

EXPLORING FACTORS INFLUENCING THE MENTAL PREPAREDNESS OF ENGLISH PRE-SERVICE TEACHERS FOR PROFESSIONAL PRACTICE: A MIXED METHODS STUDY

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Article Info	Abstract
Article History Received: December 2024 Revised: March 2025 Published: April 2025	<i>Effective teaching in various situations depends significantly on English pre-service teachers' mental readiness, impacted by motivation, self-efficacy, teaching experience, and institutional support. Qualitative and quantitative cases consider was conducted with 60 Englihs pre-service teachers from diverse backgrounds. Thematic analysis revealed that inherent motivation and practical teaching experiences are vital for adaptability and certainty. In spite of a high level of self-assurance, numerous English pre-service teachers still struggle with classroom management and adjusting to new learning settings. Roughly 60% detailed their practical teaching experiences significantly affected their planning. The study adjusts with Bandura's social cognitive theory, highlighting how behavioral, relevant, and individual variables shape availability. To reduce stress and improve self-efficacy, organization back such as support and assets is basic. The study underscores the significance of integrating professional improvement, and hands-on teaching experiences into teacher preparing programs to make strides readiness. These discoveries propose that educational module ought to address English pre-service teachers' needs, influencing both teachers and policymakers. This investigate contributes to improving teaching quality and results by cultivating key aptitudes, certainty, and procedures. It emphasizes the need to refine teacher preparation programs to superior support English pre-service teachers' mental readiness in different educational settings.</i>
Keywords Mental preparedness; English pre-Service Teachers; Self-Efficacy; Teaching experience;	
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INTRODUCTION

The success of pre-service teachers in the midst of proficient practice is significantly affected by their mental preparation, especially for those specializing in teaching English (Velasquez et al., n.d.). Transitioning from student to teacher requires a strong mental establishment to manage classroom dynamics and meet the changed demands of teaching (Oberste-Berghaus, 2024). Moreover, English pre-service teachers must be able to address students' socio-emotional needs (Scherzinger & Brahm, 2023). Despite focusing on teacher motivation, research has overlooked certain psychological and pedagogical factors that contribute to the intellectual motivation of English teachers for practical education in preparation. This emphasizes how critical it is to explore the factors influencing their mental preparedness Lourenço (2021), and capability in teaching. English Pre-service teachers' mental preparation is generally affected by their academic abilities, which incorporate lesson planning, successful teaching techniques, and student association (Zaki & Salsabila, 2024). The additional task of becoming proficient in the language and creating instructional strategies that cater to a varied student body is especially difficult for English pre-service teachers. It is basic

to examine how these abilities, institutional support, and previous teaching experience influence preparedness (Ortube et al., 2024). Analyzing these components requires a comprehensive understanding of different elements within the educational field (Hariro, 2024). This study analyzes how organizational structures, pedagogical techniques, and individual traits affect future teachers' mental preparation, with an emphasis on their capacity to manage classrooms, actualize instructional strategies, and cultivate the academic and emotional development of their students (Luo et al., 2024).

Considering the challenges of teaching in multicultural, heterogeneous classrooms, the research gap in English pre-service teachers' pedagogical procedure is particularly essential. In spite of the fact that a lot of discourse has been given to the wide competences required for teaching, less consideration has been paid to how pedagogical procedures especially address the mental preparation of English pre-service teachers in such situations (Volknant & Licandro, 2024). These teachers must not only become familiar within the language but moreover make instructional plans that work for students with a extend of sociocultural backgrounds and language abilities (Seo, 2022). Research on how specific pedagogical approaches influence teachers' capacity to successfully manage different classrooms is lacking, as previous considers have generally centered on individual teacher characteristics and institutional support (Wang et al., 2023). This dissimilarity is particularly intense within the setting of multicultural education, where teachers must be versatile in their teaching strategies and delicate to the academic and emotional requirements of their students due to the complexity of their backgrounds (Hafeez Malik, 2020).

Research on the current state of these implementations recommends that whereas teacher education programs are advancing to address diversity, numerous programs drop brief in preparing English pre-service teachers for real-world challenges, such as managing multilingual classrooms or tending to socio-emotional needs (Kittani, 2020). The need of compatibility between academic training and actual classroom applications emphasizes the significance of inquiring about creative pedagogical strategies that meet the requirements of today's education (Kevin et al., 2024). Closing this gap might surrender vital data on how English pre-service teachers can be better prepared to handle these challenges, making sure they have the pedagogical strategies to help a diverse student in expansion to great academic and language abilities (Fatima et al., 2024).

Additionally, the study examines relevant writing. For example, Nitta (2022) found a solid interface between student accomplishment and the degree of teacher arrangement. Few studies look at the exact components that influence English pre-service teachers' mental readiness, particularly in English teaching, whereas the larger part of current investigate concentrates on non specific highlights of teacher prepared (Kilic, 2020). This inquiry, which is based on this study, will give imperative experiences into how teachers could be superior arranged by self-efficacy, previous teaching experiences, and institutional support (Gale et al., 2021).

Theoretical Framework based on Bandura's social cognitive theory, the study explores how pre-service teachers' mental preparation is formed by their self-efficacy, result aspirations, and individual destinations (Gale et al., 2021). Bandura's social cognitive theory provides a useful framework for understanding how self-efficacy affects mental preparations. Teacher with greater self-efficacy pursue more effective educational strategies, with a learning environment that is engaging through difficulties and work (Kutuk, 2023). The research highlights the need for successful teacher training programs to integrate and ensure both theoritical knwoledge and experiences (Bardelli et al., 2023). However, mental preparedness extends beyond confidence; it involves resilience, adaptability, and the ability to handle unexpected classroom challenges (Hariro, 2024). Research shows that regular feedback, mentoring, and exposure to actual educational settings significantly improve teacher trust and

teacher effectiveness. This technique is basic for advancing proficient development, boosting certainty, and producing a sense of achievement in English pre-service teachers' formative journeys (Kumar, n.d.) Moreover, providing them with practical arrangements for addressing classroom issues will improve their status for proficient hone (Qingyan et al., 2023). The research divides significant components impacting mental preparedness into four categories: prior teaching experience, personal motivations, teacher beliefs, and self-efficacy. Prior teaching experience had a significant impact on mental preparation by exposing teachers to real classroom challenges prior to service and helping them develop skills to solve problems and adaptability (Quintana-Ordorika et al., 2024). Research shows that 60% of teachers are prepared before service if they practical experience in the classroom prior to full-time lessons. Experiential learning provide opportunities for reflection, self-assessment and formation, especially through field positions and lessons (Yan et al., 2023). However, the effectiveness of these experiences depends on different structured instructions and institutional support between teacher training programs. The essential motivation of a teacher plays crucial role in motivations, such as the desire to have a positive effect on the student's life especially motivated preparatory teachers tend to be resilient and more adaptable, even in challenging environments (Rai, 2025). However, motivation alone adequately not enough. Teachers' beliefs about their skills and educational approaches influence how they deal with their students and address classroom difficulties (Olawale & Matshikiza, 2024).

Many programs still have sufficient preparation for teachers before providing classroom in reality (E. Carpenter et al., 2023). Research suggest that difference between academic training and actual classroom requirements leads to higher levels of stress and reduces lesson effectiveness (Febria, 2021). Addressing this gap requires innovative curriculum design that prioritize experiential learning, resilience training, and individual support mechanisms (Dreer-Goethe, 2023). This study fulfills this gap by examining important factors that influence mental preparation, such as previous educational experiences, personal motivations, teacher beliefs, and self-efficacy. Previous research has investigated the general skills required for lessons but in limited research, how educational strategies improve the motivation of a English pre-service teachers in multicultural classrooms. Existing research focuses primarily on individual educational functions and institutional support with very few examining the interfaces of these elements when preparing teachers for different educational institutions. The purpose of this study is to show how institutional structure, educational skills, and personal experiences shape teacher competence before the service, manage classrooms, implement effective educational strategies, and students academics. The aim is to bridge this gap by analyzing whether it supports tropic and emotional development (Luo et al., 2024)

The study explores how English pre-service teachers' mental readiness is formed by the dynamic exchange between their possess experiences and exterior impacts. It makes the case that in spite of the fact that internal drive is given by individual thought processes and self-efficacy, organization back instruments like collaboration, and instructional materials are significant in cultivating an climate that cultivates competence and certainty. This is often steady with Bandura's social cognitive theory, which highlights how cognitive and relevant influences impact people's behavior and convictions. This study centers on the following research questions: What factors influence the mental preparedness of pre-service teachers?; How do personal motivations and self-efficacy contribute to this preparedness? And What role do prior experiences and institutional support play in shaping readiness for teaching?

RESEARCH METHOD

Research Design

This study combined qualitative and quantitative strategies in a mixed-methods investigate plan to explore the variables affecting English pre-service teachers' mental preparation for proficient hone. English pre-service teachers taken an interest in semi-structured

interviews and focus group discussion as portion of the qualitative component, which permitted for a intensive examination of their perspectives and encounters. Overviews and standardized tests, such the Teacher Efficacy Scale (TES), were utilized within the quantitative component to gauge mental well-being, result desires, and self-efficacy. Teacher Efficacy Scale (TES) is based on Bandura's social cognitive theory, which highlights the significance of self-belief in teachers' capacities to affect student learning outcomes (Kumar, n.d.). The goal of utilizing the Teacher Efficacy Scale (TES) was to evaluate English pre-service teachers' confidence in their capacity to manage classroom issues and improve student progress. This strategy gave a exhaustive get a handle on of mental preparation and knowledge to direct teacher teaching strategies and controls.

The reason for using the mixed methods was to requite from deep qualitative study with generalizability of qualitative results. Qualitative data provided extensive descriptive reports on teacher experiences, whereas quantitative data allowed broader pattern recognition and statistical validation of key factors affecting mental preparation. This comprehensive strategy ensured a comprehensive analysis and provided both theoretical and practical effects for teacher training programs.

Research Participants

The participants of the study included 60 individuals English pre-service teachers from Universitas Internasional Batam (UIB) and non-UIB English pre-service teachers, who took part in both the quantitative and qualitative components of the study. Participants within the quantitative consider were English pre-service teachers selected in UIB's English Language Education, chosen through the utilize of a purposive sampling strategy. To improve the validity of the study, participants had different educational levels and classroom requirements. It had extensive practical teaching experience through internships and student education programs in the Kampus Merdeka educational environment, where it actively committed to learners in real life classroom environment. Others were based primarily on theoretical coursework and simulated educational experience with limited educational practices, By including participants with different real-world educational scopes, this study aims to capture a variety od perspectives on mental preparation, self- efficacy and pedagogical adaptation.

Purposive sampling was used in this study, meaning that participants were selected based on specific research criteria. The sample for the qualitative component consisted of 5 English pre-service teachers who were selected based on their diverse teaching experiences. For the quantitative component, 55 English pre-service teachers from the Universitas Internasional Batam (UIB) and other educational institutions were given a questionnaire containing the Teacher Efficacy Scale (TES) to assess their self-efficacy, prior teaching experiences, teacher beliefs, and personal motivations. Based on the responses, the researcher identified key trends and patterns to explore how these characteristics affect their ability to teach in different classrooms.

Instruments

The factors affecting English pre-service teachers' mental status for proficient hone were inspected in this study employing a combination of semi-structured interviews and surveys, focusing on self-efficacy, personal motivations, teacher beliefs, and prior teaching experiences. For the qualitative component, interviews with pre-service teachers were conducted to explore their experiences and perceptions in these four categories, and the transcripts were analyzed for recurring themes. For the quantitative component, data were collected using Likert scale questionnaires distributed via Google Forms, It included 31 statements related to these areas. Statements 1-7 focused on "Prior Teaching Experiences" and asked participants to reflect on their effective teaching experiences and how they influenced their preparation. Statements 8-14 focused on "Personal Motivations" and explored the internal and external variables that

determined participants' engagement in the classroom. Statements 15-21 focused on "Teacher Beliefs" and explored participants' thoughts about effective teaching methods and their role as educators. Finally, items 22-31 assessed participants' "self-efficacy," or their confidence in managing classroom dynamics, delivering instruction, and meeting the needs of different students. The questionnaire included items aligned with the same categories, prior teaching experiences, teacher beliefs, personal motivations, and self-efficacy to ensure reliability and validity, the Teacher Efficacy Scale (TES) was incorporated to teach teachers as it is a well-established instrument based on Bandura's social cognitive theory.

TES measured teacher self-efficacy based on 5 points Likert scale, where 1 indicated "strongly disagree" and 5 indicated "strongly agree," to allow statistical analysis of level of self-efficacy and trends between participants groups. Prior to distribution, a questionnaire containing a small group of participants was tested to assess clarity, consistency and reliability, and ensure that all points effectively recorded the intended construct. Self-reported measures such as interviews and Likert scale surveys provide valuable knowledge, but also implement potential limitations such as social desirability and subjective answers. To solve these issues, it was ensured that participants were encouraged to provide honest and reflexive responses, By using this approach in a mixed method, this study provided both qualitative and quantitative providing a comprehensive understanding factors that influence teacher mental preparation.

Data Analysis

This study's data examination utilized a intensive technique that combined subjective and quantitative procedures to examine the factors influencing English pre-service teachers' mental status for proficient hone. Thematic analysis, which involved open and axial coding of transcripts to discover repetitive concepts and overarching topics, was utilized to look at subjective information from interviews. Clarifying vital components, counting self-efficacy convictions, result desires, person destinations, and academic preparing encounters was the objective of this strategy. The comes about were displayed narratively for rich elucidation after being iteratively surveyed for legitimacy and thoroughness.

Both descriptive and inferential statistics were employed to analyze the quantitative data collected through surveys. Correlation analysis were conducted to prepare relationships between key variables such as mental wellbeing, self-efficacy, and education. To determine statistical significance, a threshold of p-value of 0.05 was used to ensure that only significant correlations were considered. Furthermore, data processing involved the lact of data and outliers determining to maintain accuracy of the results. For qualitative data, a thematic analysis approach to analyze interview transcripts was used and topics were repeated in relation to self-efficacy, personal motivations, teacher beliefs, and previous educational experiences. This process involved coding answers, grouping similar ideas, and interpreting patterns of understanding how prepared teachers perceive mental preparation. To improve reliability, topics were intersected across multiple coders and compared with quantitative results for consistency.

RESEARCH FINDINGS AND DISCUSSION

Questionnaires Findings

The study's findings revealed key factors influencing the mental preparedness of English pre-service teachers for professional practice, integrating insights from both quantitative and qualitative data. Quantitative analysis using the Teacher Efficacy Scale (TES) and standardized psychological assessments identified self-efficacy, prior teaching experiences, personal motivations, and teacher beliefs as significant predictors of mental readiness. Higher self-efficacy was linked to greater confidence in managing classroom challenges and expecting

positive teaching outcomes. The analysis also emphasized the critical role of prior teaching experiences, such as internships, and intrinsic motivations, such as passion for teaching, in enhancing psychological readiness. These results highlight the importance of fostering self-efficacy and hands-on experience in teacher training programs to better prepare future educators.

Prior Teaching Experience

Table 1
Prior Teaching Experience Results

Statements	Mean	SD
1. What is the duration of your previous teaching experience?	1.95	.672
2. What is the average duration of your classroom teaching experiences?	2.84	.757
3. What grade would you give your earlier teaching experiences?	3.23	.660
4. How self-assured did you feel in your previous teaching roles?	3.25	.769
5. How often have you had opportunities to teach in diverse classroom settings?	3.43	.710
6. To what extent did your previous teaching experience involve collaborating with other teachers?	3.43	.970
7. How often have you received feedback on your teaching from mentors or supervisors?	3.48	.738

The data provided insights into the teaching experiences and confidence levels of English pre-service teachers. In statement 1, the average mean of 1.95 suggested that most participants (73.2%) had one to two years of teaching experience, indicating they were early in their careers, which may affect their confidence. Statement 2 showed that 46.4% had one to two years of experience, while 32.1% had less than one year, meaning many were still building practical skills. Statement 3, with a mean score of 3.23, showed that 82.5% rated their previous teaching experiences as good or very good, although improvements were still needed. Statement 4 revealed that 51.8% felt moderately confident, while 32.1% felt very confident, indicating a fair level of self-assurance. Statement 5 showed that 48.2% had taught in diverse settings, which was important for developing adaptable teaching skills. Statement 6, with a mean score of 3.43, suggested that 37.5% collaborated with other teachers, emphasizing the value of collaboration for growth. Statement 7 highlighted that 44% received feedback sometimes and 41.1% often, showing the importance of feedback in improving teaching practices and boosting confidence.

Personal Motivations

Table 2
Personal Motivations Results

Statements	Mean	SD
8. To what extent are you driven to become a teacher?	3.52	.738
9. To what degree do you feel passionate about teaching English?	3.54	.785
10. How essential do you think teaching is as a career?	3.98	.884
11. How driven are you to keep honing your teaching techniques?	3.52	.853
12. How motivated are you to address the diverse needs of your students?	3.52	.809
13. How important is continuous professional development to you?	3.62	.776
14. To what extent do you feel a personal calling to the teaching profession?	3.43	.759

The data on personal motivations for teaching revealed that participants were generally motivated and passionate about their future profession. Most participants expressed high levels of motivation, with statement 8 showed a mean of 3.52, where 44.6% reported being very motivated. Passion for teaching English (statement 9) had a similar mean of 3.54, with 42.9% feeling very passionate. The importance of teaching as a career (statement 10) had the highest mean at 3.98, with 44.6% viewing it as very essential. Motivation for improving techniques (statement 11), addressing students' diverse needs (statement 12), and valuing continuous professional development (statement 13) consistently showed strong to moderate motivation. Lastly, 46.4% of participants indicated a moderate sense of personal calling to the teaching profession (statement 14). Overall, responses demonstrated consistent and high motivation across all aspects, with slight variations in intensity.

Teacher Beliefs

Table 3
Teacher Beliefs Results

Statements	Mean	SD
15. To what extent do you think that all students are capable of learning and succeeding?	3.57	.684
16. How important do you think it is to modify teaching strategies to accommodate a range of student needs?	3.66	.720
17. How much do you think collaborative learning is effective?	3.52	.738
18. How important do you think it is for students to have positive interactions in order for them to learn?	3.71	.756
19. To what extent do you believe that using technology in the classroom enhances learning?	3.73	.774
20. How important is it to create an inclusive learning environment for all students?	3.70	.736
21. How much do you value student-centered teaching approaches over traditional methods?	3.66	.745

The results indicated that teachers hold generally positive beliefs about various teaching aspects. They agreed that all students were capable of learning (mean = 3.57) and value adapting teaching strategies to meet diverse needs (mean = 3.66). Collaborative learning was seen as effective (mean = 3.52), and positive interactions were emphasized for student success (mean = 3.71). The use of technology was viewed as beneficial (mean = 3.73), and creating inclusive environments is important (mean = 3.70). Additionally, English pre-service teachers preferred student-centered approaches over traditional ones (mean = 3.66). Overall, the findings highlighted strong support for progressive, inclusive teaching practices.

Self-Efficacy

Table 4
Self-Efficacy Results

Statements	Mean	SD
22. To what extent do you feel confident handling behavior in the classroom?	3.55	.658
23. To what extent can you inspire students who don't seem to be interested in their studies?	3.43	.759
24. How confident are you in your abilities to get students involved in active learning?	3.48	.632
25. To what extent are you able to adapt teaching tactics to the demands of a variety of students?	3.45	.658
26. How confident are you in your capacity to evaluate and enhance the learning outcomes of students?	3.45	.658

Statements	Mean	SD
27. How well are you able to handle the pressure and difficulties that come with becoming a teacher?	3.45	.645
28. How confident are you in your ability to manage classroom technology effectively?	3.55	.745
29. To what extent can you implement differentiated instruction strategies in your classroom?	3.53	.687
30. How well can you foster a positive and engaging classroom environment?	3.53	.659
31. How confident are you in your ability to use assessment data to inform your teaching practices?	3.50	.632

The analysis of self-efficacy items indicated that pre-service teachers generally felt moderately confident in various teaching competencies, with mean scores across items ranging from 3.43 to 3.55. Most participants reported moderate to high confidence in handling classroom behavior, inspiring students, involved them in active learning, and managing classroom technology. Although responses were fairly consistent, some items displayed slight variability and positive skewness, suggesting lower confidence levels in certain areas, such as inspiring less interested students and managing teaching pressures.

Interview Results

Analysis of the interviews revealed several major themes regarding factors influencing the mental preparation of English pre-service teacher candidates. Many participants expressed concerns about lack of teaching experience and difficulty adapting to new teaching situations. They highlighted how difficult it is to combine language skills with the ability to use effective teaching methods. The majority of respondents reported that while they were confident in their own expertise, they often lacked confidence in classroom management and addressing students' diverse social-emotional needs. Participants also recognized the value of institutional support, such as resources to increase their self-efficacy and preparation to teach.

Participants repeated concerns were lack of educational experience and difficulty adapting to new educational situations. A participant shared : *"I know the theories and lesson planning, but when I step into the classroom, I feel lost. Managing students is much harder than I expected."* Another important topic was the challenge of combining language skills with effective teaching methods. Many participants were confident in their English skills, but they battled class management and committed students. One respondent explained : *"I can explain grammar rules well, but keeping students interested is another story. Sometimes, I don't know how to make lessons interactive."*

Furthermore, many teachers emphasized before their obligation to address the various social and emotional needs of students. One participant reflects : *"Every student is different. Some are shy, some are active, and some don't seem interested at all. I want to support them, but I'm not sure how."* Despite these challenges, participants recognized the importance of institutional support to increase self-efficacy and preparation. Access to educational resources, mentoring and practices was often described as important. One pre-service teacher stated: *"When I had a mentor guiding me, I felt more prepared. It would be great if we had more hands-on training before entering the classroom."*

Discussion

The motivation of pre-service English teachers is shaped by a complex interplay of personal experiences, psychological factors, and institutional environments. This study reveals that four major elements—previous educational experiences, personal motivation, teacher beliefs, and self-efficacy—significantly influence the motivation and preparedness of future educators. These findings are consistent with existing literature, underscoring the importance of both intrinsic and extrinsic motivators in teacher education. By exploring these

interconnected factors, this study offers insight into how pre-service teachers develop the confidence and commitment necessary for their professional roles.

One of the most influential factors in shaping pre-service teachers' motivation is their previous educational experience. Participants who had been exposed to diverse educational contexts, either as learners or through informal teaching roles, demonstrated a heightened sense of adaptability and professional readiness. This echoes the findings of Zaki and Salsabila (2024), who argue that hands-on classroom exposure enhances mental preparedness by providing realistic expectations of teaching challenges. Exposure to different instructional settings and classroom dynamics appears to nurture resilience and the ability to transfer learned strategies across varying contexts (Kumar, 2020; Kutuk, 2023). When pre-service teachers are allowed to observe and engage in authentic classroom practices, they begin to internalize the demands and rewards of the profession more deeply. In this way, their early experiences serve not only as a foundational knowledge base but also as an affective motivator that shapes their professional identity.

Personal motivation emerges as another critical determinant of teacher efficacy and classroom resilience. Participants who expressed a strong intrinsic drive to teach were more likely to persevere through adversity, adapt to student needs, and maintain a consistent commitment to professional development. This aligns with the study by Fu and Wang (2021), which conceptualizes motivation as a dynamic and sustaining force that propels continuous effort in educational settings. Intrinsically motivated teachers often articulate teaching as a form of personal fulfillment or moral responsibility, rather than merely a career path (Olawale & Matshikiza, 2024). These motivations are crucial, particularly in high-stress environments where emotional labor and instructional demands can be overwhelming. Pre-service teachers with strong personal motivation reported not only higher levels of classroom engagement but also a deeper connection with their students, seeing them as individuals to nurture rather than as abstract learners. Such personal investment fosters trust, patience, and empathy, which are all essential components of effective teaching.

The role of teacher beliefs is equally significant in understanding motivational patterns. Beliefs about the nature of teaching, student capabilities, and the purpose of education inform how teachers conceptualize their roles and responsibilities. In this study, those who held positive, student-centered beliefs were more likely to perceive their role as transformative. This finding supports Gale et al. (2021), who emphasize that belief systems fundamentally shape educational decision-making and instructional strategies. Participants who perceived teaching as a collaborative, empowering process demonstrated higher levels of motivation and confidence. They believed in the potential of every student and, as a result, were more inclined to invest additional effort in lesson planning, differentiation, and inclusive practices. Moreover, participants who reflected on their own beliefs and teaching philosophy were often better prepared to respond flexibly to classroom challenges. Thus, cultivating reflective practice and encouraging belief-based introspection in teacher education programs can enhance not only motivation but also professional autonomy and ethical sensitivity.

Self-efficacy, defined as an individual's belief in their ability to execute specific tasks successfully, was another prominent theme in this research. Participants with higher levels of self-efficacy reported greater confidence in their teaching capabilities, particularly in managing classroom behavior, delivering instruction, and addressing students' social-emotional needs. This supports Bandura's (1997) social cognitive theory, which asserts that self-efficacy is a key predictor of perseverance, goal-setting, and performance in challenging environments. As Qingyan et al. (2023) note, individuals with high self-efficacy are more likely to embrace challenges, recover quickly from setbacks, and apply effective teaching strategies. In this study, participants who had developed strong self-efficacy through structured practice and mentorship demonstrated readiness for diverse teaching contexts, including blended learning environments

and multicultural classrooms. Furthermore, self-efficacy fostered a sense of agency; participants felt capable of influencing student outcomes and actively sought professional growth. This finding underscores the necessity of designing teacher preparation programs that include repeated opportunities for skill practice, feedback, and success experiences—all essential for strengthening self-efficacy.

In addition to personal factors, this study also highlights the vital role of institutional support and teaching experience in shaping the motivational trajectories of pre-service teachers. Participants who had previous teaching experiences—even in informal or non-school settings—described feeling significantly more confident and prepared for classroom realities. Such experiences allowed them to refine their instructional skills, observe classroom management strategies in action, and reflect on pedagogical effectiveness. These findings align with the work of Velasquez et al. (2020), who argue that authentic teaching exposure enhances pedagogical adaptability and fosters a growth mindset. Furthermore, participants emphasized that these practical experiences helped them bridge the gap between theory and practice, making academic coursework more relevant and applicable.

Institutional support was also identified as a critical component in building motivational resilience. Access to resources such as instructional materials, professional development workshops, and structured mentorship programs contributed to higher levels of motivation and reduced anxiety about entering the teaching profession. Participants who received continuous guidance from experienced mentors reported feeling more secure in their teaching methods and more connected to the school community. This supports the conclusions of Koutroubas and Galanakis (2022), who note that external support structures enhance teacher confidence and instructional quality. These findings suggest that educational institutions must not only provide logistical support but also foster emotionally and professionally supportive environments for pre-service teachers. Establishing a system of collaborative mentorship, continuous feedback, and peer engagement can significantly improve teacher preparedness and motivation.

As a result of these findings, it becomes evident that pre-service teacher training programs must be strategically designed to integrate practical learning experiences with theoretical instruction. Rather than treating classroom practice as an isolated component of teacher education, programs should embed it as a central, ongoing feature. Strengthening partnerships between universities and local schools can facilitate this process, enabling pre-service teachers to engage with real-world teaching environments earlier and more frequently in their training (Rai, 2025; Seo, 2022). Additionally, including reflective components that allow students to analyze their teaching beliefs, explore their motivations, and receive feedback on their performance will deepen their understanding of the profession and their place within it. This aligns with a growing consensus in teacher education research that emphasizes the holistic development of the teacher—one that balances knowledge, skills, values, and dispositions.

Despite the valuable insights presented, this study is not without limitations. The use of self-report questionnaires and interviews, while informative, introduces the possibility of bias, particularly social desirability bias. Participants may have portrayed themselves in a more favorable light, consciously or unconsciously, in response to perceived expectations. To address this, future research should consider incorporating more objective measures such as classroom observations, supervisor evaluations, or performance-based assessments. Such triangulated data can provide a more nuanced and accurate picture of pre-service teacher development.

Additionally, the cross-sectional nature of this study limits the ability to make causal inferences. While correlations between motivation, self-efficacy, and experience can be observed, it remains unclear how these variables influence each other over time (Rai, 2025; Seo, 2022). Longitudinal research designs that track pre-service teachers throughout their training and into their early teaching careers would offer more robust evidence of developmental trajectories and the long-term impact of early experiences. Understanding how

motivational patterns evolve, decline, or strengthen over time can help refine the timing and structure of interventions in teacher education programs.

Finally, cultural and contextual factors also play a significant role in shaping motivation and professional identity. This study was conducted within a specific educational and cultural context, and its findings may not be directly generalizable to all teacher education settings. Cultural norms regarding authority, teaching practices, and educational values can influence how motivation and self-efficacy are expressed and interpreted (Virginia-Kutroubas & Galannakis, 2022; Rai, 2025; Seo, 2022). Therefore, future studies should aim to expand the research into diverse geographical and cultural contexts to enrich the global understanding of what drives and sustains teacher motivation. Comparative studies across regions and systems can provide valuable insights into which strategies are universally effective and which require cultural adaptation.

CONCLUSION

This study highlights important factors that influence the motivation of English Pre-Service teachers, such as self-efficacy, previous educational experiences, personal motivations, and institutional support. Preparing teachers shows moderate trust in their skills, but their motivation is greatly shaped by practical experience and mentoring, increasing the importance of learning experiences. To improve teacher preparation, institutions can provide more practical education such as extended internships, mentoring programs, classroom simulations, and more to help future educators develop greater adaptability and self-efficacy. Furthermore, structured institutional support, including workshops on education management and psychological resilience, may further strengthen motivation to have real education problems.

This study provides valuable knowledge, but requires recognition of certain limitations. Confidence in self-reported data may result in distortions such as the effects of social desirability, and sample sizes may not fully capture the teacher's different experiences prior to service in different educational settings. Future research will investigate how intellectual preparation develops over time, examine cross-cultural comparisons, and understand how different education systems influence teacher development. , these limitations can be implemented by conducting longitudinal studies. Expanding research in these areas will contribute to a more comprehensive understanding of how future educators can best support in the transition to specialized internships.

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