

Teacher Educators' Laboratory Teaching Self-Efficacy

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Abstract

The main purpose of this study is to explore teacher educators' laboratory teaching self-efficacy. The research design was a descriptive (survey) design. There were 137 teacher educators participated in this study and they are from Yakin Education Degree College (Yankin EDC), Thingangyun EDC and Hlegu EDC. A questionnaire based on Nurcan Turan-Oluk, Aysel Baran, and Giiler Ekmekci's chemistry teachers' self-efficacy perception scale for teaching in chemistry laboratories was used to explore teacher educators' laboratory teaching self-efficacy. In this study, three main dimensions of teacher educators' laboratory teaching self-efficacy, namely, experimental process, technology integration and lab safety were studied. The teacher educators' laboratory teaching self-efficacy was analyzed using a descriptive statistics and inferential statistics. According to the results, the mean value of the experimental process was the highest and that of technology integration was the lowest among the three dimensions. The research findings prove that most of the teacher educators have self-efficacy in laboratory teaching.

Keywords: Teacher Educator, Self-Efficacy, Laboratory, Technology Integration, Lab Safety

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