

UNIVERSITY OF CAPE COAST

INFLUENCE OF PRESERVICE MANAGEMENT TEACHERS'
PROFESSIONAL KNOWLEDGE, TEACHING SELF-EFFICACY AND
ATTITUDE ON THEIR TEACHING PERFORMANCE

EMMANUEL DORSAH

2024

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BY

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Thesis submitted to the Department of Business and Social Sciences
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of the requirements for the award of Doctor of Philosophy degree in
Management Education

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date:

Name: Emmanuel Dorsah

Supervisors' Declaration

We hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

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Name: Dr. Alfred Kweku Ampah-Mensah

Co-supervisor's Signature: Date:

Name: Dr. Anthony Akwesi Owusu

ABSTRACT

The research investigated the influence of Preservice Management Teachers' (PMTs) professional knowledge, teaching self-efficacy, and attitude on their teaching performance. The Shulman's Model of Knowledge Base for Teaching, Self-Efficacy Theory by Albert Bandura and the Theory of Planned Behaviour (TPB) by Icek Ajzen underpinned this study. Methodologically, the study adopted an explanatory design rooted within the quantitative paradigm. The study was guided by four research questions and eight hypotheses. To achieve the research objectives, a total population of 101 preservice management teachers was surveyed using a census technique. A structured questionnaire was designed to elicit primary data, encompassing dimensions of preservice management teachers (PMTs) professional knowledge, teaching self-efficacy and attitude towards the teaching profession. Further, the off-campus results of PMTs were taken from the Centre for Teacher Professional Development to assess their teaching performance. The data analysed encompassed both descriptive statistics and the Partial Least Squares Structural Equation Modelling (PLS-SEM) technique. Data pertaining to Research Questions One to Four were analysed using the descriptive statistics. Conversely, the hypotheses were analysed through the application of PLS-SEM. The study found that preservice management teachers' professional knowledge significantly influences their teaching performance. Also, the study revealed that teaching self-efficacy neither significantly influence teaching performance nor mediated the relationship between professional knowledge and teaching performance. It is recommended that teacher educators continually develop the professional knowledge of preservice teachers, as it significantly influences their teaching performance. Further, preservice teachers should prioritize the enhancement of their professional knowledge, considering it a pivotal determinant of teaching performance. Finally, preservice teachers are advised to treat the acquisition of professional knowledge with seriousness throughout their educational training, as teaching self-efficacy did not significantly mediate the relationship between professional knowledge and teaching performance.

KEY WORDS

Attitudes

Preservice teachers

Professional knowledge

Self-efficacy

Teaching performance

Teaching practice



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DEDICATION

To my cherished wife Gifty Serwaa Dorsah



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CHAPTER ONE

INTRODUCTION

The teaching profession in Ghana has undergone tremendous revision to ensure high standards in the delivery of classroom instruction. Studies show that teaching performance is crucial for promoting academic achievement, personal growth, and future preparedness in students. The influence of teaching performance extends beyond the classroom, shaping students' lifelong paths and enhancing the overall well-being and progress of society. The National Teaching Standards (NTS) of Ghana emphasizes the knowledge, understanding, and actions that teachers are required to possess in order to enhance both their personal learning and that of their students. These Standards serve as a guide, particularly for initial teacher training and development. The standards aim to ensure that teachers demonstrate professional knowledge in the relevant subject(s), values and attitudes as well as adopt different teaching methods to influence learning. However, it is postulated that possessing knowledge of the subject matter and the pedagogical strategies, although essential, yet, inadequate for teaching. Contemporary theories have advocated for other psychological attributes of teachers like teaching self-efficacy. Accordingly, this variable serves as a core element for professional teaching performance. This study, therefore, sought to examine the influence of Preservice Management Teachers' professional knowledge, teaching self-efficacy and attitudes on their teaching performance.

Background to the Study

Every profession defines some specified human attributes needed for effective job performance. These human attributes are classified as job

specifications (Lumley, Coetzee, Tladinyane, & Ferreira, 2011). Job specification deals with an interpretation of the job description in terms of personality or human requirements and a list of qualifications both physical and mental, necessary to effectively perform a job (Armstrong, 2006). Job specification is used to inform prospective employees (to guide application) and educational institutions (to guide training and development) about the minimum acceptable qualities required for job performance. The human attributes may include, some years of experience, skills, knowledge, ability, a specific educational qualification, or specific physical requirements such as height, weight, and age among others (Pangrazi & Beighle, 2019).

The teaching profession has its human attributes or teacher attributes necessary to effectively execute teaching tasks and improve performance (Burić & Kim, 2020). Improving teachers' skills and performance in the long run affect quality education (Joyce, et. al, 2002). In the views of Durksen et al. (2017) teachers' confidence, ability to create a comfortable learning environment, maintain interaction, and sustain contact with students enhance students' engagement in learning. Also, teacher instructional qualities such as classroom management and cognitive activation affect students' motivation to learn. The performance of teachers has far-reaching effects on the nation's economic, social, and cultural fabric. Effective teaching not only enhances individual student outcomes but also drives national progress and stability. Therefore, investing in teacher performance is an investment in the nation's future (Burić & Kim, 2020).

Some scholarly definitions of teaching highlight some of the teacher attributes needed for teaching (Tamakloe, Amedahe & Atta, 2005; Shulman,

1987; Cohen, Raudenbush, & Ball, 2003). For instance, it is outlined that teaching is a science that integrates a corpus of systematically organized knowledge on teaching methodologies, human developmental aspects, psychology of human learning and psychology in education (Tamakloe, Amedahe & Atta, 2005). Tamakloe et al. (2005) expatiates that efficacy of teaching is markedly influenced by the individual teacher and his personality traits. This signifies that teaching as a profession depends on the teacher's intuition, personal preferences and characteristics to design curriculum experiences for learners' development.

A well-organised teaching framework that specifies the professional qualities of teachers is Shuman's pedagogical content knowledge theory. Shulman (1987) identified content knowledge, general pedagogical knowledge, curricula knowledge, knowledge of learner characteristics, knowledge of educational goals and their philosophical bases, knowledge of educational contexts, and pedagogical content knowledge as the seven cognitive qualities teachers need to professionally execute teaching tasks. Generally, Shulman's teaching model stresses that student teachers should understand the subject matter, and students, and know how to respond to a diverse situation. Also, they should know how various types of classroom activity might be managed, and the application of different teaching strategies in the classroom.

It is contend that possessing content knowledge and pedagogical strategies, although needed, do not fully account for teachers' performance (Cohen, Raudenbush, & Ball, 2003). These scholars add that it is essential to consider the set of conceptualizations, beliefs, attitudes, teaching self-efficacy,

behaviour, and grit among others which teachers bring. The International Board of Standards for Training, Performance, and Instruction (2006), describe teaching self-efficacy and attitude as teachers' competence necessary to lead a lesson and establish a set of reliable skills in their students (Simmons, 2008). From Chen (2008) and Mbwesa (2014), a teacher's performance will enhance if he or she has a high-level competency to carry out the duties and obligations in the classroom. These ideologies appear to have informed the development of the National Teaching Standards for Ghana.

The National Teachers' Standard (NTS) prepared in 2017, "aims to prepare teachers instilled with professional skills, attitudes, and values, professional knowledge and practices that will enable them to adapt to changing conditions, use inclusive strategies and engage in lifelong learning" (MOE, 2017; p. 12). It emphasizes the work of a teacher as a valued professional who has secured curricular, subject, and pedagogical content knowledge. These, when seen in teachers may build them up and to some extent conscientize preservice teachers who are planning to enter the teaching field. Therefore, preservice teachers are expected to demonstrate unique knowledge, attitudes, and values toward their profession and also to act professionally in the course of executing their duties. To achieve this, the examination of preservice teachers' professional knowledge and attitudes toward the teaching profession cannot be overlooked.

According to Shulman (as cited in Gyamfi, 2020) professional knowledge is the learning process a teacher holds that influence his or her instruction. These encompasses skills in lesson planning and resource preparation, organizing and managing the classroom, solving problems,

employing appropriate teaching strategies, good questioning and assessment techniques (Hudson, 2013). Overtime, researchers' have investigated on the initial three components outlined within Shulman's categorisation; Content knowledge (Entsie, 2021); Pedagogical knowledge (Apau, 2016; Gyamfi, 2020); and Curriculum knowledge (Loughran, Gunstone, Berry, Milroy, & Mulhall, 2000; Sithole & Lumadi, 2012).

For instance, Bosu (2017) contends that a teacher who is devoid of pedagogical skills is equally deficient in instructional efficacy as a teacher possessing pedagogical skills but lacking the requisite content knowledge within their specialized field. This assertion focuses on the need for a teacher to possess knowledge in both content and pedagogy. Nevertheless, it is emphasised that to effectively transmit knowledge, skills, and practices to students, teachers must have a positive attitude toward the teaching profession and high teaching self-efficacy (Sharp, Brandt, Tuft, & Jay, 2016; Sarpong & Sarpong, 2020).

Teachers' predisposition to react favorably or unfavorably, like or dislike towards teaching is his or her attitude (Prasad, Showler, Ryan, Schmitt, & Nye, 2017). According to Bandura (as cited in Ajzen, 2015), attitude serves as a construct that, being not directly observable, must be deduced from measurable responses. Considering the nature of this construct, responses must indicate either positive or negative evaluations of the object of attitude. Teachers' attitude towards the teaching profession serves as an important influence variable of success in teaching. Evidence shows that teachers' attitudes and behaviours influence their ability to teach and perform well in class (Eren & Tezel, 2010; Whitaker & Valtierra, 2018).

It is revealed that teachers' attitudes towards their profession significantly influence their competencies and accomplishments (Richardson & Watt, 2005) in terms of instructional planning, decision-making, and classroom practices (Nagro, Fraser, & Hooks, 2019). Consequently, preservice education programs aim to equip future teachers with the essential skills and knowledge to become effective practitioners (Darling-Hammond and Bransford, 2005) while fostering positive attitude towards the teaching profession (Nagro et al., 2019). Similarly, a study by Kinyota and Kavenuke (2019b), examining teacher trainees' attitude towards teaching profession in Tanzania revealed that trainees had moderate attitude towards the teaching profession and given a second chance, they would almost always choose other professions.

Teachers' attitudes influence their ability to teach and perform well in class (Prasad, Showler, Ryan, Schmitt, & Nye, 2017; Eren & Tezel, 2010; Whitaker & Valtierra, 2018). Teachers' attitudes influence the quality of their instruction, therefore, these characteristics should be taken into account in teacher education programs (Gunning & Mensah, 2011). To improve the performance of teachers and preservice teachers in Ghana, the Ministry of Education in November 2017, published guidelines known as National Teachers' Standards for Ghana. The standard set practices, attitude, and right expected of preservice teachers at the pre-tertiary level against which they will be assessed. The standard aimed to improve the quality of their delivery, teachers' training and development and students' performance. However, the standard seems to have ignored the preservice teachers' attitude towards the

teaching profession itself and their teaching self-efficacy as an influence variable of their performance.

The notion of self-efficacy, build on Bandura's social learning theory, involves an individual's confidence in their abilities, behaviors, and beliefs in effectively accomplishing tasks and ultimately enhancing performance (Savolainen, Malinen, & Schwab, 2022). In the views of Denzine, Cooney, and McKenzie (2005), teachers' teaching self-efficacy signifies their confidence in their capacity to positively influence learners' learning outcomes and achievements. Teaching self-efficacy, as a predictor variable of successful teaching, has been examined to significantly influence how teachers educate students (Sharma, Shaukat, & Furlonger, 2015).

Teachers with high levels of teaching self-efficacy are more likely to put ideas into practice to affect a change in the way their learners learn (Sharma, Loreman, & Forlin, 2012). Again, they are more inclined to use successful teaching techniques and to stick with their students who show little interest in academic work (Savolainen et al., 2022; (Sharma, Jha, Dubey, & Pessarakli, 2012). On the other hand, teachers who lack teaching self-efficacy spend more time on non-academic activities and employ less successful teaching methods, which inhibits student learning (Savolainen et al., 2022; Sharma et al., 2012).

An argument put forth by Chan and Lay (2021) as well as Menon and Sadler (2016) indicate that methodologically, the constructivist learning methods are frequently used by teachers who have higher levels of self-efficacy (student-centered practices). Again, teachers are more open to modifying their methods of instruction, more persistent when dealing with

challenging circumstances, and less likely to criticize their students. In mathematics (Peker, Couto, Sinha, & Rossen, 2018) and science (Gencer & Cakiroglu, 2007), it is shown that teachers with higher self-efficacy believe that they can influence students' learning. This quality has a beneficial effect on how well students learn (Menon & Sadler, 2016).

Conversely, Richardson, Byrne, and Liang (2018) argue that many Ohio preservice teachers enter the classroom without a comprehensive understanding of content knowledge, hence, a low level of teaching self-efficacy. The study recommended that additional content coursework was needed to prepare and equip preservice teachers with the necessary competencies for the teaching profession. In principle, it can be alarming that preservice teachers who possess adequate professional knowledge, attitudes, and values among others, yet, lack teaching self-efficacy are likely to experience low performance in teaching (Richardson, Byrne, & Liang, 2018).

Arslan (2019) study aimed to investigate the predictive power of prospective teachers' self-efficacy sources on teaching self-efficacy and attitude towards the teaching profession. Teaching self-efficacy mediate self-efficacy sources and attitude towards teaching profession as criterion variable. This self-efficacy also has a role in mediating retraining in influencing the success of the learning transition. In other words, retraining teachers not only affects directly but there is self-efficacy that can also help retraining to leverage influence on the success of the learning transition through indirect influences (Esfandagheh, Harris & Oreyzi, 2012; Gao et al., 2021; Sutiman, Sofyan, Soenarto, Mutohhari & Nurtanto, 2022).

On the other hand, the success of learning is also strongly influenced by the level of experience possessed by the teacher in teaching (Graham, White, Cologon & Pianta, 2020). Restoring teacher competence in learning management in the transition period requires good teaching experience as well. More teaching experience will provide good capital in managing learning and solving new problems, as revealed by previous research (Guasch, Alvarez & Espasa, 2010; Sánchez-Escobedo, Valdés-Cuervo, Contreras-Olivera, García-Vázquez & Durón-Ramos, 2020). Now, the question is, at the University of Cape Coast, what professional knowledge, teaching self-efficacy, and attitudes do preservice management teachers possess and exhibit? Also, what are their professional knowledge, teaching self-efficacy, attitude influence on teaching performance during off-campus teaching practice?

Statement of the Problem

According to Mwesiga and Okendo (2018), a review of preservice teachers' teaching performance is underpinned by many variables such as teachers' knowledge and qualification, teaching methods, lesson preparation, time management, classroom management, teaching self-efficacy, and attitude towards the teaching profession. Since preservice teachers are being trained to enter into the teaching profession, they are expected to demonstrate high levels of these qualities to enhance their teaching performance.

To improve the teaching performance of preservice teachers, the National Teaching Standard explicitly indicates the essence of professional knowledge, attitude, and values required by preservice teachers toward the teaching profession. Studies have shown the predictive relevance of teachers'

professional knowledge on their teaching performance and students learning (Padillo, Manguilimotan, Capuno, & Espina, 2021; Hill et al., 2005). In contrast, Blömeke and Delaney (2012) found no significant correlation between teachers' professional knowledge and their quality of instruction.

Regarding preservice teachers, an interaction with the unit heads for business management at the University Practice Senior High School, Adisadel and Ghana National College indicated that over the years, most preservice management teachers from the University of Cape Coast have demonstrated inadequate content knowledge in the subject area. This has contributed to their low sense of teaching self-efficacy during off-campus teaching practice (Amponsah, et. al., personal communication, January 15, 2023). This assertion is confirmed in Senyamator et al., (2022) that revealed that 30% of preservice teachers at UCC had difficulty preparing a good expanded scheme of work during off-campus teaching. This is an indication of low preservice teachers' performance since lesson plans are the genes or blueprints and form 50% of teachers' teaching performance (Mbwesa, 2014).

Similarly, team leader's report from the Centre for Teacher Professional Development (CTPD-UCC) indicates that about 99% of preservice teachers lack professional knowledge in lesson plan preparation especially, pre-lesson preparation and what it composed off (Yarkwah, 2022; Agyei, 2022). Agyei, recommended that CTPD-UCC should organize regular intensive workshops for supervisees on lesson plan preparation. Although the study by Senyamator et al. (2022) and the report from the CTPD-UCC were silent on which specific preservice teachers demonstrated low performance due to difficulties and a lack of professional knowledge in lesson plan

preparation, an investigation is necessary to augment this phenomenon, as scientific studies on preservice management teachers' teaching performance and its influence on their teaching self-efficacy are scarce. According to Massa (2016), preservice teachers' sense of teaching self-efficacy is a primary requirement for successful teaching and plays an important role in their teaching performance. However, it seems unclear if preservice management teachers' teaching self-efficacy influences their teaching performance.

A study conducted by Asare (2021) on Preservice Management Teachers'(PMTs) teaching self-efficacy toward on-campus teaching practice finds PMTs as highly efficacious towards on-campus teaching due to their passion. The study recommends research on PMTs' self-efficacy toward off-campus teaching practice. This recommendation is worth considering since on-campus teaching practice is conducted in an artificial classroom. However, PMTs teaching self-efficacy during off-campus teaching practice, where they face the real classroom situation is under-explored. The present research, therefore, aimed to bridge the gap to examine preservice management teachers' level of teaching self-efficacy and its influence on their teaching performance during off-campus teaching practice. This will bring to the fore the level of teaching self-efficacy possessed by PMTs to enter into the teaching profession; bridging the research gap identified by Asare (2021).

Additionally, research demonstrates a positive correlation between preservice teachers' teaching performance and their attitude towards both the teaching profession and the subjects they teach (Kavenuke, 2013; Nesje, Brandmo, & Berger, 2018; Kundu, Bej, & Dey, 2020). This underscores the significance of preservice teachers' attitudes towards teaching, as these

attitudes can significantly influence their performance in the classroom. Nevertheless, the specific connection between preservice teachers' attitudes towards the teaching profession and their performance during off-campus teaching practice remains unexplored.

This study therefore sought to examine the relationship between the attitude possessed by PMTs toward the teaching profession and their teaching performance during off-campus teaching practice. In general, considering the above gaps, this current study sought to investigate the influence of Preservice Management Teachers' professional knowledge, teaching self-efficacy and attitude on their teaching performance during off-campus teaching practice.

Purpose of the Study

This research investigated the influence of University of Cape Coast preservice management teachers' professional knowledge, teaching self-efficacy and attitude on their teaching performance during off-campus teaching practice. Using explanatory design, the researcher aimed to establish the variable that influences preservice teachers' teaching performance.

Research Objectives

Specifically, this study sought to:

1. determine UCC preservice management teachers' level of professional knowledge (lesson plan knowledge, teaching methodology and delivery knowledge, classroom organization and management knowledge as well as professional commitment knowledge) in teaching business management in SHS in Ghana.
2. determine UCC preservice management teachers' level of teaching self-efficacy (lesson plan efficacy, teaching methodology and delivery

efficacy, classroom organization, and management efficacy as well as professional commitment efficacy) toward off-campus teaching practice.

3. examine UCC preservice management teachers' level of attitude towards teaching profession during off-campus teaching practice in SHS in Ghana.

4. examine UCC preservice management teachers' teaching performance (lesson plan preparation, teaching methodology and delivery, classroom organization and management, and professional commitment) during off-campus teaching practice in SHS in Ghana.

5. assess whether PMTs' professional knowledge influences their teaching performance.

6. assess whether PMTs' professional knowledge influences their teaching self-efficacy.

7. assess whether PMTs' teaching self-efficacy influences their teaching performance.

8. assess the mediating role of teaching self-efficacy on the relationship between professional knowledge and teaching performance of PMTs during off campus teaching practice in SHS in Ghana.

9. assess whether PMTs' professional knowledge influences their teaching performance.

10. assess whether PMTs' professional knowledge influences their attitude towards the teaching profession.

11. assess whether PMTs' attitudes towards the teaching profession influences their teaching performance.

12. examine the mediating role of attitude towards the teaching profession on professional knowledge and teaching performance nexus of PMTs during off campus teaching practice in SHS in Ghana.

Research Questions

These research questions were developed to address the study's objectives:

1. What is the level of UCC preservice management teachers' professional knowledge (lesson plan knowledge, teaching methodology and delivery knowledge, classroom organization and management as well as professional commitment knowledge) in teaching Business Management in SHS in Ghana?
2. What is the level of UCC preservice management teachers' teaching self-efficacy (lesson plan efficacy, teaching methodology and delivery efficacy, classroom organization, and management efficacy as well as professional commitment efficacy) toward off-campus teaching practice at SHSs in Ghana?
3. What is the level of UCC preservice management teachers' attitudes toward the teaching profession at SHSs in Ghana?
4. What is the level of UCC preservice management teachers' teaching performance (lesson plan preparation, teaching methodology and delivery, classroom organization and management as well as professional commitment) during off-campus teaching practice at SHS in Ghana?

Research Hypotheses

In order to establish whether PMTs professional knowledge, teaching self-efficacy and attitudes towards the teaching performance influence the teaching performance, the following hypotheses were formulated and tested:

1. H_0 : There is no statistically significant influence of PMTs' Professional knowledge on their teaching performance.
 H_1 : There is a statistically significant influence of PMTs' Professional knowledge on their teaching performance.
2. H_0 : There is no statistically significant influence of PMTs Professional knowledge on their teaching self-efficacy.
 H_1 : There is a statistically significant influence of PMTs Professional knowledge on their teaching self-efficacy
3. H_0 : There is no statistically significant influence of PMTs' teaching self-efficacy on their teaching performance.
 H_1 : There is a statistically significant influence of PMTs' teaching self-efficacy on their teaching performance.
4. H_0 : There is no statistically significant mediation of PMTs' teaching self-efficacy on their professional knowledge-teaching performance relationship.
 H_1 : There is statistically significant mediation of PMTs' teaching self-efficacy on their profession knowledge-teaching performance relationship.
5. H_0 : There is no statistically significant influence of PMTs Professional knowledge on their teaching performance.

H₁: There is a statistically significant influence of PMTs' professional knowledge on their teaching performance.

6. H₀: There is no statistically significant influence of PMTs Professional knowledge on their attitude towards the teaching profession.

H₁: There is a statistically significant influence of PMTs' professional knowledge on their attitude towards the teaching profession.

7. H₀: There is no statistically significant influence of PMTs attitude towards the teaching profession on their teaching performance.

H₁: There is a statistically significant influence of PMTs' attitude towards the teaching profession on their teaching performance.

8. H₀: There is no statistically significant mediation of PMTs attitude towards the teaching profession on their professional knowledge-teaching performance relationship.

H₁: There is a statistically significant mediation of PMTs' attitude towards the teaching profession on their professional knowledge-teaching performance relationship.

Significance of the Study

The findings from this study would benefit stakeholders, especially, preservice teachers, the Department of Business and Social Science Education (DoBSSE), the Centre for Teacher Professional Development and the Ministry of Education, Ghana. The study revealed the levels of professional knowledge, teaching self-efficacy and attitude towards teaching profession among preservice teachers, specifically within the area of management education.

Also, this study highlighted the need to build and strengthen PMTs professional knowledge regarding the content of management, pedagogical, and mastery experience in teaching since it influenced teaching performance.

Knowing the depth of preservice management teachers' level of professional knowledge, self-efficacy and attitudes towards teaching practice as well as their content and pedagogical knowledge about the subject would help management of DoBSSE to formulate policies to improve preservice teachers' professional knowledge, teaching self-efficacy and attitudes particularly, management teachers toward teaching. This could be accomplished through the organization of impactful seminars and conferences.

Again, the heightened level of attitudes towards the teaching profession displayed by preservice management teachers within this study offer valuable insights for the Ministry of Education. This realization highlights the need for vigilant oversight of the development of both PMTs and other preservice educators at the universities and Colleges of Education. Special emphasis should be placed on refining the pre-tertiary educational system to further enhance preservice teachers' attitudes toward the teaching profession. implementing these measures could significantly improve teaching performance and enhance positive attitudes among teachers towards their profession.

The implementation, management and evaluation of teaching practice activities at the University of Cape Coast are overseen by the Centre for Teacher Professional Development. This research aims to identify and address certain inefficiencies in the training of the preservice management teachers (PMTs). The study's results will be disseminated to all stakeholders through

seminars, conferences and workshops. Finally, aspects of the findings will be published in academic journals and copies of this study will be made available at the library. These copies can serve as a valuable reference for those interested in conducting further research on preservice teachers.

Delimitation of the Study

This research concentrated on UCC PMTs' level of professional knowledge, teaching self-efficacy and attitudes on their teaching performance. There are two main universities that have been training graduate teachers for Senior High Schools in Ghana, over a decade, namely, the University of Education, Winneba, and the University of Cape Coast. The study could have focused on PMTs from the University of Education, Winneba, preservice management teachers from the University of Cape Coast were specifically chosen for several reasons.

First, studies have indicated low performance in UCC preservice teachers during off-campus teaching practice, hence, their low level of confidence in teaching (Senyamentor et. al., 2022; Mbwesa, 2014). Again, unlike University of Education (Winneba), PMTs from UCC undergo off-campus teaching practice with regularly supervision from lecturers of the university and selected trained tutor who serve as mentors in the practicing schools (Teaching Practice Handbook, 2013). Additionally, in research, proximity to the study population is crucial for ensuring accurate data collection, frequent observation, and effective supervision (Marshall & Rossman, 2016). Given that the preservice management from the University of Education (Winneba) are located in Kumasi at the Akentan Appiah-Menka

University of Science and Entrepreneurial development, the geographical distance posed significant logistical challenges.

These have potential delays in data collection, which might compromise the study's reliability and validity. By focusing on the University of Cape Coast, which was more accessible, the researcher could ensure more consistent engagement with respondents, better data quality, and more rigorous oversight of the research process. This decision enhances the internal validity of the study by reducing potential confounding factors related to distance and logistical constraints. Finally, PMTs from UCC have gone through a lot of preparation (course work and on-campus teaching practice). Therefore, they are expected to portray high level of professional knowledge, teaching self-efficacy and attitudes which should also reflect on their teaching performance during off-campus teaching practice.

Limitations of the Study

This study's findings cannot be generalized to all preservice teacher at the University of Cape Coast. Since the study covered only Level 400 B.Ed Management preservice teachers of UCC and therefore, any generation beyond this group should be done in caution. This is because Level 400 PMTs will not be a representative of all preservice teachers in UCC. Also, the cross-sectional nature of this study could not capture the evolving professional development of preservice teachers' professional knowledge, teaching self-efficacy over time, as longitudinal study could do. Therefore, the cross-sectional nature of this study is acknowledged as a limitation.

Also, the data on preservice management teachers' teaching performance during off-campus teaching practice showed self-reported

information. Self-reported information contains numerous potential sources of bias on the part of the supervisors. This could affect the reliability of the finding. In order to curtail this, the researcher collected both internal and external supervisors' results on each respondent and average was calculated.

Operational Definition of Terms

In order to enhance readers understanding, the following terms are defined as used in the study.

Attitudes: In this context, attitudes mean preservice teacher's predisposition to react favorably or unfavorably, positive or negative emotional tendency toward the teaching profession.

Attitude Scale: An attitude scale is a special type of questionnaire designed to produce scores indicating the intensity and direction of a person's feelings about an object or event.

Management: In this context, management means Business Management course taught at the Senior High Schools, distinct from the realm of educational management.

Preservice teachers: refers to university students enrolled in educational programs designed to cultivate their expertise and professionalism as future teachers.

Preservice management teachers: denote student-teachers' undergoing training to specialize in the teaching of business management at the SHS level.

Practicing Schools: are educational institutions where preservice teachers are assigned for practicing teaching experiences during first semester of their level 400 course work.

Practice supervisors: encompass individuals, often lecturers and senior research assistants, who are designated to oversee, provide feedback and evaluate the performance of preservice teachers.

Professional knowledge: these are the knowledge expected to portray by preservice teachers as far as teaching is concern. For instance, knowledge in lesson plan preparation, methods of teaching, classroom control and management among others, as measured by teaching practice form A.

Self-Efficacy: preservice teachers' teaching self-confidence in his ability to plan, organize and execute the courses of action to produce results.

Teaching practice: this is the period where the student teacher gets to translate the skills and theory learnt into reality through actual classroom teaching in a professional manner.

Organisation of the Study

This research was organised into five chapters. Chapter One covers the introduction which consist of the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation, limitation and operational definition of terms of the study. Chapter Two cover the discussions of relevant literature relating to the study. This is organised under theoretical framework, conceptual and empirical review. Chapter Three also present information on the research methods. It covers the research philosophy/paradigm, research approach, research design, population, sample and sampling techniques, data collection instruments, pilot testing, validity and reliability of the instruments, data collection procedures, ethical consideration and data processing and analysis. Chapter Four presents the results and discussions of the study. These

are presented according to the research questions posed to guide the study. Chapter Five also deal with summary, conclusions, recommendations, contributions to knowledge and suggestions for further studies



CHAPTER TWO

LITERATURE REVIEW

Introduction

The research delved into the examination of the influence of professional knowledge, teaching self-efficacy and attitude of preservice management teachers concerning their teaching performance during off-campus teaching practice. The review of chapter two is organised along the theoretical, conceptual and empirical dimensions to guide this research. The theoretical framework shows the foundational theory upon which this research is grounded. Subsequently, the conceptual framework outlines the core concepts that relate to the key variables (professional knowledge, teaching self-efficacy and attitudes) in the study. These variables exposition serve as the bedrock on which the researcher shapes the central domain of this study. The empirical review engages in a comprehensive analysis of pertinent studies previously undertaken by others scholars in the field. This scrutiny captures studies on preservice management teachers' professional knowledge, teaching self-efficacy, attitudes and teaching performance that are beneficial to this study. This comparative analysis aims to corroborate or challenge the conclusion drawn by earlier researchers, thus fostering a deeper comprehension of the subject matter.

Theoretical Framework

This section provides the theoretical bases for the study. Self-Efficacy Theory by Albert Bandura, Theory of Planned Behavior (TPB) by Icek Ajzen and Shulman's Model of Knowledge Base for Teaching were reviewed to underpin the study.

Theory of Self-Efficacy

The theory of self-efficacy, formulated by Albert Bandura, falls within the domain of social cognitive theories. Bandura's perspective on self-efficacy introduces a framework for understanding human behavior, where self-efficacy influences the expected outcomes of actions, but not the other way around (Bandura, 1986; 1995; 1998; 2004; 2006). The effects of self-efficacy beliefs encompass cognitive, motivational, emotional, and decision-making processes. These beliefs shape whether individuals adopt optimistic or pessimistic outlooks, and whether they take actions that build them up or hinder their confidence. They serve as a pivotal factor in the self-management of motivation through setting goals and anticipating results (Greenhalgh et al., 2011).

In this context, self-efficacy assumes a central role within Social Cognitive Learning Theory (SCLT) and revolves around the idea that people choose to engage in activities based on their perceived competence or past accomplishments. Bandura's model highlights four sources of efficacy information or learning experiences that contribute to the development of self-efficacy expectations. Self-efficacy maintains its significance as a fundamental aspect of Bandura's social cognitive theory and is an integral component of Social Cognitive Career Theory [SCCT] (Betz, 2007).

To elaborate, researchers like Betz (2007) and McCormick and Martinko (2004) align with Bandura's concept of self-efficacy and suggest that it influences behavior and cognition across various dimensions. This influence is observed in decisions related to activity selection, goal establishment, effort allocation, persistence, and learning outcomes. McCormick and Martinko's

findings imply that individuals with high self-efficacy are more inclined to view challenging tasks as opportunities for mastery rather than as endeavors to avoid, whereas individuals with lower self-efficacy are more prone to evading demanding tasks (Greenhalgh et al., 2011).

The notion of self-efficacy, rooted in Bandura's Social Learning Theory (1986; 1989), encompasses an individual's convictions, attitudes, actions, and perceptions of their own capabilities to accomplish tasks and achieve objectives, leading to enhanced performance. In the context of teaching, teacher self-efficacy signifies educators' belief in their capacity to positively influence both their teaching effectiveness and the learning of their students (Denzine, Cooney, & McKenzie, 2005). While a strong sense of efficacy is pivotal for effective teaching and significantly influence constructive teaching practices (Goddard et al., 2004), it's important to note that teacher self-efficacy doesn't pertain directly to successful teaching methods or practices. Instead, it is linked to enhancing students' learning processes and outcomes (Woolfolk & Hoy, 1990).

As (Ashton, 1984) indicates, teachers' efficacy shapes their conduct toward their teaching duties and their students' academic progress. Highly efficacious teachers are more open to considering their students' perspectives and incorporate these viewpoints into their decision-making within the classroom. Furthermore, teachers with elevated self-efficacy are inclined to employ innovative problem-solving approaches by exploring issues from different angles (Giallo & Little, 2003); Gordon, Lim, McKinnon, & Nkala, 1998; Gurcay & Gulbas, 2015). Conversely, teachers with lower self-efficacy are more prone to adopting reactive strategies like time-outs, warnings, and

removing privileges as part of classroom management (Barfield & Burlingame, 1974; Emmer & Hickman, 1991; Henson, 2001). This implies that a robust sense of self-efficacy positively influences both students' learning achievements and the overall quality of teaching.

Criticism of the Theory

Despite the widespread application of Albert Bandura's Self-efficacy theory in research, its theoretical foundation has come under scrutiny. For instance, Burak (2019) contends that the process through which perceptions of efficacy arise from various sources of knowledge and the link between self-efficacy, ability, and motivation levels lacks significance. However, a comprehensive model outlining the mechanics of these processes is currently absent, which compromises the practical utility of the theory.

Notwithstanding this limitation, educators have widely recognized the theory's value in addressing different behaviors. The significance of the self-efficacy theory in the study lies in its ability to address the confidence levels of pre-service management teachers when teaching business management in secondary education and its effect on teaching performance. In essence, the theory's application serves to develop strategies aimed at enhancing the efficacy of preservice management teachers in teaching business management.

Implications to the Study

Teachers must possess both the credentials of their profession and a dedication to meeting its obligations (Aslan et al., 2008) to establish a robust correlation between their self-efficacy beliefs and perceptions of competency, leading to job satisfaction (Bandura, 2006). These beliefs in their abilities empower teachers to plan and implement effective strategies necessary for

completing teaching tasks successfully within various contexts (Tschannen-Moran, Hoy, & Hoy, 1998). Self-efficacy theory is a framework that explains how individuals' beliefs in their ability to execute specific behaviours, influence their motivation and ultimately their performance (Bandura, 2006). According to this theory, individual who perceive themselves as competent, capable and efficient in undertaking activities are likely to persevere some degree of determination in handling them. Conversely, those with low self-efficacy have little motivation, experience frustration and resort to avoidance, dissociation, or even failure (Bandura, 2006).

In the context of this study, and for teachers, self-efficacy has become an important topic in maintaining job satisfaction, improving teaching performance and the quality of education at large (Hoffman, 2009). Teachers with high self-efficacy who report greater resilience and commitment are less likely to experience burnout, and are better equipped to deal with the diverse challenges associated with teaching (Garet, Porter, Desimone, Birman, & Yoon, 2001). To preservice management teachers' teaching self-efficacy, numerous approaches have been employed. First, providing opportunities for mentors, coaching, and peer support facilitate the acquisition of new skills and exposure to different teaching techniques.

Second, through participating in co-planning, observing lessons, providing feedback and sharing experience, preservice management teachers feel more supported and confident in their abilities to manage their classroom, enrich student learning activities and improve teaching performance. Third, promoting autonomy, goal setting, and positively valuing teaching competence increase teaching self-efficacy. Also, providing time for and involving

preservice management teachers in the evaluation process, giving them choices in curriculum design, and celebrating small successes empower teachers to take ownership of their work and reflect on their performance positively. Fortunately, all these strategies have been applied during on-campus teaching practice. Hence, preservice management teachers are expected to exercise much confidence during off-campus teaching.

In conclusion, the self-efficacy theory emphasizes the critical importance of teacher self-belief in their ability to succeed and contribute to teaching performance and educational outcomes. Thus, by creating opportunities for mentorship, promoting autonomy, and positively valuing teaching competence make it possible to ultimately enhance preservice management teachers teaching self-efficacy, teachers teaching and students' academic performance.

Attitudinal Theory

As described in the theory of planned behavior (Ajzen, 1991), actions are formed by intentions, which stem from three key elements: attitudes, subjective norms, and perceived behavioral control. According to the theory, it is also possible for external factors to directly force or prevent behaviors, regardless of the intention depending on the degree to which a behavior is actually controlled by the individual, and the degree to which perceived behavioral control is an accurate measure of actual behavioral control. The goal of the theory of planned behaviour (TPB) is to provide a comprehensive framework for understanding the determinants of such behaviours.

The Theory of Planned Behaviour (TPB) stands as one of the most widely adopted social-psychological frameworks for comprehending and

predicting human actions (Ajzen, 1985). Within the TPB, the immediate forerunner of a specific behaviour is the intention to engage in that particular behaviour. This intention is believed to be shaped by three categories of considerations or beliefs. The first category, known as behavioural beliefs, pertains to how an individual perceives the positive or negative outcomes linked to performing the behaviour, and the personal values or assessments attributed to these outcomes. The accumulation of these behavioural beliefs, readily available in memory, forms an overall positive or negative attitude toward the behaviour.

The second category involves the perceived expectations and behaviours of significant reference figures or groups, alongside the individual's inclination to comply with these influential figures. These considerations are labeled "normative beliefs," and the aggregate of readily accessible normative beliefs leads to the perception of societal influence or subjective norms associated with the behaviour.

The third type of consideration, "control beliefs," revolves around the perception of factors that can either enable or hinder a person's capability to carry out the behaviour. Collectively, the perceived influence of these factors on behavioral performance, combined with accessible control beliefs, contributes to a level of perceived control over the behaviour. In general, a more favorable attitude, a stronger subjective norm, and heightened perceived control concerning the behavior correspond to a greater likelihood of forming an intention to undertake the behavior.

Ultimately, intentions are projected to translate into behavior enactment as long as individuals are genuinely capable of executing the

behavior, i.e., they possess actual control over it. The actual behavioral control serves as a moderator of the influence of intention on behavior. However, in many cases involving the TPB, it might be challenging or unfeasible to identify all the factors influencing genuine control over the behavior. As a workaround, researchers often employ the gauge of perceived behavioral control as a substitute for actual control, assuming that perceptions of control reasonably mirror actual control.

Works that Applied the TPB

In research conducted by Stone, Jawahar, and Kisamore (2010) in Oklahoma, they employed the Theory of Planned Behaviour to forecast intentions and actions related to academic misconduct. The study focused on gauging the inclination towards cheating and actual cheating actions among a group of 241 undergraduate business students. The findings showcased that the Theory of Planned Behavior elucidated 21% of the fluctuations in intentions for cheating and 36% of the occurrences of cheating behavior. As a result of this investigation, it was deduced that the TPB model serves as a valuable instrument for foreseeing instances of cheating conduct and holds potential for encouraging further exploration into the realm of academic misconduct.

Nadlifatin et al. (2020) also employed Icek Ajzen's Theory of Planned Behavior to examine the intentions of public relations faculty at Marquette University regarding online teaching. The primary predictor variables (Subjective Norms, Attitude toward the Act, and Perceived Behavioral Control) exhibited statistically significant relationships of varying degrees with the intention to teach public relations online. Subjective Norms emerged

as the most influential predictor of Intent. Together, Subjective Norms, Attitude toward the Act, and Perceived Behavioral Control accounted for 49% of the variation in the intention to teach a public relations course online. Nevertheless, subsequent analyses indicated a poor fit for the model when applying the Theory of Planned Behavior to faculty intentions regarding online public relations teaching.

The application of the Theory of Planned Behavior extends to forecasting gambling conduct as well. An examination encompassing 80 college students aimed to gauge the effectiveness of Ajzen's theory in prognosticating both gambling behavior and its frequency. The outcomes of this survey underscore the theory's aptness in elucidating gambling actions within this demographic. Notably, the study revealed that the perception of behavioral control and subjective norms served as predictors for previous gambling engagement. Furthermore, subjective norms, attitudes, and perceived behavioral control emerged as predictors for the frequency of gambling activities (Martin, Gholson, & Leonard, 2010).

In a parallel vein, Høie, Moan and Rise (2010) conducted research that lent support to the TPB within the context of intentions to cease smoking. They put forth a hypothesis that the TPB model's predictive capacity regarding intentions would be enhanced by individuals' past experiences with the behavior. The Theory of Planned Behavior components accounted for 12.3% of variance in the intention of quitting with the strongest influence coming from past behaviors.

Assumptions and Limitations

The Theory of Planned Behavior posits that people make decisions based on their attitudes, subjective norms, and perceived behavioral control, assuming a rational approach. These elements may operate in the decision-making rather than being consciously deliberated. Essentially, individuals might not explicitly express certain behaviours, yet these attitudes can still sway their decision-making. The assumption of rationality is contested due to instances where emotions, rather than rationality, guide human behavior, some researchers call this sense-making (Zinko, Furner, Hunt, & Dalton, 2017; Hrubes, Ajzen, & Daigle, 2001).

Application of the TPB to this Current Study

Considering the purpose of the study regarding PMTs attitudes towards the teaching profession in this study, the TPB best fit since attitudes (one's belief, feelings, dos and don'ts, positive and negative, as well as likes and dislikes) toward the teaching profession may affect his or her teaching performance, hence, applicable in this context. Again, Subjective norms encompass social pressures, comprising both the perceived expectations of others and the significance the individual places on those expectations.

For instance, Students, colleagues, and others' expectations and how they value the teaching profession may also influence one's attitude towards the teaching profession, hence, the relevance of Subjective Norms. Lastly, perceived behavioral control refers to an individual's sense of capability to carry out a particular behavior within their circumstances. This encompasses the individual's self-efficacy (ability) regarding the task, along with external

factors like classroom settings, time constraints, and available resources (Ajzen, 2005).

Knowledge Based for Teaching

According to Shulman and Sykes, the knowledge base for teaching is the set of understanding and skills, device and values, character and performance that combined constitute the ability to teach, (As cited in Fernandez & others, 2014, p. 79). They therefore grouped this knowledge base into eight categories including: Comprehensive liberal education (fundamental reading, math, writing, and reasoning skills), along with domain-specific content knowledge relevant to teaching areas. It also involves expertise in content-specific teaching methods, a broad understanding of pedagogical principles and practices, familiarity with curriculum design, recognition of student diversity and unique needs, mastery of performance techniques, and a grounding in professional understanding encompassing areas like history, policy, philosophy, psychology, cultural factors, cross-cultural considerations, and professional ethics.

In 1986, Shulman offered three types of content knowledge for teachers, asserting that the content has multiple facets for the teacher to take into account: the content knowledge itself; the pedagogical content knowledge; and the curricular knowledge (Shulman, 1986). Hence, Shulman introduced the phrase Pedagogical Content Knowledge (PCK), which appears to have come to denote a unique type of knowledge held by teachers. Shulman (1986) defined content knowledge as having an understanding of concepts, theories, ideas, evidences, and the techniques for developing this knowledge. The pedagogical knowledge, on the other hand, covers the aims of education,

application of knowledge to cognitive, social, and developmental theories of learning in the classroom, the methods of teaching and learning, the characteristics of the target audience, and methods for assessing students' knowledge.

According to (Shulman, 1987a), the key to identifying the knowledge base of teaching lies at the nexus of content and pedagogy in teachers' abilities to transform content knowledge into forms that are pedagogically effective while still being adaptable to the variety of student abilities and backgrounds. In 1987, Shulman outlined the categories of teacher knowledge to foster understanding among its students. He proposed seven fundamental knowledge that a teacher must possess:

- i. Content Knowledge
- ii. General Pedagogical Knowledge
- iii. Curricular Knowledge
- iv. Pedagogical Content Knowledge (PCK)
- v. Knowledge of Learners and their characteristics
- vi. Knowledge of Educational Contexts
- vii. Knowledge of Purposes, educational purposes and educational values and their philosophical and historical bases.

Content Knowledge

This is also known as subject matter knowledge. Shulman describes this form of knowledge as knowing what and knowing how. To him, the conceptions of what to know have some influence on what teachers teach and how they go about their work. In the views of Shulman (1987) and (Turner-Bisset, 1999), aspects of content knowledge include; Substantive subject

knowledge, syntactical knowledge, and beliefs regarding subject are all. The substantive knowledge entails the factual information and fundamental ideas that constitute the foundation of a particular subject. The knowledge establishes a structured framework that clusters the fundamental concepts within a specific discipline. Syntactical knowledge pertains to the methodologies employed to formulate propositional knowledge. Perspectives concerning subject knowledge underscore the profound influence that varying conceptualization held by educators can exert upon their teaching performance (Magnusson, Krajcik, & Borko, 1999; Wilson & Wineburg, 1988 as cited in Entsie, 2021).

General Pedagogical Knowledge

In the view of Sulman, General Pedagogical Knowledge is where teachers use the idea of representation to inform the way to communicate facts, concepts, skills processes and attitudes to students. He adds that general pedagogical knowledge is gained from practice. Similarly, Day and Goldstone (2012), sees general pedagogical knowledge to include expository skills, classroom management, questioning skills and differentiation that are understood in a context-specific situation.

Curriculum Knowledge

Shulman (1987) considers curriculum knowledge as “tool of trade” for teachers (p. 8). To further the objectives of structured education, various materials and frameworks for teaching and learning are developed. These encompass curricula with their defined scopes and sequences, assessment tools and materials, educational institutions with their hierarchies and both explicit and implicit systems of rules and roles, professional teacher organizations

engaged in negotiation, driving social change, and offering mutual protection, government agencies spanning from local districts to state and federal levels, as well as overarching mechanisms of governance and financial management. As teachers inherently operate within this interconnected framework, both utilizing and being influenced by its components, it follows that the principles, policies, and operational details of these systems constitute a significant foundation for the knowledge base.

If a teacher needs to be well-versed in the field of teaching, then it encompasses the array of materials, institutions, organizations, and mechanisms with which he or she must acquaint themselves. These encompass both the resources essential for the profession and the contextual circumstances that will either support or hinder teaching endeavors. Turner-Bisset (1999) also expresses that curriculum knowledge enables teachers to critically analyze curriculum materials and understand the resources used for each subject.

Pedagogical Content Knowledge (PCK)

The theoretical underpinning was firmly established within the framework Shulman's pedagogical content knowledge. While both content knowledge and pedagogical knowledge bear significant relevance within the realm of teaching, Shulman has delineated pedagogical content knowledge (PCK) as comprehension of how concept and strategies within specific subject domains are comprehended and misconstrued (Shulman, 1986). In recent times, pedagogical content knowledge has garnered escalated attention from scholars across the globe, signifying that this notion is not a nascent concept. The origins of this concept can be traced back to the pioneering work of

Shulman (1986,1987). Pedagogical content knowledge (PCK), as elucidated by Shulman (1986), embodies a distinctive form of subject matter expertise that pertain to the effective teaching of its respective encompasses. PCK empowers an educator to render a subject comprehensible to diverse learners. Moreover, PCK encompasses the capacity to discern factors contributing to the accessibility or complexity of content, a grasp of students' misconceptions concerning specific subject matter, and competence to judiciously select appropriate content (Shulman, 1987).

Knowledge of Learners and their Characteristics

Understanding students encompasses both cognitive and experiential dimension for characterizing learners and their attributes (Turner-Bisset, 1999). Empirical acquaintance of learner pertains to a broad understanding of typical attributes exhibited by learners within specific age ranges. On the other hand, cognitive understanding of learner involves a grasp of child development, which forms the theoretical foundation dictating how learning experiences should be structured for learner. As exemplified in scholarly investigations (Cochran, DeRuiter, & King, 1993). An appreciation for how students individually constructs and employ their comprehension is of paramount significance, given that each students' knowledge is a distinct and personalized creation, further influenced by their existing understanding. Pedagogical activities are deliberately devised and are shaped by the sociomoral context in which educators frame their convictions regarding educational goals, intentions and principles.

Knowledge of Educational Contexts

Getting familiar with educational setting, as explained by Shulman (1986a), pertains to an awareness encompassing schools, classrooms, and all educational milieus in which the process of learning unfolds. Educators' comprehension of the “socio-political”, “cultural”, and “physical” contextual elements that mold the instructional and learning dynamics augments the cultivation of Pedagogical Content Knowledge (PCK) (Cochran et al., 1993). Additionally, Turner-Bisset (1999), in her investigation, revealed that the educational context exerts a noteworthy influence on teachers' performance.

Knowledge of Purposes, Educational Purposes and Educational Values and their Philosophical and Historical Bases

In Shulman's classification, the realm of Educational Ends, Aims, and Values was encompassed, yet its prominence appeared limited in Turner-Bisset's exploration. Within interviews, young educators scarcely broached these aspects, and the observational data suggested that awareness of objectives and values often remained implicit, rather than overtly and visibly practiced. Nevertheless, this knowledge base has been preserved within the present discourse, as teaching integrally serves a purposeful activity, both in the context of immediate objectives for a lesson or a sequence of lessons (Bennett, 1984) also, in the scope of enduring aspirations for intrinsically enriching experiences (Turnbull, 2018), or eventual societal utility, adopting a more utilitarian perspective. Reprimanding Shulman's illustrations of expert pedagogy, (Sockett, Traub-Dargatz, & Weiser, 1987) underscored the omission of a moral dimension within the instructional narrative. (Sockett et al., 1987) contended that morality constitutes an indispensable facet of

teaching. In alignment with Shulman's concept to Sockett et al., (1987), it was agreed that a socio-moral essence infuses teaching, though simultaneous with an array of other pivotal attributes.

Criticism of Shulman's Knowledge Base of Teaching

Grossman was the first to systematize the components of the knowledge base of teachers proposed by Shulman and characterized the concept of PCK in the model of teacher knowledge. The author believes there are four main parts that make up the knowledge needed for teaching. These parts are: a) knowing how to teach in general, b) knowing the subject you're teaching, c) mixing teaching skills with subject knowledge, and d) understanding the situation you're teaching in. In this idea, the mix of teaching skills, subject knowledge, and the situation is really important, and it's called pedagogical content knowledge (PCK). Each of these parts also includes other things you need to know. Out of all of them, pedagogical content knowledge is the one that connects with all the rest.

Using Shulman's ideas about teaching, Grossman took another look at how teachers know things (PCK). She added to Shulman's model by putting in the PCK, which means knowing what to teach and how to teach it. She made a sort of order in the model, showing that knowing what to teach comes first, then understanding how students learn, then knowing the best ways to teach. So, in Grossman's model, the three things that make up PCK are all guided by why teachers want to teach that stuff. This helps to understand PCK better because it shows that teachers' ideas and knowledge are part of the model.

Carlsen (1999) came up with a different idea compared to Grossman's about what teachers need to know. Carlsen's idea is based on five main

knowledge teachers should understand. These include knowing about the big picture (knowledge) context and the specific situation. The big picture context means understanding things about the country, state, local community, and schools. The specific context means knowing about the classroom and the students you're teaching. There are other things to know: how to teach in general, what you're teaching, the important parts and how they fit together, and mixing teaching skills with subject knowledge.

This idea is different from Grossman because it puts more focus on understanding the situation and how it's connected to all the other things teachers need to know (Grossman, Van Beek & Wientjes, 1990). Grossman's idea treats the goals of teaching as more important than the other parts, but Carlsen's idea treats them all as equally important. Also, in Carlsen's model, the reasons for teaching science are seen as just as important as the other parts of knowing how to teach. From Grossman's idea, other people have made similar suggestions about what's important for teaching, especially teaching science. Magnusson et al., (1999) are some of these people. Their idea is like Grossman's, but they added something about knowing how to test what students have learned.

Furthermore, in the model developed by Magnusson, Krajcik, and Borko, they make a change to what Grossman proposed about the reasons for teaching content. Instead of conceptions of purposes for teaching content like Grossman did, they use the term orientations for the teaching of science (Magnusson et al., 1999). These orientations, as explained by the authors, include different approaches to teaching science: focusing on the process, maintaining high academic standards, using teaching methods, facilitating

conceptual change, using hands-on activities, encouraging discovery, implementing project-based science, promoting inquiry, and guided inquiry.

However, while the model proposed by Magnusson, Krajcik, and Borko (1999) brings valuable contributions, Friedrichsen, Driel, and Abell (2011) point out some criticisms related to the terminology used in it. The term orientations to teaching science has been used with varying meanings in different studies mentioned in the literature. According to the authors, this confusion originates from the term's initial definition as knowledge and beliefs about the purposes and goals of science education at a certain educational level, where teachers are seen as participants in the process. In a later phase, it's defined as a general understanding or vision of science education, which doesn't consider the role of teachers.

The work of Park and Oliver (2008) added a new aspect to Magnusson et al.'s model. They introduced a sixth element into the teacher's knowledge. This new aspect involves emotions and feelings. The emotional perspective has gained attention in the literature as one of the parts of PCK. This expanded model shows how teacher confidence develops, the uniqueness of individual teaching styles, the significance of reflection, and the importance of acknowledging the roles of students within PCK (Park & Oliver, 2008).

The efficacy aspect featured in this model prompts the teacher to convey what they deem most effective in the classroom setting. Within the PCK Summit model, teachers' professional expertise is delineated across five primary domains: i) assessment knowledge; ii) pedagogical knowledge; iii) content knowledge; iv) understanding of students; and v) familiarity with the curriculum. These five areas of knowledge exert influence on and are

influenced by the professional understanding of a given subject. This professional understanding encompasses comprehension of instructional methods, representations of content, student comprehension, scientific practices, and cognitive approaches.

This particular professional expertise undergoes various influences and enhancements, including the teachers' beliefs, the contextual setting in which it operates, and the instructional approaches adopted. Following this filtration process, the specific professional knowledge is reshaped and customized in the classroom, forming the teacher's personal Pedagogical Content Knowledge (PCK). Subsequently, this knowledge encounters the filters and enhancements of the students, considering their beliefs, prior understanding, and behaviors, before being evaluated through student outcomes.

This framework appears to encompass both a theoretical PCK (comprising specific professional knowledge of the subject) and a personal, individualized PCK, which manifests during classroom practice. Furthermore, this practice mutually influences and is influenced by the broader knowledge base as well as the specific professional understanding of the subject matter.

Student outcomes, in a reciprocal manner, influence both the teacher's Pedagogical Content Knowledge (PCK) derived from classroom practice and the topic-specific professional knowledge within the broader knowledge base. It is through this interconnectedness that the model is constructed around action, with the teacher serving as a reflective practitioner who continually evaluates and refines their practice to achieve enhanced outcomes with their students. This process involves the reconstruction and transformation of their personal PCK, their specific professional knowledge of the subject matter, and

the broader knowledge base. This model not only illustrates the mobilization of knowledge but also aligns with the development of teachers' PCK as outlined in the Model of Pedagogical Reasoning and Action proposed by Shulman.

As per Shulman (1987), Pedagogical Content Knowledge (PCK) is a special blend of subject matter and teaching methods that sets teachers apart as professionals. Shulman introduced the concept of PCK as a vital part of what he termed the knowledge base for teaching. The core aspects of Shulman's idea about PCK involve understanding how to represent specific subjects and the strategies to teach them, along with recognizing the challenges students face in learning and their own notions about specific subjects. Shulman initially introduced the concept of PCK to describe a particular form of teacher knowledge that distinguishes a teacher in a particular field from an expert in that field. He coined this term during a conference at the University of Texas in 1983, a conference title that was quite suggestive: The missing paradigm in the research about teaching.

The notion of a missing paradigm that Shulman discussed referred to the lack of emphasis on the specific subject matter and its relative neglect in the preparation for teaching. Throughout his research journey, Shulman's interests were focused on two main aspects: understanding the cognitive processes in professional practice, particularly in situations of uncertainty, such as those faced by professionals like doctors and teachers; and highlighting the distinctiveness of expertise within specific domains. In his work, Shulman (1986) examined the questions historically used in teacher selection assessments. He observed that teacher selection programs had at

times prioritized expertise in specific subjects and at other times emphasized teaching methods. This led Shulman to question whether it's always necessary to maintain a strict separation between subject matter and teaching methods while training to become a teacher.

In his 1987 article, Shulman introduces the concept of PCK by bringing together subject matter and teaching methods. He explains it as a special blend of content and pedagogy that is unique to the realm of teachers, their distinctive professional understanding (Shulman, 1986, p. 9). According to Shulman, what truly sets a chemistry teacher apart from a chemistry expert is their capacity to transform the subject matter. Shulman defines PCK as a type of knowledge that surpasses mere subject matter knowledge and extends into the dimension of subject matter knowledge tailored for teaching. He still refers to it as content knowledge, but it's a specific form of content knowledge that focuses on making the subject understandable for others.

Within the realm of pedagogical content knowledge, Shulman includes the most effective ways to represent key ideas within the most frequently taught topics of a subject area. This involves employing powerful analogies, illustrations, examples, explanations, and demonstrations – essentially, it's about choosing ways to present and explain the subject in a way that makes sense to learners. As there's no one-size-fits-all approach, teachers need a toolkit of various methods of representation. Some come from research while others stem from practical wisdom (Shulman, 1986, p. 9).

Once Shulman coined the term PCK, it quickly gained traction in studies about teachers' knowledge and became widely used. PCK is now a framework for examining teachers' knowledge. Research on PCK indicates

that this type of knowledge is closely linked to classroom planning and instruction. Carter (1990) suggests that practical knowledge and PCK are two separate but interconnected categories in the process of learning to teach. In Carter's view, PCK is a broader category that falls under professional knowledge and is more structured than practical knowledge, which tends to be more personal and context-dependent.

When considering the teacher knowledge categories proposed by Fenstermacher (1994) as formal and practical, PCK seems to align more with formal knowledge characteristics than practical. Moreover, Grossman (1990) contends that PCK is part of practical knowledge and follows the same methodological parameters for its development. Shulman also shares this viewpoint. Hence, there's ongoing debate regarding whether Shulman's research program falls under the formal or practical knowledge category. Some authors perceive it as a combination of both, forming a comprehensive category.

Implication to the Study

Preservice teachers must work towards developing all the types of knowledge in order to improve their teaching performance. In the views of Davis and Simmt (2006), teachers must be able to bring together their understanding of the content with their knowledge of how to teach that content in ways that are meaningful, engaging, and accessible to their students. In this scenario, preservice teachers are no exception. Therefore, Shulman's model of knowledge provides a framework for preservice teachers to develop a nuanced understanding of the content they will be teaching and the strategies they will need to use to teach the content effectively. This understanding is essential for

improving their teaching performance through proper planning of lesson to meet the needs of all students in the classroom.

Further, the model of knowledge proposed by Shulman can be linked to preservice teachers' professional knowledge because Noffke and Zeichner (1987) opine that professional knowledge involves understanding the social and cultural contexts in which teaching and learning take place and the ethical and normative aspects of teaching. Zeichner and Noffke add that Pedagogical content knowledge, in particular is an important component of professional knowledge as it requires an understanding of both the content the pedagogy necessary to teach that content effectively in a culturally responsive way. Similarly, Cochran-Smith (2005) reveal that preservice teachers need to develop "flexible knowledge of the curriculum, knowledge of students learning needs, knowledge of instructional strategies, knowledge of assessment and evaluation, and knowledge of teaching and learning context" (p.17).

In utilising Shulman's model of knowledge, preservice management teachers can improve their teaching performance by understanding the relationship between curriculum, instruction, and assessment that is necessary for improving teaching performance. This includes understanding how to differentiate instructions to meet the various needs of student as well as knowing how to assess students learning and adjust instruction accordingly. In conclusion, the model of knowledge proposed by Shulman can be linked with preservice management teachers' professional knowledge as it provides a framework for improving teaching performance in terms of subject matter knowledge, pedagogy and pedagogical content knowledge.

Conceptual Review

This section reviews related concepts regarding the variables under investigation. The review is organized along teaching performance, professional knowledge, teaching self-efficacy and attitudes towards teaching profession.

Teacher's Teaching Performance

Researchers have described teaching performance to mean teaching quality, instructional quality or teacher effectiveness among others (Padillo, Manguilimotan, Capuno, & Espina, 2021; Garrett & Steinberg, 2015; Senyamator, Dankyi, Dorsah, & Asare, 2023; Little, Goe, & Bell, 2009). In describing teacher effectiveness, the words teacher effectiveness, effective teacher and effective teaching are used interchangeably to mean the same concept. Paolini (2015) postulates that teacher effectiveness is the influence that classroom factors, such as instructional practices, teacher expectations, classroom organization, and the use of classroom resources, have on student achievement.

Similar, Adeyemi (2019), describes effective teacher as one who demonstrates high level of intelligence, skills, knowledge, and pedagogical delivery. Here, the emphasis of teaching effectiveness is focused on the activities demonstrated by the teacher in the classroom. To Adeyemi, effective teachers should be well grounded in the subject area and portray virtues such as classroom evaluation and assessment of content learnt to improve learners' performance in the teaching profession (Adeyemi, 2019). (Muijs et al., 2014) opines that effective teachers are expected to organize and manage the

classroom environment as an efficient learning environment to maximize students' engagement rates.

The above scholars' descriptions of effective teachers seem to apportioned teachers' effectiveness to students' outcomes, which in the view of the researcher, there are many factors that contributes to students' academic performance or outcomes. Garrett and Steinberg (2015b) assert that teacher effectiveness in the narrowest sense is where the teacher's ability and competencies is measured by students' gains on standardized achievement test. This, though an equally important aspect of teaching ability, it is not a comprehensive and robust view of teacher effectiveness (Garrett & Steinberg, 2015b).

In instances where instructional quality is used, Senyamator et al., (2023) described this as the competencies and effectiveness of the teacher to demonstrate high level of professionalism in the teaching profession. In their view, instructional quality has a significant positive relationship with students' effectiveness. It can be deduced that though Senyamator and others consider instructional quality as teachers' competencies and effectiveness, they in a way determine the teachers' competencies through students' effectiveness.

Concerning quality teaching, three perspectives; teacher cognitive resources, performance, and effect have been associated with quality teaching (Wang, Lin, Spalding, Klecka, & Odell, 2011). Quality teaching from a cognitive resource perspective is likened to the knowledge, beliefs, attitudes, and dispositions teachers bring into the profession (Darling-Hammond & Youngs, 2002); Labaree, 2008). Here, quality teaching is related to the credentials a teacher holds for teaching. However, other scholars assume such

teachers' credentials (knowledge, skills, and dispositions) as teacher qualities which serve as predictors for quality teaching (Fischer et al., 2014; Keller et al., 2016; Shulman, 1987)

Another viewpoint regarding effective teaching pertains to performance, which concerns the actions undertaken by teachers in their practice (Lampert, 2010). It is posited that the specific actions carried out by teachers in their classrooms contribute to the desired outcomes of student learning. This notion has been a fundamental premise underlying research on teacher effectiveness, often referred to as process-product research (Brophy, 2000). The assessment of teachers' classroom performance plays a pivotal role in the evaluation and certification of teachers (Ladson-Billings & Darling-Hammond, 2000; Wang et al., 2011).

The third viewpoint on quality teaching, known as the effect perspective, posits that quality teaching is characterized by its outcomes. According to this view, teachers have the ability and responsibility to influence the knowledge, skills, and values necessary for students to thrive in a global economy (Loomis, Rodriguez, & Tillman, 2008; Tatto, 2007; Zhao, Lynch Jr, & Chen, 2010). In this perspective, teachers are held responsible for the progress in student achievement. It is assumed that students who demonstrate high performance on relevant assessments have been exposed to effective teaching that has adequately prepared them for future endeavors.

Regarding this current study, teaching performance refers to the preservice management teachers' ability to demonstrate mastery in the preparation of lesson plan, teaching methodology and delivery, classroom organization and management as well as professional commitment as expected

of them. These categories of assessment are applied as directed by the Centre for teaching profession.

Teacher Professional Knowledge

Brophy (2000) described studies of this nature as process/product research since they reveal factors (components) of teaching that promote students' outcomes. For a decade, three components of teaching performance appeared to influence students' achievement. Some literature classified the components as 'emotional support', 'classroom organization' and 'instructional support' (Cviko, McKenney, & Voogt, 2014; Pianta, Hamre, & Mintz, 2012; Pietarinen, 2021).

Others categories the three components of teaching performance that influence students learning as 'constructive support', 'classroom management' and 'cognitive activation' (Begrich, Fauth, & Kunter, 2020). Though different terms but similar meaning, for instance, 'Emotional support' or 'constructive support' includes, the affective (sensitivity) nature of the teacher. 'Classroom organization' or 'classroom management' comprises an effective use of time on task, controlling the class and dealing with students' misbehaviours. 'Instructional support' or 'cognitive activation' comprises coherent development of concepts or the request for students' questions. Particularly, cognitive activation has been extensively researched aiming for an assumed influence of teachers' professional knowledge on their teaching quality which in this study is teaching performance (Keller, Neumann, & Fischer, 2017).

The development of a theory on teachers' professional knowledge for good teaching under classroom conditions can be tracked from Shulman (1987) over Park and Chen (2012) to current approaches. Shulman's (1987)

suggest that professional knowledge has seven aspects that serve as a ground in recent research on teacher education. The common grounds included content knowledge (CK), pedagogical content knowledge (PCK) and pedagogical knowledge (PK) (Baumert et al., 2010). Content Knowledge for teaching, for instance, business management necessitates a deep understanding of business management content subject matter.

Regarding PCK, there is the demand for teacher to have an understanding of the main goal of management education, and an understanding of what it means to be management education literate. As well as the central dilemma of teacher education. Also, (PK) has to do with the teacher's general pedagogical knowledge in the teaching. Teachers' professional knowledge has been assumed to be a key factor affecting teaching quality (Abell, 2007; Fischer, Borowski, & Tepner, 2012; Fischer, Neumann, Labudde, & Viiri, 2014). The development of professional knowledge in teachers is a goal of teacher education. This should enable teachers to use appropriate actions in teaching situations, which should result in students' achievement (Terhart, 2012).

According to Falloon (2020), professional knowledge of a teacher is his or her understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. Classroom teaching is a complex activity that demands teachers possess substantial thinking skills and a solid knowledge base. However, it is not undisputed whether or not content knowledge, pedagogical content knowledge, and pedagogical knowledge are the key factors that influence

teaching quality or if these three knowledge areas are relevant at all for teaching (Vogelsang, 2014).

Besides, teacher education aims at achieving learning outcomes related to content knowledge, pedagogical content knowledge, and pedagogical knowledge (MOE, 2017). Therefore, the role of professional knowledge in improving teaching quality has become important for teacher education in general. It is worth noting that professional knowledge usually comprises not only declarative knowledge but also procedural knowledge (Keller, Neumann, & Fischer, 2016). According to Hill et al. (2005), declarative knowledge can be articulated and is explicit, but procedural knowledge deals with how to do something and is mostly implicit.

Teacher's Sense of Self-Efficacy

The concept teacher self-efficacy has been viewed rigorously by many researchers. For instance, Bandura (1997) described teacher self-efficacy as one's sense/judgement of his or her capabilities to bring about desired outcomes in teaching. Also, Siuty, Leko, & Knackstedt (2018) defines teacher self-efficacy as teachers' ability to meet students' outcomes. (Gavora, 2010) explains that teacher self-efficacy is the personal belief that one holds in his capability of performing in an appropriate and effective manner to attain certain goals. From the above, It is obvious that teacher self-efficacy emphasis the innermost belief in one's ability to achieve outcome in the teaching profession.

According to Aydin and Boz (2010), teachers' self-efficacy beliefs help to influence their motivation and choice and to ascertain their actions in class. Hence, preservice management teacher's self-efficacy could mean

his/her personal belief in his ability to influence their teaching and instructional accomplishment (teaching performance). In the views of Tschannen-Moran and Woolfolk Hoy (2001), the idea of teacher's belief in his or her ability to positively influence student learning is critical to the actual success or failure of a teacher (teaching performance). Therefore, the more precise term to use should be teacher sense of efficacy. This is because what is being discussed is a teacher's sense of competence not objective measure of actual competence.

Likewise, according to Gavora (2011), teacher self-efficacy differs from teacher competence, typically associated with the professional knowledge and skills of a teacher. This suggests that a teacher might possess the necessary professional knowledge but lack the confidence to effectively implement it. Furthermore, Gavora contends that teacher self-efficacy encompasses a broader scope, wherein a high level of self-efficacy facilitates the proficient utilization of professional knowledge and skills, or vice versa.

Moreover, in a study conducted by Hassan (2019), teachers' self-efficacy was examined in relation to students' achievement, revealing a positive correlation between teachers' self-efficacy and both student achievement and attitude. Hassan observed a consistent association between teachers' self-efficacy, positive teaching attitudes, and robust student achievement. In summary, Hassan concluded that students tend to learn more effectively from teachers with high levels of self-efficacy, who are also more inclined to employ strategies such as open-ended questioning, inquiry-based methods, or small group learning activities.

Sources of Self-Efficacy

The primary determinant of a teacher's perception of teaching efficacy is experience, often referred to as performance accomplishments by Bandura (1977). Bandura (1997) outlined four sources contributing to teaching efficacy: mastery experiences, physiological and emotional states, vicarious experiences, and social persuasion. Among these, mastery experiences hold the most substantial influence on efficacy perceptions. The belief that successful performance enhances efficacy beliefs fosters the expectation of future proficient performance. Conversely, perceiving failure diminishes efficacy beliefs and fosters the anticipation of less effective future performances.

Hoy and Spero (2005) emphasized that mastery experiences during student teaching wield considerable influence on the development of teacher efficacy. Consequently, when pre-service management teachers (PMTs) are being prepared for the teaching profession, a thorough assessment of their teaching self-efficacy is warranted. Hoy and Spero highlighted the influence of emotional responses on teaching efficacy. Emotions, moods, physiological reactions, and stress levels can all shape individuals' perceptions of their abilities in specific situations (Bandura, 1977). The interpretation and perception of these emotional reactions are crucial, not just their intensity. Teachers with high teaching efficacy tend to view challenges as opportunities for overcoming, while those with lower efficacy perceive them as obstacles.

Vicarious experiences serve as another means of fostering and reinforcing teaching efficacy. Bandura (1977) noted that the extent to which observers identify with skilled models significantly affects their efficacy. This

holds especially true in student teaching, where mentor teachers' actions can be observed in various scenarios. Student teaching offers a chance to gather insights into one's teaching proficiency.

Social persuasion, as a source of self-efficacy, involves feedback that highlights effective teaching behaviors and offers constructive, specific suggestions for improvement. While social persuasion alone might have limited potential to substantially increase self-efficacy enduringly, it can contribute to successful performances by motivating individuals to initiate tasks, attempt new strategies, or invest enough effort to succeed (Bandura, 1977).

Katz and Stupel 2016) differentiated between generalized and personal teaching self-efficacy. The former concerns individuals' expectations regarding teaching's influence on student learning, while the latter refers to the belief that one possesses the skills required to facilitate student learning. Additionally, Tschannen-Moran and Hoy (2001) discerned three critical dimensions of effective instruction that influence teachers' efficacy perceptions: instructional strategies, classroom management, and student engagement.

Teachers' efficacy for instructional strategies pertains to their confidence in designing and implementing activities, tasks, and assessments to enhance student learning. Classroom management efficacy involves the belief that a teacher can establish an orderly, focused, and non-distracting classroom environment. Lastly, efficacy for student engagement reflects the confidence in a teacher's ability to cultivate and sustain students' involvement, investment, and motivation for learning.

Significance of Teacher Self-Efficacy

Teacher self-efficacy emerges as one of the selected teacher attributes that consistently forecast instructional practices and student outcomes (Gagnier, Holochwost, & Fisher, 2022; Katz & Stupel, 2016). Studies repeatedly establish a connection between teachers' sense of efficacy and students' academic achievements (Mojavezi & Tamiz, 2012; Tsouloupas, Carson, & Matthews, 2014; Vieluf, Kunter, & de Vijver, 2013), with some of these inquiries revealing positive correlations with teaching results.

Concretely, teachers' self-efficacy exhibits a close interrelation with their classroom conduct (Milner, 2002; Napoles & MacLeod, 2013; Önen & Muslu Kaygisiz, 2013), their perceptions of classroom management (Klassen & Chiu, 2010), the implementation of effective teaching techniques (Woolfolk-Hoy & Burke-Spero, 2005), enhanced classroom management practices (Klassen & Chiu, 2010), and overall teacher well-being and teaching outcomes (Egyed & Short, 2006; Klassen & Chiu, 2010). Teachers exhibiting elevated teaching self-efficacy are more inclined to employ alternative assessments (Tatar & Buldur, 2013), demonstrate resilience in their teaching endeavors, and invest more effort in assisting all students to attain their potential (Pendergast, Garvis, & Keogh, 2011; Tsouloupas, Carson, & Matthews, 2014).

Teacher's Teaching Attitudes

An attitude is a psychological disposition to respond favorably or unfavorably to an object, person, or institution (Eagly & Chaiken, 1993). According to Behar-Horenstein, Roberts and Dix (2010), an attitude can be described as an evaluative response to a particular reference point which is

deduced from a person's beliefs regarding that reference. Similarly, an attitude is seen as a subjective evaluation of a behaviour, which disposes a person to behave in a certain way towards it (Eagly & Chaiken, 1993; Gärling, 1999). Eagly and chaiken (1993) posit that attitude involves making a decision concerning liking verses disliking, approving verses disapproving, or favouring verses disfavouring a particular issue, object or person.

Attitudes have cognitive, affective, and behavioural components (Krosnick, Betz, Jussim, & Lynn, 1992; Kawakami, Dion, & Dovidio, 1998; Briñol & Petty, 2003). The cognitive aspect pertains to the individual's belief system, this component refers to beliefs, thoughts, and attributes associated with an attitude object (Kawakami, Dion & Dovidio, 1998), the affective component refers to feelings or emotions associated with an attitudinal object (Krosnick, Betz, Jussim & Lynn, 1992) and the behavioral aspect relates to the inclination to act towards the object of the attitude. The behavioural component refers to past behaviours concerning an attitude object (Brinol & Petty, 2003). Behavioural choices are dependent on the association of a person's goals, attitudes, and perceived abilities with the perceptions and opinions of other people with whom he or she is connected.

These components may be exhibited in teachers' or preservice teachers' teaching. In the views of Prasad, Showler, Ryan, Schmitt, and Nye (2017), a teacher's predisposition (prejudices, tendencies, feelings, fears, ideas, and convictions) to react favorably or unfavorably, like or dislike towards teaching is his or her attitude. The pursuit of quality teachers within the education profession remains a central focus on the policy agendas of countries aiming to enhance their educational landscape (Nesje et al., 2018;

Prasad et al., 2017). However, the attainment of quality teaching is intricately linked to teachers' positive disposition toward both the teaching profession and the subjects they teach. The favorable attitude of prospective teachers towards the teaching profession and the subjects they would instruct significantly influences their decision to embark on a teaching career. Within this context, the motivation to enter the teaching profession is influenced by both internal and external factors.

Numerous researchers have delved into the examination of factors that shape the choice to pursue teaching, including the social value attributed to teaching (Eren & Tezel, 2010; Jugović, Marušić, Pavin Ivanec, & Vizek Vidović, 2012; (Lin, Shi, Wang, Zhang, & Hui, 2012), the availability of personal time as well as the opportunities for professional independence and growth (Whitaker & Valtierra, 2018). These studies have indicated that a constructive attitude towards the teaching profession itself is pivotal for cultivating the enduring commitment of prospective teachers as they transition into active teaching roles (Moses, Admiraal, & Berry, 2016; Moses, Berry, Saab, & Admiraal, 2017). This correlation is due to the fact that attitude has demonstrated associations with beneficial outcomes such as future performance (Seema, Udam, & Mattisen, 2016), retention (Nesje et al., 2018; Prasad et al., 2017), and the motivation to teach (Kim, Chiu & Zou, 2010).

Mwenda, Mwidege, and Sanga examined the determinants of trainee teachers' attitudes toward the teaching profession in secondary schools in Mbeya, Tanzania. The results indicated that trainee teachers exhibited a disfavorable attitude towards the teaching profession due to low wages and negative societal perceptions of the profession. Consequently, it is inferred

that inadequate salary and societal perceptions contribute negatively to trainee teachers' attitudes toward the teaching profession. Thus, the study suggests that the government should enhance teacher salaries in secondary schools, and society should view the teaching profession with the same regard as other professions.

Conceptual Framework

Concerning the theories that drive the study, this is how the researcher conceptualized the study. To improve the teaching performance of preservice management teachers, their professional knowledge, teaching self-efficacy and attitude exhibited cannot be under estimated. Therefore, in view of the researcher, if preservice management teachers acquire the requisite professional knowledge, teaching self-efficacy and foster positive attitude towards the teaching profession, their teaching performance is likely to improve. However, if the preservice management teachers have the required professional knowledge but lack teaching self-efficacy and exhibit negative attitude towards the teaching profession, their teaching performance is likely to be affected (low). The researcher therefore views professional knowledge, teaching self-efficacy and attitudes as predictors of teaching performances of preservice management teachers. These views are presented in a conceptual framework in Figure 1.

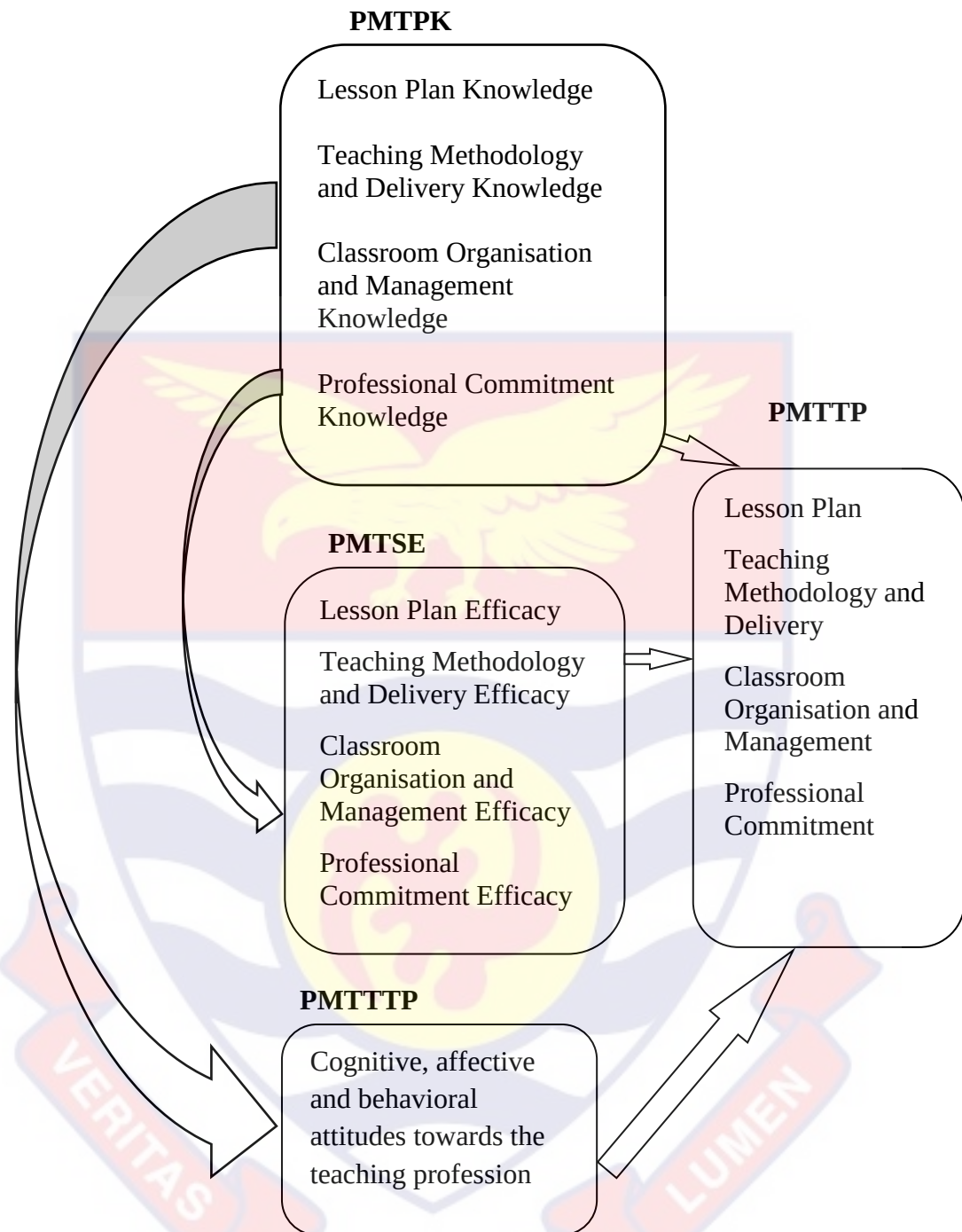


Figure 1: Conceptual framework on PMTs' Teaching Performance

Source: Author's construct

The framework shows influence of preservice management teachers' professional knowledge, teaching self-efficacy and attitude on their teaching performance. The independent variables (professional knowledge, teaching self-efficacy and attitude) serve as predictors of the dependent variable

(teaching performance). This study argues that the preservice management teachers' teaching performance (dependent variable), whether high or low is predicted by their professional knowledge, teaching self-efficacy and attitude towards the teaching profession (independent variables).

Thus, preservice management teachers' teaching performance in terms of (proper lesson plan preparation, appropriate teaching methods used in delivering lessons, proper classroom organization and management and commended professional commitment) are as a result of their professional knowledge and teaching self-efficacy as well as their attitude toward the teaching profession. Additionally, this study was interested in whether PMTs professional knowledge could have any influence on their teaching self-efficacy and attitude towards the teaching profession. Finally, this research was in the position to find out the mediating roles of teaching self-efficacy and attitude as far as professional knowledge and teaching performance is concerned.

Empirical Review

This section reviews previous studies that are related to this current research. The review is organized based on the variables under investigation and according the logical presentation of the hypotheses posed for the study.

Studies on Preservice Teachers' Professional Knowledge and Teaching Performance

Many studies have examined the relationship between teaching performance and students' outcomes, thus, where teachers' performance are measured on students outcomes (Mwesiga & Ogoti Okendo, 2018; Padillo, Manguilimotan, Capuno, & Espina, 2021). In terms of mathematics teacher

education, Hill et al. (2005) demonstrated that possessing a combined knowledge of Content Knowledge (CK) and Pedagogical Content Knowledge (PCK) for teaching mathematics is a strong predictor of instructional quality (teaching performance) and student learning outcomes. Conversely, Baier et al. (2019) discovered no significant correlation between the level of knowledge and instructional quality. The Competence of Teachers, Cognitively Activating Instruction, and Development of Students' Mathematical Literacy (COACTIV) study highlighted the positive influence of PCK on students' achievement, with this effect being mediated by cognitive activation (CK). The study revealed that while PCK does not directly influence teaching quality, its influence is mediated by CK (Baumert et al., 2010).

A similar study was conducted on mathematics in Nigeria, here, Abe and Adu (2014) studied the effect of teachers' qualification on students' performance in mathematics. The study used 300 students from 10 schools in Ikere Local Government Area of Ekiti State. Mathematics teachers with mathematics qualification were also used for the study. The study found a significant difference in students' performance in terms of those who were taught by professional teachers and non-professional teachers, between students taught by teachers with Nigeria Certificate in Education (NCE) and Bachelor of Science respectively.

The study suggested that solely certified (qualified) mathematics instructors should be allowed to proceed in their education career either through part-time or study leave. Likewise, teachers without teaching qualification were advised to pursue their Post Graduate Diploma in Education

(PGDE). This, according to the study may improve the performance of students in mathematics.

Kasiisa and Tamale (2013) examined how teachers' qualifications affect the academic performance of primary school students in social studies within eastern Uganda. The study aimed to ascertain whether teachers' qualifications had any bearing on students' performance in social studies. Employing a cross-sectional survey design, the study sampled 128 primary school teachers from the Eastern region of Uganda. The mock exam scores of students in the schools were evaluated and matched with the demographic information of their respective social studies teachers. The analysis indicated that students instructed by teachers with higher qualifications achieved higher results compared to those taught by teachers with lower qualifications. This led to the conclusion that a notable correlation exists between teachers' qualifications and students' academic performance in primary schools across Eastern Uganda. The study suggested that social studies be taught by experienced teachers holding professional qualifications.

The above studies concentrated on the qualifications of the teachers. The study by Kasiisa and Tamale indicated that teachers with higher qualification performed better than those with low qualification. Specifically, the actual qualification by the respective teachers were not revealed, however, in my candid view, teachers with higher qualification are by no means expected to perform lower than teachers with lower qualification. On the other hand, in Nigeria Abe and Adu (2014) study found that students who are taught by professional teachers performance well. Here, professional teachers meant that teachers who did education.

The gap identified in the above studies is that, they did not critically examine what teachers know or do not know apart from their qualifications. The research gap was addressed in this current research by examining professional knowledge as far as teaching is concerned focusing on preservice management teachers. The likelihood that a teacher holds the qualification to teach but may not be able to deliver due to inadequate knowledge on the subject matter is possible.

In Ghana, Gyamfi (2020) conducted research to examine how the Pedagogical Content Knowledge (PCK) of Business Management teachers' influences the academic performance of students in Business Management at Senior High Schools located within the Asuogyaman District of the Eastern Region. The study utilized a descriptive correlational design and included a sample comprising 177 students and 17 teachers selected from every Senior High School in the district. This quantitative study utilized questionnaires to gather data from both students and teachers.

The analysis included utilizing means, standard deviation, and linear multiple regression techniques. The results of the study indicated that Business Management teachers demonstrated a considerable level of expertise in content knowledge, pedagogical knowledge, and pedagogical content knowledge. Furthermore, the investigation unveiled a statistically significant correlation between content knowledge and Pedagogical Content Knowledge and the students' academic performance.

Nonetheless, the investigation indicated that there was no statistically significant correlation between teachers' pedagogical knowledge and students' academic performance. Consequently, the study's conclusion highlighted that

content knowledge significantly predicted academic performance to a greater extent than pedagogical content knowledge, with pedagogical knowledge not emerging as a predictor of students' academic achievement. Based on these results, it was suggested that Senior High School authorities in the district, in partnership with the Ghana Education Service, should establish ongoing professional development initiatives for teachers. These programs could focus on enhancing and applying their content knowledge and pedagogical content knowledge within their teaching practices.

The study conducted by Gyamfi (2020) highlighted the significant role of teachers' professional expertise, encompassing content knowledge, pedagogical knowledge, and pedagogical content knowledge, in shaping students' academic achievements. This underscores the pivotal contribution of teachers' professional competence to fostering high levels of academic performance among students. However, Gyamfi's findings also indicated the absence of a statistically significant relationship between teachers' pedagogical knowledge and students' academic performance. Furthermore, this research concluded that content knowledge had a more pronounced predictive influence on academic performance compared to pedagogical content knowledge, while pedagogical knowledge did not emerge as a predictor of students' academic success.

Similarly, the COACTIV study, which explored the Competence of Teachers, Cognitively Activating Instruction, and the Development of Students' Mathematical Literacy, reported a positive correlation between Pedagogical Content Knowledge (PCK) and students' achievement, with cognitive activation (CK) mediating this relationship (Baumert et al., 2010).

Interestingly, the study found that PCK does not directly influence teaching quality but rather operates through the mediation of CK. In contrast, Hill et al. (2005) demonstrated that a combined knowledge of CK and PCK for teaching mathematics predicts both the quality of instruction (teaching performance) and students' learning outcomes. However, Baier et al (2019) found no significant correlation between the level of knowledge (CK, PK, and PCK) and the quality of instruction.

In light of the varied findings from these studies, discrepancies persist regarding the precise influence of professional knowledge on the performance of teachers or students. Nevertheless, it remains unclear whether teachers' comprehensive professional knowledge (encompassing CK, PK, and PCK) directly influences the performance of students or teachers, as the focus of prediction has been predominantly centered on these constructs.

Likewise, Falloon, (2020) views professional knowledge of a teacher as his or her understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. To him, classroom teaching is a complex activity that demands teachers possess substantial thinking skills and a solid knowledge base.

According to Ertmer (2015), a review of teachers' teaching performance is underpinned by many variables such as teachers' knowledge and qualification, teaching methods, lesson preparation, time management, classroom management, teaching self-efficacy, and attitude towards the teaching profession. However, the above studies (Gyamfi 2020; Abe and Abu 2014; Kasiisa and Tamale 2013) concentrated only on teachers' qualification and knowledge and their influence on students' academic performance. The

gab to be filled is that knowledge of the preservice teachers and its influence on their teaching performance has been given little attention.

Nonetheless, the professional knowledge possessed by preservice teachers and its influence on their teaching performance cannot be overlooked. Since preservice teachers are being trained to enter into the teaching profession, they are expected to demonstrate high levels of such qualities in order to improve their teaching performance. It therefore appears necessary to assess preservice teachers' professional knowledge and its influence on their teaching performance. This current study therefore examines the professional knowledge of preservice management teachers and its influence on their teaching performance during off-campus teaching practice.

Studies on Professional Knowledge and Teaching Self-Efficacy

Hilfert-Rüppell, Meier, Horn, and Honer (2021) investigated preservice teachers' professional knowledge and self-efficacy expectations regarding Scientific Reasoning and Diagnostics. With a population of 51 preservice teachers, the study applied the Statistical Package for Social Solution (SPSS) software to run a correlation analysis. The study focused on biology and chemistry pre-service teachers from two German universities (University of Braunschweig and biology at the University of Kassel). The study revealed that there was no correlation between the preservice teachers' knowledge and self-efficacy expectation for diagnosing student abilities regarding scientific reasoning.

Similarly, Sharp, Brandt, Tuft, and Jay (2016) investigated the relationships between prospective teachers' self-efficacy of literacy instruction and their growing knowledge of literacy essentials. The findings of the study

indicated that self-efficacy scores and knowledge scores significantly increase over time concurrently but without any predictive power of each other. Equally, Fox (2014) investigated the mathematics content knowledge and mathematics pedagogical knowledge of teachers, as well as the association of each with their teaching self-efficacy and student performance. The study revealed a robust correlation between teacher self-efficacy and mathematics pedagogical knowledge. Teachers who possess a greater level of mathematics pedagogical knowledge are more likely to exhibit higher self-efficacy. Moreover, teachers with elevated self-efficacy tend to demonstrate behaviors in the classroom that result in improved student outcomes. This finding presupposes that teachers' teaching self-efficacy could influence students learning outcome.

Studies have been conducted at different disciplines revealing different results regarding teachers and preservice teachers' professional knowledge and teaching self-efficacy. However, the area of business management seems to have received little attention. This current study therefore sought to investigate the influence of preservice management teachers' professional knowledge on their teaching self-efficacy during off-campus teaching practice.

Studies on Preservice Teaching Self-efficacy and Teaching Performance

Over decades, the exploration of self-efficacy and its influence on human performance has captivated numerous researchers. Notable works in this area include studies by Clayson and Sheffet (2006), Muijs and Reynolds (2001), and Bandura (1997) Soodak and Podell (1993). In a similar vein, Shahzad and Naureen (2017) delved into the realm of teacher self-efficacy

and its repercussions on students' academic achievements. This investigation sought to discern the connection between teacher self-efficacy and academic accomplishments among secondary school students.

To this end, a sample of sixty (60) secondary school teachers and a hundred (100) secondary school students from Chiltan Town in Quetta City were randomly selected. Data collection employed a teacher self-efficacy questionnaire for teachers and an academic achievement test for students. Data analysis encompassed Pearson Correlation and Multiple Regressions. The results brought to light a positive correlation between teacher self-efficacy and students' academic achievements.

Furthermore, Haddad and Taleb (2016) conducted on a study that examined the influence of self-efficacy on faculty members' performance, while also investigating whether demographic factors such as age, income, and academic rank played a role in moderating this influence. The study encompassed full professors, associate professors, assistant professors, and master's degree holders teaching in business schools across diverse Jordanian public and private universities in Amman. The survey questionnaire employed a Likert five-point scale to gauge the study variables.

Simple and Hierarchical Regression analyses were utilized to discern the influence of independent and moderating variables on the dependent variable and any differences that emerged. The results underscored the substantial influence of self-efficacy on faculty members' performance, particularly within the context of Jordanian academics' teaching endeavors. The recommendation centered on fostering academics' self-efficacy to

enhance their educational interactions, organizational skills, and rapport with students, thereby elevating teaching performance.

Akil and Jafar (2019) investigated the influence of teachers' self-efficacy on their teaching performance at two Senior High Schools (SMAN 1 and SMAN 2) in Kendari, emphasizing its significance within interest-based classes. The study utilized open interviews with five teachers and observations of teaching materials, classroom management, and teacher enthusiasm during the learning process. Findings indicated that teachers held high confidence in their teaching ability due to their valuing of performance. However, this confidence didn't always translate into practical application. Classroom observations revealed a lack of alignment with this confidence, particularly in terms of teacher-student interactions. While teachers' strong self-efficacy wasn't consistently reflected in learning achievements, the study suggested that addressing this discrepancy necessitated offering more opportunities and experiences to enhance teaching quality.

The aforementioned studies present variations in the relationship between teachers' self-efficacy and their teaching performance. However, given that preservice teachers are being groomed for the role of professional educators, the present study aims to assess the influence of preservice management teachers' sense of teaching self-efficacy on their teaching performance. Employing the robust Partial Least Square statistical tool, this study seeks to unveil the predictive influence of preservice management teachers' teaching self-efficacy on their teaching performance.

Studies on the Mediating Role of Teaching Self-efficacy and Professional Knowledge-Teaching Performance nexus

Numerous studies have yet to delve into the intermediary role of teaching self-efficacy in the connection between professional knowledge and teaching performance. Existing studies that have touched on the mediating role of teaching self-efficacy often centered their investigations on variables distinct from the primary two variables considered in the present study. As an illustration, Brown, Myers, and Collins (2021) examined the link between elementary pre-service teachers' perception of teaching efficacy, feelings of readiness, and actual performance during student teaching at the University of Texas Arlington, USA. Their findings unveiled a significant increase in pre-service teaching efficacy throughout the student teaching period. Interestingly, a negative correlation emerged between pre-service teachers' classroom performance and their teaching efficacy. A multiple regression analysis further indicated a moderate yet noteworthy predictive connection between teaching efficacy and preparedness, jointly accounting for 13% of the variance in student teaching performance.

In a Chinese context, Wu et al. (2019) scrutinized the interplay between teachers' emotional intelligence (EI), self-efficacy, and probed whether teaching performance served as a mediator in this relationship. The study involved 467 Chinese middle school teachers who completed questionnaires on emotional intelligence, self-efficacy, and teaching performance. Results uncovered a total effect of .61, indicating that higher emotional intelligence levels were positively linked with heightened self-

efficacy. This connection was found to be partially mediated by teaching performance.

Within the mediation model for teaching performance, the direct influence of emotional intelligence on teachers' self-efficacy was .23, with the mediating effect of teaching performance on the relationship between emotional intelligence and teachers' self-efficacy at .45. Additionally, both direct and mediating effects remained consistent across gender and teaching experience. These findings underscored that an elevation in emotional intelligence predominantly enhances teachers' self-efficacy when emotional competencies effectively contribute to refining teaching performance.

In the context of the current study, the inquiry revolves around the investigation of whether the teaching self-efficacy of Preservice Management Teachers (PMTs) serves as a significant mediating factor between their professional knowledge and teaching performance.

Studies on Professional Knowledge and Attitude toward Teaching Performance

The positive inclination of prospective teachers towards the teaching profession is gaining increasing prominence as a crucial determinant of their motivation for entering the field of education. This trend has recently captured the attention of scholars and researchers as a central focus within educational policies. A case in point is observed in Tanzania, where Kinyota, Kavenuke, and Mwakabenga (2019) undertook an examination of teacher trainees' attitudes towards the teaching profession and their attitudes towards specific teaching subjects. This study further delved into the potential correlations of these attitude dimensions with demographic variables such as gender, GPA,

prior work experience, years of work, future career preferences, and subject specializations.

The study's participants encompassed 901 final-year teacher trainees from a prominent teacher education university college in Tanzania. The results indicated that there was no significant relationship between teacher trainees' attitudes and their GPA. However, a noteworthy correlation emerged between the two distinct dimensions of attitudes. Surprisingly, the study unveiled that more than half of the teacher trainees did not express a preference for pursuing teaching as a career. This observation remained consistent, even among those majoring in science and mathematics disciplines, which typically face high demand in the teaching profession.

Similarly, in Tanzania, Mosha (2016) conducted a study examining the attitudes of secondary school students towards the teaching profession. Employing a qualitative approach, the study involved a purposive selection of 80 students and 20 teachers from two government secondary schools. Data were collected through interviews and focus group discussions. The findings revealed that secondary school students held a mix of positive and negative attitudes towards the teaching profession. The study indicated that female students demonstrated more positive attitudes compared to their male counterparts. Furthermore, the profession of teaching ranked lower than other careers such as law, computer science, hotel management, human resource management, and nursing.

Teaching was commonly perceived as a low-paying occupation, and teachers were perceived as inadequate role models due to their complaints and perceived lack of commitment to their duties. This could be attributed to

challenges such as resource shortages, large class sizes, suboptimal teaching environments, and low salaries. The negative attitudes of some teachers towards the teaching profession were attributed to their viewing it as a mere means of securing employment rather than a genuine choice. Based on the findings, recommendations were made to enhance teachers' salaries, improve teaching and learning environments, and allocate sufficient teaching resources in schools. This approach was seen as a way to motivate teachers to perform more effectively and to cultivate a positive perception of the profession among students.

Collectively, the aforementioned studies underscore a prevailing trend of negative attitudes towards the teaching profession among teachers, teacher trainees, and students. These studies employed a mix of qualitative and quantitative methodologies to elucidate these attitudes. Another study by Odike and Nnaekwe (2018) explored the influence of teachers' attitudes towards the teaching profession on the perceptions of non-education undergraduate students regarding teacher education. This investigation focused on the influence of certain teacher attitudes on the perception of teaching as a profession among non-education students at private universities in Enugu State Metropolis, Nigeria.

The study involved a population of 3,641 non-education undergraduate students from both Godfrey Okoye and Caritas universities in Enugu. A sample size of 360 was selected for the study using Yamane's (1964) statistical formula. Questionnaires were distributed to the respondents, and the collected data were analyzed using the Statistical Package for the Social Sciences (SPSS). The findings highlighted several factors contributing to students'

negative perceptions of the teaching profession. These included teachers' perceived incompetency in delivering lessons, requests for money in exchange for passing grades, and instances of inappropriate interactions between male teachers and female students. The study concluded that teachers' negative attitudes and unethical behavior significantly influenced undergraduate students' unfavorable perceptions of the teaching profession.

The study's recommendations emphasized the importance of teachers taking pride in their profession, thoroughly preparing their lessons to demonstrate subject mastery, and cultivating positive attitudes towards their roles to encourage students' interest in pursuing a career in teaching.

Studies on Preservice Teachers Attitudes towards Teaching and Teaching Performance

During their education and training, prospective teachers are expected to cultivate positive attitudes towards the teaching profession. Pehlivan (2008) underscores the challenge of instructing preservice teachers who have opted for the teaching profession without genuine willingness, lacking the motivation or enthusiasm to enhance their performance. This underlines the importance of robust favorable attitudes towards the teaching profession as essential prerequisites for preservice teachers. Without these, their future experiences as professional educators could be disheartening.

Attitudes, defined as mental inclinations or predispositions to respond to objects, individuals, or events McMillan (2000), encapsulate evaluations spanning from positive to negative (Fabrigar, MacDonald, & Wegener, 2005). Teachers' attitudes towards their profession significantly influence their competencies and accomplishments (Richardson & Watt, 2005) in terms of

instructional planning, decision-making, and classroom practices (Nagro, Fraser, & Hooks, 2019). Consequently, preservice education programs aim to equip future educators with the essential skills and knowledge to become effective practitioners (Darling-Hammond and Bransford, 2005) while fostering positive outlooks towards teaching (Nagro et al., 2019).

Considering that preservice teachers are on the path to becoming in-service educators, nurturing positive attitudes within them contributes to their eventual success and effectiveness as professionals (Hussain et al., 2011; Ilgan, Parylo, & Sungu, 2015). In reviewing the existing literature, while numerous studies have explored preservice teachers' attitudes towards the teaching profession (Aslan & Köksal Akyol, 2020; Bulut, 2009; Akbulut & Karakus, 2011; Yuce, Sahin, Kocer, & Kana, 2013; Demirtaş et al., 2011; Eraslan and Çakıcı, 2011; Gökçe and Sezer, 2012; Gülşen, 2014; Guven and Kaya, 2013; Kızıldaş et al., 2012, Koksall, 2013, Pehlivan, 2008; Tunçeli, 2013), the exploration of the relationship between preservice teachers' attitude towards the teaching profession remains a topic with limited coverage.

Mkumbo (2012) delved into teachers' dedication to and encounters within the teaching profession across six regions of Tanzania. The study revealed a low level of commitment among teachers in Tanzania, directly linked to compromised performance outcomes among schools and students. The pivotal factor underlying this situation was the issue of professional inadequacy in the teaching field. A significant proportion of teachers were identified as lacking competence due to various factors. For instance, some teachers lacked genuine interest in the teaching profession, having chosen it out of convenience rather than genuine aspiration. This often resulted from the

ease of securing a teaching job coupled with a dearth of qualifications to pursue other preferred professions. Other contributing factors included subpar working conditions in schools and the limited esteem accorded to the teaching profession by the community and government. In conclusion, the study recommended that the government and other stakeholders enhance teachers' working conditions, encompassing provisions for housing and comprehensive social welfare services.

Studies on the Mediating Role of Attitude and Professional Knowledge-Teaching Performance Nexus

Scholars widely concur on the significance of attitude, which holds particular relevance within the context of teaching. For example, the attitude of teacher trainees towards the teaching profession is closely linked to their willingness to invest effort in fulfilling their teaching responsibilities once they transition into full-fledged educators (Güneyli & Aslan, 2009). Attitude, far from being merely a supplementary component to knowledge (Andronache, Bococs, Bococs, & Macri, 2014), profoundly shapes the teaching abilities, cognitive processes, and professional evolution of teacher trainees during their journey in education (Huang, 2021; Janssen et al., 2019; Thibaut, Knipprath, Dehaene, & Depaepe, 2018). Additionally, the potential exists for the positive effects of teachers' attitudes to permeate through to their students.

Illustratively, Metin et al. (2012) discovered that teacher trainees' attitude towards science subjects and science pedagogy can potentially influence students' perceptions of science as these trainees graduate and enter the workforce with their attitudes intact. However, the fundamental query

arises: what are the underlying attributes of attitude that grant it such paramount importance for investigation? Andronache et al. (2014) elucidated attitude as "an individual's inherent predisposition to assess a social element, deeming it either favorable or unfavorable, subsequently guiding specific behavior in response" (p. 628).

In essence, attitude, a mental state influenced by one's experiences (Andronache et al., 2014), wields substantial influence over an individual, guiding their conduct in specific directions. Furthermore, as delineated by Wood (2000), attitude encompasses three dimensions: cognitive, affective, and behavioral. This triad of dimensions enhances our comprehension of attitude and its intricate mechanisms that influence individual behaviors.

In accordance with scholars' viewpoints, the cognitive dimension encompasses an individual's presumptions, convictions, and interpretations of events and facts. The affective dimension pertains to an individual's emotional encounters and reactions in response to diverse events and facts. Lastly, the behavioral dimension is concerned with how an individual manifest an intention to act in relation to an event or fact. As outlined by Wood (2000), these dimensions interact synergistically to shape individual behaviors. For example, a person's intention to respond to an event is molded by their observations surrounding said event. Grounded in these dimensions, we perceive the attitude of teacher trainees towards both the teaching profession and the subjects they will teach as an amalgamation of assumptions, beliefs, and interpretations regarding their future career preferences (cognitive), alongside emotional connections shaped by experiences (affective).

This amalgam, in turn, influences the preferences and intentions of teacher trainees to align with the requisites of the profession (behavioral). In essence, if teacher trainees harbor a positive attitude towards teaching, it is more likely that they will find gratification in their future profession, acknowledge its societal significance, and engage in actions that contribute to the advancement of the field.

Chapter Summary

To summarize, the study drew upon Shulman's Model of Knowledge Base for Teaching, Albert Bandura's Self-Efficacy Theory, and Icek Ajzen's Theory of Planned Behavior as theoretical frameworks. As per Shulman (1987), the crucial aspect in delineating the teaching knowledge base resides at the intersection of content and pedagogy, where teachers demonstrate proficiency in converting content knowledge into pedagogically effective forms adaptable to diverse student abilities and backgrounds. Again, Shulman delineated the classifications of teacher knowledge aimed at enhancing comprehension among students. He advocated seven core areas of knowledge essential for teachers: Content Knowledge, General Pedagogical Knowledge, Curricular Knowledge, Pedagogical Content Knowledge (PCK), Knowledge of Learners and their attributes, Knowledge of Educational Contexts, and Knowledge of Purposes, encompassing educational objectives and values alongside their philosophical and historical underpinnings. Regarding this current study, the researcher was interested in the predictive effect of PMTs professional knowledge on their teaching performance.

Again, it was reviewed that the theory of self-efficacy, formulated by Albert Bandura, falls within the domain of social cognitive theories. Bandura's

perspective on self-efficacy introduces a framework for understanding human behavior, where self-efficacy influences the expected outcomes of actions, but not the other way around. As per the theory of planned behavior (Ajzen, 1991), behaviors are guided by intentions, shaped by three factors: attitudes, subjective norms, and perceived behavioral control. The theory suggests that external influences can directly facilitate or hinder behaviors, irrespective of intention, depending on the extent to which an individual control a behavior and the accuracy of perceived behavioral control in reflecting actual control. The objective of the theory of planned behavior (TPB) is to offer a holistic framework for comprehending the factors influencing these behaviors.

In terms of conceptual review, it was reviewed that researchers have described teaching performance to mean teaching quality, instructional quality or teacher effectiveness among others (Padillo, Manguilimotan, Capuno, & Espina, 2021; Garrett & Steinberg, 2015; Senyamator, Dankyi, Dorsah, & Asare, 2023; Little, Goe, & Bell, 2009). In describing teacher effectiveness, the words teacher effectiveness, effective teacher and effective teaching are used interchangeably to mean the same concept. Paolini (2015) postulates that teacher effectiveness is the influence that classroom factors, such as instructional practices, teacher expectations, classroom organization, and the use of classroom resources, have on student achievement.

Further, regarding teachers' professional knowledge, Brophy (2000) described studies of this nature as process/product research since they reveal factors (components) of teaching that promote students' outcomes. For a decade, three components of teaching performance appeared to influence students' achievement. Some literature classified the components as

‘emotional support’, ‘classroom organization’ and ‘instructional support’ (Cviko, McKenney & Voogt, 2014; Pianta, Hamre, & Mintz, 2012; Wu & Tai, 2016).

Furthermore, the concept teacher self-efficacy was viewed rigorously by many researchers. For instance, Bandura (1997) described teacher self-efficacy as one’s sense/judgement of his or her capabilities to bring about desired outcomes in teaching. Also, Hunter (2016) defines teacher self-efficacy as teachers’ ability to meet students’ outcomes. Ormrod (2006) explains that teacher self-efficacy is the personal belief that one holds in his capability of performing in an appropriate and effective manner to attain certain goals. From the above, It is obvious that teacher self-efficacy emphasis the innermost belief in one’s ability to achieve outcome in the teaching profession.

As Bartam (2010) suggests, attitude represents a person's evaluative response to a particular subject or object, deduced from their beliefs or opinions about it. Attitude comprises cognitive, affective, and behavioral elements. The cognitive aspect relates to one's belief system, the affective to emotional responses, and the behavioral to actions directed towards the object of the attitude. In terms of conceptual framework, it was constructed that preservice management teachers’ teaching performance are as a result of their professional knowledge and teaching self-efficacy as well as their attitude toward the teaching profession.

Additionally, this study was interested in whether PMTs professional knowledge could have any influence on their teaching self-efficacy and attitude towards the teaching profession. Finally, the study was in the position

to find out the mediating roles of teaching self-efficacy and attitude as far as professional knowledge and teaching performance is concerned. Finally, empirical studies were reviewed in connection with the research objectives and hypothesis posed.



CHAPTER THREE

RESEARCH METHODS

Introduction

This study delves into the examination of the influence of UCC PMTs' professional knowledge, teaching self-efficacy, and attitude on their teaching performance during off-campus teaching practice in Ghanaian SHS. This section outlines the methodology employed in the study, encompassing the research paradigm and philosophy, research design, study area, population, sample selection, and sampling methods. Additionally, it addresses the research tools utilized, along with the validation and reliability of these instruments. The procedures for data collection, ethical considerations, data management, as well as data collection processing and analysis were also discussed.

Research Philosophy/Paradigm

The philosophical perspective that a researcher holds significantly influence the nature of his or her study (Tashakkori & Creswell, 2007). As Creswell (2014) explains, all research endeavours require a foundational underpinning. Whether openly acknowledged or not, and this underpinning is rooted in the researcher's selected philosophical standpoint. This philosophical standpoint, commonly referred to as the research paradigm, serves as a guiding framework that shapes and directs the execution of this investigation. One of the initial responsibilities for a researcher involves aligning themselves within a specific paradigmatic framework (Cameron, 2011). This section discussed the main paradigms to research and the position of the researcher regarding this current study. These paradigms include positivism/post-

positivism, interpretivism and pragmatism. The positivism/post-positivism assumes the quantitative approach, interpretivism for the qualitative whilst, the pragmatism subscribes to the mixed method approach (Creswell, 2014).

The interpretivism paradigm involves the qualitative and naturalistic approach to its subject matter. Researchers with the interpretivism view study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them (Creswell, Clark, Gutmann, & Hanson, 2003). A researcher engaging in interpretivist research involved in empirical investigation that does not rely on numerical data but words (qualitative) (Seaman, 1999). The fundamental objective of qualitative research lies in comprehending the social reality experienced by individuals, groups, and cultures, aiming to capture their perspectives and lived experiences as closely as possible (Denzin & Lincoln, 1994 as cited in (Asumadu, 2019). This paradigm is frequently interwoven with Constructivism, “Social Constructivism, or the Qualitative Research paradigm. Those adhering to interpretive methodologies believe that genuine understanding can be attained through thorough interpretation of the subject matter.

The Pragmatism paradigm embraces a blended methodological approach that entails the collecting, analyzing and integrating both quantitative techniques (such as experiments and surveys) and/or qualitative methodologies (such as focus groups and interviews) (Creswell, 2014). This research approach is adopted when this amalgamation offers a more comprehensive comprehension of the research issue compared to utilizing each approach independently (Fetters, Curry, & Creswell, 2013). By

combining quantitative and qualitative research techniques as well as data, the researcher attains a broader and deeper comprehension and validation, while also mitigating the shortcomings inherent in using each approach in isolation (Fetters et al., 2013).

As a researcher, it's important to recognize that positivism, as elucidated by Rehman and Alharthi (2016), constitutes a philosophical foundation introduced by the French philosopher Auguste Comte in the early 19th century. In terms of ontology, positivism involves the collection of data in a numerical form, which can be categorized, ranked, or measured using units of measurement (Cohen, 2003; Creswell & Garrett, 2008; Judd, McClelland, & Ryan, 2009). This paradigm is employed to quantify problems by generating numerical or transformable data that can be processed into usable statistics (Wahyuni, 2012; Sarantakos, 2005). It aims to quantify attitudes, opinions, behaviors, and other defined variables, permitting the generalization of results across a larger sample population (Creswell, 2013). Within the positivist paradigm, reality is perceived as objective, existing independently of the researcher, and open to observation by anyone (Guba, Lincoln, & others, 1994; Oancea & Pring, 2008).

From a methodological standpoint, positivism revolves around elucidating cause-and-effect relationships as its core principle, enabling the possibility of generalization and replicability (Grix, 2004; Creswell, 2009). Positivists adopt data collection methods that procure quantitative data suitable for statistical analysis. These data sources encompass performance-related data (such as norm-referenced tests and criterion-referenced tests),

individual attitudes captured through affective scales, observations of behavior (utilizing behavioral checklists), and factual data.

Similarly, while positivists held the view that absolute truth of knowledge existed, post-positivists challenge the traditional notion of absolute truth of knowledge. The post-positivism holds that one cannot be positive about the claim of knowledge when studying the behaviour and actions of humans (Creswell, 2009). Accordingly, knowledge is conjectural that is absolute truth can never be found. Hence, evidence established in research is always tentative because it is imperfect and fallible.

From the three research paradigms, the current study is underpinned by the post-positivist paradigm. This paradigm was used in this study because of the actions and behavioral nature of respondents of the study. Also, measuring influence of PMTs professional knowledge, teaching self-efficacy, and attitudes (independence variables) on their teaching performance (dependent variable) scientifically, lent itself to quantitative approach, hence, post-positivist paradigm. Again, this approach was used by the researcher to collect numerical data from UCC PMTs on the phenomenon under study and to obtain definite responses on the research questions that guided the study. This method facilitates the collection of data from a sizable population and subsequently extrapolates those findings to a broader demographic to elucidate a phenomenon (Goertzen, 2017).

Research Design

This study employed an explanatory research design to examine the influence of UCC PMTs professional knowledge, teaching self-efficacy and attitude on their teaching performance during off-campus teaching practices

across Ghana. In the views of Creswell, Shope, Plano Clark, and Green (2006), explanatory research endeavors to uncover potential causal connections among the variables relevant to the research issue. Explanatory research explains the relationships between causes and their resulting effects (Yin, 2003). It extends beyond mere description by providing insight into the underlying reasons behind observed phenomena, as noted by Manicas (2006). Within an explanatory study, researchers employ hypotheses to illustrate the influences responsible for a particular phenomenon's occurrence (Creswell & Plano-Clark, 2006; Manicas, 2006). Also, the concern of how the independent variables (professional knowledge, teaching self-efficacy or attitudes) bring about changes in another variable (teaching performance) influenced the choice of the explanatory research design.

Study Area

This investigation centered on the University of Cape Coast, a public institution situated in Cape Coast, within Ghana's Central Region, bordering the Atlantic Ocean. Established in 1962 by Ghana's then-president, Osagyefo Dr. Kwame Nkrumah, the university's original mandate was to train graduate professional teachers for the nation's secondary educational institutions under the Ministry of Education. Over its 58-year history, the university has expanded its offerings to encompass a diverse array of academic and research programs, spanning the fields of health and allied sciences, distance education, agriculture and natural sciences, education, and humanities.

The university offers a variety of programs including regular undergraduate, sandwich, distance, and postgraduate courses. Within the aforementioned colleges, this research focuses on preservice teachers enrolled

in the Faculty of Humanities and Social Sciences Education within the College of Education Studies. This faculty comprises two departments: Arts Education and Business and Social Sciences Education. This research specifically aligns with the Department of Business and Social Sciences Education, which hosts four programs. These include; Bachelor of Education (Social Sciences), Bachelor of Education (Social Studies), Bachelor of Education (Accounting) and Bachelor of Education (Management). Specifically, this research concentrated on Level 400 Bachelor of Education (Management) students on off-campus teaching practice as of the 5th January, 2023. This is because these respondents have completed courses including on-campus teaching practice that would enable them to execute their off-campus teaching practice. Therefore, they are capable to demonstrate their levels of professional knowledge, teaching self-efficacy and attitude toward the profession on their teaching performance, hence, achieving appropriate outcome for this study.

Population

The population included all Level 400 preservice management teachers of the academic period 2021-2022 in the University of Cape Coast. The Level 400 PMTs were used for this study because they have been educated via the regular stream of the management teacher education programme as well as on-campus teaching practice. Hence, they are expected to demonstrate high levels of professionalism in knowledge, teaching self-efficacy and attitude during off-campus teaching practice. The population distribution is shown in Table 1.

Table 1: Population Distribution of Preservice Management Teachers

Sex	Total Number (F)
Male	63
Female	44
Total	107

Source: Department of Business and Social Education 2021-2022, UCC.

Sampling Procedure

The study's sampling frame comprised all Level 400 PMTs in the University of Cape Coast. Preservice management teachers were purposively selected because they were best suited to provide rich information on the problem under study (Patton, Sawicki, & Clark, 2015). Therefore, all Level 400 PMTs (n = 101) who went for off-campus teaching practice was used in the study. In the views of Fugard and Potts (2015) collecting data from every individual within a population, particularly when the population is small, aids in mitigating sampling error by yielding an accurate representation of the entire population.

A census technique was then adopted in this study to include all Level 400 PMTs in the University of Cape Coast. Also, it was realistic to include all the Level 400 PMTs since the population was relatively small in the study. Finally, the utilisation of the census method was suitable as it facilitated the acquisition of dependable and precise data for the study.

Data Collection Instrument

A questionnaire, namely, Questionnaire for Preservice Management Teachers was used for the study. This is made up of three sections: Teacher Professional Knowledge (TPK) (Research Question one), The Teacher Sense

of Efficacy (TSE) (Research Question two), and Preservice Management Teachers Attitude towards Teaching Profession (PMTATT) (Research Question three).

Denzin and Lincoln (2018) express that the design, nature and purpose of the study determine the data collection instrument. Mugenda and Mugenda (2003) contend that the use of a questionnaire is appropriate for an explanatory design study. This is because questionnaire provides essential data regarding the population and possesses the capacity to gather extensive data efficiently within a constrained timeframe (Mugenda & Mugenda, 2003). Hence, the questionnaires were used because the respondents are relatively large and educated. Also, surveys offer cost-effective advantages to users in both time and financial aspects.

Teacher Professional Knowledge

The researcher adapted teaching practice assessment form 'A' developed by the Centre for Teacher Professional Development, UCC, which is used to assess preservice teachers during off-campus teaching practice. This was used to collect data from PMTs on their professional Knowledge in teaching business management course in the SHSs. The standardized scale which has 20 items was used for the study (Sass, Lopes, Oliveira, & Martin, 2016). The scale consists of four principal factors; lesson plan preparation (4 items), teaching methodology and delivery (12 items), classroom organisation and management (2 items) and professional commitment (2 items). This scale is an acceptable instrument that measures preservice teachers' performance since it is approved by the university.

The initial instrument, Form A, comprised 20 items arranged on a five-point scale from poor to very good. Adapting Teaching Practice Assessment form 'A' was deemed suitable for this research, as it aligned with the university-approved standards for evaluating the teaching performance of pre-service teachers. Consequently, it served as a tool to evaluate the professional knowledge of pre-service management teachers across key areas such as lesson plan preparation, teaching methodology and delivery, classroom organization and management, and professional commitment. Nevertheless, few changes were made to fit the context of this study.

First, the 5-point scale of the instrument corresponded to the Teacher Professional Knowledge 5-point Likert scale. Hence, the teaching practice assessment form 'A' responses was maintained at a 5-point Likert scale to align it with the TPKS. However, the newly implemented scale was a level of professional knowledge from lowest = 1 to highest = 5. This modification was appropriate since the researcher was interested in the level of professional knowledge possessed by preservice management teachers. Accordingly, modification is a normal practice and necessary to fit into the context of this study (Morton et al., 1997; Hart, 1987, cited in Asare, 2021).

Second, the items on original form A were such that the activities demonstrated by the preservice teachers determined the scores to be awarded. For instance, regarding writing objectives under the lesson plan, a preservice teacher who “states specific, relevant, measurable and achievable objectives linked to classroom activities” merited 5 marks (very good). However, a preservice teacher who “states specific, relevant, measurable and achievable objectives but were not linked to classroom activities” merited 4 marks (good).

Still, a preservice teacher who “states specific, relevant and measurable objectives but is not achievable within the duration of the lesson” merited 3 marks (satisfactory). Also, a preservice teacher who “states specific objectives that are relevant but not measurable or achievable” merited 2 marks (unsatisfactory). Finally, a preservice teacher who “states lesson objectives that are relevant but not specific, measurable or achievable” merited 0 or 1 mark (poor).

Now, on the new TPK, regarding writing objectives under lesson plan, the statement “teacher who states specific, relevant, measurable and achievable objective which are linked to classroom activities” was used where PMTs were supposed to indicate their level of knowledge about the statement in order of the 5-point Likert scale indicating PMTs level of professional knowledge from 1 = lowest and 5 = highest. This was done to reveal how knowledgeable PMTs were regarding lesson plan preparation. Finally, the new TPK included demographical information of preservice management teachers. This consisted of the Name of the respondent, registration number (index number), telephone number, gender and age. It also included respondents teaching experiences and their desire to take teaching as profession. Research question one aimed to investigate the extent of professional knowledge possessed by UCC preservice management teachers in teaching Business Management during off-campus teaching practice at the SHS in Ghana.

Teacher’s Sense of Efficacy

Concerning PMTs sense of teaching self-efficacy, the researcher adapted the Teacher Sense of Efficacy Scale (TSES) also known as the Ohio State Teachers Efficacy Scale (OSTES) developed by Tschannen-Moran and

Woolfolk Hoy in 2001. This scale was also adapted by Asare to solicit information on PMTs level of teaching self-efficacy during on-campus teaching practice (Asare, 2022). In this study, the Teacher Sense of Efficacy Scale used by Asare was adapted to gather data on preservice management teachers' levels of teaching self-efficacy. It consisted of three prime factors: "students engagement efficacy", "instructional strategies efficacy" and "classroom management efficacy". Its prime factor was made up of eight items each.

The scale encompassed a total of 24 items organized on a 5-point Likert-type scale, spanning from "rarely" to "very much." The decision to utilize the TSES (Teaching Self-Efficacy Scale) in this study was motivated by its alignment with the evaluation criteria employed by the University of Cape Coast to gauge the teaching capabilities of preservice teachers. As such, the TSES serves as a suitable instrument for assessing the teaching self-efficacy of preservice management teachers. Nevertheless, few changes were made to fit the contextual factors of this current study. First, the words attached to the 5-point scale structure (Never = 1, Rarely = 2, Moderately = 3, Much = 4 and Very Much = 5) of the original instrument did not match the answers to the prime factors of this current study. Therefore, the 5-point Likert scale was maintained but the attached words were changed to meet the answers of the variables under study.

So, the new scale adopted was 5-point scale structure; indicating PMTs level of confidence in demonstrating from 1 = lowest and 5 = highest. This kind of adjustment is common in research practices. For instance, Asare (2022) adapted the 9-point self-efficacy Likert-type scale originally developed

by Tschannen-Moran and Woolfolk Hoy in 2001 into a 5-point Likert-type scale. Similarly, Morton et al. (1997) adapted the 9-point anxiety Likert-type scale originally developed by Hart (1987) into a 5-point Likert-type scale for comparable objectives, harmonizing it with the anxiety rating scale (Hart & Brassard, 1987).

The updated scale criteria emphasized self-efficacy in “lesson plan preparation”, utilization of “teaching methods and delivery”, “classroom organization and management”, and “professional commitment”. Comprising 20 items, this scale aimed to assess the teaching self-efficacy of UCC preservice management teachers during off-campus teaching practice at SHS in Ghana. Research question two aimed to investigate the extent of teaching self-efficacy among UCC preservice management teachers during off-campus teaching practice at SHS in Ghana.

Preservice Management Teachers Attitudinal Scale (PMTAS)

Concerning preservice management teachers’ attitudes, the Attitudinal scale towards the teaching profession (ATTP) developed by Renthlei and Malsawmi in 2015 was adapted by the researcher for this study (cited in Win and Nwe, 2020). This was first adapted from the attitudinal scale developed by Erdogan Tezci and Ali Rica Terzi (cited in Tezc & Terzi, 2010; Hussain, 2004). The ATTP was employed to collect data regarding preservice management teachers’ attitudes towards the teaching profession. The adaptation of the ATTP was considered for this study because it is standardized and validated scale used in measuring teachers’ attitudes towards teaching profession. The ATTP can therefore be used to assess UCC preservice management teachers’ attitudes towards the teaching profession

during off-campus teaching practice. Notwithstanding, few changes were made to fit the contextual factors of this current study.

The original Attitudinal scale towards teaching profession (ATTP) consisted of 27 items with 18 positive and 9 negative items. Based on the context and the focus of the current study, all the negative item was changed to positive. Also, instead of 27 items, they were reduced to 20 items. Again, some modifications were made in terms of tenses. These were done to fit the context of this current study. In all, the new instrument was structured on a 5-point Likert-type scale ranging from 1 = lowest to 5 = highest.

The revised ATTP, made up of 20 items, was utilized to solicit information on the attitudes of preservice management teachers towards the teaching profession during off-campus teaching practice at SHS in Ghana. Research question three aimed to investigate the attitudes of UCC preservice management teachers towards the teaching profession during off-campus teaching practice at SHSs in Ghana. The questions were presented in a close-ended format, utilizing a 5-point Likert scale ranging from "lower = 1" to "highest = 5". Respondents were asked to indicate the extent of their attitudes towards the teaching profession.

Preservice Management Teachers Teaching Performance

Regarding preservice management teachers' teaching performance, the researcher utilized the UCC Teaching Practice Assessment Form 'A,' developed by the Centre for Teacher Professional Development. Adopting this form for the study was deemed appropriate because it aligns with the standards set by the University for evaluating the teaching practices of preservice teachers. These standards concentrate on various aspects including "lesson

plan preparation”, utilization of “teaching methods and delivery”, “classroom organization and management”, and “professional commitment”. The form A can therefore be used to assess preservice management teachers’ teaching performance observed.

According to Moyles (2002), observations may include factual details such as the presence of a variety of textbooks in a classroom, events that happen in a classroom, and reflection on behaviours or qualities of individuals. Observation in this study was made by qualified persons who were appointed by the CTPD-UCC to supervise preservice management teachers’ teaching during off-campus teaching practice. These appointees were both external and internal (subject specialists within the school of practice). These appointees observed the preservice management teachers’ teaching and scored according to their (PMTs) performance. The PMTs teaching were assessed (scored) based on the content provided to the SHS students, lesson plan, teaching methodology and delivery, classroom organization and management as well as their professional commitment. This exercise allowed the researcher to obtain data on PMTs teaching performance.

Again, the researcher made use of both internal and external results of the preservice management teachers submitted to the “Centre for Professional Development” after the off-campus teaching practice. According to the policy of the Center, each preservice teacher was supposed to have a minimum of four supervision (external and/ or internal). Therefore, the researcher used the total (internal and external) supervisors’ results for the preservice management teachers’ teaching performance.

The classroom observation guide on PMTTPS (form A) was made up of 20 items and two main parts; Part A and B. Part A solicited data on the name of respondents, Registration number, program, level, school of practice, form/class, subject, topic/subtopic, date and time. The Part B consists of four principal factors; “lesson plan preparation” (5 items), “teaching methodology and delivery” (11 items), “classroom organization and management” (2 items) and “professional commitment” (2 items). This solicited information on the preservice management teachers’ teaching performance (lesson plan, teaching methodology and delivery, classroom organization and management as well as professional commitment) during off-campus teaching practice at the SHS in Ghana.

Research Question Four examined the levels of UCC preservice management teachers’ teaching performance (lesson plan, teaching methodology and delivery, classroom organization and management as well as professional commitment) during off-campus teaching practice at the SHSs in Ghana. The format for the items on the classroom observation guide were measured on five-point Likert type scale ranging from Poor (P) to Very Good (VG); poor = 1, unsatisfactory = 2, satisfactory = 3, good = 4 and very good = 5.

A checklist was used to generate and extract each PMTs’ results according to the template of the form A. An excel template was created in accordance with the number of supervisions received by the preservice management teachers. Here, the researcher made use of a maximum of six supervisions. After, an average score per each indicator was calculated and recorded which served as the final scores for each preservice teachers’

teaching performance. These results were input into an excel format and imported into PLS-SEM software considering the result on preservice teachers' professional knowledge, teaching self-efficacy and attitude towards the teaching profession (see Appendix B).

Pilot Testing

As outlined by Connelly (2008), it is recommended that the initial sample size for conducting a pilot test should be around 10-20% of the sample intended for the parent study. Preceding this research, a pilot test was carried out involving 30 level 400 PMTs enrolled in the Bachelor of Education (Management) program at the University of Education (Winneba). These PMTs were not included in the main population of the study. This process aimed to refine the instruments and their comprehensibility while reducing the likelihood of misinterpretation. Cronbach's Alpha (α) was calculated utilising the SPSS software.

Test for Reliability and Validity

Reliability pertains to the consistency of outcomes obtained from a study's instruments (Mugenda & Mugenda, 2003). Here, reliability was assessed via pilot testing the instruments with 30 selected Level 400 PMTs from a similar program of study but a different institution. The reliability coefficient obtained was deemed sufficient to ensure reliable responses, in line with the suggestion by Ong (2012), Pallant (2010), and DeVellis (cited in Adaboh, 2014), that a reliability coefficient of .70 or higher is appropriate for an instrument.

Concerning the attitudinal scale for PMTs, the reliability coefficient of the original constructed Attitude Scale towards the Teaching Profession

(Cronbach's alpha) was .819. This value surpasses the recommended threshold of .7, indicating high reliability of the scale. To establish validity, expert reviews were conducted for both face validity and content validity by professionals in the field of Measurement and Evaluation. Furthermore, during this pilot test phase, the Cronbach alpha (α) values recorded for each section are as follows:

Table 2: Reliability Statistics

Section	Variable	Cronbach's alpha	Cronbach's Alpha based on Standardized items	No. of items
B	Professional Knowledge	.866	.861	20
C	Teaching self-efficacy	.956	.954	20
D	Attitude towards teaching	.874	.888	18

Source: Field survey (2023)

The alpha values recorded exceeded 0.7, indicating strong internal consistency among the test items (Bland & Altman, 1997). This alpha value was deemed acceptable for evaluating the reliability of the research instrument, as suggested by Cohen, Manion, and Morrison (2017), who consider such reliability coefficients as high and adequate. This assessment aided the researcher in evaluating the internal coherence of the questionnaire items, affirming the instrument's reliability. Furthermore, the obtained results prompted the researcher to revise certain questionnaire items that were unclear to the students. This adjustment led to the development of a more effective and explicit questionnaire, facilitating the elicitation of accurate responses.

Data Collection Procedures

The researcher obtained an introductory letter (Appendix C) from the Department of Business and Social Sciences Education, which introduced the researcher, and then presented it to the University of Cape Coast Institutional Review Board for ethical approval. Following the receipt of permission (Appendix D) to conduct the study involving preservice management teachers, the researcher visited their lecture theatre. There, the purpose of the research was explained to the lecturer present and requested permission to gather data from the respondents. Upon receiving permission, the lecturer introduced the researcher to the respondents, facilitating the establishment of rapport. This engagement enabled the researcher to address the suitability of the data collection process and scheduled time with the respondents.

During the data collection session, the researcher provided explanations regarding the items featured in the questionnaires (Professional Knowledge, Teaching Self-Efficacy, and Attitudinal) to the respondents. Subsequently, the researcher personally administered the instruments in the lecture hall. Respondents were encouraged to complete their questionnaires within a 30-minute timeframe and submit them. Upon receiving the completed questionnaires, the researcher briefly reviewed each one to ensure completeness. The researcher's direct administration of the questionnaires, personal collection of responses, and prompt attention to any missing data contributed to maintaining a high response rate, as noted by Onyefulu (2001).

Regarding the teaching performance, each respondent's teaching performance result was taken from the office of the Centre for Teacher Professional Development. This is because supervisors had gone to observe

their teaching for at least twice to ensure consistency and adequate presentation of the teaching sessions that took place over time. The results obtained helped to check whether the respondents' professional knowledge, teaching self-efficacy and attitudes towards the teaching profession as indicated by the PMTs conform to the teaching performance during real teaching (off-campus).

Ethical Consideration

In conducting this study, the researcher adhered to all ethical protocols established by the University of Cape Coast. Initially, ethical clearance (Appendix D) was secured from the Institutional Review Board to conduct the research. This clearance letter was then forwarded to the Centre for Teacher Professional Development to obtain scores from pre-service management teachers regarding their teaching performance during off-campus teaching practice. Upon obtaining permission from the relevant authorities, it became imperative to obtain the informed consent of the research respondents. Informed consent, an ethical imperative, mandates that respondents be given the opportunity to decide whether or not to participate after being fully informed about the potential risks or benefits associated with participation (Makore-Rukuni, 2011). As indicated by Tuckman and Snook (2014), respondent to a study is free to decline to participate or withdraw from the study at any time. In this study, the researcher informed the respondents about the purpose of the study and was given the freedom to choose to participate or not.

The subsequent ethical consideration addressed was confidentiality, which underscores the researcher's ethical responsibility to safeguard the

anonymity of respondents and the confidentiality of their responses (Boateng, 2012). Cohen, Manion, and Morrison (2017) also elucidated that confidentiality entails that while researchers may possess knowledge of who gave the data or have the ability to recognize respondents based on the data given, they (researchers) must refrain from disclosing this connection publicly. Consequently, the boundaries surrounding the shared information must be upheld. In this study, the researcher reassured the respondents that the information provided would not be disclosed to any third parties but would solely be utilized for research purposes.

The subsequent ethical concern addressed was anonymity, which serves to safeguard respondents' right to privacy. As outlined by Cohen et al. (2017), anonymity is achieved when neither the researcher nor any other party can discern the identity of respondents based on the provided information. In this study, anonymity was maintained by assuring respondents that the research was exclusively for academic reasons, and their data would only be disclosed to a third party with their prior consent. Furthermore, anonymity was ensured by aggregating data instead of presenting individual responses.

Data Management Issues

To uphold sound data handling procedures, the researcher personally managed the completed questionnaires to prevent the dissemination of respondents' sensitive information to unauthorized individuals. Upon collection of the quantitative data, they were safely kept in a secured cabinet, locked to restrict access. Additionally, the data entered into SPSS were password-protected and stored on a pen drive as a backup. Furthermore, the data were saved in the researcher's email account, accessible solely by the

researcher. The intention was to securely dispose off the collected data five years following the publication of the results in referenced/peer-reviewed academic journals.

Data Processing and Analysis

The collected data underwent scrutiny to ensure accuracy and completeness. The data, preserved in its original form without altering responses, underwent processing using IBM SPSS software version 22 and Partial Least Square Structural Equation Modeling [PLS-SEM] (Smart PLS 4). Prior to the analysis, the data file underwent thorough review to identify any anomalies.

In examining the demographic characteristics of the respondents, descriptive statistics such as frequencies and percentages were employed, while means and standard deviations were utilised to analyse Research Questions One to Four. In the view of Ntorso (2017), means and standard deviations provide composite values reflecting multiple responses to a specific item on an instrument. These descriptive statistics (means and standard deviations) were chosen because, in addition to offering a foundational description as provided by frequencies and percentages, they provide a comprehensive understanding through composite value representation (Ntorso, 2017).

Regarding this study, the means and standard values of each of the items were calculated and arranged in ascending order. Also, Research Hypotheses One to Eight were analysed using Partial Least Square Structural Equation Modeling (PLS-SEM). This was used to determine which of the independent variables influenced the teaching performance of the PMTs. This

tool was deemed appropriate since the researcher aimed at the model that estimates the relationship between a quantitative dependent variable and two or more independent variables using direct and indirect lines. Table 3 presents an overview of the data analysis strategy.

Table 3: Summary of the Data Analysis Plan

S/N	Research Questions	Type of Questions	Analytical tool
RQ 1	What is the level of UCC preservice management teachers' professional knowledge (lesson plan knowledge, teaching methodology and delivery knowledge, classroom organization and management as well as professional commitment knowledge) in teaching Business Management in SHS in Ghana?	Five-point likert type scale of questions and close-ended question	Mean and standard deviation
RQ 2	What is the level of UCC preservice management teachers' teaching self-efficacy (lesson plan efficacy, teaching methodology and delivery efficacy, classroom organization, and management efficacy as well as professional commitment efficacy) toward off-campus teaching practice at SHSs in Ghana?	Five-point likert type scale of questions	Mean and standard deviation
RQ 3	What are UCC preservice management teachers' attitudes toward the teaching profession at SHSs in Ghana	Five-point likert type scale of questions and close-ended question	Mean and standard deviation
RQ 4	What is the level of UCC preservice management teachers' teaching performance (lesson plan, teaching methodology and delivery, classroom organization and management as well as	Five-point likert type scale of questions and close-ended question	Mean and standard deviation

	professional commitment) during off-campus teaching practice at SHS in Ghana?		
Hypotheses 1 to 8	Which of the variables (Professional knowledge, teaching self-efficacy, and attitude) influenced teaching performance during off-campus teaching practice at SHS in Ghana?	Five-point likert type scale of questions and close- ended question	Partial Least Square (PLS) was used to model and answer Hypotheses 1 to 8

Source: Field survey (2023)

Chapter Summary

This chapter elucidated the research methods employed to ensure that the study findings were firmly grounded in the evidence it provided. The study utilized the explanatory design, facilitating the collection and quantitative analysis of data. The study population comprised 104 UCC preservice management teachers engaged in off-campus teaching practices. All respondents were included in the research using the census technique. Ultimately, the collected data underwent analysis utilizing means, standard deviation, and Partial Least Square (Structural Equation Modeling).

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The aim of this study was to investigate the preservice management teachers' professional knowledge, teaching self-efficacy and attitude on their teaching performance. This section covers the exposition, interpretation, and discussion of findings. The results are presented into two parts: the first one presents the demographic characteristics of the respondents, while the second one discusses the outcomes regarding the research questions and hypotheses. In all, a valid population census of 101 preservice management teachers was used in the research.

Demographic Characteristics of Respondents

The research aimed to gather demographic information about the respondents involved. Namely; sex, age distribution, teaching experiences and teaching as a career. The background information of the respondents was analyzed using frequency (f) and percentages (%), as depicted in Table 4.

Table 4: Demographic Characteristics of Respondents (n = 101)

Variables	N	%
Sex distribution:		
Male	58	57.4
Female	43	42.6
Age distribution:		
20-24	65	64.3
25-29	33	32.7
30-34	3	3.0
35-39	-	-
Teaching experience		

Yes	98	97.0
No	3	3.0
Teaching as a career		
Yes	78	77.2
No	23	22.8

Source: Field survey (2023)

Table 4 presents the findings regarding the background characteristics of the respondents. In terms of gender (sex) distribution, the analysis revealed that the majority, 58 (57.4%), were male(s), while the rest of the respondents were female(s). This indicates that there were more male respondents (preservice management teachers) than female respondents participating in off-campus teaching practice. Regarding their age distribution, the findings revealed that most, 65 (64.3%) of the respondents, were in the 20-24 age group, while 33 (22.7%) fell within the 25-29 age group, and the remaining respondents were aged 30-34. This finding suggests that most of the preservice management teachers are young adults (matured). It is presumed these are capable to decide whether to participate in the study or not. Regarding their teaching experience, majority 98 (97%) of the respondents had teaching experience whilst the rest did not.

Results

This section presents the findings of the study based on the research questions and hypotheses posed

1. *What is the level of UCC preservice management teachers' professional knowledge (lesson plan knowledge, teaching methodology and delivery knowledge, classroom organization and management as*

well as professional commitment knowledge) in teaching Business Management in SHS in Ghana?

Primarily, this aimed to investigate preservice management teachers' level of professional knowledge regarding "lesson plan preparation", application of "teaching methodologies and delivery", "classroom organization and management" as well as their "professional commitment". The respondents were asked to specify their level of knowledge from a Likert scale of 1 to 5, where 1 = lowest and 5 = highest. Table 5 displays the summarized descriptive findings.

Table 5: Preservice Management Teachers' Level of Professional Knowledge

Indicators	Mean	SD	Interpretation
Lesson Plan	4.44	.80	High
Teaching Methodology and delivery	4.27	.69	High
Classroom Organisation Management	4.20	.79	High
Professional Commitment	4.37	.77	High
Average	4.32	.08	High

Scale (Mean): 1.00-1.49 (very low); 1.50-2.49 (low); 2.50-3.49 (moderately); 3.50-4.49 (high); 4.50-5.00 (very high)

Source: Field survey (2023)

The data revealed that generally, preservice management teachers' level of professional knowledge is high ($M = 4.32$; $SD = .80$). This was seen in all the indicators, "lesson plan preparation ($M = 4.44$; $SD = .80$), application of teaching methodologies and delivery ($M = 4.27$; $SD = .69$), classroom organization and management ($M = 4.20$; $SD = .79$) as well as their professional commitment ($M = 4.37$; $SD = .77$). In relation to the specific statement in the questionnaire, considering the lesson plan preparation,

majority of the respondents recorded very high to the statement *“I know how to introduce lessons by reviewing students’ RPK linked to the topic to stimulate students’ interest and share lesson objectives with student”* ($M = 4.56$; $SD = .81$). Again, though, the rest of the statement recorded high regarding preservice management teachers’ level of professional knowledge, the statement *“I know how to use correct expressions, correct students’ language errors, encourage student to pay attention to their use of language, use effective verbal and non-verbal communication as well as avoid language mannerisms”* recorded the lowest mean ($M = 4.10$; $SD = .89$) (see Appendix F).

The finding of this study showed that preservice management teachers possessed high level of professional knowledge during off-campus teaching practice. The results align itself with the assertion that teachers’ hold high level of professional knowledge and has been assumed to be a key factor affecting teaching quality (Abell, 2007; Fischer, Borowski, & Tepner, 2012; Fischer, Neumann, Labudde, & Viiri, 2014). Also, the development of professional knowledge in teachers is a goal of teacher education. Teachers’ level of professional knowledge enables them to use appropriate actions in teaching situations, which should result in students’ achievement (Terhart, 2012). Similarly, Falloon, (2020) posit that teacher’s level of professional knowledge is his or her understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. Therefore, PMTs high level of professional knowledge are evident in the lesson plan, teaching methodology and delivery, classroom organization and management as well as professional commitment.

2. *What is the level of UCC preservice management teachers' teaching self-efficacy (lesson plan efficacy, teaching methodology and delivery efficacy, classroom organization, and management efficacy as well as professional commitment efficacy) toward off-campus teaching practice at SHSs in Ghana?*

Basically, this aimed to examine preservice management teachers' level of teaching self-efficacy in lesson plan preparation, application of teaching methodologies and delivery, classroom organization and management as well as their professional commitment. The respondents were asked to indicate their level of confidence from a Likert scale of 1 to 5, where 1 = lowest and 5 = highest. The summarized descriptive results are displayed in Table 6.

Table 6: Preservice Management Teachers' Teaching Self-efficacy

Indicators	Mean	SD	Interpretation
"Lesson Plan"	4.48	.74	High
"Teaching Methodology and delivery"	4.34	.70	High
"Classroom Organisation and Management"	4.21	.77	High
"Professional Commitment"	4.44	.74	High
Average	4.37	.07	High

Scale (Mean): 1.00-1.49 (very low); 1.50-2.49 (low); 2.50-3.49 (moderately); 3.50-4.49 (high); 4.50-5.00 (very high)

Source: Field survey, (2023)

The data shows that the level of PMTs teaching self-efficacy is high ($M = 4.37$; $SD = .07$). An interesting finding was that all the indicators show that PMTs teaching self-efficacy was high. This was obvious in the lesson plan ($M = 4.48$; $SD = .74$), teaching methodology and delivery ($M = 4.34$; SD

= .70), classroom organization and management ($M = 4.21$; $SD = .77$) as well as professional commitment ($M = 4.44$; $SD = .74$). However, in measuring the specific statement as indicated in the questionnaire, the following statements “*I can summarise in the lesson plan the core points for all activities which relate to lesson objectives and main concepts*” ($M = 4.53$; $SD = .83$), “*I can state in the lesson plan appropriate and varied TLRs to indicate when and how they will be used in the lesson*” ($M = 4.52$; $SD = .83$) and “*I can state in the lesson plan the specific, relevant, measurable and achievable objectives linked to classroom activities*” ($M = 4.52$; $SD = .80$) recorded a very high mean for their confidence to performance (see Appendix G).

The results show that majority of the preservice management teachers had high teaching self-efficacy to perform all the indicators stipulated in the ‘Form A’ as developed by the Centre for Teacher Professional development. However, the following statement “*I can organize teaching/learning activities sequentially and logically using varied pedagogical skills to maintain a balance between teacher and student activities*” ($M = 4.17$; $SD = 4.17$) and “*I can use correct expressions, correct students’ language errors, encourage students to attention to their use of language, use effective verbal and non-verbal communication as well as avoid language mannerisms*” ($M = 4.17$; $SD = .94$) received relatively the smallest mean regarding preservice management teachers’ teaching self-efficacy (see Appendix G). Overall, the findings of this current study confirm the finding of the study by Asare (2020) who revealed that PMTs were highly efficacious.

3. What are UCC preservice management teachers’ attitudes toward the teaching profession at SHSs in Ghana?

This aimed to examine preservice management teachers' level of attitude towards the teaching profession. The respondents were asked to indicate the extent of their attitude toward the teaching profession from a Likert scale of 1 to 5, where 1 = lowest and 5 = highest. The summarized descriptive results are displayed in Table 7.

Table 7: Preservice Management Teachers' Level of Attitude Towards the Teaching Profession

Indicator	Mean	SD	INTERPRETATION
Cognitive	3.16	.57	<i>Moderately</i>
Affective	3.04	.65	<i>Moderately</i>
Behavioral	3.02	.62	<i>Moderately</i>
Average	3.07	.61	<i>Moderately</i>

Scale (Mean): 1.00-1.49 (very low); 1.50-2.49 (low); 2.50-3.49 (moderately); 3.50-4.49 (high); 4.50-5.00 (very high)

Source: Field survey (2023)

Regarding preservice management teachers' attitude towards the teaching profession, three indicators were measured; cognitive, affective and behavioral attitude. The data revealed that preservice management teachers' attitude towards the teaching profession is moderate ($M = 3.07$; $SD = .61$). This result was evidence in all the indicators measured; Cognitive affective ($M = 3.16$; $SD = .57$), Affective attitude ($M = 3.04$; $SD = .65$) and Behavioral attitude ($M = 3.02$; $SD = .62$). Among the specific statements, the statements “the teaching profession will help strengthen my desire to learn” ($M = 3.40$; $SD = .66$) and “I prefer to enter into the teaching profession because I have the qualities of a good teacher” ($M = 3.30$; $SD = .67$) which fall under the cognitive attitude recorded the highest mean (Appendix H).

In all, this study shows that preservice management teachers have moderate attitude towards the teaching profession. This current study does not support the study of Mosha (2016) who revealed that teachers portray negative attitude towards the teaching profession because it was not their choice but a means of securing a job. However, Whitaker and Valtierra (2018) revealed that teacher trainees' have positive attitude towards teaching profession and the teaching subjects which influence their choice to enter into the profession. Therefore, preservice management teachers' moderate attitude towards the teaching profession perhaps indicates their willingness to enter into the teaching profession.

4. *What is the level of UCC “preservice management” teachers’ teaching performance (“lesson plan preparation”, “teaching methodology and delivery”, “classroom organization and management” as well as “professional commitment”) during off-campus teaching practice at SHS in Ghana?*

The research question intended to examine preservice management teachers' teaching performance during off-campus teaching practice. This section indicates the extent of PMTs teaching performance after the teaching practice supervision. A Likert scale of 1 to 5, where 1 = poor and 5 = very good was used. The summarised descriptive results are displayed in Table 9.

Table 8: Preservice Management Teachers' Teaching Performance

Indicators	Mean	SD	Interpretation
"Lesson Plan"	3.78	.35	Good
"Teaching Methodology and delivery"	3.35	.20	Good
"Classroom Organisation and Management"	3.46	.44	Good
"Professional Commitment"	3.54	.46	Good
Average	3.53	.36	Good

Scale (Mean): 1.00-1.49 (very poor); 1.50-2.49 (poor); 2.50-3.49 (satisfactory); 3.50-4.49 (good); 4.50-5.00 (very good)
 Source: Field survey (2023)

The data revealed that generally, PMTs teaching performance was good ($M = 3.53$ $SD = .36$). This was evidence in all the indicators in Table 8; lesson plan ($M = 3.78$; $SD = .35$), teaching methodology and delivery ($M = 3.35$; $SD = .20$), classroom organization and management ($M = 3.46$; $SD = .44$) and professional commitment ($M = 3.54$; $SD = 0.46$). Regarding lesson plan preparation, under objectives/indicators, the statement *"teacher state specific relevant, measurable and achievable objectives but not linked to classroom activities"* ($M = 3.94$; $SD = .51$) recorded the highest mean which reveals that majority of the PMTs performance was good in performing that statement.

Again, regarding the use of teaching learning resources (TLRs) which falls under teaching methodology and delivery, the statement *"teacher uses appropriate TLRs, linked them to students' previous knowledge and lesson objective(s)"* ($M = 3.77$; $SD = .99$) also recorded a higher mean which shows that majority of the PMTs performance on the use of TLRs was good (see Appendix I). However, among the satisfactory performances, the assessment

of students learning under teaching methodology and delivery, the statement *“teacher uses a variety of assessment techniques to check understanding, encourage students’ self-assessment of understanding”* ($M = 3.00$; $SD = .48$) recorded the lowest mean. This indicate that majority of the respondents satisfactorily were able to perform that statement.

Paolini (2015) postulates that teachers’ performance is high in classroom factors, such as instructional practices, teacher expectations, classroom organization, and the use of classroom resources, which have influence on student achievement. Similarly, Adeyemi (2019), describes teacher performance as one who demonstrates high level of intelligence, skills, knowledge in lesson plan preparation, classroom management and pedagogical delivery. The findings of this current study align itself with the above scholars that PMTs demonstrated good, moderate and satisfactory teaching performance during off-campus teaching practice.

Research Hypotheses Testing

This aspect outlines the study's outcomes concerning the research hypotheses. In all, eight research hypotheses were established to address the objectives of the study. The research hypotheses were analysed using Partial Least Squares Structural Equation Modeling (PLS-SEM). All steps associated with employing PLS-SEM were completed, and the clarity of the final results was deliberated upon.

Assessment of Measurement Models for the Study

This portion concentrates on the measurement models for the research. It commences with the assessment of the indicator loadings. The assessments of the measurement model incorporate indicator loadings, internal consistency

reliability (composite reliability), convergent validity (AVE – Average Variance Extracted), and discriminant validity (HTMT - Heterotrait-Monotrait Ratio). A stable PLS algorithm was employed to generate indicators for assessing the measurement model. The findings are detailed in the subsequent tables.

Assessing Indicator Loadings

Appendix E displays the PLS Algorithm for CFA indicator loadings. Some indicators have been excluded compared to the primary indicators (Refer to Figure 2). All indicators with loadings below the threshold of 0.6, as recommended by Hair Jr, Sarstedt, Matthews, and Ringle (2016), and with an acceptably fair level of 0.5 where necessary, were omitted to enhance the overall model's reliability. Out of a total of 78 indicators measuring various latent variables, 33 indicators were eliminated for not meeting the indicator reliability criteria. Specifically, 14 indicators of teaching performance were maintained, 13 indicators of professional knowledge were also maintained, 9 out of the 9 indicators of attitude towards the teaching profession retained whilst 9 indicators of teaching self-efficacy were also maintained. Though, some indicators were deleted but these did not in any way changed or affected the constructs under investigation. These are evidenced in the composite reliability and AVE acceptable threshold (see Table 9). The indicator loadings of the retained items are shown in the (Figure 2).

PLS Algorithm for CFA Indicator Loadings

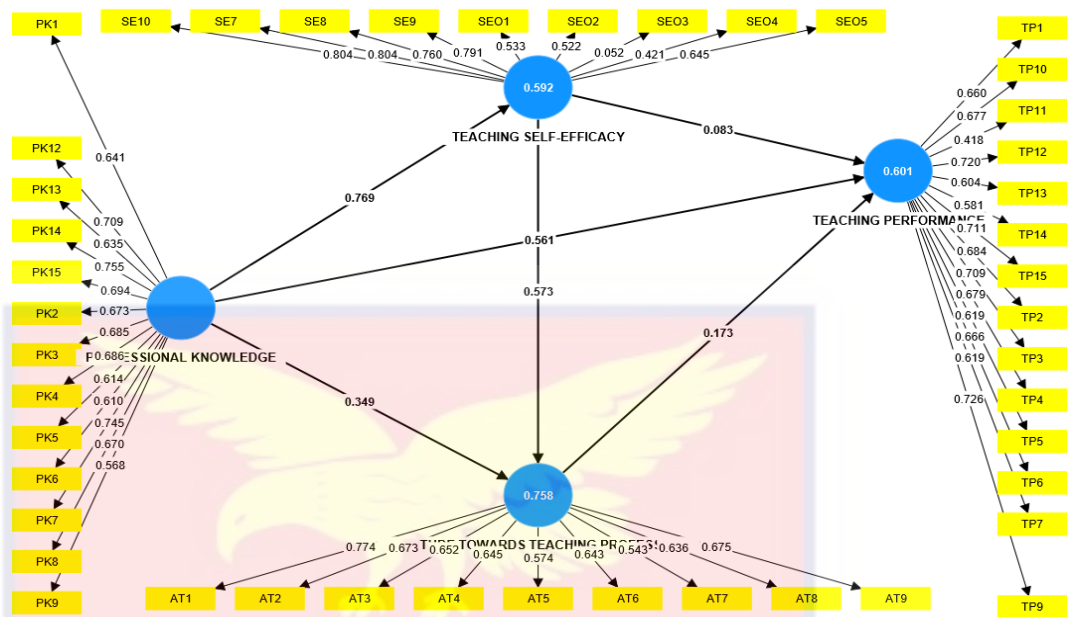


Figure 2: Outer and inner model results

Source: Arthur's construct

Assessing Internal Consistency Reliability

In this research, the “internal consistency reliability” of the constructs was assessed using “composite reliability”. Composite reliability is deemed a more suitable measure of internal consistency compared to “Cronbach’s alpha” (Rossiter, 2002). The findings presented in Table 9 suggest that all latent variables in this study exhibit reliability, as they all surpassed the 0.6 threshold outlined by Bagozzi and Yi (1988). Professional knowledge (PK) had the highest score of “composite reliability” (0.913) this was followed by Teaching Performance (TP) (0.911), Attitude towards teaching profession (ATT) (0.867), and Teaching Self-efficacy (TSE) (0.841). The outcomes clearly show that the model has “internal consistency reliability”. Table 9 also includes outcomes on “convergence validity”.

Table 9: Validity and Reliability

Variable(s)	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
ATT	0.829	0.839	0.867	0.421
PK	0.897	0.901	0.913	0.449
TP	0.894	0.894	0.911	0.426
TSE	0.791	0.841	0.841	0.405

Source: Field survey (2023)

Assessing Convergent Validity

The average variance extracted was used in assessing convergent validity. Convergent validity is the extent to which a measure correlates positively with alternative measures of the same construct (Hair, Hult, Ringle, Sarstedt, & Thiele, 2017). An AVE value of 0.50 or greater indicates that, on average, the construct elucidates more than half of the variance of its indicators. Conversely, an AVE below 0.50 suggests that, on average, more variance persists in the error of the items than in the variance explained by the construct. However, in the book of Hair, Black, Babin, Anderson, and Tatham (2009), multivariate data analysis (7th ed.) suggested that AVE is higher than 0.5 but 0.4 is accepted.

Again, according to Fornell and Larcker (1981), if the AVE is below 0.5 but the composite reliability exceeds 0.6, the convergent validity of the construct remains satisfactory. Therefore, the findings from Table 9 reveal that all constructs possess an AVE of approximately 0.5, with professional knowledge having the highest value and teaching self-efficacy the lowest. This

suggests that the constructs within this model can explain more than half of the variance in their indicators. Discriminant validity was also evaluated as part of the measurement model assessment.

Assessing Discriminant Validity

Demonstrating discriminant validity suggests that a construct is distinct and encompasses phenomena not accounted for by other constructs in the model (MacKinnon & Luecken, 2008). Henseler, Ringle, and Sarstedt (2015) advocate evaluating the Heterotrait-Monotrait ratio (HTMT) of correlations. According to Henseler et al., a latent construct exhibits discriminant validity when its HTMT ratio is under 1.00. The findings outlined in Table 10 reveal that HTMT values were below 1.00.

Table 10: Heterotrait-Monotrait Ratio (HTMT)

Variable(s)	ATT	P K	T P	TSE
ATT				
P K	0.877			
T P	0.758	0.820		
T SE	0.984	0.890	0.782	

Source: Field survey (2023)

Assessing the Structural Model

This aspect presents an assessment of the hypotheses in this study. The assessment of the “structural model” involves examining “collinearity among constructs”, “coefficient of determination”, “predictive relevance”, “effect size”, “path coefficient”, and “its significance”. This study used both the “direct” and “indirect” models simultaneously to analyze considering the recommendations of (Nitzl, Roldan, & Cepeda, 2016). Table 11 displays the results of assessing “multicollinearity” among the indicators for this research.

In the context of PLS-SEM, a tolerance value of 0.20 or lower and a VIF value of 5 or higher indicate a potential collinearity issue (Hair, Joe, Ringle, & Sarstedt, 2011). Specifically, an indicator's VIF level of 5 implies that 80% of its variance is explained by the remaining formative indicators associated with the same construct. In this study, the outcome from Table 11 reveals a minimum VIF of 1.0 and a maximum of 4.134, with a minimum tolerance value of 0.242 and a maximum of 1.00. These values indicate the absence of “multicollinearity” among the indicators (Table 11).

Table 11: Collinearity Amongst Constructs

Variables	VIF	Tolerance
ATT-> TP	4.134	.2418
PK->ATT	2.448	.4084
PK-> TP	2.952	.3387
PK-> TSE	1.00	1.00
TSE-> ATT	2.448	.4084
TSE -> TP	3.805	.2628

Source: Field survey (2023)

Common Methods Bias

Common method bias arises from self-report measures (Podsakoff, Podsakoff, MacKenzie, & Klinger, 2013). As its name suggests, it occurs due to biased results stemming from a “common method”, such as a single survey (Favero & Bullock, 2015). Another potential cause of common method bias is the implicit social desirability associated with responding to questions in a questionnaire, leading indicators to share a certain amount of common variation (Kock & Lynn, 2012).

The VIF results presented in Table 11 further validate the absence of “Common Method Bias”. According to the criteria proposed by Kock and Lynn (2012), a VIF value exceeding 3.3 suggests pathological collinearity and may indicate that a model is contaminated by common method bias. Thus, if all VIFs resulting from a comprehensive “collinearity test” are equal to or lower than 3.3, the model can be deemed free from both vertical and lateral collinearity and common method bias (Kock, 2013).

To deal with common method bias, Podsakoff and Organ (1986) proposed that if common method bias was a significant issue, a single factor would emerge from a factor analysis, or one general factor would explain most of the covariance in the independent and criterion variables. In the context of the present study, all four variables underwent exploratory factor analysis using principal axis factoring, resulting in the extraction of twelve factors, with factor 1 explaining only 32.108 percent of the variance (see Appendix J). This outcome suggests that no single factor emerged, and no overarching factor accounted for the majority of the covariance among the latent factors. Therefore, it is well noting that common method bias was not a substantial concern in this study.

Assessing Coefficient of Determination and Predictive Relevance

The R^2 is a measure of the model’s predictive accuracy. Thus, R^2 represents the exogenous variables’ (professional knowledge, “teaching self-efficacy” and “attitude towards the teaching profession”) combined effect on the endogenous variable(s) (in this study, teaching performance). Hair, Joe, Sarstedt, Hopkins, & Kuppelwieser, (2014) advanced that a coefficient of determination (R^2) of 0.25, 0.5 and 0.75 are considered as weak, moderate and

substantial respectively for structural models. The author further asserted that a predictive relevance (Q^2) of “0.02, 0.15 and 0.35” and effect size (f^2) of “0.02, 0.15 and 0.35” are seen as “small, medium and large” respectively for structural models.

Table 12: Structural Model Results for Hypothesis

Variable	Path	R-square	R-square adjusted	Q^2	F^2
ATT		0.758	0.753	.582	
TP		0.601	0.588	.570	
TSE		0.592	0.587	.516	
ATT-> TP	.173				.018
PK->ATT	.349				.206
PK->TP	.561				.267
PK->TSE	.769				1.448
TSE->ATT	.573				.554
TSE->TP	.083				.005

Source: Field survey (2023)

As indicated in Table 13, it can be seen that the coefficient of determination (R^2), for the endogenous variable (teaching performance) is 0.601 with an Adjusted R^2 of 0.588. This means that the PMTs professional knowledge, “teaching self-efficacy” and “attitude towards teaching profession” substantially account for 60.1% variation in their teaching performance. Also, it is seen that the coefficient of determination (R^2) for PMTs teaching self-efficacy recorded 0.592 with an Adjusted R^2 of 0.587. This means that the latent variable (professional knowledge) substantially

explains 59.2% of change in PMTs teaching self-efficacy. Regarding PMTs attitude towards the teaching profession, Table 13 shows that the coefficient of determination of this variable (attitude towards the teaching profession) is 0.758 with an Adjusted R^2 of 0.753. This infers that a substantial 75.8% change in PMTs attitude towards the teaching profession is as a result of their professional knowledge and teaching self-efficacy.

Regarding predictive relevance, Table 13 indicates that the exogenous variables (professional knowledge, teaching self-efficacy, and attitude towards the teaching profession) exhibit a large (0.516) predictive relevance. This indicates that these exogenous variables effectively predict the “endogenous variable”. Additionally, the outcomes of the effect size demonstrate that all variables have at least a small effect size on the “endogenous variable”.

Significant Results

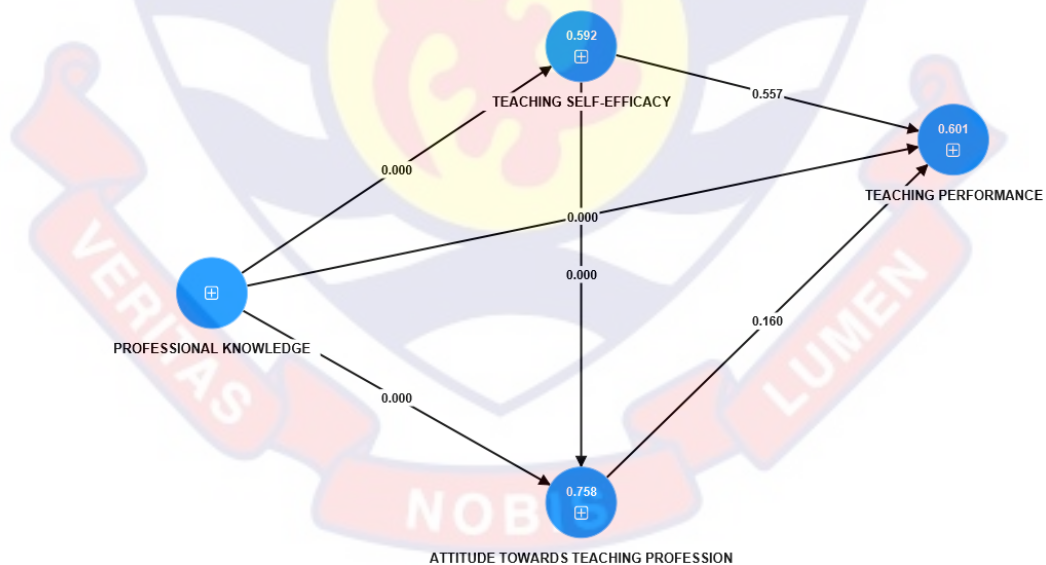


Figure 3: Bootstrap Image for Path Analysis

Source: Arthur Construct (2023)

Presentation of Hypotheses Results

1. H_0 : There is no statistically significant influence of PMTs' Professional knowledge on their teaching performance.

H_1 : There is a statistically significant influence of PMTs' Professional knowledge on their teaching performance.

The first research hypothesis was formulated to test whether PMTs' professional knowledge influences their teaching performance. As part of the entire model testing, this hypothesis underwent examination, symbolizing the direct pathway from professional knowledge to teaching performance. This was hypothesized that Professional knowledge significantly influences teaching performance.

Table 13: Structural Significance Determination for Research Hypotheses 1 and 2

Latent variables		Original Sample (O)	Sample mean (M)	Standard deviation (STD EV)	T statistics (O/STDEV)	P values	interpretation
ATT -> TP		.173	.183	.123	1.405	.160	Not significant
PK -> ATT		.349	.350	.084	4.162	.000	Significant
PK -> T P		.561	.566	.112	5.010	.000	Significant
P K -> TSE		.769	.776	.039	19.636	.000	Significant
TSE-> ATT		.573	.575	.080	7.129	.000	Significant
TSE-> TP		.083	.077	.141	.587	.557	Not significant
P K -> ATT -> T P		.061	.064	.048	1.268	.205	Not significant

PK	->	.064	.060	.110	.580	.562	Not significant
TSE-> TP							
TSE	->	.099	.106	.074	1.344	.179	Not significant
ATT-> TP							

Source: Field survey (2023)

Based on the application of the PLS Algorithm in the SMART PLS (Ringle et al., 2005) software, the analysis of the data collected revealed that professional knowledge significantly influences their teaching performance ($\beta = .561$, $p < .05$; Table 13). The beta coefficient in the same direction as hypothesized, henceforth, the null hypothesis “professional knowledge does not significantly influence teaching performance” was rejected. Therefore, the alternate hypothesis that professional knowledge significantly influences teaching performance was supported

This infers that an increase in PMTs professional knowledge would result in an increase in their teaching performance. It further suggests that high professional knowledge in PMTs is able to record high levels of their teaching performance. This finding supports Shulman (1986) knowledge base for teaching which state that if the teacher has understanding and skills of what to teach and how to teach it (professional knowledge) constitute the ability to teach. Here, this current study though did not measure ability to teach. However, once the preservice teachers’ professional knowledge was found to significantly influence the teaching performance, when PMTs professional knowledge is high, their teaching performance is likely to follow suit.

Again, in instances where teachers’ teaching performance is measured by students’ academic performance, for example in eastern Uganda where Kasiisa and Tamale (2013) explored the influence of teachers’ professional expertise (qualifications) on students’ performance in Social Studies. Their

findings uncovered those students instructed by professionally trained teachers outperformed those taught by non-professionals. The study concluded that there is a significant relationship between teachers' professional knowledge and students' academic performance. Hence, recommended that experienced teachers with professional knowledge (qualifications) should be allowed to teach in Uganda. Though, the results of this current study did not compare professional teacher to non-professionals, it confirms the relationship and adds that among preservice teachers, professional knowledge significantly influence their teaching performance.

Similarly, in mathematics, Abe (2014) studied the effect of teachers' professional knowledge (qualification) on students' performance in Ekiti State (Nigeria). The study found a significant difference in students' performance in terms of those taught by professional teachers and non-professional teachers. The study suggested that only mathematics teachers with professional qualifications should be permitted to teach. Likewise, teachers without teaching qualification were advised to pursue their Post Graduate Diploma in Education (PGDE). According to the study, this measure has the potential to enhance students' performance in mathematics. The result of this current study confirms the claims by Abe (2014) that teacher professional knowledge influences performance (student and teachers), however, in Business Management as a course. Emphasis is therefore drawn that professional training of preservice teachers by teacher educators should highly prioritized.

In Ghana, Gyamfi (2020) investigated the influence of Pedagogical Content Knowledge (PCK) among Business Management teachers on students' academic achievement in business management at SHSs in the

Asuogyaman Eastern Region, Ghana. This research found that Business Management teachers exhibited a high level of professional knowledge (content knowledge, pedagogical knowledge and pedagogical content knowledge). Furthermore, the research discovered a statistically significant correlation between content knowledge and Pedagogical Content Knowledge and the academic performance of students. Nevertheless, there was no statistically significant relationship between teachers' pedagogical knowledge and students' academic performance. The study concluded that pedagogical knowledge did not influence students' academic performance.

The result of this current research contradicts the finding of Gyamfi (2020) on two grounds; first, there is no statistically significant relationship between teachers' pedagogical knowledge and students' academic performance and pedagogical knowledge did not influence students' academic performance. Firstly, since Business Management teachers at the SHS have passed through the preservice stage at the university in terms of training, and also professional knowledge includes pedagogical knowledge, inferences can be drawn. From Table 12, the path clearly indicates that a statistically significant correlation exists between Professional knowledge and teaching performance.

Hence, the claim by Gyamfi on the two ground earlier on indicated are refuted. Hence, it can be inferred that there is a notable statistical significance correlation exists between teachers' professional knowledge (pedagogical knowledge) and students' academic performance. Therefore, professional knowledge (pedagogical knowledge) largely predicts teachers' performance (students' academic performance). It is therefore recommended that teacher

educators in districts, in partnership with the Ghana Education Service, organize continuous professional development programs for preservice teachers and Senior High School educators to enhance their professional knowledge.

2. H_0 : There is no statistically significant influence of PMTs

Professional knowledge on their teaching self-efficacy.

H_1 : There is a statistically significant influence of PMTs Professional knowledge on their teaching self-efficacy.

This second research hypothesis was formulated to test whether PMTs professional knowledge influences teaching self-efficacy. Thus, it was hypothesized that Professional knowledge significantly influences teaching self-efficacy. With the application of the PLS Algorithm in the SMART PLS (Ringle et al., 2005) software, the analysis of the data collected showed that PMT professional knowledge significantly influence their teaching self-efficacy ($\beta = .769$, $p < .05$; Table 13, Figure 2). The beta coefficient in the same direction as hypothesized, henceforth the null hypothesis that Professional knowledge does not significantly influence teaching self-efficacy was rejected. Therefore, the alternate hypothesis that state that professional knowledge influences teaching self-efficacy was supported.

This means that an increase in PMTs professional knowledge would result in an increase in their teaching self-efficacy. It further suggests that professional knowledge affects teaching self-efficacy. This result supports one of the primary features of Bandura's model that sources of efficacy information, or learning experiences lead to the development of self-efficacy expectations. It can therefore be concluded that PMTs teaching Self-efficacy is

high because their professional knowledge is high. Again, it can be said that PMTs have the confidence to teach because they know.

In terms of literature, Sharp, Brandt, Tuft and Jay (2016) examined the Relationship of Self-efficacy and Teacher Knowledge for Prospective Elementary Education Teachers at the Utah Valley University, United States. The study found that self-efficacy scores and knowledge scores significantly increase over time concurrently but without any predictive power of each other. This result shows that there is a significant relationship between preservice teaching self-efficacy and their professional knowledge. Thus, as preservice teacher's professional knowledge increases then their self-efficacy increases. However, according to the findings, none of the variables influence each other (Sharp et al., (2016). In other words, an increase in preservice professional knowledge was not as a result of self-efficacy or vice versa.

This current study supports the findings of Sharp et al (2016) that there is a relationship between professional knowledge and teaching self-efficacy of preservice management teachers. But regarding the current study, it is further hypothesized that professional knowledge significantly predicts teaching self-efficacy of preservice teachers. Therefore, the second aspect of this current study does not support the findings of Sharp et al (2016) who revealed that preservice teachers' professional knowledge does not significantly influence their teaching self-efficacy.

3. H_0 : There is no statistically significant influence of PMTs' teaching self-efficacy on their teaching performance.

H_1 : There is a statistically significant influence of PMTs' teaching self-efficacy on their teaching performance.

The third research hypothesis was formulated to test whether PMTs teaching self-efficacy influences their teaching performance. This was hypothesized that teaching self-efficacy significantly influence teaching performance.

Apply the PLS Algorithm in the SMART PLS (Ringle et al., 2005) software, the analysis of the data collected showed that teaching self-efficacy does not significantly influence their teaching performance ($\beta = .083$, $p = .557$; Table 13, Figure 2). The beta coefficient in the same direction as hypothesized, therefore, the researcher failed to reject the null hypothesis “Teaching self-efficacy does not significantly influence teaching performance”. Hence, the alternate hypothesis that teaching self-efficacy significantly influence teaching performance was not supported. This result shows that an increase in PMTs teaching self-efficacy does not lead to an increase in their teaching performance. It further suggests that if PMTs have high belief to teach (teaching self-efficacy) does not mean that their teaching performance will be high. Therefore, it can be concluded that preservice teachers’ teaching self-efficacy has no predictive relevant on their teaching performance.

Albert Bandura's theory of self-efficacy introduced the context of an explanatory model of human behavior (self-efficacy) to causally influences expected outcomes of behavior but not vice versa (Bandura, 1986c, 1995, 1998, 2004, 2006b). Also, researchers such as Betz (2007) and McCormick, and Martinko, (2004), supported self-efficacy based on Bandura’s idea and suggested that self-efficacy can affect behavior and cognition in the following ways: activity choice, goal setting, effort and persistence, learning and

achievement. Unfortunately, this current study disproves these claims as far as preservice management teachers are concerned. Table 14, shows a relationship between teaching self-efficacy and teaching performance but that was not significant. Therefore, it can be concluded that teaching self-efficacy does not affect teaching performance.

In terms of literature Shahzad and Naureen (2017) investigated the influence of teachers teaching self-efficacy on students' academic achievement at the SHS at Chiltan Town of Quetta city. The study revealed that teachers' teaching self-efficacy has a positive influence on the students' academic achievement. In relation to this current study, in cases where teachers' teaching performance is measured by students' performance, it can be concluded that teachers teaching self-efficacy according to Shahzad and Naureen (2017) influences teachers' teaching performance. Conversely, the findings of this current study do not support the finding of Shahzad and Naureen (2017).

4. H_0 : There is no statistically significant mediation of PMTs' teaching self-efficacy on their professional knowledge-teaching performance nexus.

H_1 : There is statistically significant mediation of PMTs' teaching self-efficacy on their profession knowledge-teaching performance nexus.

This research hypothesis was developed to test the mediating role of teaching self-efficacy on the professional knowledge-teaching performance nexus of PMTs. This was hypothesized that teaching self-efficacy significantly mediates the professional knowledge-teaching performance nexus. By the

application of the PLS Algorithm in the SMART PLS (Ringle et al., 2005) software, the analysis of the data collected reveals that teaching self-efficacy did not mediate the nexus between Professional knowledge and teaching performance ($p = .562$; Table 13, Figure 2). Hence the researcher fails to reject the null hypothesis “*teaching self-efficacy does not significantly mediate the professional knowledge-teaching performance nexus*”. Therefore, the alternate hypothesis that teaching self-efficacy significantly mediate the professional knowledge-teaching performance nexus was not supported. Since the main nexus between teaching self-efficacy and teaching performance did not influence, and the mediation path of teaching self-efficacy on the established nexus also did not influence, then PMT teaching self-efficacy did not mediate between their professional knowledge and teaching performance.

This means that without teaching self-efficacy, PMTs teaching performance will increase as far as they have the professional knowledge. It also suggests that PMTs who are able to record high levels of professional knowledge would have high teaching performance even if they do not believe in the abilities (teaching self-efficacy) to teach.

The concept of self-efficacy based on the Social Learning Theory of Bandura (1986; 1989), thus, one's beliefs in own abilities to complete tasks and reach goals lead to better performance. Denzine, Cooney, and McKenzie (2005) as well as Gürcan (2005) embraced the theory and postulated that teachers' self-efficacy positively affects their teaching performance and students' learning. Again, it is professed that teachers' sense of efficacy is a primary requirement for successful teaching (teaching performance) and plays

an important role in productive teaching practices outcome (Goddard et al., 2004; Gurcay, 2015).

Despite the widespread utilization of Albert Bandura's Self-efficacy theory in research, its theoretical foundation appears to face scrutiny. For example, Brain (2016) contends that the mechanism through which perceptions of efficacy arise from various sources of knowledge and the correlation of self-efficacy with levels of ability and motivation is negligible. However, there is presently no model available to elucidate the processes involved, thereby undermining the practical utility of the theory.

Notwithstanding, the finding of this current study confirms Brain's (2016) postulation and refutes the theory of self-efficacy by Bandura and the assertions by some researcher that self-efficacy influence teachers' outcomes as well as play a vital role in teachers' achievement. This current study concludes that teaching self-efficacy neither influence teaching performance (Outcome) nor play any role to achieve teaching performance (outcome). Therefore, this study is in the position to provide a model to best explain the connection among professional knowledge (sources of knowledge), teaching self-efficacy and teaching performance (outcome).

5. H_0 : There is no statistically significant influence of PMTs Professional knowledge on their teaching performance.

H_1 : There is a statistically significant influence of PMTs' professional knowledge on their teaching performance.

This research hypothesis was formulated to test whether PMTs professional knowledge influences their teaching performance. By employing the PLS Algorithm within the SMART PLS software (Ringle et al., 2005), the

examination of the gathered data unveiled that professional knowledge significantly forecasts their teaching performance ($\beta = .561$, $p < .05$; Table 13, Figure 2). The beta coefficient aligns with the hypothesized direction, thus rejecting the null hypothesis “*professional knowledge does not significantly influence teaching performance*”. Henceforth, the hypothesis that professional knowledge significantly influences teaching performance was supported.

This means that an increase in PMTs professional knowledge would result in an increase in their teaching performance. It further suggests that high professional knowledge in PMTs is able to record high levels of their teaching performance. This finding supports Shulman (1986) knowledge base for teaching which state that if the teacher has understanding and skills of what to teach and how to teach it (professional knowledge), constitute the ability to teach. Here, this current study though did not measure ability to teach. However, once the preservice teachers’ professional knowledge is high, the teachers’ teaching performance would follow suit.

Again, in instances where teachers teaching performance is measured by students’ academic performance, for example in eastern Uganda where Kasiisa and Tamale (2013) examined the influence of teachers’ qualifications on students’ performance in Social Studies. Their findings indicated that students taught by certified teachers outperformed those instructed by non-certified teachers. The study concluded that there is significant relationship between teachers’ qualifications and students’ academic performance. Hence, recommended that experienced teachers with professional qualifications should be allowed to teach in Uganda. Though, this result did not compare professional teacher to non-professionals, the current study confirms the

relationship and adds that among preservice teachers, professional knowledge significantly predicts their teaching performance.

Similarly, in Nigeria, Abe (2014) studied the effect of teachers' qualification on students' performance in mathematics in Ekiti State. The study found a significant difference in students' performance in terms of those taught by professional teachers and non-professional teachers. The research indicated that solely teachers of mathematics with proper qualifications should be authorized to teach. Likewise, teachers without teaching qualification were advised to pursue their Post Graduate Diploma in Education (PGDE). This, according to the study may enhance students' skill in mathematics. The result of this current study confirms the claims by Abe (2014), however, with Business Management as a course. Therefore, emphasis could be drawn that professional training of preservice teachers by teacher educators should highly prioritized.

In Ghana, Gyamfi (2020) investigated the influence of Pedagogical Content Knowledge (PCK) among "business management" teachers on students' academic performance in Business Management at SHSs in the Asuogyaman Eastern Region, Ghana, was examined. The research revealed that business management teachers exhibited a high level of professional knowledge encompassing content knowledge, pedagogical knowledge, and pedagogical content knowledge. Furthermore, the research indicated a statistically significant correlation between content knowledge and Pedagogical Content Knowledge and students' academic performance. However, there was no statistically significant relationship between teachers' pedagogical knowledge and students' academic performance. The study

concluded that pedagogical knowledge did not influence students' academic performance.

The result of this present research refutes the finding of Gyamfi (2020) on two grounds; "there is no statistically significant relationship between teachers' pedagogical knowledge and students' academic performance and pedagogical knowledge did not influence students' academic performance. Firstly, since Business Management teachers at the SHS has been passed through the preservice stage at the university in terms of training, and also professional knowledge includes pedagogical knowledge, inferences can be drawn. Now, from Table 13 of this current study, the path clearly indicates that there is a relationship between Professional knowledge and teaching performance and significant.

Therefore, the claim by Gyamfi on the two ground earlier on indicated are refuted. Hence, it can be inferred that a statistically significant correlation between teachers' professional knowledge (pedagogical knowledge) and students' academic performance. Therefore, professional knowledge (pedagogical knowledge) largely predicts teachers' performance (students' academic performance). It is therefore suggested that teacher educators in districts in partnership with Ghana Education service should organize constant professional development programmes for preservice teachers and SHS teachers on their professional knowledge.

6. H_0 : There is no statistically significant influence of PMTs Professional knowledge on their attitude towards the teaching profession.

H₁: There is a statistically significant influence of PMTs' professional knowledge on their attitude towards the teaching profession.

This research hypothesis was formulated to test whether PMTs professional knowledge influences their attitude towards the teaching profession. Using the application of the PLS Algorithm in the SMART PLS (Ringle et al., 2005) software, the analysis of the data collected reports that PMTs professional knowledge significantly influence their attitude towards the teaching profession. ($\beta = .573$, $p < .05$; Table 13, Figure 1). The beta coefficient in the same direction as hypothesized, hence the null hypothesis "*Professional knowledge influences attitude towards the teaching profession*" was rejected. Now, the alternate hypothesis that professional knowledge significantly influence attitude towards the teaching profession was supported.

This means that an increase in PMTs professional knowledge would result in an increase in their attitude towards the teaching profession. It further suggests that PMTs who are able to record high levels of professional knowledge would have high level of attitude towards the teaching profession. Fahrettin and Serkan (2020) investigated the association between attitudes towards teaching and professionalism in teaching. Professionalism is defined as an awareness that safeguards teachers from external challenges to their domains and expertise. Likewise, according to a 2016 OECD report, teacher autonomy, professional pedagogical knowledge, and collaborative professionalism are key attributes of teaching professionalism, as scrutinized globally.

Again, Tichenor and Tichenor (2015) outline five primary dimensions of professionalism in teaching, encompassing “subject expertise”, “pedagogical proficiency”, and interpersonal connections and responsibilities extending beyond the classroom. These characteristics can be linked to professional knowledge in this study. In this regard, Fahrettin and Serkan (2020) posit that attitude correlate related to occupational professionalism (professional knowledge). This means, as attitude increases it moves along with occupational professionalism. This current study confirms the study of Tichenor and Tichenor (2015) and adds that professional knowledge significantly influence attitude. This means an increase in PMTs would lead to an increase in their attitude towards the teaching profession.

7. H_0 : There is no statistically significant influence of PMTs attitude towards the teaching profession on their teaching performance.

H_1 : There is a statistically significant influence of PMTs’ attitude towards the teaching profession on their teaching performance.

This seventh research hypothesis was formulated to test whether PMTs attitude towards the teaching profession influences their teaching performance. Using the application of the PLS Algorithm in the SMART PLS (Ringle et al., 2005) software, the analysis of the data collected indicates that attitude towards the teaching profession does not significantly influence their teaching performance ($\beta = .173$, $p = .160$; Table 13, Figure 1). The beta coefficient in the same direction as hypothesized, hence the researcher fails to reject the null hypothesis “*Attitude towards the teaching profession influences teaching performance*”. Therefore, the alternate hypothesis that attitude toward the

teaching profession significantly influence teaching performance was not supported.

This means that an increase in PMTs attitude towards the teaching profession does not influence their teaching performance. It further suggests that PMTs who are able to record high levels of attitude towards the teaching profession does not mean that their teaching performance will arise. Many researches have posited the necessity of preservice teachers' attitude toward the teaching profession since it is believed to determine their teaching performance (Kinyota & Kavenuke, 2019; (Moses, Admiraal & Berry, 2016; Moses, Berry, Saab & Admiraal, 2017). Specifically, it is posited that positive attitudes toward teaching profession are prerequisite for preservice teacher positive outcome and future performance (Aksoy, 2016; Kim, Chiu, & Zou, 2010; Seema, Udam & Mattisen, 2016), retention (Nesje, Brandmo & Berger, 2018; Prasad, Showler, Ryan, Schmitt & Nye, 2017).

Others hypothesis that attitudes of preservice teachers toward the profession influence their professional competencies and success (teaching performance) (Richardson & Watt, 2005; McMillan, 2000). Recommendation made suggest that preservice education programs should aim to equip preservice teachers with the necessary skills and knowledge as well as their attitude to become effective teachers (Darling-Hammond and Bransford, 2005)

In Tanzania, Kinyota and Kavenuke (2019) and Mkumbo (2012) revealed that teachers' poor performance was directly associated with their low level of commitment (attitude). Though main factors played roles, it was indicated that most teachers were found incompetent because they were not

interested with the teaching profession, and it was not their first choice, but they were compelled by the easiness to get the job. The result of this current study refutes the claims that teacher's poor performance is as a result of their negative attitude. This current result reveals a positive relationship between teachers' attitude and performance but not significant. This means attitude does not determine teacher's performance, there may be other factors but according to this study is not attitude.

8. H_0 : There is no statistically significant mediation of PMTs attitude towards the teaching profession on their professional knowledge-teaching performance nexus.

H_1 : There is a statistically significant mediation of PMTs' attitude towards the teaching profession on their professional knowledge-teaching performance nexus.

This eighth research hypothesis was formulated to test the mediating role of attitude towards the teaching profession on the professional knowledge-teaching performance nexus of PMTs. By the application of the PLS Algorithm in the SMART PLS (Ringle et al., 2005) software, the analysis of the data collected reveals that attitude towards the teaching profession did not mediate the nexus between Professional knowledge and teaching performance ($p = .205$; Table 13, Figure 1). Hence the researcher fails to reject the null hypothesis "*attitude towards the teaching profession does not significantly mediate the professional knowledge-teaching performance nexus*".

So, the alternate hypothesis that attitude towards the teaching profession significantly mediate the professional knowledge-teaching

performance nexus was not supported. Since the main nexus between attitude towards the teaching profession and teaching performance did not influence, and the mediation path of attitude towards the teaching profession on the established nexus did not also influence, PMTs attitude towards the teaching profession did not significantly mediate between their professional knowledge and teaching performance.

This means that without attitude towards the teaching profession, PMTs teaching performance will increase since they have the professional knowledge. It further suggests that PMTs who are able to record high levels of professional knowledge would have high teaching performance even without attitude towards the teaching profession. Meaning once the PMT has the professional knowledge he or she does not need attitude to influence his teaching performance. Thus, professional knowledge of the preservice teacher solely determines their teaching performance.

Many researches have posited the necessity of preservice teachers' attitude toward the teaching profession since it is believed to play a role in the teaching profession and performance (Whitaker and Valtierra 2018; Aksoy, 2016; Seema, Udam & Mattisen, 2016; Nesje, Brandmo & Berger, 2018; Prasad, Showler, Ryan, Schmitt & Nye, 2017). Specifically, it is posited that positive attitudes toward teaching profession are a prerequisite for preservice teacher positive outcome and future performance (Moses, Admiraal & Berry, 2016; Moses, Berry, Saab & Admiraal, 2017).

Alternative hypotheses propose that the attitudes of preservice teachers toward the profession influence their professional capabilities and achievements teaching performance (Richardson & Watt, 2005; McMillan,

2000). Suggestions put forth indicate that preservice education programs should strive to furnish preservice teachers with the requisite competencies, knowledge, and attitudes to become proficient educators (Darling-Hammond and Bransford, 2005).

In Tanzania, Kinyota and Kavenuke (2019) and Mkumbo (2012) revealed that teachers' poor performance was directly associated with their low level of commitment (attitude). Though main factors played roles, it was indicated that most teachers were found incompetent because they were not interested with the teaching profession, and it was not their first choice, but they were compelled by the easiness to get the job. The result of this current study agrees to the claims that teacher's poor performance has a relationship with their attitude but not significant. This means without attitude; the preservice teacher will perform once he or she has the professional knowledge.

Other Findings

Teaching Self-efficacy Influences Teaching Performance

This research hypothesis was formulated to test whether PMTs teaching Self-efficacy influences their teaching performance. By employing the PLS Algorithm within the SMART PLS software (Ringle et al., 2005), the examination of the gathered data unveiled that teaching self-efficacy did not significantly influence their teaching performance ($\beta = .083$, $p = .557$; Table 13, Figure 2). The beta coefficient aligns with the hypothesized direction, thus fail to reject the null hypothesis "*teaching self-efficacy does not significantly influence teaching performance*". Henceforth, the alternate hypothesis that teaching self-efficacy significantly influence teaching performance was not supported.

This means that an increase in PMTs teaching self-efficacy would not result in an increase in their teaching performance. It further suggests that high teaching self-efficacy in PMTs is not able to record high levels of their teaching performance.

Albert Bandura's theory of self-efficacy introduced the context of an explanatory model of human behavior (self-efficacy) to causally influences expected outcomes of behavior but not vice versa (Bandura, 1986c, 1995, 1998, 2004, 2006b). Also, researchers such as Betz (2007) and McCormick, and Martinko, (2004), supported self-efficacy based on Bandura's idea and suggested that self-efficacy can affect behavior and cognition in the following ways: activity choice, goal setting, effort and persistence, learning and achievement. Unfortunately, this current study disproves these claims as far as preservice management teachers are concerned. Table 14, shows a relationship between teaching self-efficacy and teaching performance but that was not significant. Therefore, it can be concluded that teaching self-efficacy does not affect teaching performance.

In terms of literature Shahzad and Naureen (2017) investigated the influence of teachers teaching self-efficacy on students' academic achievement at the SHS at Chiltan Town of Quetta city. The study revealed that teachers' teaching self-efficacy has a positive influence on the students' academic achievement. In relation to this current study, in cases where teachers' teaching performance is measured by students' performance, it can be concluded that teachers teaching self-efficacy according to Shahzad and Naureen (2017) influences teachers' teaching performance. Conversely, the

findings of this current study do not support the finding of Shahzad and Naureen (2017).

Teaching Self-efficacy influences Attitude Towards the Teaching Profession

This research hypothesis was formulated to test whether PMTs teaching self-efficacy influences their attitude towards the teaching profession. Using the application of the PLS Algorithm in the SMART PLS (Ringle et al., 2005) software, the analysis of the data collected reports that PMTs teaching self-efficacy significantly influence their attitude towards the teaching profession. ($\beta = .573$, $p < .05$; Table 13, Figure 1). The beta coefficient in the same direction as hypothesized, hence the null hypothesis *“teaching self-efficacy does not significantly influence attitude towards the teaching profession”* was rejected. Now, the alternate hypothesis that teaching self-efficacy significantly influence attitude towards the teaching profession was supported.

This means that an increase in PMTs teaching self-efficacy would result in an increase in their attitude towards the teaching profession. It further suggests that PMTs who are able to record high levels of teaching self-efficacy would have high level of attitude towards the teaching profession. Fahrettin and Serkan (2020) investigated the association between attitudes towards teaching and professionalism in teaching. Professionalism is defined as an awareness that safeguards teachers from external challenges to their domains and expertise. Likewise, according to a 2016 OECD report, teacher autonomy, professional pedagogical knowledge, and collaborative professionalism are key attributes of teaching professionalism, as scrutinized globally.

Again, Tichenor and Tichenor (2015) outline five primary dimensions of professionalism in teaching, encompassing “subject expertise”, “pedagogical proficiency”, and interpersonal connections and responsibilities extending beyond the classroom. These characteristics can be linked to professional knowledge in this study. In this regard, Fahrettin and Serkan (2020) posit that attitude correlate related to occupational professionalism (professional knowledge). This means, as attitude increases it moves along with occupational professionalism. This current study confirms the study of Tichenor and Tichenor (2015) and adds that professional knowledge significantly influence attitude. This means an increase in PMTs would lead to an increase in their attitude towards the teaching profession.

Attitude Towards the Teaching Profession Influences Teaching Performance

This research hypothesis was formulated to test whether PMTs attitude towards the teaching profession influences their teaching performance. Using the application of the PLS Algorithm in the SMART PLS (Ringle et al., 2005) software, the analysis of the data collected indicates that attitude towards the teaching profession does not significantly influence their teaching performance ($\beta = .173$, $p = .160$; Table 13, Figure 1). The beta coefficient in the same direction as hypothesized, hence the researcher fails to reject the null hypothesis “*Attitude towards the teaching profession influences teaching performance*”. Therefore, the alternate hypothesis that attitude toward the teaching profession significantly influences teaching performance was not supported.

This means that an increase in PMTs attitude towards the teaching profession does not lead to an increase in their teaching performance. It further suggests that PMTs who are able to record high levels of attitude towards the teaching profession does not mean that their teaching performance will arise. Many researches have posited the necessity of preservice teachers' attitude toward the teaching profession since it is believed to determine their teaching performance (Kinyota & Kavenuke, 2019; (Moses, Admiraal & Berry, 2016; Moses, Berry, Saab & Admiraal, 2017). Specifically, it is posited that positive attitudes toward teaching profession is a prerequisite for preservice teacher positive outcome and future performance (Aksoy, 2016; Kim, Chiu, & Zou, 2010; Seema, Udam & Mattisen, 2016), retention (Nesje, Brandmo & Berger, 2018; Prasad, Showler, Ryan, Schmitt & Nye, 2017).

Others hypothesis that attitudes of preservice teachers toward the profession influence their professional competencies and success (teaching performance) (Richardson & Watt, 2005; McMillan, 2000). Recommendation made suggest that preservice education programs should aim to equip preservice teachers with the necessary skills and knowledge as well as their attitude to become effective teachers (Darling-Hammond & Bransford, 2005)

In Tanzania, Kinyota and Kavenuke (2019) and Mkumbo (2012) revealed that teachers' poor performance was directly associated with their low level of commitment (attitude). Though main factors played roles, it was indicated that most teachers were found incompetent because they were not interested with the teaching profession, and it was not their first choice, but they were compelled by the easiness to get the job. The result of this current study refutes the claims that teacher's poor performance is as a result of their

negative attitude. This current result reveals a positive relationship between teachers' attitude and performance but not significant. This means attitude does not determine teacher's performance, there may be other factors but according to this study is not attitude.

Attitude Towards the Teaching Profession Mediates the Teaching

Self-efficacy-Teaching Performance Nexus

Research hypothesis was formulated to test the mediating role of attitude towards the teaching profession on the teaching self-efficacy-teaching performance nexus of PMTs. By the application of the PLS Algorithm in the SMART PLS (Ringle et al., 2005) software, the analysis of the data collected reveals that attitude towards the teaching profession did not mediate the nexus between teaching self-efficacy and teaching performance ($p = .179$; Table 13, Figure 1). Hence the researcher fails to reject the null hypothesis "*attitude towards the teaching profession does not significantly mediates the teaching self-efficacy-teaching performance nexus*".

So, the alternate hypothesis that attitude towards the teaching profession significantly mediate the teaching self-efficacy-teaching performance nexus was not supported. Since the main nexus between attitude towards the teaching profession and teaching performance did not influence, and the mediation path of attitude towards the teaching profession on the established nexus did not also influence, PMTs attitude towards the teaching profession did not significantly mediate between their teaching self-efficacy and teaching performance.

This means that PMTs' attitude towards the profession will increase since their teaching self-efficacy increases. Also, without attitude towards the

teaching profession and teaching self-efficacy, PMTs teaching performance will increase once professional knowledge increase. It further suggests that PMTs who are able to record high levels of teaching self-efficacy and attitude towards the teaching profession would not necessarily record high teaching performance. Meaning once the PMT has the professional knowledge he or she does not need attitude to influence his teaching performance. Thus, professional knowledge of the preservice teacher solely determines their teaching performance.

Many researches have posited the necessity of preservice teachers' attitude toward the teaching profession since it is believed to play a role in the teaching profession and performance (Whitaker and Valtierra 2018; Aksoy, 2016; Seema, Udam & Mattisen, 2016; Nesje, Brandmo & Berger, 2018; Prasad, Showler, Ryan, Schmitt & Nye, 2017). Specifically, it is posited that positive attitudes toward teaching profession are a prerequisite for preservice teacher positive outcome and future performance (Moses, Admiraal & Berry, 2016; Moses, Berry, Saab & Admiraal, 2017).

Alternative hypotheses propose that the attitudes of preservice teachers toward the profession influence their professional capabilities and achievements (teaching performance) (Richardson & Watt, 2005; McMillan, 2000). Suggestions put forth indicate that preservice education programs should strive to furnish preservice teachers with the requisite competencies, knowledge, and attitudes to become proficient educators (Darling-Hammond and Bransford, 2005).

In Tanzania, Kinyota and Kavenuke (2019) and Mkumbo (2012) revealed that teachers' poor performance was directly associated with their

low level of commitment (attitude). Though main factors played roles, it was indicated that most teachers were found incompetent because they were not interested with the teaching profession, and it was not their first choice, but they were compelled by the easiness to get the job. The result of this current study agrees to the claims that teacher's poor performance has a relationship with their attitude but not significant. This means attitude toward teaching profession does not mediate teaching self-efficacy-teaching performance nexus.

Revisiting the Conceptual Framework on PMT Teaching Performance

The framework showed the influence of preservice management teachers' professional knowledge, teaching self-efficacy and attitude on their teaching performance. The independent variables (professional knowledge, teaching self-efficacy and attitude) serve as predictors of the dependent variable (teaching performance). This study argues that the preservice management teachers' teaching performance (dependent variable), whether high or low is predicted by their professional knowledge, teaching self-efficacy and attitude towards the teaching profession (independent variables).

Thus, preservice management teachers' teaching performance manifested in proper lesson plan preparation, appropriate teaching methods used in delivering lessons, proper classroom organization and management and commended professional commitment are as a result of their professional knowledge and teaching self-efficacy as well as their attitude toward the teaching profession. Additionally, this study was interested in whether PMTs professional knowledge could have any influence on their "teaching self-efficacy" and "attitude towards the teaching profession". Finally, the research

was in the position to find out the mediating roles of teaching self-efficacy and attitude as far as professional knowledge and teaching performance is concerned. After the study, the below model is created;

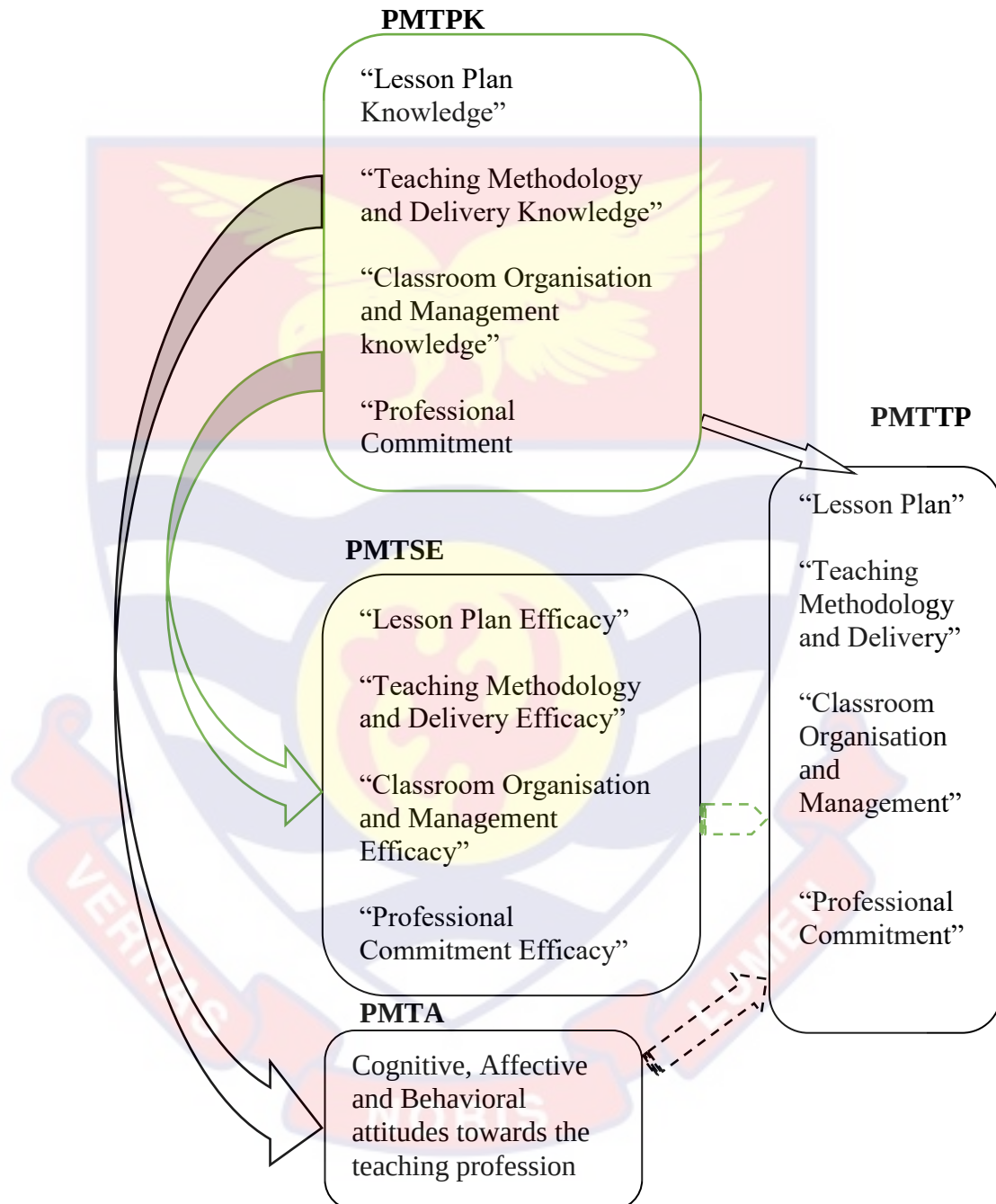


Figure 4: Conceptual framework on PMT Teaching Performance

Source: Author's construct

Chapter Summary

This research investigated how the professional knowledge, teaching self-efficacy, and attitude towards the teaching profession of preservice management teachers (PMTs) influence their teaching performance. Descriptive statistics (mean and standard deviation) and inferential statistics (PLS-SEM) were employed to present the findings. Descriptive statistics were used for the research questions, while Partial Least Square Structural Equation Modeling was employed for testing the hypotheses.

The study clearly indicates that preservice management teachers possess a high level of professional knowledge. This was evident in their proficiency in lesson plan preparation, application of teaching methodologies, classroom organization and management, as well as their professional commitment. Again, the study showed that regarding PMTs teaching self-efficacy, the level of PMTs teaching self-efficacy was high. This was obvious in their lesson plan preparation, teaching methodology and delivery, classroom organization and management as well as professional commitment.

On attitude towards the teaching profession, the study revealed that preservice management teachers' attitude towards the teaching profession was moderate. This result was evidenced in the cognitive attitude, affective attitude and Behavioral attitude. Further, the study revealed that generally, PMTs teaching performance was good. This was clearly indicated in the results as shown in PMTs teaching performance in "lesson plan preparation", "teaching methodology and delivery", "classroom organization and management", and "professional commitment".

Based on the application of the PLS Algorithm in the SMART PLS software, the null hypothesis “professional knowledge does not significantly influence teaching performance” was rejected. And conclusion made on the alternate that professional knowledge significantly predicts teaching performance. This inferred that an increase in PMTs professional knowledge would result in an increase in their teaching performance. It further suggested that high professional knowledge in PMTs is able to record high levels of their teaching performance.

Additionally, the study showed that teaching self-efficacy does not significantly influence teaching performance. Therefore, the researcher failed to reject the null hypothesis “Teaching self-efficacy does not significantly influence teaching performance”. Hence, conclusion made on the alternate hypothesis that teaching self-efficacy significantly predicts teaching performance was not supported. This result indicated that an increase in PMTs teaching self-efficacy does not lead to an increase in their teaching performance. It further suggested that PMTs high belief to teach (teaching self-efficacy) does not mean that their teaching performance will be high. Therefore, it was concluded that preservice teachers’ “teaching self-efficacy” has no influence on their teaching performance.

Moreover, the study revealed that teaching self-efficacy did not mediate the nexus between Professional knowledge and teaching performance. Hence the researcher fails to reject the null hypothesis “teaching self-efficacy does not significantly mediate the professional knowledge-teaching performance nexus”. Therefore, the alternate hypothesis that teaching self-efficacy significantly mediate the professional knowledge-teaching

performance nexus was not supported. Since the main nexus between teaching self-efficacy and teaching performance did not predict, and the mediation path of teaching self-efficacy on the established nexus also did not predict, the PMT teaching self-efficacy did not mediate between their professional knowledge and teaching performance. This means that without teaching self-efficacy, PMTs teaching performance will increase as far as they have the professional knowledge. It also suggests that PMTs who are able to record high levels of professional knowledge would have high teaching performance even if they do not believe in the abilities (teaching self-efficacy) to teach.

Furthermore, the study tested whether PMTs professional knowledge predicted their attitude towards the teaching profession. Using the application of the PLS Algorithm in the SMART PLS software, the study reported that PMTs professional knowledge significantly influence their attitude towards the “teaching profession”. Hence, the null hypothesis “Professional knowledge does not significantly influence attitude towards the teaching profession” was rejected. So, the alternate hypothesis that professional knowledge significantly influence attitude towards the teaching profession was supported. This means that an increase in PMTs professional knowledge would result in an increase in their attitude towards the teaching profession. It further suggested that PMTs who are able to record high levels of professional knowledge would have high level of attitude towards the teaching profession.

Finally, research hypothesis was formulated to test the mediating role of attitude towards the teaching profession on the professional knowledge-teaching performance nexus of PMTs. The finding revealed that attitude

towards the teaching profession did not mediate the nexus between Professional knowledge and teaching performance. Hence the researcher fails to reject the null hypothesis “attitude towards the teaching profession does not significantly mediate the professional knowledge-teaching performance nexus”.

Therefore, the alternate hypothesis that attitude towards the teaching profession significantly mediate the professional knowledge-teaching performance nexus was not supported. Since the main nexus between attitude towards the teaching profession and teaching performance did not predict, and the mediation path of attitude towards the teaching profession on the established nexus did not also predict, PMTs attitude towards the teaching profession did not significantly mediate between their professional knowledge and teaching performance.

This means that an increase in PMTs attitude towards the teaching profession does not influence their teaching performance. It further suggests that PMTs who are able to record high levels of attitude towards the teaching profession does not mean that their teaching performance will arise. Thus, without attitude towards the teaching profession, PMTs teaching performance will increase since they have the professional knowledge. It further suggests that PMTs who are able to record high levels of professional knowledge would have high teaching performance even without attitude towards the “teaching profession”. In other words, once the PMT has the professional knowledge he or she does not need attitude to influence his teaching performance. Thus, professional knowledge of the preservice teacher solely determines their teaching performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

The aim of this study was to investigate how the professional knowledge, teaching self-efficacy, and attitudes of preservice management teachers influence their teaching performance. This chapter provides an overview of the research conducted. The summary is divided into two main sections: a summary of the study processes and the key findings. From these key findings, conclusions and implications were derived. Furthermore, relevant recommendations were formulated based on the conclusions drawn from the key findings.

Summary of the Study

The purpose of the study was to examine the influence of preservice management teachers' professional knowledge, teaching self-efficacy and attitude towards the teaching profession on their teaching performance during off-campus teaching practice. The study was guided by four research questions and eight hypotheses. The following research questions were developed to address the study's objectives.

1. What is the level of UCC preservice management teachers' professional knowledge (lesson plan knowledge, teaching methodology and delivery knowledge, classroom organization and management as well as professional commitment knowledge) in teaching Business Management in SHS in Ghana?
2. What is the level of UCC preservice management teachers' teaching self-efficacy (lesson plan efficacy, teaching methodology

and delivery efficacy, classroom organization, and management efficacy as well as professional commitment efficacy) toward off-campus teaching practice at SHSs in Ghana?

3. What is the level of UCC preservice management teachers' attitudes toward the teaching profession at SHSs in Ghana?
4. What is the level of UCC preservice management teachers' teaching performance (lesson plan, teaching methodology and delivery, classroom organization and management as well as professional commitment) during off-campus teaching practice at SHS in Ghana?

Research Hypotheses

1. H_0 : There is no statistically significant influence of PMTs' Professional knowledge on their teaching performance.
 H_1 : There is a statistically significant influence of PMTs' Professional knowledge on their teaching performance.
2. H_0 : There is no statistically significant influence of PMTs' Professional knowledge on their teaching self-efficacy.
 H_1 : There is a statistically significant influence of PMTs' Professional knowledge on their teaching self-efficacy
3. H_0 : There is no statistically significant influence of PMTs' teaching self-efficacy on their teaching performance.
 H_1 : There is a statistically significant influence of PMTs' teaching self-efficacy on their teaching performance.

4. H_0 : There is no statistically significant mediation of PMTs' teaching self-efficacy on their professional knowledge-teaching performance nexus.

H_1 : There is statistically significant mediation of PMTs' teaching self-efficacy on their profession knowledge-teaching performance nexus.

5. H_0 : There is no statistically significant influence of PMTs Professional knowledge on their teaching performance.

H_1 : There is a statistically significant influence of PMTs' professional knowledge on their teaching performance.

6. H_0 : There is no statistically significant influence of PMTs Professional knowledge on their attitude towards the teaching profession.

H_1 : There is a statistically significant influence of PMTs' professional knowledge on their attitude towards the teaching profession.

7. H_0 : There is no statistically significant influence of PMTs attitude towards the teaching profession on their teaching performance.

H_1 : There is a statistically significant influence of PMTs' attitude towards the teaching profession on their teaching performance.

8. H_0 : There is no statistically significant mediation of PMTs attitude towards the teaching profession on their professional knowledge-teaching performance nexus.

H₁: There is a statistically significant mediation of PMTs' attitude towards the teaching profession on their professional knowledge-teaching performance nexus.

To investigate the influence of professional knowledge, teaching self-efficacy, and attitude towards the teaching profession on the teaching performance of preservice management teachers, an explanatory research design employing a quantitative approach was embraced. The study encompassed all preservice management teachers who participated in off-campus teaching practice during the 2022/2023 academic year, totaling 101 individuals. The census technique was applied to include all pre-service management teachers in the study. Primary data were collected through the administration of questionnaires to the respondents, ensuring adherence to ethical guidelines throughout the data collection process. The gathered data underwent processing using SPSS software and were analyzed utilizing descriptive statistics (means and standard deviation) as well as Partial Least Squares Structural Equation Modeling (PLS-SEM).

Key Findings

1. The result of preservice management teachers indicated that their level of professional knowledge was high. This was evidenced in lesson plan preparation, application of “teaching methodologies and delivery”, “classroom organization and management” as well as their “professional commitment”. In relation to the specific statement in the questionnaire, considering the lesson plan preparation, majority of the respondents recorded very high to the statement “I know how to introduce lessons by reviewing students' RPK linked to the topic to

stimulate students' interest and share lesson objectives with student”.

Again, though, the rest of the statement recorded high level regarding preservice management teachers' level of professional knowledge, the statement “I know how to use correct expressions, correct students' language errors, encourage student to pay attention to their use of language, use effective verbal and non-verbal communication as well as avoid language mannerisms” recorded the lowest mean.

2. The results indicate that the level of PMTs “teaching self-efficacy” was high. All indicators showed that PMTs teaching self-efficacy was high. This was obvious in the “lesson plan”, “teaching methodology and delivery”, “classroom organization and management” as well as “professional commitment”. However, in measuring the specific statement as indicated on the questionnaire, the following statements “I can summarise in the lesson plan the core points for all activities which relate to lesson objectives and main concepts”, “I can state in the lesson plan appropriate and varied TLRs to indicate when and how they will be used in the lesson” and “I can state in the lesson plan the specific, relevant, measurable and achievable objectives linked to classroom activities” recorded a very high mean for their confidence to performance.

3. Further, the study revealed that preservice management teachers' attitude towards the teaching profession was moderate. This result was evidence in all the indicators measured; Cognitive affective, Affective attitude and Behavioral attitude. Among the specific statements, the statements “the teaching profession will help strengthen my desire to

learn” and “I prefer to enter into the teaching profession because I have the qualities of a good teacher” which fall under the cognitive attitude recorded the highest mean.

4. Moreover, the study found that PMTs teaching performance was good.

This was evidence in all the indicators in “lesson plan”, “teaching methodology and delivery”, “classroom organization and management” and “professional commitment”. Regarding lesson plan preparation, under objectives or indicators, the statement “teacher state specific relevant, measurable and achievable objectives but not linked to classroom activities” recorded the highest mean which reveals that majority of the PMTs performance was good in performing that statement. Regarding, the use of teaching learning resources (TLRs) which falls under teaching methodology and delivery, the statement “teacher uses appropriate TLRs, linked them to students’ previous knowledge and lesson objective(s)” also recorded a higher mean which shows that majority of the PMTs performance on the use of TLRs was good. However, among the satisfactory performances, the assessment of students learning under teaching methodology and delivery, the statement “teacher uses a variety of assessment techniques to check understanding, encourage students’ self-assessment of understanding” recorded the lowest mean. This indicate that majority of the respondents satisfactorily were able to perform that statement.

5. The analysis of the data collected revealed that professional knowledge significantly influences their teaching performance, henceforth, the null hypothesis “professional knowledge does not significantly

influence teaching performance” was rejected. Therefore, the alternate hypothesis that professional knowledge significantly influence teaching performance was supported.

6. The analysis of the data collected showed that PMT professional knowledge significantly influence their teaching self-efficacy, henceforth, the null hypothesis that Professional knowledge does not significantly influence teaching self-efficacy was rejected. Therefore, the alternate hypothesis that state that professional knowledge influence teaching self-efficacy was supported.

7. The analysis of the data collected showed that teaching self-efficacy does not significantly influence their teaching performance. Therefore, the researcher failed to reject the null hypothesis “Teaching self-efficacy does not significantly influence teaching performance”. Hence, the alternate hypothesis that teaching self-efficacy significantly influence teaching performance was not supported.

8. The analysis of the data collected reveals that teaching self-efficacy did not mediate the nexus between Professional knowledge and teaching performance. Hence the researcher fails to reject the null hypothesis “teaching self-efficacy does not significantly mediate the professional knowledge-teaching performance nexus”. Therefore, the alternate hypothesis that teaching self-efficacy significantly mediate the professional knowledge-teaching performance nexus was not supported. Hence, PMT teaching self-efficacy did not mediate between their professional knowledge and teaching performance.

9. The fifth research hypothesis was formulated to test whether PMTs professional knowledge influences their teaching performance. The analysis of the data collected revealed that professional knowledge significantly influences their teaching performance. Therefore, the null hypothesis “professional knowledge does not significantly influence teaching performance” was rejected. Henceforth, the hypothesis that professional knowledge significantly influence teaching performance was supported.

10. The analysis of the data collected revealed that PMTs professional knowledge significantly influence their attitude towards the teaching profession. Therefore, the null hypothesis “Professional knowledge influence attitude towards the teaching profession” was rejected. Therefore, the alternate hypothesis that professional knowledge significantly influence attitude towards the teaching profession was supported.

11. The analysis of the data indicated that attitude towards the teaching profession does not significantly influence their teaching performance. Hence, the researcher fails to reject the null hypothesis “Attitude towards the teaching profession influence teaching performance”. Therefore, the alternate hypothesis that attitude toward the teaching profession significantly influence teaching performance was not supported.

12. The analysis of the data collected reveals that attitude towards the teaching profession did not mediate between Professional knowledge and teaching performance nexus. The researcher fails to reject the null

hypothesis “attitude towards the teaching profession does not significantly mediates the professional knowledge-teaching performance nexus”. Therefore, the alternate hypothesis that attitude towards the teaching profession significantly mediate the professional knowledge-teaching performance nexus was not supported. Hence, PMTs attitude towards the teaching profession did not significantly mediate between their professional knowledge and teaching performance.

Conclusions

The conclusions are derived from the findings of the study.

Concerning PMTs level of professional knowledge, it is concluded that their level of professional knowledge is high during off-campus teaching practice because they have acquired both theoretical and practice knowledge in terms of “lesson plan preparation”, “teaching methodologies and delivery”, “classroom organization and management” as well as “professional commitment”. This theoretical and practice knowledge could be evidenced during the study of methods of teaching course and on-campus teaching practice respectively in level 300.

Again, it is concluded that the statement “I know how to use correct expressions, correct students’ language errors, encourage student to pay attention to their use of language, use effective verbal and non-verbal communication as well as avoid language mannerisms” recorded the lowest mean because, perhaps, supervisors’ attention have not been drawn to that direction during on-campus teaching practice, hence, the lowest mean recorded.

Regarding PMTs level of “teaching self-efficacy”, it is concluded that their level of “teaching self-efficacy” is high because of the experiences gained during on-campus teaching practice as well as their high professional knowledge in teaching. Again, the statements “I can summarise in the lesson plan the core points for all activities which relate to lesson objectives and main concepts”, “I can state in the lesson plan appropriate and varied TLRs to indicate when and how they will be used in the lesson” and “I can state in the lesson plan the specific, relevant, measurable and achievable objectives linked to classroom activities” recorded a very high means for their confidence to performance, perhaps, a lot of attention is geared toward those areas during on-campus teaching practice.

Further, about PMTs attitude towards the teaching profession, it is concluded that they have moderate attitude towards the teaching profession because, possibly, not all of them are willing to enter into the teaching profession after school. Again, the statements, “the teaching profession will help strengthen my desire to learn”, “I prefer to enter into the teaching profession because I have the qualities of a good teacher” recorded the highest means because, conceivably, the PMTs who would want to enter into the teaching profession may enter based on these reasons.

Moreover, concerning PMTs level of teaching performance, it is concluded that their level teaching performance is good during off-campus teaching because of their professional knowledge in teaching and learning. Again, the statement “teacher state specific relevant, measurable and achievable objectives but not linked to classroom activities” recorded the highest mean because maybe majority of the PMTs had in-depth knowledge in

performing that statement. On the other hand, the statement “teacher uses a variety of assessment techniques to check understanding, encourage students’ self-assessment of understanding” recorded the lowest mean because, perhaps, they do not have enough knowledge in performing that statement.

Further, 60.1% change in teaching performance resulted from professional knowledge, teaching self-efficacy and attitude towards teaching profession. it is concluded that there are other factors (39.9%) that contribute to PMTs teaching performance therefore attention should be drawn to that effect in their professional development.

Also, 59.2% change in teaching self-efficacy resulted from professional knowledge. It is concluded that there are other factors (40.8%) that contribute to PMTs teaching self-efficacy therefore attention should be focused there in training preservice management teachers.

Again, 75.9% change in attitude towards the teaching profession resulted from professional knowledge and teaching self-efficacy. It is concluded that there are other factors (24.1%) that contribute to PMTs attitudes towards teaching profession therefore attention should be focused there in their professional development.

Regarding the first hypothesis under research objective five, it is concluded PMTs professional knowledge significantly influence their teaching performance because they adequately prepared towards the off-campus teaching practice.

Also, PMTs professional knowledge significantly influences their teaching self-efficacy because what they know have built up their confidence to perform.

Again, PMTs “teaching self-efficacy” did not significantly influence their teaching performance because, perhaps, one’s sense of belief to do something does not necessarily mean that he or she can do it. Therefore, PMTs teaching self-efficacy did not necessarily mean that they could perform.

Regarding final hypothesis (H4) under objective five, it is concluded that teaching self-efficacy did not significantly mediate between professional knowledge-teaching performance nexus because PMTs do not need teaching self-efficacy in addition to their professional knowledge before they perform. In other words, teaching self-efficacy may play a role but does not mediate between PMTs professional knowledge and teaching performance. There may be other variables serving as a mediating role between PMTs professional knowledge and teaching performance. But as far as this research is concerned, teaching self-efficacy was not.

Regarding the first hypothesis under research objective six, it is concluded PMTs professional knowledge significantly influence their teaching performance because they adequately prepared towards the off-campus teaching practice.

More so, about the second hypothesis, it is concluded that PMTs professional knowledge predicts their attitude towards the teaching profession because, perhaps, once they think that they have the professional knowledge and qualities to teach may boost their morale to have attitude towards the teaching profession.

Again, concerning the third hypothesis, it is concluded that PMTs attitude towards the teaching profession did not significantly influence their teaching performance because, one’s desire to enter into the teaching

profession does not always mean that they will performance. Therefore, PMTs attitude towards the teaching performance does not necessarily mean they would perform.

Lastly, regarding the final hypothesis under objective six, it is concluded that PMTs attitude towards the teaching profession did not mediate professional knowledge-teaching performance nexus because PMTs do not need attitude towards the teaching profession in addition to their “professional knowledge” before they can perform. Likewise, attitude towards the teaching profession may play a role but does not play a mediating role between PMTs professional knowledge and teaching performance. There may be other variables serving as a mediating role between PMTs professional knowledge and teaching performance. But as far as this research is concerned is not their attitude towards the teaching profession.

Recommendations

The recommendations provided stem from the conclusions reached in the study.

1. Teacher educators are recommended to continue developing preservice teachers’ professional knowledge both theoretical and practical. Thus, through methods of teaching as a course and on-campus teaching practice. Also, supervisors for on-campus teaching practice should draw the attention of preservice teachers to use correct expressions, correct colleagues’ language errors, encourage their colleagues to pay attention to their use of language, use effective verbal and non-verbal communication as well as avoid language mannerisms during on-campus teaching practice. This directive would go a long way to

adequately develop them before they go out for off-campus teaching practice.

2. Teacher educators (Centre for teacher Professional Development) is recommended should organise the on-campus teaching practice in a way that would allow preservice teachers to have at least six teaching chances. This would help build their “teaching self-efficacy” towards off-campus teaching practice. Again, as the statements “I can summarise in the lesson plan the core points for all activities which relate to lesson objectives and main concepts”, “I can state in the lesson plan appropriate and varied TLRs to indicate when and how they will be used in the lesson” and “I can state in the lesson plan the specific, relevant, measurable and achievable objectives linked to classroom activities” recorded a very high means for their confidence to performance, supervisors for on-campus teaching practice should equally pay attention to other areas on the “Form A” to developed the preservice teachers as such.
3. It is recommended that teacher educators, especially, Department of Business and Social Sciences Education should provide counseling and guidance to their students to have high attitude towards the teaching profession. This is because they are being trained as teachers for the nation to occupy the senior high schools. Again, it is recommended to the Ministry of Education to package the education sector, especially, the pre-tertiary schools in a way that would make teaching attractive to preservice teachers to enter into the teaching profession, hence, having high attitude towards it.

4. It is recommended that teacher educators should provide professional development training programmes for the preservice teachers in addition to the methods of teaching course. This should aim at enhancing preservice teachers' performance. Also, it is recommended that lecturers who teach assessment techniques in education should adequately prepare the preservice teachers on how to use a variety of assessment techniques to check students' understanding and encourage students' self-assessment of understanding. This is because knowledge in this area recorded the lowest mean.
5. It is recommended CTPD-UCC and lecturers of DoBSSCE should pay meticulous attention to the other factors that contribute to 39.9% to teaching performance such as grit, anxiety among others.
6. Since, 59.2% change in teaching self-efficacy resulted from professional knowledge. It is recommended that when training preservice management teachers, lecturers of DoBSSCE should pay meticulous attention to the other factors (40.8%) that contribute to PMTs teaching self-efficacy.
7. Since, 75.9% change in attitude towards the teaching profession resulted from professional knowledge and teaching self-efficacy. It is recommended that during professional development of PMTs lecturers of DoBSSCE and CTPD-UCC should take into account the other factors (24.1%) that contribute to PMTs attitudes towards teaching profession.

8. Further, teacher educators are recommended to continue to develop the professional knowledge of preservice teachers since it significantly predicts their teaching performance.
9. Again, it is recommended that in training preservice teachers, teaching educators should emphasis on the development of their professional knowledge since it build up their teaching self-efficacy.
10. It is recommended that preservice teachers should consider the development of their professional knowledge paramount to any other variables that may also affect teaching performance. This is because, for instance, teaching self-efficacy did not significantly influence teaching performance.
11. It is recommended that teacher educators and preservice teachers should consider the professional knowledge in the developmental process as professional teachers very serious since teaching self-efficacy does not mediate between professional knowledge and teaching performance.
12. It is recommended that teacher educators should continue to develop the professional knowledge of preservice teachers since it significantly predicts their teaching performance.
13. Also, it is recommended that teacher educators should continue to develop the professional knowledge of preservice teachers since it significantly predicts their attitude towards the teaching profession.
14. It is again recommended that in training preservice teachers, teacher educators' attention should not be focused too much on preservice

teachers' attitude towards the teaching profession since it did not significantly influence teaching performance.

15. Finally, it is recommended that teacher educators and preservice teachers should consider the professional knowledge in the developmental process as professional teachers very serious since attitude towards the teaching profession does not mediate between professional knowledge and teaching performance.

Contribution of the Study

The research has significantly contributed to informing policy, practice, knowledge, and methodologies.

Contribution to Knowledge

This section presents on the study's contribution to knowledge.

1. Preservice teachers' professional knowledge significantly predicts teaching performance.
2. Preservice teachers' professional knowledge significantly predicts teaching self-efficacy.
3. Preserve teachers' professional knowledge significantly predicts their attitude towards the teaching performance.
4. Preservice teachers' attitude towards the teaching profession does not influence teaching performance.
5. Preservice teachers' attitude towards the teaching profession does not significantly mediate between professional knowledge and teaching performance.
6. Preservice teachers teaching self-efficacy does not significantly influence teaching performance.

7. Preservice teachers teaching self-efficacy does not significantly mediate between professional knowledge and teaching performance.

Contribution to Theory

This section presents on the study's contribution to theory.

1. This current study merged professional knowledge, “teaching self-efficacy” and “attitude towards teaching profession” model into a comprehensive conceptual framework to explain teaching performance.
2. Rigorous method (quantitative method) was applied to address the research problem.

Contribution to Methodology

This section presents on the study's contribution to methodology.

1. Robust statistical model (PLS-SEM) was used to examine “direct” and “indirect” effect of the independent variables on the dependent variable.
2. Rigorous design (explanatory design) was used to address the current phenomenon.

Contribution to Practice

This section presents on the study's contribution to practice.

1. The study has entreated supervisors for on-campus teaching practice to draw the attention of preservice teachers to use correct expressions, correct colleagues' language errors, encourage their colleagues to pay attention to their use of language, use effective verbal and non-verbal communication as well as avoid language mannerisms during on-campus teaching practice. This would help to adequately develop them

before they go for “off-campus teaching practice” and to assist them in the teaching profession.

2. The study has sensitized teacher educators (“Centre for teacher Professional Development”) to organise the on-campus teaching practice in a way that would allow preservice teachers to have at least six teaching chances. This would help build their “teaching self-efficacy” towards off-campus teaching practice.
3. Teacher educators, especially, “Department of Business and Social Sciences Education” has been entreated to provide counseling and guidance section for their students to have high attitude towards the teaching profession since they are being trained to occupy the senior high schools nationwide.
4. Again, the study has suggested to the Ministry of Education to package the education sector, especially, the pre-tertiary schools in a way that would make teaching profession attractive for people to enter and also have high attitude towards it.
5. The study has sensitized that lecturers who teach assessment techniques in education should adequately prepare the preservice teachers on how to use a variety of assessment techniques to check students’ understanding and encourage students’ self-assessment of understanding.

Suggestions for Further Research

These following suggestions are made for further research:

1. This research centered solely on preservice management teachers; hence, a more comprehensive investigation could encompass all preservice teachers at the University of Cape Coast.
2. Also, this current study focused on the preservice management teachers at the University of Cape Coast, hence, further studies could look at other universities that prepare teachers for the nation.
3. The study found that teaching self-efficacy did not mediate between professional knowledge and teaching performance nexus. Further studies could be conducted to investigate if it plays a moderating role.
4. Further, the study found that attitude towards the teaching profession did not mediate between professional knowledge and teaching performance nexus. Further studies could be conducted to examine if it plays a moderating role.
5. Further, 60.1% change in teaching performance resulted from professional knowledge, teaching self-efficacy and attitude towards teaching profession. further studies could be conducted to examine the other factors (39.9%) that contribute to PMTs teaching performance. For instance, PMTs grit, anxiety among other.
6. Also, 59.2% change in teaching self-efficacy resulted from professional knowledge. Further studies could investigate into the other factors (40.8%) that contribute to PMTs teaching self-efficacy regarding their professional development.

7. Finally, 75.9% change in attitude towards the teaching profession resulted from professional knowledge and teaching self-efficacy. Further studies could investigate the other factors (24.1%) that contribute to PMTs attitudes towards teaching profession as far as their professional development is concerned.



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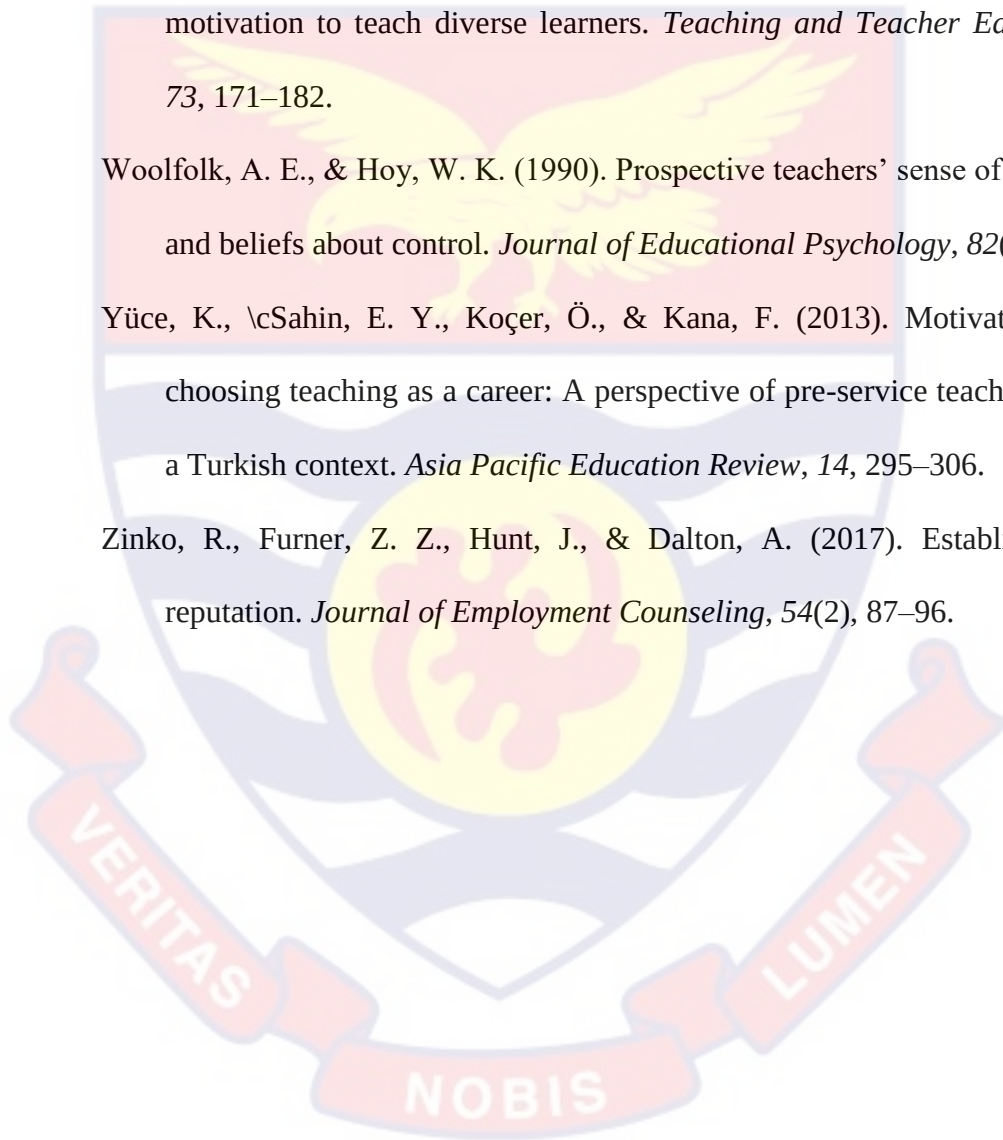
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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR PRESERVICE MANAGEMENT TEACHERS

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

DEPARTMENT OF BUSINESS AND SOCIAL SCIENCES EDUCATION

Dear Respondent,

This survey aims to gather information about the professional knowledge, teaching self-efficacy, and attitudes toward the teaching profession of Preservice Management Teachers. The study is conducted solely for academic purposes. Please provide honest and objective responses to the questions. Be rest assured that all information provided will be kept strictly confidential. Thank you for your cooperation.

Section A: Demography of Preservice Management Teachers

Please write your response or mark [☐] carefully in the corresponding box that aligns with your choice for each statement.

1. Name of respondent
2. Registration number (Index Number)
3. Telephone number
4. Sex: Male [☐] Female [☐]
5. Age: 20-24 years [☐] 25-29 years [☐] 30-34 years [☐]
35-39 years [☐]
6. I have teaching experience Yes [☐] No [☐]
7. I am inclined towards pursuing a career in teaching. Yes [☐] No [☐]

Section B: Preservice Management Teachers' Professional Knowledge in Teaching Business Management

This section examines your professional knowledge in teaching business management during off-campus teaching practice. Kindly indicate the extent to which you know or do not know regarding the following statement by ticking from a scale 1 to 5, where 1=lowest and 5=highest.

S/N	Statement	1	2	3	4	5
PK1	I know how to state in the lesson plan specific, relevant, measurable and achievable objectives linked to classroom activities.					
PK2	I know how to state in the lesson plan the summaries of core points for all activities which relate to lesson objectives and main concepts					
PK3	I know how to state in the lesson plan the varied teaching/learning activities that are logical and sequential to direct student learning within the approximate time indicated.					
PK4	I know how to state in the lesson plan the appropriate and varied TLRs to indicate when and how they will be used in the lesson.					
PK5	I know how to introduce lessons by reviewing students' RPK linked to the topic to stimulate students' interest and share lesson objectives with them					
PK6	I know how to show adequate and up-to-date subject knowledge linked to the objectives to facilitate students' understanding.					
PK7	I know how to organize teaching/learning activities sequentially and logically using varied pedagogical skills to maintain a balance between teacher and student activities.					
PK8	I know how to pace appropriately without shouting during the entire lesson for all students to hear me clearly.					
PK9	I know how to distribute questions fairly to encourage students to provide answers by asking a well-balanced mixture of factual, probing, high order and divergent questions.					
PK10	I know how to effectively manage the marker board to write the date, subject, topic and all core points as well as give students time to write down core points in their books.					
PK11	I know how to appropriately use TLRs to link students' previous knowledge and lesson					

	objectives at any stage of the lesson.					
PK12	I know how to use correct expressions, correct students' language errors, encourage students to pay attention to their use of language, use effective verbal and non-verbal communication as well as avoid language mannerisms.					
PK13	I know how to engage all students in the lesson, facilitate problem-solving among students, encourage cooperative peer-tutoring, reflective learning and monitor progress and provide feedback.					
PK14	I know how to exhibit command of the subject matter, give precise information, exudes confidence, cites lots of examples, relates content to students' experiences and foster critical thinking.					
PK15	I know how to use variety of assessment techniques, linked to the objectives to encourage students' self-assessment to promote application of learning and understanding.					
PK16	I know how to draw students' attention when ending the lesson by using questions and answers to summarise main points along lesson objectives, give written exercise to evaluate learning and assign activity for next lesson.					
PK17	I know how to establish a purposeful learning environment to interact with students, use their ideas, encourage cooperative learning and monitor their learning activities.					
PK18	I know how to establish clear parameters for student conduct, and develop appropriate strategies to be fair, firm yet friendly to deal with students' misbehaviours.					
PK19	I know how to show enthusiasm in teaching to maintain students' attention throughout the lesson by being smartly dressed, creative, innovative and exhibiting decorum in speech.					
PK20	I know how to keep records of lessons in a bound notebook for references, accept constructive feedback to improve teaching in remarks column of the lesson notes to reflect on teaching.					

Section C: Preservice Management Teachers Teaching Self-Efficacy in Teaching Business Management

This section is to find out about preservice management teachers' teaching self-efficacy in teaching business management during off-campus teaching practice. Please demonstrate your level of confidence in executing the following statement by marking from a scale 1 to 5, where 1=lowest and 5=highest.

S/N	Statement	1	2	3	4	5
SE1	I can state in the lesson plan the specific, relevant, measurable and achievable objectives linked to classroom activities.					
SE2	I can summarize in the lesson plan the core points for all activities which relate to lesson objectives and main concepts.					
SE3	I can state in the lesson plan the varied teaching/learning activities that are logical and sequential to direct student learning within the approximate time indicated.					
SE4	I can state in the lesson plan appropriate and varied TLRs to indicate when and how they will be used in the lesson.					
SE5	I can introduce lessons by reviewing students' RPK linked to the topic to stimulate students' interest and share lesson objectives with them					
SE6	I can show adequate and up-to-date subject knowledge that is linked to the objectives to facilitate students' understanding.					
SE7	I can organize teaching/learning activities sequentially and logically using varied pedagogical skills to maintain a balance between teacher and student activities.					
SE8	I can pace appropriately without shouting during the entire lesson for all students to hear me clearly.					
SE9	I can distribute questions fairly to encourage students to provide answers by asking a well-balanced mixture of factual, probing, high order and divergent questions.					
SE10	I can effectively manage the marker board to write the date, subject, topic and all core points as well as give students time to write down core points in their books.					
SE11	I can appropriately use TLRs to link students' previous knowledge and lesson objectives at any stage of the lesson.					

SE12	I can use correct expressions, correct students' language errors, encourage students to pay attention to their use of language, use effective verbal and non-verbal communication as well as avoid language mannerisms.					
SE13	I can engage all students in the lesson, facilitate problem-solving among them, encourage cooperative peer-tutoring, reflective learning and monitors progress and provide feedback.					
SE14	I can exhibit command of the subject matter, give precise information, exudes confidence, cites lots of examples, relate content to students' experiences and foster critical thinking.					
SE15	I can use a variety of assessment techniques, linked to the objectives to encourage students' self-assessment to promote the application of learning and understanding.					
SE16	I can draw students' attention when ending the lesson by using questions and answers to summarise main points along with lesson objectives, give written exercises to evaluate learning and assign activities for the next lesson.					
SE17	I can establish a purposeful learning environment to interact with students, use their ideas, encourage cooperative learning and monitors their learning activities.					
SE18	I can establish clear parameters for student conduct, develop appropriate strategies to be fair, and firm yet friendly to deal with students' misbehaviours.					
SE19	I can show enthusiasm in teaching to maintain students' attention throughout the lesson by being smartly dressed, creative, innovative and exhibiting decorum in speech.					
SE20	I can keep records of lessons in a bound notebook for reference, and accept constructive feedback to improve teaching in the remark column of the lesson notes to reflect on teaching.					

Section D: Preservice Management Teachers' Attitude Towards Teaching Profession

This section is to find out about preservice management teachers' attitudes towards the teaching profession. Kindly indicate the extent of your attitude concerning the following statement by ticking from a scale 1 to 5, where 1=lowest and 5=highest.

S/N	Statement	1	2	3	4	5
AT1	I prefer the teaching profession to other professions.					
AT2	I will enter into the teaching profession because it is available					
AT3	The teaching profession will help strengthen my desire to learn.					
AT4	I would find satisfaction in the teaching profession.					
AT5	I would enjoy teaching as my profession.					
AT6	I like the teaching profession because it makes one creative.					
AT7	The teaching profession promotion system is adequate.					
AT8	Teaching is a respected profession like Medicine, Law and accountant.					
AT9	I would like to work as a teacher even under difficult conditions.					
AT10	Teaching profession will be a secure job.					
AT11	I prefer to enter into the teaching profession because trained teachers are more confident than untrained ones in solving students' problems.					
AT12	I prefer to enter into the teaching profession because teaching skill is highly technical.					
AT13	I prefer to enter into teaching profession because I have the qualities of a good teacher.					
AT14	I prefer the teaching profession because it offers free time for teachers.					
AT15	I think teaching is a suitable profession for me.					
AT16	Teaching profession will offer a steady career path for me					
AT17	The teaching profession has high social values.					
AT18	A teaching job will allow me to choose where I wish to live.					

APPENDIX B

Templated for Extracting Preservice Management Teachers Teaching Performance

Number of Supervision	Index number	Name	Indicator																			
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

APPENDIX C

Acceptance of Proposal

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF HUMANITIES & SOCIAL SCIENCES EDUCATION

DEPARTMENT OF BUSINESS & SOCIAL SCIENCES EDUCATION

Telephone: +233 209408788

EXT. (268) Direct: 35411

Telegrams & Cables: University, Cape Coast.

Email: dbase@ucc.edu.gh

Our Ref: DoBSSE/37/V.2/68

Your Ref:



UNIVERSITY POST OFFICE
CAPE COAST, GHANA

DATE: 28th April, 2023

The Chairperson
Institutional Review Board
University of Cape Coast
Cape Coast

Dear Sir,

ACCEPTANCE OF PROPOSAL

We formally bring to your notice that the Department is satisfied with the research proposal of Mr. Emmanuel Dorsah, and has accordingly given the said candidate the permission to apply for ethical clearance from IRB in order to enable him to undertake data collection.

He is working on the Research Topic: "IMPACT OF PRESERVICE MANAGEMENT TEACHERS' PROFESSIONAL KNOWLEDGE, TEACHING SELF-EFFICACY AND ATTITUDE ON THEIR TEACHING PERFORMANCE."

We count on your usual cooperation.

Thank you.

Yours faithfully,

DR. ERIC MENSAH
HEAD

APPENDIX D

Ethical Clearance

UNIVERSITY OF CAPE COAST INSTITUTIONAL REVIEW BOARD SECRETARIAT

TSBL: 0558093143 / 0508878309

E-MAIL: irb@ucc.edu.gh

OUR REF: IRB/C3/Vol.1/0394

YOUR REF:

OMB NO: 0990-0279

IORG #: IORG0011497



26TH OCTOBER, 2023

Mr Emmanuel Dorsah
Department of Business and Social Sciences Education
University of Cape Coast

Dear Mr Dorsah,

ETHICAL CLEARANCE - ID (UCCIRB/CES/2023/70)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research Impact of Preservice Management Teachers' Professional Knowledge, Teaching Self-efficacy, and Attitudes on their Teaching Performance. This approval is valid from 26th October, 2023 to 25th October, 2024. You may apply for an extension of ethical approval if the study lasts for more than 12 months.

Please note that any modification to the project must first receive renewal clearance from the UCCIRB before its implementation. You are required to submit a periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithful

Kofi F. Amuquandoh
Ag. Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

NOBIS

APPENDIX E
Introductory Letter

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES & SOCIAL SCIENCES EDUCATION
DEPARTMENT OF BUSINESS & SOCIAL SCIENCES EDUCATION

Telephone: +233209408788
Ext: (268). Direct 35411
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E-mail: dbse@ucc.edu.gh
Our Ref:
Your Ref:



UNIVERSITY OF CAPE COAST

PRIVATE MAIL BAG

12th July, 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER

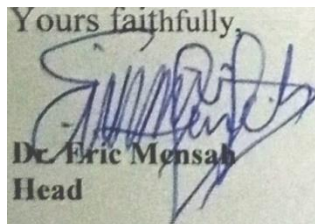
Mr. Emmanuel Dorsah is a PhD Management Education student of this Department and as a requirement for the programme, he is working on the research topic: **"Impact of Preservice Management Teachers' Professional knowledge, teaching Self-Efficacy and attitude on their Teaching Performance"**.

The study is to examine what preservice management teacher know, their confidence in teaching what they know and their general attitudes towards the teaching profession and finally how these variables influence teaching performance.

We would be grateful if you could give him, the necessary assistance needed to enable him complete this research.

In case he flouts any ethical requirement as the study may necessitate, kindly get in touch with his supervisor, Prof. Cosmas Cobbold, on 0246984655 or through e-mail ccobbold@ucc.edu.gh. You may also get in touch with the Department on 0209408788 or through dbse@ucc.edu.gh.

Thank you.

Yours faithfully,

Dr. Eric Mensah
Head

APPENDIX F

Descriptive Statistics on Professional Knowledge

Statement	M	SD	Interpretation
I know how to introduce lessons by reviewing students' RPK linked to the topic to stimulate students' interest and share lesson objectives with them	4.56	.81	Very high
I know how to effectively manage the marker board to write the date, subject, topic and all core points as well as give students time to write down core points in their books.	4.48	.87	High
I know how to state in the lesson plan the summaries of core points for all activities which relate to lesson objectives and main concepts	4.48	.96	High
I know how to state in the lesson plan specific, relevant, measurable and achievable objectives linked to classroom activities.	4.48	.97	High
I know how to state in the lesson plan the appropriate and varied TLRs to indicate when and how they will be used in the lesson.	4.45	.88	High
I know how to keep records of lessons in a bound notebook for references, accept constructive feedback to improve teaching in remarks column of the lesson notes to reflect on teaching.	4.43	.80	High
I know how to draw students' attention when ending the lesson by using questions and answers to summarise main points along lesson objectives, give written exercise to evaluate learning and assign activity for next lesson.	4.36	.87	High
I know how to pace appropriately without shouting during the entire lesson for all students to hear me clearly.	4.35	.88	High
I know how to state in the lesson plan the varied teaching/learning activities that are logical and sequential to direct student learning within the approximate time indicated.	4.35	.85	High
I know how to show enthusiasm in teaching to maintain students' attention throughout the lesson by being smartly dressed, creative, innovative and exhibiting decorum in speech.	4.31	.87	High

I know how to appropriately use TLRs to link students' previous knowledge and lesson objectives at any stage of the lesson.	4.23	.89	High
I know how to exhibit command of the subject matter, give precise information, exudes confidence, cites lots of examples, relates content to students' experiences and foster critical thinking.	4.27	.85	High
I know how to distribute questions fairly to encourage students to provide answers by asking a well-balanced mixture of factual, probing, high order and divergent questions.	4.26	.88	High
I know how to use variety of assessment techniques, linked to the objectives to encourage students' self-assessment to promote application of learning and understanding.	4.21	.92	High
I know how to establish a purposeful learning environment to interact with students, use their ideas, encourage cooperative learning and monitor their learning activities.	4.20	.84	High
I know how to establish clear parameters for student conduct, and develop appropriate strategies to be fair, firm yet friendly to deal with students' misbehaviours.	4.20	.92	High
I know how to organize teaching/learning activities sequentially and logically using varied pedagogical skills to maintain a balance between teacher and student activities.	4.14	.86	High
I know how to engage all students in the lesson, facilitate problem-solving among students, encourage cooperative peer-tutoring, reflective learning and monitor progress and provide feedback.	4.13	.83	High
I know how to show adequate and up-to-date subject knowledge linked to the objectives to facilitate students' understanding.	4.13	.95	High
I know how to use correct expressions, correct students' language errors, encourage students to pay attention to their use of language, use effective verbal and non-verbal communication as well as avoid language mannerisms.	4.10	.89	High

Source: Field survey (2023)

APPENDIX G

Descriptive Statistics on Teaching Self-efficacy

Statement	M	SD	Interpretation
I can summarize in the lesson plan the core points for all activities which relate to lesson objectives and main concepts.	4.53	.83	Very high
I can state in the lesson plan appropriate and varied TLRs to indicate when and how they will be used in the lesson.	4.52	.83	Very high
I can state in the lesson plan the specific, relevant, measurable and achievable objectives linked to classroom activities.	4.52	.81	Very high
I can effectively manage the marker board to write the date, subject, topic and all core points as well as give students time to write down core points in their books.	4.49	.81	High
I can show enthusiasm in teaching to maintain students' attention throughout the lesson by being smartly dressed, creative, innovative and exhibiting decorum in speech.	4.48	.80	High
I can introduce lessons by reviewing students' RPK linked to the topic to stimulate students' interest and share lesson objectives with them.	4.47	.81	High
I can draw students' attention when ending the lesson by using questions and answers to summarise main points along with lesson objectives, give written exercises to evaluate learning and assign activities for the next lesson.	4.46	.84	High
I can appropriately use TLRs to link students' previous knowledge and lesson objectives at any stage of the lesson.	4.44	.83	High
I can pace appropriately without shouting during the entire lesson for all students to hear me clearly.	4.40	.86	High

I can keep records of lessons in a bound notebook for reference, and accept constructive feedback to improve teaching in the remark column of the lesson notes to reflect on teaching.	4.40	.84	High
I can state in the lesson plan the varied teaching/learning activities that are logical and sequential to direct student learning within the approximate time indicated.	4.37	.86	High
I can distribute questions fairly to encourage students to provide answers by asking a well-balanced mixture of factual, probing, high order and divergent questions.	4.35	.84	High
I can show adequate and up-to-date subject knowledge that is linked to the objectives to facilitate students' understanding.	4.31	.85	High
I can exhibit command of the subject matter, give precise information, exudes confidence, cites lots of examples, relate content to students' experiences and foster critical thinking.	4.29	.86	High
I can use a variety of assessment techniques, linked to the objectives to encourage students' self-assessment to promote the application of learning and understanding.	4.29	.90	High
I can engage all students in the lesson, facilitate problem-solving among them, encourage cooperative peer-tutoring, reflective learning and monitors progress and provide feedback.	4.26	.86	High
I can establish a purposeful learning environment to interact with students, use their ideas, encourage cooperative learning and monitors their learning activities.	4.24	.81	High
I can establish clear parameters for student conduct, develop appropriate strategies to be fair, and firm yet friendly to deal with students' misbehaviours.	4.19	.86	High
I can organize teaching/learning activities sequentially and logically using varied pedagogical skills to maintain a balance	4.17	.87	High

between teacher and student activities.

I can use correct expressions, correct students'

language errors, encourage students to pay

attention to their use of language, use effective

verbal and non-verbal communication as well

as avoid language mannerisms.

4.17

.94

High

Source: Field survey (2023)



APPENDIX H

Descriptive Statistics on Attitude Towards the Teaching Profession

Statement	Mean	SD	Interpretation
The teaching profession will help strengthen my desire to learn	3.40	.66	Moderately
I prefer to enter into the teaching profession because I have the qualities of a good teacher	3.33	.67	Moderately
I prefer to enter into the teaching profession because trained teachers are more confident	3.26	.67	Moderately
teaching profession has high social values	3.19	.81	Moderately
I would enjoy teaching as my profession	3.19	.78	Moderately
I prefer to enter into the teaching profession because teaching skill is highly technical	3.15	.74	Moderately
I like the teaching profession because it makes one creative	3.14	.80	Moderately
I would find satisfaction in the teaching profession	3.09	.78	Moderately
the teaching profession will offer a steady career path for me	3.06	.68	Moderately
I prefer the teaching profession because it offers free time for teachers	3.02	.94	Moderately
teaching profession is a secure job	3.02	.73	Moderately
I think teaching is a suitable profession for me	3.01	.81	Moderately
I prefer the teaching profession to other profession	2.95	.79	Moderately
a teaching job will allow me to choose where I wish to live	2.83	.94	Moderately
I would like to work as a teacher even under difficult condition	2.82	.92	Moderately
I will enter into the teaching profession because it is available	2.81	.88	Moderately
the teaching profession promotion system is adequate	2.71	.90	Moderately
teaching is a respected profession like medicine, law and accountant	2.70	1.04	Moderately

Source: Field survey (2023)

APPENDIX I

Descriptive Statistics on Teaching Performance

Indicators	Mean	SD	Interpretation
objectives indicators	3.94	.51	Good
use of Teaching learning resources (TLRs)	3.77	.20	Good
subject and pedagogical knowledge	3.76	.50	Good
summaries of core points	3.74	.52	Good
introduction to the lesson	3.67	.53	Good
teaching and learning activities	3.65	.57	Good
teacher behavior	3.64	.58	Good
pace of lesson and audibility of voice	3.54	.56	Good
use of white board or chalkboard	3.51	.61	Good
management of students' behavior	3.47	.54	Satisfactory
mastery of subject matter	3.47	.54	Satisfactory
management of the classroom environment	3.46	.64	Satisfactory
record keeping and attitude to teaching	3.44	.70	Satisfactory
presentation teaching and learning activities	3.28	.47	Satisfactory
communication or use of languages	3.26	.61	Satisfactory
use of teaching learning resources	3.24	.45	Satisfactory
student's participation	3.22	.52	Satisfactory
Closure	3.20	.57	Satisfactory
questioning and feedback	3.09	.43	Satisfactory
assessment of student learning	2.99	.48	Satisfactory

Source: Field survey (2023)

APPENDIX J

(Common Method Bias)

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	15.733	32.108	32.108	15.733	32.108	32.108
2	4.200	8.571	40.679	4.200	8.571	40.679
3	2.654	5.415	46.094	2.654	5.415	46.094
4	2.503	5.108	51.203	2.503	5.108	51.203
5	1.955	3.989	55.192	1.955	3.989	55.192
6	1.860	3.795	58.987	1.860	3.795	58.987
7	1.769	3.610	62.597	1.769	3.610	62.597
8	1.489	3.038	65.635	1.489	3.038	65.635
9	1.304	2.662	68.297	1.304	2.662	68.297
10	1.253	2.557	70.854	1.253	2.557	70.854
11	1.129	2.305	73.159	1.129	2.305	73.159
12	1.056	2.155	75.314	1.056	2.155	75.314
13	.957	1.954	77.268			
14	.902	1.841	79.109			
15	.866	1.767	80.876			
16	.777	1.587	82.463			
17	.745	1.520	83.983			
18	.644	1.314	85.296			
19	.599	1.223	86.520			
20	.565	1.152	87.672			
21	.555	1.133	88.805			
22	.489	.997	89.802			
23	.456	.931	90.733			
24	.433	.884	91.617			
25	.416	.849	92.465			
26	.401	.818	93.284			
27	.338	.690	93.974			
28	.323	.660	94.633			
29	.301	.614	95.247			
30	.289	.590	95.837			
31	.254	.518	96.355			

Extraction Method: Principal Component Analysis.