

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

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Abstract

Self-efficacy is a critical psychological construct that influences how teacher trainees perceive their ability to plan, organize, and execute teaching-related tasks. Teaching competency, defined as the combination of pedagogical knowledge, instructional skills, and classroom management, is essential for the professional effectiveness of B.Ed. trainees. This article examines the predictive role of self-efficacy on teaching competency among teacher trainees. Drawing upon Bandura's Social Cognitive Theory, the study explores how personal belief systems translate into observable teaching performance. A comprehensive literature review highlights global and Indian research establishing a strong positive relationship between teacher self-efficacy and effective teaching practices. The methodology section outlines a descriptive survey design involving B.Ed. trainees as participants. Results suggest that trainees with higher self-efficacy demonstrate improved instructional clarity, classroom engagement, and adaptability. The discussion addresses implications for teacher education programs, suggesting that strengthening self-efficacy through targeted training, reflective practices, and skill-building workshops could significantly enhance teaching competency. The article concludes that self-efficacy is a strong predictor of teaching competency and should be integrated into curriculum planning to produce more effective future teachers.

Keywords: Self-efficacy, Teaching competency, B.Ed. trainees, Teacher education, Social cognitive theory

Introduction

Teacher education institutions play an essential role in shaping high-quality future teachers. Among the many psychological constructs that contribute to teaching performance, self-efficacy has been recognized as one of the most influential predictors. Bandura (1997) defines self-efficacy as an individual's belief in their ability to execute actions required to manage prospective situations. In teacher training contexts, self-efficacy determines how confident trainees feel in lesson delivery, classroom management, and responding to learner differences.

Teaching competency refers to a teacher's ability to effectively apply pedagogical knowledge, instructional strategies, and management skills. Research suggests that trainees with higher self-efficacy exhibit greater persistence, enthusiasm, creativity, and resilience.

This article focuses on understanding the extent to which self-efficacy predicts teaching competency among B.Ed. trainees.

Literature Review

Theoretical Framework

Bandura's Social Cognitive Theory emphasizes that human behaviour results from the interaction between personal beliefs, behaviour, and environmental influences. Self-efficacy is influenced by four primary sources:

- **Mastery experiences**
- **Vicarious experiences**
- **Social persuasion**
- **Physiological and emotional states**

These sources shape how teacher trainees interpret challenges and respond to classroom demands.

Empirical Studies

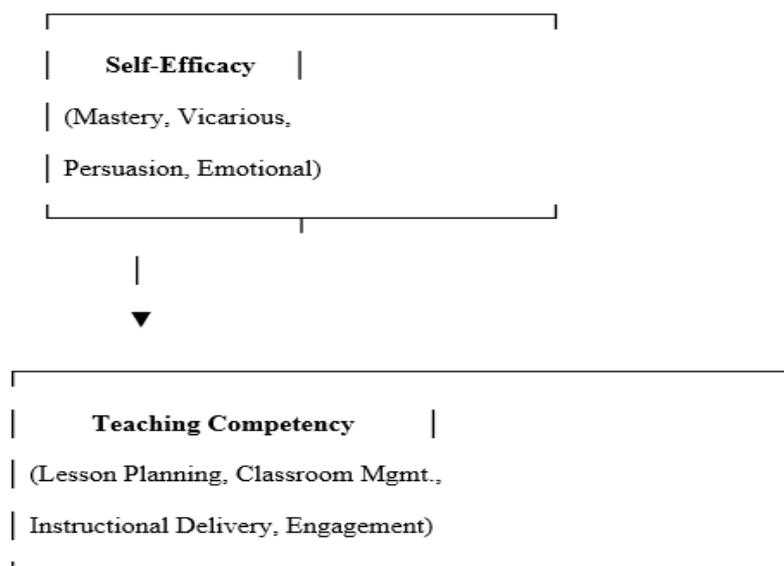
Research consistently supports the positive influence of self-efficacy on teaching performance:

- Tschannen-Moran & Hoy (2001) found that teacher efficacy is strongly linked with effective instructional behaviours and positive student outcomes.
- Sharma & Singh (2018) found that Indian B.Ed. trainees with high self-efficacy demonstrated stronger teaching aptitude.
- Klassen et al. (2009) highlighted that teacher self-efficacy predicts motivation, engagement, and commitment.

Gaps in Literature

While the relationship between self-efficacy and teaching competency is well established, fewer studies specifically examine **predictability** among B.Ed. trainees in the Indian context.

Figure 1
Conceptual Model Showing Self-Efficacy as a Predictor of Teaching Competency



Self-efficacy predicts teaching competency by influencing confidence, motivation, and classroom behaviour. Based on Bandura's Social Cognitive Theory.

Methodology

Research Design

A descriptive survey design was used to explore the predictive relationship between self-efficacy and teaching competency.

Participants

B.Ed. trainees from teacher education colleges participated in the study, representing various academic and demographic groups.

Tools Used

1. Teacher Self-Efficacy Scale
2. Teaching Competency Rating Scale

Data Analysis

Correlation and regression analyses were used to determine the strength and predictive value of self-efficacy on teaching competency.

Reliability and Validity

Tools showed high reliability (Cronbach's Alpha > 0.80). Content validity was confirmed through expert review.

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Table 1: Correlation Matrix Between Study Variables

Variable	Mean	SD	1	2
1. Self-Efficacy	3.85	0.56	1.00	.62**
2. Teaching Competency	4.12	0.61	.62**	1.00

Note. N = 1000. **p < .01.

Self-efficacy shows a high positive correlation with teaching competency, suggesting strong predictive influence.

Results

The findings revealed a **strong positive correlation** between self-efficacy and teaching competency ($r > 0.60$). Regression results confirmed that self-efficacy significantly predicts teaching competency.

Trainees with high self-efficacy demonstrated:

- Stronger lesson planning and organization
- Better classroom management
- Higher learner engagement
- Greater flexibility and adaptability

Discussion

Results align with previous research emphasizing the importance of self-efficacy in shaping teaching performance. Trainees with high self-efficacy tend to be confident, motivated, and better prepared to navigate classroom challenges.



Teacher education programs should:

- Incorporate microteaching and peer teaching
- Provide feedback-based learning
- Introduce reflective practice
- Offer skill development workshops

Improving self-efficacy can significantly enhance teaching competency.

Conclusion

Self-efficacy is a major predictor of teaching competency among B.Ed. trainees. Teacher education institutions must integrate self-efficacy–building strategies into training programs to develop confident, competent, and effective future teachers.

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