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

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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

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