

Teaching Efficacy Structures and Influencing Factors in Promoting Success and Retention among Pre-Service Teachers

John Vincent Aliazas, Anna Liza Del Rosario & Rose Andrade
Laguna State Polytechnic University, San Pablo City Campus

ABSTRACT

Student teachers require strong learning motivation to continue teaching during in-service training. One of the few personality factors that can accurately predict their practice and the students' results is teachers' self-confidence in their abilities to engage in activities that promote student learning. This study aimed to understand better pre-service teachers' perceptions of collective teaching efficacy (CTE) and influencing factors to their performance. The study includes 301 graduating pre-service teachers at a state university in Laguna. Multiple regression analysis was used to identify significant predictors of pre-service teachers' performance. Findings revealed that collective teaching efficacy was highly observed among pre-service teachers. Likewise, influencing factors of teaching efficacy among pre-service teachers were highly manifested. In-service teaching performance among the respondents was deemed outstanding. There is a weak to moderate correlation between CTE, influence factors, and pre-service teachers' performance. Furthermore, the construct of CTE (vicarious experience) and influence factors (knowledge, perceived personality factors, and resource provision) were significant predictors of pre-service teachers' performance. The result of the study may serve as an input for future initiatives in a pre-service teacher development training program.

Keywords: collective teaching efficacy, influencing factors, pre-service teachers, internship

About the presenter:

Rose R. Andrade is a professor for the undergraduate and graduate teacher education programs at Laguna State Polytechnic University. She obtained her Master of Arts in Mathematics Education at Philippine Normal University-Manila. She is a lecturer in Licensure Examination for Teachers under St. Louis Review Center. She has published research articles on mathematical engagement, collaborative approach, problem-solving, online learning, mathematical pedagogies, and mathematical creativity in refereed journals, ASEAN Citation Indexed (ACI), and Scopus-indexed journals. Currently, she is in the Research Implementing Unit of College Teacher of Education at the same university.

