

Self-Efficacy and Attitude of the Graduating Pre-Service Teachers as Influenced in Their Student Teaching Performance

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Abstract : Teaching is considered the noblest yet believed to be one of the most complicated and challenging professions. Along this view, every teacher-producing institution should look into producing quality pre-service graduates who are efficacious enough with the right attitude and to deal with the task accorded to them. This study investigated the association between self-efficacy and attitude of graduating pre-service teachers with their actual student teaching performance. Survey questionnaires on self-efficacy and attitude toward practice teaching were fielded to the 90 actual respondents while their practice teaching grade was extracted to serve as the other main variable. Data were analyzed and treated statistically utilizing weighted mean and Pearson r to determine the relationship of variables of the study. Findings revealed that attitude of respondents of the three curricular programs was favorable, and they are self-efficacious. Their practice teaching performance was interpreted as very good. Results further showed a significant positive relationship between their self-efficacy and practice teaching performance. It showed that their rating was a manifestation of self-efficacious group. Although they exude positive attitude towards practice teaching, yet no significant relationship was seen with their attitude and performance. Moreover, data manifested that most of them can pay attention during their conduct of lessons in the class, as well as, listen attentively to their cooperating teachers during post conferences. They can perform student teaching tasks better even when there were other interesting things to do. Most of all, they can regulate or suppress not so pleasant thoughts or feelings and take things lightly even in most challenging situations. As gleaned from the results, it can be concluded that there was an association between self-efficacy and practice teaching performance of the respondents.

Keywords : academic achievement, attitude, self-efficacy, student teaching performance

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