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EXPLORING THE RELATIONSHIP BETWEEN SELF-REGULATION AND TEACHING PERFORMANCE: A SEQUENTIAL EXPLANATORY STUDY

Sanny M. Daraman[1], Maryrose V. Amora[2], Marleonie M. Bauyot[3]
[1]*Instructor I, University of Science and Technology in Southern Philippines ,*
[2]*Teacher III, Department of Education,*
[3]*Faculty, Ateneo de Davao University, Davao City, Philippines.*

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ABSTRACT

The performance of pre-service teachers has become a central issue in education for it implicates the effectiveness of their future. The current pre-service training programs have been evaluated for improvement in areas like mentoring, curriculum, and system-wide coordination, which should be addressed to help prepare pre-service teachers for successful careers. Report says that pre-service teachers contributed a lot in delivering the teaching-learning process. Thus, the purpose of this sequential exploratory study is to explore the relationship between self-regulation and the teaching performance of pre-service teachers at a local college in the southern part of the Philippines. This study was conducted with the pre-service teachers of a local college in the southern part of the Philippines enrolled in SY 2023-2024 where the self-regulation questionnaire was used and adapted. Moreover, in measuring the level of teaching performance of pre-service teachers, this research adapted and utilized the Checklist for Pre-Service Teachers Actual Teaching issued in January 2016 by one of the local colleges of the southern part of the Philippines. This study also applied qualitative research to explore and validate the self-assessment made by the pre-service teachers. The research instrument was validated by an expert and utilized by the cooperating teachers to evaluate the validity and reliability of the results from the pre-service teachers. The accounts from the informants underwent thematic analysis and triangulation to formulate themes that were discussed and elaborated on, supported by the related literature. The ethical considerations and ethical guidelines were also considered. The level of self-regulation obtained a mean of 3.81 with a descriptive equivalent of often which implies a high level of self-regulation. In addition, the level of teaching performance obtained the mean of 4.24 with a descriptive equivalent of often which implies a high level of teaching performance. There is a significant relationship between the two variables. The study revealed that the r-value is 0.467 which implies moderate correlation, and the p-value is 0.000, indicating that the p-value is less than 0.05 level of significance. This study will help the students improve their self-regulation skills, which can affect their teaching performance. It will assist the institution in initiating and implementing programs and creating meaningful activities that will enhance teaching performance and self-regulation among students. The discrepancies between pre-service self-regulation and their actual performance can highlight areas needing targeted intervention. A pre-service teacher may believe they possess excellent time management skills, but classroom observations might reveal difficulties in maintaining lesson pacing. This gap indicates the necessity for enhanced training and reflective practices. Constructive feedback from cooperating teachers plays an essential role in guiding pre-service teachers to align their self-perceptions with reality. In addition to actionable feedback and reflective dialogue, pre-service teachers can develop more accurate self-awareness and implement strategies to improve their self-regulation and teaching practices.

KEYWORDS: *Self-Regulation, Teaching Performance, Pre-service Teacher, Sequential Exploratory*

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I. INTRODUCTION

A teacher is equipped with the necessary skills, attitude, and universal values to effect change or learning among learners. Their positive reports demonstrate their teaching efficacy, but there are also other concerns that other pre-service teachers do not execute the same out-come as the ones reported (Mufidah, 2019). This stirs up the whole educational landscape. Hence, pre-service teachers' performance has been considered significant and should be given enough attention.

Schools currently need to be more criticized, which results in incompetent graduates. However, despite these issues, mentors and teachers train pre-service teachers to cope with the challenges and criticism (Retome, 2015). Further, in Ethiopia, this endeavor gets serious complaints from different parties through many efforts implemented to improve teachers' quality. Habtamu (2017) and Bereket (2019) conducted survey research in North Gondar, in Oromia, Amhara, and South Nation and Nationalities of Ethiopia secondary schools, respectively, to assess the quality of education. Their independent study showed that lack of motivation, commitment, teaching strategy, and teachers' interest affect teaching subjects and other factors.

Pre-service teachers' teaching performance in the Philippines, especially in secondary schools, is measured through their institution's assessment tool. This kind of evaluation provides a clearer picture of the attainment of pre-service teachers' deliverables in contribution to the vision and mission of the secondary institution they are working for. A teacher's performance has become one of the solid bases for the school's performance in general. However, many speculations still question where teachers' performances are related (National Center for Education Statistics, 2021).

A study conducted at Mindanao State University-Maigo School of Arts and Trades in Maigo, Lanao del Norte found that there were issues and challenges pre-service teachers faced off-campus were uncovered. According to Ganal (2016), these preparation programs cover the pre-service teacher's social and emotional needs. Regarding instruction, classroom management, assessing learning outcomes, school, students, instructors, and community adaptability, among other things, they encounter issues and challenges. To build and maintain self-efficacy and perform with quality and perfection, their problems must be treated with urgency and priority to reduce their predominance. Success in student teaching depends mainly on the pre-service teachers' personal and professional qualities. Pre-service teachers from the selected schools have demonstrated their best to attain their targets. These performances are attributed to their ability to regulate themselves (Cabanlit, 2019).

Partovi and Tafazoli (2016) found no significant correlation between teachers' self-regulation and their experiences but a good association between teachers' reflective practices and self-regulation. Together with Pazhoman and Sarkhosh (2019), Arrastia (2015) found no connection between instructors' qualifications, experience, or grade level with their unpublished validation study on self-regulation. Kendra (2015) asserts a connection between instructors' teaching experience and their self-regulation behavior. However, due to a lack of motivation and meta-cognitive methods, teachers must be more capable of implementing self-regulated teaching (Eker & nice, 2018). According to Van Eekelen et al. (2015), instructors' self-regulation in higher education is less planned, introspective, spiral, or self-regulated than some may think.

As a result, the above studies revealed mixed conclusions about the associations between gender, self-regulation, and teaching experience. Also, most research on self-regulation is done with foreign pre-service teachers. Studies on pre-service teachers, however, reveal that there is essentially no self-regulated teaching performance among teachers, particularly in the setting of our community. The researchers conducted more research on the relationship between self-regulation and pre-service teachers' teaching ability in their immediate area in order to contribute to the literature where the topic may be more seriously addressed.

PURPOSE OF THE STUDY

The purpose of this sequential exploratory is to explore the relationship between self-regulation and teaching performance of the pre-service teachers of a local college in the southern part of the Philippines. At this stage of the research, it will determine the relationship between self-regulation and teaching performance as distinguish by pre-service teachers to be validated by the cooperating teachers with qualitative research. This study could provide a significant concept that would possibly generate strategies uplifting the teaching performance of the pre-service teachers.

RESEARCH PROBLEM

The purpose of this study is to determine if there is a significant relationship between self-regulation and teaching performance as perceived by Pre-service teachers of a local college in the southern part of the Philippines in school year 2023-2024. The following questions are considered for a thorough discussion:

1. What is the level of self-regulation of Pre-service teachers of a local college in the southern part of the Philippines in terms of:
   A. goal-setting;

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B. perseverance;
C. decision-making; and
D. learning from mistakes?

2. What is the level of teaching performance as perceived by Pre-service teachers of a local college in the southern part of the Philippines in terms of:
   A. teacher's personality;
   B. lesson planning;
   C. content;
   D. teaching methods;
   E. classroom management; and
   F. questioning skills?
3. Is there a significant relationship between the level of self-regulation and the level of teaching performance as perceived by Pre-service teachers of a local college in the southern part of the Philippines?

Qualitative Research Question

4. What do cooperating teachers perceive the accuracy and reliability of pre-service teachers' self-assessments regarding their self-regulation abilities in the classroom?
5. How do the cooperating teachers navigate potential discrepancies between pre-service teachers' self-perceived strength in self-regulation and the actual impact on the teaching outcomes as perceived by the supervisor?
6. What strategies do cooperating teachers employ to provide constructive feedback to pre-service teachers based on their self-assessment of self-regulation, and how does this feedback contribute to professional growth?

THEORETICAL LENS

This study is anchored to the Self-Regulation Theory (SRT) contributed by Albert Bandura (1977) during the revolution of his famous Social Learning Theory in the same year and to DepEd Order No.3 s, 2007 Guideline in the Deployment of Pre-service Teachers on Experiential Learning Field Study and Practice Teaching.

According to Bandura (1977), humans can control their behavior which makes them unique among other entities, and this kind of phenomenon is called 'self-regulation. Self-regulation is the ability of humans to think of their behaviors, reflect on them, and refine their future actions through it. Self-regulation is attractive in light of its impact on instructive and social results. The utilization of self-regulation methods is an approach to connect individuals to a level of esteem effectively they must meet and actualize their goals. Individuals need to see learning as a movement that they proactively accomplish for themselves instead of reviewing learning as an incognito occasion that happens to them because of guidance (Zimmerman, 2001). Furthermore, Zimmerman (2001) acknowledged that self-regulation is a self-directed process where an individual transforms ideas into concrete achievements.

Self-regulation has been a focus of many experts in the field of psychology. Many psychologists and researchers have recreated and remodeled self-regulation in the past 20 years. This remodeling has been done to extract emerging factors that best describe self-regulation. For example, in the research of Pichardo et al. (2018) Self-Regulation Questionnaire (SRQ) in Spanish Adolescents: Factor Structure and Rasch Analysis, the researchers determined emerging factors under the variable self-regulation. They discovered self-regulation involves goal setting, perseverance, decision-making, and learning from mistakes. In this regard, the theory of Self-Regulation has made many researchers work and made it a psychological characteristic that is used to link to many human psychological attributes. The quest to understand self-regulation applies to almost any field of human endeavor (Baumeister, Tice, & Vohs, 2018).

In educational management, self-regulation can interest many academics, especially in identifying and linking teachers' and students' ability to control themselves to almost any situation and their psychological characteristics. With this, self-regulation, a prominent variable in educational psychology, is still searching for an appropriate factorial definition.

According to DepEd Order No. 3 s.2007, also known as "Guidelines in the Deployment of Pre-Service Teachers on Experiential Teachers Field Study and Practice Teaching," in practice teaching, the resource teachers should assist the pre-service teachers in honing their skills through; regular class observation and post-conference, lesson planning, use of varied strategies/approaches/techniques, classroom management, assessment of learning outcomes, content, preparation of instructional materials, preparation of examinations/various assessments, teaching methods, teaching personality, questioning skills, modes and accomplishments of different forms and related work. Thus, Deped Order No. 3 s.2007 will be a basis for us to identify the indicators we can use as dependent variables and will be a guide in identifying the teaching performance of a pre-service teacher.

Figure 1 shows the independent and dependent variables of this study. The independent variable is self-regulation, and the dependent variable is teaching performance. Whereas the table also shows the different indicators in each variable.



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Figure 1. Conceptual Framework of the study

II. METHODS

This research employed a mix of descriptive correlation and qualitative methods of research using a questionnaire as the main instrument in gathering data to determine the level of self-regulation and teaching performance as perceived by the pre-service teacher of a local college in the southern part of the Philippines and the second part is a qualitative method of questionnaire. The respondents of the study were fourth-year students of a local college in the southern part of the Philippines enrolled in the academic school year 2023-2024. This study will be using an adapted survey questionnaire. The first part is the respondents' information and specific instructions. The second and third parts were lifted from the Self-Regulation Questionnaire SRQ (Brown et al., 1999) and adapted by Pichardo (et., al 2018). Moreover, in measuring the level of teaching performance of pre-service teachers, this research adapted and used the local college in the southern part of the Philippines Checklist for Pre-Service Teachers Actual Teaching issued in January 2016 as the basis. The five-point Likert Scale with assigned limits and corresponding descriptive equivalents was used to quantify the self-regulation and teaching performance as perceived by the pre-service teacher. This research was personally administered by the researcher through a questionnaire online using Google Forms. The responses were tallied, tabulated, analyzed, and interpreted personally. Mean and Pearson r were used to quantify the level of self-regulation and teaching performance and the relationship between the two variables as perceived by the pre-service teacher.

This study also applied qualitative research to explore and validate the self-assessment made by the pre-service teacher. The research-made instrument was validated by the expert and was utilized by the cooperating teacher to evaluate the validity and reliability of results from the pre-service teachers. There are three research-made questions anchored to self-regulation theory and the probing question was divided into three phases of self-regulation theory, which are the Motivation Phase, Performance Phase, and Self-reflection Phase. The account from the informants had undergone thematic analysis and triangulation (Patton,1999) to formulate themes that were discuss and elaborated supported by the related literature.

This study followed ethical considerations and ethical guidelines for conducting this research were observed. The secrecy of the participants was always kept, protecting them from risk. Files and other information should not be left unattended.

III. RESULTS AND DISCUSSION

This part includes the presentation of data gathered, interpretation, and implication of the findings of the study. The data provide the answers to the questions raised in the study.

Table 1: Level of Self-Regulation of BTLED Pre-Service Teachers of a Local College in the Southern Part of the Philippines in Terms of Goal-Setting

GOAL SETTING	Weighted Mean	Description
1. I usually keep track of my progress towards my goals.	4.26	Often
2. I usually keep track of my progress towards my goals.	3.91	Often
3. I have trouble making plans to help me reach my goals.	3.87	Often
4. I set goals for myself and keep track of my progress.	4.25	Often
5. Once I have a goal, I can usually plan how to reach it.	4.28	Often
AREA MEAN	**4.11**	**Often**

Presented in Table 1 is the level of Self-Regulation of BTLED pre-service teachers of a local college in the southern part of the Philippines in terms of goal-setting. The results revealed that item number 5, "Once I have a goal, I can usually plan to reach it" obtained the highest mean of 4.28, while item number 3 "I have trouble making plans to help me reach my goals," obtained the lowest mean of 3.87 wherein both have a descriptive equivalent of "Often," which means that these statements are often observed that implies a high level of self-regulation in terms of goal setting.

The Level of Self-Regulation in terms of Goal Setting gets the overall average mean of 4.11 with a descriptive equivalent of Often. This means that Level of Self-Regulation in terms of Goal Setting implies a high level of self-regulation.

According to Schunk (2015), researchers have discovered that letting people choose their goals increases self-control and motivation because setting personal goals produces higher commitment. Also, according to Dahling and Ruppel (2016), people with high goal orientation value feedback because it offers details about events. Understanding this knowledge and taking what you can from it will help complete jobs in the future more successfully.

Table 2: Level of Self-Regulation of BTLED Pre-Service Teachers of a Local College in the Southern Part of the Philippines in Terms of Perseverance

PERSEVERANCE	Weighted Mean	Description
1. I get easily distracted from my plans.	3.58	Often
2. I have a lot of willpower.	3.63	Often
3. I am able to resist temptation.	3.71	Often
4. Setbacks don't discourage me	3.96	Often
5. I finish whatever I begin	3.18	Sometimes
AREA MEAN	**3.61**	**Often**

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Presented in Table 2 is the level of Self-Regulation of BTLED pre-service teachers of a local college in the southern part of the Philippines in terms of perseverance. The results revealed that item number 4," Setbacks don't discourage me," obtained the highest mean of 3.96, with a descriptive equivalent of often, on the other hand, item number 5 "I finish whatever I begin" got the lowest mean of 3.18 with a descriptive equivalent of sometimes, which means that this statement is sometimes observed this implies that this statement is an average level of self-regulation.

The Level of Self-Regulation in terms of Perseverance got the overall average mean of 3.61 with a descriptive equivalent of often. This means that self-regulation in terms of perseverance implies a high level of self-regulation.

Perseverance is defined by Peterson and Seligman (2015) as "finishing what you started" one has begun, persevering in the face of adversity, completing tasks, remaining focused, removing it from one's desk and putting it out the door" (p. 202). Perseverance, or "perseverance and commitment towards long-term goals," is closely related to grit (Duckworth, Peterson, Matthews, & Kelly, 2017). As pursuing self-improvement and self-reports of tendencies of meaningful effort have favorable links, operating from a mastery-approach perspective is typically related to a tendency to persevere (Elliot, 2015). Those who are persistent often think they can succeed and are responsible for the results of their decisions or efforts over time.

Table 3: Level of Self-Regulation of BTLED Pre-Service Teachers of a Local College in the Southern Part of the Philippines in Terms of Decision-making

DECISION MAKING	Weighted Mean	Description
1. I have trouble making up my mind about things.	3.71	Often
2. I put off making decisions.	3.54	Often
3. I have so many plans that it's hard for me to focus on any of them.	3.73	Often
4. When it comes to deciding about a change, I feel overwhelmed by the choice.	3.84	Often
5. Few problems or distractions throw me off course.	3.58	Often
AREA MEAN	**3.68**	**Often**

Presented in Table 3 is the level of Self-Regulation of BTLED pre-service teachers in a local college in the southern part of the Philippines in terms of decision-making. The results revealed that item number 4, "When it comes to deciding about a change, I feel overwhelmed by choice," obtained the highest mean of 3.99. On the other hand, item number 2, " I put off making decisions" obtained the lowest mean of 3. 54. Both obtained a descriptive equivalent of often which means that the statement is often observe, which implies a high level of self-regulation in terms of decision-making.

The Level of Self-Regulation in terms of Decision Making gets the overall average mean of 3.68 with a descriptive equivalent of often. This means that the statement implies a high level of self-regulation.

According to McMillan and Nash (2015), in both general and language teaching contexts, sound assessment decision-making underpins the reliability of teacher-based assessment. The reliability of teacher-based language assessments has long been a source of concern, like teachers' grading policies. Numerous studies show that characteristics like problem-solving, self-esteem, self-sufficiency and life happiness are strongly tied to consciousness and decision-making in this spiral of choices (Chaudhary et al., 2015).

Table 4: Level of Self-Regulation of BTLED Pre-Service Teachers of a Local College in the Southern part of the Philippines in Terms of Learning from Mistakes

LEARNING FROM MISTAKES	Weighted Mean	Description
1. I don't seem to learn from my mistakes.	3.16	Sometimes
2. I usually only have to make a mistake one time in order to learn from it.	3.65	Often
3. If I make mistakes, I felt discouraged but still learn from it.	3.96	Often
4. Making mistakes makes me more knowledgeable and better	4.1	Often
5. I learn from my mistakes.	4.33	Often
AREA MEAN	**3.84**	**Often**

Presented in Table 4 is the level of Self-Regulation of BTLED pre-service teachers of a local college in the southern part of the Philippines in terms of learning from mistakes. The results revealed that item number 5, "I learn from my mistakes," obtained the highest mean of 4. 33 with a descriptive equivalent of Often which tells that the statement is often observe. While, item number 1, "I don't seem to learn from my mistakes," obtained the lowest mean of 3.16 with a descriptive equivalent of sometimes, which means that the statement implies an average level of self-regulation in terms of learning from mistakes.

The Level of Self-Regulation in terms of Learning from Mistakes gets the overall average mean of 3.84 with a descriptive equivalent of often. This means that the statement implies a high level of self-regulation.

Baycrest Geriatric Care Centre stated that "Making mistakes while studying helps you learn better: According to recent findings by Baycrest researchers, there are instances when trial and error helps rather than hinders when learning something new (Baycrest, 2018). Mistakes have societal and personal implications, as noted by Billett (2015), which

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affect how people see them and how they are learned from them.

Table 5: Summary on the Level of Self-Regulation of BTLED Pre-service Teachers of a local college in the Southern part of the Philippines

INDICATORS	Mean	Description
A. Goal Setting	4.11	Often
B. Perseverance	3.61	Often
C. Decision Making	3.68	Often
D. Learning from Mistakes	3.84	Often
Overall Mean	**3.81**	**Often**

Presented in Table 5 is the summary level of Self-Regulation of BTLED pre-service teachers in a local college in the southern part of the Philippines. The results revealed that indicator A "Goal Setting," obtained the highest mean of 4. 11, and the remaining three indicators Perseverance, Decision Making and Learning from Mistakes" have a mean of 3.62, 3,68 and 3.84 respectively. Every indicator has a descriptive equivalent of Often which means is it often observed which implies a high level of self-regulation.

The summary on the Level of Self-Regulation of BTLED Pre-service Teachers of a local college in the southern part of the Philippines gets the overall average mean of 3.81 with the descriptive equivalent of often. This means that all of the indicators imply a high level of self-regulation.

The rationale behind this is that if teachers are dedicated, driven, accountable, and self-directed, they may put their all-out effort into organizing, planning, and supervising their instructional activities, maintaining quality. Michalsky (2018) also emphasized the importance of being self-regulated is used to plan a lesson with procedural and conditional knowledge; to define the teaching goal or objective, to identify appropriate strategies to adapt the content to the learning context in teaching practice with capabilities such as regulation, control, and evaluation of learning progress. Therefore, researchers confirm that the indicators of the independent variable, self-regulation are essential in knowing if one is self-regulated. It has a big impact on pre-service teachers to improve their level of self-regulation to accomplish tasks.

Table 6: Level of Teaching Performance as Perceived by BTLED Pre-Service Teachers of a Local College in the Southern Part of the Philippines in Terms of Teachers Personality

TEACHER'S PERSONALITY	Weighted Mean	Description
1. When I am teaching, I am neat and well-groomed.	4.34	Often
2. When I am teaching, I am free from mannerism that tends to disturb the student's attention.	4.02	Often
3. When I am teaching [My personality is strong enough to command respect and attention	4.22	Often
4. I show dynamism and enthusiasm	4.22	Often
5. When I am teaching, I have a well-modulated voice.	4.09	Often
AREA MEAN	**4.18**	**Often**

Presented in Table 6 is the level of Teaching Performance as perceived by BTLED pre-service teachers of a local college in the southern part of the Philippines in terms of the teacher's personality. The results revealed that item number 1, "I am neat and well-groomed," obtained the highest mean of 4.34, and item number 2 "When I am teaching, I am free from mannerism that tends to disturb the student's attention" obtained the lowest main of 4.02. All of the items have a descriptive equivalent of often, which means that the statement was often observed teacher's personality. The statement implies a high level of teaching performance in terms of teaching personality.

The Level of Teaching Performance in terms of Teachers' Personality gets the area average mean of 4.18 with a descriptive equivalent of often. This means that the teaching personality implies a high level of Teaching Performance.

The teacher whose personality contributes to the formation and maintenance of a classroom or a learning environment in which students are contented and motivated to learn is said to be an enviable teacher (Curtis & Liying, 2015). This relationship can be identified in the relationship between personality and overall performance of an individual, which leads to the achievement of teaching effectiveness. Some reviews show that there are positive relationships between the personality traits of conscientiousness with job performance (Barrick & Mount, 2017)

Table 7: Level of Teaching Performance as Perceived by BTLED Pre-Service Teachers of a Local College in the Southern Part of the Philippines in Terms of Lesson Planning

LESSON PLANNING	Weighted Mean	Description
1. When I am teaching My lesson plan is well-prepared.	4.24	Often
2. When I am teaching, I know the congruence between object and subject matter.	4.27	Often
3. When I am teaching, I know the congruence between objective and teaching procedure	4.24	Often
4. When I am teaching, I know the congruence between objective and formative test	4.27	Often
5. When I am teaching, I know the congruence between objective and assignment.	4.25	Often
AREA MEAN	**4.25**	**Often**

Presented in Table 7 is the level of Teaching Performance as perceived by BTLED pre-service teachers of a local college in the southern part of the Philippines in terms of Lesson Planning. The results revealed that item number 2 "When I am teaching, I know the congruence between object and subject matter" and item number 4 "When I am teaching, I know the congruence between objective and formative test" both got the highest mean of 4.27. On the other hand, item

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number 1 "When I am teaching, my lesson plan is well-prepared" and item number 3 "When I am teaching, I know the congruence between objective and teaching procedure." Both got the lowest mean of 4.24. All of the items got the descriptive equivalent of Often which means that the statement is often observed in terms of lesson planning. The statement implies a high level of teaching performance in terms of Lesson Planning.

The Level of Teaching Performance in terms of Lesson Planning got an area mean of 4.25 with a descriptive equivalent of often which means that the lesson planning implies a high level of Teaching Performance.

According to Dorgu (2016), lesson planning increases learning because it allows the instructor to consider what needs to be done to effect the necessary changes in the students. Also, Lika (2017) notes that lesson preparation helps to match instruction with curriculum objectives and goals, making certain that each learner's needs are met with the utmost assurance.

Table 8: Level of Teaching Performance as Perceived by BTLED Pre-Service Teachers of a Local College in the Southern Part of the Philippines in Terms of Content

	CONTENT	Weighted Mean	Description
1.	When I am teaching, I demonstrate in depth knowledge of subject matter	4.15	Often
2.	When I am teaching, I am able to relate lessons to actual life situations.	4.35	Often
3.	When I am teaching, I keep abreast of new ideas and understanding in the field.	4.2	Often
4.	When I am teaching, I give sufficient and concrete examples to create meaningful experiences.	4.28	Often
5.	When I am teaching, I use different instructional strategies in discussing different subject matter.	4.23	Often
	AREA MEAN	**4.24**	**Often**

Presented in Table 8 is the level of Teaching Performance as perceived by BTLED pre-service teachers of a local college in the southern part of the Philippines in terms of content. The results revealed that item number 2 "When I am teaching, I am able to relate lessons to actual life situations." obtained the highest mean of 4.35 while item number 1 "When I am teaching, I demonstrate in-depth knowledge of the subject matter" got the lowest mean of 4.15. All of the items got the descriptive equivalent of Often which means that the statement is often observed in terms of Content. The statement implies a high level of teaching performance in terms of Content.

The Level of Teaching Performance in terms of Lesson Planning got an area mean of 4.24 with a descriptive equivalent of often which means that the content implies a high level of Teaching Performance.

Several studies have found that teachers' subject matter knowledge has a significant positive impact on student achievement. Each person must understand how ideas connect across fields and into everyday life. This understanding serves as a foundation for pedagogical content knowledge, allowing teachers to make ideas accessible to others (Shulman, 2016). Nonetheless, teachers in many countries around the world continue to lack some of the content knowledge required for their Teaching. Teachers must master the 'content knowledge'—a body of knowledge composed of facts, theories, principles, ideas, and vocabulary—they teach, as well as the appropriate pedagogy for teaching it ('pedagogical content knowledge') to ensure quality education (Bold et al., 2017).

Table 9: Level of Teaching Performance as Perceived by BTLED Pre-Service Teachers of a Local College in the Southern Part of the Philippines

	TEACHING METHODS	Weighted Mean	Description
1.	When I am teaching the methods, I used to be suited to the needs and capabilities of the students.	4.23	Often
2.	When I am teaching, I am creative enough to adapt my method to the student's capabilities.	4.15	Often
3.	When I am teaching, I used visual aids and other learning materials to illustrate/enrich the lesson.	4.28	Often
4.	When I am teaching, I make effective use of the formative test after teaching to measure student's learning.	4.25	Often
5.	When I am teaching, I am using different ways of evaluating to know whether learn or not	4.25	Often
	AREA MEAN	**4.23**	**Often**

Presented in Table 9 is the level of Teaching Performance as perceived by BTLED pre-service teachers of a local college in the Southern part of the Philippines in terms of Teaching Methods. The results revealed that item number 3 "When I am teaching, I used visual aids and other learning materials to illustrate/enrich the lesson obtained the highest mean of 4.28 while item number 2 "When I am teaching, I am creative enough to adapt my method to the student's capabilities." got the lowest mean of 4.15. All of the items got the descriptive equivalent of Often, which means that the statement is often observed in terms of teaching performance. The statement implies a high level of teaching performance in terms of teaching methods.

The Level of Teaching Performance in terms of teaching methods got an area mean of 4.23 with a descriptive equivalent of often which means that the teaching performance implies a high level of Teaching Performance.

Teaching methods are used to impart knowledge to students; they are how the teacher attempts to impart the desired learning or experience (Ndirangu, 2015). The primary goal of teaching at any level of education is to effect fundamental change in the learner (Tebabal & Kahssay, 2016).

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Table 10: Level of Teaching Performance as Perceived by BTLED Pre-Service Teachers of a Local College in the Southern Part of the Philippines in Terms of Classroom Management

CLASSROOM MANAGEMENT	Weighted Mean	Description
1. When I am teaching, I show a systematic way of checking attendance.	4.31	Often
2. When I am teaching, I don't forget to check/collect the assignments.	4.12	Often
3. When I am teaching, I make sure to practice exercises before starting my discussion.	4.27	Often
4. When I am teaching, I practice the students with social skills through group activities.	4.37	Often
5. When I am teaching My order and discipline are evident in the classroom.	4.33	Often
AREA MEAN	**4.28**	**Often**

Presented in Table 10 is the level of Teaching Performance as perceived by BTLED pre-service teachers of a local college in the southern part of the Philippines in terms of Classroom Management. The results revealed that item number 4 "When I am teaching, I practice the students with social skills through group activities" obtained the highest mean of 4.37 while item number 2 "When I am teaching, I don't forget to check/collect the assignments" got the lowest mean of 4.12. All of the items got the descriptive equivalent of Often, which means that the statement is often observed in terms of teaching performance. The statement implies a high level of teaching performance in terms of Classroom Management.

The Level of Teaching Performance in terms of classroom management got an area mean of 4.28 with a descriptive equivalent of often which means that the Classroom Management implies a high level of Teaching Performance.

All students learn, according to educators, differently, and selecting the best teaching method can reduce classroom problems and produce the quality instruction possible (Lynch, 2016). Teachers or pre-service teachers who are adept at managing the classroom can effectively deal with behavioral problems in students. Several studies have shown that educators who manage the classroom well will positively affect the students and his/herself (Butler & Monda Amaya, 2016).

Table 11: Level of Teaching Performance as Perceived by BTLED Pre-Service Teachers of a Local College in the Southern Part of the Philippines in Terms of Questioning Skills

QUESTIONING SKILLS	Weighted Mean	Description
1. When I am teaching, I stimulate discussion through probing the learner's understanding.	4.26	Often
2. When I am teaching, I help students articulate their ideas and thinking process.	4.28	Often
3. When I am teaching, I facilitate factual recall.	4.36	Often
4. When I am teaching, I encourage convergent and divergent thinking.	4.25	Often
5. When I am teaching, I help stimulate curiosity	4.24	Often
AREA MEAN	**4.28**	**Often**

Presented in Table 11 is the level of Teaching Performance as perceived by BTLED pre-service teachers of a local college in the southern part of the Philippines in terms of Questioning Skills. The results revealed that item number 3 "When I am teaching, I facilitate factual recall" obtained the highest mean of 4.36 while item number 5 "When I am teaching, I help stimulate curiosity" got the lowest mean of 4.24. All of the items got the descriptive equivalent of Often which means that the statement is often observed in terms of teaching performance. The statement implies a high level of teaching performance in terms of Questioning skills.

The Level of Teaching Performance in terms of Questioning Skills got an area mean of 4.28 with a descriptive equivalent of often which means that the Questioning Skills implies a high level of Teaching Performance.

A teacher's questioning abilities are critical and they are complex. If these skills are used effectively, students' performance levels will improve, as well as the teaching and learning environment becoming more active and encouraging. (Eee Ah Meng, 2018, p. 332). Lewis (2015) discovered higher level questions provide teachers with more information about their students' understanding. As a result, teachers must strategically plan their questions and encourage students to dig deeper into the concepts being studied to gain a better understanding.

Table 12: Summary on the Level of Teaching Performance as Perceived by BTLED Pre-service Teachers of a Local College in the Southern Part of the Philippines

TEACHING PERFORMANCE	Area Mean	Description
A. Teachers Personality	4.18	Often
B. Lesson Planning	4.25	Often
C. Content	4.24	Often
D. Teaching Method	4.23	Often
E. Classroom Management	4.28	Often
F. Questioning Skills	4.28	Often
GENERAL WEIGHTED AVERAGE	**4.24**	**Often**

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Presented in Table 12 is the summary level of Teaching Performance of BTLED pre-service teachers of a local college in the Southern part of the Philippines. The results revealed that Indicator E “Classroom Management” and Indicator F "Questioning Skills," both obtained the highest mean of 4. 28, and the remaining three indicators “Teachers Personality,” “Lesson Planning,” “Content,” “Teaching Method” has a mean of 4.18, 4.25, 4.24, and 4.23 respectively. Every indicator has a descriptive equivalent of Often, which means it is often observed, which implies a high level of teaching performance.

The summary on the Level of teaching performance of BTLED Pre-service Teachers gets the overall average mean of 4.24 with the descriptive equivalent of often. This means that all of the indicators imply a high level of teaching performance.

According to Richard (1990) and Mudifah (2019), acquiring the fundamental classroom abilities required to deliver and manage lessons is the first barrier faced by inexperienced instructors, particularly pre-service educators. From this angle, instruction is a performance, and a teacher must be able to carry herself through the class by having a variety of routines and tactics at her disposal. Also, student teaching leads the future teacher to understand student teaching experiences as well as teaching itself which involves many challenging tasks and requires hard work. However, such difficult tasks are regarded as having rendered invaluable services in helping young children. (Ganal, Andaya & Guiab, 2015). Therefore, researchers confirm that the indicators of the dependent variable teaching performance are essential in the field of internship. It has a big impact on pre-service teachers to improve their level of teaching performance.

Table 13: Significance of the Relationship between the Level of Self-regulation and the Level of Teaching Performance as Perceived by Pre-service teachers of a Local College in the Southern Part of the Philippines.

VARIABLES	r- Value	Interpretation	p-value α = 0.05	Decision on Ho	Conclusion on Relationship
Self-regulation and Teaching performance	0.467	Moderate Correlation	0.000	Rejected	Significantly Correlated
Coefficient of Determination (r^2)					0.218

Table 13 shows the relationship between the level of self-regulation and teaching performance as perceived by BTLED pre-service teachers of a local college in the southern part of the Philippines. The correlation between the indicators of dependent and independent variables, the following results are obtained.

The results show that the r-value is 0.467, which implies a moderate correlation. The p-value is 0.000, which implies that a p-value less than 0.05 (typically ≤ 0.05), is statistically significant. It implicates strong evidence against the null hypothesis. Therefore, the researchers reject the null hypothesis.

Self-regulation has been linked to classroom management in previous research (Heikkilä & Lonka, 2006; Mard-ali & Kooshki, 2015). Studies by Zimmerman and Boekaerts show that those with self-regulation abilities have higher levels of motivation, self-control, and satisfaction (Boekaerts & Niemivirta, 2000; Zimmerman, 1989, 2008; Zimmerman et al., 2015). As potential indicators of long-term success, Kuyper looked at the connections between motivation, metacognition, and self-regulation. In earlier studies, self-regulation and classroom management were connected (Heikkilä & Lonka, 2006; Mard-ali & Kooshki, 2015). According to research by Zimmerman and Boekaerts, persons who are adept at self-regulation have higher levels of drive, self-control, and satisfaction (Boekaerts & Niemivirta, 2000; Zimmerman, 1989, 2008; Zimmerman et al., 2015). Kuyper investigated the relationships between motivation, metacognition, and self-regulation as potential predictors of long-term success. Therefore, it implies that self-regulation affects the teaching performance of BTLED pre-service teachers of a local college in the southern part of the Philippines.

Qualitative Result

Table # 14. Major Themes and Core Ideas of Cooperating Teacher Perceiving the Accuracy and Reliability of Pre-Service Teachers’ Self-Assessment Regarding Their Self-Regulation Abilities in the Classroom

Code	Core Ideas	Major Themes
IDI-2 IDI-3 IDI-2 IDI-1	*Observe and adapt the teaching learning environment *Learn appropriate teaching strategies in a classroom set up *Contextualize learning materials in response to learning needs *Being responsive and flexible in teaching learning	Ability to adapt teaching methods in response to student needs
IDI-1 IDI-3 IDI-2 IDI-4	*Manifest positive teaching management applying prior knowledge before internship *Develop contextualize lesson plan for learners *Calculate grade appropriately in a given period of time *Manage to accomplish the task efficiently and effectively	Develop management skills, efficiency and effectiveness in teaching
IDI-4 IDI-1 IDI-2 IDI-3	* Increase self-esteem in performing classroom demonstration * Identify the strength and weakness through pre and post assessment *Elevate perseverance to create meaningful learning *Embrace criticism positively to be more effective in teaching learning	Improved self-assessment leads for improvement in teaching practices

Ability to adapt teaching methods in response to student needs. Based on the result, the Pre-service teachers of a local college in the southern part of the Philippines with high self-

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regulation have an impact on teaching performance. Pre-service teachers prioritize student needs and recognize that every student brings unique strengths, challenges, and learning preferences to the classroom. According to Pintrich (2003), learners have diverse skills tend to be more motivated academically and demonstrate effective learning ability. Instead of adhering rigidly to predetermined lesson plans, these teachers embrace flexibility and creativity to tailor their instructional approaches to meet the diverse needs of their students. This adaptability not only enhances teaching effectiveness but also cultivates a deeper sense of empathy and rapport between teachers and students, ultimately leading to improved academic outcomes and holistic student development.

Develop management skills, efficiency and effectiveness in teaching. This theme reveals that Pre-service teachers cultivate management skills by implementing clear routines, establishing expectations, and fostering a positive learning environment conducive to student engagement and academic success. Through intentional planning, implementation, and reflection, pre-service teachers enhance their ability to manage classroom dynamics effectively, promote student learning, and achieve instructional goals. In line with this, Vennman (2022) stressed the holistic approach in developing management skills contributes to a more enriching and supportive learning environment, benefiting both teachers and students alike.

Improved self-assessment leads for improvement in teaching practices. This emerging theme encourages pre-service teachers to critically evaluate their own performance and educators facilitate a deeper understanding of their strengths, weaknesses, and areas for growth. Implementing self-assessment tools that align with teaching standards and best practices allows pre-service teachers to gauge their progress more accurately and identify specific areas needing improvement (Goral & Bailey, 2019). Pre-service teachers engage in regular self-assessment and reflection to be better equipped to adjust their instructional strategies to address areas of weakness and capitalize on their strengths. Paris and Paris (2021) asserted that this iterative process of self-assessment and improvement not only enhances teaching effectiveness but also cultivates a mindset of lifelong learning and professional growth. Thus, prioritizing improved self-assessment practices is a vital step towards fostering excellence in teaching performance.

Table # 15. Major Themes and Core Ideas of Cooperating Teachers Navigate Potential Discrepancies Between Pre-Service Teachers' Self-Perceived Strength in Self-Regulation and the Actual Impact on the Teaching Outcomes As Perceived by the Supervisor.

Code	Core Ideas	Major Themes
IDI-3 IDI-2 IDI-1 IDI-4	*Conduct interviews to pre-service teachers *Facilitate individual consultation for intervention *Conduct pre and post evaluation to the teaching performance *Monitor the teaching performance constantly and follow up accomplishment report frequently.	Utilize valid and reliable assessment tool for evaluation
IDI-2 IDI-3 IDI-1 IDI-4	*Evaluate the consistency of teaching performance rating and self-assessment evaluation *Utilize self-regulation tool and teaching performance to identify its discrepancies *Construct reflective journal daily to monitor the teaching performance and coping style of the pre-service teachers * Creating peer support networks where pre-service teachers can share experiences and insights about self-regulation and performance challenges.	Apply objective and subjective performance assessment
IDI-4 IDI-2 IDI-1 IDI-3	*Establish strong foundation of self-regulation for the effectiveness of teaching performance *Develop optimistic notion to create meaningful teaching learning environment *Strengthen positive teaching learning environment through self-regulation *Constant communication between pre-service and cooperating teachers	Enhance self-regulation skills to foster effective teaching practices.

Utilize Valid and Reliable Assessment Tool for Evaluation. Based on the account of the informant this emerging theme stretch out that the implementation of valid and reliable assessment tools is a foundational support idea for enhancing self-regulation in teaching performance. In addition, Hyytinen (2019) stated that utilizing assessment instruments that are rigorously developed and validated, educators can accurately measure pre-service teachers' self-regulation skills and their impact on teaching practices. Valid assessment tools ensure that the data collected provides an accurate representation of pre-service teachers' self-regulation abilities, allowing for meaningful insights into areas of strength and areas for improvement. Additionally, Shohamy (2018) accentuated that reliable assessment tools offer consistency and stability in measurement, enabling educators to track progress over time and make informed decisions about targeted interventions and professional development opportunities. Prioritizing the use of valid and reliable assessment tools, educational institutions can establish a solid framework for assessing and nurturing pre-service teachers' self-regulation skills, ultimately leading to enhanced teaching performance and improved student outcomes (Brown, 2011).

Apply Objective and Subjective Performance Assessment. This emerging theme highlighted that the cooperating teachers of a local college in the southern part of the Philippines utilized objective assessment methods, such as standardized tests or rubrics, to provide quantitative data on specific teaching competencies and self-regulation skills to the pre-service teachers to gauge the validity of self-regulation to teaching performance. According to Alexander

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P.A. (2018), these assessments offer clear criteria for evaluation and allow for consistency in measurement across pre-service teachers. On the other hand, subjective assessment methods, including peer evaluations or reflective journals, offer qualitative insights into the more nuanced aspects of teaching performance and self-regulation. Wiradhany et al. (2019) noted that incorporating both objective and subjective assessment approaches, educators can gain a comprehensive understanding of pre-service teachers' strengths, challenges, and growth areas related to self-regulation. This dual approach enables educators to provide tailored support and feedback to pre-service teachers, fostering a holistic approach to professional development. Additionally, combining objective and subjective assessment methods encourages pre-service teachers to engage in reflective practices and self-evaluation, promoting a deeper understanding of their teaching performance and self-regulation skills. Thus, integrating both assessment approaches enhances the effectiveness of self-regulation support strategies and contributes to continuous improvement in teaching performance (Soderstorm & Bjork, 2015).

Enhance Self-regulation Skills to Foster Effective Teaching Practices. Based on the account of the informants, these emerging themes provide access to relevant literature, online resources, and mentorship opportunities, enabling pre-service teachers to further explore and refine their self-regulation practices. Morosanova (2021) noted that enhancement of self-regulation skills, educational institutions equip pre-service teachers with the tools they need to navigate the complexities of the teaching profession successfully. This support idea not only enhances teaching effectiveness but also fosters a culture of continuous improvement and professional growth among educators.

Table # 16. Major Themes and Core Ideas of The Strategies of Cooperating Teachers Employ to Provide Constructive Feedback to Pre-Service Teachers Based on Their Self-Assessment of Self-Regulation, and Professional Growth.

Code	Core Ideas	Major Themes
IDI-1 IDI-3 IDI-4 IDI-2	*Conduct feedbacking session the pre-service teachers *Evaluate strategies apply to regulate self-regulation in teaching performance *Individualize feedbacking session to promote purposive evaluation *Execute peer mentoring in teaching learning to uplift self-esteem and to develop high morale	Provide individualized feedback sessions
IDI-4 IDI-1 IDI-2 IDI-3	* Provide step by step process in conducting feedbacking and mentorship *Identify the weaknesses and provide recommendation to improve self-regulation and teaching performance *Increase perseverance to improve self-regulation to contribute teaching learning *Improve teaching performance of pre-service teachers	Systematic enhancement of teaching skills related to self-regulation
IDI-2 IDI-4 IDI-1 IDI-3	*Open minded to the criticism brings into progressive teaching performance *Able to adapt judgement positively and take action to the roam for improvements *Manifest progress in every feedbacking session *Willingness to embrace changes and able to apply suggestion to improve teaching performance	Willingness to accept feedback to improve teaching performance

Provide Individualized Feedback Sessions. These emerging themes emphasize the guidance and constructive criticism tailored to the specific self-regulation needs and teaching practices of each teacher. By conducting one-on-one discussions with mentors or supervisors, pre-service teachers can receive targeted feedback on their self-regulation skills, teaching methods, and classroom management techniques. Sithole et al. (2019) accentuated that feedback sessions create a safe and supportive environment where pre-service teachers can reflect on their performance, identify areas for growth, and develop actionable strategies for improvement. Additionally, Vallejo (2018) stressed that individualized feedback sessions enable mentors to address pre-service teachers' unique strengths and challenges, fostering a more personalized approach to professional development. Educational institutions empower pre-service teachers to enhance their self-regulation skills and teaching effectiveness, ultimately leading to improved student outcomes (Marosanova, 2021).

Systematic Enhancement of Teaching Skills Related to Self-regulation. This emerging theme encompasses structured training programs, workshops, and professional development initiatives focused on developing specific self-regulation skills essential for effective teaching. According to Bell and Meza (2020), systematically addressing areas such as time management, goal-setting, organization, and reflective practice, pre-service teachers can cultivate a strong foundation of self-regulation that directly translates into improved teaching practices. Moreover, Hamer and Pianta (2019) integrated self-regulation training into the curriculum to ensure that pre-service teachers receive comprehensive instruction and support throughout their teacher preparation journey.

Willingness to accept feedback to improve teaching performance. This emerging theme means that pre-service teachers of a local college in the southern part of the Philippines demonstrated a willingness to accept feedback and a commitment to continuous improvement and development. Embracing feedback from mentors, peers, and students, educators acknowledge that constructive criticism is a valuable tool for refining their teaching practices and enhancing student learning outcomes (Brown G., 2018). This willingness to receive feedback fosters a culture of collaboration, where pre-service teachers actively seek insights and perspectives to inform their teaching approaches. Lastly, Khait (2019) stressed that the willingness to accept feedback not only facilitates personal and professional growth but also promotes a student-centered approach to teaching that prioritizes continuous improvement and excellence.

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Cross Analysis of Self-Regulation of Pre-service Teachers to the Teaching Performance

A comprehensive cross-analysis of the self-regulation of pre-service teachers and their teaching performance reveals a multifaceted relationship critical for effective teaching. The Pre-service teachers of a local college in the southern part of the Philippines who manifested strong self-regulation skills were better equipped to plan and execute lesson plans, manage classroom dynamics, and adapt to the diverse needs of their students. This self-regulatory capacity facilitates continuous improvement and resilience in the face of challenges, contributing to higher teaching performance. Based on the result, here are emerging indicators to validate self-assessment of self-regulation to the teaching performance of the pre-service teachers of a local college in the southern part of the Philippines evaluated by the cooperating teachers categorizing the three phases of self-regulation.

Anticipation Phase

Ability to adapt teaching methods in response to student needs. The ability to adapt teaching methods in response to student needs is a crucial aspect of self-regulation in teaching performance. Pre-service teachers who excel in self-regulation are adept at continuously assessing and modifying their instructional strategies to meet the diverse learning requirements of their students. This adaptability involves reflective practices where teachers evaluate the effectiveness of their lessons and make necessary adjustments to enhance student engagement and comprehension. The capacity to be flexible and responsive not only improves individual student outcomes but also fosters a dynamic and inclusive classroom environment

Develop self-regulation skills to promote effective teaching practices. Developing self-regulation skills is essential for promoting effective teaching practices among pre-service teachers. Teachers with strong self-regulation can design comprehensive lesson plans that are flexible enough to adjust based on student feedback and performance. This ability to adapt ensures that teaching methods remain effective and responsive to the needs of all students. Additionally, self-regulation empowers teachers to engage in continuous professional development, as they can identify areas for improvement and seek out resources or training to address these gaps.

Performance Phase

Utilize valid and reliable assessment tool for evaluation. Utilizing valid and reliable assessment tools is crucial for evaluating and enhancing the self-regulation skills of pre-service teachers, thereby promoting effective teaching performance. Employing assessments that are both valid and reliable, educators can ensure that the data collected reflects true performance levels and can be used to identify specific areas where pre-service teachers need improvement. This information is invaluable for tailoring professional development programs that address these specific needs, fostering better self-regulation. Additionally, reliable assessment tools can track progress over time, allowing pre-service teachers to see the impact of their efforts and adjustments. This continuous feedback loop not only motivates teachers to refine their self-regulation strategies but also enhances their overall teaching effectiveness, leading to improved student outcomes.

***Utilize comprehensive teaching performance rubrics that assess various aspects of teaching*.** Utilizing comprehensive teaching performance rubrics is an effective strategy for enhancing the self-regulation skills of pre-service teachers and improving their teaching performance. These rubrics provide detailed criteria for evaluating various aspects of teaching, such as lesson planning, instructional delivery, classroom management, and student engagement. By clearly outlining expectations and performance levels, rubrics help pre-service teachers understand what constitutes effective teaching and identify specific areas where they need to focus their self-regulation efforts. For instance, a rubric might highlight the importance of time management in lesson delivery or the need for reflective practices in classroom management. As pre-service teachers use these rubrics to assess their performance, they gain valuable insights into their strengths and areas for improvement. This structured feedback not only guides their professional development but also encourages a continuous cycle of self-assessment and goal-setting. Ultimately, comprehensive teaching performance rubrics serve as a vital tool for fostering self-regulation, leading to more deliberate and effective teaching practices that enhance student learning outcomes.

Self-Reflection Phase

Receptiveness to feedback for enhancing teaching performance. Fostering receptiveness to feedback is a powerful strategy for enhancing teaching performance through the lens of self-regulation. Pre-service teachers who actively seek and embrace feedback from mentors, peers, and students demonstrate a commitment to continuous improvement. By creating a culture that values feedback, educators can encourage pre-service teachers to reflect on their teaching practices and identify areas for growth. Providing constructive feedback in a supportive manner helps pre-service teachers develop self-awareness and refine their self-regulation skills. This receptiveness to feedback enables them to adjust their teaching methods, address areas of weakness, and build upon their strengths, ultimately leading to more effective teaching practices. By fostering a feedback-rich environment, educational institutions

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empower pre-service teachers to take ownership of their professional development journey, resulting in enhanced teaching performance and improved student outcomes.

The cross-analysis underscores that fostering strong self-regulation skills in pre-service teachers is integral to enhance their teaching performance and lead to a better educational outcome for their students.

CONLCUSIONS

The result of the study shows that there is a high level of self-regulation among BTLED Pre-service teachers of a local college in the southern part of the Philippines. It also shows that there is a high level of Teaching Performance as perceived by the BTLED Pre-service Teachers of local college of southern part of the Philippines. This study revealed that goal setting, perseverance, decision making and learning form mistakes are the major factors affect the self-regulation of BTLED students. On the other hand, the study shows that there is a high level of teaching performance. all of the six factors really affect teaching performance of. This study has also revealed that there is a significant relationship between the level of Self-regulation and the Level of Teaching Performance as perceived by BTLED Pre-service Teachers of a local college in the southern part of the Philippines. This study will help the student to improve their self-regulation skills that can affect their teaching performance. It will assist the institution in initiating and implementing programs and create meaningful activities that will enhance the teaching performance and self-regulation among students.

The discrepancies between pre-service teachers' self-perceived self-regulation and their actual performance can highlight areas needing targeted intervention. A pre-service teacher may believe they possess excellent time management skills, but classroom observations might reveal difficulties in maintaining lesson pacing. This gap indicates the necessity for enhanced training and reflective practices. Constructive feedback from cooperating teachers plays an essential role in guiding pre-service teachers to align their self-perceptions with reality. In addition to actionable feedback and reflective dialogue, pre-service teachers can develop a more accurate self-awareness and implement strategies to improve their self-regulation and teaching practices.

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