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Self-efficacy and Teacher Education: Insights from Ghana's Four-Year Bachelor of Education Program

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ABSTRACT This study examined the self-efficacy of final-year pre-service science teachers in Ghanaian Colleges of Education, focusing on the influence of academic performance, micro-teaching, and macro-teaching experiences. Using a validated self-efficacy questionnaire, data were collected from 63 participants and analysed using descriptive statistics, multiple regression and t-test. Results indicated generally high self-efficacy levels, particularly in subject knowledge, pedagogical skills, instructional practices, and student engagement. CGPA had a significant and positive but small effect on self-efficacy, while micro- and macro-teaching scores showed slight, non-significant negative relationships. No gender differences were found. Despite strong overall self-efficacy, participants reported content knowledge gaps and anxiety teaching unfamiliar topics. These findings suggest that while the reformed Bachelor of Education program effectively enhances self-efficacy, further improvements are needed in content mastery and practical teaching exposure. The study emphasises the need to refine teacher education programs to equip pre-service science teachers for classroom challenges in Ghana.