Journal of Neonatal Surgery
ISSN(Online): 2226-0439
Vol. 14, Issue 30s (2025)
https://www.jneonatalsurg.com

OPEN ACCESS

Influence of Self-Efficacy on the Development of Goal Orientation in Pre-Service Teachers

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Cite this paper as: Mrs. Neetu Rani, Dr. Birender Kaur, (2025) Influence of Self-Efficacy on the Development of Goal Orientation in Pre-Service Teachers. *Journal of Neonatal Surgery*, 14 (30s), 433-440.

ABSTRACT
The study aimed to examine the predictive ability of self-efficacy towards goal orientations among pre-service teachers. A descriptive survey approach and a convenience sampling method were utilized to gather a sample of 84 pre-service teachers. Data were collected using the General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995) and the Goal Orientation Scale (Elliot & McGregor, 2001). To meet the objectives, the study employed descriptive, correlation, and regression analyses. Correlation analysis revealed positive relationships between self-efficacy and both mastery approach and performance approach, and a negative relationship with mastery avoidance. Regression analysis indicated that self-efficacy did not significantly predict goal orientation. These findings suggest that while self-efficacy is linked to certain goal orientation approaches, it is not a significant predictor of goal orientation among pre-service teachers.

Keywords: *Self-efficacy, Goal orientation, Mastery approach, Performance approach, Pre-service teachers*

1. INTRODUCTION

Teachers are widely regarded as the cornerstone of educational systems, shaping future generations through their expertise and dedication. The foundation of their effectiveness begins during pre-service training, where they acquire essential psychological skills that underpin their teaching practice. Ongoing research consistently explores various psychological factors and variables influencing teachers' professional development and instructional effectiveness. Central to this exploration are two critical constructs: self-efficacy and goal orientation. According to Bandura's social-cognitive theory self-efficacy suggests that an individual's confidence in their capacity to plan and accomplish actions crucial for achieving goals has a substantial impact on multiple facets of their life (Devi et al., 2017).

Self-Efficacy

Self-efficacy refers to an individual's belief in their ability to successfully perform and achieve specific tasks or goals. This concept, introduced by psychologist Albert Bandura, plays a crucial role in determining how people think, behave, and feel. Individuals with high self-efficacy are confident in their abilities to take on challenges endure through difficulties, and ultimately develop their professional identities, whereas those with low self-efficacy may doubt their capabilities and be more likely to give up when faced with obstacles. For teachers, self-efficacy, the belief in their ability to make decisions and take actions that positively influence their lives, is essential (Bartimote-Aufflick et al., 2016). This belief significantly shapes how teachers feel, think, and behave in various situations.

Sources of Self-Efficacy

- **Mastery Experiences:** This component of self-efficacy refers to the personal experiences of successfully completing tasks and achieving goals. When individuals repeatedly succeed in similar situations, they develop a stronger belief in their ability to perform well in those tasks in the future. For example, if someone consistently performs well in academic exams, they are likely to feel confident about their academic abilities.
- **Vicarious Experiences:** Vicarious experiences involve observing others who are similar to oneself succeed or fail in tasks. When individuals witness others similar to them achieve success despite challenges, it strengthens their belief that they too can succeed. Conversely, observing others fail may lower one's self-efficacy in similar tasks. For instance, a student watching classmates excel in public speaking might feel encouraged to try it themselves.

Social Persuasion: Social persuasion refers to the influence of verbal encouragement, feedback, or support from others on one's self-efficacy beliefs. Positive feedback, encouragement, and constructive criticism from teachers, peers, or mentors can boost self-efficacy. Conversely, negative feedback or discouragement can undermine confidence. For example, supportive comments from a coach can increase an athlete's belief in their abilities.

- **Emotional and Physiological States:** These factors include emotional states such as anxiety, stress, excitement, and physiological states such as fatigue or energy levels. Emotional and physiological states can significantly impact one's perceived self-efficacy. For instance, feeling anxious before a presentation may lower one's confidence in public speaking abilities, whereas being well-rested and relaxed might increase confidence.

Therefore, self-efficacy is a foundational element that shapes individuals' confidence and perseverance in various tasks. By enhancing self-efficacy through mastery experiences, vicarious experiences, social persuasion, and managing emotional and physiological states, individuals can improve their overall performance and resilience.

Transitioning from self-efficacy, now turn attention to goal orientation. Goal orientation refers to the underlying motivations and attitudes that influence how individuals' approach, pursue, and achieve their goals. It is a critical variable that interacts with self-efficacy to determine the strategies and efforts individuals employ in their learning and performance endeavors.

Goal Orientation

In the pursuit of personal and professional objectives, individuals exhibit various approaches and attitudes that shape their behaviors, motivations, and reactions to challenges. The concept of goal orientation provides a valuable framework for understanding these differences. Fundamentally, goal orientation examines why individuals engage in tasks and the motivations driving their efforts. Two primary orientations emerge from this inquiry: mastery orientation and performance orientation.

a) Mastery Approach Orientation: People with this mindset want to get better at things and learn new skills. They see challenges as chances to improve and enjoy the process of getting better. They set goals to master tasks and push themselves to reach higher levels of skill.

b) Mastery Avoidance Orientation: On the other hand, these individuals try hard to avoid looking bad or making mistakes. They focus on not failing and worry about what others might think. Their goals are often about avoiding errors and meeting standards.

c) Performance Approach Orientation: These folks aim to do well to get recognized and praised by others. They like to outperform their peers and strive for success. They set goals to show off their abilities, get noticed, and maybe earn rewards.

d) Performance Avoidance Orientation: Those with this mindset are driven by fear of failure and criticism. They try hard to avoid looking bad in front of others and might set goals to prevent embarrassment or losing respect. Their main concern is avoiding failure and not being seen as incompetent.

2. LITERATURE REVIEW

The teaching practicum could diminish the self-efficacy of pre-service teachers because of insufficient teaching experience, inadequate preparation, and limited knowledge of teaching strategies (Nugroho, 2017). There is no significant difference in academic self-efficacy between pre-service teachers from tribal and non-tribal backgrounds (Bhati & Behera, 2023). Chinese college teachers did not have a significant impact on the relationship between entrepreneurial intention and self-efficacy in the context under examination (Cao & Pateña, 2024) Teachers' self-efficacy comprises three dimensions: classroom management, the ability to implement alternative teaching methods and assessments, and the capacity to build relationships with students, motivate them, and engage them in learning. These dimensions have been linked to the effective performance of both standard and adaptive teaching tasks (Perera, 2019). Additionally, there was a moderate positive correlation between resilience and self-efficacy among teachers (Paller & Quirap, 2024). Preservice teachers exhibited high level of academic self-efficacy and academic motivation. Academic self-efficacy did not vary significantly based on gender or year of study. However, academic motivation showed significant differences among participants based on gender, year of study, academic achievement, and career expectations (Arslantas, 2021).

Mastery goal orientation positively influences attitudes towards teaching through self-efficacy and burnout measures, work-avoidance orientation negatively impacts attitudes towards teaching through self-efficacy and burnout measures, and ability-approach orientation does not affect attitudes towards teaching (Yıldızlı, 2019). Achievement goal orientation, communication skills, department, and academic achievement significantly influenced the probability of high teacher self-efficacy. It can be concluded that as academic achievement, communication skills, and achievement goal orientation improve, the probability of an individual perceiving their teaching profession positively increases (Dinçer, 2021). Various aspects of perfectionism and professional self-efficacy beliefs influenced prospective teachers' professional goal orientations. Socially prescribed perfectionism significantly boosted their self-efficacy beliefs. Doubts about actions led to a higher work-avoidance orientation, while concern over mistakes increased performance-avoidance orientation. Self-oriented

perfectionism, self-worth contingencies, entitlement, and self-efficacy beliefs positively impacted their performance-approach orientation (Kilmen, 2022). Achievement goal orientation positively correlated with self-efficacy beliefs. Additionally, achievement goal orientation significantly predicted student engagement, instructional strategies, classroom management, and overall professional self-efficacy beliefs. Performance avoidance orientation emerged as a predictor of instructional strategies, classroom management, and overall professional self-efficacy beliefs. Lastly, professional self-efficacy beliefs did not vary significantly by gender, whereas achievement goal orientations varied by gender, grade level, and department (Ozkal, et al.,2014).

Objectives Of the Study

1. To investigate the level of self-efficacy among pre-service teachers based on gender and location.

2. To explore the correlation between self-efficacy and goal orientation among pre-service teachers.

3. To analyze self-efficacy as a predictor of goal orientation in pre-service teachers.

Hypotheses Of the Study

Hypothesis 1: There are no significant differences in the level of self-efficacy among pre-service teachers based on gender and location.

Hypothesis 2: There is a significant correlation between self-efficacy and goal orientation among pre-service teachers.

Hypothesis 3: self-efficacy significantly predicts goal orientation in pre-service teachers.

3. RESEARCH METHODOLOGY

Sample

A convenience sampling method was used to collect quantitative data from 84 pre-service teachers pursuing a Bachelor of Education (B.Ed.) at the Regional Center of Bathinda and Desh Bhagat College of Education in Faridkot. Participants were thoroughly informed about the study's purposes and assured of the confidentiality of their data, which would be used solely for research purposes. Informal consent was obtained from the participants for their involvement in the research study. The research tools were distributed to the participants via Google Forms, with clearly defined instructions for completion. The demographic characteristics of the sample are provided in Table 1.

Table 1 Demographic distribution of Pre-service teachers

Variables	Options	N	%
Genders	**Male**	**30**	**35.7**
	Female	**54**	**64.3**
	Total	**84**	**100**
Locale	**Urban**	**38**	**45.2**
	Rural	**46**	**54.8**
	Total	**84**	**100**

The table 1. summarizes the distribution of 84 pre-service teachers based on gender and locale. Out of the total sample, 30(35.7%) of the respondents are identified as male pre-service teachers, while 54(64.3%) identified as female pre-service teachers. The sample of pre-services teachers' characteristics states that 38(45.2%) participants reside in urban areas, while 46(54.8%) participants hail from rural areas.

Data Collection Tools

- **The General Self-Efficacy Scale (GSE):** This Scale was developed by Schwarzer & Jerusalem (1995) is utilized to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events. The scale consists of 10 statements which will be rated on a 4-point continuum (1) Not at all true (2) Hardly true (3) Moderately true (4) Exactly true. The Self-efficacy Scale showed a high reliability of 0.80 based on Cronbach's Alpha coefficient.
- **Goal orientation Scale:** The revised Goal Orientation Scales developed by Elliot and McGregor (2001) is utilized to assess the Goal Orientation. This scale comprises statements which is rated on a 7-point continuum as follows: 1= Strongly Disagree (SD), 2= Disagree (D), 3= Somewhat Disagree (SOD), 4= Undecided (U), 5= Somewhat

Agree (SOA), 6= Agree (A), and 7= Strongly Agree (SA). The Goal orientation Scale showed a high reliability of 0.80 based on Cronbach's Alpha coefficient.

Data Analysis and Interpretation of result

To analysis of the collected data, SPSS 27.0 version software is employed. Data analysis is employed in three parts (a) Descriptive analysis (b) Correlation analysis (c) Linear Regression analysis.

Descriptive Analysis: The level of self-efficacy among pre-service teachers across gender and locale is calculated in table1. The mean and standard deviation for self-efficacy and goal orientation among the total sample across gender, locale and services is tabulated in table 2.

Table 2 Level of self-efficacy among pre-service teachers across gender and locale

Gender		Male (N=30)	Female (N=54)	Total (N=84)
Level of self-efficacy	Low	8	12	20
	Average	12	29	41
	High	10	13	23
Locale		Urban (N=38)	Rural (N=46)	Total (N=84)
Level of self-efficacy	Low	10	12	22
	Average	16	22	38
	High	12	12	24

Table 2 presents the level of self-efficacy among pre-service teachers across gender and locale. Among the 84 participants, divided into 30 males and 54 females, 20 have low self-efficacy (8 males, 12 females), 41 have average self-efficacy (12 males, 29 females), and 23 have high self-efficacy (10 males, 13 females). Additionally, the data is categorized by locale, with 38 from urban areas and 46 from rural areas. In urban locales, 22 participants exhibit low self-efficacy (10 urban, 12 rural), 38 have average self-efficacy (16 urban, 22 rural), and 24 have high self-efficacy (12 urban, 12 rural). This distribution highlights variations in self-efficacy level based on gender and locale.

Table 3 Mean and standard deviation values of TPACK and Goal orientation across gender, locale and service

		Self-efficacy		Goal orientation	
		Mean	SD	Mean	SD
Gender	Male (N=30)	32.4	5.35	101.53	17.44
	Female (N=54)	33.41	4.53	99.78	15.39
	Total (N=84)	33.05	4.83	100.4	16.08
Locale	Urban (N=38)	33	4.49	99.47	13.3
	Rural (N=46)	33.09	5.15	101.17	18.16
	Total (N=84)	33.05	4.83	100.4	16.08

This table 3 presents the means and standard deviations of self-efficacy and goal orientation scores among pre-service teachers, categorized by gender and locale. For gender, male pre-service teachers had a mean self-efficacy score of 32.4 (SD = 5.35) and a mean goal orientation score of 101.53 (SD = 17.44), while females had slightly higher mean self-efficacy (33.41, SD = 4.53) and goal orientation (99.78, SD = 15.39) scores. Overall, the total sample exhibited a mean self-efficacy score of 33.05 (SD = 4.83) and a mean goal orientation score of 100.40 (SD = 16.08). Concerning locale, urban pre-service

teachers showed a mean self-efficacy score of 33 (SD = 4.49) and a mean goal orientation score of 99.47 (SD = 13.30), while rural participants had a slightly higher mean self-efficacy (33.09, SD = 5.15) and goal orientation (101.17, SD = 18.16) scores. Overall, the total sample displayed similar mean scores for self-efficacy and goal orientation, regardless of gender or locale.

Correlation Analysis

The Pearson product moment correlation is employed to calculate the correlation coefficient among Technological Pedagogical Content Knowledge (TPACK) and its domain with goal orientation among both pre-service and in-service teachers which is tabulated in Table 3.

Table 4. Relationship between Technological Pedagogical Content Knowledge (TPACK) and Goal orientation among pre-service and in-service teachers(N=90)

variables	Self-Efficacy	Mastery Approach	Mastery Avoidance	Performance Approach	Performance Avoidance	Total Goal Orientation
Self-Efficacy	1	0.227*	-0.350**	0.041	0.120	-0.018
Mastery Approach	0.227*	1				
Mastery Avoidance	-0.350**		1			
Performance Approach	0.041			1		
Performance Avoidance	0.120				1	
Total Goal Orientation	-0.018					1

***. Correlation is significant at the 0.05 level**

****. Correlation is significant at the 0.01 level**

The table presents the correlation coefficients between self-efficacy and various goal orientation dimensions. Self-efficacy shows a positive correlation with mastery approach (0.227) and performance approach (0.041), suggesting that individuals with higher self-efficacy are more likely to engage in and strive for mastery and performance goals. There is a negative correlation between self-efficacy and mastery avoidance (-0.350), indicating that higher self-efficacy is associated with a lower tendency to avoid challenging learning goals. The correlation between self-efficacy and performance avoidance is weakly positive (0.120), suggesting a slight association between higher self-efficacy and avoiding failure in performance contexts. The overall correlation between self-efficacy and total goal orientation is very weak and negative (-0.018), implying that self-efficacy has little to no linear relationship with overall goal orientation.

Regression Analysis

Before conducting the linear regression analysis, the required assumptions are examined. The assumption of homoscedasticity is assessed by examining scatter plots, and the observed rectangular shapes, as suggested by Tabachnick & Fidell (2015), confirm the fulfillment of this assumption. Additionally, in the present study, Durbin-Watson values 1.925 fell within the acceptable range of 1.5 to 2.5, indicating no autocorrelation (Tabachnick & Fidell, 2015), thereby satisfying another assumption of linear regression analysis.

Table 5

Table 5. Simple Linear Regression analysis results of self-efficacy of pre-service teachers predicting goal orientation (N=84)

Independent Variable	Non-standardized Beta Coefficient	Standard Error	Standardized Coefficient Beta	t-value	p-value
Constant	102.37	12.268		8.345	1.443
Self-efficacy	-0.060	0.367	-0.018	-0.162	0.871
$R=0.018$, $R^2=0.000$ Adjusted $R^2 = -0.012$, $F(1,82)=0.026$, Significance F (p)=0.871					

The table 5 presents results from a simple linear regression analysis where self-efficacy of pre-service teachers is examined as a predictor of their goal orientation. The findings indicate that neither self-efficacy nor goal orientation significantly predicts the other, as evidenced by their respective non-significant p-values of 0.871 and (1.443<0.001). The regression model exhibits very low explanatory power, with an R-squared of 0.000, suggesting that only a negligible proportion of the variance in goal orientation can be explained by self-efficacy. The adjusted R-squared value of -0.012 implies that adding self-efficacy to the model did not improve its predictive capability. Moreover, the F-statistic of 0.026 further supports the conclusion that the relationship between self-efficacy and goal orientation is not statistically significant. Therefore, based on these results, self-efficacy does not appear to be a meaningful predictor of goal orientation among pre-service teachers in this study.

4. RESULTS AND DISCUSSION

The study analyzed the level of self-efficacy and goal orientation among pre-service teachers, considering gender and location. The findings indicated that the level of self-efficacy among pre-service teachers vary slightly based on gender and location, with female and rural teachers displaying slightly higher self-efficacy scores. This result aligns with the study by Cania et al. (2024), which found that EFL pre-service teachers exhibited moderate level of self-efficacy. Additionally, Paller & Quirap (2024) supported the finding that teachers had a very high level of resilience and a very good level of self-efficacy, consistent with the observed high self-efficacy level among female and rural teachers.

The correlation analysis revealed a positive relationship between self-efficacy and both mastery approach and performance approach, while there was a negative correlation between self-efficacy and mastery avoidance. However, the overall correlation between self-efficacy and total goal orientation was very weak and negative. This aligns with Yıldızlı (2019), who found that mastery goal orientation positively influences attitudes towards teaching through self-efficacy and burnout measures, and that work-avoidance orientation negatively impacts attitudes through self-efficacy and burnout measures. Similarly, Dinçer (2021) concluded that achievement goal orientation positively correlated with self-efficacy beliefs, predicting student engagement, instructional strategies, and classroom management.

Contrary to these results, the study by Cao & Pateña (2024) found that Chinese college teachers did not have a significant impact on the relationship between entrepreneurial intention and self-efficacy, suggesting that the context and subject matter might influence the relationship between self-efficacy and goal orientation differently. Additionally, Ozkal et al. (2014) found that professional self-efficacy beliefs did not vary significantly by gender, whereas the current study indicated slight gender differences in self-efficacy scores.

The regression analysis indicated that neither self-efficacy nor goal orientation significantly predicted the other, suggesting that self-efficacy does not meaningfully predict goal orientation among pre-service teachers. This result contrasts with the findings of Kilmen (2022), who observed that various aspects of perfectionism and self-efficacy beliefs influenced prospective teachers' professional goal orientations. It also contrasts with the conclusion by Ozkal et al. (2014) that achievement goal orientation significantly predicted professional self-efficacy beliefs.

In summary, while some studies support the findings regarding self-efficacy level and their correlation with goal orientation, others present contrary evidence, highlighting the complexity and variability of these relationships across different contexts and populations.

5. CONCLUSION

This study examined the level of self-efficacy and goal orientation among pre-service teachers and explored their interrelationship. The findings indicated that the level of self-efficacy among pre-service teachers vary slightly based on gender and location, with female and rural teachers displaying slightly higher self-efficacy scores. In terms of goal orientation, scores were similar across gender and location, with no significant differences observed. The correlation analysis revealed that self-efficacy is positively correlated with mastery and performance approaches and negatively with mastery avoidance. However, the regression analysis showed that self-efficacy does not significantly predict goal orientation, as the model exhibited very low explanatory power.

Educational Implications

The findings of this study have several implications for teacher training programs, professional development, support systems, and curriculum design. Teacher training programs should focus on enhancing self-efficacy through mastery experiences, vicarious experiences, social persuasion, and managing emotional and physiological states. Providing diverse and realistic teaching practicum opportunities can help boost confidence and reduce anxiety among pre-service teachers.

Integrating self-efficacy and goal orientation concepts into the curriculum can help pre-service teachers understand and apply these constructs in their teaching practice. Using reflective practices and self-assessment tools can assist teachers in monitoring their progress and building self-efficacy. By addressing these areas, educational institutions can better prepare

pre-service teachers for the challenges of the profession, ultimately leading to more effective and motivated educators.

Acknowledgement

I extend my sincere gratitude to Akal University Talwandi Sabo, Bathinda, for providing an exceptional research environment. I am deeply indebted to Dr. Birender Kaur, whose invaluable guidance and support were instrumental in the successful completion of this manuscript. I am also thankful to the authors whose scholarly works formed the foundation of this research. Finally, I extend my heartfelt appreciation to my family and friends for their constant motivation, patience, and unwavering support during this academic journey.

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