

Classroom Teachers' Self-Efficacy Beliefs on Constructivist Approach

Lutfi Üredi and Sait Akbasli

*Mersin University, Faculty of Education, Department of Primary Education,
Mersin/Turkey*

E-mail: lutfiuredi@gmail.com, sakbasli@gmail.com

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ABSTRACT As result of recent rapid developments, societies have entered into a process of a rapid change that has provided education as the most fundamental factor of change. The educational system in Turkey has been exposed to reforms for meeting the needs of the new human model innovations. The educational programs in Turkey have been rearranged through an understanding based on a constructivist approach. This research aimed to reveal whether self-efficacy beliefs related to implementing the constructivist approach predicted attitudes toward the constructivist approach. The research was carried out on a relational screening model. The research sample included a total of 812 teachers working as classroom teachers in 58 elementary schools in central districts of Mersin province. The self-efficacy beliefs of classroom teachers were measured using the "Self-Efficacy Scale Related to Implementing the Constructivist Approach" and their attitudes towards the constructivist approach were measured using "Constructivist Approach Attitude Scale." In the research, simple linear regression analysis was used. The study showed that self-efficacy beliefs of classroom teachers related to implementing the constructivist approach predicted their attitudes towards the constructivist approach significantly.