

My Self-Perspective as Future English Language Teacher Analysis of the Predictive Power of Mentoring Process

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Abstract

The preparation of English language teachers to become beacons of global competitiveness necessitates teacher education institutions in the world to put emphasis on the mentoring process. The goal of this research was to assess the average degree of self-efficacy among English language preservice teachers and the variables that influence it. Over the course of the study, 150 third- and fourth-year English language student teachers (N=80/70; 90% females) were asked to fill out a self-report questionnaire about their perspectives and attitudes on the teaching profession. This information was gathered using the Mentoring for Effective Primary Teaching instrument and the Teachers' Sense of Efficacy Scale. Findings suggest that English language student teachers who have a mentor during their practicum experience are more likely to become effective English language educators. It was determined that there was a statistically significant correlation between the two variables. According to the findings, students had a much more positive view of their own teaching abilities in the fourth year compared to the third. The findings of this research suggest that the average level of confidence among English language preservice teachers varies considerably depending on whether or not one or both of their parents are also teachers. Multiple regression analysis shows that aspects of mentor teachers' teaching styles are the most reliable predictor of student teachers' evaluations of their own teaching abilities.

Keywords: student teachers, mentoring model, teaching practicum, self-efficacy, five-factor

1. Introduction

Practicums are an essential part of any teacher training program because they provide student teachers with the most valuable learning opportunities. According to Rodrigues et al. (2018), teachers' perceptions of themselves as professionals may be heavily influenced by their own personal beliefs and by their early teaching experiences that occurred outside of their formal teacher training program. Teacher education programs should focus on the routines and practices of successful teachers if they want to raise the bar for their students' field experiences. To wit: (Michailidi & Stavrou, 2021); (Tuomikoski et al., 2018); (Ploj Virti et al., 2021, Magulod et al., 2020). More evidence-based information is needed to inform the design of effective practicum courses and well-structured field experiences, as well as the responsibilities and contributions of all parties involved in a practicum setting. Since mentor teachers in the mentoring program are given real responsibilities for helping student teachers develop as educators, Michailidi and Stavrou (2021) argue that new ways of conceiving of teacher mentoring are necessary. Flores (2019) and Alles et al. (2019) argue that mentorship is the ideal policy tool in induction programs because it increases both novice instructors' self-assurance and mentors' knowledge of how to best guide mentees toward professional development. The positive effects of mentoring on future educators and educational institutions have been the focus of recent research.

Research from a wide range of fields, including that of (Kraft et al., 2018), (Yada et al., 2021), and others, has highlighted the significance of bolstering English language teachers' confidence long before they step into the classroom. There is a need for more research to determine the level of self-efficacy of both student teachers and teachers, and to identify which elements of self-efficacy to promote during mentoring (Ayllón et al., 2019, Rad et al., 2022), despite the fact that the body of research investigating student teacher efficacy does not always present consistent results.

2. Literature Review

What does it mean for a teacher to feel effective in the classroom? According to one definition, teacher efficacy is "the teacher's conviction in his or her capacity to plan and execute the courses of action necessary to complete a certain educational assignment in a particular situation effectively." Bandura's self-efficacy hypothesis (Skarin et al., 2019; Depaepe & Konig, 2018) argues that novice educators' first few years in the classroom are critical for building their confidence and competence. Schunk and DiBenedetto (2020) and Kim et al. (2019) both agree that independent factors have little to no effect on a person's actions. It is true that these external factors have an initial bearing on how people's aspirations, morals, confidence in their own abilities, moods, and other aspects of self-regulation develop and function (Kim et al., 2019). The confidence that future teachers feel in their own abilities is largely formed in teacher preparation programs (Naidoo & Wagner, 2020). The "most influential motivational ideas on professional behaviour" are considered to be those taught via self-efficacy. Pre-service teachers' perceptions of their own abilities may be influenced, however, by the specific mentoring tactics they are exposed to throughout their training (Yada et al., 2021). Students' beliefs in their own competence as educators, as well as their own sense of pride in those beliefs and their own talents, flourish under the guidance of experienced instructors who serve as mentors (Naidoo & Wagner, 2020; Zimmer & Matthews, 2022). In order to ensure that mentors can act as professional role models for aspiring teachers, Burger et al. (2021) and Huang et al. (2019) argue that mentoring should be a required component of all teacher preparation programs. Naidoo and Wagner (2020) note that compared to their unmentored peers, student teachers who received guidance in preparing lessons felt more confident in their abilities to handle a wide range of challenges. According to research, student teachers who had access to experienced mentors improved their teaching skills and created more interesting lessons for their students by emphasizing the connection between classroom content and students' prior knowledge in the same field.

Moreover, Yada et al. (2021) discovered that when pre-service English language teachers were offered mentorship based on reflection, they were more ready to reflect on their practice and views on learning and teaching. (Scherer et al., 2018) authors of a research paper, emphasized the importance of mentoring tactics in boosting students' belief in their own ability to successfully use technology in the classroom. Tuomikoski et al. (2018) echoed this sentiment, noting that mentors are critical to the success of aspiring teachers since they shape the skillsets with which those instructors enter the profession.

A number of research were driven by a curiosity to learn whether and how demographic factors affected student teachers' perceptions of their own abilities as educators. It is important to note, however, that there is a dearth of empirical studies that investigate whether or not demographic factors like instructors' ages, genders, and places of residency affect how their students evaluate their efficacy. Several studies show that there are statistically significant differences between sexes and between younger and older participants (see Griful-Freixenet et al., 2021). (see Yoon & Kim, 2022). Few studies have looked at whether or not there is a correlation between where a student lives and how confident they feel in their abilities as a teacher. This research model accounts for the fact that having family members who are teachers may have a positive effect on a student teacher's sense of competence, as shown by Goller et al. (2019) and Yada et al. (2021).

Throughout their training as instructors, student teachers have reported increased self-confidence (Mintz et al., 2020; Stupnisky et al., 2018). Using the Teachers' Sense of Effectiveness (TSE) Scale, Mintz et al. (2020) studied the development of English language preservice instructors' beliefs in their own efficacy as teachers over the course of two years in Australia. A significant increase in self-assurance as instructors was evident from the findings compared to their previous practicum. Mentors' inclusive behaviors, as well as their guidance, inspiration, and constructive criticism, have been found to increase student instructors' confidence in their own teaching talents (Fong et al., 2019). As reported by (Kim & Corcoran, 2018). As defined by Zimmer and Matthews, the five pillars of effective mentoring are the mentor's individual traits, the mentee's system requirements, the mentor's pedagogical expertise, the mentee's modeling, and the mentee's feedback (2022). The development of students' pedagogical self-efficacy and, by extension, their capacity to use their own judgment in the classroom is, according to Zimmer and Matthews (2022), the ultimate goal of mentoring. According to Ruitenburg and Tigchelaar (2021), Ellis et al. (2020), and Kotze et al. (2019), student teachers' early career performance improves when their mentor teachers use these five criteria (2019). Researchers Rosas-Maldonado et al. found that students regarded their mentors' personalities as the most important factor in their development as leaders (2019). Even in virtual mentoring relationships, students place a premium on the mentor's unique features (Kotze et al., 2019). A research by Bjuland and Helgevold (2018) highlighted the significance of a mentoring culture where mentor instructors do not consider delivering comments to be part of the role. Certain evidence-based procedures, repeated field experiences, and lesson-related mastery experiences are the most critical components in creating a feeling of professional competence.

Problem Statement

Mentoring strategies that improve student teaching should be a focus of first teacher training programs. In order to help each English language student teacher, develop as a person, boost their confidence in their own talents as an educator, and pass on the culture of the

teaching profession, these practices should contain a firm grasp of school processes, norms, and expectations (Flores, 2019). However, the team conducting the study intends to do more than that. The purpose of this study is to examine whether or not mentoring increases English language student teachers' self-efficacy. This research looks at how much student teachers are exposed to mentorship and how it correlates with their sense of competence as instructors. Study participants' ages, sexes, countries of origin, and the frequency with which members of their own families are also teachers are among the demographic variables examined to better understand the impact on pre-service English language teachers' confidence in their own future teaching efficacy.

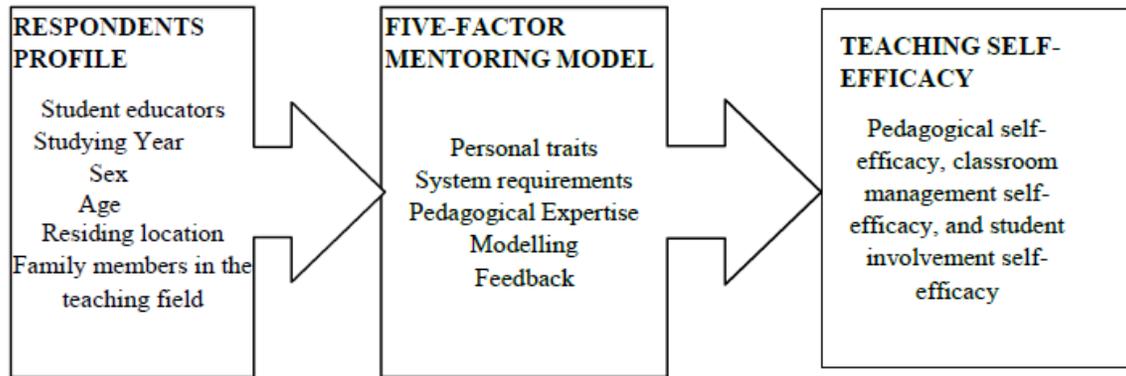


Figure 1. Conceptual Framework

This study will compare the self-efficacy of students in their third and fourth years of studying education since prior research has shown that student teachers' levels of self-efficacy change from year to year (Alt, 2018). Self-Efficacy Theory and the Five-Factor Mentoring Model serve as the theoretical foundation for this study's design (Figure 1). (Zimmer & Matthews, 2022).

The following hypotheses motivated this study:

- H1: For demographic characteristics, there are substantial variances in the teaching self-efficacy views of student instructors (sex, age, residing location).
- H2: Student teachers' levels of confidence in their abilities as educators vary significantly by year of study,
- H3: Student instructors' perceptions of their teaching abilities change significantly depending on the number of relatives they have working in the field.
- H4: English language student teachers' confidence in their abilities as educators correlates strongly with the amount of mentorship they get during field experiences in schools.
- H5: The degree to which student instructors believe in their abilities as five characteristics of good mentors may predict educators.

Context of the Study

The education of English language teachers is poorly documented. This article satisfies that prerequisite. Every school that offers courses in education must have its students participate in a teaching practicum. The faculty members who wrote the Handbook for Teaching Practicum laid out the expectations for both the student instructors and the mentors. Students in their second year spend four weeks (24 hours) shadowing and helping a teacher with grading homework and running classroom activities. Eight weeks of student teaching follow in the final year. For the Faculty of Education, one of the biggest challenges is making sure that student instructors are being properly supervised and mentored throughout their practicum experiences. According to Eisenschmidt & Oder (2018), mentorship is a top goal for educational reform. Their findings corroborate the worries of teacher educators who have been vocal about the lack of strong mentoring programs in schools over the last several years. To be clear, no studies on the issue of self-efficacy have been undertaken.

3. Methodology

Research Design

Quantitative methodologies predominated in this investigation. The researcher opted to perform a quantitative study on English language student teachers' assessments of their own teaching effectiveness based on demographic data and their mentorship experiences during their most recent practicum. Empirical linkages, interpreting observational data, and understanding study participants' viewpoints and attitudes are best accomplished via quantitative research, as stated by Sahin & Oztürk (2019). This correlational study used non-experimental research methods to better comprehend the linear connection between two variables.

The Gathering of Data and Samples

150 third- and fourth-year English language education majors made up the study's sample. The formula for a sample calculation is employed since the population is around 450. The margin of error was calculated to be 5%, and the degree of certainty was set at 95%. Accordingly, we can trust the data from 150 of the 185 respondents whose surveys we verified. Demographic information for the sample

is provided in Table 1. 80 (53.3% of the total) were fourth-year English language students, while seventy (46.6% of the total) were third-year English language. Most participants were young adults (18-22), with 73.3% falling within that age range. 54.7 percent of the 150 respondents are from the country, while 45.3 percent call the city home. Nearly half (46.7%) of those surveyed had family members who are educators. The instructors were involved in the process of finding participants. The researcher had no personal or professional ties to the people they studied. To combat the spread of the COVID-19 epidemic, the survey is administered in person to third-year students and online to fourth-year students. After completing their last student teaching practicum, respondents completed the survey.

Table 1. Socioeconomic Profile of the Participants

Demographic Profile	English Language Student Teachers	
	Total	Percentage
Year of Study		
Third Year	80	53.3
Fourth Year	70	46.6
Sex		
Female	135	90
Male	15	10
Age		
18-22	110	73.3
23-26	31	20.7
27+	15	6
Location of the Resident		
Urban	68	45.3
Rural	82	54.7
Relative to the Teaching Profession		
Parents	31	20.7
Brother/Sister	25	16.7
None	80	53.3
Other	14	9.3

Before consenting to take part in the survey, students were given information about its aim, assured their replies would be kept private, and given the option to fill it out independently. Candidates seeking teaching positions participated willingly after providing informed consent. The instrument used in this study was developed utilizing two previously validated questionnaires: The Mentoring for Effective Primary Science Teaching (MEPST) instrument (Kraft et al., 2018) and the Teachers' Sense of Efficacy Scale. Based on the research (Stupnisky, 2018) Participants' ages, sexes, locations (urban/rural), levels of education, and ties to the teaching profession were recorded. Questions used in this study were translated into Albanian for analysis. Thirty student educators were used in a pilot study to assess the questionnaires' readability, validity, and reliability before being distributed to the whole sample. People who took part in the preliminary survey were eligible to be included in the final poll's sample. The technical difficulties were fixed once the data from the pilot survey was collected and analyzed. There are a total of 34 items in the Mentoring for Effective Teaching survey, each with a corresponding Likert scale response (strongly disagree = 1, disagree = 2, unsure = 3, agree = 4, very agree = 5). Reliability Building Integrity Total Cronbach's alpha for the MEPST was .839 (Table 2).

Table 2. Reliability Test (Cronbach's Alpha)

Group of questions	Number of variables	Cronbach's Alpha
Personal traits	5	0.894
System prerequisite	4	0.699
Modelling	7	0.889
Pedagogical knowledge	12	0.923
Feedback	5	0.797
MEPST	33	0.839
Self-efficacy in student involvement	9	0.849
Self-efficacy in teaching techniques	9	0.917
Self-efficacy in classroom administration	9	0.896
TSE	23	0.902
Average		0.861

English language preservice teachers' confidence in their own teaching skills is measured by the Teacher Efficacy Beliefs Scale, Extended Form (Stupnisky et al., 2018). As shown by a Cronbach's alpha of .872, this survey instrument has high levels of internal consistency. Every one of the 24 questions may be answered on a 9-point Likert scale (1-Nothing; 3-Very Little; 5-Some Influence; 7-Quite a Bit; and 9-A Great Deal). The total Cronbach's alpha for TSE's three components is .902. Before sending the questionnaire out to the wider sample, it was pilot-tested on a group of 30 student instructors to ensure its readability, validity, and reliability. As soon as technical issues were fixed, the survey could proceed.

Analyzing of Data

The administration of the data and the analysis were carried out using SPSS 16. In order to accomplish the goals of the research, different statistical analyses, including descriptive analysis, cross-tabulations, multiple correlation, and multiple regression, were carried out. Analyzing the data required using non-parametric techniques due to the absence of a normal distribution in the samples. As a non-parametric alternative to ANOVA, the Spearman's Rho correlation test, a series of Mann Whitney-U tests, and Kruskal Wallis H tests were applied to the data before being analyzed.

4. Results

Table 3 displays differences in student teachers' perceptions of their own ability to teach based on various demographic factors. The Mann-Whitney-U test and the Kruskal-Wallis test were used to analyze the data and determine if there were statistically significant differences in teachers' perceptions of their own effectiveness as educators across the various study groups. The results do not support the hypothesis that demographic variables are related to a student teacher's perception of his or her own ability to teach effectively. Students' confidence in their own abilities as educators did not vary significantly across demographic categories. Because most respondents were women (N = 135, 90%) and young adults (18–22) (N = 110, 73.3%), the effect size is smaller than it otherwise would have been. The null hypothesis (H1) could also be interpreted as false if there is no statistically significant difference between the students' and the teachers' estimates of their own abilities and background variables.

Table 3. Variations in English Language Preservice Teachers' Opinions of Their Own Ability to Teach Based on Personal Characteristics

Depended variable	Demographic variables	N	Mean Rank	Value	p	df	p
Teaching Self-efficacy Beliefs	Sex						
	Female	135	102.79	62.801	.942	81	.218
	Male	15	83.41				
	Age						
	18-22	110	100.35	1.929	.61	163	.73
	23-26	31	123.29				
	27+	15	100.35				
	Location of the Resident						
	Urban	68	111.80	94.591	.163	83	.1450
Rural	82	99.66					

Table 4 shows how student evaluations of their instructors vary from year to year. The results show that there is a sizable gap between the self-efficacy levels of third- and fourth-year students when it comes to instructing. Fourth-year students reported significantly higher levels of self-efficacy on all three measures of teaching compared to students in the previous year. The effect size can be categorized as small (d = 0.2), medium (d = 0.5), or large (d = 0.8) according to the guidelines provided by Corr and Matthews (2020). Roughly speaking, the effects sizes are intermediate. The findings lend credence to the second hypothesis (H2), which hypothesized that fourth-year students would have a higher sense of confidence in their own abilities as a teacher than their third-year counterparts.

Table 4. Variations in Students' Perceptions of Their Ability to Teach Based on Academic Year

Measure	Third year		Fourth-year		*Rank	u	z	P	*Cohen's d
	M	SD	M	SD					
Self-efficacy in student involvement	7.28	.890	7.60	1.07	91.74	3988.0	-3.444	.000	.31
					120.62				
Self-efficacy in classroom administration	7.14	.979	7.61	1.07	89.15	3701.0	-4.096	.000	.46
					123.51				
Self-efficacy in teaching techniques	7.43	.859	7.70	1.15	92.25	4042.0	-3.320	.001	.25
					120.09				

***p < .001.

In Table 5 we see how the presence or absence of family members currently working in the area is related to the various degrees of teaching self-efficacy beliefs among student instructors. Group Parents ranked first on the independent variable with a score of 129.14, and this difference was statistically significant according to the Kruskal-Wallis H test (2(2) = 18.735, p = 0.001). The results imply that the family model has an effect on the learning process. Individuals with a family history of teaching have higher levels of confidence in their own abilities as educators than those without such a background.

Table 5. Differences in English Language Preservice Teachers' Perceptions of Their Ability to Teach Based on Whether or Not They Have Family Members Who Are Teachers

Depended variable	Relatives in the teaching profession	n	Rank	χ ² (2)	df	p
Teaching self-efficacy beliefs	Parents	31	129.14			
	Brother/Sister	25	125.17	18.735	3	.001
	None	80	90.53			
	Other	14	91.57			

Student instructors' perceptions of their teaching effectiveness vary significantly depending on whether or not they come from a family of educators, as shown by the results of the testing of hypothesis H3 (Table 4).

The table below shows how student teachers rate their sense of teaching effectiveness and their satisfaction with their most recent mentoring experience as instructors. The results demonstrate that student teachers had extensive mentoring experience (M=3.9, SD=0.84); they report receiving extensive mentoring in personal qualities and modeling from their mentor teachers, but less in the areas of system needs pedagogical expertise and feedback. Results showed that student teachers felt their mentor instructors provided the least amount of input.

Table 6. Student teachers' views on the quality of their mentors' guidance and their teaching confidence

Description Statistics			
Variables	m	*Mode	*SD
Mentoring experience (Five-factor model)			
Personal traits	4.1369	5.01	.86521
System prerequisite	3.8433	4.32	.91019
Pedagogical knowledge	3.9235	4.13	.83006
Modeling	4.0245	4.00	.75514
Feedback	3.6151	4.00	.84104
Mentoring interaction (total)	3.9146	4.11	0.84045
Self-efficacy in teaching			
Self-efficacy in teaching techniques	7.5650	8.00	1.02297
Self-efficacy in student involvement	7.3581	8.00	1.05712
Self-efficacy in classroom administration	7.4370	8.24	.99546
Self-efficacy (total)	7.4530	7.76	.97495

The majority of the student instructors place themselves in the top third on the 9-point Likert Scale for teaching self-efficacy (M=7.35, SD=.976). The majority of future educators (75%) felt confident in their ability to implement various teaching tactics in the classroom. Still, 27% felt the same about their ability to maintain order in the classroom (M=7.42, SD=.98).

Table 7 shows the student teachers' perceptions of their abilities compared to their mentors, using a five-factor mentoring model. The results show that student instructors' levels of teaching self-efficacy are positively correlated with their exposure to mentoring during teaching practicum, however only slightly (p=0.01). In other words, the evidence supports the confirmation of H4.

Table 7. The Influence of Mentoring on Beginning Teachers' Perceptions of Their Ability to Teach

	n	M	SD	r	p
Teaching self-efficacy beliefs	150	7.35	0.9636		
Spearman's rho				195**	0.004
Mentoring experience (five-factor model)	150	3.79	0.8385		

Multiple regression analysis was used to determine the impact that mentor traits, system needs, pedagogical ability, modeling, and feedback had on English language preservice teachers' perceptions of their own teaching abilities. In Table 8 of the model summary, you can see the values for R, R², adjusted R², and the standard error of the estimate.

Table 8. Standard Error of the Estimated Model

Model Summary									
Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					R ² Change	F Change	Df ¹	Df ²	Sig. F Change
1	.208 ^a	.042	.021	.96535	.042	1.833	5	203	.109

a. Predictors: (Constant), Modeling, Feedback, Pedagogical Knowledge, Attributes, System requirements

b. Dependent Variable: Self-efficacy

The poor degree of prediction across all five parameters is reflected in the low score of R=.759. The results reveal that F (4, 203) = 1.833, p>.05, which means that the independent factors do not substantially predict the dependent variable. Moreover, statistical significance was examined for each independent variable. Each dependent variable's t-value and associated p-value can be seen in Table 9. Among the factors examined, these findings indicate that only the mentor teachers' characteristics substantially predict the students' degree of self-efficacy in teaching (p=.039). The findings disprove this hypothesis (H5).

Table 9. Variables Predicting English Language Preservice Teachers' Perceptions of Their Ability to Teach

Coefficients					
	Non-Standardized Coefficients		Equivalent Coefficients		
*Model	B	*Std. Error	*Beta	t	p
(Constant)	6.578	.370		17.89	.000
*Personal traits	.358	.173	.320	2.088	.037
*System requirements	-.075	.144	-.070	-.530	.597
*Modelling	.066	.178	.052	.367	.714
*Pedagogical expertise	-.202	.239	-.170	-.836	.402
*Feedback	0.057	.133	.049	.420	.677

a. Dependent Variable: Self-efficacy

5. Discussion

Participating English language student instructors' perceptions of their own performance as educators were unrelated to their demographic factors. This confirms the results of other international studies that indicated no significant variations in the mean or subscale scores of the self-efficacy belief scale amongst student instructors of various ages or sexes (Yilmaz & Turan, 2020, Magulod, 2018). No research was found that examined how location could affect prospective teachers' confidence in their abilities in the classroom. Siyam (2019) discovered that prospective teachers in rural areas had different views on computer self-efficacy than those in urban areas, and Hajovsky et al. (2020) investigated how students' exposure to urban, suburban, and rural school environments affected their perceptions of their own teaching abilities. Statistics show that senior education majors are more confident in themselves than their junior colleagues. Estimates of effect magnitude should not be used to discredit the findings. Based on these results, it is plausible that alterations made between the beginning of the program and the conclusion of the student teaching practicum might have a major effect on the quality of teaching practiced by graduates. Contextual factors, such as having a father, sibling, or close family member as a teacher, were also considered as potential background variables. This research shows that prospective teachers who come from families with a history of teaching have a more positive outlook on their own abilities. Evidence suggests that a student teacher's confidence increases in proportion to the number of relatives (other than parents) they have working in education (Yada et al., 2021). According to Bandura's theory of social learning (Skarin et al., 2019) and Yada et al. theory of experience learning, these findings may be related to inferred knowledge learned by seeing parental role modeling (2021). Additionally, Goller et al. (2019) found that parental influence was the most critical factor in selecting education as a major. Because of variations in family income and occupation, a classroom's worth of future teachers might have vastly varied life experiences. Careful consideration is warranted in drawing conclusions from these findings because of the likelihood that the observed statistical significance was attributable to confounding factors.

The findings of this research provide credence to the hypothesis that academic success might boost students' perceptions of their own abilities. Students who had a good experience with a mentor were more confident in their ability to manage a classroom, interact with students, and design interesting lessons. Students are more likely to appreciate and respect their professors if they have teachers that they like. Research revealed that the personalities of mentor teachers had the greatest impact on student teachers' perceptions of their own effectiveness in the classroom. The literature consistently emphasizes the importance and influence that mentors' traits have on a student's level of self-efficacy as a teacher, despite the lack of evidence that mentors' characteristics are the most important factor in determining a student's self-efficacy as a teacher. Building trust with the mentee is crucial because of the impact the mentor's personality may have on the mentee's perception of the mentor as an educator. Pre-service teachers can benefit from teacher education programs that emphasize the importance of self-efficacy beliefs in shaping not only students' motivation to learn but also teachers' openness to professional growth and leadership opportunities.

6. Conclusion

This study aimed to analyze how English language preservice educators felt about their personal practicum experiences. From what we can get from this study, we may infer the following: The English language mentor teachers' traits emerge as a strong predictor of the English language student teachers' levels of teaching self-efficacy, and mentoring experiences are correlated with these levels. After completing a teaching practicum, results showed that fourth-year students reported greater levels of teaching self-efficacy than third-year students. On a scale of 0 to 9, the average level of student-teacher self-efficacy was 7.34-7.55. Mentees' perceptions of their own teaching abilities seem to be influenced by their mentoring relationships, and maybe more specifically by their exposure to the favorable characteristics of their mentors. Therefore, mentors should help their mentees refine their fundamental teaching practices. This research shows that mentor instructors should be kind and accessible, attentive to their mentees' needs, and willing to answer their questions and address their worries, all while inspiring hope and a feeling of pride in the mentee's chosen profession. Training programs for educators should prioritize their teachers' continued professional growth and provide enough advancement opportunities.

7. Recommendations

Mentors for English language preservice teachers should be trained to recognize the value of their qualities as educators and the impact they may have on their mentees' sense of competence in the classroom. Effective mentoring of English language student teachers requires that school mentors strengthen their mentoring abilities via ongoing training, focusing on monitoring and direction. In addition, the findings point to the need to give students more chances to learn to get more feedback on their performance and better understand their areas of weakness and strength. Suppose students have a more constructive mentoring experience and learn different classroom management styles and strategies. In that case, they may feel more comfortable talking to youngsters and have a more optimistic view of their talents. And this might help future generations of educators become better at their craft. To further understand what makes a successful mentor and a good student teacher in a mentoring relationship, future research should hone in on the perspectives of mentors and student instructors. Because the quality of the student-mentor connection was not shown in this study, future research is required to investigate its correlation with self-efficacy among student teachers.

8. Limitations

There are certain issues with the research that need fixing. The participants in this research were elementary education majors from a single-state institution. Possible future research collaborations might include more than one institution or track. Another problem with the research was that self-efficacy was only measured via participant reports. Gozli (2019) reports that educators' self-ratings on self-efficacy

measures tend to fluctuate for a number of reasons. The reliability of the data on student teachers' beliefs about their abilities as educators relied on their willingness to be truthful in their responses. Another caveat is that it is not apparent whether or not the student instructors' prior teaching experiences impacted their self-efficacy. The mechanisms that link early experiences to later feelings of confidence in one's ability to instruct may be better understood with a more in-depth look at the impacts and relationships of other factors.

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