

The Predictive Power of Classroom Teachers' Self-efficacy Beliefs Related to Implementing the Constructivist Approach upon Their Level of Creating a Constructivist Learning Environment: A Mersin Case

Lutfi Uredi

*Mersin University, Faculty of Education, Department of Primary Education,
Mersin/Turkey
E-mail: lutfiuredi@gmail.com*

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ABSTRACT Turkey adapted a constructivist curriculum with radical changes in programs at the elementary education level in 2005-2006. The teacher's belief of self-efficacy affects teaching quality, methods, and techniques, participation of students in learning, and the understanding of students, and these determined student success. It is unknown whether classroom teachers' belief of self-efficacy related to implementing the constructivist approach predicts their level of creating a constructivist learning environment. The research, a descriptive study on a relational screening model, included 812 teachers in 58 elementary education schools in Mersin. The self-efficacy belief of classroom teachers was measured with "The Scale of Self-efficacy Related to Implementing the Constructivist Approach" and their level of creating a constructivist learning environment was measured using the "Constructivist Learning Environment Scale", followed by simple and multiple regression analyses. Classroom teachers' self-efficacy beliefs related to implementing the constructivist approach positively predicted their level of creating a constructivist learning environment.