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The effect of the teaching practice on pre-service elementary teachers' science teaching efficacy and classroom management beliefs.

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Summary: The purpose of this study was to investigate the effect of the teaching practice on preservice elementary teachers' science teaching efficacy and classroom management beliefs. The subjects were 185 pre-service elementary teachers from two different universities in Izmir. In this study, Science Teaching Efficacy Belief Instrument (STEBI-B) and the Attitudes and Beliefs on Classroom Control (ABCC) instruments were utilized to collect data. Results of the study indicated that almost all pre-service elementary teachers had high self-efficacy beliefs regarding science teaching. In addition, teaching experience did not affect pre-service elementary teachers' science teaching efficacy beliefs. However, preservice elementary teachers' classroom management beliefs tended to change with the teaching practice. While pre-service teachers' beliefs related to instructional management decrease with teaching practice, their people management beliefs increase with teaching practice.

Classification: B52 C29 C70

Keywords: preservice teacher education; primary school teachers; beliefs; teaching efficacy beliefs; classroom management beliefs; empirical investigations