



16. Educational Sciences

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Effect of Guided Discovery Teaching Strategy on Grade Nine Students Self-Efficacy and Performance in Science

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Abstract: This study sought to investigate the effect of teaching strategies on self efficacy and science achievement of students. One hundred and forty seven students who were in grade nine in Tamil medium schools located in the Colombo South Educational Zone Sri Lanka took part in this study. A quasi-experimental non-equivalent group, pretest-posttest design was used to examine the effect of guided discovery and 5E regular teaching strategies on self efficacy and science achievement which were measured using standardized tests followed by simple regression analysis to examine the relationship between self efficacy and science achievement. The findings revealed that level of self efficacy and science achievement of students were improved as a result of the introduction of guided discovery teaching method. The enhanced level of self efficacy contributed to the improvement in science achievement. Self efficacy was found to be a significant predictor on science achievement in a guided discovery teaching environment. Therefore, it is recommended that the teachers and the teacher educators should initiate programs by emphasizing the importance of developing self efficacy of children to improve science achievement in a guided instructional environment.

Keywords: Guided, Discovery, Teaching, Strategy, Regular, 5E teaching method, Self efficacy, Science, Achievement.

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