

The Relationship Between Scientific Literacy Levels and Critical Thinking Dispositions of Pre-Service Primary School Teachers

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Abstract

The aim of this study is to examine the relationship between pre-service primary school teachers' levels of scientific literacy and their dispositions toward critical thinking. In line with this purpose, the study was designed using the relational survey model, one of the quantitative research methods. The research was conducted during the fall semester of the 2024-2025 academic year at the faculty of education of a state university located in western Türkiye. A total of 120 pre-service primary school teachers participated in the study. Data were collected using the "Basic Scientific Literacy Scale (BSLS)" and the "Critical Thinking Disposition Scale (CTDS)." Descriptive and correlational analyses were employed to analyze the data. The findings revealed a relationship between pre-service primary school teachers' levels of basic scientific literacy and their critical thinking dispositions. Examining scientific literacy and critical thinking dispositions together is expected to provide insights for future research.

Keywords

Scientific literacy, critical thinking dispositions, pre-service teachers, relational survey model.