

Online Teaching Amid the Covid-19 Pandemic: How Self-Efficacious Pre-service EFL Teachers Are?

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Abstract

The sudden transition from an in-person class to online education due to the Covid-19 pandemic is not a new thing. Subsequently, it encourages educators to keep accommodating an effective learning environment. Studies agree that having a high level of self-efficacy in online teaching stands among the fields that educators need to have since it influences their behavior and motivation. Concerning this fact, the study intends to explore the self-efficacy of 53 pre-service EFL teachers who have already accomplished their online teaching practice. By distributing a self-administrated questionnaire, data revealed that pre-service teachers had a high level of self-efficacy on teaching online. The highest self-efficacy level was related to technology integration ($m=4.75$), followed by communicative language teaching (CLT) ($m= 4.39$), pedagogy ($m=4.35$), and the last; self-management ($m=4.26$). The findings also addressed that they had high self-efficacy to employ various online platforms to support and motivate students in online learning. Contrastingly, they had the lowest self-efficacy for managing their workload when teaching online. Come to an end, the study offers implications for education and teachers training programs to prepare their graduates to be accustomed to teaching online, considering the latest education need due to the Covid-19 pandemic.

Keywords: *EFL, pre-service teacher, online teaching, self-efficacy*

INTRODUCTION

The great shifting in education, particularly in the EFL setting, from offline to online teaching-learning activity practically is a familiar thing amid the Covid-19 pandemic all around the world, including Indonesia. Since teachers and students have no alternative way but to conduct remote teaching and learning process. As a matter of this current circumstance, EFL teachers and researchers have put their attention on improving their capacity and ability to effectively teaching language online (Lee & Ogawa, 2021). The primary focus of the research in the EFL context is teachers' development—how they cope with the online teaching environment—as remote teaching is slightly different from conventional classroom, in which it

leans on technology (Naz et al., 2020). Nonetheless, while teacher development is essential to be considered, yet it is also crucial to understand how EFL teachers perceive their self-efficacy to teach online.

Bandura (1994) denotes self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs influence teacher's behavior and motivation in the teaching-learning process. In line with the current situation, self-efficacy emphasizes an essential role by regulating the depiction of a teacher's self-efficacy to generate the maximum level of performance in online learning due to the Covid-19 pandemic. Self-efficacy is a crucial matter for pre-service teachers since having self-efficacy provides an assessment to assess the extent of confidence in their abilities and make efforts to complete teacher's task. The teacher is one of the determining factors for the success or failure of a teaching-learning process. Consequently, preparing prospective EFL teachers to have a high level of self-efficacy is required for teacher education programs to possess the best quality graduates with beliefs in their ability to hold the online teaching process well.

Several studies have investigated the nature of teachers' self-efficacy beliefs towards online teaching. Corry and Stella (2018) in their review of the literature study highlighted that researchers concur that online and in-person education have different contexts, therefore, self-efficacy for online education should be investigated. Lee and Ogawa (2021) scrutinized university English teachers' self-efficacy on teaching online in Japan by viewing their self-efficacy in three areas namely technology use, pedagogy, communicative language teaching (CLT), and self-management. Results indicated positive results since the English teachers had high self-efficacy in teaching online. They were most self-efficacious in utilizing technology, followed by pedagogy, communicative language teaching (CLT), and least self-management while teaching online. Dolighan and Owen (2021) who examined Ontario secondary teachers found that higher online teaching efficacy levels were associated with teachers' completion of online additional qualification (AQ) courses and online professional development (PD) sessions. Furthermore, adopting a board-provided learning management system (LMS) and integrating virtual technological aids were correlated with the highest online teaching efficacy extent. These findings demonstrate a growing body of studies assesses teachers' self-efficacy and technology utilization (Angeli & Valanides, 2009; Peggy A. Ertmer & Ottenbreit-leftwich, 2014; Peggy. A. Ertmer & Ottenbreit-Leftwich, 2010; Moore-Hayes, 2011).

In Indonesia context, Indahyanti (2016) on her study examined the effect of EFL teachers' self-efficacy on their teaching performance. The study revealed that teachers with a high level of self-efficacy were more likely creative and innovative in managing their classes. In the same vein, Lailiah and Cahyono (2017) conducted a case study to explore the self-efficacy of EFL teachers in Indonesia. Nevertheless, they emphasized teachers' self-efficacy towards the integration of technology. It was reported that EFL teachers with high self-efficacy were competent to organize technology in language teaching to accomplish the teaching goals. In addition, aspects such as teaching strategies, classroom management, and student engagement were able to represent their teaching practice and self-efficacy.

Additionally, in the area of the pre-service teachers, Megawati and Astutik (2018) investigated the self-efficacy of pre-service EFL teachers while practicing in the classroom. The results showed that pre-service teachers' self-efficacy was generally quite high in terms of teaching skills, lesson planning and application, evaluation, and classroom management, but

some teachers were having difficulties doing the classroom activities with students. The responses clearly demonstrated that most of them agree to say capable of doing activities related to teaching English language skills as well as grammar and culture, lesson plan construction, assessment, and classroom management. However, some pre-service students claimed that they have moderate until low self-efficacy from their opinion that they don't know or disagree to answer the questions. Farhadiba and Wulyani (2020) explored the efficacy of pre-service teachers and the factors that influence it. The efficacy level of their self-efficacy was found to be highly effective. The participants indicated they were very efficacious at instructional strategies and only a little efficacious at student engagement. Furthermore, Starinne and Kurniawati (2019) found that the self-efficacy of all pre-service English teachers in their study in terms of using English as the language of instruction during PPL (teaching practice) differs on magnitude, strength and generality. Only one out of every six students had negative self-efficacy across all dimensions, whereas one student had positive self-efficacy across all dimensions; magnitude, strength, and generality. The others, on the other hand, differ in all three dimensions. The factors that influenced these were due their lack of confidence and the emphasis on certain material presented in order to make it more understandable.

Correspondingly, many current studies have emphasized the relevance of pre-service teachers' self-efficacy beliefs, Technological Pedagogical Content Knowledge (TPACK), and technology integration (e.g. Başaran, 2020; Chang & Wei, 2020; Furuta et al., 2020; Jin & Harp, 2020; Keong et al., 2020; Naz et al., 2020; Nursyifa et al., 2020; Putro et al., 2020). In this current scenario, research on pre-service teachers' self-efficacy in the online teaching context has also been undertaken. Cooper et al. (2018), in their study, pointed out that the majority of pre-service teachers have a more positive extent of online teaching self-efficacy after they had completed a comprehensive technological integration project and two semesters of education courses. Likewise, Naz et al. (2020) reported a high level of self-efficacy perceived by pre-service teachers when conducting online learning. They have high levels of self-perception in technology awareness and its implementation in content delivery. Moreover, they were confident in using the TPACK framework for online teaching. Since teachers' self-efficacy influences everything they do and every decision they make in the classroom (Cooper et al., 2018). As a result, pre-service teachers' teaching self-efficacy as well as their technology integration self-efficacy should be prepared for and supported by education preparation programs (E. Ünal et al., 2017).

Self-efficacy in the EFL context has been studied extensively in the past. However, under the previous literature particularly in Indonesia context, the researchers noticed that studies on self-efficacy for EFL teacher candidates to teach online still receive little attention. Hence, this present study is devoted to examining how pre-service EFL teachers perceive their self-efficacy after accomplishing online teaching practice. Since before plunging into online education, particularly in the midst of the pandemic era, pre-service EFL teachers should be equipped with technological, pedagogical, and content knowledge (Koehler & Mishra, 2009; Naz et al., 2020). In consequence, understanding pre-service EFL teachers' self-efficacy poses an opportunity to get a better comprehension of how to strengthen them to keep accommodating an effective online learning environment. Four dimensions of self-efficacy, namely technology, pedagogy, communicative language teaching (CLT), and self-management will be the primary concern of the study.

METHOD

The current study employed a survey method under the quantitative research design to scrutinize 53 EFL student teachers' self-efficacy during online teaching amid the Covid-19 pandemic in Indonesia. Survey research allows researchers to record present attitudes, tendencies, opinions, or actions of a certain group (Creswell, 2012). To collect the data, the present study began by distributing a six-point Likert scale adopted from Lee and Ogawa (Lee & Ogawa, 2021). A total of 23 questions on four dimensions of self-efficacy were submitted to EFL students who already accomplished their online teaching practice. Four dimensions of self-efficacy were emphasized as the main concern of the study as follows; technology (5 items), pedagogy (7 items), communicative language teaching (CLT) (6 items), and self-management (5 items). Then, data obtained were analyzed using the descriptive statistics technique. A total of three steps were undertaken in analyzing and presenting the data. First, all the areas of online teaching self-efficacy were calculated to seek the overall self-efficacy level of respondents by looking at the mean values. Then, the total value of each dimension and item were compared to find the highest and lowest variables. Further, the results from the open-ended question integrated in the survey were also displayed to elaborate student-teachers responses and general comments of their perspective during online teaching.

FINDINGS AND DISCUSSIONS

Following the survey results on a Likert scale 1-6 (1 for “strongly disagree and 6 for “strongly agree”), a total of 53 participants showed a positive attitude towards four areas of self-efficacy during teaching online amid the pandemic era (see table 1). The results from this current student contribute new insight from previous researches, as the previous studies only focalize on teachers' self-efficacy level on online teaching (Charoensukmongkol, 2019; Corry & Stella, 2018; Dolighan & Owen, 2021; Lee & Ogawa, 2021). Meanwhile, this research reveals the fact that pre-service teachers admitted having high self-efficacy in teaching English remotely, especially in Indonesian context.

Table 1. Descriptive Statistics of Pre-service EFL Teachers' Self-Efficacy

No.	Dimension	M	SD
1	Technology	4.75	1.02
2	Communicative Language Teaching	4.39	1.11
3	Pedagogy	4.35	1.04
4	Self-management	4.26	1.19

N = 53, 6-point Likert scale.

Across the four areas of self-efficacy, the study reported that student-teachers were highly self-efficacious in technology used to support online teaching (M= 4.75) along with Communicative Language Teaching (CLT) (M= 4.39) and pedagogy skill (M= 4.35). These findings are relevant to the study conducted by Lee and Ogawa (Lee & Ogawa, 2021); they denoted that teachers in this contemporary era are well acquainted with integrating appropriate technology and teaching compare to the previous decade. To this point, the previous studies highlighted that EFL prospective teachers are considered digital natives in this 21st century since they have been exposed to technology at an early age (Fika Megawati et al., 2020; Park & Son, 2020; Tiba & Condy, 2021). However, findings addressed that EFL student teachers have less self-efficaciousness on integrating self-management (M= 4.26) and teaching online. Therefore,

to examine the survey data, each dimension of self-efficacy will be reviewed in the following sections.

Pre-service EFL Teachers' Self-efficacy in Technology

The findings on the technology-related items reported that participants had positive responses toward their perceived self-efficacy on technology use during online teaching. Table 2 displays 4 out of 5 items which were above the mean of 4.76, showing item 14, I can use an online technology platform (e.g. Blackboard, Google Classroom Moodle, MS Teams, Zoom) to mentor students, as the highest variable (M=4.96) on the technology self-efficacy, followed by item 17, I can find additional technological tools (e.g. apps, platforms) to support my teaching online (M=4.87), item 13, I can use an online technology platform (e.g. Blackboard, Google Classroom Moodle, MS Teams, Zoom) to motivate students to participate (M=4.81), and in the fourth position, item 15, I can use an online technology platform (e.g. Blackboard, Google Classroom Moodle, MS Teams, Zoom) to conduct evaluations (M=4.79).

This present study indicates that most student teachers were self-efficacious on the technology usage when teaching online, several participants assert general comments on their online teaching experience using technology, as an instance, one participant commented “Nowadays, there are many platforms that can be used to support online teaching and learning. I can use them in my class by adjusting the needs and accessibility of my students and the competency demanded by the curriculum.” They also mention the online platforms that they usually use to conduct online classes such as Zoom, Google meet, WhatsApp, and educational websites (Kahoot and Quizizz), one of the participants commented “Even we cannot provide face to face support, we still can teach the students through online classroom using Zoom, Google meet, etc.” Others also stated “I try to do my best to teach my student whatever the situation is. It seems that the student is more comfortable when we interact virtually and I can check whether they pay attention and get what the material means or not more than just giving them the material without having a virtual meeting”. These comments demonstrate that student teachers were familiar and having self-efficacy with using online platforms when teaching online

Table 2. Descriptive Statistics of Technology-related Items (Lee & Ogawa, 2021)

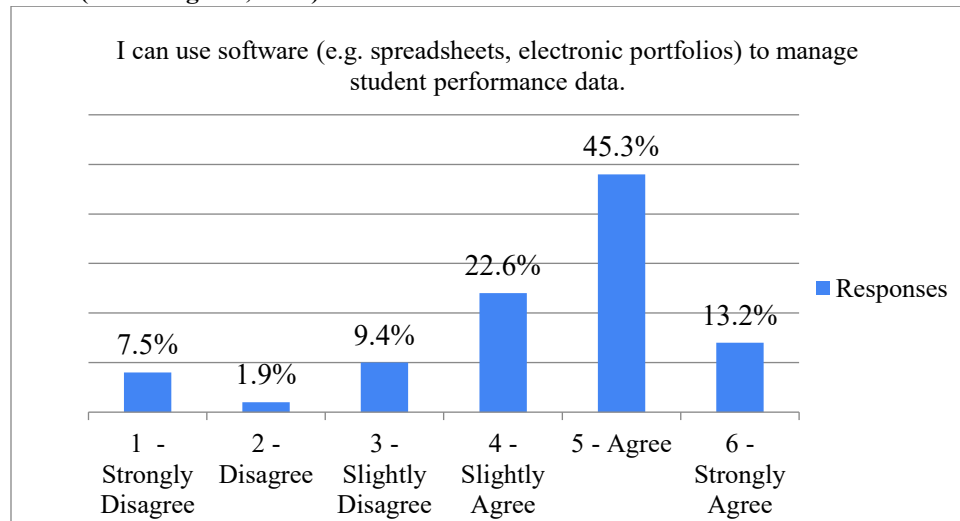
No.	Item	M	SD
13.	I can use an online technology platform (e.g. Blackboard, Google Classroom Moodle, MS Teams, Zoom) to motivate students to participate	4.81	1.06
14.	I can use an online technology platform (e.g. Blackboard, Google Classroom Moodle, MS Teams, Zoom) to mentor students.	4.96	0.83
15.	I can use an online technology platform (e.g. Blackboard, Google Classroom Moodle, MS Teams, Zoom) to conduct evaluations.	4.79	0.91
16.	I can use software (e.g. spreadsheets, electronic portfolios) to manage student performance data.	4.36	1.32
17.	I can find additional technological tools (e.g. apps, platforms) to support my teaching online.	4.87	0.88

N = 53, 6-point Likert scale.

Further, data showed that item 16, I can use software (e.g. spreadsheets, electronic portfolios) to manage student performance data (M=4.36) becomes the lowest variable among the items. In ascending order, a combination of 9.4% of respondents answered 1, strongly disagree and 2, disagree (See Graphic 2). In the same value, 9.4% answering 3 or slightly disagree with the item. In descending order, a combination of 58.2% of participants responded 6, I strongly agree and 5, I agree followed by 22.6% of them answered 4, slightly agree. This result

indicates that even though more than half of the participants perceived high self-efficacy on this item, there are still numbers of participants who found them having low efficacy on the use of software to manage students' performance data. The most possible reason behind this finding may lie in student teachers' unfamiliarity with the software for organizing students' assessment results due to the focus on providing platforms for conducting the online classes.

Figure 1. I Can Use Software (E.G. Spreadsheets, Electronic Portfolios) To Manage Student Performance Data. (Lee & Ogawa, 2021)



The results are slightly different from the previous study executed by Lee and Ogawa (2021) as they found that participants were most self-efficacious on the use of appropriate software (e.g. spreadsheets, electronic portfolios) to manage student performance data, which contrary with this present study, this item became the lowest technology self-efficacy that participants had. However, since most of the items show positive results, it can be considered that student teachers had a high level of technology self-efficacy during online teaching. The study suggests that teacher education programs should emphasize more in preparing the student teachers to have the capability in examining and utilizing appropriate software to manage student performance data.

These findings support previous studies (Cooper et al., 2018; Dolighan & Owen, 2021; Lee & Ogawa, 2021; Naz et al., 2020) who also reported that online teaching self-efficacy is tightly related to their perceived belief in the ability to use technology to assist online teaching. To further this line of research, some studies also suggest that there is a link between teacher self-efficacy and classroom technology integration (Davis, 1989; Kavanoz et al., 2015; Kopcha & Alger, 2011; Mishra & Koehler, 2006; Niederhauser & Stoddart, 2001; Semiz & Ince, 2012; Vannatta & Fordham, 2004; Watson, 2006). Therefore, since teachers' self-efficacy influences everything they do and every decision they make in the classroom (Cooper et al., 2018), research that relates teacher self-efficacy with technology integration, where technology is central to both teaching and learning, may be particularly important in online education (Corry & Stella, 2018). As a result, pre-service teachers' teaching self-efficacy, as well as their technology integration self-efficacy, should be prepared for and supported by education preparation programs (E. A. A. Ünal, 2017). This study is able to support the preliminary studies on the importance of determining the extent to which pre-service teachers perceived their self-efficacy, particularly when it came to technology use, which is crucial during online teaching.

Pre-service EFL Teachers' Self-efficacy in CLT

The findings on the CLT-related items demonstrated that participants provide positive responses related to their perceived self-efficacy on Communicative Language Teaching (CLT) during online teaching. Table 3 shows 5 out of 6 items which were above the mean of 4.28. Item 22 as the highest variable, I can give corrective feedback to students online (e.g. correcting linguistic forms) (M=4.64) on CLT of self-efficacy, followed by item 21, I can organize task-based learning activities online (e.g. decision-making group work, information-gap task) (M=4.49). In the third position; item 23, I can evaluate performance-based assessments online (e.g. oral presentation) (M=4.39). In the next position, two items were obtained that have the same average value; items 18 and 20, I can manage group work activities online, and I can organize meaning-focused activities online (i.e. not focusing on linguistic forms) (M=4.28) which the participants answered 1 (strongly disagree) on each item.

This present study denotes that most EFL student teachers were self-efficacious on Communicative Language Teaching (CLT) during teaching online practice. A number of participants provided their comments on online teaching practice experience; for example, one participant commented, "I still can communicate and connected with the help of applications." Then, other participants commented, "I can ask the students to do the assignment or something like that." Others commented, "I can ask the students to do assignments by their selves, or groups." These comments indicate that pre-service teachers were self-efficacious in organizing group work activities during online teaching practice. Espousing the findings, Lee & Ogawa (2021) revealed that most teachers were highly self-efficacious in organizing group work activities were associated with the teachers' ability to provide communicative learning between teachers and students during online teaching. In addition, other studies stated the intercourse between teacher beliefs and the orientation of Communicative Language Teaching (CLT) approach to acquire meaningful communication as the primary goal of language learning in the online classroom (Hosseini M., & Gwo-Jen, 2020; Kalkayeva & Nassyrova, 2021; Ng, 2020; Nishino, 2012). Considering the high level of positive results, it can be deduced that pre-service teachers had a high self-efficacy in communicative language teaching during online teaching. The study suggests that the student teachers of education programs should afford more efforts to prepare decent capability in creating meaningful communication by using technology as the prior medium of communication in online learning.

Table 3. Descriptive Statistics of CLT-related Items (Lee & Ogawa, 2021)

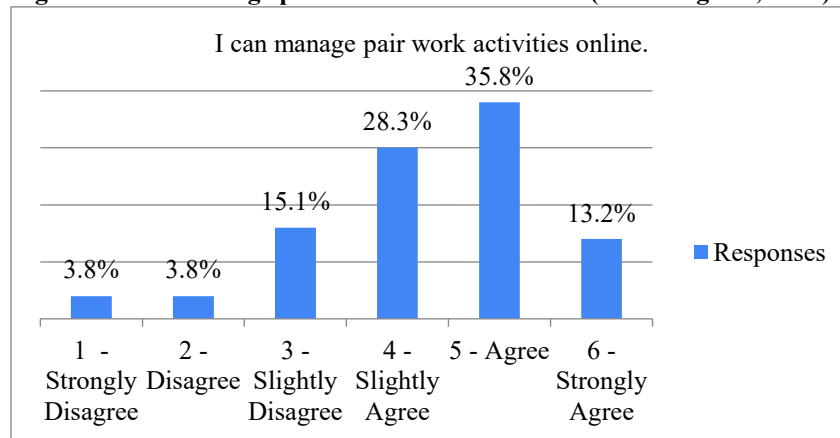
No.	Item	M	SD
18.	I can manage group work activities online.	4.28	1.06
19.	I can manage pair work activities online.	4.28	1.21
20.	I can organize meaning-focused activities online (i.e. not focusing on linguistic forms).	4.28	1.14
21.	I can organize task-based learning activities online (e.g. decision-making group work, information-gap task).	4.49	1.04
22.	I can give corrective feedback to students online (e.g. correcting linguistic forms).	4.64	1.03

N = 53, 6-point Likert scale.

Based on Graphic 2, data displays that item 19, I can manage pair work activities online (M=4.28) becomes the lowest variable among the items. Although it has the same mean value as

items 18 and 20, it contains differences which the participants in item 19 answered 2 (Strongly Disagree). In ascending order, a combination of 7.6% of respondents answered 2 (Strongly Disagree) and 2 (Disagree) (See Graphic 2). In the same value, 15.1% answering 8 (Slightly Disagree). In descending order, a combination of 49% of participants responded 7 (I strongly agree) and 19 (I agree), followed by 28.3% of them answered 15 (Slightly agree). These findings are supported by Lee & Ogawa (2021) that depicted the respondents have the lowest self-efficacious in regulating pair work activities during online teaching. In contrast, Nishino (Nishino, 2012) revealed teachers tend to use communicative activities; consequently, students can communicate by involving themselves in pair and group work. According to the data found, it can be indicated that most pre-service EFL teachers were not self-efficacious in managing pair work activity during their teaching online practice.

Figure 2. I can manage pair work activities online. (Lee & Ogawa, 2021)



Pre-service EFL Teachers' Self-efficacy on Pedagogy

Pedagogical area includes teaching instructions, tasks, procedures, and activities employed to facilitate learners in English classroom (Chacon, 2005). Concerning these dimension items, four out of nine items were under the mean score ($M = 4.35$), which implies that participants had less self-efficaciousness in the pedagogical area. The first rated point was item 8 ($M = 4.54$), then item 7 ($M = 4.43$), and item 6 (4.41). Meanwhile, the lowest score lies in how pre-service EFL teachers cope with collaboration projects accomplished by students in remote learning (item 5, $M = 4.16$). These findings contradict with study executed by Lee and Ogawa (Lee & Ogawa, 2021) and Chacon (2005). Lee and Ogawa (Lee & Ogawa, 2021) reported that English teachers in Japan were highly self-efficacious in teaching online, specifically in the pedagogical realm. In contrast, Cooper et al. (2018) disclosed that pre-service teachers were less confident in their abilities to aid online students to value learning, empower students for dominating online discussions, and teach a new topic area.

In light of the previous studies, the present research denotes that how in-service EFL teachers perceive their self-efficacy in the pedagogical area is slightly different than pre-service teachers admit their self-efficacy in teaching online. In the literature about teaching online and experience, the studies revealed that teachers with more online teaching experience showed higher self-efficacy ratings compare to those who still had lack experience on it (Corry & Stella, 2018; Horvitz, 2015). One of the participants commented that he found difficulty in maintaining

students' concentration, "I have difficulty in making the students stay focus on my teaching practice." Further, the participant also describes his teaching experience as still limited, which leads to incapability to teach online, "...I never tested my students' ability and my teaching experience is limited." To this point, it suggests that prospective EFL teachers were not self-assured to provide online instructions and coordinate collaboration activity in teaching English remotely.

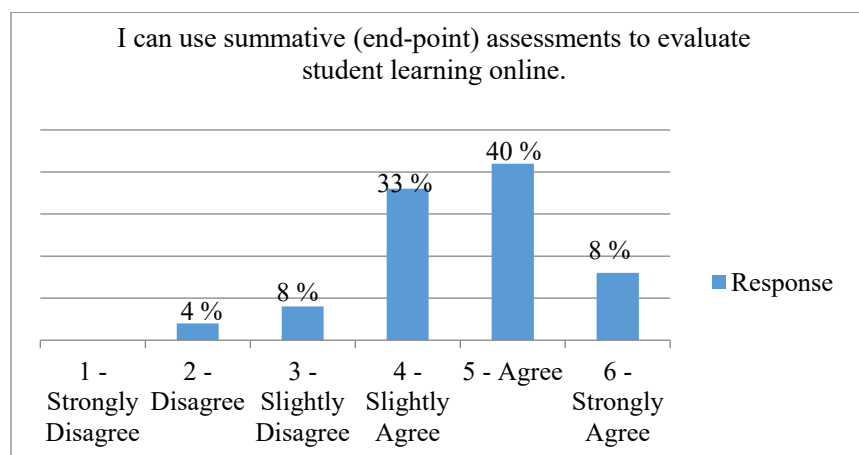
Table 4. Descriptive Statistics of Pedagogy-related Items (Lee & Ogawa, 2021)

No.	Item	M	SD
3.	I can develop students' language proficiency online.	4.26	0.92
4.	I can motivate students online who show a low interest in language learning.	4.30	1.16
5.	I can coordinate students' collaboration online.	4.16	1.13
6.	I can motivate students online to do homework.	4.41	1.02
7.	I can provide individual instruction to cater for students' individual needs.	4.43	0.95
8	I can use summative (end-point) assessments to evaluate student learning.	4.54	0.97
9	I can use formative (in-progress) assessments to evaluate student learning online.	4.32	1.07

N = 53, 6-point Likert scale.

While the data indicate that all prospective EFL teachers delivered positive self-efficacy beliefs toward item 8 (M= 4.54). Item 8 deals with how pre-service teachers employed summative assessments to evaluate learners' skills during online learning, in which participants responded strongly agree (8%), agree (40%), and slightly agree (33%) (see Graphic 3). Summative assessments are type of assessment used to examine the outcome of student learning at the end of a period of learning. It has high stakes since it is not only used for the students who are being graded, but also because the data may be used to enhance courses, assess teaching effectiveness, and conduct program-level assessments like accreditation (Kibble, 2017). To support this result, Lee and Ogawa (Lee & Ogawa, 2021) also depicted that participants held highly self-efficacious also in assessing and evaluating students' learning ability during online classrooms in both summative and formative assessments. Thus, the results suggest most pre-service EFL teachers were self-efficacious in doing summative assessments online.

Figure 3. I Can Use Summative (End-Point) Assessments To Evaluate Student Learning Online. (Lee & Ogawa, 2021)



Pre-service EFL Teachers' Self-efficacy in Self-management

Based on self-management-related items' findings show that participants gave positive responses related to self-efficacy on self-management during online teaching practice. Table 4 shows 4 out of 5 items, which were above the mean of 4.16. The highest variable on the self-management of self-efficacy; item 25, I can find help when I have difficulties teaching online (M=4.45), followed by item 26, I can find teacher development resources to improve my online teaching ability (M=4.33). For item 28, I can balance the demands of teaching and personal life when teaching online (M=4.26), and followed by item 27, I can balance the demands of teaching and research when teaching online (M=4.16). This present study indicates that most EFL student teachers were incredibly self-efficacious on self-management during teaching online practice.

The number of participants was confirmed by providing comments related to self-management in their online teaching practice. One participant had commented, "Due to the condition, teaching practice should be done in the form of online learning. As long as the technology and the condition can support it, so I can do the teaching-learning process..." Others commented, "The most important point is material can be delivered to students." These comments demonstrate that student teachers have self-efficacy in self-management during online teaching to find help when encountering difficulties in teaching online. In addition, participants also have a chance to enhance their online teaching skills, particularly in technology used as a teaching medium. Depending on the results, it is tightly different from Lee & Ogawa (2021) that they revealed teachers did not feel self-efficacious toward managing themselves while teaching online in balancing the demands of teaching, research when teaching online and personal life when teaching online. In line with this present study, several studies have shown the relationships between teacher self-efficacy and self-regulation or self-management (Bandura, 1986; Bouffard-Bouchard et al., 1991; Dörnyei, 2005; Ghonsooly & Ghanizadeh, 2013; Pintrich, 1990). Following the positive responses, the results suggest that EFL student teachers were self-efficacy to motivate their learning through self-management processes such as self-evaluation, self-monitoring, and the use of strategies during teaching online.

Table 5. Descriptive Statistics of Self-Management-related Items (Lee & Ogawa, 2021)

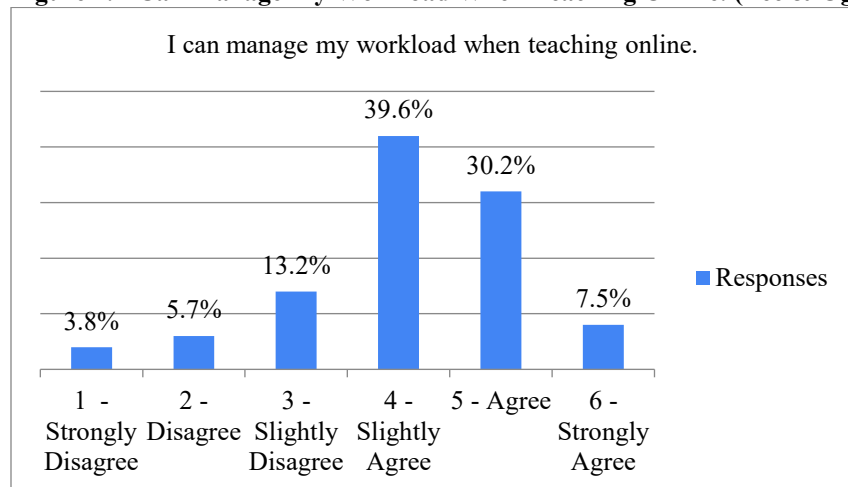
No.	Item	M	SD
24.	I can manage my workload when teaching online.	4.09	1.14
25.	I can find help when I have difficulties teaching online.	4.45	1.15

26.	I can find teacher development resources to improve my online teaching ability.	4.33	1.23
27.	I can balance the demands of teaching and research when teaching online.	4.16	1.23
28.	I can balance the demands of teaching and personal life when teaching online.	4.26	1.21

N = 53, 6-point Likert scale.

Furthermore, data shows item 24 as the lowest variable from all the self-management items; I can manage my workload when teaching online (M=4.09). In ascending order, a combination of 9.5% of participants answered 2 (strongly disagree) and 3 (disagree) (See Graphic 4). In the same value, 13.2% of participants answered 7 (slightly disagree). In descending order, a combination of 37.7% participants responded 4 (I strongly agree) and 16 (I agree), followed by 39.6% of them answered 21 (slightly agree). These results indicate there are still numbers of participants who found them having low efficacy in managing their workload when teaching online. One participant commented, "I have difficulty in making his students stay focus on my teaching practice." Another participant commented, "Because there is a bad signal." These results suggest that teachers were not efficacious about managing their workload on their teaching practice. The participants stated that they face a problem in terms of managing the students to stay focused on their teaching practice and unstable internet signal that causes the burden of online teaching. To this point, EFL teachers did not admit positive self-efficacy in regulating their workloads while teaching online practice. Associated with the previous study, this present result against a study held by Lee & Ogawa (2021) that confirmed Japanese EFL teachers had high self-efficacy in managing the workload. Meanwhile, the current findings expose, prospective EFL teachers have a low level of self-efficacy in organizing workloads.

Figure 4. I Can Manage My Workload When Teaching Online. (Lee & Ogawa, 2021)



CONCLUSION

Many studies on self-efficacy have been undertaken in the education context. Literature has revealed that highly self-efficacious teachers are more likely to build more positive relationships with students, manage more effective student-centered classrooms, and deal more effectively

with challenging behavior in the classrooms. In regards to the obvious benefits to both teachers and students, the efficacy of English teachers has become a subject area of concern for many researchers in the EFL field. However, in the Indonesian context, research in the area of EFL pre-service teachers' self-efficacy still receives little attention. In addition, there is no study conducted to investigate how they perceived self-efficacy in teaching online.

Pertaining to that matter, the present study attempts to fill the gap of the previous study by exploring pre-service EFL teachers' self-efficacy in teaching online amid the Covid-19 pandemic. It was revealed that among the four areas of online teaching self-efficacy investigated in this study, technology integration becomes the highest level of self-efficacy ($m=4.75$), followed by communicative language teaching (CLT) ($m=4.39$), pedagogy ($m=4.35$), and self-management ($m=4.26$). Data survey also indicated that participants had a great deal of self in using numerous online platforms to aid and encourage students in online learning; while having a low technological self-efficacy in terms of using software to organize students' performance data. Besides, in the communicative language teaching (CLT) dimension, the study addressed that pre-service teachers perceived low self-efficacy in organizing pair work activities in online learning. Further, results on self-efficacy in the pedagogical area exposed that prospective EFL teachers were not self-assured to coordinate learners' collaboration activity while teaching English remotely. Meanwhile, in the self-management dimension participants had the lowest self-efficacy for managing their workload when teaching online. To this point, the present study has implications for education and teacher-training programs in preparing their graduates to be accustomed to teaching online, taking into account the most recent education needs as a result of the Covid-19 pandemic.

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