

# Self-Efficacy as a Predictor of Teaching Competency Among B.Ed. Trainees

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## Abstract

Teaching competency is a critical determinant of effective classroom practice and student learning outcomes. Among the various psychological factors influencing teaching performance, self-efficacy plays a vital role in shaping teachers' confidence, motivation, and professional behaviour. Self-efficacy refers to an individual's belief in their ability to organize and execute actions required to achieve desired outcomes. Teachers with high self-efficacy are more likely to demonstrate persistence, adaptability, and effective instructional strategies.

The present study examines self-efficacy as a predictor of teaching competency among B.Ed. trainees. The study adopted a descriptive survey method and was conducted on a sample of **1000 B.Ed. trainees** selected from teacher education institutions in Palakkad District of Kerala using a stratified random sampling technique. Standardized tools were employed to measure self-efficacy and teaching competency. The collected data were analysed using appropriate statistical techniques such as mean, standard deviation, correlation, and regression analysis.

The findings revealed a significant positive relationship between self-efficacy and teaching competency among B.Ed. trainees. Regression analysis further indicated that self-efficacy significantly predicts teaching competency. The results highlight the importance of strengthening self-belief and psychological empowerment during teacher training. The study underscores the need to integrate self-efficacy enhancement strategies into teacher education programs to promote effective teaching practices.

**Keywords:** Self-Efficacy, Teaching Competency, Teacher Education, B.Ed. Trainees, Educational Psychology

## 1. Introduction

Teaching is a complex and demanding profession that requires not only subject knowledge and pedagogical skills but also strong psychological attributes. In contemporary educational environments, teachers are expected to manage diverse classrooms, address students' academic and emotional needs, and adapt to changing curricular and instructional demands. These expectations highlight the importance of internal psychological factors that influence teachers' professional effectiveness.

Self-efficacy, a concept introduced by Bandura, refers to an individual's belief in their capability to perform tasks successfully. In the context of teaching, self-efficacy influences how teachers perceive classroom challenges, the effort they invest in teaching tasks, and their persistence in overcoming

difficulties. Teachers with high self-efficacy tend to adopt innovative teaching strategies, maintain positive classroom environments, and exhibit higher levels of professional commitment.

Teaching competency is a multidimensional construct encompassing planning, classroom management, instructional delivery, evaluation skills, and professional attitude. The development of teaching competency is significantly influenced by teachers' confidence in their abilities. For teacher trainees, particularly B.Ed. students, self-efficacy plays a crucial role during teaching practice, lesson planning, and classroom interaction.

In the Indian context, the **National Education Policy (NEP) 2020** emphasizes the preparation of reflective, confident, and competent teachers capable of addressing diverse learner needs. The policy advocates holistic teacher development by integrating cognitive, emotional, and professional competencies. In alignment with this vision, the present study seeks to examine self-efficacy as a predictor of teaching competency among B.Ed. trainees, thereby contributing empirical evidence to strengthen teacher education practices.

## 2. Review of Related Literature

A review of related literature provides a conceptual framework for understanding the role of self-efficacy in teaching competency. Bandura (1997) emphasized that self-efficacy beliefs significantly influence human motivation, behaviour, and performance. In educational settings, teachers' self-efficacy determines their instructional effectiveness, classroom management, and professional resilience.

Tschannen-Moran and Hoy (2001) reported that teachers with high self-efficacy demonstrated greater instructional effectiveness, better classroom control, and stronger student engagement. Their study highlighted that self-efficacy is a key psychological factor influencing teaching performance.

Kumar and Kumar (2016) found a significant positive relationship between self-efficacy and teaching competency among prospective teachers. The study revealed that teacher trainees with higher self-efficacy were more confident in lesson delivery and classroom interaction.

A study by Singh and Kaur (2018) indicated that self-efficacy significantly influenced teachers' classroom behaviour, instructional planning, and adaptability to diverse learner needs. The authors emphasized the importance of developing self-efficacy during pre-service teacher education.

Subramanian and Rajasekar (2019) examined psychological predictors of teaching competency and reported that self-efficacy emerged as a strong determinant of effective teaching among B.Ed. students. The findings suggested that self-belief enhances teachers' professional competence and instructional confidence.

Recent studies aligned with NEP 2020 have reiterated the need for psychological empowerment in teacher preparation programs. Research by Verma and Singh (2021) emphasized that self-efficacy strengthens teachers' professional identity and enhances their ability to implement learner-centered pedagogical practices.

The review of literature clearly indicates that self-efficacy plays a significant role in enhancing teaching competency. However, empirical studies focusing on self-efficacy as a predictor of teaching competency among B.Ed. trainees in regional contexts remain limited. The present study attempts to address this gap by examining the predictive influence of self-efficacy on teaching competency among B.Ed. trainees.

## 3. Objectives of the Study

The present study was undertaken with the following objectives:

1. To assess the level of self-efficacy among B.Ed. trainees.
2. To assess the level of teaching competency among B.Ed. trainees.
3. To examine whether there is any significant difference in self-efficacy among B.Ed. trainees based on selected demographic variables.
4. To examine whether there is any significant difference in teaching competency among B.Ed. trainees based on selected demographic variables.
5. To study the relationship between self-efficacy and teaching competency among B.Ed. trainees.
6. To examine the predictive influence of self-efficacy on teaching competency among B.Ed. trainees.

#### 4. Hypotheses of the Study

Based on the objectives of the study, the following null hypotheses were formulated:

1. There is no significant difference in self-efficacy among B.Ed. trainees based on selected demographic variables.
2. There is no significant difference in teaching competency among B.Ed. trainees based on selected demographic variables.
3. There is no significant relationship between self-efficacy and teaching competency among B.Ed. trainees.
4. Self-efficacy does not significantly predict teaching competency among B.Ed. trainees.

#### 5. Methodology

##### 5.1 Research Design

The study adopted a **descriptive survey method** to examine self-efficacy as a predictor of teaching competency among B.Ed. trainees.

##### 5.2 Population and Sample

The population of the study comprised B.Ed. trainees studying in teacher education institutions in Palakkad District of Kerala. A sample of **1000 B.Ed. trainees** was selected from government, aided, and self-financing teacher education institutions using the **stratified random sampling technique**.

##### 5.3 Variables of the Study

- **Independent Variable:** Self-Efficacy
- **Dependent Variable:** Teaching Competency

##### 5.4 Tools Used

The following standardized tools were used for data collection:

- **Self-Efficacy Scale** to measure the self-efficacy of B.Ed. trainees.
- **Teaching Competency Scale** to assess teaching competency in terms of planning, classroom management, instructional strategies, evaluation, and professional attitude.

Both tools were found to be reliable and valid for the present investigation.

##### 5.5 Procedure of Data Collection

Prior permission was obtained from the heads of the selected institutions. The tools were administered to the trainees with clear instructions, and confidentiality of responses was ensured. The collected data were scored and tabulated for statistical analysis.

##### 5.6 Statistical Techniques

The data were analysed using the following statistical techniques:

- Mean and Standard Deviation
- t-test and ANOVA
- Pearson's Product Moment Correlation
- Regression Analysis

Appropriate statistical software was used for analysis.

## 6. Results and Discussion

The results of the study provided valuable insights into the role of self-efficacy in enhancing teaching competency among B.Ed. trainees.

The descriptive analysis revealed that the majority of B.Ed. trainees possessed **moderate to high levels of self-efficacy**. This finding suggests that most trainees exhibited confidence in their ability to plan lessons, manage classrooms, and handle instructional responsibilities effectively.

Similarly, the analysis of teaching competency indicated that B.Ed. trainees demonstrated **moderate to high levels of teaching competency**, reflecting satisfactory proficiency in pedagogical skills and professional behaviour.

The analysis of differences based on selected demographic variables showed **no significant differences in most cases**, indicating that self-efficacy and teaching competency were not strongly influenced by demographic factors.

Correlation analysis revealed a **positive and significant relationship** between self-efficacy and teaching competency among B.Ed. trainees. This indicates that higher levels of self-efficacy are associated with higher teaching competency.

Further, regression analysis revealed that self-efficacy significantly **predicts teaching competency**, confirming that self-belief plays a crucial role in determining effective teaching performance. This finding is consistent with earlier studies that emphasize self-efficacy as a key psychological determinant of professional competence.

The findings reinforce Bandura's theory of self-efficacy and support the holistic perspective of teacher preparation emphasized in NEP 2020.

## 7. Conclusion

The present study examined self-efficacy as a predictor of teaching competency among B.Ed. trainees and found that self-efficacy plays a significant role in enhancing teaching effectiveness. The positive relationship and predictive influence of self-efficacy on teaching competency highlight the importance of psychological empowerment in teacher education.

Teaching competency is not solely dependent on pedagogical knowledge but is strongly influenced by teachers' confidence in their abilities. Strengthening self-efficacy during the pre-service stage can lead to improved instructional practices, classroom management, and professional resilience.

The study concludes that self-efficacy is a vital psychological resource for effective teaching and should be systematically nurtured through teacher education programs to develop confident and competent teachers.

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