SELF-EFFICACY AND BUILDING SKILLS OF BACHELOR OF CULTURE AND ARTS EDUCATION STUDENTS AT POLYTECHNIC COLLEGE OF BOTOLAN

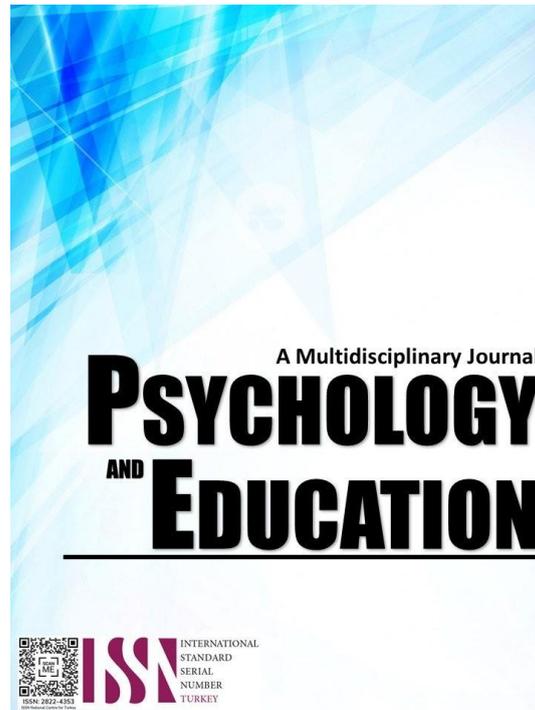# Self-efficacy and Building Skills of Bachelor of Culture and Arts Education Students at Polytechnic College of Botolan

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Abstract

This study aims to determine students' Self-efficacy and developing skills of Bachelor of Culture and Arts Education students at Polytechnic College of Botolan. The study utilized an embedded mixed-method approach to ensure the research's context depth. Using a descriptive approach, gathered data showed that students could achieve most of the goals they had set for themselves. It implies the students' effort to put in quality work output to obtain essential outcomes. This result is aligned with the process the Bachelor of Culture and Arts Education students have to go through to build their skills. Through narrative inquiry, the result of analyzed data is that Practice and Experience are how the students build their skills. It supported the students' self-efficacy. In order to achieve the goals the student set for themselves, they rely on experience and have to practice to produce quality performance. With the result of an embedded mixed-method approach where the result of the qualitative part supports the quantitative result that answers the main question, talent is only sometimes innate to students. They must practice and gain more experience to assess abilities and skills correctly.

Keywords: *bachelor of culture and arts education, building skills, experience and practice, polytechnic college of botolan, and self-efficacy*

Introduction

Students at the Polytechnic College of Botolan pursuing a degree in culture and arts education have self-efficacy in developing skills that outline a thorough theoretical foundation for understanding and predicting psychological changes by various treatment options. In line with this notion, whatever their shape, procedures change self-strength efficacy and level. Self-efficacy, a person's belief in their ability to complete tasks or attain objectives, plays a crucial role in student motivation, academic achievement, and learning (López-Gil et al., 2023). Students with high self-efficacy are more likely to set ambitious goals, persist in adversity, and employ effective strategies to overcome obstacles (Bozgün & BAYTEMR, 2022). In contrast, students with low self-efficacy avoid difficult tasks, yield quickly, and attribute their failures to a lack of ability (Prokhorov et al., 2022). (Darwis et al., 2023) Educators who wish to nurture their students' growth and development prioritize improving their self-efficacy. Assisting students in developing skills pertinent to their academic and personal goals is one method for enhancing their self-efficacy (Phan & Chen, 2021). These skills include cognitive and noncognitive abilities that enable people to conduct tasks effectively and efficiently (Steigen et al., 2022). Cognitive skills include reading comprehension, problem-solving, and critical reasoning (Koksal & YAKAR, 2022; Keshavarzi et al., 2023). Noncognitive skills include communication, collaboration, and self-

regulation. By refining their skills, students can increase their confidence, competence, and performance across multiple domains (Lake et al., 2020). Moreover, these skills are transferable and applicable in various contexts, thereby expanding the opportunities and horizons of students (Saxena, 2023).

In general, self-efficacy contributes to task completion and success, but findings regarding its relationship with academic achievement in specific contexts have been inconsistent (Yontar, 2023). For instance, a study by Vrushali Bhagat (2017) indicates that self-efficacy is the belief in one's ability to complete tasks, which fosters a positive self-perception effectively. However, Joyce S. Balami (2015) discovered no correlation between self-efficacy and academic achievement among distance learners. To enhance students' learning experiences, Nasim Saeid and Tahera Eslaminejad (2016) measured students' self-directed learning readiness, academic self-efficacy, and achievement motivation. Nelson Flores (2013) used multiple regression to identify predictors of first-year college students writing performance self-efficacy. Kuan & Lee (2022) noted that self-efficacy scales are typically structured as subscales, concentrating on particular sources of self-efficacy. Huang (2013) and Do-Hong Kim (2021) investigated the development and validation of the academic self-efficacy scale (ASES) in Asian cultures, emphasizing the reliability of self-efficacy as a predictor of academic achievement. In addition, Patrice Schnell (2014) and Angelo et al. (2012) discovered no gender differences in

adolescents' self-efficacy levels.

Self-efficacy contributes significantly to student motivation, academic success, and learning. Students with high self-efficacy tend to set lofty objectives, persist in facing obstacles, and employ effective strategies. On the other hand, students with low self-efficacy tend to avoid challenging tasks and attribute their failures to a lack of ability. Educators' primary goal is to increase students' sense of self-efficacy. One way to accomplish this is by assisting students in developing skills pertinent to their academic and personal goals. Cognitive and noncognitive abilities enhance self-efficacy and are transferable across contexts. Self-efficacy remains a valuable construct for understanding and promoting student success, although the relationship between self-efficacy and academic achievement varies depending on the context.

Research Questions

This study established the BCAED students' ability to develop their skills in terms of culture and the arts at Polytechnic College of Botolan during the academic year 2022–2023. It specifically seeks to achieve the following objective:

1. What is the scale of self-efficacy of Bachelor of Culture and Arts students?
2. How do the Bachelor of Culture and Arts students do to build their skills?
3. What are the implications of building skills to the scale of self-efficacy of Bachelor of Culture and Arts students?

Literature Review

Students' Self-efficacy and Building Skills

The correlation between pupils' self-efficacy and their skill development is a subject that has received considerable attention in the field of education. Bandura (1997) defines self-efficacy as an individual's confidence in their ability to execute the actions required to attain particular objectives. In contrast, building skills encompass the competencies that enable students to execute various tasks and activities effectively and efficiently, such as problem-solving, critical thinking, communication, collaboration, and creativity (Azhari et al., 2022). Research has consistently shown a strong positive relationship between students' self-efficacy and their ability to develop these essential skills (Portento et al., 2022).

This literature review investigates the effect of students' self-efficacy on their skill-building and identifies strategies that educators can use to foster self-efficacy and skill development in students. Through assessment and synthesis of existing studies, a literature review can provide a comprehensive understanding of knowledge's current state in the field, identify gaps in the literature, and make recommendations for future study and practice.In the reviewed literature, Prokhorov et al. (2022) stated that researchers have examined the effect of self-efficacy on the acquisition and development of diverse skills among students. It has been discovered that high levels of self-efficacy positively influence students' motivation, engagement, and persistence when confronted with difficult tasks (Rahmawati et al., 2022). Students with high self-efficacy are likelier to set ambitious objectives, exert effort, and employ effective learning strategies to improve their skills (Alrimali, 2023). In contrast, students with low self-efficacy may struggle with self-doubt, avoidance of difficult tasks, and an inclination to attribute their failures to a lack of ability (Queiroz et al., 2022).

According to Dumitrescu et al. (2023), educators play a crucial role in fostering their students' self-efficacy and skill development. The literature review can shed light on effective instructional strategies and interventions that educators can implement to promote their students' self-efficacy and skill development (NTUL et al., 2022). These strategies include providing opportunities for mastery experiences, providing constructive feedback, promoting positive social modeling, and creating a supportive and inclusive learning environment (Dumitrescu et al., 2023). According to Doron et al.'s (2023) research, iinstruvtors can craft their instructional strategies to nurture students' self-efficacy and monitor acquisition of skill by comprehending research findings and best practices.

A review on the study of Bánhegyi & Fajt (2023), the connection between students' self-efficacy and skill development is imperative for understanding the current situation of knowledge in the field. Through the said review, the study of Loglo & Zawacki-Richter (2023), stated that researchers and instructors can identify and observe how self-efficacy contributes to students' skill development and know effective strategies for making self-efficacy and improving of skill development. A literature review gives essential insights for educational theory and practice by integrating existing research. However, despite the existing research on self-efficacy and skill development, Nyberg et al. (2022) stated that some

gaps in the literature still need to be addressed. That is why it is important to future researcher explore the long-term effects of self-efficacy on skill development and performance. This study can uncover new insights that inform educational theories and practices by understanding the complex relationship between self-efficacy and skill development.

Methodology

In this study, the embedded mixed method approach was used. This design examined the students' self-efficacy scale and how they built their skills. A specific study design that best addresses the research problem is chosen when using a mixed methods approach. This method entails gathering and analyzing quantitative and qualitative data sequentially, with each data type informing the other. In particular, a survey was utilized by the authors to gather quantitative data, while interviews were employed to get qualitative data (Johnson et al., 2007; Yu & Khazanchi, 2017)

Participants

The researcher purposively selected 65 BCAED students of the Polytechnic College of Botolan for the descriptive approach and randomly selected 15 students from the pool of purposively selected respondents for the narrative inquiry.

Instruments of the Study

The researcher devised a questionnaire adapted from Chen, Gilad & Gully, Stan & Eden, and Dov. (2001). Validation of a New General Self-Efficacy Scale. Two sets of questionnaires were developed. The first set was administered to the students. It sought to determine the scale of BCAED students' self-efficacy (10) items. After submitting it to the research adviser for adjustment and refinement, the research adviser's input was considered when finalizing the questionnaire design to enhance some of the terminology used in the instrument. After pilot testing, the adapted questionnaire's validity and reliability were tested with a Cronbach Alpha 0.756; the result exhibited ACCEPTED LEVELS OF VALIDITY AND RELIABILITY. The researcher then proceeded to data collection. Another set is a guided question for the interview. It has undergone the same process of adjustment and refinement to enhance the terminology used in the instrument.

Procedure

After the test of validity and reliability of questioner, the researcher distributed the questionnaire to BCAED students at Polytechnic College of Botolan. Thus, the researcher will give respondents enough time to answer the questionnaire. After the respondents finished answering the questionnaire, the researcher gathered the questionnaires and checked for neglected items. The researcher sorted and organized the questionnaires and, afterward, the evaluation assessment.

For the qualitative approach, the researcher followed the same process as the quantitative approach. The only difference is that data were gathered via interviews. The interviews were recorded per the approval of the consent from the respondents. After data gathering, the researcher transcribed the recorded interview and began coding data. The result of both quantitative and qualitative approaches identified the implications of how the BCAED students build their skills to the scale of their self-efficacy.

Data Analysis

The data collected for this study were organized and processed using Microsoft Word (2018) and SPSS v26.0 Reliability Test with Cronbach Alpha. Several statistical tools were employed, including Weighted Mean, Pearson-r, and Likert Scale. The Weighted Mean was used to determine the scale of BCAED students' self-efficacy. Additionally, the Likert Scale was utilized to interpret the scale of self-efficacy, with a quantitative value of 4 (3.25 – 4.00) – Strongly Agree (SA); 3 (2.50 –3.24) – Agree (A); 2 (1.75 – 2.49) – Disagree (D); and 1 (1.00 –1.74) – Strongly Disagree (SD). The researcher conducted interviews with guided questions to gather data on how the participants build their skills. Then triangulated the interpretation of the results and identify the research's implication.

Ethical Consideration

The participants were asked for their consent in conducting the study. They were informed that their information would remain confidential. The gathered data from the participants will only be accessible to the researchers and will only be used in this study.

Results and Discussion

General Self-Efficacy of Bachelor of Culture and Arts Students

Table 1. *Profile of the Respondents*

General Self-Efficacy	Weighted Mean	Qualitative Rating	Rank
I will be able to achieve most of the goals that I have set for myself.	3.60	Strongly Agree	1
When facing complex tasks, I am confident I will accomplish them.	3.46	Strongly Agree	3.5
In general, I can obtain outcomes that are important to me.	3.46	Strongly Agree	3.5
I can succeed at almost any endeavor to which I set my mind.	3.36	Strongly Agree	6
I will be able to overcome many challenges.	3.22	Agree	8
I can perform effectively on many different tasks.	3.38	Strongly Agree	5
Compared to others, I can do most tasks very well.	3.18	Agree	9
Even when things are tough, I can perform quite well.	3.14	Agree	10
I am confident to face hardship to develop my skills	3.34	Strongly Agree	7
I always aim for a quality work output.	3.56	Strongly Agree	2
Overall Weighted Mean	3.37	Strongly Agree	

The interpretation of the results reveals that the respondents exhibit high self-efficacy in multiple areas. The high weighted mean scores, in conjunction with the ranking of responses, indicate a positive and confident outlook on their capabilities and potential for achieving objectives, overcoming obstacles, and performing effectively.The highest-ranked statement, "I will be able to achieve most of the goals I have set for myself," suggests that respondents strongly believe in their ability to reach their objectives. This result demonstrates a high level of self-assurance and ambition to achieve success.

The respondents' confidence in their talents is also demonstrated by their responses to the questions about tackling difficult tasks and achieving significant results (both scored 3.5). This result indicates that they are self-confident enough to tackle challenging tasks and believe in their ability to achieve desired outcomes. "I can succeed at almost any endeavor I undertake" (ranked sixth) indicates a slightly lower level of self-efficacy than the statements that came before it. Despite this, most respondents firmly agree with this statement, indicating they are confident in their ability to succeed in various endeavors.

The remaining statements, such as "I will be able to

overcome many obstacles," "Compared to others, I can perform most tasks quite well," and "Even when things are difficult, I can perform quite well," indicate a moderate level of agreement. These statements reflect, albeit to a lesser extent than others, the respondents' confidence in their ability to overcome obstacles and perform adequately.

Overall, the high weighted mean score of 3.37 and the strong concurrence and positive evaluations of the statements indicate that the respondents possess a high level of self-efficacy. This self-confidence can substantially impact their motivation, performance, and well-being. According to these findings, individuals with high self-efficacy are more likely to set challenging goals, persist in the face of obstacles, and employ effective strategies to achieve success. This optimistic perspective can increase their motivation and desire to achieve success. Moreover, according to Schmid et al. (2021), people with high self-efficacy are more likely to approach difficult tasks confidently and view setbacks as learning opportunities instead of limitations. According to Portento et al. (2022), this perspective promotes a proactive and resilient approach to skill development, enabling individuals to seek out and embrace new learning opportunities perpetually. In addition, Soriano et al. (2022) found that high self-efficacy is closely related to increased effort and task concentration.

In conclusion, the study's findings indicate that respondents have a high level of self-efficacy, which reflects their confidence in their ability to attain objectives, perform well across tasks, and overcome obstacles (Queiroz et al., 2022). According to Schmid et al. (2021), this optimistic view of their abilities can motivate their performance, perseverance, and satisfaction. According to Isnaini et al. (2021), self-efficacy has significant implications for individuals' personal and professional development because it enables them to maximize their potential and pursue success.

Building Skills of BCAED Students

One of the themes that emerged from the students' responses was the significance of practice and experience in developing their abilities and expanding their knowledge. Many students emphasized that they must employ what they have learned in real-world scenarios and learn from their mistakes and feedback. They believe this will assist them in enhancing their performance and confidence. This theme implies that students value experiential learning and are willing to face challenges and take risks to develop (Bánhegyi &

Fajt, 2023). It also suggests that the students know the limitations of theoretical knowledge and endeavor to bridge the gap between theory and practice (Nwokike, 2022).

Table 2. *Building Skills of BCAED Students*

Themes	Sample Responses	Theme Description
Practice and Experience	I think I can build my skills through experience also when practicing my experience, the reason why I believe in my skills. R04	Many of the students emphasized the importance of practicing their skills and applying what they have learned in real-world situations. They believe that this will help them to improve their skills and expand their knowledge.
Reading and studying	I build my skills through reading, studying, and searching for other information. R01	Several students also emphasized the importance of reading books and studying to gain knowledge. This could include academic reading, books about their field of interest, and other sources of information.
Workshops, Conferences, and Performances	As a BCAED student attending workshops and conferences helps me to build my skills. R01	Some students noted the value of attending workshops, conferences, and performances to build their skills and knowledge. They believe that these events provide opportunities to learn from experts and interact with others in their field.
Research and Exploration	I am also experimenting with different techniques to improve and enhance my skills. R01	A few students emphasized the importance of conducting research and exploring new topics to expand their knowledge and skills. They believe that this will help them to gain new insights and perspectives.
Self-Motivation	Before I am not confident about my skills, time goes by all I have to do is to be confident in what I had. You should be confident about what skills you have without comparing them. R03	Many of the students noted that they need to be self-motivated in order to build their skills and expand their knowledge. They believe that they need to be dedicated to learning and self-improvement in order to achieve their goals.

Firstly, the significance through various students on executing skills and applying obtained knowledge in realistic scenarios, manifestation of appreciation for the value of practical experience. This shows that educators and specialists should let learners to be involved in activities which are practical, mock-ups, or actual tasks (Umar & Hartono, 2022). also, students can execute skills in real time, further their comprehension, and incorporate insights to their own experiences through executing learning strategies experimentally (Sullivan et al., 2022).

Secondly, acknowledging the essence of reading and analyzing to gain information, insinuating that learners

prioritize the fundamental aspects of education. Moreover, instructors can encourage learners to do substantial reading, further than their academic discipline can reach in order to widen their understanding and to contribute their comprehension (Ni'mah & Sholihah, 2022). Furthermore, this in return highlights the importance of motivating effective habits of studying and instructing extensive comprehension and evaluation of information (Fitri & Ginting, 2021).

Additionally, this also emphasizes the imperativeness of on-hand learning experiences further than the four squares of the classroom by featuring the essence of attending seminars, conferences, and performances. These cases enable students to grasp from professionals, specialists, obtain insight into current trends, and network with industry professionals (Qingyan et al., 2023). With the case being that instructors shall expedite learner involvement through implementing campus seminars or even participation in external conferences (López-Gil et al., 2023). This outcome would let the widening of knowledge and the culminating of important connections (Kernan & Basch, 2022).

Also, the fourth theme tackled the highlight on exploration of research, endorses that multiple learners aim to further their expertise and proceed with individual independent investigation. It suggests that educators must give students with options to immerse in research prejects, investigate new topics, and evolve extensive analytical skills (Linh & Quyen, 2022). Thus, motivating students' curiosity and helping their research endeavors can deepen a habit of a questioning mind and innovativeness (Dumitrescu et al., 2023).

Students' recognition of self-motivation as crucial to skill development and knowledge expansion was the final theme. It demonstrates that they comprehend the importance of personal dedication and commitment to achieving success. The implication is that educators should cultivate an environment that fosters students' intrinsic motivation by providing support, encouragement, and resources to help students maintain their drive for continuous improvement and learning (Doron et al., 2023). Promoting a growth mindset and assisting students in setting meaningful objectives can enhance their intrinsic motivation (Adaca, 2023).

The identified themes suggest that students value practice and experience, reading and studying, attending workshops and conferences, conducting research and exploration, and sustaining self-

motivation for skill development and knowledge acquisition. Educators can use these insights to devise instructional strategies, create opportunities for experiential learning, encourage research participation, and foster a supportive environment that fosters students' self-motivation (Naim & Mokodenseho, 2022). By aligning their educational practices with these themes, educators can enhance students' learning experiences and equip them for success in their respective professions (Dumitrescu et al., 2023).

Table 3. *Expanding Knowledge and Skills*

Themes	Sample Responses	Theme Description
Dedication and Self-Improvement	I think expanding knowledge and skills is an ongoing process. As a student, it requires more dedication, especially in learning and self-improvement. I know that there are many different ways to expand my knowledge and skills all I need to do is focus and motivate myself. R1	Many students emphasized the importance of dedicating time and effort towards learning and self-improvement as a means of expanding their knowledge and skills. This includes studying more, reviewing coursework, and focusing on self-motivation.
Practice	Can expand more if I'm always doing it in a useful way for me to improve as a better person. R13	Practicing skills was mentioned as a key factor in expanding knowledge and skills. Some students mentioned that practicing their skills every day can help them expand their knowledge and skills.
Research and Reading	For me I love reading books, especially those books that gain knowledge and maybe that is one of the reasons why my knowledge and skills have been expanded rather than before. R03	Some students mentioned reading books and conducting research as a means of expanding their knowledge and skills. This includes reading books that specifically aim to provide knowledge, as well as reading in general to gain new information.
Exposure to New Experiences	I think when you saw something new about my skills through the arts. R02	A few students emphasized the importance of exposing themselves to new experiences, such as attending workshops and performances, as a way to expand their knowledge and skills.
Interaction with Others	Of course, continue learning and modifying what I have in the past and also relate myself to other people. Be people smart and use the five senses that you think will help you. R14	Some students mentioned that interacting with others and socializing can help expand their knowledge and skills, as it allows them to gain new insights and perspectives.

The students' results show that they have a variety of strategies and methods for widening their knowledge and capabilities. The themes of commitment and self-

improvement, practice, research and reading, exposure to new experiences, and interaction with others portray the student's awareness of the essence of learning and improvement. These themes also insinuate that the students are motivated to face new challenges and seek opportunities to further their knowledge and abilities in various domains. However, the themes also suggest that students may experience problems or challenges when implementing their strategies and methods, such as time constraints, a lack of resources, or restricted access to new experiences. Therefore, it is imperative to provide the students with the needed support and guidance to assist them in surpassing these obstacles and reaching their educational objectives (Doron et al., 2023).

The first motif tackled the imperativeness that multitude of learners give on investing time and effort in studying, and internalized development which manifests the importance of first-hand commitment. The said motif suggests that learners should be proactive and pursue strategy to improve their knowledge and capabilities. Furthermore, learners can monitor this through developing a mindset of growth, encouraging setting of goals, and giving of resources of autonomous learning (Pang et al., 2022). Also, if constant development is highlighted, learners can be encouraged to take hold of their own journey in learning (Bilyakovska et al., 2022).

The next motif debates that acknowledging execution as an imperative factor in improving acquired skills and knowledge, manifesting comprehension that recurrent application and elevation is needed for improvement. The insinuation is that instructors should merge calculate practice chances into strategies that are instructional. This motif may include exercises that are structured, problem-solving activities, or real-life simulations that let learners to appeal and reinforce their skills (Ambusaidi & Abri, 2023). Constant review and administration can elevate the efficiency of the practice (Hadebe, 2023).

The third theme discussed recognizing research and reading as expanding knowledge and skills, demonstrating a desire for in-depth investigation and comprehension. Educators can encourage and facilitate research by incorporating research-based assignments, guiding students to scholarly resources, and cultivating critical thinking skills (Asri et al., 2022). Promoting a reading culture within and beyond the academic discipline can broaden students' perspectives and expose them to various ideas (Gergera, 2023).

The fourth theme discussed exposure to New

Experiences: Recognizing the value of exposing oneself to new experiences, such as attending seminars and performances, demonstrates an awareness of the advantages of expanding one's horizons. The implication is that educators should provide experiential learning opportunities for students outside the classroom. This result may involve organizing field excursions, inviting guest speakers, or forming partnerships with industry experts (Timmis et al., 2022). These experiences can enrich students' knowledge, foster their creativity, and spark their interest in new fields of study (Mbindyo, 2022).

The final theme emphasized interaction and socializing to increase knowledge and skills, emphasizing the significance of collaboration and diverse viewpoints. Educators can facilitate peer interaction, group work, and discussions encouraging students to share their ideas, learn from others, and engage in constructive dialogue (Aktağ et al., 2022). This result promotes a supportive and inclusive learning environment that facilitates knowledge exchange and encourages critical thinking (Oram & Rogers, 2022).

In conclusion, the identified themes suggest that students value commitment and self-improvement, practice, research and reading, exposure to new experiences, and interaction to increase their knowledge and abilities. Educators can use these insights to design instructional strategies, integrate practice opportunities, encourage research participation, provide diverse experiences, and promote collaboration (Abdalina et al., 2022). By aligning their practices with these themes, educators can cultivate an environment that promotes the development of their students, enriches their learning experiences, and enables them to become lifelong learners (Zahid & Ashraf, 2020).

Table 4. *Developing Skills Through Training*

Themes	Sample Responses	Theme Description
Practice and Repetition	I think I train myself to focus on the specific skills that I have and continue to practice those skills. R01	Many of the students mentioned that they develop their skills by continuously practicing and repeating the same tasks. They emphasized the importance of putting in the time and effort to hone their skills.
Study and Research	To study more about my skills. R07	A few students mentioned that they develop their skills by studying and researching new information related to their skills. They stated that reading books, watching tutorials, and taking courses can help expand their knowledge and skills.

Students' perceptions of skill development through practice, repetition, study, and investigation are illuminated by the themes and theme descriptions generated from their responses. One possible implication is that various approaches to skill development exist depending on the nature and preferences of the learners. Some students may find it more effective to practice and repeat the same tasks until they are mastered, while others may find it more beneficial to study and research new information to improve their skills. This result suggests that skill development is a personalized and dynamic process that requires self-awareness, motivation, and feedback (Zhang et al., 2022).

The first theme discussed the importance that many students place on practice and repetition, demonstrating that they understand the significance of consistent effort and commitment to skill development. Students realize that honing their skills requires time and effort invested in repeated practice of tasks (Khuraijam, 2021). This theme implies that educators should provide students with ample opportunities for deliberate practice. Educators can assist students in developing mastery and advancing their proficiency by designing activities and assignments that allow for repetition and application of skills (Wang et al., 2021).

The second theme mentions of studying and researching new information relating to skills and demonstrates that students value acquiring knowledge to enhance their skills. Students recognize the significance of reading books, viewing tutorials, and enrolling in classes to expand their knowledge and enhance their abilities (Kirui et al., 2022). The implication is that educators should encourage and facilitate students' use of relevant resources and provide guidance on effective study and research techniques. Promoting a culture of continuous learning can foster students' inquisitiveness and aid in their voyage of skill development (Umar & Hartono, 2022).

In conclusion, the themes of practice and repetition, as well as study and research, emphasize skill development's active and deliberate character. By incorporating these themes into their teaching practices, educators can support the skill development journey of their students by nurturing a balance between practical application and theoretical comprehension, providing a variety of learning resources, and cultivating a growth mindset (Wang & Ying, 2022).

Table 5. *Dealing Things That Aren't Good At*

Themes	Sample Responses	Theme Description
Practice	Take time to practice and seek feedback from other people. R01	Many of the students emphasized the importance of practicing and continuing to work on things that they are not good at. The responses mention practicing as the main way to improve their skills and dealing with challenges.
Positive Attitude	If there are things that I can do, I always challenge myself and push myself that I can do this, I will not see the result if doing it. R03	The students talked about the need to be motivated and push themselves to improve their skills, as well as to think positively about negative feedback and see it as a way to improve.

The themes from the students' responses highlighted the importance of practice and a positive attitude in skill development. One possible conclusion derived from the result is that students value the learning process more than the learning outcome. They view their skills as something that can be developed and enhanced through practice and a positive attitude rather than fixed or innate (Mallon et al., 2023). This result indicates that the pupils have a growth mindset, believing that one's abilities can be improved with effort and feedback. A growth mindset has been demonstrated to positively affect academic achievement, motivation, and resiliency (Bylieva et al., 2021).

The first theme addressed, the highlight provided by many students on the imprativeness of practice, shows an understanding that skill elevation needs continuous effort and perseverance. Students acknowledge that they must give time and constant practice to enhance their abilities and overcome problems (Bacon et al., 2022). This theme suggests that instructors should give opportunities for deliberate practice, allowing students to immerse in activities that focuses on particular skills. Educators can aid students in improving their skills and obtaining confidence by creating a space that motivates consistent practice (Tuấn et al., 2021).

The mention of a positive attitude in the second theme insinuates that learners understand the essence of mindset in skill elevation. Students acknowledge the imperativeness of self-empowerment and persevering to improve their capabilities (Towards The Self-Efficacy Of Teachers In Education Sector: A Review Of The Literature, 2022). In addition, they recognize the importance of continuing a positive outlook, even when acquiring negative feedback (Malik et al., 2021). The inference being educators should make a growth mindset in their students, highlighting the belief that

skills can be improved through industriousness and perseverance. Motivating students to perceive problems and judgment as improvement opportunities that can nurture resilience and a burning desire to continue studying (Ediraras et al., 2021).

In conclusion, the practice and positive attitude themes highlight the significance of consistent practice and a growth-oriented perspective in skill acquisition. By incorporating these themes into their instructional practices, educators can create an environment that supports the skill development journey of their students, promotes resilience, and cultivates a positive attitude toward challenges and feedback (Smedt et al., 2023).

Table 6. *Acknowledging Negative Feedbacks*

Themes	Sample Responses	Theme Description
Using negative feedback as motivation	Negative feedback, for me this will be my motivation because I believe that everyone has room for improvement and always look for negative feedback and it will really help me motivate. R03	Many of the students see negative feedback as a way to improve their skills and use it as motivation to work harder and enhance their abilities.
Turning negative feedback into inspiration	They are one of my inspirations because of their negative feedback helps me more. R10	A few students see negative feedback as a source of inspiration and use it to drive their growth and development.
Acknowledging negative feedback as a way to improve	For me, negative feedback is to motivate myself more and improve my flow. R06	Some students acknowledge negative feedback as a way to improve their skills and see it as an opportunity to grow and learn.
Transforming negative feedback into positive energy	The negative feedback I am making that and looking that as constructive criticism, and I turn it as positive one. R14	Some students see negative feedback as a constructive criticism and turn it into a positive force for their growth.
Taking negative feedback as a lesson	If there is a failure I take it as a lesson and apply it in different situations. R13	Some students view negative feedback as a lesson and apply it in different situations to enhance their skills.

One of the themes that emerged from the students' responses is how they deal with and benefit from negative feedback. Students respond to negative feedback in various ways but strive to improve their

skills and abilities. Here are several ways in which students use negative feedback as a growth catalyst. The themes illuminate how students perceive and respond to negative feedback.

The acknowledgement of negative feedback as a source of motivation, as tackled in the first theme, suggests that students analyze the possibility for development and growth that can manifest from constructive criticism. They utilization negative feedback as an encouragement to improve their capabilities and work harder (Doan et al., 2022). The suggestion is that learners should put out effective feedback that show areas for improvement and give guidance and support. This result can aid students in converting negative feedback into constructive action and pursuing recurrent anhancement (Mamad, 2023).

The mention of negative feedback as a source of inspiration states that some individuals perceive it as an opening for personal and skill enhancement, as discussed in the second theme. They utilize it to maintain their expansion and push their development. Educators can support this thinking by creating a learning environment motivating students to accept challenges and view constructive criticism as motivation (Kiliç et al., 2021). Students can be pushed to apply a similar method by giving examples of individuals who have used feedback as a catalyst to greatness (Mamad, 2023).

Students who notice negative feedback as a reason of improvement acknowledges the essence of constructive criticism, as discussed in the third theme. They view it as an opportunity to learn, enhance, and progress professionally. Educators can apply and create this mindset by fostering a culture that normalizes and endorses the use of feedback for growth (López-Gil et al., 2023). Students can be motivated to take possession of their learning and actively yearn development opportunities when they acquire specific, actionable, and growth-oriented feedback (Mamad, 2023).

Some learners think of negative feedback as constructive criticism, transforming it into a positive force for their improvement. They utilize negative feedback energy to maintain their resolve and resiliency. Educators can encourage this mindset by portraying an enhanced mindset and highlighting the imperativeness of seeing obstacles and failures as learning opportunities (Hill et al., 2021). Educators can encourage a positive and proactive style to skill development by helping students think of negative feedback as a valuable resource (Mothiba et al., 2019).

The final theme addressed is that students who regard negative feedback as a learning opportunity recognize its potential for skill development. They employ the lessons from negative feedback to improve their skills in various situations. Educators can facilitate this process by encouraging students to ruminate on feedback, recognize patterns, and apply their newfound understanding to future tasks (Apriliaswati & Fitrianingrum, 2022). Incorporating self-assessment and reflection into instructional strategies can enhance students' comprehension of their strengths and areas for development (Christensen, 2021).

In conclusion, the themes of using negative feedback as motivation, transforming it into inspiration, acknowledging it as a way to develop, transforming it into positive energy, and viewing it as a lesson illustrate how students perceive and react to negative feedback (Kiliç et al., 2021). By providing effective feedback, nurturing a growth mindset, and encouraging reflection, educators can assist students in using negative feedback as a catalyst for growth, improving their skills, and developing a positive attitude toward learning and improvement (Hadebe, 2023).

Conclusion

The research outcome shows that the respondents have an increased level of self-efficacy, portraying a strong belief in their capabilities and potential to excel and succeed. This self-confidence has important implications for their encouragement, performance, and well-being. The discussions highlights the essence of practice, experience, research, reading, exposure to new experiences, interaction with others, commitment, a positive attitude, and the constructive use of negative feedback with skill improvement and learning. Educators can use these motifs to design instructional strategies that encourages building skills. By executing this strategy, instructors can make a supportive learning environment that monitors skill enhancement, creates motivation, and manifests a positive attitude toward challenges and feedback. The synthesizing of high self-efficacy and these important motifs ultimately incorporate to individuals' personal and professional enhancement, enabling them to fully utilize their potential and strive for greatness.

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