



Non-specialized general education instructors' confidence and self-efficacy in teaching general education subjects

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ABSTRACT

The new General Education Curriculum offers a greater solution to the problems of higher education, particularly in the duplicity of subject areas that could be taken already at the senior high school level. Thus, this study was done to determine the level of confidence and self-efficacy of the non-specialists' instructors in teaching General education subjects. The descriptive-correlational design with self-constructed questionnaires was employed using 60 respondents. Frequency count, percentage, and mean were used in the descriptive statistical test while Pearson correlation analysis was used to determine the relationship of the main variables. Results revealed that the level of confidence in terms of commitment and personal experience is *very high*. While the level of self-efficacy in terms of performance outcomes and verbal persuasion is *very high*. Moreover, it was found that there was a significant relationship between the respondents' confidence and self-efficacy. It is recommended that instructors may look to incorporate biographical analysis in teaching GEC subjects. Administrators may pioneer a calibration program for non-GE instructors to increase opportunities to improve mastery of materials. Future researchers may use a different variable, larger respondents, and mixed methods to validate or contradict the result of this study.

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INTRODUCTION

The implementation of the K 12 program across the country aimed to create 21st century skilled students equipped with the necessary skills for lifelong leanings and employment. This initiative was recognition made by the educational experts, lawmakers, and students that we need to add two more years to our educational system so that our students could master the skills and the core competencies necessary to meet the global market. (Cocal & Marcellano, 2017) As stated by Yap (2011), education is the most indispensable tool to achieve success and progress in life. It is a medium that requires everyone to move forward and be enlightened which will create positive effects where recognition and success can be acquired. Education endows individuals with the ability to think critically and make intelligent decisions in order to cope with the diversity and challenges in life.

In this context, the Commission on Higher Education (CHED) released Memorandum Order No. 20 series of 2013 mandated the inclusion of an updated general education curriculum in Higher Education Institutions which aims to let college students be exposed to diverse facets of knowledge and means of understanding the varied natural realities, social changes, progresses, sophistication and civic capabilities which are keys in nation building. The CMO no 20 series of 2013 serves as the backbone and inspiration for the revision of the General education curriculum that has promised to bring a new and fresh paradigm to the K 12 curriculums. With this new reality in higher education, several capacity-building workshops were conducted to prepare the GEC instructors for these new realities to ensure a smooth start-up and for continuing sustainability programs. (CMO no.20. s.2013) The revision of the GEC curriculum was envisioned to promote meaningful and substantive educational improvement which is fundamental and systemic. Because change and reform in education continue to be at the political forefront, new challenges are emerging for policymakers and administrators across the country to provide a quality and 21st century kind of education. Bala (2017) emphasized in his study that from a positive point of view, the new General Education Curriculum offers a greater solution to the problems the higher education, particularly in the duplicity of subject areas that could be taken already at the senior high school level. But this reality has also posed new problems, particularly in the aspect of readiness of the teachers, the appropriate pedagogy to be employed in these new GEC subjects, research education, and classroom management that will definitely ensure a meaningful delivery and transfer of education. This reality is also definitely true, particularly for those instructors in the higher education institutions who are tasked to teach general education subjects but possessed different areas of expertise or majors or the so-called “non-specialist GEC teachers.”

In the Laguna State Polytechnic University, the College of Arts and Sciences is the department that facilitates and supervises the implementation and insertion of the New General Education Subjects into the teacher’s program of its faculty. The department, led by the college dean and program coordinators tasks its pool of instructors to teach the varied subjects under the new GEC curriculum to its students. The majority of the faculty members under the College of Arts and Sciences have expertise in Psychology, Biology, and Social Science while the rests of its instructors (particularly the guest faculty) have different areas of specialisation like English, Mathematics, Filipino, Physical education to name a few. Due to the limited number of instructors who are specialized in the fields of GEC subjects, oftentimes, the duty to teach these subjects is given to the “nonspecialized/majored” teachers on the aforementioned new GEC subjects. Thus, the researchers after identifying this gap wanted to determine the level of non-GEC specialized Instructors’ Confidence, Self-efficacy in Teaching General Education Subjects. Although there are pieces of literature that state that confidence and self-efficacy have a relationship to the teachers’ productivity, there are very few of them which talk directly about the relationship between these variables in teaching the New General Education subjects. Therefore, the researchers decided to explore this area for further examinations and study.

OBJECTIVES

This study generally wanted to determine the role of the non-specialized GEC instructors’ level of confidence and self-efficacy in teaching the GEC subjects. It also wanted to determine if their confidence and self-efficacy are significantly related to their productivity in teaching GEC subjects.

METHODS

Design

A descriptive and correlational method was used to find out the relation between the level of confidence and self-efficacy of non-specialized GEC instructors toward teaching GEC subjects. The descriptive and correlational method was used in this study because the research aims to correlate the relationship between the dependent and independent variables.

Respondents and sampling technique

The researcher used the purposive sampling technique, which is a non-representative subject of some larger population, and is constructed to serve a very specific use or purpose. This means that the 60 respondents are non-specialized GEC instructors at LSPU San Pablo Campus.

Instruments

The main instrument was composed of three sections. The first section was structured to know the profile of the respondents in terms of age, sex, and years of handling GEC subjects. The second part consists of 10 items questions for the level of confidence with the following parameters: commitment and personal experience. While another 10-item questionnaire on self-efficacy with the following parameters: performance outcome and verbal persuasion. The third part consists of 10-item questions for the level of teaching productivity of the respondents in terms of mastery of the subject matter. To ensure the correctness of the questionnaire the researcher submitted it to the two social science instructors at LSPU for content validation, refinement, and finalization. Pilot testing was conducted to a small group of non-respondents for testing. Before doing actual research, the result was computed to determine the validity of the questionnaire with a Cronbach Alpha level of 0.976 (Excellent).

Ethical considerations and data collections

After ensuring the permission of the dean of the college of arts and sciences and the chairperson of the research and development office of the university, the researcher has posted a call for participants in this research via Facebook and Instagram. Those non-specialized GEC instructors who positively showed interest to be the respondents of this study joined a meeting through Google Meet to discuss the scope and their role in this undertaking. When the consent was given by the respondents, the researcher administered the self-made questionnaire via Google form. After answering all the questions, the results were tallied.

Data analysis

Frequency, percentage, and mean were used as statistical treatment. Frequency was used to count the given answers of the respondents from each question. Percentage was computed to find the part of the respondents answered from the whole population. In order to identify the level of non-specialized general education instructors' confidence and the level of self-efficacy in teaching general education subjects, mean and standard deviation were used. Pearson r was used to correlate the non-specialized general education instructor's confidence and self-efficacy in teaching general education subjects. Data gathered were computed via computer processed using the Statistical Package for the Social Science (SPSS) Software. Descriptive statistical tools such as frequency count, percentage distribution, mean, and standard distribution were employed. Similarly, to test the significant relationship among variables being considered, Pearson Product- Moment of Correlation Coefficient or Pearson-r, was also administered to determine if there is a significant relationship between level of confidence and self-efficacy of non-specialized GEC instructors toward teaching GEC subjects.

RESULTS AND DISCUSSIONS

Part 1. Profile of the respondents

Table 1. Executive summary of the profile of the respondents

Profile of the Respondents		Frequency	Percentage
Age	21-30	22	36.7%
	31-40	18	30%
	41-above	20	33.3%
	Total	60	100%
Sex	Male	40	66.7%
	Female	20	33.3%
	Total	60	100%
Area of expertise	Mathematics	24	40%
	Science and Technology	17	28.3%
	English	9	15%
	Other specialization	10	16.7%
	Total	60	100%
Years in handling GEC subject(s)	0-5 years	32	53.3%
	6-10 years	19	31.7%
	10-15 years	9	15%
	Total	60	100%

Table 1 presents the summary table of the profile of the respondents. The data shows out of the 60 respondents when it comes to age, the majority belonged to the age bracket of 21-30 years old with 22 respondents or 36.7%. It can be inferred that majority of them are fresh graduate instructors and young in the teaching profession. When it comes to sex, noticeable that male respondents were the majority with 40 respondents of 67.7%, while there were only 20 female respondents or 33.3%. We can say that more male instructors are teaching GEC subjects in the university. In terms of area of expertise, 24 respondents or 40% has the expertise (college major) in mathematics, 17 or 28.3% were Science and technology majors, 9 or 15% were English majors and 10 or 16.7% belonged to other fields of specialization. In terms of years in handling GEC subjects, there were 32 respondents or 53.3% teaching the GEC for only 0-5 years, 19 or 31.7% handling for 6-10 years, and 9 or 15% handling GEC subjects for almost 10-15 years. We can infer that majority of them are really new to the teaching profession and also the GEC subjects were also new in the college curriculum as mandatory subjects.

Part 2. Non-specialized GEC instructors' level of confidence

Table 2. Perceived level of confidence in terms of commitment

Statements	Mean Score	Standard Deviation	Verbal Interpretation
As GEC instructor, I... am concern on developing my creativity to bring new ideas to my students.	3.39	0.66	Agree/High
make sure that I harness my	3.31	0.70	Agree/High

knowledge on the subject is assigned to me.			
link myself to other people who are expert on this field.	3.17	0.79	Agree/High
Do research works and advance study to further develop my skills.	3.37	0.60	Agree/High
involve in various capability programs or post graduate studies to enhance my understanding on this area.	3.30	0.59	Agree/High
Over-all	3.31	0.67	Agree/High

Legend: 1.00-1.49 (Strongly Disagree/Low); 1.50-2.49 (Disagree/Moderate); 2.50-3.49 (Agree/High); 3.50-4.00 (Strongly Agree/Very High)

Table 2 shows the respondents' perceived level of confidence as to commitment. It is clear from the data below that the respondents are agreeing that they are committed to teaching GEC subjects. The indicator 1 affirmed this that they are concerned *with developing the and creativity to bring new ideas to their students* which got the highest mean of 3.39 which is verbally interpreted as "high" Meanwhile the indicator 3 that they are trying to *link myself to other people who are expert on this field* got the lowest mean of 3.17. Generally the Respondents perceived level of confidence in terms of commitment got an overall mean of 3.31 which has a verbal interpretation of "High." Despite the fact that there are numerous GEC instructors who are considered 'non-specialists' there are doing their best to meet the demands of transferring to their students a quality education by means of employing various creativity to ensure new ideas and learning to their students. The result is supported by Sternberg (2012) who argued that creativity can predict college success above and beyond academic achievement, creativity can predict college success above and beyond just what we get from standardized test scores. Beyond academic achievement, creativity can make learning more fun, leading to joy and positive emotional engagement in students. Creativity is not just about innovating or making art, it is about living creatively.

Table 3. Perceived level of confidence in terms of personal experience

Statements	Mean Score	Standard Deviation	Verbal Interpretation
As GEC Instructor, I... believe that experiential learning is still the best.	3.75	0.52	Strongly Agree/ Very High
feel that student's sentiments could boost enthusiasm in learning	3.61	0.49	Strongly Agree/ Very High
refer to a problem from everyday life or work to demonstrate why new knowledge is useful	3.42	0.69	Agree/High
recognize that lessons could be appreciated better with the use of stories and real-life experiences.	3.75	0.45	Strongly Agree/ Very High

Also let my students to share their feelings and thoughts about the subject matter.	3.60	0.52	Strongly Agree/ Very High
Over-all	3.62	0.53	Strongly Agree/Very High

Legend: 1.00-1.49 (Strongly Disagree/Low); 1.50-2.49 (Disagree/Moderate); 2.50-3.49 (Agree/High); 3.50-4.00 (Strongly Agree/Very High)

Table 3 shows the respondents' perceived level of Confidence in terms of Personal experience. It is evident that the respondents are strongly agreeing that their personal experience helps them to be confident in teaching GEC subjects. The indicator 1 affirmed this that they *believe that experiential learning is still the best* and indicator 4 shows that they *recognize that lessons could be appreciated better with the use of stories and real-life experiences* have both received the highest mean of 3.75 respectively which is verbally interpreted as "very high.". Meanwhile, the indicator 3 show that they *refer to a problem from everyday life or work to demonstrate why new knowledge is useful* has the lowest mean of 3.42 which is interpreted as high. Generally, the respondents perceived level of confidence in terms of personal experience got an overall mean of 3.62 which is verbally interpreted as "very high".it means that their personal experiences in life enable them to show confidence in teaching GEC subjects despite not being specialized in this area. We can confirm that the quality of education depends on the ability, hard work, dedication, and personal experience of the teacher. Successful integration of all these factors could help him to be a more productive and effective educator. This finding is supported by the study of Solheim, (2017), which mentioned that the integration of personal experience of teachers in class is important for student achievement. Teachers' experience is a foundation of effective instruction, mastering new skills, and developing new proficiency which in turn, help improve students' learning.

Part 3. Non-specialized GEC instructors' level of self-efficacy

Table 4. Perceived level of self-efficacy in terms of performance outcomes

Statements	Mean Score	Standard Deviation	Verbal Interpretation
As GEC Instructor, I...			
can help my students to engage in civic services and activities.	3.62	0.57	Strongly Agree/Very High
am able to communicate clearly to my students the content of the lessons.	3.31	0.73	Agree/High
can help my students to solve problems if they invest efforts in doing so.	3.35	0.60	Agree/High
can help my students to be pro-active members of our society.	3.30	0.75	Agree/High
will continually find better ways to teach my subject to my students	3.46	0.66	Agree/High
Over-all	3.41	0.66	Strongly Agree/Very High

Legend: 1.00-1.49 (Strongly Disagree/Low); 1.50-2.49 (Disagree/Moderate); 2.50-3.49 (Agree/High); 3.50-4.00 (Strongly Agree/Very High)

Table 4 shows the perceived level of Self-efficacy in terms of Performance outcomes. It is evident that the respondents are strongly agreeing that their performance outcomes in teaching GEC subjects boost their self-efficacy. The indicator 1 clearly shows that they *can help students to engage in civic services and activities* which has the highest mean of 3.62 with a verbal interpretation of ‘very high’. Meanwhile, the indicator 4 shows that the respondents *can help students to be pro-active members of our society* which has the lowest mean of 3.31 and also interpreted as high. Generally, the Respondents perceived level of Self-efficacy in terms of Performance outcomes has an overall mean of 3.41 which has a verbal interpretation of “Very high.” It shows that the performance outcomes in teaching GEC subjects by the respondents help them to boost and improve their self-efficacy which enables them to be productive teachers. This result indicates that the GEC instructors’ despite being labelled as non-specialist were able to transmit a quality education to the students and helps them to be pro-active, socially aware, and productive members of society. This finding finds support in the study of Rand (2009) explains that those individuals that have greater levels of self-efficacy have the general attitude that they are likely to be effective and let others to also achieve their goals. This attitude in turn is thought to influence goal-focused behaviour, thus leading to goal achievement.

Table 5. Perceived level of self-efficacy in terms verbal persuasion

Statements As GEC Instructor, I...	Mean Score	Standard Deviation	Verbal Interpretation
able to encourage students to believe that they can do the task given to them.	3.40	0.68	Agree/High
able to give positive encouragement to my students about the value of life.	3.79	0.41	Strongly Agree/Very High
able to give verbal advice to my students with regards to career orientations.	3.74	0.45	Strongly Agree/Very High
able to strengthens my students’ belief that they have what it takes to succeed.	3.32	0.74	Agree/High
able to instill the value of self-improvement over the triumph over others.	3.57	0.60	Strongly Agree/Very High
Over-all	3.56	0.57	Strongly Agree/Very High

Legend: 1.00-1.49 (Strongly Disagree/Low); 1.50-2.49 (Disagree/Moderate); 2.50-3.49 (Agree/High); 3.50-4.00 (Strongly Agree/Very High)

Table 5 shows the perceived level of Self-efficacy in terms Verbal persuasion. We can see still that the respondents are strongly agreeing that the verbal persuasion in teaching GEC subjects enables them see the value of their self-efficacy. The indicator 2 manifested that they were *able to give positive encouragement to students about the value of life* which has a mean of 3.79 and interpreted as “very high.”. Meanwhile the indicator 4 shows that they were *also able to strengthens students’ belief that they have what it takes to succeed* got the lowest mean of 3.32 but still interpreted as “high.’. Generally, the Respondents perceived level of *Self-efficacy in terms Verbal persuasion* got an overall mean of 4.06 which has a verbal interpretation of “very high.” It is to affirm that their self-efficacy enables them to verbally persuade students while teaching GEC subjects helps them to see their worth as a person. This result affirms that the success of students could also be attributed to the ability of the instructors to inspire their students through positive feedback and verbal persuasion. The study of Dela Fuente (2021) emphasized that teachers can shape positive values by providing knowledge and developing skills to cope with

life's challenges. Teachers with a high sense of efficacy in their teaching capabilities may have an easier time motivating their students and enhancing their cognitive development. These teachers may also be able to rebound from setbacks and be more willing to experiment with new ideas or techniques. Low efficacious teachers may rely more on a controlling teaching style and may be more critical of students. (Margolis & McCabe, 2006)

Part 4. Relationship between the level of confidence and self-efficacy of GEC instructors.

Table 6. Test of relationship between the level of confidence and self-efficacy

Independent variable	Dependent variable	Co efficient	Sig.	Interpretation
1. Commitment	Performance outcome	.748**	.004	<i>Significant</i>
	Verbal persuasion	.332**	.001	<i>Significant</i>
2. Personal Experience	Performance outcome	.543**	.001	<i>Significant</i>
	Verbal persuasion	.259**	.002	<i>Significant</i>

*Legend: ** Correlation is significant at 0.01 level (2-tailed)*

Table 6 shows the test of the relation between the Level of Confidence and Self-efficacy of GEC instructors at LSPU. The data reveals that all the variables on the level of confidence in terms of commitment and personal experience were all found significant to the self-efficacy of the GEC instructors in terms of performance outcomes and verbal persuasion were found significant where the p 0.01 probability level. It is to show that there is a positive correlation between the non-specialized GEC Instructors' level of confidence and Self-efficacy in Teaching GEC Subjects. It means that as their level of confidence increases, their level of self-efficacy also increases in teaching GEC subjects. It is clear that their commitment and personal experiences as a person and teacher really helps them to be an effective and productive instructor in general education subjects despite not having the specialization in these areas. In terms of commitment, they show concern for developing the creativity to bring new ideas to their students and linking or connecting themselves to experts in these fields to increase their knowledge. Their personal experience enables them to impart to their students that *experiential learning is still the best* and they *recognize that lessons could be appreciated better with the use of stories and real-life experiences*. With their self-efficacy, the non-specialized GEC instructors were able to *help students to engage in civic services and activities and be proactive member of the society*. And lastly they were able to *give positive encouragement to students about the value of life and make them belief that they have what it takes to succeed*.

IMPLICATIONS

The present study has identified that the non-specialized general education instructors' confidence was likely to influence their level of self-efficacy in teaching general education subjects. Several implications for them seem appropriate. Given the statistically significant and positive effect of confidence on self-efficacy, it seems important to provide non-specialized instructors with the opportunity to improve their level of general education proficiency during training; otherwise, teachers with low confidence will likely be less effective in teachings general education subjects. Another implication of this study is for the university to continue looking for ways to sustain and improve its programs and pieces of training to further develop the quality, and efficiency of the non-specialized general education instructors. In addition, the administration may call the attention of the Dean of the College of Arts and Sciences to monitor the varied teaching strategies used by the faculty regularly and evaluate their effectiveness. Collaboration skills should be emphasized more in training. Since it was shown that their confidence in terms of commitment encourages them to connect/group with other people who are experts on these general education subjects to widen their knowledge should be practiced. It is thus important to determine the areas of teaching

practices in which they had efficacy doubt and what form of collaboration would be most helpful, which can be explored in detail through interviews and class observations. Given their limited subject-matter knowledge and skills, it seems that those non-specialized general education instructors can create an environment in which meaningful student learning occurs depending largely on their confidence and self-efficacy in teaching those subjects.

CONCLUSIONS AND RECOMMENDATIONS

Teachers' sense of self-efficacy plays a pivotal role in how teaching and learning function. This study primarily focused to determine the relationship between the levels of confidence and self-efficacy in teaching general education subjects of the non-specialized instructors at LSPU. Although often considered "not specialized" due to their different major-ship or specialization they may function effectively and confidently in teaching these subjects. The study has also illustrated the potentially positive relationship between their confidence to their self-efficacy in teaching general education subjects. Thus, based on the result of the study, it could be concluded that the level of confidence of non-specialist GEC instructors is highly manifested. The level of self-efficacy of non-specialist GEC instructors is also highly manifested. Thus, the hypothesis that there is no significant relationship between the confidence and self-efficacy of non-specialists GEC instructors at LSPU is not sustained. Moreover, it is hereby recommended that instructors may look to incorporate biographical analysis in teaching GEC subjects. Administrators may pioneer a calibration program for non-GE instructors to increase opportunities to improve mastery of materials. Future researchers may conduct a parallel study to further connect and elaborate the cognizant findings. They may use different variables, larger respondents, and mixed methods to validate or contradict the result of this study, they may also add a moderating variable to see its effects on the studied variables.

LIMITATIONS

The researcher did not cover other possible realities and problems that are not necessarily connected to the non-specialized GEC instructors' level of confidence and self-efficacy toward teaching GEC subjects. Also, the sample selected in this study was specifically instructors not specialized in GEC subjects in the LSPU San Pablo Campus. The result obtained in this study may not be applicable to other instructors of GEC subjects in other HEIs.

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