



Pre-service Special Education Teachers' Readiness: Perceived Confidence in Relational Skills Versus Reported Challenges in Content Presentation and Classroom Communication

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Abstract

Background: Preparing future educators for diverse and inclusive educational environments is crucial, requiring an understanding of pre-service teachers' readiness and skills in working with students with learning disabilities.

Objective: This study aimed to explore the perceptions, competencies, and self-efficacy of pre-service teachers in delivering effective education to students with learning disabilities.

Methodology: This study employed a quantitative, descriptive design. Data were collected from 150 special education students using a structured, reliable, expert-validated questionnaire. The instrument measured relationship building, content and pedagogical content knowledge, learning environment development, student engagement, and self-efficacy. Data analysis was conducted using SPSS.

Results: Pre-service teachers felt confident about possessing the ability to build healthy relationships and employ developmental knowledge. However, they reported facing problems presenting complex content and building classroom communication.

Conclusion: There is a need to enhance teacher training programmes by placing greater emphasis on inclusive education and integrating technology into teaching practices to improve pre-service teachers' skills, particularly in content presentation and classroom communication.

Unique Contribution: These findings hold significant implications for teacher education policies by underscoring the value of fostering professional identity and promoting continuous professional development to address the evolving demands of modern classrooms for inclusive settings.

Key Recommendation: Policymakers should focus on enhancing teacher training programs to better prepare future educators for diverse and inclusive educational environments, with an emphasis on improving pedagogical content knowledge and communication skills.

Keywords: Pre-service teachers, learning disabilities, quality education, teacher preparation, self-efficacy, inclusive education, professional development

Introduction

Despite significant advances in education policies and practices, providing students with learning disabilities (LDs) with quality education remains an uphill battle for the world at large. Global initiatives such as the Salamanca Statement (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2025) and domestic laws such as the Individuals with Disabilities Education Act (IDEA) promote the inclusion of students with LDs in regular classrooms. Still, achieving comprehensive, inclusive and equitable education remains challenging. Research shows that learning-disabled students often experience academic failure as well as social exclusion even in inclusive classrooms (Hossain, 2025).

Behind providing quality education to these students are teachers, whose disposition, teaching skills, and readiness have a direct bearing on learning outcomes. Specifically, pre-service teachers, as prospective educators, have the power to either perpetuate existing barriers or promote genuinely inclusive practices in education. Their attitudes towards LD students, self-efficacy in using inclusive practices, and perceptions of learning disability are key factors that influence the availability and efficiency of education in inclusive classrooms (Alsarawi, 2024). Given the challenge of creating equity in education systems, it is necessary to explore pre-service teachers' worldviews and preparedness to guide teacher education reform and improve learning processes for LD students.

The literature clearly and consistently identifies significant gaps in pre-service teacher preparation regarding inclusive education for LD students. Pre-service teacher preparation places much emphasis on a lot of theory (knowledge) at the expense of practice (competence), thus creating a situation where pre-service teachers have low marks (low confidence) and have no competence in working with students with disabilities (Thompson & Brewster, 2022). Despite greater focus on inclusive education, dispositions against teaching LD students or ambivalence towards teaching LD students remain prevalent among pre-service teachers, driven by issues of resource adequacy, workload expansion, and personal competence (Rodríguez & Caurcel, 2020).

theory of self-efficacy provides a rich body of concepts on which to think through these dynamics and hypothesises that teachers' own beliefs about their competence will be a determining factor in the degree to which they practice inclusivity (Mpolomoka, et al., 2025). Directly interacting with

students who have disabilities, beliefs about disability in culture (Jurado, 2024), knowledge of effective teaching methods (Park et al., 2024), and training in assistive technology (Adipat et al., 2021) have all been found to influence how well new teachers are prepared to teach inclusively. Furthermore, the plight of novice teachers is exacerbated by structural issues such as a lack of institutional support, a mismatch between policies and practices (Hernández-Torrano et al., 2020), and emotional burnout. So, understanding how well pre-service teachers are prepared is not just about looking at their personal skills, but also recognising the bigger issues in the system and culture that affect the quality of education for students with LDs.

Objective of Study

This study seeks to investigate and evaluate pre-service teachers' perceptions, skills, and self-efficacy in delivering quality education to students with learning disabilities. Specifically, it investigates their effectiveness in building supportive relationships, demonstrating subject matter expertise, utilising effective instructional strategies, fostering inclusive and positive classroom environments, encouraging student participation, and exhibiting confidence in their teaching abilities within inclusive educational settings.

Literature Review

The pursuit of quality education by students with learning disabilities (LDs) is a persistent underlying challenge to education systems worldwide. Despite numerous policy efforts, LD students continue to face primarily severe academic and social exclusion (Hossain, 2025). The quality of their education also largely depends on systemic changes, as well as on the attitude, subject-matter knowledge, and teaching competency of the teachers educating them. Pre-service teachers, the future teaching force, are significant stakeholders in providing inclusive, quality learning opportunities to LD students (Alsarawi, 2024).

A common conclusion across the literature is that many pre-service teachers feel insufficiently equipped to teach students with learning disabilities. Research has consistently highlighted discrepancies in teacher education programs, where coursework often emphasises theoretical knowledge of disabilities but lacks a strong focus on practical strategies for classroom implementation. Consequently, numerous future teachers begin their careers feeling uncertain about their skills to provide differentiated instruction, handle diverse classroom dynamics, and apply individualised interventions, which are critical components of effective teaching for students with learning disabilities (Hansen & Dawson, 2020).

Theoretical models such as self-efficacy theory provide important insights into how pre-service teachers' beliefs about their own abilities affect their motivation and dedication to implementing inclusive teaching strategies. Research has consistently shown that higher levels of self-efficacy in pre-service teachers correlate with more favourable attitudes and greater instructional effectiveness when supporting students with disabilities. Conversely, limited self-efficacy may hinder the adoption of inclusive approaches, potentially compromising the educational experience of students with learning disabilities.

Additionally, the quality and nature of training experiences are important in shaping pre-service teachers' self-concepts and orientations. As the literature indicates, systematic, purposeful engagement with students with disabilities in teacher preparation is crucial for strengthening these dimensions. Field experience that provides inclusive immersion in real-world contexts has been proven to foster more positive attitudes, raise self-efficacy, and strengthen practical skills. However, the purpose and quality of such placements are most significant; shallow or ill-justified placements can perpetuate negative stereotypes or be a source of added anxiety in educating students with disabilities (Thompson & Brewster, 2022).

Efforts to enhance pre-service teachers' understanding and competencies in learning disabilities (LDs) have yielded encouraging results. Research highlights that professional development programs incorporating evidence-based instructional approaches such as explicit teaching methods, strategy instruction, and the integration of assistive technologies can significantly boost both the skill levels and confidence of future educators (Park et al., 2024). In addition, professional development programs that emphasise inclusive education strategies such as Universal Design for Learning (UDL) and differentiated instruction frameworks have been shown to significantly enhance teachers' ability to address the varied educational needs of students with learning disabilities (Alsarawi, 2024).

Another important yet frequently neglected theme in the literature is the role of cultural dispositions and organisational biases in shaping pre-service teachers' expectations and pedagogical orientations toward LD students. Cultural norms of disability have far-reaching consequences on teachers' attitudes and behaviours. Disabilities are very much stigmatised in specific settings, and this results in lower academic performance and fewer opportunities for LD students. Teacher education programs must address cultural competency as much as pedagogical training to foster equity in education (Jurado, 2024).

Key policy initiatives, such as the Individuals with Disabilities Education Act (IDEA) in the United States and the internationally recognised Salamanca Statement, have been instrumental in promoting and defining the principles of inclusive education. Nevertheless, a notable gap persists between the goals set by these policies and their implementation in everyday classroom settings (Hernández-Torrano et al., 2020). Pre-service teachers often receive limited training on the ethical and legal responsibilities involved in educating students with disabilities, leaving them inadequately prepared to uphold these students' rights or actively engage in Individualised Education Program (IEP) processes (Scholl, 2021).

Technological change is another area where instruction on the quality of teaching of students with LD may be enhanced. However, pre-service instructor training incorporating assistive technology into its curriculum is unsystematic. Evidence suggests that when pre-service teachers gain experience with technological tools like text-to-speech software, graphic organisers, and adaptive learning systems during their training, they are more inclined to incorporate these resources into their future teaching practices (Adipat et al., 2021). Unless they are specifically trained and practised in their use, though, most pre-service teachers do not feel adequately prepared to choose and use these tools.

Even with these encouraging trends, systemic impediments persist, hampering progress toward inclusive, high-quality education for LD students. Institutional forces, such as rigid curricula, high-stakes testing pressure, and inadequate classroom resources, circumscribe the degree to which even highly skilled teachers can translate inclusive practices into reality. Pre-service teachers need to be trained not only in instructional strategies but also in advocacy skills so they can navigate and challenge systemic limitations on behalf of their students. Another important factor to consider is emotional labour in teaching students with disabilities. Pre-service teachers undervalue the emotional resilience that is needed to excel in inclusive classrooms (Yang et al., 2025).

Future studies focus on collaboration as the core of supporting LD students. Successful inclusive education is significantly dependent on collaboration among general educators, special educators, related services providers, and families. Pre-service teacher preparation must therefore place greater emphasis on collaborative skills, such as co-teaching models, consultation skills, and communication competence, to prepare incoming teachers to collaborate in multidisciplinary teams to support LD students. Longitudinal studies show that pre-service instructors' skills and attitudes toward inclusive education can change, but only through sustained professional development beyond novice-level certification (Ismailos et al., 2019).

Methodology of Study

Design of Research

This study utilised a quantitative descriptive research design. A structured questionnaire served as the primary tool for data collection, with statistical techniques employed to analyse the numerical data. At the same time, the descriptive approach enabled a comprehensive understanding of pre-service teachers' perceptions and their sense of self-efficacy regarding the quality of education delivered to students with learning disabilities.

Research Population

The study targeted university students pursuing Special Education degrees, chosen because they represent future teachers who will directly influence the quality of education for students with learning disabilities.

Research Sample and Sampling Technique

The 150 students were randomly selected for the study. A simple random sampling method was employed to ensure equal opportunity for each student to be selected, with the goal of eliminating bias and ensuring maximum generalizability of the findings to the student population.

Research Tool

The research instrument consisted of a self-developed questionnaire, designed based on existing literature concerning pre-service teachers' competencies, self-efficacy, and practices. It was divided into two sections: the first gathered demographic information such as age, gender, qualification, and type of institution, while the second included perception statements organised into six main categories: Positive Relationship Building, Use of Content Knowledge, Application of Teaching Strategies, Development of Positive Learning Environment, Student Engagement

Skills, and Pre-Service Teacher Self-Efficacy. Participants responded using a 5-point Likert scale ranging from Strongly Disagree to Agree Strongly.

Validity and Reliability

Validity was obtained through pre-testing of the questionnaire by experts in Special Education who criticized it based on content validity, understandability, and applicability for research purposes. Reliability was assessed via a pilot study, during which the instrument's internal consistency was measured using Cronbach's Alpha coefficient. The results demonstrated that the questionnaire was highly reliable and appropriate for use in the main study.

Data Collection

Data was gathered both in person and through online mediums. Physical copies of questionnaires were given to university respondents, while an online version was shared through a Google Forms link for easier handling and accessibility.

Data Analysis

The data collected were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including means, standard deviations, frequencies, and percentages, were computed, along with inferential tests such as t-tests and ANOVA, to identify patterns and draw meaningful conclusions regarding pre-service teachers' self-efficacy and attitudes toward educating students with learning disabilities.

Study Results

Table 1: Frequency Distribution at the Basis of Demographic Analysis

Sr.	Title	Description	Frequenc	Percentage
1	Respondents' Gender	Male	82	54.7%
		Female	68	45.3%
2	Respondents' Age	20 – 25 Years	43	28.7%
		26 – 30 Years	39	26.0%
		31 – 35 Years	37	24.7%
		36 – 40 Years	29	19.3%
		Other	2	1.3%
3	Qualification	BS Hons Special Education	102	68.0%
		MS/ MPhil Special Education	44	29.3%
		Doctorate in Special Education	4	2.7%
4	Institution Type	Public	88	58.7%
		Private	58	38.7%
		Other	4	2.7%

Table 1 presents the demographic breakdown of the participants, revealing a slight majority of males (54.7%) over females (45.3%). The majority of the participants are in the younger age groups, with 28.7 in % 20–25 years age group and 26.0 in % 26–30 years age group, while 24.7%

are in the 31–35 years age group and 19.3% the 36–40 years age group. A small percentage (1.3%) are in other age groups. Academically, the bulk (68.0%) possess a BS (Hons) in Special Education, 29.3% possess an MS/MPhil degree, and a mere 2.7% possess a doctorate. Institution type-wise, the largest majority (58.7%) are employed in public institutions, followed by those in private institutions (38.7%), while a tiny fraction (2.7%) is employed in other kinds of institutions.

Table 2: Positive Relationship Building

Sr.	Statements	SA	A	UD	DA	SDA	M	SD
1	I utilise my understanding of students’ social, emotional, physical, and cognitive growth to guide my lesson planning and teaching strategies.	72	58	18	1	1	4.33	0.76
2	I am able to establish strong rapport with	55	80	13	2	0	4.25	0.67
3	I integrate an understanding of the diverse backgrounds of all students into my lesson	47	70	32	1	0	4.25	0.74
4	I use insights into students’ individual strengths and challenges to shape my teaching strategies.	45	68	28	9	0	3.99	0.86
5	I employ methods aimed at motivating and actively engaging every student in the learning process.	49	64	24	11	2	3.98	0.95
6	I support students in developing self-motivation and becoming self-directed learners.	52	69	20	6	3	4.07	0.91
7	I integrate insights into students’ familial and cultural contexts, acknowledging their impact on learning, to inform and shape my instructional planning.	36	79	30	3	2	3.96	0.80

Table 2 reveals the participants' self-perception of their capability to apply different strategies for effective relationship building in the classroom. The majority of the respondents, in agreement (A) or strong agreement (SA), said they can utilize knowledge of students' developmental facets and backgrounds in teaching, with the highest rating ($M = 4.33$, $SD = 0.76$) for the capacity to apply knowledge of social, emotional, physical, and cognitive development. Establishing rapport with students also ranks high ($M = 4.25$, $SD = 0.67$). The respondents are moderately confident in using strategies to encourage students ($M = 3.98$, $SD = 0.95$), and in making students self-motivated ($M = 4.07$, $SD = 0.91$). The capacity to apply knowledge of students' varied strengths and needs or their family and cultural backgrounds to guide instruction is also recognized but somewhat less emphatically, with a mean of between 3.96 and 4.09. Overall, the data suggests a strong conviction among respondents in their ability to build positive relationships and respond to varied student needs, although some areas exhibit a little more variation in responses.

Table 3: Use of Content Knowledge

Sr.	Statements	SA	A	UD	DA	SDA	M	SD
1	I utilize my subject knowledge to design curricula that promote meaningful learning experiences.	66	44	31	7	2	4.10	0.97
2	I am capable of developing integrated or interdisciplinary.	47	89	9	3	2	4.17	0.74
3	I teach concepts, skills, and knowledge in ways that facilitate student understanding.	43	62	39	5	1	3.94	0.86
4	I create curricula that build upon students' prior experiences, interests, and abilities.	45	77	21	7	0	4.07	0.79
5	I assess curriculum materials and resources to ensure their relevance and effectiveness.	58	66	22	2	2	4.17	0.83
6	I incorporate literacy strategies across all areas of instruction.	50	78	19	3	0	4.17	0.72
7	I integrate ICT and technology to enhance meaningful learning outcomes.	44	75	28	3	0	4.07	0.75
8	I can incorporate numeracy strategies into all areas of teaching.	49	74	26	1	0	4.14	0.71
9	I can plan sequential lessons/learning experiences.	51	69	25	4	1	4.10	0.82

Table 3 highlights the use of content knowledge in teaching practices, with an emphasis on teachers' ability to construct and enact effective curricula. From the answers, it appears that teachers are confident in applying content knowledge to enable constructive learning, with the highest mean scores for forming integrated curricula ($M = 4.17$) and assessing curriculum material ($M = 4.17$). Teachers also reported high competence in integrating literacy ($M = 4.17$) and numeracy ($M = 4.14$) skills in their teaching. Although the majority of statements showed positive agreement, teaching in a manner that allows students to learn received a slightly lower mean ($M = 3.94$), indicating areas for development in presenting content in a way that all students can understand. By and large, teachers indicate high competence in aligning the curriculum with students' needs and in using diverse teaching approaches.

Table 4: Implementation of Teaching Strategies

Sr.	Statements	SA	A	UD	DA	SDA	M	SD
1	I can set learning goals for students that are developmentally appropriate.	56	51	29	12	2	3.98	1.01
2	I am able to deliver clear and engaging verbal presentations to both small and large groups of students.	41	81	19	8	1	4.02	0.82

3	I can use teaching strategies that promote active student learning.	57	65	24	3	1	4.16	0.81
4	I can use strategies that foster positive relationships, collaboration and co-operative learning.	49	65	28	6	2	4.02	0.89
5	I can give productive feedback to students/children to guide their learning.	52	67	23	7	1	4.08	0.86
6	I can assess student's learning and use this to inform planning.	40	77	23	8	2	3.97	0.87
7	I can implement and facilitate student centered learning.	46	77	22	3	2	4.08	0.81
8	I can develop students' inquiry, investigation, questioning and discussion skills.	51	81	14	3	1	4.19	0.74
9	I can respond to students' interests, ideas and questions.	61	64	23	2	0	4.23	0.75

Table 4 examines the application of teaching strategies with emphasis on the skills of teachers in goal-setting, motivating students, and stimulating active learning. The results show that teachers feel confident in applying strategies to stimulate active learning ($M = 4.16$) and developing inquiry, investigation, and discussion skills ($M = 4.19$). Teachers also score high on their capacity to provide constructive feedback ($M = 4.08$) and respond to students' questions and concerns ($M = 4.23$), which shows their focus on student-centered teaching. The ability to set learning objectives suitable for students' stages of development, though, scored a slightly lower mean ($M = 3.98$), which suggests that teachers generally rate themselves as competent but may not be able to align all learning objectives with complete precision to developmental levels of students. Overall, the responses show a high commitment to using varied methods that engage student participation and learning.

Table 5: Creation of Positive Learning Environment

Sr.	Statements	SA	A	UD	DA	SDA	M	SD
1	I can use effective verbal and nonverbal communication strategies to guide students' learning and behaviour.	65	39	31	13	2	4.01	1.06
2	I can develop a classroom environment that promotes social development and group responsibility.	39	87	20	4	0	4.07	0.71
3	I can maintain a well organised, purposeful learning environment.	57	62	26	4	1	4.13	0.84
4	I can provide clear directions and explanations that support students' learning.	59	70	18	2	1	4.23	0.76
5	I can manage students' challenging behaviours.	52	71	25	1	1	4.15	0.76
6	I can speak appropriately to students individually about challenging behaviours.	51	73	22	4	0	4.14	0.76

7	I can support students to resolve interpersonal conflicts.	51	72	21	5	1	4.11	0.82
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Table 5 discusses the establishment of a positive learning environment through strategies in communication, classroom management, and social development. The data show that the teachers are self-assured to ensure a well-organized and meaningful learning environment (M = 4.13) and give clear directions conducive to learning (M = 4.23). Besides this, teachers claim high skills for managing students' difficult behaviors (M = 4.15) and also for talking rightly about these (M = 4.14). Teachers even show a sound capability to aid students in coping with interpersonal disagreements (M = 4.11). But the skill in using verbal and nonverbal communication methods to direct learning and behavior, though still positively rated (M = 4.01), has a marginally lower mean than other items on which it is likely that communication methods could further be improved. The overall results reveal a high competence in creating a positive and supportive learning climate.

Table 6: Skills to Engage Students

Sr.	Statements	SA	A	UD	DA	SDA	M	SD
1	I can do co-teaching with mentor teacher.	61	47	30	8	4	4.02	1.03
2	I can use feedback of mentor teacher, advisor and peers to improve practice.	33	90	18	8	1	3.97	0.79
3	I can attend and participate in staff meetings.	55	56	33	5	1	4.06	0.88
4	I can work with mentor teacher to communicate with families about students' learning.	57	67	19	6	1	4.15	0.84
5	I can provide a clear rationale for teaching decisions.	47	75	24	2	2	4.09	0.80
6	I can solve problems of students with colleagues.	42	82	20	5	1	4.06	0.78
7	I collaborate with mentor teachers to engage families in understanding students better and supporting their learning.	56	58	30	4	2	4.08	0.89
8	I reflect on my own learning to set and track my professional development goals.	56	71	21	1	1	4.20	0.75

Table 6 points to different skills regarding collaboration, communication, and professional growth. Indications of great confidence in mentoring with teacher peers show the greatest mean score on "I can work with mentor teacher to communicate with families about students' learning" (M = 4.15) and "I can reflect on own learning to establish and monitor professional learning goals" (M = 4.20). These scores indicate that teachers believe they are competent in working with mentors and families to facilitate student learning. Also, "I can do co-teaching with mentor teacher" (M = 4.02) and "I can solve problems of students with colleagues" (M = 4.06) indicate positive but lower levels of confidence in team-based teaching methods. Use of feedback from different sources (M = 3.97) indicate area of improvement and thus it seems that teachers may need more opportunities to work with peer and mentor feedback into their own practices. In general, the data reveals very strong professional collaboration and engagement of students.

Table 7: Pre-Service Teachers’ Self Efficacy

Sr.	Statements	SA	A	UD	DA	SDA	M	SD
1	I feel capable of fostering positive behavior in the classroom setting.	42	64	30	14	0	3.89	0.92
2	I believe that students largely control their own motivation and academic outcomes more than I do.	56	73	17	4	0	4.21	0.74
3	I am confident in my ability to help all students reach high levels of achievement.	57	64	24	3	2	4.14	0.85
4	I trust that I am making a significant difference in the lives of my students.	50	66	23	9	2	4.02	0.92
5	Occasionally, I experience uncertainty about how to teach certain students effectively.	54	73	16	6	1	4.15	0.82
6	I feel skilled at integrating information technology into my students’ learning processes.	46	74	27	2	1	4.08	0.77
7	I am confident in my ability to use diverse assessment methods to identify the strengths and needs of students.	59	69	20	1	1	4.23	0.75

Table 7 shows the self-efficacy of pre-service teachers in a variety of topics related to classroom management, instructional effectiveness, and technology and assessment. Highest positive mean scores are for "I am confident that I can use a variety of assessment strategies to determine students' strengths and needs" (M = 4.23) and "My students have more influence on their motivation and performance than I do" (M = 4.21), indicating high confidence in possessing the capability to measure the needs of the students and realizing the impact of students on their own performance. Teachers also assess their confidence in teaching all students to high levels (M = 4.14) and integrating technology into teaching (M = 4.08) comparatively high. There is relatively less uncertainty on teaching some of the students, as indicated by the statement "I am unsure how to teach some of my students" (M = 4.15). Generally speaking, the outcomes suggest that the pre-service teachers are extremely confident in teaching skills, though the challenges are realized in some sectors.

Table 8: Comparison of Opinion of Respondents at the Basis of Gender (Independent Sample T-Test)

Gender	N	Mean	Std. Deviation	Df	t	Sig.
Male	82	190.72	9.11	148	-2.88	0.005
Female	68	194.69	7.49			

Table 8 presents the results of an independent samples t-test comparing the responses of male and female participants. The analysis revealed a statistically significant difference between the two groups, with a t-value of -2.88 and a p-value of 0.005, which is below the conventional threshold of 0.05. Male participants yielded a marginally lower mean score (M = 190.72, SD = 9.11) than

female participants ($M = 194.69$, $SD = 7.49$). These results show that gender contributes to the perception, with females tending to produce marginally higher ratings than males under the current conditions.

Table 9: Comparison of Opinion of Respondents at the Basis of Age (One-Way ANOVA)

Age	Sum of Squares	s	Mean Square	F	S
Between Groups	1449.51	4	362.38	5	0
Within Groups	9623.93	1	66.37		
Total	11073.44	1			

Table 9 displays the findings of a one-way ANOVA conducted to examine variations in responses among different age groups. The analysis revealed a statistically significant difference, with an F-value of 5.46 and a p-value of 0.00, which is below the typical 0.05 significance threshold. This indicates that respondents' perspectives vary significantly according to age. The "Between Groups" sum of squares (1449.51) and mean square (362.38) represent the variance attributable to differences between age groups, while the "Within Groups" sum of squares (9623.93) reflects the variability within each group. Given the high F-value, it is recommended to conduct a post-hoc test to identify which specific age groups differ significantly from one another.

Table 10: Comparison of Opinion of Respondents at the Basis of Qualification (One-Way ANOVA)

Qualification	Sum of Squares	s	Mean Square	F	S
Between Groups	1636.46	2	818.23	1	0
Within Groups	9436.98	1	64.20		
Total	11073.44	1			

Table 10 presents the results of a one-way ANOVA conducted to assess differences in respondents' views based on their qualification levels. The analysis revealed a statistically significant variation among the qualification groups, with an F-value of 12.75 and a p-value of 0.00, indicating significance at the 0.05 level. This shows that the level of qualifications has a huge effect on opinions of respondents. The "Between Groups" sum of squares (1636.46) and mean square (818.23) indicate between different qualification groups, and the "Within Groups" sum of squares (9436.98) indicates variation within groups. As the findings are significant, post-hoc tests would be recommended to find out in which specific qualification groups there are differences.

Table 11: Comparison of Opinion of Respondents at the Basis of Institution Type (One-Way ANOVA)

Institution Type	Sum of Squares	s	Mean Square	F	S
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Between Groups	706.74	2	353.37	5	0
Within Groups	10366.70	1	70.52		
Total	11073.44	1			

Table 11 shows the outcome of a one-way ANOVA test of respondents' opinions across institution types (public, private, or other). The test finds that institution types are statistically different, with an F-statistic of 5.01 and a p-value of 0.01, less than the 0.05 cut-off point for significance. This indicates that the institution type significantly affects the views of the respondents. The "Between Groups" sum of squares (706.74) and mean square (353.37) indicate variation among different institution categories, while the "Within Groups" sum of squares (10366.70) indicates variation within groups. Given the significance of the outcome, it is recommended to run post hoc analyses to determine which types of institutions differ significantly in their viewpoints.

Discussion

The findings of this study provide valuable insights into pre-service teachers' self-perceptions of their competencies, highlighting both strengths and areas for improvement. Overall, these aspiring educators exhibit strong confidence in building positive student relationships and applying their knowledge of student developmental stages to teaching, with high mean scores for developmental application ($M = 4.33$) and establishing rapport ($M = 4.25$). They also reported strong competence in adopting student-centred teaching methods that promote active learning and inquiry ($M = 4.16$ and $M = 4.19$) and helpful feedback ($M = 4.08$). This confidence aligns with research confirming that teachers' self-perceptions significantly influence their classroom behaviours (Alqasa & Afaneh, 2022; Hattie, 2023).

However, the results also identified critical gaps. Pre-service teachers reported slightly lower confidence in their ability to deliver complex content in a manner that effectively facilitates learning for all students ($M = 3.94$), suggesting a struggle to connect subject matter knowledge with diverse teaching practices (Guggemos & Seufert, 2021). Furthermore, while they felt capable of classroom management, confidence in employing effective verbal and nonverbal communication skills to direct learning and behavior was also slightly lower ($M = 4.01$), an essential component of establishing a respectful learning environment (Beirat et al., 2024). While generally high in self-efficacy, a degree of uncertainty remained regarding their ability to cater to the needs of specific students and those from diverse backgrounds ($M = 4.15$), pointing to a need for extended training in inclusive education and differentiated strategies (Magableh & Abdullah, 2021).

Finally, the study demonstrated that demographic factors significantly influence these self-perceptions. Inferential statistics showed that females had higher confidence scores than males ($t = -2.88$, $p = 0.005$), and significant differences were also found based on age ($p = 0.00$), higher qualifications ($p = 0.00$), and the type of institution (public or private, $p = 0.01$). These findings are consistent with previous research and suggest that the provision of support, resources, and opportunities for professional development varies across contexts, underscoring the importance of policy considerations for equity in teacher training (Honke & Becker-Genschow, 2024).

Conclusion

This research highlights both the competencies and difficulties encountered by pre-service teachers as they get ready to embark on their teaching careers. While many demonstrate strong confidence in building positive relationships, applying developmental knowledge, and utilizing effective teaching strategies, they also encounter difficulties with tasks such as presenting complex content and enhancing communication skills for classroom management. These results highlight the essential role of continuous professional development, especially in areas such as differentiated instruction, effective classroom communication, and inclusive teaching practices. Strengthening these aspects within teacher preparation programs can significantly enhance future educators' readiness to address diverse student needs and navigate the complexities of today's educational environments.

Recommendations

The findings highlight several key implications for improving teacher education and support:

1. Teacher preparation programs must intensify focus on building pre-service teacher confidence in areas like teaching complex material and enhancing classroom communication skills through compulsory, practical training and feedback opportunities.
2. It is crucial for teacher education to provide thorough training in inclusive education and differentiated instruction (e.g., UDL, culturally responsive teaching) to address the growing diversity in student needs, abilities, and backgrounds.
3. Programs should offer rigorous, targeted training on how to effectively integrate technology into teaching to enhance student motivation and solve classroom problems, moving beyond mere technical usage.
4. Developing self-efficacy and professional identity is vital; programs should promote these through mentoring, reflection, and formative evaluation that provide positive feedback to build resilience in future educators.
5. Policy must ensure equity in providing support, training, and resources to all pre-service teachers, regardless of demographic factors like institutions attended, potentially through supplementary training where confidence gaps are identified.

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