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A study on confidence among teacher educators in Madurai district

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Abstract--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 have 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.

Keywords--confidence, teacher educators, Madurai district.

Meaning of teacher education

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as - A programme of education, research and training of persons to teach from preprimary to higher education level.- Teacher education is a programme that is related to the

development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges there in. According to Goods Dictionary of Education Teacher education means, "all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively

Teacher confidence

Teachers who teach other than by rote need trust in themselves. The poorest teachers are often those who know much about their subject and little about themselves. Their factual training may be excellent. Their human relations understanding may be nil. Confidence, so Webster's Dictionary defines it, is a feeling of fitness, of ability of rightfully belonging. This can be achieved only if there is trust in self and understanding and insight into one's own behavior. Without this element of self, it is impossible to expect understanding of the behavior of others let alone ability to cope with problems of relationship between self and others. Classrooms, as families, are laboratories of personality interaction. Ernest W. Burgess, of the University of Chicago, has actually described the family as a set of interacting personalities. He might well have added the classroom as another example of interacting personalities

Need and importance of the study

India is a very fast developing country of the world. After independence, it has recorded a remarkable progress in every field of life. In this train of progress, the role of education cannot be avoided. Since independence, many educational colleges and institutions have been established. But these colleges and institutions are not significant on the part of the teachers. The teachers trainees of present day are not knowing their role. In general, Teacher trainees are lack of confidence and poor attitude towards teaching profession. So the investigator try to attempt in this present research study to inculcate confidence for developing teaching competence among teacher trainees. Casual observations by the investigator of this paper as a teaching practice supervisor shows that many student teachers lack necessary ability to link theories learnt in class to classroom practice. Gaining self-confidence and developing teaching ability are closely related, and working on either concern leads to improvement on the other. The more one develops ones' teaching ability, the more confident one will become in ones' teaching. In the same way, the more confident we become in our teaching skills, the better prepared we are to move on to "the next level", i.e. deepen our understanding of learning and teaching, find out about the latest learning and teaching theories, and try out new teaching practices, thus developing our teaching ability. Teacher self-confidence is an important motivational construct that shapes confidence in the classroom. Teachers with a high level of self-confidence have been shown to be more resilient in their teaching and likely to try harder to help 250 all students to reach their potential. In contrast, teachers with a low level of self-confidence have been found to be less likely to try harder to reach the learning needs of all their students. It is for this reason that the investigation of the development of teacher confidence in pre-service teacher education is important.

Statement of the problem

The study taken by the investigator is stated as “A Study on Confidence among Teacher Educators in Madurai District”.

Definition of key terms

The key terms of the study are defined below to have a comprehensive idea of the problem. The operational definitions of each term are also given below:

- **Confidence:** Confidence is the confidence one has in oneself, one’s knowledge, and one’s abilities. It is the confidence of the type: "I can do this". " I have the ability to do this". Self-confidence is the one thing that is much more important than many other abilities and traits.
- **Teacher Educators** – one who has declared a major but has not yet completed training to be a teacher
- **Madurai**-Madurai District is situated in the South of Tamil Nadu state.

Objectives for the present study

- To find out the level of confidence of teacher educators
- To find out indignant different in confidence of teacher educators with respect to gender, locality, marital status and family type.

Hypothesis

- The level of confidence of teacher educators is average.
- There is no significant different in confidence of teacher educators with respect to gender, locality, marital status and family type.

Method adopted in the present study

The method adopted in the present study is the Normative survey method. The word ‘Survey’ indicates the gathering of data regarding current conditions. Survey describes and interprets what exists at present. It attempts to determine the status of the phenomena under investigation. Best states, “The survey method gathers data from a relatively large number of cases at a particular time”.

Population for the study

Population is the aggregate or totality of objects or individuals, who are proposed to be covered under the scheme of study. The population for the present study is teacher educators in Madurai district.

Sample of the study

The sample is a small proportion of a population selected for observation and analysis. John. E. Conklin defines, “A sample is a representative group of people chosen from a large population”. The investigator has used cluster sampling technique for selecting the sample from the population. The sample size is 250

teacher educators from 10 schools in Madurai district. The present investigation was basically designed as a normative method of research with survey as the research technique employed for data collection.

Tool used for present study

The tool used for the present study was:

- Personal Data form
- Confidence

Personal data form

The personal data form is used to get general information of the teacher educators. The investigator has prepared the personal data form with due consideration of the background variables of the study in mind which included following categories such as gender, locality, marital status and family type.

Confidence

The investigator has decided to construct and validate an inventory to measure the confidence. In the construction of the tool, the investigator had to decide about the areas which the content has to be measured. For making sure about the helping the investigator reached a lot of relevant literature, journals, books related to educational psychology. As a preliminary step to the preparation of draft, a tool of 30 statements was prepared and subjected a thorough scrutiny by the supervising teacher and other experts.

Scoring procedure

The collected data were then scored systematically using the scoring key. The sum of the ratings against all the 30 items constitutes the score of confidence of teacher educators being observed. 30 items are listed to represent study skills in day-to-day life, which have five alternative responses viz., Not at All, Very little, Some Influence, Quite a Bit and A Great Deal was done by awarding 1/2/3/4/5 respectively. All the items are positive in nature. The total score of the respondents was obtained by adding the scores given for each item in the scale. Thus, the score for a respondent could range between 30 and 150.

Table 1
Scoring procedure for responses

S.No	Response	Score
1	A Great Deal	5
2	Quite a Bit	4
3	Some Influence	3
4	Very little	2
5	Not at all	1

Percentage Wise Analysis

Objective:1

To find out the level of confidence of teacher educators.

Table 2
Level of confidence of teacher educators

Low		Moderate		High	
Count	%	Count	%	Count	%
122	48.8	88	35.2	40	16.0

It is inferred from the above table that 48.8% of confidence have low, 35.2% of them have moderate and 16.0% of them have high level of teacher educators.

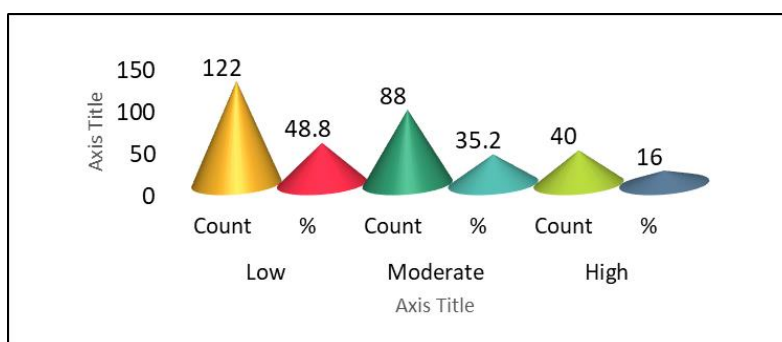


Figure 1. The level of confidence of teacher educators

Inferential Analysis

Null Hypothesis: 1

There is no significant difference between male and female teacher educators in their confidence.

Table 3
Difference between male and female teacher educators in their confidence

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	109	106.404	14.7524	3.659	S
Female	141	112.908	13.0433		

(At 5% level of significance, for df 248, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (3.659) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female teacher educators in their confidence.

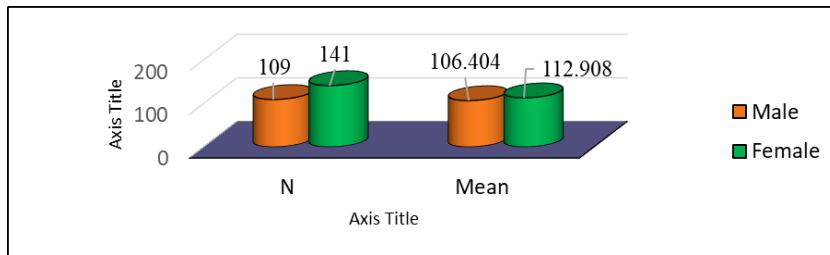


Figure 2. Difference between male and female teacher educators in their confidence

Null Hypothesis: 2

There is no significant difference between rural and urban teacher educators in their confidence.

Table 4
Difference between rural and urban teacher educators in their confidence

Locality of college	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	113	107.850	15.0998	2.273	S
Urban	137	111.905	13.1081		

(At 5% level of significance, for df 248, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (2.273) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between rural and urban teacher educators in their confidence.

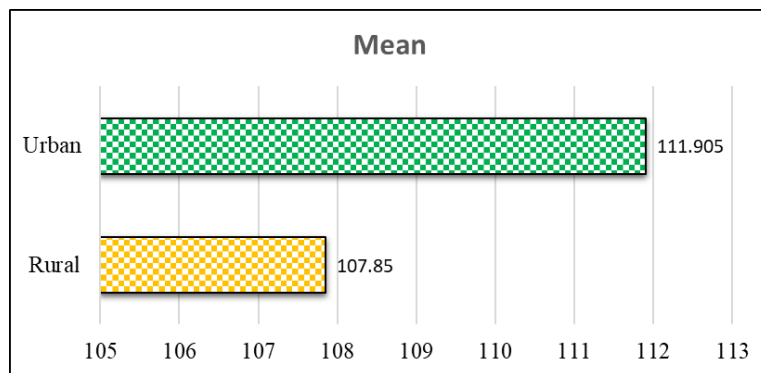


Figure 3. Difference between rural and urban teacher educators in their confidence

Null Hypothesis: 3

There is no significant difference between married and unmarried teacher educators in their confidence.

Table 5
Difference between married and unmarried teacher educators in their confidence

Marital status	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Married	158	112.095	13.2813	3.008	S
Unmarried	92	106.598	14.9989		

(At 5% level of significance, for df 248, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (3.008) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is rejected. It shows there is significant difference between married and unmarried teacher educators in their confidence.

Null Hypothesis: 4

There is no significant difference between nuclear and joint family teacher educators in their confidence.

Table 6
Difference between nuclear and joint family teacher educators in their confidence

Family type	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Nuclear	148	109.743	14.0490	0.441	NS
Joint	102	110.549	14.3745		

(At 5% level of significance, for df 248, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (0.441) is lesser than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is rejected. It shows there is no significant difference between nuclear and joint family teacher educators in their confidence.

Finding

- There is no significant difference between male and female Teacher educators in their confidence. - Rejected
- There is no significant difference between rural and urban Teacher educators in their confidence. -Rejected
- There is no significant difference between married and unmarried Teacher educators in their confidence. -Rejected
- There is no significant difference between nuclear and joint family Teacher educators in their confidence. -Accepted

Discussion and Interpretation

- 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.

- The present study shows that there is significant difference between rural and urban Teacher educators in their confidence. While comparing mean value of Urban teacher educator better than rural teacher in their confidence. This is may be due to fact that urban teacher educator have health home environment, school environment, style of living and leaning resources resources than the rural teacher.
- Another finding in the present study reveals that there is significant difference between married and unmarried Teacher educators in their confidence. While comparing mean value of married teacher educators (112.09) better than unmarried teacher (106.59) in their confidence. This is may be due to fact that married teacher has more experience, commitment, problem solving ability, tacking situation, responsibilities than unmarried teacher.
- There is no significant difference between nuclear and joint family Teacher educators in their confidence. Nucellar and joint family. Hence both of the family type are take part of role play, accept the feeling of others, repression and sublimation are equally play role in their confidence. Both family type teacher educator have similar confidence level.

Educational implications

The educational implications of the present study are:

- While selecting students to B.Ed., course, their aptitude to teaching should be assessed.
- Admission to B.Ed. programme should strictly be done on the basis of merit so that the quality of education is not compromised with.
- The B.Ed. colleges should be given freedom (autonomy) to design curriculum, to practice innovative methods of teaching, and to evaluate the performance of the students to improve the quality of teacher education. 4. Necessary academic and infrastructure facilities should be provided to the rural teacher training institutions, which may ensure equal opportunities to the rural students on par with the urban teacher trainees.
- The teaching style of teacher educators should suit the learning style of the teacher trainees.
- Necessary academic and infrastructure facilities should be provided to the rural teacher training institutions, which may ensure equal opportunities to the rural students on par with the urban teacher trainees.
- The teaching style of teacher educators should suit the learning style of the teacher trainees.

Suggestions for further research

- A study can be conducted to know the relationship between teaching competence and teaching aptitude.
- An investigation can be attempted to find out the relationship between the occupation of parents and teaching competence of teacher trainees.

- A study may be undertaken comparing the teaching competency of teacher trainees of regular mode and distance mode.
- A research study may be conducted to know the relationship between teaching competence and teaching style of teacher trainees.
- A study may be attempted to know the relationship between academic achievement and teaching competence of teacher trainees.
- A correlation study may be done on teaching competence of teacher educators and teacher trainees in B.Ed., colleges

Conclusion

The Teacher Educators are the main part of spreading the confidence among the students. Initially they should have the confidence in their Professional career academic transaction, Style of living, Emotional balance in every situation then only they can enhance the students self-confidence. According to Vivekananda Education is the manifestation human existence within them. So as to bring out the nature of education to succeed in their life the confidence is more needed of the present technological advancement scenario.

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