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The practice reality of the upper-basic stage science teacher to instructional strategies based on scientific inquiry and its relation with self-efficacy beliefs

Abstract

This study aims at identifying the practice reality of the upper- basic stage science teachers to instructional strategies based on scientific inquiry and its relation with self-efficacy beliefs. It was conducted during the second semester of the year 2008-2009. The study population consisted of all upper- primary science teachers in southern part of West Bank (732 in total)- (346) males and 386 females. A stratified random sample of(175 male and female teachers) was selected for the study .

To achieve the objectives of the study a(35)-item questionnaire was used to measure the degree of practice of science teachers to instructional strategies based on inquiry .Another (23- item)was also used to measure the degree of self-efficacy beliefs among teachers . Validity and reliability of both instruments were established through suitable statistical and educational techniques.

The findings of the study have shown the practice degree of instructional strategies based on scientific inquiry was generally high and there were no statistical significant differences of means in the practice degree of science teachers to instructional strategies based on the scientific inquiry due to gender, qualifications, years of experience, specialization and attending courses on content and methodology of science. The findings have also shown that the degree of instructional self-efficacy beliefs of science teachers was medium and there were significant statistical differences between the degree means of instructional self-efficacy of science teachers that can be attributed to gender. (for the benefit of males) and attending the course of content and teaching technique of science,(for the benefit of teachers who participated in the courses.) However, the differences were not significant due to the variables of experience, qualifications and specialization. Moreover, the findings have shown that the relationship between the

degree of science teacher, practising instructional strategies based on the scientific inquiry and instructional self- efficacy beliefs was positive and statistically significant with the exception of the relation between the field of discovery and personal efficacy.

In the light of the findings of study, the researcher has recommended teachers should practise instructional strategies based on the scientific inquiry in teaching and the necessity of including training programs for teachers during in service in the way of designing teaching lessons according to instructional strategies based on the scientific inquiry .The syllabus should take into account activities based scientific inquiry when designing the instructional units.

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Self Efficacy Teaching

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