

ABSTRACT

THE SELF-EFFIACY BELIEFS OF PRESERVICE SCIENCE TEACHER TOWARDS THE NATURE OF SCIENCE AND TEACHING THE NATURE OF SCIENCE

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The aim of this study is to detect the level of self efficacy beliefs towards the nature and teaching of science of science teacher candidates and whether these beliefs change according to various independent variables. Descriptive type Scanning model is used in the study. 547 teacher candidates of the first and fourth grade attending the Department of Science and Technology in 2013/2014 Educational year in Adnan Menderes, Dokuz Eylül, Muğla Sıtkı Koçman and Uşak University constitute the sampling of study. The quintet Likert type The Self-efficacy Scale for the Nature and Teaching of Science (SNTS) consisting of 30 item and two factors and a seven item Personal Information Form are the data gathering tools of the study. The reliability parameter of the scale is 0.75 according to the reliability analysis result. Factor analysis to detect the structural validity of the scale and factors is made with KMO and Barlett test. The scale is found to be consisting of two factors as “the self efficacy belief towards the nature of science” and “the self efficacy belief towards the teaching of science nature” as a result of the factor analysis made. It is identified that the self efficacy beliefs towards the nature and teaching of science of science teacher candidates show meaningful differences according to grade levels, the high school types they graduate, whether they choose the department intentionally, whether they have The Nature of Science and The History of Science lessons and the adequacy of their knowledge related to the nature of science as a result of the study.

Key-words: Self-efficacy, Self-efficacy Belief, Nature of Science, Nature of Science Self-efficacy, Teaching the Nature of Science