their knowledge and learn better ways to teach. Learning courses such as classroom management, child or adolescent psychology, effective teaching strategies, teaching techniques for slow learners, and selecting the best teaching methods were suggested by the participants to increase their expertise in the profession. Sean said that he wanted to change the students' way of thinking and school culture, and to be a better teacher and improve ways of teaching:

> *"So, I think I have two things that I want. First, maybe classroom management. Then,*
> *psychology. It can be child or adolescent psychology, how to change their way of thinking.*
> *Those are what I need right now. I want to change that culture, if possible and maybe*
> *that way can make me a better teacher and help my teaching."*

Andre needed courses to develop his teaching skills and efficacy by suggesting:

> *"I think the courses about classroom management, effective teaching strategies*
> *and how to choose a teaching method."*

Maya also wished to attend courses that can help enhance her students' learning experiences and develop teaching skills, such as ways to manage slow learner students and classroom management courses. Yoo (2016) reported that teachers' professional development effort has a beneficial effect on teacher efficacy. Gaining new knowledge and skills was generally positively linked to teacher efficacy, according to comprehensive self-analysis conducted in the study. Consistent with Bandura's view (1997), the findings showed overall positive teacher efficacy change with additional training that is designed to aid the teaching experience.

CONCLUSION AND RECOMMENDATION

In education, self-efficacy has emerged as a critical paradigm for predicting and explaining the perceptions and judgments that drive teachers' effort and perseverance in tasks and activities. This study provides insight how novice teachers' efficacy beliefs can be developed and improved, particularly by considering the sources of and influences on self-efficacy such as mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states. Future research needs to explore the best methodology to use for collecting evidence of self-efficacy, as it is not a fixed construct but can be developed over time.

This study shows that teachers' adaptability constitutes the growth of novice teachers' efficacy beliefs through the motivation and interpersonal support received, and strategies applied by them to cope with changes and challenges in the early years of teaching. Besides, self-efficacious teachers demonstrate competence and confidence in the profession with their personal qualities and characteristics, planning and preparation, as well as their teaching capabilities and skills. This study also indicates that novice teachers value the importance of continuous education as they enthusiastically seek ongoing professional learning to consistently improve their teaching practice.

Therefore, the findings of this study determine the need for continuing education for teachers during their early years of teaching. Hence, to bring change in education, policymakers must devise a strategy for offering effective professional development to new teachers in order to help them develop their skills and gain confidence in the classroom, which, in turn, affects the student's learning and achievement. It goes without saying that self-efficacious teachers are more effective at teaching students. Teachers are better prepared to become successful teachers when they have access to ongoing learning opportunities and professional development resources. In addition, school administrators also play a significant role in fostering self-efficacy in teachers especially the novices by selecting appropriate professional development programs and encouraging them to participate, so that they can expand their knowledge and skills, make changes to their teaching methods or styles, and become more efficient in meeting the needs of their students in the classroom.

For future research, it is recommended to include a mixed-methods study, and in-depth exploration through quantitative and qualitative investigations. Further research could measure the level of efficacy beliefs among novice teachers in the early years of teaching such as through surveys and explore how their level of efficacy

beliefs improved or changed over time based on the perspectives and experiences of new teachers. It would also be beneficial to examine the effectiveness of professional development programs toward novice teachers' efficacy beliefs. More studies are needed to identify suitable preparation and training programs or courses to assist novice teachers in developing their teaching skills and strategies.

TRANSPARENCY STATEMENT

The lead author* affirms that this manuscript is an honest, accurate, and transparent account of the study being reported; that no important aspects of the study have been omitted; and that any discrepancies from the study as planned (and, if relevant, registered) have been explained.

CONFLICT OF INTEREST

The authors declare no self-interest in the study conducted.

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