

## INFLUENCE OF SELF-EFFICACY OF PROSPECTIVE TEACHERS IN TRANSFORMING THEIR TEACHING COMPETENCY ON INTERNATIONALIZATION OF EDUCATION

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### Abstract:

Education is a powerful tool that is carefully and efficiently crafted influence exercised by a matured person (teacher) to the immature student by teaching and correction. It covers the overall development of human being like aesthetic, emotional, intellectual, physical, social, and spiritual. The role of a teacher in nation-building demands them to fulfill their role with a sense of devotion and dedication towards Internationalization of Education. The role of a teacher is significant and unavoidable in shaping the future of the students and through them the destiny of the nation. Competence in teaching involves presentation skills as well as adequate knowledge and a high level of conceptualizations. Self-efficacy of a teacher is a strong trust and belief in the teacher's proficiency in executing the control over other's behavior, emotions, passions, intellectual, and thinking over the social and personal background. An effective and potential teacher with efficacy has faith in his capability to create a remarkable change in the students' thought process and executes the teachings according to the strong belief. Consequently, a teacher with self-efficacy attains the anticipated learning outcomes and transforming internationalization of education. This study observed that self-efficacy influences in transforming the teaching competency of Prospective teachers on Internationalization of Education. There is a significant factor with positive loading of the variables. The factor for the study has been identified as Human Class Management. It is included the Human Relations Skill, Presentation of subject matter, and Classroom management at international level. The findings of the present study will help the Prospective teachers to identify their teaching competency on transforming internationalization of education. This will lead them to enhance their students' capability by giving proper motivation, intellectual development, efficacy, and a learning environment with teaching potentiality.

**Keywords:** self-efficacy, Human Class Management, Prospective teachers, Transforming teaching competency, internationalization of education.

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### Introduction :

Education is a powerful tool that is carefully and efficiently crafted influence exercised by a matured person (teacher) to the immature student by teaching and correction. It covers the overall development of human being like aesthetic, emotional, intellectual, physical, social, and spiritual. Education is the greatest product of a long-

running experience. It is a procedural development by and through the understandings gained from the ages of experiences from different races and has been being communicated to the other communities. According to the Education Commission (1964-66), education is the best tool to generate transformation in society and makes the nation grow from a positive perspective. The existing educational system was drafted to uplift all the students from different backgrounds. The curriculum, techniques, course books, and methodologies were drafted carefully to serve the purpose of the normal and low-level students. But the exceptional children and below-average children lack many educational facilities to maximize their potentials and talents in society. Internationalization of education, a key element of the National Education Policy (NEP) 2020, refers to the process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of education. It aims to enhance global awareness, promote international collaborations, and foster a globally-minded workforce with help of teachers.

The role of a teacher in nation-building demands them to fulfill their role with a sense of devotion and dedication. They should stand at the forefront of the country's present vigorous quest for advancement and modernization. They are the transmitters of culture and molders of society. They are the characters of new roles, social needs by fostering and nurturing a good environment. Dr. S. Radhakrishnan (2006) says, "A good teacher must know how to arouse the interest of the pupil in the field of study for which he is responsible; he must himself be a master in the field and be in touch with the latest development in his subject; he must himself be a fellow traveler in the exciting pursuit of knowledge". According to Gupta, V. K. (1995) teaching is "an interactive process between the learner and the contents, the learner and the teacher, the learner and other learners, the learner and the community and the learner and the home. This process is called an interaction model. In this model, a teacher has to play the role of a manager, creator, sustainer, evaluator, and facilitator of an emotional and intellectual climate for teaching and learning".

Competence in teaching involves presentation skills as well as adequate knowledge and a high level of conceptualizations. From the perception of a professional level, competency needs a huge understanding of theoretical background that can be utilized in real-life too. "The term 'competence' is a generic term that represents the three levels of human functioning: (1) knowledge, (2) Attitude and (3) Performance skills and behavior that facilitate intellectual, social, emotional and physical growth in children" (Weber, 1972). In other words, it is a set of observable Prospective teachers' behavior that brings about pupil learning. Thus, teaching competency would mean, "effective performance of all observable teacher behavior that brings about derived pupil outcomes". (Umarani, S., 2001). It has been two years that the term self-efficacy was used by Albert Bandura (1977) in a seminal publication of "Self-Efficacy: Toward a Unifying Theory of Behavioural Change". According to Bandura (1997), Self-efficacy is defined as "the belief in one's capacity to organize and execute the course of action required to manage prospective situations." A teacher's Self-efficacy is an influential prognosticator about the characteristics of the teacher. Self-efficacy of a teacher is a strong trust and belief in the teacher's proficiency in executing the control over other's behavior, emotions, passions, intellectual, and thinking over the social and personal background. An effective and potential teacher with efficacy has faith in

his capability to create a remarkable change in the students' thought process and executes the teachings according to the strong belief.

Figure - 1



A prospective teacher with self-efficacy tries to preserve the failure lesson plans and risk-taking in the future lesson will be initiated by using innovative approaches which will make the students gain knowledge and understand the lesson with motivation. The teacher has more commitment to teaching and tries to exhibit the best preparation and association to cope with the innovative ideas and has the will to experiment with the new approaches to make the students understand the lessons. Prospective teachers strongly believe that their personal efficacy would disturb the professional efficacy, especially their instructional actions and their goal to achieve the educational progression. The teachers with less efficacy do not involve in new approaches or methodologies rather they safeguard them with the outdated methodologies and have a pessimistic view of their students. Their students would be missing the motivation and hold a negative perspective towards the lessons. On the other hand, the high efficacy prospective teachers produce unforgettable and mastery learning experiences for the students. The teachers with low efficacy contradict the aim of teaching and hold a wrong judgment about their students which results in low-level cognitive development and capabilities of the students. Efficacy of a teacher foresees their students' talents and capabilities positively that makes the students achieve in various levels and fields apart from the education. The teachers with high efficacy envisage the students' success and try umpteen number of innovative and challenging methodologies in their teaching and generate more reasonable and operative solutions for the students in Internationalization of education. The teachers with low-level efficacy always tend to face failure in their careers. Besides all, self-efficacy facilitates the knowledge that is being demonstrated properly to the students with different positive attitudes and skills.

#### Significance of the Study:

The global expansion in the field of education, Internationalization of the educational system, justification of higher education towards the globalized professional and college-level education, and global educational quality are the key challenges faced by the nations. The prospective and self-efficacy teachers lend their shoulders and carry a huge responsibility as they hold a major share in shaping the well-founded society. As the teachers are the role models to their students, they are expected to excel in their profession by their teaching activities and planning the programs. The capabilities that a teacher is in turn filtered down to the students in school. Handling such a complex and multi-faceted profession demands a teacher a variety of human traits and abilities. The self-

efficacy of a teacher plays a vital role in day today's competitive and technological scenario in the teaching advancements. Self-efficacy in teaching comprises the teaching ability with multi-faceted talents and perspectives. The multi-faceted talents of prospective teachers empower them to reward critical thinking and wisdom to pay attention to their professional commitments. The best teacher explains his teaching with the best examples by which he displays the wisdom of his discourse. He should encourage the students to overcome their recalcitrant with determination and exhibit their skills and talents with reasonable arrogance on Internationalization of education. As the need of the hour is sensitive and concerned Prospective teachers' self-efficacy plays a dynamic part in Transforming their teaching competency of persistence and aptness in their future career.

#### Objectives:

- To find out the significant difference in Self-efficacy of the Prospective teachers with respect to their background variables such as sex, educational qualification, and age.
- To find out the significant difference in Transforming Teaching Competency of the Prospective teachers with respect to their background variables such as sex, educational qualification, and age.
- To find out the significant relationship if any, between Self-efficacy & its dimensions and Transforming Teaching Competency & its dimensions of the Prospective teachers with respect to their background variables such as sex, educational qualification, optional subjects, types of college, and age.
- To find out the significant influence of Self-efficacy & its dimensions on Transforming Teaching Competency and its dimensions of the Prospective teachers.
- To find out the significant factor with positive loading of the variables namely Self-efficacy & its dimensions on Transforming Teaching Competency and its dimensions of the Prospective teachers.

#### Hypotheses:

- There is no significant difference in Self-efficacy and its dimensions of the Prospective teachers with respect to their background variables such as sex, educational qualification, and age.
- There is no significant difference in Transforming Teaching Competency and its dimensions of the Prospective teachers with respect to their background variables such as sex, educational qualification, and age.
- There is no significant relationship between Self-efficacy & its dimensions and Transforming Teaching Competency & its dimensions of the Prospective teachers with respect to their background variables such as sex, educational qualification, optional subjects, types of college, and age.
- There is no significant influence of Self-efficacy & its dimensions on Transforming Teaching Competency and its dimensions of the Prospective teachers.
- There is no significant factor with positive loading of the variables namely Self-efficacy & its dimensions on Transforming Teaching Competency and its dimensions of the Prospective teachers.

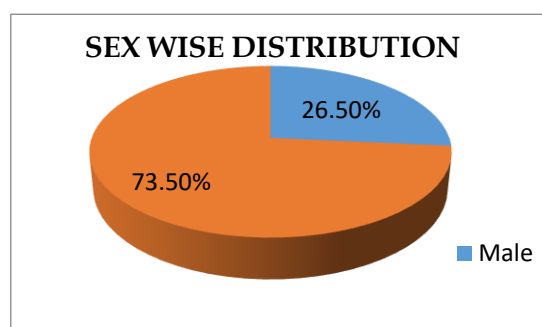
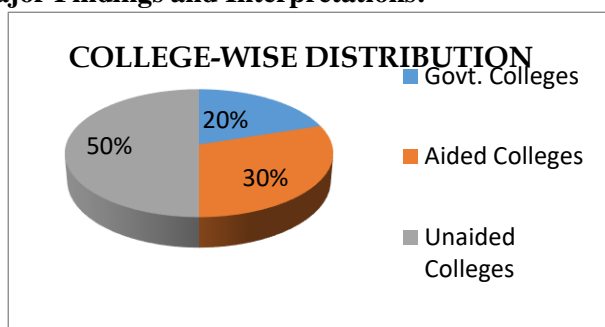
**Methodology:**

The investigator has adopted the survey method of research for the present study. The population of the study is Prospective teachers of Government, Aided and Unaided Colleges in different states in India randomly. From the total population, the investigator selected 1000 Prospective teachers. The sample consists of 265 males and 735 females. Keeping in mind the various objectives of the study, the investigator used the Self-efficacy Scale and Teaching Competency Scale developed and validated by the investigator with the help of the expert for data collection.

**FIGURE – 2**

**FIGURE - 3**

**Major Findings and Interpretations:**



**TABLE - 1**

*Comparison of Transforming teaching competency and its dimensions of the Prospective teachers with respect to their age*

Dimensions	Category	Count	Mean	SD	't' value	Result
Planning and preparation	Below 30	894	14.64	5.81	1.64	NS
	Above 30	106	15.56	5.39		
Presentation of subject matter	Below 30	894	37.34	8.22	1.22	NS
	Above 30	106	38.31	7.65		
Use of Instructional Strategies	Below 30	894	16.44	5.26	1.30	NS
	Above 30	106	15.66	5.91		
Use of Technology	Below 30	894	18.14	7.91	0.21	NS
	Above 30	106	18.31	7.95		
Classroom management	Below 30	894	16.94	7.52	2.13	S
	Above 30	106	15.35	7.20		
Evaluating Strategies	Below 30	894	5.12	2.50	2.47	S
	Above 30	106	4.51	2.40		
Human Relations Skill	Below 30	894	14.02	6.64	2.33	S
	Above 30	106	12.56	6.06		
Professional attitude	Below 30	894	11.28	6.23	0.70	NS
	Above 30	106	10.84	6.15		

TABLE – 2

*Consolidated result of Scheffe’s post hoc test for finding the pair of groups having a significant difference in Self-efficacy and its dimensions of the Prospective teachers with respect to their optional subjects*

Self-efficacy	Category	Mean	Sum of squares	df	F	Remarks	Scheffe
Efficacy to influence decision making	Science	3.76	23.98 1333.92	2 997	8.96	S	1&2 1&3 2&3
	Arts	4.10					
	Language	3.97					
Efficacy in giving Guidance	Science	12.09	37.69 5301.09	2 997	3.54	S	1&2 1&3 2&3

TABLE - 3

*Consolidated result of Scheffe’s post hoc test for finding the pair of groups having a significant difference in teaching competency and its dimensions of the Prospective teachers with respect to their types of college*

Teaching competency	Category	Mean	Sum of squares	df	F	Remarks	Scheffe
Planning and preparation	Govt.	17.34	3456.9 29843.9	2 997	57.74	S	1&2 1&3 2&3
	Aided	16.00					
	Unaided	12.93					
Use of Instructional Strategies	Govt.	16.34	1034.4 27437.2	2 997	18.79	S	1&2 1&3 2&3
	Aided	14.89					
	Unaided	17.24					
Human Relations Skill	Govt.	12.83	308.8 43099.0	2 997	3,57	S	1&2 1&3 2&3

TABLE - 4

*Relationship between Self-efficacy & its dimensions and Transforming Teaching Competency & its dimensions of the Prospective teachers with respect to their background variables*

Category	Variables	N	‘r’ value	Table Value	Result
Sex	Male	265	0.175	0.113	S
	Female	735	0.037	0.062	NS
Educational Qualification	UG	705	0.057	0.062	NS
	PG	295	0.102	0.113	NS
Optional subject	Arts	533	0.068	0.088	NS

	Science	359	0.043	0.098	NS
	Language	108	0.218	0.195	S
Type of college	Govt	200	0.080	0.138	NS
	Aided	300	0.120	0.113	NS
	Unaided	500	0.039	0.088	NS
Age	Below 30	894	0.058	0.062	NS
	Above 30	106	0.185	0.195	NS

**TABLE – 5.1**

*Factor loading of Self-efficacy & its dimensions on Transforming Teaching Competency and its dimensions of the Prospective teachers*

Variables	Factor Loading	Nature of Variables
Efficacy to influence decision making	0.756	High Presence
Efficacy in motivating students	0.598	Considerable Presence
Efficacy in preparing teaching materials	0.641	Considerable Presence
Instructional self-efficacy	0.628	Considerable Presence
Efficacy in using skills of teaching	0.553	Considerable Presence
Efficacy in using media	0.685	Considerable Presence
Efficacy in student evaluation	0.734	High Presence
Efficacy in giving Guidance	0.611	Considerable Presence
Efficacy in using the library	0.749	High Presence
Planning and preparation	0.748	High Presence
Presentation of subject matter	<b>0.851</b>	<b>Very High Presence</b>
Use of Instructional Strategies	0.748	High Presence
Use of Technology	0.793	High Presence
Classroom management	<b>0.830</b>	<b>Very High Presence</b>
Evaluating Strategies	0.542	Considerable Presence
Human Relations Skill	<b>0.812</b>	<b>Very High Presence</b>
Professional attitude	0.765	High Presence

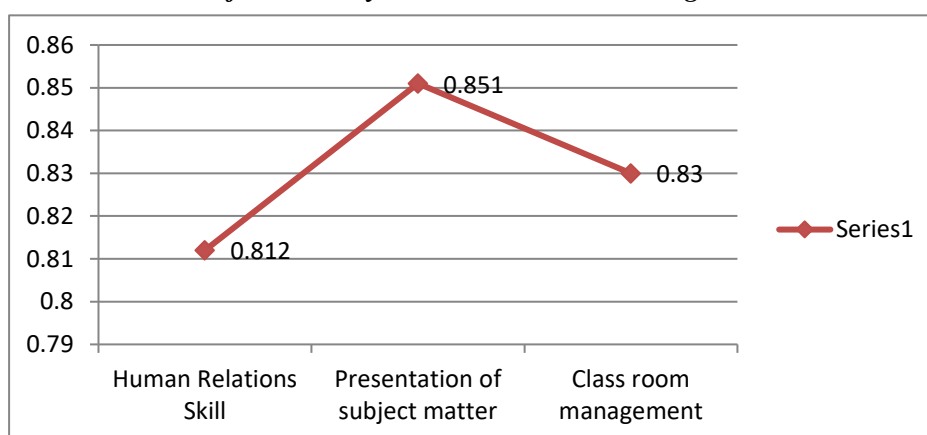
TABLE – 7.1

*Factor loading of Self-efficacy & its dimensions on Transforming Teaching Competency and its dimensions of the Prospective teachers*

Variables	Factor Loading	Nature of variables
Human Relations Skill	0.812	Very High Presence
Presentation of subject matter	0.851	Very High Presence
Classroom management	0.830	Very High Presence

FIGURE - 4

*The factor Analysis – Human Class Management*



The present study reveals that the majority of Prospective teachers have an average level of self-efficacy and transforming their Teaching Competency on Internationalization of education. This happens because of shifting the educational situation into the perception of teaching and learning on educational psychology and educational technology. As pointed out by the Indian Education Commission (1966) and National Policy on Education (1986) “schools and colleges play a significant role in shaping, the personality of the learners”. This study reveals that there is no significant difference between male and female Prospective teachers in their self-efficiency, this because today’s boys and girls have a proper system of education with globalized curriculum and facilities to show their self-ability to gain knowledge on their techniques, and to prove their Multiple talented and self-efficient. Predominantly in India, we have more sources in the field of education where all are well educated and aware of the importance of their capacities and competence. In the past days the women were considered as a weaker section but now that tendency has been changing and they have more opportunities to intermingle with the global society through social media and technology. Which shows the development in them are in a different field with a consistent and organized position in their existence.

This present study shows that there is a significant difference between the age group of Prospective teachers in their self-efficacy and transforming their teaching competency on Internationalization of education. Because, there are more opportunities given to deal with their cognitive development, emotional maturity, genetic order,



and adjustment mechanism to different situations of teachers in and around the schools and colleges by the Ministry of Education. The study proves that there is no significant difference between government-aided and unaided, science and arts college Prospective teachers in their self-efficacy and teaching competency. This may be due to their experience of the teachers with same trends in the curriculum structure, the methods of instruction and the classroom atmosphere, which overcomes, in the particular colleges to the vision and mission along with course study, which is identical all over the educational system in the world.

It is found that there is a significant relationship between Self-efficacy and transforming their Teaching Competency and its dimensions of the Prospective teachers with respect to their background variables such as male Prospective teachers and Language subjects. Comparing the male and female teachers, male teachers are having fewer social constraints to get more exposure in teaching language subjects due to socialization of life and approaches in educational curriculum and teaching methods. It is observed that there is a significant influence of Self-efficacy and its dimensions on Transforming Teaching Competency and its dimensions of the Prospective teachers. “Majority of the teachers are not perceived what they want to but what they are doing” (self-efficacy) that affects the teaching competency of Prospective teachers. It is therefore concluded that self-efficacy influences in transforming teaching competency of Prospective teachers on Internationalization of education. There is a significant factor with positive loading of the variables. The factor for the study has been identified as Human Class Management at global level. It is included the Human Relations Skill, Presentation of subject matter, and Classroom management.

#### **Conclusion:**

Though the present study is inadequate as it has a few limitations, it brings forth that the level of prospective teachers’ self-efficacy on their competency is moderate. According to the Kothari Commission Report, which is designated to investigate the problems and find out the apt solutions to adopt an innovative teaching environment by the Indian government, the future of the nation is being molded and engraved inside the classroom on Internationalization of education. The prospective teachers always explore and hunt to develop their self-efficacy level to improve their healthier teaching competency at inter international level. The present study concluded that there is an influence of self-efficacy of prospective teachers in transforming their teaching competency on Internationalization of education. The investigator hopes that the results of this study will support the prospective teachers to identify their teaching competency and how it influences the other variables too. This will lead them to enhance their students’ capability by giving proper motivation, intellectual development, efficacy, and a learning environment with teaching potentiality at global standard.

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