

# Assessing the Relationship between Self-confidence and Teaching Competency in B.Ed. Students: A Study in Kohima District, Nagaland

\*<sup>1</sup>Lavanya. S. and <sup>2</sup>Dr.G.N. Tiwari

<sup>1</sup>Ph.D. Research Scholar, Department of Teacher Education, Nagaland University, Kohima Campus, Merima -797004, Nagaland.


<sup>2</sup>Professor, Department of Teacher Education, Nagaland University, Kohima Campus, Merima -797004, Nagaland.

## Abstract


*This study assesses the relationship between self-confidence and teaching proficiency among B.Ed. students in Kohima District, Nagaland. Teaching competency is essential for the professional development of future educators, and self-confidence is frequently regarded as a crucial psychological attribute that affects one's teaching efficacy. The research employs a quantitative methodology, utilizing a survey method to gather data from a sample of 200 B.Ed. students enrolled in teacher training programs at B.Ed. Colleges in Kohima. Standardized questionnaires assessed self-confidence levels and teaching proficiency in lesson planning, classroom management, communication skills, and material delivery. Statistical approaches, including correlation analysis, were employed to assess the strength and direction of the association between self-confidence and teaching skills. The results indicate a moderate to strong positive association between the two variables, suggesting that increased self-confidence is connected with enhanced teaching skills. Moreover, the study emphasizes that self-confidence substantially influences particular aspects of teaching proficiency, including classroom management and communication abilities. The findings underscore the necessity of cultivating self-confidence within teacher education programs to improve teaching effectiveness. The study concludes with recommendations for incorporating self-confidence enhancement exercises into teacher training curricula to elevate overall teaching proficiency.*


**Keywords:** *Self-confidence, Teaching Competency and B.Ed. students*


## Article Publication

 Published Online: 31-Dec-2024

## \*Author's Correspondence

 Lavanya. S.

 Ph.D. Research Scholar,  
Department of Teacher Education,  
Nagaland University, Kohima  
Campus, Merima -797004,  
Nagaland.

 lavanyamanoj2015@gmail.com

© 2024 The Authors. Published by  
International Research Journal of  
Educational Psychology. This is an open  
access article under the CC BY-NC-ND



license

(<https://creativecommons.org/licenses/by-nc-nd/4.0/>)

## Introduction

Educators' instructional competencies directly impact the quality of instruction in educational institutions. Developing these competencies is essential for the professional success and effectiveness of B.Ed. students, who are future teachers in training. Teaching competency encompasses a variety of skills, such as the ability to engage students, manage classrooms, communicate effectively, demonstrate subject knowledge, and plan lessons. However, a teacher's classroom efficacy is also significantly influenced by psychological factors like self-confidence, in addition to technical skills.

A B.Ed. student's performance in teaching tasks can be substantially affected by their self-confidence, or belief in their abilities. Teachers with higher self-confidence are more likely to engage positively with students, manage classrooms effectively, and take initiative. On the other hand, a lack of self-confidence can impair their ability to convey content, maintain student engagement, and assert control. This study aims to explore the correlation between teaching competency and self-confidence among B.Ed. students in the Kohima District of Nagaland. Given the challenges faced by trainee teachers and the unique socio-cultural context of the region, the study seeks to provide insights into how self-confidence can enhance teaching competency and identify ways to improve teacher training programs in Nagaland to foster both confidence and competency in future educators.

This study investigates the relationship between self-confidence and teaching competency among B.Ed. students in the Kohima District of Nagaland. It emphasizes that while technical skills like classroom management and communication are vital, psychological factors such as self-confidence also play a crucial role in a teacher's effectiveness. The research aims to explore how increased self-confidence can improve teaching competency and to offer insights to enhance teacher training programs in Nagaland.

### **Conceptual Framework: Self-Confidence:**

Self-confidence, which is defined as the conviction in one's capacity to effectively complete tasks, is a critical factor in the manner in which individuals confront challenges and engage with their surroundings. Bandura's Self-Efficacy Theory underscores that individuals who possess robust self-assurance are more inclined to establish rigorous personal standards, pursue unconventional instructional strategies, and persevere in the face of adversity in educational environments (Bandura, 1997).

B.Ed. students' teaching efficacy is directly influenced by their self-confidence, which enhances their capacity to manage classrooms, engage students, and adapt to a variety of teaching situations. This psychological construct affects their ability to effectively manage classroom dynamics, implement innovative teaching methods, and lead discussions. Self-confidence is associated with improved instructional outcomes in the conceptual framework. Teachers who exhibit greater self-assurance are frequently more proactive in confronting classroom obstacles and exhibit superior teaching strategies, including the implementation of a comprehensive lesson plan and the delivery of unambiguous instructions. Positive feedback and supportive training environments further enhance self-confidence, resulting in enhanced classroom performance (Pajares,1996).

### **Conceptual Framework for Teaching Competency:**

Teaching competency encompasses the aggregate abilities, knowledge, and attitudes necessary for effective instruction. It is intricately linked to Shulman's Pedagogical Content Knowledge (PCK) Model, which emphasizes that proficient teaching necessitates not only material expertise but also an awareness of how to communicate that information to students with diverse learning requirements. Teaching competency within this concept encompasses four fundamental dimensions: lesson design, instructional delivery, classroom management, and student evaluation.

Educators must not only possess expertise in their subject matter but also tailor it to diverse student settings, creating interesting classes and effectively regulating classroom conduct. This theory posits that teaching competency evolves progressively through a synthesis of formal education, reflective practice, and professional development. For B.Ed. students, achieving proficiency as educators necessitates systematic training that develops these fundamental dimensions. Competence is enhanced by exposure to varied teaching situations and constructive criticism, enabling prospective educators to hone their abilities.

### **Relationship between Self-Confidence and Teaching Competency:**

The relationship between self-confidence and teaching competency among B.Ed. students is crucial for their effectiveness as future educators. Grounded in Bandura's Self-Efficacy Theory, self-confidence significantly influences students' perceptions of their teaching abilities and classroom management. Confident B.Ed. students are more likely to engage in successful lesson planning, present captivating educational content, and maintain classroom discipline, enhancing their overall teaching proficiency.

Self-confidence not only encourages creative pedagogical approaches but also helps educators manage the emotional demands of the profession, allowing them to handle stress and foster positive student-teacher interactions (Zimmerman,2000). This relation indicates that as a B.Ed. students gain teaching experience, their self-confidence improves, creating a feedback loop that enhances both qualities. Therefore, fostering self-confidence in teacher education is essential for developing capable and resilient future educators.

### Review of Literature of Self-Confidence among B.Ed. students:

**Bhanot and Makkar (2019)** examined the Influence of Self-Confidence on the Academic Performance of B.Ed. Students. This study examined the relationship between self-confidence and academic achievement among B.Ed. students. The results demonstrated that elevated self-confidence positively influences academic achievement, implying that initiatives designed to raise self-confidence may improve educational results for prospective educators. **Gurjar and Gurjar (2020)** studied Self-Confidence and Academic Achievement in B.Ed. Students. This study emphasized the substantial correlation between self-confidence and academic success among B.Ed. students. The study underscored the necessity for teacher training programs to integrate activities that cultivate self-confidence, as this was identified as a predictor of academic achievement. **Kaur and Sharma (2021)** conducted a study titled The Influence of Self-Confidence on Teaching Efficacy in B.Ed. Students. This research investigated the impact of self-confidence on teaching efficacy in B.Ed. students. Findings demonstrated that elevated self-confidence is associated with enhanced teaching efficacy, indicating that self-confidence is essential for effective teaching methodologies. **Sharma and Kaur (2022)** did the study Investigating the Role of Self-Confidence in Teacher Education This review evaluated multiple studies concerning self-confidence in teacher education students. The conclusion emphasized that cultivating self-confidence must be a primary goal in teacher training programs, as it markedly improves pedagogical abilities and classroom management. **Verma and Singh (2023)** conducted a study Cultivating Self-Confidence in B.Ed. Students: Strategies and Effects. This research examined diverse ways to enhance self-confidence in B.Ed. students, including mentoring, peer support, and experiential learning. The findings indicated that the use of these tactics resulted in significant enhancements in self-confidence, which subsequently positively affected teaching competency. **Gurjar and Sharma (2019)** studied the Evaluating the Teaching Competence of B.Ed. Students: A Study. This study analyzed the multifaceted aspects of teaching competency among B.Ed. students, highlighting the necessity for a comprehensive training methodology that encompasses pedagogical knowledge, classroom management, and assessment abilities. The results revealed considerable deficiencies in practical teaching experience among students. **Kumar and Verma (2020)** examined the Factors Influencing Teaching Competency among B.Ed. Students This study revealed critical elements affecting teaching ability, including self-efficacy, communication skills, and practical teaching experiences. The research determined that augmenting these elements via organized training can enhance teaching proficiency among B.Ed. students. **Rani and Kaur (2021)** studied The Significance of Pedagogical Knowledge in Teaching Proficiency. This study highlighted the significance of pedagogical content knowledge in enhancing teaching proficiency. Research indicated that B.Ed. students who underwent rigorous training in pedagogical tactics excelled in teaching evaluations, underscoring the necessity for thorough teacher education programs. **Sharma and Kumar (2022)** investigated Evaluating the Teaching Competence of Teacher Educators and B.Ed. Students. This study evaluated the pedagogical competencies of teacher educators and Bachelor of Education students. The findings demonstrated that a collaborative teaching methodology, wherein students acquire knowledge from seasoned educators, improves teaching proficiency. **Verma and Bhanot (2023)** studied Innovative Pedagogical Approaches and Their Influence on B.Ed. Students' Proficiency. This study examined the effect of new pedagogical approaches on the proficiency levels of B.Ed. students. The results indicated that incorporating technology and interactive pedagogical methods into the curriculum can substantially enhance teaching proficiency, equipping students for contemporary classroom settings. **Kaur and Sharma (2021)** conducted a study titled The Interplay of Self-Confidence and Teaching Efficacy in B.Ed. Students. This study looked at the connection between B.Ed. students' self-confidence and effectiveness as teachers. The results showed a substantial relationship between teaching efficacy and self-confidence, indicating that B.Ed. students who have higher levels of self-confidence are more likely to feel competent in their teaching abilities. To improve overall teaching competency, the research stressed the significance of including self-confidence-building tactics in teacher training programs. **Raji and Gupta (2022)** studied Examining Self-Confidence and Its Impact on Teaching Competency. The importance of self-confidence in B.Ed. students as a predictor of teaching competency was brought to light by this study. This study discovered a positive correlation between the two variables after conducting surveys to gauge teaching skills and self-confidence levels. According to the study, future teachers may perform better in the classroom if they receive workshops and hands-on experience that help them build their self-confidence. **Sharma and Kaur (2023)** studied Linking Self-Confidence to Teaching

Competency: A Study Among B.Ed. Students. This study looked into the relationship between different aspects of teaching ability, including lesson design, classroom management, and student involvement, and self-confidence. The findings showed that B.Ed. students who felt more confident in themselves showed stronger teaching competency in all elements of the assessment. The study concluded that to produce competent and successful teachers, self-confidence building is crucial in teacher education.

### Operational Definitions:

**Self-confidence:** Self-confidence refers to an individual's belief in their abilities and judgment. In the context of B.Ed. students, self-confidence is operationally defined as the degree to which students feel assured in their capability to perform teaching-related tasks effectively. This includes their belief in handling classroom situations, delivering lessons, engaging students, and utilizing teaching methodologies.

**Teaching Competency:** Teaching competency encompasses the skills, knowledge, and attitudes necessary for effective teaching. For B.Ed. students, it is operationally defined as the ability to design and deliver instructional content, manage classroom dynamics, assess student learning, and reflect on one's teaching practices. This can be evaluated through a combination of observational assessments, performance evaluations during teaching practice, and feedback from mentors and peers. Factors such as lesson planning, communication skills, and adaptability in instructional strategies are integral to assessing teaching competency.

**B.Ed. Students:** The students enrolled for the professional degree of Bachelor of Education in the colleges of education are called B.Ed. Students.

### Justification of the Study:

This research explores how self-confidence influences teaching practices, aiming to improve teacher training programs. By understanding the relationship between self-confidence and teaching effectiveness, educator preparation programs can be designed to target both areas, ensuring that future teachers are well-equipped to handle classroom challenges. The study emphasizes that increased self-confidence in teachers can lead to better teaching practices, enhanced student learning experiences, and reduced anxiety among novice educators. This highlights the need for interventions to build self-confidence during teacher training to improve teaching effectiveness.

Additionally, the research contributes to the existing literature by focusing on localized settings like Kohima District, Nagaland, where the specific link between self-confidence and teaching competency has been underexplored. The findings could help education policymakers incorporate self-confidence development into teacher training curricula, fostering holistic teacher growth. By promoting not only pedagogical skills but also confidence, future educators can become more competent and assured in their teaching abilities, ultimately benefiting students and the educational system as a whole.

### Objectives:

1. To assess the level of self-confidence among B.Ed. students in Kohima District.
2. To measure the level of teaching competency of B.Ed. students in Kohima District.
3. To analyze the correlation between Self-confidence and Teaching competence among B.Ed. students.
4. To investigate the impact of demographic factors such as gender, age, educational qualification, stream, and previous teaching experiences on Self-Confidence among B.Ed. students in Kohima district.
5. To analyze the impact of demographic factors such as gender, age, educational qualification, stream, and previous teaching experiences on Teaching Competency among B.Ed. students in Kohima district.
6. To examine the influence of demographic factors such as gender, age, educational qualification, stream, and previous teaching experiences on the relationship between Self-confidence and teaching competency among B.Ed. students.

### Hypothesis:

H<sub>0</sub>1: The level of Self-Confidence among B.Ed. students is not high.

H<sub>0</sub>2: The level of Teaching Competency among B.Ed. students is not high.

H<sub>0</sub>3: There is no significant relationship between Self-Confidence and Teaching Competency among B.Ed. students in Kohima district.

H<sub>0</sub>4: There is no significant difference in Self-confidence among B.Ed. students in the Kohima district across demographic factors (gender, age, educational qualification, stream, and previous teaching experiences).

H<sub>0</sub>5: There is no significant difference in Teaching Competency among B.Ed. students in the Kohima district across demographic factors (gender, age, educational qualification, stream, and previous teaching experiences).

H<sub>0</sub>6: There is no significant influence of Self-confidence and demographic factors (gender, age, educational qualification, stream, and previous teaching experiences) on teaching Competency among B.Ed. students in Kohima district.

**Methodology:** The researcher used the Descriptive Survey Method in the present study.

**Population and Sample:** The researcher has selected the 1st and 4th semesters of the B.Ed. students from three B.Ed. Colleges in the Kohima district are the population for the study. The simple random sampling technique was used for the data collection with a sample of 200 students from a total population of 379 across three B.Ed. Colleges. The sample includes 80 male and 120 female students for the present study.

**Table 1. Shows the total number of samples under the B.Ed. colleges in Kohima district, Nagaland.**

**Table 1**  
**Total number of samples under the B.Ed. colleges in Kohima district, Nagaland.**

Sl.No	Name of the B.Ed. Colleges	Sample Size	Total
1.	Modern College of Teacher Education	Male – 41 Female -61	102
2.	Sazolie College of Teacher Education	Male -20 Female – 30	50
3.	State College of Teacher Education	Male -19 Female – 29	48
	<b>Total</b>	<b>200</b>	<b>200</b>

Table 1. shows the distribution of sample size from the three B.Ed. Colleges in the Kohima district of Nagaland. The data shows that Modern College of Teacher Education had a sample size of 102 students (Male -41 and female -61), Sazolie College of Teacher Education reported 50 students (male- 20 and female -30), and the State College of Teacher Education also had a sample size of 48 ( male -19 and female -29). The total sample size across all three colleges was 200 students, with a distribution encompassing the gender proportions.

**Research Tool:** The researcher used a self-developed and standardized tool to collect data from the sample, which included assessments of both Self-Confidence and Teaching Competency. The tool was designed to measure various aspects of these competencies, ensuring comprehensive and reliable data for the study.

1. The researcher constructed and standardized the Self-Confidence Scale (2024). The tool consists of 48 items divided into 4 dimensions.

**Table 2 shows the Dimension-wise distribution of items in the Self-confidence Scale**

**Table 2**  
**The Dimension-wise distribution of items in the Self-confidence Scale**

S.No.	Self-Confidence Dimensions	Number of Statements
1.	Physical and Psychological Confidence	1-13
2.	Technological Confidence	14-22

3.	Social and Environmental confidence	23-40
4.	Professional Confidence	41-48

Teaching Competency Scale, developed and standardized by Jeya S.K. and Denisia S.P. (2016), to assess the teaching competency of student-teachers. This scale includes items designed to evaluate various aspects of teaching, such as subject competency, content organization and presentation skills, interactive competency, instructional strategies and classroom management skills. The scale comprises a total of 50 items, with no fixed time limit for completion. However, ample time was provided for respondents to complete all items, and clear instructions were given during the administration of the scale.

**Table 3. Dimensions distribution of items in the Teaching Competency Scale**

**Table 3**  
**Dimension-wise distribution of items in the Teaching Competency Scale**

S.No.	Dimensions	Item Numbers
1.	Subject Competency	1-7
2.	Content Organization and Presentation	8-19
3.	Interactive Competency	20-29
4.	Instructional strategies	30-39
5.	Classroom Management	40-50

#### Data Collection and Scoring Procedure:

Data were collected starting the second week of August 2024. Before administering the instruments, the sample respondents were briefed on the objective and title of the research. To ensure the reliability and validity of the research tools, the researcher conducted a pilot study to standardize the Self-Confidence and Teaching Competency scales. The following standardized process, the finalized scales, the Self-Confidence scale consisting of 48 items and the Teaching Competency scale consisting of 50 items were distributed to the students for the data collection.

#### Scoring Procedure:

The scoring key plays a crucial role in the scoring procedure. Five response options ranged from the most acceptable to the least acceptable descriptions of the respondent's self-confidence and teaching competency. The scoring system for all responses remains consistent, with values of 5, 4, 3, 2, and 1 assigned to the alternatives, regardless of whether the items are positively or negatively worded. Each answer corresponds to one of these five alternatives. If a respondent selects options 1, 2, 3, 4, or 5, their score will be assigned accordingly. The individual's Teaching Competency score is the summation of their responses across all 50 items.

**Table 4. shows the scoring of the items on the Self-Confidence and Teaching Competency Scale.**

**Table 4**  
**Scoring Procedure of Self-Confidence and Teaching Competency Scale**

S.No.	Type of Responses	Score for Positive Items
1.	Strongly Agree	5
2.	Agree	4
3.	Undecided	3
4.	Disagree	2
5.	Strongly Disagree	1

#### Data Analysis:

The collected data were analyzed using various statistical techniques, including descriptive, differential, correlation, and regression analysis. 1) Descriptive Analysis: It was employed to summarize and present the basic characteristics of the data. 2) Differential analysis: it was used to examine differences between groups. 3)

Correlation Analysis: Assessed the relationships between variables. 4) Regression Analysis: Explored the predictive relationship between the variables.

**Variables:**

**Independent Variable:** Self-Confidence among B.Ed. students

**Dependent Variable:** Teaching Competency among B.Ed. students

**Demographic Factors/Variables:** Gender, Age, Educational Qualification, Stream and Previous Teaching Experiences.

**Results and Discussion:** The researcher used descriptive, differential, correlation, and regression analysis to determine the Self-Confidence and Teaching Competency levels among B.Ed. students for the present study.

**Objective 01:** To assess the level of self-confidence among B.Ed. students in Kohima District.

**Hypothesis H<sub>01</sub>:** The level of Self-Confidence among B.Ed. students in Kohima district is not high.

**Table 5. Shows the level of Self-Confidence among B.Ed. students**

**Table 5**  
**The level of Self-Confidence among B.Ed. students**

Self-Confidence Score	N	Mean	Standard Deviation
	200	168.525	17.79869

From Table 5, the mean score of Self-Confidence is found to be 168.525 which lies between 144 to 194. Hence the null hypothesis is rejected and it is inferred that the level of Self-confidence of B.Ed. students are high.

**Objective 02:** To measure the level of teaching competency of B.Ed. students in Kohima District.

**Hypothesis H<sub>02</sub>:** The level of Teaching Competency among B.Ed. students in Kohima district is not high.

**Table 6. Shows the Level of Teaching Competency of B.Ed. students**

**Table 6**  
**The Level of Teaching Competency of B.Ed. students**

Score	N	Mean	Standard Deviation
	200	199.54	19.00987

From Table 6, the mean score of Teaching Competency is found to be 199.54 which lies between 195 to 231. Hence the null hypothesis is rejected and it is inferred that the level of Teaching Competency of B.Ed. students are high.

**Objective 03:** To analyze the correlation between Self-confidence and Teaching competence among B.Ed. students.

**Hypothesis H<sub>03</sub>:** There is no significant relationship between Self-Confidence and Teaching Competency among B.Ed. students in Kohima district.

**Table 7. Shows the Correlation between Self-confidence and Teaching Competency of B.Ed. students**

**Table 7**  
**Correlation between Self-confidence and Teaching Competency of B.Ed. students**

Variance	N	R	Result
Self-Confidence	200	0.314 **	Moderate Positive relationship among the variables
Teaching Competency			

\*\* Correlation is significant at the 0.05 level and 0.01 level (2-tailed)

From Table 7 it is evident that the correlation coefficient is 0.314 which is significant at 0.05 and 0.01 levels. It indicates that there is a moderate positive correlation between Self-Confidence and Teaching Competency, the null hypothesis that there is no significant relationship between Self-Confidence and Teaching Competency of B.Ed. Students are rejected. Further, the calculated t-value of 4.66 is greater than both the critical value of  $\pm 1.972$  at the 0.05 level and  $\pm 2.626$  at the 0.01 level. This indicates a moderate positive relationship between self-confidence and teaching competency among the B.Ed. students, suggesting that as self-confidence increases, teaching competency tends to increase as well.

**Objective 04:** To investigate the impact of demographic factors such as gender, age, educational qualification, stream, and previous teaching experiences on Self-Confidence among B.Ed. students in Kohima district.

**Hypothesis H<sub>04</sub>:** There is no significant difference in Self-confidence among B.Ed. students in the Kohima district across demographic factors (gender, age, educational qualification, stream, and previous teaching experiences).

**Table 8. Shows the Significance difference in the mean scores of Self-Confidence of B.Ed. students with respect to Demographic factors**

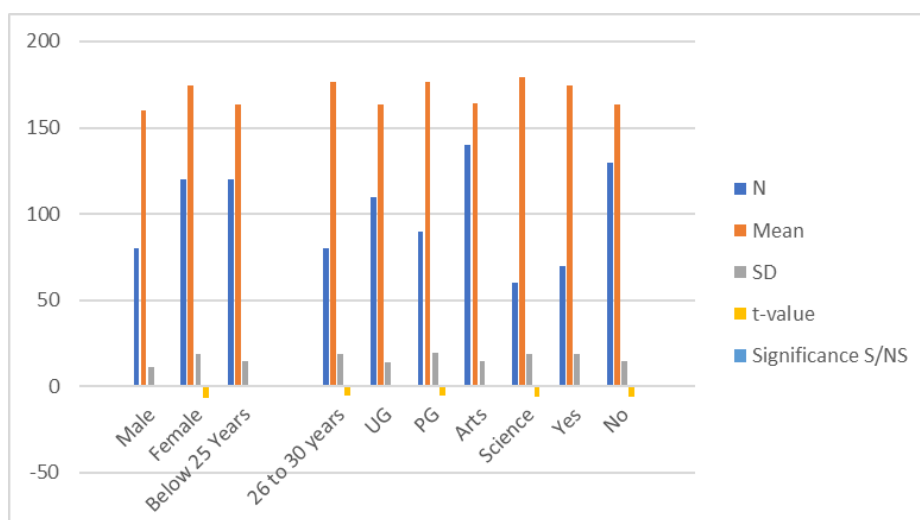
**Table 8**  
Significance difference in the mean scores of Self-Confidence of B.Ed. students with respect to Demographic factors.

Variables	Subgroup	N	Mean	SD	t-value	Significance S/NS
Gender	Male	80	159.81	11.26	-6.78	S
	Female	120	174.33	18.99		
Age	Below 25 Years	120	163.28	14.75	-5.19	S
	26 to 30 years	80	176.38	19.12		
Educational Qualification	UG	110	163.51	13.82	-5.49	S
	PG	90	176.86	19.37		
Stream	Arts	140	163.81	14.94	-5.67	S
	Science	60	179.53	19.13		
Previous Teaching Experiences	Yes	70	174.4857	18.93	-5.89	S
	No	130	163.1615	14.634		

\*\* S – Significant at 0.05 level.

**Figure 1 Significance difference in the mean scores of Self-Confidence of B.Ed. students with respect to Demographic factors**

**Figure 1**





From table 8, it is evident that the t-value is greater than the critical value at the 0.05 level of significance. It shows that Self-Confidence of gender, age, educational qualification, stream and previous teaching experiences of B.Ed. students differ significantly. Hence the null hypothesis is rejected. It is inferred that there is a significant difference in the mean scores of Self-Confidence of B.Ed. students with respect to demographic factors.

**Objective 05:** To analyze the impact of demographic factors such as gender, age, educational qualification, stream, and previous teaching experiences on Teaching Competency among B.Ed. students in Kohima district.

**Hypothesis H<sub>0</sub>5:** There is no significant difference in Teaching Competency among B.Ed. students in the Kohima district across demographic factors (gender, age, educational qualification, stream, and previous teaching experiences).

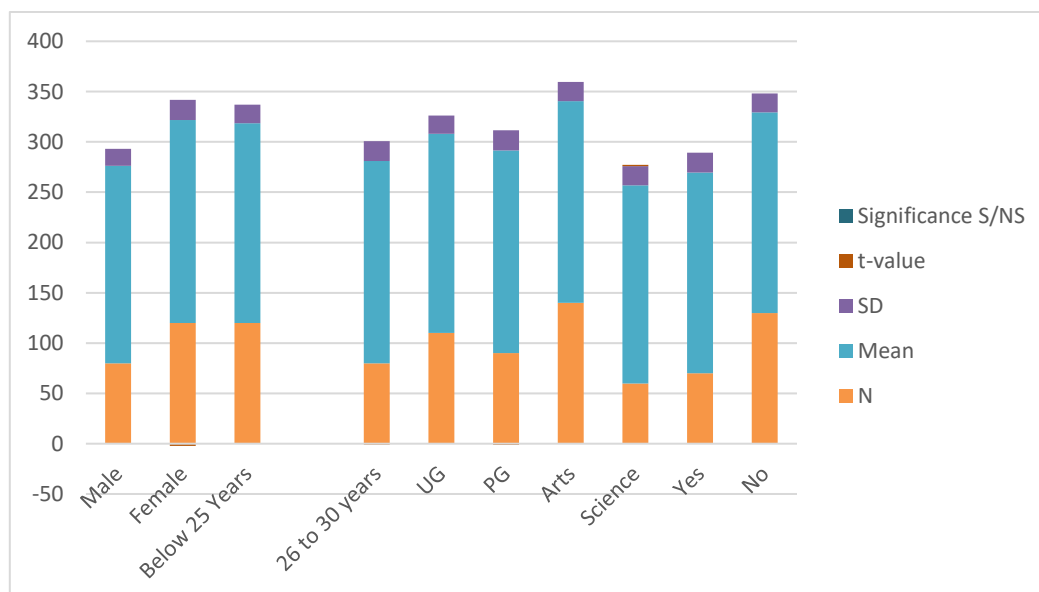
**Table 9. Shows the Significant difference in the mean scores of Teaching Competency of B.Ed. students with respect to Demographic factors.**

**Table 9**

Variables	Subgroup	N	Mean	SD	t-value	Significance S/NS
Gender	Male	80	196.1125	17.14052	-2.16	S
	Female	120	201.825	19.90256		
Age	Below 25 Years	120	198.5667	18.58333	-0.88	NS
	26 to 30 years	80	201	19.65976		
Educational Qualification	UG	110	197.9373	18.160	-1.32	NS
	PG	90	201.5113	19.924		
Stream	Arts	140	200.6643	19.0114	1.28	NS
	Science	60	196.9107	18.9041		
Previous Teaching Experiences	Yes	70	199.6571	19.6578	-0.06	NS
	No	130	199.4569	18.7286		

\*\* NS – Not Significant at 0.05 level.

**Figure 2 Shows the Significance difference in the mean scores of Teaching Competency of B.Ed. students with respect to Demographic factors.**



From Table 9, it is observed that the t-value of gender is greater than the critical value of 0.05 level of significance. So, the null hypothesis is rejected. It shows that the Teaching Competency of male and female students differ significantly. The other demographic variables are age, educational qualification, stream and previous teaching experiences of B.Ed. students do not differ significantly. Hence, the null hypothesis is accepted. It is inferred that there are no significant differences in the mean scores of Teaching Competency of B.Ed. students with respect to age, educational qualification, stream and previous teaching experiences.

**Objective 06:** To examine the influence of demographic factors such as gender, age, educational qualification, stream, and previous teaching experiences on the relationship between Self-confidence and teaching competency among B.Ed. students.

**Hypothesis H<sub>06</sub>:** There is no significant influence of Self-confidence and demographic factors (gender, age, educational qualification, stream, and previous teaching experiences) on teaching Competency among B.Ed. students in Kohima district.

**Table 10 Shows the Significant influence of Self-Confidence and demographic factors on Teaching competency among B.Ed. students. Multiple Regression Table.**

Table 10

Predictor Variables	Coefficient	Standard Error	t-value	p-value	Significance
Intercept	136.35	12.02	11.35	< 0.0001	S
Self-Confidence	0.42	0.08	5.37	< 0.0001	S
Gender	2.51	3.78	0.66	0.508	NS
Age	10.82	8.27	1.31	0.192	NS
Educational Qualification	2.01	6.31	0.32	0.750	NS
Stream	-21.22	4.78	-4.44	< 0.0001	S
Previous Teaching Experiences	-1.18	4.81	-0.24	0.807	NS

\*\* S – Significant at 0.05 level. \*\* NS – Not Significant at 0.05 level.

**Table 11 Shows Summarizes the overall fit of the regression model, showing the sources of variance. (ANOVA)**

Table 11

Source	df	Sum of Squares (SS)	Mean Square (MS)	F- ratio	Significance (P -value)
Regression	6	14392.98	2398.83	8.05	< 0.0001
Residual	193	57520.70	298.03		
Total	199	71913.68			

From the table 10 and 11, it is observed that the F-ratio is 8.05, and the significant F is 9.13E-08. Since the p-value is significantly less than 0.05, the null hypothesis is rejected that there is no significant influence of the predictor variables (Self-Confidence and Demographic factors) on teaching Competency among B.Ed. students. (ANOVA - results). The p-value of Self-Confidence is 2.29E-07, which is also less than 0.05 level, indicating that the null hypothesis is rejected for self-confidence. The other demographic factors gender, age, educational qualification, and previous teaching experiences all have p-values greater than 0.05 (0.51, 0.19, 0.75, and 0.81, respectively). Therefore, the null hypothesis fails to be rejected for these variables. The p-value of the stream is 1.53E-05, which is less than 0.05 level, so the null hypothesis is rejected for the stream variable as well.

Overall, the null hypothesis is rejected for self-confidence and the educational stream, indicating they have a significant impact on teaching competency. However, it is not rejected for gender, age, educational qualification, and previous teaching experience, suggesting these demographic factors do not significantly influence teaching competency among B.Ed. students in the Kohima district at the 0.05 level.

### Major Findings of the Study:

The analysis of self-confidence among B.Ed. students indicate a high mean score of 168.525, falling between 144 and 194, leading to the rejection of the null hypothesis regarding self-confidence levels. Similarly, the mean score for teaching competency is 199.54, situated between 195 and 231, suggesting that students also exhibit a high level of teaching competency, thus rejecting the corresponding null hypothesis.

A correlation analysis reveals a significant positive relationship between self-confidence and teaching competency, with a correlation coefficient of 0.314. This result, significant at the 0.05 and 0.01 levels, allows for the rejection of the null hypothesis positing no significant relationship. The calculated t-value of 4.66 exceeds critical values, further supporting the conclusion that increased self-confidence is linked to enhanced teaching competency among B.Ed. students.

The analysis of demographic factors shows significant differences in self-confidence scores based on gender, leading to the rejection of the null hypothesis in this area. Specifically, the t-value for gender indicates a significant difference in teaching competency between male and female students. However, the null hypothesis is accepted for age, educational qualification, stream, and previous teaching experiences, indicating no significant differences in teaching competency based on these demographic factors among B.Ed. students in the Kohima district.

### Educational Implication:

1. **Focus on Self-Confidence:** Educational programs should prioritize activities that enhance self-confidence among B.Ed. students, such as workshops and mentorships, to improve their teaching competency.
2. **Gender-Sensitive Strategies:** Teacher education should implement gender-sensitive approaches to address the significant differences in teaching competency between male and female students, fostering an inclusive learning environment.
3. **Inclusive Curriculum:** Institutions should ensure their curriculum is relevant to diverse demographics, promoting engagement and adaptability among all students, regardless of age, educational background, or teaching experience.

### Conclusion:

The study provides valuable insights into the relationship between self-confidence and teaching competency among B.Ed. students in the Kohima district. The findings indicate a positive correlation between higher levels of self-confidence and enhanced teaching competency, resulting in the rejection of the null hypothesis regarding this relationship. Additionally, significant differences in teaching competency were observed based on gender, while demographic factors such as age, educational qualification, and previous teaching experiences did not exhibit a significant impact.

These results emphasize the necessity of fostering self-confidence within teacher education programs, as it is essential for the development of competent educators. Although gender differences in teaching competency require targeted strategies, the absence of significant effects from other demographic variables suggests the need for a more inclusive approach in teacher training curricula. Overall, the study underscores the importance of educational institutions prioritizing self-confidence development and implementing gender-sensitive strategies to enhance the teaching effectiveness of B.Ed. students.

### Acknowledgments

I want to express my sincere gratitude to my supervisor Professor. G.N. Tiwari, for the continuous support, valuable insights, and encouragement throughout this research. I am also grateful to the Department of Teacher Education, Nagaland University for providing me with the resources and facilities needed to complete this research article. Special thanks to teacher educators and B.Ed. students from the B.Ed. colleges in Kohima district, Nagaland for their collaboration and assistance in the data collection. Finally, my heartfelt appreciation goes to the participants of this research for their time and cooperation.

## References

- [1] Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman and Company.
- [2] Bhanot, R., & Makkar, S. (2019). Impact of self-confidence on academic performance of B.Ed. students. *International Journal of Education and Management Studies*, 9(3), 179-182.
- [3] Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as stance: Practitioner research for the next generation*. New York: Teachers College Press.
- [4] Gurjar, P., & Gurjar, P. (2020). Self-confidence and academic achievement among B.Ed. students. *Journal of Educational Research and Practice*, 10(1), 45-54.
- [5] Gurjar, P., & Sharma, R. (2019). Analyzing teaching competency of B.Ed. students: A study. *International Journal of Teacher Education and Training*, 5(2), 65-72.
- [6] Kaur, R., & Sharma, S. (2021). Self-confidence and its impact on teaching efficacy among B.Ed. students. *Asian Journal of Education and Training*, 7(4), 229-234.
- [7] Kumar, A., & Verma, R. (2020). Factors Influencing Teaching Competency among B.Ed. students. *Journal of Educational Research and Practice*, 10(4), 200-210.
- [8] Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543-578.
- [9] Rani, N., & Gupta, A. (2022). Examining self-confidence and its impact on teaching competency. *International Journal of Teacher Education and Training*, 8(1), 45-50.
- [10] Rani, N., & Kaur, J. (2021). The role of pedagogical knowledge in teaching competency. *Asian Journal of Education and Training*, 7(3), 145-150.
- [11] Sharma, P., & Kumar, R. (2022). Assessing teaching competency of teacher educators and B.Ed. students. *International Journal of Research in Education and Science*, 8(3), 152-160.
- [12] Sharma, R., & Kaur, J. (2022). Exploring the role of self-confidence in teacher education. *International Journal of Research in Education and Science*, 8(2), 103-112.
- [13] Sharma, R., & Kaur, J. (2023). Linking self-confidence to teaching competency: A study among B.Ed. students. *Journal of Educational Research and Practice*, 18(2), 65-72.
- [14] Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
- [15] Verma, S., & Bhanot, R. (2023). Innovative teaching methods and their impact on B.Ed. students' competency. *Journal of Teacher Education and Research*, 18(2), 56-64.
- [16] Verma, S., & Singh, P. (2023). Developing self-confidence in B.Ed. students: Strategies and impacts. *Journal of Teacher Education and Research*, 18(1), 18-26.
- [17] Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25(1), 82-91.