Pedagogical Competency of Prospective Teacher Educators as A Predictor of Professional Identity

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Abstract

This proposed quantitative study aims to explore the relationship between pedagogical competency and professional identity among prospective teacher educators, with a focus on determining whether pedagogical competency serves as a predictor of professional identity. Pedagogical competency, defined as the ability to design, deliver, and assess instruction effectively, will be examined alongside professional identity, which refers to the sense of self as a committed and confident educator. The study will employ correlation and regression analysis to assess the extent to which pedagogical competency predicts the development of professional identity. Data will be collected through structured questionnaires administered to a sample of prospective teacher educators enrolled in a teacher education program. The research seeks to provide insights into the importance of pedagogical skills in shaping the professional identity of future educators, emphasizing their role in fostering confidence, commitment, and a clear understanding of the profession. The findings are expected to contribute to the design of teacher education programs that prioritize the development of pedagogical competencies, ultimately supporting the formation of a strong professional identity among prospective teacher educators.

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