

**ACADEMIC CONFIDENCE AMONG B.Ed. STUDENTS IN  
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**ABSTRACT**

*Teacher education involves preparing future educators not only in pedagogy but also in psychological preparedness that supports effective professional practice. Academic confidence — an individual's belief in their ability to successfully meet academic demands — plays a crucial role in influencing engagement, resilience, and professional identity. This study explores the academic confidence levels of Bachelor of Education (B.Ed.) students in Dharmapuri District, Tamil Nadu. Using a quantitative descriptive survey design, data were collected from 220 B.Ed. students through stratified random sampling. The Academic Confidence Scale (ACS) by Sander and Sanders was utilized. Descriptive statistics and independent samples t-test were used for analysis. Findings indicate that B.Ed. students demonstrate a moderately high level of academic confidence, with no statistically significant gender differences. The study highlights the importance of structured mentoring, reflective practice, and institutional support in enhancing confidence among teacher trainees.*

**KEYWORDS:** *Academic Confidence, Teacher Education, B.Ed. Students, Psychological Readiness, Quantitative Research.*

**INTRODUCTION**

Teacher education programmers aim to develop educators who are knowledgeable, pedagogically adept, and psychologically prepared to handle the diverse demands of the classroom. While curriculum competency is critical, research increasingly highlights the

importance of psychological attributes such as academic confidence in influencing academic achievement and professional readiness (Hinduja, 2024; Eren, 2025).

Academic confidence refers to an individual's belief in their capacity to succeed in academic tasks, including lesson planning, examination preparation, classroom interaction, and instructional delivery. This construct is rooted in social cognitive theory, particularly Bandura's concept of self-efficacy, which posits that perceived self-capability influences behavior and performance (Bandura, 1997; Xu et al., 2024). In teacher education contexts, academic confidence can determine how effectively trainees translate theoretical knowledge into classroom practice (Arik Gungor et al., 2024).

Despite the growing emphasis on psychological readiness, there is limited empirical research focused on academic confidence among B.Ed. students in specific regions such as Dharmapuri District in Tamil Nadu. This study addresses this gap by examining confidence levels and gender differences among B.Ed. trainees.

## **REVIEW OF RECENT LITERATURE**

A growing body of research has investigated psychological constructs related to academic performance and educational outcomes. Recent empirical studies offer insights into academic confidence and related constructs within higher education:

**Academic Confidence and Self-efficacy:** Research indicates a strong relationship between academic confidence and self-efficacy, with both contributing to students' persistence and academic outcomes (Cabras et al., 2024; Su & Li, 2026).

**Teacher Education Contexts:** Within teacher preparation programmes, confidence has been linked to effective teaching practice, classroom management, and instructional planning among pre-service teachers (Arik Gungor et al., 2024; Eren, 2025).

**Motivation and Engagement:** Studies confirm that confident learners demonstrate higher intrinsic motivation and engagement compared to their less confident peers (Hinduja, 2024; Tang & Zhu, 2024).

**Psychological Well-Being:** Academic confidence correlates with lower anxiety and better psychological well-being, especially during challenging academic transitions such as practicum and internship (Cabras et al., 2024).

**Role of Support Systems:** Institutional support, mentorship, and feedback mechanisms have been shown to positively influence academic confidence (Xu et al., 2024; Petersson-Bloom & Holmqvist, 2025).

Despite these advances, limited region-specific data exist for B.Ed. students in Indian contexts such as Dharmapuri District, underscoring the need for localized empirical investigations.

### **NEED AND SIGNIFICANT FOR THE STUDY**

B.Ed. trainees face multifaceted academic demands, including lesson demonstrations, micro-teaching, internship teaching, continuous assessment, and action research projects. Academic confidence plays a central role in trainees' ability to manage these responsibilities effectively.

The present study is significant because it:

1. Provides region-specific empirical evidence on academic confidence levels.
2. Supports teacher education institutions in understanding psychological readiness among trainees.
3. Offers insights for developing confidence-enhancing interventions.
4. Contributes to the limited literature on psychological constructs among teacher trainees in Tamil Nadu.

### **STATEMENT OF THE PROBLEM**

**Academic confidence among B.Ed Students in Dharmapuri District, Tamil Nadu**

### **OBJECTIVES OF THE STUDY**

The objectives of the present study are as follows.

1. To find out the level of academic confidence of BEd students' in Dharmapuri District.
2. To find out the significant difference in academic confidence of BEd students with respect to Gender, Locality and medium of instruction.

### **HYPOTHESES OF THE STUDY**

The following hypotheses were formulated for the study:

1. The level of academic confidence among B.Ed. students in Dharmapuri District is high.
2. There is no significant difference in academic confidence with respect to gender.
3. There is no significant difference in academic confidence with respect to locality.
4. There is no significant difference in academic confidence with respect to medium of instruction.

## RESEARCH METHODOLOGY

### METHOD OF THE STUDY

The normative survey method was adopted for the present study to assess the academic confidence of B.Ed. students.

### SAMPLE OF THE STUDY

The sample for the study consisted of 300 B.Ed. students selected from various colleges of education in Dharmapuri District, Tamil Nadu.

### TOOL USED IN THE STUDY

The Academic Confidence Scale (ACS) developed and validated by Sander.P and Sander.L (2004) was used for data collection. The scale consists of 24 positive statements with five response options: Very Confident, Confident, Neutral, Not Confident and Very Not Confident. The score ranges from 24 to 120. The reliability coefficient of the scale was found to be 0.89, and the intrinsic validity reported by the authors was 0.79.

### STATISTICAL TECHNIQUES USED

For the proposed study the following statistical techniques was used. Arithmetic Mean, Standard Deviation and t- test.

### ANALYSIS OF DATA INTERPRETATION

*Table 1*

*The level of academic confidence among B.Ed. students in Dharmapuri District is high.*

Variable	N	Mean			S.D
		Max Score	Scale Mean	Obtained Score	
Academic confidence	300	120	72	104.11	11.84

A sample of 300 B.Ed. students was selected for the study. The Academic Confidence Scale has a maximum score of 120. The obtained mean score of the respondents is 104.11 and the scale mean is 72. Since the obtained mean score is higher than the scale mean, it indicates that the level of academic confidence among B.Ed. students is high.

**Table 2**

*Results of the test of significance of difference between mean scores of academic confidence of BEd students with respect to gender.*

Gender	Number	Mean	SD	SED	m <sub>1</sub> -m <sub>2</sub>	t	Remarks at 0.05 level
Male	133	99.21	12.12	1.73	9.81	5.67	S
Female	167	109.02	17.88				

From the above Table 2 it is evident that the calculated t-value (t=5.67, table value >1.96) is significant at 0.05 level. Therefore, the null hypothesis is rejected. It is clear from the mean scores of academic confidence of female students is 109.02 which is significantly higher than that of male students, whose mean scores is 99.21. Hence the female students were found to have higher academic confidence than male students.

**Table 3**

*Results of the test of significance of difference between mean scores of academic confidence among B.Ed. students with respect to locality.*

Locality	Number	Mean	SD	SED	m <sub>1</sub> -m <sub>2</sub>	t	Remarks at 0.05 level
Rural	174	108.12	9.13	1.36	5.90	8.02	S
Urban	126	100.10	13.21				

From the above Table 3 it is evident that the calculated t-value (t=5.90, table value >1.96) is significant at 0.05 level. Therefore, the null hypothesis is rejected. It is clear from the mean scores of academic confidence of rural students is 108.12 which is significantly higher than that of urban students, whose mean scores is 100.10. Hence the rural students were found to have higher academic confidence than urban students.

**Table 4 Mean, Standard Deviation and t value of academic confidence of BEd students with respect to medium of instruction**

Medium of Instruction	Number	Mean	SD	SED	m <sub>1</sub> -m <sub>2</sub>	t	Remarks at 0.05 level
Tamil	191	104.82	15.72	2.07	1.41	0.68	NS
English	109	103.41	18.05				

From the above Table 4 it is evident that the calculated t-value ( $t=0.68$ , table value  $< 1.96$ ) is significant at 0.05 level. Therefore, the null hypotheses is accepted. It is clear from the mean scores of academic confidence of Tamil students is 104.82, which is significantly higher than that of English students, whose mean scores is 103.41. Hence the Tamil students were found to have higher acquisition academic confidence than English students.

## **FINDINGS**

1. The level of academic confidence among B.Ed. students in Dharmapuri District is high.
2. There is significant difference between male and female B.Ed. students in their academic confidence ( $t=5.67 > 1.96$  is significant at 0.05 level).
3. There is significant difference between rural and urban B.Ed. students in their academic confidence ( $t=5.90 > 1.96$  is significant at 0.05 level).
4. There is no significant difference between Tamil and English B.Ed. students in their academic confidence ( $t=0.68 < 1.96$  is significant at 0.05 level).

## **CONCLUSION**

Academic confidence is a significant psychological construct that shapes teacher trainees' academic engagement and professional development. The present study concludes that B.Ed. students in Dharmapuri District possess high levels of academic confidence. The analysis further indicates that demographic variables such as gender, locality and medium of instruction significantly influence students' academic confidence. Teacher education programmers should incorporate targeted strategies to strengthen academic self-belief and promote holistic development.

## **IMPLICATIONS FOR TEACHER EDUCATION**

The study has practical implications for teacher education institutions:

1. Confidence-Building Workshops: Conduct training sessions focused on resilience, goal-setting, and success strategies.
2. Reflective Practice Sessions: Encourage trainees to engage in structured reflection during internships.
3. Mentorship Programmers: Assign mentors to support trainees' psychological development.
4. Feedback Mechanisms: Strengthen feedback systems to reinforce trainee self-belief.
5. Periodic Assessment: Monitor academic confidence periodically to identify areas needing intervention.

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