ANALYZING THE RELATIONSHIP BETWEEN SOCIAL STUDIES TEACHER CANDIDATES' MOTIVATION FOR TEACHING PROFESSION AND SELF-EFFICACY[7]

Abstract: This study aims to determine the relationship between the self-efficacy perceptions of social studies teacher candidates and the motivation. This study is a descriptive study in relational survey model. This study was carried out with 2193 social studies prospective teachers at twelve universities. According to findings of the research, there is a moderate, positive significant relationship between social studies prospective teachers'motivation and social studies prospective teachers' sense of efficacy. In the results of regression analysis, it is seen that the motivation for teaching profession is a significant predictor of teachers' sense of efficacy. In conclusion, these research findings are thought to be important for the education faculties that have the responsibility of raising qualified teachers. Taking a qualified education of social studies prospective teachers will affect their professional self-efficacy and their motivation for the teaching profession. It is therefore important to increase the effectiveness of the teacher training process and to encourage prospective teachers to develop opportunities in their own willness and interests.

Keywords: Social studies, prospective teachers, self-efficacy, motivation, teaching profession

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INTRODUCTION

Teachers are from the most important factors of education systems due to their contribution to shaping and transforming the future of society. Therefore, teachers have to have high personal, professional competencies and motivation to achieve success in gaining students' desired behavior. The quality of education will increase with the teachers with high self-efficacy and motivation, who can communicate with the students, make the lesson fun by using alternative teaching methods in the courses, enjoy learning and teaching, and create a fun class atmosphere.

Self-efficacy is from the basic concepts emphasized in Bandura's Social Learning Theory (Bandura, 1999). Bandura defines self-efficacy as an effective feature in the occurrence of behaviors and self-judgment about the capability of the individual to organize and do the activities to show a specific performance (Bandura, 1999). In another definition, the individual's belief in the future about what can be done in certain situations (Woolfolk Hoy, 1990). Teachers' self-efficacy is defined as the beliefs of teachers about their self-confidence in giving an efficient education to their students (Guskey and Passaro, 1994). Teachers direct the learning-teaching process and influence the student's academic and social development. Therefore, the high level of self-efficacy perceptions of teachers who affect the society is directly proportional to their success in their fields. Teachers with higher self-efficacy perception; who are open to different opinions, are eager to use different teaching methods, are more understanding towards students who make mistakes, are enthusiastic about teaching, are able to create a warm learning environment, are able to create a more learner-oriented, student-oriented course in the face of learning difficulties of students. Teachers with low self-efficacy perception; have negative opinions about student motivation, strict classroom rules, in favor of punishment, and teacher-oriented course (Tschannen-Moran and Hoy, 2001).

The studies performed by Bandura reveal that the perceptions of one's skills affect not only their behavior but also their motivation and success. Therefore, in the education of prospective teachers, their motivation to the teaching profession is an important issue. The prospective teachers who aim to be successful, effective and efficient performers find their profession of interest, to be satisfied with being doing that job, to be willing to learn and to teach, to be enthusiastic in the same group, to see the value and status of the profession, increases energy, helps to resolve conflicts, and increases motivation for the teaching profession. Motivation is defined as a general concept that stimulates the organism, continues its movement, and includes the impulses and interests (Aydın, 2008; Cüceloğlu, 2005). Schunk, Meece and Pintrich (2013) defined motivation as the process of promoting and continuing behavior through purposeful activities. Ormrod (2013) emphasizes that motivation is the inner power that allows the individual to lead an action as well as to continue to do an action.

In studies on teacher self-efficacy, it has been found that there is a relationship between variables such as job satisfaction power, school climate and achievement (Goddart, Hoy and Woolfolk Hoy, 2000; Tschannen-Moran and Hoy, 2001; Caprara, Barbaranelli, Steca and Malone, 2006), student control (Celep, 2000); self-efficacy beliefs and attitudes towards the teaching profession (Demirtas, Cömert and Özer, 2011; Tatlı Dalioğlu; 2016); the impact of classroom management course self efficacy levels (Yüksel, 2014). There are also studies in the literature on the self-efficacy levels of teacher candidates in different branches (Akkoyunlu and Kurbanoğlu, 2003; Akkoyunlu and Orhan, 2003; Can, Günhan and Erdal, 2005; Aşkar and Umay, 2001; Savran and Çakıroğlu, 2001; Morgil, Seçken and Yücel, 2004; Özdemir, 2008; Özenoğlu Kiremit, 2006; Usluel, 2006; Akkuzu and Akçay, 2012; Akbulut, 2006; Altuncekic, Yaman and Koray, 2005; Ekinci, Yildirim, Bindak, Öter, Özdas and Akın, 2014; Cakıroğlu and Boone, 2005; Zayimoğlu-Öztürk, 2013; Mutlu Bozkurt, 2013; Uslu, 2014).

There are studies on the motivation levels of prospective teachers in the literature (Gençay and Gençay, 2007; Ural and Efe, 2007; Saracaloğlu and Dinçer, 2009; Yaraş, 2010; Dereli and Acat, 2010; Ozan and Bektas, 2011; Öztürk Akar, 2012; 2014; Ayık and Ataş, 2014; Alemdağ, Öncü, Yilmaz, 2014; Eymur and Geban, 2011; Erdem and Gözel, 2014; Dereli and Acat, 2010; Demir Güdül, 2015; Gömleksiz and Serhatlıoğlu, 2013; Ulutaş, 2016; Kim and Cho, 2014; Thoonen, Sleegers, Peetsma and Oort, 2011; BrBruinsma and Jansen, 2010; Brouse, Basch, LeBlanc, McKnight, Lei, 2010; Carreira, 2011; Pan, 2014. Goodman, Jaffer, Keresztesi, Mamdani, Mokgatle, Musariri and Schlechter, 2011; Özdemir and Karanfil,

2017; Gün and Turabik, 2019: Çelik and Gezer, 2020). According to this it is understood that it is significant to examine the motivation levels and self-efficacy of social studies prospective teachers for the teaching profession. An important part of the knowledge and skills necessary for students to be a good citizen is acquired through Social Studies. In the context, Social Studies is one of the most necessary lessons for children to learn about society and its problems and to learn their responsibilities as a citizen. In this respect, it is important to determine the relationship between self-efficacy and motivation of social studies prospective teachers, who have undertaken the task of raising good and responsible citizens in the future. With this study, it is thought that developing suggestions for taking measures to increase the quality of the learning and teaching process, and contributing to the development of positive attitudes towards the profession by prospective teachers and the phenomenon of training qualified teachers. This study aims to determine the relationship between the self-efficacy perceptions of social studies prospective teachers and the motivation for teaching profession. For this, the following questions were sought.

1-What are social studies prosoective teachers' self-efficacy perceptions and their motivation towards teaching profession?

2- Is there a relationship between the perceptions of social studies prospective teachers' sense of efficacy and their motivation for the teaching profession?

3- Are social studies prospective teachers' sense of efficacy perceptions a significant predictor of motivation for the teaching profession?

METHOD

This study is a descriptive study in relational model. Relational method is generally used to determine the current situation between two or more variables relationally or to predict the possible results due to these current situations (Fraenkel, Wallen, & Hyun, 2012).

SAMPLE

The participants of the study are 2193 social studies teacher candidates in Kastamonu, Marmara, Trakya, Pamukkale, Gazi, Abant İzzet Baysal, Mehmet Akif Ersoy, Ahi Evran, Kastamonu, Karadeniz Technical, Fırat, Erzincan, Adıyaman Universities in the 2014-2015 academic years. Accordingly, this research was carried out at twelve universities determined according to NUTS 1. NUTS 1 (Nomenclature of Territorial Units for Statistics) is known as a general name given to statistical regional units accepted by the European Union. During the sampling process carried out on NUTS 1, 1 province and 1 university were selected from each region by taking the criteria such as accessibility, economics and ease of implementation within the 12 regions constituting NUTS 1. Convenience is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time or the willingness to participate are included for the purpose of the study (Dörnyei, 2007). Of the 2193 social studies teacher candidates participating in the study, 1202 were female (54.8%) and 991 (45.2%) were male. 543 of the social sciences prospective teachers were 1st grade (24.8%), 589 were 2nd grade (26.9%), 556 were 3rd grade (25.4%) and 505 (23.0%) were 4th grade. Social studies teacher candidates 215 (9.8%), Kastamonu University, 189 (8.6%) Karadeniz Teknik University, 167 (7,6%) Mehmet Akif Ersoy University, 128 (5.8%) Marmara University, 219 (% 10.0) Ahi Evran University, 275 (% 12.5) Gazi University, 115 (% 5.2) Fırat University, 229 (% 10.4) Erzincan University, 190 (% 8.7) Abant Izzet Baysal University, 145 (% 6.6), Trakya University, 199 (% 9.1), Pamukkale University, 122 (% 5.6) from Adıyaman University.

DATA COLLECTION

The quantitative data were collected through the use of "Teachers' Self-efficacy Scale" and "Motivation Levels of Prospective Teachers for the Teaching Profession Scale".

TEACHERS' SENSE OF EFFICACY SCALE

The original form of the teachers' Sense of Efficacy Scale was developed by Tschannen-Moran and Hoy (2001) and the Turkish adaptation, validity and reliability study was conducted by Çapa, Çakıroğlu and Sarıkaya (2005). Teachers' sense of efficacy scale consists of 24 items and three sub-dimensions. The self-

efficacy dimension for student engagement, the self-efficacy dimension for instructional strategies is in the form of self-efficacy dimension for classroom management.In the factor analysis results made to determine the validity of the scale, it was found that the scale explained 65% of the total variance.In the adaptation study conducted by Çapa, Çakıroğlu, and Sarıkaya (2005), Cronbach's Alpha value calculated for each dimension as a result of the analyzes performed to determine the reliability of the scale are as follows: .82 for self-efficacy for student engagement, .86 for self-efficacy for instructional strategies, and .84 for self-efficacy for classroom management. As a result of the reliability analyzes conducted in this study, the internal consistency coefficient for the entire scale was found to be .95. In addition, the internal consistency coefficients calculated separately for each dimension were .86 for self-efficacy for student engagement, .87 for self-efficacy for instructional strategies, and .86 for self-efficacy for classroom management.

MOTIVATION LEVELS OF TEACHER CANDIDATES SCALE
In this research, "Motivation Levels of Teacher Candidates Scale" which was formed by Acat and Yenilmez (2004) was used. It consists of 23 items and 5 options in likert type. The scale was one-dimensional. Factor analysis was conducted to determine the validity of the scale and it was determined that the factors explained 54% of the variance. Accordingly, it was accepted that the scale is valid. The internal consistency coefficient of the "Motivation Levels of Teacher Candidates" scale, which was created by Acat and Yenilmez (2004), was found to be 0.92. As a result of the reliability analyzed in this study, the internal consistency coefficient was found to be .85. for the whole scale.

DATA ANALYSIS
Statistical package for the social sciences (SPSS 16) program pack was used for the statistical analysis of the data collected with accurately and completely filled questionnaires according to the general purposes of the study. The frequency, percentage, arithmetical mean and standard deviation of the answers were calculated for data analysis. Pearson correlation method was used to investigate the relationship between the motivations of social studies teacher candidates and their sense of efficacy. Simple Linear Regression analysis was used to determine whether teacher candidates' motivation predicted their' sense of efficacy.

RESULTS

In this part of the research, statistical analyzes performed for the purpose of the research and the findings obtained as a result of these analyzes are given.
The correlations between variables and the arithmetic mean and standard deviation values of the variables of the study are given in Table 1.

Table 1. Mean and Standard Deviation Values and Correlations Between Variables

Variables	$\overline{X}$	S	1	2	3	4	5
1. Motivation for the Teaching Profession	3.71	0.61	-	.48**	.46**	.47**	.50**
2. Efficacy for Student Engagement	6.69	1.18		-	.83**	.81**	.94**
3. Efficacy for Instructional Strategies	6.75	1.21			-	.82**	.94**
4. Efficacy for Class Management	6.80	1.22					.93**
5. Teacher Self-efficacy (Total)	6.75	1.13					-

*$p < .05$, **$p < .01$

When Table 1 is examined, it was determined that the perceptions of social studies prospective teachers related to motivation were high and agree ($\overline{X}$=3.71). In general, when the self-efficacy perceptions of social studies prospective teachers are examined, it is seen that the average of the 6.75 level corresponds to 'quite sufficient' level of the likert-type scale. When the self-efficacy perceptions of social studies prospective teachers are examined within the scope of three dimensions, the highest dimension of efficacy for classroom management ($\overline{X}$=6.80); Efficacy for student engagement was found to have the lowest value ($\overline{X}$=6.69). However, the self-efficacy perceptions of social studies prospective teachers for the three dimensions were quite sufficient.

When the results of correlation analysis conducted to determine the relationship between social studies teacher candidates' motivation and their sense of efficacy are examined, there is a moderate, positive significant relationship (r= .50, p<.05) between social studies prospective teachers' motivation and social studies prospective teachers' sense of efficacy.

In addition, it is seen that significant relationships between two variables occur in all dimensions. According to this, there is a moderate, positive significant relationship (r = .48, p <.05) between the motivation and efficacy for student engagement. There is a moderate, positive significant relationship (r = .46, p <.05) between the motivation for teaching profession and efficacy for instructional strategies. There is a moderate, positive significant relationship (r = .47, p <.05) between the motivation and efficacy for class management. In addition, the correlation results indicate that there is a high level, positive and significant relationship between the dimensions of the scale that measures the self-efficacy perceptions of social studies teacher candidates. According to this, the highest relationship efficacy for student engagement and efficacy for instructional strategies (r= .83, p<.05) was found. There was a high level, positive and significant correlation between efficacy for class management and efficacy for instructional strategies (r = .82, p <.05). There was a high level, positive and significant correlation between efficacy for student engagement and efficacy for class management (r = .81, p <.05).

The results of regression analysis for teachers' sense of efficacy according to motivation for teaching profession are given in Table 2.

Tablo 2. The Results of Regression Analysis for Teachers' Sense of Efficacy According to Motivation for Teaching Profession

R	R^2	ΔR^2		B	Standart Error	β	t
.50	.25	,24.9	Constant	3.31	.129		25.58
			Motivation for teaching profession	.93	.034	.499	26.98

When the results of regression analysis are examined, it is seen that the motivation for teaching profession is a significant predictor of teachers' sense of efficacy (R = .50, R^2 = .25; F = 727.69; p <.01). It can be said that 25% of the total variance related to teachers' sense of efficacy is explained by social studies prospective teachers' motivations for the teaching profession.

DISCUSSION AND CONCLUSION

According to the results of correlation analysis conducted to determine the relationship between social studies prospective teachers' motivation and social studies prospective teachers' sense of efficacy, there is a moderate, positive significant relationship between social studies prospective teachers' motivation and social studies prospective teachers' sense of efficacy. According to the results of regression analysis, it is seen that the motivation for teaching profession is a significant predictor of teachers' sense of efficacy. Self-efficacy is expressed as the most important factor determining student motivation and movements in Bandura's self-efficacy theory. Students are not motivated to perform a goal if they do not have self-efficacy. Many studies have revealed that students' perception of their abilities is related to their motivation and success performance (Pintrich and Schunk, 1996). Saracaloğlu and Dinçer (2009) were found to be moderately related to the self-efficacy and motivation levels of pre-service teachers. Alemdağ, Öncü, Yılmaz (2014) show that there are positive correlations between academic motivation levels and self-efficacy of physical education teacher candidates. Husain (2014) and Özdemir and Karanfil (2017) found in his study that there is a positive relationship between self-efficacy belief and motivation. On the other hand, Buch, Säfvenbom and Boe (2015) concluded that self-efficacy belief significantly affects students' intrinsic motivation levels.

When the research findings are evaluated, it was determined that the perceptions of social studies prospective teachers related to motivation were high and agree. Social studies prospective teachers who have high motivation will be able to contribute more towards willingness to work more voluntarily, develop themselves and thus improve the quality of teaching profession and improve the quality of education. The motivation of the prospective teachers for the teaching profession will affect the profession and the style of doing the duties required by the profession. As long as the teacher candidates' motivation regarding the

teaching profession is high, the prospective teachers will tend to do the teaching profession better and improve their self-efficacy. Also, the prospective teacher will be more enthusiastic and willing to internalize the teaching profession and fulfill the requirements of the profession. In the opposite case, in other words, when the motivation of teacher candidates regarding the teaching profession is low, they will not be able to adopt and internalize the teaching profession, they will not benefit from the education they will receive in educational institutions, they will increase their self-efficacy and they will not find the motivation to improve themselves. Acat and Yenilmez (2004) stated that motivation has an important place in learning, and that the source of some problems in the learning process lies here, and that a significant proportion of success and failure can be explained by motivation. In the study conducted by Emiroglu, Guneyli, and Burgul (2017) on teachers' perceptions of motivation sources, it was revealed that both intrinsic and extrinsic motivation is very important for teachers. Gün and Turabik (2019) and Çelik and Gezer (2020) stated that that the intrinsic motivation scores of social studies teacher candidates are higher than their extrinsic motivation scores.

According to research findings, in general, when the self-efficacy perceptions of social studies prospective teachers are examined, it is seen that it corresponds to 'quite sufficient' level of the likert-type scale. Research findings (Mutlu Bozkurt, 2013; Kan, 2007; Yeşilyurt, 2013; Gerçek, Yılmaz, Köseoğlu and Soran, 2006; Harurluoğlu and Kaya, 2009; Yılmaz and Gürçay, 2011) show similarities with the findings of the studies. When the self-efficacy perceptions of social studies prospective teachers are examined within the scope of three dimensions, the highest dimension of efficacy for classroom management; Efficacy for student engagement was found to have the lowest value. In the research findings conducted by Ayra and Kösterelioğlu (2016), it was determined that teachers considered themselves less adequate than other fields in the areas of efficacy for student engagement in areas such as encouraging, motivating and believing that students would be successful.

In conclusion, these research findings are thought to be important for the education faculties that have the responsibility of raising qualified teachers. Taking a qualified education of social studies prospective teachers will affect their professional self-efficacy and their motivation for the teaching profession. It is therefore important to increase the effectiveness of the teacher training process and to encourage prospective teachers to develop opportunities in their own willness and interests.

RECOMMENDATIONS

Having a qualified education of social studies teacher candidates will affect their perceptions of professional self-efficacy and their motivation towards the teaching profession. For this reason, it is important to increase the effectiveness of the teacher training process and to encourage prospective teachers to develop opportunities in their own desires and interests. Activities that will increase the motivation of teacher candidates towards the teaching profession can be organized during the training process. It should be avoided from practices to reduce the motivation of prospective teachers studying in the faculties of education, which are teacher training institutions. As a result, it was determined that they were less adequate than the classroom management in providing student participation and teaching strategies. Therefore, the content and conduct of the courses aiming to make candidates more adequate in this respect can be reviewed by the instructors. A study can be conducted that examines the factors affecting social studies teacher candidates' perceptions of self-efficacy and their motivation towards teaching profession. A qualitative study can be conducted that examines the relationship between social studies teacher candidates' self-efficacy perceptions and their motivation for teaching profession.

THE LIMITATIONS OF THIS RESEARCH

This research is limited to social studies teacher candidates who are the participants of this study. This research is limited to twelve universities determined according to NUTS 1. NUTS 1 (Nomenclature of Territorial Units for Statistics) is known as a general name given to statistical regional units accepted by the European Union. During the sampling process carried out on NUTS 1, 1 province and 1 university were selected from each region by taking the criteria such as accessibility, economics and ease of implementation within the 12 regions constituting NUTS 1.

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