

TRAINED IN THE NEW NORMAL: HOW CONFIDENT ARE PRE-SERVICE TEACHERS?

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Abstract

The self-efficacy beliefs of pre-service teachers can be used as a predictor of their capacity to handle the task in their teaching immersion. As many studies show that high teacher self-efficacy means high effectiveness in handling classroom obligations and challenges. This study aimed to investigate the relationship of individual innovativeness and personal values to the self-efficacy of pre-service teachers who underwent blended learning modality during their Field Studies and teaching immersion. Spearman rank correlation was used to determine the relationship. It was found out that their self-efficacy, individual innovativeness and personal values are of excellent level based on their respective net agreement ratings. Spearman analysis showed that personal values and individual innovativeness have strong direct proportional relationships to their self-efficacy. The respondents of the study, though, trained in a blended platform, have high teacher self-efficacy as related to their high personal values and individual innovativeness. With this the researchers recommend that teacher education programs may incorporate training and activities that focus on the improvement of personal values and individual innovativeness to foster greater confidence in their professional capabilities.

INTRODUCTION

One of the major objectives of Higher Education Institutions (HEIs) is to produce graduates who are competent in the career path that they have chosen and are competitive to the requirements of the labor market. Curriculum changes aligned to the K to 12 curriculum were implemented starting June 2018 in tertiary education to prepare learners for work by providing them with curricula that are aligned with local requirements and compliant to international standards and including enhanced opportunities for on-the-job immersion and practice. The teacher education programs in Tarlac Agricultural University underwent major revisions using the Policies, Standards, and Guidelines (PSGs) set by the Commission on Higher Education (CHED) for each program. To date, the University is offering the Bachelor of Elementary Education (BEED), Bachelor of Early Childhood Education (BECED), Bachelor of Secondary Education (BSE), and the Bachelor of Technology and Livelihood Education (BTLE). The BSE program offers two major fields – major in Science (BSE-Science) and major in mathematics (BSE-Mathematics). Three major fields are offered in the BTLE program – major in Agriculture and Fishery Arts (BTLE-AFA), major in Home Economics (BTLE-HE), and major in Information and Communication Technology (BTLE-ICT).

In all four programs, the students experience on-the-job immersion and practice during Field Study (1 and 2) and Teaching Internship. These three experiential learning courses allow the students to observe (Field Study 1), participate and assist (Field Study 2), and do actual teaching in the classroom teaching-learning activities during their internship. The pandemic caused by Covid-19 from 2020 up to the present caused a drastic change in how schools offer education to the students. Schools were closed and education continued with different modalities. Some resorted to purely modular learning, some online, and some blended learning. In effect, experiential learning courses were redesigned to be compatible with the health protocols set by the government, and mindful to its adherence to the requirements set by CHED on student internship. Hence, it is important to analyze if their immersion and practices in a blended setting have provided them with the necessary abilities, skills, and knowledge to become work-prepared and at the same time, competent.

The study aims to:

1. Determine and differentiate the following:
 - a. self-efficacy belief
 - b. individual innovativeness
 - c. personal values
2. Relate the pre-service teachers' self-efficacy beliefs to the individual innovativeness and personal values.

REVIEW OF LITERATURE

Self-efficacy is an individual's belief on his/her ability to perform a task. According to Bandura (1997), self-efficacy propels an individual to successfully affect the outcome of that task. In the field of education, teacher self-efficacy beliefs can be defined as "a teacher's individual beliefs in their capabilities to perform specific teaching tasks at a specified level of quality in a specified situation" (Dellinger, Bobbett, Olivier, and Ellett, 2008). The teacher self-efficacy has been a focus of many studies, both for in-service and pre-service teachers. Teacher self-efficacy plays a key role in influencing these consequences: pedagogical, learner-related, and psychological. (Alibakhshi, Nikdel, & Labbafi, 2020). Zee and Koomen (2016) suggested that "teacher self-efficacy shows positive links with students' academic adjustment, patterns of teacher behavior and practices related to classroom quality, and factors underlying teachers' psychological well-being, including personal accomplishment, job satisfaction, and commitment". Skaalvik and Skaalvik (2019) showed that teacher self-efficacy positively influences a teacher's engagement and classroom management. A teacher with a high sense of teaching self-efficacy is more committed to teaching and tends to grow professionally in the field (Chestnut and Burley, 2015); more motivated, has higher job satisfaction, experience less stress (Barni, Danioni, and Benevene, 2019); and tend to exhibit higher levels of innovative behavior (Rachna Kumar and Cevahir Uzkurt, 2011).

Personal values are closely related to motivation and thus help explain behavior and actions (Ciecuch, 2017). They can serve as guide for an individual's aims and actions. According to Schwartz (2012), personal values are subjective beliefs of individuals that (a) refers to goals that motivate actions, (b) transcend specific actions and situations in the workplace, (c) serve as standards or criteria, and (d) serves as a guide for prioritization and individuals' action. According to Purc and Lagun (2019), personal values are related to an individual's confidence in doing his/her job. The personal values grounded on Schwartz's well-known theory of human values (conservation, openness to change, self-transcendence, and self-enhancement) are related to teacher self-efficacy. Barni, et al. (2019).

Changes require adaptation. Individual innovativeness describes how early an individual adopt or adapts to changes compared to other members of their group. (Bautista et al, 2018). Changes in the academic landscape happened during the pandemic. Adapting to these changes is related to one's self-efficacy, (Bubou and Job, 2022). Celik (2013) found that the student motivation, instructional skills and guidance subscales of the self-efficacy scale were found to increase as the innovativeness level of the student teachers did.

The pre-service teachers' training resonates on the development of their self-efficacy and identity as beginning teachers (Sun et al, 2025; Pendergast et al, 2011). Self-efficacy impacts their motivation and commitment (Zee and Koomen, 2016) and it appears to be an essential variable to investigate. (Mart van Dinther, Filip Dochy, Mien Segers, 2010). High teacher self-efficacy positively predicts individual academic optimism and teacher professional learning, which in turn are crucial for teacher development. (Kilinc, Polatacan, Atmaca, and Kosar, 2021) Mastery experiences are the strongest sources of teacher self-efficacy. For pre-service teachers, with no professional experience, other factors that influence their self-efficacy must be considered. (Tschannen-Moran and Hoy, 2007). Factors such as personal values that guides their motivation and actions; and individual innovativeness that describe how they adopt/adapt to changes in their academic environment.

METHODOLOGY

The respondents of the study were the pre-service teachers in Tarlac Agricultural University who underwent Field Study 1 and 2 in online modality and their practice teaching on limited face-to-face scenarios. Therefore, the respondents are from the four education programs offered by the college, namely, Bachelor of Early Childhood Education (BECED), Bachelor of Elementary Education (BEED), Bachelor of Secondary Education (BSE), and Bachelor of Technology and Livelihood Education (BTLE) who were enrolled during the School Year 2021-2022. Total enumeration will be used therefore descriptive analysis will be done to analyze the results. The following are the instruments to be used to measure (1) self-efficacy beliefs, (2) individual innovativeness, and (3) personal values of the preservice teachers:

A. Teacher Self-efficacy Belief

To measure the Teacher Self-efficacy Belief of the pre-service teachers, the study used the Teachers' Efficacy Beliefs System-Self (TEBS-Self) instrument developed by Dillinger et al (2008)

B. Individual Innovativeness

The study used the Individual Innovativeness (II) Scale Instrument. The instrument was designed by Hurt, Joseph and Cook (1977) to measure the general innovativeness of individuals. This is an old instrument, but its reliability and validity are high in assessing the individuals' orientation to change (Bautista et al, 2018).

C. Personal Values

In examining the Personal Values of the pre-service teachers, the 21-item Portrait Values Questionnaire (PVQ) developed by Schwartz (2003) was used. The instrument measures four higher order values - Openness to Change, Conservation, Self-transcendence, and Self-enhancement.

Preservice teachers were given a set of questionnaires to assess their self-efficacy, individual innovativeness, and personal values. To answer objective no. 1, frequency counts and percentage, median, and net rating were used to describe CED programs in terms of self-efficacy, individual innovativeness, and personal values. Furthermore, Kruskal-Wallis H-Test was used to compare the selected variables among BSE, BTLEd and BEED. Spearman rank correlation was used to determine the relationship of individual innovativeness and personal values to self-efficacy (objective no. 2). Lastly, ordinal logistic regression was used to create a model that described factor/s that affects self-efficacy.

RESULTS AND DISCUSSION

Table 1: Description in terms of Self-efficacy, individual innovativeness, and personal values

Variables	Description from Survey	Description from Net Rating
Self-efficacy	“very strong belief”	Excellent
Individual innovativeness	“early majority innovators”	Excellent
Personal Values	“high personal values”	Excellent

The table above shows the net rating of the pre-service teachers in terms of their self-efficacy, individual innovativeness, and personal values. Net rating was computed when the counts of the negative responses were subtracted from the counts of positive responses and then divided the obtained difference by the sum of the counts of the negative and positive responses. Multiply the obtained quotient by 100 to get its equivalent percentage. Net ratings were computed to determine the percentage of what has been left when negative responses were removed from the data.

The self-efficacy, based on the suggested ranges from the adopted survey questionnaire, of the respondents attained a verbal description of “very strong belief” with the median of 105 and SD of 15.71 and the computed net agreement rating was 90.32% with a verbal description of “excellent”. On the other hand, all the respondents have attained a verbal description of “early majority innovators” in individual innovativeness (median=23, SD=5.497) and yet has net agreement rating of excellent with 68.42 as its percentage. Lastly, in terms of personal values, majority of the pre-service teachers have attained “high personal values” as verbal description (median=107, SD=13.713) with net agreement rating of “excellent”. This further implies that most of the respondents has attained excellent levels of self-efficacy, individual innovativeness and personal values.

Table 2: Differences in terms of Self-efficacy, individual innovativeness, and personal values

Variables	P-value	Remarks
Self-efficacy	0.110	Not significant
Individual innovativeness	0.039	Significant
Personal Values	0.297	Not Significant

At 5% level of significance, the Kruskal-Wallis H-Test results imply that all programs were comparable in terms of self-efficacy and personal values. This means that regardless of the program of the education students they belonged to, their self-efficacy and personal values will be the same.

As for the individual innovativeness, a significant difference was detected among the groups, therefore a post-hoc test was used to determine which of the comparisons of four programs follows the assumption of having difference between groups. Based on the results, there was a significant difference between the innovativeness of the students who were under BEED and BSE programs (SE = 1.546, p-value = 0.042).

Table 3: The Relationship of pre-service teachers’ self-efficacy beliefs to the individual innovativeness and personal values.

Variables	R-value	P-value	Remarks
Individual innovativeness	0.290**	0.005	Significant
Personal Values	0.381***	0.0002	Significant

p < 0.01, * p < 0.001

Spearman rho was used to determine the relationship of self-efficacy to individual innovativeness and personal values. All assumptions were checked and only the assumption for normality was violated. Individual innovativeness, based on the table above, shows strong evidence of relationship to self-efficacy while personal values indicate very strong evidence of relationship also to self-efficacy. The positive sign on the r-value of the individual innovativeness means that it has a direct relationship to self-efficacy. This shows that when the students tend to be more innovative, their self-efficacy goes up, and vice versa. This finding is supported by the study of Gkontelos et al (2023) which concluded that more self-efficacious teachers are more likely to be more innovative.

Likewise, the positive sign of the correlation coefficient of the personal values means that it has a direct relationship to self-efficacy. This means that when personal values go up, self-efficacy goes up too which confirms the findings of Akça and Günçavdi Alabay, (2023).

The relationship between the components of Schwartz's theory on personal values (self-direction, power, universalism, achievement, stimulation, conformity, tradition, hedonism, benevolence) and components of self-efficacy (communication/clarification, management/climate, accommodating individual differences, motivation, managing learning routines, higher order thinking skills) is shown in Table 4.

Table 4: Relationship of the Components of Personal Values to the Components of Self-efficacy

	Communication/Clarification	Management/climate	Accommodating individual differences	Motivation	Managing learning routines	Higher order thinking skills
Self-direction	r = 0.364 p-value = 0.0004***	r = 0.326 p-value = 0.002**	r = 0.364 p-value = 0.0004***	r = 0.237 p-value = 0.025*	r = 0.271 p-value = 0.010*	r = 0.379 p-value = 0.0002***
Power	r = 0.036 p-value = 0.734	r = 0.028 p-value = 0.795	r = 0.041 p-value = 0.702	r = 0.060 p-value = 0.572	r = -0.026 p-value = 0.808	r = 0.076 p-value = 0.477
Universalism	r = 0.204 p-value = 0.054*	r = 0.191 p-value = 0.072	r = 0.175 p-value = 0.100	r = 0.242 p-value = 0.021*	r = 0.150 p-value = 0.159	r = 0.262 p-value = 0.013
Achievement	r = 0.355 p-value = 0.0006***	r = 0.288 p-value = 0.006**	r = 0.309 p-value = 0.003**	r = 0.249 p-value = 0.018*	r = 0.236 p-value = 0.025*	r = 0.365 p-value = 0.0004***
Stimulation	r = 0.372 p-value = 0.0003***	r = 0.337 p-value = 0.001**	r = 0.412 p-value = 0.00005***	r = 0.377 p-value = 0.0002***	r = 0.264 p-value = 0.012*	r = 0.456 p-value = 0.000006***
Conformity	r = 0.372 p-value = 0.0003***	r = 0.294 p-value = 0.005**	r = 0.292 p-value = 0.005**	r = 0.273 p-value = 0.009**	r = 0.226 p-value = 0.032*	r = 0.359 p-value = 0.0005***
Tradition	r = 0.188 p-value = 0.076	r = 0.132 p-value = 0.215	r = 0.184 p-value = 0.082	r = 0.183 p-value = 0.084	r = 0.062 p-value = 0.564	r = 0.187 p-value = 0.077
Hedonism	r = 0.212 p-value = 0.045*	r = 0.131 p-value = 0.219	r = 0.169 p-value = 0.111	r = 0.148 p-value = 0.164	r = 0.116 p-value = 0.276	r = 0.251 p-value = 0.017*
Benevolence	r = 0.327 p-value = 0.002**	r = 0.256 p-value = 0.015*	r = 0.341 p-value = 0.001**	r = 0.365 p-value = 0.0004***	r = 0.150 p-value = 0.159	r = 0.363 p-value = 0.0004***

* p < 0.05, ** p < 0.01, *** p < 0.001

Self-direction, achievement, stimulation, conformity and benevolence have a positive relationship to all components of self-efficacy. This means that when these components of personal values go up, communication/clarification, management/climate, accommodating individual differences, motivation of students, managing learning routines, and higher order thinking skills move up also. While hedonism on the other hand, has a positive relationship to communication/clarification and higher order thinking skills. This means that when the hedonism of the students goes up, their eagerness to learn from monitoring and feedback goes up also. In other words, students find pleasure when monitoring and feedback were present during their field studies and internship programs.

SUMMARY AND CONCLUSION

Most of the pre-service teachers who took their teaching internship and underwent hybrid learning modality during their Field Studies and immersion have self-efficacy, individual innovativeness and personal values of excellent level based on their respective net agreement rating. The pre-service teachers who belong to BEED program differ in terms of their individual innovativeness compared to the pre-service teachers who belong to BSE program. This result was based on the analysis of Kruskal-Wallis H-test. Moreover, variables involving their self-efficacy and personal values of the pre-service teachers were comparable. Lastly, Spearman rho was used to determine the relationship of self-efficacy to individual innovativeness and personal values. As a result, individual innovativeness has strong evidence of direct relationship to self-efficacy. Likewise, their personal values have very strong evidence of relationship to self-efficacy, and they were directly proportional with one another. It can be concluded that high personal values and individual innovativeness results in high self-efficacy.

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