Academic Preparation, Self-Efficacy and Performance of Preservice Teachers in The New Educational Landscape

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Abstract. This study assessed preservice teachers' academic performance and self-efficacy in the new educational paradigm. The research employed descriptive-correlation research design, with 251 fourth year preservice teachers enrolled in the College of Education during the Second Semester of the School Year 2021-2022. Survey questionnaires were adapted and validated to assess these preservice teachers' academic preparation and summative evaluation. A linear regression analysis was utilized to determine the best variables predicting preservice teachers' performance. Results revealed that the academic preparation of preservice teachers was moderately practiced for teaching pedagogy and moderately demonstrated for lesson planning, assessment principles, and highly demonstrated for online classroom management. Preservice teachers' self-efficacy in teaching was highly motivated, highly knowledgeable in teaching and learning, highly applied to lesson preparation, and highly demonstrated stress coping mechanisms. Consequently, the teaching performance of preservice teachers was outstanding. In addition, the correlation was utilized to determine the relationship between academic preparation and efficacy on preservice teachers' performance in the new scheme. There was a significant correlation between preservice teachers' academic preparation and teaching self-efficacy about their performance. Finally, the variables that best predict preservice teaching performance were lesson planning, assessment principles, and ICT competency. These findings suggest that educators may further train the preservice teachers' skills in these areas, especially in a blended learning environment.

Keywords: distance learning, teacher's belief, ICT competency, lesson planning, teaching performance

1 Introduction

Producing quality teachers for the Department of Education (DepEd) has always been the primary concern of many state colleges and universities that offer a teacher education program. This is one of the mandates for the College of Education of Central Mindanao University as a Center of Development for Teacher Education in Region X. Thus, the preservice teachers' performance in their teaching internship be given vital

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importance in the new normal of education where traditional classroom had replaced with online instruction. Challenges affecting preservice teachers' performance (PSTs) have been well-documented, including feedback from cooperating teachers in their respective fields [1]. These challenges often relate to instructional practices and classroom management [2], limited use of technology in lesson delivery ([3], and a narrow range of teaching strategies that could affect the quality of teaching and learning. Furthermore, research has shown the success of PSTs in the Licensure Examination for Teachers (LET) does not equate to educational quality but is reflected in students' learning outcomes [4]. The researchers believed that this research results would shed light on the cooperating teachers, student teaching coordinators, and other stakeholders in enhancing the quality of teaching internships and preparing preservice teachers for the demands of modern education. This pursuit aligns seamlessly with the competencies and requisite skills outlined in the Philippine Professional Standards for Teachers (PPST) and CMO 75, s.2017.

While there are more studies about preservice teachers, this study is attuned and intended to assess the academic preparation of preservice teachers in terms of teaching pedagogy, assessment, classroom management, and internship performance in this new landscape. The study results will serve as a basis for creating an intervention teaching internship plan to prepare PSTs' teaching in line with the challenges of global life and their complex roles and responsibilities in the future [5].

The following were the objectives of the study: (1) to ascertain the academic preparation of preservice teachers in terms of teaching pedagogy, lesson planning, assessment principles, and classroom management; (2) to determine the level of self-efficacy in the teaching of the preservice teachers concerning motivation, teaching-learning process, lesson preparation, stress coping mechanisms, and ICT competency; (3) to assess the performance of preservice teachers based on the student-teaching evaluation in the new normal; (4) correlate preservice teacher's performance, academic preparation, and self-efficacy in teaching; and (5) identify variables that predict the performance of preservice teachers.

2 Methodology

2.1 Research Design

The study utilized a descriptive-correlation design to determine the preservice teachers' performance level regarding their academic preparation and self-efficacy in teaching during the online internship, 2nd Semester, S.Y. 2021-2022.

2.2 Respondents of the Study

The respondents of the study were 251 graduating Bachelor of Secondary Education (BSEd) and Bachelor of Physical Education (BPEd) preservice teachers of the College of Education, Central Mindanao University (CMU), S.Y. 2021-2022. They completed their teaching internship at CMU-Laboratory High School, with 206 of them from the

BSEd major areas such as English (88), Filipino (40), Mathematics (38), and Sciences (80), and 45 of them were BPEd.

2.3 Instrumentation

There were two (2) instruments employed in the study. One was the Competency-Based Performance Appraisal for Preservice Teachers (Summative Evaluation) and the online survey questionnaire on Academic Preparation and Self-efficacy in Preservice Teachers' Teaching in the New Normal.

2.4 Preservice Teachers' Performance

The Competency-Based Performance Appraisal for Preservice Teachers (Summative Evaluation) instrument was used to evaluate the preservice teachers' performance.

The evaluation form comprises six (6) performance standard indicators with 35 statements. The following are the indicators with the corresponding items and percentage distribution: content and online pedagogy (11 items) (30%), (2) planning, assessing, reporting, and learning outcomes (5 items) (20%), (3) online learning environment (3 items) (10%), (4) school, home, and community linkages. (4 items) (10%), (5) social regard for learning (5 items) (10%), and (6) personal, social growth and professional development (7 items) (15%).

The following preservice teacher performance index (TPI) was observed for their performance.

Range	Descriptive Rating	Qualitative Description
1.00-1.50	Highly Proficient	Outstanding
1.51-2 50	Proficient	Very satisfactory
2.51-3.50	Basic	Satisfactory
3.51-4.00	Below Basic	Needs Improvement

2.5 Academic preparation and teaching self-efficacy level

To determine the preparedness of preservice teachers and their level of self-efficacy in teaching, the study adopted and modified survey questionnaires and created additional indicators to meet the study's specific needs. The survey questionnaires were piloted with preservice teachers who completed their online teaching internship at the CMU-Laboratory High School during S.Y. 2020-2021. The survey consisted of two (2) sections. The first section addressed the preservice teachers' academic preparation consisting of 52 indicator statements, with the following subscales: teaching pedagogy (13 items) (adapted from the studies of [6, 7, 8]), lesson planning (14 items), assessment principles (13 items), and online classroom management (12 items). The instrument exhibited a Cronbach alpha reliability coefficient of 0.939, indicating high reliability. The second section focused on preservice teachers' level of self-efficacy in teaching, comprising (5) components: motivation (8 items), teaching-learning process (20 items),

lesson preparation (9 items), stress coping mechanisms (11 items), and ICT competency (11 items). The overall reliability coefficient for this section was 0.954, also indicating high reliability.

2.6 Data Gathering

The study utilized online platforms such as Google Forms, Messenger, and Google Meet to conduct an orientation for the preservice teacher respondents. Ethical concerns, including confidentiality and voluntary participation, were addressed. Researchers obtained clearance from the Institute of Ethics Review Committee and individual informed consent. Survey questionnaires were sent via Messenger, and responses were analyzed.

2.7 Statistical Techniques

Descriptive statistics such as mean and standard deviation were used to determine the preservice teachers' academic preparation, their level of self-efficacy in teaching, and their performance in the new normal.

3 Results and Discussion

3.1 Academic preparation of preservice teachers

3.1.1 Teaching Pedagogy

An effective pedagogy creates authentic activities to bring out the best in learners and improve their learning experiences [6]. Table 1 shows the PSTs' academic preparation in terms of teaching pedagogy, with an overall mean of 3.43, indicating moderately practiced. This means that the PSTs need to enhance their online teaching strategies and approaches to boost students' comprehension of science concepts.

Table 1. Academic preparation of preservice teachers in terms of teaching pedagogy

Teaching pedagogy	Mean	Descriptive Rating	Qualitative Interpretation
1. I provide additional learning resources (video, PPT) to support the discussion during the synchronous class for students who seem confused with the topic.	3.60	Strongl Agree	Highly Practiced
2. I ask for feedback from fellow pre-service teachers to improve my teaching skills.	3.56	Strongly Agree	Highly Practiced
3. I relate lessons to the student's daily lives.	3.53	Strongly Agree	Highly Practiced
4. I use different communication techniques to encourage students to participate in online learning activities and work with them collaboratively.	3.50	Agree	Moderately Practiced
5. I can apply different teaching strategies to help students integrate life skills such as decision-making, teamwork, and creativity.	3.46	Agree	Moderately Practiced
5. I can select effective teaching approaches to guide students' thinking and learning in the area assigned (English, Filipino, Mathematics, Physical Education, or Sciences)	3.38	Agree	Moderately Practiced
7. I can integrate a wide range of resources into the teaching activity, including ICT, to engage students in their learning process and enhance their understanding of the concepts taught.	3.38	Agree	Moderately Practiced
8. I know which instructional strategies to use in my lessons to achieve cognitive goals and boost students' critical thinking, problem-solving, and decision-making skills.	3.37	Agree	Moderately Practiced
9. I can appropriately teach lessons combining literacy, technology, and teaching approaches.	3.37	Agree	Moderately Practiced
10. I can use many teaching approaches in an online classroom setting.	3.37	Agree	Moderately Practiced
11. I know the student's learning styles and adapt the online teaching strategy accordingly.	3.35	Agree	Moderately Practiced
12. I can assess student learning in multiple ways.	3.35	Agree	Moderately Practiced
13. I use other repertoires of technological tools to enhance and accommodate students' learning.	3.34	Agree	Moderately Practiced
Mean	3.43	Agree	Moderately Practiced

The following are the indicators that are highly practiced by the PSTs which they provide "additional learning resources to support their discussion" (3.60), "ask for feedback from fellow PSTs to enhance one's teaching skills" (3.56), and "relate lessons to the student's daily lives" (3.53). This overall rating implies the importance of reinforcing teachers' pedagogical knowledge to integrate technological knowledge into their instruction effectively.

Researchers [7] and [8] emphasized the significance of educators' ability to use ICT in the 21st-century classroom. Integrating teachers' subject matter knowledge with technology is informative, particularly in the context of online teaching pedagogy.

The findings of [6] and [9] support the study's results, highlighting that feedback from experts and peers helps preservice teachers reflect on their teaching practices,

identify their strengths and weaknesses, and plan. Moreover, as [10] suggests, connecting lessons to real-life situations motivates students and enhances their learning experiences.

3.1.2 Lesson Planning

Lesson planning is imperative in instruction, bridging the curriculum into daily objectives and ensuring effective teaching within or outside the four walls of the classroom. Table 2 presents the PSTs' academic performance in lesson planning across three domains: "Concern for Self", "Concern for Task", and "Concern for Impact". In all three aspects, the results reveal that preservice teachers exhibited moderately demonstrated in all indicators, with an overall mean of 3.39. These findings suggest the need for additional training for the preservice teachers integrating various theories in teaching, pedagogy, and assessments of learning before their actual internship program.

Table 2. Academic performance of pre-service teachers in terms of lesson planning

Lesson Planning	Mean	Descriptive Rating	Qualitative Interpretation
Concern for self			
1. I provide learning activities that will contribute to achieving the learning goals and foster transformative competencies.	3.43	Agree	Moderately Demonstrated
2. I establish goals that define appropriate expectations for all students.	3.41	Agree	Moderately Demonstrated
3. I know how to assess students' performance in synchronous/asynchronous classes.	3.35	Agree	Moderately Demonstrated
4. I plan anticipatory sets to engage learners to maximize understanding.	3.32	Agree	Moderately Demonstrated
Concern for Task			
1. I design, select, organize, and utilize appropriate assessment strategies.	3.40	Agree	Moderately Demonstrated
2. I assess students' learning using different and appropriate assessment tools.	3.39	Agree	Moderately Demonstrated
3. I build different assessment tools with clear criteria and help compare students' learning outcomes.	3.38	Agree	Moderately Demonstrated
4. I design the teaching activities taking into account the age particularities of the students and how they can influence the learning.	3.35	Agree	Moderately Demonstrated
Concern for Impact			
1. I provide adequate and timely (at the right time) feedback to the students to boost their knowledge and learning.	3.45	Agree	Moderately Demonstrated
2. I assist students in self-assessment to make them aware of their performance level.	3.43	Agree	Moderately Demonstrated
3. I communicate the assessment results to the students to encourage them to learn.	3.42	Agree	Moderately Demonstrated
4. I can use a variety of assessment strategies for an online course (one-on-one conferencing, higher thinking assignments, digital/online quizzes, etc.).	3.38	Agree	Moderately Demonstrated
5. I apply different evaluation strategies to assess specific knowledge and skills and transversal skills.	3.36	Agree	Moderately Demonstrated
6. I build different assessment tools with clear criteria and help compare students' learning outcomes.	3.35	Agree	Moderately Demonstrated
Mean	3.39	Agree	Moderately Demonstrated

This study's results align with previous research [11], [12], and [13]), highlighting the challenges faced by preservice teachers during the pandemic's impact on education. These challenges include adapting to the new normal in education [11], difficulty in

tailoring activities to students' learning levels, limited understanding of students, hindering lesson planning [12], and the importance of diverse assessment methods for effective teaching and learning [13].

3.1.3 Assessment Principles

Assessing students learning is a vital component of the teaching-learning process, influencing student learning, teaching effectiveness, and students' interest. Table 3 presents the academic preparation of preservice teachers in terms of assessment principles with an overall mean (3.48), moderately demonstrated.

Table 3. Academic performance of preservice teachers in terms of assessment principles

	Assessment Principle	Mean	Descriptive Rating	Qualitative Interpretation
1.	I am concerned about what my students learn and how they learn.	3.64	Strongly Agree	Highly Demonstrated
2.	My cooperating teachers(s) provide positive feedback on the learning objectives in the lesson plan.	3.56	Strongly Agree	Highly Demonstrated
3.	I connect the lesson objectives to the standards to ensure meaningful learning.	3.54	Strongly Agree	Highly Demonstrated
4.	I prepare questions to boost students' high-order thinking skills (critical thinking, reasoning, decision making, and creativity) and improve communication skills.	3.52	Strongly Agree	Highly Demonstrated
5.	I plan closures for the summary of the lesson.	3.46	Agree	Moderately Demonstrated
6.	I plan anticipatory sets (giving students a quiz or a problem to work out, asking students to summarize the previous lesson, and others).	3.46	Agree	Moderately Demonstrated
7.	I plan appropriate assessments in my lessons.	3.46	Agree	Moderately Demonstrated
8.	I plan anticipatory sets to engage students and maximize their understanding.	3.45	Agree	Moderately Demonstrated
9.	I ask students if I am on the right track during the synchronous class.	3.44	Agree	Moderately Demonstrated
10.	I provide opportunities for assessment in my lesson plans and understand how results can be used to inform future instruction.	3.44	Agree	Moderately Demonstrated
11.	I develop closure techniques to review and reinforce lesson content ensuring students learning.	3.42	Agree	Moderately Demonstrated
12.	I can plan appropriate assessments and ensure I am doing my teaching assignments well.	3.41	Agree	Moderately Demonstrated
13.	I plan pertinent questions appropriate to the different levels of Bloom's Taxonomy.	3.41	Agree	Moderately Demonstrated
Mean		3.48	Agree	Moderately Demonstrated

Based on these results, preservice teachers could demonstrate assessment to the student through an online classroom setting. They mastered organizing and executing precise lesson assessments for the students. [13] argued that preservice teachers use more assessment strategies to enhance students' learning. Moreover, [14] finds that preservice teachers use various strategies, and such hands-on activities help students anticipate and develop their skills in making assessment plans.

For the indicators, "I develop closure techniques to review and reinforce lesson content ensuring students learning" (3.42), "I can plan appropriate assessments and ensure I am doing my teaching assignments well" (3.41), "I plan pertinent questions appropriate to the different levels of Bloom's Taxonomy" (3.41) were described moderately practiced. Preservice teachers' assessment skill must often be developed for various reasons [13].

3.1.4 Online Classroom Management

Table 4 shows the preservice teachers' preparedness in online classroom management with an overall mean of 3.52, described as a highly demonstrated interpretation. Moreover, studies of [15] and [16] confirm our findings that pandemic-driven changes left preservice teachers and students unprepared, resulting in negative attitudes and low motivation for online learning. Collaborating with experienced teachers can help improve online class management.

Table 4. Academic performance of preservice teachers in terms of online classroom management

Classroom Management	Mean	Descriptive Rating	Qualitative Interpretation
1. I create a friendly, fair, positive, and safe online classroom climate.	3.64	Strongly Agree	Highly Demonstrated
2. I respect individual. differences among students, considering their backgrounds and learning paces and styles.	3.63	Strongly Agree	Highly Demonstrated
3. I monitor my synchronous class by asking questions and thoughts about the topic to random students present in the class.	3.58	Strongly Agree	Highly Demonstrated
4. I manage online learning activities and set clear rules.	3.54	Strongly Agree	Highly Demonstrated
5. I manage time in the synchronous class wisely.	3.53	Strongly Agree	Highly Demonstrated
6. I make instructions clear and give them before grouping students via Google Meet or Zoom.	3.53	Strongly Agree	Highly Demonstrated
7. I use different communication techniques to encourage students to participate in synchronous classes.	3.51	Strongly Agree	Highly Demonstrated
8. I know how to organize and manage my online classroom.	3.49	Agree	Moderately Demonstrated
9. I maintain the students' attention during the online interactive discussion.	3.48	Agree	Moderately Demonstrated
10. I manage students' behavioral changes to help them self-regulate emotions and behaviors.	3.47	Agree	Moderately Demonstrated
11. I can establish online. routines to keep instructional activities running smoothly.	3.46	Agree	Moderately Demonstrated
12. I can give proper responses t. o defiant students.	3.39	Agree	Moderately Demonstrated
Mean	3.52	Strongly Agree	Highly Demonstrated

4 Level of Self-Efficacy In The Teaching of Preservice Teachers

4.1 Motivation

The mean scores of the level of self-efficacy in the teaching of preservice teachers in terms of motivation are presented in Table 5.

The indicator indicating "highly motivated" showed a mean score in their order of preferences, such as "*Preservice teachers enjoyed conducting asynchronous* (3.69) *and synchronous* (3.61) *classes with their students*". Furthermore, "*They are confident that their students are learning something from their synchronous class sessions* (3.60); "*They find online teaching fun*" (3.58); "*They think online teaching is a tedious activity*"; and "*They are confident that they have the necessary skills to teach their subject matters* (3.53). This is consistent with the study of [17] that preservice teachers become more motivated whenever they receive support from different people, i.e., cooperating teachers and their university teacher educators. Furthermore, [18] believed that the experiences encountered by preservice teachers are vital factors that make them feel highly motivated. With those experiences, they gained a deeper understanding of diverse learners' needs and the fact that they strived to address these needs, especially in this new normal.

Table 5. Level of self-efficacy in the teaching of preservice teachers in terms of motivation

	Motivation	Mean	Descriptive Rating	Qualitative Interpretation
1.	I enjoy conducting a synchronous class with my students.	3.69	Highly Confident	Highly Motivated
2.	I enjoy conducting synchronous classes.	3.61	Highly Confident	Highly Motivated
3.	I am confident that my students learn something from my synchronous class sessions.	3.60	Highly Confident	Highly Motivated
4.	I can say that online teaching is an exciting activity.	3.60	Highly Confident	Highly Motivated
5.	I find online teaching fun.	3.58	Highly Confident	Highly Motivated
6.	I think online teaching is a tedious activity.	3.58	Highly Confident	Highly Motivated
7.	I am confident I have the necessary skills to teach the subject matter.	3.53	Highly Confident	Highly Motivated
8.	I am confident I have sufficient knowledge of the content to teach the subject/learning material (via Google meet).	3.49	Confident	Moderately Motivated
	Mean	3.58	Highly Confident	Highly Motivated

4.2 Teaching-learning process

Table 6 presents the preservice teachers' self-efficacy toward teaching and learning. The overall mean of 3.51, indicating "highly knowledgeable," means that the preservice teachers' on-the-job training experiences during the pandemic enhanced their teaching skills and strengthened them simultaneously [19].

The preservice teachers are "highly knowledgeable" when it comes to the teaching and learning process with the following statements: "I usually welcome students' questions posted in the "chat box" when teaching the subject" (3.60), "I encourage students to ask questions, state thoughts or opinions, and participate in activities in our synchronous class" (3.57). These findings contradict the study [20] that the new normal brought many challenges to the teaching-learning process for both learners and preservice teachers. However, the results were found to be consistent with the study of [21] that the new normal, though it is new to them, with the guidance of their cooperating teachers, they were given a chance to learn by observing each other, sharing their teaching ideas, and even giving feedback for improvement. Moreover, this enables them to discover strategies and build new ideas as they deliver lessons to students, which makes them more responsible.

Table 6. Level of self-efficacy in the teaching of preservice teachers in terms of the teaching-learning process

Teaching-learning process	Mean	Descriptive Rating	Qualitative Interpretation
1. I usually welcome students' questions posted in the "chat box" when teaching the subject.	3.60	Highly Confident	Highly Knowledgeable
2. I encourage students to ask questions, state thoughts or opinions, and participate in activities in our synchronous class.	3.57	Highly Confident	Highly Knowledgeable
3. I can help students to value online learning.	3.56	Highly Confident	Highly Knowledgeable
4. I can facilitate collaborative learning online.	3.55	Highly Confident	Highly Knowledgeable
5. I feel I can improve students' achievement in the subject through various online teaching methods.	3.54	Highly Confident	Highly Knowledgeable
6. I can foster individual student creativity in an online course.	3.54	Highly Confident	Highly Knowledgeable
7. I continually find better ways to teach the assigned subject.	3.53	Highly Confident	Highly Knowledgeable
8. I can motivate students who show low interest in online work.	3.53	Highly Confident	Highly Knowledgeable
9. I can provide good online learning experiences for students.	3.53	Highly Confident	Highly Knowledgeable
10. I believe that I have the necessary skills to teach the subject.	3.51	Highly Confident	Highly Knowledgeable
11. I can provide challenging, engaging activities/questions to help students think critically in asynchronous classes.	3.51	Highly Confident	Highly Knowledgeable
12. I can control disruptive behavior (e.g., disrespectful posting or failure to adhere to outline policies for posting online)	3.51	Highly Confident	Highly Knowledgeable
13. I can craft questions or assignments that require students to think by relating ideas to previous knowledge and experience.	3.51	Highly Confident	Highly Knowledgeable
14. I understand the concepts in my area of specialization well enough to teach the subject area effectively.	3.50	Confident	Moderately Knowledgeable
15. I can establish routines (e.g., facilitate or moderate student participation) in coursework to keep online activities running smoothly.	3.48	Confident	Moderately Knowledgeable
16. I can manage the synchronous class very well.	3.46	Confident	Moderately Knowledgeable
17. I can respond to defiant students in an online setting.	3.46	Confident	Moderately Knowledgeable
18. I know how to teach the concepts effectively.	3.45	Confident	Moderately Knowledgeable
19. I can solve issues that prevent learning using pedagogical and/or content knowledge and students' knowledge.	3.44	Confident	Moderately Knowledgeable
20. I can provide an alternative explanation or example when students in an online class seem to be confused.	3.44	Confident	Moderately Knowledgeable
Mean	3.51	Highly Confident	Highly Knowledgeable

On the other hand, the preservice teachers are "moderately knowledgeable" in the following statements: "I understand the concepts in my area of specialization well enough to teach the subject area effectively" (3.50); "I can establish routines (e.g., facilitate or moderate student participation) in coursework to keep online activities running smoothly" (3.48). This indicates that though some challenges and errors arose in the middle of the teaching and learning process, the preservice teachers managed them. This is supported by [22], who concluded that teaching-learning and assessment are effective when appropriate pedagogical content knowledge is employed effectively and efficiently before, during, and after lesson delivery. Furthermore, [23] stressed that online teaching and learning enable preservice teachers to create procedures and processes suited to the needs of the learners. Thus, with the help of their cooperating teachers, preservice teachers could further improve their teaching skills by creating a collaborative and interactive learning process where students can give immediate feedback, ask questions, and then learn from it.

4.3 Lesson Preparation

Table 7 presents the preservice teachers' self-efficacy toward lesson preparation. The overall mean of 3.47, indicating "moderately demonstrated," means that though lesson preparation can be challenging as one of the fundamental requirements of preservice teachers, they must be equipped with the skills, knowledge, and dispositions to demonstrate. Otherwise, as stated by [11], they could not proceed and, worst, will not be qualified for deployment.

Table 7. Preservice teachers' self-efficacy toward lesson preparation

	Lesson preparation	Mean	Descriptive Rating	Qualitative Interpretation
1.	I select the appropriate digital media format (PowerPoint, digital photographs, Adobe Flash, etc.) to transfer unit content and learning materials.	3.61	Strongly Agree	Highly Demonstrated
2.	I regularly prepare my teaching materials in my synchronous/asynchronous classes.	3.55	Strongly Agree	Highly Demonstrated
3.	I provide online learning and supplementary activities that enhance students' higher thinking skills.	3.48	Agree	Moderately Demonstrated
4.	I select the appropriate online method to effectively convey the content in the learning material once used in the synchronous class.	3.47	Agree	Moderately Demonstrated
5.	I engage students from a variety of cultural backgrounds.	3.45	Agree	Moderately Demonstrated
6.	I provide my students with detailed feedback about their academic progress.	3.45	Agree	Moderately Demonstrated
7.	I can design and select learning experiences suited to different learners.	3.42	Agree	Moderately Demonstrated
8.	I effectively express emotion within the online learning environment.	3.42	Agree	Moderately Demonstrated
9.	I plan and implement online instruction that aligns with Bloom's Taxonomy in any context.	3.40	Agree	Moderately Demonstrated
Mean		3.47	Agree	Moderately Demonstrated

The indicators show that the preservice teachers "highly demonstrated" self-efficacy when it comes to lesson preparation on the following statements: "*I select the appropriate digital media format (PowerPoint, digital photographs, Adobe Flash, etc.) to*

transfer unit content and learning materials" (3.61); and "*I regularly prepare my teaching materials in my synchronous/asynchronous classes*" (3.55). The study of [24] supports this that the use of digital media format in teaching and learning engages students' interest. Moreover, the preservice teachers could organize and manage their time, which enabled them to prepare the necessary teaching materials. According to [25], those whose self-efficacy is highly demonstrated are more likely to create a well-made lesson plan.

On the other hand, their self-efficacy towards lesson preparation is "moderately demonstrated" in the following statements: "*I provide online learning* and *supplementary activities that enhance students' higher thinking skills* (3.48); *I select the appropriate online method to effectively convey the content in the learning material once used in the synchronous class*" (3.47). The findings are consistent with the [26] study, where preservice teachers come out in their classes well-prepared with well-organized lessons. This implies a rewarding experience for preservice teachers as they are equipped with knowledge of the materials and the nature of the subject matter they teach. Thus making them globally competitive.

4.4 Stress coping mechanisms

The mean scores of the self-efficacy level in preservice teachers' teaching in terms of stress coping mechanisms are presented in Table 8.

The indicator indicating "highly observed" showed a mean score in their order of stress coping mechanisms such that: "*Preservice teachers consider the feedback of their cooperating teacher(s) for personal improvement and development*" (3.67); "*they talk with their cooperating teachers and fellow preservice teachers on other effective online instructional tools to enhance the teaching and learning process*" (3.63). According to [27], preservice teachers are not excused from experiencing the effects of stress. Nevertheless, the findings of this study indicate that preservice teachers are honed holistically to overcome challenges, especially in this new normal. This includes work-related stressors they could overcome, given that they are under the supervision of their highly trained cooperating teachers.

Table 8. Preservice teachers' self-efficacy towards stress coping mechanisms.

Stress coping mechanisms	Mean	Descriptive Rating	Qualitative Interpretation
1. I consider the feedback of my cooperating teacher(s) for personal improvement and development.	3.67	Strongly Agree	Highly Applied
2. I talk with my cooperating teachers and fellow pre-service teachers about other effective online instructional tools to enhance teaching and learning.	3.63	Strongly Agree	Highly Applied
3. I ask for feedback from my colleagues to improve my teaching skills.	3.60	Strongly Agree	Highly Applied
4. I ask my mentors for further suggestions on improving my teaching performance in asynchronous classes.	3.60	Strongly Agree	Highly Applied
5. I take time to relax after work.	3.58	Strongly Agree	Highly Applied
6. I seek divine help in dealing with my teaching task.	3.57	Strongly Agree	Highly Applied
7. I engage myself in some entertaining activities.	3.55	Strongly Agree	Highly Applied
8. I plan ahead of time the priorities I need to deal with.	3.54	Strongly Agree	Highly Applied
9. I recognize one's limitations.	3.52	Strongly Agree	Highly Applied
10. I make sure to keep myself healthy in all aspects.	3.52	Strongly Agree	Highly Applied
11. I try hard to prevent other things from interfering with my efforts at dealing with my work.	3.46	Agree	Moderately Applied
Mean	3.57	Strongly Agree	Highly Applied

Only one indicator is “moderately observed," to which "*they try hard to prevent other things from interfering with their efforts at dealing with their work*” (3.46). Maybe because every individual has a different way of dealing with different situations. Similarly, according to [28], as cited by [29], teachers and/or preservice teachers' stress coping mechanisms are directly related to their work. This can be through problem-solving in which their emotional well-being is maintained. This is also supported by [30], where teaching-learning experiences can be a coping mechanism and must be carefully designed so that they do not deepen inequalities among individuals.

4.5 ICT Competency

Table 9 presents the mean scores of the level of self-efficacy in preservice teachers' teaching in ICT competency. The overall mean of 3.79 is indicated as "highly practiced". This means that even if the challenges faced by the preservice teachers were normal, the on-the-job training with flexible learning modality allowed them to get familiar with technology and enhance their technological skills [20].

In the context of a new normal, the findings of this study prove that there is a high impact on one's self-efficacy when ICT is used for teaching and learning processes [31] as cited by [32], ICT competency among pre-service teachers provides multiple opportunities to improve teaching quality and learning outcomes [33, 34].

5 Performance of Preservice Teachers Based on The Student-Teaching Evaluation in The New Normal

Table 9 presents the performance of preservice teachers during their online teaching internship due to the COVID-19 outbreak. Data show that preservice teachers were highly proficient, as indicated by the mean grade of 1.25, with a qualitative interpretation of outstanding teaching performance during their online internship.

Table 9. Performance of preservice teachers

Range	f (N=251)	%	Descriptive Rating	Qualitative Description
1.00-1.50	230	91.63 %	Highly Proficient	Outstanding
1.51-2.50	19	7.57%	Proficient	Very satisfactory
2.51-3.50	2	0.80%	Basic	Satisfactory
3.51-4.00	0	0.00%	Below Basic	Needs Improvement
MEAN	1.25		Highly proficient	Outstanding

Out of two hundred fifty-one (251) preservice teachers, two hundred thirty (230) (91.63%) of them obtained outstanding performance rated by their respective Cooperating Teachers; 19 (7.57%) were very satisfactory, and only two (2) were satisfactory. Factors contributing to such commendable performance may be attributed to the intensive enhancement seminar and orientation conducted before the preservice teachers' deployment; solid pedagogical skills, a high command of knowledge, and the lesson study approach employed in the online internship in all major subjects helped the preservice teachers for their prepared teaching assignment despite the online learning challenges. Likewise, the preservice teachers' current results in teaching self-efficacy support their outstanding teaching performance. This indicates that preservice teachers firmly believe they can do a great deal with situations related to online internships.

[35] also mentioned that the outstanding teaching performance of preservice teachers is distinguished by their possession of a high degree of pedagogical competence. Furthermore, providing Preservice Teacher Support Systems [36] and receiving quality feedback from their Cooperating Teachers have contributed to the success of their teaching performance [37]. Therefore, close monitoring and providing constructive and valuable feedback to the preservice teachers will guide them to improve their teaching strategies and assessment tools to positively affect the student's learning outcomes.

6 Correlation Of Preservice. Teachers' Performance, Academic Preparation, and Self-Efficacy In Teaching

This study examined the correlation analysis of preservice teachers' academic preparation and teaching self-efficacy. Table 10 shows the highly significant relationship between academic preparation (r=0.437, p=0.000**) and self-efficacy (r=0.403, p=0.000**) toward preservice teachers' performance. This implies that a significant increase in preservice teachers' academic preparation and self-efficacy in teaching in the new normal will also significantly increase the preservice teachers' performance. With this result, the null hypothesis, which states that "there is no significant relationship between the academic preparation and teaching self-efficacy of preservice teachers in relation to their performance," is rejected.

Table 10. Correlation analysis of the academic preparation and self-efficacy in teaching toward preservice teachers' performance

INDICATORS	PST PERFORMANCE	
	r-value	Probability
Academic Preparation	0.437	0.000**
Teaching pedagogy	0.336	0.000**
Lesson Planning	0.444	0.000**
Assessment principles	0.395	0.000**
Classroom management	0.382	0.000**
Self-efficacy	0.403	0.000**
Motivation	0.203	0.000**
Teaching-learning process	0.311	0.000**
Lesson preparation	0.323	0.000**
Stress coping mechanisms	0.358	0.000**
ICT competency	0.260	0.000**

**. Correlation is significant at the 0.01 level (2-tailed).

Teacher self-efficacy is crucial in improving teacher education and promoting education reform because high teacher self-efficacy consistently has been found to relate positively to student and teacher behaviors [38]. Preservice teachers need to feel connected and have a sense of self-efficacy for their teaching responsibilities [39] In addition, preservice teachers' sense of teaching efficacy correlated with their preparedness to teach during their student teaching [40].

7 Regression Analysis On Variables That Predict The Performance Of Preservice Teachers

As shown in Table 11, only three (3) independent variables, such as lesson planning, assessment principles, and ICT competency, best predict preservice teachers' performance. This implies that the promising preservice teachers' performance was influenced by lesson planning with the beta weight value of ß= 0.278 and p-value of 0.001;

assessment principles, ß= 0.174 and p-value of 0.027 and ICT competency, ß= 0.144 and p-value of 0.015.

Table 11. Regression analysis showing the variables of academic preparation and self-efficacy in teaching on preservice teachers' performance

INDICATORS	PST PERFORMANCE	
	r-value	Probability
Academic Preparation	0.437	0.000**
Teaching pedagogy	0.336	0.000**
Lesson Planning	0.444	0.000**
Assessment principles	0.395	0.000**
Classroom management	0.382	0.000**
Self-efficacy	0.403	0.000**
Motivation	0.203	0.000**
Teaching-learning process	0.311	0.000**
Lesson preparation	0.323	0.000**
Stress coping mechanisms	0.358	0.000**
ICT competency	0.260	0.000**

The R-squared value of the variable was 0.23. This indicates that 23% of the preservice teachers' performance was attributed to lesson planning, assessment principles, and ICT competency, while 77% can be explained by other variables not included in the regression model. Furthermore, the F-ratio overall, the regression model is a good fit for the data. The table shows that the independent variables statistically significantly predict the dependent variable as indicated: $F = 24.552$; $p < 0.000$. Thus, the model is illustrated.

Regression Equation:

$Y = 0.147 + 0461X_1 + 0.266X_2 + 0.309X_3$

where: Y = preservice teacher's performance

X_1 =lesson Planning (A.P.)

X_2 = assessment Principles (A.P.)

X_3 = ICT Competency (S.E.)

This finding rejects the null hypothesis that states "there is no predictor variable of preservice teachers' performance. Lesson plans help preservice teachers to close the gap between theory and practice. It enables them to think through what they teach, how they teach, and how to evaluate their teaching [41] cited in [42]. Successful outcomes will follow when teachers can make a clear learning objective toward the smooth delivery of the entire lesson (Department of Education and Training, 2017, mentioned by [43]. Setting appropriate student goals (knowledge and skill outcomes), identifying indicators/evidence of achievement of these outcomes, and pinpointing appropriate opportunities to collect data regarding these outcomes improve their practice in teaching [44]. Using and acquiring ICT knowledge and skills will help the preservice teachers become effective teachers who can create a bright future for 21st-century learners [52]. ICT integration provides meaningful and productive learning experiences through a student-centered classroom. Students demonstrated good academic performance in their lessons [45].

8 Conclusions

Based on the findings of this research, the following were drawn:

- The academic preparation of preservice teachers during their internship was moderately practiced for teaching pedagogy and moderately demonstrated for lesson planning, assessment principles, and online classroom management.
- Preservice teachers' self-efficacy in teaching was highly motivated, teaching and learning, highly knowledgeable, lesson preparation, highly demonstrated, and stress coping mechanisms were highly applied.
- The preservice teachers' performance in their internship was outstanding.
- Preservice teachers' difference in academic preparation and teaching self-efficacy was significant.
- Lesson planning, assessment principles, and ICT competency were the best variables that captured the teaching performance of the preservice teachers.

Recommendations

The following recommendations were drawn based on the results of the study:

- Teachers may find ways to equip themselves with online teaching pedagogies and classroom management so that they can diversify the learning processes and activities of preservice teachers in the lesson planning preparation and assessment tools in in the new normal.
- Cooperating teachers, and school administrators provide a support system to the preservice teachers, devise learning activities showcasing their full potential, and provide holistic feedback to enhance their self-confidence as future teachers.
- Teacher Education Program may continue to update the courses to provide preservice teachers with a strong foundation in major and professional education subjects to prepare them for their teaching internship. Integration of ICT competency may be given utmost emphasis to improve the digital literacy of the preservice teachers to cope with the digital demands in education.
- Teachers and school administrators may work hand in hand to achieve the exemplary teaching performance of preservice teachers. They may be role models to level their teaching abilities, skills, and knowledge.
- Teachers handling professional education subjects may provide learning activities and authentic learning experiences to further augment the teaching competency of preservice teachers in lesson planning, assessment, and ICT integration in their lessons.
- Future researchers may conduct another study to investigate other factors influencing preservice teachers' performance.

Authors' Contributions

The authors conducted a research study to assess the teaching performance of preservice teachers during their internships. This study serves as the foundation for enhancing the College of Education's internship program.

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