

The Relationship Between Instructional Self-Efficacy and Contextual Factors in Greenlandic Student Teachers' Practical Training

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ABSTRACT. This study explores the complex relationship between instructional self-efficacy and contextual factors, as well as the impact of this relationship on Greenlandic student teachers' practical training. We explore how student teachers' instructional self-efficacy is influenced by their experiences in the Greenlandic teacher education program, including their on-campus academic studies and in-school teaching practice. We collected data from 36 student teachers enrolled in the teacher education program at the University of Greenland. The multiple regression model explained a modest proportion of the variance in classroom management self-efficacy. However, only self-efficacy in motivating students emerged as a significant unique predictor. Perceived relevance of general pedagogy and of subject didactics, mentor feedback, and perceived discipline problems during teaching practice showed no significant unique associations with self-efficacy in classroom management when motivational self-efficacy was controlled. These findings suggest that student teachers' confidence in their ability to motivate and encourage pupils may be a central psychological resource underpinning their confidence in managing classroom behavior, whereas other aspects of their preparation may exert more indirect or weaker effects. While we do not claim generalizability, these findings indicate that teacher education programs must balance theoretical instruction with practical experiences to cultivate future teachers' self-efficacy effectively in real-world classroom environments. Key recommendations include establishing robust support systems, including mentoring relationships and fostering collaborative environments that promote open communication between student teachers and seasoned educators. Furthermore, the critical link between perceived student behavioral issues and instructional self-efficacy highlights the importance of tailored mentoring and thoughtful placement in school contexts that provide manageable challenges. Addressing these factors is vital to mitigate the concerning trend of early teacher attrition, and to enhance student teachers' confidence and competence. Future research should focus on longitudinal studies to investigate the evolving nature of instructional self-efficacy, evaluate the impact of varied support structures, and assess the experiences of student teachers from diverse backgrounds. Overall, this study offers insights into the field of teacher preparation, emphasizing the urgent need to adapt teacher education programs to strengthen future teachers' instructional self-efficacy, ultimately leading to their preparedness and long-term success in the teaching profession.

Keywords: Greenland; teacher education; self-efficacy; school practice; school mentors

RÉSUMÉ. Cette étude explore le lien complexe entre le sentiment d'efficacité personnelle en enseignement et les facteurs contextuels, et l'incidence de ce lien sur la formation pratique des futurs enseignants du Groenland. Nous analysons dans quelle mesure le sentiment d'efficacité personnelle en enseignement des futurs enseignants est influencé par leur expérience au sein du programme de formation des enseignants groenlandais, y compris en ce qui a trait à leurs études théoriques sur le campus et à leur pratique d'enseignement en classe. Nous avons recueilli des données auprès de 36 futurs enseignants inscrits au programme de formation en éducation de l'Université du Groenland. Selon nos constatations, les études théoriques sur le campus et l'enseignement pratique en classe jouent un rôle dans le renforcement du sentiment d'efficacité personnelle en enseignement des futurs enseignants. Cependant, alors que ces futurs enseignants possèdent généralement des fondements solides en théorie pédagogique, ils font face à d'importants défis contextuels, surtout en matière de gestion des classes et de comportement des élèves, ce qui a un effet négatif sur leur sentiment perçu d'efficacité personnelle. Sans généraliser, nous constatons que ces observations laissent croire que la formation des futurs enseignants doit atteindre un équilibre entre l'enseignement théorique et l'expérience pratique afin de bien cultiver le sentiment d'efficacité personnelle des futurs enseignants en situation de classe réelle. Parmi les recommandations clés, notons l'établissement de systèmes de soutien robustes, comprenant la création de relations de mentorat et de milieux coopératifs favorisant des communications ouvertes entre les futurs enseignants et les enseignants chevronnés. De plus, le lien critique entre les enjeux perçus de comportement des élèves et le sentiment d'efficacité personnelle fait ressortir l'importance d'un mentorat sur mesure et de placements réfléchis dans les contextes scolaires qui présentent des défis gérables. Il est essentiel de prendre en charge ces facteurs afin d'atténuer la tendance

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inquiétante de l'attrition précoce chez les enseignants et de rehausser la confiance et la compétence des futurs enseignants. Les recherches futures devraient se concentrer sur les études longitudinales, ce qui permettrait d'approfondir la nature évolutive du sentiment d'efficacité personnelle, d'évaluer l'incidence des diverses structures de soutien et d'analyser l'expérience des futurs enseignants aux antécédents divers. Dans l'ensemble, cette étude vient éclairer le domaine de la préparation des enseignants, en mettant l'accent sur le besoin urgent d'adapter les programmes de formation des enseignants afin de renforcer le sentiment d'efficacité personnelle des futurs enseignants, ce qui, au bout du compte, mènera à leur préparation et à leur réussite à long terme en tant qu'enseignants.

Mots-clés : Groenland; formation des enseignants; sentiment d'efficacité personnelle; pratique scolaire; mentor scolaire

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INTRODUCTION

Recruitment of new schoolteachers is a great concern worldwide (Quicke, 2018; Guiaké and Tian, 2021). Numerous teachers also leave their profession in the early years of teaching (Darling-Hammond, 2012), a phenomenon experienced in the Greenlandic education system (Demant-Poort and Elstad, 2023). This unfortunate set of circumstances has prompted teacher education coordinators in Greenland to contemplate how they can better prepare student teachers to confront the challenging aspects of their future teaching careers. As student teachers will face various workplace challenges, they must acquire a vast range of subject-level and interpersonal skills during their in-school teaching practice in the teacher education program. However, certain skills in the teaching profession appear to be more essential than others when implementing and building qualified teaching competencies. These skills include teachers' belief in their ability to teach effectively, which is considered a key aspect of teaching competency (Woolfolk et al., 1990; Skaalvik and Skaalvik, 2007, 2010; Zee and Koomen, 2016). The strength of teachers' belief in their own ability to teach reflects their "self-efficacy," which Bandura (1997:3) defines as "confidence in one's ability to organize and carry out the actions required to achieve specific goals." Individuals' beliefs in their own self-efficacy impact their thoughts and emotions, which either enable or hinder their actions (Bandura, 1986), influencing student teachers' abilities, rather than their personal qualities (Zimmerman, 2000). Bandura (1993:134) states that "teachers who lack a strong sense of instructional efficacy demonstrate a weak commitment to teaching."

The term "instructional self-efficacy" refers to teachers' belief in their own capacity to teach successfully (Ibrahim et al., 2020:1). Teachers with high instructional self-efficacy are often more resilient and make greater efforts to overcome classroom challenges than do teachers with low self-efficacy (Tschannen-Moran et al., 1998). Consideration of teachers' self-efficacy is important when qualifying student teachers. Therefore, it is important to emphasize the development of student teachers' self-efficacy in teacher education programs. This will help them deal with future classroom challenges and improve their professional performance. Our study contributes to

the teacher education literature by focusing on how student teachers' classroom experiences in the teacher education program at the University of Greenland can impact their instructional self-efficacy as they prepare for their future teaching careers.

Teacher education programs include both on-campus academic studies and in-school teaching practices, which are essential for successful teacher education. Therefore, we assume that the influences on student teachers' instructional self-efficacy can be found in both the student teachers' campus-based academic preparation during the teacher education program and in-school teaching experiences. This study examines how the teacher education program for primary and lower secondary schoolteachers at the University of Greenland enhances student teachers' instructional self-efficacy.

Theoretical Framework

Teacher preparation forms the basis of teaching ability, which highlights the significance of teacher education. Bandura (1997) suggests that knowledge and motivation alone are insufficient for task performance, as self-efficacy is a form of generative capacity that requires the coordination of cognitive, socioemotional, and behavioral skills to fulfill occupational roles, such as teaching. According to Bandura (1997:3), "self-referent thoughts activate cognitive, motivational, and affective processes that govern the translation of knowledge and abilities into proficient action." Hence, teachers' self-belief in the effectiveness of their teaching ability plays a vital role in directing and motivating their instructional practice. Teachers must cultivate adequate instructional self-efficacy while navigating workplace challenges, managing disruptive classroom conduct, and encouraging their students' academic achievements (Tschannen-Moran et al., 1998; Pendergast et al., 2011).

In addition to equipping aspiring teachers with effective teaching skills, teacher education programs must create avenues for student teachers to boost their instructional self-efficacy. Personal support from experienced academic mentors is believed to help student teachers address their classroom challenges and foster student participation in learning activities (Zeichner, 1992). We propose that the

perceived relevance of academic courses to real-world teaching, classroom management challenges, and support from school mentors are important factors influencing student teachers' instructional self-efficacy, particularly classroom control and student engagement.

Many studies have explored various dimensions of teacher efficacy (Gibson and Dembo, 1984; Hoy and Woolfolk, 1993; Klassen et al., 2010; Künsting et al., 2016; Teig et al., 2019; Tschannen-Moran and Hoy, 2001, 2007) and student teachers' self-efficacy (Woolfolk and Hoy, 1990; Lin and Gorrell, 2001; Liaw, 2009; Depaepe and König, 2018). This research focuses on two critical dimensions of student teachers' instructional self-efficacy: their confidence in classroom management, and their ability to engage students during classroom activities (Skaalvik and Skaalvik, 2007). We argue that both dimensions are vital for nurturing the necessary inner drive for the ongoing commitment required in teaching careers.

When engaged in teaching practices, student teachers may encounter intricate classroom situations that demand considerable effort. For instance, student teachers might need to manage challenging students while maintaining their focus on delivering the lesson contents. Managing classroom discipline is uniquely demanding, as it often requires immediate action to address unruly behavior, leaving little time for decision-making. These disruptive situations are more swiftly and easily handled by experienced teachers, but collectively impose mental demands on student teachers (Leinhardt and Greeno, 1986; Zito et al., 2024). Unlike experienced educators, inexperienced student teachers who lack practical classroom management knowledge may not be ready to face challenging situations that require mastery of both academic content and behavior, which might result in overburden in cognitive processing (Paas et al., 2004; Feldon, 2007; Moos and Pitton, 2014). Accumulating experience over time may lead to the proceduralization (transition to habit) of effective classroom management practices, reducing the strain on new teachers' cognitive capacity.

Moreover, aspiring teachers often find themselves in a particularly sensitive phase at the beginning of their teaching journeys, and therefore require significant support from their colleagues and school mentors (Hudson, 2012). Student teachers must receive direction and constructive feedback from their mentors throughout, and following, their practical teaching experiences. While self-efficacy among student teachers generally increases during training, it often diminishes during their first year of actual teaching practice (Hoy and Burke Spero, 2005). Mentors are essential because they can provide teaching and pedagogical guidance to help student teachers navigate real-life disruptive classroom situations, which could undermine their confidence. Engaging in conversations with mentors allows student teachers to receive immediate insights into their teaching effectiveness and expectations for their teaching practice, which enhances their understanding of how to improve and effectively manage

their daily responsibilities (Lejonberg and Tiplic, 2016). These observations underscore the significance of mentor support during practical teaching experiences as a crucial opportunity to reinforce student teachers' instructional self-efficacy.

In primary and lower secondary schools in Greenland, school mentors, who are most often experienced educators, provide valuable support to student teachers during their in-school teaching practice. Thus, we anticipate that school mentors' support provided through dialogue is positively associated with student teachers' instructional self-efficacy.

In this context, this paper presents findings from a survey of Greenlandic student teachers and how their instructional self-efficacy is influenced by their experiences in the University of Greenland's teacher education program, including their on-campus academic studies and in-school practice teaching. We tested the following hypotheses:

- H1: Student teachers' self-efficacy in motivating students is positively associated with their self-efficacy in classroom management.
- H2: Higher perceived relevance of general pedagogy teaching is positively associated with student teachers' self-efficacy in classroom management.
- H3: Higher perceived relevance of subject didactics teaching is positively associated with student teachers' self-efficacy in classroom.
- H4: More perceived feedback from school mentors is positively associated with student teachers' self-efficacy in classroom management.
- H5: Higher levels of perceived discipline problems during teaching practice are associated with lower self-efficacy in classroom management.
- H6: Perceived discipline problems during teaching practice, and the relevance of subject didactics and self-efficacy in motivating students explain a considerable proportion of the variance in classroom management self-efficacy.

Context: The Teacher Education Program in Greenland

As in many countries, teacher education in Greenland lays the foundation for building student teachers' necessary knowledge, core competences, and instructional skills, which include subject mastery and classroom management, among other aspects of teaching practice.

Since 2014, the teacher education program at the University of Greenland has been based on a four-year, on-campus model, with the option of completing the program remotely. This study is based on responses to a questionnaire completed by on-campus student teachers only. The on-campus program covers a wide range of teaching subjects, of which three must be chosen by the student teacher, in addition to a range of mandatory pedagogical subjects. During their four-year program, student teachers complete five periods of teaching practice periods, totaling 19 weeks (Institute of Learning,

2022). These program elements are designed to build the necessary professional knowledge and competencies for future teaching careers.

Also known as declarative knowledge, this professional knowledge becomes procedural knowledge when practiced in relevant professional scenarios and subsequently internalized and partially automated. The perceived relevance of on-campus teaching to teacher education programs is the basis for cultivating these skills. While there is limited research on how on-campus teaching impacts instructional self-efficacy, the perceived relevance of on-campus teaching may foster instructional self-efficacy (Christophersen et al., 2016; Juuti et al., 2018). The greater the perceived relevance of on-campus teaching, the more it nurtures instructional self-efficacy.

METHODOLOGY

We adapted the previously validated questionnaire (Elstad et al., 2023) to: match our target group of on-campus student teachers in Greenland; capture the particular circumstances in Greenlandic teacher education and teaching practice; and comply with the ethical guidelines of the University of Greenland. We changed a few items related to teaching subjects and names of a range of pedagogical subjects. The questionnaire included 91 questions in eight categories: 17 demographic questions, 26 questions related to teaching practice, 19 questions related to their experiences as students in the program, 16 questions related to their aspirations as future teaching professionals, four questions specifically related to how they perceive subject didactics, four questions related to their perception of general pedagogy, four questions investigating their thoughts on the teaching profession, and one question asking about the social aspect of teaching. Responses to the questions were primarily based on 7-point Likert scales ($n = 84$).

The questionnaire was disseminated electronically to all 107 current on-campus student teachers; 36 students completed the questionnaire, a response rate of 33.6%. Notably, a response rate of just over 33% in a population of 107 is too low to provide any generalizability about student teachers. However, the findings offer valuable insights into student teachers in the Greenlandic context.

Participants

The study participants ($n = 36$) represented male ($n = 7$) and female ($n = 29$) student teachers from all four years in the on-campus teacher education program. Because of the small number of participants, however, an overall analysis of both gender and cohort variables is not possible.

Statistical Analysis

We analyzed the participating student teachers' responses to 18 questions related to classroom management, student motivation, relevance of general pedagogy, subject didactics, school practice, feedback from school mentors, and perceived problems during school practice. We chose to base our analysis on these specific items because student motivation, discipline problems, and classroom management are prominent factors driving the discourse related to the Greenlandic teacher education system. The research instrument is shown in Table 1.

While Table 1 shows the specific questionnaire items that became the foundation of our analysis, Table 2 presents descriptive statistics from these questionnaire categories, indicating student teachers' evaluation of their self-efficacy according to the relevant factors pertaining to managing classrooms and motivating students.

As these descriptive statistics (see Table 2) are based on the responses from only 36 student teachers, they do not represent the entire on-campus population enrolled in all four levels of the teacher education program ($n = 107$). With scores of 5.49 and 5.95, the participating student teachers expressed a high degree of self-efficacy in classroom management and motivating students, respectively.

The descriptive statistics also showed that participating student teachers considered as relevant in on-campus teaching both general pedagogy and subject didactics, with scores of 5.13 and 5.24, respectively, but valued feedback from school mentors lower, with a score of 4.33. This finding may be related to the fact that school mentors often do not have the necessary subject matter background to provide suitable guidance to student teachers. Following informal talks between the first author and student teachers upon completion of their in-school teaching practice, for example, student teachers often complained about receiving insufficient feedback from their school mentors because most did not have formal training in the specific subject matter, such as science or mathematics. The descriptive statistics also showed a score of 4.82 for student teachers' perceived discipline problems during their in-school teaching practice.

Correlation Analysis

To investigate the possible correlations for the descriptive statistics findings, we conducted a Pearson correlation analysis (Table 3), followed by a regression analysis (Table 4).

Pearson analysis showed a strongly significant correlation between the two focal aspects of instructional self-efficacy (i.e., student motivation and classroom management). There was also a strongly significant correlation between the perceived relevance of general pedagogy and subject didactics. Further, we found a significant correlation between the perceived relevance of general pedagogy and discipline problems during teaching

TABLE 1. Research instrument.¹**Self-Efficacy in Classroom Management (cm)**

Students were asked to indicate their agreement with the following statements:

To what extent will you, as a future teacher:

- W10. Manage to tackle the most troublesome students?
- W11. Manage to get the students to follow school rules?
- W12. Manage to create a safe environment for all students?

Answer categories: 1 = “to a very little extent,” to 7 = “to a very great extent”

Self-Efficacy in Motivating Students (en)

Students were asked to indicate their agreement with the following statements:

To what extent will you, as a future teacher:

- W6. Motivate those students who show little interest in schoolwork?
- W7. Make students believe that they can do well at school?
- W8. Encourage students to value learning?

Answer categories: 1 = “to a very little extent,” to 7 = “to a very great extent”

Perceived Relevance of General Pedagogy (pp)

Students were asked to indicate their agreement with the following statements:

- W35. In general pedagogy teaching, I am given practical examples from actual teaching practice.
- W38. In general pedagogy teaching, the connection between pedagogic theory and practice is made clear.

Answer categories: 1 = “disagree completely,” to 7 = “agree completely”

Perceived Relevance of Subject Didactics (sp)

Students were asked to indicate their agreement with the following statements:

- W40. In subject didactics teaching, I am familiarized with the relevant academic content for working as a teacher.
- W42. In subject didactics teaching, the connection between subject didactic theory and practice is made clear.

Answer categories: 1 = “completely disagree,” to 7 = “completely agree”

Students were asked to indicate their agreement with the following statements:

- W51. Mentoring meetings during in-school teaching practice helped me understand what I should do to improve as a teacher.
- W53. Mentors at the in-school teaching practice gave me clear and direct feedback about my performance.
- W54. Mentors' feedback during in-school teaching practice is closely related to what I have actually achieved.
- W55. Mentors' feedback during in-school teaching practice makes it clear what is expected of me as a student teacher.

Answer categories: 1 = “completely disagree,” to 7 = “completely agree”

Perceived Discipline Problems During Teaching Practice (pb)

Students were asked to indicate the extent to which they had experienced discipline problems during their teaching practice:

During the final in-school teaching practice period, you taught one or more classes. How often did the events listed below occur during your classes?

- W83. Students disturb their peers' work.
- W88. Students make unnecessary noise.
- W90. Students leave their desks without asking for permission.

Answer categories 1 = “never,” to 7 = “very often”

¹ All answer categories ranked on a 7-point Likert scale.

practice, in addition to the perceived relevance of subject didactics and feedback from school mentors.

Regression Analysis

To further verify the significance of the results, we conducted a regression analysis with classroom management as a dependent variable, and the perceived

relevance of subject didactics and discipline problems during teaching practice as independent variables. Results showed that only perceived discipline problems during teaching practice had strong explanatory power for the variance in the dependent variable (see Tables 5 and 6).

Because the sample size was small ($n = 6$), the regression analyses have limited statistical power, especially for detecting small or moderate effects. In this context, the

TABLE 2. Descriptive statistics.¹

Variable ²	Mean	SD	Skewness	Kurtosis
cm	5.49	0.75	-0.15	-0.24
en	5.95	0.75	-0.45	-0.62
pp	5.13	1.26	-0.78	2.06
sp	5.24	1.16	-1.28	3.77
ss	4.55	1.85	-0.46	-0.84
pb	4.82	1.35	-0.61	0.19

¹ n = 36 valid responses.² Abbreviations, see Table 1.TABLE 3. Pearson correlation analysis¹ (n = 36).

	cm	en	pp	sp	ss
en	0.548				
pp	0.161	0.223			
sp	0.158	0.133	0.723		
ss	0.130	0.194	0.351	0.402	
pb	0.088	0.020	0.395	0.230	0.128

¹ Abbreviations, see Table 1.TABLE 4. *p*-values (2-tailed).¹

	cm	en	pp	sp	ss
en	<0.001	–			
pp	0.349	0.191			
sp	0.356	0.440	<0.001	–	
ss	0.449	0.258	0.036	0.015	–
pb	0.611	0.908	0.017	0.176	0.278

¹ Abbreviations, see Table 1.

Pearson correlation coefficients reported.

nonsignificant coefficients for perceived theory-practice connections in general pedagogy (pp; $p = 0.714$) and subject didactics (sp; $p = 0.553$), mentor feedback (ss; $p = 0.926$), and perceived discipline problems (pb; $p = 0.621$) should not be interpreted as evidence that these factors are unimportant. Rather, they indicate that, in this sample, we did not find statistically reliable unique associations once motivational self-efficacy (en) was controlled for. By contrast, the strong and statistically significant effect of en ($p = 0.001$) suggests that student teachers' confidence in motivating and encouraging pupils is robustly related to their classroom management self-efficacy, even under conditions of limited sample size.

TABLE 5. Model summary for regression predicting classroom management self-efficacy (cm).¹

Model	R	R ²	Adjusted R ²	Standard error of the estimate	R ² change	F change	df 1	df 2	<i>p</i>
1	0.561	0.315	0.200	0.67021	0.315	2.755	5	30	0.037

¹ Predictors: (constant), pb, en, sp, ss, pp. Dependent variable: cm.TABLE 6. Coefficients for predictors of classroom management self-efficacy (cm).¹

Predictor	B	SE	Beta	t	<i>p</i>	Tolerance
Constant	1.838	1.044	–	1.762	0.088	–
en	0.549	0.157	0.551	3.501	0.001	0.922
pp	-0.053	0.142	-0.088	-0.370	0.714	0.404
sp	0.088	0.146	0.136	0.600	0.553	0.444
ss	-0.006	0.068	-0.016	-0.094	0.0926	0.808
pb	0.046	0.092	0.083	0.499	0.621	0.825

The results of the hypothesis tests showed that H1 was supported, while H2, H3, H4, H5, and H6 were not supported. Given the small, nonrepresentative sample and reliance on self-reports, these conclusions should be treated as tentative and exploratory rather than definitive. The results of the regression analysis show that the set of predictors (i.e., self-efficacy in motivating students, perceived relevance of subject didactics, and perceived discipline problems during in-school teaching practice) explains a modest proportion of the variance in classroom management, but this explanatory power is driven solely by perceived discipline problems during in-school teaching practice.

DISCUSSION

This study used a questionnaire to gather information about student teachers' self-efficacy, practical experiences, and perceptions. These self-reported data are a potential limitation of the analysis due to social desirability bias, where respondents may provide answers they believe are more socially acceptable and desirable. This can introduce measurement errors and affect the accuracy of the reported correlations.

Another limitation is the small sample size and composition. The 36 respondents cannot be considered representative of the broader population of 107 student teachers; therefore, results may not accurately reflect the generalizability of experiences, perceptions, and characteristics of the entire group. Variability in student teachers' experiences and backgrounds might also have influenced the strength and direction of the observed correlations. Low response rates can lead to nonresponse bias, where the characteristics of those who did not respond differ systematically from those who did, which can also distort findings and limit the applicability of results to the entire population. Additionally, smaller sample sizes may reduce statistical power of analyses, making it more

challenging to detect meaningful relationships and draw reliable conclusions.

Therefore, researchers should consider innovative data-gathering strategies to improve the response rate, such as incentivizing participation, using multiple data collection modes, or taking steps to ensure that respondents are adequately informed about the importance of their input. Addressing the issue of low response rates in future research in this population would be essential to enhance the reliability and validity of this study's findings.

The study findings are intriguing because, while student teachers may possess a solid foundation in didactic and pedagogical knowledge, their encounters with practical barriers, referred to here as PB3 (W83, W88, W90, from Table 4), appear to significantly undermine their instructional self-efficacy, particularly when it comes to classroom management. It is also noteworthy that student teachers valued their reliance on general pedagogy and subject didactics more than their mentors' guidance during in-school teaching practice.

This finding raises questions about the structural effectiveness of the teacher education program and its content in preparing student teachers for real-world classrooms. Hence, we must consider the learning environment, particularly support mechanisms available to student teachers during in-school teaching practice.

Future research should examine how student teachers are paired with qualified mentors, which can greatly influence the quality of student teachers' practical teaching experiences. Choosing classes that, ideally, present manageable challenges and provide a supportive environment during in-school teaching practice could help cultivate student teachers' growth mindsets, enhance instructional self-efficacy, and improve their classroom management skills.

These results prompted us to consider the role that fostering connections between student teachers and experienced educators can play in bridging the theory–practice knowledge gap. Collaborative experiences, including opportunities for observation, feedback, and guided reflection, can help reinforce student teachers' necessary skills and confidence for navigating classroom dynamics. Ensuring that student teachers feel supported and prepared may facilitate their successful transitions into professional roles, ultimately benefiting both new educators and their future students.

Implications

The study findings have important implications for practice and can guide interventions to support student teachers in developing their instructional self-efficacy in relation to classroom management skills and motivating students. Educators and teacher trainers can focus on developing strategies to strengthen student teachers' confidence in engaging their students and managing

classroom dynamics effectively. In other words, it is essential to provide student teachers with opportunities for practical, hands-on experiences that will expose them to diverse classroom environments and equip them with effective behavior management techniques. Incorporating these elements into teacher education programs can contribute to more successful in-school teaching experiences in relation to classroom management.

Further research is warranted to delve deeper into the relationships identified in this study among classroom management, general pedagogy, and mentor feedback. Future studies could consider longitudinal designs, such as prospective or retrospective studies, to explore the causal nature of these relationships and examine how changes in instructional self-efficacy and practical experiences influence future educators' ability to manage their students' problem behavior over time. Additionally, investigating the mediating or moderating factors that may explain the associations between the variables that govern student teachers' in-school teaching practice would lead to more comprehensive understanding of the processes at work.

A larger and more diverse student teacher sample would improve the generalizability of the findings. Moreover, additional data collection methods, such as observation and qualitative interviews, could provide richer insights into student teachers' experiences and enable a more nuanced understanding of the factors influencing their students' problem behavior.

CONCLUSIONS

Overall, this study contributes valuable insights into the complex landscape of teacher preparation and highlights the urgent need for educator training programs to adapt in ways that bolster future teachers' self-efficacy, particularly in light of the alarming trend of teacher attrition in their vulnerable early years. By implementing these research findings, stakeholders in Greenlandic teacher education can foster a learning environment that not only prepares Greenlandic student teachers to meet the future demands of their profession but also supports their long-term success and satisfaction in the teaching field.

Despite its limitations, this study's outcomes underscore the significance of equipping student teachers with the necessary self-efficacy, practical skills, and support structures to effectively manage their students' problem behavior in educational settings. These findings offer a foundation for further exploration and the development of targeted interventions and support mechanisms to improve student teachers' classroom management strategies.

Ultimately, this study contributes to the ongoing discourse on the multifaceted aspects influencing the development and implementation of effective classroom management strategies and highlights the need for continued research and support in this critical domain.

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