

Teachers' Self-Confidence in Germany and South Africa –

A Qualitative Interview Study conducted by a student from the Carl von Ossietzky University in Oldenburg

Self-confidence plays a key role for teachers' personal development. It has an impact on their approach and attitude towards teaching and is essential for building optimism and to form a strong sense of identity (McBeer, 2000; Banga, 2019). As part of a cooperation between the Primary Science Program and the Carl von Ossietzky University of Oldenburg, Denise Schürmann, a Master student from Oldenburg is writing her Master thesis on the topic of teacher self-confidence. Her goal is to examine sources of self-confidence and explore the impact of teachers' self-confidence on the teaching practice of young science teachers in South Africa and Germany. Denise is conducting interviews with young science teachers in Germany and South Africa to provide a perspective of teachers' experience in building and maintaining their self-confidence throughout their career. The international comparison between South Africa and Germany can help both systems to benefit from each other by identifying possible improvements of teacher education.

Banga, B. (2019). Self Confidence of B.Ed. Teachers' and their Attitude towards Teaching Profession. *International Research Journal of Management Sociology & Humanity*, 10 (7), 11-15.

McBer, H. (2000). *Research into Teacher Effectiveness. A Model of Teacher Effectiveness*. London: DfEE.