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# Self Confidence and Teaching Competency among Teacher Educators

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**ABSTRACT**

**Teachers are the ones who develop nations, and a positive outlook can help them be more productive overall, which is essential for providing high-quality education. Every teacher occasionally needs a confidence boost to help them meet the new challenges in the field of education, and in order to do so, they need make positive modifications to their teaching philosophy. Instructors' self-confidence is impacted by teachers' attitudes toward instruction, and vice versa a teacher carries a lot of responsibility, thus his or her teaching philosophy and level of self-assurance can have a big impact on the student and the learning environment. Better learning can be facilitated by self-assurance and a positive attitude toward the teaching profession. Therefore, educators and decision-makers should work to give instructors the kind of environment that increases their self-confidence and fosters a positive attitude toward their work. The present research thus examines the most crucial factor, namely the self-confidence and attitude of students toward the teaching profession.**

**Keywords:** ***self-confidence, teaching profession, learning environment, philosophy***

## INTRODUCTION

In spite of having adequate skills, abilities, values, and potential, most instructors lack confidence today in this age of globalization, which negatively affects their performance in both their professional and personal lives. Self-confidence, which may be summed up as an upbeat attitude that enables us to have a realistic and positive picture of ourselves and our talents, is a crucial element of effective teaching. It is defined by character traits like emotional maturity, assertiveness, optimism, enthusiasm, affection, pride, independence, and the capacity to handle criticism. Teachers who are confident in themselves have a strong sense of hope for the future and are able to recognize their strengths. Teachers who are self-assured also feel generally in control of their lives and are confident that, within reasonable limits, they will be able to accomplish their goals and fulfill their plans no matter what the foreseen challenge may be (Thkral, 2000). However, this faith is supported by more reasonable expectations, so even when some of their objectives aren't achieved, persons who have confidence keep a cheerful attitude, have faith in themselves, and accept their present limitations with newfound vigor.

As teachers play an active and dynamic role in the lives of the students they instruct, it is their teaching philosophy that has the greatest impact on the personalities and cognitive abilities of their charges. Teachers' attitudes influence what and how students learn every day in the classroom, and their support and encouragement motivate students to provide their best efforts and achieve their goals. Effective instructors with a positive outlook have the chance to make contributions that go beyond the confines of the classroom and the school day. Teachers have a significant part in character formation, shaping a student's reputation, honor, and integrity since, in addition to fulfilling their duty to educate pupils, they also foster relationships with students through attending student performances and sporting events. To manage their tasks at work and help students succeed, teachers might play a variety of roles. The most important factor in a teacher's ability to successfully carry out their obligations and responsibilities is their attitude toward their line of work.

### Competency

Competency refers to the appropriate method of transferring to the students various knowledge, application, and skill units. A combination of content knowledge and engaging teaching techniques that involve student participation constitutes the correct approach. In other words, a skilled teacher makes the teaching and learning process enjoyable for both the students and the teacher.

**Competencies For Teachers**

It is essentially the teacher's responsibility to transfer knowledge to the students. One of the inputs a teacher uses to improve the effectiveness of his or her instruction is competence. Other inputs include intellectual ability, emotional maturity, motivation, aspiration, attitudes, and the capacity to teach values and behavior. As a result, teaching has been referred to as an art (Gallagher, 1970).

"Teaching profession is crucial that the individual who is considering teaching as a life job should grasp what is required of him/her and know whether he/she possesses the interest and competencies basic to success in this line of work," stated Chamberlin and Kindred (1950).

As noted below, the International Commission on Education for the Twenty-first Century (1996) report that was submitted to UNESCO highlighted the importance of teachers, particularly in basic education.

"In order for young people to not only confront the future with confidence but also to build it with purpose and responsibility, teachers have important tasks to play. From primary and secondary school onwards, educators must address the new difficulties facing education, including helping individuals understand and, to some extent, come to grips with the phenomena of globalization and fostering social cohesiveness ".

**Self-Confidence And Performance**

One of the most powerful drivers of behavior and behavior regulators in people's daily lives is self-confidence (Bandura, 1986). A increasing amount of research indicates that the primary mediating component of aspirational behavior is one's opinion of one's own competence or self-confidence (e.g., Bandura, 1977; Ericsson et al., 1993; Harter, 1978; Kuhl, 1992; Nicholls, 1984). According to Ericsson and his colleagues, intentional practice that is continued for at least 10 years with confidence and motivation has a significant impact on the development of expert performance.

Self-assurance by itself is not a motivating factor. It must be viewed within a larger understanding of motivation that offers the goal context because it is a judgment about capacities for achieving some objective. For this type of discussion, Kanfer (1990a) offers one example of a cognitively oriented framework of motivation. She contends that self-control and goal choice make up the two parts of motivation. Self-monitoring, self-evaluation, and self-reactions are three connected sets of behaviors that make up self-regulation. By contrasting present performance with one's aim, self-monitoring reveals information about current performance, which is subsequently evaluated. Two separate sorts of self-reactions—self-satisfaction or dissatisfaction and self-confidence expectations—are produced when performance and goal are compared. Satisfaction or discontent is an emotional reaction to past behavior; self-confidence expectations are assessments of one's ability to achieve a goal in the future. With the help of this framework, it is possible to talk about self-confidence in relation to several motivational techniques, such as goal-setting and casual attributions.

Self-efficacy theory is one self-confidence theory that complements Kanfer's (1990b) framework of motivation and is particularly relevant to boosting self-confidence in a number of psychosocial functioning domains (Bandura, 1977, 1986). Because most approaches to cognitive theories of motivation, such goal-setting theory and attribution theory, function on the basis of self-beliefs of confidence, self-efficacy theory is also helpful in directing the development of motivating programs (Bandura, 1990).

## REVIEW OF LITERATURE

In his study "Evaluation of Professional Efficiency of Primary School Teachers," Prasad (1970), assessed the academic performance of primary school teachers. He discovered that the quality of their training, their employment history, and their teaching philosophy all had a significant bearing on their professional effectiveness. Samanta Roy (1971) investigated the link between instructors' attitudes and effectiveness and found that a positive attitude is associated with higher effectiveness.

In their study "Becoming better Teacher- Microteaching Approach," Passi and Lalitha (1976) outlined the twenty-one teaching abilities necessary in Indian contexts. They are organized into the five main categories. Planning skills are number one, followed by presentations skills, management skills, closing skills, and evaluation abilities.

A comparative study of job satisfaction among elementary school teachers was conducted by Dixit (1977). He examined how different feedback scores affected the general teaching abilities of teacher candidates and discovered a strong correlation between socioeconomic level and teaching ability. Additionally, he claimed that creative male teachers were better at instructing.

A study titled "An Analytical Study of Some Scholastic Achievements and Practices as Contributory Factors to Creative Ability" was undertaken by Deshmukh in 1979. He carried out an analytical investigation into secondary school teachers' creativity and instructional skills. He discovered a slight positive link between teaching ability and creativity.

A research on "Some Correlates of Success in Teaching of Secondary School Teachers" was done by Mann in 1980. According to his research, instructors who were more skilled at their jobs were also more expressive, willing to work with others, bright and alert, skilled at abstract thought, attentive to people, emotionally mature, and realistic about life.

A research titled "Factorial Structure of Teaching Competence among Secondary School Teachers" was undertaken by Mathew in 1980. The study's objective was to pinpoint the ideal teaching skills for a physics instructor while taking into account the presage, process, and product competences. To pinpoint desired competencies, two methods—factor analysis and content analysis involving student perspectives—were applied. He came up with fourteen fundamental teaching abilities. Some of them include the ability to show students that teachers care about them, the use of audio-visual aids, professional perception, logical exposition, classroom management, assignment providing, encouraging student participation, etc.

A study on the "Factorial Structure of Teaching Competencies among Secondary School Teachers" was done by Rama in 1980. The study's objective was to evaluate the teaching abilities of the class IX physics teachers in secondary schools. He stated that the general teaching competency encompassed skills such as the ability to use audiovisual aids, illustrate with multiple examples, use a range of evaluation procedures, elicit the greatest amount of participation from students, recognize the attending behavior, achieve closure, etc.

McNally (1997) described the type of assistance student teachers received at their places of instruction as they made the transition from being students to teachers. The effectiveness of this transfer in words appears to depend on encountering a variety of relational circumstances, which were mostly set by others but which serve as a crucial background for personal growth. These circumstances may be able to describe the socio-professional setting for experiential learning about instructional strategies. The study demonstrated that the experience that student teachers bring as individuals plays a role in the growth of student teachers into teachers, in addition to the influence of cooperating teachers, non-professional support, various school and classroom situations, and the children inside. The results also demonstrated that student teachers' ideas about teaching were influenced by their teacher education.

Bhasin (1998) described the practical teaching system in use at Delhi's Lady Irwin College. All three terms of this college's practicum in teaching were spent having students teach in the same school, to which they had been assigned. A student teacher had to complete at least 30 days of classroom instruction. They also had to observe their classmates' lessons and report their findings using a specific format. In general, it was discovered that a student teacher had to teach two days a week for ten days each during the first terms, followed by block teaching in the third term. By implementing new methods and rewarding the school's concerned instructor, suggestions were made to address the shortcomings.

Darling-Hammond et al. (2002) observed a substantial relationship between teachers' sentiments of readiness and their confidence in their abilities to accomplish their teaching objectives. The desire of instructors to try new instructional strategies, their attitude toward pupils, and their tenacity in attempting to overcome learning challenges have all been demonstrated to be correlated with their sense of self-efficacy. It also has something to do with how well you plan, organize, and practice. According to the study, instructors' views for teaching and intent to remain in the field are correlated with their sense of competence and confidence.

A study on "Choice of Practice Teaching at Saudi Arabian Universities" was undertaken by Alkeaid in 2004. The goal of this survey study was to find out what teaching strategies professors in Saudi Arabian universities employ in their classes and what influences their decision to use or refrain from utilizing specific strategies. The outcome demonstrates that (a) the method's appropriateness with the nature of the course was one of the most significant elements influencing the professor's choice of teaching practice. Review of Corresponding Literature (b) its suitability for the typical class size. (c) How well the approach aids in addressing the subject. (d) whether it is appropriate for a class period's length. The results indicate that the teaching methods most frequently utilized with graduate students are the individual research project, lecture with discussion, lecture, questioning, and entire group discussion.

Moon (2005) uses Baxter Magolda's research to show how pupils' capacity for critical thought has evolved through time. In order to effectively provide evidence to support a reasonable conclusion, a person must be able to work with complicated ideas, according to Moon. The judgment will appropriately consider the evidence's relevance to the judgment's context.

Furthermore, a fully developed capacity for critical thought depends on an understanding of knowledge as produced and related to its context (relativistic), and is not conceivable if information is seen exclusively in an absolute fashion (knowledge as a collection of facts). This critical thinking viewpoint is consistent with King and Kitchener's description of reflective reasoning.

**Objectives Of The Study**

- To study self confidence and teaching competency among teacher educators

## RESEARCH METHODOLOGY

The current study used experimental research as a method of investigation due to the nature of the research challenge. In this study, 160 teachers were purposefully chosen. Pre-tests for self-concept, self-confidence, and role commitment were administered the first two days, followed by a post-test two days later. Statistical software for Social Science was used to analyze and interpret the empirical data that was gathered utilizing scales and an observation schedule (SPSS), For evaluating the significance of hypotheses and interpreting the results, statistical procedures like Mean, Median, Mode, Standard Deviation, Spearman Rank Order correlation, Standard Error of Standard Deviations, Standard Error of Means, t-test, and Analysis of Co-Variance (ANCOVA) were used.

## DATA ANALYSIS

**Pre-Test And Post-Test Scores For Self- Concept, Self-Confidence, Teaching Competency And Role Commitment**

**Table-1: Displaying Descriptive Statistical Measures Of The Pre- And Post-Test Results For Self-Concept, Self-Confidence, Teaching Ability, And Role Commitment Among Special Teacher Trainees**

| S.No. | Variables ↓ | Pre-Test (Before Teacher Training) | | | | Post-Test (After Teacher Training) | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Descriptive statistical→ Measures | Skewness | Kurtosis | $SE_M$ | $SE_\sigma$ | Skewness | Kurtosis | $SE_M$ | $SE_\sigma$ |
| 1 | Self-Concept | -0.284 | -0.228 | 2.41 | 1.70 | -0.400 | -0.046 | 2.75 | 1.94 |
| 2 | Self-confidence | 2.69 | -0.350 | .818 | .578 | 0.065 | -0.546 | .676 | .477 |
| 3 | Teaching Competency | -0.158 | .418 | .884 | .625 | -0.233 | .623 | 1.2 | .848 |
| 4 | Role Commitment | -1.453 | 2.99 | 1.26 | .892 | -0.644 | -0.393 | 1.20 | .852 |

Observations from Table 1 show that there is a very slight negative skewness in the pre-test and post-test scores for self-concept, teaching competency, and role commitment while there is a very slight positive skewness in the pre-test and post-test scores for self-confidence. However, this very slight skewness is very low and negligible because all values are very close to zero.

**Table-2: Mean And Sd Scores Of Pre-Assessment On Self Confidence**

| S. No | Self Confidence | No. of Respondents | Mean | SD |
|---|---|---|---|---|
| I | Pre- assessment | 160 | 8.82 | 4.66 |

The aforementioned data suggests that the student instructors have relatively low levels of self-confidence. They are less inclined to pursue a career in teaching.

**Table- 3: Mean And Sd Scores Of Pre And Post Assessment On Teaching Competency**

| S. No | Teaching competency | No. of Respondents | Mean | SD |
|---|---|---|---|---|
| 1 | Pre Assessment | 160 | 55.39 | 6.55 |
| 2 | Post assessment | 160 | 86.05 | 5.88 |

From the data above, it can be seen that the mean teaching competency score in the post assessment (86.05) is higher than the mean teaching competency score in the pre assessment (55.39).

**Table-4: Mean Scores Of Pre -Assessment And Post Assessment On Dimensions Of Teaching Competency**

| S. No | Dimensions | | Mean Value | |
|---|---|---|---|---|
| | | Max. | Pre-assessment | Post- -assessment |
| 1 | Induction | 20 | 1.95 | 3.09 |
| 2 | Content | 28 | 1.76 | 3.21 |
| 3 | Pedagogy | 40 | 2.12 | 2.98 |
| 4 | Organization | 28 | 1.85 | 3.15 |
| 5 | Assessment | 56 | 1.80 | 2.45 |

The aforementioned data suggests that all aspects of teaching competency are continuously improving.

**Table-5: Computation Of "Kruskal-Wallis" H Value Between Pre-Assessment And Post- Assessment On Teaching Competency**

| S. No | Teaching competency | Mean Rank | 'H' value |
|---|---|---|---|
| 1 | Pre –Assessment | 27.75 | 208.79 |
| 2 | Post- assessment | 39.28 | |

The actual "H" value, which was 208.79, is higher than the theoretical value, which was 5.99 at the 0.001 level. It suggests that the pre- and post-assessment of teaching competency show a substantial difference.

**Table-6: Computation Of "Kruskal-Wallis" H Value Between Pre-Assessment And Post- Assessment On Self Confidence**

| S. No | Self confidence | Mean Rank | 'H' value |
|---|---|---|---|
| 1 | Pre –Assessment | 18.52 | 37.975 |
| 2 | Post- assessment | 4.53 | |

The actual "H" value, 37.975, exceeds the 5.99 theoretical value at the 0.01 level. It suggests that the pre- and post-assessment of self-confidence building strategies show a substantial change.

## CONCLUSION

The world of the future will be knowledge-based, technologically advanced, and characterized by rapid change. Teachers must give students the skills they need to succeed in a world that is rapidly evolving, which requires that school curricula and methods for organizing education and teaching adapt quickly to the shifting demands of society and the economy. In order to help students view various events taking place around them with an open mind and a wider perspective, teachers

must be fully endowed with rigorous intellectual and moral qualities, understand both their own culture and cultures from other parts of the world, and maintain a balance between the two. The challenge for Indian teacher education is to prepare future educators for the new digital society and the globalized world. A teacher educator plays a more complex and dynamic function in the educational process.

Only when teacher educators and student teachers are endowed with a highly positive attitude towards their work can learning by student teachers be accomplished effectively. The need for qualified teacher educators with a positive attitude toward their profession has increased as a result of the quantitative expansion and qualitative improvement of institutions providing teacher education. This demands that teachers have the necessary teaching skills, and that teacher educators adopt a positive professional attitude. A negative or unfavorable attitude makes a teacher educator's job harder, more boring, and less enjoyable. According to research, the majority of effective instructors exhibit desirable professional attitudes. This suggests that educators who have a positive outlook on their work demonstrate accountability and diligence.

It has become difficult to guarantee quality in teacher education in India due to a lack of supportive attitudes among teacher educators. The need for professional, high-quality service in teacher preparation has increased, placing additional responsibility and accountability on the profession of teacher educators to meet the requirements and terms of their employment. Inadequate attempts are not made to acknowledge the greatest ideas in time, practice, and role in action for self-renewal and nourishment because teacher educators lack a highly positive attitude toward the profession. From a psychological perspective, a teacher educator's attitude may have an impact on their performance and professional growth. In general, attitudes are the result of values and are more subtly expressed in the mental environment. Positive teacher Instructors can find healthy sustenance and foster a positive learning environment by having a positive attitude toward the teaching profession. If teacher educators have a positive attitude toward their work, most issues with teacher education and the teaching-learning process can be resolved without significant financial investments.

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