

17.12.2025

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Title

Instructors' teaching styles: relation with competences, self-efficacy, and commitment in pre-service teachers / Antonio Gonzalez

Publication year

2018

Source/Footnote

In: Higher education. - 75 (2018) 4, S. 635 - 642

Inventory number

46873

Keywords

Ausland : Spanien : Studenten, Studium, Lehre ; Ausland : Spanien : Forschung, Hochschullehrer

Abstract

Instructors' teaching styles in higher education are an issue of major importance because these interactions affect students' self-perceptions, involvement, and achievement. This study aimed to test a theoretical model of relations between perceived teaching styles (autonomy support, structure, and control) and competences, self-efficacy, and commitment in pre-service teachers; to assess the invariance of the model in two samples; and to analyze the mediated relations between these variables. Measures were collected from 842 Spanish pre-service teachers. As main research implications, teaching styles predicted acquired competences, competences predicted teaching self-efficacy, and self-efficacy predicted commitment to the profession. This model was equivalent in two samples of childhood and primary education pre-service teachers. Competences and self-efficacy mediated the relationships between variables. As practical implications, this study clearly shows the need for different interventions to enhance adequate instructors' teaching styles and to foster among novice pre-service teachers the acquisition of professional competences, initial self-efficacy, and a

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good level of commitment to their profession. (HRK / Abstract übernommen) Gonzalez, Antonio,
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