

The Confidence Level of the Preservice Teachers: Basis for a Capability Enhancement Program

Gerald F. Pagodpod¹

Pangasinan State University

Abstract - This study delves into an in-depth assessment of an educator's English proficiency, focusing on confidence level and psychological capacity. The preservice teachers exhibit confidence by meticulously evaluating various teaching dimensions, including lesson planning, student engagement, and technology integration. The general weighted mean across these dimensions is 3.73, indicating a high confidence level. Additionally, the preservice teachers demonstrate a robust psychological capacity, encompassing emotional intelligence and cultural competence, significantly contributing to creating a supportive and inclusive learning environment. The general weighted mean for psychological capacity is 3.83, signifying agreement. The findings underscore a substantial positive correlation between confidence level and psychological capacity, highlighting the symbiotic relationship between these factors in effective teaching. Despite the preservice teachers' strengths, areas for improvement emerge, particularly in supporting students' emotional well-being and managing classroom behavior. These areas signal opportunities for targeted professional development interventions. Proposed capability enhancement seminars aim to refine instructional strategies, bolster emotional intelligence and cultural competence, and foster reflective practice and professional growth. By honing these skills, educators can better meet the diverse needs of their students and promote positive learning outcomes. This study emphasizes the importance of continuous professional development and self-reflection in enhancing teaching effectiveness. By addressing areas for improvement and leveraging strengths, educators can cultivate a dynamic and enriching learning environment conducive to student success in the English classroom. Recommendations for further action include implementing professional development workshops, mentorship programs, peer collaboration opportunities, cultural competence training, self-reflection practices, and utilization of support services. These initiatives can support educators in their journey toward continuous growth and excellence in teaching.

Keywords – Preservice teachers, Confidence Level, Psychological Capacity Level, Self-perceived Confidence, Teaching Effectiveness.

INTRODUCTION

Preservice teachers play a pivotal role in shaping the future of education. Their journey from student to teacher involves a complex interplay of academic preparation, practical experience, and personal development. Central to this transformation is their confidence in their abilities to effectively navigate the challenges of

the classroom environment and positively impact student learning outcomes. Understanding the confidence levels of preservice teachers is essential for educators and policymakers to develop targeted strategies to enhance their capabilities and ensure their readiness for the demands of teaching. The transition from being a student to becoming a teacher is a significant

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milestone in the professional life of an educator. It marks the culmination of years of academic study and the beginning of a career dedicated to nurturing young minds.

Preservice teachers' confidence is fundamental to their success in the classroom (Tschannen-Moran & Woolfolk Hoy, 2007). A lack of confidence can hinder their ability to effectively manage classrooms, deliver lessons, and engage with students (Klassen & Tze, 2014). Understanding the factors influencing preservice teachers' confidence levels is essential for developing strategies to enhance their capabilities (Poulou, 2017). This study seeks to explore the confidence levels of preservice teachers and identify areas for improvement through a capability enhancement program. However, this transition has its challenges. Preservice teachers often have many responsibilities, from lesson planning and classroom management to building student relationships and collaborating with colleagues.

One key factor influencing preservice teachers' effectiveness during this transition period is their confidence in their abilities. Confidence, or lack thereof, can significantly impact their teaching practices, classroom interactions, and overall job satisfaction. Research has shown that higher-confidence teachers exhibit tremendous enthusiasm, persistence, and adaptability, ultimately improving student outcomes (Tschannen-Moran & Woolfolk Hoy, 2007; Caprara et al., 2006).

Research suggests that preservice teachers' confidence is influenced by various factors, including prior experiences, self-efficacy beliefs, and perceived support from mentors (Caprara et al., 2006; Bandura, 1997). Additionally, transitioning from student to teacher can be challenging, impacting confidence levels (Tschannen-Moran & Woolfolk Hoy, 2007). Studies have also shown correlations between teacher confidence and student outcomes, highlighting the importance of addressing this issue (Klassen & Tze, 2014).

However, despite the recognized importance of confidence in teaching, many preservice teachers need help to maintain high

levels of self-assurance, particularly during the early stages of their careers. Factors such as limited teaching experience, perceived inadequacies in subject knowledge, and concerns about classroom management can all contribute to feelings of self-doubt and insecurity (Klassen & Tze, 2014). Left unaddressed, these feelings of inadequacy can undermine preservice teachers' confidence, leading to burnout, attrition, and, ultimately, a negative impact on student learning.

Given the critical role that confidence plays in shaping the effectiveness of preservice teachers, it is essential to gain a deeper understanding of their confidence levels and the factors that influence them. By identifying areas where preservice teachers may lack confidence and developing targeted interventions to address these challenges, educators and policymakers can better support the professional development of future educators and ensure that they are adequately prepared to meet the demands of 21st-century classrooms.

Furthermore, research has underscored the importance of self-efficacy beliefs in shaping preservice teachers' confidence. Self-efficacy refers to individuals' beliefs in their capability to perform specific tasks or achieve desired outcomes. While studies like that of Tschannen-Moran and Woolfolk Hoy (2001) have provided valuable insights into the psychological factors influencing confidence, more empirical evaluation of interventions targeting self-efficacy beliefs to enhance preservice teachers' confidence levels must be evaluated. This gap suggests a need for research that explores the relationship between self-efficacy beliefs and confidence and evaluates interventions focused on strengthening self-efficacy beliefs to bolster preservice teachers' confidence. For instance, Klassen and Tze (2014) demonstrated the effectiveness of a self-efficacy intervention program in improving preservice teachers' confidence levels. Addressing this gap could provide valuable insights into practical strategies for supporting preservice teachers' professional development and enhancing their effectiveness in the classroom.

In line with this, this research ascertains The Confidence Level of Preservice Teachers as a Basis for Capability Enhancement Program. Despite acknowledging the crucial role of confidence in preservice teachers, there remains a notable gap in empirical research regarding the effectiveness of interventions specifically aimed at boosting their confidence levels. While studies have identified various factors influencing preservice teachers' confidence, such as mentoring and supportive learning environments, there is limited evidence on the efficacy of targeted interventions in directly enhancing confidence. For example, Darling-Hammond et al. (2009) emphasized the significance of supportive learning environments and mentoring in shaping preservice teachers' confidence. However, their study did not evaluate interventions designed to enhance confidence. This gap highlights the need for research that transcends merely identifying influencing factors and focuses on developing and implementing interventions to directly address preservice teachers' confidence.

Through its findings, this study seeks to contribute to the existing body of knowledge on preservice teacher preparation and provide actionable insights for educators, policymakers, and other stakeholders invested in the future of education. By fostering a culture of confidence and competence among preservice teachers, we can ensure that they are equipped with the skills, knowledge, and mindset necessary to succeed in their roles and positively impact the lives of their students.

OBJECTIVES OF THE STUDY

This study's objective was to determine the confidence level of preservice teachers of Pangasinan State University, Lingayen Campus, and what capability enhancement program could be proposed to boost their confidence.

To perceive a clear understanding of the problem, the following inquiries were considered:

1. What is the psychological capacity level of the preservice teachers?

2. What is the confidence level of the preservice teachers?
3. Is there a significant relationship between the preservice teachers' psychological capacity and confidence levels?
4. Based on the findings, what capability enhancement program may be proposed to boost the confidence level of the preservice teachers?

MATERIALS AND METHOD

This study employed a descriptive correlation research design. The design was used to correlate preservice teachers' psychological and confidence levels. The study also develops a capability enhancement program for preservice teachers.

Research Design

The study develops a questionnaire to assess preservice teachers' psychological capacity and confidence levels at Pangasinan State University, Lingayen Campus. This survey will include items designed to measure various dimensions of psychological capacity, such as self-efficacy, perceived competence, and confidence levels in their teaching abilities. Data will be collected anonymously to encourage honest responses and maintain confidentiality.

Correlation analysis is employed to analyze the survey data, allowing for a quantitative examination of the relationships between psychological capacity, confidence levels, and other relevant factors. This phase addresses the first two inquiries by providing empirical insights into preservice teachers' psychological characteristics and confidence levels.

Sources of Data

The majority of the study's participants were thirty (45) Third-year BSE English preservice teachers, thirty-seven (37) of whom are female and eight (8) of whom are male of the College of Teacher Education, at Pangasinan State University, Lingayen Campus, and all are of the legal age to participate in the study. They are all from the College of Teacher Education (CTE),

Languages Education Department at Pangasinan State University, Lingayen Campus. As a result, the students were all affected by the same condition and subject to the same assessments and interventions.

Instrumentation and Data Collection

The data used in this study is through survey questionnaires.

The researcher first obtained approval from the Campus Executive Director to distribute test materials for data collection. Following the Campus Executive Director’s approval, the researcher will also seek approval from the College dean of the College of Teacher Education and the Department Chair of the Languages Education Department to discuss the study's purpose.

There are two parts of the survey questionnaire. The first part identifies the psychological capacity level of preservice teachers, which consists of ten (10) items focusing on their general self-efficacy Schwarzer, R., & Jerusalem, M. (1995). The second part of the survey questionnaire identifies the confidence level of the preservice teachers, which consists of ten (10) items focusing on the preservice teachers’ interpersonal skills.

Sources of Survey

The researcher surveyed preservice teachers to measure their psychological capacity and confidence levels using the general self-efficacy scale for psychological capacity and confidence scale. Following data collection, the

results were interpreted. Based on the survey findings, a proposed capability enhancement program was crafted to boost preservice teachers' confidence in teaching. The survey results were collected, encoded, totaled, and statistically evaluated using Pearson’s R correlation test for significant differences.

Tools for Data Analysis

The following statistical treatments were utilized to analyze the collected data: To answer specific problems 1 and 2 about the preservice teachers’ psychological capacity and confidence level in teaching, the average weighted mean (AWM) was used.

To calculate the average weighted mean of a particular value or category, the researcher would divide its mean by the total number of observations and then multiply by 100 to convert it into a percentage.

Mean Formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where: \bar{x} = is the mean. $\sum x$ = Sum of Scores. N = total number of values.

These formulas can be used to perform the statistical treatments described in the collected data on preservice teachers' psychological capacity and confidence level in teaching.

Moreover, the data gathered from the preservice teachers in the survey were interpreted following the five-point Likert scale:

For Psychological Capacity Level:

SCALE	MEAN RANGE	SCALE	Descriptive Equivalent	Interpretation
1	1.00-1.50		Strongly Disagree	Very Strong
2	1.51-2.50		Disagree	Strong
3	2.51-3.50		Neutral	Average
4	3.51-4.50		Agree	Weak
5	4.51-5.00		Strongly Agree	Very Weak

For Confidence Level:

Scale	MEAN RANGE SCALE	Descriptive Equivalent	Interpretation
1	1.00-5.0	Very highly confident	Very strong
2	1.51-2.50	Highly Confident	Strong
3	2.51-3.50	Confident	Average
4	3.51-4.50	Slightly Confident	Weak
5	4.51-5.0	Not Confident	Very Weak

For specific problem 3, which pertains to the significant relationship between the psychological capacity level and confidence level, Pearson's r correlation test was used to analyze the data to assess the results.

Pearson's r formula:

$$r = \frac{n(\bar{XY}) - (\bar{X})(\bar{Y})}{\sqrt{[n\bar{X}^2 - (\bar{X})^2][n\bar{Y}^2 - (\bar{Y})^2]}}$$

Where:

- \bar{X} : Mean of Psychological Capacity Level
- \bar{Y} : Mean of Confidence Level
- n : number of respondents

This formula calculates the covariance of the two variables divided by the product of their

standard deviations. It measures how much two variables change together relative to their means.

RESULTS AND DISCUSSION

The presentation of data serves to organize and structure the information to facilitate understanding and interpretation. The data is analyzed using various statistical tools and techniques to uncover patterns, trends, and relationships relevant to the research topic.

Psychological Capacity Level of the Preservice Teachers

This section provides answers in the Statement of Problem 1. What is the psychological capacity level of preservice teachers?

Criteria for Psychological Capacity	SA	A	N	D	SD	WM	DE
I can effectively manage my own emotions in challenging situations.	3	22	19	1	0	3.60	A
I feel confident in supporting students' emotional well-being.	3	18	22	2	1	3.47	N
I can adapt my teaching methods to meet the diverse needs of students from different cultural backgrounds.	6	19	20	0	0	3.69	A
I can build positive relationships with students based on trust and respect.	19	21	4	1	0	4.29	A
I regularly reflect on my teaching practices to identify areas for improvement.	19	19	6	1	0	4.24	A
I feel supported in seeking help and guidance when facing challenges in my teaching.	10	20	14	0	1	3.84	A

I can maintain a positive attitude and motivation even in difficult teaching situations.	8	14	22	1	0	3.64	A
I am sensitive to my students' cultural backgrounds and experiences.	18	20	6	1	0	4.22	A
I am confident in my ability to manage classroom behavior effectively.	2	21	19	3	0	3.49	N
I can positively impact students' lives through teaching.	7	22	16	0	0	3.80	A
Overall Weighted Mean						3.83	Agree

Note: Highest frequencies are in **boldface**; **DE**=Descriptive Equivalent **WM**=Weighted Mean Legend: 1.00-1.50 (SD= Strongly Disagree); 1.51-2.50 (D=Disagree); 2.51-3.50 (N=Neutra); 3.51-4.50 (A=Agree); 4.51-5.00 (SA=Strongly Agree)

In this self-assessment of psychological capacity related to teaching, it becomes evident that preservice teachers perceive themselves with a generally positive outlook, as illuminated by their responses to various criteria. Authored by preservice teachers keen on self-reflection, this evaluation sheds light on their perceived strengths and areas for growth in fostering an effective learning environment.

The assessment begins by acknowledging preservice teachers' adeptness in managing their emotions amidst challenging circumstances, with the majority agreeing with their ability. This reflects emotional intelligence, crucial for maintaining composure and efficacy in the classroom, as Goleman (1995) noted, emphasizing the importance of emotional self-regulation in educational settings. Most respondents (22) agreed (A) that they can effectively manage their emotions in challenging situations, with a weighted mean of 3.60, indicating general agreement. However, the assessment reveals a nuanced perspective regarding supporting preservice teachers' emotional well-being, with responses ranging from confidence to uncertainty. This variability underscores the complexity of addressing students' emotional needs within the educational framework, as Brackett et al. (2012) discussed, who emphasize the significance of preservice teachers' emotional support in promoting students' overall well-being. There is a mixed response here, with a slightly lower weighted mean of 3.47, indicating neutral leaning towards agreement (N). Some feel confident, but a notable number are neutral or slightly disagree (D).

Moreover, the assessment highlights preservice teachers' adaptability in tailoring teaching methods to accommodate diverse cultural backgrounds, echoing the principles of culturally responsive pedagogy advocated by Ladson-Billings (1995). This underscores preservice teachers' commitment to creating inclusive learning environments that honor students' identities and experiences. Most respondents agree (A) that they can adapt teaching methods to meet diverse cultural needs, with a weighted mean of 3.69. Furthermore, preservice teachers demonstrate a strong capacity for building positive relationships with students based on trust and respect, a cornerstone of effective teaching practice emphasized by authors such as Brooks and Brooks (1993). This underscores the significance of relational trust in fostering a supportive learning community where students feel valued and empowered. This criterion received the highest rating, with a weighted mean of 4.29, indicating substantial agreement (A) that respondents can build positive relationships with students based on trust and respect.

While preservice teachers express confidence in their reflective practices and ability to seek support when facing challenges, there are areas where their confidence wavers. Particularly, managing classroom behavior emerges as a point of contention, with some educators expressing uncertainty about their efficacy. This resonates with the complexities of classroom management discussed by Wong and Wong (2009), who emphasize the importance of proactive strategies and positive reinforcement in

creating a conducive learning environment. Generally, respondents agree (A) that they reflect on their teaching practices, with a weighted mean of 4.24.

In assessing preservice teachers' psychological capacity within the teaching context, the data offers insights into various dimensions of their professional competence. Highlighting the significance of seeking help and guidance, respondents express a sense of support in navigating challenges, underscoring the importance of a supportive professional environment. This finding resonates with the work of scholars such as Fullan (2007), who emphasize the value of collaborative cultures in promoting continuous improvement and professional growth. There is agreement (A) that preservice teachers feel supported in seeking help and guidance, with a weighted mean of 3.84.

Most respondents agree (A) that they can maintain a positive attitude even in difficult situations, with a weighted mean of 3.64. Moreover, the data reveals a prevailing belief among educators in their ability to maintain a positive attitude even amidst adversity, reflecting resilience and optimism in the face of challenges. This aligns with the principles of positive psychology espoused by Seligman (2011), who emphasizes the role of positive thinking in fostering personal well-being and professional efficacy.

Furthermore, educators demonstrate a solid sensitivity to students' cultural backgrounds, reflecting a commitment to cultural competence and inclusivity in their teaching practices. Respondents generally agree (A) that they are sensitive to students' cultural backgrounds, with a weighted mean of 4.22. This echoes the principles of culturally responsive pedagogy advocated by Gay (2000), highlighting educators' efforts to create culturally affirming learning environments that honor students' diverse identities and experiences.

However, the data also reveals a divergence of opinion regarding classroom

behavior management, with some educators expressing uncertainty or disagreement regarding their effectiveness in managing student behavior. This finding underscores the inherent challenges in maintaining classroom discipline and highlights the importance of ongoing professional development. There is a split response here, with some agreement (A) but also a notable number of respondents who are neutral (N) or slightly disagree (D), resulting in a weighted mean of 3.49.

Nonetheless, educators overwhelmingly express confidence in their ability to positively impact students' lives through teaching, reflecting a deep sense of purpose and dedication to their profession. Most respondents agree (A) that they can positively impact students' lives through teaching, with a weighted mean of 3.80. This sentiment echoes the transformative potential of education emphasized by Dewey (1897), who viewed teaching as fostering intellectual and moral growth in students.

Overall, the respondents rate themselves positively regarding their psychological capacity for teaching, with an overall weighted mean of 3.83, indicating agreement. However, there are some areas, such as supporting students' emotional well-being and classroom behavior management, where respondents may feel they need more confidence or more neutral.

The Confidence Level of the Preservice Teachers

This section provides answers in the Statement of Problem 2. What is the confidence level of preservice teachers?

Criteria for Confidence Level	VC	HC	C	SC	NC	WM	DE
Planning lessons that align with curriculum objectives and student needs.	3	14	25	3	0	3.38	C
Engaging students effectively through varied instructional strategies and techniques.	4	24	13	3	1	3.60	HC
My students' ability to speak and specify ideas during recitation and classroom activities.	6	18	16	5	0	3.56	HC
Creating a positive and inclusive learning environment conducive to student success in English.	13	20	11	1	0	4.00	HC
Measuring my students' learning and providing constructive feedback.	5	23	13	4	0	4.64	VC
I can adapt instruction to meet the diverse needs of students, including English language learners.	4	21	15	5	0	3.53	HC
My proficiency in English language skills (reading, writing, speaking, listening) is necessary for effective teaching.	4	19	17	5	0	3.49	C
Making my students participate actively in various class activities.	11	22	8	4	0	3.89	HC
Integrating technology appropriately enhances English language teaching and learning.	9	20	15	1	0	3.82	HC
Managing time effectively and balancing teaching responsibilities, planning, assessment, and professional development.	5	15	20	3	2	3.40	C
Overall Weighted Mean						3.73	Highly Confident

Note: Highest frequencies are in **boldface**; **DE**=Descriptive Equivalent **WM**=Weighted Mean
 Legend: 1.00-1.50 (NC= Not Confident); 1.51-2.50 (SC=Slightly Confident); 2.51-3.50 (C=Confident); 3.51-4.50 (HC=Highly Confident); 4.51-5.00 (VC=Very Highly Confident)

In this self-assessment rubric, the English language teacher evaluates their proficiency across various teaching criteria, providing insights into preservice teachers' strengths and areas for potential growth. In this case, the researcher acknowledges the preservice teachers' confidence in several crucial aspects of effective teaching. For instance, preservice teachers express high assurance in engaging students through diverse instructional strategies and fostering active participation in classroom activities.

This aligns with the assertion by Smith (2019) that employing varied teaching techniques enhances student engagement and promotes more profound learning experiences.

In evaluating their teaching efficacy across various dimensions, preservice teachers demonstrate a nuanced understanding of their

strengths and areas for improvement. The preservice teachers exhibit moderate confidence in planning lessons, indicating their ability to align instructional content with curriculum objectives and student needs. This observation resonates with the assertion by Richards (2017) that effective lesson planning requires careful consideration of pedagogical goals and learner characteristics. Preservice teachers seem confident (C) in their ability to plan lessons that meet curriculum objectives and student needs, rated at 3.38.

In contrast, preservice teachers express a notably high confidence level in their capacity to engage students through diverse instructional strategies. This aligns with the perspective of Marzano (2017), who emphasizes the importance of engaging students actively in the learning process to enhance motivation and promote more

profound understanding. The preservice teachers are highly confident in engaging students through varied instructional strategies and techniques, rated at 3.60, falling into the "HC" (Highly Confident) category. Moreover, the preservice teachers' confidence in fostering student participation suggests a supportive classroom environment conducive to collaborative learning, as advocated by Vygotsky (1978), who highlights the social nature of learning. The preservice teachers rate students' ability to speak and specify ideas during recitation and classroom activities relatively high (HC), indicating confidence in student participation at 3.56.

Furthermore, the preservice teachers demonstrate a solid commitment to cultivating a positive and inclusive classroom environment, as evidenced by their high confidence rating. This aligns with the research of Gay (2018), who emphasizes the importance of creating culturally responsive learning environments that validate students' identities and promote a sense of belonging. The preservice teachers are highly confident in creating a positive and inclusive learning environment conducive to student success in English, rated at 4.00, which results in high confidence (HC). Additionally, the teacher's confidence in their ability to assess student learning and provide constructive feedback underscores the importance of ongoing assessment practices in guiding instructional decisions, as Wiggins (2012) discussed. Teachers feel confident in measuring student learning and providing constructive feedback, rated at 4.64, which describes the confidence level of preservice teachers in a Very Highly Confident (VC).

Regarding adapting instruction to accommodate a variety of learner profiles, including English language learners, preservice teachers exhibit a high level of confidence. This finding is congruent with the views of Tomlinson (2014), who emphasizes the importance of differentiated instruction in addressing the unique learning styles and needs of all students. The teacher is highly confident (HC) in their ability to adapt instruction to meet diverse student needs, including English language learners rated at 3.53.

Moreover, the preservice teachers rate their proficiency in English language skills relatively high, an essential attribute for effective language teaching. This resonates with the perspectives of Cummins (2014), who underscores the significance of teachers' linguistic proficiency in fostering language development and comprehension among students. The preservice teachers rate their proficiency in English language skills as confident (C), essential for effective teaching, and is rated at 3.49. Furthermore, the preservice teachers demonstrate a solid commitment to promoting active student participation in classroom activities, as evidenced by their high confidence rating. This aligns with the research of Hattie (2012), who identifies student engagement as a critical determinant of academic success and underscores the importance of creating opportunities for active involvement in the learning process. The teacher is highly confident (HC) in making students participate actively in various class activities, rated at 3.89.

Additionally, the preservice teachers display confidence in integrating technology appropriately to support English language teaching and learning. This aligns with the perspectives of Warschauer and Matuchniak (2010), who advocate for the judicious use of technology to enhance language learning outcomes and facilitate communication and collaboration among students. The preservice teachers feel confident (C) in integrating technology appropriately for English language teaching and learning, rated at 3.82.

Finally, while the preservice teachers rate their ability to manage time effectively and balance teaching responsibilities relatively high, there remains room for improvement. This observation underscores the challenges inherent in managing competing demands within the teaching profession, as discussed by Kyriacou (2017), who emphasizes the importance of effective time management strategies in optimizing instructional practices and maintaining educator well-being. Preservice teachers rate their ability to manage time

effectively and balance teaching responsibilities confidently (C), rated at 3.40.

The overall weighted mean of all criteria is 3.73, indicating that the preservice teachers are highly confident in their abilities. However, despite the overall high confidence level indicated by the weighted mean of 3.73, there are areas in the self-assessment where the preservice teachers may still perceive room for improvement or further development. For instance, while the teacher expresses confidence in their ability to manage time effectively and balance teaching responsibilities (rated at 3.40), this score falls slightly lower compared to some other areas. This suggests that the teacher may recognize a need to refine their time management strategies to optimize instructional practices and professional responsibilities, as emphasized by Kyriacou (2017). Additionally, although the teacher rates their English proficiency relatively high (3.49),

falling within the "C" category, there may still be opportunities for ongoing language development to enhance communication effectiveness in the classroom, as discussed by Cummins (2014). These acknowledgment areas present avenues for the preservice teachers' continued growth and enhancement of their teaching competencies, contributing to even greater effectiveness in English language instruction.

Table 3 answers Question 3 in the Statement of the Problem: Is there a significant relationship between the preservice teachers' psychological capacity and confidence levels?

Relationship between the Preservice Teachers' Psychological Capacity and Confidence Levels

This section provides answers in the Statement of Problem 3. Is there a significant relationship between the psychological capacity level and confidence level of preservice teachers?

N=45

	Correlation Coefficient	Level of Psychological Capacity and Confidence	
		Psychological Capacity Level	Confidence Level
Psychological Capacity Level	<i>r</i>	1	.998**
	Sig.		0.000
Confidence Level	<i>r</i>	.998**	1
	Sig.	0.000	

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 presents the correlation results between Psychological and Confidence Level variables, highlighting a robust positive relationship between these constructs. The data suggests a significant association with a Pearson correlation coefficient of 0.998 (Utzurum & Ymas, 1997), indicating that the other also tends to grow as one variable increases. This correlation is statistically significant at the 0.01 level (2-tailed), underlining the robustness of the observed relationship (Smith, 2019). Drawing from established psychological theories, the correlation between Psychological Level and Confidence Level underscores the intimate

connection between psychological well-being and self-assurance. Individuals with higher levels of psychological well-being, characterized by factors such as self-esteem, emotional resilience, and a positive self-concept, are more likely to exhibit confidence in their abilities and judgments (Jones & Wang, 2018). Conversely, those experiencing lower levels of psychological well-being may struggle to assert themselves confidently in various domains of life.

The findings from the table also hold practical implications for interventions promoting confidence and resilience. By recognizing the bidirectional relationship

between psychological factors and confidence, mental health professionals can design comprehensive interventions that address both domains simultaneously. Integrating evidence-based strategies from cognitive-behavioral therapy, mindfulness-based interventions, and positive psychology approaches can empower individuals to cultivate psychological flourishing and bolster their confidence in navigating life's challenges (Chen, 2020). Furthermore, the observed correlation between Psychological Level and Confidence Level extends beyond individual well-being to organizational contexts. Research in organizational psychology underscores how employees' psychological well-being significantly influences their confidence, job performance, and overall satisfaction (Lee et al., 2017). Organizations prioritizing creating a supportive work environment, fostering employee autonomy, and providing resources for personal development are more likely to cultivate a culture of confidence and resilience among their workforces.

With this, the correlation analysis presented in the table illuminates the intricate interplay between psychological well-being and confidence. By acknowledging and addressing the underlying psychological factors that influence confidence, interventions can empower individuals to thrive personally, professionally, and socially, ultimately contributing to enhanced well-being and productivity.

Proposed Capability Enhancement Program

In the dynamic landscape of education, the role of preservice teachers stands as a beacon of promise for the future. As budding educators, preservice teachers represent the vanguard of transformative change within the classroom. Recognizing their pivotal position, this proposal unveils a Capability Enhancement Program meticulously tailored to empower preservice teachers for their forthcoming journey in education.

Based on the findings presented in the Confidence Level and Psychological Capacity Level, there are several areas where improvement

and enhancement could be targeted through a Capability Enhancement Program.

This study designed a customized capability enhancement program to empower preservice teachers. The capability enhancement program was a calculated move to empower preservice teachers in preparation for their teaching internship.

Capability enhancement programs for preservice teachers are crucial for bridging the gap between theory and practice in teacher education. Firstly, these programs provide practical pedagogical preparation through hands-on experiences and mentorship opportunities (Wang & Odell, 2002). Secondly, they foster reflective practices, enabling preservice teachers to critically evaluate their teaching methods and continuously improve (Zeichner & Liston, 2014). Thirdly, capability enhancement programs address the need for inclusive education practices by equipping preservice teachers with skills catering to diverse learning needs (Forlin, 2010).

Lastly, they integrate training on educational technology to ensure preservice teachers are proficient in leveraging digital tools for enhanced learning experiences (Mishra & Koehler, 2006). These programs are vital in preparing competent, reflective, inclusive, and technologically proficient educators for today's classrooms.

Capability Enhancement Program for Preservice Teachers

Rationale: The proposed Capability Enhancement Program is founded upon a thorough analysis of the findings from the Confidence Level and Psychological Capacity Level assessments outlined by the researcher. These assessments have illuminated specific areas where preservice teachers can fortify their skills to enhance their teaching efficacy of the English language. By delineating these targeted areas, the program is poised to rectify existing gaps in teachers' competencies, aligning closely with broader educational objectives of fostering student success in English language learning, as emphasized by the authors. The authors underscore the importance of cultivating a

supportive learning environment conducive to academic growth and language proficiency, which the program aims to achieve through improved instructional strategies, heightened student engagement, and refined classroom management techniques. Furthermore, the program is underpinned by a commitment to nurturing continuous professional growth among teachers, a sentiment echoed by the authors. The program fosters a culture of ongoing skill refinement and pedagogical innovation through a multifaceted approach encompassing targeted training, reflective practices, and collaborative learning opportunities. This aligns with the authors' assertion that fostering a culture of continuous professional development is integral to promoting excellence in teaching practice and, by extension, enhancing student learning outcomes.

The program's emphasis on meeting the diverse needs of students, particularly English language learners and those from varied cultural backgrounds, is rooted in the authors' acknowledgment of the importance of cultural sensitivity and differentiated instruction. By equipping teachers with strategies to address

these diverse needs, the program endeavors to uphold principles of equity and inclusivity in English language education, a sentiment strongly advocated by the authors. Additionally, the integration of technology within the program is informed by the author's recognition of its transformative potential in education. By providing training on effective technology integration, the program seeks to empower teachers to leverage digital tools and resources to enrich teaching and learning experiences, aligning with the authors' assertion of technology's pivotal role in modern education.

Lastly, the program's focus on supporting teacher well-being, including emotional support, time management, and workload balance, is informed by the authors' acknowledgment of the profound impact of teacher well-being on both professional efficacy and student outcomes.

The program endeavors to cultivate a supportive and healthy teaching environment by addressing these facets, thereby bolstering teacher retention and fostering an optimal learning environment for students, as the authors advocate.

Objectives	Topics	Methods	Activities	Expected Outcome	Persons Involve	Budget Allocation	Timeline
1. Enhance pre-service teachers' ability to plan lessons that align with curriculum objectives and student needs.	Curriculum Design and Differentiation Techniques in Lesson Planning	Conduct workshops on curriculum design and differentiation techniques. Provide templates and guides for lesson planning. Encourage peer collaboration and feedback.	- Workshop: Introduction to Curriculum Design - Activity: Group lesson planning sessions with feedback sessions - Resource: Provide sample lesson plans	Pre-service teachers will demonstrate improved lesson planning skills, focusing on alignment with curriculum objectives and	CTE Faculty, Preservice Teachers, resource speakers, ICTMO	10,000	August 2024

			and templates	student needs.			
2. Improve pre-service teachers' engagement strategies to involve students through varied instructional techniques effectively.	Active Learning Cooperative Learning Technology Integration Instructional Strategies	Offer training sessions on diverse instructional strategies, including active learning, cooperative learning, and technology integration. Conduct model teaching sessions. Encourage reflective practices.	- Training Session: Active Learning Strategies - Model Teaching: Demonstration of cooperative learning techniques - Reflective Practice: Journaling on the effectiveness of instructional strategies	Pre-service teachers will employ a broader range of instructional strategies, leading to increased student engagement and participation.	CTE Faculty, Preservice Teachers, resource speakers, ICTMO	10,000	September 2024

Enhance Emotional Intelligence and Cultural Competence

Objectives	Topics	Methods	Activities	Expected Outcome	Persons Involve	Budget Allocation	Timeline
Strengthen pre-service teachers' ability to manage their emotions and support students' emotional well-being.	Emotional Regulation Empathy-building Cultural Sensitivity	Provide workshops on emotional regulation and empathy-building exercises. Offer case studies and scenarios for discussion. Facilitate peer support groups.	- Workshop: Emotional Regulation Techniques - Activity: Role-playing scenarios of challenging situations - Peer Support Group: Sharing personal experiences and strategies for coping	Pre-service teachers will demonstrate improved emotional regulation skills and increased confidence in support	CTE Faculty, Preservice Teachers, resource speakers, ICTMO	10,000	October 2024

							ng students , emotional well-being.
Develop pre-service teachers' cultural competence to adapt teaching methods to diverse student backgrounds .	Cultural Awareness Cross-cultural Communication Culturally Responsive Teaching	Offer cultural competency training focusing on understanding cultural differences in learning styles and communication. Encourage cross-cultural experiences and interactions . Provide resources for culturally responsive teaching.	- Training Works hop: Cultural Awareness in Education - Activity: Cross-cultural immersion experiences - Resource: Compilation of culturally diverse teaching materials	Pre-service teachers will exhibit increased awareness and sensitivity to cultural diversity, leading to more inclusive teaching practices.	CTE Faculty, Preservice Teachers, resource speakers, ICTMO	10,000	November 2024

Foster Reflective Practice and Professional Growth

Objectives	Topics	Methods	Activities	Expected Outcome	Persons Involve	Budget Allocation	Timeline
Cultivate a culture of reflective practice among pre-service teachers to identify areas for professional growth.	Reflective Journaling Peer Feedback Goal Setting Professional Development	Incorporate reflective journaling into coursework. Facilitate regular feedback sessions with mentors and peers. Provide opportunities	- Journaling Activity: Weekly reflections on teaching experiences - Feedback Session: Peer review	Pre-service teachers will develop a habit of reflection, leading	CTE Faculty, Preservice Teachers, resource speakers, ICTMO	10,000	November 2024

		for self-assessment and goal-setting.	of lesson plans with constructive feedback	- Self-Assessment: Setting personal teaching goals and action plans	g to continuous improvement in teaching practices and professional development.		
Provide support systems for pre-service teachers to seek guidance and assistance when facing challenges in teaching.	Mentorship Counseling Stress Management Peer Support	Establish mentorship programs pre-service teachers with experienced educators. Offer counseling services and peer support networks. Create a safe space for sharing experiences and seeking advice.	- Mentorship Program: Matching pre-service teachers with experienced mentors - Counseling Services: Access to professional counseling for stress management - Peer Support Network: Regular meetings for sharing challenges and seeking advice	Pre-service teachers will feel supported and empowered to seek help, resulting in increased confidence and resilience in teaching roles.	CTE Faculty, Preservice Teachers, resource speakers, ICTMO	10,000	December 2024

By aligning each activity with specific indicators, the Capability Enhancement Program ensures that pre-service teachers receive targeted support in areas identified for improvement, facilitating their professional growth and development as effective education.

CONCLUSION AND RECOMMENDATION

In conclusion, the comprehensive assessment findings provide valuable insights into the educator's proficiency in teaching English, encompassing both their confidence level and psychological capacity. The educator demonstrates a high degree of confidence across various aspects of teaching, including lesson planning, student engagement, and technology

integration. This confidence is complemented by a solid psychological capacity, evidenced by their ability to manage emotions, build positive relationships, and reflect on teaching practices.

Moreover, the significant positive correlation between confidence level and psychological capacity underscores the interconnectedness of these factors in effective teaching.

However, areas of neutrality, particularly in supporting students' emotional well-being and managing classroom behavior, indicate opportunities for further growth and development. To address these areas, proposed capability enhancement seminars aim to refine instructional strategies, enhance emotional intelligence and cultural competence, and foster reflective practice and professional growth. By leveraging strengths and addressing areas for improvement, educators can continue to evolve and excel in their teaching roles, ultimately enhancing student learning experiences and outcomes in the English classroom.

Based on the findings and conclusions drawn from the comprehensive assessment, several recommendations can be proposed to support the educator in further refining their teaching proficiency and nurturing a more inclusive learning environment:

1. Facilitating participation in professional development workshops tailored to address specific areas for improvement, such as supporting students' emotional well-being and managing classroom behavior, can provide educators with practical strategies and resources to enhance their skills.
2. Establishing mentorship programs where the preservice teachers can be paired with experienced colleagues can offer valuable guidance and personalized feedback to foster professional growth. Encouraging peer collaboration opportunities allows for exchanging ideas and best practices, promoting innovation and teaching effectiveness. Cultural competence training should also be prioritized to deepen the educator's understanding of diverse cultural backgrounds and experiences among students, fostering a more inclusive and equitable learning environment.
3. Promoting self-reflection practices and providing access to support services, such as counseling and professional development resources, can help preservice teachers address personal and professional challenges while promoting overall well-being.

By implementing these recommendations, educational institutions can empower educators to continuously evolve and excel in their teaching practice, ultimately enhancing student learning outcomes and experiences in the English classroom.

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