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Exploring Preschool Teachers' Conceptions of Teaching and Learning, and Their Self-efficacy of Classroom Management and Pedagogical Content Knowledge.

Authors: Shen, Kuan-Ming¹
Chang, Yi-Wen²
Lee, Min-Hsien^{3*}, leemh@nrsu.edu.tw

Source: Asia-Pacific Education Researcher (Springer Science & Business Media B.V.); Apr2023, Vol. 32 Issue 2, p263-273, 11p, 3 Diagrams, 4 Charts

Document Type: Article

Subjects: Pedagogical content knowledge
Classroom management
Preschool teachers
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Constructivism (Education)
Self-efficacy

Author Supplied Keywords: Conceptions of teaching and learning



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Abstract: This study aimed to understand the relationship among conceptions of teaching and learning (COLT), classroom management self-efficacy (CMSE), and pedagogical content knowledge self-efficacy (PCKSE). A total of 485 in-service Taiwanese preschool teachers participating in this study completed three questionnaires, viz. the Conceptions of Teaching and Learning, the Classroom Management Self-efficacy, and the Pedagogical Content Knowledge Self-efficacy. The research findings indicated that, while teachers regarded conceptions of teaching and learning from a constructivist perspective, they tended to possess higher classroom management self-efficacy and in turn expressed higher PCK self-efficacy. On the contrary, teachers with traditional conceptions of teaching and learning tended to have lower classroom management self-efficacy and accordingly displayed lower PCK self-efficacy. According to the research findings, the present study encouraged teachers to develop constructive COLT in order to foster better management and PCK. Besides, it is suggested that future studies explore other factors affecting teachers' self-efficacy. (ABSTRACT FROM AUTHOR)

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