

Self- efficacy and Students' Engagement of English Pre- service Teachers: A Convergent Design

Jericho D. Lugnasin¹, Deveyvon L. Espinosa²

¹Researcher, Institute of Teacher Education, Kapalong College of Agriculture, Sciences and Technology, Kapalong, Philippines

²Instructor, Institute of Teacher Education, Kapalong College of Agriculture, Sciences and Technology, Kapalong, Philippines

Corresponding Author's Email: jericho.lugnasin@kcast.edu.ph



ABSTRACT

This study explored how self-efficacy affects the students' engagement of English pre-service teachers in teacher education program in a local college of Davao del Norte, Philippines. The researchers used mixed-method approach, combining both quantitative and qualitative methods (Halcomb & Hickman, 2015). In quantitative phase the data was analyzed in Data Analytical technique: Mean, Standard Deviation, Pearson-r, and Coefficient of variation were used for analyzing the participants' average response. And also, the qualitative phase engaged in in-depth interviews and focus group discussion that qualitative data analysis, the researchers employed coding and thematic analysis. The following findings revealed significant correlation between self-efficacy and students' engagement among pre-service teachers, as determined by the Mean, R-value, and P-value. The study's results revealed different experiences, coping mechanisms, and insights regarding the impact of self-efficacy on students' engagement. On the data integration, data found that both quantitative and qualitative are merging, hence, the nature of data integration of both phases is connecting and confirming. It can be concluded that self-efficacy does play an important role in boosting students' engagement, contributing to their personal development and active participation in learning process. This research shows the English pre-service teachers have a significantly high of perceived self-efficacy in listening, reading writing, and speaking, high students' engagement behavioral, cognitive, and emotional engagement.

Keywords: self- efficacy, students' engagement, mix- methods, English pre-service teachers, Philippines

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INTRODUCTION

Teachers and instructors find it challenging to maintain and develop student engagement in the classroom today. Several factors influence student engagement, including interest in the subject matter, student commitment to learning, and a collaborative, motivated classroom setting. Student engagement is crucial for providing more learning opportunities and active participation in their academic journey (Soffer & Cohen, 2019).

Considering the international perspective, Xi'an Jiaotong University in China found that a lack of engagement among international undergraduate students in higher education has a significant impact. The absence of a positive learning environment and collaborative learning leads to boredom and a lack of motivation, particularly during group activities. Additionally, students' lack of confidence in class discussions and diversity contribute to lower participation and social interaction. The findings highlight pedagogical and attitudinal factors affecting international students' engagement in the classroom and their learning process (Tian et al., 2020).

Similarly, at Northwestern Mindanao State College of Science and Technology in the Philippines, the factors and levels of students' engagement in the educational setting play a significant role in the learning process. The lack of a positive learning environment, effective instructional strategies, and collaborative activities significantly affects student engagement. Additionally, the absence of social and diverse cultural development impacts students' active participation and connections with peers. Given these findings, it is essential to address the factors and levels of student engagement in the learning process to support their academic journey (Enerio, 2021).

The research aims to address the widespread issue of student engagement in classrooms, a challenge observed globally and nationally. The researcher conducted this study to better understand and tackle this ongoing problem. The findings could raise awareness among educational authorities, the Commission on Higher Education (CHED), and the Department of Education (DepEd), encouraging them to review and improve their curriculum and teaching methods to boost student engagement. Teachers can use the results to develop new strategies and techniques to enhance students' behavioral, cognitive, and emotional engagement. Ultimately, the research could positively impact educational practices, leading to more effective and inclusive learning environments meeting the various needs of the learners. Self-efficacy and student engagement have been the focus of various studies, including Saefudin et al. (2021) titled "Self-efficacy and student engagement in online learning during the pandemic" and Singh et al. (2022) titled "The impact of Self-Efficacy on Student Engagement in Online Learning: Mediating the Role of Motivation." Both studies examine how self-efficacy and student engagement impact the learning journey in classroom settings. The first study is qualitative, while the second is quantitative. In contrast, this study not only focuses on the classroom setting but also on the educational success and performance of English pre-service teachers, using a mixed-method research approach. This study intends to fill the gap by examining the self-efficacy and student engagement of English pre-service teachers in this context.

Research Questions

1. What is the level of self-efficacy and students' engagement of English pre-service teachers?
2. Is there a significant relationship between self-efficacy and students' engagement of English pre-service teachers?
3. What are the lived experiences of English pre-service teachers with regards to their self-efficacy and students' engagement?



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4. What are the insights of English pre-service teachers with regards to their self-efficacy and students' engagement?
5. To what extent do the quantitative data corroborate with the qualitative data?

METHODS

Study Design

The mixed methods design was employed in this study, with a combination of qualitative and quantitative in order to present a full account of the research problem. The validity of mixed methods research requires this integration which may occur at any point during the research process. Mixing is the process of merging qualitative and quantitative to give a more thorough explanation of the study subject (Halcomb & Hickman, 2015). Further, convergent parallel mixed method selected for this study, in which both types of data were collected concurrently and given equal priority. The survey data was collected first, followed by focus group or one-on-one interviews. The two sets of data were analyzed separately, and the results were merged for interpretation. This design is appropriate that it attempted to investigate the convergence, divergence, contradictions, or relationships with the two data sources. (Hanson et al., 2005).

Participants

The participants of the study were the English major students from all year levels, with 204 students randomly selected for the quantitative part and about 10 students purposively chosen for the qualitative part: 5 for in-depth interview and 5 for focus group discussion of Kapalong College of Agriculture, Sciences and Technology.

Instrumentation

The quantitative phase of the study, adapted questionnaires assessed self-efficacy and student engagement among English pre-service teachers within a classroom setting. The researcher sought approval from the school administrator to conduct the study. Results were tallied, computed, and analyzed alongside qualitative data, with both phases of the study conducted simultaneously. Additionally, to investigate the findings arising from the quantitative data, the qualitative phase involved analyzing the views of participants and therefore only one-on-one and group interviews with those identified were conducted. Both in-depth interviews and focus group discussion utilized the same interview guide. In an effort to eliminate the threat of invalidity in selection of participants, the researcher made individual appointments and explained the nature of the participants' role and the time they would allocate of convenience.

Data Analysis

The data for this case study was analyzed in quantitative Data Analytical technique: Mean, Standard Deviation, Pearson-r, and Coefficient of variation were used for analyzing the participants' average response concerning their self-efficacy and student engagement from the survey questionnaires. Also, Data Analytical technique: coding and theme analysis were applied to understand the patterns and themes from the interview. This approach was expected to try to establish the experiences of English pre-service teachers and students' engagement and come up with the emerging themes that would help in offering overall tenets to the achieved research targets.



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RESULTS

Table 1 is the self-efficacy of the respondents with mean score of 4.04 which falls in the high that shows that pre-service teachers often portrayed self-efficacy. The study focused on four indicators: It is unavoidable to note four types of language skills that are listening, reading, speaking, and writing.

Table 1.1. Self-efficacy

Variables and Indicators	Mean	Description
A. Listening		
1. Understand the stories told in English.	4.34	Very High
2. Understand American TV programs in English.	4.21	High
3. Understand English radio programs.	4.06	High
4. Understand English dialogue in audio recordings about everyday school matters.	4.10	High
5. Understand English films without subtitles.	4.12	High
Category Mean	4.17	High
B. Reading		
1. Do homework/ assignments alone when they include reading English texts	4.43	Very High
2. Guess the meaning of unknown words when I am reading an English text	4.04	High
3. Understand messages or news items in English on the Internet.	4.24	High
4. Read short English narratives.	4.08	High
5. Read English-language newspapers.	3.91	High
Category Mean	4.14	High
C. Speaking		
1. Describe my university to other people in English.	3.87	High
2. Describe the way to the university from the place where I live.	3.78	High
3. Tell a story in English.	3.77	High
4. Ask my teacher questions in English.	3.84	High
5. Introduce my teacher to someone in English.	3.66	High
Category Mean	3.78	High
D. Writing		
1. Compose messages in English on social media channels such as Facebook and Instagram.	4.22	High
2. Write a text in English.	4.14	High
3. Can leave a note for another student in English	4.08	High
4. Form new sentences from words I have just learned	4.09	High
5. Produce English sentences with idiomatic phrases.	3.90	High
Category Mean	4.09	High
Overall Mean	4.04	High



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Status of Self-efficacy

As to the status of self-efficacy considering its four indicators, listening obtained the highest category mean is 4.17 (high), indicating frequent manifestation by students. On the other hand, reading rated high with a category mean of 4.14, signifying frequent manifestation. Also, speaking has the lowest overall mean was 3.78 (high), meaning it is always manifested. And lastly, writing obtained the category mean was 4.09 (high), reflecting frequent manifestation. This is in congruence with the notion of Oberst et al. (2021), self-efficacy has a noteworthy impact on students' learning processes mainly in academic environment. Finding reveals that self-efficacy enhances students' perceptions, psychological health, and behavior in class given its nature, self-efficacy is likely to enhance students' orientations, health and behavior in class. Similarly, the study of Hoppe (2022), gives insights into how academic self-efficacy helps with the settling, persistence and progression of a student. In both the studies, self-efficacy is number emphasized to be one of the best ways of enhancing on achievement since the students with the proper belief on their abilities always succeed and hence record improved performances or increased rate of academic growth. Lastly, it was added by Espinosa (2021) that teacher's self-efficacy is essential in teaching mother tongue in an IP community making the students learn the course contents.

Status of Students' Engagement

Table 1.2 presents the status of students' engagement among pre-service teachers at Kapalong Agriculture of Sciences and Technology. The overall mean score is 4.06, categorized as "high," indicating frequent manifestation of student engagement. The study focused on three indicators: behavioral, cognitive, and emotional engagement. Behavioral Engagement obtained the category mean is 3.99 (high), indicating frequent manifestation by pre-service teachers. Additionally, Cognitive Engagement rated with high category mean of 4.02, indicating always manifestation. And lastly, Emotional Engagement has the category mean was 4.16 (high), reflecting frequent manifestation. The current result confirms the argument put forth by Barana and Marchisio (2020), maintain that when students are engaged, they must be motivated to learn, and meaningful learning occurs. Students who are motivated will regulate themselves, create good work, and find fun in learning hence get more self-efficacy results from positive responses and accomplishments. On the other hand, the disengaged students experience difficulties in their academic work hence increasing the rate of success. In addition, the study of Delfino (2019) noted that engagement captures student involvement in learning, and thus provides useful insights for the facilitators to enhance their teaching strategies. It was added by Escandallo and Baradillo (2024) that student engagement was enhanced when students are having social literacy in communicating with others as well as when they are competent in using the English language.

Table 1.2. Students' Engagement

Variables and Indicators	Mean	Description
E. Behavioral Engagement		
1. asking questions to contribute discussion in English class.	3.97	High
2. raising my hand class in English.	3.73	High
3. participating small group discussions class in English.	4.05	High
4. doing all the homework especially subject in English	4.20	High
5. making sure to study on a regular basis in my English subject.	4.01	High
Category Mean	3.99	High



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F. Cognitive Engagement		
1. preparing more drafts of a paper or assignment in English before turning it in.	4.06	High
2. working on a paper or on another project in which you had to use ideas or information from prior sources.	3.99	High
3. synthesizing information from various courses while doing my assignments or during a discussion in my English class.	4.00	High
4. sharing my thinking as informed by the readings or class with other students outside the classroom.	3.93	High
5. reviewing class notes in my own hand written or typed form most importantly in English I ensure I have grasped the lessons.	4.16	High
Category Mean	4.02	High
G. Emotional Engagement		
1. inserting diverse perspective in English class discussion or writing activity.	4.14	High
2. working with classmates to prepare English class assignments or activities.	4.14	High
3. interacting with other students during group assignments during English lesson.	4.09	High
4. interacting with students with whom you feel comfortable having a serious discussion on religious, political views or individual values.	4.07	High
5. wanting to learn the materials in English.	4.37	Very High
Category Mean	4.16	High
Overall Mean	4.06	High

Significant Relationship between Self-efficacy and Students' engagement

Table 2 shows the correlation analysis between self-efficacy (M=4.04) and student engagement (M=4.06), indicating a low positive correlation, as per the description of Cohen and Holliday (1983) on the range of different levels of correlation. The table indicates was the result of a significant relationship between self-efficacy and students' engagement among English pre-service teachers, $r(148)$ is .717, $p < .001$. The results of the test proved that the null hypothesis is rejected at 0.05 level of significance. This also means that there is a strong positive correlation between self-efficacy and students' engagement among English pre-service teachers. The significant association between the self-efficacy and students' engagement, which are, in turn, positively associated with academic performance (Costa et al., 2014).

Table 2. Significant Relationship Between Self-Efficacy and Students' Engagement of English Pre-Service Teachers

Variable	Mean	R-Value	P-Value	Decision @=0.05
Self-efficacy	4.04			
Students' Engagement	4.06	.717	< .001	H ₀ Rejected



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Lived Experiences and Coping Mechanism of English Pre-service Teachers with Regards to their Self-efficacy and Students' Engagement

Five emerged themes from face-to-face in-depth interviews and focus group discussions were conducted addressing the first research question. The following themes emerged: *experiencing negative feelings in classroom engagement* which is in congruence to Pekrun and Linnenbrink-Garcia (2012) which found that students' emotions significantly impact their academic engagement. Positive emotions enhance engagement, while negative emotions decrease it. Similarly, this result aligns with Self-Determination Theory (SDT) by Ryan and Deci (1985), which suggests that individuals are motivated by the core needs for competence, relatedness and autonomy. In the classroom, unmet needs can lead to negative emotions like self-doubt, hesitation, or pressure, affecting student engagement and learning. By addressing these needs, educators can reduce negative emotions, fostering a more positive and productive learning environment.

Additionally, *promoting strong connection in a diverse and inclusive learning environment*, Support the notion of Thomas (2016) which highlights the importance of inclusivity in learning environments to boost engagement, belonging, retention, and success for diverse students. An inclusive curriculum and supportive environments validate students' identities. Fostering belonging and promoting diverse activities enhance student success. Inclusive learning environments create equitable learning experiences and support students' development which is supported by the Social Identity Theory of Tajfel and Turner (2000), explaining that experiences of students depend on students' social identity. Promoting sense of identity, ideas of togetherness and mutual interdependence can help in reducing such impacts like stereotype threat or experiencing being left out, hence improving participation. Interconnectedness makes work culture diverse and connected for employees, so motivation is high, and people learn to appreciate differences.

Further, *enhancing learning style through active classroom involvement* align to the study of Halif et al. (2020) which found that student motivation significantly affects the link between learning styles and academic engagement. High motivation enhances engagement regardless of learning style, while low motivation weakens this correlation. This result finds support in The Experiential Learning Theory (ELT) by Kolb (1983) which affirms that lecturers who make their students participate in a classroom are better placed to understand and retain lessons. Experience always prods the learner and makes him or her mature to make better insights in experiences.

Lastly, *developing academic growth through valuable insights*, this result finds the support of Clarence and McKenna (2017), that disciplinary knowledge includes both content-specific concepts and unique ways of thinking within academic contexts. Engaging students in activities that uncover these principles promotes academic literacies. The study emphasized integrating discipline-specific practices into literacy instruction to enhance student engagement and prepare them for diverse academic experiences. The result strengthens Flavell's (1979) Metacognition Theory on how self-awareness impacts learning. That way, the student not only has the ability to supervise themselves, but they also are capable of changing strategies or tactics as needed to fit their learning styles. Processes such as critical thinking, role modeling, course planning, students are learning to solve problems, build meaningful goals, and succeed in their learning despite the challenges.



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	ineffective way of delivering the message	class participation		
The Effects of Independent Learning in the Class	• Being hesitant as a challenge in terms of participating in the class			
	• Being influence by peers to participate in the class and become a role model to accept every correction in the process of learning	Peer influence and building connections	Promoting Strong Connection in A Diverse and Inclusive Learning Environment	Social Identity Theory
	• Encourage by peers gives strength to involve in the class discussion			
	• Influence by peer to study and work hard			
	• To be with classmates could influence to study well and strive in academic journey			
	• Collaborating with classmates for success could give motivation	Having peer collaboration		
	• Collaborating and sharing ideas with classmates to gain different perspectives			
	• Sharing personal thoughts to classmates			
	• Maintaining a positive relationship with peers to avoid hesitation and feel comfortable			
	• Surround with people or peers could motivate and rely on which can influence to work hard			
	• Self-motivation and external support have a positive contributor to oneself engagement in the class	Building Courage and Self-Motivation		
	• Words of encouragement from peers and family could boost oneself abilities			
	• Motivating oneself for participation could boost more the confidence in class			
• Motivating oneself in the times of being anxiousness to				



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The Difficulties in Learning Practice	<p>maintain the classroom engagement</p> <ul style="list-style-type: none"> • Motivating oneself that can face everything • Motivating oneself to put more effort in the class activities or works • Reading bible could motivate oneself for resistance in facing challenges • Reading practice to be equipped and collect new term to be use in the class • Preparing to the class participation through advance reading or reviewing • Ensuring the active participation in the class discussion through advance reading the lesson • Advance study to the topic through watching videos and browse online <p>Active participation in various class activities to maintain uplift in engagement</p> <p>Participating class activities through sharing ideas and asking questions</p> <p>Participation in class without minding the environment</p> <p>Contributing to the class through sharing insights in the discussion and active participation</p>	Advance reading and practice	Enhancing Learning Style Through Active Classroom Involvement	Experiential Learning Theory (ELT)
The Effects of External Inputs	<ul style="list-style-type: none"> • Seeking peers support and study habit has the positive impact in the class • Seeking guidance from the instructors and believing oneself could help to face challenges and responsibilities • Asking guidance from the peers and instructors as well 	Seek guidance and support	Developing Academic Growth Through Valuable Insights	Metacognition Theory



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as to our almighty God could gain valuable insights

- Seeking guidance to related persons and to our almighty God
- Developing speaking in English through adopting and applying feedbacks from related persons
- Enhancing oneself in the class engagement through applying feedbacks from instructors

Applying feedback

Insights of English Pre-service Teachers with regards to their Self-efficacy and Students' Engagement

Table 3.2 presents participant insights on self-efficacy and student engagement. Three key themes emerged from in-depth and focus group discussions related to the second question, with corresponding codes summarized in the table. The following are the themes: *Empowering oneself makes academic endeavors successful*, this aligns with the study of Laupheimer (2019), empowered learning systems, which prioritize autonomy, self-regulation, and active engagement, enhance academic success. These systems increase student motivation and persistence by fostering ownership of learning processes. Empowered environments also boost confidence, leading to better performance. The study emphasizes incorporating these approaches to support holistic development and academic success. This result finds the support the Albert Bandura's Self-Efficacy Theory (1977) posits that belief in one's ability influences motivation and success. High self-efficacy empowers students to tackle academic challenges confidently, set goals, exert effort, and persevere. This also enhances their resourcefulness, competence, and resilience. Educators fostering self-efficacy boost students' academic achievements and self-belief.

Additionally, *self-confidence and motivation are pivotal in fostering academic engagement and success*, this is supported with the notion of Martin et al. (2014), community college student success is influenced by motivation and self-empowerment. Key factors include clear goals, strong motivation, effective management of external demands, and self-empowerment. These attributes help overcome challenges and achieve academic success. Understanding these factors aids in developing strategies to enhance student success and engagement. The findings align with the Expectancy-Value Theory by Eccles and Wigfield (2000) suggests that beliefs about competence and task value influence motivation. Students with high self-confidence and who find tasks valuable are more engaged and persistent. This results in higher goals, greater effort, and increased academic success. Nurturing self-confidence and motivation enhance engagement and achievement.

Lastly, *embracing growth through self-efficacy as a fundamental factor for personal and professional development*, this aligns to the study of Cabaroglu (2014) found that participants' teaching efficacy, self-awareness, problem-solving skills, and autonomy improved. The findings suggest that action research is valuable for developing the self-efficacy of pre-service English language teachers both personally and professionally. finding further strengthens made by Attribution Theory by Weiner (1985) suggests that beliefs about outcome causes influence behavior and motivation. High self-efficacy leads to attributing success to effort and ability, boosting motivation and persistence in personal and professional growth.



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Conversely, blaming failures on external factors diminishes motivation. Cultivating self-efficacy promotes resilience, learning, and growth.

Table 3.2. The Insights of English Pre-service Teachers with regards to their Self-efficacy and Students' Engagement

ISSUE PROBED	CORE IDEAS	CODE/ CATEGORIES	ESSENTIAL THEMES	THEORETICAL SUPPORT
Dealing of doubts in engaging the class	<ul style="list-style-type: none"> • Believing in your own abilities without comparing to others can boost confidence and make you more engaged in class, contributing with enthusiasm. • Influencing motivation and confidence through believing one's abilities • Believing oneself to deal with various class situations to be not overwhelmed with negative thoughts • Respecting one's ability has the impact in performance in class • Improving classroom engagement through believing oneself without thinking the negative thoughts • Embracing positive mindset through maintaining the well-being balancing lifestyle • Having positive mind without thinking negative thoughts • Dealing with self-efficacy as a vital factor that empowers to persist from the challenges and fostering positive environment • Having self-efficacy is a significant factor could improve confidence and abilities in dealing with peers and instructors • Developing engagement in the class, self-efficacy is the important factor would help to 	<p>Believing oneself and capabilities</p> <p>Having positive mindset</p> <p>Dealing with self-efficacy as significant factor</p>	<p>Empowering Oneself makes Academic Endeavors Successful</p>	<p>Self-Efficacy Theory</p>



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The effect of having low self-courage in the class	be motivated to put efforts in the class participation.	Serve as Driving Force	Self-Confidence and Motivation are Pivotal in Fostering Academic Engagement and Success	Expectancy-Value Theory
	<ul style="list-style-type: none"> • Effective communicator, self-efficacy could be an essential factor in sharing ideas to others • Serve as a driving force in developing oneself could impact the confidence to have connections with peers and instructors • Serve as a driving force in carrying daily engagement and conquering fears in class activities • Powerful driving force could maintain the engagement and the goals despite the challenges • Having self-confidence could boost the eagerness of learning by collaborating with peers and instructors to have meaning outcome • Possessing self-confidence would help in facing the chosen program • Having self-efficacy could boost confidence in speaking and communicate effective, as it is in line with the future career. • Dealing with self-confidence could have a positive outlook towards the capabilities that could impact the engagement in the class • Having self, family, and friend's motivation that strengthen to face challenges academically • Motivated by family, friends, and God that fuels the determination in maintaining and improving classroom engagement 	To boost and building self-confidence		



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The effects less opportunities in the learning	<ul style="list-style-type: none"> • Possessing self-efficacy could impact the preparation in the future career most especially in speaking to have the confidence • Dealing with self-efficacy prepare in the future opportunities that has a significant contributory factor • Accepting corrections or feedbacks could motivate and boost confidence in engaging in the class to strengthen the relationship among peers • Committing mistakes is an avenue to learn and for improvement • Dealing with mistakes is a part of the journey and learning process that need to accept and evaluate for the improvement • Accepting all mistakes to develop more yourself and committing mistakes is a definition of being a student 	<p>Preparing for future career journey</p> <p>Accept correction or mistakes and make it as a lesson learn</p>	<p>Embracing Growth Through Self-Efficacy As A Fundamental Factor for Personal and Professional Development.</p>	<p>Attribution Theory</p>
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Data Integration of Salient Quantitative and Qualitative Findings

The present research employs convergent parallel mixed method design to investigate self-efficacy and student engagement among English pre-service teachers. In third research question supports the study from the quantitatively and qualitatively conducted phases.

These findings are summarized in Table 5 that first column represents the focal points while second and third columns give the quantitative or qualitative results respectively. Quantitative findings focus on bar charts showing indicators with the highest mean, while qualitative results either support or refute the general findings.

Self-efficacy

The quantitative findings reveal high ratings across several indicators: listening, reading, speaking, and written fluency where each aspect corresponds with specific and corresponding qualitative finding. On listening, participants demonstrated good comprehension of English dialogues concerning matters touching on school an area of quality that corresponds to the qualitative category of advance study as seen from the videos and browsing. Performing homework independently had a rating in reading which was high in the survey, concurring with the qualitative findings suggesting students prepare ahead for class discussions. Speaking also received good marks, in that participants posed questions in English, aligned with the qualitative theme of active class participation through sharing of knowledge. The subcategory of Writing was also considered quite important; respondents wrote new sentences using



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recently introduced words which correspond to qualitative concepts of reading practice as well as coming across with new terms. The two phases are integrated where quantitative and qualitative analysis for the learning styles and concrete active involvement patterns are seen to exist together.

Students' Engagement

In the quantitative phase, behavioral engagement was quantified almost highest in participating in small group discussion which correlate again with the qualitative findings that accentuated on participation in class by sharing ideas. Cognitive engagement was also rated high when it came to talking about ideas derived from readings or classes with other people not in class, related to the qualitative theme sharing ideas and personal views with peer partners. Emotional engagement, that was rated high for working with others on projects, is also in accord with the qualitative data obtained for peer collaboration and value in achieving different perspectives through group assignments. The combined quantitative and qualitative results converge and emphasize the principles of active participation, cooperation, and integration into learning processes.

Table 4. Joint Display of Salient Quantitative and Qualitative Findings

ASPECT OR FOCAL POINT	QUANTITATIVE FINDINGS	QUALITATIVE FINDINGS	NATURE OF DATA INTEGRATION	AXIOLOGICAL IMPLICATIONS
Self-efficacy of English pre-service teachers	On Table 1.1 under the indicator <i>Listening</i> with an overall mean of 4.17 specifically in the item number 4 – <i>understanding English dialogue in audio recording about everyday school matters</i> (4.10; High).	On Table 3.1 category of <i>advance reading and practice</i> specifically in core idea number 4 – <i>advance study to the topic through watching videos and browse online.</i>	Merging - Converging	The high rating for listening indicates that importance of listening audio and watching videos related in the academic context which serve as preparation or advance study to the academic lesson and learning process.
	On Table 1.1 under the indicator <i>Reading</i> with an overall mean of 4.14 specifically in the item number 1 – <i>do homework/assignments alone when they include reading English text</i> (4.43; Very high).	On Table 3.1 category of <i>advance reading and practice</i> specifically in core idea number 2 – <i>preparing to the class participation through advance and review.</i>	Merging - Converging	The high rating for reading indicates that the pre-service teachers highlight reading as important factor especially in doing academic task. Include reading which has significant contribution to the class participation that the advance



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	<p>On Table 1.1 under the indicator <i>Speaking</i> with an overall mean of 3.78 specifically in the item number 4 – <i>ask my teacher questions in English</i> (3.84; High).</p>	<p>On Table 3.1 category of <i>active class participation</i> specifically in item number 2 – <i>participating class activities through sharing ideas and asking questions.</i></p>	<p>Merging - Converging</p>	<p>reading and review will be important in engaging various class activities. The rating high for speaking significantly consider by the pre-service teachers in asking questions using English language in the class as well as, sharing ideas through active participation in the classroom context.</p>
	<p>On Table 1.1 under the indicator <i>Writing</i> with an overall mean of 4.04 specifically in the item number 4 – <i>form new sentences from the words I have just learned</i> (4.04; High).</p>	<p>On Table 3.1 category of <i>advance reading and practice</i> specifically in the item number 1 – <i>reading practice to be equipped and collect new term to be use in the class.</i></p>	<p>Merging - Converging</p>	<p>The high rating for writing indicates that the English major students highlight the importance of writing especially in creating sentences, applying on what just being learned which has connection to the collecting of new terms and equipped to be use in the class in a form of writing.</p>
<p>Students' Engagement of English pre-service teachers</p>	<p>On Table 1.2 under the indicator <i>Behavioral Engagement</i> with an overall mean of 3.99 specifically in the item number 3 – <i>participating small group discussions in class in English</i> (4.05; High).</p>	<p>On Table 3.1 category of <i>active class participation</i> specifically in item number 4 – <i>Contributing to the class through sharing insights in the discussion and active participation.</i></p>	<p>Merging - Converging</p>	<p>Through active participation in a small group or class discussion significantly impact the learning process of pre-service teachers and as well as, in sharing insights and ideas that can contribute to the</p>



On Table 1.2 under the indicator *Cognitive Engagement* with an overall mean of 4.02 specifically in the item number 4 – *sharing my thinking as informed by the readings or class with other students outside the classroom* (3.93; High).

On Table 3.1 category of *Having peer collaboration* specifically in the item number 3 - *Sharing personal thoughts to classmates.*

Merging -
Converging

class discussion and participation. The high rating of cognitive engagement shows the active interaction of pre-service teachers in discussion or sharing the ideas to other or even their class which significantly impact the learning process of the students gaining different valuable perspectives.

On Table 1.2 under the indicator *Emotional Engagement* with an overall mean of 4.16 specifically in the item number 3 – *interacting with other students during group assignments during English lesson* (4.09; High).

On Table 3.1 category of *Having peer collaboration* specifically in the item number 2 - *collaborating and sharing ideas with classmates to gain different perspectives.*

Merging -
Converging

The high rate for emotional engagement of English pre-service teachers that working and collaborating with classmates or other students in the academic task highlight the importance as well as, gaining different perspective will contribute to the academic experience by the students.

CONCLUSION

From the study's findings, the following conclusions were derived:

This study shows that English pre-service teachers have significantly high in perceived of self-efficacy in listening, reading writing, and speaking, high students' engagement behavioral, cognitive, and emotional engagement. It was also found, that after doing an analysis using mean, standard deviation, and Pearson's r, self-efficacy has a strong and significant correlation with students' engagement.



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Further, the thematic analysis from interviews and focus group discussions highlighted various experiences and coping mechanisms influencing engagement, revealing themes such as experiencing negative feelings in classroom engagement, promoting strong connection in a diverse and inclusive learning environment, enhancing learning style through active classroom involvement, developing academic growth through valuable insights. Additionally, other themes are identified which show the insights shared empowering oneself makes academic endeavors successful, self-confidence and motivation are pivotal in fostering academic engagement and success, embracing growth through self-efficacy as a fundamental factor for personal and professional development. Lastly, both quantitative and qualitative results affirm that self-efficacy positively impacts student engagement, despite some negative experiences in academic contexts.

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