

## Self-Efficacy Beliefs of Prospective and In-Service Teachers in Interdisciplinary Subjects: The Case of the German Subject *Gesellschaftslehre*

*Gesellschaftslehre* has been taught at integrated comprehensive schools from year 5 to 10 for almost four decades. Not unlike social studies, it draws upon disciplines like civic education, history and geography. While proponents of interdisciplinarity emphasise the benefit of this holistic approach, critics fear for the decline of their respective subjects.

Currently, the two-subject degree programme fails to account for the plurality of disciplines involved. In-service teachers struggle to find continuing education. Teaching out-of-field has become the norm in *Gesellschaftslehre*. International studies suggest that students' grades may worsen as a result. This begs the questions to what extent teachers feel confident teaching across specialisations. Thus, there is reason to presume that their self-efficacy beliefs in pedagogical content knowledge (PCK) and their subjective knowledge (SK) are below average.

A questionnaire was designed, pre-tested and administered to 447 prospective and in-service teachers in Lower Saxony. Confirmatory factor analyses revealed good model fit. Convergent validity was achieved. Surprisingly, self-efficacy beliefs were above average on all 13 PCK- and 3 SK-factors. In-service teachers scored significantly higher than (under)graduate students. Self-efficacy closely associated with one of the three disciplines was predicted by its corresponding subjective knowledge and university subject. Implications and limitations will be discussed.

**Keywords:** self-efficacy, pedagogical content knowledge, social studies, *Gesellschaftslehre*, questionnaire, out-of-field