

Sikarin Doncompri 2008: Science Teachers' Beliefs in Teaching and Learning Principles and Their Practice. Master of Arts in Teaching, Major Field: Teaching Science, Department of Education. Thesis Advisor: Assistant Professor Sujin Liengjaroonrat, Ph.D. 185 pages.

The objectives of this research were as follows: (1) to study science teachers' beliefs in teaching and learning principles; (2) to study science teachers' methods of teaching; (3) to study the congruency between science teachers' beliefs in teaching and learning principles and their practice.

This study was a qualitative research. The subjects were selected by means of a purposive sampling method including 8 science teachers in the lower secondary level at 5 public schools under Nonthaburi Education Service Areas in the academic year 2006.

The results of the study revealed that all 8 science teachers had the congruency between beliefs and practice in the areas of preparation for teaching, science teachers' roles, the principles and methods of assessment, and the ways students learn science. 7 had the congruency between beliefs and practice in the goals of science instruction, and half in the students' roles. Furthermore, all science teachers had beliefs in using the teaching methods of description, and the students' discussion consistent with their practice. It was also found out that 7 science teachers usually sought out students' prior knowledge before teaching and 6 used the student-and-teacher cooperation to draw the conclusion relevant to their practice.

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Student's signature

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