



SELF CONFIDENCE AMONG THE TEACHER EDUCATORS

Dr. Dushyant

Assistant Professor

Deptt. of Education

Noida College of Physical Education, Noida

Abstract-

The present study aimed to know the self confidence among the teacher educators. It also aimed to check self-confidence with reference to type of locality and gender. The Self Confidence Inventory prepared by Aradhana Sethi and Anil Babuwas used. The sample constituted total 160 teacher education institutions out of which 80 were from government sector (40 male and 40 female) and 80 from self financed (40 male and 40 female). The data was collected from Meerut commissionerary. The data was scored, analyzed as per the manual. 't' test was being calculated. The result showed that (1) there exists significant difference in the mean score of self confidence among the government and self-financed teacher education institutions. (2) The male teacher educators having more self confidence than female teacher educators of government and self-financed teacher education institutions. (3) The government teacher education institutions male teachers having more self confidence than female teachereducators.(4) The self financedteacher education institutions male teachers having more self confidence than female teachereducators.

Key words- Self-confidence and Teacher educators

Introduction

Having a good understanding of your strengths and weaknesses, along with a positive self-image, reflects healthy self-confidence. This allows you to set realistic goals, communicate assertively, and accept criticism without being discouraged. In contrast, low self-confidence can lead to self-doubt, passivity, or submissive behavior, and may cause difficulty in trusting others. Individuals with low self-confidence often feel inferior, unloved, or overly sensitive to criticism. It's also common for confidence levels to vary depending on the situation—for example, one might feel highly confident in academic settings but lack the same confidence in personal relationships.

High or low self-confidence is often less about a person's actual abilities and more about how they perceive themselves. These perceptions—how one thinks about oneself—play a crucial role in shaping confidence levels, and they are not always accurate or rational. In many cases, individuals with low self-confidence view themselves through a distorted lens, which can lead to flawed or negative thinking patterns. This lack of confidence may originate from a variety of life experiences. For instance, growing up in a critical or unsupportive environment can deeply impact a person's self-worth. Similarly, major life changes such as being separated from close friends or family for the



first time can create feelings of insecurity and self-doubt. Additionally, people who judge themselves too harshly or who have an intense fear of failure are more likely to struggle with low self-confidence. These individuals often fall into patterns of negative thinking, such as overgeneralizing, catastrophizing, or discounting the positive, which reinforces their lack of belief in themselves.

What is Self-Confidence?

Self-confidence is the sense of trust and belief in one's own abilities, qualities, and judgment. It involves having a realistic and balanced perception of one acknowledging personal strengths and achievements while also being aware of limitations and areas for growth. This form of self-confidence allows individuals, especially children, to feel good about who they are and to understand that they are worthy of respect and kindness from others. The significance of self-confidence should not be overlooked, as numerous studies have shown a strong connection between self-confidence and overall happiness. When people feel confident in their abilities, they are more likely to experience success, which in turn enhances their happiness and well-being. This positive self-regard fuels motivation, energy, and a proactive attitude toward setting and achieving goals.

Moreover, self-confidence shares a close relationship with self-efficacy the belief in one's ability to perform specific tasks successfully. While self-confidence is generally seen as a broader and more stable trait related to one's overall sense of competence, self-efficacy focuses more narrowly on beliefs about performing particular actions or tasks in the future. Interestingly, self-confidence is often rooted in past experiences of success or failure, whereas self-efficacy emphasizes an individual's expectations of future performance. Both concepts, however, contribute significantly to how individuals approach challenges and pursue personal or professional goals. In essence, healthy self-confidence empowers individuals to embrace both their achievements and imperfections, leading to greater resilience, satisfaction, and fulfillment in life.

Need of the Study: Self-Confidence among the Teacher Educators

Teacher educators play a crucial role in shaping the future of education by preparing prospective teachers for the dynamic demands of the classroom. Their ability to effectively train, guides, and inspire teacher trainees is significantly influenced by their own level of self-confidence. A confident teacher educator is more likely to adopt innovative teaching methods, communicate effectively, manage classroom challenges, and create a positive learning environment. Conversely, a lack of self-confidence may hinder their teaching performance, decision-making abilities, and interactions with trainees.

In today's rapidly changing educational landscape, marked by technological advancements, curriculum reforms, and diverse learner needs, it is essential for teacher



educators to possess strong self-confidence. This quality enables them to adapt to new teaching practices, take on leadership roles, and foster confidence in the teachers they train. Despite its importance, limited research has been conducted to assess the self-confidence levels among teacher educators and the factors influencing self-confidence.

Therefore, there is a pressing need to study self-confidence among teacher educators to identify gaps, understand its impact on their professional effectiveness, and suggest strategies for its enhancement. The findings can contribute to the improvement of teacher education programs by emphasizing the development of psychological and emotional competencies, alongside academic and pedagogical skills.

Statement of Problem

Self Confidence among the Teacher Educators

Meaning and definition of the term used

Self-Confidence

Self-confidence refers to a person's belief in their own abilities, qualities, and judgment. It is the inner assurance that one can handle different situations, make decisions, and achieve goals effectively. A self-confident individual trusts themselves, feels secure in their skills, and approaches challenges with a positive mindset. This confidence allows a person to take risks, express themselves openly, and face failures without losing motivation. In essence, self-confidence is a vital psychological trait that contributes to personal growth, success, and overall well-being.

Teacher Educators

Teacher educators are professionals who are responsible for training and preparing future teachers. They work in teacher training institutions, colleges of education, or universities, and play a key role in shaping the knowledge, skills, attitudes, and professional values of prospective teachers. Their duties include teaching educational theory and pedagogy, supervising teaching practice, mentoring trainees, and conducting research in the field of education. In essence, teacher educators serve as the foundation of the teaching profession by ensuring that upcoming teachers are well-equipped to meet the demands of modern classrooms and contribute positively to the education system.

Objectives of the present study

The objectives are-

1. To study self-confidence of the government and self financed institutions teacher educators.
2. To Study self-confidence with regards to male and female teacher educators.
3. To Study self-confidence with regards to male and female teacher educators of government institutions teacher educators.



4. To Study self-confidence with regards to male and female teacher educators of self financed institutions teacher educators.

Hypotheses of the present study

Hypotheses are-

1. There exists no significant difference between self-confidence of the government and self financed institutions teacher educators.
2. There exists no significant difference between self-confidence with regards to male and female teacher educators.
3. There exists no significant difference between self-confidence with regards to male and female teacher educators of government institutions teacher educators.
4. There exists no significant difference between self-confidence with regards to male and female teacher educators of self financed institutions teacher educators.

Delimitation of the present study

1. This study has confined to Meerut District.
2. This study has confined to government and self financed institutions teacher educators
3. This study has confined to self confidence of teacher educators.
4. This study has confined to 160 teacher educators.

Review of related studies

Singh, Anita and TomarSweta (2023) studied 'A comparative analysis of primary and secondary school teachers in reference to their self-confidence'. In the present study, an attempt has been made to compare the self-confidence of primary and secondary school teachers of Bareilly District on the basis of 10 areas- I- Physical Confidence, II- Technological Confidence, III- Social Confidence, IV- Psychological Confidence, V- Judgment Confidence, VI- Readiness Confidence, VII- Environment Confidence, VIII- Stage confidence, IX- Status confidence, X- Peer Independence Confidence. This study has been conducted on a sample of 114 primary and secondary school teachers selected randomly from schools affiliated to C.B.S.E. and U.P. Board. The main finding of the study exhibited significant difference between male and female, primary and secondary school teachers of C.B.S.E and U.P. Board. Male teachers were found to possess more physical confident as compared to that of female teachers. Further, significant difference in physical confidence was also found between male and female teachers of primary and secondary schools. No significant difference was found in other dimensions such as:-Technological Confidence, Social Confidence, Psychological Confidence, Judgment Confidence, Readiness Confidence, Environment Confidence, Stage Confidence, Status Confidence and Peer Independence Confidence.



Sehgal, Kamini (2023) studied 'Effect of Teaching Practice on Self Confidence of Would Be Secondary School Teachers'. Self-confidence is an individual feature, it is the positive assessment of one's own skills and abilities to achieve significant goals and meet one's needs. It is an attitude which allows individual to have positive yet realistic view of himself and his situations. The present study was carried out on Self-confidence among would be secondary school teachers to study the effect of teaching practice on the basis of the area they belong to and stream. Survey method was used to collect the data of 80 B.Ed. teacher trainees of Jalandhar region through convenient sampling. The tool used for the study was Agnihotri Self-confidence Inventory developed by Agnihotri and Dr. Rekha Gupta. The results showed that there is positive effect of teaching practice on self-confidence of would be teachers.

Vivekananda, Meenakshi R.(2022) studies 'A study on confidence among teacher educators in Madurai district'. The teacher confidence can have a greater impact on student achievement than student-teacher relationships, home environment, or parental involvement. So much of why teachers lack confidence, however, is the result of what they say to themselves. For this study, the method adopted in the present study is the normative survey method. The population for the present study is teacher educators in Madurai district. The sample size is 250 teacher educators from 10 schools in Madurai district. The investigator has decided to construct and validate an inventory to measure the confidence. The data was collected and subjected to statistical analysis. 48.8% of confidence has low, 35.2% of them have moderate and 16.0% of them have high level of teacher educators. The finding of result reveals that there is significant difference between male and female Teacher educators in their confidence. While comparing the mean value of female (112.90) are higher than male teacher (106.40) in their confidence. This is may be due to fact that female teacher educators have more confidence in their emotional balance, adjustment patient, perseverance, will power, goal orientated skill than male teacher educators.

Research Method of present study

To examine the self-confidence of the teacher educators the Normative Survey Research Method used for the study. This method is particularly suited for research aimed at identifying the typical or prevailing conditions and practices at a given time. The Normative Survey is one of the most frequently used approaches for addressing educational problems. The type of information gathered through the Normative Survey Method is in high demand due to its ability to provide valuable insights and contribute meaningfully to the field of education.



Research Design of present study

A total sample of 160 teacher educators equally distributed between government and self financed teacher education institutions from Meerut commissionerary was selected for the research study.

Sample of present study

The sample of the present study constituted total 160 teacher educators out of which 80 were from government (40 male and 40 female) and 80 from self financed (40 male and 40 female).

Showing the table of Sample Distribution

Gender	Type of Sector		Total
	Government	Self-financed	
Male	40	40	80
Female	40	40	80
Total	80	80	160

Variable of present study

- **Independent Variable**

- **Type of Institutions:** Government and self financed Teacher Education Institutions.
- **Gender:** Male and Female school teachers.

- **Dependent Variable :**

- Self-confidence Score

Tools used

- Self Confidence scale

Self Confidence scale prepared by Aradhana Sethi and Anil Babu. The test contains 90 items. The reliability of the scale was found out by Split-half (odd-even) method. The coefficient of correlation found was +0.95 which is significant at 0.01 level of significance. The Validity of the scale has been determined by two method- Expert Opinion and Item Analysis. Thus the scale has both construct and content validity.

Procedure

The permission was granted from various principal of institutions for data collection in Meerut Commissionerary after the establishment of rapport, personal information and the 'Self Confidence Inventory' was administered the data was collected, scored as per the manual and analyzed. The statistical method 't' test was calculated and results were interpreted.



Hypothesis- 1

- There exists no significant difference between self-confidence of the government and self financed institutions teacher educators.

Table- 1

Table showing the Mean Score of self-confidence of government and self financed institutions teacher educators

Type of Institutions	N	Mean Scores	S.D	S.Ed.	t-value	Level of Significance
Government	80	73.26	5.38	0.889	2.47	Significant at 0.05
Self financed	80	71.06	5.86			

The above table-1 shows the mean score of self confidence among government and self financed teacher educators. The mean score of government teacher educators is 72.26 and self financed teacher educators 71.06. The t- value is 2.47, which was found to be significant level at 0.05. Therefore, the hypothesis that, “There exists no significant difference between self-confidence of the government and self financed institutions teacher educators” is rejected.

Hypothesis- 2

There exists no significant difference between self-confidence with regards to male and female teacher educators.

Table- 2

Table showing the Mean Score of self-confidence with regards to male and female teacher educators

Gender	N	Mean Scores	S.D	S.Ed.	t-value	Level of Significance
Male	80	39.52	6.11	0.937	2.53	Significant at 0.05
Female	80	37.15	5.74			

The above table-2 shows the mean score of self confidence with regards to male and female teacher educators. The mean score of male teacher educators is 39.52 and female teacher educators 37.15. The t- value is 2.53, which was found to be significant



level at 0.05. Therefore, the hypothesis no.2 that, “There exists no significant difference between self-confidence with regards to male and female teacher educators” is rejected.

Hypothesis-3

- There exists no significant difference between self-confidence with regards to male and female teacher educators of government institution’s teacher educators.

Table- 3

Table showing the Mean Score of self-confidence with regards to male and female teacher educators of government institutions teacher educators

Gender	N	Mean Scores	S.D	S.Ed.	t-value	Level of Significance
Male	40	35.14	3.12	0.703	2.91	Significant at 0.05
Female	40	33.09	3.17			

The above table-3 shows the mean score of self confidence with regards to male and female teacher educators of government institutions. The mean score of male teacher educators is 35.14 and female teacher educators 33.09. The t- value is 2.91, which was found to be significant level at 0.05. Therefore, the hypothesis no.3 that, “There exists no significant difference between self-confidence with regards to male and female teacher educators of government institutions teacher educators” is rejected.

Hypothesis-4

- There exists no significant difference between self-confidence with regards to male and female teacher educators of self financed institution’s teacher educators.

Table-4

Table showing the Mean Score of self-confidence with regards to male and female teacher educators of self financed institutions teacher educators

Gender	N	Mean Scores	S.D	S.Ed.	t-value	Level of Significance
Male	40	33.96	3.74	0.791	2.40	Significant at 0.05
Female	40	32.06	3.32			

The above table-4 shows the mean score of self confidence with regards to male and female teacher educators of self financed institutions. The mean score of male



teacher educators is 3.96 and female teacher educators 32.06. The t- value is 2.40, which was found to be significant level at 0.05. Therefore, the hypothesis no.3 that, “There exists no significant difference between self-confidence with regards to male and female teacher educators of self financed institutions teacher educators” is rejected.

Conclusions

- There exists significant difference in the mean score of self confidence among the government and self-financed teacher education institutions.
- The male teacher educators having more self confidence than female teacher educators of government and self-financed teacher education institutions.
- The government teacher education institutions male teachers having more self confidence than female teacher educators.
- The self financed teacher education institutions male teachers having more self confidence than female teacher educators.

References-

- Bala, Preeti & Bashir, Liyaqat (2016) ‘Teaching effectiveness of secondary school teachers in relation to their work motivation.’ International Education & Research Journal [IERJ], E-ISSN No-2454-9916, Volume: 2, Issue:9: 7-8.
- Chukwuma, Benjamin (2017) ‘Extent of role conflict among principals and teachers on the administration of secondary school in Ebonyi State.’ International Journal of Development Research, Vol. 07, Issue, 10, pp.16447-16455.
- Effie Maclellan (2014) ‘How might teachers enable self-confidence? A review study.’ Educational Review, 66 (1). pp. 59-74. ISSN 0013-1911
- Gurcu Erdamar, Husne Demirel (2013) ‘Investigation of work-family, family-work conflict of the teachers.’ Procedia - Social and Behavioral Sciences, 116: 4919 - 4924.
- Heru Sriyono (2018) ‘The influence of self-confidence on the performance of social science teachers in the New Kebayoran Sub-District of South Jakarta, Indonesia. International Journal of Research Science & Management. ISSN: 2349-5197: 5(6). <http://dx.doi.org/10.1080/00131911.2013.768601>.
- Imani Akin, Leondra Radford (2018) ‘Exploring The Development of Student Self-Esteem and Resilience in Urban Schools Contemporary Issues in Education Research – First Quarter, Volume-11.
- Kumar, Ajay and Kumari, Umesh (2016) ‘A comparative study of teacher’s role conflict of govt. and non-govt schools.’ EPRA International Journal of Multidisciplinary Research (IJMR) ISSN (Online): 2455-3662, Volume: 2 Issue: 8.
- Ruchi Agarwal and Sharad Agarwal (2016) ‘A study of role conflict in relation to professional commitment, frustration tolerance and teacher attitude of secondary



school teachers.' Apex Institute of Management Studies and Research, Partapur Bypass, Meerut U.P.

