Self-concept of EFL preservice teachers as reflected in their teaching performance

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ABSTRACT
A number of studies discussing the significant role of self-concept in the educational field are evident. However, research investigating the self-concept of English as a Foreign Language (EFL) preservice teachers and how the self-concept is reflected in the teaching performance is limited. Thus, this study aimed at investigating the portrait of the self-concept of English preservice teachers in the Indonesian context and how the self-concept is reflected in their teaching performance. A qualitative research paradigm, especially an explanatory case study design was employed to figure them out. The study found that first, diverse portraits of self-concept i.e., highly positive, moderate, and low or negative self-concept were captured in the participants' academic self-concept (pedagogic and professional self-concept) with the inclination of higher portrayal in the non-academic sub-aspects of self-concept (social and emotional self-concept). Second, the congruent and incongruent reflection of self-concept were identified. The findings implied that academic aspects of self-concept (pedagogic and professional competence) seemed to be contributing factors to the participants' negative self-perception of their self-concept. Moreover, reflexivity, internal and external frames of reference, and emotion regulation strategies seemed to be contributing factors to the construction of the participants' self-concept. This study concluded that the construction of the participants' self-concept dynamics during the practicum and its manifestation in the teaching performance were affected by internal and external factors.

Keywords: EFL preservice teachers' self-concept; emotion regulation, frames of reference; reflexivity, significant others

INTRODUCTION
A plethora of research has explored issues of self-concept in the educational field. Some of the research focused on the self-concept of teachers in general (Burns, 1989), preservice teacher self-concept in practicum (Dobbins, 1996), the connection between self-concept and academic achievement (Huang, 2011), self-concept and academic motivation (Berg & Coetzee, 2014; Kulakow, 2020), teachers' self-concept and emotions (Lohbeck et al., 2018), teacher support and self-concept (Ma et al., 2021; Paulick et al., 2016), preservice EFL teachers' self-concept (Alagozlu, 2016; Rachmawati et al., 2017), and the relationship of teacher self-concept and teacher burnout (Zhu et al., 2018). Those studies implied significant roles of self-concept to teachers, students, and the teaching and learning process.

Concerning the self-concept issue and teachers, a bunch of studies illustrated associations of self-concept with at least two related elements of teaching i.e. teachers' teaching performance, such as Burns (1989); Glotova and Wilhelm (2014); Yeung et al. (2014); Yilmaz (2018): Zlatkovic et al. (2012) and students' achievement, such as McMahan (1990);

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Tang (2011); Wang (2013); Westhuizen et al. (2022); Wu et al. (2021); Yahya and Ramli (2009). In essence, those studies indicated that the teachers' self-concept may constitute an integral part of the success of teachers' teaching and students' learning. This study is concerned with the English as a Foreign Language (EFL) preservice teachers' self-concept. Thus, the self-concept in this study will be focusing on the self-concept of teachers.

In the context of the teacher, teacher self-concept served several functions. It is assumed as a powerful motivator, which is shaped, and realized within experience, activities, and practices mediated by others (Suwirta, 2011; White & Ding, 2009). Regarding this, White and Ding (2009) argued that a teacher's self-concept is the core of his/her learning, which is shaped by the action that the teacher takes, dialogue, and reflection he/she does. In line with this, Skaalvik and Skaalvik (2004) argued that frames of reference, causal attribution, reflected appraisal from significant others, mastery experience, and psychological centrality are aspects that are related to self-concept construction.

Furthermore, the teacher's self-concept is considered one dimension of his/her character which is believed as a mediating factor in the success of the teaching and learning process (Danielewicz, 2001). It is as well an influential factor affecting one's behaviour and a significant predictor of his/her behaviour and performance (Yeung et al., 2014). In short, the teacher's self-concept constitutes a variable of a teacher's individual which is a result of active professional doing which presents as a mediator and a predictive factor of the teacher's teaching behaviour and performance.

However, little attention has been paid to the analysis of EFL pre-service teacher self-concept. To name a few Rachmawati, et al. (2017) and Yilmaz (2018) focused on the issue. Both studies suggested the necessity of assisting the EFL teachers to have a not only positive but realistic self-concept. In addition to that, no research has specifically developed a framework of self-concept based on the competence of the teacher, especially EFL teacher competence, and

looked at how the self-concept is manifested in the teaching performance of pre-service teachers. With the above-mentioned background, the present research aims to shed light on the topic further.

English as a Foreign Language (EFL) Teacher Self-Concept

Self-concept (henceforth SC) is defined variously by a lot of experts. One of the definitions says that it is a sum of absolute perspectives that an individual has of himself and comprises of beliefs, evaluations, and behavioural tendencies (Burns, 1982). Specifically, to the teacher, according to Yeung et al. (2014) "teacher self-concept is defined as teachers' self-perception of their teaching competence" (p.1). In other words, the teacher's self-concept illustrated how a teacher perceives her/his competence as a teacher.

This research is concerned with the self-concept of English Preservice Teachers. The framework of the self-concept of this research was developed based on the theory of self-concept by Burns (1982), the Characteristic of Good English Teacher of Brown (2001), and the Standard of Indonesian Teacher Profile listed in the National Standard of Education (2005). However, the framework applies to teacher self-concept in the EFL setting and teacher self-concept in general. The self-concept of the teacher is illustrated in the following figure 1.

Figure 1 illustrates the self-concept of an EFL teacher which fundamentally includes three major aspects, is Academic Self-Concept, which is further divided into Academic Pedagogic Self Concept (henceforth APeSC) and Academic Professional Self–Concept (henceforth APrSC), Social Self-Concept (henceforth SSC), Emotional Self-Concept (henceforth ESC) as the non-academic aspect of self-concept. The APeSC refers to a teacher's perception of his/her pedagogic competence. It covers a teacher's ability in managing the teaching and learning process which covers understanding learners, designing and executing the lesson, evaluating the teaching and learning process, and developing learners' potential (Darling-Hamond & Brandsford, 2005).

Figure 1
Self-Concept of Teacher
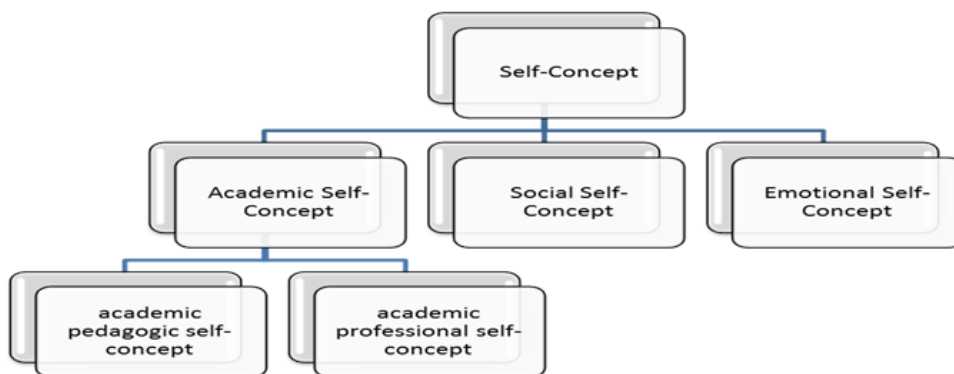
Detail explanation of indicators of each aspect of self-concept will not be provided here due to word limitations in this article. (See Appendix 1 for detailed indicators).

The APrSC points a teacher's mastery of the content knowledge or the subject she/he teaches. In this study, it relates to a teacher's competence in the field of English teaching. The competence covers a teacher's understanding of the English linguistic systems; phonology, grammar, and discourse, the connection of language and culture, fluency in language skills; listening, speaking, reading, and writing, curricular knowledge, and professional development efforts which includes Information Communication Technology usage (Brown, 2001; Stronge, 2010).

The SSC refers to a teacher's perception of her/his competence to engage in social interaction (Burns, 1982). Referring to the Standard of Indonesian Teacher Profile, social competence refers to the ability in interacting and building a relationship with everyone in her/his working environment, to communicate and get along effectively with students, colleagues, parents, and other parties in her/his surrounding (Indonesian Government's regulation number 19, 2005).

The ESC is related to a teacher's perception of her/his psychological quality of being a teacher which covers emotional intelligence which involves the perception of emotions, the use of emotions to facilitate thinking, understanding of emotions, and management of emotions, (Jennings & Greenberg, 2009).

By considering the significance of self-concept in an educational context, especially in a teacher's professional role, it is reasonable to say that a teacher education program should not only be designed in equipping its students or prospective teachers with prerequisite competence and skills of teaching; but it is also responsible for developing the prospective teachers' self-concept as teachers. This notion derives from several ideas i.e., the notion that self-concept is one of the dimensions of one's personality (Danielewicz, 2001; Lipka & Brinthaupt, 1999); or character (Dörnyei & Taguchi, 2010), and the notion of the self as a social product which is formed and shaped through the process of internalizing and organizing psychological experiences (Lipka & Brinthaupt, 1999) and social interaction (Hattie, 2013). Therefore, it can be assumed that developing prospective teachers' self-concept entails shaping or developing the prospective teachers' personality or character. In this respect, a teacher education program as a social community is assumed to take a major role in helping prospective teachers to develop a sense of self and his/her character as a teacher.

In relation to the research paradigm employed in the previous studies mentioned above, especially about teacher and preservice teacher self-concept, most of the above-mentioned studies were done quantitatively and only a few studies were done in the qualitative paradigm. To name a few, only research was done by Alagozlu (2016); Dobbins (1996); Rachmawati et al. (2017); Yilmaz (2018) which used a qualitative approach. Furthermore, only the studies conducted by Alagozlu (2016); Rachmawati et al. (2017); Yilmaz (2018) focused on EFL preservice teacher self-concept. Alagozlu's (2016) study was concerned with the professional self-concept of EFL teachers. Meanwhile, Yilmaz (2018) concentrated on what constitutes the self-concept of English preservice teachers and the role of teaching practicum on the self-concept. The study did not provide a qualitative view on how the self-concept of a preservice teacher contributes to her/his teaching performance. Additionally, based on digital repository search of universities in the Indonesian context, there seemed to be very few studies that discussed the self-concept of the preservice teachers, particularly in the English as a Foreign Language (EFL) setting. Therefore, triggered by that notion, this study aimed at investigating the self-concept of English preservice teachers and how it is reflected in the classroom.

METHOD

This study employed a qualitative approach, particularly in an explanatory case study design (Yin, 2018). This design was chosen to give a deep understanding of the investigated phenomena. A small-scale study, no-generalization intention, natural classroom settings, and an explanation of cause-and-effect relationship focus were the characteristics shared by this study and the chosen research design.

Framed by purposive sampling, three participants of the study representing three different levels of self-concept; high, medium, and low were selected. The purposive sampling was used to access knowledgeable people who have in-depth knowledge about particular issues, maybe under experience (Ball, 1990 in Cohen et al., 2007; Creswell, 2012).

Various data collection instruments were deployed i.e. a closed-ended questionnaire, interview, observation form, teaching document in a form of syllabus, and students' academic record document. The questionnaire was intended to capture data on the participants' self-concept which was triangulated by data from the semi-structured interview, and the documents. The items of the questionnaire and interview were adapted and modified from Brown's Teachers Competence (2001) and Indonesian Government Regulation no 19 articles 28, 2005. The two frameworks were chosen due to their similarity with the aspects of self-concept proposed by Burns (1982) and they were suitable for the Indonesian context. The questionnaire had 30 items with a five-point Likert Scale (Cohen et al., 2007; Oppenheim, 1992) which was developed based on the framework of self-concept accommodating Academic Self-Concept, Social Self-Concept, and Emotional Self-

Concept (see Appendix 1). The questionnaire was distributed to the participants in the first month of the teaching practice program/teaching practicum to figure out the portrait of their self-concept after they had the experience of teaching. Furthermore, non-participant observation was employed to figure out how the participants' self-concept was reflected in their teaching performance. Furthermore, the data were triangulated by data gained from the interview, and a closed-ended questionnaire.

This study had two types of data, quantitative and qualitative data. The quantitative ones were collected using a questionnaire and tabulated. Then, the qualitative ones were gained through semi-structured interviews and observation. For the preliminary data analysis, Miles et al. (2014) qualitative data analysis technique was used. It started with coding, developing themes, generating categories, writing summaries, and writing analytic memos. Adopting Miles et al.'s, (2014) qualitative data analysis, the process of data condensation is divided into two cycles; the first cycle is coding. Coding is a process of data labelling that conveys information of description and inference related to the study. The second cycle is pattern coding. Pattern coding is the process of putting codes or labels into categories. This process serves as preliminary data analysis. For further analysis, Yin's (2003) pattern matching and explanation building analysis strategies were applied.

FINDINGS AND DISCUSSION
The presentation of findings in this part is based on pattern matching and explanation building analysis regarding the framework of self-concept adopted in this research.

The data analysis from the three data collection techniques revealed two findings first, the participants of this study had a positive self-concept portrait. The general finding of the questionnaire analysis is shown in Figure 2 and the finding of the interview analysis is presented in Table 1.

Figure 2
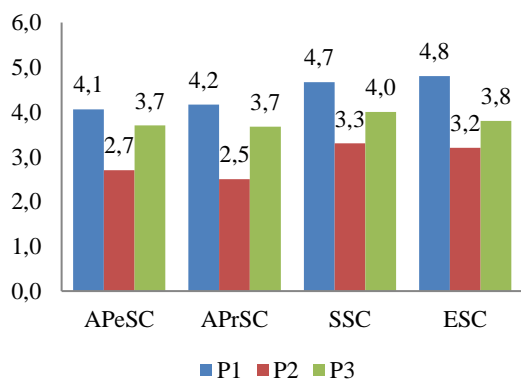*Self-Concept Level of the Participants*

Figure 2 indicates that generally, the participants of the study demonstrated positive self-concept as prospective English teachers though different levels of self-concept were apparent. P1's self-concept was high in the four aspects of SC; P2's SC was high in Social Self-Concept and Emotional Self-Concept, and low in two other aspects of SC i.e. Academic Pedagogical Self-Concept and Academic Professional Self–Concept. Meanwhile, P3's SC was at a moderate level in the four aspects. These findings coincide with the finding of semi-structured interview data analysis in which the participants dominantly indicated positive self-concept and consistently showed three different levels of self-concept as indicated in the questionnaire, i.e. highly positive, moderately positive, and negative or low level of self-concept, as illustrated in Table 1.

Table 1
Finding of Participants' Self-Concept from Interview

Categories \ Participants	P1	P2	P3
Positive 4 to 5	4 to 4.5		
Moderate 3 to 3.99			3
Negative 1 to 2,99		2.5 to 2.75	

Table 1 indicates that the participants perceived their teaching competence as prospective English teachers differently. P1's self-concept was 4 to 4.5. It was categorized into the highly positive level of self-concept; P3's self-concept was in the moderately positive level of self-concept; and P2's self-concept was 2.5 to 2.75, which belongs to the negative category of self-concept. Thus, the general self-concept portrait of the participants was consistent with the participants' self-concept depicted in the finding of the closed-ended questionnaire data analysis. From the finding, it can be inferred that two out of three participants perceived their competence positively and they potentially had a positive personality and behaved positively during the practicum and as prospective English teachers. As Kumar and Ahmad (2021) stated that the foundation of a person's personality is their self-concept. It is his or her positive style of thinking, feeling, and acting.

In this respect, it is critical for teacher education programs to guarantee that preservice teachers build positive teaching self-concepts, not only as a major aim in and of itself but also as a key mediating component that can influence other desirable outcomes in the classroom (Yeung et al., 2014; Zhu et al., 2018). As supported by Alagozlu (2016) preservice teachers who perceive their competence as teachers positively have more power in handling professional challenges, performing, and achieving the teacher's requirements in their profession as teachers well. On the contrary, it can be inferred that low self-concept, as denoted by P2 in this study, indicated that

pedagogic and professional competence, as indicated in the following interview data.

> P3 (R2q10): teaching competence as English teachers is not good, especially in pedagogic and content knowledge competence.

> P2 (R2q10): weakness is in the content knowledge competence, grammar, and pronunciation.

The theme analysis indicated that P3 perceived P3's teaching competence in academic pedagogic and professional unsatisfactorily. Furthermore, P2's response (R2q10) also indicated that P2 had a problem with professional competence (content knowledge). These findings seemed to be in line with the findings of research conducted by Rachmawati (2009) and Rachmawati et al. (2017) which revealed that preservice teachers in the practicum program encountered difficulties in pedagogic competence, especially in conducting teaching-learning processes which included designing and executing the lesson plan. In line with this, Zhu, Iglesia, et al. (2020) identified EFL preservice teachers' deficiency of professional capacity in teaching during practicum which was attributed to their unpreparedness for the responsibilities as teachers and the lack of requisite professional support. Regarding this, it is assumed that the role of the school mentor (Butler & Cuenca, 2012) and the university supervisor (Barahona, 2019; Burns et al., 2016) is fundamental and crucial in helping preservice teachers to cope not only with the challenges of practicum but also in shaping the preservice teachers' professional identity. Further discussion will be elaborated on based on the aspect of self-concept developed in this study.

The Academic Pedagogic Self-Concept of the Preservice English Teachers as Reflected in Their Teaching Performance

As indicated in the finding of the questionnaire, interview, and observational data analysis, the APeSC of the participants was incongruently reflected in P2's and P3's teaching performance. On one hand, the P2's self-concept score on the ability to execute lesson plans or deliver the teaching-learning process was low. On the other hand, the observational data showed that P2's teaching performance in this sub-aspect was considered moderate. It was reflected in P2's problems in this sub-aspect i.e., unordered teaching phase, unbalanced group and individual learning activities, unclear examples and illustrations, and problems in keeping the students attentive to the teaching-learning process. This finding seemed to be relevant to the finding from the interview which revealed that P2's had a problem with pedagogic competence:

> P2 (R1q2): I often missed review sessions because sometimes I forgot and run out the time.

Furthermore, in delivering the lesson P2 sometimes did it unorderly. The interview data

analysis indicated that P2 frequently could not execute lesson plans well: P2 frequently missed review sessions, run out of time, forgot the time allotment, and did not do the teaching phase orderly.

Meanwhile, P3 demonstrated a low level of teaching performance. On the other hand, P3's self-concept was at a moderate level. P3 showed low perception only on the effort to challenge students with high ability. In the teaching performance, P3 indicated a low teaching performance such as in the teaching & learning phases, the review and preview, learning material presentation and instruction, students' response elicitation and attentiveness, progress test, and learning activities. This finding seemed to support the finding of the interview:

> P3 (R2q2): my difficulties were in finding teaching technique variation, time allotment for teaching-learning activities; my teaching was often overtime.

The interview analysis indicated P3's problems in pedagogical competence, especially in selecting teaching variation and making use of the time allotment effectively and efficiently. Data analysis in academic pedagogic competence revealed that the preservice teachers seemed to have problems in several aspects, i.e. lesson plan execution: unordered teaching phases, imbalanced and monotonous group activities; unclear instruction and material delivery; and students' learning progress evaluation.

The incongruence between the participants' APeSC and teaching performance might be affected by the external frames of reference or social standards of comparison (Marsh et al., 2014; Westhuzen et al., 2022) that the preservice teachers used to assess their teaching competence. The external comparison refers to a process in which one evaluates his/her competence according to the perceived performance and evaluation of others (Marsh, 1986; Marsh et al., 2014). In the context of this study, they may refer to the performance of other preservice teachers, and the evaluation made by the school mentor, and the university supervisor. As supported by the following interview data:

> P3 (R2q8): handling the request of the school mentor for changing the lesson plan two hours before teaching made me panic. I have prepared everything well and it turned out that I need to change it right before I came to the class.

The interview data indicated that P3 underwent psychological pressure and anxiety which were caused by a sudden request to change the lesson plan from the school mentor. Receiving a sudden evaluation and alternation of the lesson plan put P3 in an unprepared situation and psychological discomfort (Ellison et al., 2019; Zhu, Iglesia, et al., 2020) which might act as a threat (Alessandri et al., 2020) and affected P3's self-concept clarity, which referred to the individual's self-concept consistency, and stability (Campbell et al., 1996; Ellison et al., 2019). Self-concept clarity serves as a resource for adaptive behaviour and emotion

regulation by allowing the individual to successfully draw on values, goals, and capacities for self-regulatory especially when confronted with adversity (Allesandri et al., 2020).

Similarly, Ritchie et al. (2011) argued that indicators of psychological discomfort are inversely associated with self-concept clarity. From this finding, it can be inferred that the incongruence portrayal of the participants' APeSC in their teaching performance (in the aspect of pedagogic competence) might be a result of the dysfunctionality of adaptive behaviour and self-regulatory capacity of the participants in handling the sudden and unprepared situation. Thus, timing in providing an evaluation to the preservice teachers is crucially significant. The school mentors need to be more aware of the appropriate and exact timing in giving the evaluation and suggestions to the preservice teachers. The exact timing could lessen the preservice teachers' anxiety or psychological distress and develop more adaptive behavior and eventually create more stable self-concept clarity.

The Academic Professional Self-Concept of the Preservice English Teachers as Reflected in Their Teaching Performance
As indicated in the finding of the questionnaire, interview, and observational data analysis, the APrSC of the participants was incongruently reflected in P2's and P3's teaching performance. Table 1 shows that P2's self-concept was low but P2's teaching performance was at a moderate level. P2's self-concept was low especially in item 17 which was related to comprehension and mastery of English materials in K13 (Curriculum 2013); item 18 which was about the linguistic system of English, pronunciation, and grammar; item 21 which was related to professional enhancement efforts, such as regular reading and seminar, and conference attendance. On the other hand, frequent use of Indonesian and problems with English pronunciation was the weakness of P2's teaching performance. The problem of P2 was dealing with content knowledge and the current curriculum seems to be relevant to the interview data:

> P2 (R2q10): my weakness was dealing with English, my grammar, and my pronunciation. My weakness in grammar and English pronunciation made me nervous.

> P2 (R2q4): I do not understand the current curriculum, the teaching phases like exploring, questioning, I just do not understand.

The finding confirmed that P2's had problems in grammar, English pronunciation, and the English current curriculum. The finding implied that P2 had a discrepancy in perceiving P2's professional competence in teaching. Furthermore, Table 1 illustrates P3's self-concept and teaching performance was incongruent in the sub-aspect of academic performance. The incongruence was found in the

linguistic system of English; pronunciation and grammar, and effort in improving competence through regular reading and conference/workshop attendance. Moreover, the closed-ended questionnaire and interview data analysis reveal that P3 had a moderate self-concept on those items. On the other hand, the observational data reveals that P3's rate of academic professional competence was considered low. In the teaching performance, it was found that P3 used too much Indonesian and faced problems in terms of voice quality and English pronunciation. This finding seems to support the interview data shown below:

> P3 (R3q10): my competence in English content knowledge is not good.

> P3 (R2q13): mastery of the current curriculum and teaching material was only for my understanding. Sometimes I couldn't answer students' questions because I didn't know the answer.

The data analysis indicated that P3 has a problem with P3's English content knowledge and English teaching materials. From the finding, it can be inferred that the participants' self-perception of their competence in using English and their knowledge of the current English curriculum were the contributing factors to the incongruence between the participants' APrSC and their teaching performance. It is similar to the incongruence that occurred in the participants' APeSC and their actual teaching performance.

This incongruence might be attributed to participants' psychological anxiety and discomfort which were caused by their disbelief or low confidence in their competence (Ellison et al., 2019; Zhu, Iglesia, et al., 2020) in the two aspects, as indicated in interview data P2 (R2q4) and P3 (R2q13). Furthermore, it seems to be related to the dynamics of the participants' existing of frames of reference as a part of their learning process (Mezirow, 1997; Zhu, Iglesia, et al., 2020) and the construction of their professional identity as prospective English teachers (Zhu, Rice, et al., 2020) as indicated in the following interview data.

> P2 (R1q16): well, I have mixed feelings. I am excited but at the same time, I am scared that I would not be able to meet what people expect from me as a prospective English teacher.

In R1q16, P2 responded to a question about P2's reflection on P2's experience in the practicum which related to P2's passion for teaching. The response indicated P2's frames of reference. It is conceived as a total of a person's intellectual capacities in which all actions, experiences, thoughts, and learning are processed and filtered (Mezirow, 1997; Zhu, Iglesia, et al., 2020). From the analysis, it can be inferred that P2 processed and filtered P2's experience during the practicum and yielded conflicting feelings. It is commonly known that practicum provides a complex and challenging experience for the student teachers in learning the real practice of teaching and

implementing what they have learned in the classroom which may cause conflicting experiences. As supported by Zhu, Rice, et al., (2020) during the practicum the preservice teachers experienced dynamic negotiation of their beliefs about their competence and realities of practices of teaching which contribute to their professional identity construction. Referring to the idea that self-concept is a fundamental attribute of a person's identity (Alvarez, 2016; Cheek & Cheek, 2018), preservice teachers must have a good mastery of content knowledge and pedagogical content knowledge. It is expected that they can have a positive self-concept which functions as mediating factor and predictor of their positive teaching behavior. As Paulick et al., (2016) stated that teachers' professional self-concept and professional knowledge appear to have a considerable impact on the quality of instruction and students' learning outcomes.

In addition, the finding implied an equally significant function of the teacher education program and the practicum to equip the preservice teachers with the required competence. The exposure of student teachers to and their participation in the teacher education program and the practicum are expected to build their integrated, coherent, and enlightened body of knowledge which inform and be informed by classroom practices (Allen & Wright, 2014). In essence, the incongruent reflection between the preservice teachers' academic self-concept and their teaching performance might be affected by multiple variables externally and internally and it indicated a dynamic process of their identity construction as prospective English teachers.

The Social Self-Concept of the Preservice English Teachers as Reflected in Their Teaching
It is worth note taking that the teaching performance in the classroom reveals only the relationship between the participants and their students. However, the interaction of the participants with other parties i.e. other pre-service teachers, mentor teachers, and university supervisors who were significant or called significant others (Andersen et al., 2002; Gan, 2014; Marsh & Graven, 2006) during the practicum was also analyzed. Significant others are people who are influential in one's life (Andersen et al., 2002). In the context of practicum, significant others were referred to people who affect the development of competence and the professional identity of the preservice teachers.

The data analysis of the observation which was triangulated by data from the questionnaire and interview showed that the participants' self-concept on social competence was reflected congruently for P1 and P3. Meanwhile, P2's self-concept on this sub-aspect was incongruently reflected in P2's teaching performance, as illustrated in Table 3. Table 3 shows that out of three participants, P2 was the only participant who had incongruent social self-concept reflection. On one hand, P2's had a moderate social self-concept. On the other hand, P2's ability in interacting and building a relationship with students was rated high.

Table 3
Preservice English Teachers' Social Self-Concept as Reflected in Their Teaching Performance

Participants / Compared Aspects	P1		P2		P3	
	SSC	Teaching Performance	SSC	Teaching Performance	SSC	Teaching Performance
	High P1's perception of SC was high	**High** P1 knew students' names & could get along with the students	**Moderate** P2's perception of SC was generally moderate.	**High** P2 knew students' names & could get along with the students	**High** P3's perception of SC was highly positive	**High** P2 knew students' names & could get along with the students

P2's moderate social self-concept in dealing with students was relevant to the finding found in the interview data analysis, as shown in the following data:

P2 (R3q2): I interacted more with students who are more cheerful and outgoing since I have difficulty getting closer with students and getting along with them.

The interview data analysis indicated P2's problem in getting along with the students. In keeping the classroom interaction, P2 selected cheerful students as the strategy. In doing so, P2 could compensate for P2's difficulty in maintaining classroom interaction. As supported by Heikonen et al. (2017) because of their inexperience, student-teachers techniques rely significantly on their self-perceptions about themselves rather than those of their students. Additionally, it confirms Claessens et al. (2016) finding that students' interest in the teacher's personal traits helps in forming positive student-teacher classroom interaction and novice teachers engage positively with students whom they succeed as teachers. This strategy has led to the creation of live classroom interaction between teacher and students as portrayed in the observation. Therefore, the contradictory finding of the observation which indicated P2's high performance on SSC might indicate the behavioural outcome of the strategy.

Furthermore, as stated earlier that P1's and P3's social self-concept was reflected congruently in their teaching performance. This finding seemed to be relevant to the interview finding, as indicated in the following data:

> P1 (R1q3): the students were closer to me than to their classroom teacher; when they want to complain about something they chose to talk to me rather than to their classroom teacher.

> P3 (R1q3): my students were various; the Socials were more easy-going and fun so they were closer to me than the Sciences. The bonding was strong.

The interview data indicated P1's and P3's success in building a teacher-student relationship in the practicum. For the students, this positive relationship can be a mediator of students' motivation and a positive learning environment, and for the teacher, it contributes to her/his wellbeing (Cleassens et al., 2016). This finding implied that the participants had the capacity in generating high-quality teacher-student relationships.

Despite the student-teacher interaction, the SSC also portrayed the connection between the participants and the school mentor and university supervisor or called significant others (Andersen et al., 2010; Gan, 2014; Marsh & Graven, 2006). In this respect, data analysis revealed that the role of the university lecture and school mentor during practicum was significant to the development of the competence and the participants' identity construction as prospective teachers. As indicated in the following interview data:

> P1 (R1q5): ...Learning from experience, but feedback from others like from the school mentor and university supervisors was the most significant one. It's because they can objectively see my weakness.

The data denoted a significant role of the school mentor's feedback as significant others in improving P1's teaching. As supported by Butler and Cuenca (2012) field-based mentoring is a socially constructed praxis, the mentor teacher's role is as an instructional coach, emotional support system, and socializing agent. In this respect, a mentor is expected to help the preservice teachers by offering advice and constructive criticism (Virtic et al., 2021). In doing so, the mentor must be able to recognize the strengths and shortcomings of preservice teachers and use them to promote professional development and a sense of accomplishment in the field.

Furthermore, the mentor teacher and the university supervisor should also give essential support to assist the preservice teachers in developing a professional identity and further developing the basic skills learned at university (Gan, 2014; Maphalala, 2013) and help them transition from their role as a student to their role as a beginning teacher (Gan, 2014). The support provided by the school mentor or university supervisor is mediated through the significant others' personal and professional attributes such as caring behaviour and having deep professional and pedagogical knowledge (Virtic et al., 2021). As indicated in the following data:

> P3 (R4q7): I talked to the university supervisor more since he is more understanding and has deeper knowledge.

The data indicated the significant others' personality traits and the academic capacity were both substantially essential for the preservice teachers' development. As supported by Burns et al. (2016) that during the practicum, university supervisor are required to provide individual support, targeted assistance, curriculum support, collaboration and community, and research for innovation. Similarly, Barahona (2019) argued that the critical role of supervisors as the quality assurance of the teaching practice, and their role as emotional supporters were identified to be contributing factors to preservice teacher professional development. Thus, these findings suggested that the school mentor and university supervisor need to be aware of their role and function during the teaching practicum, and selecting and recruiting committed school mentors and university supervisors become crucial to a good and effective practicum.

From the findings on the SSC, it can be inferred that the preservice English teachers demonstrated good social competence in getting along with all parties in the school setting. By having this competence, s/he can create a harmonious relationship with the students, promotes students' intrinsic motivation, and be a good role model for appropriate or prosocial behaviour (Jennings & Greenberg, 2009), and s/he can also have a positive relationship with the colleagues and other parties. This harmonious relationship leads to a positive working environment which can result in a teacher's positive working behaviour (Jennings & Greenberg, 2009; Johnson, 2009). Thus, it is reasonable to argue that teachers' social competence is equally important personally and professionally.

The Emotional Self-Concept of the Preservice English Teachers as Reflected in Their Teaching Performance

Data analysis revealed that the ESC of the participants was incongruently reflected in P3's teaching performance. For the other two participants (P1 and P2), the ECS was congruently reflected in their teaching performance, as illustrated in Table 4.

Table 4 shows that P3's emotional self-concept was reflected incongruently in P3's teaching performance. The incongruence was identified in P3's inability in handling nervousness during the classroom interaction.

Table 4
Preservice English Teachers' ESC in as Reflected in Their Teaching Performance

Participants / Compared Aspects	P1		P2		P3	
	ESC	Teaching Performance	ESC	Teaching Performance	ESC	Teaching Performance
	High P1's perception of EC was high	**High** P1 generally exhibited excellent teaching performance emotional	**Moderate** P2's perception of EC was generally moderate.	**Moderate** P2 emotionally showed moderate EC	**High** P3's perception of EC was highly positive	**Moderate** P3 emotionally showed moderate EC: P3 exhibited problems in handling nervousness

This data was also supported by data from the interview, as illustrated in the following interview data:

> P3 (R1q8): the toughest challenge for me during the preservice teaching program was dealing with myself. I am not the kind of front-liner person. So it's difficult to defeat my nervousness to stand and teach in from of the classroom.

The data indicated that P3 had a problem dealing with handling P3's nervousness standing in from of the class and being the centre of attention. The problem was caused by P3's personal perception of P3's self-schema (Claessens et al., 2016) as a non-front liner person. This negative perception about P3's self has affected P3's behaviour in building interaction with students. This finding confirmed Claessens et al.'s (2016) statement that teachers' belief about themselves has been assured to influence their classroom behaviour and interaction with students. Similarly, P2 was found to exhibit a problem with nervousness. Despite the congruent reflection of P2's ESC in the teaching performance, P2 claimed that nervousness and anxiety were always there during the practicum. As illustrated in the following data:

> P2 (R3q2): the problem was me. It has been months but I am still nervous, feeling anxious…feeling insecure what if the students do not like me and they are smarter than I am…My English is not good that's the cause of my nervousness.

The data revealed the causes of P2's emotional problems i.e. the insecurity feelings about the students' dislike feeling toward P2 (student-schema), the perceived academic attribute of the students (Claessens et al., 2016), and P2's foreign language anxiety (Tum, 2014). Additionally, those feeling might indicate P2's attributions (Calvo et al., 2019; Lawler et al., 2014) i.e., P2's expectations as a teacher of P2's self. This finding confirmed Calvo et al.'s (2019) finding that during teaching practicum, preservice teachers' emotions manifest physically. These findings showed that perception about one's personality, others' (significant others') perception, and professional knowledge were the contributing factors to preservice teachers' emotional problems.

In this respect, P2 and P3 basically had a similar problem even though they projected different reflections of ESC in their teaching performance. The discrepancy might be a result of how they cope with the problems or the employment of different emotion regulation strategies by the participants. As indicated in the following interview data:

> P2 (R3q8): Just go with the flow, as time goes by I'll get used to it.

> P3 (R1q5): to cope with the (emotional) problems, just face them, learning from experience to assure myself I can handle them, it's a part of my learning and I talked, discussed, and shared with my other preservice teacher friends.

The data analysis implied that the participants regulated their negative emotions differently. Emotion regulation is a process in which one copes with or regulates one's emotions (Gross, 1998, 2015; Gross & John, 2003). P3's response indicated intrinsic emotion regulation (Gross, 2015). It is a process in which one is interested to regulate her/his emotions. To handle the emotions, P3 employed two emotion regulation strategies i.e. cognitive change strategy and situation strategy (Chang & Taxer, 2020; Gross, 2015;). The cognitive change strategy was indicated by P3's effort to modify the negative emotions by assuring that the emotions were parts of P3's learning. The situation selection strategy was illustrated by P3's decision in choosing useful or pleasurable situations or activities i.e. a talk, discussion, and sharing time with other preservice colleagues to achieve hedonic goals i.e. targeting diminishing negative expression of emotions

(Sutton et al., 2009; Taxer & Gross, 2018). On the other hand, P2's response indicated no emotion regulation use (Gross, 2015) in which P2 believed that the negative emotions would decrease as P2 would be accustomed to the situations.

Relating this finding to the incongruent reflection of the participants' ESC in their teaching performance, it can be inferred that the emotion regulation strategies seemed to be manifested in the incongruence of the P3's ESC in the P3' teaching performance. This incongruence seemed to indicate the dynamic process of identity construction (Zhu, Rice, et al. 2020) of P3 during practicum and as a result of P3's learning. Thus, this study confirms Zhu, Rice et al.'s (2020) idea that the professional identity construction of preservice teachers is contextually dynamic. However, further research is required to investigate it. Furthermore, P3's statement below, indicates P3's reflexivity.

> R1q5: learning from experience…I talked, discussed, and shared with my other preservice teacher friends

Reflexivity is actions undertaken as an extension of one's reflected thoughts and characterized by internal dialogue done by an individual to evaluate and understand multiple perspectives (Alexander, 2017; Hofer, 2017). To deal with the emotional problems, P3 reflected P3's past experiences and did discussions which indicated an intended mindfulness introspection, and critical dialogues (Feucht et al., 2017) that mark P3' reflexivity. As Hofer (2017) argued that reflection is an essential component of reflexivity and its dialogic process is valuable for identity construction (Danielewicz, 2001; Nazari, 2021; Stingu, 2012).

This reflexivity might be one of the contributing factors of the P3's ESC incongruence in P3's teaching performance. As supported by Lipka and Brinthaupt (1999) and Hattie (2013) that reflexive ability may be the factor that has created the gap between their self-concept and their actual academic performance. Regarding this, Hattie (2013) argued that "some individuals have more reflexive ability than others. Similarly we differ in the amount we know about ourselves" (p. 35). Consequently, the difference in reflexive ability might have led to the incongruence of the participants' SC.

These findings suggested that the emotional competence of the pre-service teachers needed to be paid attention to by the school mentor or the university supervisor during the pre-service teaching. It was because this period was challenging and stressful for the preservice teachers confronting them with ample psychological fluctuations which affected their identity construction as prospective English teachers. In essence, the incongruent reflection of ESC in the preservice teacher's did not necessarily constitute a negative portrait of self-concept in the participant's behavior rather it delineated a dynamic process of refinement of the participant's ESC as part of the participants' identity construction.

CONCLUSION

This study revealed two findings. Firstly, diverse portraits of self-concept i.e. highly positive, moderate, and low or negative self-concept were captured in the participants' academic self-concept (pedagogic and professional self-concept) with the inclination of the positive portrait in the non-academic sub-aspects of self-concept (social and emotional self-concept). The finding implied that the academic aspect of self-concept (pedagogic and professional competence) seems to be contributing factor to the participants' negative self-perception of their self-concept. Furthermore, the finding confirmed previous research i.e. Rachmawati (2009); Rachmawati et al. (2017): Yilmaz (2014); Zhu, Rice, et al. (2020) that the participants pointed out more challenges in academic aspects (pedagogic and professional competence) rather than in non-academic aspects (emotional and social competence) in the practicum.

Secondly, the self-concept of the participants was reflected divergently in the participants' teaching performance. Congruent and incongruent reflections were identified in the participants' teaching performance. The incongruence was identified in the discrepancy between the participants' self-concept and their teaching performance scores. It affirms Feucht et al.'s (2017) statement that the participant's reflective practices which is a part of reflexivity seemed to be manifested in the incongruence reflections of the participants' self-concept. Simultaneously, the finding foreshadows the effect of internal and external factors (internal and external frames of references), and emotional regulation strategies, which marks a dynamic process of identity construction the preservice teachers.

This study concludes first, that the construction of self-concept as an element of the preservice teachers' identity is dynamic, it is constructed and reconstructed as they assign more attributes gained from their experience personally and professionally during practicum. Secondly, the reflection of self-perception of their competence in their teaching performance was fundamentally affected by individual ability in regulating emotions to cope with the turbulence of the practicum, and their reflexivity towards their

teaching practice and identity construction. Thus, this research suggests instilling sufficient academic competence in the preservice teachers, quality improvement of the role and function of the significant others i.e., the school mentor and university supervisor during practicum, and promotion of the preservice teachers' reflective practices and skills to lessen the psychological pressure of the practicum as to assist the construction of the preservice teachers' positive self-concept construction.

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Appendix 1

No	Statements	Scale				
	Pedagogic Self-Concept					
1	I understand the needs & the ability of my students	1	2	3	4	5
2	I am aware of cross-cultural differences and sensitive to students' cultural tradition	1	2	3	4	5
3	I understand various approaches of language teaching	1	2	3	4	5
4	I understand basic principles of language learning and teaching	1	2	3	4	5
5	I understand & use a wide variety of techniques	1	2	3	4	5
6	I use appropiate principles of classroom management	1	2	3	4	5
7	I can design & execute lesson plans efficiently	1	2	3	4	5
8	I stimulate interactions, cooperation, teamwork in the classroom	1	2	3	4	5
9	I make use Information Communication Technology (ICT) to support teaching learning process	1	2	3	4	5
10	I pay attention & give encouragement to students with lesser ability	1	2	3	4	5
11	I offer challenges to students of exceptionally high ability	1	2	3	4	5
12	I communicate effectivelly, emphatically to students	1	2	3	4	5
13	I use interactive, intrinsically motivating techniques to create effective tests	1	2	3	4	5
14	I evaluate students' learning effectively for the improvement of teaching & learning process	1	2	3	4	5
15	I make use of the results of students' learning assessment and evaluation for the sake of teaching learning process	1	2	3	4	5
16	I do reflection of my own teaching practice	1	2	3	4	5
	Professional Self-Concept					
17	I have good comprehension & mastery of English lesson (materials) in current curriculum	1	2	3	4	5
18	I understand the linguistic system of English phonology, grammar, and discourse	1	2	3	4	5
19	I have fluent competence in speaking, writing, listening, and reading English	1	2	3	4	5
20	I creatively adapt textbook materials and other audio, visual, and mechanical aids	1	2	3	4	5
21	I keep up with the field through regular reading and conference / workshop attendance	1	2	3	4	5
22	I make use of ICT for communication & self professional development	1	2	3	4	5
	Social Self-Concept					
23	I build good rapport with students	1	2	3	4	5
24	I cooperate harmoniously and candidly with colleagues (fellow teachers)	1	2	3	4	5
25	I have good rapport with (English) School teachers/ university supervisor	1	2	3	4	5
	Emotional Self-Concept					
26	I am proud of being an English teacher	1	2	3	4	5
27	I maintain and exemplify high ethical and moral standards	1	2	3	4	5
28	I am well organized, conscientious in meeting commitments, and dependable	1	2	3	4	5
29	I am an open-minded person	1	2	3	4	5
30	I am flexible when things go awry	1	2	3	4	5