

THE STEM ATTITUDES OF PROSPECTIVE SCIENCE AND MIDDLE SCHOOL MATHEMATICS TEACHERS

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Abstract

The purpose of this study is to investigate the STEM attitudes of prospective science and middle school mathematics teachers. The participants of the study were 128 first grade students enrolled to department of science education and middle school mathematics education in a government university's education faculty. The data were collected by STEM Attitude Scale. Independent samples t-test and descriptive statistics as mean and standard deviation were used to analyze data. As a result of the study, the STEM attitudes of prospective science and middle school mathematics teachers was generally positive, STEM attitudes of males were more positive than females in terms of "engineering" factor and STEM attitudes of prospective science teachers were more positive than prospective middle school mathematics teachers. Moreover, STEM attitudes of prospective science teachers were more positive in terms of "science" factor and STEM attitudes of prospective middle school mathematics teachers were more positive in terms of "mathematics" factor. According to the results of the study, some recommendations were suggested about improving prospective teachers' STEM attitudes.

Keywords: STEM, Prospective science teacher, Prospective middle school mathematics teacher.