

## Science Teaching Efficacy Belief Instrument – Form B

Developed by Larry G. Enochs and Iris M. Riggs, used with permission.

Please indicate the degree to which you agree or disagree with each statement below by circling the appropriate letters to the right of each statement.

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	<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. When a student does better than usual in science, it is often because the teacher exerted a little extra effort.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
2. I will continually find better ways to teach science.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
3. Even if I try very hard, I will not teach science as well as I will most subjects.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
4. When the science grades of students improve, it is often due to their teacher having found a more effective teaching approach.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
5. I know the steps necessary to teach science concepts effectively.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
6. I will not be very effective in monitoring science experiments.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
7. If students are underachieving in science, it is most likely due to ineffective science teaching.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
8. I will generally teach science ineffectively.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
9. The inadequacy of a student's science background can be overcome by good teaching.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
10. The low science achievement of some students cannot generally be blamed on their teachers.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
11. When a low-achieving child progresses in science, it is usually due to extra attention given by the teacher.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
12. I understand science concepts well enough to be effective in teaching elementary science.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
13. Increased effort in science teaching produces little change in some students' science achievement.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
14. The teacher is generally responsible for the achievement of students in science.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
15. Students' achievement in science is directly related to their teacher's effectiveness in science teaching.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
16. If parents comment that their child is showing more interest in science at school, it is probably due to the performance of the child's teacher.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
17. I will find it difficult to explain to students why science experiments work.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
18. I will typically be able to answer students' science questions.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
19. I wonder if I will have the necessary skills to teach science.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
20. Given a choice, I will not invite the principal to evaluate my science teaching.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
21. When a student has difficulty understanding a science concept, I will usually be at a loss as to how to help the student understand it better.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
22. When teaching science, I will usually welcome student questions.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
23. I do not know what to do to turn students on to science.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>