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Abstract

The aim of this study is to examine the relationships between classroom teaching, self-efficacy, and motivation in the context of social studies lesson. The research was of the survey type and the predictive correlational design was preferred. A total of 1301 middle school seventh grade students participated in the study. Social Studies Motivation Scale (SSMS), Social Studies Self-Efficacy Scale (SSSES), and Responsive Environmental Assessment for Classroom Teaching in Social Studies [REACT/SS] to determine perceptions of the students about the teaching process were used as data collection tools. SSMS consists of a total of five factors and twenty-one items. SSSES consists of a single factor and twenty-three items, while REACT/SS consists of six factors and thirty-five items. Correlation analysis and multiple regression analysis were applied to the data obtained from the study. According to the results, REACT / SS scores of middle school students are a significant predictor of students' self-efficacy and motivation levels. Again, students' self-efficacy levels predict their motivation levels significantly. According to the results obtained from the study, it was determined that the instruction given by the teacher in the classroom was an important variable on self-efficacy and motivation that directly affect the academic success of the students. In this context, it can be said that the teacher is very effective on two critical variables affecting the students' academic achievement. The results of the study are considered to have multiple effects on both pre-service and in-service teacher trainings.

Introduction

The research on structure and nature of the teaching process has intensified since the second half of the 20th century. In the years following the Second World War, the increase in the level of schooling and the mass schooling brought about certain problems. The widespread use of programmed instruction in the early 1950s, the Model of School Learning proposed by John Carroll at the end of the 50s, and the Mastery Learning Model that is an advanced form of the Model of School Learning were the practices that were suggested completely with the aim of understanding and managing the nature of the teaching process. Likewise, the teaching models put forward by Madeline Hunter, Barak Rosenshine in the later periods, and the recently used Robert Marzano's teaching model are all aimed at enhancing the quality in the teaching process and carrying out a qualified teaching practice (Caroll, 1963; Gentile, 1988; Marzano, 2007; Rosenshine, Meister, & Chapman, 1996; Rosenshine, 2012; Stallings, Robbins, Presbrey, & Scott, 1986; Stallings & Krasavage, 1986). The most important result of the research on the teaching process and the quality of teaching is the correlation between the academic success of students and the quality of teaching. Indeed, studies have found a significant positive correlation between the quality of teaching and the academic success of students in the last decade (Allen & Fraser, 2007; Allen, Pianta, Gregory, Mikami, & Lun, 2011; Hattie, 2009; Lam, Wong, Yang, & Liu, 2012; McCormick & O'Connor, 2015; Rivkin & Schiman, 2015). Again, the quality of teaching increases students' motivation levels (Fauth, Decristan, Rieser, Klieme, & Büttner, 2014; Skinner & Belmont, 1993), student participation in the course, and the level of engagement (Patrick, Ryan, & Kaplan, 2007). The common point of these studies is the focus on the quality of teaching. In fact, as the quality of teaching process increases, it is seen that the enrichment of education, the permanence of learning, and the cognitive-intellectual development lines of the students increase significantly. There are many variables that affect the quality of the teaching process that is very effective on student achievement. When these variables are in the order of importance, it is seen that the most important variable that affects the process is the teacher (Hattie, 2009).

Teacher qualifications or the approach the teacher uses in the classroom directly affect and guide the teaching process. Therefore, it is mainly the teacher qualifications that determine the teaching process and the nature of the teacher-student relationship (Hattie, 2009; Wu, Anderson, Nguyen-Jahiel, & Miller, 2013). It is observed that some methods and techniques applied by the teacher in the classroom are more effective than others and increase students' motivation towards the lesson, while these methods engage students longer (Allen, Gregory, Mikami, Lun, Hamre, & Pianta, 2013; Brophy, 1986; Dotterer & Lowe, 2011; Fredricks, Blumenfeld, & Paris, 2004; Gettinger & Ball, 2008; Harbor, Evanovich, Sweigart, & Hughes, 2015). The teacher's use of a clear language, informative feedback, division of the lesson into small pieces, and checking how much students understand at the end of each piece are examples of such methods. From this point of view, the following conclusion can be reached: it is possible to put an end to the academic failure in schools and teacher has the leading role in this. One of the best ways to understand how teachers are guiding the teaching process in the classroom can be to learn the views of students. The views of students are of particular value to learn how the classroom environment is shaped and what is happening in the classroom behind closed doors. The main sources of data in the studies on the variables that affect the teaching process are teachers and students (Gettinger, Schienebeck, Seigal, & Vollmer, 2011). Teachers are a critical source of information in the classroom as the person who manages the teaching process.

However, the perceptions and views of the students are important for explaining the different dimensions of the teaching process. Specifically, determining students' views with the scales that are easy to use, short, and comprehensible has the potential to develop an understanding of the different dimensions of the teaching process. For this reason in this study, students' views were taken into consideration in order to understand the structure of the teaching process. The teaching process –as mentioned earlier—is also important in relation to motivation and self-efficacy. Motivation, which is a critical factor in terms of student participation, effectiveness, and positive attitude development in the teaching process, should be considered in terms of academic success (Ahn, Patrick, Chiu, & Levesque-Bristol, 2018; Baeten, Dochy & Struyven, 2013; Jang, Reeve, & Deci, 2010).

In other words, the positive emotions and views of the students towards their teachers affect their academic success and draw attention as a factor that improves their interest in the lesson (Hargreaves, 1998; 2000). Again in this context, self-efficacy among other motivational factors draws attention as a very strong factor in terms of its relationship with academic success. In the literature, especially when studies to understand the nature of motivational factors are examined, it is seen that self-efficacy is considered as a separate factor (Schiefele & Schaffner, 2015; Zee & Koomen, 2016). In this context, it can be said that self-efficacy and motivation have a very important place in the future career goals of students and their academic success. How these two factors change in the classroom environment during the interaction with the teacher and how the communication of the teacher with the students, the instructional approaches used, and the effectiveness of the assessment to explain these factors emerge as important problems.

Teacher and Student Motivation

In the early psychology studies on the students' motivation levels towards the lesson, it was emphasized that motivation is an intrinsic force and that it is a varying feature from individual to individual. Studies from the beginning of the eighties have tried to explain the students' motivation levels by emphasizing the intrapsychic powers of the students as if confirming this emphasis. For example, as there are studies emphasizing that students' goal orientations are an effective force in motivation (Ames & Ames, 1984; Dweck & Elliot, 1983; Nicholls, 1984), there are also studies stating that students' interest toward subject or lesson is a key variable for motivation (Schiefele, 1991) or suggesting that students' perceived skill levels play an important role in motivation (McIver, Stipek & Daniels, 1991).

In particular, the Mastery Learning Model of Benjamin S. Bloom, who further extended the work of John Carroll in the early 1960s, was noted with the emphasis on the importance of the teaching process in the classroom for academic skills. As a matter of fact, Keller (1983) and Brophy's (1986) studies in the later period have drawn attention to the quality of teaching in the classroom and, of course, the qualifications of the teacher. The communicative language used by the teacher in the classroom, the positive perspective, and the different teaching methods and techniques are the key variables in the student motivation. Therefore, it can be said that the factors such as the use of positive feedback and reinforcement in the classroom, the determination of purpose for students, differentiation of teaching, the actualization of instructional delivery in a student-oriented manner, and the timely feedback for homework assignments play a critical role in student motivation.

Teacher and Self-Efficacy

Self-efficacy, which is an important motivational factor, can be defined as a belief that individuals can exhibit the behaviors necessary for a specific performance in a particular subject (Bandura, 1977; 1986; 1997). Self-efficacy is also one of the most important building blocks of motivation as a structure that shows the individual's dominance over his or her own motivation and behavior. Self-efficacy is not one's relying on being capable, but one's rely on his or her cognitive and sensual resources. An individual who has sufficient skills to solve a problem but has low self-efficacy will not be able to utilize these skills. The concept of self-efficacy includes factors such as planning of an action, being aware of and arranging the necessary skills, and the level of motivation as a result of reviewing the gains to be obtained with the difficulties (Bandura, 1995). A strong level of self-efficacy leads to success, personal development, and diversification of skills. Previous successful experiences, examples of other people with similar characteristics, positive feedback from the environment, and positive emotions and situations are the sources that feed the self-efficacy. When an action fails, a student with a high level of self-efficacy does not attribute this failure to lack of his/her skills, but to the inaccuracy of the methods and strategies used (Yıldırım & İlhan, 2010).

Self-efficacy is an important factor that influences students' thinking and emotional reactions. Students with high levels of self-efficacy can perform effectively in difficult tasks. Students with low levels of self-efficacy see the activities or the tasks assigned to them as more difficult than they are. Such an approach enhances the level of stress and anxiety, and narrows the perspective required for a student to solve a problem in the best way or to complete a task in the most perfect way. Therefore, self-efficacy occupies an important place in explaining the success levels of students (Pajares, 2002). Self-efficacy, which is so effective on academic success, is also influenced by the teaching process. Fencl and Scheel (2005) determined that the teaching methods and techniques used in the classroom directly affect the students' self-efficacy levels. Margolis and McCabe (2006) made some suggestions to improve students' self-efficacy levels. In the classroom teaching process, they suggested that the teachers should give examples in accordance with the students' level, follow the path from simple to complex, encourage the students continuously and use different teaching methods. In this context, it is seen that the teacher and the teaching process in the classroom are critical variables in the development of self-efficacy.

Teaching, Self-Efficacy, Motivation and Social Studies

Social studies are of great importance nowadays, especially both in the development of citizenship consciousness and in being a global citizen in the globalized world. Although the developments of the countries are directly proportional to their science and technology education, it is an indisputable fact that being social, being productive and conscious citizens, following and understanding the developments in the world, and thus, being a global citizen are also important for social development (Hursh & Ross, 2000; Ross, 2000). Especially in an era where migration movements are intense and conflict and polarization are felt, teaching new generations the concepts of democracy, tolerance, understanding, culture of reconciliation, consciousness of living together, and freedom of thought and internalization of these concepts by students are important in terms of global peace. This situation undoubtedly necessitates an effective and efficient teaching of social studies. Effective communication with students during the lesson, teaching with the student-centered activities, and planning the lesson together with the students are among the measures that can be taken in order to be effective in the teaching process. This way of teaching social studies will contribute to the students' interest towards the subject matter, to the development of students' motivation towards the lesson, and more important than all to the development of students' self-efficacy levels. Only memorizing the facts, failing to internalize the subject matter, and above all, the decrease in the students' motivation levels towards the lesson will reduce the quality of a lesson based on reading and thinking. Therefore, the main problem of this study is to determine how teaching process of social studies affects the students' self-efficacy and motivation levels.

Purpose of the Research

The aim of this study is to determine the relationship between the perceptions of the middle school students about the teaching process in the social studies lesson and their self-efficacy and motivation levels towards the lesson and to determine to what extent the perceptions of the students about the teaching process predict their self-efficacy and motivation levels. For this purpose, answers to the following questions were sought.

1. What is the relationship between the perceptions of the students about the teaching process and their self-efficacy levels?

2. What is the relationship between the perceptions of the students about the teaching process and their motivation levels?
3. What is the relationship between students' self-efficacy and motivation levels?
4. To what extent do students' self-efficacy levels predict their motivation levels?
5. To what extent do the perceptions of the students about the teaching process predict their self-efficacy and motivation levels?

Method

This study, which examines the perceptions of the seventh grade students about the teaching process in the social studies lesson and the relationship between their self-efficacy and motivation levels, is structured in accordance with the predictive correlational design that is one of the quantitative research designs. In the predictive correlational studies, researchers examine the relationships between the variables and focus on to what extent one of the variables predicts the other variable. Among the variables, the variable with the known value that will do prediction is called as predictor variable while the variable that will be measured is called as criterion variable. In the predictive correlational studies, the higher the relationship between the two variables, the more accurate the procedure is. In this study, it is considered as the fundamental problem that to what extent the students' scores on the React / SS scale predict the students' motivation and self-efficacy levels.

Study Group

The sample of the study consisted of 1301 seventh grade students in middle schools in the city of Balıkesir. Of the participants, 679 [52.2%] were male and 622 (47.8%) were female. The mean age of the students in the study was 13.01 and the standard deviation was 0.454.

Data Collection Tools

Data were collected with three scales in the research. These scales are respectively Social Studies Motivation Scale (SSMS), Social Studies Self-Efficacy Scale (SSSES), and Responsive Environmental Assessment for Classroom Teaching in Social Studies (REACT / SS). CFA was performed for each of the three scales used in the study. CFA results of the scales are presented under a separate title.

Data Analysis

For each of the scales used in the study, CFA was performed by using Lisrel 8.54 program to determine the construct validity. Pilot groups were used for the CFA procedure. Since the data of the pilot groups did not meet the normality assumption in the CFA analysis, Diagonally Weighted Least Square [DWLS] was chosen as the method. After the pilot study, data were collected from a total of 1301 seventh grade students for the main study. In the analysis of these data, the normality assumption was first tested. After the normality assumption was met, Pearson Correlation and Multiple Linear Regression Analysis were performed. Before the regression analysis, the necessary prerequisites of the data set [normality, multicollinarity, and uniqueness] were checked. To determine the effect size of the regression analysis, the following formula recommended by Cohen (1988) was used: $f^2 = R^2 / 1- R^2$.

Results and Discussion

The findings of the study are presented under two separate headings. The first heading is about the CFA results of the scales used in the research. The second heading is about the correlation and regression analyses.

Results for Confirmatory Factor Analysis

CFA was performed for all scales used in the study. The first CFA was performed for the SSMS. SSMS was prepared based on the motivation part of MSLQ scale that was developed by the Pintrich, Smith, Garcia, and McKeachie (1991). The scale consists of 21 items and five sub-dimensions. In the process of adaptation of the

scale to Turkish, it was first translated into Turkish from English and the quality of this translation was controlled by two experts who speak English at the native tongue level. This copy of the scale was accepted as an essential piece and an opinion of an academician who is specialized in Turkish Language Teaching was taken in terms of Turkish grammar competence. Finally, after the examination of two teachers working in the Ministry of Education, the scale was finalized and pilot study was run. The pilot study of the scale was tested with CFA because of the adaptation process. Prerequisites recommended for the implementation of the CFA by Harrington (2009, p.36-49) was checked and the data set was determined to be suitable for CFA. Then the scale was given to 216 participants. As a result of the CFA, the factor loadings of the scale were found to be between 0.51 and 0.89. These results are seen as sufficient (Harrington, 2009). Since DWLS was used as a method in CFA implementation, Satorra Bentler Chi Square value was first calculated within the fit indices obtained (Bentler, 1995; Satorra & Bentler, 1994). When the obtained value [$S\text{-}Bx^2$ = 307.31; *sd* = 178; $S\text{-}Bx^2$ / *sd* = 1.72] is examined, it is observed that the fit is perfect (Hu & Bentler, 1999; Klem, 2000; Kline, 2011; McDonald & Moon-Ho, 2002). The fit indices obtained from CFA were as follows: RMSA = .059; SRMR = .082; GFI = 0.97; AGFI = 0.95; CFI = 0.98; NFI = 0.94. According to these results, $S\text{-}Bx^2$ / *sd*, CFI, GFI, and AGFI values were found to be perfect fit, while RMSA, SRMR, and NFI index values were within acceptable limits. Based on these results, the construct validity of SSMS was confirmed. Alpha coefficients for the sub-dimensions of the scale were calculated as: Internal Goal Orientation (IGO) [α = .636], External Goal Orientation (EGO) [α = .632], Topic Value (TV) [α = .850], Learning Beliefs (LB) [α = .742], Test Anxiety (TA) [α = .882]. The Cronbach alpha coefficient for the overall scale was .827. Social Studies Motivation Scale (SSMS) was added to the appendices (Appendix 1) at the end of the study.

The second CFA was performed for the SSSES. SSSES is a one-dimensional scale consisting of 25 items in 5-point Likert type developed by Doğan, Beyaztaş, and Koçak (2012). The EFA and CFA conducted by Doğan, Beyaztaş, and Koçak (2012) reported that the construct validity of the scale complied with the standards and the internal consistency coefficient was calculated as .950. Because the scale was used in a new sample, the CFA and internal consistency coefficient were re-tested. The implementation criteria given by Harrington (2009, p.36-49) for the CFA were examined and the scale was given to the pilot group of 216 participants. The DWLS was used as the method because the data was not distributed normally in CFA implementation and Satorrra Bentler Chi Square value was calculated. Items 1 and 2 of the scale were excluded due to the fact that their factor loadings were low and error variances were high. As a result of the CFA applied to the remaining 23 items, the Satorrra Bentler Chi Square value was found to be [$S\text{-}Bx^2$ = 523.38; *sd* = 229; $S\text{-}Bx^2$ / *sd* = 2.28]. This value is within the acceptable limits (Hu & Bentler, 1999; Klem, 2000; Kline, 2011; McDonald & Moon-Ho, 2002). The fit indices obtained again were as follows: RMSA = .077; SRMR = .076; GFI = 0.98; AGFI = 0.97; CFI = 0.99; NFI = 0.97. While the RMSA and SRMR values were within the acceptable limits, the other indices showed perfect fit. The Cronbach's alpha coefficient for the overall scale was .930. Studies Self-Efficacy Scale (SSSES) was added to the appendices (Appendix 2) at the end of the study.

The third CFA was performed for the REACT / SS scale. REACT scale was developed by Christ, Nelson, and Demers (2012). In this study, the scale was translated into Turkish by adapting it to social studies. In the study, the first version of the scale developed as 39 items in 2012 was used. In the process of adaptation of the scale to Turkish, it was first translated into Turkish from English and the quality of this translation was controlled by two experts who speak English at the native tongue level. This copy of the scale was accepted as an essential piece and an opinion of an academician who is specialized in Turkish Language Teaching was taken in terms of Turkish grammar competence. In the translation process of this first version, some items were excluded from the scale due to the lack of cultural compatibility. Thus, the pilot study was run with the final form that has a total of 35 items and six sub-dimensions and the final form was given to 216 participants.

Since the data obtained from the pilot study was not distributed normally, DWLS method was preferred and Satorra Bentler Chi Square value was calculated. As a result of CFA, the factor loadings of the scale items ranged from 0.60 to 0.88. Satorra Bentler Chi Square value was calculated as [$S\text{-}Bx^2$ = 719.63; *sd* = 545; $S\text{-}Bx^2$ / *sd* = 1.32]. This value shows a perfect fit. Further fit indices are as follows: RMSA = .039; SRMR = .054; GF1 = 0.99; AGFI = 0.99; CFI = 1.00; NFI = 0.99. The obtained values show perfect fit (Hu & Bentler, 1999; Klem, 2000; Kline, 2011; McDonald & Moon-Ho, 2002). Alpha coefficients for the sub-dimensions of the scale were calculated as: Positive Reinforcement (PR) [α = .851], Instructional Presentation (IP) [α = .894], Goal Orientation (GO) [α = .857], Differentiated Instruction (DI) [α = .844], Formative Feedback (FF) [α = .767], Classroom Connectedness (CC) [α = .844]. The Cronbach's alpha coefficient for the overall scale was calculated as .961. Responsive Environmental Assessment for Classroom Teaching in Social Studies (REACT / SS) was added to the appendices (Appendix 3) at the end of the study.

Results for Regression Analysis

Before the regression analysis, the data obtained were analyzed for normal distribution. In this context, the skewness and kurtosis coefficients of the distribution were examined. The mod, median, and mean values of the distribution were equal to or close to each other, and the skewness and kurtosis coefficients were close to 0 in the ± 2 range. These values are the proof of the normal distribution (Tabachnick & Fidell, 2013; McKillup, 2012; Wilcox, 2012). The mod, median, and mean values of the distribution were taken as descriptive statistics. Accordingly, the descriptive statistics for SSMS [*Mo* = 3.90; *Mdn* = 3.71; *Mean* = 3.66], SSSES [*Mo* = 3.70; *Mdn* = 3.65; *Mean* = 3.60], and REACT / SS [*Mo* = 3.00; *Mdn* = 3.51; *Mean* = 3.48] were calculated. Skewness and kurtosis coefficients for three scales were as follows: [SSMS: *Skewness* = -0.428 – *Kurtosis* = 0.486; SSSES: *Skewness* = -0.335 – *Kurtosis* = -0.012; REACT / SS: *Skewness* = -0.424 – *Kurtosis* = -0.061]. Based on these values, it was decided that the scores obtained from three scales were distributed normally.

Another prerequisite for multiple regression analysis is that there should not be multicollinarity between variables. Kline (2011) stated that there will be a serious multicollinarity problem if the correlation level between the variables is .850 and above. For this reason, the correlation table was examined and the correlation level between the variables was found to be below this limit. Another prerequisite is autocorrelation. For this reason, Durbin-Watson Value is examined. Durbin-Watson Value must be between 1-3 (Seçer, 2015). In the study, Durbin-Watson value was calculated as 1.672. According to these values, it is decided that the data set is suitable for Multiple Linear Regression. The first three sub-questions of the study are related to the correlation between the variables. Pearson Correlation Analysis was performed to determine the relationship between REACT / SS, SSSES, and SSMS scores. Results for the analysis are given in Table 1.

Table 1. Results for pearson correlation analysis between React /SS, SSMS, and SSSES scores

Scales	REACT / SS	SSMS	SSSES
REACT / SS	-		
SSMS	.626**	-	
SSSES	.726**	.689**	-

**$p < 0.01$

When the correlation table is examined, it is seen that the three variables that make up the focal point of the research are in a moderate relationship with each other. The correlation between REACT / SS and SSSES [r = .726 p <0.01] is slightly above the intermediate level. The fourth sub-question of the study is to what extent students' self-efficacy levels predict their motivation levels. Simple linear regression analysis was performed to find an answer to this question. As a result of the analysis, it was determined that the self-efficacy levels of the middle school students in the social studies lesson explained 48% of their motivation towards the lesson [R = .689; R^2 = .475 p < .05; t = 34.27; DW = 1.880]. Therefore, it can be said that self-efficacy holds a very important place in the motivation towards the lesson. When the effect size of the obtained regression value was calculated, f^2 = .90 was found. According to Cohen's (1988) classification, the effect size that is $0.02 \leq f^2$ is considered as low, effect size that is $0.15 \leq f^2 < 0.35$ is considered as medium, and effect size that is $0.35 \leq f^2$ is considered as high. The value calculated in this study is quite high. The fifth sub-question of the study is related to what extent the perceptions of the students about the teaching process predict their self-efficacy and motivation levels. The independent variable of the study is the REACT / SS scores of the students, while the dependent variables are the self-efficacy and motivation levels. Multiple regression analysis was performed by using LISREL 8.54 program in order to determine how the independent variable predicts two dependent variables at the same time. Prior to multiple regression analysis, the predictive power of the independent variable for each of the dependent variables was investigated. Therefore, the predictive power of the students' scores from REACT / SS for the students' motivation levels was first investigated. The REACT / SS scores predicted motivation levels of the students [R = .626; R^2 = .392; p < .05; f^2 = .64; t = 28.93; DW = 1.672; F = 837.146; p = 0.000] and 39% of the students' motivation is related to the students' perception of the teaching process. Again, the REACT / SS scores significantly predicted self-efficacy levels of the students [R = .726; R^2 = .527; p < .05; f^2 = 1.11; t = 38.00; DW = 1.824; F = 1444.559; p = 0.000]. The predictive power of students' self-efficacy levels for their motivation levels was also examined. As a result of the regression analysis [R = .689; R^2 = .475; p < .05; f^2 = .90; t = 34.27; DW = 1.880; F = 1174.494; p = 0.000], it was found that students' self-efficacy levels explained 47% of the students' motivation levels towards the lesson and was a significant predictor. Path diagram for the predictive power of students' perceptions about the teaching process [REACT / SS] for their self-efficacy and motivation levels is presented in Figure 1.

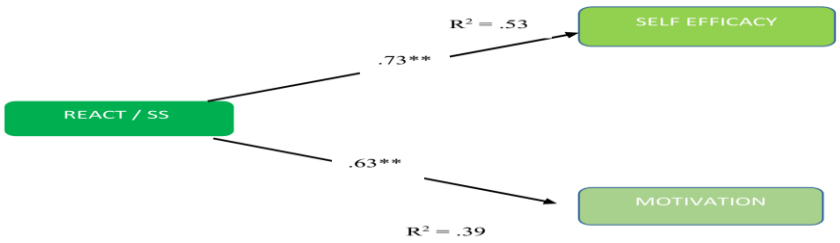

Figure 1. Path diagram for the predictive power of REACT / SS for students' self-efficacy and motivation levels

Students' perceptions about the teaching process explained 53% of students' self-efficacy levels [β = .73; p < .01] and 39% of their motivation levels [β = .39; p < .01]. There is also a relationship between self-efficacy and motivation levels. The path diagram for this is presented in Figure 2.

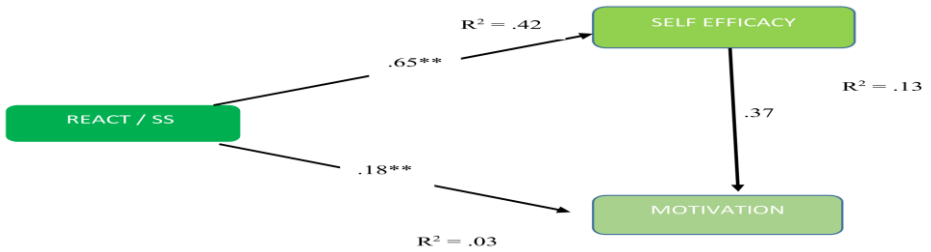

Figure 2. Path diagram regarding the predictive power of REACT / SS and self-efficacy levels for motivation levels

REACT / SS scores of the students explained 42% of students' self-efficacy levels [β = .65; p < .01] and explained only 3% of their motivation levels [β = .18; p < .01]. When the relationship between students' self-efficacy and motivation levels is entered into equation, students' self-efficacy levels explained 13% of their motivation levels [β = .37; p < .01]. When students' self-efficacy levels is taken into equation alone, it explained 47% of their motivation levels; however, the level of the relationship decreased when the equation was established in this way. Again, while REACT / SS scores of the students alone explained 53% of students' self-efficacy levels, this explanation level falls to 42% when the interaction between students' self-efficacy and motivation levels entered into equation. The effect sizes of the obtained results were calculated as [R^2 = .42; f^2 = .72; R^2 = .03; f^2 = .03; R^2 = .13; f^2 = .14]. While there was a high effect size between students' REACT / SS scores and self-efficacy levels, there is a low effect size between the other two variables. Based on the results obtained, it was also investigated how sub-dimensions of the REACT / SS predicted students' self-efficacy and motivation levels. Stepwise regression analysis was used as the method in Multiple Regression Analysis. The ANOVA table for the regression model was first investigated. As a result of the examination of the table, it was determined that the model that was established to determine the power of the independent variable was significantly predictive of the dependent variable [F = 1444.559; p = 0.000]. The results of Multiple Regression Analysis are given in Table 2.

The multiple regression analysis using stepwise method that was used to determine to what extent the sub-dimensions of the REACT / SS scores of the students predicted the students' self-efficacy levels was made in total of six steps. Positive reinforcement was the first step in regression analysis and is given as Model 1. According to the analysis results, the positive reinforcement (PR) sub-dimension explained 39.1% of the total variance related to students' self-efficacy levels [R = .626; R^2 = .391].

In the second step of the stepwise regression analysis, instructional presentation (IP) along with positive reinforcement was added to the model. Positive reinforcement and instructional presentation explained 48.1% of the total variance related to students' self-efficacy levels [R = .694; R^2 = .481]. According to this result, the instructional presentation contributes to the equation in the amount of 9%. Beta values of the variables included in the model were as follows: [(PR) β = .336; (IP) β = .412]. The t values of both variables were statistically significant [t = 12.07; t = 14.97; p < .05]. Significant t values indicate that the change in the predictor variable has a meaningful effect in the criterion variable (Seçer, 2015).

Table 2. Summary of stepwise regression analysis for variables that predict self-efficacy

Model	R	R^2	ΔR^2	*Beta*	Sr^2	*t*
Model 1	.626[a]	.391	.391			
Positive Reinforcement				.626	.390	28.90
Model 2	.694[b]	.481	.090			
Positive Reinforcement				.336	.058	12.07
Instructional Presentation				.417	.089	14.97
Model 3	.715[c]	.511	.030			
Positive Reinforcement				.267	.033	9.47
Instructional Presentation				.261	.024	8.08
Goal Orientation				.272	.029	8.86
Model 4	.716[d]	.513	.003			
Positive Reinforcement				.255	.030	8.97
Instructional Presentation				.238	.019	7.14
Goal Orientation				.238	.019	7.14
Differentiated Instruction				.080	.0026	2.61
Model 5	.730[e]	.533	.020			
Positive Reinforcement				.215	.020	7.57
Instructional Presentation				.196	.012	5.90
Goal Orientation				.193	.012	5.84
Differentiated Instruction				.026	.0002	.851
Classroom Connectedness				.273	.020	7.50
Model 6	.732[f]	.536	.002			
Positive Reinforcement				.207	.019	7.26
Instructional Presentation				.184	.010	5.51
Goal Orientation				.180	.010	5.37
Differentiated Instruction				.004	.000004	.122
Classroom Connectedness				.189	.014	6.31
Formative Feedback				.085	.0023	2.54

In the third step of stepwise regression analysis, goal orientation (GO) was added to the equation. Positive reinforcement, instructional presentation, and goal orientation together explained 51.1% of the total variance related to students' self-efficacy levels. The contribution of the goal orientation to the equation was 3%. Beta values of the variables included in the model were as follows: [(PR) β = .267; (IP) β = .261; (GO) β = .272]. The *t* values of all three variables were statistically significant [t = 9.47; t = 8.08; t = 8.86; $p < .05$]. In the fourth step of stepwise regression analysis, differentiated instruction (DI) was added to the equation. Positive reinforcement, instructional presentation, goal orientation, and differentiated instruction explained 51.3% of the total variance related to students' self-efficacy levels [R = .715; R^2 = .513]. The contribution of differentiated instruction to equation is 0.2%. Beta values of the variables included in the model were as follows: [(PR) β = .255; (IP) β = .238; (GO) β = .238; (DI) β = .080]. The *t* values for the variables were [t = 8.97; t = 7.14; t = 7.14; t = 2.61; $p < .05$] statistically significant. Compared to other sub-dimensions, the contribution of the differentiated instruction sub-dimension to the equation was quite low.

In the fifth step of the stepwise regression phase, classroom connectedness (CC) was added to the equation. Positive reinforcement, instructional presentation, goal orientation, differentiated instruction, and classroom connectedness explained 53.3% of the total variance related to students' self-efficacy levels. The contribution of the classroom connectedness to the equation was 2%. Beta values of the variables included in the model were as follows: [(PR) β = .215; (IP) β = .196; (GO) β = .193; (DI) β = .026; (CC) β = .273]. The t values for the variables were calculated as [t = 7.57; t = 5.90; t = 5.84; t = .851*; t = 7.50; $p < .05$; $p > .05$*]. Among the calculated *t* values, the *t* value for the differentiated instruction sub-dimension was not statistically insignificant but the *t* values for the other sub-dimensions were statistically significant. In the last step of stepwise regression analysis, the formative feedback (FF) sub-dimension was added to the equation. Positive reinforcement, instructional presentation, goal orientation, differentiated instruction, classroom connectedness, and formative feedback explained 53.6% of the total variance related to students' self-efficacy levels. The contribution of the formative feedback to the equation was 0.3%. Beta values of the variables included in the model were as follows: [(PR) β = .207; (IP) β = .184; (GO) β = .180; (DI) β = .004; (CC) β = .189; (FF) β = .085]. The t values for the variables were calculated as [t = 7.26; t = 5.51; t = 5.37; t = .0122*; t = 6.31; t = 2.54; $p < .05$; $p > .05$*]. The *t* value for differentiated instruction among these values was not statistically significant but the *t* values for the other sub-dimensions were statistically significant.

According to the results of the stepwise regression analysis, positive reinforcement, instructional presentation, goal orientation, differentiated instruction, classroom connectedness, and formative feedback sub-dimensions significantly predicted students' self-efficacy levels. According to the results of the regression analysis, the independent variable [REACT / SS] as a whole predicted 73% of the variance of the dependent variable [SSSES]. Positive reinforcement alone predicted 39.1%. The predictive power of all other sub-dimensions was 14.5%. The effect size of the result obtained was calculated as [R^2 = .536; f^2 = 1.15]. This calculated value indicates a high effect size. Table 3 presents the conclusions regarding to what extent the sub-dimensions of the REACT / SS scale predicted their motivation levels.

Table 3. Summary of stepwise regression analysis for variables that predict motivation

Model	*R*	R^2	ΔR^2	*Beta*	Sr^2	*t*
Model 1	.508	.258	.258			
Positive Reinforcement				.508	.258	21.26
Model 2	.587	.345	.086			
Positive Reinforcement				.224	.025	7.15
Instructional Presentation				.409	.086	13.08
Model 3	.607	.369	.024			
Positive Reinforcement				.161	.012	5.05
Instructional Presentation				.269	.026	7.34
Goal Orientation				.244	.024	7.01
Model 4	.610	.372	.003			
Positive Reinforcement				.148	.010	4.59
Instructional Presentation				.243	.020	6.42
Goal Orientation				.205	.014	5.44
Differentiated Instruction				.091	.0033	2.61
Model 5	.621	.386	.014			
Positive Reinforcement				.119	.0064	3.66
Instructional Presentation				.205	.013	5.37
Goal Orientation				.162	.0084	4.24
Differentiated Instruction				.025	.00022	.677
Classroom Connectedness				197	.014	5.44
Model 6	.630	.397	.011			
Positive Reinforcement				.097	.0040	2.98
Instructional Presentation				.187	.010	4.82
Goal Orientation				.141	.0064	3.69
Differentiated Instruction				.003	.000004	.081
Classroom Connectedness				.139	.0064	3.68
Formative Feedback				.163	.010	4.76

Multiple regression analysis was performed to determine the predictive power of the sub-dimensions of the REACT / SS scale and stepwise method was used. Positive reinforcement (PR) sub-dimension was first added to the equation. Positive reinforcement explained 25.8% of the total variance related to students' motivation levels [R = .508; R^2 = .258]. In the second step, the instructional presentation (IP) was added to the equation. Together, positive reinforcement and instructional presentation explained 34.5% of the total variance related to students' motivation levels [R = .587; R^2 = .345]. According to the results, the contribution of the instructional presentation to the equation was 8.7%. Beta values of the variables included in the model were as follows: [(PR) β = .508; (IP) β = .409]. The t values of the two dependent variables [t = 7.15; t = 13.08; p < .05] were statistically significant.

In the third step, the goal orientation (GO) was added to the equation. Positive reinforcement, instructional presentation, and goal orientation together explained 36.9% of the total variance related to students' motivation levels [R = .607; R^2 = .369]. The contribution of the goal orientation to the equation was 2.4%. Beta values of the variables included in the model were as follows: [(PR) β = .161; (IP) β = .269; (GO) β = .244]. The t values of all three variables were statistically significant [t = 5.05; t = 7.34; t = 7.01; p < .05]. In the fourth step of the analysis, differentiated instruction (DI) was added to the equation. Positive reinforcement, instructional presentation, goal orientation, and differentiated instruction explained 37.2% of the total variance related to students' motivation levels [R = .610; R^2 = .372]. The contribution of the differentiated instruction to the equation was 0.3%. Beta values of the variables included in the model were as follows: [(PR) β = .148; (IP) β = .243; (GO) β = .205; (DI) β = .091]. The t values of all four variables were statistically significant [t = 4.59; t =

6.42; $t = 5.44$; $t = 2.61$; $p < .05$]. In the fifth step of stepwise analysis, classroom connectedness (CC) was added to the equation. Positive reinforcement, instructional presentation, goal orientation, differentiated instruction, and classroom connectedness explained 38.6% of the total variance related to students' motivation levels [$R = .621$; $R^2 = .386$] and the contribution of the classroom connectedness to the equation was 1.4%. Beta values of the variables included in the model were as follows: [(PR) $\beta = .119$; (IP) $\beta = .205$; (GO) $\beta = .162$; (DI) $\beta = .025$; (CC) $\beta = .197$]. The t values for the five variables were calculated as [$t = 3.66$; $t = 5.37$; $t = 4.24$; $t = .677$*; $t = 5.44$; $p < .05$; $p > .05$*]. While the t value for the differentiated instruction sub-dimension was not statistically significant, the other variables were statistically significant.

In the final stage of the analysis, formative feedback (FF) was added to the equation. Positive reinforcement, instructional presentation, goal orientation, differentiated instruction, classroom connectedness, and formative feedback explained 39.7% of the total variance related to students' motivation levels [$R = .630$; $R^2 = .397$] and the contribution of the formative feedback to the equation was 1.1%. Beta values of the variables included in the model were as follows: [(PR) $\beta = .097$; (IP) $\beta = .187$; (GO) $\beta = .141$; (DI) $\beta = .003$; (CC) $\beta = .139$; (FF) $\beta = .163$]. The t values for the six variables were calculated as [$t = 2.98$; $t = 4.82$; $t = 3.69$; $t = .081$*; $t = 3.68$; $t = 4.76$; $p < .05$; $p > .05$*]. The t value of the differentiated instruction dimension was not statistically significant. The t values of other sub-dimensions were statistically significant. According to the results of the regression analysis, REACT / SS and its sub-dimensions as a whole explained 39.7% of the total variance related to students' motivation levels. The variable that explained the variance related to students' motivation levels at the highest level in equation alone was the positive reinforcement sub-dimension with 25.8%. The variance explained by the other sub-dimensions was 13.9%. The effect size of the result obtained was [$R^2 = .397$; $f^2 = .65$]. This value indicates a high effect size.

Conclusions

The aim of this study was to determine to what extent the perceptions of the middle school students about the teaching process in the social studies lesson predict their self-efficacy and motivation levels. As a result of the analyses, it has been determined that the classroom teaching process is a variable that plays a very important role in the self-efficacy and motivation levels of the students. This result obtained in the research overlaps with the literature (Doğan, Beyaztaş, & Koçak, 2012; Kılıçoğlu, 2018). Teaching in the classroom is a complex and interactive process. Students' motivation and self-efficacy levels have a very important role in the their academic success and their attitude towards the lesson. In other words, one of the fundamental forces that affect many variables such as students' interest in the lesson, their attitudes towards the lesson, their attendance in the lesson, and their academic success, and perhaps most important one, is the teachers' teaching process in the classroom and the communication with the students she established in this teaching process. The communication that the teachers establish with the students in acquiring the cognitive objectives of the lesson is of critical importance (Pekrun, Goetz, Titz, & Perry, 2002; Valiente, Swanson, & Eisenberg, 2012). The teacher may make her students love the lesson not by only using some teaching techniques, but by using different methods and by communicating effectively with the students in an affective dimension. Students' love of the lesson is often a factor depending on the teacher. In this research, it was determined that the teaching process that is consisted of factors such as teachers' creating an emotional communication environment, the quality of the interaction with the students, the feedback and correction activities, and the control of homework affected students' gain of affective objectives regarding the lesson. As a matter of fact, this result of the research overlaps with the literature. Studies in the literature emphasize that the instructional interaction and the quality communication environment established within the classroom are a variable affecting the academic performance and motivation of students (Franzel, Goetz, Stephens, & Jacop, 2009; Baumert & Kunter, 2006; Demetriou, Wilson, & Winterbottom, 2009; Zembylas, 2005).

Another important question examined in the study was the relationship between the perceptions of the students about the teaching process and their self-efficacy levels. The self-efficacy is a critical variable in terms of motivation and academic success. The correlation between the perceptions of the students about the teaching process and their self-efficacy levels was above the medium level and the results obtained in the regression analysis confirmed this. The strongest variable that predicted students' self-efficacy levels alone was the positive reinforcement. Positive reinforcement is a stimulus given to the student in a positive way to re-exhibit a behavior (Kazdin, 1978). Therefore, the student is more willing and encouraged to exhibit this behavior. The sense of courage and desire felt by the student stimulates and improves the student's belief that he/she can succeed. In this way, the student becomes more willing to take risks and the desire to succeed improves his/her motivation. With the positive reinforcements given by the teacher, students can learn the appropriate behaviors during the class as well as learn how to manage their time, how to do their homework, and the strategies needed

to evaluate themselves (Bernier, Simpson, & Rose, 2012; Otero & Haunt, 2015). This also affects the general motivation level of the student in a positive way (Alderman, 1999; Brophy, Cameron, & Pierce, 1994; Hall, Lund, & Jackson, 1968; Hasazi, 1972; Schutte & Hopkins, 1970).

The teacher's only creating a positive communication environment with students in the classroom is not enough. The class must have a democratic atmosphere, and students and teachers should interact in an environment of mutual respect as if they are learning partners. In addition, another important variable is the execution of the teaching process. The methods, techniques, and strategies used by the teacher in presenting the lesson are of great importance for the students to dedicate themselves to the learning process and to engage in the lesson. It has been determined that the factors such as increasing students' interest in the lesson, dividing the lesson into small pieces, determining the unclear points and careful attention on the points that are not understood, and paying attention to the individual differences of the students predict students' self-efficacy and motivation levels in a meaningful way.

Instructional presentation, which is a sub-dimension of the perception of the students about teaching process, explains 9% of students' self-efficacy levels and 8.6% of students' motivation levels alone. The instructional presentation explains 48.1% of students' self-efficacy levels and 34.5% of students' motivation levels along with positive reinforcement. In line with these results, it can be said that the teachers, while presenting their lesson in the classroom, have almost 10% effect on their students' self-efficacy levels. This is a very important percentage. Undoubtedly, using different techniques in the teaching process, providing student-centered activities, and using technology as much as possible will increase the interest of students in the lesson and will contribute to the development of learning process (Baeten, Dochy, & Struyven, 2013). The more students learn and experience the sense of success, the more they will feel the sense of learning and success. The results of this research on teaching process and self-efficacy are also supported by the literature (Bandura & Schunk, 1981; Dweck, 1975; Kazdin, 1975; McAuley, 1985; Meece, Blumenfeld, & Hoyle, 1988; Schunk, 1989; Wood & Locke, 1987).

Goal orientation or goal creation is another factor related to the teaching process. The goal orientation can be defined as "the reasons that cause the learners to take a role in an academic activity or a task" (Anderman, Austin, & Johnson, 2002, p. 197). There are two separate categories as learning objectives and performance goals within the goal orientation (Dweck, 2002). While learning objectives indicate the knowledge, skills, strategies, and behaviors that the learner is trying to gain, performance goals are related to the level of learners' carrying out and executing a certain task. While learning objectives result in self-efficacy, motivation, perceived development, and success, performance goals result in participation in the activity, comparison, and skill assessment (Schunk, 2012). The effect of goals on student behavior depends on the specificity, closeness, and difficulty of the goals (Bandura, 1988; Locke, Shaw, Saari, & Latham, 1981). Schunk (1990) emphasizes that the objectives that include specific performance goals have a positive impact on the learning process and self-assessment, are stronger than the overall objectives, and serve the positive development of self-efficacy as it is easy to measure specific objectives. Goal orientation is the third sub-dimension for perception of the students about the teaching process. It explains 3% of students' self-efficacy levels and 2.4% of students' motivation levels alone. Goal orientation is a significant predictor of students' self-efficacy and motivation levels. Indeed, in the teaching process, teachers' determining short-term, difficulty level adjusted for students, and high-specific goals for their students will support students' self-efficacy as well as their motivation to learn. In this context, making a plan with the students about how the lesson will be carried out, setting goals specific to each student together with the students, explaining how the activities about the lesson will be done, and explaining why each activity will be done supports students' motivation to succeed and improves their belief regarding success. Such a process can also help the student to see himself/herself as a part of the class and to develop belonging as well as to deepen the positive relationship between teacher and student.

One of the remarkable results of the study is that the contribution of differentiated instruction sub-dimension to equation was low and this contribution was not statistically significant. In the fifth and sixth steps of stepwise analysis, differentiated instruction did not have a statistically significant effect. This sub-dimension consists of a total of five items, and when the descriptive statistics were analyzed, it was seen that mean of scores the students got from items DI4 and DI5 was low and mean of scores the students got from item DI1 was actualized. The means of the other two items forming this sub-dimension were slightly above the average value. Based on these results, it can be concluded that differentiated teaching practices in social studies lessons are quite low and this does not have much effect on students' self-efficacy and motivation levels. Another reason may be the teachers' philosophies related to the teaching process. Teachers' preferring to use more direct teaching strategies and include teacher-centered activities in the social studies lesson, thoughts and expectations about keeping students' academic achievement high, the desire to keep the discipline of the class at a certain level, and the concern about

actualizing the objectives of the curriculum in a timely manner might also be other reasons. Therefore, teachers may be diligent in creating positive communication language and a democratic atmosphere in their classrooms, and at the same time, it can be concluded that they do not use many different methods in the teaching process because they concentrate on direct teaching strategies. One of the reasons for this may be the understanding of teachers in Turkish society. In Turkish culture, the teacher is an authoritarian figure, and it is appreciated in the society that she has kept her class under control and is also an expert in the field of content. In addition, it can be said that teachers are not very familiar with differentiated teaching strategies or do not have enough positive attitude about these strategies. In other words, teachers may consider the activities of differentiated instruction as a kind of waste of time.

In terms of other sub-dimensions, both the classroom connectedness and formative feedback dimensions contributed significantly to equation, but this contribution remained at a very low level. When the descriptive statistics of the items are examined, this situation becomes clearer. Although the mean of the total scores of the formative feedback and classroom connectedness sub-dimensions were slightly above 3.40, the items with low averages stood out when the items related to these two sub-dimensions were examined. It was seen that the teachers did not give too much feedback about the students' performance in the class, and they were insufficient to give feedback on students' homework. Undoubtedly, this situation affected the motivation of the students towards the lesson and negatively affected the self-efficacy of the students. It is clear that the teacher's verbal warnings and the reinforcements given on time contribute to the self-efficacy of the students by increasing the motivation for learning. On the other hand, it can be said that teachers were more oriented towards book-centered activities in the social studies class. The emphasis of the students on teachers' inability to make the lesson more fun is especially important. It can also be said that teachers did not give much place to student-centered activities since social studies lesson is more of a verbal lesson and teachers have limited time to actualize the objectives in the curriculum. Undoubtedly, this can be considered as a situation that affects the motivation and self-efficacy of the students. As a matter of fact, when the overall total scores of the scales related to the teaching process, self-efficacy, and motivation were examined, it was seen that the scores of the students are above the average but not too high.

Recommendations

In this study, the interaction between the perceptions of the middle school students about the teaching process in the social studies lesson and their self-efficacy and motivation levels were examined. Given the results of this study, the two most important variables affecting the teaching process were self-efficacy and motivation, and these two critical variables were predicted by the teaching process. In this context, once again it has been revealed that teacher education is an important variable in the development of societies and increasing the quality of schools. In this direction, carrying out this study with larger samples will deepen the results of the study. Finally, it can be argued that the experimental studies to be done on students' self-efficacy levels will contribute to the understanding of the nature of self-efficacy and to the emergence of new approaches to how students' self-efficacy levels can be improved in the teaching process.

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Appendix 1. Social Studies Motivation Scale (SSMS)

1	Sosyal Bilgiler dersinde zor da olsa hoşuma giden konuları öğrenmek isterim.	1	2	3	4	5
2	Sosyal Bilgiler dersine çalışmak beni çok mutlu eder.	1	2	3	4	5
3	Sosyal Bilgiler ödevlerimi iyi not için değil bir şeyler öğrenmek için yaparım.	1	2	3	4	5
4	Sosyal Bilgiler dersinden iyi bir not almak beni çok mutlu eder	1	2	3	4	5
5	Karnemde sosyal bilgilerin pekiyi olması için sınavlardan iyi notlar almak isterim.	1	2	3	4	5
6	Sosyal Bilgiler dersinde arkadaşlarımdan daha yüksek notlar almak isterim	1	2	3	4	5
7	Sosyal Bilgiler dersinde başarılı olabileceğimi arkadaşlarıma ve aileme göstermek isterim	1	2	3	4	5
8	Sosyal Bilgiler dersinde öğrendiklerimi diğer derslerde kullanabilirim	1	2	3	4	5
9	Sosyal Bilgiler dersindeki konuları öğrenmek benim için önemlidir	1	2	3	4	5
10	Sosyal Bilgiler dersinin konuları ilgimi çeker.	1	2	3	4	5
11	Sosyal Bilgiler dersinin konuları benim için yararlıdır	1	2	3	4	5
12	Sosyal Bilgiler dersinin konularını seviyorum.	1	2	3	4	5
13	Sosyal Bilgiler dersindeki konuları anlamak benim için çok önemlidir.	1	2	3	4	5
14	Uygun bir biçimde çalışırsam Sosyal Bilgiler dersindeki konuları öğrenebilirim	1	2	3	4	5
15	Sosyal Bilgiler dersindeki konuları öğrenemiyorsam, bu benim hatamdır	1	2	3	4	5
16	Yeterince sıkı çalışırsam Sosyal Bilgilerdeki konuları öğrenebilirim	1	2	3	4	5
17	Sosyal Bilgiler dersindeki konuları anlamadıysam, bu yeterince iyi çalışmadığım içindir	1	2	3	4	5
18	Sosyal Bilgiler dersinin sınavlarında, arkadaşlarımdan daha düşük not alacağımı düşünürüm.	1	2	3	4	5
19	Sosyal Bilgiler dersinin sınavına girdiğimde, başarısızlığımın getireceği sonuçları düşünürüm	1	2	3	4	5
20	Sosyal Bilgiler dersinin sınavına girdiğimde kendimi sıkıntılı ve rahatsız hissederim.	1	2	3	4	5
21	Sosyal Bilgiler dersinin sınavına girdiğimde kalbimin hızlı hızlı çarptığını hissederim.	1	2	3	4	5

Appendix 2. Social Studies Self-Efficacy Scale (SSSES)

1	Sosyal bilgiler dersinde geçen terim ve kavramlara hâkim olduğuma inanırım.	1	2	3	4	5
2	Sosyal bilimleri anlamaya özel bir yeteneğim olduğuna inanırım.	1	2	3	4	5
3	Sosyal bilgiler dersiyle ilgili sorunlarında çevremdekilere kolaylıkla yardım edebilirim.	1	2	3	4	5
4	Sosyal bilgiler dersinde kendimi iyi ifade edebiliyorum.	1	2	3	4	5
5	Öğretmenin sosyal bilgiler dersine yönelik sorduğu sorulara yeterli bir şekilde cevaplayabilirim.	1	2	3	4	5
6	Sosyal bilgiler dersinde kendimi sözlü ya da yazılı olarak ifade edebilirim.	1	2	3	4	5
7	Sosyal bilgiler dersi için ansiklopedi, sözlük, kitap, bilgisayar vb. kaynakları rahatlıkla kullanabilirim.	1	2	3	4	5
8	Sosyal bilgiler ile ilgili ödev yapmaktan zevk duyarım.	1	2	3	4	5
9	Sosyal bilgiler ile ilgili bir konuda araştırma yapabilirim.	1	2	3	4	5
10	Sosyal bilgiler dersini başarmak için kendimi yeterli görüyorum.	1	2	3	4	5
11	Sosyal bilgiler dersinde verilen ödevlerde başarılı olduğumu düşünüyorum.	1	2	3	4	5
12	Sosyal bilgiler dersine çalıştıkça kendime olan güvenimin artıyor.	1	2	3	4	5
13	Sosyal bilgiler dersinde öğrendiklerimi diğer derslerde kullanabilirim.	1	2	3	4	5
14	Günlük olayları değerlendirirken sosyal bilgiler dersinden öğrendiklerimden yararlanabilirim.	1	2	3	4	5
15	Sosyal yaşamdaki problemleri çözmede kendimi yeterli hissediyorum.	1	2	3	4	5
16	Yeterince uğraşırsam yaşadığım problemleri çözebilirim.	1	2	3	4	5
17	Günlük yaşamda bir problemle karşılaştığımda çözemezsem tekrar çözmek için çaba gösteririm.	1	2	3	4	5
18	Günlük yaşamda karşılaştığım sorunların çözümünü gayret edersem başarırım.	1	2	3	4	5
19	Sosyal bilgiler dersi ile ilgili günlük yaşamdaki problemleri rahatlıkla çözebilirim.	1	2	3	4	5
20	Sosyal bilgiler dersinde öğrendiklerimi günlük yaşamda etkili bir şekilde kullanabildiğimi düşünüyorum.	1	2	3	4	5
21	Günlük yaşamda beklenmedik bir durumla karşılaştığımda ne yapmam gerektiğini bilirim.	1	2	3	4	5
22	Kendimi sosyal bilimlerle ile ilgili bir mesleği seçebilecek kadar iyi buluyorum.	1	2	3	4	5
23	Sosyal bilgiler dersiyle ilgili olarak ne olursa olsun üstesinden gelebilirim.	1	2	3	4	5

Appendix 3. Responsive Environmental Assessment for Classroom Teaching in Social Studies (REACT / SS)

1	Sosyal bilgiler dersinde öğretmenim, benim derste yaptığım olumlu davranışların farkındadır.	**1**	**2**	**3**	**4**	**5**
2	Sosyal bilgiler dersinde yaptığım çalışmalar ile ilgili öğretmenim bana güzel sözler söyler.	**1**	**2**	**3**	**4**	**5**
3	Sosyal bilgiler dersinde iyi bir çalışma yaptığımda öğretmenim bana bunun iyi bir çalışma olduğunu söyler.	**1**	**2**	**3**	**4**	**5**
4	Sosyal bilgiler dersinde öğretmenim benim güzel davranışlarımı beğendiğini bana söyler.	**1**	**2**	**3**	**4**	**5**
5	Sosyal bilgiler dersinde öğretmenim derse başlamadan önce bu derste neler öğreneceğimizi anlatır.	**1**	**2**	**3**	**4**	**5**
6	Öğretmenim sosyal bilgiler dersindeki konuları bize farklı şekillerde anlatır.	**1**	**2**	**3**	**4**	**5**
7	Öğretmenim sosyal bilgiler dersinde farklı sorulara nasıl cevap vermem gerektiğini açıklar.	**1**	**2**	**3**	**4**	**5**
8	Sosyal bilgiler dersindeki konuları hatırlamamız ve öğrenmemiz için öğretmenimiz ipuçları, kısa yollar ve taktikler öğretir.	**1**	**2**	**3**	**4**	**5**
9	Öğretmenim sosyal bilgiler dersinde benim dersin konuları ile ilgili düşünmemi sağlar.	**1**	**2**	**3**	**4**	**5**
10	Öğretmenim sosyal bilgiler dersi bitmeden önce ders konusunun önemli bölümlerini daima özetler ve tekrarlar.	**1**	**2**	**3**	**4**	**5**
11	Sosyal bilgiler dersindeki ödevlerimizi yapmadan önce öğretmenimizle bu ödevleri nasıl yapacağımızla ilgili çalışma yaparız.	**1**	**2**	**3**	**4**	**5**
12	Öğretmenimiz sosyal bilgiler dersinde öğrendiklerimizi düşünmemizi sağlayan sorular sorar.	**1**	**2**	**3**	**4**	**5**
13	Öğretmenimiz sosyal bilgiler dersinde konuları işlerken sorduğu sorulara verdiğimiz cevapları açıklamamız için bize ek sorular sorar.	**1**	**2**	**3**	**4**	**5**
14	Öğretmenimiz sosyal bilgiler dersindeki konuları öğrenebilmemiz için bizimle birlikte plan yapar.	**1**	**2**	**3**	**4**	**5**
15	Sosyal bilgileri işlerken ders süresince hangi konuları öğrenip öğrenemediğimi bilirim.	**1**	**2**	**3**	**4**	**5**
16	Öğretmenim sosyal bilgiler dersinde ödevlerimi nasıl yapabileceğime ilişkin bana yardımcı olur.	**1**	**2**	**3**	**4**	**5**
17	Öğretmenimiz sosyal bilgileri öğrenmenin niçin önemli olduğunu bize açıklar.	**1**	**2**	**3**	**4**	**5**
18	Sınıfta ve evde yaptığım sosyal bilgilerle ilgili ödev ve çalışmaları öğretmenimin açıkladığı şekilde yapabilirim.	**1**	**2**	**3**	**4**	**5**
19	Yeni bir konuya veya etkinliğe başlarken öğretmenimiz daha iyi öğrenmemiz için hedefler oluşturur.	**1**	**2**	**3**	**4**	**5**
20	Öğretmenim benim sosyal bilgiler dersinde hangi konuları daha kolay öğrenebileceğimi bilir.	**1**	**2**	**3**	**4**	**5**
21	Öğretmenim ihtiyacım olduğunda çalışmalarımla [ödevler, alıştırmalar] ilgili bana bilgi verir.	**1**	**2**	**3**	**4**	**5**
22	Öğretmenim yeni öğrendiğim konular üzerinde çalışmam için sınıfta yetrli zamanı verir.	**1**	**2**	**3**	**4**	**5**
23	Öğretmenim sosyal bilgiler dersinde seviyeme uygun ders materyalleri [kitap, harita, dergi, alıştırma] seçmemde yardımcı olur.	**1**	**2**	**3**	**4**	**5**
24	Öğretmenim sosyal bilgiler dersini çok hızlı işler.	**1**	**2**	**3**	**4**	**5**
25	Öğretmenim sınıfta yaptığım çalışmayı erken bitirdiğimde yeni çalışmalar verir.	**1**	**2**	**3**	**4**	**5**
26	Öğretmenim sosyal bilgiler dersinde ne kadar başarılı olduğumu söyler.	**1**	**2**	**3**	**4**	**5**
27	Öğretmenim sosyal bilgilerde yaptığım ödevlerde ve çalışmalarda yanlışlarımı nasıl düzelteceğimi bana gösterir.	**1**	**2**	**3**	**4**	**5**
28	Öğretmenim sosyal bilgiler dersinin sınavlarından aldığım notlarla değil de dersi öğrenip öğrenmediğimle ilgilenir.	**1**	**2**	**3**	**4**	**5**
29	Öğretmenim sosyal bilgiler dersi ile ilgili verdiği ödevleri kontrol eder.	**1**	**2**	**3**	**4**	**5**
30	Sosyal bilgilerde yaptığım ödevin daha güzel olması için öğretmenim bana yardımcı olur.	**1**	**2**	**3**	**4**	**5**
31	Öğretmenimin sosyal bilgiler dersinde yaptığım çalışmayı değerlendirmesi çok uzun sürer.	**1**	**2**	**3**	**4**	**5**
32	Öğretmenim sosyal bilgiler dersini eğlenceli hale getirir.	**1**	**2**	**3**	**4**	**5**
33	Sosyal bilgiler dersini seviyorum.	**1**	**2**	**3**	**4**	**5**
34	Öğretmenim benim sosyal bilgiler dersinde daha başarılı olacağımı düşünür.	**1**	**2**	**3**	**4**	**5**
35	Öğretmenim benim sosyal bilgiler dersinde yaptığımız çalışmalara sürekli olarak katılmamı ister.	**1**	**2**	**3**	**4**	**5**