

## **Equipping Pre-Service Teachers with Tools- Self-Awareness Techniques and Self-Efficacy Skills- For Successful Student Teaching**

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### **Abstract**

This presentation underscores the importance of transforming pre-service teachers' mindsets about academic courses and addressing anxiety to enhance their success as educators. Real-life experiences in a four-year higher education program reveal that pre-service teachers pursuing dual certification in early childhood, elementary, and special education often experience anxiety, which hampers their ability to grasp academic concepts. Core academic areas such as math and science are particularly challenging and can create significant learning barriers. Research highlights the critical role of math and science in long-term academic success. Yet, pre-service teachers' anxiety and attitudes toward these subjects negatively impact their engagement and classroom performance. Teachers who experience math anxiety may inadvertently transfer this fear to their students, potentially impeding early success in math. Additionally, high levels of math anxiety correlate with lower teaching efficacy among elementary pre-service teachers, resulting in diminished confidence and teaching proficiency. The research study has its foundation based on Bandura's theoretical perspective of Self-Efficacy and social theory of learning.

This study proposes an experiential approach within a college of education to address these issues. Selected pre-service teachers enrolled in the program will participate in six weeks of structured training focused on mindfulness, self-efficacy, and growth mindset development. The study emphasizes building self-awareness, a metacognitive skill crucial for reducing anxiety and fostering positive attitudes toward core academic subjects. This research aims to improve their confidence and engagement with educational content by promoting self-efficacy and equipping future teachers with mindfulness techniques. The participants will complete a survey before and after the research, and will participate in focused group discussions. All the online sessions will be recorded. Data will be analyzed from the pre and post survey, responses will be coded from the interview questions. Each training session will last 60 minutes.

The specific objectives of the study are to:

1. Develop and implement structured training modules integrating self-efficacy skills with mindfulness practices and growth mindset strategies tailored for pre-service teachers.
2. Assess changes in attitude after teaching efficacy and attitudes toward core academic subjects.

Participants are selected based on predefined criteria, including enrollment in the educational program and expressed interest in improving confidence in teaching core academic areas. The



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training involves interactive workshops, reflective exercises, and guided mindfulness sessions. Assessment measures will include pre- and post-training surveys, focus group discussions, and teaching simulations to gauge changes in anxiety, self-efficacy, and engagement.

This study seeks to address a critical educational challenge by equipping pre-service teachers with metacognitive tools to combat anxiety, thereby fostering long-term success in their teaching careers. By clarifying specific objectives, detailing the methodology, and emphasizing the anticipated outcomes, this research contributes to the growing discourse on empowering educators to overcome barriers in teaching math and science.

**Keywords:** Contemplative pedagogy, mindfulness, stress and anxiety, growth mindset, perception