Investigation of Social Studies Teachers’ Self-Efficacy in the Learning Strands Of Social Studies Curriculum

Filiz Zayimoğlu Öztürk

Summary

Introduction

The aim of this research is to investigate the self-efficacy of social studies teachers regarding the learning strands of primary school social studies curriculum. To accomplish this, the research problems have been appointed as below:

1. What is the self-efficacy level of the social studies teachers according to the learning strands of primary school social studies curriculum?
2. Do the self-efficacy levels of teachers differ statistically meaningful with regard to the variances such as gender, graduation level, length of service, graduation major?

Methodology

Accordingly, studies on the efficacy of social studies teachers have first been examined and then “Social Studies Teacher Subject Matter Standards” was developed by requesting opinions of specialists with a method called “delphi”. The standards, then, have been turned into self-efficacy items which have been designed in a 5 degree likert style scale. The validity and credibility studies of this new scale were carried out with the teachers in Ordu and Giresun provinces. The scope of this research consists of social studies teachers on duty throughout Turkey during the 2009-2010 educational year. The sampling study group of the research includes in-service social studies teachers on duty in İstanbul, Tekirdağ, Muğla, Bilecik, Ankara, Isparta, Niğde, Zonguldak, Artvin, Erzincan, Bingöl and Şırnak provinces which was decided on the basis of NUTS 1. The sampling group consists of 3806 in-service social studies teachers. The ministry of national education officially approved this research to reach teachers in order to gather data and 3106 valid form returned from the sampling group. It was also kindly asked teachers to complete the form sincerely since the data would only be used for this research. Descriptive and predictory statistical methods were used in the process of analyzing the data gathered. For the purpose of determining the level of the self-efficacy of in-service social studies teachers in each learning strand and social science, the assessment was done using a scale prepared by the researcher. In addition, the “Independent Samples t Test” and “One-way Anova” tests were done for the purpose of determining if the in-service teachers’ self-efficacy levels differ statistically on the base of independent variances such as gender, graduation major, length of service and graduation level. The two-optioned variances were analyzed by the “Independent Samples t Test”, and the three and more optioned variances were analyzed by using the “One-way Anova”.

Findings and Results

According to the findings, it has been found that in-service social studies teachers in general have a high level of self-efficacy in learning strands. Besides, it was determined that

1 Ministry Of National Education, zayimogluf@hotmail.com
although in-service teachers’ self-efficacy levels are not significantly different based on gender and length of service, independent variances such as graduation major and graduation level do differ.

**Suggestions**

In accordance with the results of this research, both in-service training and pre-service education should be developed to overcome shortcomings in the field of learning strands. Published by the Ministry of Education “social studies teacher standards” should again be revised and developed by considering the findings of this research and accreditation of teacher education. Also on the way to cover these competencies within the provinces as well as monitoring and evaluation should be done by establishing commissions in faculties. Turkish Ministry of National Education and Higher Education Council should more make joint efforts to take an active role in competencies required for effective implementation. Many developed countries; particularly the United States completes this type of standardization and infrastructure investments in this direction.