

The effectiveness of the educational qualification diploma program in raising self-confidence among the trained teachers at the College of Arts and Humanities at A'Sharqiyah University in the Sultanate of Oman

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Abstract. The concept of self-confidence has been dealt with by many interested scientists, whether in the psychological, educational, economic, social, or other vital and different fields. Philosophers, writers, educators and of course psychologists all have emphasized the crucial role played by self-confidence in motivation, affect, and social interactions (Bénabou and Tirole, 2002). Self-confidence is the courage to know yourself, believe in yourself, and act on your beliefs. A definition of self-confidence is a positive feeling about oneself and the world that leads to courageous actions born out of a sense of self-respect (Anneli, 2014). The study investigated self-confidence with (70) postgraduate diploma education student-teachers. These trainee-teachers "students" joined the educational qualification diploma in the College of Arts and Humanities at A'Sharqiyah University in Oman after completing their university degree in various institutions. The researchers used the self-confidence scale prepared by Sidney Shrauger 1990 that was modified, revised, and translated into Arabic language by Dr. Adel Abdullah from the Faculty of Education at the University of Zagazig in the Arab Republic of Egypt and researchers themselves reviewed it according to the Omani environment. The results of the current study revealed that the level of self-confidence among trainee-teachers in the educational qualification diploma program was low. Therefore, those in charge of this program decided to conduct individual personal interviews with the trainees (students) to determine their level of self-confidence and to provide the necessary support to raise their self-confidence level.

Keywords: Self-confidence, educational qualification program, teachers' trainees.

INTRODUCTION

Self-confidence

Self-confidence is one of the concepts that have been dealt with, and in many of the literature and studies, and since the last century to nowadays, several studies have been conducted and published on this concept, either in our Arabian region or in another area around the world. In general, the idea of confidence has been defining as an

individual's belief in his /her abilities and capabilities, as well as the individual's ability to perform, either in the workplace or in the educational institutions or social life/committee and others in various aspects of the life (Clark *et al.*, 2008).

Self-confidence is the belief of an individual in his/her capabilities, regardless of the individual's shape or general appearance. In other words, we can define self-

confidence as the real picture of an individual's self-respect, and how he/she can evaluate himself/ herself through reaction to situations or controlling human emotions and feelings (Erol and Orth, 2011).

The concept of self-confidence is realistic, and through this concept, the individual can provide realistic opinions about his/her capabilities or mental abilities, besides, his/her ability to control the trajectory of his/her life almost completely, and does not stop at this point, but the individual believes, and from building self-confidence, with his/her ability to do what he/she desires or wishes for, and strives to achieve his/her various achievements and life expectations (Markway and Ampel, 2013).

It should be noted that individuals who have high self-confidence characteristics have very realistic convictions, they possess the ability to do some actions, behaviors or tasks, and at a similar time they have positive convictions that they cannot express some behaviors or tasks that are above their capabilities, whether these potentials are financial or behavioral or mental abilities and others.

There are many shreds of evidence in this field, including watching some individuals who have high confidence in performing university exams, but at the same time, they do not have confidence in facing the public or are confused and terrified when facing a group of people (such as giving a lecture in a classroom).

In addition, the issue of self-confidence cannot be confined only to a personal framework alone, but goes beyond that and affects the entire family, as we find that some family members have very high confidence in one of the different aspect of life, while others of the same family members noted that they face a dilemma in the same field (such as showing anxiety and panic from watching horror movies, or their desire to eat in isolation and individually).

Based on the foregoing, we can consider self-confidence as one of the main keys to the basic requirements of an individual's life, which are embodied in success and feeling comfortable and psychological stability (Manoranjan and Srivastava, 2012).

Researchers have realized that self-confidence has an important role in every stage of different human life, as self-confidence has a role in the social, individual and academic aspects of an individual's life. Rather, the results of the studies reached a link between self-confidence and academic achievement, which is a direct relationship, as the results of studies indicated In this regard, that self-confidence has a positive impact on the students' accomplishments at the university, and that the higher the self-confidence of the undergraduate student, the academic achievement of students will rise (Bong, 2002).

Psychologists note that by seeking to discover the relationship between self-confidence and self-efficacy that an individual who possesses self-confidence can complete a certain task, such as writing an academic article or giving a lecture to the public, this notion

explains to us that self-confidence contributes to raising the individual's self-efficacy.

On the other hand, an inverse relationship can occur between the two concepts, self-confidence, and self-efficacy, as the results of some studies have shown that the individual lacks self-confidence but has a high self-efficacy, such as getting high degrees in academic exams but shows embarrassment and distracting while conducting normal interviews or running school class. Consequently, the two concepts are correlated and both and many individuals find them conflated with each other.

The individuals who trust their capabilities can influence all aspects of their lives and they can behave or do all their wishes/desired. Self-confidence considered an essential matter to achieve individual happiness.

The social and educational environment has a fundamental role in influencing the self-confidence of the individual. On the level of the cultural and social role, it is possible to notice the difference between societies and civilizations, and therefore individuals differ in their degree of self-confidence. The best example is the imposition of societies on certain habits and ways of thinking on children, and therefore these habits will become a dominant pattern among most individuals in society (such as marriage, education etc.), as is the case with some concepts prevalent in societies, such as honesty, lies, and customs, where the credibility of these concepts differs from one society to another, from one culture to another and so on.

Finally, the importance of the current research paper is focused on the fact that it is one of the rare studies that dealt with the extent of the influence of the level of self-confidence of teachers' trainees' "students", in addition to that the research will contribute to identifying the efficiency and effectiveness of the educational qualification program proposed by the faculty of Arts and Humanities at A 'Sharqiyah University in Oman. The results of the current research paper will contribute towards carefully selecting courses that support students towards adding knowledge side by side towards adding basic skills in the teaching process.

Significance of Self-confidence

Self-confidence means confidence in the individual's abilities, also embodied in his/her abilities to encounter challenges and overcome the life dangers that the individual faces. The importance of self-confidence lies in several things, including:

- Self-confidence is considered the main factor for the success of any individual, whether in his personal, educational, social, cultural, economic, or other aspects of life. Self-confidence is the basis for the student's success in the different levels of study, and self-confidence contributes greatly to the student's

performance, especially at the university level, from carrying out behaviors that are of a high degree of responsibility. The same applies to various aspects of life, where the keys to success in life lie in making the right decisions, these decisions require a person with high confidence (Nicholson *et al.*, 2013).

- Psychological comfort and psychological satisfaction: self-confidence leads an individual towards psychological satisfaction because the self-confident person feels that he has achieved his goals by showing his/her abilities and skills. And this, without a doubt, leads him/her towards feeling comfortable, while individuals who have a low rate of self-confidence, feel psychological pain because they cannot use their skills and capabilities appropriately. Psychologists hold that an individual who possesses self-confidence is below average, which leads him/her to restrain his/her vitality, and as a result of the high suppression of the individual, this affects his/her psychological health negatively.

- Self-confidence contributes to the production of individuals with different qualifications and skills, as the self-confident individual seeks to serve his/her community and provides all knowledge and skills that he/she owned to develop the community

- With high self-confidence, an individual can enhance and encourage him/herself spontaneously, without waiting for external reinforcement, this does not eliminate the role of external reinforces but rather indicates that the individual has great confidence in him/herself and can enhance him/herself internally.

Research studies review

Several studies addressed self-confidence topic included Khemchandani B research paper (2016) in the title: A Study of Self Confidence in Relation to the Age and Medium of Instruction of Teacher Trainees. She conducted her study in Ulhasnagar in India, the sample totaled 80 of teacher trainees was selected. The results of this study showed that the level of self-confidence among the trained trainees ranges from a high level to an intermediate level to a low level, but the largest proportion of the trainee's teachers had an average level of confidence, as they reached about 48%.

Another study Malik and Yougesh (2014) conducted on more than 200 students in a class (11) in Rohtak city in India where was the aim of the study to examine the effect of Self-confidence on Academic Achievement. The data was analyzed statistically by using mean, S.D. & t-test and the study find out that there is noteworthy variance among academic achievement of students in a class (11) with high and low self-confidence.

The last study has belonged to Al-Hebaish (2012), the aim of this research to investigate the level of correlation between self-confidence and academic achievement in the oral presentation course at Taibah University, where 53 female students, English specialize, participated in the

research. The researcher collected her data through the GSCQ questionnaire (General Self-Confidence Questionnaire), and the results revealed an affirmative and significant correlation between self-confidence and academic achievement. In addition, the result revealed the students who participated in this research scored highly in the oral achievement exam (presentation). The researcher concluded that high self-confidence would help students in improving their achievement performance, whether as a paper exam or oral exam.

Objectives of the study

The current study aimed at the following:

- I. To know the percentage proportions of self-confidence with teacher trainees
- II. The effect of the educational qualification program on student performance.
- III. To know the effect of the educational qualification program on raising or lowering self-confidence among teacher trainees (students).

METHODOLOGY

Sample of the research

The researchers selected the sample of the research, which totaled 70 students (trained teachers), all of them male and female, enrolled in the educational qualification diploma program in the College of Arts and Humanities in A'Sharqiyah University for Academic year 2019/2020.

Research tools

The self-confidence concept was addressed by many scientists and researchers, Sidney Shrauger (1990) prepared a questionnaire. This scale consists of 48 statements. Translated into Arabic by Dr. Adel Abdullah from the Faculty of Education at the University of Zagazig in the Arab Republic of Egypt and researchers reviewed it according to the Omani environment. The new scale comprises 20 statements rated on a 5-point scale that ranges from completely agree to completely disagree. Based on the researchers' conviction in this research, the researchers have shortened the current research scale to exclude guesswork by the respondent's teacher trainees (students) or failure to respond to some of the scale items or to avoid deliberate neglect.

Statistical techniques of the research

The researchers used in their current study (SPSS program) for statistical analysis, where they were relied

Table 1. Numbers of participants/nonparticipants and their percentage.

Total sample	Number of participations	Number of non-participants	Percentage
70	63	0	90
	0	07	10

Table 2. Analyzing the results of the study sample.

Measures of central tendency	Score
Mean	2.7
Std. Deviation	0.89
Kurtosis	-0.31
Skewness	-0.67

mainly on descriptive statistics to analyze the data collected through the research questionnaire, and primary statistical operations such as mean (M), standard deviation (SD), and T-test were used (T).

RESULTS

The researchers collected data related to the objectives of the study through a self-confidence questionnaire which aims to measure and assess the extent to which an individual has self-confidence. Shrauger (1990) created the aforementioned questionnaire, which consists of 54 paragraphs, and then Dr. Adel Abdullah translated it into the Arabic language. After translation to the Arabic Language, the questionnaire became 48 paragraphs, and then the researchers revised and modified it in a way that is compatible with the Omani environment. Consequently, the total of the items of the questionnaire became only 20 items. There are five alternatives in front of each phrase, according to Likert's five-step scale, which ranges from strongly agreed to strongly disagree. Finally, the questionnaire was presented to students in the second semester of the academic year 2019/2020.

Ten positive phrases came, and the scores were calculated according to the following (4, 3, 2, 1, 0) respectively, while the other ten of the questionnaires are negative phrases, and the scores were calculated as follows (0, 1, 2, 3, 4). Thus, the overall degree of the scale ranges between 0 and 80 degrees, where a high score indicates a high rate of self-confidence and vice versa.

The two researchers distributed the questionnaire to trained teachers (students of the educational qualification diploma program) by electronic distribution via Google. Instructions for responding and participating in the questionnaire were attached, and about 90% of the questionnaire responded. While about 13% of the responses were between incomplete or unresponsive.

63 students out of 70 responded, and the percentage of

participants was about 90% of the total population of the study sample, while non-participating students were only 10% of the total population sample.

Table 1 shows the numbers of participants in this study and their percentage.

The researchers conducted the necessary analysis for the results obtained, which are related to the objectives of the current study, and Table 2 shows the Mean, Standard Deviation, Kurtosis, and Skewness.

Figure 1 clarifies analyzing the results of the study sample. The graph indicates the accuracy of the analysis reached by the researchers in their study, which included the mean, standard deviation, skew, and finally kurtosis.

DISCUSSION

Throughout the findings of the researchers in the current study, from which they extracted the mean, standard deviation, kurtosis and deviation (frequency distribution), it seems to us that the concept of self-confidence among trained teachers was higher than the average due to studying the educational qualification program.

Where the researchers resorted to comparing the results obtained before applying the questionnaire, comparing them with the results obtained after applying the questionnaire, to measure the high/low self-confidence indicator.

Furthermore, the results showed an increase in the level of self-confidence, as the researchers attributed this change and the increase in the self-confidence indicator to the effect of the educational qualification diploma program on the level of self-confidence of the trainee students.

Consequently, the first objective of the current study has been achieved, as the finding revealed that the trained teachers already possess a self-confidence trait, and the percentage proportions of self-confidence with teacher trainees was more than 67%, consequently this percentage considered high level (above average).

To verify the second objective of the current study, which dealt with the effectiveness of the educational rehabilitation program on students (trainee teacher) performance, the finding showed that the educational qualification program has a high influence on trainee teacher performance. The effectiveness of this objective was verified by comparing the trained students' performance before entering the educational qualification program moreover during their studies in the program, and then assessed their performance during practical

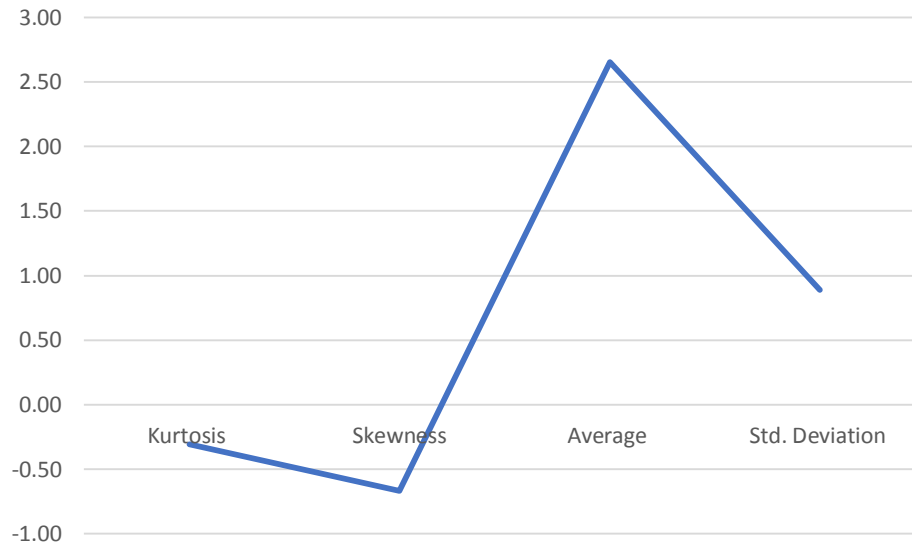


Figure 1. Graphical clarification of the sample analysis.

training in schools, which initiates in the second half of the academic year. The consequences of the statistical analysis were compared with the observations of the various course professors at the beginning of the academic year, as the professors showed their resentment at the students' weak self-confidence (trainee teachers) through their fear and great anxiety about the future teaching profession furthermore to their weak personal experiences in facing the public in general.

And to comprehend the effect of the educational qualification program on the level of self-confidence of students (the trainee teachers), the results showed that the aforementioned program raised the level of confidence of students of educational qualification to above the average, which clearly showed the extent to which the program affected the level of self-confidence of the students.

The results of the current study indicated the importance of the self-confidence trait and its role in influencing the performance of the trained teachers. As the result found that self-confidence has a prominent role in raising job performance, especially among students who have ambitious to be a future teacher.

CONCLUSION

The perception of self-confidence has been distributed by many concerned experts, whether those experts were psychological, educational, economic, social, or in other vital different fields. Theorists, novelists, educationalists, and educational psychologists have all emphasized the crucial role-played by self-confidence in enthusiasm, affect, and societal relations. In this regard, scholars and those who are showing curiosity or concern about self-confidence argue that self-confidence has a very high

impact on the health and psychological life of the individual, and this is what the current study found to the clear effect of the educational qualification program on the rise in the self-confidence trait of trained teachers at A'Sharqiyah University.

Overall, students in higher education face anxiety, cynicism, lack of self-confidence, and intellectual and behavioral criticism from the student community, or others on campus. Therefore, the university student, especially the student who enrolls in the educational qualification program, should invest in his temporary and short existence (the duration of the program is only an academic year) to make the most of the university and all its vital services that contribute greatly to raising the trait of self-confidence.

Self-confidence is the courage to know yourself, believe in yourself, and act on your beliefs. A definition of self-confidence is an encouraging sensation about oneself and the world that leads to courageous actions born out of a sense of self-respect.

The researchers used the self-confidence scale prepared by Sidney Shrauger in 1990, then the scale was modified, revised, and translated into the Arabic language by Dr. Adel Abdullah from the Faculty of Education at the University of Zagazig in the Arab Republic of Egypt consequence, the researchers reviewed it according to the Omani environment.

The current study was conducted on 70 teachers' trainees to measure their level of self-confidence. Those teachers' trainees' "students" are joined to the educational qualification diploma in the College of Arts and Humanities at A'Sharqiyah University in Oman.

Initially, the researchers measured the level of self-confidence of these trainee students, and then applied the scale about eight months after their studies in the educational qualification program.

The findings of the study show the effectiveness of the educational qualification diploma in rising self-confidence to trainee teacher (students) as the percentage of students who had the self-confidence trait rose to 67%.

The results of the current study revealed that the level of self-confidence among teachers trained in the educational qualification diploma program was low. Therefore, those in charge of this program must subject the trainees (students) to conduct personal interviews and determine their level of self-confidence and then provide the necessary support to raise their level of self-confidence.

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