MAPPING PRE-SERVICE TEACHERS' SELF-EFFICACY:

a scoping review

MAPEANDO A AUTOEFICÁCIA DOCENTE NA FORMAÇÃO INICIAL: uma revisão de escopo

MAPEANDO LA AUTOEFICACIA DOCENTE EN LA FORMACIÓN INICIAL: una revisión de alcance

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Abstract

Self-efficacy is one of the constructs of Bandura's 1977 Social Cognitive Theory, as a concept that encompasses individual beliefs in the ability to complete tasks (Pereira and Beuren, 2023). This scoping review aims to evaluate the criteria for collecting and analyzing self-efficacy in teaching data validated by international literature, aiming to understand what the main criteria are for collecting and analyzing data used to measure self-efficacy in teaching in initial training. To obtain the number of articles, we used the term 'pre-service teachers' self-efficacy (Topic)'; the total number of articles found was 288. Eventually, with the inclusion and exclusion criteria, only 32 articles were included. The international literature points to the preponderance of quantitative analysis over qualitative or mixed analysis regarding the observation of self-efficacy in teaching in initial teacher training. In addition, it can be observed that the construct is usually analyzed in association with others also related to teaching (such as enthusiasm, personality or motivation), with self-report questionnaires as the predominant instruments.

Keywords: Teacher Professional Guidance. Attitude Learning. Motivation for learning.

Resumo

A autoeficácia é um dos construtos da Teoria Social Cognitiva de Bandura de 1977, como conceito que abarca crenças individuais na capacidade de concluir tarefas (Pereira e Beuren, 2023). Esta revisão de escopo objetiva avaliar os critérios de coleta e de análise dos dados de autoeficácia em docência validados pela literatura internacional, visando entender quais

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são os principais critérios de coleta e análise de dados utilizados para medir a autoeficácia em docência na formação inicial. Para obter o número de artigos, usamos o termo *'pre-service teachers' self-efficacy (Topic)´*. Com isso, o total de artigos encontrados foi de 288. Com os critérios de inclusão e exclusão, apenas 32 artigos foram incluídos. A literatura internacional aponta para a preponderância da análise quantitativa sobre a qualitativa ou mista no que tange à observação da autoeficácia em docência na formação inicial de professores. Além disso, observa-se que o construto costuma ser analisado em associação com outros também relacionados à docência (tais como entusiasmo, personalidade ou motivação), tendo como instrumentos predominantes, os questionários de autorrelato.

Palavras-chave: Orientação Profissional do Professor. Aprendizagem de Atitudes. Motivação para a aprendizagem.

Resumen

La autoeficacia es uno de los constructos de la Teoría Social Cognitiva de Bandura de 1977, como concepto que abarca creencias individuales en la capacidad de cumplir tareas (Pereira y Beuren, 2023). Esta revisión de alcance objetiva evaluar los criterios de recopilación y análisis de datos de autoeficacia en docencia validados por la literatura internacional, visando comprender cuáles son los principales criterios de recopilación y análisis de datos utilizados para medir la autoeficacia docente en la formación inicial. Para obtener el número de artículos, se utilizó el término *´pre-service teachers' self efficacy (Topic)´*. Se encontraron 288 artículos en total. Finalmente, con los criterios de inclusión y exclusión, solo se incluyeron 32 artículos. La literatura internacional apunta a la preponderancia del análisis cuantitativo sobre el cualitativo o mixto para el análisis de la observación de la autoeficacia en docencia en la formación inicial docente. Además, se observa que el constructo suele ser analizado en asociación con otros también relacionados con la docencia (como el entusiasmo, personalidad o motivación), teniendo como instrumentos predominantes, los cuestionarios de autorrelato.

Palabras clave: Orientación Profesional del Profesor. Aprendizaje de Actitudes. Motivación para el aprendizaje.

Introduction

Self-efficacy is one of the constructs of Bandura's 1977 Social Cognitive Theory. The concept encompasses personal beliefs in the ability to accomplish important tasks, focusing on achieving personal and professional goals (Pereira and Beuren, 2023). In Bandura's Social Cognitive Theory (1986), people are not only shaped by their surroundings or by previous impulses, but they are also self-organized, proactive, self-aware, and self-regulated individuals (Pajares and Olaz, 2008).

Currently, numerous pieces of empirical evidence support Bandura's claims that self-efficacy beliefs influence several aspects of people's lives, regardless of debilitating or enabling thoughts, their motivation, perseverance in the face of

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adversity, vulnerability to stress and depression, and life choices (Pajares and Olaz, 2008).

In the educational context, self-efficacy beliefs are especially important, as they influence both professional aspects and also teaching quality (Santos and Inácio, 2021). Teacher self-efficacy directly impacts motivation and job satisfaction, as teachers with strong beliefs in their abilities tend to cope better with academic challenges (Franco and Alliprandini, 2024). International research extensively covers teachers from early childhood to higher education, using various data collection tools.

According to Fernandez *et al.* (2016), in the last 25 years, teacher self-efficacy has been consolidated as a crucial variable in education, as it reflects teachers' beliefs in their ability to teach successfully. In Brazil, the topic stands out due to a "teacher blackout" in educational institutions, especially in basic education, and a decline in interest in undergraduate courses.

That said, the objective of this article is to evaluate the criteria for collecting and analyzing self-efficacy data validated by international research, focusing on initial teacher training.

1 Methodological Design

Literature reviews are essential for the development of academic and scientific work. Reviewing literature avoids duplicated research; or, when of interest, the reuse and application of research on several scales and in different contexts (Galvão and Ricarte, 2019). Galvão and Ricarte (2019) also add that a literature review enables the identification of flaws, knowledge of fundamental resources for the elaboration of studies focusing on specific aspects, the development of studies covering gaps in research with contributions to a given scientific field, the proposition of innovative research methodologies, and the optimization of available resources for the benefit of society, the scientific field, institutions, and governments that support scientific production.

We opted for a scoping review, because, as its name suggests, it is ideal for determining the scope of a body of literature on a given topic, clearly indicating the

volume of studies available and providing an overview (broad or detailed) of its focus (Munn *et al.,* 2018). Munn *et al.* (2018) point out that scoping reviews are useful for examining emerging evidence when it is not yet clear which other, more specific questions might be posed and effectively addressed by a more precise systematic review.

In other words, a scoping review provides an overview of a given research focus, illustrating, through the analysis of the studies found, unanswered questions and/or gaps, allowing researchers to answer these questions and fill the gaps identified in the literature. Munn *et al.* (2018) established a list of six reasons for conducting a scoping review, represented in the following figure:

Figure 01 – The six reasons for conducting a scoping review
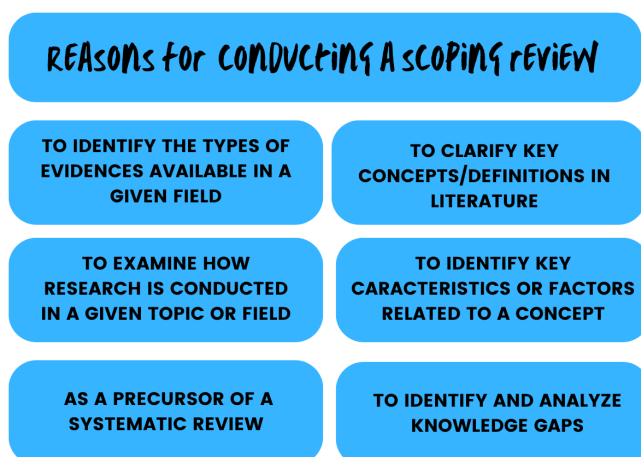
Source: adapted from Munn *et al.* (2018).

With this in mind, we defined the research question as: What are the main criteria for data collection and analysis used in international research to measure teacher self-efficacy in initial teacher training? Reliability and validity are considered the main measurement properties of data-collection instruments (Souza *et al.*, 2017). The authors clarify that reliability refers to the ability to reproduce results consistently across time and space. Validity refers to the instrument's ability to measure exactly what has been proposed. Furthermore, the authors address three types of reliability and validity in their research, represented in the following figure:

Figure 02 – The types of variability and reliability
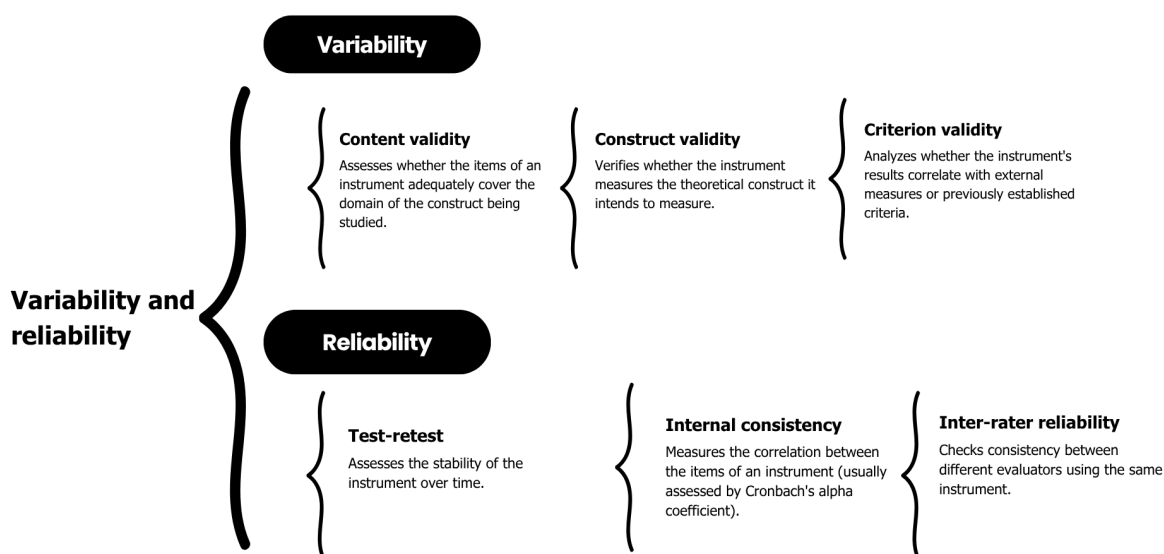
Source: adapted from Souza *et al.* (2017).

For this scoping review, we chose to use construct validity and internal consistency as criteria to compare data collection and analysis. Also, this article not only highlights the main findings of international research but also identifies gaps, pointing out unresolved questions that are yet to be investigated. For a more accurate comparison, we highlight the authors, publication years, countries, titles, instruments, number of respondents and analysis methodologies of each article.

1.1 Search strategies

For the article search, we chose to exclusively use the Web of Science (WOS), as it provides analytic tools that allow the evaluation of research performance and scientific quality. WOS provides access to databases through a single search interface, allowing users to select a single database or multiple databases simultaneously (Gómez Botero, 2022). The exclusive use of WOS is justified because it is deemed the most useful and reliable tool, at least for finding journal publications (Mikki, 2009).

The search was conducted in English, focusing on obtaining a much broader range of results related to the topic. Although the search was conducted in English,

results also appeared in German, Spanish, Serbian, Turkish and Czech, as their abstract contained the words used in the search string.

Table 01 – Search string used

Search strings on Web of Science	
Database	Search string
Web of Science	Web of Science Results for pre-service teachers' self efficacy (Topic) and Open Access and 2024 or 2023 or 2022 or 2021 or 2020 (Publication Years) and Article (Document Types) and Open Access

Source: elaborated by the authors (2025).

Using this single search string on April 09th, 2024, which in Portuguese means "autoeficácia de professores em formação inicial", we obtained 288 results, all articles. All the 288 articles were added to a Google Drive spreadsheet.

1.2 Inclusion and exclusion criteria

After an initial reading of each abstract, of the 288 articles, 86 were included and 202 were excluded. However, after a more detailed review, either of the abstracts or a full reading of the articles, the number of articles included decreased significantly, with the exclusion of a further 54 articles that did not address teacher self-efficacy itself, leaving only 32 articles included. In total, 256 articles were excluded according to the criteria.

Table 02 – Inclusion and exclusion criteria

Inclusion	Exclusion
Publications from 2020 onwards	Publications prior to 2020
Address teacher self-efficacy even though it is not the main focus	Address self-efficacy in a specific skill (e.g., self-efficacy in using iPads in class)
Higher education, postgraduate or basic education context	Do not address teacher self-efficacy
	Subscription-based papers or literature review papers

Source: elaborated by the authors (2025).

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Next, a PRISMA diagram showing the step-by-step of the research, including identification, the database used, the total number of articles found, the screening process, and containing the articles initially selected (including the justifications for excluding). PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analysis*) consists of a checklist of items and a flowchart containing essential steps for the transparent and rigorous dissemination and publication of the methods and results of the systematic review, with an adaptation of the flowchart for scoping reviews (Bernardo, 2017).

In the context of scoping reviews, PRISMA was developed to improve the quality and conduct of reports, which are increasingly present in the literature across various fields (McGowan *et al.,* 2020). A second analysis was also performed, and finally, the total number of articles included after all the stages was determined, resulting in a final number of 32 records.

Figure 03 – PRISMA diagram of inclusion and exclusion
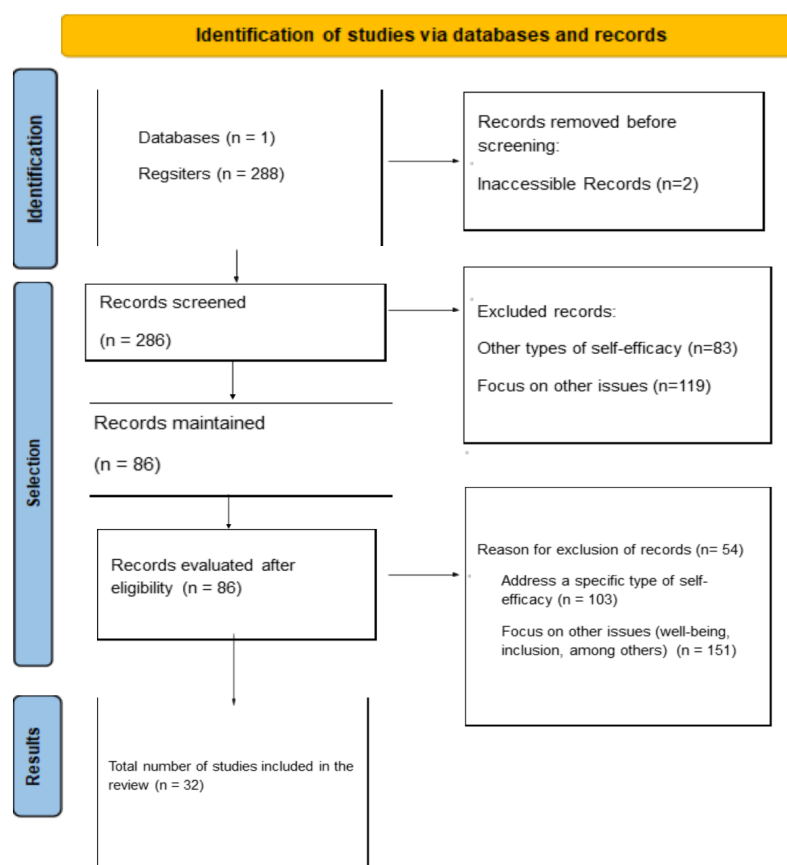
Source: elaborated by the authors (2025).

1.3 Research methodologies used in the articles

Regarding the methodologies of the articles, qualitative, quantitative, and mixed (quanti-quali) methodologies were found. Among the 32 filtered articles, the majority uses a quantitative approach to obtain data, with 22 quantitative studies in total; 8 articles bring a qualitative approach and 2 adopt a mixed approach (quanti-quali). Due to the high number of mapped studies, a complementary file was generated that can be accessed through the following QR code (Figure 4):

Figure 04 – QR code for the tables of mapped articles

Source: elaborated by the authors (2025).

The titles of the articles show that not all of them have teacher self-efficacy as their main focus; however, they also address it in their research. The article by Franz, Fackler and Paetsch (2022), for instance, investigated the profile of teachers in initial training, based on the expression of five major personality traits and cognitive skills.

The self-report questionnaire is considered the primary quantitative data collection instrument, making data collection standardizable and comparable, with a view to being faster and more accurate, consequently helping to facilitate data processing (Taherdoost, 2022). Regarding qualitative research, with 8 findings in total, the questionnaire also appears, but there is a greater diversity of instruments.

To obtain qualitative data, most researchers have opted for interviews, reflection notes, written reflections and other specific instruments. Interviews, for instance, are very useful for obtaining data that allows the validation of objectives

and questions, thus expanding knowledge of the research topic (Lopezosa, Codina and Freixa, 2022). Qualitative methodologies follow different validation criteria and internal consistency criteria than quantitative ones, as quantitative articles naturally have larger numbers of participants, without focusing much on the quality of the productions.

Among the two quanti-qualitative (mixed) articles found, it is worth noting that both semi-structured interviews and questionnaires were used, highlighting the article by Honskusová, Vojír and Rusek (2022).

Organizing scientific articles according to their methodologies, instruments and number of participants is essential for conducting quality reviews (Sampaio and Mancini, 2006). It facilitates the identification of gaps and patterns in scientific knowledge. We see the highly diverse number of participants in the reviewed studies as a challenge (making it impossible to compare them with greater accuracy), as well as the high number of studies that focus on constructs related to teacher self-efficacy, making the analysis of the key concept less in-depth.

## 1.4 Years and origin of the publications

The analysis of articles reveals a significant concentration of publications between 2021 and 2023, in contrast to 2020 and 2022, which presented lower percentages. This variation can be attributed to several factors influencing scientific production of the period, both generally and specifically in the available literature on teacher self-efficacy.

One of these factors can be the increase of "special issues" in scientific journals, which significantly increased between 2016 and 2022, in outlets such as *Hindawi, Frontiers* and MDPI, which rely on article processing fees for revenue (Nassi-Calò, 2023). Nassi-Calò (2023) further adds that these special editions are invited by journals or editors, rather than being submitted independently by authors, possibly contributing to the increase of publications.

Regarding the origin of included publications, the majority were published in China, followed by Germany, the United States, Australia, the United Kingdom,

Turkey, Spain, Finland, the Czech Republic, South Korea, Romania and the United Kingdom (in partnership with Sweden), as shown in the following graph:

Figure 05 – Graph of sources of included research
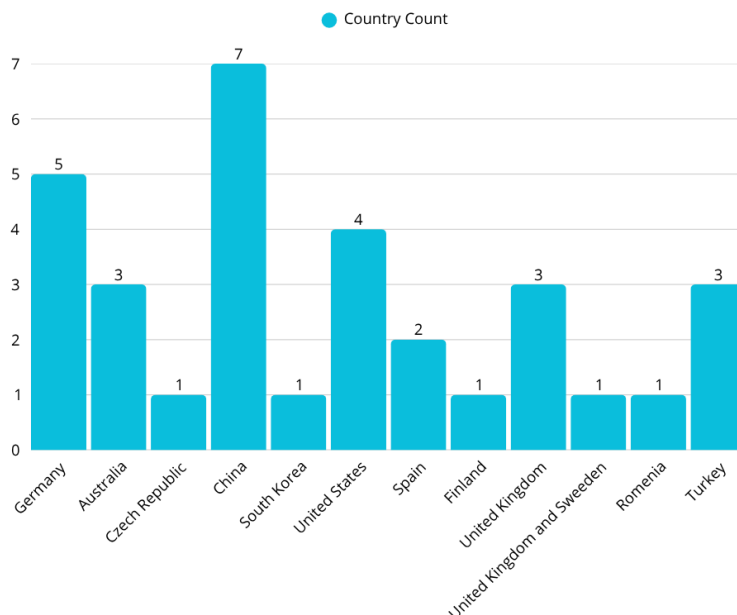
Source: elaborated by the authors (2025).

This data suggests that emerging countries, unlike Brazil and other South American countries, have not been included in the research addressing the topic in the WOS database. Therefore, there is fertile ground for developing instruments tailored to the Brazilian reality and conducting robust research focused on this aspect.

2 Data analysis

Most studies use questionnaires structured on the *Likert* scale, usually ranging from 4 to 6 points, a very common aspect in research on motivation, preparation for teaching and pedagogical beliefs. Rensis Likert developed the *Likert* scale in the 1930s, also known as the Assessment Scale (Martins and Cornacchione, 2021). The respondent, for each question, states his level of agreement or disagreement with a given question, selecting a point on a scale generally consisting of five gradations, normally stated as: strongly agree, agree, neutral/indifferent, disagree, strongly

disagree (Aguiar, Correia and Campos, 2011). The *Likert* scale is one of the most widely used scales for questions of preferences, tastes and perceptions, frequently used because it is considered easy to understand (Feijó, Vicente and Petri, 2020).

Typically, structured instruments, such as questionnaires and standardized scales are predominant and often adapted from recognized studies such as TALIS (*Teaching and Learning International Survey*), a large-scale research that provides the perspective of teachers and school leaders on their teaching and learning environment, including contextual information for schools in OECD countries, partners and economies (Ainley and Carstens, 2018).

Other predominant instruments are The TASC-Q (*Teacher as a Social Context Questionnaire*), developed by Wellborn, Connell, Skinner and Pierson in 1988, to assess teachers' behaviors (Iglesias-García *et al.*, 2019) and also to measure student-centered teaching. The motivation scale (SMOTIV), used as a measure of teacher motivation in initial training during the preparatory phase, the practical implementation in schools and also during the reflective phase after the implementation of the instructional method (Cañabate, 2021).

Finally, it is worth highlighting the use of the Teaching Readiness Scale, derived from the *Teaching and Learning International Survey* (TALIS), and the Big Five Personality Scale, a widely adopted model in psychology used to describe fundamental human personality traits. This model posits that an individual's personality can be broadly represented across five domains: Neuroticism, Extraversion, Openness to Experience, Agreeableness and Conscientiousness (Rozgonjuk *et al.*, 2020). It is important to note that approximately 90% of the questionnaires analyzed in the articles were administered in classroom settings or online environments, which contributed to high rates of valid responses.

2.1 Predominant data analysis models

Regarding data analysis, the most prevalent methods were statistics, both descriptive and inferential. Almost all articles used descriptive statistics to present demographics and general patterns of the collected data. Factor analysis was the

most prevalent method used to validate data collection instruments and confirm latent structures. There was also Structural Equation Modeling (SEM), that allows the assessment of the psychometric properties of measurement scales and the study of the relationship between unobservable concepts and constructs (Bido *et al*., 2012).

Among the reliability tests presented in the articles, Cronbach's alpha (α) is the most commonly used to ensure the internal consistency of the scales. Cronbach's alpha was developed by Lee J. Cronbach in 1951, as a technique for estimating the reliability of survey questionnaires by measuring the correlation between questionnaire responses through the analysis of respondents' response profiles (Da Hora, Monteiro and Arica, 2010).

Some studies have also chosen McDonald's Omega (ω) coefficient, based on the factor analysis of a common factor, implying that test items should measure one common construct (Roco Videla, Aguilera-Eguía and Olguin-Barraza, 2024). One reason for choosing Omega (ω) is due to criticism of Alpha (α) regarding unequal correlations and variances, with Omega (ω) being an alternative to estimate reliability (Malkewitz *et al*., 2023).

The general concern with validity and reliability of instruments is reflected in the frequent use of factor analysis and indices such as the Comparative Fit Index (CFI), which measures how well a theoretical model fits the data compared to a baseline model, such as the null model, used as a reference (Sathyanarayana and Mohanasundaram, 2024). The Non-Normed Fit Index (NNFI) is widely used in structural modeling, especially in exploratory factor analysis. It also includes other indices, assessing the incremental fit of the model to the data (Chung and Lee, 2023).

Another used model was the Root Mean Square Error of Approximation (RMSE), one of the most used indices in structural equation modeling. It is a stable model related to sample size, helping to identify poorly fitting models, allowing the calculation of reliability intervals and performing power analyses (Schubert, Hagemann and Bergmann, 2017).

This focus demonstrates a tendency to align studies with international methodological standards, aiming for robustness and credibility in results through

sophisticated statistical analyses. The combination of advanced analysis techniques with data collection based on recognized instruments is considered to reflect a high level of standardization in the research conducted. On the other hand, valuable contextual information can be overlooked by the exclusive use of statistical models, despite how robust and internationally accepted they may be.

2.2 Contributions

International research highlights numerous findings in articles, with theoretical and practical contributions aimed at improving pedagogical practice and professional development in teacher initial training. Studies emphasize the importance of self-efficacy in classroom management, the use of inclusive pedagogical practices and professional adaptation. Some studies also associate self-efficacy with teachers' emotional well-being and satisfaction with their chosen profession, indicating, for example, that strengthening self-efficacy can reduce stress, anxiety and burnout, thus promoting greater resilience and engagement in the teaching career.

Many studies highlight the importance of authentic practical experiences, reflections and well-structured programs already during initial training, suggesting, for instance, online microteaching, effective mentoring, observation, practice and the development of skills focused on classroom management and facing real challenges. Thus, researchers understand that pre-service teachers develop cognitive and social skills through long-term classroom experience (Pereira and Beuren, 2023), one of which is, for instance, teacher confidence in dealing with unexpected events and their own reality (Silva *et al.*, 2021).

Furthermore, studies also point to cultural and inclusive practices, emphasizing the relevance of inclusive pedagogical practices that promote literacy in multicultural and multilingual contexts, aiming to build a more egalitarian society (Narciso *et al.*, 2024). They also highlight the need for curricular adaptations, the appreciation of diversity and the integration of Information and Communication Technologies into classes. The articles explore how different motivational profiles, personal beliefs and psychological attributes influence teaching performance and the transition from initial

training to the teaching career, with gratitude, meaning in life, vocation and autonomous motivation often associated with greater teacher self-efficacy.

In short, research contributions highlight the centrality of self-efficacy in teacher training and the need for strategies that consider individual nuances to prepare teachers for the teaching profession.

2.3 Research gaps

The main gaps identified in the articles include those of geographical and methodological scope. Regarding geographical scope, many studies consider samples that may not represent the general population, often limiting them to a specific region or teaching group. This hinders the generalizability of results to other contexts and countries, especially in diverse educational systems, in addition to a lack of understanding of the cultural influence on teacher self-efficacy.

Regarding the methodological scope, many studies do not observe the evolution of self-efficacy over time, focusing only on specific periods. The adoption of a solely qualitative or quantitative approach by many studies may limit the generalizability and applicability of the results. The prevalence of self-report questionnaires and the focus on specific groups, along with limitations on the age ranges and subject investigated limit the comprehensiveness and accuracy of data, which may not fully reflect the range of experiences and perspectives among teachers and students.

Final considerations and recommendations

The analyzed articles revealed numerous findings on teaching self-efficacy from diverse perspectives, continually contributing to comprehend the confidence of pre-service teachers from various regions of the world, despite geographical and methodological gaps. Although not all studies focus primarily on teacher self-efficacy, they encompass other related concepts, such as career choice and satisfaction, which are related to teacher self-efficacy. Identifying new correlations to address this issue

and deepening the isolated analysis of the concept are nuances that researchers in this field can envision.

The results of this review offer relevant implications for future research on teacher self-efficacy in Brazil, particularly in addressing identified gaps. We recommend using a longitudinal approach, aiming to analyze the gradual evolution of teachers' self-efficacy during initial training and, eventually, after graduation, throughout their teaching careers (even though this presents a challenge for collecting/generating systematic, longitudinal data).

In conclusion, the findings of this review indicate the need for more research focused solely on self-efficacy and its main sources, since many studies associate it with other constructs, obscuring the emphasis on a deeper understanding of the concept and its importance for teacher training today.

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