



## AN ASSESSMENT OF SOCIAL STUDIES COMPETENCY OF TURKISH CLASSROOM TEACHERS\*

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*The aim of this study is to determine the importance of the competence and competence acquiring levels in the subject matter and subject teaching of the teachers who are graduated from the primary school teaching programmes of the educational faculties, towards the social studies. The universe population of the research are the teachers who were graduated from the Education Faculties, Department of Elementary Education the primary school teaching programmes and whose assignments were made by the Ministry of National Education (MEB), 270 teachers in total have been taken into the sampling group. The subject matter and subject teaching competencies of the classroom teachers for the social studies are determined with the analyze method. The questionnaire forms are prepared upon the determined competencies.*

From the teachers included in the scope of the research, it was asked to declare their opinions on the importance of the social studies competency in the proceeding of the education-training activities and their acquisition levels for these competencies during their university studies. The ratio of the questionnaire forms which were filled out by the classroom teachers and sent via mail and whose validity is acknowledged is 51, 48%. It has been understood that, the determined competencies on the social studies have been found as important by the teachers. The average of their acquiring levels for the determined competencies is lower than their importance level average. In other words, some meaningful differences between the averages of the social studies importance and acquiring levels were found. The teachers could not have the competency on the social studies in a manner compatible with its importance..

Key Words: competency of teacher, social studies, assessment of competence

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## **INTRODUCTION**

The social studies contribute significantly to the education's achievement of its general targets. They accelerate the development of knowledge, skills and values of the students and the formation of the personality. A good social studies teaching improves the primary school children's critical and creative thinking skills. It helps them in taking future decisions.

Especially in developing countries, it has been noticed that, only technological development and progress itself cannot enable social development. Therefore, as for the social development and country's development, the human factor and the interhuman relationships mechanism, social values and norms have gained more and more importance. As a result, the school lessons based on Social Science disciplines, mostly economics, psychology, sociology and philosophy have had a more serious teaching aspect in programmes. At school programmes, the Social Science teaching takes place as parallel lessons to the Social Science disciplines as well as the social studies lesson itself (Ozoglu, 1985).

The most important purpose of the social studies lesson is, giving the individual the information and the general culture to enable students getting acquainted with his surroundings and society, resolving the problems they faces and becoming a good citizen. This lesson functions as a tool to raise humanbeings who comply with the society's expectations and demands. However, the effectiveness of the lesson, which enables the individual to acquire a well-adapted, healthy personality in relation to the society he lives in and to become a good citizen, shall vary upon the effectiveness of the teacher, who has an active role in the constitution of the educational environment. Considering this fact, the assessment of the classroom teachers who are in the middle of the teaching environment of such an important lesson is likely to contribute the quality of this subject. The general purpose of this research is to determine the importance of the competence and competence acquiring levels of the teachers who are graduated from the primary school teaching programmes of the educational faculties, towards the social studies.

## **METHOD**

The study universe population of the research are the teachers who were graduated from the Ankara University, Educational Sciences Faculty, the Gazi University, Gazi Educational Faculty and the Hacettepe University, Education Faculty, Department of Elementary Education,, the primary school teaching programme and whose assignments were made by the Ministry of National Education (MEB) in 1999, 2000, 20001 and 2002.

At the Table 1, the distribution of the classroom teachers who are included in the scope of the research among their alma mater and graduation years.

Table 1: The distribution of the classroom teachers within the scope of the research among universities and years

<i>Universities</i>	<i>1999</i>	<i>2000</i>	<i>2001</i>	<i>2002</i>	<i>Total</i>
Ankara University	20	-	2	75	97
Gazi University	57	40	199	323	619
Hacettepe University	34	52	99	192	377
Total	111	92	300	590	1093

Resource: The General Directorate of Education Technologies of the Turkish Ministry of National Education

Considering among the years, it is observed that, the highest number of assignments was in 2002, with 590 teachers and the lowest number of assignments was in 2000, with only 92 teachers.

Since the number of the teachers to be included in the scope of the research is large, the sampling method has been used. At the choice of the samples, to represent the whole universe, a certain ratio of teachers from every region has been attentively selected. In the determination of the ratio for each region, the layered sampling – proportional distribution method has been used and therefore, 270 teachers in total have been taken into the sampling group.

An questionnaire form aiming to measure the social studies competencies of the teachers who were graduated from the primary school teaching programmes of the education faculties, which were determined via the analyze method has been prepared. The questionnaire form is composed of two sections, one for the personal information and the other for the competencies. In preparation of the competency questionnaires, at first the social studies programmes of the primary schools and the text books have been examined and then, using the national and foreign resources (Ataunal, 2003; Donmezer 1994; Erden, 1997; Gipps, McCallum and Hargreaves, 2000; Gokce, 1999; Izci, 1999; Kilic, 1996; MEB 1995; Michaelis, 1988; Minor, Onwuegbuzi, Witcher & James, 2002; Ncate 2000; Ozoglu, 1987; Savage and Armstrong 2000; Sonmez 1994; Sonmez 1997; Traci & B.A., M.A. 2001; NAS, 1995; Unalan, 2001; Statement of Teacher Competence, Minnesota Rules, Teachers of Elementary Education with a Specialty; Teachers of Social Studies, Zarillo 2000) and asking for the expert opinions, 117 competency items in total, with 73 subject matter and 41 subject teaching competencies have been formed.

During the process of the preparation for the teacher competency questionnaire, the related experts have been asked to evaluate the competency items and consequently, some of the questionnaire items were removed from the questionnaire's scope, some were elaborated and redacted.

At the items of the competencies section of the questionnaire, five "likert" type scales with common intervals have been used. In the scale, for the "none" option 1, for the "slightly" option 2, for the "partially" option 3, for "quite" option 4 and for the "very" option 5 points have been given.

Before the actual implementation, the questionnaire which has been developed based on the analyze and the expert opinions was tested with a pilot implementation on 53 classroom teachers. At the reliability analysis of the questionnaire, the Cronbach-Alpha values have been taken into consideration.

The prepared questionnaire were applied for the classroom teachers who were graduated from the Ankara University, Educational Sciences Faculty, the Gazi University, Gazi Educational Faculty and the Hacettepe University, Education Faculty Department of Elementary Education, the primary school teaching programme and is on active duty with assignments in the years 1999, 2000, 2001 and 2002. Before applying the questionnaire forms to the classroom teachers, the address information of the teachers at the sampling provinces were asked from the Turkish Ministry of National Education, General Directorate of the Education Technologies and the questionnaire forms were sent via mail to the related addresses. While posting the forms, a letter explaining the purpose of the questionnaire, the photocopy of the permission letter granted by the Turkish Ministry of National Education's Office of the Research, Planning and Coordination Council for the implementation of the questionnaire forms and to enable the feedback, an empty envelope and post stamps were also sent.

From the teachers included in the scope of the research, it was asked to declare their opinions on the importance of the social studies competencies in the proceeding of the education-training activities and their acquisition levels for these competencies during their university studies. The ratio of the questionnaire forms which were filled out by the classroom teachers and sent via mail and whose validity is acknowledged is 51,48%.

For the control of the questionnaire forms' validity and the processing of the data collected from the questionnaire groups the SPSS (The Statistical Package for Social Sciences) package programme has been utilized. At the evaluation of the data on personal information of the questionnaire form, percentage and frequency, at the evaluation of the competency, arithmetical average, standard deviation and t test have been utilized. To determine whether any meaningful

differences between the teachers' importance and acquiring levels of the competencies, t test has been used for the related groups.

## RESULTS

The gender distribution among the teachers participated into the research shows an almost equal distribution, as 49 % male and % 51 female. Among the assignment years, an important portion of the participants is the graduates of the year 2002, with 44 %. Respectively, the year 2001 is represented with 25.5 % and the year 1999 is represented with 19 %. The graduates of the year 2000 are only represented by 10 % of the participants. 57 % of the participant classroom teachers, whose responses are accepted as valid are Gazi University's graduates and 36% of them are the Hacettepe University's graduates. The teachers who were graduated from the Ankara University are only 7 %.

The assessments of the classroom teachers on the importance and acquiring levels of the social studies subject matter and the subject teaching competencies are shown at the tables below. The teachers expressed that, each item of competency has importance in preceding the education-training activities and the level of acquisition of these during their university studies.

The findings on the social studies competency are composed of two sections as the subject matter competency and the subject teaching competency.

### *The Subject Matter Competencies*

The opinions of the teachers on their social studies subject matter competencies are shown the following 5 tables, regarding the General Competencies, History, Geography, Citizenship, Sociology – Economics and the Other Social Sciences.

#### General Competencies

At the Table 2, the assessments of the classroom teachers considering the importance and acquiring levels of the general competencies of the social studies are shown.

Table 2: The assessment of the teachers about the general competencies of social studies

Competencies	The Importance Level ( $n_1=139$ )		The Acquiring Level ( $n_2=139$ )		$\bar{X}_1 - \bar{X}_2$	t	p
	$\bar{X}_1$	$S_1$	$\bar{X}_2$	$S_2$			
1. GENERAL COMPETENCIES							
1 Understanding the relationship between the social studies and the social sciences and other scientific branches.	4.29	.73	3.81	.97	.47	6.56	.00
2 Understanding the requirement for a social studies lesson.	4.55	.65	4.04	.89	.51	7.35	.00
3 Explaining the historical developments related to the social studies lesson.	4.13	.80	3.63	1.01	.50	6.82	.00
4 Understanding the social studies' relationship with the normal daily life.	4.50	.66	4.05	1.00	.45	6.33	.00
5 Ability to make scientific studies on the topic issues of the social studies.	4.00	.97	3.12	1.23	.88	9.52	.00

As it is noticed from the Table 2, the arithmetical averages of the classroom teachers' assessments on the importance level of the general competencies of the social studies vary between 4.00 and 4.55; and the averages of the acquiring level vary between 3.12 and 4.05. The teachers have stated that, they give the utmost importance to the competency of "Understanding the requirement for a social studies lesson." The difference between the importance and the acquiring levels is between 0.47 and 0.88. The teachers have shown the most important difference at the competency of "Ability to make scientific studies on the topic issues of the social studies" and they have stated that, they find this competency "quite" important, but they could acquire it "partially."

The standard deviations of the assessments are between 0.65 and 0.97 as for the importance level, however they are between 0.89 and 1.23 as for the acquiring levels. It has been observed that, the teachers' assessments on the importance level are more identical.

As for the assessments on the general competencies, it has been noticed that, all proficiencies are meaningful at a level of .01. It has been also observed that, the points given to the importance level are significantly higher than the acquiring levels.

### The History

As it may be seen from the tables below, the History competencies are evaluated in four subsections of the General History, the Anatolian

Civilizations, the Turkish History, the Islamic History and the Turkish Republic's History.

At the Table 3, the importance levels attributed to the general competencies on the History and their acquiring levels for these competencies during the university studies are shown.

Table 3: The Teachers' assessment of general competencies for the social studies – history,

Competencies	The Importance Level ( $n_1=139$ )		The Acquiring Level ( $n_2=139$ )		$\bar{X}_1 - \bar{X}_2$	t	p
	$\bar{X}_1$	$S_1$	$\bar{X}_2$	$S_2$			
2. HISTORY							
GENERAL							
6 Explaining the subject of the history.	4.47	.67	4.18	.82	.29	4.72	.00
7 Understanding the history's importance in the individual's multidimensional improvement.	4.35	.80	3.91	.86	.44	6.26	.00
8 Understanding the basic concepts and classifications about the history and the time.	4.22	.84	3.93	.86	.29	3.98	.00
9 Interpreting the tools and materials related to the history such as the maps, map books, historical tapes, illustrations, photographs, etc.	4.61	.65	4.12	.96	.49	5.97	.00
10 Awareness of the importance and the requirement of the protection of the historical works	4.67	.63	4.14	.83	.53	7.50	.00

The classroom teachers have been expressing that, they find the History general competencies important between the averages of 4.22 and 4.67 and they acquired these competencies between the averages of 3.91 and 4.18. The teachers find the competency of "Awareness of the importance and the requirement of the protection of the historical works" as the utmost important competency, with an arithmetical average of 4.67. This competency is followed by the competency of "Interpreting the tools and materials related to the history such as the maps, map books, historical tapes, illustrations, photographs, etc." with an importance level of 4.61 arithmetical average.

The difference between the importance and the acquiring level of the competencies varies between 0.29 and 0.53. The competency on the 10<sup>th</sup> row whose importance level is the highest has also the highest difference rate between the importance and the acquiring levels, with 0.53.

According to the results of the t test measuring the meaningfulness of the average differences between the importance level and the acquiring level of the general competencies, there has been a meaningful difference rate of .01 for all competencies. It has been observed that, the importance levels attributed to the general competencies of the History by the classroom teachers are higher than their average acquiring levels; the importance and the acquiring levels aren't compatible with each other.

At the Table 4, the assessments of the classroom teachers on the importance and the acquiring levels of the Anatolian Civilizations and the Turkish History are shown.

Table 4: The assessments of the teachers about the Anatolian civilizations and the Turkish history competencies

Competencies	The Importance Level ( $n_1=139$ )		The Acquiring Level ( $n_2=139$ )		$\bar{X}_1 - \bar{X}_2$	t	p
	$\bar{X}_1$	$S_1$	$\bar{X}_2$	$S_2$			
2.HISTORY							
The Anatolian Civilizations and the Turkish History							
11 Understanding the geography, cultural and civilizational characteristics of the locations where the first Turkish States were founded.	4.39	.62	3.99	.85	.40	5.45	.00
12 Understanding the geography, cultural and civilizational characteristics of the locations where the Early Ages Anatolian Civilizations were founded.	4.21	.72	3.86	.88	.35	4.79	.00
13 Explaining the impacts of the Anatolian and surrounding civilizations to the Anatolian Civilizations.	4.19	.67	3.62	.78	.58	7.97	.00
14 Explaining the Turkish States founded in the Middle East and the Near East and their cultural and civilizational characteristics.	4.04	.72	3.50	.86	.55	7.02	.00
15 Understanding the important historical facts on the foundation, rise, standstill, regression, liquidation and fall down periods of the Ottoman Empire.	4.39	.73	3.97	.90	.42	5.57	.00
16 Explaining the cultural and civilizational characteristics of the Ottoman Empire.	4.37	.70	3.97	.90	.40	5.29	.00

It has been observed that, the classroom teachers find the competencies at the Table 4 at the arithmetical averages between 4.04 and 4.39, with levels varying between “very” and “quite.” The teachers consider that, they have acquired



these competencies at the arithmetical averages between 3.50 and 3.99, at the “quite” level.

The standard deviation values of the assessments on the competencies as for the importance level vary between 0.62 and 0.73; and as for the acquiring levels, they are between 0.78 and 0.90. The teachers act more identical in their assessments on the importance levels of these proficiencies.

According to the results of the t test to determine whether there is a meaningful average difference between the importance level and the acquiring level of the Anatolian Civilizations and the Turkish History, it has been observed that, there is a meaningful difference rate of .01 for all competencies. It has been observed that, the importance levels attributed to the general competencies of the History by the classroom teachers are higher than their average acquiring levels.

At the Table 5, the assessments of the classroom teachers on the importance and the acquiring levels of the Islamic History are shown.

Table 5: The Assessments of the teachers about Islamic history competencies

Competencies	The Importance Level ( $n_1=139$ )		The Acquiring Level ( $n_2=139$ )		$\bar{X}_1, \bar{X}_2$		t	p
	$\bar{X}_1$	$s_1$	$\bar{X}_2$	$s_2$	$\bar{X}_1$	$\bar{X}_2$		
2. HISTORY								
The Islamic History								
17	Explaining the pre-Islamic Arabian aspects of the state administration, religion-belief, social and economical life, military, writing, language and the literature.	3.78	.94	3.45	.95	.32	3.59	.00
18	Understanding the basic facts on the birth of the Islam and its spreading.	4.16	.89	3.58	1.00	.58	7.22	.00
19	Understanding the Islamic culture and the civilization.	4.19	.85	3.68	.92	.50	6.63	.00
20	Explaining the Islamic culture and the civilization's impacts on the other cultures and the civilizations.	4.11	.87	3.55	1.01	.55	6.88	.00
21	Explaining the pre-Islamic Turks religions, beliefs and social life styles.	4.14	.90	3.77	1.00	.37	4.29	.00
22	Explaining the facts on the Turks' acceptance of the Islam.	4.14	.83	3.75	.99	.39	4.77	.00
23	Awareness of the Turks' services to the Islam.	4.22	.90	3.87	.99	.35	4.85	.00

The importance level averages of the Islamic History are between 3.78 and 4.22; and the averages of the acquiring level vary between 3.45 and 3.87. The classroom teachers have stated that they find one of the Islamic History

competencies “very” important and the others as “quite” important; and they have mentioned that, they acquired all of these competencies “fairly.” The differences between the importance and the acquiring levels are between 0.32 and 0.58, and the most significant difference has been observed for the competency of “Understanding the basic facts on the birth of the Islam and its spreading.” According to the t test results at the Table 3.20, there is a meaningful difference rate of .01 for all competencies. The teachers think that, there is a significant difference between the importance they attribute to the Islamic History competencies and their acquiring level.

At the Table 5, the assessments of the classroom teachers on the importance and the acquiring levels of the Turkish Republic’s History are shown.

Table 6: The Assessments of the teachers about the Turkish Republic’s history competencies

Competencies	The Importance Level ( $n_1=139$ )		The Acquiring Level ( $n_2=139$ )		$\bar{X}_1 - \bar{X}_2$	t	p
	$\bar{X}_1$	$S_1$	$\bar{X}_2$	$S_2$			
2. HISTORY							
The Turkish Republic’s History							
24 Understanding the basic facts on the Mondros Ceasefire Treaty.	4.52	.63	4.12	.74	.40	6.08	.00
25 Interpreting the general historical facts which took place during the period between the start of the Independence War and the Declaration of the Republic.	4.63	.62	4.26	.86	.37	5.67	.00
26 Explaining the Turkish reforms on the politics.	4.58	.67	4.21	.77	.37	4.93	.00
27 Explaining the Turkish reforms on law.	4.54	.63	4.13	.82	.41	5.81	.00
28 Explaining the Turkish reforms on social life style.	4.60	.62	4.29	.72	.32	4.78	.00
29 Explaining the Turkish reforms on the economics.	4.50	.97	4.13	.90	.37	5.57	.00
30 Understanding the significance of the Turkish reforms and the responsibilities for their protection.	4.59	.69	4.31	.82	.28	3.52	.00
31 Explaining the basic characteristics of the Kemalist way of thinking.	4.61	.60	4.24	.80	.37	5.77	.00
32 Understanding the basic facts on the Ataturks life, his personality and his character.	4.60	.60	4.40	.71	.20	4.01	.00
33 Willingness to read books and essays on Ataturk’s life, his personality and his way of thinking.	4.66	.58	4.15	.86	.51	7.87	.00

As it may be seen from the Table 6, the arithmetical averages of the Turkish Republic's History's importance level are between 4.52 and 4.66; and the averages of the acquiring level vary between 4.12 and 4.40. The teachers think that, these competencies are "very" important and they are acquired "pretty much" and "fairly." It has been noticed that, the averages of the importance level for the Turkish Republic's History are higher than the other History competencies and the teachers give more importance to the History of the Turkish Republic. The teachers have assessed the "Willingness to read books and essays on Atatürk's life, his personality and his way of thinking" as the utmost important competency, with a arithmetical average of 4.66. According to the t test results at the Table 6, a meaningful difference rate of .01 for all competencies' averages of the importance and the acquiring levels has been observed. The teachers think that, they could not acquire the competencies which they attribute too much importance in a manner which is compatible with its importance.

#### The Geography

The social studies Geography competencies have been evaluated in 4 subsections as the General Geography, Turkey's Geography, World and Countries Geography and Environment.

At the Table 7, the classroom teachers' assessments on the importance attributed to the general proficiencies of the Geography and their acquiring level of these competencies are shown.

Table 7: The teachers' assessments about general competencies -geography

Competencies	The Importance Level ( $n_1=139$ )		The Acquiring Level ( $n_2=139$ )		$\bar{X}_1 - \bar{X}_2$	t	p	
	$\bar{x}_1$	$s_1$	$\bar{x}_2$	$s_2$				
3. GEOGRAPHY								
GENERAL								
34	Understanding the basic concepts of the geography.	4.40	.70	3.81	.94	.59	7.41	.00
35	Understanding the tools and materials showing the geographical characteristics such as the maps, map books, sketches, plans, graphs, etc.	4.59	.60	4.06	.95	.53	6.56	.00
36	Ability to draw graphs, plans and sketches.	4.19	.82	3.43	1.07	.76	7.48	.00

The classroom teachers have stated that, they find a competency of Table 7 "quite" important and the others "very" important and they have acquired them "fairly." The teachers mostly think that, the competency of "Understanding the tools and the materials showing the geographical characteristics such as the maps, map books, sketches, plans, graphs, etc." is utmost important, with a

arithmetical average of 4.59. Among the differences between the importance and the acquiring levels, the most significant level has been observed at the competency of “Ability to draw graphs, plans and sketches” with 0.76.

According to the t test results at the Table 7, there is a meaningful difference rate of .01 for all competencies’ averages of the importance and the acquiring levels of all competencies. The teacher’s importance levels for the general competencies are higher than their acquiring levels.

At the Table 8, the classroom teachers’ assessments on the importance and acquiring levels of the Turkey’s Geography competencies are shown.

Table 8: The teachers’ assessments about Turkey’s geography competencies

Competencies	The Importance Level ( $n_1=139$ )		The Acquiring Level ( $n_2=139$ )		$\bar{X}_1 - \bar{X}_2$	t	p
	$\bar{X}_1$	$S_1$	$\bar{X}_2$	$S_2$			
3. GEOGRAPHY							
Turkey’s Geography							
37 Explaining the Turkey’s ground structures, climate, natural flora, performed economical activity types, population and inhabiting characteristics.	4.59	.60	4.17	.84	.42	5.84	.00
38 General comprehension on the natural and socio-economical life style characteristics of the Turkey’s geographical regions.	4.47	.63	4.19	.74	.27	3.87	.00
39 Explaining the geographical location of Turkey over the world, its mathematical and special position.	4.53	.65	4.31	.78	.22	3.13	.00
40 Understanding the geopolitical significance of Turkey.	4.76	.49	4.51	.66	.25	4.57	.00
41 Understanding the impact of the environmental differences on the social and economical life.	4.57	.55	4.16	.88	.41	5.58	.00

As it may be seen from the Table 8, the Turkey’s Geography competencies’ importance levels are between 4.47 and 4.76; their averages of the acquiring levels are between 4.16 and 4.51. The teachers have mentioned that, they find these competencies “very” important and they have acquired them “pretty much” and “fairly.” The competency of “Understanding the geopolitical significance of Turkey” is one with the utmost importance level. According to the t test results measuring the meaningfulness of the difference between the importance and the acquiring levels, there are meaningful differences between all proficiencies’ averages of the importance and the acquiring levels. The

teachers' importance levels of Turkey's Geography competency are higher than their acquiring levels.

At the Table 9, the classroom teachers' assessments on the importance and acquiring levels of the world and the countries geography competencies are shown.

Table 9: The teachers' assessments about the world and the countries geography competencies

Competencies	The Importance Level ( $n_1=139$ )		The Acquiring Level ( $n_2=139$ )		$\bar{X}_1 - \bar{X}_2$	t	p
	$\bar{X}_1$	$S_1$	$\bar{X}_2$	$S_2$			
3. GEOGRAPHY							
The World and the Countries Geography							
42 Explaining the characteristics on the world's form, poles, equator, parallels, meridians, seas and lands etc.	4.39	.70	4.11	.86	.28	3.28	.00
43 Ability to show the geographical locations of the countries on the World.	4.24	.78	3.83	.98	.41	4.17	.00
44 Explaining the geographical characteristics of the Turkey's neighbors.	4.32	.74	3.71	.99	.61	7.13	.00

As it may be observed from the Table 9, the teachers have acquired "fairly" the competencies which they consider as "very" important. The competency with the utmost importance is "Explaining the characteristics on the world's form, poles, equator, parallels, meridians, seas and lands, etc." with 4.39; and the competency whose acquiring level is the lowest is the "Explaining the geographical characteristics of the Turkey's neighbors" with 3.71. The competency no. 44 is the one whose difference between the importance and the acquiring levels is the highest, with 0.61. The teachers think that, they could acquire this competency lesser than the others.

According to the t test results at the Table 9, there has been a meaningfulness between the importance and the acquiring levels of the competencies at the .01 level. It has been observed that, the importance level averages are higher than the acquiring level averages and the teachers could not acquire these competencies as much as they attribute them importance.

At the Table 10, the classroom teachers' assessments on the importance and acquiring levels of environment competencies are shown.

Table 10: The teachers' assessments about environment competencies

Competencies	The Importance Level (n <sub>1</sub> =139)		The Acquiring Level (n <sub>2</sub> =139)		$\bar{X}_1 - \bar{X}_2$	t	p
	$\bar{X}_1$	s <sub>1</sub>	$\bar{X}_2$	s <sub>2</sub>			
3. GEOGRAPHY							
Environment							
45 Awareness of the significance of the natural environment.	4.55	.65	4.02	.90	.53	7.64	.00
46 Explaining the environmental problems and their consequences.	4.62	.54	4.01	.94	.61	7.83	.00
47 Explaining the effects of the natural disasters on the human and the environmental health.	4.76	.43	4.04	1.15	.73	7.59	.00
48 Understanding the ways of the prevention and the protection from the natural disasters.	4.79	.41	4.08	1.17	.71	7.04	.00
49 Understanding the duties of the individual and the society in resolution of the environmental problems.	4.71	.54	3.91	1.03	.79	8.64	.00
50 Willingness to conduct research on the resolution of the environmental problems.	4.50	.70	3.27	1.31	1.23	11.58	.00

As it may be noticed from the Table 10, the average importance levels of the environmental competency vary between 4.50 and 4.79 and it has been observed that, the teachers give utmost importance to the competency of "Understanding the ways of the prevention and the protection from the natural disasters." The teachers' average acquiring levels for these competencies are between 3.27 and 4.08. Although all competencies have been found "very" important, they could only acquired "fairly" and "partially." Especially the competency of "Willingness to conduct research on the resolution of the environmental problems," which has been found very important, has the lowest average of acquiring level with 3.27. The teachers consider that, they could acquire this proficiency at the lowest in comparison to the other environmental competencies.

The standard deviations calculated for the importance and the acquiring levels of the environmental competencies are respectively 0.41-0.70 and 0.90-1.31. It has been observed that, the teachers' assessments on the importance level are more identical than those on the acquiring levels. According to the t test results on the assessments, the differences between the arithmetical averages are found meaningful in the level of .01. It has been observed that, the importance level attributed by the teachers to the environmental competencies is higher than their acquiring levels. In general, among the assessments on the Turkey's geography

and environment, it has been noticed that, the averages of the importance level are higher than those on the other geographical competencies.

### The Citizenship

At the Table 11, the classroom teachers' assessments on the importance and acquiring levels of Social studies - Citizenship competencies are shown.

Table 11: The teachers' assessments about citizenship competencies

Competencies	The Importance Level ( $n_1=139$ )		The Acquiring Level ( $n_2=139$ )		$\bar{x}_1 - \bar{x}_2$	t	p
	$\bar{x}_1$	$s_1$	$\bar{x}_2$	$s_2$			
4. CITIZENSHIP							
51 Awareness of the citizenship rights and responsibilities.	4.73	.53	3.94	1.01	.79	9.58	.00
52 Acknowledgement of the laws, acts and the declarations setting forth the citizenship rights and the responsibilities.	4.63	.54	3.53	1.04	1.10	11.96	.00
53 Understanding the significance of the love of the country and the nation.	4.72	.59	4.34	.84	.38	5.54	.00
54 Understanding the characteristics of the Turkish nation.	4.45	.80	4.18	.89	.27	3.41	.00
55 Explaining the elements constituting a nation.	4.47	.72	4.30	.84	.17	2.44	.02
56 Understanding the characteristics and the significance of the republican regime.	4.84	.37	4.38	.79	.46	7.20	.00
57 Explaining the basic historical facts on the Constitutions of the Republic of Turkey.	4.47	.70	3.63	1.11	.85	8.97	.00
58 Awareness of the main purposes and duties of the State of the Republic of Turkey.	4.52	.67	4.01	.94	.51	6.49	.00
59 Explaining the national and international aspects of the Mustafa Kemal Ataturk and other Turkish great men who direct the society.	4.63	.61	4.09	.99	.53	5.97	.00
60 Understanding the significance of embracing the Ataturk's principles and reforms and maintaining their continuity.	4.71	.62	4.27	.88	.44	5.79	.00
61 Understanding the significance of the education.	4.92	.27	4.49	.79	.43	6.77	.00

At the teacher's assessments on the 11 competency items regarding the social studies – Citizenship competency, the importance level's arithmetical averages are between 4.45 and 4.92. The teachers have mentioned that, they find the citizenship competencies "very" important. However, their acquiring levels' arithmetical averages are between 3.53 and 4.49. The teachers think that, they could acquire the abovementioned competencies "fairly" and "pretty much." It

has been observed that, the differences between the importance and the acquiring levels are between 0.27 and 1.10. The most significant difference may be observed at the competency of “Acknowledgement of the laws, acts and the declarations setting forth the citizenship rights and the responsibilities” with an average difference of 1.10. The teachers find this competency “very” important, but they have mentioned that, they could acquire it “fairly.” The standard deviation points of the importance levels of the competencies vary between 0.27 and 0.80; and those of the acquiring levels are between 0.79 and 1.11. It has been noticed that, the assessments on the importance level are more identical. The t test’s points which have been carried out to test the difference between the importance and the acquiring levels vary between 2.44 and 11.96. From the competencies, the 55<sup>th</sup> one has been found out as .05 meaningful and all of the other competencies are meaningful as .01. It has been observed that, the importance level attributed by the teachers to the citizenship competencies is higher than their acquiring levels.

#### The Sociology, Economics and the Other Social Sciences

At the Table 12, the classroom teachers’ assessments on the importance and acquiring levels of social studies – sociology, economics and the other social science competencies are shown.

Table 12: The teachers’ assessments about sociology, economics and the other social sciences competencies

Competencies	The Importance Level ( $n_1=139$ )		The Acquiring Level ( $n_2=139$ )		$\bar{X}_1 - \bar{X}_2$	t	p
	$\bar{X}_1$	$s_1$	$\bar{X}_2$	$s_2$			
5. SOCIOLOGY, ECONOMICS AND THE OTHER SOCIAL SCIENCES							
62 Explaining the individuals’ rights and responsibilities regarding the social life.	4.66	.61	3.89	.93	.77	9.79	.00
63 Explaining the social institutions and their functions which exist in the society.	4.43	.67	3.88	.90	.55	6.83	.00
64 Understanding the norms and proceedings required by the mass living.	4.68	.60	4.19	.90	.50	6.72	.00
65 Interpreting the reasons for the differences between the cultural characteristics, forms, economic activity types, etc. of the human societies.	4.30	.81	3.58	.95	.72	8.61	.00
66 Understanding the elements influencing the country’s economics.	4.45	.57	3.67	.94	.78	9.40	.00
67 Explaining the individual and social duties regarding the contribution to the economics.	4.53	.52	3.78	.90	.75	9.70	.00



68	Ability to have the students write down their own feelings, opinions, observations and the experiences.	4.54	.63	3.65	1.05	.89	9.23	.00
69	Explaining the basic economical notions such as the money, currency, inflation, stock exchange, etc.	4.06	.94	3.21	1.24	.86	8.01	.00
70	Understanding the relationship between the production, distribution and the consumption.	4.24	.81	3.44	1.16	.80	8.33	.00
71	Understanding the individuals' physical, mental and psychological developments, changes and interests.	4.57	.74	3.80	.93	.77	9.12	.00
72	Awareness of the family's, group's and the society's impacts on the individual's life.	4.63	.63	4.22	.74	.42	7.60	.00
73	Understanding the factors influencing the individuals' identity developments.	4.60	.65	3.96	.93	.63	7.35	.00

The arithmetical averages of the assessments of the teachers on the sociology, economics and the other social science competencies are between 4.06 and 4.63, and the arithmetical averages of their acquiring levels vary between 3.21 and 4.22. The differences between the arithmetical averages vary between 0.42 and 0.89. The teachers have stated that, they find the abovementioned competencies “very” and “quite” important, and they could acquire it “pretty much,” “fairly” and “partially.”

The standard deviation values of the competencies are between respectively 0.52-0.94 and 0.74-1.24. It has been observed that, the teachers' assessments on the importance level are more identical than those on their acquiring levels.

As it may be seen from the Table 12, a meaningful difference of .01 has been observed between the arithmetical averages of the importance and the acquiring levels. The teachers have mentioned that, the importance levels for the competencies on the sociology, economics and the other social sciences in proceeding the education-training activities are higher than their acquiring levels for these competencies during their university studies.

### **The Competency of the Subject Teaching**

The social studies teaching competencies are composed of 5 sections as the General Competencies, History, Geography, Citizenship, Sociology, Economics and the Other Social Sciences, in parallel with the subject matter competencies. The teachers' opinions regarding these competencies are shown at the tables below.

### The General Teaching Competencies

At the Table 13, the classroom teachers' assessments on the importance and the acquiring levels of the Social studies teaching general competencies are shown.

Table 13: The teachers' assessment about general competencies on the social studies teaching

Competencies	The Importance Level ( $n_1=139$ )		The Acquiring Level ( $n_2=139$ )		$\bar{x}_1 - \bar{x}_2$	t	p		
	$\bar{x}_1$	$s_1$	$\bar{x}_2$	$s_2$					
1. THE GENERAL COMPETENCIES									
74	At the preparation of the plans for the social studies teaching, ability to utilize the Primary Education's Social Studies Programme.		4.60	.69	4.15	1.05	.45	5.08	.00
75	Attentively planning the Social Studies teaching taking the students' cognitive, perceptive, psycho-motor development levels into consideration.		4.72	.51	4.03	1.04	.69	7.50	.00
76	In the teaching of the matters concerning the social studies, ability to draw connections between the students' daily life, life experiences and the environment they live in.		4.70	.52	4.14	.94	.56	7.46	.00
77	Utilizing the daily news, magazines and the essays to provide contribution to the social studies teaching.		4.65	.58	3.92	1.07	.73	7.66	.00
78	Developing the materials required by the social studies teaching.		4.72	.48	3.85	1.02	.88	10.4	.00
79	Utilizing the equipments such as the computers, projector, slydes, television, VCD, etc. in social studies teaching		4.77	.45	3.88	1.15	.90	9.22	.00

At the assessments of the classroom teachers on the general competencies for the social studies teaching, it has been observed that, they find these competencies "very" important with the arithmetical averages varying between 4.60 and 4.77; and they have acquired them "fairly" with averages between 3.85 and 4.15. The difference between the averages of the importance attributed to the abovementioned competencies and their acquiring levels show a variance between 0.45 and 0.90. The teachers have mentioned that, they find the most significant difference in the competency of "Utilizing the equipments such as the computers, overhead projector, slydes, television, VCD, etc. in social studies teaching."

The standard deviation points regarding the importance and the acquiring levels are respectively 0.45-0.69 and 0.94-1.15. It has been observed that, the teachers' assessments on the importance levels are more identical.

According to the t test results conducted to determine the meaningful difference between the arithmetical averages of the importance and the acquiring levels; a meaningful difference of .01 between the averages of the Social studies general competencies' importance and the acquiring levels. The teachers have assessed the importance level of the general competencies of the Social studies teaching in proceeding the education-training activities with a higher level than their acquiring levels for these competencies during their university studies.

### The History Teaching

In Table 14, the classroom teachers' assessments on the importance and the acquiring levels of the Social studies teaching history competencies are shown.

Table 14: The teachers' assessment about history competencies-social study teaching

<i>Competencies</i>	<i>The Importance Level (n<sub>1</sub>=137)</i>		<i>The Acquiring Level (n<sub>2</sub>=137)</i>		$\bar{X}_1 - \bar{X}_2$	t	p
	$\bar{X}_1$	S <sub>1</sub>	$\bar{X}_2$	S <sub>2</sub>			
2.HISTORY							
80 Arranging trips to the local historical buildings, remains and the museums.	4.50	.78	3.37	1.30	1.13	8.67	.00
81 Attracting attention to the protection of the historical buildings and the remains.	4.51	.79	3.93	1.02	.58	6.61	.00
82 Ability to utilize the local surroundings in teaching the historical issues.	4.60	.59	3.84	.99	.76	8.79	.00
83 Utilizing the elements such as the historical maps, map books, illustrations, photographs, postcards, historical remains, etc. during the teaching process.	4.74	.49	4.11	1.00	.64	7.44	.00
84 About the historical subjects, utilizing television, VCD, movies, radio, audio tapes.	4.61	.64	3.49	1.27	1.12	10.20	.00
85 Preparing dramatization, case examination vb. studies compatible with the historical subjects.	4.53	.63	3.61	1.18	.93	8.92	.00
86 Preparing the history tapes, illustrations and models together with the students.	4.59	.58	3.72	1.15	.88	8.52	.00
87 Showing the date of the basic historical events on a history tape.	4.58	.71	3.97	1.12	.61	6.41	.00

88	Implementing works which make the students' chronological information on the important events long lasting.	4.47	.70	3.55	1.16	.92	9.15	.00
89	Making the students respect the people who had served the mankind and take them as a role model for themselves.	4.47	.63	3.82	.96	.64	8.09	.00
90	Giving the students the awareness of the requirement for the history teaching.	4.64	.62	4.06	.90	.58	7.46	.00
91	About the history subjects, utilizing the texts, different essays and the dramatization works about the taught periods which explain the lives of that period.	4.45	.61	3.70	1.00	.75	8.63	.00

As it may be observed from the Table 14, the arithmetical averages of the classroom teachers' assessments on the importance level of the Social studies teaching history competencies are between 4.47 and 4.74; although the arithmetical averages of the acquiring levels vary between 3.37 and 4.11. The teachers attribute "very" much importance to the all historical competencies; however they have mentioned that, they could acquire these competencies either "partial" or "fairly." The difference values between their importance and the acquiring levels are between 0.58 and 1.13. It has been noticed that, the teachers consider the utmost significant difference in the competency of "Arranging trips to the local historical buildings, remains and the museums," with an average difference of 1.13.

The standard deviation points of the proficiencies vary between 0.49 and 0.79; and as for the acquiring levels, they are between 0.90 and 1.30. the teachers' assessments on the importance levels seem to be more identical.

According to the t test results shown at the Table 3.29, there is a meaningful difference of .01 between the arithmetical averages of the importance attributed by the teachers to the historical proficiencies and their acquiring levels for them. It has been observed that, the importance levels of the teachers for the competencies are higher than the acquiring levels.

#### The Geography Teaching

At the Table 15, the classroom teachers' assessments on the importance and the acquiring levels of the social studies teaching geography competencies are shown.

Table 15: The teachers' assessment about geography competencies- social studies teaching

Competencies	The Importance Level ( $n_1=137$ )		The Acquiring Level ( $n_2=137$ )		$\bar{X}_1 - \bar{X}_2$	t	p
	$\bar{x}_1$	$s_1$	$\bar{x}_2$	$s_2$			
3. GEOGRAPHY							
92 In teaching of the geographical characteristics of the world, countries and Turkey, utilizing the models, maps, map books, graphs and illustrations compatible with the subject.	4.78	.51	3.99	.90	.79	10.60	.00
93 Utilizing the actual events in teaching the geographical subjects.	4.55	.57	3.81	1.03	.74	8.30	.00
94 Planning the geography teaching to meet the students' interests and necessities.	4.55	.70	3.61	1.04	.95	9.80	.00
95 Utilizing the pedagogical plays and dramatizations in geography teaching.	4.45	.71	3.36	1.23	1.09	9.52	.00
96 Preparing sketches, plans, maps, illustrations and the graphs together with the students.	4.50	.61	3.40	1.04	1.10	10.30	.00
97 Arranging observation and examination trips aiming to know the natural characteristics of the local surroundings.	4.71	.56	3.42	1.17	1.29	11.80	.00
98 Utilizing the tools expressing the environmental problems and their consequences such as the pictures, boards, movies, etc.	4.56	.64	3.55	1.12	1.01	10.10	.00
99 Utilizing various essays and stories to develop the students' love and the interest for the environment.	4.49	.61	3.69	1.05	.80	8.13	.00
100 Observing the students' attention to protect the environment.	4.54	.65	3.78	1.12	.76	7.31	.00
101 Developing the projects aiming towards the resolution of the environmental problems.	4.45	.70	3.17	1.26	1.28	10.50	.00

As it may be seen from the Table 15, the arithmetical averages of the classroom teachers' importance levels attributed to the social studies teaching geography competency vary between 4.45 and 4.78; and the arithmetical averages for their acquiring levels are between 3.17 and 3.99. The teachers attribute utmost importance to the competency of "In teaching of the geographical characteristics of the world, countries and Turkey, utilizing the models, maps, map books, graphs and illustrations compatible with the subject.;" and they have mentioned that, they could acquire the competency of "Developing the

projects aiming towards the resolution of the environmental problems” at the lowest.

The differences between the proficiencies’ importance and the acquiring levels are between 0.74 and 1.29. The most significant difference may be observed at the competency of “Arranging observation and examination trips aiming to know the natural characteristics of the local surroundings.”. The standard deviation values of the importance and the acquiring levels differ respectively 0.51-0.71 and 0.90-1.26. It has been observed that, the teachers’ assessments on the importance levels are more identical than those on their acquiring levels.

According to the t test results shown at the Table 15, there is a meaningful difference between the arithmetical averages of the importance and the acquiring levels for these competencies. The teachers consider that, they could not accomplish the competency acquisition, which is compatible with the importance they give to the Social studies geography teaching, during their university studies.

#### The Citizenship Teaching

At the Table 16, the classroom teachers’ assessments on the importance and the acquiring levels of the Social studies teaching citizenship competencies are shown.

Table 16: The teachers’ assessment about citizenship competencies-social studies teaching

Competencies	The Importance Level ( $n_1=137$ )		The Acquiring Level ( $n_2=137$ )		$\bar{X}_1 - \bar{X}_2$	t	p
	$\bar{X}_1$	$s_1$	$\bar{X}_2$	$s_2$			
4. CITIZENSHIP							
102 Giving importance to the implementation of the democratic rules in the classroom.	4.83	.41	4.49	.73	.34	6.00	.00
103 Offering quotations from the related laws, acts and the declarations in teaching the citizenship rights and the responsibilities.	4.45	.63	3.69	1.06	.75	8.88	.00
104 Utilizing the essays and the movies in giving the students the love for the country and the nation.	4.56	.65	3.77	1.03	.80	8.86	.00
105 Giving importance to the students’ embracing the main characteristics of the Republic of Turkey.	4.72	.51	4.23	.80	.50	8.32	.00

106	Appreciating the importance of the students' demonstrations for their respect and love for the Turkish flag, the National March and Ataturk.	4.77	.45	4.45	.77	.33	5.01	.00
107	Acting with care in teaching the subjects related to the certain days and weeks, Ataturk's Week, the Republic's Day, the Human Rights Week, etc.	4.68	.55	4.18	.95	.50	6.40	.00
108	Including the opinions on the importance of Ataturk and the other great Turkish men published in the domestic and the foreign press.	4.36	.78	3.72	1.01	.65	7.07	.00
109	Utilizing various movies and texts explaining the Ataturk's principles and reforms and the characteristics of the Kemalist way of thinking.	4.55	.69	3.80	1.14	.75	8.34	.00
110	Preparing learning environments to improve the teachers' reading habits and their critical thinking powers.	4.66	.56	4.05	1.05	.61	6.45	.00

At the teachers' assessments, the arithmetical averages of the importance levels attributed to the citizenship competencies are between 4.36 and 4.83; and the arithmetical averages of their acquiring levels vary between 3.69 and 4.49. The proficiency in which the teachers attribute the utmost importance is the 102<sup>th</sup> one, which is "Giving importance to the implementation of the democratic rules in the classroom." The differences between the arithmetical averages of the importance and the acquiring levels of the competencies are between 0.34 and 0.80. The standard deviation values show a difference between 0.41 and 0.78 at the importance levels; and as for the acquiring levels, they are between 0.73 and 1.14. It has been observed that, the assessments on the importance levels are more identical.

The t test values, which is conducted to determine whether there is a meaningful difference between the teachers' assessments on the importance and the acquiring levels of the social studies teaching citizenship competencies show a meaningful difference varying between 5.01 and 8.88. It is obvious that, the importance levels attributed by the teachers to the competencies are higher than their acquiring levels of them during their university studies.

#### The Teaching of the Sociology, the Economics and other Social Sciences

At the Table 17, the teacher's assessments on the importance and the acquiring levels of the social studies teaching of sociology, economics and other social science competencies are shown.

Table 17: The teacher's assessments about sociology, the economics and the other social science competencies –social studies teaching

Competencies	The Importance Level ( $n_1=137$ )		The Acquiring Level ( $n_2=137$ )		$\bar{x}_1 - \bar{x}_2$	t	p
	$\bar{x}_1$	$s_1$	$\bar{x}_2$	$s_2$			
5. SOCIOLOGY, ECONOMICS AND THE OTHER SOCIAL SCIENCES							
111	In teaching the rules to be followed in the family, school and the society, benefiting from various studies such as different games, case studies, dramatization etc.						
	4.74	.44	3.99	1.06	.75	8.95	.00
112	Determining the rules to be followed at the school and in the classroom together with the students.						
	4.79	.44	4.31	.88	.47	6.60	.00
113	Organizing events to accelerate the students' working together, cooperation and solidarity.						
	4.70	.52	4.12	.88	.58	8.00	.00
114	Having the students to prepare the family budget plan.						
	4.12	.91	2.99	1.34	1.12	10.30	.00
115	Determining the contribution ways to the society and the country's economics together with the students.						
	4.39	.73	3.52	1.06	.88	9.49	.00
116	In a manner contributing to the teaching, organizing field trips to the village clinics, the Red Crescent, the Green Crescent, the Child Protection Institution, the Turkish Airline Institution, etc. to promote their functions and duties.						
	4.26	.83	2.89	1.26	1.37	10.50	.00
117	Determining the students' interests, requirements and opinions.						
	4.65	.59	3.97	1.05	.68	7.67	.00

As it may be noticed from the Table 17, the proficiency with the highest level of importance is the "Determining the rules to be followed at the school and in the classroom together with the students," with an arithmetical average of 4.79. It has been noticed that, the teachers attribute importance to the competencies varying between the "very" and "quite" levels. The teachers' averages considering their acquisition of the determined competencies vary between 2.89 and 4.31. The most common acquired competency, with an average of 4.31 at the "very" level, is the "Determining the rules to be followed at the school and in the classroom together with the students" and the most uncommon competency, with an average of 2.89 and at the "partial" level, is the "In a manner contributing to the teaching, organizing field trips to the village clinics, the Red Crescent, the Green Crescent, the Child Protection Institution, the Turkish Airline Institution, etc. to promote their functions and duties.." The



differences between the averages of the importance and the acquiring levels vary between 0.47 and 1.37.

The standard deviation values of the competencies is between 0,44 and 0,91 as for the importance levels and 0,88 and 1,34 as for the acquiring levels. The importance level assessments of the teachers seem to be more identical than those of their acquiring levels. The meaning of the difference between arithmetical averages of their importance and acquiring levels has been tested with the t test. The differences between the averages of the assessments on all competencies for the importance and the acquiring levels have been found out meaningful in a .01 level. Considering the Social studies teaching of the teachers, they have been observed to be able to acquire lesser competency in sociology, economics and the other social sciences in comparison to the value they attribute to these lessons.

## CONCLUSION

As a result, it has been observed that, the classroom teachers find 61 competencies out of the social studies subject matter competencies as “very” important, 12 competencies as “quite” important, they have acquired 14 competencies “pretty much”, 56 competencies “fairly” and 3 competencies “partially”; from the subject teaching competencies, they find 43 competencies as “very” important and 1 competency as “quite” important, out of these competencies, they have acquired 7 competencies “pretty much,” 32 competencies “fairly” and 5 competencies “partially.” It has been understood that, the determined competencies on the social studies have been found as important by the teachers. The average of their acquiring levels for the determined competencies is lower than their importance level average. In other words, some meaningful differences between the averages of the social studies importance and acquiring levels were found. The teachers could not have the competency on the social studies in a manner compatible with its importance.

Considering the standard deviation values of the assessments on the importance and the acquiring levels of the social studies competencies, the standard deviation values of the importance level assessments are lower than the acquiring level assessments. It has been noticed that, the teachers share more common ideas in their importance level assessments, but as for the acquiring level assessments, the ideas begin to differ more and more.

The studies which are directly or indirectly related with the present study have been included below since they are beneficial for determining teachers’ competency perceptions and acquisitions.

In Kucuktepe's study (1998), 4<sup>th</sup> and 5<sup>th</sup> grade primary school teachers' level of implementation of teacher behaviors related with the use of methods in social sciences course were determined. According to the results; most of the teachers (69.6 %) were using lecturing as the teaching method, 67.6% did not state any kind of evaluation.

Sahin (1998) investigated the student teachers' views about the practice competencies toward the 4<sup>th</sup> and 5<sup>th</sup> grade social science course. The study also included to what extent student teachers think they have acquired these competencies in their Social Sciences Teaching Course. The results showed that; student teachers

According to the results; during their teaching practice the student teachers were evaluated as competent in lesson planning and communication, partially competent in lesson preparation, the use of teaching methods, class management and evaluation. In addition the student teachers stated that they acquired the competencies regarding lesson preparation, the use of teaching methods, class management and evaluation partially in their Social Sciences Teaching Course.

Gokce's study (1999) investigated the primary teachers' competencies as well as the level of acquisition. The teachers were competent enough in child development, communicating effectively in class, teaching methods, reading, writing, mathematics teaching, class management, school-parents relationships, Professional and personal characteristics. Their level of competency was not sufficient enough in evaluating student success and curriculum development.

Traci (2001)'s research "Perceptions of School Based Competence: Parents and Teachers Competences" sought to describe the perceptions of both parents and teachers with regard to school based parent and teacher competence and the roles competent parents and teachers play in fostering development of educational attainment within children

According to the parents' views; competent teachers are expert in their subjects and they are patient and helpful during the interaction with children. Competent parents communicate with their children; they love and support their children. According to the teachers' views; competent teachers have high Professional satisfaction, they love and protect their students. Competent parents are the individuals who support their children's education and the decisions taken by the teachers at school. They also conduct assistance and discipline strategies positively at home.

When other results of the studies have been considered, teachers are required to have competencies in various subjects however, it can be concluded that the acquisition levels can not meet the expectations in some of the competencies.

### **RECOMMENDATIONS**

Although the competency on the social studies lesson is considered as important by the classroom teachers, it has been noticed that, they could not acquire the related competency during their studies in the faculty. This implies that, there are some deficits and problems at the proceeding and the organization of the educational programmes. It has been recommended that, by taking the competencies as the reference point, the educational programme should be reorganized and improved in compliance with the competencies.

Another reason for the classroom teachers' incompatibility with the competency acquisition with the importance given may be the fact that, their professional starting behaviors are not at the desired level. Therefore, at the selection of the teacher candidates to the faculties, the a test for starting a career as a teacher according to the determined teacher ship criteria should be made.

This research has been conducted to determine the social studies, the subject matter and the subject teaching competencies of the teachers who were graduated from the primary school teaching programmes of the education faculties and to measure their levels of the acquiring of the competency. As for the other teaching subjects, the teaching competencies should be determined and the education programmes should be improved based on the competency.

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