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Abstract

The purpose of this study was to investigate university faculty?s perceptions of teaching support and their teaching efficacy in Taiwan. In addition, the relationship of perceived teaching support to faculty? teaching efficacy was examined. Questionnaires measuring three dimensions of teaching support and six dimensions of teaching efficacy were distributed to 1,700 university faculty members, yielding 505 complete sets of responses. The public faculty show higher perceptions of teaching support and teaching efficacy than do their counterparts. The correlation coefficients between perceived teaching support and teaching efficacy among the public faculty are lower than those among the private ones. Peer support, teaching resources, and university type have some impact on faculty teaching efficacy. Administrative support, however, does not make a significant additional contribution to the variance in teaching efficacy. (HRK / Abstract übernommen) Chang, Te-Sheng, E-Mail: achang@mail.ndhu.edu.tw